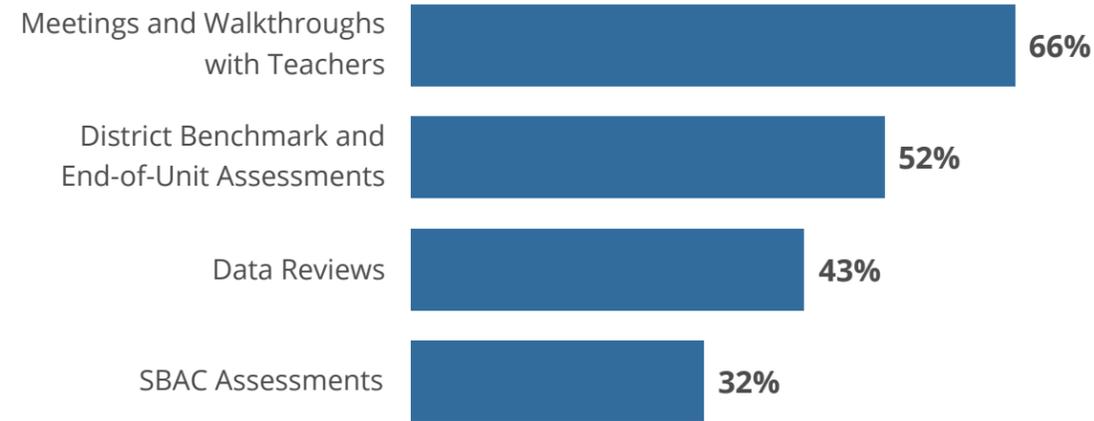


Rather than rely solely on assessment results to gauge implementation progress, district leaders most often report going into schools and classrooms to meet with and observe teachers directly.

For more of *The Center's CA Insights* on IMPLEMENTATION APPROACH & VISION, visit us at TheCenter.WestEd.org/implementation.

The Implementation Approach & Vision domain captures how districts have managed the transition from awareness to implementation of the California standards. Who leads the vision for standards implementation at school sites? What are their priorities? How is progress measured? This section provides answers to these questions and reveals the choices that district leaders make in the course of implementation.

HOW ARE YOU MEASURING PROGRESS OF STANDARDS IMPLEMENTATION?



N=44 Source: 2017 District Interviews

MEASURING PROGRESS, GAINING SYSTEM LEARNINGS

- Two thirds of district leaders say they use meetings and walkthroughs with teachers to gauge how their school sites are implementing the standards.
- In contrast, only one third claim to use the Smarter Balanced assessments, suggesting a lack of confidence in the degree to which these tests can provide timely, accurate snapshots of implementation progress.
- No respondents indicate that teacher evaluations are used to assess implementation.

EXAMPLES OF WHAT DISTRICTS ARE LEARNING AS THEY MONITOR PROGRESS

Principal leadership is critical



*"That's where the priority was. To at least **start with the principals** and start with our school leadership teams that we have during the year.*

How do we help all of them leap forward?"

*"[We] **conduct instructional site visits** at every school [with our principals]. [We] do classroom walkthroughs and talk about what professional learning looks like at each school, and how [the principals are] supporting the instructional focus and how they're aligning their efforts in that way."*

- District Leader

Focus on teacher mastery and ownership



*"**Right now our priority is really the rigor of the standards.** We have found that our teachers are not completely aligned across all of our sites on what the standards mean. So, we have been providing professional development that really digs into what is the rigor of each of the standards in their grade level and how does that, in turn, affect the instruction they're providing for their learners."*

"[We've learned] to involve teachers in the initial going and looking at the curriculum at the county office. [To] have a longer lead time with both piloting the materials and with developing the understanding in the rubrics for how we're going to assess them."

- District Leader

Adjust instructional practice to meet the needs of students at each site



*"We are learning to provide a rigorous instructional program that really stretches students in order to increase their ability to think critically, create, collaborate, and communicate their ideas, both orally and in writing. This requires **a true focus on application of learning rather than simply practicing learned skills.**"*

*"We try not to take that for granted that we **need to focus on our ELs, our migrants, our special education, foster youth** - all those subgroups that we feel we've always done a pretty good job [with], but definitely there's still room for growth."*

- District Leader

