# A minority of principals and teacher leaders report regularly using state-developed resources — such as the Smarter Balanced Assessment Library, ELA/ELD Framework Vignettes or the NGSS Venn Diagram — to support standards implementation.

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Managing the change process in schools — moving from "business as usual" to site-wide buy-in of new standards — requires complex shifts in pedagogy and mindset. Leaders understand that schools cannot be expected to do it alone. But how do educators feel about the support they receive? The KEY STATE AND DISTRICT SUPPORTS domain explores how district leaders, principals, and teacher leaders perceive supports from all levels of the system.

## WHERE DO YOU RANK YOUR USE OF STATE RESOURCES FOR SUPPORTING STANDARDS IMPLEMENTATION?
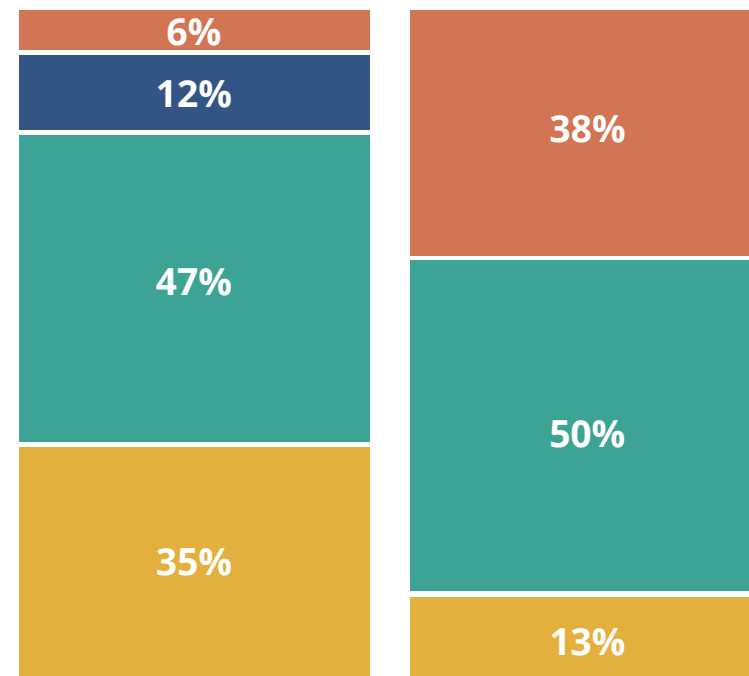
**Principals (n=17)**
- 6%
- 12%
- 47%
- 35%

**Teacher Leaders (n=16)**
- 38%
- 50%
- 13%

- ● Intimately familiar and use routinely
- ● Use as determined or necessary
- ● Sporadically using
- ● Not using or unaware of state resources

Source: 2017 Focus Groups

## EDUCATOR PERSPECTIVES ON STATE RESOURCES

*"[It's difficult to find] the time to access them [state resources], to become familiar with them, [so] you use them when you need to use them... It is all there, [and]* **the Digital Library has wonderful things in there. But having the time to implement them strategically is what's hard."**

– Teacher Leader

*"We'd be a two [out of four], but* **it's only when somebody finds it [a state resource] and shares it.** *It's not because it's been broadcast or, 'Here you go.' It is, 'Look what I found.'"*

– Principal

**"The state has very clear student writing samples** *[that indicate,]* 'Teachers, that is what we're shooting for. That should be your guide.' You don't find that unless you know it is there and actually read the standards because it is in the appendices.* **I feel bad for the state because I think they have provided more than you think and we don't know how to access and get it,** *and as a consequence, are probably missing out.* **Those performance standards and the rubrics and models are impressive."**

– Principal

*"The ELA document is 183 pages long. There is a lot of stuff there. Our teachers probably haven't read it.* **Unless we force them, they don't go through those resources."**

– Principal

*"It would be really nice if the state could decide they were going to stick with a resource platform for more than two or three years...* **It takes a while for people to get into those resources,** *on those resources, committed to those resources. Just about the time people have faith in what's on there, [there] pops up another thing too. We go in, we try them out.* **Even though they say they're vetted resources, we're leery sometimes, so we go in and try them out."**

– Teacher Leader

*"The ELA and math frameworks have been helpful,** especially with the examples they provide inside. You can compare those to your lesson or utilize some of those examples, that's been helpful.* **Other resources on their website, [like] the Digital Library, [those are] hit and miss."**

– Principal