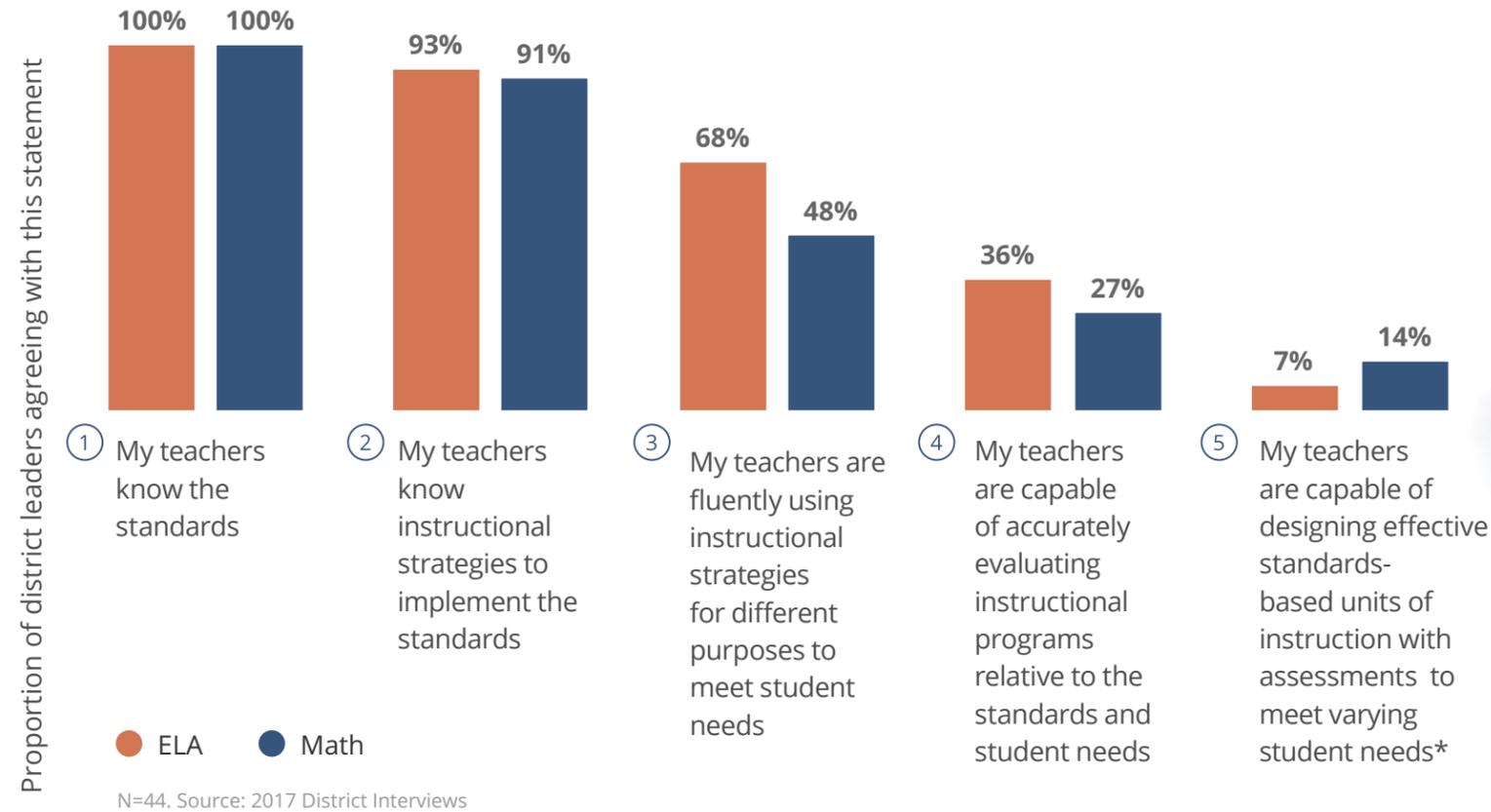


When asked to rate their teachers' mastery of the California State Standards, district leaders, principals, and teacher leaders paint a picture of steady progress, and note that teacher mastery will continue to develop over time.

For more of *The Center's CA Insights* on INSTRUCTIONAL SHIFTS, visit us at TheCenter.WestEd.org/shifts

Shifting instructional practice is central to improving teaching and learning. When given structured opportunities to reflect upon what the standards mean for their own practice, teachers are better equipped to shift instruction and affect standards implementation. In the **Instructional Shifts** domain, district leaders, principals, and teacher leaders observe how their teachers navigate this process at the classroom level. As one principal put it, "It's making teachers go from being presenters to teachers again."

DISTRICT LEADERS: HOW WOULD YOU DESCRIBE YOUR TEACHERS' LEVEL OF STANDARDS MASTERY ON THE FOLLOWING SCALE?



- In both ELA and math, the overwhelming majority of district leaders believe their ② teachers know general instructional strategies to implement the standards.
- Some district leaders go further, with two thirds indicating their teachers can ③ fluently differentiate instruction to meet student needs in math. Nearly half of respondents share this belief about their ELA teachers.



"[We're doing well], because we really spent the time over the last year talking about the instructional shifts as well as the [curriculum] frameworks, and using [those] tools to know and understand the standards before you teach them. We just have spent a lot of time analyzing the standards and looking for them in our instructional materials over the last two years."

– District Leader

PRINCIPALS, TEACHER LEADERS, AND DISTRICT LEADERS SHARE THEIR PERCEPTIONS OF TEACHER MASTERY



"Math, I think we're a lot of twos and threes. There are some who have spent a lot of time with the program and reworking curriculum to meet the needs [of students] and looking at lesson designs that are more collaborative."

– Teacher Leader on math mastery



"My teachers are probably all over the place... There are some vets [veteran teachers] that could do a number four, but there are very few of them."

– Teacher Leader on ELA mastery



"I don't think they even know the examples of other [standards-aligned] instructional strategies, to be honest with you. The [strategies] that they know, they use and they stick to what they got."

– Principal on ELA mastery



"Knowing the instructional strategies and implementing them is different."

– District Leader on math mastery

* Scale derived from: Martin, Linda E., Sherry Kragler, Diana J. Quatroche, and Kathryn L. Bauserman. *Handbook of Professional Development in Education: Successful Models and Practices, PreK-12*. New York: Guilford Press, 2014.