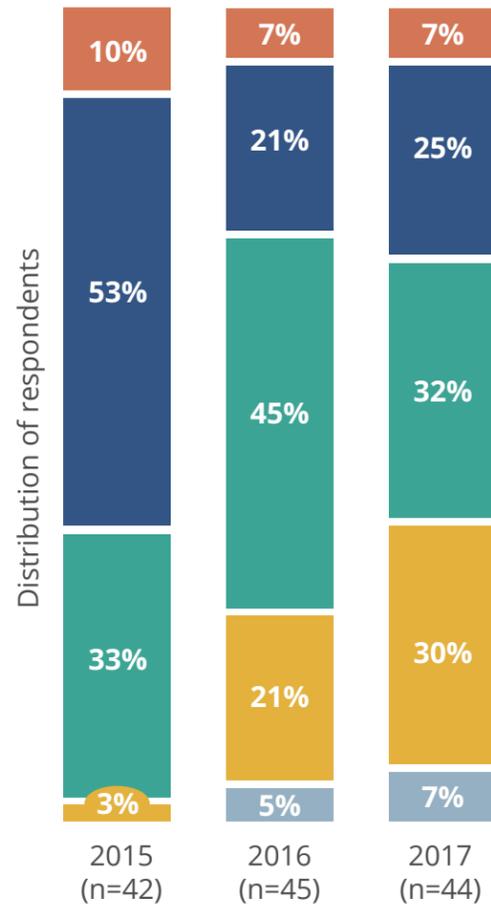


For three years, the Center has taken representative snapshots of district leaders' confidence in their teachers' standards mastery, which we use to gauge how districts feel about standards implementation progress. Here's a look at how each sample felt in that year.

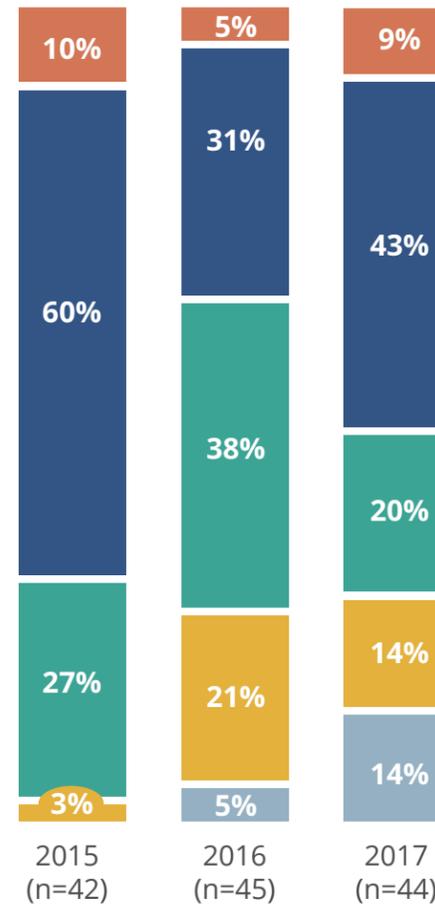
For more of *The Center's CA Insights* on INSTRUCTIONAL SHIFTS, visit us at TheCenter.WestEd.org/shifts

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' Perceptions of Teacher Mastery: English Language Arts (ELA)



District Leaders' Perceptions of Teacher Mastery: Mathematics



Source: 2015, 2016, and 2017 District Interviews. Numbers may not sum to 100% due to rounding.

- 1. My teachers know the standards
- 2. My teachers know instructional strategies to implement the standards
- 3. My teachers are fluently using instructional strategies for different purposes to meet student needs
- 4. My teachers are capable of accurately evaluating instructional programs relative to the standards and student needs
- 5. My teachers are capable of designing effective standards-based units of instruction with assessments to meet varying student needs*

Note: These charts are not intended to display cohort growth over time. While this question was asked of district leaders in each of the previous three years, the composition of the respondent sample was different and independently drawn in each year. Therefore, figures represent the views of that cross-section of district leaders at that point in time.

*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.



PRINCIPALS AND DISTRICT LEADERS REFLECT ON TEACHER MASTERY



"ELA is the first area where we put in ELA specialists, or reading specialists, at each of the sites. So, they've had more time to really dig in and get that support on the ELA standards."

- District Leader



"I think we're getting to a tipping point too maybe, and maybe in a couple of years, that majority [of teachers] will be further along [in implementation]."

- Principal



"[Teachers] all build on each other, but the instruction is a lot different [and] in different pieces. That has been harder. We're finding this year is a good year to start tackling [how to piece it all together] ... we do have math specialists now that are at the sites."

- District Leader