LESSON 1
Standards implementation does not resemble the idealized progression it is often expected to be. Our implementation strategy, as a state, should reflect this reality.

District leaders, principals, and teacher leaders consistently tell us that standards implementation is an ongoing process that takes time to get right. New learnings about what strategies help facilitate progress—in the classroom and the district office alike—are not acquired linearly, but rather assimilated in an iterative fashion.

THE COMMONLY-HELD VISION OF WHAT IMPLEMENTATION LOOKS LIKE:

WHAT STANDARDS IMPLEMENTATION ACTUALLY LOOKS LIKE:

Policy shift to new, more rigorous standards

Learning, improving, and adjusting practice

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Three years of listening to educators has taught us that implementing the California State Standards is a highly varied and localized experience—a constant exercise on the part of school leaders, district leaders, and teacher leaders to integrate what they're learning into existing organizational structures and calibrate instruction and training in response. In our final domain we explore the common theme across educators’ experiences in our large and diverse state: that implementation is iterative.