



District College- and Career-Ready (CCR) Standards Implementation – Progress and Capacity

Version 2.0 - July 2015

Category	Questions to Consider	Weak (1)	Strong (4)	Evidence to look for
A. Systems Alignment and System Change				
1. Aspiration	<ul style="list-style-type: none"> ■ Has the district clearly articulated a vision for CCR implementation, including expected results for students? ■ Do key stakeholders in the district understand and agree with this vision? ■ Do stakeholders know why the state and the district are implementing the CCR and what the expected change is? ■ Is it clear to those in the field how the district’s various initiatives including CCR standards, fit together and support a common vision? ■ Have leaders considered how this vision relates to districtwide goals and district and school-level accountability, and particularly how those might be affected by more rigorous assessment? 	<ul style="list-style-type: none"> ■ The district has not established a vision for CCR standards. ■ Major disagreement exists among key stakeholders over the potential benefit of this change. ■ Key stakeholders, including teachers and the general public, do not understand the vision or the changes expected as a result of CCR standards. ■ The CCR standards and other initiatives feel disconnected; it is unclear to those in the field what the priorities are and in what direction the district is moving. ■ Little or no thought has been given to the implications of more rigorous assessments for the vision and goals. 	<ul style="list-style-type: none"> ■ The district has established a clear vision for CCR standards implementation and articulated the moral and economic purpose of the standards, as well as what they will accomplish for students. ■ Teachers, principals, and the general public know why the state and district are implementing the CCR standards and understand its potential impact on the district and its schools. ■ There is widespread agreement among key stakeholders that the CCR standards will benefit students. ■ Educators understand how the various initiatives, including the CCR standards, fit together and add up to a greater districtwide 	<ul style="list-style-type: none"> ■ Existence of documents (e.g., on the district website) that outline a consistent vision for the CCR standards ■ Feedback from teachers, principals, and the general public about their understanding of the purpose behind CCR standards and their support of the new standards

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			vision for student success. <ul style="list-style-type: none"> Leaders have a plan for ensuring that the vision, goals, and accountability systems remain ambitious and meaningful with more rigorous assessments in place. 	
2. Clarity of Roles	<ul style="list-style-type: none"> Have district leaders clearly defined and articulated their role in ensuring that CCR standards are implemented in every classroom? Does the district work with school leaders to coordinate implementation and support? Is support differentiated based on the needs and requests from schools? 	<ul style="list-style-type: none"> The district role in the implementation of the CCR standards is unclear relative to that of the state and schools. Efforts to implement the CCR standards are redundant and overlapping. The district employs a "one-size-fits-all" approach to its interactions with and support for schools; it does not differentiate based on size, resources, or need. 	<ul style="list-style-type: none"> The district has clearly defined its role in CCR standards implementation. Schools understand their role in relation to the district. The district works with schools to ensure their efforts to implement complement and build upon one another. The district focuses its available support and resources on those schools that need it most. 	<ul style="list-style-type: none"> Existence of documents (e.g., on a district website) that articulate the district role Comparison of district and school strategic plans Existence of regular and visible district contacts with schools regarding implementation plans
3. Leadership	<ul style="list-style-type: none"> Is there a clear leader for CCR standards implementation at the district? Are the superintendent and his/her leadership team deliberately and regularly engaged in discussions about the CCR standards, particularly as it relates to 	<ul style="list-style-type: none"> While many people are working on CCR standards, it is unclear who is really responsible for its successful implementation. CCR standards implementation exists in isolation within one part of the district; other leaders rarely engage in 	<ul style="list-style-type: none"> There is a clear leader for CCR standards implementation who is coordinating and driving this work at the district level, with the support of a strong team. The superintendent and all members of his/her leadership team see CCR standards as a priority 	<ul style="list-style-type: none"> Existence of a single responsible leader who is acknowledged as such across the system Evidence of high engagement levels among the superintendent and leadership team Cross-functional district team on CCR standards

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	<p>other initiatives in the district?</p> <ul style="list-style-type: none"> ■ Are other key district leaders, including the school board and other officials, have shared ownership for this work? ■ Is there a cross-functional team at the district on CCR standards implementation? ■ Can other departments at the district articulate their role in CCR standards implementation to the field? 	<p>conversations about implementation progress.</p> <ul style="list-style-type: none"> ■ Information to the Board is only provided when specifically requested. 	<p>and regularly engage in conversations about progress and the relationship between CCR standards other initiatives.</p> <ul style="list-style-type: none"> ■ Key district leaders, including the school board, see CCR standards as a priority and its successful implementation as part of their responsibilities; they often speak out to support the CCR standards. ■ A cross-functional team meets regularly at the district to coordinate their efforts to bring coherence to the field. ■ Departments across the district can articulate their role in CCR standards implementation to educators. 	<p>implementation who meets regularly with set agendas and goals</p> <ul style="list-style-type: none"> ■ Engagement levels of the school board and other local officials ■ Inclusion of CCR standards implementation in board meeting agendas ■ School Board actions regarding CCR standards
<p>4. Plan and Timeline</p>	<ul style="list-style-type: none"> ■ Is there a clear plan for implementing the CCR standards that outlines the district's goals and a coherent set of strategies for achieving them? ■ Does the plan include a detailed, realistic timeline for implementation? ■ Is the plan concrete enough to serve as the driver of 	<ul style="list-style-type: none"> ■ The district does not have a written plan, or it has a plan that is not regularly used to drive the implementation work. ■ The plan is not sufficiently detailed and does not indicate the timeline and milestones necessary for rolling out 	<ul style="list-style-type: none"> ■ Leaders have created a plan for implementation of the CCR standards and use that plan to drive the day-to-day work. ■ The plan includes a realistic timeline which includes key milestones and deadlines the 	<ul style="list-style-type: none"> ■ Existence of a written plan with key characteristics: <ul style="list-style-type: none"> ▪ Goals ▪ Strategies and their connection to goals ▪ Timeline ▪ Connection points with other key district initiatives

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	<p>day-to-day implementation work?</p> <ul style="list-style-type: none"> ■ Do key stakeholders understand the plan? Were they engaged in the planning process? ■ Is the plan coherent with other major reform initiatives (e.g., new teacher and leader effectiveness systems, data systems, etc.)? ■ Does the plan include strategies for adjusting implementation based on new assessments? 	<p>the standards and ensuring readiness for the assessments.</p> <ul style="list-style-type: none"> ■ There is limited or no evidence that key stakeholders were engaged in planning and able to provide input into the plan. ■ The plan is isolated from plans for other major reform initiatives. ■ Little or no thought has been given in the plan to the implications of new assessments. 	<p>districts and schools should meet.</p> <ul style="list-style-type: none"> ■ Key stakeholders understand the CCR standards implementation strategy—how it is to be implemented, what will define success, and their role. ■ The plan is integrated with (possibly a part of) other plans for district reform initiatives. ■ The plan includes or makes reference to district strategies for managing the results from new assessments. 	<ul style="list-style-type: none"> ■ Access to and use of the plan by staff responsible for implementation ■ Knowledge of district plan among stakeholders inside and outside of the central office. ■ Frequency of updates to key stakeholders on completion of milestones and status of plan.
<p>5. Budget and Resources</p>	<ul style="list-style-type: none"> ■ Has the district considered the resources necessary for successful implementation and included those in annual budgets? ■ Is the district supporting schools in doing the same? ■ Does the district provide an adequate budget to meet the implementation goals? 	<ul style="list-style-type: none"> ■ The district has no additional resources planned for implementation activities or has not even considered re-allocating current resources. ■ The budget does not reflect any prioritization of the implementation of CCR standards. ■ No changes to how districts and schools plan and use various funding streams have been considered to help with implementation. 	<ul style="list-style-type: none"> ■ Leaders have been thoughtful and deliberate in mapping the resources necessary for successful CCR standards implementation. ■ They have worked to create a budget that ensures access to those resources through the allocation of new funds, re-allocation of existing ones (such as federal programs like IDEA, Title I and Title II), or both. ■ Leaders also have supported schools in 	<ul style="list-style-type: none"> ■ Budget documents: <ul style="list-style-type: none"> ▪ Inclusion of additional resources or a shifting of resources to prioritize CCR standards implementation ▪ Alignment with CCR standards implementation plans ▪ Extent to which information regarding budget and resources is shared with schools

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6. Monitoring and Problem Solving	<ul style="list-style-type: none"> ■ Do district leaders have access to data they need to drive their work, including leading indicators on the progress of CCR standards implementation and regular feedback from teachers and school leaders? ■ Have district leaders established a system for regularly monitoring the progress of implementation (including leading and lagging indicators, feedback from the field, and milestones and activities from the plan) and problem-solving when work is off-track? ■ Are problems brought to the attention of the appropriate decision-makers and acted upon in a timely manner? ■ Do district leaders understand whether the activities undertaken at the district level (such as providing PD, instructional materials, etc.) are having their intended impact on the field? 	<ul style="list-style-type: none"> ■ District leaders have little or no access to information regarding implementation in the field; they have no way of knowing whether most teachers and school leaders understand the changes associated with CCR standards and whether they are prepared to implement those changes. ■ District leaders meet only rarely and sporadically to discuss the progress of implementation of the CCR standards. ■ The conversations that do occur are not structured to facilitate real problem-solving that is focused on outcomes. ■ These conversations often take place in the context of a crisis and may not include the right people. ■ District leaders do not have a clear picture of whether or not the activities they are 	<p>considering resources and budgets and provide guidance on the use and budgeting of resources.</p> <ul style="list-style-type: none"> ■ The district regularly collects, analyzes, and uses data on the progress of implementation in the field. ■ Feedback from the field includes opinions and comments on the progress of implementation, but also data on teacher and principal satisfaction, knowledge, and practices. ■ District leaders, including the superintendent and those directly responsible for CCR standards implementation, regularly meet to review implementation progress against the state’s plan. ■ Discussions of progress are focused on outcome data (including leading and lagging indicators, feedback from the field, and milestones) ■ Conversations provide a consistent opportunity to arrive at a shared view of progress, to surface 	<ul style="list-style-type: none"> ■ Existence of survey tools, focus groups, or other methods for collecting feedback from the field on quality of implementation ■ Existence of and ease of access to regular data collection and analytical reports from this feedback ■ Occurrence of regular progress monitoring discussions ■ Agendas, materials, and results of data analyses from progress monitoring discussions ■ Existence of trainings for teachers, school leaders, and district leaders to understand how to use the data effectively to drive CCR standards implementation

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		<p>undertaking are having their intended impact in the field.</p>	<p>challenges, to problem-solve together, to hold responsible leaders accountable for implementation, and to make mid-course corrections.</p>	
<p>7. Internal Communication and Collaboration</p>	<ul style="list-style-type: none"> ■ Do district leaders regularly communicate with district staff about the state’s CCR standards implementation effort and associated priorities? ■ Does district staff understand objectives of the CCR standards plan and how to communicate this work in relation to their own work? <ul style="list-style-type: none"> ▪ Does district staff feel responsible for successful roll-out of CCR standards? Are they trained and empowered to be messengers? ▪ Is there a “crisis communications” plan in place to quickly inform staff about unplanned communications issues or crises? 	<ul style="list-style-type: none"> ■ Communications within the central office are poorly planned, inconsistent, and often conflicting. ■ District leadership share information on an ad-hoc basis. ■ District staff does not feel prepared to talk about the district reform efforts in relation to CCR standards. ■ District staff is not informed of implementation progress. ■ The district is unprepared to deal with communicating emerging threats to CCR standards efforts. 	<ul style="list-style-type: none"> ■ The district intentionally prioritizes internal communications as a strategy. ■ The district has an internal communications plan for district staff with specific focus on CCR standards implementation. ■ The district staff has embraced their role in implementation and feels comfortable communicating CCR standards information, when called upon to do so. ■ The district has a central location for CCR standards communications collateral with frequently updated information, tools, and materials utilized by district staff. ■ The district trains staff about communicating priorities of CCR 	<ul style="list-style-type: none"> ■ Existence of an internal communications plan with the following characteristics: <ul style="list-style-type: none"> ▪ Key messages and CCR standards implementation priorities ▪ Plan for engaging staff that includes multiple vehicles of communication ▪ A protocol or plan for communications crises or contingencies ■ Feedback from district staff on their understanding of communicating the CCR standards and their ability to communicate the CCR standards to their stakeholders ■ Extent to which the district staff play an active role in communications ■ The district leadership routinely meets to

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			standards implementation plan.	discuss internal communications issues across the district
B. Educator Supports				
8. Instructional Materials and Curriculum	<ul style="list-style-type: none"> ■ Do educators have access to CCR standards-aligned instructional materials? ■ Are they using those materials to align their instructional and assessment practices with CCR standards? ■ Is there a district curriculum or model curriculum for schools? Does every school have a curriculum? 	<ul style="list-style-type: none"> ■ School leaders and teachers are aware of some CCR standards-aligned instructional materials, but cannot say with much certainty that the right set of resources exists. ■ Some educators may be intentionally using CCR standards-aligned instructional materials, but it is a small number or district leaders do not know who they are. ■ Educators who desire standards-aligned and/or district-endorsed materials are not able to access them. ■ Schools do not have CCR standards-aligned curricula, whether school-developed or district provided. 	<ul style="list-style-type: none"> ■ Leaders are comfortable that educators have access to a comprehensive range of CCR standards-aligned materials, including curricular modules, guidance on developing CCR standards-aligned lesson plans, and guidance on aligning assessment to standards. ■ The majority of educators is aware of these materials, has access to them, and is using them in their classrooms. ■ Nearly all educators have sufficient resources to successfully teach the CCR standards and are using them in their classrooms. ■ Each school has a CCR standards-aligned curriculum in use. 	<ul style="list-style-type: none"> ■ Existence of the right materials, as validated by a trusted source ■ Existence of a rigorous process to evaluate the alignment of new materials ■ Range of the right materials: curricular modules, guidance on developing and/or aligning curricular modules with CCR standards ■ Educator access to materials posted online ■ Educator practice that makes use of these materials, as self-reported or reported by educator leaders ■ Written curriculum available in each school
9. Professional Learning for Teachers	<ul style="list-style-type: none"> ■ Are teachers engaged in high-quality professional development that is designed to rapidly and significantly improve their 	<ul style="list-style-type: none"> ■ Leaders are aware of some CCR standards-aligned PD offerings and may have some evidence that educators are benefiting from 	<ul style="list-style-type: none"> ■ Leaders can identify a range of CCR standards-aligned PD programs that cover every grade band and relevant subject (including 	<ul style="list-style-type: none"> ■ Existence of the right professional learning programs, as validated by a trusted source (e.g., districts or schools that are leaders in this field,

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	<p>ability to teach the CCR standards?</p> <ul style="list-style-type: none"> ■ Do teachers regularly participate in collaboration with other educators to examine and improve instruction (such as through professional learning communities)? ■ Does teachers' collaborative work time include activities such as reviewing assignments and student work, assessing alignment of instructional resources with standards, and analyzing results of standards-aligned interim assessments? ■ Is professional learning designed to incorporate the use of high-quality instructional materials as defined above? ■ Is professional learning changing classroom practices? ■ Is individualized feedback from teacher evaluations focused explicitly on the relevant CCR standards and specific supports and scaffolds for helping students meet them? 	<p>these offerings, but have little idea of how widespread these offerings are.</p> <ul style="list-style-type: none"> ■ While there may be some bright spots, the average educator experiences disjointed professional development training that may or may not be aligned to CCR standards. ■ Training tends not to be connected to other professional learning opportunities or to day-to-day coaching and feedback from teacher evaluations. ■ The district does not promote job-embedded, collaborative learning for teachers as a high-quality PD strategy for CCR standards implementation and does not provide resources to support developing these structures. ■ Districts and schools have not planned for adequate time for teachers to truly absorb the standards. 	<p>literacy and numeracy in non-ELA and math disciplines) comprehensively and coherently.</p> <ul style="list-style-type: none"> ■ Programs are well integrated with CCR standards-aligned instructional materials that are available. ■ Programs are anchored in a job-embedded component that links professional learning to day-to-day feedback and coaching that educators receive. ■ Policies and guidance to schools support teachers having time during the school day for professional learning that is job-embedded and includes collaboration with other teachers. ■ The district ensures that the vast majority of educators is enrolled in these programs and is changing their instructional practices accordingly. 	<p>professional learning communities of practitioners, third party with expertise)</p> <ul style="list-style-type: none"> ■ Enrollment data for these programs vs. total size of district ■ Participant feedback on these programs ■ Evidence of changed educator practice as a result of these programs, as self-reported or observed in classrooms

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10. Professional Learning for Principals	<ul style="list-style-type: none"> ■ Are principals receiving high-quality professional development that will equip them to understand the content and pedagogical shifts necessary to implement the CCR standards in their buildings? ■ Does this professional learning help principals to tell the difference between CCR standards and previous standards in the classroom? ■ Does this professional learning equip principals with the skills needed to lead their school’s transition to higher standards and assessments? ■ Are principals prepared to observe, support, and evaluate teachers according to the expectations of the new standards? ■ Is this professional learning changing the way that principals exercise instructional leadership in their buildings? 	<ul style="list-style-type: none"> ■ Leaders are aware of some CCR standards-aligned PD offerings for principals but have little idea of how widespread these offerings are. ■ Principals know the changes that are happening but have not been a major part of the implementation process or have not received focused training on the specific implications for their role. ■ Principals tend to run their schools’ educator evaluation systems in isolation from other CCR standards resources, including aligned instructional materials and aligned professional learning opportunities, because the resources themselves are offered to them in isolation. ■ Principals will have to rely mostly on properly trained content teachers for instructional leadership. 	<ul style="list-style-type: none"> ■ Leaders can identify a range of CCR standards-aligned professional learning programs for principals that equip them to incorporate CCR standards expectations into their instructional leadership. ■ Leaders are working closely with districts and other partners to ensure that principals at all grade levels have engaged in one or more of these programs. ■ The vast majority of principals can speak confidently about the CCR standards and are ready to observe and support teachers on the new standards. ■ The vast majority of principals and educator leaders are fully capable of integrating teacher evaluation systems with CCR standards-aligned instructional materials and professional learning programs to create a comprehensive developmental experience for teachers. ■ Principals are widely recognized as leading their schools’ 	<ul style="list-style-type: none"> ■ Existence of the right professional learning programs, as validated by a trusted source (e.g., districts or schools that are leaders in this field, professional learning communities of practitioners, third party with expertise) ■ Enrollment data for these programs vs. total number of principals ■ Participant feedback on these programs ■ Evidence of changed principal practice as a result of these programs, as self-reported or reported by teachers and district leaders ■ Evidence that educator enrollment in PD is being driven by feedback from the evaluation system

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			implementation of CCR standards and assessments <ul style="list-style-type: none"> ■ Principals are widely viewed as the instructional leaders of their schools and teachers feel comfortable that their principals are prepared to support them in implementing the standards. 	
11. Educator Preparation	<ul style="list-style-type: none"> ■ Have leaders engaged institutions of higher education and teacher and principal preparation programs that supply the majority of the district's educators to ensure they are preparing candidates to teach and assess the CCSS? 	<ul style="list-style-type: none"> ■ Leaders of education preparation programs are not engaged in discussions around what it will take to prepare new teachers to teach the CCR Standards and new principals to be instructional leaders in charge of CCR standards implementation 	<ul style="list-style-type: none"> ■ Higher education leaders have aligned their education preparation programs to help new teachers and principals graduate with CCR standards implementation competencies appropriate for their roles. 	<ul style="list-style-type: none"> ■ Existence of feedback loops between district leaders and higher education leaders about the preparedness of new teachers to teach the CCSS <ul style="list-style-type: none"> ■ Evidence of regular contact and cooperation between district staff and stakeholders in teacher preparation programs
C. Student Supports				
12. Supports for Special Populations	<p>Note: Use this row of the rubric to separately evaluate the supports provided to key populations of students in your district including:</p> <ul style="list-style-type: none"> ■ Students with disabilities (SWD) ■ English Language Learners (ELLs) ■ Students struggling academically ■ Any other racial, ethnic, or socioeconomic groups that need additional focus ■ Gifted and talented students 			

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	<ul style="list-style-type: none"> ■ Is there internal coordination at the district between those departments and programs responsible for supporting SWDs, ELLs, and standards implementation/assessment? ■ Does the district have a plan for how schools can support students who are not proficient on the state assessment? ■ Does the district provide content-specific guidance to support educators in working with struggling students, including: <ul style="list-style-type: none"> ▪ Guidance on how to differentiate instruction for all students? ▪ Guidance on remediation and acceleration of learning? ■ Does the district identify bright spots among schools that have successfully supported SWDs, ELLs, or students who are academically behind and does the district share those bright spots? ■ Are ELL and SPED teachers included in professional learning activities relating to the CCR standards? Do professional learning opportunities incorporate 	<ul style="list-style-type: none"> ■ There is no coordination, or limited coordination, between the standards implementation office and offices responsible for supporting SWDs and ELLs; educators in the field see support from these offices as disconnected. ■ Guidance or resources on supporting struggling students are nonexistent and/or only provided to the schools in “turnaround” status, not to all schools with low-performing students. ■ District provides no or limited tools/resources to support educators who work with SWDs, ELLs, or students who are academically struggling. ■ The district does not showcase or highlight those schools that do a good job of differentiating instruction and supporting SWDs, ELLs, and academically struggling students. ■ There are no professional learning opportunities provided to educators who work with SWD or ELL students; 	<ul style="list-style-type: none"> ■ The district coordinates services for SWDs, ELLs, and students who are struggling academically across the agency’s departments and programs to maximize service and reduce duplication. ■ The district provides guidance to schools on research-based practices and interventions that improve achievement for students who are underperforming on assessments. ■ The district provides guidance, tools, and support on how to use data related to CCR standards to personalize and improve instruction for all students. ■ The district develops content-specific guidance on how teachers can provide grade-level, cognitively challenging tasks to all students. ■ The district showcases school models that have been successful at supporting students with disabilities, ELLs and students who are academically behind in 	<ul style="list-style-type: none"> ■ Office of special education, office of ELLs, school turnaround office, and standards implementation team meet regularly ■ The use of funds from Title programs to support the implementation of the CCR standards ■ Feedback from schools that there is not duplication in the work coordinated by various parts of the district ■ For students who do not score at a college and career ready level in 11th grade, a 12th grade transition course is available to help students meet proficiency expectations. ■ A Multi-Tier System of Support (MTSS)/Response to Intervention (RTI) framework and associated trainings, tools, or guidance that clearly illustrate to teachers how MTSS/RTI can support struggling students in meeting CCR standards expectations ■ The use of lessons, units, or curricular materials that support

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	<p>best practices for supporting SWDs and ELLs?</p> <ul style="list-style-type: none"> ■ Do the expectations and responsibilities of educators who support SWDs and ELLs encourage them to align instructional strategies with the CCR standards to support these students? ■ Does the district provide guidance and/or resources on implementation for gifted and talented students? 	<p>they might receive resources or training from the SPED or ELL offices, but these are not linked to the CCR standards.</p> <ul style="list-style-type: none"> ■ There is little or no focus during evaluation and feedback on use of CCR standards-aligned instructional strategies for ELLs, SWDs, and students struggling academically. ■ The district does not address what the CCR standards mean for gifted and talented students. 	<p>meeting grade-level standards.</p> <ul style="list-style-type: none"> ■ ELL and special education teachers are included in professional learning activities; training incorporates evidence-based instructional practices for SWDs and ELLs. ■ Services provided to SWDs and ELLs (as outlined in IEPs, etc.) are clearly linked and aligned with the CCR standards, instruction, and assessment. ■ Observations and feedback are aligned to the diverse roles and responsibilities of professionals who support SWDs and ELLs by encouraging teachers to provide evidence of CCR standards-aligned instructional strategies. ■ The district provides resources and guidance on the implications of CCR standards for gifted and talented students. 	<p>differentiation for SWDs and ELLs</p> <ul style="list-style-type: none"> ■ Opportunities for sharing best practices and models from schools that excel at supporting SWDs and ELLs ■ Professional development and resources for IEP teams include how to construct standards-based IEPs tied to the ELA and math content standards ■ Review of teacher evaluations for references to CCR standards-aligned instructional strategies for SWDs and ELLs

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D. Communication and Engagement				
13. Building Momentum through Productive Relationships	<ul style="list-style-type: none"> ■ Do leaders cultivate the relationships that are central to success, both with key stakeholders and within their own organization? ■ Do leaders work actively to sustain these relationships? ■ Is conflict managed proactively? ■ Is there continued attention, support, and excitement for the CCR standards from those at the district and key stakeholders through the challenges of implementation? 	<ul style="list-style-type: none"> ■ Some critical people who want to be involved with CCR standards implementation are being ignored by the district. ■ Relationships between district staff and others involved in the implementation process (or between various teams within the district) are strained, unproductive, or frustrating. ■ The district's role in CCR standards implementation carries a negative image for leaders in the field. ■ Conflict about the CCR standards is unexpected and contentious, significantly undermining implementation. ■ There has been little excitement or attention around the CCR standards since adoption; talk of the CCR standards focuses on implementation challenges. 	<ul style="list-style-type: none"> ■ Members of the district have reached out and created opportunities for collaboration with key community stakeholders. ■ Members of the district maintain effective relationships with all people that they interact with, establishing win-win agreements for cooperation and staying true to the core values of the aspiration. ■ There is a strong and positive brand associated with CCR standards implementation and the district's leadership of it. ■ Conflict is managed with a fact-based discussion that acknowledges the emotional arguments of others but does not compromise on core principles of the CCR standards implementation effort. ■ Leaders, those in the field, and the general public remain excited about the CCR standards and continue to recognize its benefits despite implementation 	<ul style="list-style-type: none"> ■ Existence of a communications plan with the following characteristics: <ul style="list-style-type: none"> ▪ Clear Objectives ▪ Key messages ▪ Identification and analysis of key audiences and effective vehicles for reaching those audiences ▪ Measurable metrics to determine the effectiveness of communications plans ■ Quantity and tone of media coverage of CCR standards implementation (e.g., via search of Google News) ■ Feedback from the general public about their understanding of and support for the CCR standards

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14. Engagement with Education Stakeholders	<ul style="list-style-type: none"> ■ Do leaders regularly communicate with education stakeholders about their CCR standards implementation effort and its associated priorities? ■ Do communications from the district help education stakeholders understand objectives of the CCR standards implementation plan and the role they play in implementation? ■ Are communications two-way? Do leaders gather and respond to feedback from the field about the CCR standards implementation? ■ Do school leaders feel responsible for successful roll-out of CCR standards? Are they utilized as messengers? ■ Does the district engage educators and educator associations to solicit educator advice about CCR standards implementation? 	<ul style="list-style-type: none"> ■ Communications within and from the district to education stakeholders are poorly planned, inconsistent, and often conflicting. ■ Communication only flows outward; little or no feedback from the field is gathered. ■ District shares information on an ad-hoc basis. ■ District uses email only to keep educators informed of implementation progress. 	<p>challenges along the way.</p> <ul style="list-style-type: none"> ■ The district has an internal and external communication plan for education stakeholders with specific focus on CCR standards implementation. ■ Communication is clear and consistent and important information flows to the parties most affected. ■ Communication is two-way; feedback is collected and integrated into implementation plan. ■ District leaders have embraced their role in implementation and serve as conduits of information and who generate grassroots enthusiasm for the CCR standards. ■ The district has a comprehensive online presence with frequently updated information, tools, and materials about CCR standards implementation. ■ The district utilizes multiple strategies (in person meetings, email, twitter chats, webinars, 	<ul style="list-style-type: none"> ■ Existence of a stakeholder engagement plan with the following characteristics: <ul style="list-style-type: none"> ▪ Key messages about implementation priorities ▪ A strategy to routinely engage stakeholders through multiple channels and activities ■ The district solicits feedback from education stakeholders on their understanding of and support for the CCR standards and uses that information to improve CCR standards implementation plans

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15. Public Relations and Communications	<ul style="list-style-type: none"> ■ Do leaders recognize the importance of building public support for the CCR standards? ■ Have leaders identified and partnered with a group of influential and diverse stakeholders that understand the CCR standards and can defend the standards to audiences outside of the education community? ■ Do leaders ensure that educator success stories and updates about the progress of implementation are covered in the media? ■ Does the district target parents as an audience to communicate with, and craft messages to them? ■ Does the district provide the public with meaningful opportunities to provide feedback on implementation issues? 	<ul style="list-style-type: none"> ■ Communications within and from the district to education stakeholders are poorly planned, inconsistent, and often conflicting. ■ Leaders are only focused on a limited range of stakeholders, mostly principals (little to no focus on teachers and parents). ■ Communications efforts are only reactive and do not drive the narrative about implementation in the district. ■ Information about the CCR standards seems to be different depending on where you live in the district. ■ Anti-CCR standards constituencies are controlling the public narrative in the district. 	<p>etc.) to deliver streamlined communication to the field.</p> <ul style="list-style-type: none"> ■ The district has an external communication plan for the broader public with specific focus on CCR standards implementation. ■ The district has a comprehensive media campaign (CCR standards information on website, regular updates in newsletters, etc.) that provides frequently updated information to the public, and measures the success of these efforts. ■ Dissent to the CCR standards is neutralized and does not garner legitimate attention. ■ District and school leaders can articulate answers and provide information to those who have reservations about CCR standards. 	<ul style="list-style-type: none"> ■ Feedback from district staff about quality of working relationships inside the agency and quality of working relationships with key stakeholders outside the agency ■ Feedback from key stakeholders about the quality and productivity of their working relationships with district staff ■ Feedback from educators in general about the image and perception of the district and its role in CCR standards implementation ■ Feeling of excitement from educators and others around the district about the CCR standards