

Guide to Developing and Implementing State Social Studies Standards

Prepare

Develop

Implement

THE COUNCIL OF CHIEF STATE SCHOOL OFFICERS

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Guide to Developing and Implementing State Social Studies Standards

COUNCIL OF CHIEF STATE SCHOOL OFFICERS

Carey M. Wright (Mississippi), President

Carissa Moffat Miller, Executive Director

One Massachusetts Avenue, NW, Suite 700 • Washington, DC 20001-1431

Phone (202) 336-7000 • Fax (202) 408-8072 • www.ccsso.org



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Development and Writing Team

The following members of Council or Chief State School Officers (CCSSO) Social Studies Assessment, Curriculum, and Instruction state collaborative worked collectively to develop the Guide to the Development and Implementation of State Social Studies Standards

Lead Writer

Beth Ratway

Senior TA Consultant

American Institutes for Research

Senior Advisor and Contributing Writer

Fran O'Malley

Senior Associate Director, Professional Development Center for Educators

Policy Scientist, Institute for Public Administration

University of Delaware

Development Team

Robert Austin, Utah State Board of Education

Rob Black, Wyoming Department of Education

Jeff Eargle, South Carolina Department of Education

Jennifer Fraker, Kentucky Department of Education

Rosanna Fukuda, Hawaii Department of Education

Lauren Gallicchio, Kentucky Department of Education

Fay Gore, North Carolina Department of Public Instruction

Dwight Groce, Ohio Department of Education

Dixie Grupe, Missouri Department of Elementary and Secondary Education

Iris Irving, North Carolina Department of Public Instruction

Elizabeth King, South Carolina Department of Education

Scott Koenig, Michigan Department of Education

Naomi Mayer, Department of Defense Education Activity

Deyon Nagato, Hawaii Department of Education

Jenaya Parris, Department of Defense Education Activity

Harris Payne, Nebraska Department of Education

Preston Shockley, Delaware Department of Education

Stefanie Wagner, Iowa Department of Education

Graduate Support

Taylor Tuck

University of Delaware

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BACKGROUND

Developing and implementing high-quality social studies standards have been key responsibilities of state education agencies (SEAs) since the early 1990s. Primary goals of this work include improving instruction and increasing achievement for all students. The realization of these goals hinges in large part on supports that ensure deep implementation of standards.

As states begin developing, revising, adopting, and implementing high-quality social studies standards, those charged with overseeing the work find themselves confronting similar challenges and questions, such as:

- What promising practices and resources might support states as they develop, adopt, and implement high-quality social studies standards that prepare students for college, a career, and civic life?
- How might states and districts ensure that educators have the supports and instructional resources they need to develop, revise, adopt, and implement these social studies standards?
- How might states and districts effectively gauge how well social studies standards are being implemented?

Despite nearly three decades of engagement with these challenges and questions, we are unaware of any concerted effort on the part of state social studies specialists to pool their collective wisdom and experiences with standards for the purpose of creating a guide that increases the likelihood that high-quality social studies standards will be developed and implemented. Until now. In the fall of 2016, the Social Studies Assessment, Curriculum, and Instruction (SSACI) State Collaborative on Assessment and Student Standards (SCASS) at the Council for Chief State School Officers (CCSSO) agreed unanimously to begin work on a Guide to Developing and Implementing State Social Studies Standards that informs SEAs and local education agencies (LEAs) about actions and considerations that facilitate the development, revision, adoption, and implementation of high-quality social studies standards.

This resource is informed partly by professional learning and resources offered by the Center on Standards and Assessment Implementation's (CSAI) Standards Implementation Framework and Learning Forward's Innovation Configuration Maps. It proposes steps that SEAs and LEAs can follow or adapt to achieve a coherent set of implementation goals. The guide can be used to:

- build the capacity of SEA and LEA leaders to support social studies standards development, revision, adoption, and implementation; and
- improve the ability of SEA and LEA leaders to translate standards implementation into effective action; navigate the dynamic, ever-changing educational and political landscape; and engage external stakeholders in a structured and ongoing manner.

The work of standards development and implementation is ongoing due to its recursive nature. New standards are written, adopted, and implemented. Data and feedback are collected and used to inform revisions that require a return to the activities associated with the early phases of development. Standards implementation follows a similarly recursive pattern. One cohort of teachers moves through an initial stage of implementation. Ideally, most will advance to a scale-up stage, but some within the same cohort retire, change jobs, or stagnate. The following year, a cohort of new teachers is hired. They enter the initial phase of implementation while their veteran colleagues are scaling up. And so it continues. Full implementation in any particular setting is rarely, if ever, achieved. Consequently, SEAs and LEAs engaged in standards work must abandon linear thinking that assumes end points and replace it with recursive thinking that assumes ongoing development and movement of staff in and out of the various stages. This guide builds on this line of thinking.

The process described here is a way to define quality and measure fidelity for developing and implementing state social studies standards. It creates a descriptive vision of what development and implementation looks like in action and offers guidance for those engaged in that work.

PURPOSES

The primary purpose of this Guide is to provide a blueprint for the development, revision, and implementation of state social studies standards. The process described below offers opportunities for a range of stakeholder groups to engage in discussions around promising approaches and strategies that strategically advance implementation goals. It also offers stakeholders a common language that brings clarity and efficiency to discussions around standards development and implementation. Additionally, this guide offers tools that SEAs and LEAs can use to analyze and assess the current status of implementation, create data-driven plans for improvement, and access resources to advance implementation goals. This work is *both* unique and useful because it presents a process that guides SEA and LEA staff through critical steps in the development and implementation of state social studies standards—steps based on the experiences of state social studies specialists, research, understanding of local contexts, and detailed analyses of factors known to impact implementation.

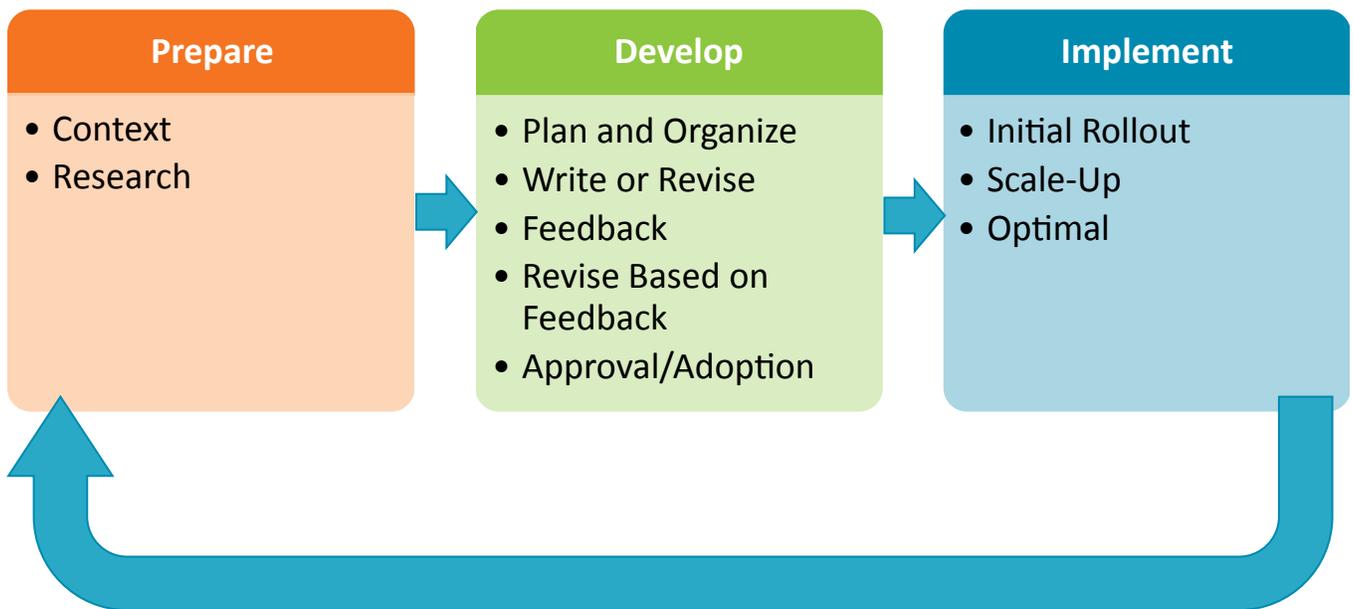
The guidance provided here should not be viewed as prescriptive. Rather, it offers flexibility to SEAs and LEAs, which can select from the research-based or promising practices that appear most appropriate for their local contexts.

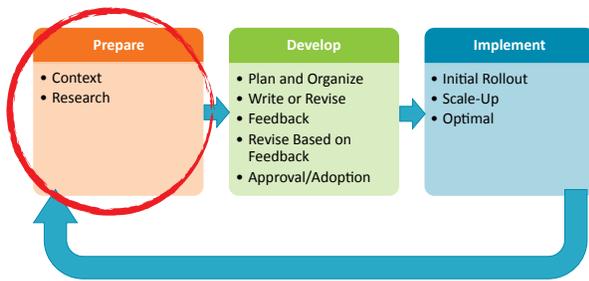
STRUCTURE

The diagram on page 5 illustrates and identifies important phases and progressions of standards development and implementation work. Critical activities or considerations meriting attention within each phase are bulleted.

The three phases of standards work for which this resource offers guidance are preparation, development, and implementation. Each phase is introduced briefly below then explained in greater detail later in the guide.

- The **prepare** phase encourages SEAs and LEAs to analyze and address the context in which a particular set of social studies standards is being developed and implemented, using research to support an understanding of the context as well as subsequent phases.
- The **develop** phase guides SEAs and LEAs through the processes of writing/ revising, gathering feedback, then reviewing and adopting standards. This part of the process identifies strategies for the development or revision of standards, including tools and processes informed by states with experience in this work.
- The **implement** phase outlines key factors that drive implementation based on research and promising practices. The process includes a tool to help SEAs and LEAs set and assess implementation goals.





PHASE 1: PREPARE

Introduction

The prepare phase of standards work focuses on analyzing the contextual factors and critical issues that impact standards development and implementation. From the outset, SEAs must pay close attention to issues and stakeholder groups that may support or threaten the development and implementation of social studies standards. Doing so allows SEAs to plan and act in ways that mobilize supports while countering threats to the process.

Recommendations and resources provided in this section are designed to help SEAs understand the unique features of the local context, what conditions need to be addressed, and the kinds of research that SEAs might use to design a strategic process that helps ensure successful standards development and implementation. There are two critical steps associated with the prepare phase:

1. Understand Context
2. Conduct Research

It is important to keep in mind that these steps are iterative in nature; the collected research may prompt a rethinking of one's understanding of context.

Part of the work associated with preparing for the development or revision of standards includes bringing together a cross-section of critical stakeholders to engage in an analysis of the current context that impacts standards development, revision, and implementation. Key stakeholders might include SEA staff, regional service agencies, representatives from state content organizations (e.g., local affiliates from the National Council for the Social Studies, the Center for Economic Education, geographic alliances, and historical societies), local administrators, teachers, parents, representatives from postsecondary institutions, as well as community, union, and business leaders. Key stakeholders should also include representatives from diverse groups who will play a role in approving standards (e.g., state board, legislature), and whose participation may reduce possible threats as the process shifts to the adoption phase. Planning should also consider whether the work associated with this phase should be done in a single meeting (smaller states) or at multiple times and locations (larger states) in consideration of those who may have to travel great distances. The meeting(s) should be facilitated by respected and experienced professionals who guide conversations through the steps described below.

Step 1: Understand Context

The context in which social studies standards are introduced can be so consequential that it determines whether the standards are ever adopted. Is the setting one in which local control is strongly valued? Have other standards recently been developed and produced initiative fatigue? Are resources available to support the type of professional learning needed to promote deep implementation? Is disciplinary thinking or traditional content valued more? How much time is actually set aside for social studies at the different grade levels? Are there national or local groups that are known critics of standards work that are likely to monitor and perhaps even grade the work? The first step in the prepare phase is to develop a deep understanding of the unique features of the local context so that a plan that addresses potential threats and builds on supports can be put in place. The process will facilitate a better understanding of what is needed most in the state, and what resources and conditions may support or threaten the work.

SEA staff could engage stakeholders in conversations to identify the contextual factors that are likely to impact social studies standards development and implementation. Some questions to consider while brainstorming contextual factors would be:

- What or who is likely to support or threaten the development, adoption, and/or implementation of state social studies standards?
- How might we leverage the supports while minimizing the threats?
- What policies and practices are in place that affect development and/or implementation of social studies standards?

A list of some contextual factors that may affect development and/or implementation of the social studies standards appears below:

- Time
- Equity
- Culture
- Capacity
- Leadership
- Assessment
- Local control
- Student needs
- Teacher needs
- Public support
- Communication
- Political context
- Teacher turnover
- Performance data
- Existing initiatives
- Available resources
- Labor market needs
- Organizational culture
- National, state, and local policies
- International and national trends
- Educator attachment to existing curriculum
- Access to professional learning opportunities

SEA staff should work with stakeholder groups to identify from the list above the contextual factors that will most likely impact the development and/or implementation of social studies standards at the local level and list them in the left-hand column of **Tool 1 – Analyzing Context**. In column 2, stakeholders can describe each factor in more detail and its relationship to the development and implementation of standards. Users should then decide if a factor is an internal strength (s) or weakness (w), or an external opportunity (o) or threat (t). After reviewing the strengths, concerns, opportunities, and threats, stakeholders then identify implications for the standards work. The final step in using the Analyzing Context Tool is for stakeholders to brainstorm possible strategies to address the factors that may impact positively or negatively the development and implementation of the standards.

See below for a sample entry:

Tool 1 – Analyzing Context—Sample

Factors	Description of Current Condition	S	W	O	T	Implications	Strategies to Address
Assessment	There are currently no statewide assessments in social studies.		X			This can impact the way local leaders value the social studies standards. They may not value the standards due to the lack of assessments at the state level.	Be sure to include strategies to help LEAs build common assessments and formative assessments based on the standards. Identify the clear connections between the standards and those subjects that are assessed at the state level (i.e., English language arts).

Tool 1 – Analyzing Context

Factors	Description of Current Condition	S	W	O	T	Implications	Strategies to Address

Step 2: Conduct Research

The final step of the prepare phase is research. Actions associated with this step include identifying current research and/or conducting formal or informal research around the questions that appear below. The focus of the investigations should be on those who will be asked to develop and implement standards in the local context. The goal of the research is to design data-driven development and/or implementation plans that consider as many supports and threats as possible to maximize the prospects of improving instruction and raising student achievement for ALL students.

- What do you want/need to know? (See **Appendix A** for sample answers to this question.)
- Is there current/research data to use?
- Who will conduct and analyze the research?
- How will the research/data be gathered (e.g., face-to-face, online, a combination)?
- What methodology will be used?
- From whom will you collect the research/data?
- How will the research/data be presented?
- How will the research/data be used?

Engage stakeholders in conversations around these questions using Tool 2 (see below) to record recommendations. Tool 1 offers sample responses for one research question that might be considered during the Prepare phase as you formulate plans for phases that follow i.e., Develop and Implement.

Tool 2 – Planning for Research—Sample

	What do you want/need to know?	Is there current research/data to use?	How will you gather the research/data? What would the methodology be?	From whom will you gather research/data?	Who could collect and analyze the research?	What would be the best way to present the research/data?	How will you use the research/data?
Develop	<i>How do our current standards relate with other state, national, and international standards and frameworks?</i>	<i>Yes—other state standards and national and international frameworks</i>	<i>Determine which states most recently revised their standards Look for other countries that have promising social studies data indicators on the Programme for International Student Assessment (PISA)PISA or other international assessments Review the newest national frameworks, like the C3, and other social studies content organizations’ frameworks</i>	<i>Other states and countries and national organizations</i>	<i>Hire an outside organization to objectively collect and analyze the data</i>	<i>A final report with specific recommendations</i>	<i>Recommendations can be used to determine the design and content of the next set of standards</i>
Implement	What supports do teachers need to implement the standards?	No	Focus groups	Administrators, curriculum directors, teachers, and support staff	Partnerships with regional service agencies and state content organizations	Summary of strengths and gaps in the field	Share with regional service agencies, IHEs, and state content organizations to brainstorm how to best support teachers with implementation of the standards

Tool 2 – Planning for Research

	What do you want/need to know?	Is there current research/data to use?	How will you gather the research/data? What would the methodology be?	From who will you gather research/data?	Who could collect and analyze the research?	What would be the best way to present the research/data?	How will you use the research/data?
Develop							
Implement							



PHASE 2: DEVELOP

Introduction

The second part of the process focuses on the *development* of state social studies standards. Development refers to the processes involved in creating new standards or revising a set of existing standards and includes planning as well as writing and/or revising. The work of development entails

a specific set of steps that research and experiences suggest SEAs should follow to maximize the likelihood that the standards will be adopted. Those steps include:

1. Planning and Organizing
2. Writing or Revising
3. Gathering Feedback
4. Revising Based on Feedback
5. Approving/Adopting

Tool 3 describes key actions that SEAs should consider in planning the standards development process. The planning steps listed in column 1 appear in the recommended order, but there is flexibility in the order of the possible associated actions listed in column 2. SEA staff can determine the order that best meets the needs of their local contexts. The planning template offered on **Tool 4** will help organize the actions.

We recommend that SEAs review the work conducted in the prepare phase and highlight the steps and actions most likely to impact development. For example, states may have unique regulations relating to social studies, like a requirement to teach state or tribal histories at specific grade levels. Such requirements need to be factored into the development/revision plans.

Planning teams can review **Tool 3** below, add resources or strategies, and make notes about what will best support the development work. They can then use **Tool 4** to develop a comprehensive plan for the work.

The Notes columns includes some sample resources for SEAs to use for planning purposes, but SEA staff can also use it to add details relating to actions described in column 2.

Tool 3 – Planning for Development

Steps		Actions	Notes
Step 1:		Review statutory or regulatory requirements as well as protocols for standards development.	
		Identify roles that flow logically from statutes, regulations, or protocols.	
		Develop a compelling rationale for new or revised standards.	https://edu.wyoming.gov/educators/standards/social-studies/
		Consult experts and literature to identify different ways states have structured their standards, and reach consensus around an overarching framework for the standards document.	
		Review the data from the prepare stage and use it to identify and articulate any desired “shifts” in design, approaches, or practices in the standards.	

Gather and compare international, national content organizations', and state standards that might serve as examples.	http://teachinghistory.org/teaching-materials/state-standards
Determine the disciplines or subjects within social studies for which standards will be written.	
After consulting relevant statutes, regulations, and protocols, recruit a diverse pool of highly respected educators and critical stakeholders (e.g., key figures in social studies organizations, business community, governor's office; parents; etc.) to serve on the standards writing team and in leadership positions.	
Create criteria for writing team members, specifically outlining their roles and desired characteristics.	https://docs.google.com/viewer?a=v&pid=sites&-srcid=ZGVmYXVsdGRvbWFpbnc3N0YW5kYXJkc2ltcGxlbWVudGF0aW9ufGd4OjExNWJiMTFIOTcwNjRiZTU
Identify likely supporters and opponents of new standards, as well as their arguments, and then craft strategies for maximizing their support and minimizing their challenges.	
Set meeting dates and create a timeline that considers school calendars, meeting times of approval agencies, future standards review that may be required, etc.	https://docs.google.com/viewer?a=v&pid=sites&-srcid=ZGVmYXVsdGRvbWFpbnc3N0YW5kYXJkc2ltcGxlbWVudGF0aW9ufGd4OjUwMzEyNmRhZjdlZjQ5Ng
Using the work from the prepare phase, identify non-negotiables for the work.	
Determine key criteria for high-quality social studies standards.	https://docs.google.com/viewer?a=v&pid=sites&-srcid=ZGVmYXVsdGRvbWFpbnc3N0YW5kYXJkc2ltcGxlbWVudGF0aW9ufGd4OjRiZGE2ZDMYmVmNDE0MDI https://docs.google.com/viewer?a=v&pid=sites&-srcid=ZGVmYXVsdGRvbWFpbnc3N0YW5kYXJkc2ltcGxlbWVudGF0aW9ufGd4OjE1MGNjMTYzNzE5ZDQ4MGQ
Create a rubric for evaluating the final document drafts based on the key criteria for high-quality social studies standards.	https://docs.google.com/viewer?a=v&pid=sites&-srcid=ZGVmYXVsdGRvbWFpbnc3N0YW5kYXJkc2ltcGxlbWVudGF0aW9ufGd4OjdmZTI1ZGE0NTI4ZTY0ZWQ
Determine the grade levels or bands for which standards will be written (e.g., K-2, 3-5, 6-8, 9-12), and recruit educators from each band or grade to serve on the writing team.	

	<p>Clarify the stem language of the standards and how they will be structured (e.g., “Students will/should understand, know, be able to...”)</p>	<p>Intro activity on finding depth of knowledge in our everyday lives</p> <p>http://ssfcmoore.weebly.com/uploads/1/6/8/5/16851722/cawt_dok_hands_on_activity.pdf</p> <p>Professional development resources on depth of knowledge</p> <p>https://www.weteachnyc.org/resources/collection/engaging-students-through-depth-knowledge-professional-learning-activity/</p> <p>Depth of knowledge in the content areas</p> <p>http://rpd.net/pdfs/ShopTalk%20PDF/ShopTalk_Spr_09.pdf</p> <p>Surveys of Enacted Curriculum Guide</p> <p>https://secure.wceruw.org/seconline/Reference/CodingProcedures2014.pdf</p> <p>Depth-of-Knowledge Levels for Four Content Areas</p> <p>http://schools.nyc.gov/NR/rdonlyres/2711181C-2108-40C4-A7F8-76F243C9B910/0/DOKFourContentAreas.pdf</p> <p>Understanding Depth of Knowledge and Cognitive Complexity</p> <p>https://dpi.wi.gov/sites/default/files/imce/assessment/pdf/Forward%20Bloom's%20Taxonomy%20and%20Webb's%20DOK%20Doc.pdf</p>
	<p>Conduct a “readiness” survey to determine the targeted audience’s readiness for new or revised standards.</p>	
	<p>Create meeting norms that include those that will guide document writing and public engagement.</p>	<p>https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbnc3N0YW5kYXJkc2ltcGxlbWVudGF0aW9ufGd4OmlwMGNiZmU1ZGY3MjgzNg</p>
	<p>Research and establish guidelines that ensure standards are culturally responsive and equitable.</p>	

Step 2: Writing	General Applicable for both writing and revising	Review and clarify criteria for high-quality standards.	Other examples of criteria: Achieve Rubric— http://www.achieve.org/files/TennesseeAcademicStandardsReview-ELA.pdf Ohio— https://education.ohio.gov/getattachment/Topics/Ohios-Learning-Standards/Academic-Standards-Review-Committees/Appendix-C1-Social-Studies-Template-Rubric-with-numbers.pdf.aspx Ohio— http://education.ohio.gov/getattachment/Topics/Ohios-Learning-Standards/Academic-Standards-Review-Committees/Appendix-C2-Social-Studies-Standards-Rubrics-with-numbers.pdf.aspx Nebraska— https://www.education.ne.gov/AcademicStandards/index.html
		Gather and use data and feedback from those who implemented previous standards to inform revisions.	
		Provide updates to those who will have to approve standards (e.g., state board, legislature).	
		Share/review the overarching approach as well as the “structure/anatomy” of standards to be followed.	
		Keep a running record of implementation ideas for units, lessons, and/or assessments and ideas that illustrate alignment, rigor, and desired practices associated with the standards.	
		Review and clarify terminology (curriculum, standard, benchmark, etc.).	https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbnxzczN0YW5kYXJkc2ltcGxlbWVudGF0aW9ufGd4OjQ4ZWQyZTM2YjE3NjhIOTc
	Write	Share norms, structures, and non-negotiables for the work.	
		Share norms, structures, and non-negotiables for the work.	
		Share examples of standards that are clearly defined and that can be operationalized and assessed.	https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbnxzczN0YW5kYXJkc2ltcGxlbWVudGF0aW9ufGd4OjNjODQ2YTlkYjNhNDQxNmY
		Guide the team through exercises that develop competency in writing a standard.	
		Allow for writing time and build in time for formative checks (i.e., whole-group review and feedback).	
		Build in time for cross-team or -committee sharing to ensure coherence and logical progression across grades spans.	
	Consult professionals from the Office of Assessment, including a psychometrician, to determine if the standards are assessable.		

	Revise	Establish criteria for determining the composition of the revision committee.	
		Ask team members to reflect on the purpose of the work and on the standards document.	
		If revising or switching from old standards, create a chart showing important changes and/or shifts between old and new standards.	https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbnc3N0YW5kYXJkc2ltcGxlbnVudGF0aW9ufGd4OjcxZDVkYTQwYml2M2JmNzc https://docs.google.com/document/d/1QGTw92U1zY_3fiHf8Fk5Wtq4ZdRG1L0QGMxAZqfcycA/edit
		Establish and explain guidelines for determining which standards are to be revised.	Sample benchmarking report https://www.cde.state.co.us/cosocialstudies/benchmarkingsummary-socialstudies
		Collect and review data relating to earlier versions of the standards.	https://www.cde.state.co.us/cosocialstudies/benchmarkingsummary-socialstudies
		Determine how to review the document holistically and standard by standard.	https://www.cde.state.co.us/cosocialstudies/benchmarkingsummary-socialstudies
Step 3: Feedback	Work with the SEA's communications department to create a plan and timeline to collect and analyze public feedback, paying close attention to relevant statutes, regulations, board policies, and SEA protocols.		
	Select criteria that can be used to determine the kind of feedback that will be considered or most valued based on the criteria for high-quality standards.	List of state surveys https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbnc3N0YW5kYXJkc2ltcGxlbnVudGF0aW9ufGd4OjRkNDc2MDc3ODI3OGRIMWE	
	Create a tool to collect and evaluate feedback on the standards using the criteria established for high-quality standards; think through which stakeholder group can give feedback on specific criteria.	https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbnc3N0YW5kYXJkc2ltcGxlbnVudGF0aW9ufGd4OjRjMDJjZTQ2YmEwYjE1NDQ https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbnc3N0YW5kYXJkc2ltcGxlbnVudGF0aW9ufGd4OjQzNzhmMGRjZDI4Njk2MjIj	
	Determine who you want to get feedback from and how you want to gather the feedback (i.e., principals may give feedback through a survey, focusing on the holistic phases of the standards, while you may want standard-by-standard feedback from teachers).		
	Create focus groups comprised of those knowledgeable in the content areas and grade levels/spans for which standards have been written.		
	Publicize opportunities to provide feedback, and determine how to get feedback from a variety of stakeholder groups.		
	Recruit content area organizations to reach out to members for feedback (including national organizations).		

Step 4: Revise based on Feedback	Create a team that will review the data and make changes to the draft document.	
	Create focus groups comprised of those knowledgeable in the content areas and grade levels/spans for which standards have been written.	https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbnc3N0YW5kYXJkc2ltcGxlbWVudGF0aW9ufGd4OjcxZDVkYTQwYml2M2JmNzc https://docs.google.com/document/d/1QGTw92U1zY_3fiHf8Fk5Wtq4ZdRG1L0QGMxAZqfcycA/edit
Step 5: Approval/Adoption	Review the process for board and/or other required entity approval/adoption.	https://tn.gov/assets/entities/sbe/attachments/7-26-13-State Board Social Studies Presentation.pdf
	Create a report and presentation for the board or other entities involved in the approval process (with data summaries).	
	Consider having members of the writing team, especially highly respected teachers, present to the board.	
	Anticipate board questions and prepare responses. Consider practicing in a mock setting.	
	Work with the communications department on a press release.	
	Work with editing and design to finalize the document.	https://iowacore.gov/sites/default/files/iowasocial-studiesstandardsimplementationplan.pdf
	Begin to develop an implementation plan to support implementation of the standards.	

Tool 4 – Planning Template

Step 1: Plan and Organize

Activities/Events/Meetings/Action Steps	Dates	Person(s) Responsible	Resources

Step 2: Write or Revise

Activities/Events/Meetings/Action Steps	Dates	Person(s) Responsible	Resources

Step 3: Gather Feedback

Activities/Events/Meetings/Action Steps	Dates	Person(s) Responsible	Resources

Step 4: Revise Based on Feedback

Activities/Events/Meetings/Action Steps	Dates	Person(s) Responsible	Resources

Step 5: Approval/Adoption

Activities/Events/Meetings/Action Steps	Dates	Person(s) Responsible	Resources



PHASE 3: IMPLEMENT

Introduction

The third phase of the standards process involves implementation mapping (see Tool 5). An implementation map provides practitioners with a useful way to analyze the extent to which new standards are being implemented with fidelity. An important purpose of implementation mapping is to help set and assess implementation goals. The implementation map also identifies drivers of standards implementation, the main actors responsible for implementation,

the ideal descriptors that define actions that actors should take at each stage, and important stages of implementation. An implementation map contributes to the descriptive vision of what implementation looks like in action. It can be used to:

- analyze and determine the current status of implementation at each stage.
- develop detailed plans and access sufficient resources for implementation.

This implementation map can enhance SEAs' ability to develop solutions that meet the needs of districts and schools as they implement the state social studies standards. In addition, SEAs can use this tool at various intervals of the standards process to build and sustain continuous systemic supports for implementation. It also will allow SEAs and regional service agencies to assist LEAs with developing and assessing clear standards implementation goals at each stage.

The components and phases of the implementation map are described below:

- **Drivers:** research-based factors that ensure high-level implementation (see descriptions below)
- **Actors:** groups playing significant roles in implementation; the actors for this map are SEA and LEA
- **Ideal Descriptors:** descriptive statements of the specific actions that actors should take at each stage of implementation
- **Stages:** levels of implementation (see descriptions below)

Drivers: Successful implementation of social studies standards that improves instruction and increases levels of student learning requires attention to:

- **Curriculum:** a well-defined set of promising or research-based experiences in which students and instructors attain understanding and achievement of outcomes and expectations aligned to high-quality standards
- **Instruction/Pedagogical Practice:** instruction based on a clear vision for teaching and learning, portraying a clear commitment to learning for understanding
- **Assessment:** include the processes used to measure student progress toward, and mastery of, the standards and the delivery of curriculum experiences through both formal and informal methods
- **Professional Learning:** a "comprehensive, sustained, and intensive approach to improving teachers' and principals' effectiveness" (National Staff Development Council, 2010) in improving student learning
- **Stakeholder Engagement:** the engagement of diverse stakeholders throughout the implementation process to take advantage of ranges of expertise and experience, promote equity, and garner community support

- **Alignment of Policies and Practices:** a focus on making clear connections between internal and external elements (some identified in the “understanding context” of the prepare phase), including people, practices, policies, and structure; it includes alignment of policies and requirements, resources, goals and vision, professional learning, logistics, needs of school or district, and practices
- **Communication:** a process of collective thinking, inquiry, and sharing that leads to a clearer, common understanding of the process of standards implementation

Stages: Implementation needs to be supported through the three stages described below.

Recall that stakeholders continuously enter and exit stages. As noted earlier, a teacher may be moved to a new grade level or hired in a district that is in the full implementation stage, but that teacher may need some of the supports offered in the initial rollout stage to support his/her new situation.

- **Initial Rollout.** The initial rollout stage is the time to explore newly adopted, state-approved standards; uncover and remedy unanticipated obstacles such as competing interpretation of standards; and assess readiness to implement. During this stage, time and activities focus on building stakeholders’ understanding of, and support for, the standards. The rollout should provide educators with opportunities to raise questions that reveal implementation issues and inform decisions about the resources and professional learning needed to scale up implementation at the local level. Schools will need support as they establish infrastructures that facilitate standards implementation as well as the practices and policies designed to support student learning. At this stage, a needs assessment targeting LEAs may be appropriate to determine the required supports (time, resources, professional learning, etc.) for successful implementation of the standards.
- **Scale-Up.** The scale-up stage is the point at which staff acquire deep competencies in how to implement standards with fidelity. During this stage, the foci is on deepening knowledge of standards, identifying learning progressions, aligning assessment and instruction to those standards and progressions, and actively engaging stakeholders in continued reflection and refinement of curriculum and practices. During this stage, there is additional focus on monitoring the extent to which practices, policies, supports, and programs align to standards.
- **Optimal.** When implementation reaches an optimal stage, structures that support the dynamic process of implementation need to be established. This stage requires skillful management of the varying needs of educators who are likely to be at different stages of development. Quality planning and activities might include onboarding new and transitioning educators, utilizing master teachers to mentor those who are new to all or some of the standards, exploring and designing cross-curricular opportunities, and analyzing achievement data to identify shortcomings and refine or secure more effective instructional materials, assessments, and professional learning. Continue vigilant monitoring system supports to identify lingering issues and the adjustments needed to meet the goals of improving instruction in all classrooms and increasing achievement of all students.

Tool 5a – Planning for Implementation—SEA

Driver	Initial	Scale-Up	Optimal
<p>Curriculum: a well-defined set of research-based experiences in which students and instructors are engaged to attain understanding and achievement of outcomes and expectations aligned to the standards</p>	<p>Develop tools and evaluations to help identify and select appropriate resources and materials, including textbooks.</p> <p>Work with educators to develop standards-based learning progressions.</p> <p>Create model/sample instructional materials and assessments to help educators envision how they play out in classrooms.</p> <p>Review/revise/develop policies to ensure alignment of policies to new standards.</p> <p>Complete crosswalk between former standards and newly adopted content area standards. Highlight maintained, added, eliminated standards.</p> <p>Develop an implementation plan (including instructional transition plan) for state-level activities and recommendations for regional service agencies-, district-, and school-level activities.</p> <p>Provide ongoing face-to-face support to explain standards, expectations, and to help resolve implementation challenges.</p>	<p>Develop a system for monitoring implementation progress.</p> <p>Conduct independent end-of-stage study to 1) determine the degree to which the written and enacted curricula are aligned to new or revised standards, 2) identify gaps/duplication, and 3) evaluate impact of gaps in understanding at each grade level.</p> <p>Evaluate and revise the implementation plan as needed based on independent study findings that reveal areas of misalignment as well as successful strategies.</p> <p>Add model/sample instructional materials and assessments that address problem areas and provide guidance on desired shifts and practices.</p> <p>Make model-integrated course maps, focusing on integrating across content areas and across disciplines.</p> <p>Develop guidance for integrating Depth of Knowledge (DOK) and academic language demands into new standards implementation.</p> <p>Identify supports needed for districts to implement integrated course maps.</p>	<p>Continue to evaluate and revise the implementation plan.</p> <p>Monitor implementation across the state in all grades to identify areas of potential misalignment.</p> <p>Identify and share best practices and resources that emerge during implementation.</p> <p>Identify those not at the optimal stage and those new to teaching, then design interventions to move them to the optimal stage.</p>
<p>Instruction/Pedagogical Practice: instruction based on a clear vision for teaching and learning, portraying a clear commitment to learning for understanding</p>	<p>Disseminate and promote research-based instructional practices that align with the vision of the standards.</p> <p>Develop instructional models to help teachers envision what high quality, standards-based instruction looks like in practice.</p> <p>Create a clear vision for teaching and learning.</p> <p>Develop policies and procedures for schools, districts, and regional service agencies to procure resources needed for standards implementation.</p>	<p>Develop guidance for districts and schools to determine 1) degree of alignment of previously adopted materials to new standards and 2) how to utilize previously adopted materials to instruction based on new standards.</p> <p>Review and modify resource procurement policies and procedures as needed.</p>	<p>Continue to provide guidance for districts related to use of existing resources and procurement of new resources needed.</p> <p>Review policies and procedures for procurement of resources and modify if needed.</p> <p>Maintain an inventory of resources, and implement structure for sharing resources among schools, districts, and regional service agencies.</p>

	<p>Conduct needs assessments to identify initial resource needs of schools, districts, and regional service agencies.</p> <p>Conduct inventory of current resources, and develop structure for schools, districts, and regional service agencies to share resources.</p> <p>Create exemplars of what quality “shifts” in instruction and assessment should look like.</p>	<p>Maintain inventory of resources, and implement structure for sharing of resources among schools, districts, and regional service agencies.</p> <p>Continue to provide guidance for districts related to use of existing resources and procurement of new resources needed.</p> <p>Review policies and procedures for procurement of resources and modify if needed.</p> <p>Maintain inventory of resources and implement structure for sharing resources among schools, districts, and regional service agencies.</p>	<p>Continue to provide guidance for districts related to use of existing resources and procurement of new materials needed for implementing standards.</p> <p>Review policies and procedures for procurement of resources and modify if needed.</p> <p>Maintain an inventory of resources, and implement structure for sharing resources among schools, districts, and regional service agencies.</p>
<p>Assessment: include the processes used to measure student mastery of the standards and the delivery of curriculum experiences through both formal and informal methods</p>	<p>Create content specifications for any new assessments.</p> <p>Work with vendors to develop a statewide assessment that aligns to new content area standards.</p> <p>Develop training programs to help districts build summative, benchmark, interim, and formative assessments aligned to the standards.</p> <p>Ensure that the statewide assessment system and assessments are valid and reliable.</p> <p>Analyze and outline possible changes to assessments at each grade level.</p> <p>Finalize timeline for statewide assessment, including a detailed implementation or transition plan.</p> <p>Develop a plan for reviewing and field testing assessment items, and benchmarking student work.</p> <p>Consider the level at which assessment results will be reported out (e.g. content area, standard, school, student etc.).</p>	<p>Identify any new or “gap” standards (i.e. newly added to an existing set of standards during revision or updating), draw LEA’s attention to the additions, and determine their possible place in assessment blueprints.</p> <p>Evaluate potential impact of standards adoption on accountability systems that are linked to statewide assessments, and develop a transition plan as needed.</p> <p>Begin executing the transition plan for state assessments and related accountability measures, and make adjustment to the roll out timeline if necessary.</p> <p>Develop a tool to evaluate the degree to which standards are implemented with fidelity.</p> <p>Field test assessment items.</p> <p>Benchmark student work.</p>	<p>Continue transition plan for statewide assessments and other accountability systems that are dependent on statewide assessments.</p> <p>Begin full implementation of statewide summative assessment that is aligned to newly adopted standards.</p> <p>Review data from fidelity assessment to determine the supports LEAs need to implement standards with fidelity.</p>

<p>Professional Learning: a “comprehensive, sustained, and intensive approach to improving teachers’ and principals’ effectiveness” (National Staff Development Council, 2010) in improving student learning</p>	<p>Develop a systematic approach that sustains and supports communities of practice.</p> <p>Create a clearinghouse of research-based best practices.</p> <p>Develop selection criteria that would help LEAs get the right people for various roles to support implementation.</p> <p>Build the capacity of multiple stakeholders to support educators as they continually develop the knowledge and skills to teach the standards.</p> <p>Identify progression of professional learning topics for state department staff, with a focus on conceptual shifts from old to new standards and implications for instruction.</p> <p>Collaborate with regional service agencies in the delivery of professional learning for school and district staff as needed.</p>	<p>Provide professional learning for state department staff on conceptual shifts from old to new standards.</p> <p>Collaborate with regional service agencies in the delivery of professional learning for school and district staff as needed.</p> <p>Continue to provide professional learning opportunities to state department staff.</p> <p>Identify teachers who “get it,” and recruit them to offer professional learning to those entering the initial phase of implementation (e.g., new hires) or those in need of remediation.</p>	<p>Continue to provide state department staff professional learning opportunities.</p> <p>Collaborate with regional service agencies in the delivery of professional learning for school and district staff based on statewide assessment results as needed.</p> <p>Develop requirements to ensure that new teachers are getting necessary training and that veteran teachers continue professional learning.</p> <p>Identify teachers who “get it,” and recruit them to offer professional learning to those entering the initial or scale-up phases of implementation (e.g., new hires) or those in need of remediation.</p>
<p>Stakeholder Engagement: the involvement of a multitude of stakeholders throughout the implementation process to ensure a collaborative approach to student learning</p>	<p>Collaborate to align resources to support implementation.</p> <p>Create tools to support districts in reviewing district results to address instructional change needs.</p> <p>Maintain and strengthen collaborative relationships with stakeholder organizations such as state social studies council affiliate, state historical society, state economics council, state geography alliance, law related education organizations.</p> <p>Continue to work with local, state, and federal elected officials to highlight ongoing need for implementation resources.</p> <p>Collaborate with regional service agencies in the delivery of professional learning for school and district staff based on statewide assessment results as needed.</p> <p>Expand internal and external collaborations through the development and sharing of effective resources and tools.</p>	<p>Maintain an inventory of resources and implement structure for sharing resources among schools, districts, and regional service agencies.</p> <p>Collaborate with regional service agencies in the delivery of professional learning for school and district staff based on statewide assessment results as needed.</p> <p>Develop a statewide leadership network to support standards implementation.</p> <p>Disseminate resources for stakeholders on a regular basis to communicate the newest information on expanding professional learning support, aligning curriculum and instruction, and developing assessments.</p> <p>Use feedback to inform the effectiveness of the stakeholder groups and adapt as needed.</p>	<p>Regularly meet with key stakeholders to review data and make decisions that strengthen the system.</p> <p>Continue to meet regularly as a stakeholder group to understand and support systemic implementation of standards.</p> <p>Keep stakeholders involved through strategic use of data.</p>

	<p>Collaborates with practitioners, state content organizations, and institutions of higher education to identify gaps and translate the standards to help ensure a clear and common understanding and to determine the underlying skills in the standards. Shares tools and specific examples that clearly articulate the characteristics of successful academic performance, and that can be used to align and improve curricula.</p>	<p>Meet with key stakeholders to review student data and make decisions that strengthen the system.</p> <p>Provide ongoing, long-term, multiple stakeholder communication, training, and support in the critical elements of the standards.</p> <p>Offer timely information on the research, design, security, management, reporting, implementation, administration, scoring, and new technology and accountability requirements of this system.</p>	
<p>Communication: a process of collective thinking, inquiry, and sharing that leads to a clearer, common understanding</p>	<p>Continue to provide guidance for districts related to the use of existing resources and procurement of new resources needed.</p> <p>Update the public and stakeholders on progress of implementation and successes related to implementation.</p> <p>Continue to communicate the vision to key stakeholders.</p> <p>Highlight positive strategies for implementation of the standards.</p> <p>Identify mitigation strategies for negative aspects/impacts of new standards.</p> <p>Create communication tools for districts and schools to use to communicate with local stakeholders.</p> <p>Implement a communication plan to ensure system-wide communication of changes in standards.</p> <p>Communicate about opportunities for professional learning, curriculum alignment, suggestions for resources, and instructional practices In collaboration with regional service agencies.</p>	<p>Update the public and stakeholders on successes related to implementation.</p> <p>Continue communications that identify mitigation strategies for negative aspects/impacts of new standards.</p> <p>Begin to showcase data results.</p> <p>Continue to provide guidance for districts related to use of existing resources and procurement of new resources needed.</p> <p>Provide two-way communication on implementation to all stakeholders and use data and feedback to make adjustments according to the established decision-making process.</p> <p>Begin to showcase data results.</p> <p>Update the public and stakeholders on implementation progress and successes related to implementation.</p> <p>Clearly state expectations to teachers/public/stakeholders.</p> <p>Develop/implement feedback loops between SEA, regional service agencies, and LEAs.</p>	<p>Continue to provide guidance for districts related to the use of existing resources and procurement of new materials needed for implementing standards.</p> <p>Continue to provide two-way communication to all stakeholders, and use data and feedback to make adjustments according to the established decision-making process.</p> <p>Continually review and adjust communication protocols to ensure that all stakeholders are engaged with implementation decisions.</p> <p>Use feedback to inform changes to stakeholder group representation and membership.</p> <p>Develop reports containing information about evidence of alignment between intended and enacted curriculum with all stakeholder groups (CSAI Standards Implementation Framework).</p> <p>Continue to conduct periodic satisfaction survey/evaluation processes and products, and communicate results to internal and external stakeholders.</p>

	<p>Conduct workshops, face-to-face meetings, webinars, and Zoom calls, and create modules and wiki and/or blog in collaboration with regional service agencies to ensure communication of standards.</p> <p>Communicate to outside stakeholders (i.e., state legislature, state Board of Education, local professional learning associations, business and community partners, etc.) about the standards.</p> <p>Publicly announce the adoption process.</p> <p>Prepare new standards information in an easily digestible manner.</p> <p>Obtain public input on the decision to adopt new standards.</p> <p>Develop and disseminate high-level talking points for various audiences (key takeaway messaging).</p>	<p>Develop and implement structures to vet and share best practices through a content repository.</p> <p>Continue to implement the communication plan and process for onboarding newly hired staff.</p> <p>Clearly articulate high-level actions for each phase of the transition process.</p> <p>Publicly provide information on the variance between the old standards and new standards.</p> <p>Make public the crosswalks between old standards and new standards.</p> <p>Make public the curriculum and assessment transition timelines.</p> <p>Continue to disseminate talking points and materials for various audiences, including FAQs, ensuring that language is consistent across messengers.</p> <p>Develop and share focused messages about CCSS/new standards integration.</p> <p>Highlight the positive, and identify mitigation strategies for negative aspects/impacts of new standards.</p>	<p>Continue to implement feedback loops between SEA, regional service agencies, and LEAs.</p> <p>Continue to vet and share best practices through a content repository.</p> <p>Continue to implement the communication plan and process for onboarding newly hired SEA staff.</p> <p>Develop plan for next cycle and initial communication about standards revision processes.</p> <p>Communicate with higher education partners regarding enhancements needed for teacher prep programs related to standards implementation.</p> <p>Update the public and stakeholders on implementation progress and successes related to implementation.</p> <p>Continue with high-level updates on transition status.</p> <p>Continue communications that highlight successes and that identify mitigation strategies for negative issues relating to new standards; ensure that attention to standards continue through the grades.</p> <p>Begin to showcase data results.</p> <p>Describe data that helps articulate the outcomes of the transition to new standards.</p>
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<p>Alignment of Policies and Practices: a focus on internal and external alignment, connection, and configuration of various systematic elements, including people, practices, policies, and structure; it includes alignment of policies and requirements, resources, goals and vision, professional learning, logistics, needs of school or district, and practices</p>	<p>Align licensing and evaluation systems for principals and teachers to the expectations of the standards.</p> <p>Develop an implementation plan for state-level activities and recommendations for districts.</p> <p>Align all policies to support implementation of the standards.</p> <p>Articulate and create tools and methods to assist districts in creating an aligned system for learning.</p> <p>Create a clear internal mission and vision to which all policies, structures, and practices are aligned.</p> <p>Create structures that support and empower implementation of the standards.</p> <p>Review Standards Implementation Framework.</p> <p>Review and revise (if necessary) implementation policies and requirements to ensure alignment to framework.</p> <p>Identify measurement expectations and review assessments to ensure they are fully aligned with content area standards.</p> <p>In collaboration with regional service agencies, identify existing resources for professional development, identifying gaps and duplication of resources.</p> <p>Ensure regional service agencies, district, and school personnel know and understand legislation requirements.</p> <p>Determine which (if any) previous standards are maintained in the new standards (i.e., common to both sets), which are to be added (i.e., in the new set but not the old), and which are to be eliminated from instruction over time (i.e., in the old set but not the new).</p>	<p>In collaboration with regional service agencies, develop an alignment toolbox to address alignment of all system phases, including school and district policies, vision, goals, professional learning, instructional practices, instructional resources, other resources, and assessments.</p> <p>Develop/revise statewide policies and requirements to ensure alignment with content area standards.</p> <p>Develop an audit protocol to determine ongoing alignment of all system phases.</p> <p>Provide professional learning opportunities for regional service agencies, schools, and districts on how to conduct internal audits on alignment of the system phases to content area standards.</p> <p>Recommend to districts an instructional transition plan from former standards to new standards.</p> <p>Evaluate the impact of gaps in grade-level understanding from old to new standards (e.g., adding two-digit numbers was in 3rd grade but is now in 2nd grade; this means one year when upper grades need to compensate for missing understanding, aka “one-year gap of understanding”).</p> <p>Develop guidance to help districts determine the degree of alignment of previously adopted materials with new standards.</p>	<p>Review implementation process to ensure systems alignment is maintained.</p> <p>Provide support for areas indicated in an audit of practices.</p> <p>In collaboration with regional service agencies, identify key indicators/structures and processes for progress toward sustainability of systems alignment.</p> <p>Evaluate effectiveness of implementation across districts in all content areas and grades.</p> <p>Monitor short-term and long-term consequences of instruction and assessment based on new standards.</p>
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Tool 5b – Planning for Implementation—LEA

Driver	Initial	Scale-Up	Optimal
<p>Curriculum: a well-defined set of research-based experiences in which students and instructors are engaged and attain understanding and achievement of outcomes and expectations aligned to the standards</p>	<p>Collaborate with practitioners, content organizations, and postsecondary institutions to identify gap standards, clarify standards to help ensure a clear and common understanding, and to determine skills embedded in the standards that students must master.</p> <p>Share model work that clearly illustrates the characteristics of successful academic performance associated with the standards and that can be used to align and improve curricula.</p> <p>Engage a wide variety of stakeholders in the adaptation of existing tools or the development and dissemination of new tools and evaluations to help identify and select appropriate materials based on rigorous research-based practices that link to student learning, clearly define the intended learner results, and demonstrate connections to effective learning strategies.</p>	<p>Ensure new standards will be the focus of instruction in all classrooms.</p> <p>Ensure transition plan is implemented and gaps in student understanding are adequately addressed.</p> <p>Facilitate and provide time for school staff (teachers and administrators) to meet/collaborate regularly on problems of practice throughout implementation.</p> <p>Identify supports schools need to implement integrated course maps.</p> <p>Identify academic language/literacy needs for new standards.</p>	<p>Monitor implementation of new standards to ensure that they will be the focus of instruction in the classroom.</p> <p>Ensure the transition plan is implemented and gaps in student understanding are adequately addressed.</p> <p>Continue to facilitate/provide time for school staff to 1) collaborate to address problems of practice regularly and 2) develop a detailed instructional plan aligned to new standards.</p> <p>Monitor implementation across all schools in all content areas and grades to identify areas of potential misalignment.</p>
	<p>Review state policies/requirements and adjust district policies as needed to ensure alignment.</p> <p>Collaborate with regional service agencies and schools in the development of the implementation plan and school/district recommendations.</p> <p>Provide district/school staff (including administrators) time to understanding the difference between the old and new standards and the details of the implementation plan.</p> <p>Conduct an alignment study between social studies standards and other content area standards, including CTE.</p> <p>Begin developing model integrated course maps, demonstrating how to integrate across content areas.</p> <p>Build professional development, highlighting the different ways to integrate content and disciplines.</p>		<p>Provide time for teachers to integrate new materials into instruction.</p> <p>Focus on full integration of standards across subjects.</p> <p>Ensure that assessments reflect the integrated standards approach.</p>

<p>Instruction/Pedagogical Practice: instruction based on a clear vision for teaching and learning, portraying a clear commitment to learning for understanding</p>	<p>Create and share a vision for teaching and learning in collaboration with students, staff, parents, postsecondary institutions, business leaders, and community members that shows a commitment to the expectation that all students can achieve success.</p> <p>Outline and share a set of explicit learning and instructional design principles based on research that ensures meaningful learning opportunities for each student.</p> <p>Collaborate with practitioners, postsecondary institutions and professional associations to collect research-based instructional practices that are linked to student achievement.</p> <p>Create clear definitions and examples of instructional practices that teachers can use to move all students to higher levels of academic growth, as required by the standards.</p> <p>Provide input on procurement policies/procedures development and on resources/materials needed to support implementation of new standards.</p>	<p>Monitor & support implementation of the vision for teaching and learning. Identify areas in need of additional attention and resources.</p> <p>Provide professional learning that models how the vision and principles might be operationalized.</p> <p>Incorporate research based practices into the professional learning.</p> <p>Build an archive that houses and provides access to research-based practices that support changes in teachers' practices and increases student achievement.</p> <p>Acquire instructional resources needed to support teachers' efforts to implement standards.</p> <p>Create tools to ensure teachers are incorporating differentiated supports for all learners.</p>	<p>Review student outcomes when seeking ongoing needs for additional instructional resources.</p> <p>Follow state policies and procedures and guidance related to procurement of instructional resources and materials.</p> <p>Monitor changes in curriculum, instruction, and student outcomes to anticipate instructional resource needs.</p>
<p>Assessment: include the processes used to measure student mastery of the standards and the delivery of curriculum experiences through both formal and informal methods</p>	<p>Create training programs in collaboration with postsecondary institutions and other expert groups to develop the capacity of school and district leaders to assess the impact of the standards on student learning, and develop more complex assessments to measure student learning through higher-order thinking.</p> <p>Make investments in flexible, ongoing, and innovative training for teachers and other education leaders to increase their assessment literacy skills.</p> <p>Focus your organization on using data to inform and improve teaching and learning.</p> <p>Maintain primary focus on district-wide assessment of old standards, while reviewing any assessment changes and timeline for making those changes.</p>	<p>Evaluate district assessments to develop a transition plan that aligns with standards included in the statewide assessment.</p> <p>Develop and implement interim assessments to facilitate transition to new standards, and include standards addressed by statewide assessment.</p> <p>Continue revising district-wide assessments to support transition, easing out old standards with an additional focus on "gap standards" based on district results.</p> <p>Provide time for teachers to participate in state and district assessment learning around pending changes.</p>	<p>Continue implementing transition plan for accountability systems that are dependent on statewide assessments.</p> <p>Continue implementing district assessments based on the transition plan.</p> <p>Support schools in using results to address instructional change needs.</p>

<p>Professional Learning: a “comprehensive, sustained, and intensive approach to improving teachers’ and principals’ effectiveness” (National Staff Development Council, 2010) in improving student learning</p>	<p>Create a comprehensive professional learning plan that outlines expectations and best practices and offers tools that facilitate an atmosphere of support and collaboration for internal and external groups to collaborate on ways to address implementation issues.</p> <p>Appoint staff who will lead the implementation work as well as provide technical assistance and coaching.</p> <p>Provide teachers/administrators with time to participate in 1) development of the district professional learning plan and 2) professional learning opportunities related to new standards implementation.</p> <p>Collaborate with postsecondary institutions to create a digital clearinghouse that offers research-based instructional models so that all stakeholders know what is required and how to do it.</p> <p>Collaborate with regional service agencies to assess professional learning and the needs of staff in schools and districts.</p>	<p>Collaborate with regional service agencies to develop & deliver professional learning on expectations for school and district staff related to performance shifts (professional learning specific to district needs).</p> <p>Provide teachers/administrators with time to participate in peer collaboration and professional learning opportunities related to new standards implementation.</p> <p>Identify teachers who “get it,” and recruit them to offer professional learning to those entering the initial phase of implementation (e.g., new hires) or those in need of remediation.</p> <p>Gather examples of aligned instructional and assessment resources that can be added to the digital clearinghouse, showcased, and shared as part of professional learning.</p> <p>Monitor implementation of intended curriculum, and provide support to schools where needed.</p>	<p>Collaborate with regional service agencies to adjust or enhance professional learning based on a needs assessment and assessment data.</p> <p>Provide teachers/administrators with time to participate in peer collaboration and professional learning opportunities focused on deeper understanding of the standards.</p> <p>Ensure that professional learning is considerate of a range of adult learners including new teachers and veteran teachers who are at different stages of implementation.</p> <p>Provide teachers/administrators with time to collaborate across grade levels/subjects to fully integrate instruction and development of instructional plans.</p> <p>Continue to include teachers who “get it,” in the planning and delivery of professional learning.</p>
<p>Stakeholder Engagement: the involvement of a multitude of stakeholder throughout the implementation process to ensure a collaborative approach to student learning</p>	<p>Identify and recruit stakeholders whose expertise garners respect for the work underway. Identify goals for the group and create a meeting schedule.</p> <p>Meet regularly as a stakeholder group to understand and support systemic implementation of standards-based education to improve academic success for all students.</p> <p>Engage key stakeholders in decision-making to determine how resources and time are allocated to provide tiered supports.</p> <p>Engage a wide variety of stakeholders in the adaptation/development and dissemination of instruments that will help guide the selection of high quality curricular materials.</p>	<p>Continue to meet regularly as a stakeholder group to understand and support systemic implementation of standards.</p>	<p>Meet regularly with key stakeholders to review student data make adjustments to implementation plans.</p>

<p>Communication: a process of collective thinking, inquiry, and sharing that leads to a clearer, common understanding</p>	<p>Communicate the intent and implications of the standards using school board meetings, in-service time, informal meetings, and print publications so that all stakeholders become aware of the value for students, schools, districts, and the community.</p> <p>Create a clear, consistent message, outlining the processes, purposes, characteristics, resource requirements, and real-life expectations and examples of the standards. Continuously communicate to the school board; students; parents; and other school, district, and community leaders to support understanding of college, career and civic readiness, the value of high quality standards in terms of student achievement and equity, and how implementation may affect accountability.</p> <p>Minimize and/or clarify standards-based jargon for staff, families and policy-makers.</p>	<p>Share progress of transition to the new standards.</p> <p>Highlight positive results and develop strategies that mitigate negative aspects/impacts of new standards.</p> <p>Update messages and FAQs as necessary.</p> <p>Provide a clear set of expectations that will serve as indicators for success at each phase of the transition process.</p> <p>Communicate and explain significant shifts from previous standards to new standards.</p> <p>Describe possible impacts of adoption on district programs.</p> <p>Prepare FAQs for teachers to share with parents.</p>	<p>Describe data that illustrated desired outcomes of the transition to new standards.</p> <p>Offer updates on progress relating to the implementation of standards, as well as changes in teachers' practices and student achievement.</p> <p>Showcase achievements while also drawing attention to, and finding ways to mitigate, areas in need of improvement.</p>
<p>Alignment of Policies and Practices: a focus on internal and external alignment, connection, and configuration of various systematic elements, including people, practices, policies, and structure; it includes alignment of policies and requirements, resources, goals and vision, professional learning, logistics, needs of school or district, and practices</p>	<p>Review state policies and requirements with an eye toward adjust and aligning the local and state policies.</p> <p>Develop a plan that ensures school staff understand and comply with legislative requirements.</p> <p>Develop a guide to help administrators remove barriers and facilitate effective implementation.</p> <p>Review and align practices relating to educator hiring (e.g., interview questions relating to new standards).</p> <p>Implement teacher and administrator evaluation that support implementation.</p> <p>Determine whether a transition period (using some former standards, some new standards) is appropriate for the district.</p>	<p>Complete a needs analysis in collaboration with regional service agencies and schools to determine alignment of content area standards with policies, requirements, school/district goals and vision, instructional resources and practices, communication, assessments, and professional learning.</p> <p>In collaboration with higher education partners and schools, address/correct areas of misalignment within the system.</p> <p>Implement teacher and administrator evaluation that support implementation.</p> <p>Provide time in teachers' schedules and professional learning experiences to align resources and practices to new standards.</p>	<p>Reflect on lessons learned from implementation to date and create a plan to sustain/ensure ongoing alignment of content area standards with policies, requirements, school/district goals and vision, instructional resources and practices, communication, assessments, and professional learning.</p> <p>Conduct ongoing review of teacher and administrator evaluations to uncover ways to enhance support for implementation of standards.</p> <p>Engage teachers across grade levels to improve the vertical alignment of instruction and assessment to standards.</p> <p>Collect evidence of alignment between intended and enacted curriculum, and share the report with key stakeholder groups.</p>

APPENDIX A. SAMPLE QUESTIONS FOR RESEARCH

	What do you want/ need to know?	Is there current research/ data?	How will you gather the research/ data? What would be the methodology?	From whom will you collect the research/ data?	Who could collect and analyze the research?	What would be the best way to present the research/ data?	How will you use the research/ data?
Develop	What requirements have been established for developing and approving standards?						
	What are the characteristics of high-quality social studies standards?						
	From the perspectives of the different disciplines within the social studies, what should students know and be able to do?						
	What are different approaches to curriculum?						
	What are the different levels of cognitive demand, and what is the associated language and expectations around which to frame the standards?						
	What evidence exists to support or justify the new standards?						
	How have other states and national organizations designed or structured their social studies standards?						
	Who is qualified to write or revise the standards?						

Implement	What factors promote and inhibit standards implementation?						
	What distinguishes the various levels of implementation, and how does one know when one observes each level?						
	How ready are educators for the new or revised standards?						
	What are the perceived risks involved with adoption of new standards? [Note: research shows that perceived risks distinguish those who do and do not adopt—see Fixsen, et al., p. 19.] How are the costs likely to outweigh the benefits?						
	What qualifications do educators need to implement the standards?						

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One Massachusetts Avenue, NW, Suite 700
Washington, DC 20001-1431
voice: 202.336.7000 | fax: 202.408.8072