
Regional Leadership Sessions on CCSS Implementation

Sacramento, Santa Clara, San Diego, Fresno, San Bernardino, Los Angeles
February - March, 2014

Agenda

- Effective CCSS Messaging for Regional Leaders
- Taxonomy for Selecting and Evaluating CCSS Technical Assistance Providers

EFFECTIVE MESSAGES IN SUPPORT OF THE COMMON CORE FOCUSES ON STUDENTS.

- The Common Core **prepares students for success in college and career.**
- **Teachers** strongly support the standards.
- **High expectations** for all students **ensure equal access** to a quality education/**a chance for all students to succeed.**
- The Common Core structures education around the **core skills** students need to succeed.
- **Consistent** standards ensure students like those from military families do not fall behind just because they move between districts or states.
- The Common Core prepares students to compete for jobs in today's economy.
- The Common Core is already working (provide **examples** of how the standards improve student achievement).



TEACHERS ARE THE MOST IMPORTANT VOICES IN THIS CONVERSATION.

Teachers are both the most important audience AND most important messengers.

Argus Leader

My Voice: Common Core should be welcomed, not feared

Renee Rebnord of Sioux Falls has been a high school English teacher for almost 40 years, having taught in Canton, Brandon-Valley and Harrisburg schools. She is now semi-retired. She was a



Vicki Davis @coolcatteacher

23 Apr

Awesome interview with @dgburris on @BAMRadioNetwork: Gearing Up for **Common Core** in Math shrd.by/3GAR0Y #ccchat #mathchat

Expand

Los Angeles Times

Don't fear Common Core

With the curriculum, coming soon to California, students and teachers are discovering new ways of reading, thinking and communicating with one another.

Andrew Vega, a former L.A. Unified teacher, now teaches at Orchard Gardens K-8 Pilot School in Boston. He is a Teach Plus Teaching Policy Fellow. Twitter: @mravega.



John Robinson @21stprincipal

34m

"Maintaining a one-size fits all approach will hurt many of the kids we are trying most to help." Economist Bob Lerman on **Common Core**

Expand

Common Core and Technical Assistance

A taxonomy of technical assistance

Defining what technical assistance *is* and *is not*

Technical assistance fits within a range of supports that states and districts need to design, develop, and implement reform strategies

Advocacy, Knowledge Sharing, and Convening

These services help show states and districts what to do, but must be combined with TA to show how to do it

Product Sales

States and districts use a wide range of products, but TA is at its core a service with some level of customization and support

Technical Assistance ("TA")

Outsourced Services (e.g. Communications, HR)

When defining TA, we draw a distinction between building the capacity of a state or district, vs. being the capacity for the client

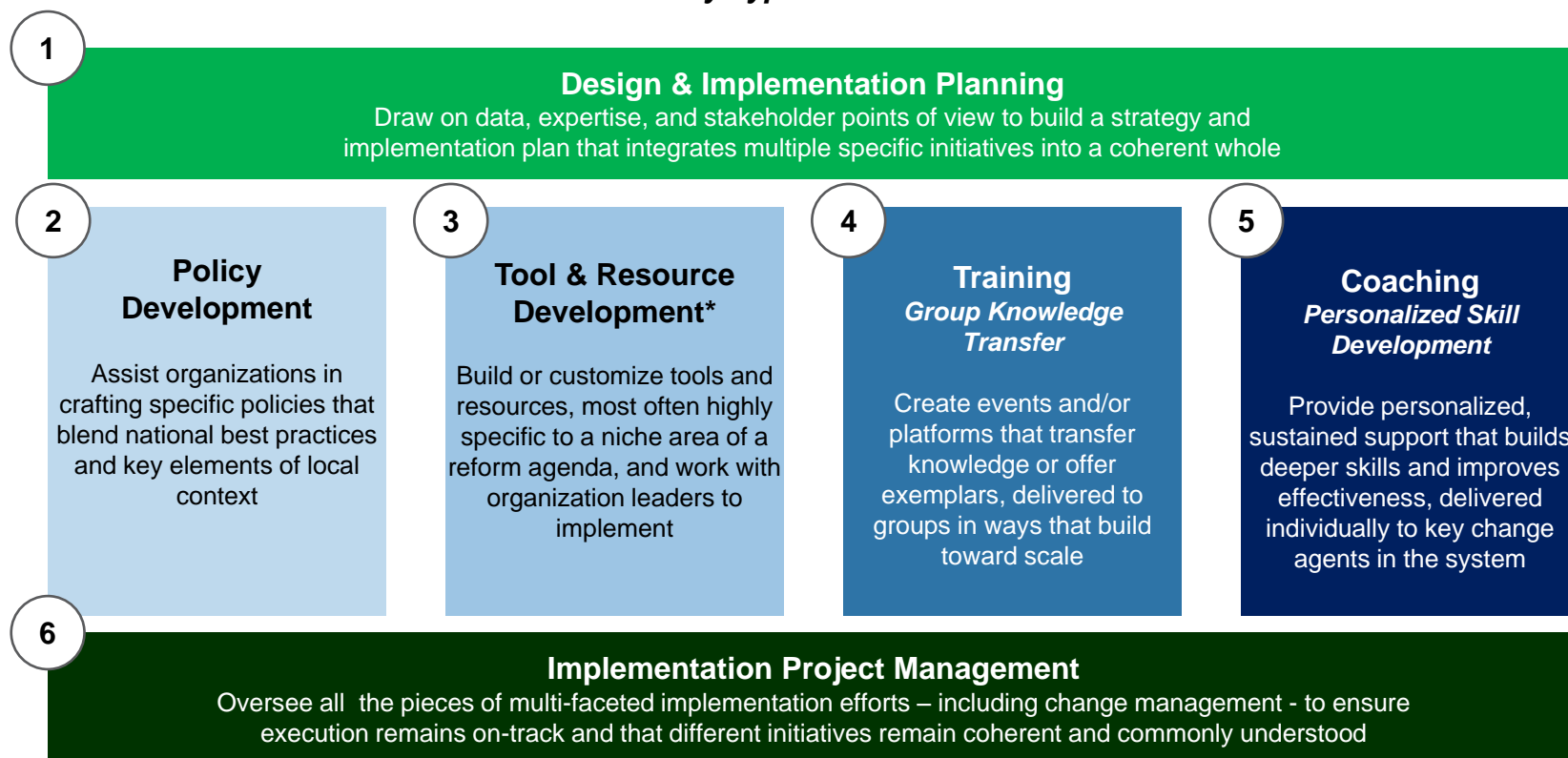
By our definition, technical assistance must meet three key criteria:

1. Technical assistance must *be customized to the local context*, not completely "off the shelf"
2. Technical assistance must *actively build the ability of the local team to drive work on its own*, not just provide information or events
3. Technical assistance must *have an expectation of being temporary*, not substitute for the client's own responsibility

A taxonomy of technical assistance

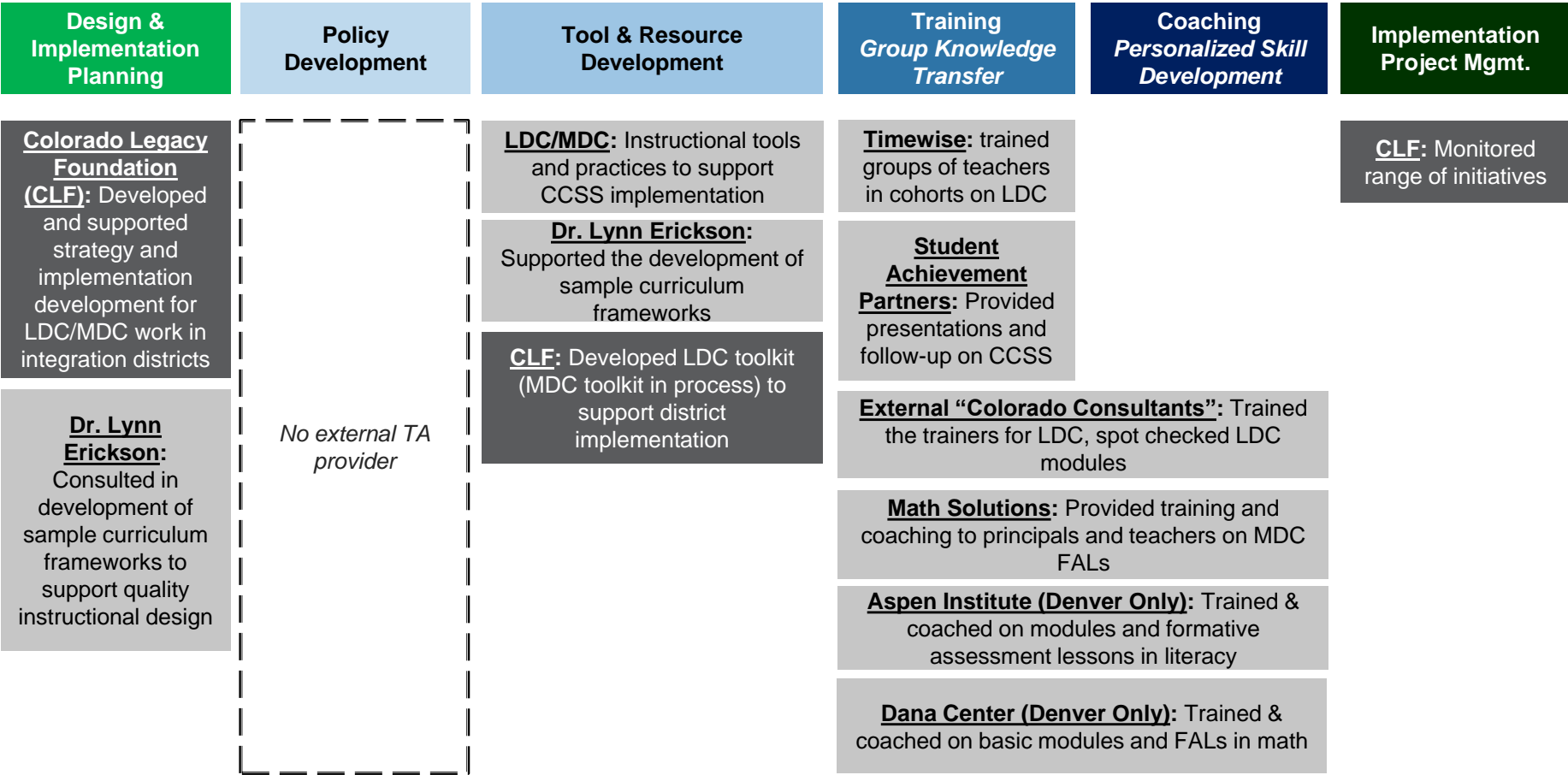
The six types of technical assistance

Technical Assistance by Type of Service



In practice, a single TA partner may combine more than one type of service in their work for a state or district client – though it would be rare for a single partner to be equally effective across all services

Case Study: A Taxonomy of Technical Assistance



TA for a place: The case of Colorado shows the number of TA partnerships that can result from an SEA working on Common Core

Applying the Taxonomy to Partner Selection and Evaluation

Ten Key Questions for Assessing Organizational Fit with Each Type of TA

Expertise	1	Does the partner have a <u>highly specialized domain focus</u> ?
	2	Does the partner have <u>experience driving large-scale change efforts</u> ?
	3	Does the partner have a <u>best practice solution</u> (while remaining flexible locally)?
	4	Can the partner <u>build consensus</u> at all levels of an organization?
Resources	5	Does the partner have senior members who can <u>be an effective advisor</u> to state/district leadership?
	6	Does the partner <u>employ experienced education professionals</u> ?
	7	Does the partner have a <u>service model of sustained on-the-ground presence</u> ?
	8	Does the partner have <u>bandwidth to flex its team resources</u> for intensive periods?
Sustainability	9	Is the partner's <u>ability institutionalized</u> vs. tied to a subset of individuals?
	10	Has the partner has <u>established an independent demand</u> for its services?