

# Procedures for use of State Standards Implementation Metrics

This is a sorting card for Math. It features a header with the title 'California State Standards Implementation Metrics - Math' and a navigation bar with five tabs: '1. Planning', '2. Implementing', '3. Assessing', '4. Reflecting', and '5. Improving'. The card is divided into five columns, each corresponding to a tab. Each column contains a list of implementation metrics for various grade levels (K-5, 6-8, 9-12). The metrics are organized into rows, with each row representing a specific metric and its corresponding implementation strategies.

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This is a sorting card for ELA/Literacy. It features a header with the title 'California State Standards Implementation Metrics - ELA/Literacy' and a navigation bar with five tabs: '1. Planning', '2. Implementing', '3. Assessing', '4. Reflecting', and '5. Improving'. The card is divided into five columns, each corresponding to a tab. Each column contains a list of implementation metrics for various grade levels (K-5, 6-8, 9-12). The metrics are organized into rows, with each row representing a specific metric and its corresponding implementation strategies.

- Teachers working in their grade level teams or during staff collaboration time, participate in the rubric sorting activity using the Math and ELA sorting cards. All resources are available on the BCOE Website or can be ordered for a minimal cost: <http://tinyurl.com/hhgan5f>
- Using the “**Grade Level Team Reflection**” document attached, grade level teams or content area teams, record the level you are currently working at and the evidence to support your decision.
- Gather as a school team and discuss the input from each grade level. Complete the “**School Team Reflections**” document.
- District Teams will gather reflections from each of their schools and begin documenting and summarizing the input. Complete the “**District Level Reflections**”, duplicating tables when needed to include various subject areas.

## Grade Level Team Reflections

Each teacher report to their grade level team where they see themselves within each area on the rubric and why. This will calibrate how each person on the team interprets each level of the rubric.

<b>Progress Monitoring</b>	
<p>Based on the last six months of instruction, as a grade level team, at what level of the rubric are we working? What is our evidence that supports this answer? (Initial, Developing, or Full Awareness)</p> <p>If our team is working at a “full awareness” level, at what level are the <b>students</b> currently working? (Student awareness or full Implementation) What is the evidence?</p>	
<b>Rubric Level</b>	<b>Evidence</b>
<p>Describe elements and/or strategies from the next level of implementation that the team will be focused on improving or mastering. An example might be, if currently identified as a Level 2 – what elements of Level 3 will we be focused on?</p>	
<p>What will become more evident in our classrooms as we move to the next level? What support will we need from administration or from the district office to support our further implementation of state standards?</p>	

# School Team Reflections

Each grade level team report to their school team where they see their grade level within each area on the rubric and why. This will calibrate how each grade level on the school team sees each level.

Using the implementation rubrics, how would we describe our school’s level, as a whole, for ELA and for Math?				
If there is a difference between subject areas or between grade levels, what do you attribute to the discrepancy? List factors that might be helping or hindering grade levels. List factors that might be helping or hindering content areas.				
Content	Rubric Level	Evidence	Next Steps	Support or Resources Needed
Math				
ELA				
Grade Level Specific Feedback				

# District Level Reflections and Action Steps

Collect each school's assessment of their progress of implementation for ELA and for Math.

## ELA

School	Rubric Level	Evidence	Next Steps	Support or Resources Needed

## Math

School	Rubric Level	Evidence	Next Steps	Support or Resources Needed

What do we notice about our data? Are some schools further along than others? Is there a difference between elementary schools and secondary schools? Do schools seem to be further along in ELA or Math? Can we make some generalizations about the level of implementation for the district as a whole?

What goal will we develop for Priority 2, implementation of state standards, based on the Implementation rubrics?

**Sample EAMO for Priority 2:** *Based on the state standards implementation rubric, our schools will report that the majority of their grade levels have moved from working at a level 2 to working at a level 3 by the end of 2017-2018. We will give ourselves 2 additional years to move to level 4. By the end of 2020, our schools will report that the majority of their grade levels are working at a level 4.*  
*(Met, Not Met, Not Met for 2 years)*

What type of support can we offer to our schools and teachers to help them grow in their knowledge, skills, and implementation of the state standards? What might that look like over a three year period?

	Year 1	Year 2	Year 3
<b>Professional Learning</b> (i.e. coaching, training, collaboration time, etc.)			
<b>Curriculum and Materials</b>			
<b>Structures and systemic support</b> What structures will we put in place to ensure our effectiveness of implementation? (structured PLC time, MTSS structures, benchmark assessment, systematic review of data, etc.)			