5. TAKE ACTION

Implementation Action I
Align Instructional Materials to the Common Core State Standards

Part of **IMPLEMENTING**
Common Core
State Standards and Assessments

A Workbook for State and District Leaders

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IN THIS SECTION

5. Implementation Action I:
Align Instructional Materials to the Common Core State Standards

Diagnostic questions to guide your team's reading of this chapter:

- Does the system have clear strategies to ensure that high-quality instructional materials are aligned to the Common Core State Standards?
- How will all mathematics and English language arts teachers receive these materials?
- What information and feedback loops will be used to monitor whether instructional practice changes?

Transitioning to new standards poses an early challenge — how to place high-quality, research-based curricula and instructional materials aligned to the Common Core State Standards (CCSS) in the hands of teachers. Before you can begin an intensive professional development push, this action first needs to occur so that principals and teachers have the materials on which they will be trained. Despite widespread differences in how states and districts adopt curricula and textbooks, you can do a lot to plan for a smooth transition. In fact, this transition may be a hidden opportunity to work with other states and districts on the analysis and adoption of materials — the kind of collaboration that the CCSS now make possible.

The strategic implementation team should task a specific working group with leading this endeavor. One of the first actions this working group can take is to identify high-capacity districts capable of piloting efforts in front of statewide implementation. The working group will also want to involve educators during the creation of instructional tools and materials, as teachers clearly know better than anyone what they need to effectively teach the new standards and to build support across the education community. Taking the time to craft a **delivery plan** will help the working group identify exactly how aligned instructional materials are developed and distributed across the state.

Draft the Delivery Plan: Prioritizing the Reform Strategy

Before thinking about the "how" of implementation, it is important to decide on the "what": What is your strategy for getting aligned instructional materials into the hands of teachers and principals? There are obviously multiple options; your task is to prioritize those activities that are most likely to help your system achieve its aspiration for instructional materials. ***You can learn more about prioritizing the reform strategy*** _here_. Following is a set of possible activities to consider in the formal adoption, purchase and/or creation of aligned materials and curricula. The delivery plan should be iterative, and evidence from student work should constantly inform adjustments to instruction or curricular materials.

Better Align Current Materials

Establishing alignment criteria sets an important quality control standard for the industry. How this is done will depend on the degree of state authority, level of content expertise in leading districts and economies of scale. Several options merit consideration:

1. **Compare current instructional materials to the CCSS.** States can convene panels of teachers, administrators and content experts to examine instructional materials alongside the CCSS and determine what needs to change and what can stay the same. This activity is best completed by the state education agency, given the economies of scale. It can be time consuming. Yet states and districts should resist the temptation to paper over gaps and should be candid about whether and how their materials need to change to reflect the new standards. Panels or committees that accomplish this work should summarize whether alignment exists in different grades and subjects and, if not, what changes will be necessary.

2. **Release lists of model materials or books that states have determined are aligned.** This option is most appropriate in those states that leave materials adoption to local districts. Here the state is providing guidance and allowing districts to focus on how materials will be used.

3. **Develop a list of "must haves" that districts can look to when determining CCSS alignment with their materials.** This option is most appropriate in states that are legislatively prohibited from identifying materials or books.

4. **Share strong district-driven comparisons with other districts.** Where leading districts have already completed a high-quality crosswalk comparison, the state education agency can share this work with the other districts in the state.

5. **Develop a rubric to aid the textbook adoption process.** Though publishers are also likely to undertake this task, it may be wise for states and districts to also take their own look, either individually or collaboratively, to ensure alignment of content and cognitive demand and, of course, quality.

Again, where leading districts have already completed one or more of these activities, creating networks to share with other school districts will help the state leverage this important work.

Delivery Plans

"The plan is nothing. The planning is everything."
— Dwight Eisenhower

The delivery plan provides a road map for how the implementation should proceed. This important operational tool is a work in progress, and there is no such thing as a perfect plan. A good delivery plan begins with the end in mind, linking the purpose of the plan (developing aligned instructional materials) to the overall vision for the system (improved student learning outcomes).

Unlike a typical strategic plan, the delivery plan should connect three primary components: the prioritized reform strategies, relevant delivery chains and expected impact upon key outcome metrics. The plan should also meet the following criteria. It should:

- **Assign leadership, management and accountability** for the plan owner and project managers (e.g., those responsible for major strategies or activities).

- **Detail performance management,** such as key indicators that can be used to monitor the impact of the plan more regularly or implementation milestones to track implementation progress.

- **Describe the resources and support required** for the plan's success.

- **Prepare to manage stakeholders and users** by providing a thoughtful engagement strategy.

- **Anticipate and prepare for risks** that might throw the work off course, with particular attention given to how implementation can go awry.

You can learn more about creating delivery plans here.

Generate New Materials

6. **Create a role for open education resources (OERs).** Ranging from wholly contained instructional modules to units of study with lesson plans and assessments to worksheets for use in a single lesson, OERs are gaining momentum among teachers, districts and state agencies alike. These important classroom tools are generally freely available, dynamic resources that can be edited by their communities of users and shared with others. Like any instructional resource, though, OERs need to be reviewed to ensure alignment with the CCSS and to assess quality. In recognition of the growing role of OERs, some states' and districts' current content adoption procedures allow for the consideration of OERs. In addition, some states are actively working toward the incorporation of OERs into their recommended instructional materials libraries. If your state or district does not yet have policies around OERs, aligning the CCSS to instructional tools provides the perfect opportunity to address this emerging issue.

7. **Develop prototype model lesson plans, curricula and pacing guides.** For states that won the federal Race to the Top competition in particular, this homegrown activity features prominently in project plans at the state and/or district levels. Validating for quality and utility is important. Also, these prototypes can catalyze further activity if shared with key vendors in the marketplace.

8. **Acquire supplemental materials** that publishers can change more quickly to meet the CCSS, such as websites, teachers' guides, lesson planning materials, CD-ROMs and other classroom tools (most appropriate for states that just underwent an adoption cycle and face questions as to how aggressively they can afford to adopt new materials).

9. **Harness collaborative technology** by creating a bottom-up mechanism for high-quality open-source instructional materials to be developed. Though there are many quality control questions to resolve in this activity, taking this "wiki"-like approach can unleash the creative potential of school- and district-level instructional leaders.

Leverage the Power of the CCSS

10. **Collaborate across states.** Once states and districts have determined their vision for aligned instructional materials, they should check with other states and districts about their own materials adoption and alignment process. The opportunities for efficiencies that come with multiple states and districts conducting alignment reviews and buying materials is attractive to both purchasers and publishers. In particular, collaboration can help ensure that new textbooks and instructional tools cover the CCSS and little else, moving beyond the bloated, "inch deep, mile wide" approach publishers now typically take in developing materials that work for a multitude of states with differing standards.

11. **Draw on the Model Content Frameworks and model instructional units developed by the Partnership for Assessment of Readiness for College and Careers (PARCC).** The Model Content Frameworks provide state-level content leads and district-level curriculum developers with a road map of how the CCSS may be organized to show the big ideas in each quarter within each grade. PARCC will also release model instructional units for how to teach the standards measured by the through-course assessments.

Resources to Support CCSS and PARCC Implementation

PARCC Model Content Frameworks for English Language Arts/Literacy and Mathematics

The PARCC Model Content Frameworks were developed to provide a bridge between the CCSS and the PARCC assessment system. They were developed through a state-led process that included mathematics and English language arts/literacy content experts in PARCC states and members of the CCSS writing team. They are designed to:

- Support implementation of the CCSS; and

- Inform the development of item specifications and blueprints for the PARCC assessments in grades 3–8 and high school.

The Model Content Frameworks are voluntary resources offered by PARCC to help states, curriculum developers and teachers as they work to implement the standards. They can be used in a number of ways including:

- Informing the development of curriculum, instructional materials and assessments;

- Increasing educator engagement and awareness;

- Guiding professional development activities around the CCSS and PARCC (see Chapter 6); and

- Assisting in evaluating current or new resources.

The Model Content Frameworks are intended to be dynamic and responsive to evidence and ongoing input. As such, PARCC will again solicit feedback on the Model Content Frameworks in spring 2012 once states and educators have had the opportunity to use them. PARCC will release a refined version of the Model Content Frameworks in summer 2012, incorporating feedback as needed. *To download copies of the Model Content Frameworks or to view webinars about the frameworks, visit the PARCC website.*

Educator Leader Cadres

Over the next three years (2012–14), PARCC will directly engage teams of 24 educators from each PARCC state in professional development aligned to the CCSS and the PARCC assessment system. These 24 individuals — the Educator Leader Cadres (ELCs) — will come together as a team several times annually to engage in close study of the CCSS, the PARCC Model Content Frameworks and the PARCC prototype tasks. This close study will then lay the foundation for the ELCs to review and provide feedback on instructional materials using state-developed alignment tools. Through this effort, the ELCs will help ensure the quality and alignment of those materials to the CCSS and PARCC assessments and suggest additional tools when necessary. Materials reviewed by the ELCs will be made available for use in states, districts and schools.

The ELCs will serve as an important resource for states. Not only will they provide a vehicle for sharing quality instructional materials aligned to the CCSS and PARCC assessments across districts and states, but they can also provide technical expertise to develop new materials and/or review and adapt existing materials. *See the "Educator Leader Cadres" box in Chapter 6 to read about the ELCs' role in professional development. To read more about the ELCs, visit the PARCC website.*

Model Instructional Units

States and districts should be asking two critical questions when developing new instructional materials, reviewing existing materials or evaluating materials for adoption: Are these materials high quality? And do these materials align to the CCSS? To help build state and district capacity to answer these questions, PARCC will be developing materials that address the issues of quality and alignment. Designed as electronically available professional development modules, these materials will give states and districts the tools they need to:

- Create high-quality instructional materials that align to the CCSS;

- Adapt instructional materials to align to the CCSS; and

- Evaluate the alignment and quality of other materials.

They are due to be available spring/summer 2013.

To identify the right set of high-impact activities that make up your state's reform strategy, the working group should discuss the following key questions:

➤ **How are curriculum and instructional materials developed in your state today?** Many actors, from the state itself to vendors and publishers, create a complex curricular arena for teachers and schools to navigate. What is the current "market share" — by both volume and funding — of the state agency? Textbook publishers and other vendors? School districts? Nonprofits and other nongovernmental groups? Individual principals and teachers? Knowing this information will help identify where the necessary changes will need to come from. *See sample delivery chain on p. 5.10.*

➤ **What would it mean to differentiate districts by their capacity to develop or implement aligned instructional materials?** Placing aligned instructional materials in the hands of teachers may mean crafting separate approaches for high-, medium- and low-capacity districts. High-capacity districts are generally ahead of the state in launching new curricula that lead to teaching and learning improvements. District leaders plead for clarity about when content standards, assessment blueprints and related policies will change and then ask for the state to step aside. Districts with medium internal capacity typically have steady student performance — albeit persistent achievement gaps — and selectively engage with the state when opportunities arise. These districts may appreciate economies of scale provided by the state, for example. Implementing the CCSS poses the greatest challenge in districts with low internal capacity. Here, the state needs to inject additional urgency, training and support. Each district's accountability status can help form this categorization.

➤ **Finally, what must the timing of this effort be to get new materials in the hands of teachers?** Specifically, what is the current textbook adoption cycle, and how does it coincide with the CCSS timeline? Are there set plans to introduce new curriculum and pacing guides and the PARCC assessments? And when must these materials be complete for high-quality professional development to occur on the new standards, assessments and materials?

CASE STORY: CALIFORNIA

The California Department of Education has published a ***model curriculum framework***, organized by grade, that is designed to support California's transition to the CCSS. For each grade, the framework describes what a student should know upon entering that grade. A narrative description of the standards by domain/strand makes note of topics that are now being addressed at a new grade (e.g., "With full implementation of CCSS, how to recognize, name, and compare fractions will be addressed at grade three, a grade two topic in the 1997 California mathematics standards."). Each grade also includes a section addressing support for English language learners. Finally, crosswalk charts highlight some of the more significant changes to be considered as California progresses toward full implementation of the CCSS.

CASE STORY: OHIO

The Ohio Department of Education has released draft ***K–12 Model Curricula*** for mathematics and English language arts. The grade-level breakdowns of the standards by domain in mathematics and strand in English language arts include content elaborations, expectations for learning, instructional strategies and resources, common misconceptions of students around specific skills and concepts, and how teachers can differentiate instruction in math, and they make connections to related standards in other grades. The department led the model curricula development but worked closely with teams of teachers to collect instructional strategies and resources aligned to the CCSS and build understanding and buy-in along the way.

EXERCISE: IDENTIFY YOUR REFORM STRATEGIES FOR ALIGNED INSTRUCTIONAL MATERIALS

Purpose: To articulate your prioritized reform strategy. With options from your own state and this workbook in hand, narrow the list and choose those activities that will have the greatest impact.

Who should participate? The working group for aligned instructional materials should complete this exercise.

Directions:

1. Brainstorm the strategies you will use for the implementation of the new curricula and instructional materials. These can include both changes to current system activities and the creation of new system activities. Consider that your strategies may be different for high-capacity districts and low-capacity districts.

2. Plot your strategies on the 2 x 2 matrix below. Place the strategies for low-capacity districts in the left quadrants and those for high in the right (you can plot the same strategy twice if it touches both high- and low-capacity districts). Be sure to consider the impact of each strategy, and place it in either the top quadrants for high impact or the bottom quadrants for low impact.

High

IMPACT OF STRATEGY

Low

Low   **CAPACITY OF DISTRICT**   High

Draft the Delivery Plan: Determine the Delivery Chain(s)

How will teachers receive new instructional materials for use in the classroom? To answer this question, the working group must identify the **delivery chain.** The delivery chain is the set of actors, and the relationships among them, through which the activities you have chosen will be implemented. The delivery chain for aligned instructional materials answers one core question: Starting from the intent of state leaders and ending with the desired change in behavior on the front line (teachers improving their practice based on the new materials), how — and through whom — will the development and dissemination of these instructional materials actually happen? In other words, what is the mechanism through which the materials will be distributed and adopted for use in the field?

Delivery chains can be drawn in any number of ways. The specific shape of your delivery chain matters less than whether you (1) have a well-articulated delivery chain and (2) have confidence that it will get the job done. For aligned instructional materials, selecting the right distribution mechanisms may be affected by the gap between current and future standards, the extent of the state's legal authority, and how the state interacts with high- and low-capacity districts. In those states with considerable legal authority and a minimal gap between current and future standards, for example, the state education agency can produce the materials directly or dictate the necessary adjustments to the marketplace (activities 7 and 8, page 5.5). Conversely, a state in which such decisions are exclusively left to districts may need to focus instead upon ensuring alignment rather than generating instructional materials directly (activities 2–5, page 5.4). Those states looking for ways to let teachers and schools drive material development may want to leverage the benefits of technology (activities 6 and 9, page 5.5).

Once you have identified your delivery chain, it is important to probe for areas of potential weakness. Questions to consider:

➤ **Individual relationships:** What is the quality of personal relationships among critical actors? Where are the areas of strongest (e.g., line authority) and weakest (e.g., entirely reliant on persuasion) leverage?

➤ **Complexity:** How many actors are involved in the delivery chain? How easy or difficult is coordinating these actors to get something done?

➤ **Funding flows:** What are the major sources of funding and resources? Who controls these flows, and in which direction(s) do they go?

➤ **Feedback loops:** What mechanisms are in place to help us know what is happening on the ground? How will you know that the desired change is occurring at the other end of the delivery chain?

➤ **Choke points:** Are there particular actors that you disproportionately depend on to get something done?

To the extent that you find weaknesses, your plan must lay out the ways in which you intend to address them. In some cases, this may mean strengthening relationships in the delivery chain, perhaps by borrowing from the practices of your strongest existing relationships. In some cases, it can mean redesigning the chain entirely — usually with the aim of simplifying it, removing unnecessary actors or easing the pressure on overburdened ones. *You can learn more about delivery chain analysis [here](#).*

Delivery Chains: From the Classroom Perspective

One easy way to think about the chain's complexity is to think about it from the perspective of the teacher looking to improve his or her practice. For example, consider the delivery chain for model curricula created by one PARCC state:
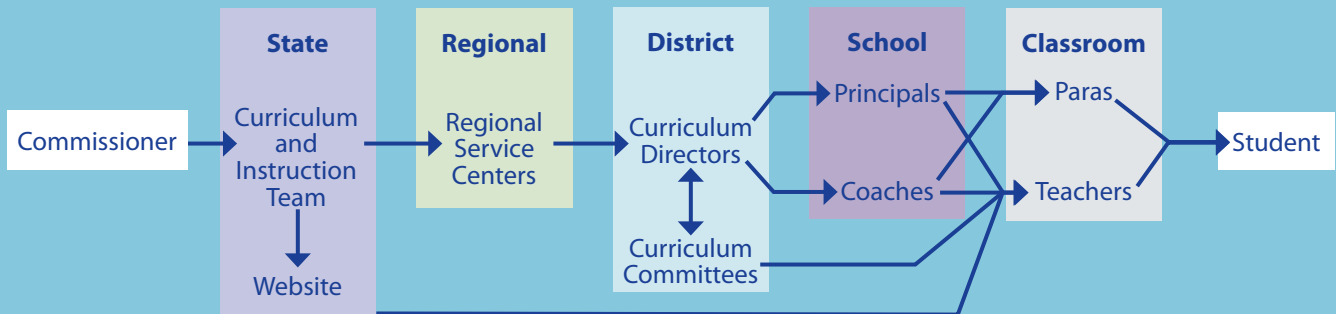
From the point of view of the teacher in the classroom, a few key questions emerge:

- How many different inputs are there? The figure shows that the teacher may be receiving information on instructional materials from principals and coaches in schools, curriculum committees in districts, and a website run at the state level.

- To what extent are these inputs coordinated? There are two types of coordination to consider:

  - **Aggregate coordination** means that multiple inputs apply to the same teacher but they reinforce the same message or work. For example, if there is one agreed-upon model curriculum, and all four of these inputs are teaching the same thing, it may be helpful for a teacher to receive information from multiple sources. When aggregate coordination fails, there is the risk of either overloading or annoying the teacher with duplicative touchpoints.

  - **Complementary coordination** means either that the different inputs apply to different teachers or that the messages of inputs to the same teacher complement one another. For example, curriculum committees may be the primary vehicle for delivering the model curricula in large districts, but principals and coaches work together to do this in small districts that have no model curricula. The website may be an optional but universally accessible tool that provides teachers with reference materials when they get stuck. When complementary coordination fails, some teachers may have too many touchpoints while others have none at all.

If the view from the classroom is not clear, your delivery chain likely is overly complex.

EXERCISE: MAP THE DELIVERY CHAIN FOR ALIGNED INSTRUCTIONAL MATERIALS

Purpose: To draw a delivery chain for instructional materials, identify the weaknesses in it and identify solutions to address those weaknesses.

Who should participate? The working group for instructional materials should complete this exercise.

Directions:

1. List the key actors in your ideal delivery chain — the ones who will be a critical part of getting instructional materials into the hands of teachers. Think of actors at five levels: state, region (if applicable), district, school and classroom. In addition to recording which actors are involved, please note how many of each there are in your state (e.g., 100 superintendents, 1,000 principals, etc.). Keep the following questions in mind:

    a. What materials will come from the state?

    b. What materials will come from the district?

    c. Will materials and curricula be affected by other actors in the chain?

    d. Will the delivery chain be different for high- and low-capacity districts? (You may need two variations.)

    e. Will the delivery chain be different for the various activities in your strategy?

2. Draw the single, more important line of influence between the system leader and the student, and articulate how you would like it to function. Some questions to keep in mind:

    a. What options are available to the state?

    b. What are we (at the state level) good at?

    c. What has been the impact of how we historically roll out new instructional materials?

3. Identify and draw secondary lines to other actors who need to be involved.

4. On the delivery chain, identify the feedback loop — the method you will use to identify whether or not implementation is working.

5. Identify potential weaknesses in the delivery chain and the ways you will address them. Use the worksheet template on the next page.

Potential weaknesses in delivery chains (EXAMPLE)

	Typical challenges	**Potential solutions**
Individual relationships	• Weak personal relationships • Low leverage	• Identify and replicate stronger relationships of this type • Identify alternate routes to the end of the chain
Complexity	• Too many actors necessary to get something done	• "Rationalize" chain • Identify alternate routes to the end of the chain
Funding flows	• Mismatch between resource flows and delivery chain	• Redesign chain to take advantage of leverage from resource flows
Feedback loops	• Few or no feedback loops	• Create feedback loops • Use feedback loops to exert influence
Choke points	• Over-reliance on a few key actors	• Build capacity/cooperation of key actors • Identify alternate routes to the end of the chain

Delivery chain analysis of weaknesses and solutions worksheet

	Potential weaknesses	Potential solutions
Individual relationships		
Complexity		
Funding flows		
Feedback loops		
Choke points		
Other		

Draft the Delivery Plan: Connecting Activities to Expected Outcomes

Implementation planning typically ends once aligned instructional materials are placed in the hands of teachers. Yet equal attention is needed to ensure that teacher instruction *actually changes*. Are these instructional materials sufficiently aligned and of value? How are they being used? What impact are they having on classroom teaching and student learning? To answer these questions, the working group should connect activities to their expected outcomes and create or leverage the feedback loops in the delivery chain to track impact.

First, the working group needs to identify a clear **timeline** of when planned activities need to occur. Sequencing the key deliverables will show when the benefits of the activities will be felt in the field. A "deliverable" is a milestone or end product for an activity. For example, if the state plans to release new model curricula to all district curriculum directors, one deliverable might be that all curriculum directors have received this communication by a certain date. Tracking whether these deliverables are met is an important project management discipline.

Next, the working group needs to articulate the **success measures** to track. Three potential types of measures merit discussion:

➤ **Alignment:** To what extent are principals and teachers using the instructional materials and model curricula, and to what extent are they using them with fidelity to the original design? Potential metrics include self-reporting of usage by teachers or observations of teacher behavior for a sample of classrooms, either observed directly or reported by principals.

➤ **User satisfaction:** To what extent do principals and teachers using the instructional materials find them to be helpful in aiding student learning on the new CCSS? The potential metric in this area would be a user satisfaction survey for principals and teachers.

➤ **Impact on student outcomes:** To what extent do principals and teachers using the instructional materials and model curricula achieve better results for their students? Potential metrics include formative assessment data, comparing teachers who use the instructional materials and model curricula with those who do not, or summative assessment data, compared in the same way.

At the highest level, these success measures are outcome oriented. At the most basic, they are process oriented. Both types of success measures, and the intermediate metrics that connect them, demonstrate your system's theory of action for how the prioritized activities will actually result in real impact. Making this connection is hard work, and there will be disagreements about what to measure. However, without having the difficult conversations on this topic, you will not have a true compass to know if your activities influence the outcomes you care most about.

You may also need to design new mechanisms for data collection. Some examples include adding questions to an existing working conditions survey, developing an online survey and creating incentives for participation, using technology to conduct some observations, building mechanisms for data collection into new teacher evaluation systems, and building or adapting formative and summative assessment systems to be interoperable with other collected data. The feedback loop(s) you have identified in the delivery chain exercise should get you part or all of the way there — and in the end, this discussion will also influence how those feedback loops are designed.

Finally, you will want to set targets. Consider what you want the overall impact on student outcomes to be as teachers receive and are influenced by instructional materials. To get that level of impact, how strong will your alignment and user satisfaction have to be? If you hit the milestones in your timeline, what impact will that have on the success metrics? How should you see them move over time? Now that you have articulated your success

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metrics, activities and implementation timeline, it is time to put them together to estimate the impact of these activities over time. The resulting trajectory will help you monitor progress over the next several years and will give you an early indication of whether you are on track to achieve your desired results. ***You can learn more about trajectories <u>here</u>***.

Like the discussion about success metrics, this one will be challenging. Trying to estimate the future is uncomfortable, especially when you are accountable for it. Moreover, the various components are interdependent: Your expected impact over time is based on your selection of success metrics and activities, but your selection of activities may in turn be influenced by a need to achieve the targets you have set. Two things are worth bearing in mind:

➤ The estimate of impact over time is a *guideline* for you, not a hard prediction. The real purpose of the estimate is to compare it to what actually happens and use the differential to drive any mid-course corrections. It is not to create additional accountability with consequences.

➤ Revisiting prior discussions is good, and even necessary, at this stage. Activities, success metrics and impact over time are interdependent variables. As you discuss one, it makes sense to revise and refine the other two until you have a balance that represents an ambitious but realistic plan for real progress.

The following case story demonstrates how to create a feedback loop to monitor project deliverables and impact.

CASE STORY (Modified from an implementation plan created by a PARCC state)

One PARCC state plans to pilot a model mathematics curriculum for the critical 8th grade year. Its plan involves piloting the curriculum with 50 teachers in summer 2011 so that they align their instructional practice to the expectations in the CCSS for the 2011–12 school year. Then, in summer 2012, a refined and modified model curriculum will be posted on the department's website and promoted in 100 critical districts. The deliverables for this plan are as follows:

Deliverables by year and quarter		
Model curriculum for 8th grade math		
2011	Q1	
	2	
	3	Pilot with 50 teachers
	4	
2012	Q1	
	2	
	3	Scale up to 100 critical districts
	4	
2013	Q1	
	2	
	3	
	4	
2014	Q1	
	2	
	3	
	4	

To track progress, the department created a feedback loop consisting of three metrics:

Metrics		Targets for 2014	Data collection mechanism(s)
Alignment	Number of 8th grade math teachers using the new curriculum (cumulative)	260	School climate survey
User satisfaction	Number of 8th grade math teachers using the new curriculum who report that it is helping them improve outcomes (cumulative)	190	School climate survey
Impact on student outcomes	Additional number of proficient students on 8th grade math assessment	2,031	Student assessment results

Targets in the plan are drawn from the department's analysis of the impact of these measures in the next two years:

➤ In summer 2011, the department assumes that the 50 teachers who pilot the reform will have a 100 percent satisfaction rate (because they will be selected specifically for the pilot). Each teacher teaches five math classes of 25 students apiece. This means that the new curricula will affect 6,250 students, of which 57 percent are now scoring below proficient. Based on historical data, the department drew a conservative hypothesis that each pilot teacher would move 15 percent of the below proficient students into the proficient category, for a total impact of 534 additional proficient students at the end of the 2011–12 school year. These gains are assumed to persist in later years.

➤ In summer 2012, the department intends to expand the curriculum to 100 critical districts, of which 21 are expected to fully integrate it into their instructional practice. Assuming that 10 8th grade mathematics teachers in each district implement the curriculum, this means that 210 new teachers will use the model curriculum. The department projects user satisfaction to drop to 66 percent due to dilution, which means that 140 new teachers will really use the materials to improve pedagogy. Using the same assumptions above, this means that 17,500 students will be affected by the new model curriculum, of which 1,497 will move from below proficient into the proficient category. This trajectory is summarized below:

Impact on success measure by year and quarter				
Metric		Alignment	User satisfaction	Student outcomes
Baseline		0	0	0
2011	Q1			
	2			
	3	+50		
	4		+50	
2012	Q1			
	2			+534
	3	+210		
	4			
2013	Q1		+140	
	2			+1,497
	3			
	4			
2014	Q1			
	2			
	3			
	4			

Thus, this state's plan for implementing a new model curriculum clearly connects its activities and timeline to an expected outcome of 2,031 additional proficient students, complete with a feedback loop that will help it understand whether it is on track to reach this target. The following exercises walk you through the necessary steps to create a similar picture in your state or district.

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EXERCISE: CREATE A TIMELINE OF DELIVERABLES FOR INSTRUCTIONAL MATERIALS AND MODEL CURRICULA

Purpose: To create a specific sequence of activities and deliverables for getting aligned instructional materials into the hands of teachers.

Who should participate? The working group for instructional materials should complete this exercise.

Directions:

1. Think through the activities you previously identified and the delivery chain you drew, and create a list of the deliverables for instructional materials and model curricula for which you will be responsible.

2. If any deliverables already have hard dates associated with them, place those in the appropriate place in the template below.

3. Use the template below to create a timeline for the other deliverables between now and 2015. Prioritize, where necessary, based on the impact you have already identified. The model timeline in Chapter 3 can aid your thinking.

Deliverables by year and quarter

Activity					
2012	Q1				
	2				
	3				
	4				
2013	Q1				
	2				
	3				
	4				
2014	Q1				
	2				
	3				
	4				
2015	Q1				
	2				
	3				
	4				

EXERCISE: SET SUCCESS METRICS AND TARGETS

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Purpose: To set metrics and targets for your activities so you can assess success according to the feedback loop.

Who should participate? The working group for instructional materials should complete this exercise.

Directions:

1. Determine how you will measure success in terms of alignment, user satisfaction and impact on student outcomes, and record this in the Metrics column in the template below.

2. Next, identify specific, numerical targets you aim to achieve, based on the metrics you established. Consider what you want the overall impact on student outcomes to be as new curricular materials are placed in the hands of teachers. To have that level of impact, how strong will alignment and user satisfaction have to be? Record these in the Targets column in the template below.

3. Finally, identify the mechanism(s) through which you will collect these data. Record this in the Data Collection Mechanism(s) column in the template below.

	Metrics	Targets	Data collection mechanism(s)
Alignment			
User satisfaction			
Impact on student outcomes			

EXERCISE: ESTIMATE IMPACT OVER TIME

Purpose: To connect planned activities to success metrics and targets to create a trajectory of estimated impact over time.

Who should participate? The working group for instructional materials should complete this exercise.

Directions:

1. For each of your success metrics, create a baseline by estimating what the current level is (where possible). Can you audit existing instructional materials for alignment? Do you have current surveys of teacher and principal satisfaction with instructional materials that you can use? What do you know about the relevant student outcome measures? Make the best estimate that you can — it will not be perfect because many of these measures are new.

2. Connect the key deliverables to the impact you expect your selected activities to have. Specifically, given the timing of the deliverables you have previously identified, consider the potential impact on alignment, user satisfaction and student outcome metrics. Designate impact on each measure in each time period as "zero," "low," "medium" or "high," and record this on the template on the next page.

3. Assign a numerical value to the "low," "medium" and "high" categories, and calculate the expected numerical impact on each of your success metrics. Does this picture look plausible? Are there areas where you overshoot or undershoot? Are there assumptions underlying your estimates that need to change?

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Impact on success measure by year and quarter: Success measure 1

Metric		Alignment	User satisfaction	Student outcomes
2012	Q1			
	2			
	3			
	4			
2013	Q1			
	2			
	3			
	4			
2014	Q1			
	2			
	3			
	4			
2015	Q1			
	2			
	3			
	4			

Conclusion

You should now have a clear plan for how to provide the state's teachers with aligned instructional materials and curricula. The plan considers what success in 2014–15 will look like; key activities and the delivery chain(s) through which instructional materials will be distributed to the classroom; and the necessary action steps, sequence, and roles and responsibilities. The plan also identifies key milestones and a feedback loop that will allow the working group to monitor implementation progress. It is now time to address the next essential element in the transition to the CCSS — crafting a way to launch high-quality professional development around the new standards and related assessments.

NOTES