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| **A.**  **Build and Communicate a Clear and Consistent Vision for Implementing the NJ Student Learning Standards and PARCC Assessments** | A1. Superintendent and key leaders build a shared vision, goals, purpose and expectations for the NJSLS/  PARCC. A well-articulated message is crafted and communicated to all stakeholders in/out of district.  A2. Supt., key leaders, teachers and community share a common understanding of the vision, goals, expectations, and purpose for implementing NJSLS/PARCC.  A3. Stakeholders, including all principals throughout the district, communicate the vision, goals, expectations, and purpose for the work with strength and commitment.  A4. Multiple systems are in place for communicating the district’s vision, goals, expectations and purpose. |  |  |  |
| **B.**  **Align District and School Resources to Implement the NJ Student Learning Standards and NJ PARCC Assessments** | B1. Human and financial resources are aligned to support the district’s plan for implementing the NJSLS/PARCC as a high priority.  B2. Time, at all levels of the system, has been reallocated to support implementation of the NJSLS/PARCC plan.  B3. The district has structures in place to ensure that within the district, the NJSLS/PARCC plan is understood vertically (across all grades and administration) and horizontally (in each grade level, course, and department) – and that everyone is committed to implementing the plan with fidelity.  B4. All external resources, grants, partnerships, etc., are aligned to the greatest extent possible to support implementation of NJSLS/PARCC. |  |  |  |

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| **C.**  **Establish a Multiyear Plan for Aligning Assessment Systems to the NJ Student Learning Standards and PARCC Assessments** | C1. A multiyear plan is in place for redesigning the district’s assessment system to align with the NJSLS/PARCC  C2. Plan is aligned to the phase-out of the existing state and local assessment systems and the phase-in of the NJSLS/PARCC assessment systems.  C3. The plan has been clearly and consistently communicated to all stakeholders.  C4. The plan has been implemented with fidelity at every school and in every classroom.  C5. The plan is being monitored and adjusted with regular input from teachers and leaders at all levels of the system. |  |  |  |
| **D.**  **Analyze and Adjust Current Policies to Align with the NJ Student Learning Standards and PARCC Assessments** | D1. Current policies and practices at the school and district level related to curriculum, textbook adoption, course sequences, promotion, and graduation have been analyzed against the expectations of the NJSLS/PARCC.  D2. A multiyear plan for adjusting and aligning these policies to the expectations of the NJSLS/PARCC has been developed.  D3. Internal and external stakeholders have been engaged in shaping and implementing the necessary adjustments to these policies.  D4. The district’s policies in areas such as curriculum, textbook adoption, course sequences, promotion, and graduation are aligned to the NJSLS/PARCC. |  |  |  |

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| **E.**  **Build Internal and External Capacity to Implement the Professional Learning Plan Aligned to the NJ Student Learning Standards and PARCC Assessments** | E1. Internal facilitators who will provide the learning opportunities are identified, carefully prepared, and consistently supported.  E2. There are sufficient facilitators at all levels of the system to scale up the implementation and provide the professional learning to every school and every teacher and leader as well as to the CO staff.  E3. The facilitators are networked and connected such that the professional learning opportunities are consistently and continuously improved to ensure quality and fidelity.  E4. External partners who provide professional learning in the district are aware of the NJSLS/PARCC priorities and have aligned their work as appropriate to the NJSLS/PARCC. |  |  |  |
| **F.**  **Monitor and Adjust the Professional Learning Plan and Implementation of the Plan Aligned to the NJ Student Learning Standards and PARCC Assessments** | F1. There is an ongoing process for collecting data on the plan’s effects on schools and classrooms, and adjustments are made from analyzing and reflecting on this data.  F2. There is ongoing monitoring of the delivery of the professional learning, such that support can be provided to facilitators who are not delivering learning opportunities with fidelity. |  |  |  |

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| **G.**  **Establish a Culture of Mutual Accountability for Implementing the NJ Student Learning Standards and PARCC Assessments** | G1. Leaders at all levels of the system are responsible for setting clear expectations and providing the necessary resources for implementing the NJSLS/PARCC.  G2. All stakeholders at every level hold themselves accountable for implementing the NJSLS/PARCC to improve student outcomes.  G3. Further, stakeholders at all levels hold one another accountable for implementing the NJSLS/PARCC. |  |  |  |

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| **H.**  **Use Data and Evidence in Multiple Measures to Assess Progress and Make Timely Adjustments in the Implementation of the NJ Student Learning Standards and PARCC Assessments** | H1. Stakeholders at every level of the system are responsible for gathering data on the progress and effects of implementing the NJSLS/PARCC.  H2. Stakeholders work collaboratively to organize, analyze, and reflect on the data and take action based on the results of their analyses.  H3. Multiple assessment measures, informed by research, are used to systematically assess progress and make adjustments. |  |  |  |

Modified by Dr. Adele T. Macula, Assistant Professor (2016)

from “Assessing and Advancing the Implementation of the Common Core State Standards: A Set of Strategic Levers”

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