Standards Review Toolkit

Stage 1: Development or Revision

☐ Note if review/revision is needed based on an existing standards review schedule (examples: Colorado Standards Revision Cycle Background Information, Nebraska Standards Revision Timeline 2011-2028, South Dakota Standards Revision and Adoption Timeline, Wyoming Content and Performance Standards Review).

☐ If your state does not have a standards review schedule, decide if a review is appropriate at this time (example: Wisconsin Academic Standards Review and Revision Checklist). Consider:
  o Context and impetus for review;
  o Upcoming assessment changes;
  o Concurrent initiatives that could be affected by revisions;
  o Resources, staff, and funding; and

☐ Decide whether to revise existing standards or create from scratch. Consider:
  o If current standards structure best serves students; and
  o If current standards were developed using current best practices (example: Next Generation Science Standards).

☐ Create a budget for the standards review and revision process (example: Massachusetts History Social Science Review - scroll to view budget).

☐ Create a multiyear timeline outlining scope of review (examples: Arizona's Academic Standards - Development Outline; California Department of Education Curriculum Framework Development Process, Proposed Timeline for the Review and Revision of the South Carolina Academic Standards for Science and Engineering 2013). Consider:
  o Length of review, including independent alignment study;
  o Updates to existing or new curricular materials that will be needed;
  o Alignment of curriculum, assessments, professional evaluation, and professional development to new standards; and
  o When and how to communicate information to stakeholders.

☐ Create review committee(s) (example: Arkansas Standards Review Q & A). Consider:
  o Current state policies (e.g., appointment or selection by application);
  o Structure of committee(s), such as dividing by content area and/or grade level(s);
  o Ensuring an inclusive selection process that provides diverse perspectives are represented;
  o Qualifications required to serve;
  o Clear communication of time commitment, responsibilities, and compensation;
  o Documentation of committee deliverables (example: Ohio Standards and Assessment Committees Report).

☐ Create and communicate background information to stakeholders (examples: Colorado Academic Standards Communications Toolkit, Florida Standards Communication Website, Louisiana Student Standards Review web page). Consider:
Tailor information to specific audiences—parents, educators, districts;
Unpack jargon and define terms; and
Publicize communication avenues and keep consistent across all standards review/revision activities (example: Colorado Academic Standards Review and Revision Website).

☐ Solicit stakeholder feedback via multiple venues with clear deadlines. Consider:
  - Surveys, emailed and/or available on public website (example: Colorado Department of Education Academic Standards Stakeholder Survey Analysis, Arizona K-12 Standards Feedback Form);
  - In-person meetings (example: Idaho Content Standards Revision Public Meeting Web Page); and
  - Agenda item on state board of education meeting.

☐ Conduct research and collect data pertinent to review/revision. Consider:
  - Commissioning of independent analysis of current standards;
  - Potential data sources: test scores, focus groups, stakeholder feedback (example: Ohio Standards and Assessment Committees Report); and
  - Benchmark/crosswalk standards with external references (examples: A Content Comparison Analysis of the Next Generation Science Standards and the Michigan Science Standards, Kentucky Department of Education English Language Arts Crosswalk).

☐ Synthesize gathered information and write draft standards. Consider:
  - What is essential for students to learn;
  - How standards will be structured—grade by grade or grade-band clusters;
  - What the content domains will be;
  - Incorporating feedback from both field and community stakeholders;
  - Development of clear and consistent standards;
  - Do standards guide instruction without dictating how skills/ideas should be taught?
  - Do standards provide coherent framing rather than a laundry list?
  - Do standards require students to apply content knowledge?
  - Are changes justified based on trends in feedback data?

☐ Share working draft of new standards with stakeholders.
  - Request feedback and revise standards (and associated timelines) as necessary (example: Idaho Content Standards Revision Feedback).
  - Create crosswalk or comparison analysis between existing standards and new standards (examples: Georgia Summary of Changes for ELA Standards, Oregon Crosswalk of 2009 Oregon Science Standards to 2014 Oregon Science Standards).

Stage 1 Resources:

- Achieve Common Core Implementation Workbook
- American Federation of Teachers Setting Strong Standards
- Center on Standards and Assessment Implementation Communications 101
- Council of Chief State School Officers Common Core State Standards Communications Toolkit
- Education Commission of the States Standard-Setting Processes in Brief
- State Science Education Standards Comparison Tool
Stage 2: Initial Implementation

- Outline and communicate standards implementation schedule with stakeholder groups, including any revisions made as a result of Stage 1 activities (example: California Common Core State Standards Systems Implementation Plan, Colorado Transitional Action Plan, Ohio Suggested Timeline for Transitioning to the Revised 2017 Learning Standards for Mathematics, Rhode Island Get Set! Information for Administrators). Consider:
  - At state level: Instructional materials and communication with publishers, assessment schedules (including time for item development and pilot testing), professional development, supports for struggling schools;
  - At district level: Development of guidance, use of current instructional materials with new standards, curriculum mapping;
  - At school level: Professional development activities for teachers/administrators, development of new lessons.

- Engage with schools/districts to gather feedback on new standards, which can inform implementation guidance, professional development, and messaging (example: Alaska Phase Placement Survey). Consider:
  - Exit surveys in professional development sessions;
  - Digital feedback forms: and/or
  - Other well established means of communication.

- Disseminate information to community, including differences between new/old standards and implementation timelines, and solicit feedback via multiple venues with clear deadlines (examples: Colorado Academic Standards Review and Revision Website, Ohio’s Learning Standards: FAQs about Ohio’s Learning Standards for English Language Arts and Mathematics, New York State Commissioner of Education and Standards Review Committee Members Describe the Standards Review Process Video). Consider:
  - Posting on public website;
  - Surveys, emailed and/or available on public website;
  - In-person meetings (example: Oregon Parent Workshop Checklist);
  - Press releases (example: Kentucky Department of Education News Release); and
  - Agenda item(s) for state board of education meetings.

- Evaluate the impact of gaps in grade-level understanding from old to new standards, known as the one-year gap of understanding.

- Collect examples of high-quality lessons aligned to new standards.

- Evaluate potential impacts on statewide accountability systems.

- Analyze gaps in current instructional materials to see if supplemental materials are needed (example: Louisiana Online Instructional Materials Review Resources and Curriculum Crosswalks, Oregon Adoption Criteria for Instructional Materials).

- Identify external professional development options to fill any needs identified through stakeholder engagement. (example: Ohio Revised Standards and Model Curricula Targeted Professional Development).
Circle back across revision committees to refine goals, standards, and implementation practices based on feedback as necessary.

Stage 2 Resources

- Common Core Implementation Workbook
- Communicating South Carolina’s Standards Review Process
- Implementing the Common Core State Standards: The Role of the Elementary School Leader
- Implementing the Common Core Standards: The Role of the Secondary School Leader
- Leaning Forward Meet the Promise of Content Standards: The Principal
- Next Generation Science Standards District Implementation Indicators

Stage 3: Scale Up

- Monitor current progress and adjust implementation timeline as necessary.
- Conduct needs assessment to determine the required supports (time, resources, materials, training, etc.) for successful implementation and consider tiered support options.
- Develop a transition plan/schedule for statewide assessments and other accountability systems and support districts in revising districtwide assessments.
- Continue to provide staff with professional learning opportunities.
- Develop infrastructure to support implementation across the state.
- Create a research-based vision for teaching and learning in collaboration with stakeholders that shows a commitment to the expectation that all students can achieve success.
- Create communication tools for districts and schools to use with local audiences (example: Illinois Teacher Voices Videos).
- Collaborate with practitioners, content organizations, and higher education institutions to identify gaps and translate the standards into underlying skills that can be understood by a wide audience.
- Develop and share tools and examples that clearly articulate the characteristics of successful academic performance that can be used to align and improve curricula (example: Colorado Transition Action Planning Guide).
- Continue to collect feedback from stakeholders.
- Implement communication plan to ensure system-wide knowledge of changes.
- Identify mitigation strategies for negative effects of standards changes.
- Commission a validation study for new assessments, curriculum, and professional development.
- Conduct a satisfaction survey or evaluation of process and product and disseminate survey results to appropriate personnel (example: California Common Core State Standards Implementation Survey).
- Collect feedback on alignment between standards, curriculum, instruction, and assessment.
- Monitor instructional practices for evidence of effective standards-based instruction, differentiation, and intentional planning to ensure benchmarks are reached for all students.
- Create tools to help districts and schools review data at each level (classroom, team, school, and district) to help refine instruction as needed.
- Complete an assessment item analysis to determine the extent to which items are aligned to the grade-level standards and benchmarks (examples: Alignment of Kentucky Core Content Items in
Continue to examine, discuss, and create a culture that supports standards-based education. Bring stakeholders together to analyze data collected and refine polices/procedures as needed. Consider evaluating:
- Effectiveness of standards implementation;
- Effectiveness of professional development at multiple levels (team, school, district); and
- Resource allocation.

Stage 3 Resources:
- Center on Standards, Alignment, Instruction, and Learning Year 1 State Report: Massachusetts
- Center on Standards, Alignment, Instruction, and Learning Year 1 State Report: Ohio
- Center on Standards, Alignment, Instruction, and Learning Year 1 State Report: Texas
- Council of the Great City Schools Calendar of Questions
- Council of Chief State School Officers Whitepaper on Evaluating Alignment in Large-Scale Standards-Based Assessment Systems
- Progress Monitoring in an Inclusive Standards-Based Assessment and Accountability System
- What Supports do Teachers Need to Help Students Meet Common Core State Standards for Mathematics?

Stage 4: Full Implementation
- Monitor current progress and adjust implementation timeline as necessary.
- Continue to provide professional development opportunities.
- Provide clear accountability measures surrounding revised standards and support full implementation of statewide summative assessment.
- Use data for continuous improvement.
- Strengthen the infrastructure to support practice and organizational change (example: North Carolina Instructional Improvement System).
- Monitor implementation across state in all content areas and grades to identify areas of potential misalignment (example: California Self-Reflection Tool for Implementation of State Academic Standards).
- Embed effective instructional practices in all programs and include differentiated instruction (example: Mississippi College- and Career-Readiness Standards Scaffolding Documents).
- Develop feedback loops between state, regional, and local education agencies.
- Develop structures to vet and share best practices through a content repository.
- Provide ongoing, long-term stakeholder communication, training, and support in the critical elements of the standards.
- Offer timely information on research, design, security, management, reporting, implementation, administration, scoring, and new technology.
- Involve policymakers at the national, state, regional, and local levels so they can see firsthand the time and structures school and district staff require to support standards implementation (example: Maryland State Board of Education Agenda Item).
- Develop a statewide leadership network (example: New York Common Core Task Force).
- Identify emerging needs and opportunities and refine implementation strategies as needed.
- Continue to implement communication process when onboarding newly hired staff.
- Develop a continuum of evaluation for implementation rooted in how well students demonstrate academic growth.
- Create an ongoing comprehensive feedback system in collaboration with regional service agencies and higher education institutions with a focus on identifying and replicating exemplary schools and districts while supporting districts that need assistance.
- Bring together educators to review student work and see how the standards are being implemented in classrooms.
- Verify that the vision of a standards-based education system can be articulated by all relevant educators and stakeholders.
- Assess the extent to which the school community has embraced a culture of high expectations and whether standards are integral to all curriculum and instructional decisions.

Stage 4 Resources:
- [CSAI Memorandum: Scan of CCSS Implementation Tools for States and Districts](#)
- [Feedback Loops for Common Core Standards Implementation](#)
- [Next Generation Science Standards District Implementation Indicators](#)
- [Student Achievement Partners Instructional Practice Toolkit and Classroom Videos](#)
- [The Education Trust: Standards in Practice: Instructional Gap Analysis Strategy and Aligning Instruction with Standards and Assessment](#)

Stage 5: Maintain and Refine
- Monitor short- and long-term consequences of instruction and assessment based on new standards.
- Use improvement cycles to support continuous reflection and refinement.
- Monitor current research and best practices to inform teaching practice (example: [California Self-Reflection Tool for Implementation of State Academic Standards](#)).
- Develop protocols for collecting and examining district data on an ongoing basis, including across all content areas and grades.
- Consistently communicate information surrounding new standards implementation with districts, schools, and teachers (example: [North Carolina Wiki Page](#)).
- Collect evidence of alignment between intended and enacted curriculum—for example, portfolios of lesson plans, syllabi, and student work projects. If not fully aligned, make a plan to procure, enhance, or supplement current instruction materials.
- Continue to consistently share information and data with stakeholders and meet regularly to make decisions that strengthen the system (example: [Massachusetts Project Update: Next-Generation MCAS and the Review of the Learning Standards](#)).
- Continue to conduct periodic satisfaction surveys or evaluations (example: [Rubric to Review Oklahoma Standards](#)).
- Develop a plan for and provide initial communication about the next cycle of the standards revision processes (example: [Nebraska Standards Revision Timeline 2011-2028](#)).
Coordinate with higher education partners regarding enhancements needed for teacher preparation programs.

Compile and analyze data for use in next round of standards revisions.

Create a lessons learned document based on full evaluation of standards revision and implementation process (example: New York Common Core Task Force Final Report).

Monitor new initiatives and feedback processes to ensure they are aligned with standards.

Continually review and adjust data communication protocols to ensure that all stakeholders are engaged with data-driven decisions.

Stage 5 Resources:

- Achieve CCSS Implementation Rubric and Self-Assessment Tool
- Progress Monitoring in an Inclusive Standards-based Assessment and Accountability System
- Southern Regional Education Board Alignment of Instructional Materials to State Readiness Standards
- The Role of Strategic Communications in the Transition to New Academic Standards and Assessments: Case Studies of Tennessee and Kentucky