

Statement of Model Practice

Priority 2: Standards Implementation

Summary:

California has many sets of standards and expectations to guide policies, programs, and personnel effectiveness. Each set of standards serves a unique function and is complementary to the other standard sets. [Student curriculum content standards](#), [teacher](#) (PDF) and [administrator](#) (PDF) performance expectations, and [professional learning standards](#) work in tandem with student content standards that establish an outcome for professional learning, increasing educators' capacity to assist students in reaching expected learning outcomes.

Standards implementation requires a shift in culture that promotes on-going collaboration and professional growth. It demands transforming the way educators think about professional learning, how it is supported throughout an educator's career, and how it affects student learning and engagement. For students to achieve, educators need effective preparation and ongoing professional learning to support their own success as learners and, in turn, support their students' learning. Additionally, education leaders are responsible for creating and maintaining a culture of learning by which teachers consistently reflect on their practice (particularly how it connects to student learning), receive meaningful feedback, and work collaboratively with their peers so they are learning from each other.

According to Eteinne Wenger, educational theorist and practitioner, "Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly." These communities, such as instructional leadership teams, vary depending on subject matter, focus (concern), grade level, school improvement initiative, and a multitude of other topics and issues that rise to the surface on any given day in education. For communities of practice to be successful, there must be a common language and framework for collaboration and shared accountability.

Desired Results:

All access, opportunity, and achievement gaps are reduced or eliminated. Educators use linguistically and culturally responsive instructional strategies and materials designed to address the academic, cultural, social, physical, and emotional well-being of all students including English learners, socioeconomically disadvantaged students, students with exceptional needs, as well as homeless and foster youth. English learners have full access to an intellectually rich and comprehensive curricula, via appropriately designed instruction. To foster steady and accelerated progress, EL programs and services successfully enable ELs to access student content and English language

development (ELD) standards for purposes of gaining academic content knowledge and English language proficiency.

Districts collaborate with educational intermediaries (institutions of higher education, COEs, California Subject Matter Projects, and other external partners) to support localized and collaboratively developed teacher-driven professional learning models within a larger professional learning system. Administrators and teachers collaboratively participate in professional learning that is engaging, relevant to the priorities of teaching and learning, specific to teaching practice, and occurs close to the classroom and within the school day when possible. Administrators are prepared and knowledgeable across the curricula regarding student content, performance, and ELD standards making them able to effectively observe, coach, and evaluate implementation progress.

County offices of education (COEs) and local districts foster collaboration between labor and management to improve capacity for problem solving, communication, and implementation of new initiatives that improve instruction and instructional leadership. Formative and summative assessments are used to support the professional learning system as an integral support structure for cycles of continuous improvement and development.

Model Practices:

Model practices for standards implementation may include, but are not limited to, the following:

- Instructional leadership teams, comprised of school administrators and teachers, adopt and/or develop the curriculum as well as the assessments (performance, formative, and summative) that will be used to inform instruction and professional learning needs.
- Establish professional communities of practice, aligned to the Quality Professional Learning Standards, to support mutually agreed-upon student learning goals and outcomes.
- Distributed leadership is achieved through the active inclusion of teachers and site administrators, a supportive infrastructure, and adequate time for the work to unfold.
- Support educators in making practice more transparent, through calibrated peer observation, common planning, and experimentation with feedback.
- ELD and content area teachers collaborate regularly in order to plan for integrated ELD, that allows access to core curriculum, and designated ELD that builds into and from content instruction
- Provide differentiated professional learning opportunities that focus on curriculum and pedagogy that is firmly rooted in research, practice, and informed by collaboration among higher education faculty and practitioners from local districts.

- School board members participate in professional learning that strengthens their knowledge and skills around the various aspects of their governance responsibilities, including for example, collective bargaining, standards implementation, student achievement, Local Control and Accountability Plans, etc.
- Provide professional learning for educators, informed by [The English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve \(ELA/ELD Framework\)](#), to support English learners' progress in English language development integrated with the skills and expectations in English language arts necessary to develop students' literacy in the twenty-first century.
- Educators develop lessons that support student learning and reflect the three instructional shifts: focus, coherence, and rigor, using the [Mathematics Framework for California Public Schools Kindergarten Through Grade Twelve](#) as a resource.
- Districts partner with science organizations to provide high-quality, job-embedded professional learning for teachers and administrators that builds science content knowledge and pedagogical skills while integrating research-based ELD instructional strategies.

i Communities of Practice: an Introduction. Etienne Wenger-Trayner. Retrieved from <http://wenger-trayner.com/theory/>