



## Local District Common Core Implementation – Progress and Capacity Rubric

Category	Questions to Consider	Weak (1)	Strong (4)	Evidence to look for
<b>A. Systems alignment and system change</b>				
<b>1. Aspiration</b>	<ul style="list-style-type: none"> <li>■ Has the district clearly articulated a vision for CCSS implementation, including expected results for students?</li> <li>■ Do key stakeholders in the district understand and agree with this vision?</li> <li>■ Do stakeholders know why the state and the district are implementing the CCSS and what the expected change is?</li> <li>■ Is it clear to those in the field how the district’s various initiatives including Common Core fit together and support a common vision?</li> <li>■ Have leaders considered how this vision relates to statewide goals and district and school level accountability, and particularly how those might be affected by coming assessment transitions?</li> </ul>	<ul style="list-style-type: none"> <li>■ The district has not established a vision for CCSS</li> <li>■ Major disagreement exists among key stakeholders over the potential benefit of this change</li> <li>■ Key stakeholders, including teachers and the general public, do not understand the vision or the changes expected as a result of CCSS</li> <li>■ The CCSS and other initiatives feel disconnected; it is unclear to those in the field what the priorities are and in what direction the district is moving</li> <li>■ Little or no thought has been given to the implications of assessment transitions for the vision and goals</li> </ul>	<ul style="list-style-type: none"> <li>■ A clear vision for CCSS implementation has been established and articulated</li> <li>■ Teachers, principals, and the general public know why the state is implementing the CCSS and understand its potential impact on the district and its schools</li> <li>■ There is widespread agreement among key stakeholders that the CCSS will benefit students</li> <li>■ Educators understand how various initiatives, including the CCSS, fit together and add up to a greater district wide vision for student success</li> <li>■ Leaders have a plan for ensuring that the vision, goals, and accountability systems remain ambitious and meaningful through the assessment transition</li> </ul>	<ul style="list-style-type: none"> <li>■ Existence of documents (e.g., on a website) that outline a consistent vision for the CCSS</li> <li>■ Feedback from teachers, principals, and the general public about their understanding of the purpose behind CCSS and their support of the new standards</li> <li>■ Inclusion of provisions for assessment transition in vision documents, ESEA flexibility plans, and/or other descriptions of accountability system</li> </ul>

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<b>2. Clarity of Roles</b>	<ul style="list-style-type: none"> <li>Have district leaders clearly defined and articulated their role in ensuring that CCSS is implemented in every classroom?</li> <li>Are the roles of the SEA, regional entities, and school leaders clearly defined as well?</li> <li>Does the district work with school leaders to coordinate implementation and support? Is support differentiated based on the needs and requests from schools?</li> </ul>	<ul style="list-style-type: none"> <li>The district role in the implementation of the CCSS is unclear relative to that of the state and schools</li> <li>Most district staff, cannot articulate the state's role in implementation or how the regional entities play a role.</li> <li>Efforts to implement the CCSS are redundant and overlapping</li> <li>The district employs a "one-size-fits-all" approach to its interactions with and support for schools; it does not differentiate based on size, resources, or need</li> </ul>	<ul style="list-style-type: none"> <li>The district has clearly defined its role in CCSS implementation</li> <li>Schools and/or regional entities understand their role in relation to the SEA and each other and to the district</li> <li>The district works with schools to ensure their efforts to implement complement and build upon one another</li> <li>The district focuses its available support and resources on those schools that need it most</li> </ul>	<ul style="list-style-type: none"> <li>Existence of documents (e.g., on a website) that articulate the district role</li> <li>The alignment of state and local perspectives on the their roles, as evidenced by feedback from both</li> <li>Comparison of district and school strategic plans</li> <li>Existence of regular and visible district contacts with school/regional entities regarding implementation plans</li> </ul>
<b>3. Leadership</b>	<ul style="list-style-type: none"> <li>Is there a clear leader for CCSS implementation?</li> <li>Are the superintendent and his/her leadership team deliberately and regularly engaged in discussions about the CCSS, particularly as it relates to other initiatives in the district?</li> <li>Are other key leaders, including the school board and other officials, engaged? Do they feel shared ownership for this work?</li> </ul>	<ul style="list-style-type: none"> <li>While many people are working on CCSS, it is unclear who is really responsible for its successful implementation</li> <li>CCSS implementation exists in isolation within one part of the district; other leaders rarely engage in conversations about implementation progress</li> <li>Information to the Board is only provided when specifically requested</li> </ul>	<ul style="list-style-type: none"> <li>There is a clear leader for CCSS implementation who is coordinating and driving this work, with the support of a strong team</li> <li>The superintendent and all members of his/her leadership team see CCSS as a priority and regularly engage in conversations about progress and the relationship between CCSS other initiatives</li> <li>Key leaders, including the school board, see CCSS as a priority and its successful implementation as part of their responsibilities; they often speak out on behalf of the CCSS</li> </ul>	<ul style="list-style-type: none"> <li>Existence of a single responsible leader who is acknowledged as such</li> <li>Engagement levels of the superintendent and leadership team</li> <li>Engagement levels of the school board and other local officials and inclusion of CCSS implementation in board meeting agendas</li> <li>Board actions regarding CCSS</li> <li>Existence of a Common Core Commission or workgroup comprised of representatives from the district and school levels, that is formed and functioning</li> <li>Designation of a clear leader for the CCSS workgroup</li> </ul>

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<b>4. Plan and Timeline</b>	<ul style="list-style-type: none"> <li>■ Is there a clear plan for implementing the CCSS that outlines the district’s goals and a coherent set of strategies for achieving them?</li> <li>■ Does the plan include a detailed, realistic timeline for implementation, including details on how and when standards will be rolled out and key milestones necessary to ensure that the district and schools are operationally ready for new standards and aligned assessments?</li> <li>■ Is the plan concrete enough to serve as the driver of day-to-day implementation work?</li> <li>■ Do key stakeholders understand the plan? Were they engaged in the planning process?</li> <li>■ Is the plan coherent with other major reform initiatives (e.g., new teacher and leader effectiveness systems, data systems, etc.)?</li> <li>■ Does the plan include strategies for preparing for and managing the various challenges posed by the coming assessment transition?</li> </ul>	<ul style="list-style-type: none"> <li>■ The district does not have a written plan, or it has a plan that is not regularly used to drive the implementation work</li> <li>■ The plan is not sufficiently detailed and does not spell out the timeline and milestones necessary for rolling out the standards and ensuring readiness for the assessments</li> <li>■ There is limited or no evidence that key stakeholders were engaged in planning and able to provide input into the plan</li> <li>■ The plan is isolated from plans for other major reform initiatives</li> <li>■ Little or no thought has been given in the plan to assessment transition issues</li> </ul>	<ul style="list-style-type: none"> <li>■ Leaders have created a plan for implementation of the CCSS and uses that plan to drive the day-to-day work</li> <li>■ The plan includes a realistic timeline which includes key milestones and deadlines the district and schools should meet in order to be prepared to implement the assessments in 2014</li> <li>■ Key stakeholders understand the CCSS implementation strategy—how it is to be implemented, what will define success, and their role</li> <li>■ The plan is integrated with (possibly a part of) other plans for reform initiatives</li> <li>■ The plan includes or makes reference to strategies for ensuring operational and instructional readiness for new assessments</li> </ul>	<ul style="list-style-type: none"> <li>■ Existence of a written plan with key characteristics: <ul style="list-style-type: none"> <li>— Goals</li> <li>— Strategies and their connection to goals</li> <li>— Timeline</li> <li>— Connection points with other key initiatives</li> </ul> </li> <li>■ Inclusion of milestones for operational readiness for new assessments in plan and/or timeline, including technology readiness</li> <li>■ Access to and use of the plan by staff responsible for implementation</li> <li>■ Knowledge of plan among stakeholders inside and outside of the district</li> <li>■ Frequency of updates to key stakeholders on completion of milestones and status of plan</li> </ul>
<b>5. Budget and Resources</b>	<ul style="list-style-type: none"> <li>■ Has the district considered the resources necessary for successful implementation and included those in annual budgets?</li> <li>■ Is the district supporting schools in doing the same?</li> </ul>	<ul style="list-style-type: none"> <li>■ District has no additional resources planned for implementation activities or has not even considered re-allocating current resources</li> <li>■ Budget does not reflect any prioritization of the implementation of CCSS</li> <li>■ No changes to how the districts and schools plan and use various funding streams have been considered to help with implementation</li> </ul>	<ul style="list-style-type: none"> <li>■ Leaders have been thoughtful and deliberate in mapping the resources necessary for successful CCSS implementation</li> <li>■ They have worked to create a budget that ensures access to those resources through the allocation of new funds, re-allocation of existing ones, or both</li> <li>■ Leaders have also supported schools in considering resources and budgets and provide guidance on the use and budgeting of resources</li> </ul>	<ul style="list-style-type: none"> <li>■ Budget documents: <ul style="list-style-type: none"> <li>— Inclusion of additional resources or a shifting of resources to prioritize CCSS implementation</li> <li>— Alignment with CCSS implementation plans (if they exist)</li> </ul> </li> <li>■ Extent to which information regarding budget and resources is shared with schools</li> </ul>

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6. <b>Technology and Information Systems</b>	<ul style="list-style-type: none"> <li>■ Are the district and all its schools prepared technologically to administer online assessments?</li> <li>■ Are students equipped with the skills needed to complete online assessments successfully?</li> <li>■ Have leaders identified potential gaps in technology readiness? Is there a plan to address those gaps?</li> <li>■ Does the district provide its schools with access to quality information to support decision making?</li> <li>■ Are data and information systems seen as integrated into the day-to-day work of the district? Is the Chief Information Officer (CIO) a part of the district leadership team?</li> </ul>	<ul style="list-style-type: none"> <li>■ The district and its schools do not have the technology capacity (broadband, devices) to administer online assessments</li> <li>■ Many students may have the technical skills needed to complete online assessments, but no steps have been taken to ensure that all students have the required skills</li> <li>■ Technology needs of schools have not been discussed; leaders do not have a clear idea of how ready schools are</li> <li>■ Staff do not have access to the data they need to make decisions on a daily basis, or data is difficult to access or understand</li> <li>■ The quality of data collected, stored, and used is questionable and often data is inaccurate</li> <li>■ Data and information systems are viewed as a separate function within the district; both the people and the systems they oversee are siloed</li> <li>■ There is no CIO in the district</li> </ul>	<ul style="list-style-type: none"> <li>■ The district and its schools have the technology and broadband capacity they need to administer online assessments</li> <li>■ All students have the skills needed to complete online assessments successfully</li> <li>■ Leaders have worked closely with schools to identify those gaps in technology readiness that do exist and have plans to address those gaps</li> <li>■ The necessary data is easy-to-access and easy-to-understand; people both at the district and in schools use the data to make decisions around funding, supports, and programs</li> <li>■ The district has confidence in the quality of the data that is collected, stored, and used</li> <li>■ Data and information systems – and the people responsible for them – are fully integrated into leadership structures and functions in the district</li> </ul>	<ul style="list-style-type: none"> <li>■ Existence of data on gaps in technology readiness at the school and district level</li> <li>■ Existence of a technology plan to address gaps</li> <li>■ Existence of a plan to prepare all students to complete online assessments</li> <li>■ Existence of and ease of access to regular data collection and analytical reports</li> <li>■ The data system can provide indicators for both teacher evaluation and CCSS implementation</li> <li>■ An articulated data governance plan including well defined roles and responsibilities, data dictionary, and collection timelines</li> <li>■ Presence of Chief Information Officer (CIO) on the leadership team</li> </ul>

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7. <b>Monitoring and Problem Solving</b>	<ul style="list-style-type: none"> <li>■ Do leaders have access to data they need to drive their work, including leading indicators on the progress of CCSS implementation, and regular feedback from teachers, school leaders, and district leaders?</li> <li>■ Have leaders established a system for regularly monitoring the progress of implementation (including leading and lagging indicators, feedback from the field, and milestones and activities from the plan) and problem-solving when work is off-track?</li> <li>■ Are problems brought to the attention of the appropriate decision-makers and acted upon in a timely manner?</li> <li>■ Do leaders understand whether the activities undertaken at the district level (such as providing PD, instructional materials) are having their intended impact in schools?</li> </ul>	<ul style="list-style-type: none"> <li>■ Leaders have little or no access to information regarding implementation in the field; they have no way of knowing whether most teachers, school leaders, and district leaders understand the changes associated with CCSS and whether they are prepared to implement those changes</li> <li>■ Leaders meet only rarely and sporadically to discuss the progress of implementation of the CCSS</li> <li>■ The conversations that do occur are not structured to facilitate real problem-solving that is focused on outcomes</li> <li>■ These conversations often take place in the context of a crisis and may not include the right people</li> <li>■ Leaders do not have a clear picture of whether or not the activities they are undertaking are having their intended impact in the field</li> </ul>	<ul style="list-style-type: none"> <li>■ The district regularly collects, analyzes, and uses data on the progress of implementation in the field</li> <li>■ Feedback from the field includes opinions and comments on the progress of implementation, but also data on teacher and principal satisfaction, knowledge, and practices</li> <li>■ District leaders, including the superintendent and those directly responsible for CCSS implementation, regularly meet to review implementation progress against the district's plan (if there is one)</li> <li>■ Discussions of progress are focused on outcome data (including leading and lagging indicators, feedback from the field, and milestones)</li> <li>■ Conversations provide a consistent opportunity to arrive at a shared view of progress, to surface challenges, to problem-solve together, to hold responsible leaders accountable for implementation, and to make mid-course corrections</li> </ul>	<ul style="list-style-type: none"> <li>■ Existence of survey tools, focus groups, or other methods for collecting feedback on quality of implementation</li> <li>■ Existence of and ease of access to regular data collection and analytical reports from this feedback</li> <li>■ Occurrence of regular progress monitoring discussions</li> <li>■ Agendas, materials, and results of data analyses from progress monitoring discussions</li> <li>■ Feedback from leaders on the quality of conversations and extent to which they helped move implementation forward</li> </ul>

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<b>B. Educator Supports</b>				
<b>8. Instructional Materials</b>	<ul style="list-style-type: none"> <li>Do educators have access to CCSS-aligned instructional materials?</li> <li>Are they using those materials to align their instructional and assessment practices with CCSS?</li> </ul>	<ul style="list-style-type: none"> <li>District and school leaders are aware of some CCSS-aligned instructional materials, but cannot say with much certainty that the right set of resources exists</li> <li>Some educators may be intentionally using CCSS-aligned instructional materials, but it is a small number or leaders do not know who they are</li> <li>Educators who desire CCSS-aligned materials are not able to access them</li> </ul>	<ul style="list-style-type: none"> <li>Leaders are comfortable that educators have access to a comprehensive range of CCSS-aligned materials, including curricular modules, guidance on developing CCSS-aligned lesson plans, and guidance on aligning assessment to CCSS</li> <li>The vast majority of educators are aware of these materials, have access to them, and are using them in their classrooms</li> <li>Nearly all educators in the most affected grades (according to the district's timeline) have sufficient resources to successfully teach the CCSS and are using them in their classrooms</li> </ul>	<ul style="list-style-type: none"> <li>Existence of the right materials, as validated by a trusted source (e.g., districts or schools that are leaders in this field, state "seal of approval," state-developed or provided, third party with expertise)</li> <li>Existence of a rigorous process to continuously evaluate the alignment of new materials</li> <li>Range of the right materials: curricular modules, guidance on developing and/or aligning curricular modules with CCSS</li> <li>Educator access to materials posted online</li> <li>Educator practice that makes use of these materials, as self-reported or observed in classrooms</li> </ul>

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<b>9. Professional Learning for Teachers</b>	<ul style="list-style-type: none"> <li>■ Are educators engaged in high-quality professional development that is designed to rapidly and significantly improve their ability to teach the CCSS?</li> <li>■ Is this professional learning designed to incorporate the use of high-quality instructional materials as defined above?</li> <li>■ Is this professional learning changing classroom practices?</li> </ul>	<ul style="list-style-type: none"> <li>■ Leaders are aware of some CCSS-aligned PD offerings and may have some evidence that educators are benefiting from these offerings, but have little idea of how widespread these offerings are</li> <li>■ While there may be some bright spots, the average educator experiences disjointed professional development training that may or may not be aligned to CCSS</li> <li>■ Training tends not to be connected to other training opportunities or to day-to-day coaching and feedback</li> <li>■ The district and schools have not planned for adequate time for teachers to truly absorb the CCSS</li> <li>■ There is little to no evidence that educators are changing their instructional practices to reflect the CCSS or that the resources and support they need to do so are available</li> </ul>	<ul style="list-style-type: none"> <li>■ Leaders can identify a range of CCSS-aligned PD programs that cover every grade band and relevant subject (including literacy and numeracy in non-ELA and math disciplines) comprehensively and coherently</li> <li>■ Programs are well integrated with CCSS-aligned instructional materials that are available</li> <li>■ Programs are anchored in a job-embedded component that links professional learning to day-to-day feedback and coaching that educators receive</li> <li>■ Policies and guidance to schools support teachers having time during the school day for professional learning</li> <li>■ The district ensures that the vast majority of educators are enrolled in these programs</li> <li>■ There is strong evidence that the majority of educators within the district have incorporated the CCSS shifts into their practice and that the supports they need are available to them</li> </ul>	<ul style="list-style-type: none"> <li>■ Existence of the right professional learning programs, as validated by a trusted source (e.g., districts or schools that are leaders in this field, state “seal of approval,” state-developed or provided, professional learning communities of practitioners, third party with expertise)</li> <li>■ Participant feedback on these programs</li> <li>■ Evidence of changed educator practice as a result of these programs, as self-reported or observed in classrooms</li> </ul>
<b>10. Educator Preparation</b>	<ul style="list-style-type: none"> <li>■ Have leaders engaged institutions of higher education and teacher preparation programs that supply the majority of the district’s educators to ensure they are preparing candidates to teach and assess the CCSS?</li> </ul>	<ul style="list-style-type: none"> <li>■ Leaders of educator preparation programs are not engaged in discussions around what it will take to prepare new teachers to teach the Common Core</li> </ul>	<ul style="list-style-type: none"> <li>■ Higher education leaders have aligned their educator preparation programs to help new teachers to graduate with CCSS competencies</li> </ul>	<ul style="list-style-type: none"> <li>■ Evidence of regular contact and cooperation between district staff and stakeholders in teacher preparation programs</li> <li>■ Existence of feedback loops between district leaders and higher education leaders about the preparedness of new teachers to teach the CCSS</li> </ul>

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<b>11. Professional Learning for Principals</b>	<ul style="list-style-type: none"> <li>Are principals receiving high quality professional development that will equip them to understand the content and pedagogical shifts necessary to implement the CCSS in their buildings?</li> <li>Does this professional learning help principals to tell the difference between CCSS and previous standards in the classroom? Are principals prepared to observe, support, and evaluate teachers according to the expectations of the new standards?</li> <li>Is this professional learning changing the way that principals exercise instructional leadership in their buildings?</li> </ul>	<ul style="list-style-type: none"> <li>CCSS-aligned PD offerings are provided to principals, but district leaders do not have a clear understanding of the quality or scope of the PD</li> <li>Principals know the changes are coming but have not been a major part of the implementation process or received focused training on the specific implications for their role</li> <li>Principals tend to run their schools' educator evaluation systems in isolation from other CCSS resources, including aligned instructional materials and aligned professional learning opportunities, because the resources themselves are offered to them in isolation</li> <li>Principals will have to rely mostly on properly trained content teachers for instructional leadership</li> <li>There is little to no evidence that principals have put the structures, resources, or school cultures in place to facilitate CCSS implementation in their schools, or that they have plans to do so</li> </ul>	<ul style="list-style-type: none"> <li>Leaders can identify a range of CCSS-aligned professional learning programs for principals that equip them to incorporate CCSS expectations into their instructional leadership</li> <li>Leaders are working to ensure that principals at all grade levels have engaged in one or more of these programs</li> <li>The vast majority of principals can speak confidently about the CCSS and are ready to observe and support teachers on the new standards</li> <li>The vast majority of principals and educator leaders are fully capable of integrating teacher evaluation systems with CCSS-aligned instructional materials and professional learning programs to create a comprehensive developmental experience for teachers</li> <li>There is clear evidence that the vast majority of principals have developed new structures to support educators' collaboration, learning and growth focused on the CCSS, and that they are monitoring CCSS implementation progress in their schools</li> </ul>	<ul style="list-style-type: none"> <li>Existence of the right professional learning programs, as validated by a trusted source (e.g., districts or schools that are leaders in this field, state "seal of approval," state-developed or provided, professional learning communities of practitioners, third party with expertise)</li> <li>Participant feedback on these programs</li> <li>Evidence that educator enrollment in PD and use of instructional materials is being driven by feedback from the evaluation system</li> <li>Evidence of changed principal practice as a result of these programs, as self-reported or as observed in schools</li> </ul>

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<b>C. Student Supports</b>				
<b>12. Identification of and Supports for Special Populations</b> Note: Use this row of the rubric to separately evaluate the supports provided to key populations of students in your district, including: <ul style="list-style-type: none"> <li>■ Students with disabilities (SWD)</li> <li>■ English Language Learners (ELL)</li> <li>■ Any other racial, ethnic, or socioeconomic groups that need additional attention</li> </ul>	<ul style="list-style-type: none"> <li>■ Do educators and leaders know which of their students are most likely to need the most support to meet the expectations of the CCSS?</li> <li>■ Will the district provide the necessary support to educators to meet the needs of these students?</li> <li>■ Is there a clear and widely shared aspiration that students in the special population will meet the expectations of the CCSS at levels commensurate with their peers?</li> <li>■ In implementation planning, have leaders prioritized the training of teachers of the special population to align their classroom practice with CCSS expectations?</li> <li>■ In implementation planning, have leaders emphasized support to schools that have the greatest concentrations of students of the special population?</li> </ul>	<ul style="list-style-type: none"> <li>■ Educators do not have a shared understanding of which students are most likely to struggle to meet CCSS expectations; individual educators may access this information on their own initiative, but there is no coordinated view</li> <li>■ The aspiration to close achievement gaps for the special population is not widely shared</li> <li>■ The district does little or nothing to align resources to proven and promising practices to support students in the special population to meet CCSS expectations</li> <li>■ Some educators and school leaders may be using these practices, but district leaders have a poor understanding of how widespread they are</li> <li>■ The district does not differentiate schools according to their concentrations of students in the special population</li> </ul>	<ul style="list-style-type: none"> <li>■ The vast majority of educators and leaders in schools and the district have a very clear sense of where their high priority students are and the scale of the challenge</li> <li>■ The vast majority of educators and leaders share a common aspiration to close achievement gaps for students in the special population</li> <li>■ The district ensures that these resources give the vast majority of educators and school leaders access to proven or promising practices that are likely to improve struggling students' capacity to meet CCSS expectations</li> <li>■ Educators and school leaders have the necessary capacity to integrate these practices into their instruction and are using them to tier instruction and close achievement gaps</li> <li>■ There is a plan for targeting the highest-need schools with the necessary resources and support to help their ELL students meet CCSS expectations</li> </ul>	<ul style="list-style-type: none"> <li>■ Accessibility of data at the school and district levels that allows leaders to pinpoint achievement gaps across a wide range of CCSS-aligned measures</li> <li>■ Review the use of Federal (Title I, XX, etc.), state, and local resources for targeted student supports</li> <li>■ Coordination and collaboration between those responsible for CCSS and those responsible for Title Programs</li> <li>■ Coordination of trainings on RTI and CCSS</li> <li>■ Existence of proven and promising practices that are likely to help struggling students meet CCSS expectations (e.g., state "seal of approval," state-developed or provided, third party with expertise, districts or schools that are leaders in this field)</li> <li>■ Integration of these practices into professional learning offerings for educators and school leaders</li> </ul>

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<b>D. Communication and Engagement</b>				
<b>13. Engagement with Education Stakeholders</b>	<ul style="list-style-type: none"> <li>■ Do leaders regularly communicate with education stakeholders (including district educators) about their CCSS implementation effort and its associated priorities?</li> <li>■ How effective are communications in helping education stakeholders understand objectives of the CCSS plan and the actions needed?</li> <li>■ Are communications two-way? Do leaders gather and respond to feedback about the CCSS and its implementation?</li> <li>■ Do district and school leaders feel responsible for successful roll-out of CCSS? Are they utilized as messengers?</li> <li>■ Are media and technology being leveraged to communicate the message</li> </ul>	<ul style="list-style-type: none"> <li>■ Communications within and from the district are poorly planned, inconsistent, and often conflicting</li> <li>■ Communication only flows outward; little or no feedback from the field is gathered</li> <li>■ The district shares information on an ad-hoc basis, and largely relies on the SEA to communicate to school leaders and educators</li> <li>■ Media and technology are used in limited capacity (email only) to keep educators abreast of progress</li> <li>■</li> </ul>	<ul style="list-style-type: none"> <li>■ The district has an internal and external communication plan for education stakeholders with specific focus on CCSS implementation</li> <li>■ Communication is clear and consistent and important information flows to the parties most affected</li> <li>■ Communication is two-way; feedback is collected and integrated into implementation plan</li> <li>■ District leaders have embraced their role in implementation and serve as conduits of information who generate grassroots enthusiasm for the CCSS</li> <li>■ District has a comprehensive online presence with frequently updated information, tools, and materials</li> </ul>	<ul style="list-style-type: none"> <li>■ Existence of a communications plan with the right characteristics: <ul style="list-style-type: none"> <li>— Key messages</li> <li>— Identification and analysis of education stakeholders</li> <li>— Plan for engagement that includes multiple vehicles of communication</li> </ul> </li> <li>■ Feedback from education stakeholders on their understanding of and support for the CCSS</li> <li>■ Existence of a functioning Common Core Commission or workgroup that helps coordinate communication across the district</li> <li>■ Extent to which CCSS workgroup plays an active role in communications</li> </ul>

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<b>14. Engagement with the Broader Community</b>	<ul style="list-style-type: none"> <li>■ Do leaders recognize the importance of gaining support for CCSS amongst the general public?</li> <li>■ Have leaders identified and partnered with a group of influential and diverse stakeholders that understand the CCSS and can defend and support them as part of the public conversation?</li> <li>■ Do leaders leverage media and technology to communicate the right messages to the public?</li> </ul>	<ul style="list-style-type: none"> <li>■ Communications within and from the district to education stakeholders are poorly planned, inconsistent, and often conflicting</li> <li>■ Leaders are only focused on a limited range of stakeholders, mostly district and school leaders</li> <li>■ Communications efforts may exist, but are not targeted to different stakeholder groups</li> <li>■ There is a loud and distracting debate with anti-CCSS forces</li> </ul>	<ul style="list-style-type: none"> <li>■ The district has an internal and external communication plan for the broader public with specific focus on CCSS implementation</li> <li>■ The district has a comprehensive media campaign (CCSS website, regular newsletters, etc.) that provides frequently updated information to the public</li> <li>■ A wide of range of stakeholders outside the education community can articulate the importance of the CCSS and what it means for them</li> <li>■ Dissent to the CCSS is quiet and does not garner legitimate attention; district leaders can articulate answers and provide information to those who question or have reservations about CCSS</li> </ul>	<ul style="list-style-type: none"> <li>■ Existence of a communications plan (can be same as above) with the right characteristics: <ul style="list-style-type: none"> <li>– Objectives</li> <li>– Key messages</li> <li>– Identification and analysis of key stakeholders in the broader community</li> <li>– Plan for engagement that includes multiple vehicles of communication</li> </ul> </li> <li>■ Extent to which CCSS workgroup plays an active role in communications</li> <li>■ Records of higher quantity and tone of media coverage of CCSS implementation (e.g., via search of Google News)</li> <li>■ Quantity and tone of social media chatter about CCSS implementation</li> <li>■ Feedback from the general public about their understanding of and support for the CCSS</li> </ul>

Category	Questions to Consider	Weak (1)	Strong (4)	Evidence to look for
<b>15. Building Momentum through Productive Relationships</b>	<ul style="list-style-type: none"> <li>■ Do leaders cultivate the relationships that are central to success, both with key stakeholders and within their own organization?</li> <li>■ Do leaders work actively to sustain these relationships?</li> <li>■ Is conflict managed proactively?</li> <li>■ Is there continued attention, support, and excitement for the CCSS from those at the district level through the challenges of implementation?</li> </ul>	<ul style="list-style-type: none"> <li>■ Some critical people who want to be involved with CCSS implementation are being ignored by the district</li> <li>■ Relationships between staff and others involved in the implementation process (or between various teams) are strained, unproductive, or frustrating</li> <li>■ The district's role in CCSS implementation carries a negative image for leaders in the field</li> <li>■ Conflict about the CCSS is unexpected and contentious, significantly undermining implementation</li> <li>■ There is little excitement around the CCSS since adoption; talk of the CCSS focuses only on implementation challenges</li> </ul>	<ul style="list-style-type: none"> <li>■ Leaders have reached out and created opportunities for collaboration with key stakeholders</li> <li>■ Members of the district maintain effective relationships with all people that they interact with, establishing win-win agreements for cooperation and staying true to the core values of the aspiration</li> <li>■ There is a strong and positive brand associated with CCSS implementation and the district's leadership of it</li> <li>■ Conflict is managed with a fact-based discussion that acknowledges the emotional arguments of others but does not compromise on core principles of the CCSS implementation effort</li> <li>■ District leaders, those in the field, and the general public remain excited about the potential of CCSS and continue to recognize its benefits despite implementation challenges along the way</li> </ul>	<ul style="list-style-type: none"> <li>■ Feedback from staff about quality of working relationships inside the district and quality of working relationships with key stakeholders</li> <li>■ Feedback from key stakeholders about the quality and productivity of their working relationships with district staff</li> <li>■ Feedback from educators in general about the image and perception of the district and its role in CCSS implementation</li> <li>■ Existence and engagement of CCSS Commission or workgroup</li> <li>■ Feeling of excitement from educators and others about the potential of CCSS</li> <li>■ Evidence of educators as advocates for CCSS</li> </ul>