



Ideas from the Early Adopters

Process for Integrating the Common Core State Standards and Teacher Development and Evaluation¹

For many school districts across the United States, the adoption of the Common Core State Standards (CCSS) and the implementation of teacher development and evaluation (TDE) systems are major current priorities. Importantly, districts recognize that these reforms are best implemented hand in hand.

Facilitating the coordinated—yet challenging—implementation of both TDE and the CCSS requires that the common ground such initiatives cover is aligned and integrated. When initiatives are aligned, each will reinforce and inform the other. As states explore how TDE and the CCSS can work together to ensure improved teacher effectiveness and foster student achievement, the following guidelines and considerations are offered:

Key Concepts	Considerations
Implement labor-management collaboration	A labor-management collaborative process ensures buy-in for all participants. Many districts currently maintain a standing labor-management committee or other decision-making body or team (e.g., evaluation committees or local school improvement councils). <ul style="list-style-type: none">• In what ways might labor and management share responsibility for the integration of TDE and the CCSS?
Communicate with all stakeholders	Timely and transparent communication with all stakeholders builds trust and commitment, invites innovation and fosters community. <ul style="list-style-type: none">• How can a district’s communication plan accommodate new information-sharing needs about the integration process?• In what new ways (including social media) can two-way communication—between and among stakeholders—be encouraged?
Initiate professional development	Professional development is essential to support integration of the CCSS and TDE. The integration of the CCSS and TDE relies on timely professional development that is ongoing, builds competency and is informative. <ul style="list-style-type: none">• How will professional development be leveraged to ensure that teachers, administrators and union leaders will have the skills to support integration of the CCSS and TDE?• What structures and processes (“systems of support”) need to be in place to design and deliver professional development?
Identify and leverage resources	The integration of the CCSS and TDE requires resources and tools. Examine the current resources available to determine how well aligned those resources are (e.g., curriculum guides, textbooks, instructional materials). <ul style="list-style-type: none">• What additional high-quality resources and tools are needed?
Create an action plan	Create an action plan—with a timeline—for implementation as part of the district’s overall strategic plan. <ul style="list-style-type: none">• What specific steps and milestones need to be identified in order to support integration and implementation of TDE and the CCSS?

Crosswalk the key documents

Systematically “crosswalking” the Common Core State Standards with teacher development and evaluation **documents** (such as rubrics, curriculum standards, performance expectations, etc.) **will assist teams in the identification of areas or items of agreement and areas or items that might require adjustment.**

- What kind of instruction do the CCSS call for, and how does this relate to what teachers will be evaluated on?
- Adjustments to evaluation systems’ procedures and documents may be required to reflect the expectations and rigor of the CCSS.

Review and modify existing policies, and create new policies

Policies (such as collective bargaining agreements, curriculum policies or other school/district policies) **that affect the integration process should be reviewed.**

- How are these policies aligned? How do they overlap, contradict or constrain one another? What policies are missing but needed?
- Make recommendations for changes. Codify changes in appropriate documents/agreements.

Assess teaching and learning conditions

Assessments of current teaching and learning conditions shed light on the contexts in which integration occurs.

- What conditions are needed for the successful integration and implementation of the CCSS and TDE (e.g., time for collaborative work, facilities, technology, teacher autonomy, professional growth opportunities, school safety and climate)?

Plan for continuous improvement

Creating a process for continuous improvement demonstrates a long-term commitment to teacher growth and student achievement.

Data collected from a continuous improvement process should be used to inform policy and school improvement planning.

- How will stakeholders (teachers, administrators, union leaders, parents) provide input and feedback?
- What data will be collected? How will the data be used for improvement?

Build a corps of leaders and a body of expertise

Successful integration will rely on a knowledgeable corps of professionals willing to share their specific expertise on teacher evaluation, professional growth and the Common Core State Standards (some with specific subject-matter expertise).

- What additional teams or work groups with multiple stakeholders (e.g., teachers, administrators, school principals, parents and union leaders) need to be identified to carry out the work and build ownership?

¹ This document was developed collaboratively with Rhode Island practitioners (teachers, administrators and union leaders), the Rhode Island Federation of Teachers and Health Professionals and the AFT.