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Teaching & Learning
AT WestEd 

California Standards Implementation Matrix

INSTRUCTIONAL LEADERSHIP:

A set of people, structures, resources and guidance that support development of teacher pedagogical content knowledge and approaches to inform thoughtful reflection on their practices

TO ACHIEVE:	DEPTH	SPREAD	SUSTAINABILITY	OWNERSHIP
BUILD infrastructure to support CA standards instruction	Ensure and enable conditions for instructional practice support structures and processes to be successfully developed and implemented (i.e. PL calendar, materials, Master Schedule, etc.)	Strengthen conditions to ensure and enable instructional practice support structures and processes implemented in schools and departments (i.e. PL calendar, materials, Master Schedule, etc.)	Fully implement systems supporting district/school-wide instructional practices (i.e. PL calendar, materials, Master Schedule, etc.)	Identify and prioritize resources within the LCAP/SPSA to support structures and systems to ensure district-wide implementation of instructional practices (i.e. PL calendar, materials, Master Schedule, etc.)
DEFINE and UNDERSTAND Instructional Leadership	Identify roles and responsibilities of instructional leaders (both administrative and teacher)	Define and Communicate roles for administrators and teachers leaders regarding instructional leadership	Set policy that reflects support for teacher leader positions and ensures instructional leaders are valued and supported	Ensure requisite authority, autonomy and structure across the system positioning instructional leaders to lead
DEVELOP Instructional Leaders	Identify and develop existing instructional leaders Create and develop a pipeline for new instructional leaders	Establish pathways for teachers and administrators to learn how to lead professional development and coach fellow teachers	Leverage teacher leaders to consistently examine classroom practice and provide meaningful feedback for improving instruction	Facilitate systemic monitoring and analyses of the types and quality of interactions between teacher leaders and teachers
IDENTIFY and support instructional foci and ANALYZE impact	Identify, implement and support 1-3 consistent instructional practices in classrooms daily	Communicate, implement and support 1-3 consistent daily classroom instructional practices. Identify metrics to measure impact	Build clear structures to support and measure impact of daily classroom instructional practices (i.e. classroom observations, feedback, PLCs)	Develop policies to support and measure impact of structures and implementation of identified daily classroom instructional practices (i.e. classroom observations, feedback, PLCs)

CHALLENGING STANDARDS:

California Standards represent a higher more challenging bar for student learning and a deeper level of pedagogical understanding by teachers

TO ACHIEVE:	DEPTH	SPREAD	SUSTAINABILITY	OWNERSHIP
Teachers UNDERSTAND and IMPLEMENT standards and instructional shifts	Engage teachers in professional learning focused on understanding standards and internalizing the need for instructional shifts	Engage all teachers in consistent professional learning focused on understanding standards and internalizing the need for instructional shifts	Identify exemplar classrooms where teachers demonstrate: <ul style="list-style-type: none"> • Deep understanding of standards • Daily implementation of instructional shifts 	Identify grade level/departmental instructional focus in which all teachers are engaged in demonstrating daily classroom implementation
Administrators UNDERSTAND and SUPPORT CA standards aligned instructional shifts	Engage administrators in professional learning focused on: <ul style="list-style-type: none"> • Understanding standards and internalizing the need for instructional shifts • Understanding their role in ensuring school wide implementation 	Engage all administrators in consistent professional learning focused on: <ul style="list-style-type: none"> • Understanding standards and internalizing the need for instructional shifts • Understanding their role in ensuring school wide implementation 	Identify exemplar sites (schools/departments/grade levels) where administrators understand standards and shifts and engage in processes to support classroom level implementation	Ensure that structures for administrators to observe classrooms become a part of the district/site culture (i.e. classroom walk through protocol, cross school walk throughs) and examining student work
Districts DEVELOP systems to improve classroom implementation	Develop structures to examine classroom implementation of CA standards and instructional shifts	Standardize structures to examine classroom implementation in all schools/departments/grade levels	Embed structures and processes for teacher collaboration as part of daily instructional process District/ School site facilitate documentation of student progress	Align LCAP/SPSA goals to support, resource and measure the instructional foci, collaboration structures and observation protocols

QUALITY CURRICULUM:

Text, materials and resources used by teachers in developing lessons and delivering instruction

TO ACHIEVE:	DEPTH	SPREAD	SUSTAINABILITY	OWNERSHIP
UNDERSTAND and UTILIZE the curricular frameworks	Engage teachers and administrators in professional learning focused on the curricular frameworks	Engage all teachers and administrators in consistent professional learning focused on the curricular frameworks	Train administrators in understanding and monitoring implementation of newly adopted materials and assessment systems	Develop district/school wide cycle of continuous improvement guided by the curricular frameworks and assessments
DEVELOP processes to SELECT instructional materials	Utilize the curricular frameworks to guide teachers and administrators in the selection and/or adoption processes for state approved instructional materials	Engage all teachers in professional learning to implement district adopted instructional materials Engage administrators in professional learning to understand their role in ensuring school wide implementation	Engage teachers in professional learning and collaboration to examine student work products generated from the implementation of adopted instructional materials	Solidify structures for administrators to observe and provide feedback regarding classroom level implementation of instructional materials
DEVELOP local standards-based curricula	Ensure teachers and instructional leaders have the autonomy to adapt materials (i.e create units and pacing guides) to address gaps to meet their students' needs	Ensure schools have the autonomy to create or adapt scope and sequence based on their students' needs	Communicate and maintain agreed upon structures and processes for administrators and teachers to utilize data from assessments to guide curricular and instructional decisions	Ensure frameworks guide district conversation and development around rebuilding assessment systems (classroom, site, district) based on Smarter Balance
ANALYZE and VET local instructional resource materials	Utilize the curricular frameworks to guide teachers and administrators in the selection and use of non state adopted instructional materials (i.e. Internet resources)	Build teacher capacity around reviewing and vetting of non-state adopted instructional materials in order to build local resource libraries	Create resource libraries of reviewed and vetted materials as well as structures to support their existence	Align LCAP/SPSA goals to support, resource and measure use of non state adopted instructional materials

High Quality Instruction Informed by **EFFECTIVE ASSESSMENT**:

Use of evidence of student learning to inform instruction, and the use of formative assessment practices

TO ACHIEVE:	DEPTH	SPREAD	SUSTAINABILITY	OWNERSHIP
UNDERSTAND California Assessment of Student Performance and Progress (CAASPP) system	Engage teachers and administrators in professional learning to develop a deep understanding of the CAASPP system	Engage all teachers and administrators in professional learning to develop a deep understanding of the CAASPP system	Identify and leverage local conditions that support classroom changes, including formative assessment	Engage in analysis of staffing and budgeting to determine the impact on instructional quality, including a comprehensive assessment system, and student outcomes
DEVELOP Local Assessment System	Develop a coherent, vertically aligned local assessment system that includes formative assessment	Communicate and fully implement a coherent, vertically aligned local assessment system that includes formative assessment	Establish cohesive and transparent system-wide instructional expectations that reflect school and district priorities around assessment informed instruction	Institutionalize structures for district and site administrators to observe classroom level implementation of formative assessment practices
DEVELOP classroom level formative assessment	Develop teacher leaders literacy and capacity related to formative assessment practice and data use focused on improving classroom practice	Develop all teachers literacy and capacity related to formative assessment practice and data use focused on improving classroom practice	Engage teachers and administrators in professional development that improves teacher capacity to develop formative assessment practices	Align LCAP/LCFF goals to support, resource and measure use of formative assessment practices
ANALYZE Data	Engage teachers in professional learning that improves their capacity to analyze student work products and guide students in analyzing their own data	Leverage existing collaboration structures to allow teachers to reflect on student work, learning and formative assessment practices and data	Leverage and build upon existing collaboration structures to develop district-wide systems to support teacher reflection on student work, learning and formative assessment practices and data	Align LCAP/LCFF goals to support and resource structures and protocols to analyze student work