



CENTER FOR THE FUTURE OF
Teaching & Learning
AT WestEd 

Standards
Implementation
Matrix

TheCenter.WestEd.org

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 structures to support standards instruction | Align or Develop instructional practice support structures and processes to shift classroom practices (i.e. PL calendar, materials, Master Schedule, etc.) | Communicate and monitor expectations for instructional practice support structures and processes implemented in schools and departments (i.e. PL calendar, materials, Master Schedule, etc.) | Establish systemic processes for schools or teams to reflect on and improve instructional practice support structures and processes implemented in schools and departments | Identify and prioritize resources within the site plans to support structures and systems to ensure district-wide implementation of instructional practices |
| DEFINE and UNDERSTAND Instructional Leadership | 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 | Engage site instructional leadership teams in processes to develop instructional vision and identify leadership practices aligned to vision |
| 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 | Develop policies to support and measure impact of structures and implementation of identified daily classroom instructional practices (i.e. classroom observations, feedback, PLCs) | Build clear structures to support and measure impact of daily classroom instructional practices (i.e. classroom observations, feedback, PLCs) | Engage site instructional leadership teams in analysis of classroom instructional practices and processes to provide feedback to teachers |

CHALLENGING STANDARDS:

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 all teachers in professional learning focused on understanding standards and internalizing the need for instructional shifts | Communicate and monitor teacher expectations for the implementation of standards and related instructional practices | 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 standards aligned instructional shifts | Engage all 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 | Ensure that structures for administrators to observe classrooms become a part of the district/site culture (i.e. classroom walk through protocols, cross school instructional rounds and examinations of student work) | Identify exemplar sites (schools/departments/grade levels) where administrators understand standards and shifts and engage in processes to support classroom level implementation | Engage administrators in analysis of classroom instructional practices, processes to provide feedback to teachers, and critical student outcome data |
| Districts DEVELOP systems to improve classroom implementation | Develop structures to examine classroom implementation of standards and instructional shifts | Standardize structures to examine classroom implementation in all schools/departments/grade levels | Embed protocols into teacher collaboration structures to guide teachers through the analysis of their instructional practices and related impact on students | Align site plan 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 |
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| SHIFT understanding of curricula expectations | Engage all teachers and administrators in professional learning focused on the types of text, tasks, and instructional practices demanded by the standards | Understand and utilize tools to assess and improve the quality of texts, tasks, and instructional practices within local curricula | Develop district/school wide continuous improvement cycle to assess if text, tasks, and instructional practices yield intended outcomes for students | Ensure that site instructional teams design professional learning around the types of text, tasks, and instructional practices demanded by the standards |
| DEVELOP processes to SELECT 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 | Utilize the standard-based tools to guide teachers and administrators in the selection and/or adoption processes for state approved instructional materials | Solidify structures for administrators to observe and provide feedback regarding classroom level implementation of instructional materials | Engage teachers in professional learning and collaboration to examine student work products generated from the implementation of adopted instructional materials |
| DEVELOP local standards-based curricula | Develop teachers and instructional leaders capacity to adapt materials (i.e create units and pacing guides) to address gaps to meet their students' needs | Utilize standard-based tools to guide teachers and administrators in the adaptation of adopted instructional materials | Communicate and maintain agreed upon structures and processes for administrators and teachers to utilize data from assessments to guide curricular and instructional decisions | Ensure that site instructional teams evaluate the quality and effectiveness of adapted materials in relation to critical student outcome data |
| ANALYZE and VET local instructional resource materials | Build teacher capacity around reviewing and vetting of non-state adopted instructional materials in order to build local resource libraries | Utilize standard-based tools to guide teachers and administrators in the selection and use of non state adopted instructional materials (i.e. Internet resources) | Create resource libraries of reviewed and vetted materials as well as structures to support their existence | Align site plan 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 |
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| UNDERSTAND state assessment system | <i>Engage</i> all teachers and administrators in professional learning to develop a deep understanding of the state assessment system | <i>Identify</i> and <i>leverage</i> local conditions that support classroom changes, including formative assessment practices | <i>Engage</i> in analysis of staffing and budgeting to <i>determine</i> the impact on instructional quality, including a comprehensive assessment system, and student outcomes | <i>Establish</i> protocols to guide site instructional teams in the analysis of state assessment results to improve instructional practice support structures and processes |
| DEVELOP Local Assessment System | <i>Develop</i> a coherent, vertically aligned local assessment system that includes formative assessment | <i>Communicate</i> and <i>fully implement</i> a coherent, vertically aligned local assessment system that includes formative assessment practices | <i>Establish</i> cohesive and transparent system-wide instructional expectations that reflect school and district priorities around assessment informed instruction | <i>Ensure</i> that site instructional teams analyze grade level assessment practices and provide feedback to teacher teams |
| DEVELOP classroom level formative assessment practices | <i>Develop</i> all teachers' literacy and capacity related to formative assessment practices and data collection focused on improving student learning | <i>Define</i> formative assessment for all teachers and administrators and <i>communicate</i> and <i>monitor</i> system-wide best practices | <i>Engage</i> teacher leaders and administrators in professional development that improves teacher capacity to use formative assessment practices | <i>Ensure</i> that site instructional teams observe and analyze formative assessment practices and provide feedback to teachers |
| ANALYZE Data | <i>Engage</i> teachers in professional learning that improves their capacity to analyze student work products and guide students in analyzing their own data | <i>Leverage</i> existing collaboration structures to allow teachers to reflect on student work, learning and formative assessment practices and data | <i>Leverage</i> and <i>build</i> upon existing collaboration structures to develop district-wide systems to support teacher reflection on student work, learning and formative assessment practices and data | <i>Align</i> site plan goals to <i>support</i> and <i>resource</i> structures and protocols to analyze student work |