

SREB

*State Implementation of College-
and Career-Readiness Standards*

Professional Development

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One of six benchmarking reports on progress in 14 states

These reports were prepared at SREB by Kimberly Anderson, director, Benchmarking College- and Career-Readiness Standards, and Mary Elizabeth Mira, assistant director, Benchmarking College- and Career-Readiness Standards. Research assistance was provided by Education First.

Six individual reports make up the set — a summary report, plus five reports with detailed state profiles by topic.

Cross-State Findings Report

Timeline and Approach to Standards and Assessments

Aligned Teaching Resources

Professional Development

Evaluation of Teachers and Leaders

Accountability

The *Cross-State Findings Report* summarizes the findings of this research. The five accompanying reports each present a detailed profile of each state's efforts in the topic area. Together, these reports represent the cumulative findings of SREB's Benchmarking College- and Career-Readiness Standards project. These reports replace the preliminary reports SREB released in March 2014. They update the information in the preliminary reports to reflect state efforts and plans between 2010 and summer 2014. Additional benchmarking studies are forthcoming from SREB. All of the reports are available at <http://www.sreb.org/page/1600/>.

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Professional Development

Introduction to State Profiles

Professional Learning for Educators on the New College- and Career-Readiness Standards

The following profiles address how the state departments of education are helping educators prepare for and implement their states' new college- and career-readiness standards and aligned assessments, through professional learning. SREB researchers examined each state's major professional development efforts around its new standards in order to understand the approach and get a sense of the major efforts of each state. SREB researchers did not seek to compile an exhaustive list of all of the professional learning that departments provide.

These profiles provide a descriptive overview of each state's efforts in this area. For trends across the states in their efforts, successes, challenges, types of support needed to move this work forward, and practitioner reflections on their own professional learning and experiences of implementation on the ground, see the accompanying *Cross-State Findings Report*.

As SREB researchers reviewed information about state efforts, they asked the following questions. These questions guide the organization of the state profiles.

- ◆ *Overall Approach and Rationale:* How did the department structure its major professional development initiatives to help educators prepare for and implement the new standards and assessments? For example, did the department design and provide training to district leaders, school teams or individual teachers? Did the department train staff at regional centers who then trained local educators? Additionally, why did the department take this approach — what contextual factors, such as local control dynamics, legislation or department staff capacity, made this approach most appropriate?
- ◆ *Major Professional Learning Initiatives:* What are the department's major professional learning initiatives to help educators prepare for and implement the new standards and assessments?
- ◆ *Tailored Professional Development for Leaders:* What are the department's main structures for providing role-specific professional learning for principals and district staff to support their leadership of local implementation of the new standards and assessments?
- ◆ *Online and On-Demand Professional Development:* In addition to the general professional development resources above, what supplemental online, on-demand tools are available for educators to support their particular needs?

What Makes State Efforts Stand Out?

As SREB researchers reviewed information about state efforts, some efforts stood out according to the criteria listed below.

- ◆ The department provides, or collaborates with entities such as regional centers to provide:
 - Initial training to help educators prepare for implementation of the new standards and assessments, and ongoing professional learning and assistance to support long-term implementation
 - Collaboration with local educators that is systematic and intensive, whether through work with school leadership teams or by integrating support structures for practitioners and leaders in several key role groups such as district and school leaders, cohorts of content area teachers and higher education
 - Professional learning opportunities for teachers on an individual basis (in addition to that available via the team-based training in the criterion above) that reach a large number of teachers
 - Substantial, targeted professional learning for principals and district staff to build their capacity to lead local implementation
- ◆ Professional learning is designed to prepare educators in the areas of:
 - English language arts (ELA) and math in K-12
 - New college- and career-readiness literacy standards in history/social studies, science and technical subjects in grades six through 12
 - Differentiation of instruction for diverse learners such as English learners and students with disabilities
 - Formative assessment
 - Understanding how the new standards relate to other major reforms such as new teacher and leader evaluation systems
- ◆ The department also offers extensive supplementary online professional learning resources for educators to access on demand to support their particular needs.

Highlights: It must be emphasized that all of the states in this study provide professional learning for educators to support local implementation of their states' new college- and career-readiness standards. **States that have made leading efforts** in relation to the criteria above are Delaware, Georgia, Kentucky, Louisiana, Maryland and Tennessee, as their efforts are the most comprehensive and coordinated. **Other states with strong efforts** are Alabama, Colorado, Mississippi, New York, North Carolina and Pennsylvania. Refer to each state's profile for a description of its efforts. Leading efforts and other notable aspects of the work across the states are also summarized in the accompanying *Cross-State Findings Report*.

Methodology

Information for these profiles was gathered from two sources:

- ◆ Review of publicly available information, including state policy documents and reports, department websites and other sources such as U.S. Department of Education reports
- ◆ Interviews with department leaders

Each state department of education reviewed and provided feedback on drafts of its profile, to ensure the accuracy of the information.

Alabama

Approach and Rationale

The Alabama State Department of Education's approach to professional development for teachers and leaders on the College- & Career-Ready Standards (CCRS) is based on the goal of building capacity at the local level while fostering collaboration across levels of the school system.

Major Professional Development Initiatives to Prepare for and Implement the CCRS

The following overview outlines Alabama's major professional development efforts for the CCRS. It is not an exhaustive list of all of the professional learning that the department provides.

District Implementation Teams and Regional Planning Teams: Alabama's professional learning structure of interlocking district implementation and regional planning teams is designed to build district capacity to lead CCRS implementation. It also builds collaboration and coordination across levels of the system and major instructional programs. Key aspects of the initiative, which began in 2012 and will continue through 2014-15, with plans for future years, are listed below.

- ◆ Districts participate in the initiative voluntarily. Every district in the state is participating, which makes this effort the first time the department has collaborated closely on standards implementation with all systems.
- ◆ Districts select implementation team members, who participate in quarterly professional learning meetings with the department. Team members include elementary and secondary administrators and teachers of English language arts (ELA); math; special education; English learners; and secondary social studies, science and career-technical subjects.
- ◆ Major topics addressed in the quarterly meetings include: understanding the new standards in ELA, math, and literacy in history/social studies, science, and career and technical education; the new assessments; instructional strategies and differentiation for all students, including English learners and students with disabilities; developing and evaluating aligned local curriculum materials; time for job-alike learning and planning; time for teams to develop district implementation and professional learning plans; discussions of district implementation progress, status and needs for support; and connections between CCRS implementation and other state initiatives.
- ◆ District implementation team members go back and lead the professional learning for schools in their districts.
- ◆ The regional planning teams build on and support the district implementation teams. Regional teams are made up of leaders from the state's 11 regional in-service centers; the Alabama Math, Science and Technology Initiative (AMSTI) and the Alabama Reading Initiative (ARI) programs; higher education (deans of colleges of education, faculty members and others); early childhood education; and career and technical education. Regional teams meet quarterly with the department to design tailored, ongoing training and support for districts and schools.
- ◆ Tailored, ongoing training and support for districts and schools, to supplement the quarterly meetings, is provided by nearly 300 regional AMSTI, ARI and other content specialists across the state.

Alabama (continued)

Summer Teaching Academies: The Summer Teaching Academies provide teacher-level professional development to prepare for and implement the CCRS. Key aspects of the initiative, which began in 2011 and will continue through 2014-15, with plans for future years, are:

- ◆ The department provides in-person, three-day sessions for teachers in the summer, with some follow-up sessions during the year. In summer 2013, approximately 750 teachers participated. Teachers participate voluntarily.
- ◆ Based on Alabama's CCRS state implementation timeline, with math beginning in 2012-13 and ELA in 2013-14, the academies first focused on math, followed the next summer by ELA. The academies also included sessions specific to grade levels, science, social studies, career-technical subjects and special education.
- ◆ Summer 2013 sessions focused on the development of CCRS-aligned instructional plans. The department trained participants on the EQuIP/Tri-State Rubrics (developed by Massachusetts, New York, Rhode Island and Achieve) to support the development of lessons and units that align to the standards and incorporate differentiation for diverse learners. Participants developed lessons and taught them in their classes in the fall. They reconvened in the fall to reflect on their experiences teaching the lessons and to evaluate the quality of the resulting student work. Participants then revised the plans and the department posted exemplars on the Alabama Learning Exchange (ALEX) website. (See the accompanying state profile on *Aligned Teaching Resources* for more information on ALEX.)
- ◆ Sessions throughout 2014 included training on how to use the aligned teaching resources offered through ALEX and how to use the EQuIP/Tri-State Rubrics as guides in developing and selecting instructional resources and materials.

Tailored Professional Development for Leaders

The department's main structure for professional learning for leaders on the CCRS is the district implementation team trainings. District staff and principals can be part of the implementation teams that districts send to the trainings. Breakout sessions for leaders address information and skills necessary for leading CCRS implementation. Additionally, leaders learn how to use the department's College and Career Ready Standards Implementation Progress and Capacity Rubric (adapted from a rubric developed by the Education Delivery Institute and the Council of Chief State School Officers) to assess the progress of their schools and districts, and to plan improvements.

Online, On-Demand Professional Development

On its ALEX website (<http://alex.state.al.us/index.php>), the department provides additional professional learning resources on the CCRS. Educators can access webinars, videos, materials and instructional tools on a voluntary, on-demand basis, which support educator professional learning and implementation efforts.

Colorado

Approach and Rationale

The state Department of Education's approach to professional development for teachers and leaders on the Colorado Academic Standards (CAS) is aimed at building local capacity and facilitating the development of tools across different points in the system, while leaving the management of professional learning largely at the local level. Key aspects of this work were supported by the state's Early Literacy Fund, the state's Race to the Top grant (which ended in 2014) and the state's Race to the Top Early Learning Challenge Grant (which ends in 2016).

Major Professional Development Initiatives to Prepare for and Implement the CAS

The following overview outlines Colorado's major professional development efforts for the CAS. It is not an exhaustive list of all of the professional learning the department provides.

District Implementation Toolkit: The district implementation toolkit works to build awareness about the new CAS and support local capacity to lead the transition. Key aspects of this work, which took place in 2011-12, are:

- ◆ The department provided the toolkit to district leaders to support their transition, and engaged with district leaders (on a voluntary basis) as they mapped out their transition plans.

District Sample Curriculum Project: The District Sample Curriculum Project supports local curriculum development. Key aspects of this work, which began in 2012 and continued as described through 2014, are listed below. The department currently is in the process of determining how to carry forward some aspects of this work after the conclusion of the state's Race to the Top grant in 2014.

- ◆ In phase one of the project, in 2012-13, teachers from around the state applied to participate in the initiative. The department selected teachers from 72 districts. Participants received training on how to develop CAS-based instructional unit overviews, plans that provide organized models of sequenced curriculum design. Participants then collaboratively developed unit overviews to show "a year at a glance" of instruction that incorporates all of the standards for K-12 in English language arts (ELA) and math, as well as in science, social studies, the arts, comprehensive health, physical education and world languages. (In these other subjects, the overviews provide complete content-area unit plans that incorporate the new content area literacy standards where applicable.) These overviews provide a framework from which teachers can develop their own instructional plans.
- ◆ In phase two of the project, in spring 2013 educators participated in workshops to further their knowledge and skills around CAS-based instructional planning, to give feedback to the department on the project and the sample tools, and to revise the existing samples where necessary.
- ◆ In phase three of the project, in 2013-14 participants from 116 districts developed plans for detailed instructional units based on the sample unit overviews. Participants developed units for each grade K-12 in ELA, math and other content areas that incorporate the literacy standards.
- ◆ The department has posted online tools explaining how to use the unit overviews and instructional units in local curriculum design and professional learning, and it is working with educators on district teams (on a voluntary basis) as they build more instructional plans based on the provided unit overviews and units.

Colorado (continued)

Content Collaboratives: The Content Collaboratives initiative supports local CAS-aligned assessment practices. Several key aspects of this work, which began in 2012, are:

- ◆ The goal of the initiative is to increase educator assessment expertise and produce a resource bank of assessments that may be used by teachers in the classroom (on a voluntary basis).
- ◆ The department convened K-12 educators from across the state (who participated voluntarily) and assessment experts to identify and generate an online bank of high-quality assessments, aligned to the CAS, for use in classrooms.
- ◆ The first phase of the project focused on the review of existing assessments (for example, those pooled from states, districts and vendors) and identification of ones that are measures of student learning aligned to the CAS. The department posted selected assessments on its Assessment Resource Bank website (<http://www.coloradopl.org/assessment>).
- ◆ The second phase of the project involved training for teachers (who participated voluntarily). The department and the Center for Educational Testing and Evaluation at the University of Kansas trained teachers on how to develop their own CAS-aligned performance assessments.
- ◆ The third phase of the project, which began in 2014, features the integration of the assessment work of the Content Collaboratives with the continuing work of the District Sample Curriculum Project. Content Collaboratives members lend assessment expertise to the design of performance assessments embedded in the instructional units, and develop assessment literacy tools.

Literacy and Math Design Collaboratives: The department is working in partnership with the Colorado Education Initiative (formerly known as the Colorado Legacy Foundation) to implement the Literacy Design Collaborative (LDC) and the Mathematics Design Collaborative (MDC). Key aspects of this work, which began in 2012, are:

- ◆ The department and the Colorado Education Initiative provide training, with support from the Bill & Melinda Gates Foundation, on the CAS, using the LDC and MDC tools. Current work focuses efforts on Integration Districts (13 districts with limited resources and capacity that are supported through a partnership between the department, the Colorado Education Initiative, and the Bill & Melinda Gates Foundation) that pilot teaching and learning practices to improve college and career readiness.
- ◆ The Colorado Education Initiative provides an online toolkit for implementation (including training modules) and a stakeholder engagement toolkit (developed by Denver Public Schools).
- ◆ The department and its partners currently are developing plans for scaling up this project across the state.

READ Act Early Literacy Professional Development: The Colorado Reading to Ensure Academic Development (READ) Act was enacted in May 2012. The act promotes early interventions for struggling readers and reading skill development. In response to this legislation the department provides professional development and other supports for teachers. Key aspects of this work in 2013-14 and through 2016 are:

- ◆ The department focuses on K-3 teachers and their implementation of the CAS, particularly in the area of literacy. The department provides in-person (voluntary) professional development sessions across the state, follow-up webinars and other instructional resources.

- ◆ The training content includes scientific- and evidence-based reading instruction, intervention plan exemplars, differentiation of instruction for English learners and struggling readers, and the use of diagnostic and interim assessment measures for progress monitoring.

Tailored Professional Development for Leaders

The department's main structures for professional learning for leaders on the CAS are the provision of resource toolkits and the option to participate in general educator trainings.

- ◆ *District Implementation Toolkit:* In 2011-12 the department provided the toolkit to district leaders and offered collaboration and support as they mapped out their transition plans.
- ◆ *Communications Toolkit:* The department also provides a Colorado Academic Standards and Common Core Communications Toolkit for superintendents and principals that includes resources developed by the department, the Council of the Great City Schools and the National PTA.
- ◆ *Sample Curriculum Project and Content Collaboratives:* Leaders could choose to participate in these trainings along with teachers.

Online, On-Demand Professional Development

Within the department's website, on the content-area Web pages and on an eNetLearning website (<http://www.enetlearning.org/>), the department provides on-demand professional learning resources. Educators can access information, videos, the resources developed through the District Sample Curriculum Project and the Content Collaboratives, and other instructional tools. These resources support the professional learning and implementation efforts of educators statewide. The department is currently developing a single resource repository on its website. (See the accompanying state profile on *Aligned Teaching Resources* for more information on these tools.)

Delaware

Approach and Rationale

The state Department of Education's approach to professional development for the Common Core is based on working intensively with local schools and districts to build local capacity to lead change. Many of these efforts are supported by Delaware's Race to the Top grant, which will continue to be in place through 2014-15. In order to sustain implementation support activities beyond the grant, the department plans to engage with the U.S. Department of Education Reform Support Network's Sustainability Workgroup and to cement reform efforts by institutionalizing Professional Learning Communities (PLCs) in schools statewide.

Delaware

Major Professional Development Initiatives to Prepare for and Implement the Common Core

The following overview outlines Delaware's major professional development efforts for the Common Core. It is not an exhaustive list of all of the professional learning the department provides.

Initial Common Core Training: The purpose of the department's initial Common Core training (which took place in 2010-11) was to build awareness about the new standards and support local capacity to lead the transition. Key aspects of this work include:

- ◆ The department provided informational sessions in districts for teachers, principals and content-area leaders. The department provided this training along with partners including Pearson, the National Council of Teachers of Mathematics, and authors of the Common Core.
- ◆ Participants then were responsible for leading implementation efforts in their districts.

Common Ground for the Common Core: The department designed its Common Ground for the Common Core initiative to provide more intensive support to schools and districts in order to enhance and accelerate local implementation. The initiative was launched as an 18-month effort beginning in 2013, though it has expanded into an ongoing initiative through 2014-15. Key aspects of the initiative are listed below.

- ◆ The department created a steering committee of stakeholders, including the state Board of Education, the teachers union, businesses, parents and higher education.
- ◆ Districts and schools participate voluntarily, and each designates a guiding team of teachers and administrators. The guiding teams participate in the meetings with the department and are responsible for developing their district and school implementation and professional learning plans. One hundred forty-three schools, representing 17 of the state's 19 districts, and a few charter schools participate.
- ◆ The department offers several full-day and multi-day professional learning institutes throughout the year. The initial institutes covered topics such as the standards for English language arts (ELA), math, and literacy in history/social studies, science and technical subjects; assessment; development of school and district professional learning and implementation plans; and strategies for evaluating the success of implementation. External partners such as Achieve, Student Achievement Partners, the International Reading Association, Solution Tree, and Expeditionary Learning supported this work.
- ◆ The department complements the institutes with monthly follow-up meetings. During these meetings, the department offers additional training and feedback. Guiding teams discuss their progress (including sharing evidence such as student work, formative assessment results and findings from classroom walkthroughs) and identify areas of strength and areas for improvement. In 2013-14, the follow-up meetings also focused on diving deeper into the standards, characteristics of effective teaching and learning, instructional strategies, aligned instructional materials, and local assessment and intervention practices.

- ◆ In 2014-15 the department launched Common Ground for the Common Core 2.0.
 - The work focuses on formative and interim assessment, including use of the Smarter Balanced Digital Library, performance tasks, assessment cycles supported by PLCs, and response to intervention practices.
 - The department continues to offer full-day and multi-day professional learning institutes and monthly follow-up meetings with the guiding teams.
 - Liaisons at the department work with the guiding teams, maintaining communication and providing feedback on the work at the teams' local sites.

Math and Reading Cadres: Math and Reading Cadres provide a structure for the department to offer professional learning for and collaboration with ELA and math content specialists and other district staff in all of Delaware's 19 districts. Key aspects of this work, which began in 2012-13 and is ongoing through 2014-15, are:

- ◆ The department meets monthly with the cadres. It provides intensive professional learning and implementation planning guidance.
- ◆ Cadre members serve as local instructional leaders, working directly with others in their districts and teachers in their schools (for example, during PLC meetings).
- ◆ Cadre members focus deeply on the standards, collaborate to address challenges in implementation, and develop aligned instructional resources and materials, as well as professional development modules. The modules address ELA and math K-12 and the literacy standards for history/social studies, science and technical subjects, and include Smarter Balanced tasks, sample student activities and facilitator guides.
- ◆ In 2014-15, both cadres focus on formative and interim assessment. Reading Cadre members also partner with the University of Delaware to create units and lessons for at-risk and special education students, create writing modules, videotape local teachers modelling best practices (for use by PLCs and others) and hone coaching skills to support local PLCs.

Literacy and Math Coalitions: The Delaware Literacy and Math Coalitions are partnerships of literacy and math representatives from the department, districts and charter schools, higher education, businesses, and community organizations throughout the state. Key aspects of this work to support local implementation of the Common Core are listed below.

- ◆ The Math Coalition began in 2010.
 - The coalition receives Mathematics and Science Partnership grant funding.
 - The coalition provides ongoing systemic training (80 hours a year) to teachers and administrators on the Common Core, with a focus on the math practice standards.
- ◆ The Literacy Coalition began in 2012.
 - The coalition receives state funding to support members in designing, demonstrating and implementing best practices in reading instruction throughout their districts.
 - The coalition offers professional development, including a full-day annual literacy institute and monthly professional development sessions on the EQuIP/Tri-State Rubrics (curriculum alignment tools developed by Massachusetts, New York, Rhode Island and Achieve).

Delaware (continued)

- The coalition supports the Reading Cadre by providing professional development and feedback on modules and initiatives, and by supporting implementation of Reading Cadre-created modules, units and lessons in cadre members' respective districts. (See the accompanying state profile on *Aligned Teaching Resources* for more information on this initiative.)

Tailored Professional Development for Leaders

The department's three main structures for professional learning for leaders on the Common Core are the Common Ground initiative, leadership coaches and a new initiative in the planning stage, as outlined below.

- ◆ *Common Ground Initiative:* Principals and district leaders participate in their school and district guiding teams. The department provides breakout sessions for leaders and other supports such as principal-specific coaching during the guiding team follow-up meetings.
- ◆ *Coaches:* Four projects support over 100 principals through job-embedded coaching. These projects are collaborations between the department and partners such as the Delaware Business Roundtable Education Committee, the Rodel Foundation and the University of Delaware. Principals, along with their coaches, develop their knowledge of the standards and their skills in instructional leadership, change management and implementing the state's new teacher evaluation system.
- ◆ *New Support Initiative:* The department currently is planning a new statewide initiative to support principals in leading Common Core implementation. The initiative will provide principals with training, feedback and peer collaboration around student and teacher behavior and outcomes, lesson "look-fors" and facilitating meaningful discussions to increase the rigor of instruction.

Online, On-Demand Professional Development

On its Common Ground website (<http://www.doe.k12.de.us/domain/200>), the department provides additional on-demand professional learning on the Common Core, as well as archived training modules, videos, materials and instructional tools. These resources support the professional learning and implementation efforts of educators statewide. (See the accompanying state profile on *Aligned Teaching Resources* for more information on these tools.) The department also posts a number of online professional development resources from external organizations (for example, Inside Mathematics, the Teaching Channel, and Education Northwest). Additionally, in spring 2014 the department launched Delaware e-Learning courses through its Blackboard system. Each course contains approximately 30 hours of interactive professional development over a seven-week period.

Delaware is making leading efforts to support local implementation of the state’s new college- and career-readiness standards, the Common Core. The Common Ground for the Common Core initiative is led by the state Department of Education in collaboration with a steering committee of stakeholders and external partners. Districts and schools each designate a guiding team that participates in intensive professional learning institutes and monthly follow-up meetings (143 schools, representing 17 of the state’s 19 districts, and a few charter schools participate). The monthly follow-up meetings offer additional training and feedback sessions in which guiding teams discuss local efforts and progress, and identify areas for improvement. The department also facilitates Math and Reading Cadres made up of specialists from every district, to provide role-specific professional learning and collaboration. Delaware’s Literacy and Math Coalitions comprise representatives from the department, districts and charter schools, higher education, businesses, and community organizations throughout the state who collaborate to offer training and aligned instructional tools for teachers. Additionally, the department provides leaders with tailored professional learning — external partners provide approximately 100 principals with job-embedded coaching; principals and district leaders participate in the Common Ground initiative; and the department has plans underway for a new statewide support initiative for principals. Finally, the department offers supplementary online resources for educators to access on demand to support their own professional learning as needed.

Georgia

Approach and Rationale

The state Department of Education’s approach to professional development for the state’s new College and Career Georgia Performance Standards (CCGPS) is to extend the impact of its small staff through partnerships. Georgia leverages the expertise of staff at the state’s 16 Regional Education Service Agencies (RESAs) and their relationships with districts. The department also delivers professional learning directly to teachers and others in local schools and districts through face-to-face trainings, webinars and wiki spaces. Much of this work has been supported by Georgia’s Race to the Top grant, which ended in 2014.

Major Professional Development Initiatives to Prepare for and Implement the CCGPS

The following overview outlines Georgia’s major professional development efforts for the CCGPS. It is not an exhaustive list of all of the professional learning the department provides.

RESA Collaboration to Provide Professional Learning for Local Districts and Teachers: Collaboration with RESAs enables the department to extend the impact of its small staff by leveraging the expertise of staff at Georgia’s 16 RESAs and their relationships with districts. This work began in 2011 and will continue

Georgia (continued)

through 2014-15. The department expects it will also continue into future years, though the end of Race to the Top funding in 2014 will impact offerings. Key aspects of this work are listed below.

- ◆ The department regularly provides information and professional learning resources to RESA English language arts (ELA) and math specialists. In the early years, the department did this monthly; currently it is done at least quarterly, in person and via webinar, as needed. RESA specialists serve as leaders in the region, providing ongoing, tailored professional development to local districts and schools.
- ◆ RESA specialists first offered training in 2011. Each district in the state sent a leadership team, which represented all schools in the district, to participate in the training. Summer sessions continue annually, and RESAs also offer follow-up sessions throughout the year as needed and requested by districts. Schools and districts participate voluntarily.
- ◆ Professional learning offerings cover topics such as understanding the new standards for ELA, math, and literacy in history/social studies, science and technical subjects; standards-based instructional strategies and differentiation for diverse learners; information about Georgia's assessments and data-driven instruction; and connecting the CCGPS to other state initiatives such as the new teacher and leader evaluation systems.
- ◆ For 2014-15, the state Legislature supports this professional learning initiative by providing funding for teacher professional learning and for RESA ELA and math specialist positions.

State to Teacher Trainings: To provide support for educators in addition to RESA-based training, the department provides professional learning opportunities directly to teachers and other local school and district staff, as needed. Key aspects of this work, which began in 2010 and continues through the present, are listed below.

- ◆ *Webinars and Live-Streaming Video Sessions:*
 - Teachers and other local school and district staff can participate in professional learning opportunities on a voluntary basis, either live (in person or via streaming video) or through archived online recordings. The department offers the streaming video sessions in partnership with Georgia Public Broadcasting (GPB).
 - The department began offering the sessions in 2010 to provide an introduction to the new standards. Later, it added in-depth sessions for specific groups of teachers and on specific phases of the teaching and learning process. For example, sessions focus on different grade levels, content areas and courses, instructional strategies and differentiation, instructional planning, and assessment. (See the accompanying state profile on *Aligned Teaching Resources* for more information on this.)
 - The webinars and live-streaming video sessions are frequent, ongoing and based on educator needs. In 2014-15 the department and RESA specialists have begun to collaborate more intensively with districts where the need is indicated, to offer further training and support.
- ◆ *Summer Academies:*
 - Summer Academies for ELA and math are multi-day professional development sessions for teachers, who participate voluntarily. The department hosts the academies in collaboration

with RESAs and representatives of the Georgia Council of Teachers of Mathematics, at sites across the state.

- Academies provide opportunities for teachers to further explore the CCGPS and build standards-based instruction skills. Session content is based on input from teachers and research on effective professional development.
- The department first offered the academies in 2012. In 2013 nearly 2,000 teachers from across the state attended. In summer 2014, approximately 4,000 teachers participated.
- The department expects that in future years the face-to-face academies will be hosted by RESAs and state teacher organizations, with collaboration and support from the department. The department will continue to offer such professional learning via webinars.

Literacy and Math Design Collaboratives: Key aspects of the Literacy Design Collaborative (LDC) and Mathematics Design Collaborative (MDC) in Georgia, which began when the department received a grant from the Bill & Melinda Gates Foundation in 2011, are listed below.

- ◆ The LDC is a framework and set of tools to support teachers in developing students' literacy skills in academic disciplines. LDC tools help teachers integrate college- and career-readiness literacy standards into instructional tasks and unit plans in content areas such as science and history/social studies. The MDC is a framework and set of tools that support teachers in designing rigorous math instructional units and formative assessments.
- ◆ The training began with a small cohort of teachers, district leaders and RESA staff. Working with trained teachers, leaders and coaches, the department built capacity across the state. Over 150 districts (a majority of districts in the state) have been trained to date.
- ◆ In 2013-14, trained LDC and MDC teachers, leaders and coaches provided training and support to local educators in their home schools and districts across the state. Participation was on a voluntary basis.
- ◆ In 2014-15, RESA specialists and districts continue to offer LDC and MDC training for educators, with collaboration as needed from the department (RESAs receive dedicated funding to carry out this work).

Tailored Professional Development for Leaders

The department's two main structures for professional learning for leaders on the CCGPS are collaboration with RESAs and frequent meetings with district curriculum directors and ELA and math supervisors.

- ◆ *RESA Collaboration:* Since 2010, the department has met frequently with RESA staff to provide them with information, professional learning and resources for the CCGPS. RESA specialists then provide training and support to teams from schools and districts (who participate voluntarily). These local teams may include principals, assistant principals and other leaders. In 2014-15 the department continues its partnerships with SEDL and the Regional Education Laboratory-Southeast to garner sustained resources for leaders (and other educators) as needed.
- ◆ *Frequent Meetings With District Curriculum Directors and ELA and Math Supervisors:* Through frequent webinars and regular curriculum directors conferences, the department provides information on and resources for implementation of the CCGPS to leaders in the districts, who use these resources to support implementation in their local schools.

Georgia (continued)

Online, On-Demand Professional Development

The department provides CCGPS-based professional learning resources for on-demand, voluntary access by educators statewide via the Teacher Resource Link on its State Longitudinal Data System site (www.gadoe.org/Technology-Services/SLDS/Pages/Teacher-Resource-Link.aspx); on its www.georgia-standards.org website; and on its ELA, math and assessment content-area Web pages. These resources include webinars, videos, materials and tools to support instruction and assessment. Online LDC and MDC supports include LDC tools and unit plans developed by Georgia educators for ELA, science, social studies, and career and technical education, and an MDC video portfolio of classroom instruction using formative assessments. In 2013, the department also implemented online modules on formative assessment literacy for teachers and administrators, aligned to the state's teaching and leadership standards. As of August 2013, over 3,500 educators from 60 districts had enrolled in the modules. Additionally, the department developed virtual courses that provide a general overview of the CCGPS, as well as grade-level and content-specific courses. More such courses are currently in development. (See the accompanying state profile on *Aligned Teaching Resources* for more information on resources available on these websites.) These resources support educators' professional learning and implementation efforts.

Georgia is making leading efforts in the area of professional learning for the state's new college- and career-readiness standards, the College and Career Georgia Performance Standards (CCGPS). The state Department of Education partners extensively with the state's 16 Regional Education Service Agencies (RESAs). The department provides regular information and professional learning resources to RESA English language arts (ELA) and math specialists, who then provide summer training and follow-up sessions throughout the year to district leadership teams. All districts in the state participate. The state Legislature continues to support this initiative in 2014-15 by funding RESA ELA and math specialist positions. The department also provides direct support to educators through frequent webinars, live-streaming video sessions and summer academies. Additionally, the department partners with the RESAs to provide teachers, district leaders and coaches training on the Literacy Design Collaborative and Mathematics Design Collaborative tools, and educators in over 150 districts (a majority of districts in the state) have been trained to date. Further, the department provides role-specific professional learning for district and school leaders, as well as extensive online, on-demand professional development resources and opportunities for educators.

Kentucky

Approach and Rationale

Kentucky's approach to professional development for teachers and leaders on the Kentucky Core Academic Standards (KCAS) is consistent with the requirements set forth in its 2009 Senate Bill 1 and is based on an effort to build leadership, collaboration and capacity at the local level. Key aspects of this work were supported by Kentucky's Race to the Top grant. Kentucky also worked with Learning Forward to create a Professional Learning Task Force comprised of key stakeholders, to make recommendations to inform the state's approach to professional learning for the new standards.

Major Professional Development Initiatives to Prepare for and Implement the KCAS

The following overview outlines Kentucky's major professional development efforts for the KCAS. It is not an exhaustive list of all of the professional learning the department provides.

Interlocking Networks of Local Leaders: Kentucky's approach was built on a senate model in which each of the 173 districts identified a District Leadership Team (DLT) to work collaboratively with other districts' teams in regional Leadership Networks to create resources, build skills and knowledge necessary to lead others, and implement the new standards within the context of highly effective teaching, learning and assessment practices. Teams representing the department, regional education cooperatives and higher education facilitate network meetings frequently throughout the year. Sessions focus on building the role-specific knowledge and skills of each member so that collectively DLTs can guide the design of professional learning and implementation for their districts around unique local structures and needs. Department instructional specialists stationed in each of the state's eight regions provide follow-up coaching and support as requested by districts. Key aspects of this work, which began as a three-year initiative (2010-11 to 2012-13) and continued in modified form in 2013-14, with plans for future years, are listed below.

- ◆ *Leadership Networks for English Language Arts, Mathematics, Science and Social Studies:*
 - Districts identified a DLT comprised of three or four English language arts (ELA) teacher leaders, three or four math teacher leaders, three school leaders and three district leaders.
 - The department partnered with faculty at public universities and Kentucky's eight regional educational cooperatives to plan and facilitate capacity-building experiences and resources.
 - During the first years of the initiative, DLT members attended eight full-day Leadership Networks training sessions during each school year and participated in online communities of practice between sessions. Topics of study included: unpacking the new standards, developing aligned instructional plans and assessment tools, using assessment data to drive instruction, and providing leadership for local professional learning.
 - In 2013-14 the work focused further on the KCAS, assessment literacy (using the *Classroom Assessment for Student Learning* and the *Assessment Balance and Quality: An Action Guide for School Leaders* texts by Richard Stiggins and colleagues), Kentucky's Framework for Teaching and Characteristics of Highly Effective Teaching and Learning, and leadership for scaling up reform.
 - Instructional plans and assessment tools created by educators as part of the Leadership Networks training or through local curriculum development can be submitted — after they

Kentucky (continued)

are approved by the developer's local district — to the department to be considered for posting on Kentucky's Continuous Instructional Improvement Technology System (CIITS) website as a resource for educators statewide. (See the accompanying state profile on *Aligned Teaching Resources* for more information on CIITS.)

- Direct training by the department in the areas of ELA and mathematics concluded after 2012-13.
- Beginning in 2013-14, districts were asked to add three or four science teacher leaders and three or four social studies teacher leaders to their DLTs. Leadership Networks now focus on those subjects and emphasize explicit connections of those subjects to ELA and math.
- ◆ *Higher Education Network and Early Learning Network:*
 - During the first three years of the initiative, the Higher Education Network supported higher education representatives' knowledge of and involvement in reform around the KCAS and Characteristics of Highly Effective Teaching and Learning. The network followed its own meeting and content structure.
 - The Early Learning Leadership Network, which launched in 2011-12 and continues through the present, involves preschool and kindergarten educators and leaders who align Kentucky's early learning standards to the KCAS and address other aspects of laying the foundation for college and career readiness in early learning settings. They are facilitated by department staff and Early Childhood Regional Training Center staff in five locations throughout the state.

Literacy and Math Design Collaboratives: Kentucky uses the Literacy Design Collaborative (LDC) and Mathematics Design Collaborative (MDC) tools, with support through the Bill & Melinda Gates Foundation, to support KCAS implementation at the district level. Key aspects of this work, which began in 2011 and continues through the present, include:

- ◆ Integration Districts (districts funded through a Bill & Melinda Gates Foundation grant) and pilot districts in Kentucky received a grant to implement the LDC/MDC tools and to serve as a model for other districts as they work with the department to scale the tools statewide.
- ◆ The department provides training on the LDC/MDC tools. This training began during the Leadership Networks sessions, discussed above. Through Leadership Networks trainings, representatives from all 173 districts have been trained on the tools to date. Beginning in 2012-13, Leadership Networks were responsible for overseeing LDC/MDC module development and review in their local sites, and they are expected to scale LDC/MDC work in their local sites in 2013-14 and beyond.
- ◆ In fall 2013, teacher leaders received training on how to scale MDC and implement formative assessment lessons across their schools and districts. This work involves a network of a district point of contact, school-level teacher leaders from each school in a district, and course-level teacher leaders for each grade or course in a school. These teacher leaders coordinate MDC at the grade or course level and plan, implement and evaluate formative assessment lessons that are shared across Integration Districts.
- ◆ The department also offers differentiated LDC training based on teacher experience.

Common Assignment Study: In 2013, Kentucky partnered with Colorado on the Common Assignment Study initiative. High-performing teachers from both states meet to collaborate on units of study aligned to the KCAS (and to the Colorado Academic Standards, respectively), with LDC/MDC modules embedded within the units. Key aspects of this initiative include:

- ◆ Content experts from Stanford’s Center for Assessment, Learning and Equity serve as facilitators, and the Fund for Transforming Education in Kentucky funds the participation of the Kentucky teacher teams.
- ◆ The teacher teams met in summer 2013 to create units to be implemented in fall 2013, and met again in winter 2014 to create units to be implemented in spring 2014. Their products will provide models for Kentucky and Colorado teachers.
- ◆ The partner states are expanding the work to include more teachers from additional districts in 2014-15, and have developed criteria and guidance to support scaling this work.

Tailored Professional Development for Leaders

The department’s main structure for professional learning for leaders on the KCAS is the Instructional Support Leadership Network. Key aspects of this work, which began as a three-year initiative (2010-11 to 2012-13) and continued in modified form in 2013-14, with plans for future years, are listed below.

- ◆ *Instructional Support Leadership Network:*
 - District and school leaders are part of their local DLTs, and they participate in the Leadership Networks professional learning discussed above.
 - During the first three years of the initiative, district and school administrators participating in the Leadership Networks meetings received specialized professional development to support them in leading local implementation of the new standards. To lead these sessions, the department partnered with the University of Kentucky and district leaders who were nominated as excellent facilitators.
 - The department also provides monthly webinar meetings and newsletters for superintendents.
 - Session topics cover planning KCAS-based professional learning, knowledge and skills needed to lead district reform, and using research to inform practice. Beginning in 2013-14, training also emphasized implementation of science and social studies standards and the connections of those subjects to ELA and math.

Online, On-Demand Professional Development

On its CIITS website (<http://education.ky.gov/districts/tech/ciits/Pages/Continuous-Instructional-Improvement-Technology-System.aspx>), the department provides extensive professional learning resources on the KCAS for on-demand, voluntary access by educators statewide. Currently, these tools include model instructional materials (many developed by teachers in Kentucky) that teachers can use in their classrooms, as well as online courses, thousands of video training segments and videos of classroom instruction, and other resources from Kentucky’s partners at PD 360, Common Core 360 and LiveBook 360. Additional resources are under development. These resources support educators’ professional learning and implementation efforts. (See the accompanying state profile on *Aligned Teaching Resources* for more information on tools.)

Kentucky (continued)

Kentucky is making leading efforts in the area of professional learning for the state's new college- and career-readiness standards, the Kentucky Core Academic Standards (KCAS). The state Department of Education partners with faculty at public universities and Kentucky's regional educational cooperatives to plan and provide intensive training throughout the school year to interlocking networks of practitioners (these practitioners are members of District Leadership Teams). Through these networks, the department provides role-specific professional learning and support for teachers of English language arts, math, science and social studies; district and school administrators; and higher education and early learning leaders. Network participants also take part in online communities of practice between training sessions to support their District Leadership Teams' work in leading local implementation. Kentucky offers a Literacy Design Collaborative/Mathematics Design Collaborative (LDC/MDC) training initiative, and partners with Colorado to support teachers in creating units of study aligned to the new standards. Additionally, Kentucky provides extensive online, on-demand professional development opportunities for educators.

Louisiana

Approach and Rationale

The state Department of Education's approach to professional development for the Common Core is based on an effort to build capacity across the system, first with district and school teams, then with support targeted directly to teachers and district leaders. Louisiana's professional development work has been supported by a variety of funding sources, including the state's Race to the Top grant.

Major Professional Development Initiatives to Prepare for and Implement the Common Core

The following overview outlines Louisiana's major professional development efforts for the Common Core. It is not an exhaustive list of all of the professional learning the department provides.

Initial Common Core Leadership Team Trainings: The professional learning structure of the initial leadership team trainings (which began in 2011 and concluded in 2012) provided district and school leaders with an introduction to the Common Core and information to lead local implementation. Key aspects of this work are:

- ◆ On a voluntary basis, districts chose a leadership team, which included a specialist dedicated to implementation of the Common Core and aligned assessments. Additionally, each school designated an implementation team.

- ◆ The department provided training to district and school representatives that consisted of general awareness webinars in 2011 and four face-to-face workshops in 2011 and 2012. District and school team members were responsible for delivering this training to their local colleagues and leading local transition to the Common Core. The training addressed basic information about the new standards and the required instructional shifts.

Networks: The department established regional networks to provide districts and schools with ongoing, customized technical assistance to support their implementation of the new standards and related reforms. Key aspects of this work, which began in 2012 and is ongoing (with plans for future years beyond 2014-15), are:

- ◆ The department created regional networks of field staff to provide sustained support and build capacity at the district and school levels. The department provides training to network teams to prepare them to deliver this support. The department designated five district support officers to oversee the networks, as well as department points of contact to support each network.
- ◆ Network team members meet regularly with district and school leaders to provide tailored, ongoing support for their implementation efforts and to connect them with resources and other districts to share best practices.
- ◆ In 2012-13, network team support focused on setting school leader and teacher learning targets, classroom observations and feedback, and using the new teacher evaluation system. In 2013-14, this support focused on setting aside time for teacher collaboration, using formative assessments, and developing Common Core-aligned curricula.
- ◆ In 2014, the department published a district planning guide for 2014-15, which catalogs the major decisions and milestones districts reach in 2014-15, and lists additional resources to support planning. The planning guide is accompanied by a school model professional development guide for 2014-15 in which the department outlines various professional development models to support district and school leaders in their work to further local implementation (in particular, strengthening prekindergarten, expanding high school pathways, and supporting teachers and principals).
- ◆ Throughout 2014, the department communicated directly with district planning teams through monthly calls and webinars (which are also archived for on-demand access). These calls and webinars included information on the state's instructional resources, formative assessments and summative assessments. Network team members provide field support directly to districts and principals as they use the guides for 2014-15.

Louisiana Teacher Leaders: The department launched the Louisiana Teacher Leaders initiative in 2013. The initiative continues in 2014-15, and the department has plans for future years. The initiative seeks to build the capacity of teachers in every school in the state to lead their schools' implementation of the new standards. Key aspects of this work are listed below.

- ◆ Originally, 2,000 teachers participated statewide. Every school in the state selected one or two Teacher Leaders. In 2013-14, the size of the group was doubled, and in summer 2014, the department provided over 6,500 seats for Teacher Leaders, in an effort to continually scale this initiative across the state.
- ◆ From within the whole group of Teacher Leaders, the department selected 60 through an application process, to serve as Teacher Leader Advisors. The Teacher Leader Advisors help the department create materials and train the larger group.

Louisiana (continued)

- ◆ The department provides Teacher Leaders with training, support and opportunities for collaboration to facilitate their learning about and implementation of the Common Core. Teacher Leaders then work with peers at their local sites to build capacity to implement the standards.
- ◆ Training began with face-to-face sessions in spring and summer 2013. During 2013-14, the department provided bi-monthly webinars and five to 10 optional content-specific conference calls each month led by district staff and Teacher Leaders. The department also developed an online collaboration site for participants to share resources. The focus of training included: the instructional shifts required by the Common Core; instructional strategies; preparing for state assessments; resources available on the department's Teacher Support Toolbox website; and making connections between the Common Core and Louisiana's new teacher evaluation system. Training also addressed differentiation strategies for English learners and students with disabilities, and the Common Core literacy standards in history/social studies, science and technical subjects.
- ◆ For its two-day English language arts (ELA) and math summit in June 2014, the department provided training by grade band to prepare Teacher Leaders to teach (and to support their local colleagues as they teach) ELA and math units using the department's instructional guidebooks, as well as the Core Knowledge K-2 curriculum and the Eureka Math curriculum. The department will provide follow-up throughout the school year (for example, 300 webinars on the Eureka Math modules and bi-weekly virtual book clubs on using the sample ELA unit plans provided by the department).
- ◆ For 2014-15, supports include: monthly communication from the department; bi-monthly, grade-specific, virtual trainings in ELA and math and regional collaboration opportunities; and monthly releases of new resources in the online Teacher Support Toolbox.
- ◆ The department archives all webinars, materials and presentations for on-demand access by all teachers, and also provides a Teacher Leader monthly newsletter for all teachers to access. Each newsletter is written by a Teacher Leader and provides updates on available resources and where teachers can seek support for implementation.

Tailored Professional Development for Leaders

The department's three main structures for providing professional learning for leaders on the Common Core are the initial Common Core Leadership Team trainings, the network teams and a statewide superintendent summit.

- ◆ *Initial Common Core Leadership Team Trainings:* The teams included district leaders and principals who participated in the training and championed the work at their local sites.
- ◆ *Networks:* The department uses network teams to provide ongoing support and resources, such as the district planning guide and the school model professional development guide for 2014-15, to district planning teams that include district and school leaders. For district leaders, the department provides training and support directly at regional meetings. For principals, the department collaborates with the Louisiana Association of Principals to deliver training and support at regional meetings.
- ◆ *Statewide Superintendent Summit:* In conjunction with its Teacher Leader summit in June 2014, the department hosted a two-day summit for district superintendents and three or four district

or school leaders. The event included state- and district-led sessions on best practices outlined in the district planning guide, supporting curriculum implementation, creating and managing an effective early childhood network, and preparing high school students for college and career. Principals and district staff also have access to all Teacher Leader training, materials and events.

Online, On-Demand Professional Development

The department provides extensive archives of information and professional learning resources on the Common Core, available to educators for on-demand, voluntary access, on its Educator Resources Web page (<http://www.louisianabelieves.com/resources/educators>), and on its District and School Support Toolbox and Teacher Support Toolbox website (<http://www.louisianabelieves.com/resources/classroom-support-toolbox>). The department provides webinars and professional development modules, professional learning courses through a link to COURSEWHERE, informational materials, instructional resources and assessment tools to support educators' professional learning and implementation efforts. The department also offers an extensive video library in partnership with the Teaching Channel (<http://videolibrary.louisianabelieves.com/>) that includes videos of exemplary instruction rated and categorized according to the teacher evaluation system (see the accompanying state profile on *Evaluation of Teachers and Leaders* for alignment of the system to the Common Core); model principal feedback conversations with teachers; and model teacher feedback conversations with students by grade and subject. (See more information in the accompanying state profile on *Aligned Teaching Resources*.)

Louisiana is making leading efforts in the area of professional learning for the state's new college- and career-readiness standards, the Common Core. In an effort to build capacity across the system, the state Department of Education initially provided optional introductory training on the Common Core and aligned assessments to district and school implementation teams. The department then launched regional network support teams in which field staff meet regularly with district and school leaders to provide tailored, ongoing technical assistance geared toward local needs. In 2014, the department published a district planning guide and a school model professional development guide for 2014-15, to support district and school leaders in furthering their implementation work. Additionally, in 2013 the department launched its Teacher Leader Cadre to directly provide intensive professional development for teachers. Originally, nearly every school in the state selected one or two Teacher Leaders to participate (2,000 in total); in 2013-14 this number was doubled, and in summer 2014 the department provided over 6,500 seats for its Teacher Leader training, in an effort to continually scale this initiative across the state. Following department training, both district and school implementation teams and Teacher Leaders work with educators at their local sites to build capacity to implement the standards. The department plans to continue both of these initiatives in 2014-15 and beyond. The department also provides extensive on-demand, online professional learning resources for educators.

Maryland

Approach and Rationale

To support local implementation of the Maryland College and Career-Ready Standards, the Maryland State Department of Education capitalized on its history of working closely with districts to build professional development structures that facilitate school-district-state collaboration. Maryland's Race to the Top grant supported much of this work (funding for most of the projects concluded in 2014). Maryland's House Bill 1164, enacted in 2014, established the Maryland College and Career-Ready Standards and Partnership for Assessment of Readiness for College and Careers (PARCC) Implementation Review Workgroup, which will submit a report by December 2014 to the governor, the state Board of Education and the Legislature to recommend a professional development plan for the department to assist local school systems in implementing new standards and assessments in 2014-15.

Major Professional Development Initiatives to Prepare for and Implement the Maryland College and Career-Ready Standards

The following overview outlines Maryland's major professional development efforts for the Maryland College and Career-Ready Standards. It is not an exhaustive list of all of the professional learning the department provides.

Educator Effectiveness Academies and District Support Visits: The department launched Educator Effectiveness Academies (EEAs) to provide support directly to schools as they learned about and prepared to implement the new standards. Key aspects of the initiative, which began in 2011, are:

- ◆ In 2011, every school in the state designated a leadership team consisting of the principal and one English language arts (ELA), one math, and one STEM (science, technology, engineering and math) teacher. School leadership teams, district leaders and representatives from higher education institutions attended the EEAs and online follow-up sessions.
- ◆ The department hosted EEAs each summer from 2011 to 2013 — four-day, face-to-face meetings at 11 regional centers. The department trained Master Teachers as facilitators of the EEAs and as Maryland College and Career-Ready Standards experts for their schools and districts. The department also provided online follow-up sessions consisting of webinars offered throughout each school year to provide additional information and timely resources to support local implementation efforts. The department created videos of Master Teachers delivering model lessons aligned to the instructional shifts of the new standards, and these videos were placed online for on-demand access. Additionally, the department met as needed with districts and schools where implementation efforts faced challenges.
- ◆ The EEA sessions focused on understanding the new standards in ELA and math; integrating the new literacy standards into science, social studies and technical subjects; preparing for state assessments; combining a focus on the Maryland College and Career-Ready Standards with a focus on STEM education; understanding Maryland's Common Core Curriculum Frameworks and Online Instructional Toolkit (see more about the frameworks and toolkit in the accompanying state profile on *Aligned Teaching Resources*); instructional practices; differentiation of instruction for diverse learners; planning time for school teams; and making connections between the new standards and other Race to the Top reforms such as new teacher evaluation systems.

- ◆ School teams and district leaders who attended the EEAs were expected to use what they learned to develop local professional development and implementation plans and lead the efforts at their local sites. Districts used Master Teachers who facilitated the EEAs as content experts, change leaders and curriculum writing team leaders.
- ◆ In 2013-14, the department began conducting district support visits for every district in the state (24 in total). Department staff and content experts visited schools and observed classrooms. They talked with teachers, principals and district staff about local Maryland College and Career-Ready Standards implementation progress and needs. They discussed professional development, online tools, and other resources from the department that can support local implementation. Findings from these visits help districts strengthen their practice, and the department uses what it learned to inform its ongoing development of statewide professional learning and supports.
- ◆ In summer 2014, based upon learnings from the district support visits, the department offered differentiated professional learning at eight summer conferences hosted on college and university sites. The conferences were open to all educators across the state. Session topics included ELA, math, social studies, science, STEM, gifted education, English learners and special education. Two hundred additional trained Master Teachers delivered the content.
- ◆ For sustainability, the department has posted all EEA resources online for on-demand access, and is developing new courses that school teams can use to continue their professional learning as appropriate for their school context.

Maryland Breakthrough Center: Since 2012-13 the Maryland Breakthrough Center (established in 2008) has focused its resources and services on implementation of the Maryland College and Career-Ready Standards. Key aspects of the center's current work are:

- ◆ The center focuses on the state's lowest-performing districts and Title I schools. The center works with the districts and schools as they adopt turnaround models and engage in work to improve student achievement.
- ◆ Among other types of support, the center provides teachers with individualized help in working with the state curriculum framework. It also offers teachers monthly, job-embedded professional development on the instructional shifts required by the new standards and using real-time data to improve instruction.
- ◆ In 2012 the center also began hosting an annual summer Academy for School Turnaround, with follow-up sessions throughout the school year.

Tailored Professional Development for Leaders

The department's three main structures for professional learning for leaders on the Maryland College and Career-Ready Standards are the EEAs, district leaders meetings and the Maryland Breakthrough Center.

- ◆ *EEAs:* Each school principal was a member of his or her school leadership team and attended the meetings. At the EEAs, breakout sessions for principals addressed information and skills particular to their roles in leading implementation. As the department transitioned the EEA resources from in-person to digital, it included resources for school and district leaders.
- ◆ *District Leaders Meetings:* The department meets monthly with district assistant superintendents and less frequently with the Executive Officer Network. (Executive officers are district leaders who supervise building principals. They hold a variety of roles, such as associate superintendent or director.) While this direct outreach to and coordination with district leaders has been in place

Maryland (continued)

since before the state's adoption of the Maryland College and Career-Ready Standards, it was strengthened using Maryland's Race to the Top funds to include a focus on the knowledge, skills and collaboration needed to lead the implementation of the new standards and assessments. Additionally, based on feedback from educators, in 2013-14 the department paired small districts with larger districts to facilitate information sharing and collaboration.

- ◆ *Maryland Breakthrough Center:* As part of the center's services to schools and districts, it provides leadership support for principals and leadership teams. Further, after each annual Academy for School Turnaround, the center offers follow-up sessions throughout the year for school leaders.

Online, On-Demand Professional Development

Through its Blackboard Learn site (<https://msde.blackboard.com>), the department provides on-demand professional learning courses (developed in collaboration with the Maryland Business Roundtable, Maryland Public Television and the College Board); an extensive set of instructional resources and materials (including Curriculum Frameworks and a comprehensive Online Instructional Toolkit that is currently under development); and assessment tools to support educators' professional learning and implementation efforts. Additionally, throughout 2013-14 the department hosted three to five webinars each month, which are also archived for on-demand access. Topics include transition planning, how to implement professional learning communities, shifts in disciplinary literacy, updates on the PARCC assessments, and personalizing professional learning. (See the accompanying state profile on *Aligned Teaching Resources* for more information on these tools.)

Maryland is making leading efforts in the area of professional learning for new college- and career-readiness standards, the Maryland College and Career-Ready Standards. Throughout 2011-2013 the Maryland State Department of Education provided direct, in-person support to schools through its Educator Effectiveness Academies (EEAs). A leadership team from every school in the state, district leaders, and representatives from higher education institutions participated in annual summer training sessions and online follow-up sessions throughout each school year. Team members then led professional learning and implementation at their local sites. In 2014 the department transitioned the EEA resources from in-person to digital, and is developing new courses that school teams can use to continue their professional learning as appropriate for their local context. In 2013-14, the department began conducting district support visits for every district in the state. Department staff and content experts visited schools and observed classrooms; talked with teachers, principals and district staff; and discussed how the department can support local implementation. Findings from these visits help districts strengthen their practice and the department uses what it learned to inform its ongoing development of statewide professional learning and supports. The Maryland Breakthrough Center focuses on the state's lowest achieving districts and Title I schools, providing them professional learning and support to improve teaching and learning of the new standards. The department supports building and district leaders with specialized professional learning through participation in (and online resources from) the EEA trainings, and through regular meetings of district leaders. Maryland also provides extensive online, on-demand professional development resources and opportunities for educators.

Mississippi

Approach and Rationale

The state Department of Education's approach to professional development for the Mississippi College- and Career-Readiness Standards (CCRS) began as an effort to maximize the impact of its very small staff by building local capacity to lead. In 2014, based on input from districts and from the state's Joint Legislative Committee on Performance Evaluation and Expenditure Review (PEER), state-level support for professional learning expanded, with funding for extensive educator professional development in literacy and for enhancement of regional professional development services.

Major Professional Development Initiatives to Prepare for and Implement the CCRS

The following overview outlines Mississippi's major professional development efforts for the CCRS. It is not an exhaustive list of all of the professional learning the department provides.

School Leadership Team Sessions: School Leadership Team sessions (which began in summer 2011 and continued through 2013) provided a way for the department to begin collaborating with local leaders to prepare them for the transition to the Common Core (as of 2014, the CCRS). Key aspects of this work are listed below.

- ◆ The department partnered with the International Center for Leadership in Education to provide training for districts. District leaders and school leaders (for example, principals, curriculum coordinators and lead teachers) attended face-to-face trainings at Regional Education Service Agency (RESA) sites. They then were expected to deliver the information and lead the transition to the new standards at their local sites.
- ◆ The main topics covered in the training sessions included: introduction to the Common Core, effective instruction and assessment strategies, guidance on building local buy-in, and developing transition plans.

District Training of the Trainer Sessions: Training of the Trainer (TOT) sessions provide local leaders with in-depth exploration of the Common Core (as of 2014, the CCRS) and support in preparing for the transition. Key aspects of this work, which began in summer 2011 and continued through 2014, with plans for future years, include those listed below.

- ◆ Districts voluntarily designated three participants (typically, teachers and content specialists).
- ◆ In summer 2011 through summer 2014 the department provided face-to-face professional learning sessions for participants throughout the state. These sessions were supported by follow-up training during the school year, consisting of webinars and a face-to-face session. Participants were expected to serve as trainers for their districts, deliver information gained from the sessions and support implementation.
- ◆ Throughout 2011 and 2012, the main topics covered included: unpacking the standards for English language arts (ELA), math, and literacy for history/social studies, science and technical subjects; developing aligned lesson and unit plans; information on state assessments; and materials and tools for delivering training at local sites.
- ◆ In 2013 and 2014, the department focused on grades nine through 12, interventions for struggling learners (especially English learners and students with disabilities), and literacy across the content areas.

Mississippi (continued)

- ◆ The department archives all of its presentations and materials on its Common Core SharePoint website (<https://districtaccess.mde.k12.ms.us/commoncore/Training%20Public%20Access/Forms/AllItems.aspx>). (See the accompanying state profile on *Aligned Teaching Resources* for more information on this website.)

Monthly Webinars: The department delivers monthly webinars in response to requests for support from educators in the field. Key aspects of this work, which began in 2012 and continues currently, are listed below.

- ◆ The department determines the topics of each webinar based on requests from educators. Educators submit requests via responses to the department's listserv emails.
- ◆ Teachers can attend the webinars live or access them on demand through iTunes University. Since 2012 the department has tracked over 23,000 views, streams and downloads of the sessions.
- ◆ Popular webinar topics include: understanding the CCRS for ELA, math, and literacy for history/social studies and science; designing aligned lesson and unit plans; preparation for state assessments; and formative assessment strategies.

Teacher Trainings: In addition to its monthly webinars, the department also provides face-to-face professional learning opportunities directly to teachers. Key aspects of this work, which began in 2012 and continues through 2015, are listed below.

- ◆ *Teacher Boot Camps:* In summer 2013 the department offered regional summer professional development sessions for teachers (who attended on a voluntary basis). These boot camps provided teachers with the opportunity to deepen their understanding of the standards. In 2013 the sessions focused on the standards and aligned instruction for ELA and math for K-5. In 2014 these sessions focused on ELA and math in grades six through 12. Approximately 400 teachers attended the sessions in summer 2013 and 800 in 2014. Currently the department plans to offer boot camps again in summer 2015.
- ◆ *Writing Project Collaborative:* Beginning in 2012 and continuing through 2015, the department has partnered with seven Mississippi Writing Projects to offer a 10-session professional development program to support teachers as they implement new types of literacy instruction required by the CCRS. Throughout the year the department holds two-day regional training sessions by grade band and offers four online training sessions. Sessions include analysis of student work, instructional strategies, model lessons, classroom demonstrations and professional reading assignments. Participating teachers have access to Pearson's WriteToLearn online formative assessment program.

K-3 Literacy Professional Development System: In an effort to improve grade-level reading skills for students, and in response to Mississippi's 2013 Literacy-Based Promotion Act, in 2013 the department began implementing a cohort training model for K-3 educators. Key aspects of this work include:

- ◆ In fall 2013, the first cohort of 4,000 educators began training, including K-3 teachers, administrators and higher education faculty. The department will add cohorts over a three-year period, with the goal of reaching all of the over 10,000 teachers and principals in the state who serve K-3 students.
- ◆ Training for each cohort includes a face-to-face session in the fall, and three face-to-face sessions and follow-up online modules throughout the school year.

- ◆ Session topics include curriculum, reading instruction, parental involvement and Professional Learning Communities. Additionally, principals serving K-3 receive regular, role-specific regional literacy trainings.
- ◆ Literacy coaches assigned to schools conduct professional development, model and co-teach lessons, analyze student performance data and submit monthly literacy reports. Department staff members also participate in learning walks, conduct school site visits, and provide and approve additional professional development.

Regional Education Service Agency Support: In 2014, regional support for implementation of the CCRS expanded. Based on the PEER report and input from districts, in spring 2014 the state Board of Education approved a contract funding additional staff at the state's six RESAs to provide enhanced professional learning services and instructional resources to districts, schools and teachers in the areas of ELA, literacy, math, special education and early childhood education. This additional staff will help the state realize the goal of reaching the majority of the state's approximately 34,000 educators.

Tailored Professional Development for Leaders

The department's three main structures for professional learning for leaders on the CCRS are the School Leadership Team sessions, the K-3 literacy professional development system and the Leadership for Excellence Institutes for principals.

- ◆ *School Leadership Team Sessions:* In 2011 through 2013 the department's School Leadership Team sessions provided building leaders (for example, principals, curriculum coordinators and lead teachers) and district-level leaders with information and support for leading the transition to the new standards at their local sites.
- ◆ *K-3 Literacy Professional Development System Initiative:* School administrators receive regular, role-specific regional training through this initiative, which began in 2013.
- ◆ *Leadership for Excellence Institutes:* The department offered these institutes in 2012-13 and 2013-14 for small cohorts of principals, on a first-come first-served basis. The sessions spanned two days, and served six cohorts over each of the two years. The department partnered with the National Institute for School Leadership to design and deliver the training. The institutes focused on math, ELA, assessment and leadership skills.

Online, On-Demand Professional Development

Through its curriculum and instruction Web page (<http://www.mde.k12.ms.us/curriculum-and-instruction>) and its Common Core SharePoint website (<https://districtaccess.mde.k12.ms.us/commoncore/Training%20Public%20Access/Forms/AllItems.aspx>), the department provides additional information and professional learning resources for on-demand, voluntary access by educators statewide. These resources include archived materials from face-to-face professional learning sessions and links to information about the CCRS and state assessments. Additionally, teachers can access archives of the monthly CCRS-focused webinars on iTunes University. (See the accompanying state profile on *Aligned Teaching Resources* for more information on these tools.) The department also partners with Voyager Sopris Learning to provide the Mississippi Professional Development Resource Center (<http://www.soprislearning.com/mde-letrs/>), which includes the Language Essentials for Teachers of Reading and Spelling (LETRS) resources. LETRS includes videos from authors on literacy strategies, online modules and training sessions for teachers, and webinars focusing on CCRS reading skills and intervention strategies for students with disabilities and English learners.

New York

Approach and Rationale

The New York State Education Department's approach to professional development for the Common Core, adopted as New York's Common Core Learning Standards (CCLS), is based on an effort to provide training, support and resources to local systems that further New York's Regents Reform Agenda. Since the development of the Regents Reform Agenda, the state has invested Race to the Top and other funding into integrated supports for implementation of the CCLS, teacher and leader effectiveness systems and data-driven instruction.

Major Professional Development Initiatives to Prepare for and Implement the CCLS

The following overview outlines New York's major professional development efforts for the CCLS. It is not an exhaustive list of all of the professional learning the department provides.

Network Teams: Network Teams (NTs) provide direct, tailored and ongoing support to school districts in their work to implement the CCLS. The work began in 2011 and will likely continue, as funding permits (while Race to the Top funding extends for most projects through 2015, it ended for some projects in 2014). Key aspects of the NTs' work include those listed below.

- ◆ In 2011, all 37 regional Boards of Cooperative Educational Services (BOCES) and 125 districts formed NTs (or Network Team Equivalents, NTEs, in districts that demonstrated the capacity to work independently). NTs are three- to 15-member teams with expertise in curriculum, instruction and data use. Team size is determined by number and size of districts served.
- ◆ Beginning in August 2011, the department offered NTs and NTEs training at quarterly, multi-day Network Team Institutes (NTIs). The NTIs offer a turnkey training model that includes detailed resources to participants so they can then provide local educators with professional development and tailored, ongoing support to build district and school capacity to implement the new standards.
- ◆ In summer 2012, the department began the Common Core Ambassador Program. The program increased the number of educators in the NTI trainings. Ambassadors from approximately 200 districts (nearly a third of the state's districts) were identified by NTs and NTEs as teachers and principals emerging as leaders in work on the CCLS. Ambassadors help districts and BOCES scale professional development around the CCLS. They are assets to their districts and use their training in their classrooms and schools.
- ◆ Topics addressed at NTIs include: understanding the CCLS English language arts (ELA) and math standards; CCLS-aligned instructional strategies; differentiation for diverse learners; state assessments; the CCLS-aligned teaching and learning resources on the department's EngageNY website (<http://www.engageny.org/>); developing and selecting aligned curricular materials, including how to use the EQuIP/Tri-State Rubrics (which New York developed in collaboration with Massachusetts, Rhode Island and Achieve); change management; and making connections between the CCLS and New York's other reform efforts.

- ◆ In 2013-14, the department released online workbooks and toolkits to expand access to the NTI resources and build capacity for those schools and educators who do not participate in the NTIs.
- ◆ To date, the department has funded NTs and NTIs largely through the state's Race to the Top grant. In 2014, the department received approval from the U.S. Department of Education to extend funds for some projects through 2014-15, enabling this work at the state level to continue. The department is currently making plans to sustain dedicated resources at BOCES and districts, and to continue state-funded NTI sessions, though the structure of this work is yet to be determined.

Tailored Professional Development for Leaders

The department's main structure for professional learning for district and school leaders on the CCLS is a special leader track within the NTI structure.

- ◆ In 2013, the department added a special track to the regular NTIs that is especially designed for principals and principal supervisors.
- ◆ To date, this leader track has addressed such topics as leading change, an introduction to the department's professional development toolkits, and identifying CCLS-aligned instructional evidence in classrooms and providing feedback to educators.

Online, On-Demand Professional Development

Through its EngageNY website, the department provides professional learning resources for the CCLS for educators statewide (on a voluntary, on-demand basis). It provides an extensive array of training and informational materials, videos of exemplary instruction, and curriculum modules for ELA and math in pre-K-12. In 2013-14, the department responded to a need for reaching educators beyond those attending the NTIs by adding targeted resources on EngageNY. These include resources for teachers and principals, a Common Core Toolkit with compiled guidance materials, packets including materials from the NTIs for local re-delivery, and a workbook for NTs. EngageNY resources support professional learning and implementation efforts of educators throughout New York, and the website has become a resource used by states and educators nationwide. (See the accompanying state profile on *Aligned Teaching Resources* for more information on these tools.)

North Carolina

Approach and Rationale

The North Carolina Department of Public Instruction's approach to professional development for the Common Core is based on an intention to build capacity at the local level through training augmented with intensive ongoing support. Much of this work was supported by North Carolina's Race to the Top grant. The department is working to address the challenge of sustainability after the grant funding ends in 2015.

Major Professional Development Initiatives to Prepare for and Implement the Common Core

The following overview outlines North Carolina's major professional development efforts for the Common Core. It is not an exhaustive list of all of the professional learning the department provides.

District Team Training and Support: District team training and support is the major structure through which the department provides professional development and ongoing assistance to local districts and educators. This effort was built out of the state's Professional Development Initiative framework established in 2010-11. Key aspects of this work, which began in 2011 and continued through 2014, are listed below.

- ◆ The department hired 16 Regional Professional Development Leaders (RPDLs). RPDLs were based in regions throughout the state, and they worked directly with leaders and teachers at regional sites and on location in districts and schools.
- ◆ Every district in the state identified a team to lead its Common Core efforts. Teams included teacher leaders, content-area specialists, and school and district administrators. Team members participated in the summer institutes and follow-up sessions (see below), and were charged with developing a district implementation plan, redelivering professional learning at their local sites and leading local implementation.
- ◆ The department collaborated with RPDLs and Regional Education Service Alliances (RESAs) to provide annual two-day, face-to-face summer institutes. Institutes focused on the key topics of understanding the new standards in English language arts (ELA), math, and literacy in history/social studies, science and technical subjects; instructional strategies and differentiation for diverse learners; technology use; state assessments; making connections between the new standards and assessments and the state's new teacher and leader evaluation systems; and team collaboration to develop plans and share ideas across districts. Based on feedback from the field between 2011 and 2013, the department expanded the scope of training to focus on assessing and selecting high-quality curricular tools aligned to the Common Core.
- ◆ During each school year, the department collaborated with RPDLs and RESAs to provide follow-up support to teams. This support included: additional information sessions on the standards; Fidelity Support Sessions (in the fall and spring) to discuss districts' implementation goals and professional development efforts, their progress and their needs for support; webinars and online training modules; and customized support by the department for teams who needed extra assistance in redelivering the training at their local sites.

- ◆ The 2014 summer institute addressed topics such as data literacy, integrating the arts into the Common Core, differentiating instruction, formative assessment, and reading strategies. The institute also addressed the issue of sustainability of efforts to implement the standards, assessments and aligned instructional resources. Districts learned how to assess their progress on professional development, pinpoint the challenges that remain, refine goals to move forward, strengthen collaboration with other districts and identify how the department can support them after the statewide institutes conclude.

READY Outreach Meetings: To provide additional support for North Carolina's READY initiative of college and career readiness, the department held READY Outreach Meetings in 2012 through 2014. The meetings served to highlight expectations around the state's reform efforts and offer resources to support local implementation of the standards, assessments, and aligned instructional resources and materials. Teachers and leaders volunteered to attend and to redeliver the information locally to educators and parents. The department offered sessions held bi-annually in regional face-to-face sessions and virtual sessions.

Tailored Professional Development for Leaders

The department's three main structures for professional learning for leaders on the Common Core are the district team training and support structure, regional training sessions for principals, and quarterly superintendents' meetings.

- ◆ *District Team Training and Support:* In 2011 through 2014, every district in the state identified a team to participate in the training and support activities and then lead local professional learning and implementation efforts. The teams included principals, teacher leaders, content-area specialists and district leaders.
- ◆ *Regional Training Sessions for Principals:* Since 2011, the department has collaborated with the RPDLs and RESAs to offer face-to-face training and support sessions. This effort is ongoing, with plans for future years.
 - To date, approximately 500 principals have participated in training sessions and are expected to deliver information to their districts.
 - Topics include leading and managing instructional change, state assessments, the new teacher and leader evaluation systems, and addressing local challenges.
- ◆ *Quarterly Superintendents' Meetings:* In 2013-14, and with plans for future years, the department began hosting quarterly meetings for all local superintendents in the state. Content includes the North Carolina Standard Course of Study (which includes the Common Core), new assessments, and the new statewide accountability system.

Online, On-Demand Professional Development

Through its Home Base portal (<http://www.dpi.state.nc.us/homebase/>), content-area wikis (<http://elaccss.ncdpi.wikispaces.net/> and <http://maccss.ncdpi.wikispaces.net/>), NC Education website (<https://center.ncsu.edu/nc/>) and Professional Development Repository (<http://www.ncpublicschools.org/profdev/>), the department provides extensive information and professional learning resources to educators for on-demand, voluntary access.

North Carolina (continued)

- ◆ *Home Base Website and Content-Area Wikis:* Home Base is the department's integrated online instructional improvement and student information system. It launched in 2013 and offers teachers a wide array of informational materials, model instructional plans, teaching resources, and tools for assessment and data analysis. The department also houses instructional resources and materials aligned to the Common Core on wiki spaces, including professional development workbooks for group training and self-guided study.
- ◆ *NC Education:* The department-operated website offers online courses for educators and administrators. The department rolled out the courses over three years, with the first set available in 2011. The courses help educators understand the new standards (ELA, math, and the literacy standards for history/social studies, science and technical subjects) and how to implement them, including strategies for struggling learners. (See the accompanying state profile on *Aligned Teaching Resources* for more information about Home Base and online courses available on NC Education.)
- ◆ *Professional Development Repository:* The department has developed a compilation of face-to-face and online courses aligned to the state's teaching and leadership standards. (See accompanying state profile on *Evaluation of Teachers and Leaders* for information on these standards.)
- ◆ *Other Ongoing Support:* The department also provides weekly emails and newsletters to educators to provide up-to-date information about the standards, assessments and related initiatives.

Pennsylvania

Approach and Rationale

The state Department of Education maintains a two-pronged approach to professional development for the Pennsylvania Core Standards (PCS). The first aspect of the department's approach to professional development is to maximize the impact of its staff through collaboration with the state's 29 regional centers, called Intermediate Units (IUs). The department and the IUs work closely to create and deliver professional learning and resources for the state's districts (Pennsylvania has 500) and schools. Second, the department provides professional learning resources directly to educators. Pennsylvania's professional development work has been supported by a variety of funding sources, including the state's Race to the Top grant.

Major Professional Development Initiatives to Prepare for and Implement the PCS

The following overview outlines Pennsylvania's professional development efforts for the PCS. It is not an exhaustive list of all of the professional learning the department provides.

Standards Aligned System Institutes: Through the annual Standards Aligned Systems (SAS) Institute, the department directly provides local educators with information about and resources for state initiatives, including implementation of the PCS. Key aspects of this work, which began in 2011 and is ongoing, are listed below.

- ◆ Every December, the department designs and hosts a four-day, face-to-face SAS Institute, with assistance from the state's IUs and the Pennsylvania Training and Technical Assistance Network (PaTTAN).
- ◆ The institutes are open to all teachers, building leaders and district staff to attend on a voluntary basis. Districts are encouraged to send four participants — or more as openings become available. The department also invites participants from non-public and private schools, career-technical education centers and institutions of higher education. The institutes serve an average of 1,000 participants each year. Institute sessions are streamed live, recorded, and archived on Pennsylvania's SAS portal, offering maximum flexibility for educators to access the information.
- ◆ To date, key topics addressed during the institutes have included: understanding the PCS in English language arts (ELA) and math; the state's summative assessments and comprehensive literacy plan; the statewide accountability system; implementing aligned instructional resources and materials available on the SAS portal; educator effectiveness using the state's new teacher and leader evaluation systems; science, technology, engineering and mathematics (STEM); and sessions for priority and focus schools.
- ◆ The department plans for the 2014 SAS Institute to include topics such as: Keystones to Opportunity (the state's comprehensive literacy program funded by a grant from the U.S. Department of Education); use of iTunes University courses; Mathematics Design Collaborative; dropout prevention; instructional coaching and educator effectiveness. Overall, the theme of the institute will focus on meeting the standards and providing tools for student achievement.

Training Through Intermediate Units: Pennsylvania's IUs, located regionally throughout the state, provide districts with tailored, ongoing professional learning and support for their implementation of the PCS. Key aspects of this work are:

- ◆ After the PCS were adopted, the department worked with the IUs to develop training modules. Key topics addressed in the training modules are similar to those in the SAS Institutes.
- ◆ The first modules became available in 2012. The department trained the IUs in summer 2012, and the IUs began using the modules to train districts in the summer and fall of that year.
- ◆ IUs work with district leaders to design tailored, ongoing professional learning and technical assistance services to support their district and school level implementation efforts.
- ◆ The department meets with the Pennsylvania IU Executive Leadership Team several times per year to discuss updates. These meetings provide IU leadership with direction for planning. Additionally, monthly webinars with IU curriculum leadership help to shape ongoing planning of training and other supports.
- ◆ Additionally, IUs provide districts with training on the Literary Design Collaborative and Mathematics Design Collaborative.

Pennsylvania (continued)

Tailored Professional Development for Leaders

The department's main structure for professional learning for leaders on the PCS is the Pennsylvania Inspired Leadership (PIL) program. Key aspects of this work, which began in 2006, are listed below.

- ◆ PIL is a statewide continuing education program for all new school and system leaders. The program is offered by the department, in collaboration with the IUs and other partners, at eight regional sites. Each site supports several cohort groups. The program consists of 180 hours of course work undertaken within five years of appointment.
- ◆ The PIL program incorporates content to support leaders in developing knowledge and skills needed to lead in a PCS environment and to further their accomplishment of the state's leadership standards. (See accompanying state profile on *Evaluation of Teachers and Leaders* for information on alignment of the leadership standards to the PCS.) Topics address understanding the PCS; aligning curriculum, instruction and assessments; data analysis; teacher and school leader effectiveness; and leadership skills.
- ◆ The department has approved new professional learning programs and courses to be offered by other agencies, IUs, and professional organizations for principal induction and continuing professional education, to support the continuum of principal development after leaders complete the PIL program. Topics of approved programs and courses include using Response to Instruction and Intervention in a standards-aligned approach, using instructional materials and resources from the SAS portal, improving the achievement of and inclusive education for students with disabilities, performance assessment, and lesson design.

Online, On-Demand Professional Development

Through the SAS portal (<http://www.pdesas.org/>), the department provides professional learning resources for the PCS for educators (on a voluntary, on-demand basis). Resources include information about the standards and learning progressions, curriculum frameworks, a Voluntary Model Curriculum (with model unit and lesson plans), videos, and formative assessment tools. Training modules are archived on the portal for independent use. Further, the portal enables users to communicate, collaborate with peers and share materials. Until June 30, 2014, the department partnered with Teachscape to provide free online professional development for teachers to support the Danielson Framework for Teaching (used in the state teacher evaluation system and it is widely regarded as defining skills and knowledge that form a basic foundation for effective teaching in a standards-based environment). Moving forward, the SAS portal includes professional development modules for school leaders that focus on the domains and related components of the Danielson Framework for Teaching that are observable in the classroom.

South Carolina

Approach and Rationale

The state Department of Education's approach to professional development for the Common Core is based on an effort to build local capacity to lead implementation while maximizing the impact of the department's small staff. The state's approach to professional learning for South Carolina's new college- and career-readiness standards, which will be implemented beginning in 2015-16, is unknown at this time.

Major Professional Development Initiatives to Prepare for and Implement New College- and Career-Readiness Standards

The following sections outline South Carolina's major professional development efforts for the Common Core. It is not an exhaustive list of all the department's professional learning offerings.

District Implementation Team Training: The District Implementation Team (DIT) initiative (which took place from 2011 through 2012) provided an introduction to the Common Core to practitioners. Key aspects of this work are listed below.

- ◆ Districts created DITs of members representing different role groups such as teachers, principals and district staff. Department staff provided several dozen two- to three-day sessions at regional sites between fall 2011 and spring 2012.
- ◆ DITs were expected to redeliver the session information to their local colleagues. Though this training series was voluntary, all but two districts participated in at least one session.
- ◆ Following the initial sessions, the department met voluntarily each quarter with the DITs to support their continued learning and local delivery of the training and implementation efforts.
- ◆ Key content of DIT trainings covered the Common Core standards and instructional shifts, and skills for leading the local transition. Trainings also provided time for teams to develop local implementation plans.
- ◆ The department provides archived recordings and materials from the trainings on its website for on-demand access by educators who were unable to attend.

Common Core Professional Development Series: The Common Core Professional Development Series (which began in 2012 and continued through 2014) provided additional training on the Common Core to the DITs and was available to teachers. Key aspects of this work are listed below.

- ◆ Individual teachers, principals, counselors and school staff participated on a voluntary basis. The department offered sessions, ranging from one to five days, throughout the year at regional sites.
- ◆ Sessions were tailored to the needs of teachers. Key content included: Common Core standards and instructional shifts for English language arts (ELA) and math; disciplinary literacy for social studies (including development of a library of teacher-developed curricular units); High Progress Literacy Classroom practices (literacy-focused teaching strategies); designing aligned units of instruction; and state assessments.
- ◆ Additional sessions included integrating social studies instruction and the Common Core ELA standards. In 2013-14 the department offered a related series of sessions on "Mapping History with the Common Core" for elementary and secondary ELA and social studies teachers.

South Carolina (continued)

Literacy Leaders: The Literacy Leaders initiative supports the development of local experts who help build capacity in schools to focus on literacy (including implementing the Common Core). Key aspects of this work, which began in 2010 and continues, with plans for future years, are listed below.

- ◆ To provide this professional development, the department collaborates with 15 literacy specialists across the state and with the South Carolina Council of the International Reading Association.
- ◆ School and district administrators, instructional coaches, curriculum specialists and lead teachers participate as local literacy leaders. These literacy leaders form regional cohorts and receive training in two-year cycles. In 2013-14, 166 schools across 41 districts participated.
- ◆ The training consists of regional institutes throughout the spring and summer. Key content includes understanding the Common Core standards, High Progress Literacy Classroom practices, and differentiation of instruction for diverse learners.
- ◆ Following training, the local literacy leaders serve as models at their sites and work with colleagues to build capacity. Schools with literacy leaders also receive monthly on-site support from the literacy specialists and monthly newsletters.
- ◆ To augment the work of local literacy leaders, schools may also send a team of approximately five teacher leaders, curriculum coordinators and administrators to participate in a Literacy Leadership Data Team Training. This training focuses on analyzing data to improve instruction.

Tailored Professional Development for Leaders

The department's two main structures for professional learning for leaders of the Common Core are the DIT trainings and Instructional Leaders for the Common Core trainings.

- ◆ *DIT Trainings:* In 2011 through 2012, DITs were encouraged to have different role groups represented, including district leaders and principals.
- ◆ *Instructional Leaders for the Common Core:* This initiative is an optional professional learning opportunity. It began in 2013 and continues in 2014-15. Key aspects of this work are:
 - The department offers a series of face-to-face trainings in the summer, with bi-monthly follow-up sessions during the school year. The department provides archived materials of the sessions for on-demand access, and hosts an online group for principals to provide follow-up and additional resources.
 - Session topics include: Common Core instructional shifts; using a school Common Core implementation rubric; High Progress Literacy Classroom practices; students with disabilities and English learners; rigor and relevance in the standards; formative assessment; observing and coaching teachers; and the new teacher and principal evaluation systems.

Online, On-Demand Professional Development

On its Common Core Web page within its website (<http://www.ed.sc.gov/agency/programs-services/190/>), the department makes Common Core-focused resources available for educators (on a voluntary, on-demand basis). The resources include guidance materials explaining the new standards, information on state assessments, and several model unit overviews and lesson plans. The department partners with South Carolina

ETV (public broadcasting) to provide a large number of ongoing, online professional development courses on ELA and math aligned to the Common Core, as well as videos of classroom instruction. These resources support professional learning and implementation efforts of educators statewide. (See the accompanying state profile on *Aligned Teaching Resources* for more information on these tools.)

Tennessee

Approach and Rationale

The state Department of Education's approach to professional learning for the Common Core follows a direction established by the state's Common Core Leadership Council. The council is made up of principals, supervisors and superintendents (22 members in 2013-14) from all regions in the state who advise the department on all aspects of the transition and implementation of the new standards and assessments. Tennessee's training draws heavily on the leadership of local educators. The state also transitioned its regional offices to create Centers of Regional Excellence (COREs), focusing on collaboration to support local implementation efforts. Much of that support was provided using the state's Race to the Top grant funds.

Major Professional Development Initiatives to Prepare for and Implement the Common Core

The following overview outlines Tennessee's major professional development efforts for the Common Core. It is not an exhaustive list of all of the professional learning the department provides.

Initial Common Core Training: Key aspects of this training, which occurred in 2011-12, are listed below.

- ◆ In summer 2011, groups of teacher leaders in K-2 from each district attended training on the Common Core. District leaders trained by department staff led the training sessions, which were offered regionally. Following training, participants were expected to train other teachers in their districts during 2011-12.
- ◆ Based on feedback from the field, the department has offered additional training to K-2 teachers and professional learning to all teachers, through the initiatives outlined below.

TNCore Summer Training and Core Coaches: The TNCore Summer Training provides educators and leaders with information and actions to implement — and to lead others as they implement — the Common Core in their districts, schools and classrooms. The training sessions are led by Core Coaches, local educators trained as peer coaches. Key aspects of this initiative, which began in 2012 and continued through summer 2014, are listed below.

- ◆ The department facilitated regional face-to-face summer sessions for school teams and district staff; trainings were peer-led and optional for districts. The department selected and trained 200 local educators to serve as Core Coaches for the 2012 summer sessions. For the summer 2013 sessions, the department selected and trained 700 local educators to serve as Core Coaches, and for 2014 it selected 470. During preparation for and delivery of the trainings, Core Coaches were assisted by

Tennessee (continued)

department staff and content experts from partners such as the University of Pittsburgh's Institute for Learning, Sopris Learning, and others.

- ◆ The trainings spanned two to four days. They included specific tracks for different clusters of grade levels and for content areas. Session topics included: state assessments; understanding the Common Core for English language arts (ELA), math, and literacy in science, social studies and technical subjects; interventions for struggling students; and early grades reading and math. In 2013, the department invited higher education faculty members to attend, and offered a separate track for them, focusing on foundational reading content for them.
- ◆ By the last session in summer 2014, approximately 55,000 participants had attended these trainings (approximately 10,000 participated in 2012, 30,000 in 2013, and an estimated 15,000 in 2014 — though these counts include some participants who attended multiple trainings). Participants are charged with leading planning, professional development and implementation efforts at their local sites.
- ◆ CORE offices complemented the summer sessions with regional professional learning and support throughout the school year for districts and schools. This support consisted of standardized, statewide training and on-demand professional development opportunities based on local needs.
- ◆ The department currently is exploring options for continuing this professional learning and support in a sustainable way, as the state's Race to the Top grant funding for most projects ended in 2014 (though for some projects, it extends through 2015).

Common Core Reading Course: In fall 2013, the department launched a year-long Common Core Reading Course in each CORE region. The courses are organized by grade band, K-12, and focus on reading instruction and intervention. Each course includes seven classes, and each class includes assignments linking the content of the course with teachers' daily instructional practice. Over 5,000 teachers participated in 2013-14.

STEM Leadership Council: In spring 2014, the department launched a STEM Leadership Council consisting of individuals from industry, higher education and K-12. The council is responsible for developing and facilitating STEM trainings and professional development across the state. The council will also provide guidance and feedback to the department on its STEM-related statewide and regional initiatives, approaches and curriculum.

Tailored Professional Development for Leaders

The department's two main structures for professional learning for leaders on the Common Core are the TNCore Summer Training and a Common Core leadership course. Key aspects of this work are listed below.

- ◆ *TNCore Summer Training:* The training is for school teams and district staff. Principals and district staff attend the training with teachers, and in 2012 they also attended a separate breakout session to receive role-specific information and tools.
- ◆ *Common Core Leadership Course:* The department offers this course for principals, assistant principals and district supervisors (who attend on a voluntary basis) in each CORE region. The course has two parts, each consisting of three full days spread out during the year. Trained leadership coaches serve as peer facilitators and conduct the course. Sessions are tailored for principals of elementary, middle grades and high schools. Topics of the course include using collaborative teams to support

implementation of the new standards, text complexity and text-based questioning, rigorous math tasks, and observing Common Core instruction. Across 2013 and 2014, approximately 5,000 administrators participated. In 2014, the department began offering advanced courses as administrators gain more experience in Common Core implementation.

Online, On-Demand Professional Development

Tennessee has an extensive array of online professional learning resources for use on a voluntary, on-demand basis through its Electronic Learning Center (ELC) and TNCore Web portal. ELC and TNCore resources support professional learning and implementation efforts of educators statewide.

- ◆ *ELC*: On the ELC website (<http://www.tnelc.org/>), the department provides online professional learning resources on the Common Core for educators, parents and community members statewide. The department, along with partners such as Tennessee Public Television, developed informational documents, videos, podcasts and professional development courses. The resources cover ELA and math; the literacy standards for history/social studies, science and technical subjects; and instructional leadership. The ELC is a collaborative effort between the department, Apple Inc. and the Tennessee Board of Regents. The resources are accessible via Apple's iTunes University for free.
- ◆ *TNCore*: On the TNCore website (<http://www.tncore.org/>), the department provides resources on the Common Core for educators, parents and community members. These resources include information about the Common Core, planning tools, model instructional plans, and formative assessments. (See more information on TNCore in the accompanying state profile on *Aligned Teaching Resources*.)

Tennessee is making leading efforts in the area of professional learning for the state's new college- and career-readiness standards, the Common Core. The state's Common Core Leadership Council is made up of principals, supervisors and superintendents from all regions in the state, who advise the State Department of Education on all aspects of the transition and implementation of the new standards and assessments. The department's TNCore Summer Training and Core Coaches initiative provides local school teams and district staff with intensive summer training (using cadres of hundreds of educators trained as Core Coaches) and follow-up meetings with districts and schools throughout the school year to support local professional development and implementation efforts. By the last session in summer 2014, approximately 55,000 educators had attended this training (approximately 10,000 participated in 2012, 30,000 in 2013 and an estimated 15,000 in 2014 — though these counts include some participants who attended multiple trainings). The department also provides targeted professional learning for educators on reading instruction. Building and district leaders receive specialized professional learning through the department's TNCore Summer Training and Core Coaches initiative and a Common Core Leadership Course. Further, the state transitioned its regional offices to create Centers of Regional Excellence (COREs), focusing on collaboration to support local implementation efforts. Tennessee provides extensive online, on-demand professional development opportunities for educators.

West Virginia

Approach and Rationale

West Virginia's approach to professional development for teachers and leaders on the state's Next Generation Content Standards and Objectives (NxG CSOs) has evolved since the standards were adopted. In 2011 and 2012, the state Department of Education provided training and support directly to teachers and leaders. Beginning in 2013, as mandated by Senate Bill 359, the focal point for providing professional learning and support shifted to the local level. West Virginia's Regional Education Service Agencies (RESAs) currently provide training and technical assistance to districts, and the department offers additional expertise. The state's approach to professional learning is detailed within an annual master plan for professional development in public schools. As required by state law, the plan guides all professional development offered not only by the department and the RESAs, but also by the Center for Professional Development in the governor's office, the Higher Education Policy Commission and the Legislative Oversight Commission on Education Accountability. Additionally, the state Board of Education has approved a definition of and standards for professional development, establishing that quality professional learning aligns its outcomes to educator performance and student academic standards, including the NxG CSOs.

Major Professional Development Initiatives to Prepare for and Implement the NxG CSOs

The following overview outlines West Virginia's major professional development efforts for the NxG CSOs. It is not an exhaustive list of all of the professional learning the department provides.

Summer Teacher Leadership Institutes: Summer Teacher Leadership Institutes (which took place in 2011 and 2012) provided educators with information and tools to help them lead local implementation efforts. Key aspects of this work are listed below.

- ◆ The department designed and conducted face-to-face, weeklong institutes. District teams, composed primarily of teachers and principals, attended the institutes and were expected to redeliver the training at their home sites. Every district participated.
- ◆ Key topics included: understanding the NxG CSOs in English language arts (ELA), math and the literacy standards in history/social studies, science and technical subjects; developing aligned lessons and unit plans that incorporate strategies for differentiating instruction for diverse learners; gauging alignment of plans and materials using the EQUiP/Tri-State Rubrics (developed by Massachusetts, New York, Rhode Island and Achieve); and state assessments.

RESA Trainings for Local Educators: In 2013, the focal point for providing NxG CSO professional learning and support shifted from the department to the RESAs. Key aspects of this work, which continued through 2014, are:

- ◆ Department staff and West Virginia teacher leaders designed training modules that were made available to the RESAs. RESAs use these modules as they train district trainers who then train teachers in their schools.
- ◆ Topics of the modules include understanding the new standards, questioning techniques, Literacy Design Collaborative and Mathematics Design Collaborative, and formative assessment.
- ◆ RESAs provide ongoing technical assistance to districts, and the department offers additional expertise.

Tailored Professional Development for Leaders

The department's two main structures for professional learning for leaders on the NxG CSOs were the Summer Teacher Leadership Institutes and regional trainings for administrators. Key aspects of this work, which took place in 2011 through 2013, are listed below.

- ◆ *Summer Teacher Leadership Institutes:* In 2011 and 2012, every district sent a team, which included principals, to trainings. During breakout groups, principals received role-specific information and tools.
- ◆ *Regional Trainings for Administrators:* Department staff delivered training to district administrators and principals at RESA sites during 2012-13.

Online, On-Demand Professional Development

The department provides additional professional learning resources on the NxG CSOs for educators statewide (on a voluntary, on-demand basis) on four websites:

- ◆ On the Teach21 website (<http://wvde.state.wv.us/teach21/>), the in|site website (<http://wvde.state.wv.us/in|site/>) and the Office of Early Learning's Web page (<http://wvde.state.wv.us/oel/>), educators can access guidance materials on understanding the new standards and planning instruction, sample lesson and unit plans, and formative assessment tools. These sites also include a few professional development modules on reading across the curriculum and improving math instruction.
- ◆ In partnership with public broadcasting, the department offers online courses through its e-Learning site (<http://wvde.state.wv.us/elearning/>), which is funded by West Virginia's Ready to Teach grant. Free online courses for teachers are available, with the option of fee-based courses for graduate credit at a few partner higher education institutions. The courses offer a wide variety of topics relevant to implementing the NxG CSOs in all grade levels. For example, courses address the standards for ELA, math and literacy; early childhood curriculum; English learners and students with disabilities; teaching writing; Universal Design for Learning; and locating and reviewing high-quality resources aligned to the NxG CSOs.

These resources support the professional learning and implementation efforts of educators statewide. (See the accompanying state profile on *Aligned Teaching Resources* for more information on these tools.)