
Regional Leadership Sessions on CCSS Implementation

At the Santa Clara County Office of Education
February 12th, 2014

Agenda

- Effective CCSS Messaging for Regional Leaders
- Taxonomy for Selecting and Evaluating CCSS Technical Assistance Providers

EFFECTIVE MESSAGES IN SUPPORT OF THE COMMON CORE FOCUSES ON STUDENTS.

- The Common Core **prepares students for success in college and career.**
- **Teachers** strongly support the standards.
- **High expectations** for all students **ensure equal access** to a quality education/**a chance for all students to succeed.**
- The Common Core structures education around the **core skills** students need to succeed.
- **Consistent** standards ensure students like those from military families do not fall behind just because they move between districts or states.
- The Common Core prepares students to compete for jobs in today's economy.
- The Common Core is already working (provide **examples** of how the standards improve student achievement).



TEACHERS ARE THE MOST IMPORTANT VOICES IN THIS CONVERSATION.

Teachers are both the most important audience AND most important messengers.

Argus Leader

My Voice: Common Core should be welcomed, not feared

Renee Rebnord of Sioux Falls has been a high school English teacher for almost 40 years, having taught in Canton, Brandon-Valley and Harrisburg schools. She is now semi-retired. She was a



Vicki Davis @coolcatteacher

23 Apr

Awesome interview with @dgburris on @BAMRadioNetwork: Gearing Up for **Common Core** in Math shrd.by/3GAR0Y #ccchat #mathchat

Expand

Los Angeles Times

Don't fear Common Core

With the curriculum, coming soon to California, students and teachers are discovering new ways of reading, thinking and communicating with one another.

Andrew Vega, a former L.A. Unified teacher, now teaches at Orchard Gardens K-8 Pilot School in Boston. He is a Teach Plus Teaching Policy Fellow. Twitter: @mravega.



John Robinson @21stprincipal

34m

"Maintaining a one-size fits all approach will hurt many of the kids we are trying most to help." Economist Bob Lerman on **Common Core**

Expand

Common Core and Technical Assistance

A taxonomy of technical assistance

Defining what technical assistance *is* and *is not*

Technical assistance fits within a range of supports that states and districts need to design, develop, and implement reform strategies

Advocacy, Knowledge Sharing, and Convening
These services help show states and districts what to do, but must be combined with TA to show how to do it

Product Sales
States and districts use a wide range of products, but TA is at its core a service with some level of customization and support

Technical Assistance
(“TA”)

Outsourced Services
(e.g. Communications, HR)
When defining TA, we draw a distinction between building the capacity of a state or district, vs. being the capacity for the client

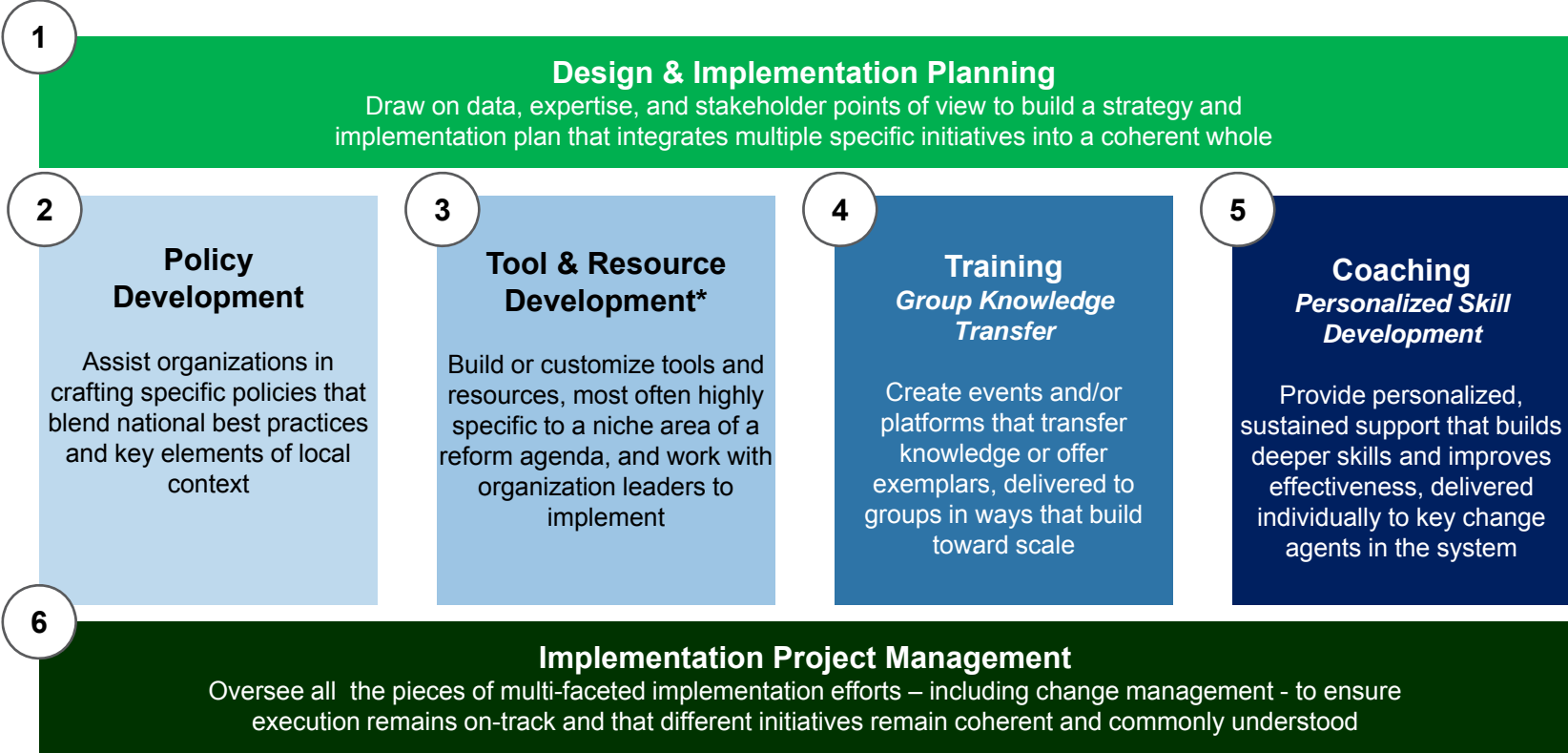
By our definition, technical assistance must meet three key criteria:

1. Technical assistance must *be customized to the local context*, not completely “off the shelf”
2. Technical assistance must *actively build the ability of the local team to drive work on its own*, not just provide information or events
3. Technical assistance must *have an expectation of being temporary*, not substitute for the client’s own responsibility

A taxonomy of technical assistance

The six types of technical assistance

Technical Assistance *by Type of Service*



In practice, a single TA partner may combine more than one type of service in their work for a state or district client – though it would be rare for a single partner to be equally effective across all services

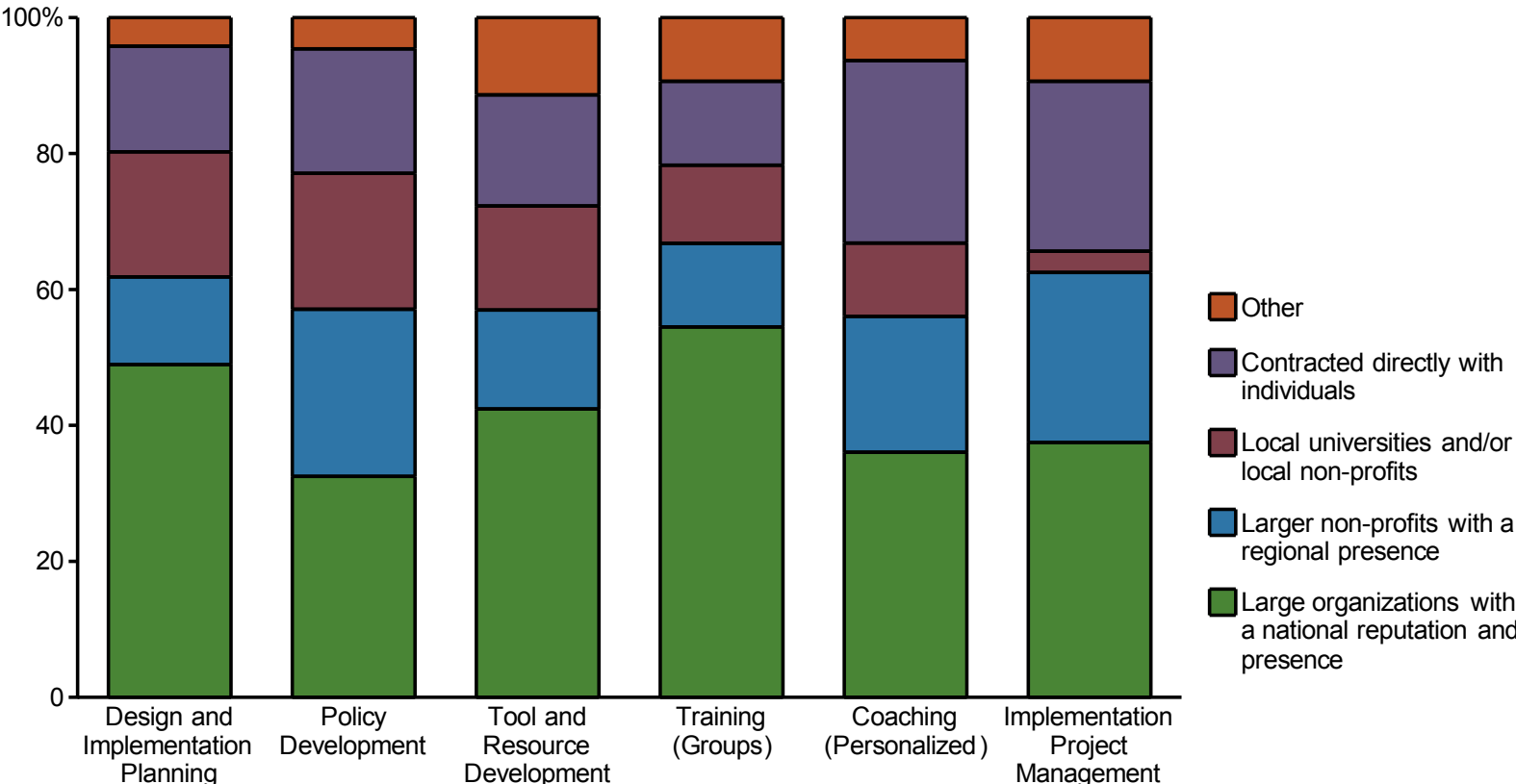
Key Questions Addressed by the TA Survey

1. Within designated content areas, **for which types of service do states and districts most frequently partner with a TA provider**, as opposed to doing the work in-house?
2. How often are states and districts using **smaller, local TA providers vs. larger, national or regional organizations**?
3. Within designated content areas, what is the **comprehensive list** of TA providers for each type of service? Are there any organizations that command a meaningful overall "market share"?
4. What are the **most important factors** states and districts look for in their selection of a TA provider, for different types of service? How satisfied are they relative to these same criteria?
5. In what specific types of services and/or content areas do they feel that the TA landscape is **most in need of additional capacity**? By contrast, which types of service and/or content areas are relatively well-served today?

Provider Landscape

For Common Core, national organizations represent ~40% of TA support

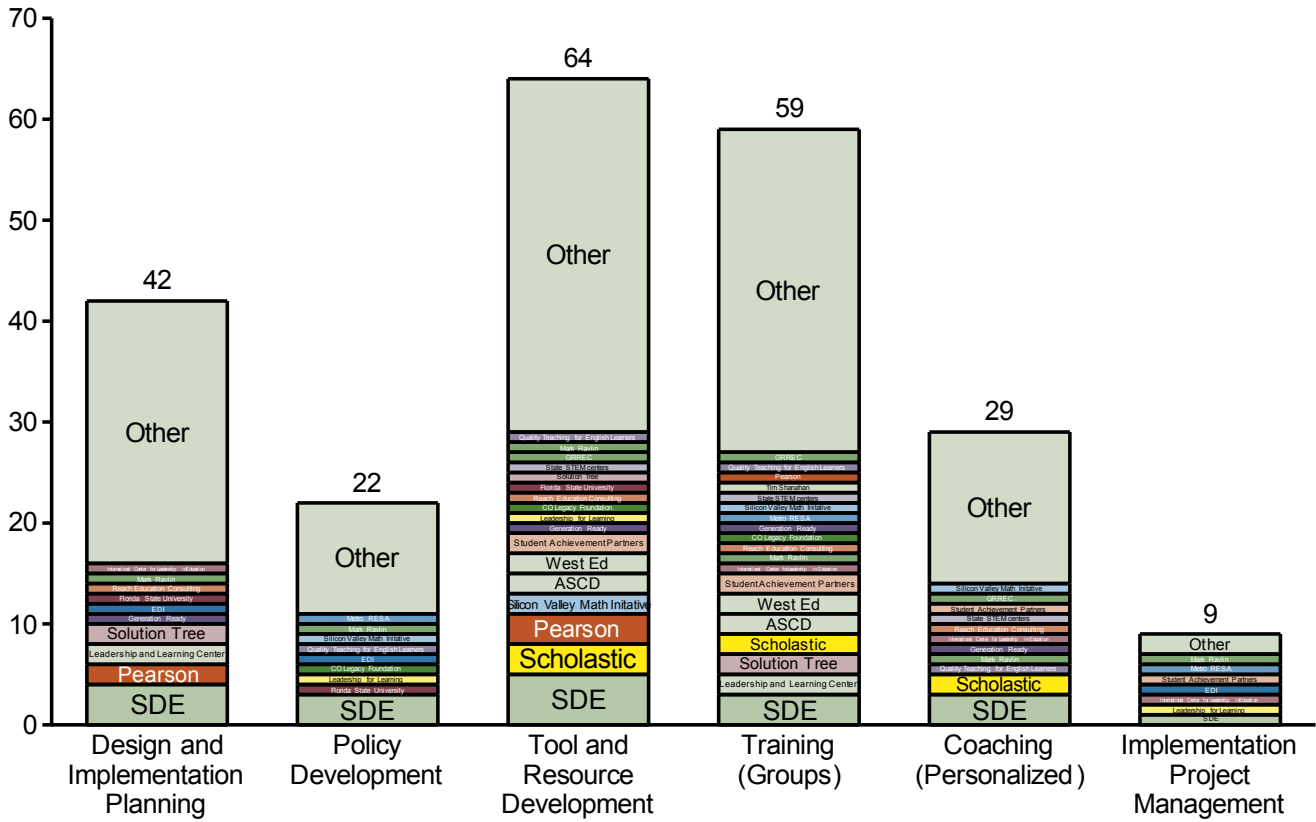
Q: For the **Common Core** work for which you used a third-party technical assistance provider, which of the following types of organizations did you work with?



Provider Landscape

Common Core: The landscape is again highly fragmented, though State Depts of Education appear as a more frequent provider of support

Q: For the **Common Core** work for which you used a third-party technical assistance provider, please name all of the organizations that you have worked with



Number of Orgs Mentioned	36	18	48	45	23	9
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Selection and Impact of Providers

States and districts value three qualities in a TA partner above all others:
Knowledge, willingness to customize, and responsiveness

We gave respondents the following prompt: *“Reflecting on the organizations you have worked with for technical assistance in the past, think of the one that had the greatest positive impact on your organization. Please tell us what it was about this provider that made them so effective”*

We then reviewed these responses for the most common phrases that they used:



States and districts value providers that:

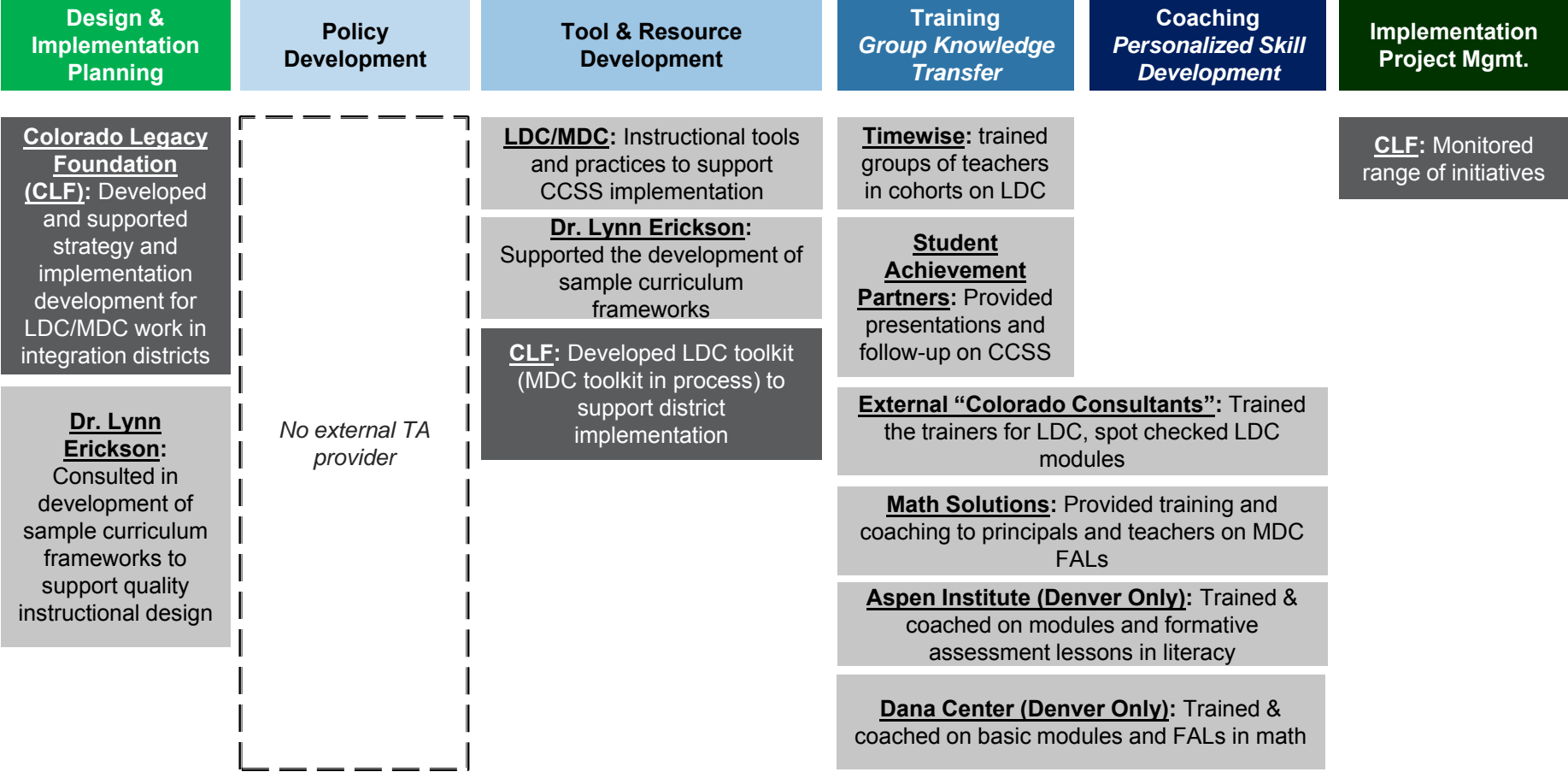
- Come to the table with a wealth of **knowledge** and **experience** in their area of focus
- Can offer a **comprehensive** array of services and **customize** them to local needs
- Are **collaborative** team players that are **responsive** to feedback and circumstances

Providers Used

Common Core third-party TA providers used

Design and Implementation Planning	Policy Development	Tool and Resource Development	Training (Groups)	Coaching (Personalized)	Implementation Project Management
SDE	Achieve	SDE	SDE	SDE	Balanced Strategies
Leadership and Learning Center	Black Belt	Pearson	ASCD	Scholastic	EDI
Pearson	CO Association of School Executives	ASCD	Leadership and Learning Center	Area universities	Evergreen
Solution Tree	SDE	Private consultants	Solution Tree	Aussie's	Internat'l Center for Leadership in Ed.
AIR	Colorado Legacy Foundation	Scholastic	Student Achievement Partners	Cara Bergen	Leadership for Learning
Assessment Solutions Group	Council of Great City Schools	Silicon Valley Math Initiative	West Ed	DPI	Mark Ravlin
Black Belt	EDI	Student Achievement Partners	Private consultants	ESC 10	Metro RESA
Collaborative for Educational Services	Florida State University	West Ed	Aussie's	Generation Ready	SDE
County Office	Leadership for Learning	Achieve	Balanced Score Card	Idaho Leads	Student Achievement Partners
C-Scope	Legal assistance	Alabama Math and Science Initiative	Benchmark Education	individual	
Education Delivery Institute	Mark Ravlin	Alabama Reading Initiative	Brad Wilcox	Individuals in TN	
Engage NY	Metro RESA	Cara Bergen	Brigham Young University	Internat'l Center for Leadership in Ed.	
Evergreen	Quality Teaching for English Learners	Colorado Legacy Foundation	Butler County Educational Service Ctr	Kagan	
FLDOE	Silicon Valley Math Initiative	Community College/Universities	Colorado Legacy Foundation	Local support	
Florida State University	TASB Legal Services	Curriculum Associates	Council of Great Cities Schools	Mark Ravlin	
Gallop	Universities	Discovery Education	Daman Barr	Math in Focus	
Generation Ready	Washington School Directors Assn.	District 287 Collaboration	Discovery Education	National consultants	
Great Lakes Regional Service Center		Dixie University	Gallop	Pivot Learning Partners	
Houghton Mifflin		Florida State University	Generation Ready	Quality Teaching for English Learners	
Internat'l Center for Leadership in Ed.		Generation Ready	Hamilton County Educational Service Center	Reach Education Consulting	
Learning Sciences International		Great Lakes Regional Service Center	Institute for Learning	Silicon Valley Math Initiative	
Local universities		Houghton Mifflin	Internat'l Center for Leadership in Ed.	STEM centers	
Mark Ravlin		Idaho Leads	Katlet	Student Achievement Partners	
MSU		Institute for Learning	Mark Ravlin		
National Math and Science Foundation		Katlet	Metro RESA		
NCTE		Leadership for Learning	Miami University		
Other locals		Learning Sciences International	National Science and Math Foundation		
PEBC		Local universities	Observer Tab		
Pivot Learning Partners		Locals	PARCC		
Priscilla Hopkins		Mark Ravlin	Pearson		
Reach Education Consulting		Mark Rowleski	PEBC		
Rocky Mountain Consulting		McDaniel College	PEG		
Scott Foresman		MSU	Quality Teaching for English Learners		
SmartSheet		National Writing Project 10	RCOE		
Univ. of North Texas		ODU	Reach Education Consulting		
WPU		PEG	ESC Region 10		
		Quality Teaching for English Learners	Scholastic		
		RCOE	Silicon Valley Math Initiative		
		Reach Education Consulting	Sopris		
		Rocky Mountain Consulting	State Department of Public Instruction		
		SOLAR	STEM Centers		
		Solution Tree	Stetson and Associates		
		Sopris	Tim Shanahan		
		State STEM centers	UHCL		
		Stetson and associate	UNCG		
		UHCL			
		Vital Works			
		WPU			

Case Study: A Taxonomy of Technical Assistance



TA for a place: The case of Colorado shows the number of TA partnerships that can result from an SEA working on Common Core