



THE ASPEN INSTITUTE  
EDUCATION & SOCIETY PROGRAM

# COMMON CORE STATE STANDARDS (CCSS)

*Implementing the Common Core State Standards:  
The Role of Instructional Leadership Teams (ILTs)  
and Looking at Student Work (LASW)*

**DAY ONE**

## Day 1 Agenda

8:30 – 8:45 am	Welcome/Introductions
8:45 – 10:00 am	Leading the Implementation of the CCSS via ILTs
10:00 – 10:15 am	Break
10:15 – 12:00 pm	Leading the Implementation of the CCSS via ILTs
Noon – 1:00 pm	<b>LUNCH</b>
1:00 – 2:30 pm	Next Steps Planning for Schools and District Supporters
2:30 – 3:00 pm	Report Out and Sharing
3:00 pm	Adjourn

## Session Goals & Desired Outcomes

*By the end of this professional learning experience, participants will be able to...*

Analyze and discuss the importance of shared and distributed leadership in improving school performance to successfully implement the Common Core State Standards.

Determine the roles and responsibilities of a high-functioning ILT.

## Introductions and Team Building

*In pairs or triads ...*

- Introduce yourself.
- State your school/job title/content area.
- Discuss what you love most about your job/work.

*Answer one of the following:*

- If you were on a reality TV show, which one would it be and why?
- Which children's book/novel best describes your personality?
- Something interesting you might not know about me is...

## Leading the Implementation of the Common Core State Standards

*As teams become adept at analyzing student data, school leaders should no longer be directing team development, but instead be serving as collaborative partners in ongoing conversations about teaching and learning.*  
-Parry Graham and Bill Ferriter

What parts of this quote resonate with you? Why?

## Leading the Implementation of the Common Core State Standards: The Importance of Knowing One's Personal Work Style for Group/Team Work

- In order to successfully lead the work of school improvement, self-understanding is a necessary prerequisite for learning, growth, and getting along with others.
- Personal Style Inventories reveal an individual's dominant personality style and sheds useful light on the critical question: Why do I behave the way I do?

Citation: R. Craig Hogan, Ph.D., and David W. Champagne, Ed.D.

# Compass Points Personal Work Style Inventory for Group / Team Work

## Process

### STEP1

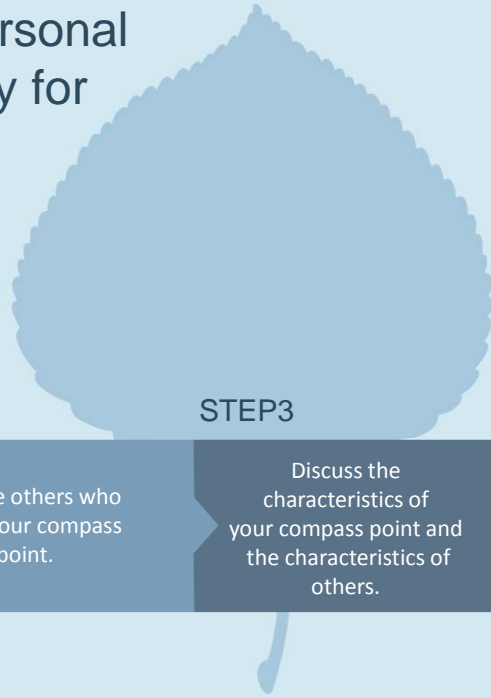
Determine the compass point that best describes how you work when in a group.

### STEP2

Join the others who share your compass point.

### STEP3

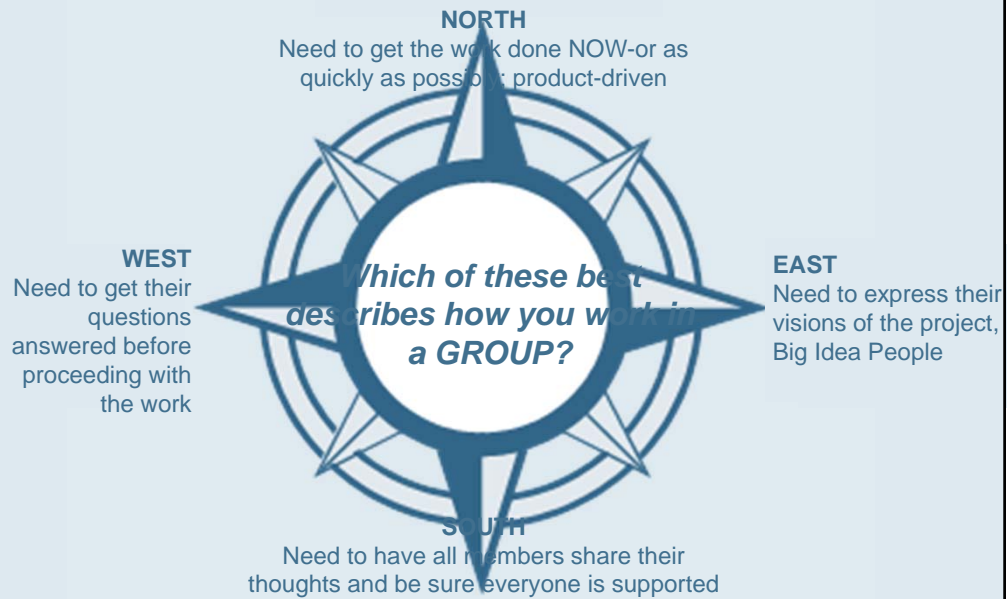
Discuss the characteristics of your compass point and the characteristics of others.



North - South - East - West



## North / South / East / West



## Regroup in Your Compass Point

***Answer the following questions as a group. Chart your responses. Be prepared to share your responses.***

- What are the strengths of our style? (4 adj.)
- What are the limitations of our style? (4 adj.)
- What style do we find the most difficult to work with and why?
- What do we need from others so that we can make our work together more successful?

## Making Connections: Our ILT

*In school ILT, discuss the following:*

- Who is on our current team?
- What is the balance? (e.g. all “Norths”, etc.)
- How are we going to work together to ensure that we have a balanced team?

## Shared and Distributed Leadership

- Improving schools and increasing student achievement are only possible if everyone shares responsibility in doing the work.
- Research suggests that the days of the principal as the lone instructional leader have come and gone.
- Distributed leadership is foremost about leadership practice rather than leaders, leadership roles, or leadership functions.



# Shared Leadership Framework: Professional Reading Discussion

*Guiding question: What is shared leadership and how do we engender it in our school?*

**Process:**

**STEP ONE**

Read the article  
"A Framework for Shared  
Leadership" independently.  
(10 minutes)

**STEP TWO**

Use the Circle, Square, Triangle  
protocol sheet to reflect on the  
reading as you read.

**STEP THREE**

Form dyads to share your  
response and hear the response  
of your colleague.  
(3 minutes each)

**STEP FOUR**

Engage in a dialogue to discuss  
the current state of shared  
leadership at your school.  
(4 minutes)

# Distributed Leadership: Professional Reading Discussion

*Guiding question: What is shared leadership and how do we engender it in our school?*

**Process:**

**STEP ONE**

Read the article  
"Distributed Leadership:  
What's All the Hoopla?"  
(10 minutes)

**STEP TWO**

Form groups of  
4 members.

**STEP THREE**

Follow the modified  
"Save the Last Word for  
Me" protocol to guide  
your discussion.  
(10 minute)

## Fostering Shared & Distributed Leadership in Schools: Summary Points and Key Takeaways

### *A distributed perspective on leadership:*

- Involves more than identifying and counting those who take responsibility for leadership in a school.
- Involves more than matching particular leaders with particular leadership functions and activities, though that is an important initial step.
- Presses us to examine how leadership practice gets defined in the interactions among leaders, followers, and key aspects of the situation.
- Is not a blueprint, but rather a diagnostic tool for principals to revise current leadership paradigms.

Source: James P. Spillane, "Distributed Leadership: What's All the Hoopla?"

## Fostering Shared and Distributed Leadership in Schools: Summary Points and Key Takeaways

- With a *distributed perspective* on leadership, we explore whether and how things like better designed tools, new or reworked organizational structures, or different combinations of leaders on particular leadership activities might transform the interactions and thereby potentially improve leadership practice.

Source: James P. Spillane, "Distributed Leadership: What's All the Hoopla?"





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# BREAK

## Instructional Leadership Teams (ILTs)

**Guiding question:** *What is an Instructional Leadership Team (ILT) and why is it important?*

 **Process:**

### STEP1

Read the brief article  
“New Leaders for New Schools:  
Forming Aligned Instructional  
Leadership Teams.”

### STEP2

Briefly discuss the highlights  
of the article with an elbow  
partner.

## Instructional Leadership Teams (ILTs)

- Represent all staff groups including teachers, administrators and support staff.
- Deal only with instructional issues and not with operational/managerial issues.
- Receive training as a team to build the capacity of the collective.
- Guide the school through processes such as developing CCSS Literacy Design Collaborative (LDC) modules, curriculum, instruction, student assessments and LASW processes.

## The Role of the ILT

- The ILT's primary role is to help lead the school's effort in supporting the improvement of teaching and learning aligned to the Common Core.
- The ILT (with input from colleagues) makes decisions about the school's instructional program and leads and monitors the implementation of the shifts in instructional practices called for by the Common Core.
- The ILT's foci: students and instruction.

## ILT Roles and Responsibilities

### ILT

Manages the logistics for PLC meetings

Follows up on the results of PLC meetings

Measures the impact of PLC meetings

### PLCs

Uses the meeting time appropriately

Engages in continuous learning as adults

Staff Meetings: Time for vertical or cross departmental discussions around teaching and learning (LASW, data).

## Instructional Leadership Teams (ILTs)...

- Are focused primarily on instruction.
- Lead the school's effort at supporting the improvement of teaching and learning.
- Make decisions about the school's instructional program.
- Lead and monitor the implementation of a sound instructional focus on the Common Core.


## What the ILT IS:

- Focused on student achievement for all.
- Centered on teaching and learning.
- Fully committed to the implementation of the Common Core.
- A model of a professional learning community.
- Knowledgeable about the content and rigor expected in the Common Core.
- Knowledgeable about how students learn.
- Unique to each school.
- A place where divergent ideas are heard and leadership is shared.


## What the ILT IS NOT:

- Additional responsibilities for an existing committee.
- Composed of only those who happen to be available.
- An elite group.
- The school improvement team (though ILT members may also serve on the school improvement team).
- Responsible for the day-to-day business of the school (though they may make suggestions).
- Dominated by one person or group.

## The ILT MEMBERS ARE:

- School leaders (formal and informal, catalysts, and motivators).
  - Reflective of multiple perspectives and diverse opinions.
  - Representative of the school community.
  - Committed to leading the long-term improvement process.
  - Committed to equity and access for all.
  - Willing to tackle tough issues and take risks together.
  - Supportive of other team members and encouraging of each others' participation, expression, and ideas.
- 

## What the ILT DOES:

- Develops the school's Common Core implementation plan for instructional improvement and monitors progress on the plan.
  - Meets regularly and frequently (at least twice a month) to plan professional development/ collaboration time and to discuss next steps.
  - Learn (through formal training, reading, self-study, reflection, discussion and dialogue) about the improvement process and what works to make good schools better.
  - Works collaboratively to ensure high quality professional development and collaboration time across grade levels and departments.
- 

## The ILT **LEADS** the entire school in:

- Analyzing school data to identify strengths and opportunities for improvement.
- Meeting regularly to learn about effective instructional practices and how to analyze student achievement data to improve the use of these instructional practices.
- Challenging all community members in examining beliefs regarding the abilities of all students.
- Identifying and eliminating barriers to improvement.
- Facilitating two-way communication between the ILT and other school community members.

## **WHO** serves on the ILT?

### *Usually consists of:*

- One teacher per grade level at the elementary level and one per cluster or discipline at the secondary level.
- The principal and often other members of the school community.
- Representation from bilingual education, special education, and specialists.

## Possible ILT Configurations

Example of a possible ILT at the elementary level	Example of a possible ILT at the secondary level
Site Administrator  Grade-level representatives  Teacher representatives with content area expertise (literacy, math, science, history)  Special Educators  English Learner Support Teacher	Site Administrator  Content area representatives (ELA, Mathematics, Science, History, etc.)  Counselors  Special Educators  English Learner Support Teacher



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**LUNCH**

## “American Public School System”: An Example

- Read the article on how the fictitious “APSS” developed and utilizes its Instructional Leadership Team.”
- As a table or school/district team, using the article as a guide, discuss and chart your responses to the following questions:
  - Who would be on your “dream team” ILT? (List by role or job title)
  - What characteristics of effective teams would be non-negotiable? Why?
  - What safeguards would you put in place to prevent your team from being ineffective?
  - How will you communicate the importance of developing and building a collaborative and cohesive instructional leadership team?
- Report out responses to the whole group.

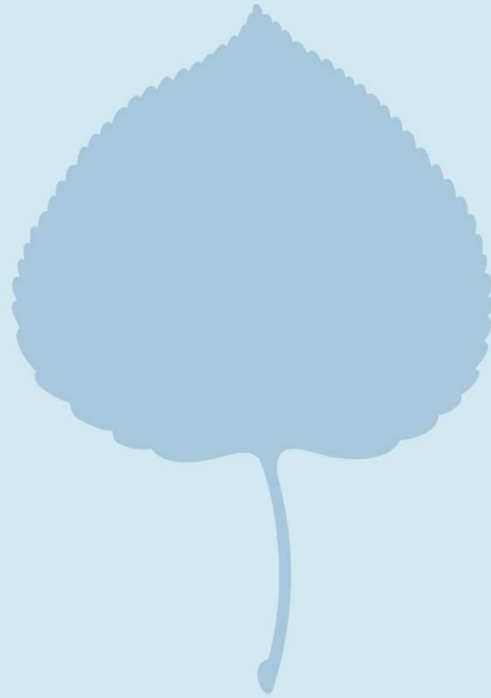
## Next Steps Planning

- Follow “effective meeting strategies” while conducting your planning session this afternoon by planning a clear agenda and selecting a facilitator, a recorder, a time keeper, and a process observer.
- Determine desired outcomes.
- Complete the next steps planner.



## Next Steps Planning for Schools and District Supporters

Whole group report out.



**Thank You for Your  
Participation &  
Hard Work Today!**

  
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# COMMON CORE STATE STANDARDS (CCSS)

*Implementing the Common Core State Standards:  
The Role of Instructional Leadership Teams (ILTs) and Looking at Student Work (LASW)*


**DAY TWO**

## Day 2 Agenda


<b>8:30 – 8:45 am</b>	Welcome and Ice Breaker
<b>8:45 – 10:00 am</b>	Examining Data: Introduction to the Looking at Student Work Process
<b>10:00 – 10:15 am</b>	Break
<b>10:15 – 12:00 pm</b>	Examining Data: Looking at Literacy Design Collaborative (LDC) Student Work in Action
<b>12:00 – 1:00 pm</b>	Lunch
<b>1:00 – 2:30 pm</b>	Next Steps Planning for Schools and District Supporters
<b>2:30 – 3:00 pm</b>	Report Out and Sharing
<b>3:00 pm</b>	Adjourn

## Session Goals & Desired Outcomes

*By the end of this professional learning experience, participants will be able to...*




Analyze and discuss the “**Looking at Student Work**” (**LASW**) process as a key lever in the continuous improvement process in the school’s implementation of the Common Core State Standards.



Discuss their next steps for utilizing Looking at Student Work protocols as a method of examining data and driving instructional improvement.

## Ice Breaker



Think of a time when you were part of a successful collaboration experience – e.g. a choir, band, a sports team, a committee, a curriculum project, a board, etc.

In small groups, share your experiences, listening for common elements that contributed to the success of the experience.



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# LOOKING AT STUDENT WORK

## Looking at Student Work: An Introduction

*To be a teacher in the right sense is to be a learner. Instruction begins when you, the teacher, learn from the learner, put yourself in his place so that you may understand what he understands and in the way he understands it.”*

— Soren Kierkegaard

***Do you agree or disagree with this line of thinking? Why or why not?***

Source: National School Reform Faculty, “Learning from Student Work: An Overview,” [www.nsrffharmony.org](http://www.nsrffharmony.org) .

## Looking at Student Work: Key Principles and Purposes

Key Principles	Purposes
Students' work in schools is serious as it demonstrates their mastery of content and standards as well as their areas of needed support.	Allows teams to engage in professional development.
Students' work is key data about the progress of the school.	Determines the effectiveness of curriculum, instruction and assessment and other accountability measures.
LASW must be connected to serious changes in curriculum, CCSS, assessment, instruction and professional development.	Sets high standards and expectations for student learning.
	Provides opportunities to reflect on student learning and growth over time.

## Looking at Student Work: The Power of Protocols



### ***What are protocols?***

- Guidelines for student-focused conversation.
- Vehicles for building collaborative working relationships and teaming.



### ***Why should we use protocols for looking at student work?***

- Create a structured environment for: speaking, listening, and questioning.
- Make the most of limited time.
- Promote deep, meaningful conversation about teaching and learning with explicit references to the Common Core.



### ***How do we use protocols for looking at student work?***

- Incorporate them into your study group meetings/grade level meetings/staff meetings and instructional leadership discussions.
- Connect them to crucial Common Core teaching and learning priorities in your study group/grade level/school.
- Practice them regularly.

Source: National School Reform Faculty, "Learning from Student Work: An Overview," [www.nsrforum.org](http://www.nsrforum.org).

## Looking at Student Work: Results of Using Protocols

### *Teachers who present work typically find that:*

- Some of their own impressions about student work are confirmed.
- They are likely to gain new insights into the thinking of their students.
- The strengths and weaknesses of their assignments influence the resulting student work.
- Their knowledge of the Common Core is deepened.

Source: National School Reform Faculty, "Learning from Student Work: An Overview," [www.nsrffharmony.org](http://www.nsrffharmony.org).

## Looking at Student Work: Results of Using Protocols

(continued)

### *Other teachers who participate in LASW:*

- Develop a sense of the kind and quality of the work going on inside their school.
- Learn about students they will teach in future years and see how students they taught in previous years have developed.
- Gain new ideas for their own classroom practice.
- Begin to develop a shared understanding of standards in different domains and the process students go through to meet them.

Source: National School Reform Faculty, "Learning from Student Work: An Overview," [www.nsrffharmony.org](http://www.nsrffharmony.org).

## Looking at Student Work: Discussion

*Now that we have discussed the “what and why” of using protocols to LASW, please discuss the following at your table:*

- What are some benefits of working with colleagues to look at student work?
- What are some barriers to looking at student work with colleagues?
- What supports would you need in order to dedicate more time to looking at student work with colleagues?

Source: National School Reform Faculty, “Learning from Student Work: An Overview,” [www.nsrffharmony.org](http://www.nsrffharmony.org).

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# LUNCH

## Post-Lunch Reflection

*"This is about the kids and what they can do, not about what we as teachers think they need. Looking at student work is the critical piece. Their work tells you their story. And we have learned to trust our students a lot more."*

*-Project lead,  
Hillsborough (FL) County Public Schools*

*Do you agree or disagree with this line of thinking? Why or why not?*

## Looking at Student Work in Action

- Thus far, we have learned the key principles, purposes and results of using protocols to look at student work- "the What and the Why."
- Now, we will discover "the How" through a role play simulation that will provide a hands-on experience to look at student work through the lens of a Literacy Design Module (LDC) module lesson.



# Essential Elements of an LDC Module: A Review

Existentialism and Kafka	
Information Sheet for Information/Explanation Module	
<b>Module title:</b>	Existentialism and Kafka
<b>Module description (overview):</b>	Students will conduct research on the existentialist movement in literature. Students will read Franz Kafka's <i>The Metamorphosis</i> and determine if Kafka's work reflects existential ideas.
<b>Template task (include number, type, level):</b>	<b>Task II:</b> After researching _____ (informational texts) on _____ (content), write a _____ (report or substitute) that defines _____ (term or concept) and explains _____ (content). Support your discussion with evidence from your research. <b>L2</b> What _____ (conclusions or implications) can you draw? ( <b>Informational or Explanatory/Definition</b> )
<b>Teaching task:</b>	<b>Background:</b> Take it moment by moment, and you will find that we are all, as I've said before, bugs in amber." — Kurt Vonnegut <b>Writing Task:</b> After researching essays and articles on <u>existentialism</u> , write an <u>essay</u> that defines <u>existentialism</u> and explains <u>its impact on Franz Kafka's work <i>The Metamorphosis</i></u> . Support your discussion with evidence from your research.
<b>Grade(s)/Level:</b>	Sophomore
<b>Discipline (e.g., ELA, science, history, other?):</b>	ELA
<b>Course:</b>	English II

# Essential Elements of an LDC Module: A Review

scoring rubric for informational or explanatory template tasks

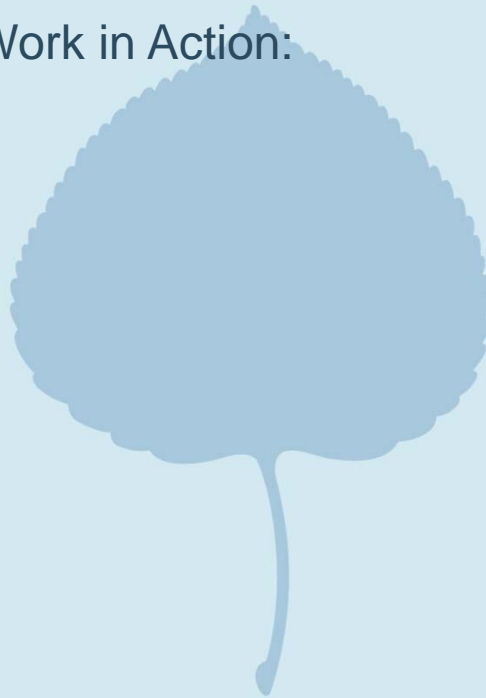
Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced	
	1	1.5	2	2.5	3	3.5	4	
Focus	Attempts to address prompt, but lacks focus or is off-task.		Addresses prompt appropriately, but with a weak or uneven focus.		Addresses prompt appropriately and maintains a clear, steady focus.		Addresses all aspects of prompt appropriately and maintains a strongly developed focus.	
Controlling Idea	Attempts to establish a controlling idea, but lacks a clear purpose.		Establishes a controlling idea with a general purpose.		Establishes a controlling idea with a clear purpose maintained throughout the response.		Establishes a strong controlling idea with a clear purpose maintained throughout the response.	
Reading/ Research	Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt. (L2) Does not address the credibility of sources when prompted.		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness. (L2) Begins to address the credibility of sources when prompted.		Presents information from reading materials relevant to the prompt with accuracy and sufficient detail. (L2) Addresses the credibility of sources when prompted.		Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials. (L2) Addresses the credibility of sources and identifies salient sources when prompted.	
Development	Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy. (L2) Implication is missing, irrelevant, or illogical. (L3) Gap/unanswered question is missing or irrelevant.		Presents appropriate details to support the focus and controlling idea. (L2) Briefly notes a relevant implication or (L3) a relevant gap/unanswered question.		Presents appropriate and sufficient details to support the focus and controlling idea. (L2) Explains relevant and plausible implications, and (L3) a relevant gap/unanswered question.		Presents thorough and detailed information to strongly support the focus and controlling idea. (L2) Thoroughly discusses relevant and salient implications or consequences, and (L3) one or more significant gaps/unanswered questions.	
Organization	Attempts to organize ideas, but lacks control of structure.		Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure.		Maintains an appropriate organizational structure to address the specific requirements of the prompt.		Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt.	
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.		Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccuracies, inappropriate, or uneven features. Inconsistently cites sources.		Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.		Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using an appropriate format.	
Content Understanding	Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.		Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.		Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.		Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.	

## Looking at Student Work: Key Principles and the Purpose

OBSERVED: INSIDE THE FISHBOWL	OBSERVERS: OUTSIDE THE FISHBOWL
Select roles for each member of the mock ILT	Score the student work at the same time as the team inside the fishbowl
Follow the guidance of the mock ILT facilitator	Refer to the grade level standards as you assess the student work as needed
Score the student work at the same time as the team outside the fishbowl	Use the questions in the LASW protocol to take notes on the group's work
Engage in a facilitated dialogue using the questions on LASW protocol	

## Looking at Student Work in Action: Role Play

Fishbowl activity.



## Fishbowl Experience Whole Group Debrief




### **Observers**

- What did you learn from observing the ILT during the role play?
- What questions or points of clarification do you have?
- How can you utilize this process with your school site teams?
- Was a shared understanding of Common Core expectations evident in the team's discussion?

### **Observed**

- What did you learn from the experience of being part of the ILT?
- What was challenging about the process?
- How can you utilize this process with your school site teams?

## Next Steps Planning

-  Follow “effective meeting strategies” while conducting your planning session this afternoon by planning a clear agenda, selecting a facilitator, a recorder, a time keeper, and a process observer.
-  Determine desired outcomes.
-  Complete the next steps planner.

## Next Steps Planning for Schools and District Supporters

*In your planning groups, answer the following questions on your next steps action planner:*

- What do we need in order to routinize the LDC model of looking at student work in our practices?
- How do we ensure LASW practices deepen teachers' and school leaders' knowledge of the Common Core?
- How do we communicate the work of the ILT to the rest of the school/district staff?

## Session Goals and Desired Outcomes

*As a result of this professional learning experience, are you able to:*

- Analyze and discuss the "Looking at Student Work" (LASW) process as a key lever in the implementation of the Common Core in your school?
- Discuss your plan for next steps in the implementation of the ILT and LASW processes?

**Thank You for Your  
Participation &  
Hard Work Today!**



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