ACHIEVEMENT AND PROFESSIONAL DEVELOPMENT TASK FORCE
COUNCIL OF THE GREAT CITY SCHOOLS

Task Force on Achievement and Professional Development

2021-2022

Task Force Goals

To assist urban public school systems in teaching all students to the highest academic standards and in closing identifiable gaps in the achievement of students by race.

To improve the quality of professional development for teachers and principals in urban public education.

To alleviate the shortage of certified teachers and principals in urban schools.

To improve the recruitment and skills of urban school principals.

Task Force Chairs

Sonja Santelises, Baltimore CEO
Deborah Shanley, Brooklyn College School of Education
DEPARTMENT OVERVIEW
The goal of the academic department is to support the work of urban educators to improve student achievement for all students in our member districts. The department collaborates with researchers to determine district systems and resources that correlate with improved student achievement. These results inform our recommendations to instructional leaders.

We share high-leverage information through publications and videos, and provide virtual and on-site strategic support teams, webinars, and job-alike conferences to facilitate networking and collaboration among our members. We collaborate with other national organizations including Student Achievement Partners (SAP), Council of Chief State School Officers (CCSSO), and National Assessment Governing Board (NAGB) in support of raising student achievement in our member districts.

Our efforts this school year continue to focus on supporting districts throughout the COVID-19 crisis. This includes addressing unfinished learning during Tier I instruction, attending to the social, emotional, and well-being of staff and students, as well as providing high quality professional development for teachers and staff and raising student achievement. Additionally, in December 2021, a consultative ARP meeting was held for district teams to share their rationale and investment strategies for allocation of ARP funding as well as implementation plans and metrics used to determine the impact on student learning.

We will continue to provide technical assistance and written guidance for developing and implementing high-quality curriculum documents to support school staff in elevating teaching and learning to align to college- and career-readiness standards. Additionally, we offer guidance for assessing the level of implementation of curriculum standards within a district, and for increasing the functionality of academic key performance indicators.

**COVID Response**

*Investing American Rescue Plan Funds Strategically and Effectively*

This document lays out a framework for the nation’s large city school systems to spend the new federal dollars strategically and effectively. It sets out overarching goals for the use of funds; articulates broad investment strategies; defines principles for the effective use of funds; and asks a series of questions that leaders and stakeholders should ask themselves as they embark on planning, implementation, and evaluation efforts. The document also draws on lessons learned from previous infusions of federal dollars and summarizes the main provisions of the federal legislation and agency guidance. [https://www.cgcs.org/Page/1283](https://www.cgcs.org/Page/1283).

This document was the basis for a meeting of superintendents, chief academic officers and chiefs of schools on December 9, 2021. Members met in break out groups to share their rationale and intended outcomes for targeting their primary instructional investment using ARP funds and how this investment designed/being implemented to address unfinished learning.
The document was also the foundation for a meeting with publishers on December 16, 2021, to inform them about what districts need from publishers. This included considerations and quality criteria for special populations and a district panel from Baltimore City Public Schools, San Diego Unified School District, and San Antonio Independent School District discussing their goals and priorities.

**Chief Academic Officer COVID-19 Bi-Weekly Virtual Meetings**

Beginning March 24, 2020, instructional leaders have been invited to join in a job-alike weekly forum to discuss challenges they face as well as approaches they were using to continue student learning and support during the sudden, rapidly changing landscape due to COVID-19. To date, the Academic Team has facilitated these virtual meetings with CAO’s and other instructional leaders to provide a safe space for speaking frankly and for sharing ideas with peers. Additionally, the Council developed a secure space on EdWires for council member districts to access and share resources, PowerPoints, and other relevant information. We will continue to convene these meetings on a bi-weekly basis and compile additional resources as requested by CAOs throughout the 2021-2022 school year. The team facilitated discussions that helped members consider how to maintain quality instruction while adapting to the challenges of ever-changing learning environments. Major topics included:

- Adapting fall curriculum guidance for teachers using priority instructional content in ELA and Mathematics
- Acceleration versus Remediation: Addressing Unfinished Learning
- Addressing grade-level instruction for students, including English language learners and students with disabilities
- Optimizing high school scheduling and extended time to supplement instructional programming
- Planning and implementing innovative summer school programs
- Gathering feedback from teachers, students, and parents
- Attendance, grading and promotion policies
- Learning Management Systems
- Sharing insights gained from summer school implementation
- Reopening plans and instructional models
- Reviewing plans to re-engage students in the learning process in multiple instructional environments
- Sharing examples from districts for addressing social-emotional learning while teaching grade-level priority content
- Programming for Professional development for summer and fall
- *Addressing Unfinished Learning after COVID-19 School Closures*, Summer 2020
- Engaging and supporting parents and their children during remote learning
- Plans to build relationships, process experiences, and begin grade-level academics
- Metrics to monitor the effectiveness of distance learning (e.g., academics, student engagement, student perception of quality of distance learning)
- Formative classroom assessments to inform instruction in an online environment
- Managing disruptions to the educational process due to community spread of COVID-19 mutations
- Teacher union contracts and negotiation
- District plans and actions to locate unregistered students
- Considerations for strategic planning and investments of ARP funding to achieve district goals related to the safe reopening of schools, building staff capacity, and accelerating student learning. (*Investing American Rescue Plan Funds Strategically and Effectively: Guidance for School Districts*)
Chief of Schools/Principal Supervisors Bi-Weekly Virtual Meetings

We have expanded our role-alike groups to include standing calls with chiefs of schools and/or principal supervisors to allow an opportunity to communicate what is needed to provide on-the-ground support to principals. The first meeting of this group occurred on Wednesday, October 13, 2021, at 4:00 PM and will continue monthly through the 2021-2022 school year.

District content directors in English Language Art, Mathematics, Science, and History/Social Science Virtual Meetings

In November 2021, we expanded our role-alike groups to include monthly calls with directors of curriculum for each of the four core content areas. This will allow each group to share effective practices and issues related to student learning. These monthly meetings provide an opportunity to share promising practices and serve as critical friends to deepen their understanding of teaching and learning in the content areas.

Addressing Unfinished Learning After COVID-19 School Closures

Following school closures due to Covid-19, a subset of the CAOs volunteered to meet weekly for eight weeks to provide guidance for implementing a districtwide approach to addressing unfinished learning in a just-in-time rather than a just-in-case model.

With funding from the Schusterman Foundation, the Council was able to enlist the help of nationally recognized experts in mathematics, English language arts and literacy, special education, and English as a second language to delineate a rationale and instructional approaches to address unfinished learning. The document emphasized that school districts would not only need to address the significant social and emotional toll that the crisis has taken on children, but also widespread unfinished learning. We have always had students who entered a grade level with unfinished learning; however, our previous, well-intentioned attempts to use remediation programs had the impact of keeping students from engaging in grade-level content and resulted in their falling further behind their peers.

The document highlights key transition grades and illustrates how focusing on essential content for the grade. This approach provides the space and opportunities to address underlying unfinished learning just in time for all students to engage in grade level work, and acquire facility with language demands, skills and concepts to accelerate their learning. To illustrate these approaches, the document provides examples of just-in-time scaffolds to accelerate student learning in mathematics and English language arts.

https://tinyurl.com/ya4g73f9

The Academic Team also collaborated with Student Achievement Partners on their 2020–21 Priority Instructional Content in English Language Arts/Literacy and Mathematics. Districts can confidently focus on instructional content priorities in mathematics (K–8, high school) and ELA/literacy (K–12) for the 2020–21 academic year and leverage the structure and emphases of college- and career-ready mathematics and ELA/literacy standards. This enables teachers to spend the necessary time to ensure that students can address the most essential learning and be prepared for the following school year.

Additionally, the Council completed a 3-part series of webinars that focused on translating the principles of Addressing Unfinished Learning into curriculum, instruction, pedagogy, and formative assessment. The Council
and Student Achievement Partners developed and facilitated this series, along with experts and urban school district practitioners, to support and provide examples of implementing the principles of addressing unfinished learning. Key topics included: (1) how prioritized ELA/literacy and math content and addressing unfinished learning work in tandem as illustrated through unit design, tasks, and conceptual models, (2) successes and challenges in addressing unfinished learning while focusing on essential content, and (3) moving this work to scale. The recordings are available using this [link](https://www.cgcs.org/cms/lib/DC00001581/Centricity/domain/35/publication%20docs/CGCS_PDFrameworkFINAL.pdf).

**Major Activities/Projects**

**Professional Development Framework**

In 2019, the Council established an advisory committee composed of Chief Academic Officers, curriculum leaders in mathematics, English Language Arts, Bilingual education, and Special Education representing our member districts to define the salient features of quality professional development. Additionally, a panel of experts agreed to serve as critical friends in support of the work, and we interviewed several renowned researchers in the field of professional development. The resulting professional development framework was released during the 2021 March Legislative Conference.

This guide presents district instructional leaders and staff with a core set of criteria for what high-quality professional development entails. What makes this document different and useful is the focus on practical issues of district-level implementation in multiple teaching and learning environments. This is a guide designed by practitioners for practitioners, and it was important to the advisory committee and project team to develop a resource that provides clear, concrete guidance for district leaders based on our collective experience with best practices—and common pitfalls—in selecting, designing, implementing, and sustaining high quality professional development that not only represents what has traditionally worked in the past, but is nimble enough to meet the demands of the present.

The guide lays out a working definition of high-quality professional development, and then briefly reviews the research on what makes professional learning effective including lessons from the field. The framework then presents a set of preconditions and design principles of high-quality professional learning. These principles touch on the “why” (What is the purpose of professional development? How does it serve students, teachers, leaders, and the district as a whole?), the “what” (What knowledge or skills should professional development provide or focus on?), the “who” (Who are we targeting? Who should have access to professional learning opportunities, and who should be deployed to provide, support, and reinforce this professional learning?), and the “how” (How should professional development be structured, delivered, and evaluated to best improve instructional outcomes?). To illustrate these principles in action, the framework then provides a set of annotated exemplars from districts around the country.

https://www.cgcs.org/cms/lib/DC00001581/Centricity/domain/35/publication%20docs/CGCS_PDFrameworkFINAL.pdf

- **Supporting Rigorous Academic Standards**

  **Overview**

  With continued funding from the Bill and Melinda Gates Foundation and the Schusterman Foundation, the Council works to advance district capacity to implement college- and career-readiness standards, ensuring that all urban students have access to high-quality instructional materials, interventions, and programming.
Additionally, funding from the Wallace Foundation supports our districts in enhancing the role of principal supervisors as instructional leaders. With school closures due to COVID-19, the Academic team collaborated within CGCS and with external partners and consultants to provide support to our members as they faced unprecedented challenges.

**Assessing the Quality of District Curriculum and Providing Technical Support to Districts**

The academic team led the development of *Supporting Excellence: A Framework for Developing, Implementing, and Sustaining a High-Quality District Curriculum* with principles that are appropriate for all college- and career-readiness standards. This framework provides instructional leaders and staff with criteria for what a high-quality curriculum entails. Developed through combined efforts of Council staff together with school district academic leaders and other experts, this first edition framework includes annotated samples and exemplars from districts around the country. It also provides actionable recommendations for developing, implementing, and continuously improving a district’s curriculum. This emphasizes the importance of ensuring that the district’s curriculum guidance reflects shared instructional beliefs and high expectations for all students and clarifies the level of instructional work expected in every school. The document includes a study guide. [https://tinyurl.com/6ch2k796](https://tinyurl.com/6ch2k796)

The CGCS academic team also provides on-site as well as virtual technical assistance for district curriculum leaders and their teams throughout their curriculum development and implementation process. We customize our work for individual districts in determining implications for teaching and learning, curriculum development and refinement, implementation, and raising student achievement. Such technical assistance is available to member districts upon request.

Our next step in the curriculum development support process is to publish a second edition to address culturally responsive learning environments, as well as current research and best practices on addressing unfinished learning, scaffolding and support for diverse student populations, including English Language Learners, Students with Disabilities, and gifted students. We will also include additional considerations highlighting various learning environments and addressing social-emotional learning and trauma, including classroom discourse and high-leverage teacher moves. The new edition will incorporate additional illustrations of key features that include writing samples across the content areas. It will include examples illustrating the use of hyperlinks within district curriculum documents. An advisory committee comprised of Chief Academic Officers, curriculum leaders in mathematics, English Language Arts, Bilingual Education, and Special Education from our member districts will provide guidance and feedback during the revision process. This new edition will be released at the 2022 Fall Conference.

**Curriculum Quality Rubric**

Based on the *Supporting Excellence: A Framework for Developing, Implementing, and Sustaining a High-Quality District Curriculum*, the Academic Team developed a rubric members can use to evaluate the quality of their curriculum guidance materials. The rubric was reviewed by members of the Task Force on Achievement and Professional Development during the 2019 CGCS Legislative Conference and by an advisory committee of Chief Academic Officers, curriculum leaders in mathematics, English Language Arts, Bilingual education, and Special Education from our member districts to provide additional feedback and test the rubric using their curriculum documents. The final version of the *Curriculum Quality Rubric: A Self-
Assessment Tool for Districts (https://tinyurl.com/t8xh85hs) is now in use in curriculum reviews, but will be revised along with the Supporting Excellence in the coming year.

### Academic Key Performance Indicators

The Council developed academic key performance indicators (KPIs) in a process similar to the one used to develop operational KPIs. Using feedback from the Achievement and Professional Development Task Force, indicators were selected for their predictive ability and linkage to progress measures for the Minority Male Initiative pledge taken from a list of 200 potential KPIs.

Since SY 2016-17, the indicators have been refined and are part of the annual KPI data collection and reporting. This now enables districts to compare their performance with similar urban districts and to network to address shared challenges.

### Early Reading Accelerators Pilot: Joint Project with Student Achievement Partners

With funding from the Kellogg Foundation, the Council and Student Achievement Partners collaborated with San Antonio Independent School District (SAISD) to pilot an augmented approach to balanced literacy. It provided research-based content and instructional practices to raise the literacy levels of students in K-1 so that they would be able to read grade-level texts and be prepared for success in future grades.

During this three-year process, SAISD, CGCS, and SAP worked collaboratively to build the systems and structures to develop shared buy-in in the pilot schools, to strategically plan for evaluation, and to prepare for future scaling of implementation throughout the district. Representatives from five member districts observed the process to guide future planning for implementation in their own districts. These member districts include Cleveland Metropolitan, Charlotte-Mecklenburg, and Denver. Metropolitan Nashville continues to be part of this cohort as the pioneer district for the Early Reading Accelerators Pilot (ERA).

Project leaders developed and facilitated a [three-part webinar series](https://achievethecore.org/page/3360/shifting-early-literacy-practices) for continuing district support and implementation of ERA in the wake of COVID-19. In this three-part series, hosted by the Council and Student Achievement Partners, experts and urban school district practitioners presented and discussed: (1) the latest findings about teaching foundational skills and making use of complex text as part of comprehensive literacy approach and (2) the pedagogy related to teaching foundational skills, including phonemic awareness to monolingual students and English Language Learners. The recordings for the series and additional resources are available using this link.

Important outcomes of the pilot were the increase in academic rigor and engagement in classrooms, more collaboration and cohesion on school campuses and within the district, instructional environments that became more culturally sustaining and visually rich, and reignition of the joy of teaching and learning literacy. This work continues to evolve as we partner with member districts in designing current early literacy plans. To learn more about the details of this pilot, use this link [https://achievethecore.org/page/3360/shifting-early-literacy-practices](https://achievethecore.org/page/3360/shifting-early-literacy-practices) to access the case study, *Shifting Early Literacy Practices: The Story of an Early Reading Pilot in San Antonio Independent School District.*
Building Capacity of Urban Schools

Mathematics and Science

Under the leadership of Gabriella Uro, *A Framework for Re-envisioning Mathematics Instruction: Examining the Interdependence of Language and Mathematical Understanding*, informed the work of a Joint Procurement Project, to use the Council’s joint purchasing power as an alliance to more effectively influence the market to produce higher quality materials that reflect the interdependence of language and mathematics for English language learners. This project included a Materials Working Group, composed of district practitioners and experts in mathematics and English language acquisition. This group provided concrete feedback to selected vendors on their revised units in their proposed materials.

On February 19, 2019, the Los Angeles Unified School Board approved the establishment of a nationwide “bench of contracts” with three publishers who have met the Council’s pre-determined quality criteria for ELL math materials: Curriculum Associates, LLC; Imagine Learning, Inc.; and Open Up Resources. Any school district in the nation can now use these contracts to purchase the vetted materials to support teachers of English learners.

Curriculum, Research, and Instructional Leaders Meeting

The last face-to-face conference was held in San Diego, California in 2019. The conference had a focus on the root causes and district efforts to support the lowest performing students across member districts. Little did we know that this focus would be a timely precursor to the work that we continue to advocate and advance in light of the current pandemic. Due to COVID-19, the Council canceled the 2020 Curriculum, Research Directors and Instructional Leaders Meeting. However, plans are currently underway for offering a Curriculum, Research Directors and Instructional Leaders Conference in July, 2022. Additional details will be provided at a later date.

Academic Strategic Support Teams and Technical Assistance Partnering

Districts continue to request strategic support team visits to answer specific questions raised by their superintendents for an objective analysis of their academic program. The School District of Philadelphia had a strategic support team visit January 2020 to examine the district’s implementation of its math and reading programming. The team provided feedback as well as actionable recommendations designed to help the district improve student achievement in mathematics and reading.

January 14-17, 2020, the Council conducted a Strategic Support Team visit in The School District of Philadelphia that focused on reviewing aspects of the instructional program and making recommendations on how to improve that program to increase the academic achievement of students in the district. The final report was presented to the Board in February 2020. An audit of progress towards meeting the 2020 recommendations is currently being planned and coordinated by the Council and School District of Philadelphia.

In November 2021, a CGCS strategic support team led by Robin Hall assisted the Atlanta Public Schools’ leadership team in identifying opportunities for strengthening the organizational, operational, and effectiveness of its Office of Student Support Services to schools. The team provided actionable feedback to key district leaders and will submit a final report to the Board in February 2022.

Middle School Science Units developed by OpenSciEd

The Council conducted a virtual meeting, facilitated by OpenSciEd in the fall of 2019, to provide an overview of the recently released middle school science units, discuss the time schedule for the development and release
of additional units, and share promising data from over 200 field test classrooms to illustrate how these units, when implemented effectively, can change students’ experiences in learning science. The Council and OpenSciEd conducted a follow-up virtual meeting in April 2020 after the release of three additional middle school units, one per grade level.

OpenSciEd is a project led by ten states and funded by four foundations committed to improving the supply of high-quality science curriculum aligned to new college and career ready standards. OpenSciEd is producing freely available units of study at the middle school level designed to address equity gaps in science by reorienting classrooms to be driven by student interest and curiosity.
The Council of the Great City Schools developed the following tools to help its urban school systems and others implement college- and career-readiness standards.

**Basics about the Standards**

*Staircase.* Two three-minute videos (one in English and one in Spanish) that explain the Common Core. This is particularly good for presentations to community and parent groups. (2012)

[https://www.youtube.com/watch?v=qUjlk9lgDcY&t=38s-](https://www.youtube.com/watch?v=qUjlk9lgDcY&t=38s-) English

[https://www.youtube.com/watch?v=qs7Spnjmnn0-](https://www.youtube.com/watch?v=qs7Spnjmnn0-) Spanish

*Conversation.* Two three-minute videos (one in English and one in Spanish) that explain how the Common Core State Standards will help students achieve at high levels and help them learn what they need to know to get to graduation and beyond. (2015)

[https://www.youtube.com/watch?v=e8ebMICO1c8&t=14s-](https://www.youtube.com/watch?v=e8ebMICO1c8&t=14s-) English

[https://www.youtube.com/watch?v=sm4-W_o1boU-](https://www.youtube.com/watch?v=sm4-W_o1boU-) Spanish

**Communicating the Standards**

*Communicating the Common Core State Standards: A Resource for Superintendents, School Board Members, and Public Relations Executives.* A resource guide that helps district leaders devise and execute comprehensive communication plans to strengthen public awareness about and support for college- and career-readiness standards. (2013)


*Staircase.* Two 30-second Public Service Announcements (one in English and one in Spanish) to increase public awareness regarding Common Core standards for English Language Arts. Also, two 30-second Public Service Announcements (one in English and one in Spanish) to increase public awareness regarding Common Core standards for Mathematics. (2012)

[https://www.youtube.com/watch?v=NsooGc9kI_o-](https://www.youtube.com/watch?v=NsooGc9kI_o-) English

[https://www.youtube.com/watch?v=VX4RRhbCwn8-](https://www.youtube.com/watch?v=VX4RRhbCwn8-) Spanish
Conversation. Two 30-second Public Service Announcements (one in English and one in Spanish) that explain how the Common Core State Standards will help students achieve at high levels and help them learn what they need to know to get to graduation and beyond. (2015)

https://www.youtube.com/watch?v=sQJtEK8iA38 - English

https://www.youtube.com/watch?v=t5Vdvt4up4M - Spanish

**Developing and Aligning Standards-based District Curriculum**

*Supporting Excellence: A Framework for Developing, Implementing, and Sustaining a High-Quality District Curriculum.* A framework that provides instructional leaders and staff with a core set of criteria for what a high-quality curriculum entail. This guide includes annotated samples and exemplars from around the country. It also provides actionable recommendations districts for developing, implementing, and continuously improving a district curriculum, ensuring that it reflects shared instructional beliefs and common, high expectations for all students, and that it focuses the instructional work in every school. (2017)

https://tinyurl.com/6ch2k796

*Curriculum Quality Rubric: A Self-Assessment Tool for Districts* is a companion resource to *Supporting Excellence: A Framework for Developing, Implementing, and Sustaining a High-Quality District Curriculum.* Districts can use the rubric to assess how well their district curriculum reflects the seven key features of a high-quality curriculum identified in the framework. Using the rubric and the framework, districts can revise their curriculum as a part of ongoing improvement and provide substantive guidance and support for teachers and administrators.

https://tinyurl.com/t8xh85hs

*Investing American Rescue Plan Funds Strategically and Effectively: Guidance for School Districts.* District can use this framework to consider how to spend the new federal dollars strategically and effectively. It sets out overarching goals for the use of funds; articulates broad investment strategies; defines principles for the effective use of funds; and asks a series of questions that leaders and stakeholders should ask themselves as they embark on planning, implementation, and evaluation efforts. The document also draws on lessons learned from previous infusions of federal dollars and summarizes the main provisions of the federal legislation and agency guidance. (2021)

https://www.cgcs.org/Page/1283
Selecting and Using Standards-based Instructional Materials

The Grade-Level Instructional Materials Evaluation Tool–Quality Review (GIMET-QR), (English Language Arts). A set of grade-by-grade rubrics and a companion document that define the key features for reviewers to consider in examining the quality of instructional materials in English Language Arts K-12. In addition, the tools are useful in helping teachers decide where and how adopted classroom materials could be supplemented. The documents align with similar tools developed by the Council for English language learners. See below.(2015)

While GIMET-QR was designed to support textbook materials adoption, feedback from Council members using the tool indicates that there are additional uses:

1) to assess alignment and identify gaps/omissions in current instructional materials;
2) to assess alignment of district scope and sequence, and the rigor and quality of instructional tasks and assessments; and
3) to provide professional development that builds capacity and a shared understanding of the CCSS in ELA/Literacy and/or Mathematics.

http://www.cgcs.org/Page/474

The Grade-Level Instructional Materials Evaluation Tool–Quality Review (GIMET-QR), (Mathematics). A set of grade-level rubrics and a companion document that define the key features for reviewers to consider in examining the quality of instructional materials in mathematics K-8. The key features include examples and guiding statements from the Illustrative Mathematics progression documents to clarify the criteria.(2015)

While GIMET-QR was designed to support textbook materials adoption, feedback from Council members using the tool indicates that there are additional uses:

1) to assess alignment and identify gaps/omissions in current instructional materials;
2) to assess alignment of district scope and sequence, and the rigor and quality of instructional tasks and assessments; and
3) to provide professional development that builds capacity and a shared understanding of the CCSS in ELA/Literacy and/or Mathematics.

http://www.cgcs.org/Page/475
Additional Tools and Resources

Alignment Projects: The Council continues to collaborate with Student Achievement Partners to create English Language Arts projects demonstrating how to adapt textbooks to the rigor of college-and career-readiness standards. The resources developed through these projects are available at https://achievethecore.org/category/679/create-aligned-lessons.

Read Aloud Project. A set of classroom tools that explain how to identify and create text-dependent and text-specific questions that deepen student understanding for kindergarten through grade 2 with more than 150 sample lessons.

Text Set Project: Building Knowledge and Vocabulary. A set of classroom tools that include materials and activities, enabling participants to create and use Expert Packs (text sets) to support students in building knowledge, vocabulary and the capacity to read independently for grades kindergarten through grade 5. Text sets are comprised of annotated bibliographies and suggested sequencing of texts to provide a coherent learning experience for students. This is accompanied by instructional guidance and tools for teachers, as well as a variety of suggested tasks for ensuring students have learned from what they have read.

Professional Development on the Standards

From the Page to the Classroom—ELA. A 45-minute professional development video for central office and school-based staff and teachers on the shifts in the Common Core in English Language Arts and literacy. The video can be stopped and restarted at various spots to allow for discussion. (2012). Districts can use portions of the video as a springboard for enhancing current implementation of the standards and supporting rigorous instruction.

https://www.cgcs.org/domain/127

From the Page to the Classroom—Math. A 45-minute professional development video for central office and school-based staff and teachers on the shifts in the Common Core in mathematics. The video can be stopped and restarted at various spots to allow for discussion. (2012) Districts can use portions of the video as a springboard for enhancing current implementation of the standards and supporting rigorous instruction.

https://www.cgcs.org/Page/345
The Great City Schools Professional Learning Platform. A series of 10 video-based courses for school administrators and teachers to enhance language development and literacy skills for English Language Learners and struggling readers. (2018)

https://www.cgcs.org/Page/667

Implementing High Standards with Diverse Students

Common Core State Standards and Diverse Urban School Students: Using Multi-Tiered Systems of Support. A white paper outlining the key components of an integrated, multi-tiered system of supports and interventions needed by districts in the implementation of the Common Core with diverse urban students. (2012)

https://www.cgcs.org/domain/146


https://tinyurl.com/6zy2ryxa

Re-envisioning English Language Arts and English Language Development for English Language Learners. A framework for acquiring English and attaining content mastery across the grades in an era when new college- and career-readiness standards require more reading in all subject areas. (2014, 2017)

http://tinyurl.com/yasg9xc4

A Framework for Re-envisioning Mathematics Instruction for English Language Learners. A guide for looking at the interdependence of language and mathematics to assist students with the use of academic language in acquiring a deep conceptual understanding of mathematics and applying mathematics in real world problems. (2016)

http://tinyurl.com/y7flpyoz
Butterfly Video: A 10-minute video of a New York City kindergarten ELL classroom illustrating Lily Wong Fillmore’s technique for ensuring that all students can access complex text using academic vocabulary and build confidence in the use of complex sentences as they study the metamorphosis of butterflies.

https://vimeo.com/47315992

Assessing District Implementation of the Standards

Indicators of Success: A Guide for Assessing District Level Implementation of College and Career-Readiness Standards. A set of indicators districts might use to track their implementation of college- and career-readiness standards. Indicators are divided into seven sections, including: vision and goal setting, resource allocation, parent and community outreach, curriculum and instruction, professional development, assessment, and student data. Each section provides descriptions of what “on track” or “off track” might look like, along with examples of evidence to look at in determining effective implementation. (2016)

http://tinyurl.com/hh6kesd

Calendar of Questions. A series of questions about ongoing implementation of college- and career-readiness standards, arranged by month, focusing on particular aspects of implementation for staff roles at various levels of the district, as well as milestones for parents and students. (2013) These types of questions are still valid and can be customized for any districtwide project implementation.

http://cgcs.org/Page/409

Implementing Standards-based Assessments

Beyond Test Scores: What NAEP Results Tell Us About Implementing the Common Core in Our Classrooms. An analysis of results on four sample NAEP items—two in mathematics and two in ELA—that are most like the ones students will be seeing in their classwork and on the new common core-aligned assessments. In this booklet, the Council shows how students did on these questions, discusses what may have been missing from their instruction, and outlines what changes to curriculum and instruction might help districts and schools advance student achievement. It also poses a series of questions that district leaders should be asking themselves about curriculum, professional development, and other instructional supports. (2014)

https://tinyurl.com/c2pv9pdh
Resources for Parents about the Standards

A series of parent roadmaps to the Common Core in English Language Arts and literacy, grades K-12 in English and grades K-8 in Spanish. (2012)

https://www.cgcs.org/Page/330 (English)

https://www.cgcs.org/domain/148 (Spanish)

A series of parent roadmaps to the Common Core in mathematics, grades K-12 in English and K-8 in Spanish. (2012)

https://www.cgcs.org/Page/366 (English)

https://www.cgcs.org/Page/367 (Spanish)
JOB ALIKE CALLS
# Schedule of Job-Alike Meetings

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<th>Science District Leaders Monthly Meetings 5:15PM Eastern</th>
<th>History/Social Science District Leaders Monthly Meetings 5:15 PM Eastern</th>
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<th>English Language Arts District Leaders Monthly Meetings 5:15PM Eastern</th>
<th>Mathematics District Leaders Monthly Meetings 5:15PM Eastern</th>
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Contact Denise Walston (dwalston@cgcs.org) if any of these district leaders have not yet received calendar invitations.
DECEMBER 9 DISTRICT CONVENING ON STRATEGIC SPENDING PRIORITIES
ARP District Priorities and Strategic Investment Discussion
December 9, 2021

11:00am—11:10am  Overview, Review of structure and goals of meeting

11:10am—11:50am  **Breakout Session**
  • What is the primary instructional investment you are making with ARP funds?
  • How is this investment designed/being implemented to address unfinished learning?

11:50am—12:20am  **Whole group discussion**
  • Districts are selected to share their main instructional investments, why these investments were chosen, how they are being implemented, how they address unfinished learning, and how they are measuring and communicating progress.

12:20pm—12:30pm  Wrap up
DECEMBER 16 WEBINAR FOR EDUCATIONAL PUBLISHERS
District Spending Goals and Priorities
December 16, 2021

1:00pm—1:10pm  Overview, Introductions
Review of Structure and Goals of Meeting

1:10pm—1:20pm  Review of Council Spending Guidance: Main Themes and Quality Criteria
Ray Hart, Executive Director, Council of the Great City Schools

1:20pm—1:30pm  Considerations and Quality Criteria for Special Populations
Gabriela Uro, Director of ELL Policy and Research, Council of the Great City Schools

1:30pm—2:00pm  District Panel: Spending Goals and Priorities
Baltimore City Public Schools
  • Jalima Alicea, Director of Specialized Learning
  • Marc Etienne, Executive Director of Teaching & Learning

San Diego Unified School District
  • Alexandra Martinez, Instructional Coordinator, TK-12 Mathematics
  • Wendy Ranck-Buhr, Instructional Support Officer

San Antonio Independent School District
  • Olivia C. Hernández, Assistant Superintendent for Learning, Language & Literacy

2:00pm—2:25pm  Recommendations, Q and A/Discussion with Panelists, Council Staff

2:25pm—2:30pm  Closing