Conceptual Framework

NAD Accountability System

The North American Division Office of Education has voted to work collaboratively on a researched-based, meaningful accountability model. This accountability model is framed in this document to provide a systematic process to guide continuous improvement. The conceptual framework is based on a review of research on effective education accountability systems (Bae, 2018; Jimenez & Sargrad, 2017; Marion, 2016; Martin, Sargrad & Batel , 2016; Woods, 2018).

Accountability models can serve many purposes, including sharing information, measuring progress toward shared goals and supporting greater educational equity. This conceptual framework is built on an accountability system that is designed to be meaningful for our schools. It includes measures for student success, accountability of leadership, a development of systems for supporting schools and administrators; tools for assessment and accountability; standards for engagement of stakeholders and goals for continuous improvement.

Curriculum, instruction, assessment and professional learning are critical success indicators for school systems. All levels of system operation have to link back to improvement of student achievement. High expectations must be in place for school system leaders, principals, teachers, students and their parents.

The NAD recognizes that not every school will have unique goals and timelines for implementing this framework. The goal of this accountability outline is to create a common language, similar expectations, and a standardized sample priority reporting system.

Guth et al., adroitly puts it this way, "assessment in and of itself does not constitute a standards-based accountability system. Assessments must be aligned with content standards and designed to measure progress toward them. Moreover, a strong accountability system must work to build the capacity of teachers to implement content standards at the classroom level and should include incentives for the continuous improvement of performance not only at the level of the individual student but also at the level of the school".

This framework is designed to create an effective accountability system where the components are not standing alone but are connected and work together to produce the desired outcome – the highest levels of excellence in our schools, while engaging in an ongoing relationship with Jesus.

> "The source of [true] education is brought to view in these inspired words that point to the Infinte One: In Him "are hidden all the treasures of wisdom and knowledge." Colossians 2:3. The world has had its great teachers, men and women of giant intellect and extensive research, people who have stimulated thought and opened to view vast fields of knowledge. But there is One who stands higher than they. As heavenly bodies in our solar system shine by the reflected light of the sun, so, as far as their teaching is true, do the world's great thinkers reflect the rays of the Sun of Righteousness. Every gleam of thought, every flash of the intellect, is from the Light of the World." Education p. 14

Central to this conceptual framework is the mission and purpose of Adventist Education. Adventist education strives to combine spiritual growth, academic excellence and to prepare students for the demands of an innovative educational vision that provides the intellectual agility, flexibility, and creativity needed to succeed across various social and professional settings.

"It is his [the true teacher] ambition to inspire them with principles of truth, obedience, honor, integrity, and purity—principles that will make them a positive force for the stability and uplifting of society. He desires them, above all else, to learn life's great lesson of unselfish service." Education, p. 29-30.

This conceptual framework has six broad categories to outline the NAD concept for accountability. The categories are:

1: Alignment of NAD content standards.
The foundation for any accountability system is a set of clearly defined content standards that spell out what students should know and be able to do.

2: Student performance standards and assessments.
Performance standards (proficiency scales) and assessments to measure students are meeting the standards are established and implemented.

3: Ongoing data analyses and accreditation.
Performance standards for schools are established and become the basis for evaluation, support and intervention. Schools should be encouraged to analyze school, teacher and student assessment data in the accreditation cycle.

4: Continuous improvement.
Schools continue to self-evaluate and grow with the support of stakeholders and through consistent evaluation of action plans and meeting stated goals and benchmarks in the CI process.

5. Stakeholder involvement and engagement.
Establish and cultivate broad-based support with stakeholders. This will include involving school boards, administrators, teachers, parents, students, churches and the wider school community in all stages of CI as appropriate.

6. Continuous improvement of the accountability system.
A final critical element of an effective accountability system is a periodic, systematic checking on the effectiveness of the accountability system.

Table 1

Framework for Standards-Based Accountability

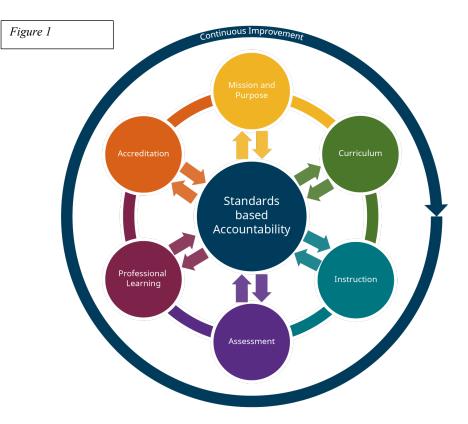| 1: Alignment of NAD content standards	2: Student performance standards and assessments	3: Ongoing data analyses and accreditation	4: Continuous improvement	5. Stakeholder involvement and engagement	6. Continuous improvement of the accountability system
Indicators	Indicators	Indicators	Indicators	Indicators	Indicators
- NAD Grade-level Content Standards. - NAD Content standards are rigorous, reliable and valid. - NAD approved curriculum and instructional materials are aligned to the standards. - NAD works collaboratively with the union and conferences to provide professional development and resource rich materials to build the capacity of schools to assist all students to meet the standards. - NAD and partners create resources to communicate standards and grade level expectations effectively to students and families.	- NAD provides performance standards (Marzano's p-scales) for conferences. - NAD recommends multiple measures of assessment (NWEA MAP, Renaissance STAR 360, ACT, SAT, Accreditrac).	- NAD provides performance standards (School Standards, Teachers Standards, Leadership Standards). - NAD provides criteria to identify effective schools in the accreditation documents. - NAD provides supporting documents and resources to aid schools in building the capacity to analyze and use data. - NAD encourages schools through accreditation accountability measures to analyze data to improve school performance. - NAD recommends growth assessment tools (NWEA MAP) to compare current data to previous year' data.	- NAD provides a process within the accreditation documents for schools to develop a clearly articulated and feasible intervention strategy for improving instruction. - NAD provides support in using action plans in the CI process to focus on school capacity building. - NAD encourages schools to develop interventions to meet their needs.	- NAD empowers schools to involve multiple stakeholders in the accreditation process. - NAD provides tools to facilitate communication between the school and stakeholder groups as they engage in the self-study. - NAD develops and improves action plans to foster engagement among the stakeholder groups to work toward shared responsibility of enabling students to meet the content and performance standards.	- NAD develops a process to sustain, improve and refine the accountability system - NAD commits to sustain use of assessment measures - NAD collaborates with stakeholders to develop the accountability system as a tool for increasing student achievement - NAD provides professional development resources and materials to empower teachers to enable students meet content and performance standards.

Figure 1

Table 2

Mission and Purpose	Curriculum	Assessment
• Adventist Worldview • Infusion of faith and learning • Faith-based curriculum • Faith-based standards	• Faith-based Curriculum • NAD Standards (content and performance standards) • Aligned with Instruction/Assessment • Focus on Professional Learning and Teacher Empowerment • Reliable and viable curriculum content	• NWEA MAP Growth (purposeful ongoing assessment to inform instruction – aligned to standards-based curriculum & instruction) • Focus on Marzano's Critical Concepts (aligned and adapted to Adventist Worldview)
Accreditation	Instruction	Professional Learning
• Teacher Standards • Leadership Standards • Performance Standards • Content Standards	• NAD Standards (prioritized) • Adventist Worldview • Standards informed • Research based	• Research based • Teacher Standards • Certification • CI Plans

References

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Attachment 1:

NAD Professional Learning and Training

Standards-based Education
3-year Cyclical Training/Professional Learning Plan

Phase 1	Topic	Outcome
Topic 1	Overview of Standards-based Education • Available on ALC	• Standards-referenced grading vs standards-based grading • Why standards-based practices? • Standards-based grading from stakeholders' perspectives • p-scales instruction, grading & reporting
Topic 2	Proficiency Scales • Available on ALC	• Introduction to the what, why, and how of standards-based teaching and learning • Developing and customizing proficiency scales • Using proficiency scales to develop quality, classroom assessments • Using proficiency scales to plan units of instruction • Developing protocols for using p-scales as instructional tools • Having students track their own progress • Applying standards-based grading and reporting concept and process • Reporting behavior scores separate from academic grades
Topic 3	The New Art and Science of Teaching • Book, DVD and Facilitator Guide Set	• Well researched instructional framework that comprehensively outlines student achievement • Multiple strategies to ensure quality instruction • Focus on student outcomes • Instructional strategies that help students use mental processes that successively enhance learning
Topic 4 April 6, 2021 1 pm **(Jan H.)**	Planning Instruction with Proficiency Scales • Available Spring 2021	• Identifying priority and supporting standards • Planning standards-based instruction • Setting goals and tracking progress • Unit planning (part 2) • Differentiating in response to intervention
Phase 2	Topic	Outcome
Topic 1 Sept 16, 2021 1-3 pm **(Jan H.)**	Instructing with Proficiency Scales • Available Fall 2021	• Administering preassessments • Content instruction • Developing proficiency Exceeding proficiency
Topic 2	Effective Assessments	• Varying the types of assessments

Feb 3, 2022 **(Phil W.)**	• Available Winter 2022	• Designing high-quality assessments • Successfully scoring assessments • Providing multiple opportunities to redo assessments
Topic 3 March 24, 2022 **(Jan H.)**	Meaningful Grades • Spring 2022	• Determining grades • Converting scores from scales to letter grades • Separating knowledge and behavior • Meaningful grades on report cards
Phase 3	**Topic**	**Outcome**
Topic 1 TBD, 2021 **(Jan H.)**	Grading Exceptional Learners • Fall 2022	• General education proficiency scale • Accommodations • Modification • Exceptional learners
Topic 2 Feb 2, 2022 **(Phil W.)**	Communicating grades • Winter 2023	• Planning for change • Parent communication • Report cards

Leadership Training	
The New Art and Science of Teaching • Instructional Leaders • Mentoring Teachers • Teacher Evaluations	March 23, 2021 1 pm – 3 pm
NASOT – Unit Planning	November 10, 2021 1 pm – 2:15 pm
PLCs for Leadership • Creating cohorts of collaborative leadership • Supporting PLCs in your schools	March 10, 2022 1 pm – 3 pm
Participate in Phase 1-3 trainings	See above

NAD Standards-based Coaches Training		
Full day - Virtual	The New Art and Science of Teaching **(Phil Warrick)**	75 min webinar – Oct 6 @11:30 (with leadership March 25, 2021)
2-hour - virtual	High Reliable Schools (Tammy Heflebower	January 13, 2021 from 1-3 pm
2-hour - Virtual	Effective Instruction	February 25, 2021 from 1-3 pm
2 hour - Virtual	Effective Assessments	March 18, 2021 from 11-1pm
2-hour - Virtual	unit planning **(Jan Hoegh)**	April 6, 2021 from 1-3 pm
2-hour - virtual	Exceptional Learners	May 13, 2021 from 1-3 pm
2-hour - Virtual	Communicating with Parents	June 3, 2021 from 1-3pm

Central to the NAD Accountability model is the transition to Standards-based Education. The NAD is partnering with Marzano's Research to provide training and resources to facilitate that transition. The following documents provide an outline of a broad implementation guide and training schedule. Unions and conferences will provide more detailed, individual plans for their unique needs in each locality.

Attachment 2:

STANDARDS-BASED EDUCATION IMPLEMENTATION GUIDE

READY TO CHANGE	BUILD BACKGROUND KNOWLEDGE	IDENTIFY AND DEVELOP	MOVING FORWARD	FULL IMPLEMENTATION	CONTINUED REFINEMENT
Key stakeholders (Superintendent, Curriculum Department, Principals, Teachers) attend standards-based workshops in order to collaboratively experience and contribute to a growing understanding of SBE to achieve mastery learning.

Key stakeholders begin to think about and draft a timeline for the implementation of SBE.

Key stake holders engage a team of union, conference and school leaders to begin the process of implementing SBE | Teachers and administrators across an organization participate in training in order to learn key concepts, background information on the relevancy, importance, and practices of using prioritized standards to achieve mastery learning.

Teachers and administrators across an organization take time to discuss their understanding and reactions to the philosophy of SBE.

Teachers and administrators across an organization take time to discuss how the adoption of the philosophy of SBE fits into other current and/or future curriculum, instruction, assessment, and intervention practices of that organization. | Reinforce common vocabulary and talking points. Begin writing/revising proficiency scales.

Implement conference/school based professional development.

Draft preliminary standards-based education talking points and FAQs.

Begin parent and community communication and higher-ed connections.

Begin creating common assessments. Align and create assessments or benchmarks

A delivery system for teachers to access and view the chosen prioritized standards is developed and teachers and administrators are given professional development on how to use this system.

An agreed upon timeline is created on the expectations for implementation of standards-based | Implement targeted parent communication efforts.

Create universal understanding of proficiency scales.

Teachers begin to lesson plan for and teach the prioritized standards based on agreed upon expectations for implementation by grade level and/or subject.

Prioritized standards for a given time period (by quarterly benchmark, for example) begin to be clearly posted within the classroom.

Daily student friendly learning objectives for lessons begin to be clearly posted and verbally communicated to students based on agreed upon | Produce a staff, parent, and community video about SBE.

Collect feedback about new report cards for teachers, parents and students.

Collect feedback from staff through surveys, meetings and conferences.

Teachers consistently lesson plan for and teach the prioritized standards based on agreed upon expectations for implementation by grade level and/or subject.

Prioritized standards for a given time period (by quarterly benchmark, for example) are consistently and clearly posted within the classroom.

Daily student friendly learning objectives for lessons are clearly posted and verbally | Frameworks are put in place to effectively deal with changes to SBE, which includes collaboration to gain agreement on new standards, ways to crosswalk old and new standards, ways to identify "Gap" performance objectives between new and old standards, creation of a plan to address "Gap" standards, and communication of and access to these new standards is provided to teachers and administration.

Using surveys, measure the buy-in, levels of use and concerns and provide interventions.

Ongoing professional development is provided for |

Address how SBE fits with existing resources, electronic gradebooks and expectations of professional learning teams. Establish and train the guiding team.	practices by sequence of grade levels and/or core subjects. Teachers and other administration continue to engage in additional study and discussion of the chosen prioritized standards in order to increase understanding and familiarity of concepts and NAD standards. Key contacts are identified and communicated to as such for questions and help related to the understanding and implementation of SBE. Integrate SBE into existing resources. Establish and begin implementation of a peer-review process for teacher-created documents. Implement professional development on next steps in SBE. Form online networking groups	expectations for implementation by grade level and/or subject. Teachers and key stakeholders frequently meet to discuss and support the implementation progress on the philosophy of SBE. Administration and key teacher leaders meet to discuss possible ways to evaluate teachers, give feedback, and provide support for teaching the prioritized standards to mastery. Revise report cards for grades 1-8 to be used the following year. Design new kindergarten report card. Create proficiency scales for life skills. Build portfolios that highlight scale and assessment creation and standards-based grading experiences. Provide evidence of students tracking their own learning.	communicated to students on a consistent basis. Teachers and key stakeholders frequently meet to discuss and support the implementation progress on the practices and philosophies of SBE. Time is incorporated into the schedule that allows teachers consistent opportunities to discuss prioritized standards in terms of lesson planning, identification of resources, instructional techniques, assessments, data, and interventions. Systems are created and implemented to evaluate teachers, give feedback, and provide support for teaching the prioritized standards to mastery. Implement new report cards for grades 1-8 & Pilot high school report card.	all new and existing staff on the philosophy of SBE and how it fits into the model for curriculum, instruction, assessment, and intervention. Ongoing discussion takes place on how to improve upon current and future practices regarding the use of SBE. SBE goals communicated to all parents in a variety of ways: curriculum nights, teacher newsletters, school newsletters, class or school websites, blogs, progress reports, report cards, etc.

Attachement 3.

Case Study – Hall STEAM High School Implementation Plan

GOAL: Have structures in place to guarantee all students learn and achieve.

Summer 2019

- Professional Development with Dr. Warrick
  - Safe & Collaborative Schools
  - New Art and Science of Teaching (NASOT)

Fall 2019

- Level 1 Survey of teachers
- Leadership team works to narrow focus of NASOT elements
- Teachers within content areas identify priority standards for proficiency scales
- Many teachers are well immersed in the development of proficiency scales/others are new to the process

Spring 2020

- Community data for Level 1

Summer 2020

- Professional Development with Dr. Warrick
  - NASOT
  - Proficiency Scales
  - Common Formative Assessments.

Fall 2020

- Level 1 baseline surveys
- Analyze and work on data
- Submitted for Level 1 certification C
- Continuing to move forward on Level 2 work
  - Baseline surveys for Level 2
  - Analyze and work on data for Level 2
- Teachers begin work for High Reliability Teacher (HRT) certification

Winter 2020

- Continued work on Level 2
- Submitted mid-January
- Weekly work by teachers on HRT program
- Level 2 achieved end of February

Spring/Summer 2021

PLC Process

Focusing on connecting evaluation with NASOT

Level 3- Guaranteed and Viable Curriculum

Continued work with Proficiency Scales   (page 66 Transform Schools)

Curriculum

Common Formative Assessments

Data to Target Interventions

Level 4- Standards Reference Reporting

       Proficiency Scales

       Student Goals

Level 5- Competency Based Education

          THROUGHOUT ENTIRE PROCESS, **Professional Learning Community** work is embedded

Level 1:

1.1- Focus on Faculty Perception

1.2- Focus on Students, Parents, and Community Perception

1.3- Faculty in Decision Making Process

1.4- Collaboration

1.5-Faculty has Input

1.6- Students, Parents, and Community Input

1.7- Acknowledge Success

1.8- Fiscal Soundness

Pre and Post Surveys using Google Forms

Prove and Improve

QR Codes for Input

Quick Data- pages 33-34 HRS book

PLC Process is HUGE

       Master Scheduling

Specific Training

Norms

Protected Time

Level 2:

2.1- Vision

2.2- Teacher Growth Goals

2.3- Instructional Practices Monitored

2.4- Clear, Ongoing Evaluations

2.5- Professional Development

2.6- Opportunity to Observe Effective Teaching

School Resources to Meet Level 2

Model of Instruction- New Art and Science Of Teaching

Common Language Across School

HRT Opportunity for Teachers

Walk-Thru Form

Feedback- John Hattie

TESS Rubric/EdReflect

Coaching

Instructional Rounds

Pre/Post Surveys

Quick Data pages 53-55 HRS book

New Art and Science of Teaching

- 3 categories
- 10 design areas
- 43 elements
- Teacher autonomy within strategies
- Compendium
- Adopted as Instructional Model

- Teachers studied 43 elements and narrowed down current focus to four elements

Professional Learning Communities

- Fundamental Work
- Buy-In Across School
- Team Structures
- Protected Time
- Norms
- SMART Goals (Specific, Measurable, Attainable, Relevant, Timely)
- Monitor

- Celebrate

Attachement 4.

Sample Conference 3 Year SBL Plan

Preparation	Activities	Role of Oregon Conference	Role of Leader	Role of Teacher

Spring	**Overview of Standards-based Education**
	Focus: *Why standards-based practices?*
	    • Book Study: *"A Teacher's Guide to SBG"*
	    • View: *A Teacher's Guide to Standards-based Learning* with Phil Warrick on ALC
		Send Books
		Provide foundational communication for
			Plan, Direct, and participate in book study and viewing as a group	Participate in school plans for training

		stakeholders' perspective.	Set participation expectations for teachers	Commit to piloting SBL
	• Commitment to Marzano training (June 21, 22) • School-wide commitment to pilot • Board acknowledgment • Commitment to writing year one plan • Agree to bench mark visits and coaching (See pilot school approval list) Apply for Critical Concepts when Activities are completed. Begin writing year one plan after approval, referencing Conference plan. Submit a plan to the conference by the end of June.		Present SBL to board Schedule PD Time in next year's calendar: 9 days per school year	
Post-session	**Overview of Standards-based Education** June 21, 22 Day 1: Phil Warrick in-person Day 2: Group Work	Provide training Lead group work	Participate in training	Participate in training

Year One	Activities	Role of Oregon Conf	Role of Leader	Role of Teacher
Presession	Align Critical Concepts with Content. Create Scope & Sequence of units and scales	Support leader	Plan, direct, and participate in PD days for first semester	Produce scope and sequence and scales for leader
Fall	Marzano Safe, Supportive, & Collaborative Culture Survey, and as a school, analyze data.		Analyze data in a PLC	Participate
	Communicate with stakeholders before and after school year begins. Communication from administration and teachers	Provide communication kits	Philosophical communication foundation for stakeholders	Teacher communication to parents & students
	Customize Proficiency Scales for one class/subject		Expectations for teachers	Participate

	Activities	Role of Conference	Role of Leader	Role of Teacher
	9 instructional leader lead PD days - 1 per month		Set agenda Expectations for teachers	Participate
	Bimonthly school PLCs to support teachers		Lead out in PLCs	Participate
	Biannual benchmark visits and check in coaching from OC	Benchmark visits and coaching	Available	Available
2nd Semester	Begin teaching with completed Proficiency Scales (1 class)		Expectations for teachers	Use proficiency scales by expected date
	Apply for SB grading for Year Two		Apply	
	Adopt SB Grading Program	Provide research and options	Lead in decision	Involved teachers participate
Post Session	**Unit Planning** (Jan Hoegh)	Provide training	Participate in training	Participate in training
	Create SBL Committee for creation of Next Steps - Goals and Activities - share with teachers for commitment/buy in	Provide format	Form Committee Goals & Activities to Conf	Involved teachers meet

Year Two	Activities	Role of Conference	Role of Leader	Role of Teacher
Presession	***The New Art and Science of Teaching*** (video and book) Time to work on proficiency scales for 2nd class	Provide training	Participation Set expectations for teachers	Participate in training
Fall	Marzano Safe, Supportive, & Collaborative Culture Survey, and as a school, analyze data.		PLC to analyze data	Participate
	SBL Committee resumes, guiding goals and activities and answering bigger questions		Reorganize committee and set meetings	
	Teaching using proficiency scales in two classes / two subjects		Set expectations Classroom visits	Evidence

	9 instructional leader led PDs according to Goals & Activities created by SBL committee	Support leader	Lead out in PD days Set expectations	Participate
	Bimonthly school PLCs to support teachers		Lead out in PLCs Set Expectations	Participate
	Adopt and use Marzano's Self-reflection and Observation Scales to set teacher goals and observe teachers	Support leader	Guide teachers through reflection & goals Observe, evaluate, & conference/debrief teachers	Participate in self-reflection and goal setting
	Biannual benchmark visits and check in coaching from conference	Benchmark visits and coaching	Available	Available
	Optional teacher book study for pertinent topic		Lead out or designate a leader	Optional participation
Post Session	Teacher PD survey		Create and send out survey	Participate in survey
	Effective Assessments (Phil Warrick) video **Instructing with Proficiency Scales** video		Participate Set expectations	Participate

Year Three	Activities	Role of Conference	Role of Leader	Role of Teacher
Presession	Introduction to **High Reliability Schools** (in person)	Provide training	Participation in training Set expectations for teachers	Participate in training
Fall-Spring	Marzano Safe, Supportive, & Collaborative Culture Survey, and as a school, analyze data.		PLC to analyze data	Participate
	SBL Committee resumes with two new members, guiding goals and activities and answering bigger questions		Reorganize committee Set meetings	Involved teachers meet

	Teaching with Proficiency Scales in three classes / 3 subjects using unit planning		Set expectations	Provide leader with evidence
	9 instructional leader led PDs according to Goals & Activities created by teacher steering committee	Support leader	Lead out in PD days Set expectations	Participate in PD days
	Bimonthly school PLCs to support teachers		Lead out in PLCs Set expectations	Participate in PLCs
	Use Marzano's Self-reflection and Observation Scales to set teacher goals and observe teachers	Support leader	Guide teachers through self-reflection and goal setting Guide and evaluate teachers according to goals	Participate in self-reflection and goal setting in the fall Reflect on goals in the spring
	Conference Biannual benchmark visits and check in coaching	Benchmark visits and coaching	Available	Available
	Optional teacher book study for pertinent topic		Lead out in book study or designate a leader	Optional participation
Post Session	Teacher PD survey		Create and send out	Participate in survey
	Marzano PD as decided by SBL committee and teacher survey			

Attachement 4:

Used with permission from Marzano's Resources – *Standards-based Grading for Leaders p. 10-11.*

Phase 1 Curriculum and Communication	Phase 2 Alignment and Capacity Building	Phase 3 Universal Implementation, Communication, and Reporting Systems	Phase 4 Continuation, Revision, and Expansion	Phase 5 Monitoring, Tracking Student Achievement, and Celebrating
Design a guaranteed and viable curriculum. • Priority standards • Proficiency scales • Feedback and revision • Pacing guides **Draft an initial implementation and communication plan.** **Educate key leaders.**	Begin rolling out standards and scales. • Seek feedback from teachers. • Review and incorporate teacher feedback. • Begin field-testing standards and scales. Align instruction and assessment.	Expand work in non- core content areas. • Align quality class- room assessments with standards and scales. • Request that design teams field- test standards and scales. • Obtain feedback from design teams and revise.	Seek feedback from teachers about classroom assessments in core content areas. Begin the implemen- tation rollout. • Announce and share written plans with all staff. • Implement profi- ciency scales in selected grade levels.	Expand implementation to additional grade levels. • Proficiency scales • Common classroom assessments • New reporting systems • Focus groups with students and parents

• Board of education • Staff leaders **Assemble a guiding team.** **Analyze existing grading practices.** **Establish digital storage for standards and scales.**	• Align proficiency scales with instructional activities and resources. • Share methods for using scales for feedback and goal setting. • Train teacher design teams on assessment literacy. • Align quality classroom assessments. • Train teachers on inter-rater reliability processes. • Share strategies for intra-rater reliability. Expand your efforts. • Continue revising proficiency scales for core content areas. • Prioritize standards and draft proficiency scales for all other content areas. • Continue working with technology for storage and access. Share Informaiton • Engage in learning opportunites for	• Solicit feedback from teachers not on design teams and revise. Continue to train staff on assessment literacy. Include teachers of exceptional learners. Plan and initiate the rollout. • Decide the progression of the rollout. • Announce the implementation plan. • Require teachers to use proficiency scales. • Continue to educate and update the board of education. Prepare for reporting systems. • Finalize technology for electronic reporting. • Field-test the gradebook.	• Implement common classroom assessments in selected grade levels. Continue preparation in non-core content areas. • Revise proficiency scales as needed. • Align quality classroom assessments with standards and scales. • Train non-core teachers on inter- rater reliability processes. • Share intra-rater reliability strategies. Communicate with stakeholders. • Organize learning opportunities for all staff. • Share belief statements. • Conduct focus groups with students and parents. Provide board members opportunities to observe new systems in action. Implement reporting systems for selected grades.	Continue tracking correlations among scores. Train incoming stakeholders. • New staff • New parents • New board members Celebrate success.

	additional learning leaders. • Communicate initial implementation plan to key leaders. • Establish core beliefs with teacher and leader teams. • Send scouts to learn from other schools and districts. • Continue to educate the board of education • Educate parents Monitor implementation		• Ensure families understand new repoting systems • Finalize technology needs. • Track correlations among scales, common assessments and state assessments.	

Source: Adapted from Heflebower, 2020; Heflebower et al., 2014.