



**Request for Proposals for Demonstration State and
Critical Friends States for**

**Transforming Professional Learning
to Prepare College- and Career-Ready Students:
Implementing the Common Core**

A collaborative initiative between
Learning Forward and Council of Chief State School Officers

August 24, 2011

Information Meetings

Two one-hour information meetings are available for those who want to learn more about the initiative and to ask questions. Questions, answers, and updates will be posted on the Learning Forward web site at www.learningforward.org and on the SCEE and ICCS web sites.

September 1, 2011 at 4:00 PM EDT (register by August 26)
September 7, 2011 at 2:00 PM EDT (register by September 1)

To register for an information meeting, email Niki Gamble at niki.gamble@learningforward.org specifying the session you will attend. Participation requires advanced registration.

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Request for Proposal

Transforming Professional Learning to Prepare College- and Career-Ready Students: Implementing the Common Core

August 24, 2011

Overview

Forty-six states have endorsed the Common Core State Standards (CCSS). To achieve the promise of these standards to prepare *all* students for college and careers at the end of their K-12 education, schools and classrooms must incorporate new and more powerful instruction aligned to the rigorous expectations outlined in the standards. As a nation, however, we cannot hope to achieve full and deep implementation of the CCSS and emerging new student assessments with the same approaches to learning, teaching, leading, assessment, and professional learning we have used to date. CCSS requires that teachers and leaders engage in transformational and systemic professional learning to support the changes demanded for schools and classrooms.

Learning Forward, formerly the National Staff Development Council, in collaboration with the Council of Chief State School Officers, is seeking several state partners for a new initiative called *Transforming Professional Learning to Prepare College- and Career-Ready Students: Implementing the Common Core*. One state will be selected to serve as a national Demonstration State and five additional states will be selected to serve as Critical Friends States.

The Demonstration State will serve as a learning laboratory for all states interested in transforming professional learning and successfully implementing Common Core. Learning Forward and CCSSO will work together with the demonstration state to transform professional learning and implement a statewide system that supports implementation of CCSS and prepares educators for new assessments. The selected Demonstration State must commit to reviewing, revising, and implementing policies, practices, resources, and support essential the new vision for teaching and learning embedded in effective implementation of CCSS and the new assessments.

The Critical Friends States will provide guidance, feedback, advice, and support to the Demonstration State while simultaneously selecting appropriate processes, tools, and other materials developed as a part of this initiative to use within their states. Their responsibility includes providing feedback on their use of the resources and contributing to the national knowledge base associated with the initiative.

This national initiative is focused on developing a statewide, comprehensive system of professional learning with requisite policies and practices that provide effective support from the statehouse to the district, school, and classroom. The initiative, lasting two years, will provide expert facilitation, financial support, resource development, and guidance to a qualifying Demonstration State.

This Request for Proposal includes directions for states that wish to apply to serve as either or both the Demonstration State and a Critical Friends State.

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Transforming Professional Learning to Prepare College- and Career-Ready Students: Implementing the Common Core

Request for Proposal

August 24, 2011

The nationwide focus on college and career readiness for all students has led 46 states to adopt the Common Core State Standards in English/language arts and mathematics. The Common Core State Standards (CCSS) is the first national effort to build on prior efforts in individual states, some dating to the mid-1990s, to develop and implement student academic standards. CCSS can have greater impact than its individual state predecessors, primarily by fostering more focused, coherent, and deeper learning for all students regardless of their home state.

The greatest potential benefit of CCSS is to low-performing students *if* teachers align their expectations and instruction with the CCSS. The new standards put all participating states on a level playing field of expectations for what students should know and be able to do to be college and career ready. Because nearly all states are implementing CCSS, there are greater opportunities for states to share implementation strategies and work together to develop solutions to common problems. These benefits depend, of course, on the capacity of states, school districts, schools, and educators to implement more rigorous standards.

Carefully planned and executed professional learning is essential to support full implementation of the new CCSS and readiness for assessments so that students will be college and career ready. Intensive and sustained professional learning is necessary to achieve the expectations for strong leadership, teaching quality, and student learning required by CCSS and other standards. More rigorous standards require teachers and school leaders to have deep content knowledge, instructional strategies to facilitate learning, content-specific pedagogy aligned directly with CCSS, and deep understanding about how students learn both English/language arts and mathematics and how they apply these two core content areas across multiple disciplines. While CCSS standards currently address English/language arts and mathematics, more rigorous content standards are being developed in other disciplines as well. This initiative will prepare states to implement standards in other content areas as they are developed.

Initiative Overview

Full and deep implementation of CCSS and readiness for new assessments that measure college and career readiness for all students requires a new approach to teaching, learning, assessment and leadership in schools across the nation as well as new supporting conditions.

To realize the full potential of CCSS, state departments of education will need to transform how they think about their roles and responsibilities in relation to professional learning and shift their attention to creating a new system of professional learning that engages all educators throughout the state in continuous improvement. Current systems of professional learning are largely inadequate to meet the expectations and hopes of CCSS.

CCSS and new assessments necessitate different learning experiences and environments for students. The standards focus on students' application of knowledge in authentic situations and on the construction of new knowledge. To be successful, teachers will need to employ instructional strategies that integrate critical and creative thinking, collaboration, problem solving, research and inquiry skills, and presentation or demonstration skills. Therefore, to create dynamic, engaging, high-level learning for students, teachers will need to develop expertise well beyond basic content knowledge and instruction.

Sadly, there is little systematic professional learning planned to address this challenge. As it stands now:

- Too few states use their regulatory and policy making authorities to advance powerful visions and goals for professional learning.
- Too few states have comprehensive plans for professional learning and infrastructures to address current priorities.
- Most states continue to support isolated training and development programs that lead to fragmentation of efforts and impact.
- Too few states can account for the effects of professional learning on student results or the resources and time allocated toward professional learning.
- Too few states have a coherent strategy for managing and leveraging the variety of external assistance providers operating in the state.

A comprehensive statewide system for professional learning to support CCSS integrates Learning Forward's Standards for Professional Learning (<http://www.learningforward.org/standards/index.cfm>) and definition for professional learning (<http://www.learningforward.org/standfor/definition.cfm>) and emphasizes the importance of moving beyond professional development focused solely on individual educator's learning needs to the professional learning essential for full and deep implementation of CCSS and readiness for new assessments. This professional learning will combine both macro-level professional learning that builds foundational knowledge and skills about content, instruction, and content-specific instruction and micro-level professional learning that occurs among teams of educators within schools as they bridge the gap from "knowing about" CCSS to transforming teaching and learning in every classroom for every student.

The new vision for professional learning differs from the one-size fits all, often shallow, and occasional training and development sessions. It calls for daily, job-embedded, collaborative learning among educators focused on their implementation of new knowledge, skills, and dispositions to transform their practices and increase student results. It is coupled with

externally driven professional learning focused on deepening educators' content knowledge and content-specific instruction. Professional learning requires continuous improvement of the education workforce that focuses narrowly on rigorous content standards, standards for educator effectiveness, employs Standards for Professional Learning, and aligns policy and resources to implement the state's vision for teaching and learning. It follows the sequence described in Figure 1 to link professional learning with changes in educator knowledge, skills, and dispositions with changes in their practice to achieve results for students.

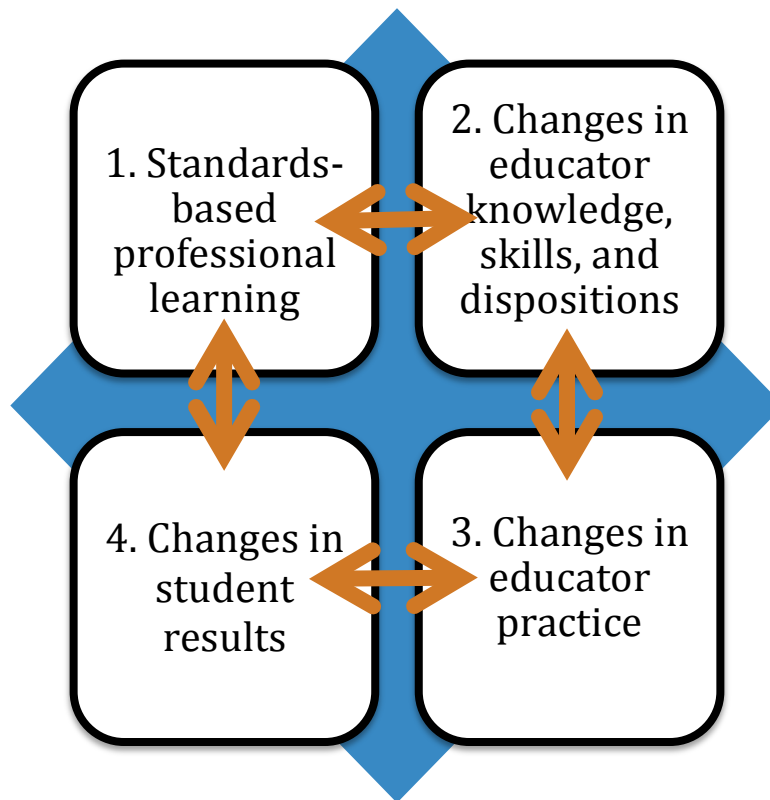


Figure 1: Professional Learning Linked to Student Results
(Learning Forward, 2011)

With the goal of affecting six states immediately and eventually all states that have implemented CCSS or new rigorous standards for college and career readiness, Learning Forward and CCSSO will apply their extensive experience with professional learning and state policy respectively to work with a single Demonstration State that includes a state education agency and two to three school systems. The Demonstration State will serve as a learning laboratory within which a State Core Team, working in collaboration with state and district leaders and other education organizations and agencies engaged in professional learning within the state, will create a comprehensive, and transformed system for professional learning, and the tools and resources necessary to support full implementation of CCSS and assessments.

In addition to the single Demonstration State, five states will be selected to serve as Critical Friends States to provide guidance, feedback, advice, and support to the Demonstration State. Critical Friends States will provide guidance and feedback to the Demonstration State while simultaneously selecting appropriate processes, tools, and other materials developed as a part of this initiative to use within their states. Their responsibility includes providing feedback on their use of the resources.

Learning Forward and CCSSO will engage leaders in other states as well through three leading national associations that have agreed to support this initiative. The National Governors Association, American Association of Colleges for Teacher Education, and National Association of State Boards of Education will contribute expertise and disseminate information to their members about the progress of this initiative. For more information about Learning Forward and CCSSO, see Appendix A.

The key components of this initiative are described below.

A **Demonstration State** will serve as a learning laboratory and model for other states that want to achieve full and deep implementation of CCSS and readiness for new assessments. The Demonstration State will undertake extensive self and external analyses using a series of audits (initiative, financial, and policy) that will lead to recommended revisions to its policies, practices, and supports for professional learning. Three within-state teams, the State Core Team, the Professional Learning Task Force, and Teacher Advisory Council, will have differentiated roles in the initiative. Additionally, the Demonstration State will develop or revise its third-party professional-learning provider system and mentoring and induction requirements or guidelines to align with and advance implementation of CCSS and readiness for new assessments. In addition, the Demonstration State will identify 50 professional learning facilitators who will participate in specialized training to facilitate professional learning on CCSS throughout the state.

The Demonstration State will select two to three **District Implementation Partners**. District implementation partners will have representatives serving on the Professional Learning Task Force and the Teacher Advisory Council and will identify teachers and principals committed to implementing tools, products, and processes and other resources emerging from this initiative designed to accelerate implementation of CCSS and student achievement.

Five **Critical Friends States** will serve as critics, advisors, guides, and learners as they observe and provide feedback to the Demonstration State teams. Critical Friends States will include a range of states whose implementation efforts are more advanced than or on par with those of the Demonstration State. A representative from each Critical Friends State will participate in all meetings in the Demonstration State, provide guidance, advice, support, and resources to enhance and advance the Demonstration State's work. In addition, Critical Friends States may select as appropriate processes, tools, and products developed for the Demonstration State to use within their own state. Critical Friends States will be expected to maintain a portfolio of how they use the resources, feedback on their use, and recommendations for

improvement. Critical Friends States have the opportunity to review and reflect on their efforts and to contribute to another state's success while also having access to all the resources developed. In addition, Critical Friends States will use their engagement to refine and accelerate their efforts to achieve full and deep implementation of CCSS and preparation for new assessments.

A small team of **Facilitators (in Training)** selected through an invitation process will observe the work at the Demonstration State with the intention to learn how to facilitate the same work in other states at the completion of this initiative. These Facilitators will contribute to the capacity of Learning Forward and CCSSO to serve other states interested in implementing all or portions of the initiative.

As a result of this work, an extensive body of **open source resources** for transformative professional learning will be available through Learning Forward's and CCSSO's web sites to any state wishing to use them on the condition that users provide feedback on their experience and recommend improvements to the resources.

Initiative Theory of Action and Assumptions

While there is more than enough knowledge about what constitutes highly effective professional learning and how to engage educators in it, there are too few states and school districts that act consistently on what is known. States will need to be more thoughtful about conceiving, organizing, managing, implementing, and evaluating effective professional learning for new CCSS and assessment systems.

The theory of action for this initiative is based on the intention to transform professional learning in one state to support deep implementation of CCSS, assessments, and a new vision of teaching, learning, leading, and professional learning in all states. Figure 2 depicts the proposed connections and assumptions underlying this initiative's rationale.

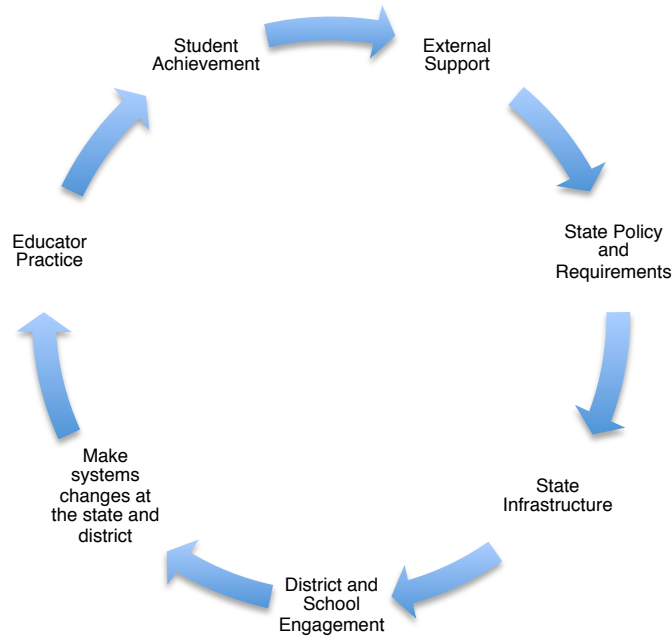


Figure 2: Initiative's Theory of Action

Assumptions:

- Demonstration programs can serve as powerful and helpful motivators to change.
- Engaging key stakeholders from other states in the process can ease transition of lessons learned to other states.
- Resources can be leveraged by investing deeply in one state and using critical feedback and evaluation to determine what merits replication in other states.
- Educators can design programs, strategies, and tools for use in other states.
- Diversity of perspectives and experiences improves decision making.
- External capacity to assist other states can be developed in the Demonstration State and provided at cost savings to other states.
- Collaboration with other associations and stakeholders builds commitment and foundations for success.
- Ongoing communications maintains focus on the endeavor and increases commitment levels.

This initiative addresses six goals that focus on what states must do to support teacher and school leader professional learning to achieve the necessary changes in knowledge, skills, practices, and dispositions that the new CCSS and assessments require. The primary purpose of this initiative is to increase achievement for all students with full implementation of CCSS and readiness for new assessments by providing the professional learning essential for educators to meet the expectations of this sweeping change. This initiative addresses six goals that focus on what states must do to support teacher and school leader professional learning

to achieve the necessary changes in knowledge, skills, practices, and dispositions new CCSS and assessments require.

A full list of the initiative's goals and objectives appears in Appendix B.

Sandler Foundation has committed the initial funding for the initiative. With added commitment from Learning Forward, the funding is secured to complete Year One (Phase I and II) of this initiative. Both Learning Forward and CCSSO have committed leadership and staff to support this initiative. Both Learning Forward and CCSSO will work to secure additional funding to complete Year 2 (Phase III and IV) of the initiative.

Invitation To Apply

Learning Forward and CCSSO invite states that have adopted CCSS and that are currently members of CCSSO and preferably hold membership in the State Consortium on Educator Effectiveness (SCEE) and/or Implementing Common Core Standards (ICCS) networks to submit a proposal to be considered a national Demonstration State and/or Critical Friends States for *Transforming Professional Learning to Prepare College and Career Ready Students: Implementing the Common Core*. Application requirements for the Demonstration State begin below. Application requirements for Critical Friends States begin on p. 9.

Demonstration State Applicant Requirements

Demonstration State applicants must commit to transform their current approach to professional learning to create a transformed statewide professional learning system to support full implementation of CCSS and other content standards and readiness for new assessments to prepare students for college and career readiness. This requirement includes revising current policies, regulations, and administrative guidelines, reallocating budget lines, and increasing coherence within the state agency for developing, implementing, and evaluating effective professional learning to support implementation of rigorous content standards to advance deep learning and result in students being college and career ready.

Applicants are required to

1. Be a member of CCSSO and preferably hold membership in the State Consortium on Educator Effectiveness (SCEE) and/or Implementing Common Core Standards (ICCS)
2. Develop and implement an articulated vision for teaching, learning, leading, and professional learning for full and deep implementation of CCSS and other standards and readiness for new assessments to increase student achievement
3. Develop a comprehensive plan that stages professional learning for CCSS and assessments according to such issues as district and school readiness, teacher experience, district ratings, student poverty levels, and more
4. Address academic achievement of all students with special attention to high-poverty students, students of color, and students who are English language learners

5. Serve as a Demonstration State and learning laboratory for other states committed to investing in a similar comprehensive professional learning system
6. Appoint a State Core Team comprised of members with decision-making authority who impact the state's teaching and learning system, e.g., curriculum, assessment, professional learning, school improvement, finance, and educator effectiveness, to oversee this initiative, work collaboratively with the Professional Learning Task Force and Teacher Advisory Council, and build a coherent system of teaching and learning to support full implementation of Common Core
7. Administer Learning Forward's Standards Assessment Inventory twice statewide (funding provided) (<http://www.learningforward.org/standards/sai.cfm>).
8. Appoint, by the chief state school officer or state board of education, a statewide Professional Learning Task Force (PL Task Force) with representatives of key stakeholders across the state including representatives of institutions of higher education, associations, local education agencies, SEA, technical assistance agencies, regional education laboratory, and others influential in professional learning to make recommendations to appropriate decision making bodies (funding provided)
9. Appoint, by the chief state school officer or state board of education, or repurpose a statewide Teacher Advisory Council with representatives from pre-K-12 teachers in multiple disciplines and grade levels and one principal from each level to provide school and classroom perspective to the Professional Learning Task Force (funding provided)
10. Host meetings of State Core Team (approximately eight face-to-face and electronic), PL Task Force (eight face-to-face and electronic), and Teacher Advisory Council (four face-to-face and electronic) over the two-year initiative (funding provided)
11. Review and/or revise state policies, administrative guidelines, regulations, etc., related to professional learning. These policies may include:
 - Budget allocation for professional learning (e.g., use of federal funds for professional learning and other sources of funding)
 - Time for professional learning
 - Standards for teachers, teacher leaders, leaders, and professional learning
 - Mentoring and induction
 - Evaluation of professional learning
 - School improvement
 - Relicensure requirements
 - Other policies related to professional learning
 - Curriculum and assessment development
 - Instructional materials selection
12. Engage in a professional learning financial audit to analyze and plan allocation of fiscal resources for professional learning to implement more rigorous standards and prepare for new assessments.
13. Engage in a professional learning policy audit to review all policies related to professional learning with an intention of aligning and strengthening the policies to support CCSS, new assessments, and future major initiatives

14. Engage in an initiatives audit to identify all major state initiatives with the intention of determining how to align them and their resources to support CCSS, new assessments, and future major initiatives.
15. Develop or revise guidelines for third-party professional learning providers to align with CCSS and readiness for new assessments
16. Contribute to efforts to secure full funding to complete Year 2 (Learning Forward's Executive Director holds this as a primary goal and will lead the efforts)
17. Share processes, products, resources, and experiences resulting from this initiative within the state and across states
18. Complete all responsibilities as delineated in the Demonstration State Responsibilities (See Appendix E)
19. Participate in and contribute to the initiative's evaluation

Demonstration State applicants must submit a written proposal. Please send a proposal of no more than 20 pages indicating qualifications and commitment to participating in this initiative as a Demonstration State with the following information:

- Cover page with the requested information (see Appendix F).
- Commitment letter signed by the chief state school officer and preferably by other leading education decision makers within the state (see Appendix G).
- Description of the SEA's current mission, vision, and strategies related to professional learning.
- Explanation of the State's:
 - **Commitment to Equity:** Describe how the state is addressing academic achievement of high-poverty students, students of color, and students who are English language learners. Provide information about **two to three school districts** that have agreed to participate in this initiative (serve as representatives on both the Professional Learning Task Force and Teacher Advisory Council and as local implementers of products, tools, and resources created in the initiative). Include (a) district name; (b) total student enrollment; (c) student demographics (d) disaggregated student achievement data; (e) approximate total annual state and local expenditures for professional learning; and (f) other relevant information
 - **Intended Outcomes:** Describe what the state expects to accomplish in the two years of this initiative related to professional learning, implementation of Common Core, readiness for new assessments, and college and career readiness.
 - **Status of Common Core State Standards Implementation:** Describe the status of the state's implementation of Common Core State and other standards and readiness for new assessments. What actions have been taken, are planned, and/or are proposed? Who holds primary responsibility for implementation and support for implementation of the new standards and assessments within the state?
 - **Implementation of Standards:** Describe what professional learning, teacher, teacher leaders, and leader standards the state has in place, when they were

last updated, and how the state plans to monitor and leverage use of the standards in implementing CCSS and the new assessments (e.g., professional learning, licensure, InTASC, ISLLC, Teacher Leader Model Standards, etc.).

- **Key Staff:** Name the members of the State’s Core Team and their positions. If any members are elected officials, include their term of service. The State’s Core Planning Team must include those with decision-making authority in the areas of curriculum, assessment, professional learning, school improvement, and educator effectiveness. Name the person who will serve as the lead contact for this initiative and provide his or her bio. Please provide an organizational chart to show the reporting relationships among departments within the SEA.
- **Support for Continued Funding:** Funding for Year One of this two-year initiative is committed. Learning Forward’s Executive Director will lead efforts to secure funding for Year Two. Describe how the state will assist with securing the balance of the needed funding to complete Year Two. Identify previous foundations and corporations that have supported other state initiatives and the state leaders committed to collaborating in the development of funding requests for these previous supporters as well as other potential supporters.
- **Financial Investment:** Describe the state’s financial commitment to professional learning in terms of staff time, implementation resources, redirection of existing funds for professional learning, and other forms of support that may be redirected to support implementation of CCSS and preparation for new assessments.
- **Letters of Support:** Please provide letters of support from the districts identified as implementation partners.

Demonstration State applications may include up to 10 pages of optional appendices.

Critical Friends States Applicant Requirements

Applicants to serve as Critical Friends to the Demonstration State as it creates a comprehensive, statewide professional learning system to support full implementation of CCSS and other content standards and readiness for new assessments to prepare students for college and careers. Critical Friends State representatives provide guidance, feedback, advice, and coaching without directing. They offer different perspectives, encourage divergent thinking and improved decision making.

Applicants are required to:

- Participate as Critical Friends in the development and articulation of a vision for teaching, learning, leading, and professional learning for full and deep implementation of CCSS and other standards and readiness for new assessments to increase student achievement within the Demonstration State
- Participate as Critical Friends in the development of a transformed system of professional learning that stages professional learning for CCSS and assessments

- according to such issues as district and school readiness, teacher experience, district ratings, student poverty levels, and more within the Demonstration State
- Share their experiences, processes, expertise, and support with the Demonstration State as it undertakes financial, policy, and initiative audits to identify recommended improvements in policy, practices, financial support for professional learning to support full implementation of CCSS and readiness for new assessments
 - Participate in up to eight face-to-face meetings in the Demonstration State and up to 10 web-based meetings over two years
 - Implement appropriate and selected processes, products, resources, and tools within the Critical Friends State and maintain a portfolio of evidence to provide constructive feedback on the implementation to guide improvements
 - Complete all responsibilities as delineated in the Critical Friends States Responsibilities (See Appendix E)
 - Participate in and contribute to the initiative's evaluation

Critical Friends State applicants must submit written proposal. Please send a proposal of no more than 10 pages indicating qualifications and commitment to participate in this initiative as a Critical Friends State with the following information:

1. Cover page with the requested information (see Appendix F).
2. Commitment letter signed by the chief state school officer and preferably by other leading education decision makers within the state (see Appendix H).
3. Description of the SEA's current mission, vision, and strategies related to professional learning.
4. Explanation of the State's:
 - a. **Commitment to Equity:** Describe how the state is addressing academic achievement of high-poverty students, students of color, and students who are English language learners.
 - b. **Intended Outcomes:** Describe what the state expects to accomplish in the two years of this initiative related to professional learning, implementation of Common Core, readiness for new assessments, and college and career readiness.
 - c. **Status of Common Core State Standards Implementation:** Describe the status of the state's implementation of Common Core State and other standards and readiness for new assessments. What actions have been taken, are planned, and/or are proposed? Who holds primary responsibility for implementation and support for implementation of the new standards and assessments within the state? What contribution is the state willing to make in terms of CCSS products, processes, tools, and resources?
 - d. **Implementation of Standards:** Describe what professional learning, teacher, teacher leaders, and leader standards the state has in place, when they were last updated, and how the state monitors implementation of standards (e.g., professional learning, licensure, InTASC, ISLLC, Teacher Leader Model Standards, etc.).
 - e. **Critical Friends State Representative:** Name the staff member with decision-

making authority and his or her title who will serve as the state's representative to the Critical Friends States Team. Provide a rationale for selecting this representative and his or her qualifications.

Critical Friends State applicants may submit up to five pages of additional documents as appendices to the application to support aspects of this proposal.

Proposal Submission

Submit electronic proposal to be considered for either or both a Demonstration State or Critical Friends State by September 30, 2011. Proposals must be in a single Word or pdf file that includes both the proposal and all appendices. Submit to Joellen Killion at joellen.killion@learningforward.org. Only electronic copies will be considered.

Appendix A: About the Lead Partners

About Learning Forward

Learning Forward, formerly the National Staff Development Council, is the leading professional association in the area of K-12 educator professional learning. Learning Forward sets the standards for professional learning. Learning Forward recently released its third revision of the *Standards for Professional Learning*. An earlier edition of the standards is recognized in state policy and regulations in more than half the states in the U.S. With a membership of 12,000 members worldwide, Learning Forward is recognized for its effective efforts in bridging research, policy, and practice through its services, products, and programs. Learning Forward is the largest not-for-profit education association focused solely on the issues of school improvement and professional learning. The association's members are primarily in the United States and Canada and are from all areas of education workforce including teacher leaders, principals, professional learning leaders, central office administrators, superintendents, regional and state-level technical assistance providers, and university and college faculty. Learning Forward is tax-exempt under Section 501(c)(3) of the IRS Code. Further information about Learning Forward is available at www.learningforward.org.

About Council of Chief State School Officers

The Council of Chief State School Officers (CCSSO) is a nationwide, nonpartisan, and nonprofit membership organization of the top education leaders from every state in the nation. Its mission is to create a public education system that prepares every child for lifelong learning, work, and citizenship by focusing on the state-driven leverage points that will increase capacity to produce students ready to succeed as productive members of society. Two key CCSSO initiatives are relevant to the work of this project.

The State Consortium on Educator Effectiveness (SCEE) consists of 28 states working together as state teams to build coherent educator effectiveness systems that are standards-based, learner-centered, and build capacity of teachers and leaders to improve outcomes for every learner. The work includes aligning and integrating changes across system components such as recruitment, preparation, licensure, ongoing professional learning, and evaluation.

The Implementing the Common Core State Standards (ICCS) collaborative consists of 32 states working together as state teams to explore and share resources and strategies on how to change education systems to successfully implement the CCSS for students. This work includes examining and integrating changes across system components such as curriculum, assessments, professional development, accountability, instructional materials, and data systems.

More information about CCSSO is available at www.ccsso.org.

Appendix B: Complete List of Goals and Objectives

Goal 1: Develop a clearly articulated vision for effective professional learning that guides policy and practice within the state (revise vision if one exists) for full implementation of CCSS, assessments, and a new vision for teaching that facilitates deep learning for all students.

Objectives:

- 1A. Adopt standards and definition to guide professional learning.
- 1B. Develop a comprehensive, flexible framework and plan for statewide professional learning to support implementation of CCSS and assessments.
- 1C. Build capacity of stakeholder groups (i.e., teacher advisors, technical assistance providers, state staff, LEA staff, policy makers) invested in this professional learning plan.
- 1D. Support implementation of all professional-development plan components that address comprehensive changes from the system to the classroom level in a minimum of two to three selected school systems with high- poverty student populations.
- 1E. Assess impact of professional learning on selected teachers from pilot districts on their use of CCSS, application of new pedagogies (e.g., critical thinking, problem solving, presentation and demonstration skills, etc.), and readiness for new assessments

Goal 2: Implement effective monitoring systems that provide easily accessible and useful data about the quality, inputs, outputs, and outcomes of professional learning related to implementation of new CCSS, assessments, and a new vision for teaching that facilitates deep learning for all students.

Objectives:

- 2A. Establish accountability system that includes measurements, indicators, and instruments to monitor and assess the quality, inputs, outputs, and outcomes of the professional learning related to implementation of new CCSS, assessments, and pedagogy to facilitate deep learning for all students.
- 2B. Develop the capacity of state and district leaders to analyze, interpret, and use this data to improve professional learning results and advance equity.

Goal 3: Link mentoring and induction requirements for novice educators to the ongoing expectations for professional learning associated with new CCSS, assessments, and a new vision for teaching that facilitates deep learning for all students.

Objectives:

- 3A. Recommend changes in mentoring and induction.
- 3B. Develop a mentoring and induction guide to support implementation.
- 3C. Prepare teacher leaders who serve as mentors to support implementation.
- 3D. Prepare principals to supervise mentoring and induction of new teachers.

Goal 4: Establish an infrastructure of professional learning providers to support statewide implementation of CCSS and new assessments.

Objectives:

- 4A. Establish systems that identify, qualify, organize, and leverage external professional learning providers within or outside the state.
- 4B. Increase the effectiveness of school districts' selection of, monitoring of, and partnership with third-party assistance providers.

Goal 5: Revise policies with professional learning implications including those addressing resources (i.e. funding and time) to ensure deep implementation of CCSS, new assessments, and appropriate learning technologies.

Objectives:

- 5A. Assess investments and make recommendations to support the statewide professional learning plan.
- 5B. Create and implement strategies, protocols, and tools (i.e., policy review, financial audit, and calendar studies) that assist states and districts to analyze policies, address barriers, identify options, and accelerate implementation.

Goal 6: Support application of processes, tools, resources, and lessons gained from the single state demonstration to other state leaders, policy makers, and stakeholders.

Objectives:

- 6A. Assess implementation of CCSS, new assessments, and a new vision for teaching within CCSSO's State Consortium on Educator Effectiveness (SCEE), and Implementing Common Core Standards (ICCS) networks, and Learning Forward's members and networks.
- 6B. Implement dissemination and strategic communication strategies leveraging the networks of Learning Forward, CCSSO, AACTE, NASBE, and NGA.
- 6C. Assess impact of tools, resources, and other communication strategies generated through this initiative on AACTE, NASBE, and NGA.
- 6D. Prepare and assess capacity of a cadre of Facilitators in Training to replicate processes in other states.

**Appendix C:
(Phase I and II funding provided by a grant from Sandler Foundation)**

| PHASES I and II (October 2011 – June 2012) | |
|---|---|
| Total Initiative Support (approximate value) | Demonstration State’s Obligation with Funding Provided to the State |
| <ul style="list-style-type: none"> • Expert facilitation and support from Learning Forward and CCSSO staff (\$200,000) • Initiative audit (\$20,000) • Professional learning modules on Common Core State Standards (\$38,000) • Training for 50 professional development leaders to serve as Common Core trainers throughout the state (\$60,000) • Professional learning tools, processes, and products to support new vision of teaching, learning, and leading for implementation of Common Core State Standards (\$20,000) • National recognition including opportunities for presentations at meetings of Learning Forward and CCSSO (\$10,000) • Ongoing press releases and other communications about the initiative and its results (\$50,000) • Expert testimony (\$10,000) • Support from five Critical Friends States (\$45,000) • Memberships in Learning Forward for members of State Core Team, Professional Learning Task Force, and Teacher Advisory Council (\$10,000) • Statewide administration of web-based Standards Assessment Inventory (\$35,000) • Year One evaluation (\$80,000) • Common Core implementation tools, products, processes, and resources (\$25,000) • Web site for initiative resources (\$25,000) • Briefing papers (\$25,000) • Mentoring and Induction Guidelines to support CCSS (\$20,000) | <ul style="list-style-type: none"> • Host State Core Team meetings (7 face-to-face and/or electronic meetings) • Support meeting and materials costs for State Core Team meetings (\$2000) • Host Professional Learning Task Force meetings (5 face-to-face meetings) • Support meals, materials, travel, and substitute costs for members of Professional Learning Task Force (\$70,000) • Host Teacher Advisory Council meetings (1 face-to-face and 2 electronic meetings) • Support meals, materials, travel, and substitute costs for members of Teacher Advisory Council (\$8000) |
| \$673,000 (Approximate value) | \$80,000.00 |

Remaining funds in the Phase I and II budget support the preparation of the Facilitators in Training, technology support, administrative assistance, preparation and follow-up for State Core Team, PL Task Force, and Teacher Advisory Council meetings, travel for lead staff, and support from partner associations, and project management.

Appendix D:

**Funding Support to Critical Friends State
(Phase I and II funding provided by a grant from Sandler Foundation)**

| PHASES I and II (October 2011 – June 2012) | |
|---|--|
| Total Initiative Support | Critical Friends States' Obligation with Funding Provided to the States |
| <ul style="list-style-type: none"> • Travel to contribute to a national initiative to transform professional learning for implementation of Common Core (\$45,000 @ \$9,000/state/5 states) • Expert facilitation for Critical Friends States Team (\$10,000) • National recognition including opportunities for presentations at meetings of Learning Forward and CCSSO (\$10,000) • Ten memberships in Learning Forward for colleagues (\$8750) • Discounted rates for administration of SAI (optional) • Reduced rates on consulting if requested during tenure of initiative • Ongoing press releases and other communications about the initiative and its results (\$10,000) • Opportunity to reflect on current practice • Annual membership for Critical Friends States' representatives (\$870) | <ul style="list-style-type: none"> • Travel expenses to 5 face-to-face meetings in Demonstration State (\$9000/state/5 states) • Full engagement of senior-level staff member • Participate in Critical Friends States Team six debriefing meetings (electronically) • Review and use of appropriate initiative resources within the Critical Friends State and maintenance of portfolio of evidence and feedback to improve the resources |
| \$83,750 (approximate value) | \$9,000 |

**Appendix E:
Demonstration State and Critical Friends States Responsibilities**

| Demonstration State Responsibilities | Critical Friends States Responsibilities |
|---|---|
| Phase I August 2011-October 2011 | |
| | Prepare and submit proposal; respond to inquiries related to proposal |
| Submit proposal; if selected, sign MoU | Sign MoU |
| | Contribute to briefing papers |
| Meet with project leadership team; sign MoU; appoint SEA team (led by an executive staff member and include representatives with expertise and decision making authority in licensure/relicensure, curriculum, assessment, professional learning, school improvement); appoint membership of state PL task force (IHE, TA/REL. SEA, LEA, unions/ associations (including the partners), etc.) and teacher advisory council (district size, grade levels, areas of the CCSS, teacher leaders, principal from each level, etc.); coordinate calendar for initiative; disseminate information about the initiative; coordinate logistics for meeting | Manage calendar to be available for all initiative events |
| Coordinate logistics (space, food, AV, etc.), for meeting; coordinate participants' travel; contribute to agenda; support participant notification; handle inquiries about the meeting | |
| | Participate in follow-up webinar; maintain an evidence portfolio of any actions taken in the Critical Friends State |
| Host meeting | Observe meeting; maintain an evidence portfolio of any actions taken in the Critical Friends State |
| Request and receive follow-up as appropriate | Participate in follow-up webinar; maintain an evidence portfolio of any actions taken in the Critical Friends State |
| Use statewide communication vehicles to disseminate updates and resources throughout the state | Review and provide feedback on resources produced; use resources |
| Provide information to evaluator as requested; review and comment on evaluation report; use evaluation report to strengthen initiative actions | Provide information to evaluator as requested |
| Participate in debriefing calls for Cadre members | |
| | |

| Phase II (November 2011-June 2012) | |
|---|--|
| Disseminate information about SAI administration to all participating school districts; conduct follow-up; disseminate information about reports; | Participate in meetings about the SAI results |
| Host meeting; request follow-up as appropriate | Observe meeting; participate in webinar; maintain an evidence portfolio of any actions taken in the Critical Friends State |
| Contribute to the SEA and state initiative audit; participate in the interpretation of the initiative audit; use findings and recommendations from the initiative audit to align and narrow initiatives to support CCSS | Review data from the initiative audit; contribute to the analysis of the data; review the initiative audit report and action plan |
| Contribute resources for the web site | Share resources for Learning Forward, SCEE, and ICCS web sites; review resources and provide feedback |
| Host meeting; request follow-up as needed | Observe meeting; participate in debriefing webinar; maintain an evidence portfolio of any actions taken in the Critical Friends State |
| Contribute to professional learning module development | Contribute to the development of the professional learning modules |
| Host meeting | Observe meeting; maintain an evidence portfolio about what they do in their states |
| Request follow-up as appropriate | Participate in debriefing webinar; maintain an evidence portfolio of any actions taken in the Critical Friends State |
| Contribute to the list of requested resources | Review minutes of meeting |
| Contribute to the development of a mentoring and induction guide to support implementation of CCSS; dissemination of the guide and recommendations to districts within the state | Contribute to the develop a mentoring and induction guide and training recommendations to support implementation of CCSS; contribute to the dissemination of the guide and recommendations to SCEE and ICCS networks |
| Host meeting | Observe meeting; maintain an evidence portfolio about what they do in their states |
| Request follow-up as appropriate | Participate in debriefing webinar; maintain an evidence portfolio of any actions taken in the Critical Friends State |
| Contribute to the development of the criteria for selecting the professional learning leaders; select the statewide cadre of professional learning leaders; host professional learning sessions for professional learning leaders | Participate in the professional learning module training; provide feedback |

| | |
|---|--|
| Use statewide communication vehicles to disseminate updates and resources throughout the state | Review, use, and provide feedback on resources produced |
| Provide information to evaluator as requested; review and comment on evaluation report; use evaluation report to strengthen initiative actions | Provide information to evaluator as requested |
| | Participate in debriefing calls for Cadre members |
| Phase III (July 2012-December 2012) | |
| Disseminate information about SAI administration to all participating school districts; conduct follow-up; disseminate information about reports | Participate in meetings about the SAI results |
| Identify representatives to participate in developing guidelines for third-party providers within the state; host meeting; provide information about required parameters; participate in meeting to develop guidelines for third-party providers of professional learning for the state | Contribute information to develop guidelines for third-party providers of professional learning within the state |
| Participate in the development of guidelines for a statewide third-party provider system; develop action plan to implement the system including disseminating system requirements to all vendors within and outside the state | Contribute to the development of guidelines for a statewide third-party provider system; develop action plan to implement the system including disseminating system requirements to all vendors within and outside the state |
| Contribute documentation, information, and data as requested by auditors; participate as requested in the audit process; participate in the interpretation of the audit findings and recommendations; develop an action plan based on the audit findings and recommendations | Contribute to documentation, information, and data as requested by auditors; participate as requested in the audit process; participate in the interpretation of the audit findings and recommendations; provide input to the development an action plan based on the audit findings and recommendations |
| Host meeting; request follow-up as needed | Observe meeting; participate in debriefing webinar; maintain an evidence portfolio about what they do in their states |
| Contribute to the development of resources to support audits in other states | Contribute to the development and dissemination of resources to support audits in other states |
| Contribute resources for the web site | Share resources for Learning Forward, SCEE, and ICCS web sites; review resources and provide feedback |
| Use statewide communication vehicles to disseminate updates and resources throughout the state | Review, use, and provide feedback on resources produced |

| | |
|--|---|
| Provide information to evaluator as requested; review and comment on evaluation report; use evaluation report to strengthen initiative actions | Provide information to evaluator as requested |
| | Participate in debriefing calls for Cadre members |
| Phase IV (January 2013-June 2013) | |
| Contribute resources for the web site | Share resources for Learning Forward, SCEE, and ICCS web sites; review resources and provide feedback |
| Use statewide communication vehicles to disseminate updates and resources throughout the state | Review, use, and provide feedback on resources produced |
| Host meeting; request follow-up as needed | Observe meeting; participate in debriefing webinar; maintain an evidence portfolio of any actions taken in the Critical Friends State |
| Provide information to evaluator as requested; review and comment on evaluation report; use evaluation report to strengthen initiative actions; disseminate final evaluation report to all stakeholders within the state | Provide information to evaluator as requested; disseminate final evaluation report through appropriate communication vehicles; use the final evaluation report to inform subsequent support within their own states |
| Participate as requested in national presentations about the initiative | Participate as requested in national presentations about the initiative |
| Participate in press calls as requested; respond to press inquiries as requested | Participate in press calls as requested |
| Participate in policy briefing as requested | Participate in policy briefing as requested |
| Provide information to representatives of other states interested in using initiative resources or consultants | Participate in debriefing calls for Cadre members; contribute to the development of materials to describe the Cadre's purpose and availability; contribute to the ongoing support to Cadre members |

**Appendix F:
PROPOSAL COVER PAGE**

_____ is applying for

_____ Demonstration State only

_____ Critical Friends State only

_____ Both Demonstration and Critical Friends State

Date:

Organization Name:

Lead Contact:

Title:

Address:

City:

Zip:

Telephone:

Fax:

Email:

STATE EDUCATION AGENCY

SEA Mission Statement:

Brief Description of Organization: Describe (200 words or less) the organization's history, programs and services

Appendix G: Demonstration State Letter of Commitment

Place on official letterhead

By submitting this response to the RFP and by signing this letter of commitment, the state of _____ commits to serve as the Demonstration State for the *Transforming Professional Learning to Prepare College- and Career-Ready Students: Implementing the Common Core*. By signing this letter, I confirm my authority to make this commitment and to the following requirements:

1. Is a member of CCSSO and preferably hold membership in State Collaborative on Educator Effectiveness (SCEE) and/or Implementing Common Core Standards (ICCS)
2. Develop and implement an articulated vision for teaching, learning, leading, and professional learning for full and deep implementation of CCSS and other standards and readiness for new assessments to increase student achievement
3. Develop a comprehensive plan that stages professional learning for CCSS and assessments according to such issues as district and school readiness, teacher experience, district ratings, student poverty levels, and more
4. Address academic achievement of all students with special attention to high-poverty students, students of color, and students who are English language learners
5. Serve as a Demonstration State and learning laboratory for other states wishing to create a similar comprehensive professional learning system
6. Appoint a State Core Team comprised of members with decision-making authority who impact the state's teaching and learning system, e.g., curriculum, assessment, professional learning, school improvement, finance, and educator effectiveness, to oversee this initiative, work collaboratively with the Professional Learning Task Force and Teacher Advisory Council, and build a coherent system of teaching and learning to support full implementation of Common Core
7. Administer Learning Forward's Standards Assessment Inventory twice statewide (funding provided) (<http://www.learningforward.org/standards/sai.cfm>).
8. Appoint, by the chief state school officer or state board of education, a statewide Professional Learning Task Force (PL Task Force) with representatives of key stakeholders across the state including representatives of IHEs, associations, local education agencies, SEA, technical assistance agencies, regional education laboratory, and others influential in professional learning to make recommendations to appropriate decision making bodies (funding provided)
9. Appoint, by the chief state school officer or state board of education, or repurpose a statewide Teacher Advisory Council with representatives from pre-K-12 teachers in multiple disciplines and grade levels and one principal from each level to provide school and classroom perspective to the Professional Learning Task Force (funding provided)

10. Host meetings of State Core Team (approximately 8 face-to-face and electronic), PL Task Force (8 face-to-face and electronic), and Teacher Advisory Council (four face-to-face and electronic) over the two-year initiative (funding provided)
11. Review and/or revise state policies, administrative guidelines, regulations, etc., related to professional learning. These policies may include:
 - Budget allocation for professional learning (e.g., use of federal funds for professional learning and other sources of funding)
 - Time for professional learning
 - Standards for teachers, teacher leaders, leaders, and professional learning
 - Mentoring and induction
 - Evaluation of professional learning
 - School improvement
 - Relicensure requirements
 - Other policies related to professional learning
 - Curriculum and assessment development
 - Instructional materials selection
12. Engage in a professional learning financial audit to analyze and plan allocation of fiscal resources for professional learning to implement more rigorous standards and prepare for new assessments.
13. Engage in a professional learning policy audit to review all policies related to professional learning with an intention of aligning and strengthening the policies to support CCSS, new assessments, and future major initiatives
14. Engage in an initiatives audit to identify all major state initiatives with the intention of determining how to align them and their resources to support CCSS, new assessments, and future major initiatives.
15. Develop or revise guidelines for third-party professional learning providers to align with CCSS and readiness for new assessments
16. Contribute to efforts to secure full funding to complete Year 2 (Learning Forward's Executive Director holds this as a primary goal and will lead the efforts)
17. Share processes, products, resources, and experiences resulting from this initiative within the state and across states
18. Complete all aspects of the work plan as delineated in the Demonstration State Responsibilities (See Appendix E)
19. Participate in and contribute to the initiative evaluation

Date

Signature

Printed Name

Title

**Appendix H:
Critical Friends State Letter of Commitment**

Place on official letterhead

By submitting this response to the RFP and by signing this letter of commitment, the state of _____ commits to serve as a member of the Critical Friends States Team for the *Transforming Professional Learning to Prepare College- and Career-Ready Students: Implementing the Common Core*. By signing this letter, I confirm my authority to make this commitment and to the following requirements:

1. Participate as a Critical Friend State in the development of an articulated vision for teaching, learning, leading, and professional learning for full and deep implementation of CCSS and other standards and readiness for new assessments to increase student achievement within the Demonstration State
2. Participate as a Critical Friend State in the development of a comprehensive plan that stages professional development for CCSS and assessments according to such issues as district and school readiness, teacher experience, district ratings, student poverty levels, and more within the Demonstration State
3. Share our experiences, processes, expertise, and support with the Demonstration State as it undertakes financial, policy, and initiative audits to identify recommended improvements in policy, practices, financial support for professional learning to support full implementation of CCSS and readiness for new assessments
4. Participate in up to eight face-to-face meetings in the Demonstration State and up to 10 web-based meetings over two years
5. Implement processes, products, resources, and tools within the Critical Friend State and provide constructive and reflective feedback on the implementation to guide improvements
6. Complete all aspects of the work plan as delineated in the Critical Friend States Team Responsibilities (See Appendix E)
7. Participate in and contribute to the initiative's evaluation

Date

Signature

Printed Name

Title

Name of State's Representative to Critical Friends States Team:

Title: _____

Address (if different from SEA address):

Phone: _____

Fax: _____

Cell:

| _____

Email: _____

Rationale of selecting this representative: