

Carteret County Public Schools

Implementation Framework: 2018 - 21

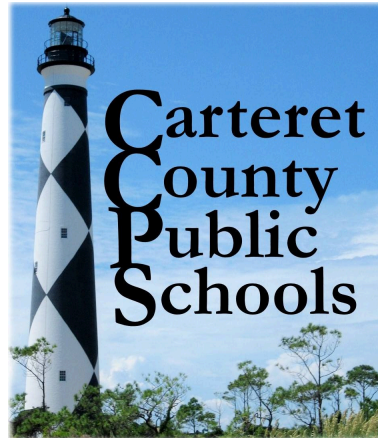


Table of Contents:

Executive Summary	3
Implementation Framework Overview	4
Readiness Indicators & Supports for Students	5
Readiness Indicators & Supports for Teachers	8
Readiness Indicators & Supports for School Leaders	11
Readiness Indicators & Supports for Parents	14

Executive Summary

North Carolinians are experiencing foundational and accelerated changes in many aspects of their communities. Vibrant new business opportunities leveraging advanced research, uniquely skilled employees, and exciting innovations influence the State's economy and workforce. Technology innovation radically impacts the way citizens mobilize and consumers behave and interact, sparking uncomfortable yet meaningful dialog around sustainability, equity, and transparency.

These same change drivers are unmistakably challenging the traditional learning model in schools across the United States. The cost of student devices is exponentially cheaper than at the outset of this millennium, resulting in unprecedented access for learners of all ages and socio-economic bands. Innovation around blended, personalized and deeper learning outcomes are dramatically impacting the nature of pedagogy, curriculum, and assessment. Community choice and voice around the nature of local school vision and mission are fueled by progressive learning models and political will for alternatives to the status quo.

In response to these changing landscapes, Carteret County Public Schools (CCS) has aligned its existing academic success with a robust investment in technology access and professional learning on behalf of its twenty schools. This intentional and strategic investment in support of child and adult learners will provide the guidance and resources necessary to guide them within a world in which they will live, learn and lead. This bold vision is grounded in the CCS [Strategic Plan](#) and will guide the community's growth through these pillars:

1. *Promote Physical, Social and Emotional Well-Being in All Learning Environments*
2. *Foster Mutually Beneficial Partnerships with Business, Higher Education and Government*
3. *Involve All Stakeholders in Promoting Expectations for Positive Student Learning*
4. *Close the Achievement Gap through Personalized Learning, Technology Access and Curriculum that Meets the Needs of All Learners*
5. *Recruit and Retain an Outstanding, Diverse Faculty and Staff Working Collaboratively around a Common Purpose*
6. *Emphasize Career and College Ready Skills across all Curriculum Frameworks*

Developed in collaboration with the Departments of Secondary Education, Instructional Technology, Curriculum & Instruction and Professional Learning as well as Advanced Learning Partnerships and Dell-EMC, Carteret County's vision represents a comprehensive approach to teaching, learning and leadership around the needs of the whole learner. Drawing on a carefully curated array of resources and in alignment with the following three-year implementation framework, CCS will lead clearly defined and deeply supported pathways to reinforcing the vision for teaching, learning and leadership throughout its schools.

Implementation Framework Overview

In support of the systemic change catalyzed by the 2017-18 technology initiative, Carteret County leadership is developing a multi-year implementation framework to support all Schools in their gradual, measured and assertive shift from the existing traditional learning model to one that promotes *unrivaled access, deep learner voice, and choice as well as a practiced confidence in navigating continuous change*.

Carteret County's efforts to inform, empower, challenge and nurture ALL stakeholders must transcend the limitations of a conventional initiative launch or public relations campaign. Scaffolded messaging, tangible exemplars and just-in-time supports for students, parents, teachers, specialists, and administrators will be critical catalysts that drive ongoing community outreach, job-embedded professional development. and continued sustained innovation.

Within the following implementation framework, the three components of implementation will align with readiness indicators and critical communication and support structures informed by the Carteret County Strategic Plan. **This framework organizes the components of implementation to maximize CCS support of students, classroom teachers, school leaders and families / community leaders through *the 2018-19, 2019-20 and 2020-21 academic years*.**

These indicators and supports are grounded in best practices validated by Learning Forward's *Standards for Professional Learning*, the ISTE *Standards for Administrators* and Hewlett Foundation's *Vision and Mission for Deeper Learning*. Furthermore, these recommendations are forged by Advanced Learning Partnerships, Inc and Dell-EMC's hard-earned implementation experience across American K-12 districts. Invited members of the Carteret team are encouraged to carefully review these indicators and support recommendations to provide feedback on visioning, implementation planning and budgeting efforts in the 2018-21 academic years.

Readiness Indicators & Supports for Students

Any district that aspires to engage deep learner voice and choice beyond the scale of a few classrooms or schools must clearly and bravely acknowledge its solitary outcome: to realign its deepest, most entrenched structures in a fashion that inspires self-actualization on behalf of each of its students. This outcome can't be accomplished without starting and ending with empathy for what voice and choice for all kids must look like at scale.

While this may seem a daunting prospect, there are some examples of school systems that successfully operationalize their efforts within such a vision. Leadership teams in partnership with their school boards are committed partners throughout this transformation process that aspire to invest deeply in identifying exactly what learner voice and choice looks like for students representing all demographics. The establishment of actionable common language as an extension of collaboratively developed vision and mission is a foremost predictor of sustainable and scaled educational change over time (Fullan, 2013). Carteret County's implementation framework will provide this common language as the primary mechanism through which all District initiatives are delivered, communicated and assessed.

What's reassuring is that the community of district administrators who recognize the urgency for enhanced learner voice and choice is rapidly growing. The following **implementation plan** will provide district leaders with milestones and tangible 'look fors' that can inform long-term planning efforts that support student achievement. The **three-year plan** outlined below identifies communication structures, professional learning priorities and metrics that can align to inform real-time progress on Carteret County's efforts to enhance student learning.

Many of the structures and milestones demonstrate that any District-lead efforts to establish and sustain learner voice and choice are indisputably linked to the extent to which student-centered capacity development are prioritized at the outset of such an initiative. In later implementation phases, when learner voice and choice is operationalized through personalized learning, students who are engaged as meaningful collaborators and apply skills refined among their peers from the outset provide the necessary capacity to achieve self-efficacy. This is illustrated in the *Continuum of Self-Efficacy* created by Bray and McKlaskey as they unpack the shifts from teacher and student centered to learner driven (2016).

Table 1. Three-Year Implementation Framework for Carteret County Students

<p>Readiness Indicators: To what extent can students measurably understand, practice and reinforce critical knowledge, skills and dispositions that inform college and career readiness? What practical and apparent ‘look fors’ correlate with increasing levels of complexity in these regards?</p>		
<p>Building the Foundation: 2018 - 19</p>	<p>Establishing Scale: 2019 - 20</p>	<p>Defining Sustainability: 2020 - 21</p>
<p>Students are accustomed to traditional learning experiences like worksheets, packets and close-ended assignments. They perceive their teacher as an authority and gatekeeper of information. They perceive learning experiences in Trailblazer classrooms to be different than their historical engagement in many other classrooms.</p> <p>Students may participate in engaging, high-quality curriculum and assessments, but their opportunity for voice and choice is limited. Opportunities for students to formatively assess their learning are underdeveloped and sporadic.</p> <p>Students may experience opportunities to leverage technology for enhanced voice and choice, but they occur sporadically and at varying levels of quality. Most students are unaware of the term ‘voice and choice’ and how it connects to their learning outside the regular classroom or school day.</p> <p>School initiatives that promote authentic learning experiences for students exist in pockets. They experience a lack of consistency in teacher application of the TIPC between classrooms and periods.</p> <p>Formative assessment data referencing the 4 C’s (as defined by the TIPC) are not regularly or deeply collected, shared or synthesized by Carteret educators.</p>	<p>Students engage in a deeper balance of traditional, authentic and real-world learning experiences. They perceive their teacher as helping them gain content knowledge through deeper learning experiences. Their perception of learning experiences in Trailblazer classrooms is expanding to include a greater number of classrooms.</p> <p>The Carteret County curriculum framework allows students to build the mindset and skills required to more regularly exercise voice and choice. Formative assessments empower students to experiment with simple goal setting and reflection.</p> <p>Students are able to regularly articulate their emerging academic needs with their teachers. They understand the importance of advocating their roles as learners and apply them through curriculum and assessments delivered through the the district’s learning platform.</p> <p>Students experience greater consistency in their teachers’ application of the TIPC across core and elective courses.</p> <p>Students consistently assess and reflect on formative assessment data and practice strategies that increase their ability to make informed decisions on their learning.</p>	<p>Learner voice and choice is diverse, ubiquitous, authentic and often self-driven. Students and teachers are comfortable with open-ended challenges and use a range of tools to personalize their learning as individuals and within groups. In many cases, students cannot differentiate between lessons facilitated by Trailblazer teachers and many of their other teachers.</p> <p>The Carteret County curriculum framework and school-based PLCs prioritize collaboration, critical thinking, research and creativity via a range of technology tools. All students apply choice, goal setting and formative feedback in their learning.</p> <p>Students synthesize the District learning platform and the 1:1 initiative to expand their community beyond the classroom. They participate in a diverse array of assessments and can independently reflect on their performance and set new learning goals.</p> <p>Students are empowered to apply their learning across and beyond all classrooms. Students from multiple campuses collaborate in performance tasks, presentations and community outreach.</p> <p>Students apply formative assessment data to inform choice, goal setting, formative feedback, and open-ended technology use.</p>
<p>Readiness Supports: What training, practice and ongoing dialog with students are necessary to sustain opportunities for voice and choice with increased frequency and depth?</p>		

<i>Building the Foundation: 2018 - 19</i>	<i>Establishing Scale: 2019 - 20</i>	<i>Defining Sustainability: 2020 - 21</i>
<i>Communications</i>		
<p>School sites apply learning model branding (logo, mascot, tagline, #hashtags, morning announcements) to student communications. Principals develop communications plans for promoting TIPC-aligned teaching and learning outcomes to teachers, parents and community partners.</p> <p>Trailblazer teachers and students celebrate student success during faculty and PLC meetings and participate in short activities that help educators understand what the 4 C's mean to them.</p> <p>Pilot schools host summer boot camps for interested students to become 'learning ambassadors'--a leadership role that empowers peer-to-peer conversations on digital citizenship and deep application of the 4 C's.</p>	<p>School sites continuously enhance learning model branding (logo, mascot, tagline, #hashtags, morning announcements) to student communications. The 4 C's of the TIPC are incorporated into student handbooks at in secondary and elementary schools.</p> <p>Trailblazers work with their colleagues both face-to-face and virtually in professional development sessions aligned to the TIPC. All Carteret students have the opportunity to engage in lessons that incorporate the 4 C's at a minimum 'developing' level on the TIPC.</p> <p>A minimum of 50% of Carteret schools host summer boot camps for interested students to become 'learning ambassadors'--a leadership role that empowers peer-to-peer conversations on digital citizenship and deep application of the 4 C's. Wherever possible, this outcome aligns with existing summer sessions already hosted at schools.</p>	<p>School sites continuously enhance learning model branding (logo, mascot, tagline, #hashtags, morning announcements) to student communications. The 4 C's of the TIPC are incorporated into student handbooks at in elementary and secondary schools.</p> <p>Students have the capacity to lead professional development sessions aligned to the TIPC. All Carteret students have the opportunity to engage in lessons that incorporate the 4 C's at a minimum 'approaching' level on the TIPC.</p> <p>All Carteret schools host summer boot camps for interested students to become 'learning ambassadors'--a leadership role that empowers peer-to-peer conversations on digital citizenship and deep application of the 4 C's.</p>
<i>Feedback Mechanisms</i>		
<p>Trailblazers and ALP consultants co-design a survey that collects student perceptions of the 4 C's. Data will be collected in the spring of the 2018-19 academic year to study student ownership of TIPC outcomes.</p> <p>Some student subgroups show increases in performance on EOC and other pertinent assessments through enhanced exposure to open-ended performance tasks.</p> <p>Students will share artifacts of their work that correspond with Trailblazer-lead lessons and promote the vision for the Carteret County strategic plan..</p>	<p>All schools provide initial training to students prior to administering a survey that collects student perceptions of the 4 C's. Data will be collected in the fall and spring of the 2019-20 academic year to study student ownership of TIPC outcomes.</p> <p>Student subgroups that typically underperform on EOC tests show some increase in achievement and as well as an increase in the number of students scoring at advanced levels through enhanced exposure to open-ended performance tasks.</p> <p>A minimum of 50% of Carteret schools empower students to showcase their work through site-based presentations and community exhibition nights.</p>	<p>All schools administer a survey that collects student perceptions of the 4 C's. Data will be collected in the fall and spring of the 2020-21 academic year to study student ownership of TIPC outcomes.</p> <p>Open ended-performance tasks are a proven intervention in supporting all students on EOC tests and pertinent assessments.</p> <p>All Carteret schools empower students to showcase their work through site-based presentations and community exhibition nights.</p>

Readiness Indicators & Supports for Teachers

Concurrent to the development of student indicators and supports, district administrators must also balance messaging and resources to classroom educators in a fashion that models learner voice and choice. Simply put, student self-efficacy cannot be realized without engaging classroom educators to define, apply, and continuously refine skills, habits of mind and skills that empower professional self-efficacy.

Established research and practical experience teaches that the most practical way for district administrative teams to accomplish this outcome is to dramatically redefine the outcomes, structures and metrics that drive existing traditional professional development and evaluation programs. While this may seem revolutionary, the changing world that hosts public education has already triggered its evolution. Edchats driven by various social media platforms and the increasingly common shift to job-embedded professional learning (JEPL) are two of the more important catalysts that provide classroom educators with enhanced voice and choice. Professional Learning Communities (PLCs) are another proven mechanism by which reflective practice and applied synthesis of protocols and instructional strategies have been shown to enhance learner voice and choice for adults and children alike. Finally, our reference to Trailblazer classrooms--hosted by educators who engage in advanced professional learning specialized in the implementation of best practices that foster learner voice and choice--acknowledges the importance of activating local laboratory classrooms where educators, coaches and specialists can 'see' district vision within their own communities.

The following **implementation plan** will provide district leaders with milestones and tangible 'look fors' that can inform long-term planning efforts that support ongoing, equitable and transparent professional growth among classroom teachers. The **three-year plan** outlined below identifies communication structures, professional learning priorities and metrics that can align to inform real-time progress on Carteret County's efforts to enhance instructional decision-making in all classrooms.

Table 2. Three-Year Implementation Framework for Carteret County Teachers

Readiness Indicators: To what extent are classroom educators leveraging technology and other resources and time to best support CCS strategic goals? What practical and apparent milestones correlate with increasing levels of complexity in these regards?		
<i>Building the Foundation: 2018 - 19</i>	<i>Empowering Scale: 2019 - 20</i>	<i>Defining Sustainability: 2020 - 21</i>
<p>All classroom teachers receive ongoing professional development on the Teacher Innovation Progress chart (TIPC) within the context of content-based PD.</p> <p>Classroom teachers become increasingly aware of the importance of learner voice and choice but only sporadically incorporate classroom management strategies and learning experiences that promote this outcome.</p>	<p>Trailblazer teachers / coaches apply common protocols to align the TIPC to curriculum planning and instructional strategies.</p> <p>Trailblazer teachers / coaches work with students and parents to establish a practical, transparent learning environment that fosters learner voice and choice. All Carteret teachers have received sufficient professional</p>	<p>Classroom teachers collaborate independently to make informed, real-time decisions that broker authentic opportunities for learner voice and choice.</p> <p>Tangible outcomes aligned to the TIPC are authentically woven into the teacher's facilitation. Learner voice and choice is no longer perceived as</p>

<p>Classroom teachers learn with Trailblazers to celebrate the deep capabilities of technology in fostering learner voice and choice. They become increasingly comfortable with incorporating this outcome with feedback and support.</p> <p>Classroom educators see the benefit of job-embedded professional learning (JEPL) from their Trailblazer colleagues. Some educators express an interest in partnering with Trailblazers as a means of developing their instructional practice.</p>	<p>development to afford students enhanced voice and choice via technology.</p> <p>Classroom teachers are aware of the characteristics of technology-rich learning environments in creating and refining learning activities. They can facilitate and reflect on specific lessons with support from a Trailblazer or coach via established protocols.</p> <p>Trailblazer teachers work with their colleagues and administrators to engage in job-embedded professional learning (JEPL). They invite interested colleagues to participate through classroom visits and facilitated reflections.</p>	<p>'another thing': ubiquitous access and informed choice are evident in everyday learning.</p> <p>Classroom teachers leverage the district's learning platform at multiple points each day. They use the platform as a tool to personalize curriculum and assessment in support of the Carteret Strategic Plan. Additionally, they use the District learning platform to engage in Professional Learning (PL).</p> <p>Networks of Trailblazer classrooms are well-established, vibrant hubs for professional learning. Administrators, teachers and coaches leverage both their on-site trailblazer classrooms and the District learning platform to access an increasingly personalized professional learning portfolio.</p>
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Readiness Supports: What structures, resources and metrics are necessary to support classroom educators as they facilitate deeper and more frequent opportunities for learner voice and choice?

Building the Foundation: 2018 - 19	Empowering Scale: 2019 - 20	Defining Sustainability: 2020 - 21
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Communications

<p>CCS applies branding (logo, mascot, tagline, #hashtags) to professional development communications to teachers in appropriate postings.</p> <p>The TIPC is revised to clarify and promote the alignment of technology integration with existing curriculum planning efforts.</p> <p>Trailblazer teachers are invited to submit curriculum and assessments exemplars as a culminating artifact of their 2017-18 PL.</p> <p>Trailblazer teachers are recruited as innovators.</p>	<p>CCS applies branding and video vignettes to all student, teacher and parent communications that consistently apply the TIPC.</p> <p>The revised TIPC is consistently used in all PL supporting teacher growth.</p> <p>Trailblazer teachers work with coaches and specialists to submit curriculum and assessment exemplars to a district-approved personalized learning platform.</p> <p>Additional cohorts of trailblazer teachers are promoted as innovators.</p>	<p>CCS branding expands to include case studies of innovative schools, community partnerships and success stories that include elementary, middle and high school students.</p> <p>The updated TIPC is completely integrated with the District Strategic Plan and the personalized learning platform.</p> <p>Student work samples and performance tasks are shared as exemplars on District's learning platform.</p> <p>Multiple cohorts of trailblazer teachers work seamlessly with site administrators to promote TIPC outcomes.</p>
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Knowledge and Skills

<p>Large-group, train-the-trainer and job-embedded professional learning (JEPL) are available for the Trailblazer cohorts and aligned to the TIPC.</p> <p>Trailblazers participate in one or more virtual courses to model blended and social-media-enhanced learning.</p> <p>Site principals and District administrators work with trailblazers to co-develop TIPC-aligned curriculum exemplars.</p>	<p>An expanded cohort of trailblazers engage professional learning support and develop plans to support colleagues at appropriate grade levels / departments.</p> <p>Trailblazers co-facilitate one or more virtual courses through the District learning platform for colleagues on a range of topics aligned to the TIPC.</p> <p>Trailblazers work with their fellow educators to draft TIPC-aligned curriculum exemplars.</p>	<p>An ever-expanding cohort of trailblazers create learning activities based on community need.</p> <p>Trailblazers work with district and site leadership to model best practice in Model Classrooms across all school sites as well as through the District learning platform.</p> <p>Teachers at ALL CCS schools draw on a full, consistent range of professional learning options: large-group, workshop, JEPL and virtual.</p>
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Feedback Mechanisms

<p>Quantitative and qualitative data derived from the TIPC & Qualtrics tools and applied via curriculum planning, instructional coaching and peer-to-peer visits.</p> <p>Usage statistics for teachers and students via the technology deployment to determine growth in learner voice and choice.</p> <p>Teacher blogs on the impact that JEPL has on changing practice relative the TIPC.</p>	<p>Ongoing qualitative and quantitative data derived from TIPC tool and applied via curriculum planning, instructional coaching and peer-to-peer visits.</p> <p>Usage statistics for teachers and students via the District learning platform to determine growth in learner voice and choice.</p> <p>Teacher blogs on the impact that JEPL and virtual PD has on changing practice relative the TIPC.</p>	<p>Ongoing qualitative and quantitative data derived from updated TIPC tool and applied via curriculum planning, instructional coaching and peer-to-peer visits.</p> <p>Usage statistics for teachers and students via curriculum frameworks hosted on the District learning platform to determine growth in learner voice and choice.</p> <p>Teacher blogs on the impact that JEPL and virtual PD has on changing practice relative the TIPC.</p>
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Readiness Indicators & Supports for School Leaders

While the student's realization of sustained learner voice and choice is of paramount importance, the influence that site leadership teams exert on their respective campuses represents the crucial success driver. Even more than classroom educators, the buy-in, authorship, and innovation demonstrated by school principals and their support teams are essential catalysts for second-order change (creating a new way of seeing things) at school and district scale. Without the uninterrupted support of site-based leadership teams, learner voice, and choice simply cannot scale.

The reasons for this are obvious but important to acknowledge. The evaluative role played by principals and assistant principals conditions teacher response to local and district-defined priorities and milestones. If learner voice and choice is prioritized by the individuals in evaluative roles, educators will do what they can to adjust practices toward communicated targets. Done without clear, collaborative dialog and adequate supports, however, educators and site administrators alike will respond in accordance to a perceived mandate, resulting in oversimplified practices, 'dog and pony shows' on observation days, a noticeable drop in morale and irreparable damage to district-communicated learner voice and choice as well as personalized learning initiatives.

District leadership teams that adopt an intentional, gradual approach to supporting site leadership teams through the transition from traditional school culture to one that welcomes learner voice and choice is achievable. Over multiple years, Carteret County leadership teams will learn and refine strategies and protocols for their respective buildings, participate in application-based, transparent professional learning structures, and model learner voice and choice within these communities. Their careful work will dovetail with CCS efforts to promote enhanced student and teacher self-efficacy, directly impacting an increasingly positive, collaborative learning environment.

Attentive readers will note that the readiness indicators and supports recommended for administrators are similar to those outlined for classroom educators. This is not accidental. A primary characteristic of an increasingly job-embedded professional learning (JEPL) culture is an inclusive, 'horizontal' environment in which administrators, coaches and teachers collaborate regularly during the course of a normal school day, week, month and year.

The following **implementation plan** will provide district leaders with milestones and tangible 'look fors' that can inform long-term planning efforts that support ongoing, equitable and transparent professional growth among school leadership teams. The three-year plan outlined below identifies communication structures, professional learning priorities and metrics that can align to inform real-time progress on Carteret County's efforts to enhance instructional decision-making in all schools.

Table 3. Three-Year Implementation Framework for Carteret County Public Schools Leaders

Readiness Indicators: To what extent are school leadership teams measurably able to define, promote college and career readiness outcomes? What practical and proven strategies correlate with increasing levels of complexity in these regards?		
Building the Foundation: 2018 - 19	Establishing Scale: 2019 - 20	Defining Sustainability: 2020 - 21
<p>Site leadership teams are increasingly comfortable with the student access model brought about through the Carteret technology initiative. They are more specific in their stated needs after the first implementation year.</p> <p>Many site leadership teams leverage their professional development as Trailblazers to craft school improvement plans that incorporate 4 C's and the TIPC..</p> <p>Some leadership teams do not prioritize higher-order engagement of the Carteret technology initiative on their campuses. They may require additional support to meet minimum District expectations around the incorporation of TIPC outcomes.</p> <p>A minimum of 25% of Carteret sites serve as Trailblazer schools. These site leadership teams and their teachers are willing to host visiting administrators and teachers as a means of building scaled capacity within their District.</p>	<p>All site leadership teams understand that the Carteret technology initiative represents a departure from the conventional learning model that pervades their past school and district culture. They actively connect with their communities for support that will help them realize the Carteret strategic plan.</p> <p>Roles within site leadership teams are enhanced to leverage the foundation for Professional Learning Community (PLC) and job-embedded professional learning (JEPL) structures. All Carteret schools include these forms of leadership capacity development in their school improvement plans.</p> <p>All school leadership teams demonstrate sufficient knowledge, confidence and buy-in to adequately communicate the 4 C's and TIPC outcomes. They build a culture that empowers model classrooms.</p> <p>A minimum of 50% of Carteret sites serve as Trailblazer schools. These site leadership teams and their teachers are willing to host visiting administrators and teachers as a means of building scaled capacity within their District.</p>	<p>Site leadership teams autonomously adjust their CSIP based on formative assessment data generated from JEPL systems, technology access statistics and changes in student learning as described through a range of metrics including the TIPC. They share practice within and beyond the district community.</p> <p>Site leadership teams proactively and innovatively apply virtual, PLC, and job-embedded professional learning as catalysts for continuous improvement. They work with their faculties to nurture a 'pipeline' of model classroom teachers who host visits and reflection.</p> <p>All school leadership teams demonstrate independent knowledge, confidence and buy-in to independently communicate the 4 C's and TIPC outcomes. They leverage a culture that empowers model classrooms.</p> <p>All Carteret sites serve as Trailblazer schools. These site leadership teams and their teachers host visiting administrators and teachers as a means of building scaled capacity within and beyond their District.</p>
Readiness Supports: What structures, resources and metrics are necessary to support site administrators as they facilitate deeper and more frequently opportunities for learner voice and choice?		
Building the Foundation: 2018 - 19	Establishing Scale: 2019 - 20	Defining Sustainability: 2020 - 21
Communications		
<p>Site leadership teams are trained to apply technology initiative branding (logo, mascot, tagline, #hashtags) to pertinent school communications.</p>	<p>Site leadership teams are trained to apply technology initiative branding to all student, teacher and parent communications that promote blended, PLC and JEPL structures.</p>	<p>Site leadership teams actively seek out potential case studies of innovative classrooms, community partnerships and success stories of recent District graduates for technology initiative branding.</p>

<p>All administrators are trained to effectively communicate the updated TIPC to clarify and promote key terminology, mindset and skills.</p> <p>Trailblazer principals emphasize the importance of Model Classrooms and how to support teachers as they implement TIPC outcomes.</p> <p>Site leadership teams share the TIPC vignettes and case studies and facilitate reflective protocols that help faculty and parents explore how the 4 C's and TIPC empower student learning.</p> <p>Site leadership teams promote and incentivize teacher participation in optional exhibition nights.</p>	<p>Site administrators apply language from the updated TIPC during their JEPL (learning walks, instructional rounds, peer-to-peer visits, etc.).</p> <p>Administrators share Trailblazer-crafted learning activities through the District learning platform. They encourage teachers to engage in 'rapid prototyping' within curriculum planning to try TIPC-aligned curriculum.</p> <p>Trailblazers work to promote Model Classrooms as centers for JEPL. They support reflective protocols that welcome collaboration.</p> <p>Site leadership teams promote and incentivize teacher participation in schedule exhibition nights.</p>	<p>Site administrators independently use the updated TIPC to gather and generate insights from formative data collected during blended, PLC and JEPL structures.</p> <p>Leadership teams work with teachers to identify and share student work samples as artifacts of the District vision and mission around the 4 C's and TIPC through the District learning platform.</p> <p>Administrators work to continuously expand Model Classrooms as critical catalysts for JEPL, collaboration and success.</p> <p>Site leadership teams schedule and celebrate fall and spring exhibition nights among the best attended and powerful events on the school calendar.</p>
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Knowledge and Skills

<p>Trailblazer administrators and teachers facilitate JEPL (learning walks, instructional rounds, peer-to-peer visits, etc.) teachers. They support administrators in establishing foundational PLC cultures around technology integration in their schools.</p> <p>Site administrators participate in foundational Model Classroom (MC) planning sessions with Trailblazer teachers in order to maximize application of common language document and JEPL structure.</p> <p>Site leadership teams participate in training to understand and apply the updated TIPC to their strategic planning, walkthroughs and site-based PD plans.</p>	<p>Monthly principal meetings are facilitated within a PLC framework driven by TIPC outcomes. They receive materials and training that empower them to scale the PLC foundation around technology integration in their schools.</p> <p>Site administrators incorporate the District learning platform into their leadership PLC and JEPL structures and explore ways to maintain learning through asynchronous means. The model these emerging practices with their faculty and connect the TIPC to these opportunities for blended learning.</p> <p>Site administrators take part in coaching for Model Classroom teachers. They identify 'look fors' that support 'rapid prototyping' as a means of scaled teacher discovery, collaboration and reflection.</p>	<p>Monthly principal meetings are facilitated by administrators and deeply aligned to the TIPC outcomes. They leverage the District learning platform to remain connected in a rich form of blended learning between face-to-face visits.</p> <p>Site administrators collaborate via the District learning platform to create learning content to sustain District strategic plan. Monthly principal meetings are a natural extension of ongoing collaboration via this platform.</p> <p>Peer to peer visits help leadership teams reinforce best practice in their management of Model Classrooms across all school sites. 'Rapid prototyping' is accepted within the school culture.</p>
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Readiness Indicators & Supports for Families & Community

A critical yet often overlooked aspect of school transformation initiatives involves the lack of attentive, ongoing efforts to engage family, business and community organizations. Virtually all schools invite these stakeholders to periodic extra-curricular events and contact them via a range of protocols and interventions. What is often missing are clearly defined and transparent channels for communication and knowledge exchange that promote closer ties between the school, home and community (Redding, 2011).

Educators, administrators and parents understand the importance of these channels but often struggle to establish and reinforce them during a busy, often unpredictable academic and household schedules. It is with this understanding in mind that Carteret County aspires to build authentic and practical structures that foster increasingly robust engagement between administrators, teachers and parents. Their understanding of the District strategic plan and its impact on their children’s academic growth will require multiple dialogs and tangible exemplars. The extent to which Carteret County successfully redefines the learning environment for all learners is directly related to its success in welcoming parent voice throughout a process grounded in empathy, listening and flexibility.

The following **implementation plan** provides Carteret County leadership with milestones and tangible ‘look fors’ that can inform long-term planning efforts. The following **three-year timeline** identifies communication structures, professional learning priorities and metrics that can align to inform real-time progress.

Table 4. Three-Year Implementation Framework for Carteret County Public Schools Families and Community

Readiness Indicators: To what extent are families, businesses and community organizations able to understand and reinforce the Carteret County strategic plan? What practical and apparent ‘look fors’ correlate with increasing levels of complexity in these regards?		
Building the Foundation: 2018 - 19	Establishing Scale: 2019 - 20	Defining Sustainability: 2020 - 21
<p>A targeted communications campaign leverages existing strengths with family, business and community partners to reinforce the CCS strategic plan.</p> <p>Trailblazer and District leaders address the many questions, concerns and points of clarification as they watch their children participate in different learning experiences and assessments through the district’s learning platform.</p> <p>Trailblazer and District leaders address parent and community concerns about the implications that the 4 C’s may have on grading and assessment.</p>	<p>Expanded family, business and community partnerships expand the opportunities for student internships and other learning experiences within and beyond Carteret schools.</p> <p>Trailblazer and District leaders support families, business and community leaders as they become more informed regarding the benefits of the 4 C’s. The community demonstrates an increased willingness for open-ended performance tasks and other application-based learning experiences.</p> <p>Parent access to the district learning platform is consistent and used to conduct a diverse range of tasks. They begin to recognize the capability for</p>	<p>Parents advocate for, passionately inform and participate in the District vision and mission. They see Carteret County’s investment in curriculum, technology and professional learning as valuable extensions of their community.</p> <p>Parents see Carteret County investment in technology as a critical catalyst for their children’s learning. They can eloquently, naturally describe how this investment prepares learners for the world.</p> <p>With notable exceptions, a large proportion of parents see traditional assessments as an anachronism from the past. They welcome the authentic learning</p>

<p>Parent access to the district learning platform is sporadic and overused to conduct important but low-level tasks (i.e., checking progress reports). They do not yet recognize the capability for student-led discovery, reflection, goal-setting or peer feedback as it relates to the 4 C's.</p>	<p>student-led discovery, reflection, goal-setting or peer feedback as it relates to the 4 C's.s medium.</p> <p>Community and business leaders see Carteret County as an aspiring and continuously improving learning organization. They engage District leadership in conversations around potential partnerships.</p>	<p>and real-world assessments as innovations that support authentic learning for their children.</p> <p>The greater parent community is actively engaged in supporting the 4 C's through the district's learning platform. They see the platform as an extension of their community and use it to enrich the District connection to learning for adults and kids.</p>
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Readiness Supports: What informational and ongoing dialog with families, business and community leaders is necessary to sustain opportunities for learner voice and choice beyond regular school hours and into the home and community?

<p>Building the Foundation: 2018 - 19</p>	<p>Establishing Scale: 2019 - 20</p>	<p>Defining Sustainability: 2020 - 21</p>
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Communications

<p>Carteret County applies mission-aligned branding (logo, mascot, tagline, #hashtags) to family, business and community-oriented communications.</p> <p>District and schools focus on promoting concepts of student choice, voice in community-friendly media campaign.</p> <p>Parents, business and community leaders are invited to participate in a sequence of community dialogs. These dialogs will help parents better understand the Carteret vision for learning as well as its impact on student learning experiences</p>	<p>HCPS applies branding and video vignettes to all family, business and community-oriented communications.</p> <p>Parents, business and community leaders continue to receive regular communications on the Carteret County strategic plan and are invited to attend an increasing number of student showcase events that align with the TIPC.</p> <p>Parent, business and community leaders s are invited to review and reflect on student data collected through fall and spring questionnaires. These dialogs will help parents better understand the Carteret vision as well as its impact on student learning experiences.</p>	<p>Parent, business and community leader interviews are showcased in regular school communications as exemplars of how the Carteret technology initiative and strategic plan have positively impacted learning experiences.</p> <p>Parents, business and community leaders continue to receive regular communications on the Carteret strategic plan and are invited to present at an increasing number of student showcase events that align with the TIPC.</p> <p>Parents, business and community leaders are invited to review and reflect on student data collected through the fall and spring questionnaires. These dialogs will help parents better lead and participate in increasingly frequent student learning experiences.</p>
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Feedback Mechanisms

<p>Trailblazers and ALP consultants co-design a survey that collects parent perceptions of the 4 C's. Data will be collected in the spring of the 2018-19 academic year to study student ownership of TIPC outcomes.</p>	<p>All schools administer a survey that collects parent perceptions of the 4 C's. Data will be collected in the fall and spring of the 2019-20 academic year to study student ownership of TIPC outcomes.</p>	<p>All schools administer a survey that collects parent perceptions of the 4 C's. Data will be collected in the fall and spring of the 2020-21 academic year to study student ownership of TIPC outcomes.</p>
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Outside of Framework Help

Learning Models

Example 1: <https://sites.google.com/vbschools.com/determiningreadinessdemo>

Example 2: <https://fcit.usf.edu/matrix/matrix/>

Example 3: <http://blogs.henrico.k12.va.us/21/tip-chart/>