

# Iowa CORE

C-PLAN REVIEW GUIDANCE

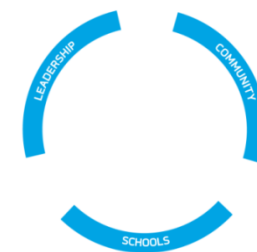
September 2014



## Instructions:

### Outcome 1: School leaders build and sustain system capacity to implement the Iowa Core.

*If leadership actions of administrators, teachers, and the school board are focused and committed to providing the expertise, guidance, and resources needed to build capacity and support teaching and learning, **then** the implementation of the Iowa Core will result in increased student learning and performance.*



Target What are we trying to accomplish?	C-Plan Question	State Approval Requirements	State Comments
Implementation of leadership behaviors to sustain the Iowa Core.	<b>What actions are established or will be established to ensure the Leadership Team engages educators in collaborative processes to realize the vision of the Iowa Core through effective implementation?</b>	<ul style="list-style-type: none"> <li>• Response must include a leadership team.</li> <li>• Response must include collaborative actions.</li> <li>• Response must articulate implementation of the Iowa Core in all required content areas: literacy, mathematics, science, social studies, and 21<sup>st</sup> Century Skills.</li> </ul>	<ul style="list-style-type: none"> <li>• The response does not indicate a team is leading the work of implementing the Iowa Core.</li> <li>• The response does not describe collaborative actions being undertaken to implement the Iowa Core.</li> <li>• The response does not indicate implementation of the Iowa Core in all required content areas (literacy, mathematics, science, social studies, and 21<sup>st</sup> Century Skills).</li> </ul>

### Outcome 2: Community members and other supporting agencies work together to support the implementation of the Iowa Core.



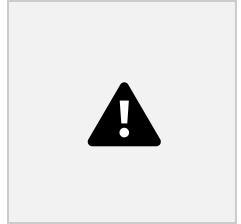
*If multiple partners including parents, school boards, business and industry, supporting agencies, and other community entities are interdependent, **then** schools will function as an integrated system to provide a coordinated approach, consistent communication, additional opportunities for learning, and the ongoing supports needed for students to be successful.*

**Outcome 2 aligns with Iowa School Leadership Standard 4 and Iowa Teaching Standards 1 and 8.**

Target What are we trying to accomplish?	C-Plan Questions	State Approval Requirements	State Comments
Coordination of community and other systems to support Iowa Core implementation	<b>What actions are established to ensure community participation (including local school board) in the implementation of the Iowa Core?</b>	<ul style="list-style-type: none"> <li>• Response must include actions to ensure community participation in the implementation of the Iowa Core.</li> <li>• Response must include actions to ensure local school board participation in the implementation of the Iowa Core.</li> </ul>	<ul style="list-style-type: none"> <li>• The response does not include actions to ensure community participation in the implementation of the Iowa Core.</li> <li>• The response does not include actions to ensure local school board participation in the implementation of the Iowa Core.</li> </ul>
	<b>What actions are established to ensure Learning Supports are coordinated to support the Iowa Core?</b>	<ul style="list-style-type: none"> <li>• The response must demonstrate evidence or documentation to confirm coordination of district, community, and other system to support the Iowa Core.</li> <li>• Response <u>may</u> include the use of the <a href="#">Continuum Mapping tool/Resource Mapping</a> tool or some other resource to establish a quality system of supports that includes strategies, programs, services and practices to support student learning.</li> <li>• Response <u>may</u> reflect the implementation of a Multi-Tiered System of Supports (MTSS).</li> </ul>	<ul style="list-style-type: none"> <li>• The response does not demonstrate evidence or documentation to confirm coordination of district, community, and other system to support the Iowa Core.</li> </ul>



**Outcome 3: A continuous improvement process to improve teaching and student achievement is used at the district and school level.**

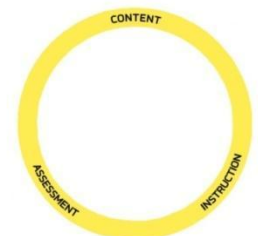


*If the Iowa Core and related school improvement processes function as ongoing continuous improvement processes based on data, **then** all elements of the system will constantly adjust and improve to yield positive outcomes for all students.*

**Outcome 3 aligns with Iowa School Leadership Standards 1 and Iowa Teaching Standards 1 and 5.**

Target What are we trying to accomplish?	C-Plan Questions	State Approval Requirements	State Comments
Data is used to monitor progress of Iowa Core implementation over the course of time.	<b>What data are you currently using to address the measurable goals and improvements in Social Studies? How are you using this data to ensure that students are reaching your goals in Social Studies?</b>	<ul style="list-style-type: none"> <li>Response must include a description of data the district/school is using to meet the needs of students in the area of Social Studies.</li> <li>Response must include the actions being taken to meet Social Studies needs identified through review of data.</li> </ul>	<ul style="list-style-type: none"> <li>Response does not include a description of data the district/school is using to meet the needs of students in the area of Social Studies.</li> <li>Response does not include the actions being taken to meet Social Studies needs identified through review of data.</li> </ul>
	<b>What data are you currently using to address the measurable long-range goals and improvements in 21<sup>st</sup> Century Skills? How are you using this data to ensure that students are reaching the goals in 21<sup>st</sup> Century Skills?</b>	<ul style="list-style-type: none"> <li>Response must include a description of data the district/school is using to meet the needs of students in the area of 21<sup>st</sup> Century Skills.</li> <li>Response must include the actions being taken to meet 21<sup>st</sup> Century Skills needs identified through review of data.</li> </ul>	<ul style="list-style-type: none"> <li>Response does not include a description of data the district/school is using to meet the needs of students in the area of 21<sup>st</sup> Century Skills.</li> <li>Response does not include the actions being taken to meet 21<sup>st</sup> Century Skills needs identified through review of data.</li> </ul>

**Outcome 4: District/School leaders and other educators monitor and use data to increase the degree of alignment of each and every student's enacted curriculum and other relevant educational opportunities to the Iowa Core.**



*If district/school leaders (administrators, teachers, and the school board) and other educators monitor and increase the degree of alignment between the intended, enacted, and assessed curriculum, **then** the quality of instruction will improve and student learning and performance will increase.*

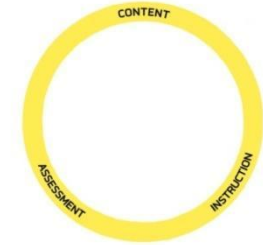
**Outcome 4 aligns with Iowa School Leadership Standard 2 and Iowa Teaching Standards 2 and 3.**

<b>Targets</b> <b>What are we trying to accomplish?</b>	<b>C-Plan Question</b>	<b>State Approval Requirements</b>	<b>State Comments</b>
District/School staff prepares and implements alignment processes and tools.	<b>What actions are established to ensure educators use data to make decisions regarding the alignment of the enacted to the intended and to the assessed curriculum of the Iowa Core?</b>	<ul style="list-style-type: none"> <li>• Response must show the district/school is using data to guide the alignment discussions (i.e. ICAT, Curriculum Mapper, Curriculum Track, ATLAS, or Power School as a standards-based grading tool).</li> <li>• Response must show evidence of the level of alignment between intended (Iowa Core content) and enacted (what is taught) curriculum in Literacy, Math, Science, Social Studies, and 21<sup>st</sup> Century Skills.</li> <li>• The response must show that the district/school has a process in place to identify and address enacted to intended curriculum alignment gaps and redundancies?</li> <li>• The response must show that the district/school has reviewed the alignment of assessments to the intended and enacted curriculum?</li> </ul>	<ul style="list-style-type: none"> <li>• Response does not indicate that the district/school is using data to guide the alignment discussions (i.e. ICAT, Curriculum Mapper, Curriculum Track, ATLAS, or Power School as a standards-based grading tool).</li> <li>• Response does not indicate evidence of the level of alignment between intended (Iowa Core content) and enacted (what is taught) curriculum in Literacy.</li> <li>• Response does not indicate evidence of the level of alignment between intended (Iowa Core content) and enacted (what is taught) curriculum in Math.</li> <li>• Response does not indicate evidence of the level of alignment between intended (Iowa Core content) and enacted (what is taught) curriculum in Science.</li> <li>• Response does not indicate evidence of the level of alignment between intended</li> </ul>

			<p>(Iowa Core content) and enacted (what is taught) curriculum in Social Studies.</p> <ul style="list-style-type: none"> <li>● Response does not indicate evidence of the level of alignment between intended (Iowa Core content) and enacted (what is taught) curriculum in 21<sup>st</sup> Century Skills.</li> <li>● Response does not indicate that the district/school has a process in place to identify and address enacted to intended curriculum alignment gaps and redundancies?</li> <li>● The response does not show that the district/school has reviewed the alignment of assessments to the intended and enacted curriculum?</li> </ul>
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**Outcome 5: Educators engage in professional development focused on implementing high quality instruction of the Iowa Core standards and the essential concepts and skills.**

*If professional development is based on the Iowa Professional Development Model and focused on improved content, instruction, and assessment practices and educators fully implement what they learn, **then** student learning and performance will increase.*

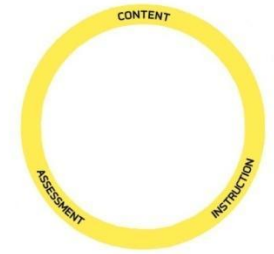


**Outcome 5 aligns with Iowa School Leadership Standards 4 and Iowa Teaching Standard 7.**

<b>Targets</b> <b>What are we trying to accomplish?</b>	<b>C-Plan Questions</b>	<b>State Approval Requirements</b>	<b>State Comments</b>
<p>High quality professional development that improves teaching and learning.</p>	<p><b>Describe how the district uses data analysis (goals, student achievement data, and other data) to guide professional development, including professional development supporting the implementation of the Iowa Core. Include specific activities, resources, and timelines.</b></p>	<ul style="list-style-type: none"> <li>● Response must show that relevant data (observation data, teacher self-reflection data, student achievement data, etc.) are used when planning professional development to support full implementation of the Iowa Core.</li> <li>● Response must show that pertinent data is collected and analyzed for the following content areas of the Iowa Core: literacy, mathematics, science, social studies, and 21<sup>st</sup> Century Skills (may be any of the disciplines in this area – financial literacy, health literacy, civic literacy, technology literacy, or employability skills).</li> </ul>	<ul style="list-style-type: none"> <li>● Response does not show that relevant data (observation data, teacher self-reflection data, student achievement data, etc.) are used when planning professional development to support full implementation of the Iowa Core.</li> <li>● Response does not show that pertinent data is collected and analyzed in literacy to guide professional development.</li> <li>● Response does not show that pertinent data is collected and analyzed in mathematics to guide professional development.</li> <li>● Response does not show that pertinent data is collected and analyzed in science to guide professional development.</li> <li>● Response does not show that pertinent data is collected and analyzed in social studies to guide professional development.</li> </ul>



			<ul style="list-style-type: none"> <li>● Response does not show that pertinent data is collected and analyzed in 21<sup>st</sup> Century Skills (civic literacy, financial literacy, health literacy, technology literacy, and employability skills) to guide professional development.</li> </ul>
	<p><b>Describe how professional development supportive of the implementation of the Iowa Core, contains all the elements of effective professional development for student achievement (theory, demonstration, practice, observation, reflection, collaboration, mentoring, and peer coaching). Include specific activities, resources, and timelines.</b></p>	<ul style="list-style-type: none"> <li>● Response must describe professional development supportive of the implementation of the Iowa Core.</li> <li>● Response must describe that professional development supportive of the implementation of the Iowa Core contains all elements of effective professional development for student achievement (theory, demonstration, practice, observation, reflection, collaboration, mentoring, and peer coaching).</li> </ul>	<ul style="list-style-type: none"> <li>● Response does not describe professional development supportive of the implementation of the Iowa Core.</li> <li>● Response does not describe that professional development supportive of the implementation of the Iowa Core contains all elements of effective professional development for student achievement (theory, demonstration, practice, observation, reflection, collaboration, mentoring, and peer coaching).</li> </ul>



## Outcome 6: Educators implement effective instructional practices to ensure high levels of learning for each and every student.

*If content is challenging and relevant and teachers routinely deliver high quality instruction, **then** student learning and performance will increase.*

Outcome 6 aligns with Iowa School Leadership Standards 2 and Iowa Teaching Standards 4 and 5.

Targets What are we trying to accomplish?	C-Plan Questions	State Approval Requirements	'No' Statements
<p>Educators deepen their understanding of instructional practices supportive of the Iowa Core through collaborative teams.</p> <p>Educators collaboratively implement instructional practices that support the Iowa Core.</p>	<p><b>What actions are established to ensure collaborative teams are engaged in <u>learning about instructional practices</u> that support improved student achievement?</b></p> <p><b>What actions are established to ensure collaborative teams are engaged in the <u>implementation of instructional practices</u> that support improved student achievement?</b></p>	<ul style="list-style-type: none"> <li>• Response must indicate that teachers are engaged in collaborative teams to learn about instructional practices that support improved student achievement.</li> <li>• Response must indicate that teachers are engaged in collaborative team to implement instructional practices that support improved student achievement.</li> </ul>	<ul style="list-style-type: none"> <li>• Response did not indicate that teachers are engaged in collaborative teams to learn about instructional practices that support improved student achievement.</li> <li>• Response did not indicate that teachers are engaged in collaborative team to implement instructional practices that support improved student achievement.</li> </ul>