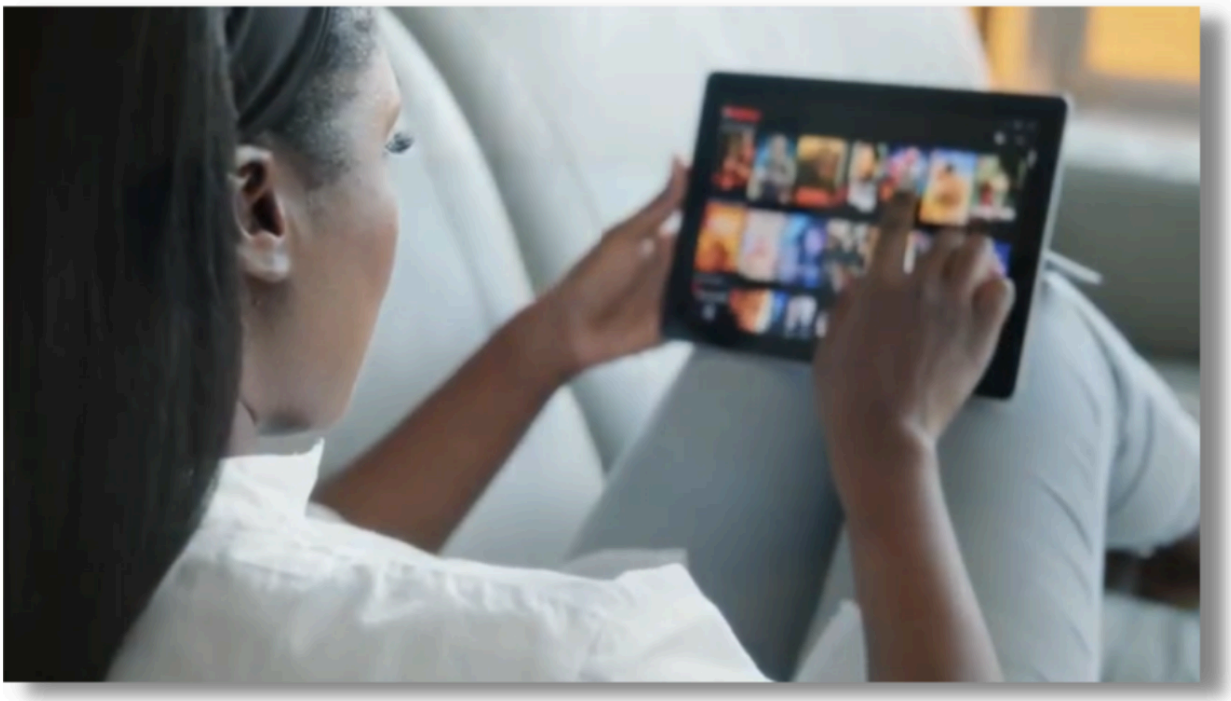
NEW YORK STATE COMPUTER SCIENCE & DIGITAL FLUENCY STANDARDS

DIAGNOSTIC TOOL & VISION



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Your Educational Partner of Choice
BOCES 2

Adapted from *Next Generation Science Standards Adoption and Implementation Workbook (2013)*

Diagnostic Tool for Determining District Capacity to Adopt & Implement CS-DF Standards

(Guiding Questions)

Strategic Leadership Team	**Notes**
● Have we designated a strategic leadership team with the focus, tools, and skill set needed to drive adoption? ● Do members of the strategic leadership team have a shared understanding of the specific details about our district's standard adoption process? ● Does our district have clear points of accountability/ownership for adopting and implementing the CS-DF?	
Aspirations	**Notes**
● What is the big-picture aspiration — or end goal — that grounds and focuses our CS-DF Standards efforts? ● Have we articulated a vision for what the CS-DF will deliver for every student? ● Have we identified how the CS-DF contribute to our aspiration for college and career readiness? ● Is that vision shared by a guiding coalition of administrative and teacher leaders, and are we doing enough to maximize the impact of their support? ● Can that vision be broken down into measurable goals for improving student outcomes and closing achievement gaps?	
Past and Present Performance	**Notes**
● Have we identified key areas of current strength and weakness based on evidence? ● Have we established clear goals for student performance? ● Have we identified how much instructional time is devoted to computer science and digital fluency in K–12? ● Have we identified how current classroom practice aligns to the CS-DF standards?	
District's Role and Approach	**Notes**
● Have we identified and prioritized what teachers need for adoption? ● What sort of professional development will be provided — and by whom? ● Will there be an effort to create curriculum frameworks and other instructional materials for classroom teachers? ● To what extent are the strategies for the district's role in CS-DF implementation aligned with other significant initiatives? ● Have we defined feedback loops (evidence that identifies whether implementation is on track) that we can use to monitor the likelihood that this plan will deliver its promised results?	

Targets and Trajectories	Notes
● When do we anticipate the CS-DF reaching the classroom? ● Working backward, what are the elements that must be addressed in our plan and by when? Who has authority to make these decisions? ● Do the appropriate leaders have access to the data needed to determine past and present performance? Do we already have a culture of using data to shape goals and track progress? ● Have we estimated the impact that each of our strategies will have on these goals over time? ● Do we have confidence that the strategies will be sufficient to help us achieve our goals? ● If full implementation takes years, how will we sustain our efforts over time?	
Stakeholder Engagement Strategy	**Notes**
● Do we have a plan for engaging stakeholders? Have we created core messages for our adoption and implementation plan? ● Is our stakeholder group diverse, including individuals from the following groups: students, teachers from across grade levels and disciplines, union members, parents, guidance counselors, school administrators, district curriculum leaders, school board members? ● Have we identified our key opponents and their points of opposition, and do we have a strategy for addressing the challenges they may pose?	
Routines for Monitoring Progress	**Notes**
● Have we established regular performance dialogues to monitor our progress toward achieving our goals? ● Is there clear ownership of each of the elements related to CS-DF implementation? ● Do these routines rely on a broad evidence base to arrive at a regular and shared view of progress? ● Do these routines help leaders identify and solve the most challenging problems as they arise? ● Do these routines build on established processes that are already in place? ● Do we regularly communicate our progress/decisions internally and externally?	
Process to Handle Potential Challenges	**Notes**
● Do we have an outreach strategy for each priority stakeholder group? ● Have we anticipated critical barriers, and how we can proactively work to alleviate them? ● How will we face challenges from opponents of the CS-DF standards, and what process will we use for addressing these issues effectively and efficiently? ● Have we established a process for handling potential issues that may arise? ● Do we have a clear communication strategy for making our points of view known? ● How can we learn from our peers' developed best practices – and mistakes - in component districts?	

Articulate Our CS-DF Vision

Question	Thoughts
What are we trying to accomplish for our students, and why?	
How will we know that we have done it?	
What is holding us back from getting there?	
Why and how are the CS-DF standards essential to student success?	
How do the CS-DF fit into our overall growth agenda and strategic improvement plans?	
Secondary Questions	
What strategies are we undertaking to implement the CS-DF?	
What are the larger shifts that these strategies will require in our district, schools, and classrooms?	