

NASBE

National Association of
State Boards of Education

Deeper Learning: Policies for a 21st Education Worksheets

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Background

The following worksheets are designed to support state boards of education as they consider supportive policies to facilitate student deeper learning. The worksheets are divided among five categories:

- **State Board Action 1:** Approve standards, curriculum, and materials that reinforce deeper learning (pages 3-14);
- **State Board Action 2:** Develop high-quality professional learning systems that reinforce deeper learning (pages 15-28);
- **State Board Action 3:** Ensure that evaluation structures of effectiveness highlight deeper learning (29-42);
- **State Board Action 4:** Provide schools and educators with flexibility to innovate (pages 43-56); and
- **State Board Action 5:** Facilitate systemwide change to enable deeper learning (pages 57-69).

In order to accommodate the different experiences and starting points of NASBE states, each policy category comes with four worksheets that cover different stages states might find themselves on the policy continuum:

- ***the awareness stage*,** designed to help state boards identify the relevance of the issue to the state's strategic plan, relevant ways to take action on the issue, key stakeholders to engage, and best practice from research and other states;
- ***the policy development and adoption stage*,** designed to help the state board identify key policy levers that can be used to bring positive change;
- ***the policy implementation stage*,** designed to help boards consider the timing of the policy, whether sufficient funds are allocated for effective implementation, the capacity of state education agencies (SEA) and local practitioners to implement the policy, and the policy's alignment with other related policies; and
- ***the policy evaluation and revision stage*,** designed to account for the successes and challenges of the policy and suggests necessary modifications.

As a caveat, neither the policy categories nor their subsequent levers are intended to provide the state with an exhaustive list of actions to impact student readiness for college, career, and civic success; different states will have different authorities related to the issues¹—indeed, each state and its students have specific needs, backgrounds, resources, and talents. NASBE staff and state policy action group members encourage states to reflect on each question with regards to how it informs the learning of all students, including students of color, English language learners, students with disabilities, low-income students, gifted students, and others. Furthermore, these worksheets are intended only to spur discussion; boards will need to make individual, subjective determinations on various questions. Even so, we encourage boards to make judgments that are as informed as possible by gathering information from SEA staff and other stakeholders. To that end, the categories, levers, authorities, and other ways boards can take action highlighted in this piece and identified by NASBE's national expert group, the Deeper Learning State Policy Action Group, serve as a starting point for states to engage in the transformational change needed to lead significantly more students to develop deeper learning skills.

¹ Also as highlighted in worksheet 1 of each section, the state board will have to reflect on how it will influence a given issue—by changing policy, convening stakeholders to delve into an issue, and/or raising important questions related to the issue—depending on its authority and the specific context.

Approve Standards, Curriculum, and Materials

Worksheet 1: Raising Awareness

Goal: To help the state board clarify terms, raise members' awareness on actions related to standards implementation that can lead to deeper learning, identify stakeholders the board should consider engaging, and locate best practices.

- 1) How does the board's current vision and strategic plan relate to effective standards implementation that provides students with experiences leading to deeper learning?

- 2) State board's influence customarily extends to one of three areas:
 - **policy authority over an issue**, including those granted by the state's constitution or legislation over the whole or part of the issue;
 - **capacity to convene** stakeholders and experts across the state to discuss solutions or use the board's stature to draw attention to an issue; or
 - **ability to ask questions** of the state chief school officer, department of education, or other stakeholders to more effectively draw out nuances of an issue.

Does your state board have influence or experience related to any of these areas? Write yes (y), no (n), or partial authority (p).

Policy/Action	Policy Authority	Capacity to Convene	Ability to Ask Questions
Conduct a gap analysis between existing standards and their potential to support student deeper learning.			
Guide statewide implementation of standards.			
Adopt curriculum frameworks, rubrics, and materials necessary to implement standards.			
Establish clearinghouses for practitioners to share materials supporting implementation.			

- 3) Name three stakeholders and their influence (policy authority, practical expertise, potential or current advocate, access to human or financial resources, etc.) on the issues identified²:

Policy/Action	Stakeholder 1/Influence	Stakeholder 2/Influence	Stakeholder 3/Influence
Conduct a gap analysis between existing standards and their potential to support student deeper learning.			
Guide statewide implementation of standards.			
Adopt curriculum frameworks, rubrics, and materials necessary to implement standards.			
Establish clearinghouses for practitioners to share materials supporting implementation.			

- 4) Are there examples of research and practices from other states that reflect on the experience of your state on this issue? Write the state and its initiative and the research most pertinent to your state in the space below. (Use the state examples and research attachment as a reference and starting point and, if needed, contact NASBE directly for more examples.)

Policy/Action: Conduct a gap analysis between existing standards and their potential to support student deeper learning.	
Similar States (list the work of one or two states)	
Research	

² The same stakeholders can be used for multiple issues.

Policy/Action: Guide statewide implementation of standards.	
Similar States (list the work of one or two states)	
Research	

Policy/Action: Adopt curriculum frameworks, rubrics, and materials necessary to implement standards.	
Similar States (list the work of one or two states)	
Research	

Policy/Action: Establish clearinghouses for practitioners to share materials.	
Similar States (list the work of one or two states)	
Research	

- 5) How can these policies help meet the needs of all students in the state, particularly English language learners, low-income students, students with disabilities, and students of color?
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Approve Standards, Curriculum, and Materials

Worksheet 2: Developing and Adopting Policy

Goal: To help state boards identify policy levers to support educational experiences that lead to deeper learning. (These levers are meant to identify possibilities for action on the part of the board and not dictate the specific course of action, which tends to be a very contextualized decision. As you answer these questions, refer to and reflect on your authorities related to the issues identified on worksheet 1, question 2.)

1) Conduct a gap analysis between existing standards and their potential to support student deeper learning.-

Fill in the following chart. How do your state's current standards in the following areas align with the knowledge, skills, and dispositions the board has identified as essential for success in college, career, and civic life (5, very well; 4, well; 3, average; 2, poor; or 1, very poor). When are these standards slated to be revisited or revised? Place a star by the standard with the greatest perceived gap and need for revision.

Subject	Rating	Revision Date
English Language Arts		
Mathematics		
Science		
Civics		
Other Areas:		
Other Areas:		

2) Create a statewide standards implementation plan. -Fill in the row in the following chart by indicating yes (y), no (n), or partially yes (p). Has the state identified an implementation plan that includes an effective timeline, metrics for success, and other supportive programs to effectively implement standards in the following areas?

Subject	Timeline	Metrics for Success	Supportive Programs
English Language Arts			
Mathematics			
Science			
Civics			

Other Areas:			
Other Areas:			

Considering my answers above, the state standards implementation plan that demands the board's greatest attention and support is _____, because

3) Do districts, schools, and educators in your state have access to supportive materials that help translate standards into deeper learning experiences necessary for success in college, career, and civic life? Fill in the column in the following chart by indicating yes (y), no (n), or partially yes (p) if the state has taken the action. Then rate on a scale of 1 to 5 how effective this resource and action has been in supporting districts, schools, and educators in your state to translate standards into student deeper learning experiences.

Action	Action taken?	Effectiveness of this action in supporting practitioners with the materials to support student college, career, and civic readiness (Rating 1-10)
Adopting curriculum frameworks and rubrics to distinguish high-quality materials		
Adopting textbooks that reinforce knowledge and skills deemed important for 21st century success		
Digital materials supporting standards implementation		
Other step:		

- 4) Has the state facilitated the sharing of information and best practices among practitioners across the state in effectively implementing standards?** Fill in the column in the following chart by indicating yes (y), no (n), or partially yes (p) if the state has taken the action. Then rate on a scale of 1 to 5 how effective this resource or action has been in supporting districts, schools, and educators in your state share best practices in supporting an educational experience that prepares students for deeper learning.

Action	Action taken?	Effectiveness of this action in helping practitioners in supporting practitioners to have the materials to support student college, career, and civic readiness (rating 1-10)
Establishing clearinghouses for practitioners to share materials		
Facilitating regional meetings throughout the state to allow collaboration and knowledge sharing		
MOUs with stakeholders with expertise and success in facilitating implementation		
Other step		

Considering our board's strategic plan, the above action(s) _____

provides the greatest potential for success in our state because _____

Will the above policies positively impact the learning of English language learners (ELLs), students with disabilities, low-income students, and students of color? If so, how and/or how can policies be adapted to ensure positive impact on these populations?

List three anticipated barriers/obstacles to the above policies and the stakeholders you must engage to overcome the identified barrier.

Barriers	Stakeholder to Engage

What are some short/incremental (in the next three months), medium (within the next year), or long-term steps (one to five years) the board can take in advancing this issue?

Short term/incremental steps (include potentially easy wins):

Medium term:

Long term:

Approve Standards, Curriculum, and Materials

Worksheet 3: Policy Implementation

Goal: To identify key components of high-quality policy implementation as dictated through the following elements: timing, funding, supporting state and local capacity, and aligning with other policies. On a scale of 1 to 5, with 1 representing highly ineffective and 5 representing highly effective, rate your state's effectiveness on the following objectives with regards to the policy options identified.

- 1) **Timing.** My state has provided sufficient time for practitioners to transition to the new policy and ensure its success.
- 2) **Funding.** My state has provided practitioners sufficient funding or flexibility in the use of existing funds to implement the policy effectively, including meeting the needs of student subgroups.
- 3) **Capacity.** a) **Local Capacity.** My state has aligned professional learning and support in the state to ensure practitioners are sufficiently trained to implement the policy in a way that meets the needs of all students. b) **SEA Capacity.** My state's Department of Education staff have been effectively trained to administer the policy in a way that meets the needs of all students.

Policy/Action	Timing	Funding	Local Capacity	SEA Capacity
Conduct a gap analysis between existing standards and their potential to support student deeper learning.				
Create an effective statewide standards implementation plan.				
Facilitate access to high-quality supportive materials.				
Facilitate sharing of best practices.				
Insert other action:				
Insert other action:				

- 4) **Alignment.** No policy stands in isolation—policies both affect and are affected by a number of other policies. For example, accountability measures affect professional learning standards and expectations of students and teachers. Has your state ensured alignment between related policies? Particular issues to consider as you review the policies below include accountability and assessment systems (including high school graduation requirements), charter school authorization; funding; professional learning for educators; school calendar; supplemental supports for students with disabilities, English language learners, and other students; timing of educator evaluations; technology platforms to support information sharing. Fill in the column in the following chart by indicating yes (y), no (n), or partially yes (p) if the state has taken partial action in this areas you identify.

Policy/Action: Conduct a gap analysis between existing standards and their potential to support student deeper learning.

Aligned policy	Action taken?

Policy/Action: Create an effective statewide standards implementation plan.

Aligned policy	Action taken?

Policy/Action: Facilitate access to high-quality supportive materials.

Aligned policy	Action taken?

Policy/Action: Facilitate sharing of best practices.

Aligned policy	Action taken?

Policy/Action: Other policy

Aligned policy	Action taken?

Approve Standards, Curriculum, and Materials

Worksheet 4: Policy Evaluation and Revision

- 1) In the first column, enter all the state board's strategic plan goals identified in worksheet 1, question 1.
- 2) In the second column, enter all the outcomes/measures of success (e.g., graduation rates, student/parent surveys, outcomes on state assessments), including impacts on student subgroups associated with these goals.
- 3) In the third column, describe how the actions and policies support these goals and measures and if there were any unintended consequences in implementing the policy.

1. Strategic Plan Goals	2. Outcomes/Measures of Success	3. How did the actions and policies support these goals and measures? Were there unintended consequences?

If applicable, describe modifications that the state board should make to enhance the capacity of each policy or action listed previously to support strategic plan goals and measures.

Modifications to enhance the capacity of the policy to support strategic plan goals and measures.

Considering the successes, challenges, and unintended consequences of one of the policies, state how you will communicate the results of the policy and its potential revisions to

- educators/practitioners implementing the policy (educators, school district staff, etc.)
- other important stakeholders (parents, community groups, postsecondary institutions, etc.)
- policy stakeholders (the legislature, governor, etc.)

Develop High-Quality Professional Learning Systems

Worksheet 1: Raising Awareness

Goal: To help the state board clarify terms, raise members' awareness on potential actions to develop high-quality professional learning systems that are better aligned to deeper learning, identify potential stakeholders, and locate best practices in research and in other states.

- 1) How does the board's current vision and strategic plan relate to ensuring educators have the knowledge, skills, and dispositions to facilitate student deeper learning?

- 2) State boards should ensure teachers' skills to promote deeper learning are reinforced at each stage of the educator preparation and support structure, from preparation to professional learning. State board influence customarily extends to one of three areas:
 - a. ***policy authority over an issue***, including those granted by the state's constitution or legislation over the whole or part of the issue;
 - b. ***capacity to convene*** stakeholders and experts across the state to discuss solutions or use the board's stature to draw attention to an issue; or
 - c. ***ability to ask questions*** of the state chief school officer, department of education, or other stakeholders to more effectively draw out nuances and raise the profile of an issue.

Does your state board have influence or experience related to any of these areas? Write yes (y), no (n), or partial authority (p).

Policy/Action	Policy Authority	Capacity to Convene	Ability to Ask Questions
Standards for teacher preparation programs that highlight deeper learning competencies			
Licensure and relicensure of teachers, including alternative licensure models, that support educator competencies leading to student deeper learning			
Development of quality instructional practices that lead to deeper learning in teacher and leader induction and mentoring experiences			
Inclusion of practices leading to deeper learning within state professional learning standards			

- 3) Name three stakeholders and their influence (could include policy authority, practical expertise, potential or current advocate, access to human or financial resources, etc.) on the issues identified³:

Policy/Action	Stakeholder 1/Influence	Stakeholder 2/Influence	Stakeholder 3/Influence
Standards for teacher preparation programs that highlight deeper learning competencies			
Licensure and relicensure of teachers, including alternative licensure models, that support educator competencies leading to student deeper learning			
Development of quality instructional practices that lead to deeper learning in teacher and leader induction and mentoring experiences			
Inclusion of deeper competencies within state professional learning standards			

³The same stakeholders can be used for multiple issues.

- 4) Are there examples of research and practices from other states that reflect on the experience of your state on this issue? Write the state and its initiative and the research most pertinent to your state in the space below. (Use the state examples and research attachment as a reference and starting point and, if needed, contact NASBE directly for more examples.)

Policy/Action: Standards for teacher preparation programs that highlight deeper learning competencies	
Similar States (List the work of one or two states)	
Research	

Policy/Action: Licensure and relicensure of teachers, including alternative licensure models, that support educator competencies leading to student deeper learning	
Similar States (list the work of one or two states)	
Research	

Policy/Action: Development of quality instructional practices that lead to deeper learning in teacher and leader induction and mentoring experiences	
Similar States (list the work of one or two states)	
Research	

Policy/Action: Inclusion of deeper competencies within state professional learning standards	
Similar States (list the work of one or two states)	
Research	

- 5) How can these policies meet the needs of all students in the state, particularly English language learners, low-income students, students with disabilities, and students of color?
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Develop High-Quality Professional Learning Systems

Worksheet 2: Developing and Adopting Policy

Goal: To help state boards identify policy levers that enable districts, schools, and teachers to engage in the development of high-quality professional learning systems that lead to all students developing deeper learning skills. (These levers are meant to identify possibilities for action on the part of the board and not dictate the specific course of action, which tends to be a very contextualized decision. As you answer these questions, refer to and reflect on your authorities related to the issues identified on worksheet 1, question 2.

- 1) Standards for teacher preparation programs that highlight deeper learning competencies.** Fill in the following chart. How well do your state's current educator preparation programs accomplish the following goals (5, very well; 4, well; 3, average; 2, poor; or 1, very poor)?

Goals	Rating
Ensure educators can teach depth, not just breadth of subject understanding.	
Ensure educators understand pedagogical strategies such as teaching for transfer, metacognition (the ability to reflect on one's learning), and other strategies that lead to student deeper learning.	
Personalize all students' educational experiences, including students with disabilities, students of color, English language learners, and other students.	
Other goal for your preparation program:	

Considering the goals listed above, the goal _____ represents an area of competency most important to our educator workforce, because _____

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- 2) Licensure and relicensure of educators, including alternative licensure models, that support educator competencies leading to student deeper learning.** Which of these actions has your state taken to ensure licensed teachers and leaders have the knowledge, skills, and dispositions to support student deeper learning? Fill in the column 2 in following chart by indicating yes (y), no (n), or partially yes (p).

Potential actions related to licensure and relicensure	Action taken?
Adopt all or part of the Model Core Teaching Standards from the Interstate Teacher Assessment and Support Consortium (InTASC) and the Interstate School Leaders Licensure Consortium (ISLLC) Standards and make licensure and relicensure conditional on demonstration of these standards.	
Ensure preservice teachers participate in some form of intense fieldwork such as clinical models or residencies prior to receiving their license and that this fieldwork involves more time in the environment in which they are likely to teach.	

Support alternative licensure models that ensure teachers have the knowledge, skills, and dispositions to support student deeper learning.	
Reward teachers who achieve National Board Teacher certification standards.	
Other option for ensuring teachers and leaders have the knowledge, skills, and dispositions to support student deeper learning.	

Considering my answers above, the area that provides the greatest potential for board action in ensuring our state's educator workforce is prepared to facilitate student deeper learning is _____, because_____

- 3) Development of quality instructional practices that lead to deeper learning in teacher and leader induction and mentoring experiences.** Has the state incorporated the development of quality instructional practices that lead to deeper learning in teachers' induction and mentoring experiences? Fill in the column in the following chart by first identifying the potential quality instructional practices leading to deeper learning that the state desired to develop as a part of the induction and mentoring experiences. Then indicate yes (y), no (n), or partially yes (p) if the state has taken the action.

Potential Quality Instructional Practice	For Teachers		For Leaders	
	Induction Experiences	Mentoring Experiences	Induction Experiences	Mentoring Experiences

Based on my reflections above, the quality instructional practice that provides the greatest potential for state action is _____, because_____.
_____.

- 4) Inclusion of deeper competencies within state professional learning standards.** Has the state board taken steps to ensure the inclusion of deeper learning competencies within the state's professional learning standards? First, list the specific skill (e.g., critical thinking, collaboration) in the first column. Next, fill in the second column in the following chart by identifying the professional learning standard designed to cultivate this skill. Last, rate on a scale of 1 to 5 the level of alignment between the standard and the skill.

Skill	Professional Learning Standard	Level of Alignment

Considering the knowledge, skills, and dispositions students in our state must develop to succeed, the skill _____ must receive greater attention in our state professional learning standards because

Will the above policies positively affect the learning of English language learners (ELLs), students with disabilities, low-income students, and students of color? If so, how? How can policies be adapted to ensure a positive impact on these populations?

List three anticipated barriers/obstacles to the above policies and the stakeholders you must engage to overcome the identified barrier.

Barriers	Stakeholder to Engage

What are some short/incremental- (in the next three months), medium- (within the next year), or long-term steps (1 to 5 years) the board can take in advancing this issue?

Short-term/incremental steps (include potentially easy wins):

Medium term:

Long term:

Develop High-Quality Professional Learning Systems

Worksheet 3: Policy Implementation

Goal: To identify key components of high-quality policy implementation as dictated through the following elements: timing, funding, supporting state and local capacity, and aligning with other policies. On a scale of 1 to 5, with 1 representing highly ineffective and 5 representing highly effective, rate your state's effectiveness on the following objectives with regards to the policy options identified.

- 1) **Timing.** My state has provided sufficient time for practitioners to transition to the new policy and ensure its success.
- 2) **Funding.** My state has provided practitioners sufficient funding or flexibility in the use of existing funds to implement the policy effectively, including meeting the needs of different student subgroups.
- 3) **Capacity.** a) **Local Capacity.** My state has aligned professional learning and support in the state to ensure practitioners are sufficiently trained to implement the policy in a way that meets the needs of *all* students. b) **SEA Capacity.** My State Department of Education staff has been effectively trained to administer the policy in a way that meets the needs of *all* students.

Policy/Action	Timing	Funding	Local Capacity	SEA Capacity
Standards for teacher preparation programs that highlight deeper learning competencies				
Licensure and relicensure of teachers, including alternative licensure models, that support educator competencies leading to student deeper learning				
Development of quality instructional practices that lead to deeper learning in teacher and leader induction and mentoring experiences				
Inclusion of deeper competencies within state professional learning standards				
Insert other action:				
Insert other action:				

Alignment. No policy stands in isolation—policies both affect and are affected by a number of other policies. For example, accountability measures affect professional learning standards and expectations of students and teachers. Has your state ensured alignment between related policies? One major issue for the state to consider in this area is educator recruitment. Other particular issues to consider as you review the policies below include career ladders for educators; the data system capacity to monitor student progress, educational materials (rubrics, technology, etc.); educator evaluation and accountability; funding; school/program accountability; state adopted standards of learning; and time for teachers to collaborate. Fill in the column in the following chart by indicating yes (y), no (n), or partially yes (p) if the state has taken partial action in this areas you identify.

Policy/Action: Standards for teacher preparation programs that highlight deeper learning competencies	
Aligned policy	Action taken?

Policy/Action: Licensure and relicensure of teachers, including alternative licensure models, that support educator competencies leading to student deeper learning	
Aligned policy	Action taken?

Policy/Action: Development of quality instructional practices that lead to deeper learning in teacher and leader induction and mentoring experiences	
Aligned policy	Action taken?

Policy/Action: Inclusion of deeper competencies within state professional learning standards

Aligned policy	Action taken?

Policy/Action: Other Policy

Aligned policy	Action taken?

Develop High-Quality Professional Learning Systems

Worksheet 4: Policy Evaluation and Revision

1. In the first column, enter all the state boards' strategic plan goals identified in worksheet 1, question 1.
2. In the second column, enter all the outcomes/measures of success (e.g., graduation rates, student/parent surveys, outcomes on state assessments, etc.), including impacts on student subgroups associated with these goals.
3. In the third column, describe how the actions and policies used support these goals and measures and if there were any unintended consequences in implementing the policy.

Strategic plan goals	Outcomes/measures of success	How did the actions and policies used support these goals and measures? Were there unintended consequences?

If applicable, describe the modifications that state boards should make to enhance the capacity of each policy or action listed on the previous page to better support strategic plan goals and measures.

Modifications to enhance the capacity of the policy to better support strategic plan goals and measures

Considering the successes, challenges, and unintended consequences of one of the policies, how will you communicate the results of the policy and its' potential revisions to

educators/practitioners implementing the policy (educators, school district staff, etc.)?

other important stakeholders (parents, community groups, postsecondary institutions, etc.)?

policy stakeholders (the legislature, governor, etc.)?

Measure and Account for Deeper Learning

Worksheet 1: Raising Awareness

Goal: To help the state board clarify terms, raise the state board members' awareness on potential actions related to ways the state measures and accounts for success, identify stakeholders the board should consider engaging, and locate best practices in research and in other states.

- 1) What elements of the board's current vision and strategic plan relate to measuring and accounting for deeper learning and what additional measures can be added to reflect the success of students, educators, schools, districts, and the state as a whole to better reflect deeper learning goals?

- 2) State board's influence customarily extends in one of three areas:
 - a. **policy authority over an issue**, including those granted by the state's constitution or legislation over the whole or part of the issue;
 - b. **capacity to convene** stakeholders and experts across the state to discuss solutions or using the board's stature to draw attention to an issue; or
 - c. **ability to ask questions** of the state chief school officer, state department of education, or other stakeholders to more effectively draw out nuances and raise the profile of an issue.

Does your state board have influence and experience related to any of these areas? Write yes (y), no (n), or partial authority (p).

Policy/Action	Policy Authority	Capacity to Convene	Ability to Ask Questions
High school graduation requirements that provide students the ability to demonstrate deeper learning competencies.			
Educator evaluation and support systems that highlight educators' abilities to collaborate and support student deeper learning			
Multiple-measure, holistic accountability systems that credit schools for providing students a well-rounded education aligned to and accountable for student postsecondary success			
A comprehensive system of assessments that drives toward continuous improvement across the education system including both summative data that are reflected on retrospectively and formative data such as performance based assessments that can be acted on proactively			

- 3) Name three stakeholders and their influence (could include policy authority, practical expertise, potential or current advocate, access to human or financial resources, etc.) on the issues identified⁴:

Policy/Action	Stakeholder 1/Influence	Stakeholder 2/Influence	Stakeholder 3/Influence
High school graduation requirements that provide students the ability to demonstrate deeper learning competencies.			
Educator evaluation and support systems that highlight educators' abilities to collaborate and support student deeper learning			
Multiple-measure, holistic accountability systems that credit schools for providing students a well-rounded education that's aligned to and accounts for student postsecondary success			
A comprehensive system of assessments that drives towards continuous improvement across the education system including both summative data that is reflected on retrospectively and formative data such as performance-based assessments that can be acted on proactively			

⁴ The same stakeholders can be used for multiple issues.

- 4) Are there examples of research and practices from other states that reflect on the experience of your state on this issue? Write the state and its initiative and the research most pertinent to your state in the space below. (Use the state examples and research attachment as a reference and starting point and, if needed, contact NASBE directly for more examples.)

Policy/Action: High school graduation requirements that provide students the ability to demonstrate deeper learning competencies.	
Similar States (list the work of one or two states)	
Research	

Policy/Action: Educator evaluation and support systems that highlight educators' abilities to collaborate and support student deeper learning	
Similar States (list the work of one or two states)	
Research	

Policy/Action: Multiple-measure, holistic accountability systems that credit schools for providing students a well-rounded education aligned to and accountable for student postsecondary success	
Similar States (list the work of one or two states)	
Research	

Policy/Action: A comprehensive system of assessments that drives toward continuous improvement across the education system including both summative data that are reflected on retrospectively and formative data such as performance-based assessments that can be acted on proactively

Similar States (list the work of one or two states)	
Research	

- 5) How can these policies help meet the needs of all students in the state, particularly English language learners, low-income students, students with disabilities, and students of color?
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Measure and Account for Deeper Learning

Worksheet 2: Developing and Adopting Policy

Goal: To help state boards identify policy levers that enable it to measure and account for deeper learning. (These levers are meant to identify possibilities for action on the part of the board and not dictate the specific course of action, which tends to be a very contextualized decision. As you answer these questions, refer to and reflect on your different authorities related to the issues identified on worksheet 1, question 2.)

- 1) **High school graduation requirements that provide students the ability to demonstrate deeper learning competencies.** Fill in the following chart with (5, very well; 4, well; 3, average; 2, poor; or 1, very poor). How well do your state's current high school graduation requirements reflect a demonstration of deeper learning competencies? When are these high school graduation requirements slated to be revisited or revised?

Subject	Rating	Revision Date
English Language Arts		
Mathematics		
Science		
Civics		
Interdisciplinary Standards Covering Multiple Areas		
Other Areas:		
Other Areas:		

- 2) **Educator evaluation and support systems that highlight educators' abilities to collaborate and support student deeper learning** -Fill in the row in following chart by indicating yes (y), no (n), or partially yes (p). Has the state provided educators with both an evaluation structure to help educators identify their capacity to support deeper learning and a subsequent support system to promote continuous improvement in development of these capacities?

Subject	Educator Evaluation	Support system
English Language Arts		
Mathematics		
Science		
Civics		
Other Areas:		

Considering my answers above, the evaluation and/or support system for teachers that demands the board's greatest attention and support is _____, because_____

- 3) **Multiple-measure, holistic accountability systems that credit schools for providing students a well-rounded education aligned to and accountable for student postsecondary success.** Does your state's current accountability system account for deeper learning measures deemed essential to student success in college, career, and civic life? List the specific skill (e.g., critical thinking, collaboration,) in the first column, the measure in the second column (e.g., industry certification, state summative assessment), and the way the measure relates to the skill in the third column (example: Industry certification helps measure collaboration because collaboration is an embedded skill within many certifications).

Skill Deemed Essential to College, Career, and Civic Success	Accountability Measure Reflecting Skill	Connection Between Skill and Measure

Considering my answers above, the skill that demands the board's greatest attention and support is _____, because_____

and can be measured by _____

- 4) **A comprehensive system of assessments that drives toward continuous improvement across the education system including both summative data that are reflected on retrospectively and formative data such as performance-based assessments that can be acted on proactively.** List all your state's current assessments (and other assessments to be added to the existing ones) in the first column. Fill in the second column by indicating whether the assessments listed on the first column are summative (s) or formative (f). In the third column, indicate whether the listed assessments reflect deeper learning: yes (y), no (n), or partially yes (p). Then, if applicable or desirable, describe the modifications to be made to each assessment listed so that it can better evaluate student deeper learning and can be acted on more proactively.

Assessment	Type	Assessment reflects deeper learning	Modifications, if desirable

Considering my answers above, the assessment that demands the board's greatest attention and support is _____, because _____

Will the above policies positively affect English language learners (ELLs), students with disabilities, low-income students, and students of color? If so, how? How can policies be adapted to ensure positive impact on these populations?

List three anticipated barriers/obstacles to the above policies and the stakeholders you must engage to overcome the identified barrier.

Barriers	Stakeholder to Engage

What are some short/incremental- (in the next three months), medium- (within the next year), or long-term steps (1 to 5 years) the board can take in advancing this issue?

Short-term/incremental steps (include potentially easy wins):

Medium term:

Long term:

Measure and Account for Deeper Learning

Worksheet 3: Policy Implementation

Goal: To identify key components of high-quality policy implementation as dictated through the following elements: timing of the policy, funding the policy, supporting state and local capacity in implementing the policy, and aligning other policies with the policy in question. On a scale of 1 to 5 with 1 representing highly ineffective and 5 representing highly effective, rate your state's effectiveness on the following objectives with regards to the policy options identified.

- 1) **Timing.** My state has provided sufficient time for practitioners to transition to the new policy and ensure its success.
- 2) **Funding.** My state has provided practitioners sufficient funding or flexibility in the use of existing funds to implement the policy effectively, including meeting the needs of different student subgroups.
- 3) **Capacity.** a) **Local Capacity.** My state has aligned professional learning and support in the state to ensure practitioners are sufficiently trained to implement the policy in a way that meets the needs of *all* students. b) **SEA Capacity.** My state's Department of Education staff has been effectively trained to administer the policy in a way that meets the needs of all students.

Policy/Action	Timing	Funding	Local Capacity	SEA Capacity
High school graduation requirements that provide students the ability to demonstrate deeper learning competencies				
Educator evaluation and support systems that highlight educators' abilities to collaborate and support student deeper learning				
Multiple-measure, holistic accountability systems that credit schools for providing students a well-rounded education aligned to and accountable for student postsecondary success				
A comprehensive system of assessments that drives toward continuous improvement across the education system, including both summative data that are reflected on retrospectively and formative data such as performance-based assessments that can be acted on proactively				
Insert Other Action:				

Insert Other Action:				

Alignment. No policy stands in isolation—policies both affect and are affected by a number of other policies. For example, accountability measures affect professional learning standards and expectations of students and teachers. Has your state ensured alignment between related policies? Fill in the column in the following chart by indicating yes (y), no (n), or partially yes (p) if the state has taken partial action in this area. Particular issues to consider as you review the policies below include charter school authorization; course offerings; funding; professional learning for educators; P-20 education alignment; school calendar as they relate to new requirements; supplemental supports for students with disabilities, English language learners, and other students; task banks in the case of greater use of performance assessments; rubrics and other course materials; and technology platforms to support to house more comprehensive measures and more timely information.

Policy/Action: High school graduation requirements that provide students the ability to demonstrate deeper learning competencies.

Aligned policy	Action taken?

Policy/Action: Educator evaluation and support systems that highlight educators' abilities to collaborate and support student deeper learning

Aligned policy	Action taken?

Policy/Action: Multiple-measure, holistic accountability systems that credit schools for providing students a well-rounded education aligned to and accountable for student postsecondary success

Aligned policy	Action taken?

Policy/Action: A comprehensive system of assessments that drives toward continuous improvement across the education system including both summative data that are reflected on retrospectively and formative data such as performance based assessments that can be acted on proactively

Aligned policy	Action taken?

Policy/Action: Other Policy

Aligned policy	Action taken?

Measure and Account for Deeper Learning

Worksheet 4: Policy Evaluation and Revision

- 1) In the first column, enter all the state boards' strategic plan goals identified in worksheet 1, question 1, relating to the board's strategic plan goals around ensuring state measures of success reflect student deeper learning.
- 2) In the second column, enter all the outcomes/measures of success (e.g., graduation rates, student/parent surveys, outcomes on state assessments), including impacts on student subgroups associated with these goals.
- 3) In the third column, describe how the actions and policies utilized support these goals and measures and if there were any unintended consequences in implementing the policy.

Strategic plan goals	Outcomes/measures of success	How did the actions and policies used support these goals and measures? Were there unintended consequences?

If applicable, describe the modifications that the state board should make to enhance the capacity of each policy or action listed on the previous page to better support strategic plan goals and measures.

Modifications to enhance the capacity of the policy to better support strategic plan goals and measures

Modifications to enhance the capacity of the policy to better support strategic plan goals and measures

Considering the successes, challenges, and unintended consequences of one of the policies, state how you will communicate the results of the policy and its potential revisions to

educators/practitioners implementing the policy (educators, school district staff, etc.):

other important stakeholders (parents, community groups, postsecondary institutions, etc.):

policy stakeholders (the legislature, governor, etc.):

Provide Flexibility to Innovate

Worksheet 1: Raising Awareness

Goal: To help the state board clarify terms, raise members' awareness on potential actions related to providing local practitioners flexibility to innovate, identifying stakeholders the board should consider engaging, and locating best practices in research and in other states.

- 1) How does the board's current vision and strategic plan relate to facilitating and empowering local innovation that leads to deeper learning?

- 2) State board's influence customarily extends in one of three areas:
 - a. ***policy authority over an issue***, including those granted by the state's constitution or legislation over the whole or part of the issue;
 - b. ***capacity to convene*** stakeholders and experts across the state to discuss solutions or using the board's stature to draw attention to an issue; or
 - c. ***ability to ask questions*** of the state chief school officer, state department of education, or other stakeholders to more effectively draw out nuances and raise the profile of an issue.

Does your state board have influence and experience related to any of these areas? Write yes (y), no (n), or partial authority (p).

Policy/Action	Policy Authority	Capacity to Convene	Ability to Ask Questions
Developing the state's vision for an education that prepares all students for college, career, and civic success			
Passing policy that enables local districts and schools to expand who delivers learning and where, when, and how learning takes place			
Providing local districts and schools waivers, creating innovation zones, or sparking pilot programs			

to try out new policies			
Guiding and/or monitoring implementation plans of new state policies			

3) Name three stakeholders and their influence (could include policy authority, practical expertise, potential or current advocate, access to human or financial resources, etc.) on the issues identified⁵:

Policy/Action:	Stakeholder 1/Influence	Stakeholder 2/Influence	Stakeholder 3/Influence
Developing the state's vision for an education that prepares all students for college, career, and civic success			
Passing policy that enables local districts and schools to expand who delivers learning and where, when, and how learning takes place			
Providing local districts and schools waivers, creating innovation zones, or sparking pilot programs to try out new policies			
Guiding and/or monitoring implementation plans of new state policies			

⁵ The same stakeholders can be used for multiple issues.

- 4) Are there examples of research and practices from other states that reflect on the experience of your state on this issue? Write the state and its initiative and the research most pertinent to your state in the space below. (Use the state examples and research attachment as a reference and starting point and, if needed, contact NASBE directly for more examples.)

Policy/Action: Developing the state's vision for an education that prepares all students for college, career, and civic success	
Similar States (list the work of one or two states)	
Research	

Policy/Action: Passing policy that enables local districts and schools to expand who delivers learning and where, when, and how learning takes place	
Similar States (list the work of one or two states)	
Research	

Policy/Action: Providing local districts and schools waivers, creating innovation zones, or sparking pilot programs to try out new policies	
Similar States (list the work of one or two states)	
Research	

Policy/Action: Guiding and/or monitoring implementation plans of new state policies	
Similar States (list the work of one or two states)	
Research	

- 5) How can these policies help meet the needs of all students in the state, particularly English language learners, low-income students, students with disabilities, and students of color?
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-
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Provide Flexibility to Innovate

Worksheet 2: Developing and Adopting Policy

Goal: To help state boards identify policy levers that enable districts, schools, and teachers to engage in innovative practice that leads to all students developing the deeper learning skills. (These levers are meant to identify possibilities for action on the part of the board and not dictate the specific course of action, which tends to be a very contextualized decision. As you answer these questions, refer to and reflect on your different authorities related to the issues identified on worksheet 1, question 2.)

- 1) Developing the state's vision for an education that prepares all students for college, career, and civic success.** Fill in the following chart. How does your state's current vision for college, career, and civic success meet the following objectives (5, very well; 4, well; 3, average; 2, poor; or 1, very poor)?

Objectives	Rating
Capitalize on the best ideas of local practitioners and community leaders	
Encompass the key knowledge, skills, and dispositions that relate to postsecondary success in your state	
Ensure the needs of all students, including English language learners, students with disabilities, students of color, economically disadvantaged students and others are addressed	
Other priority important to your state:	
Other priority important to your state:	

Considering the priorities listed above, the priority _____ is an area where our state appears most stuck or where there has been least progress, because _____.

- 2) Passing policy that enables local districts and schools to expand who delivers learning and where, when, and how learning takes place.** In the last 10 years, has the state provided policy that has expanded who students learn from, where learning takes place, when learning happens, or how learning takes place? Fill in column 2 in the following chart by indicating yes (y), no (n), or partially yes (p). If yes (y) or partially yes (p), briefly describe the initiative or policy.

Area of Innovation	Action taken?	Description of Initiative or Policy
Expanded who supports student learning		
Expanded where learning takes place		
Expanded when learning takes place		

Expanded how learning takes place		
Other areas of innovation:		

Considering my answers above, the area that provides the greatest potential for board action in expanding who delivers learning or when, where, and how that learning takes place is _____, because _____.

- 3) Providing local districts and schools waivers, creating innovation zones, or sparking pilot programs to try out new policies.** Has the state provided policy mechanisms such as waivers, innovation zones, or pilot programs to provide interested local practitioners flexibility and support to expand through whom, where, when, and how learning takes place? Fill in the column in the following chart by indicating yes (y), no (n), or partially yes (p).

Type of flexibility provided	State action taken to expand learning opportunities			
	Who facilitates learning	Where learning takes place	When learning takes place	How learning takes place
Waiver enabling flexibility				
Innovation zone enabling flexibility				
Pilot program supporting innovation				
Other step:				

Considering my answer to previous question, the best way for our state to provide additional flexibility in this area is through waiver / innovation zone / pilot program / other option (circle one or more mechanism(s)) to promote innovation, because _____.

- 4) Guiding and/or monitoring implementation plans of new state policies.** Within its sphere of authority, has the state board taken steps to ensure successful implementation of a new innovative effort? Fill in the second column in the following chart by indicating yes (y), no (n), or partially yes (p) if the state has taken the action. Then rate on a scale of 1 to 5 how successful the state's past efforts in this area have been.

Action	Action taken?	Effectiveness of action
Requiring an external evaluator, the local district, or both to report on successes, challenges, and suggested improvements for an initiative		
Ensuring state technical assistance is provided to districts and schools implementing the initiative		
Creating regional networks to enable local districts working on new initiative to collaborate and/or share best practices		
Other Step:		

Considering our board's strategic plan, the above action(s), _____ provide(s) the greatest potential for success in our state because _____.

Will the above policies positively affect English language learners (ELLs), students with disabilities, low-income students, and students of color? If so, how and/or how can policies be adapted to ensure positive impact on these populations?

List three anticipated barriers/obstacles to the above policies and the stakeholders you must engage to overcome the identified barrier.

Barriers	Stakeholder to Engage
_____	_____
_____	_____
_____	_____

What are some short/incremental- (in the next three months), medium- (within the next year), or long-term steps (1 to 5 years) the board can take in advancing this issue?

Short term/incremental steps (include potentially easy wins):

Medium term:

Long term:

Provide Flexibility to Innovate

Worksheet 3: Policy Implementation

Goal: To identify key components of high-quality policy implementation as dictated through the following elements: timing of the policy, funding the policy, supporting state and local capacity in implementing the policy, and aligning other policies with the policy in question. On a scale of 1 to 5, with 1 representing highly ineffective and 5 representing highly effective, rate your state's effectiveness on the following objectives with regards to the policy options identified.

- 1) **Timing.** My state has provided sufficient time for practitioners to transition to the new policy and ensure its success.
- 2) **Funding.** My state has provided practitioners sufficient funding or flexibility in the use of existing funds to implement the policy effectively, including meeting the needs of different student subgroups.
- 3) **Capacity.** a) **Local Capacity.** My state has aligned professional learning and support in the state to ensure practitioners are sufficiently trained to implement the policy in a way that meets the needs of all students; b) **SEA Capacity.** My state's Department of Education staff has been effectively trained to administer the policy in a way that meets the needs of all students.

Policy/Action	Timing	Funding	Local Capacity	SEA Capacity
Developing the state's vision for an education that prepares all students for college, career, and civic success				
Passing policy that enables local districts and schools to expand who delivers learning and where, when, and how learning takes place				
Providing local districts and schools waivers, creating innovation zones, or sparking pilot programs to try out new policies				
Guiding and/or monitoring implementation plans of new state policies				

Insert other action:				
Insert other action:				

Alignment. No policy stands in isolation—policies both affect and are affected by a number of other policies. For example, accountability measures affect professional learning standards and expectations of students and teachers. Has your state ensured alignment between related policies? Particular issues to consider include accountability and assessment systems (including high school graduation requirements); alignment with postsecondary education; career and technical education programs; charter school authorization; funding; postsecondary counseling; professional learning for educators; supplemental supports for students with disabilities, English language learners, and other students; timing of educator evaluations; and technology platforms to support information sharing. Fill in the column in the following chart by indicating yes (y), no (n), or partially yes (p) if the state has taken partial action in this area.

Policy/Action: Developing the state's vision for an education that prepares all students for college, career, and civic success	
Aligned policy	Action taken?

Policy/Action: Passing policy that enables local districts and schools to expand who delivers learning and where, when, and how learning takes place

Aligned policy	Action taken?

Policy/Action: Providing local districts and schools waivers, creating innovation zones, or sparking pilot programs to try out new policies

Aligned policy	Action taken?

Policy/Action: Guiding and/or monitoring implementation plans of new state policies

Aligned policy	Action taken?

Policy/Action: Other Policy

Aligned policy	Action taken?

Provide Flexibility to Innovate

Worksheet 4: Policy Evaluation and Revision

- 1) In the first column, enter all the state boards' strategic plan goals identified in worksheet 1, question 1, that relate to the board's strategic plan goals around facilitating and empowering local innovation that leads to deeper learning.
- 2) In the second column, enter all the outcomes/measures of success (e.g., graduation rates, student/parent surveys, outcomes on state assessments), including impacts on student subgroups associated with these goals.
- 3) In the third column, describe how the actions and policies used support these goals and measures and if there were any unintended consequences in implementing the policy.

Strategic plan goals	Outcomes/measures of success	How did the actions and policies used support these goals and measures? Were there unintended consequences?

If applicable, describe the modifications that the state board should make to enhance the capacity of each policy or action listed on the previous page to better support strategic plan goals and measures.

Modifications to enhance the capacity of the policy to better support strategic plan goals and measures

Considering the successes, challenges, and unintended consequences of one of the policies, state how you will communicate the results of the policy and its potential revisions to

educators/practitioners implementing the policy (educators, school district staff, etc.):

other important stakeholders (parents, community groups, postsecondary institutions, etc.):

policy stakeholders (the legislature, governor, etc.):

Facilitate Systemic Change

Worksheet 1: Raising Awareness

Goal: To help the state board clarify terms, raise members' awareness on potential actions related to ways of creating state systemic supports for deeper learning, identify stakeholders the board should consider engaging, and locate best practices in research and in other states related to the issue.

- 1) In what ways does your state board's strategic vision and plan reinforce a comprehensive, system-wide approach to preparing all students for college, career, and civic success?

- 2) State board's influence customarily extends in one of three areas:
 - a. **policy authority over an issue**, including those granted by the state's constitution or legislation over the whole or part of the issue;
 - b. **capacity to convene** stakeholders and experts across the state to discuss solutions or using the board's stature to draw attention to an issue; and/or
 - c. **ability to ask questions** of the state chief school officer, state department of education, or other stakeholders to more effectively draw out nuances of an issue.

Does your state board have influence or experience related to any of these areas? Write yes (y), no (n), or partial authority (p). To provide clarity around the issue, a more specific question is included in each box.

Policy/Action	Policy Authority	Capacity to Convene	Ability to Ask Questions
Developing and communicating a vision of college, career, and civic success that subsequently organizes state education initiatives towards a common goal	<i>The board establishes the state education vision?</i>	<i>The board can convene stakeholders to inform the state education vision?</i>	<i>The board can ask questions of the state chief and other stakeholders across the state that can fine-tune the state's education vision?</i>
Establishing stakeholder engagement around state education initiatives that elicits early investment in initiatives	<i>The board sets directives around stakeholder engagement?</i>	<i>The board has mechanisms and capacity to engage stakeholders?</i>	<i>The board can ask questions of the SEA around stakeholder engagement and poll stakeholders on feeling of inclusion?</i>
Conducting policy audits that ensure policy implementation and monitoring are transparent and build	<i>The board has authority to initiate such audits?</i>	<i>The board can convene experts to conduct policy</i>	<i>The board's public questions around implementation and</i>

towards continuous learning at both the local and state level		<i>audits?</i>	<i>monitoring of initiatives are conducive to continuous learning?</i>
Creating more seamless connections across early childhood, K-12, postsecondary, and workforce development systems	<i>The board has authority over pre-K, K-12, and postsecondary systems?</i>	<i>The board can convene stakeholders across these various systems to discuss ways to create greater alignment?</i>	<i>The board can reflect and ask questions about the degree of alignment between pre-K-12, postsecondary, and workforce training systems?</i>

- 3) Name three stakeholders and their influence (could include policy authority, practical expertise, potential or current advocate, access to human or financial resources, etc.) on the issues identified⁶:

Policy/Action	Stakeholder 1/Influence	Stakeholder 2/Influence	Stakeholder 3/Influence
Developing and communicating a vision of college, career, and civic success that subsequently organizes state education initiatives toward a common goal			
Establishing stakeholder engagement around state education initiatives that elicits early investment in initiatives	For this policy, identify stakeholders who have influence in engaging stakeholders whose voice has not been traditionally represented in education policy decision making.		
Conducting policy audits that ensure policy implementation and monitoring are transparent and build toward continuous learning at both			

⁶The same stakeholders can be used for multiple issues.

the local and state level			
Creating more seamless connections across early childhood, K-12, postsecondary, and workforce development systems.			

- 4) Are there examples of research and practices from other states that reflect on the experience of your state on this issue? Write the state and its initiative and the research most pertinent to your state in the space below. (Use the state examples and research attachment as a reference and starting point and, if needed, contact NASBE directly for more examples.)

Policy/Action: Developing and communicating a vision of college, career, and civic success that subsequently organizes state education initiatives toward a common goal	
Similar States (list the work of one or two states)	
Research	

Policy/Action: Establishing stakeholder engagement around state education initiatives that elicits early investment in initiatives	
Similar States (list the work of one or two states)	
Research	

Policy/Action: Conducting policy audits that ensure policy implementation and monitoring are transparent and build towards continuous learning at both the local and state level	
Similar States (list the work of one or two states)	
Research	

Policy/Action: Creating more seamless connections across early childhood, K-12, postsecondary, and workforce development systems	
Similar States (list the work of one or two states)	
Research	

- 5) How can these policies help meet the needs of all students in the state, particularly English language learners, low-income students, students with disabilities, and students of color?
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Facilitate Systemic Change

Worksheet 2: Developing and Adopting Policy

Goal: To help state boards identify policy levers that enable them to change the broader system that supports education in the state. (These levers are meant to identify possibilities for action on the part of the board and not dictate the specific course of action, which tends to be a very contextualized decision. As you answer these questions, refer to and reflect on your different authorities related to the issues identified on worksheet 1, question 2.)

- 1) **Developing and communicating a vision of college, career, and civic success that subsequently organizes state education initiatives towards a common goal.** In the first column below, translate the strategic plan goal(s) your state has in place that relates to deeper learning. Then in the second column, write the measures of success associated with this goal. Finally, in the third column rate yourself on a scale of 1 to 5 (5 representing highly effective and 1 representing highly ineffective) on how well you have communicated this goal and its importance to stakeholders. You can use this exercise as a discussion starter to discuss what modifications to the goal or its communication your board should consider.

State board strategic plan goal	Measures associated with the goal	Effectiveness in communicating the goal and its associated measures

- 2) **Establishing stakeholder engagement around state education initiatives that elicits early investment in initiatives.** List the three main strategies the board uses to engage and solicit commitment and partnerships among stakeholders, including stakeholders from traditionally disadvantaged groups. In column 1, write the strategy (such as social media or town hall meetings), in column 2 write the stakeholders engaged by this strategy (such as parents, businesses, civil rights groups), and in column 3 write how you know this strategy has or has not been successful (such as direct feedback, continued advocacy). You can use this exercise as a discussion starter to discuss what modifications the board should make to the ways it elicits engagement of stakeholders from the consideration of initiatives through their full implementation.

Communication strategy	Key groups engaged	Metrics for success

- 3) Conducting policy audits that ensure policy implementation and monitoring are transparent and build toward continuous learning at both the local and state level.** How effective is your board in monitoring progress of initiatives and working toward continuous learning and improvement through implementation? In the first column, write strategies the board takes to monitor implementation of policies. Then in the second column, on a scale of 1 to 5 (5 representing highly effective and 1 representing highly ineffective), rate how effective this strategy is in supporting transparency and continuous learning on the part of the board and other interested parties (e.g., other policymakers, parents, educators).

Strategy	Effectiveness of strategy in supporting transparency and continuous learning

Considering the effectiveness of the strategies highlighted above, the board should (adopt a new strategy/modify existing strategies/maintain our existing strategies) to ensure transparency and continuous learning in the implementation of policies, because _____

- 4) Creating more seamless connections across early childhood, K-12, postsecondary, and workforce development systems.** As a board, discuss the following question. In what ways you have worked to create better alignment across K-12, postsecondary, and workforce training systems? What can you do in the short, medium, and long term to either expand enabling opportunities and/or reduce inhibiting barriers to greater alignment?

In the short term (next three months), we can _____

In the medium term (next year), we can _____

In the long term (next three to five years), we can _____

Considering our board's strategic plan, the above action(s), _____

provides the greatest potential for success in our state because _____

Will the above policies positively affect English language learners (ELLs), students with disabilities, low-income students, and students of color? If so, how? How can policies be adapted to ensure positive impact on these populations?

List three anticipated barriers/obstacles to the above policies and the stakeholders you must engage to overcome the identified barrier.

Barriers	Stakeholder to Engage

What are some short/incremental- (in the next three months), medium- (within the next year), or long-term steps (1 to 5 years) the board can take in advancing this issue?

Short-term/incremental steps (include potentially easy wins):

Medium term:

Long term:

Facilitate Systemic Change

Worksheet 3: Policy Implementation

Goal: To identify key components of high-quality policy implementation as dictated through the following elements: timing of the policy, funding the policy, supporting state and local capacity in implementing the policy, and aligning other policies with the policy in question. On a scale of 1 to 5, with 1 representing highly ineffective and 5 representing highly effective, rate your state's effectiveness on the following objectives with regards to the policy options identified. To provide clarity around the issue, please rate your level of agreement with the specific statement that is included in each box.

Policy/Action	Timing	Funding	Local Capacity	SEA Capacity
Developing and communicating a vision of college, career, and civic success that subsequently organizes state education initiatives toward a common goal	Sufficient time was provided to engage stakeholders in development of the vision.	The vision of our board is backed by funding in supportive initiatives.	Practitioners in activities related to the vision are trained to ensure success.	SEA staff are trained to actualize activities related to the vision.
Establishing stakeholder engagement around state education initiatives that elicits early investment in initiatives	Stakeholders are provided sufficient time to comment on initiatives.	The SEA and board have a designated budget to engage stakeholders.	Not applicable (educators are the stakeholders)	SEA staff are trained to meaningfully engage stakeholders.
Conducting policy audits that ensure policy implementation and monitoring are transparent and build toward continuous learning at both the local and state level	Sufficient time is provided to ensure initiative has valid impact.	Funds and staff are provided to do reliable evaluations.	Practitioners provide input and understand the results of the audit.	SEA staff are trained to conduct and/or modify actions related to the results of the audit.

Creating more seamless connections across early childhood, K-12, postsecondary, and workforce development systems.	Sufficient time has been provided to provide changes involving aligning various system.	Sufficient funds are provided for continued success across systems, pre-K, K-12, postsecondary, and workforce.	Local stakeholders at the pre-K, K-12, postsecondary, and workforce levels are engaged and supported in creating greater alignment.	Where necessary, SEA staff are trained in supporting stakeholders in working towards greater alignment across systems.
Insert other action:				

Alignment. No policy stands in isolation—policies both affect and are affected by a number of other policies. For example, accountability measures affect professional learning standards and expectations of students and teachers. Has your state ensured alignment between related policies? Particular issues to consider include accountability and assessment systems (including high school graduation requirements); charter school authorization; educator capacity and professional learning; funding; school calendar; supplemental supports for students with disabilities, English language learners, and other students; timing of educator evaluations; and technology platforms to support information sharing. Fill in the column in the following chart by indicating yes (y), no (n), or partially yes (p) if the state has taken partial action in this area.

Policy/Action: Developing and communicating a vision of college, career, and civic success that subsequently organizes state education initiatives towards a common goal

Aligned policy	Action taken?

Policy/Action: Establishing stakeholder engagement around state education initiatives that elicits early investment in initiatives

Aligned policy	Action taken?

Policy/Action: Conducting policy audits that ensure policy implementation and monitoring are transparent and build towards continuous learning at both the local and state level

Aligned policy	Action taken?

Policy/Action: Creating more seamless connections across early childhood, K-12, postsecondary, and workforce development systems

Aligned policy	Action taken?

Policy/Action: Other Policy

Aligned policy	Action taken?

Facilitate Systemic Change

Worksheet 4: Policy Evaluation and Revision

- 4) In the first column, enter all the state boards' strategic plan goals identified in worksheet 1, question 1, relating to the board's strategic plan goals addressing state systemic change that leads to deeper learning.
- 5) In the second column, enter all the outcomes/measures of success (e.g., graduation rates, student/parent surveys, outcomes on state assessments) including impacts on student subgroups associated with these goals.
- 6) In the third column, describe how the actions and policies used support these goals and measures and if there were any unintended consequences in implementing the policy.

Strategic plan goals	Outcomes/measures of success	How did the actions and policies used support these goals and measures? Were there unintended consequences?

If applicable, describe the modifications that the state board should make to enhance the capacity of each policy or action listed on the previous page to better support strategic plan goals and measures.

Modifications to enhance the capacity of the policy to better support strategic plan goals and measures

Considering the successes, challenges, and unintended consequences of one of the policies, state how you will communicate the results of the policy and its potential revisions to

educators/practitioners implementing the policy (educators, school district staff, etc.):

other important stakeholders (parents, community groups, postsecondary institutions, etc.):

policy stakeholders (the legislature, governor, etc.):