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THE ROLE OF PROFESSIONAL DEVELOPMENT IN EFFECTIVE STANDARDS IMPLEMENTATION:
DEVELOPING COMPREHENSIVE IMPLEMENTATION SUPPORTS FOR THE 2020 MINNESOTA ELA
STANDARDS

A MASTER'S THESIS
SUBMITTED TO THE FACULTY
OF BETHEL UNIVERSITY

BY
JAKE SEUNTJENS

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF
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BETHEL UNIVERSITY

THE ROLE OF PROFESSIONAL DEVELOPMENT IN EFFECTIVE STANDARDS IMPLEMENTATION:
DEVELOPING COMPREHENSIVE IMPLEMENTATION SUPPORTS FOR THE 2020 MINNESOTA ELA
STANDARDS

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APPROVED

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Abstract

This application thesis explores the role of professional development in effective standards implementation. Applying themes in the research on standards implementation and professional development, a continuum of support was created to support the implementation of the revised 2020 Minnesota English Language Arts standards. In the review, the research themes impacting standards implementation professional development were identified, including teacher perception and attitudes, professional development design, and effectiveness of implementation. Within these themes, elements of effective professional development were used to create a menu of four main supports to educators including informational webinars, three standards implementation sessions, a resource hub, and ongoing implementation coaching. These supports were built on the elements of content knowledge, process knowledge, teacher collaboration, professional development design, customization flexibility, and instructional practices connections to standards. The author of the application thesis concludes that professional development is a critical component of effective standards implementation, and as standards' revision cycles continue, professional development on standards implementation should continue to be widely promoted. Additionally, the continuum of comprehensive implementation supports contained in the application portion of the thesis could serve as a replicable model for the implementation of content standards.

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CHAPTER I: INTRODUCTION

Alignment of instruction and curriculum to academic standards is current practice for states across the country and holds implications for both state and federal accountability requirements and systems for measuring effective instruction in schools. While in the current landscape of education, academic standards are a ubiquitous component of the system, and often a disconnect exists between adopted curricula or teaching practices and state academic standards. High degrees of variation exist within curriculum adoption processes and academic standards alignment practices, along with levels of support for teachers in aligning teaching practices to said aligned curriculum.

This thesis aims to identify common themes contributing to the effective implementation of the alignment of teaching practices and curricula to newly adopted or revised academic standards. This chapter will provide an introduction to this research, provide background on standards-based reform, give context to problems with current practices in aligning curriculum and instruction to academic standards, outline the guiding question examined by the research, discuss the significance of the research and limitations, and outline the structure of this thesis.

Historical Context

In the United States, standards-based reform began with the publication of *A Nation at Risk* by the National Committee on Educational Excellence (United States, 1983). By 1998, all 50 states had implemented some form of academic standards. These became the basis for high-stakes accountability through standardized testing, such as in the case of the No Child Left Behind Act of 2001 (No Child Left Behind [NCLB], 2002). This controversial piece of legislation

required each state to create an accountability system for all students using standardized test data and was seen as punitive, penalizing schools that did not show improvement (NCLB, 2002). These strict requirements and penalties were reduced or eliminated during the Obama administration with the passing of the Every Student Succeeds Act in 2015 (Every Student Succeeds Act [ESSA], 2015). Despite the relaxing of the requirements and penalties, accountability measures for the state academic standards are still in place with implications for school leaders and teachers as they seek to meet the needs of students.

In Minnesota, as well as many other states, standards are revised every ten years (Minnesota Department of Education, n.d.-a). At present, Minnesota is enacting revisions to the existing English Language Arts (ELA) standards, building upon the 2010 ELA standards. The expectation for the new 2020 ELA standards is that schools will achieve full implementation of these standards by the 2025-2026 school year, with the ensuing standardized accountability test, the Minnesota Comprehensive Achievement- III (MCA-III) reading test measuring the 2020 ELA standards (Minnesota Department of Education, n.d.-b).

The overall concern toward standards-based reforms and ensuing accountability questions the expectation of students to perform at the same level. This has led to continued scrutiny of the impact of the standards movement on student achievement and performance gaps (Polikoff, 2020). One such concern, the “achievement gap,” notes the discrepancies between disaggregated student groups on accountability measures. Typically, students from low socio-economic status and historically marginalized groups perform poorly on standardized accountability tests compared to the performance of their white peers. The inability to close this identified gap has led to questions on the nature of the problem, with many scholars

purporting that this is symptomatic of greater systemic issues in our society, with some characterizing this as an “opportunity gap” (Mooney, 2018).

In addition to equity concerns, there exists a rising dissatisfaction with the quality of standards implementation (Edgerton & Desimone, 2018). Standards alignment and curricular work require a different skill set for teachers than that of the creation of daily lesson plans as teachers must have depth and breadth of knowledge to “unpack” established standards (Access Project, 2014, as cited in Cramer et al., 2021). The alignment process creates a greater degree of familiarity with the content of the state standards for teachers, which is vital to lesson planning and effective instruction. However, this divergent skill set, combined with competition for time resources in professional development activities, often leaves alignment and implementation of standards to the individual teacher and the adopted curricular resources. The over-reliance on adopted curricular resources for standards alignment is of concern as research suggests that most curricula fall short of their claims of alignment to state standards (Polikoff, 2015).

Rationale

Scholars argue that teachers are more likely to enact practices aligned with new standards when they engage in sustained inquiry with colleagues that encourages them to question underlying assumptions and current practices (Spillane, 2004; Stosich, 2016b). When these opportunities are not available to teachers, the alignment of teaching practices to standards likely suffers, creating a situation where there are expectations of teaching the standards and accountability for them, but not the support necessary for teachers to make meaningful change.

In my current role working for one of the Minnesota Service Cooperatives, I have been collaborating with the Minnesota Department of Education Literacy Specialists on developing a

continuum of support for the implementation of the newly adopted 2020 Minnesota English Language Arts standards (Minnesota Department of Education, n.d.-b). This planned collaboration will include informational webinars, a series of professional development sessions, and ongoing coaching and support from education consultants from the Minnesota Service Cooperatives across the state.

Guiding Questions

In order to better inform this collaboration, this thesis examines the role of professional development in the adoption and implementation of revised academic standards. The literature review identifies several common themes in the research, which are then applied to the planning and creation of professional development opportunities for teachers. The goal of the application of this research is to provide the necessary support to teachers through professional development opportunities in order to make the implementation process of aligning the revised ELA academic standards to curriculum and instructional practices more effective. Ultimately, this thesis addresses the question: can comprehensive support for the adoption of the revised ELA standards be created using research-based best practices in professional development on effective standards implementation for teachers?

The body of research on effective standards implementation is limited to the overall implementation of new standards rather than revised standards, as we see with the new 2020 Minnesota ELA standards. Research on the implementation of the Common Core Standards, College and Career Readiness Standards, and Next Gen Science Standards is used to draw conclusions with implications for the revised Minnesota ELA standards. Additionally, much of

the research relies upon qualitative rather than quantitative data in the measurement of effective implementation practices.

In Chapter I, the background and context for the research on standards implementation and alignment to curriculum and instruction have been introduced, the research question was identified, and the value of the research argued.

Chapter II consists of a literature review highlighting current research on the role of professional development, examining the factors that comprise successful implementation of academic standards. The research is organized according to three themes: teacher perception and attitudes, professional development design, and effective implementation.

In Chapter III, there is an explanation of how the research is applied in the creation of professional development opportunities for educators across the State of Minnesota. Artifacts demonstrating the planned professional development opportunities are connected to the applicable research on effective implementation of academic standards alignment will be included in the Appendices. Evidence-based rationale showing connections between the literature will be provided, and an explanation of the project in detail, including its purpose, the audience, resources needed, and the sustainability of the project will be explored. Also provided are justifications for the significance of the research and the application and limitations of the research.

Chapter IV provides a discussion and conclusion of the research and ensuing application. A summary of the research reviewed in Chapter II will provide answers to the questions guiding this research. Additionally, the application of the research will be highlighted, the limitations of the research will be further examined, and implications for future research will be discussed.

Finally, Chapter IV contains a conclusion with final comments on the research, application, and guiding questions.

CHAPTER 2: LITERATURE REVIEW

Literature Search Procedures

To locate the literature for this thesis, searches of Educator's Reference Complete, Expanded Academic ASAP, Education Journals, ERIC, Academic Search Premier, and EBSCO MegaFILE were conducted for publications from 2012-2022. This list was narrowed by only reviewing published empirical studies from peer-reviewed journals that focused on standards implementation and professional development in standards implementation found in journals that addressed the guiding questions. The keywords that were used in these searches included "standards implementation," "standards implementation professional development," "standards alignment," "standards alignment professional development," and "state standards alignment effectiveness." The structure of this chapter is to review the literature in three sections in this order: teacher perceptions and attitudes, professional development design, effectiveness of implementation.

Review of Relevant Research

Implementing the revised 2020 Minnesota English Language Arts standards ushers in several changes in the expectations of content knowledge and teacher practice (Minnesota Department of Education, n.d.-a). These changes in standards are connected to professional development opportunities designed to support the implementation process (Minnesota Department of Education, n.d.-b). A number of studies have examined the impact of professional development on the implementation of teacher practice aligned with an adopted set of standards, including the Common Core State Standards, Next Generation Science Standards, and Benchmarks for Excellent Student Thinking. These types of shifts in standards

and the impetus for instructional practice change and alignment to the new standards have resulted in implementation research primarily focused on three areas: teacher perception and attitudes, professional development design, and effective implementation. Additionally, some studies examine the interplay of these themes and their impact on teacher practice and subsequent student outcomes.

Teacher Perception and Attitudes

Studies on teacher perception and attitudes, professional development design, and effectiveness all contribute to the relevant research on standards implementation. Perceptions and attitudes often impact how teachers choose to implement interventions (Bandura, 1997; Tschannen-Moran & McMaster, 2009). Guskey's (2002) work suggests that only after observing evidence of success in implementing new practices are teachers likely to change their beliefs and attitudes about new practices. This seminal work serves as a base for many studies on teacher perceptions, attitudes, and beliefs about change in practice, including but not limited to standards implementation.

Cramer et al. (2021) investigated the perceptions of the Benchmarks for Excellent Student Thinking (BEST) by special education teachers, and identified training needs associated with the effective implementation of BEST. The researchers collected data from focus groups of special education teachers from a large urban school district, using a guiding protocol and analyzing the data for themes and patterns. Cramer et al. (2021) identified five themes, including concern over low academic levels, a discrepancy between individualized education plan goals and the standards, time management, implementation time for transitioning to the new standards, and lack of training for special education teachers in the standards. The

researchers also found a collective pressure on pacing, with varied teacher attitudes of teaching to mastery versus teaching to cover the required standards. The perception of the professional development received by the teachers implementing the BEST standards could be bolstered by a more intentional design, particularly one aimed at serving a wide range of abilities in learners as well as collaborative efforts. In a study by Richman et al. (2015), professional learning included collaboratively integrated English Language Arts as well as Universal Design for Learning (Wiggins & McTighe, 2005), in which teachers reported an increase in confidence in teaching the standards to a diverse group of learners. This collaboration and focus on diverse learners was absent in the professional development offered to participants surveyed in the study by Cramer et al. (2021). This may have been helpful professional development to have as teachers also are asked to teach the standards in ways that are meaningful and understandable to students of various ability levels (Cramer et al., 2021).

Hubbard et al. (2020) studied perceptions of collaborative, job-embedded professional development. In the study, seventeen teachers partnered with three university instructors to create job-embedded professional development used to develop integrated English language arts (ELA) and social studies or science units aligned to the Common Core State Standards (CCSS). Researchers conducted pre- and post-surveys across year one of the study as well as gathered data through pre and post teacher focus group interviews, collected work samples, and conducted teacher observations. Hubbard et al. (2020) found in the post-survey data that 100% of the participants believed they needed professional development in order to develop and teach integrated ELA lessons aligned with the CCSS. Whereas, prior to the collaborative, job-embedded professional development, the pre-survey data indicated that only 86% of

teachers believed they needed professional development to address the critical thinking requirements of the CCSS for the integrated ELA lessons. Additionally, the researchers found that 71% of the teachers believed they needed professional development to address lesson planning, creating the learning community, and understanding how to create integrated ELA lessons aligned to the CCSS. While this demonstrates an increase in recognition of the need for professional development to effectively implement the integrated ELA lessons aligned with CCSS, the study was limited to teachers from only one school experiencing job-embedded professional development. This increase is consistent with research by Guskey (2002), suggesting that teacher attitudes toward implementation follow the actions taken and the outcomes they observe. In this case, the teachers' attitudes toward implementation increased following the development of their lesson plans.

Teacher perceptions and attitudes were also examined by Hall et al. (2015), specifically, teachers' perceptions about their preparedness to teach the Common Core State Standards (CCSS) for writing. The study obtained data through a 12-question survey consisting of six Likert-scale items and six open-ended response items. The questions focused on teacher perception in four areas: preparedness to implement CCSS, barriers to implementation, positive and negative effects of implementation, and professional development experiences (Hall, Hutchinson, & White, 2015). Two hundred fifty randomly sampled kindergarten through 12th-grade teachers across eight states implementing CCSS completed the survey. Hall et al. (2015) found teacher perceptions of preparedness varied greatly by grade level taught, teaching experience, and the professional development they received. Kindergarten through third-grade teachers felt more familiar with the CCSS and felt more prepared to teach these standards

effectively. Teachers who participated in a minimum of one hour of the professional development offered felt better prepared compared to those who did not participate in professional development opportunities . Teachers with one to five years of experience reported being less familiar with the CCSS and less prepared to implement the standards. Four themes emerged from the survey as teachers reported what they needed to feel better prepared to implement the CCSS for writing. Access to curricular resources aligned to the CCSS, more planning time, more time to collaborate with colleagues, and access to assessment resources aligned to the CCSS were all themes identified by the teachers in the survey. Hall et al. (2015) concluded that teachers needed more time to explore the standards, identify high-quality resources, and collaborate with others. They also noted that teachers would likely benefit from a slower rollout to aid implementation. These conclusions support a strong connection to the intentional design of professional development on standards implementation. The perception of collaboration as a professional development need or design element is consistent with the Coherence framework (Fullan et al., 2016) and research done by Stosich et al. (2018), demonstrating collaboration as a key element of professional development design as well as a perceived need by teachers.

Professional Development Design

Teacher perception data can serve to inform the design of professional development activities. As evidenced in Hall et al. (2015), activities such as collaboration and planning are key elements of professional development. Given the importance of teacher perception and attitudes toward implementation, intentional efforts should be made to provide effective and

relevant professional development for teachers (Guskey, 2002; Hall et al., 2015; Hubbard et al., 2020).

Researchers Stosich et al. (2018) examined the response to professional development for school leadership teams based on the coherence framework in supporting the implementation of the Common Core State Standards CCSS. Participants consisted of leadership teams, including 13 administrators and 35 teachers from six rural elementary schools in California. The leadership teams participated in a two-year professional development program and were supported by six coaches as they designed professional learning for their respective teaching staff in supporting the implementation of the CCSS. Researchers interviewed participants, observed teacher practice and team meetings, and collected relevant documents from the program, faculty meetings, and observational notes from each professional development session. Stosich et al. (2018) found three key challenges leadership teams faced in designing professional development. One challenge was to maintain the connection between organizational process and instructional practice. The collaborative structures created through the organizational process should connect to instructional practices. Two, school leadership team collaboration ought to be approached as joint work, as this work cannot be accomplished alone, even by the most knowledgeable individual. Stosich et al. (2018) noted that this was evident when leadership team members were facilitating the work with their own staff back at their respective schools. Three, utilizing a developmental approach to improvement as organizational capacity is not a status. Schools with well established organizational processes to deal with change and improvement are often perceived as being better positioned to handle implementation, and those without are often perceived as having less capacity for change

(Stosich et al., 2018). The researchers found that capacity can be developed no matter where a school begins the work of implementation. Ultimately, the researchers concluded that the design of the professional development, as well as the organizational processes to support the professional development, is critical to implementation.

In a similar study of the design of professional development for standards implementation, Johnson et al. (2016) studied the design of professional development activities organized to prepare teachers for implementation of the Common Core State Standards for Mathematics (CCSSM). The goal of the design process was to collaboratively create professional development activities to build Algebra I teachers' capacity for implementation of the CCSSM standards. District leaders co-designed professional learning with teachers and researchers, each holding goals for the design that were often competing and subsequently creating design tensions. Researchers collected participant survey data, interviews, field notes, and transcripts of design meetings and found tensions that are consistent with the paradox of professional development design, often leading to tensions between participants. Some professional development prizes teachers' role as designers of curriculum, while other professional development emphasizes giving teachers models and materials that can heighten their expectations for students (Johnson et al., 2016). Researchers found that tension existed in identifying high-quality tasks compared to contexts for struggling students. Johnson et al. (2016) also found that tensions existed between using existing materials to meet the standards compared to seeking out or developing new materials. Johnson et al. (2016) also identified the tension of developing resources that conflict with other initiatives. There also existed the

tension of teachers' desire to adapt the resource to their own classroom, potentially compromising alignment to the standard.

Chaudhuri et al. (2019) studied the impact of professional development on the implementation of science standards. The professional development took the form of year-long science institutes between 2005 and 2016. Seventy-seven middle and high school science teachers from South Texas participated in five cohorts. The professional development focused on increasing teachers' content knowledge and observing and analyzing lesson activities in the participants' classrooms. The researchers collected pre-and post-test data of participants' content knowledge on in-depth concepts in biological science. Participating teachers worked in groups with experienced teachers and university staff, collaborating on developing inquiry activities aligned to the state science standards. Chaudhuri et al. (2019) identified the need for professional development in content support through the pre-and post-tests. Through the year-long cohort, participants did demonstrate increased knowledge of biological science concepts. Participants also perceived that the professional development enhanced their teaching skills, and the majority of the participants agreed that the program either had some influence or a major influence on their biology instruction. As well, teachers working collaboratively in groups to develop inquiry activities were more likely to demonstrate inquiry activities and standards alignment in their science lessons. This further builds the case for the inclusion of collaboration and planning in designing professional development activities, as also seen in Hall et al. (2015).

Effectiveness of Implementation

While teacher perception and professional development activities play a critical role in implementation, researchers have also examined whether these activities change teaching practices. Richman et al. (2015) examined the outcomes of collaborative professional development in preparing teachers for the Next Generation Science Standards (NGSS). The study looked at the ways in which professional development impacted teacher knowledge in the NGSS, integration with the Common Core State Standards (CCSS) in English Language Arts (ELA), application of principles of Universal Design for Learning (UDL), and teacher confidence in teaching the NGSS content. Twenty-two middle and high school teachers from a school district in Maryland received 91 hours of professional development, deepening their understanding of NGSS content. Participants also collaboratively designed lessons and labs and integrated lessons and activities with CCSS ELA standards. They also received training in UDL concepts to teach diverse groups of learners. Richman et al. (2015) collected teacher survey data pre/post-professional development activities of the teachers NGSS concepts and knowledge; they also performed pre/post lesson observations, noting NGSS concepts as well as integration with CCSS ELA standards and UDL concepts. Teachers demonstrated an increase over their baseline knowledge of NGSS concepts and knowledge; the increases ranged from 37-63% on specific NGSS concepts over their baseline scores from the pretest. RTeachers also demonstrated an increase in their teaching practice of NGSS concepts and knowledge, integrated ELA practices, and UDL principles. Based on the survey, participants also reported increased confidence in teaching NGSS concepts to their students after the professional development activities. While the limitation of this study was its small sample size from a single district, the study showed the potential connection between the effective implementation of

practice collaborative design of professional development (Stosich et al., 2018) and the perceptions of teachers of implementing the practice (Hall et al., 2015).

Researchers Pak et al. (2020) studied the application of the adaptive leadership framework (Heifetz et al., 2009) to curricular problems of practice and instructional alignment to standards. The researchers interviewed school and district officials in four districts in four different states. Interviewees included general and special education teachers, English Learner teachers, principals, and superintendents. The interviews were recorded and transcribed, then coded and analyzed by the researchers for patterns across adaptive leadership domains. Pak, Polikoff, Desimone, and Saldívar García (2020), identified four adaptive challenges impacting changes in instructional practice and standards alignment. Teachers had limited opportunities to build teacher capacity, particularly in identifying gaps between the adopted curriculum and instructional standards. Often the assumption was that the adopted curriculum was already in alignment with state standards. This is consistent with Polikoff (2015) whereas curriculum resources are not as aligned to standards as claimed by the curriculum publisher. Teachers struggled to negotiate previous curriculum reforms with current curriculum reform efforts, often receiving mixed messages from one initiative to another about instructional practices (Pak et al., 2020). Relatedly, the researchers identified the challenge of teachers' tendency to divert responsibility for fixed mindsets on student ability due to the over-reliance on the technical process of alignment. Another adaptive challenge found by the researchers was that the technical process of standards alignment largely oversimplified the complexities of differentiating instruction for students' varying abilities. This challenge echoes the examined

tensions of differentiation in studies by Johnson et al. (2016) and Cramer et al. (2021), further suggesting a need for professional development on differentiated instruction of the standards.

A study done by Choppin et al. (2016) examined the effectiveness of the implementation of the Common Core State Standards for Mathematics (CCSSM). The study included alignment to curriculum, types of math activities, and the level of interaction in observed mathematics lessons. Researchers analyzed 52 recorded middle school math lessons from teachers in multiple states that had implemented CCSSM. The teachers were using a variety of curricula to teach CCSSM, and the lessons were analyzed using an observation tool designed to distinguish between direct and dialogic instruction. Choppin et al. (2016) used a modified time sampling technique to determine the duration of the types of instruction used during lessons and found significant differences across curriculum approaches in the type of instruction and the cognitive demand required of students within lessons. When analyzed, the lesson sections coded as dialogic instruction contained more time interpreting or generating representations and less time spent on recall or procedure. Additionally, segments coded as dialogic instruction contained more segments coded as interactive. Overall, the type and nature of the curriculum used to meet the standards also play a key role in implementation. This serves to further illustrate the findings of Pak et al. (2020) and Polikoff (2015) as to the variations in the alignment of adopted curriculum materials to the Common Core State Standards and teachers' underdeveloped skill sets in identifying gaps in the curriculum in aligning to the standards. Also, if the stated goal of the revised standards is to increase higher-level thinking and deeper understanding, Choppin et al. (2016) suggested that the type of curriculum used would be a

critical piece to teaching the standards, differentiating instruction and requiring higher-level thinking skills.

Adam K. Edgerton, and Laura M. Desimone (2018), examined the implementation of college and career readiness standards (CCR). They surveyed teachers in Kentucky, Ohio, and Texas, states that had previously adopted the Common Core State Standards (CCSS) and now had adopted CCR. Edgerton & Desimone (2018) used survey jackknife procedures to weight the survey results based on state demographics to accurately represent the population of each state. The survey inquired about policy, resources, and challenges teachers' faced in implementing the new CCR. The researchers found no significant differences in how teachers' rated the power of the policy environments around the new CCR standards, while there was some variation among the states as to the authority and appropriateness of the CCR standards. The power and authority of the standards were seen as significantly lower in rural areas across all three states. Survey participants from rural areas across the three states also reported fewer resources and more challenges in implementing the new CCR. Across all groups, the researchers found five major challenges identified by teachers. Teachers identified the challenges of a wide range of student abilities, students entering a grade level inadequately prepared for the rigor, a lack of parent support, insufficient class time to cover content, and student absenteeism and tardiness. Teachers in all three states perceived the curricula, assessments, and professional development to be aligned with their state standards. This perception data contrasts the findings of Pak et al. (2020) and Polikoff (2015) and suggests the potential need to challenge preconceived notions of adopted curriculum materials and their alignment to standards within professional development on standards implementation.

Kent (2019) examined the impact of an adaptive professional development program for K-8 math designed to enhance the implementation of the Common Core Standards for Mathematics (CCSSM). The professional development designed by Kent (2019) consisted of three seminar-style professional development sessions and four classroom-embedded coaching sessions per year across three school years. Participants in the study were teachers from a mid-size school district in the South Central United States and took part in one of two types of professional development. One group received professional development in the dynamic problem-posing model of math instruction, responding to the specific needs experienced in their school. The other group received general professional development on standards implementation with more of a regional focus, less specific to the needs of an individual school. Both professional development opportunities were designed to build teacher efficacy, standards content knowledge, and teaching practice knowledge. Kent (2019) used standardized test score data to compare student scores to the state average as well as a neighboring school with similar demographics. The researcher found that the students of the teachers participating in the adaptive professional development consistently scored above the state average in grades one through four. This was less noticeable in grades five through eight. Students of teachers participating in the general professional development did not demonstrate this same pattern. This suggests that professional development is more effective when it is adaptive and in tune with the specific needs of an individual teacher and their students (Kent, 2019). Kent (2019) also suggested that professional development is more effective when it is supported by a cohort of teachers within a building.

As seen in this review, themes in research on standards implementation have emerged with a focus on three areas: teacher perception and attitudes, professional development design, and effective implementation. When examined in an integrated fashion, teacher practice and results drive perception and attitudes toward standards implementation (Bandura, 1997; Guskey, 2002; Tschannen-Moran & McMaster, 2009). Collaboration plays an integral role in professional development design, as seen in Hall et al. (2015). Professional development design also impacts teacher perceptions and attitudes, as well as effectiveness (Hall et al., 2015; Stosich et al., 2018). Cohorts and coaching serve to support the effective implementation of standards (Kent, 2019). This body of research and the identified themes have implications for the application section of this thesis in the design of the professional development aimed at supporting teachers in their implementation of the 2020 Minnesota English Language Arts Standards.

CHAPTER III: RESEARCH APPLICATION

The goal of this project is to create a continuum of support for the implementation of the newly revised 2020 English Language Arts (ELA) standards. The aim is to expand upon the support that was available through the Minnesota Service Cooperatives and from the Minnesota Department of Education during the previous ELA standards revision in 2010. The body of research on standards implementation suggests the key factors to address in the creation of this continuum in order to achieve the desired results are: professional development design, effective implementation practices, and teacher perceptions and attitudes, with each factor potentially impacting another.

The professional development implementation sessions are intentionally designed with elements of collaboration and planning at the forefront (Hall et al., 2015). These collaborative structures should be in place in the implementation process, connect with the instructional practices, and serve as most effective when paired with cohorts and coaching (Johnson et al., 2016; Kent, 2019; Stosich et al., 2018). Collaboration also aids in teacher buy-in and attitudes toward standards alignment, and efforts should be made to connect the standards to day-to-day instructional practices (Johnson et al., 2016). The professional development implementation sessions are also designed to address teacher perceptions and attitudes with content knowledge, as teacher instructional practices and subsequent student achievement results are also found to impact standards implementation (Bandura, 1997; Guskey, 2002; Tschannen-Moran & McMaster, 2009).

Explanation of the Project

The project consists of four components: introduction webinars, implementation planning sessions, a hosted resource hub, and coaching from education consultants from the Minnesota Service Cooperatives. The introduction webinars focus on the content of the 2020 revised ELA standards and new practices for efficiency, such as bundling standards. Bundling is a term used for the practice of aligning learning targets with multiple standards to achieve instructional efficiency (Minnesota Department of Education, n.d.-b). The implementation sessions use the webinars as a knowledge base in building the alignment process. The sessions take a leadership team approach in building this process, and curriculum teams would attend three sessions, following the implementation timeline (Minnesota Department of Education, n.d.-b; Stosich et al., 2016). The resource hub and coaching components of the continuum are designed to support the implementation process beyond the collaborative implementation sessions in order to maintain the connection between collaborative structures, organizational processes, and instructional practice, promoting an ongoing implementation process (Edgerton & Desimone, 2018; Stosich et al., 2016).

Introduction Webinars

The first phase of the project, seen in Appendix A, consists of introduction webinars. The webinars introduce specific features of the revised standards that differ from the previous standards in either revised or additional content or new approaches to existing benchmarks and standards. When teachers have more exposure to the content defined in the standards that they are teaching, their teaching becomes more effective (Chaudhuri et al., 2019). The webinars are the first exposure teachers have to the revised standards content. The webinars will be released in three waves, with the first wave covering the topics: introducing the revised

ELA standards, frequently asked questions about the revised ELA standards, foundational reading standards, shifts in the new ELA standards, learning progressions, and planning for bundling the standards. The second wave of topics includes: curriculum review, evidence-based best practices, and text selection and is set to be released in the spring of 2023. The third wave of topics includes media literacy, vocabulary, and grammar instruction which is set to be released in the fall of 2023 (Minnesota Department of Education, n.d.-b). The webinars were collaboratively developed by staff at the Minnesota Department of Education, Minnesota Service Cooperatives, and the Minnesota Regional Centers of Excellence. Releasing these webinars in waves across multiple school years also supports the research on implementation as an ongoing process and challenges the preconceived notions of the adequacy of adopted curriculum in standards alignment (Edgerton & Desimone, 2018).

Implementation Sessions

The next set of supports created in this project are implementation sessions. Appendix B contains an overview of these sessions. This series of sessions provides more in-depth information on the changes to the content and structure within the revised ELA standards and team planning for the implementation process. The implementation sessions consist of three in-person, day-long sessions scheduled across a school year with the option of multiple school years prior to the 2025-2026 school year. These sessions are hosted at one of the nine regional Minnesota Service Cooperatives (MSC) and will be facilitated by MSC staff. Given the timeline for implementation set by MDE and the variability in the adherence to this timeline from now until the 2025-2026 school year, these sessions will be offered on an ongoing basis in order to

provide flexibility to schools depending on when they begin the initiative of implementing the revised ELA standards (Minnesota Department of Education, n.d.-b).

Session one, Appendix C, focuses on an overview of the process used to implement the 2020 ELA standards and the collaborative development of implementation plans specific to the educator team in attendance. The day-long training session consists of a morning presentation followed by structured collaboration time. This structure is repeated in the afternoon and is a consistent training format across each of the implementation sessions. This is consistent with the practice of collaboration in professional development by Johnson et al. (2016), the importance of educator content knowledge to the process, (Chaudhuri et al., 2019), and that implementation is an ongoing process (Choppin et al., 2016). The session begins with a strengths, weaknesses, opportunities, and threats (SWOT) analysis. This is a practice used to identify these factors in order to aid in the customization of the process to meet the needs of an individual school and to plan appropriately (Johnson et al., 2016). This same SWOT analysis is then revisited at the end of this session and the beginning and end of subsequent sessions. This allows for further flexibility in adapting the professional development to meet the needs of educator teams and to customize the content and coaching, aiding in effective implementation (Kent, 2019). The first portion of the AM presentation focuses on the new items in the 2020 ELA standards, building on the content of the introduction webinar and providing content knowledge of the additions and changes to the standards (Chaudhuri et al., 2019). Due to the fact that these are revised standards and some of the content of the standards is similar, this segment also helps challenge any preconceived notions that there is not a need to change practice, or that an adopted curriculum is currently adequate, despite the revisions (Edgerton &

Desimone, 2018). The session then moves on to an overview of the implementation process to be used and replicated once the educator teams return to their respective schools, focusing on implementation as an ongoing process (Choppin et al., 2016). Educator teams then have the opportunity to collaborate in creating their customized implementation plan using the implementation planning template. After a break for lunch, the PM presentation begins with an overview of the ongoing resources, including the resource hub, which holds guides and documents to support the replication of the process with the rest of their staff. The afternoon presentation will conclude with the ongoing coaching model, something that can be customized in order to accommodate variance in professional learning time, people resources, and organizational structures of individual schools. The afternoon collaboration period then moves into a conversation about these resources and the format of the ongoing coaching. Kent (2019) found that the professional development format of three sessions across the year and four job-embedded coaching sessions positively affected implementation. The collaboration then moves to action planning by the team as they identify any items that should be addressed either prior to the next session or in an ongoing manner. Session one wraps up by revisiting the SWOT analysis as a whole group and reflecting on any unaddressed areas that had been identified previously.

Session two, Appendix D, focuses on the process of determining learning targets for specific standards and benchmarks, a process often referred to as unpacking. Educator teams will use the new media literacy ELA standards to pilot the replicable process of creating essential learning outcomes. The practice of bundling the new standards for efficiency is also introduced, and the new media standards across all grade levels are explored. This integrated

teaching practice can serve to not only make teaching more efficient, but allowing for the design of bundling for the new media literacy standards within the session can also serve to promote teacher buy-in (Hall et al., 2015; Johnson et al., 2016).

The session begins with a presentation on essential learning outcomes, also known as learning targets. This presentation highlights the advantages of focusing on the language used and writing the outcome or target in teacher-friendly and student-friendly language. These learning targets can then be used as individual lesson objectives, providing a direct link between the standards and benchmarks and instruction, which promotes student achievement and buy-in toward standards alignment (Johnson et al., 2016). Following the presentation, the educator teams will move into collaboration time, creating learning targets using the new media literacy standards, a new area in the standards for all K-12 students. This allows teachers to pilot the process using a relevant set of standards and benchmarks, creating resources they can use to the benefit of the teachers in their school. This also allows educators to familiarize themselves with the process, which can be replicated at their specific school building using the provided alignment template. The afternoon will begin with collaboration as educators will be placed into randomized groups and will use a jigsaw teaching format to examine areas of specific change in the revised 2020 ELA standards. This active learning adult comprehension strategy promotes deeper understanding of the content, and aids in implementation (Chaudhuri et al., 2019; Moreno, 2009). Following this exploration time, each group will present their findings to the whole group and the whole group will discuss any potential instructional implications of the changes to the specific areas. The session will conclude with time to update the action plan, including the process of unpacking the standards.

Session three, Appendix E, focuses on the process of connecting the revised standards and learning targets to instructional practices. The goal of this session is for educator groups to identify instructional practices connected to the standards and benchmarks that support effective teaching. The groups will also determine the level for mastery of standards and benchmarks using Webb's depth of knowledge to evaluate the created learning targets. Using the standards and benchmarks identified as critical for students to master, educator teams will create common formative assessments to measure student progress toward mastery. Determining the depth of knowledge and creating common formative assessments address the critical component of teaching to mastery, an aspect not always addressed in the alignment process. In addition to ensuring students have the prerequisite skills at specific grade levels, identifying the learning targets that are critical to master also has the potential to generate staff buy-in and create positive teacher attitudes toward the alignment process (Cramer et al., 2021).

Session three begins with a morning presentation on depth of knowledge, moving into a conversation on the importance of academic rigor in the context of the revised 2020 standards. This conversation is a critical component for educators to navigate as students as the trade-off between teaching to mastery at the ability level of the student must be reconciled with the expectations of the grade level standards and benchmarks. The concern for students who are at a low academic level and for students receiving special education services is that discrepancies between individualized education plan goals and the academic standards can increase negative teacher perceptions about the standards alignment process (Cramer et al., 2021). The educator groups then move into a collaboration session where they determine the depth of knowledge for the new media literacy standards, adding them to their alignment template.

The afternoon begins with a presentation on common formative assessment, including planning for differentiated instruction. The use of common formative assessment to determine a student's level of mastery of a learning target can be an efficient tool for differentiating instruction by grouping students by common needs. The presentation provides content knowledge about the process of developing common formative assessments and connects to instructional practices, promoting the connection between standards alignment and instruction (Pak et al., 2020; Stosich et al., 2018). Teachers then move into the afternoon collaboration time, and educator groups will develop common formative assessments for the new media literacy standards. Groups will then share developed assessments with the whole group, and common formative assessments will be added to the standards alignment template. This collaboration time around a meaningful new component of the standards aids in buy-in and promotes positive perception of the standards alignment process (Cramer et al., 2021; Hall et al., 2015; Hubbard et al., 2019). The session concludes with an update to the team action plan, accounting for new information in connecting to instructional practices.

Resource Hub

Appendix F provides an overview of the resource hub and connected documents. This menu-style approach to resource sharing will be hosted on the Minnesota Service Cooperatives website. Curriculum leaders are able to choose resources a la carte style in order to fit the specific implementation needs of their school. This approach ensures flexibility in the process as curriculum leadership varies widely across schools and districts in the state. There is a high degree of variability in the people in leadership roles, dedication of resources to alignment and mapping curriculum, experience in alignment and mapping curriculum, and approach to

alignment and mapping curriculum. The goal of the resource hub is to assist schools in building an ongoing alignment process beyond the three implementation sessions and provide more adaptive professional learning in this process (Edgerton & Desimone, 2018; Kent, 2019). This also strikes a balance between provided resources and teacher-created resources, as there is merit to both approaches (Johnson et al., 2016).

Coaching

Appendix G details the instructional coaching and consulting support in standards alignment efforts. Implementation and instructional coaching, available through the staff at the Minnesota Service Cooperatives, is meant to provide ongoing support for the alignment process, following the leadership team approach and collaborative process in the implementation sessions (Stosich et al., 2018). Coaching, when paired with the implementation sessions, is found to be an effective support in implementation (Kent, 2019). The implementation coaching model uses a lesson study format through the vehicle of professional learning communities or similar organizational structures to connect the collaborative structure to instructional practice with the aim of building coherence in the implementation process (Fullan & Quinn, 2016; Stosich et al., 2018).

Implementation coaching also incorporates aspects of change management. In this coaching model, three central tenets are promoted in the lesson study process. Educators must feel a sense of autonomy over the process, feel a sense of connectedness to one another, and feel a sense of competence (Moore, 2019). The lesson study process incorporates all three tenets as well as options for external coaching through the Minnesota Service Cooperative Staff or internal coaching if a school or district has instructional coaching capacity.

The lesson study process begins with the planning stage and is built upon the previous alignment work in identifying learning targets that must be taught to mastery in order to prioritize the depth of work being done by teachers in this process. The educators then develop learning tasks to support the learning targets and identify anticipated student responses (Leong et al., 2021). Common formative assessments, if previously developed, should be used to determine how students will be grouped and cut scores developed for the assessment. If no common formative assessment exists for a specific learning target, then the group will need to create a common formative assessment first. Once the planning stage is finished within the professional learning community structure, teachers then teach the lesson and meet again to review the effectiveness of the lesson (Leong et al., 2021). The educator group reviews the common formative assessment data to determine the level of mastery of the students, determines effective evidence-based strategies in teaching the lesson, identifies activities that engage students in authentic learning, and decides if additional strategies or resources are needed to teach the skill or concept to mastery (Leong et al., 2021). The lesson study and coaching process is an ongoing component of implementation and should be replicated for all learning targets that are identified as needing to be taught to mastery.

Identified Audience

School leaders, specifically curriculum leaders, are one of the main intended audiences of this project. In Minnesota schools, curriculum leaders could consist of a curriculum director, principal or assistant principal, or in many of our smaller schools, curriculum committee members who are usually classroom teachers with some additional experience in leading curriculum adoption and implementation or standards alignment. The webinars and

implementation series provide overviews of the revisions to the standards as well as outline a process for these leaders to use in facilitating alignment to the revised standards with their staff.

Another intended audience is classroom teachers and literacy specialists, as they are the group tasked with teaching the standards and aligning the adopted curriculum to the standards. These supports in the project are intended to provide them with the level of detail needed to navigate the alignment process, which also serves to help familiarize them with the specific standards and benchmarks they will be teaching. This is consistent with the research on the alignment process as to the impact of teacher perceptions and attitudes, given familiarity with the standards, time for professional development, and collaboration on standards implementation (Guskey, 2002; Hall et al., 2015; Hubbard et al., 2020).

Resources Needed

The resources needed to support the alignment and implementation process are mostly virtual documents hosted in the resource hub, people and personnel resources, and collaborative time. Time commitments from Minnesota Department of Education Staff, Minnesota Service Cooperative staff, Regional Centers of Excellence staff, and school and district commitment to continued support in sessions are critical components of standards alignment and implementation as an ongoing process. The Minnesota Service Cooperatives also will utilize their training facilities for the in-person implementation sessions. Schools and districts will also need to dedicate time and resources to this ongoing process as the in-person implementation sessions will need to be complemented by work within professional learning community structures by groups of classroom teachers.

Sustainability

The alignment process used in implementing the 2020 revised English Language Arts standards is not only replicable for new revisions of ELA standards, but the process can also be replicated in other content areas. As previously mentioned, one of the goals of learning the implementation process is for standards alignment to become an ongoing process. In learning a replicable process for standards alignment, teachers and curriculum leaders are building sustainability via a transferable skill set that can be used for future standards revisions and changes. Through this continuum of support that has been created, educator teams can also build upon their previous experiences with implementation through a process that is agile and accommodating to a wide range of needs for our schools. As schools continue the ongoing process of implementation, this continuum serves to provide scaffolded support for future iterations of the alignment process.

CHAPTER IV: DISCUSSION AND SUMMARY

In order to ensure the successful implementation of the revised 2020 Minnesota English Language Arts standards, educators will require support through an ongoing process and professional development in order to address educator assumptions about the alignment, build their knowledge of the content, and connect the standards and benchmarks to instructional practices (Edgerton & Desimone, 2018; Polikoff, 2015; Pak et al., 2020; Johnson et al., 2016). This professional development support is paramount to the implementation of the revised set of standards as schools across Minnesota vary in their standards alignment processes, as well as the fact that standards alignment and curricular work require a different skill set for teachers than that of the creation of daily lesson plans (Access Project, 2014, as cited in Cramer et al., 2021). The goal of this application thesis is to create a comprehensive support continuum for the adoption of the revised ELA standards using research-based best practices in professional development on standards implementation.

Within the literature review in Chapter II of the thesis, several themes in the research emerged with critical implications for the design of the standards implementation professional development for educators. The theme of teacher perception of the standards implementation process and the provided professional development often impacts the success of the implementation (Cramer et al., 2021; Hall et al., 2015; Hubbard et al., 2019). Teachers vary in their perception and acceptance of the implementation of new standards, and professional development should be specifically designed to address any assumptions and misconceptions teachers may have about the adopted standards, their curriculum, and effective instructional practices (Johnson et al., 2016; Stosich et al., 2018). Collaboration and planning are also seen in

the research as critical components of the design of standards implementation professional development, serving to form teacher perception of implementation and impact the effectiveness of the implementation process (Hall et al., 2015; Kent, 2019; Polikoff, 2015; Richman et al., 2015). Educators also require time within their professional learning to familiarize themselves with the content they are expected to teach, making the study of the standards and benchmarks, development of learning targets, and connection of effective instructional practices to the standards and benchmarks a key component of standards implementation professional development (Chaudhuri et al., 2019; Choppin et al., 2016). Additionally, through professional development opportunities, teachers should also learn the process of aligning the standards to curriculum and develop learning targets. Viewing the implementation of standards and alignment to curriculum and teaching practices as an ongoing process is an important shift for educators to embrace as the expectations of rigor and responsibility for information continue to grow, and schools should also provide organizational structures to allow for a systematic approach to this school practice (Choppin et al., 2016; Hall et al., 2015). These identified themes in the research on professional development for standards implementation guided the creation of the continuum of support seen in Chapter III, the application section of this thesis.

Professional Application

In the current era of standards-based instruction in the United States, it is crucial that intentionally designed standards' implementation professional development opportunities are available to educators as new standards are adopted and implemented (Pak et al., 2020; Stosich et al., 2018). This thesis provides an application of the research on standards implementation

professional development and details processes that can be replicated for most sets of standards and benchmarks.

The development of a continuum of support, as seen in the application of the research in this thesis, serves to meet the need for specific professional development in implementing the newly revised 2020 Minnesota English Language Arts standards. This continuum of support consists of introductory webinars, three implementation sessions, a hosted resource hub, and coaching. The continuum allows for flexibility in its use by schools, and this design choice intentionally accommodates the variation among schools in their implementation timeline, process, and available resources. This flexibility allows for the use of these implementation supports regardless of the size of a school or district, previous experience with standards alignment, and curriculum mapping processes, allowing the curriculum leaders of the school to choose the most relevant supports from the menu to assist with their implementation process.

Limitations of the Research

The current body of research on standards largely consists of research on the implementation of newly created standards rather than revised standards, and the majority of the research was conducted on the implementation of the Common Core Standards (CCS) for math or reading, College and Career Readiness (CCR) and Next Generation Science Standards (NGSS). There was limited research on the implementation of sets of revised standards and connected professional development practices, so the nuances of continuity of some content within the set of standards and how this might impact the professional development needs of educators is not accounted for in the research.

Excluded from the research pool were studies prior to the past ten years due to the limited relevance of older research on the continued evolution of instructional standards adoption. Following the release of the 2010 Common Core Standards, time was needed to implement the standards and study implementation effectiveness and the implications for professional development. This further limited the research to studies from 2015 to the present, and additional resources predating that time are cited to provide context.

Implications for Future Research

As our era of standards-based instruction continues to evolve, standards revision, as opposed to complete replacement, is becoming a more common practice (Minnesota Department of Education n.d.-b). This is an important consideration for future research, particularly as many states look to implement revisions to the common core standards. While the implementation process may remain the same, creating professional development to support educators in navigating subtle changes or additions to the required content in sets of revised standards may assist in streamlining the process, making it more efficient and potentially increasing buy-in and improving teacher perceptions of standards implementation (Cramer et al., 2021; Hall et al., 2015; Hubbard et al., 2019,).

Chaudhuri et al., 2019 and Edgerton & Desimone, 2019 utilized a combination of qualitative and quantitative data in order to provide a more comprehensive picture of the implications for professional development. While adopted standards are often linked to required state tests, the use of standardized tests as the sole quantitative data does not provide a comprehensive view of the variables that impact standards implementation. However, further research using other types of quantitative data to measure the effectiveness of standards

implementation would serve to inform additional professional development design and provide stronger evidence of the effectiveness of the components of standards alignment implementation professional development.

Conclusion

This application thesis has sought to answer the guiding question: can comprehensive support for the adoption of the revised ELA standards be created using research-based best practices in professional development on effective standards implementation for teachers? Based on the examined research, in order to best support the implementation of the revised 2020 English Language Arts standards, educators would greatly benefit from professional development on implementing these standards, providing for closer alignment of teaching practices, fostering additional teacher buy-in, and supporting increased implementation effectiveness. The application section of this thesis provides for a continuum of research-based support for standards implementation, including professional learning on content knowledge of the standards, intentional design to promote collaboration, flexibility in the customization of supports for schools, and ongoing support through implementation coaching and lesson study in order to connect standards and benchmarks to instructional practices. These components and intentional design of the professional development make a compelling case for the promotion of professional development alongside standards revision or adoption cycles, and as the standards-based instructional era continues to evolve, we are likely to see these cycles and the need for professional development on standards implementation continue.

APPENDIX A

Table 1. *Introduction Webinars* [English Language Arts Standards Implementation](#)

Resource	Description
https://education.mn.gov/MDE/dse/sites/ela/education.mn.gov/mdeprod/idcplg?IdcService=GET_FILE&dDocName=MDE033921&RevisionSelectionMethod=latestReleased&Rendition=primary	<p><i>2020 Minnesota English Language Arts Standards Draft</i></p> <ul style="list-style-type: none"> This is the current commissioner-approved draft of the 2020 ELA Standards.
https://education.mn.gov/MDE/VideoNew/?group=Communications&id=PROD034881	<p><i>Introduction to the 2020 Minnesota English Language Arts Webinar</i></p> <ul style="list-style-type: none"> This webinar highlights the organization of the standards, key concepts to keep in mind while working with the standards, and shifts from the 2010 to 2020 ELA standards.
https://education.mn.gov/mdeprod/idcplg?IdcService=GET_FILE&dDocName=PROD034490&RevisionSelectionMethod=latestReleased&Rendition=primary	<p><i>Introduction to the 2020 Minnesota English Language Arts Webinar- slides</i></p> <ul style="list-style-type: none"> These are the PowerPoint slides from the Introduction to the 2020 Minnesota English Language Arts (ELA) webinar.
https://education.mn.gov/mdeprod/idcplg?IdcService=GET_FILE&dDocName=prod035367&RevisionSelectionMethod=latestReleased&Rendition=primary	<p><i>Frequently asked questions: 2020 Minnesota English Language Arts Standards</i></p> <ul style="list-style-type: none"> This is a frequently asked question and answer document to accompany the 2020 Minnesota English Language Arts (ELA) webinar.
https://education.mn.gov/mdeprod/idcplg?IdcService=GET_FILE&dDocName=PROD035548&RevisionSelectionMethod=latestReleased&Rendition=primary	<p><i>2020 Minnesota English Language Arts standards implementation timeline</i></p> <ul style="list-style-type: none"> This is the implementation timeline, which suggests steps for district leaders and educators to take to lead to a successful implementation of the 2020 ELA standards in the 2025-26 school year. The document also articulates steps that MDE will take to support the implementation of the standards.
https://education.mn.gov/MDE/VideoNew/?group=Communications&id=prod058536	<p><i>Foundational reading standards implementation support webinar</i></p> <ul style="list-style-type: none"> This is the recorded Foundational Reading Standards webinar, part of the 2020 ELA Standards Implementation Support webinar series.

https://education.mn.gov/mdeprod/idcplg?IdcService=GET_FILE&dDocName=PROD058515&RevisionSelectionMethod=latestReleased&Rendition=primary	<p><i>Foundational reading standards implementation support webinar slides</i></p> <ul style="list-style-type: none"> • These are the PowerPoint slides for the recorded Foundational Reading Standards webinar, part of the 2020 ELA Standards Implementation Support webinar series.
https://education.mn.gov/MDE/dse/slds/ela/imp/education.mn.gov/mdeprod/idcplg?IdcService=GET_FILE&dDocName=PROD058701&RevisionSelectionMethod=latestReleased&Rendition=primary	<p><i>Foundational standards overview</i></p> <ul style="list-style-type: none"> • This is an overview document for the Foundational Reading and Writing standards (R1 and W1) in the 2020 ELA Standards.
https://education.mn.gov/MDE/VideoNew/?group=Communications&id=PROD058823	<p><i>Shifts in the 2020 ELA standards webinar</i></p> <ul style="list-style-type: none"> • This is the recorded Shifts in the Standards webinar, part of the 2020 ELA Standards Implementation Support webinar series.
https://education.mn.gov/MDE/dse/slds/ela/imp/education.mn.gov/mdeprod/idcplg?IdcService=GET_FILE&dDocName=PROD058788%20&RevisionSelectionMethod=latestReleased&Rendition=primary	<p><i>Slides from the 2020 ELA standards webinar</i></p> <ul style="list-style-type: none"> • These are the PowerPoint slides for the recorded Shifts in the Standards webinar, part of the 2020 ELA Standards Implementation Support webinar series.
https://education.mn.gov/MDE/VideoNew/?group=Educ&id=PROD059109	<p><i>Learning progressions in the 2020 ELA standards webinar</i></p> <ul style="list-style-type: none"> • This is the recorded Learning Progressions in the 2020 ELA Standards webinar, part of the 2020 ELA Standards Implementation Support webinar series.
https://education.mn.gov/MDE/dse/slds/ela/imp/education.mn.gov/mdeprod/idcplg?IdcService=GET_FILE&dDocName=PROD059018%20%20&RevisionSelectionMethod=latestReleased&Rendition=primary	<p><i>Learning progressions in the 2020 ELA standards webinar slides</i></p> <ul style="list-style-type: none"> • These are the PowerPoint slides for the recorded Learning Progressions in the Standards webinar, part of the 2020 ELA Standards Implementation Support webinar series.
https://education.mn.gov/MDE/VideoNew/?group=Communications&id=PROD059478	<p><i>Bundling benchmarks in the 2020 ELA standards</i></p> <ul style="list-style-type: none"> • This is the recorded Planning and Bundling Benchmarks in the 2020 ELA Standards webinar, part of the 2020 ELA Standards Implementation Support webinar series.
https://education.mn.gov/mdeprod/idcplg?IdcService=GET_FILE&dDocName=PROD059365&RevisionSelectionMethod=latestReleased&Rendition=primary	<p><i>Bundling benchmarks in the 2020 ELA standards webinar slides</i></p> <ul style="list-style-type: none"> • These are the PowerPoint slides for the recorded Bundling Benchmarks webinar, part of the 2020 ELA Standards Implementation Support webinar series.

Table 2. *Implementation Activities for Building Shared Understandings*

Resource	Description
https://education.mn.gov/MDE/VideoNew/?group=Educ&id=PROD059106	<p><i>Overview of standards-based education</i></p> <ul style="list-style-type: none"> • This video provides a general overview of standards-based education and dives into the relationship between educators, standards, and curriculum. It also includes a brief tour of MDE resources available to support standards-based curriculum development locally.
https://education.mn.gov/MDE/VideoNew/?group=Communications&id=PROD046388	<p><i>Teaching All Standards to All Students Using Bundling</i></p> <ul style="list-style-type: none"> • The webinar is designed for administrators, curriculum directors, and educators in all content areas. It provides tips and strategies for bundling benchmarks to ensure that all students are given the opportunity to learn, practice, and master the content in all grade-level benchmarks.

APPENDIX B: Implementation Sessions

Table 1. *Overview of professional development sessions*

Professional Development Session	Content and Topics
Session one	Introduction to the 2020 ELA Standards <ul style="list-style-type: none"> ● What's new in the 2020 ELA Standards? ● Implementation process overview ● Available supports for implementation
Session two	Unpacking the standards <ul style="list-style-type: none"> ● Learning Targets ● Foundational Standards across K-12 ● Bundling standards for efficiency ● Bundling in practice- Activity ● Learning Activity: Jigsaw
Session three	Practices to support the new ELA Standards <ul style="list-style-type: none"> ● Depth of knowledge ● Rigor ● Common formative assessment

Table 2. *Professional development session timeframe and sessions provided*

Scheduled Timeframe	Sessions Provided
Winter 2022	<ul style="list-style-type: none"> ● Session one
Spring 2023	<ul style="list-style-type: none"> ● Session two
Fall 2023	<ul style="list-style-type: none"> ● Session three ● Session one
Winter 2023	<ul style="list-style-type: none"> ● Session one ● Session two
Spring 2024	<ul style="list-style-type: none"> ● Session two ● Session three
Fall 2024	<ul style="list-style-type: none"> ● Session three ● Session one
Winter 2024	<ul style="list-style-type: none"> ● Session one ● Session two
Spring 2025	<ul style="list-style-type: none"> ● Session two ● Session three

Scheduled Timeframe	Sessions Provided
Winter 2022	<ul style="list-style-type: none">● Session one
Fall 2026	<ul style="list-style-type: none">● Session three

APPENDIX C: Implementation Session I

Implementation overview and planning: Educator teams will create implementation plans for the revised 2020 English Language Arts (ELA) standards. Teams will collaboratively develop customized plans for implementation based on best practices in implementation science and available resources.

AM Presentation

- Strengths, weaknesses, opportunities, and threats (SWOT) analysis (Humphrey, 2005).
- New items in the 2020 ELA Standards
- Overview of the implementation process

AM Collaboration time

- Implementation planning
- Implementation plan presentations

Break- Lunch

PM Presentation

- Implementation resources and supports- highlight resource hub (See Appendix F).
- Coaching model overview

PM Collaboration

- Coaching protocols
 - What format will coaching take? Using administrators, instructional coaches or specialists? Peer-to-peer? Within professional learning communities?
- Lesson study guides for professional learning communities

Team Action Planning

- Continued development of the Do, Study, and Act portions of the [action plan](#)

Wrap-up

- Revisit SWOT analysis (Humphrey, 2005).

Why Implementation Overview?

The groups of educators attending the implementation training series likely will only represent a small subset of the teaching staff. In the first session, a full plan for implementation is developed and educators are taught a model for implementation in order to replicate these practices with the rest of their school staff. This emphasizes the importance of the entire teaching staff working together to achieve implementation.

Plan-Do-Study-Act Worksheet and Action Plan

Standards Implementation Sessions

Date:

Implementation Leadership Team Members:

Plan

Take Stock. Focus. Plan.

Why are we engaging in this plan? What are our outcomes?

Specific Outcome:

The purpose of this plan is to _____.

What are we going to do? Who will implement the plan? When will the plan be initiated?

<i>Action Steps</i>	<i>Person Responsible</i>	<i>Target Date</i>

Do

Implement. Use Feedback Loops.

What is the formative data and evidence telling us about implementation of the plan developed in the Plan stage above?

Data Collected	Summary of Analysis of Data

How should we refine our plan? What are next steps for the team?

(Use the table below or modify the original action plan from the Plan stage above.)

Action Steps	Person Responsible	Target Date

Study

Analyze Summative Data.

What feedback do we have from teachers, observers and evaluators? What summative data did we collect this year?

Feedback Data	Impact Data

What was the impact of the teacher development and evaluation model this year?

Effects/Outcomes of Teacher Development and Evaluation Model	Supporting Feedback and Data

What lessons have we learned?

How will we study the impact of the plan?

Data and Evidence to Identify Impact, Progress, and Improvement

Qualitative Measures: _____

Quantitative Measures: _____

Other Measures: _____

Information, Feedback, and Data to Collect	Target Dates for Collecting	Person Responsible	Resources Needed

APPENDIX C

Implementation session one agenda

Implementation overview and planning

Goal: Educator teams will create implementation plans for the revised 2020 English Language Arts (ELA) standards. Teams will collaboratively develop customized plans for implementation based on best practices in implementation science and available resources.

AM Presentation

- Strengths, weaknesses, opportunities, and threats (SWOT) analysis. (Humphrey, 2005).
- New items in the 2020 ELA Standards
- Overview of the implementation process

AM Collaboration time

- Implementation planning
- Implementation plan presentations

Break- Lunch

PM Presentation

- Implementation resources and supports- highlight resource hub (see appendix f)
- Coaching model overview

PM Collaboration

- Coaching protocols
- What format will coaching take? Using administrators, instructional coaches or specialists? Peer-to-peer? Within professional learning communities?

- Lesson study guides for professional learning communities

Team Action Planning

- Continued development of the Do, Study, and Act portions of the [action plan](#).

Wrap-up

- Revisit SWOT analysis (Humphrey, 2005).

Why Implementation Overview?

The groups of educators attending the implementation training series likely will only represent a small subset of the teaching staff. In the first session, a full plan for implementation is developed and educators are taught a model for implementation in order to replicate these practices with the rest of their school staff. This emphasizes the importance of the entire teaching staff working together to achieve implementation.

Plan-Do-Study-Act Worksheet and Action Plan

Standards Implementation Sessions

Date:

Implementation Leadership Team Members:

Plan

Take Stock. Focus. Plan.

Why are we engaging in this plan? What are our outcomes?

Specific Outcome:

The purpose of this plan is to _____.

What are we going to do? Who will implement the plan? When will the plan be initiated?

<i>Action Steps</i>	<i>Person Responsible</i>	<i>Target Date</i>

Do

Implement. Use Feedback Loops.

What is the formative data and evidence telling us about implementation of the plan developed in the Plan stage above?

<i>Data Collected</i>	<i>Summary of Analysis of Data</i>

How should we refine our plan? What are next steps for the team?

(Use the table below or modify the original action plan from the Plan stage above.)

<i>Action Steps</i>	<i>Person Responsible</i>	<i>Target Date</i>

Study

Analyze Summative Data.

What feedback do we have from teachers, observers and evaluators? What summative data did we collect this year?

<i>Feedback Data</i>	<i>Impact Data</i>

What was the impact of the teacher development and evaluation model this year?

<i>Effects/Outcomes of Teacher Development and Evaluation Model</i>	<i>Supporting Feedback and Data</i>

What lessons have we learned?

How will we study the impact of the plan?

Data and Evidence to Identify Impact, Progress, and Improvement

Qualitative Measures: _____

Quantitative Measures: _____

Other Measures: _____

<i>Information, Feedback, and Data to Collect</i>	<i>Target Dates for Collecting</i>	<i>Person Responsible</i>	<i>Resources Needed</i>

Act

Reflect. Maintain Momentum.

What are our next steps?

- Do another PDSA cycle for this area (further study)
- Add implementation supports (drivers) to boost impact
- Expand practices implemented
- Discontinue ineffective practices; explore and select new practices
- Other: _____
- Other: _____

Based on the next steps above, what needs to be done in the next PDSA cycle? What are we going to do?

Additional Notes:

APPENDIX D**Implementation Session Two Agenda****Unpacking and Bundling the Standards**

Goal: Groups will identify areas of specific change in the revised 2020 ELA standards and create learning targets for the new media literacy standards, and examine areas of the revised 2020 ELA standards that have changed.

AM Presentation [Essential Learning Outcomes](#)

- Using learning targets or essential learning outcomes to focus learning
- Planning for the effective use of bundling the standards
- New media literacy standards across grade levels

AM Collaboration

- Teams will use the new media literacy standards to create learning targets or essential learning outcomes using the [alignment template](#).

Break- Lunch

PM Collaboration

- Randomized groups will use a jigsaw teaching format to examine areas of specific change (Moreno, 2009).
- Groups will analyze the specific areas and tell:
 - What changed?
 - The potential reasoning for the change
- What opportunities does this create in practice?

PM Presentation

- The randomized jigsaw groups will present their area of specific change to the

whole group.

- Whole group will discuss the implications of the changes to specific areas

Team action planning

- Planning for unpacking the standards in the [action plan](#).

Why unpacking and bundling the standards?

In this second session, the process of unpacking and bundling the standards is emphasized. Educators in attendance learn the process of unpacking using the revised standards, specifically the new media literacy standards. This also helps them pilot the process with relevant and new benchmarks. Learning this process will allow them to replicate it with the rest of their staff and generalize it beyond just the revised standards as needed, ideally leading to more efficient and focused teaching.



Essential Learning Outcomes

Jake Seuntjens

Curriculum Alignment Process

Standard	Benchmark	Essential Learning Outcomes/ I Can Statements	Formative Assessment	Curriculum/ Resources	DOK

Curriculum Mapping: Finding the Standards

MDE-Districts, Schools, and Educators- Teaching and Learning-Academic Standards

Standards for content areas are located on MDE's website.

<http://education.state.mn.us/MDE/dse/stds/>

MN State Standards App- Available on iTunes or Google Play

Curriculum Alignment Process

Standard	Benchmark	Essential Learning Outcomes/ I Can Statements	Formative Assessment	Curriculum/ Resources	
1.3.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.	d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.				

Essential Learning Outcomes

“Critical skills, knowledge, and dispositions each student must acquire as a result of each course, grade level, and unit of instruction.” (DuFour, DuFour, Eaker, & Many, 2006)

What do they need to know before they leave my classroom?

Often referred to as “Power Standards”, “Essential Questions”, “I can statements”, and process is “unpacking the standards”

Standard/Benchmark to ELO

1.3.1.3 d

Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

ELO

I can count the number of syllables in a word by identifying the vowel sound for each syllable.

Curriculum Alignment Process

Standard	Benchmark	Essential Learning Outcomes/ I Can Statements	Formative Assessment	Curriculum/ Resources	DOK
1.3.1.3	d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	I can count the number of syllables in a word by identifying the vowel sound for each syllable.			

APPENDIX E**Implementation Session Three Agenda****Connecting to instructional practices**

Goal: Groups will identify practices that support effective teaching, determine necessary level of mastery using Webb's depth of knowledge and develop common formative assessments for the new media literacy standards (Webb, 2005).

AM Presentation: [Depth of Knowledge](#)

- Using Webb's depth of knowledge to determine level of mastery (Webb, 2005).
- Conversation on academic rigor in revised 2020 ELA standards

AM Collaboration:

- Determine depth of knowledge for the new media literacy standards
- Add this to [alignment template](#).

PM Presentation:

- Common formative assessment: [Common Formative Assessment](#)
- Planning for differentiation

PM Collaboration:

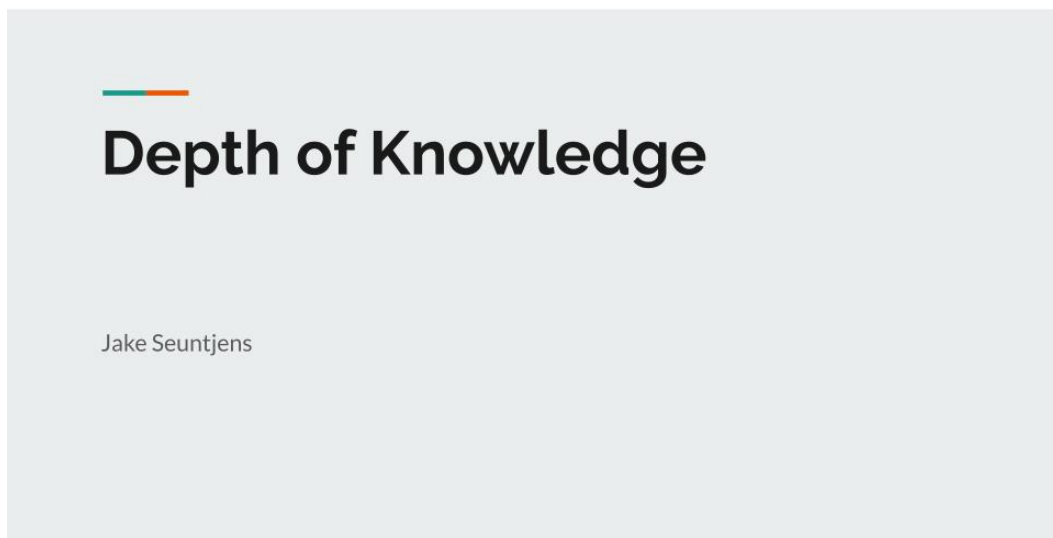
- Groups will develop common formative assessments for the new media literacy standards.
- Groups will then share developed assessments with the whole group.
- The formative assessments will be added to the [alignment template](#).

Team action planning

Planning for connecting instruction in the [action plan](#).

Why connect alignment to instructional practices?

Connecting the standards alignment work to instructional practices is vital to the implementation process. This promotes alignment as an ongoing practice and ensures that students are being taught to the standards and challenges the preconceived notions of the adequacy of adopted curriculum and assumptions that may be made by teachers and school leaders (Choppin et al., 2016; Pak et al., 2020; Polikoff, 2015;). Often instructional practice is tied to adopted curriculum, rather than the developed learning targets consistent with standards and benchmarks.



Determining level of mastery

Endurance- skills or knowledge that they will remember into adulthood (5 Ws and H)

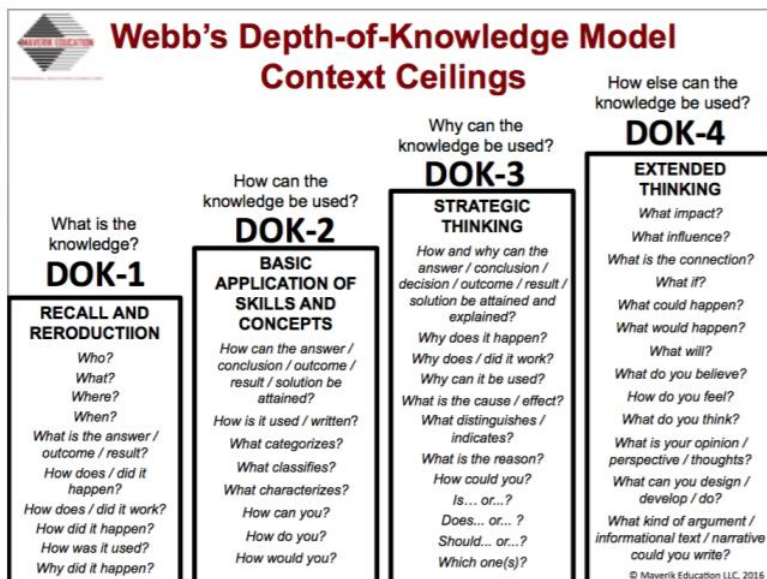
Leverage- skills or knowledge that can be used across multiple disciplines (reading graphs and charts)

Readiness- skills or knowledge that are prerequisites to future learning (alphabetic principle before decoding)

Determining level of mastery

- Does the target develop student readiness for the next level of learning?
- Is it essential for success in the next unit, course or level?
- Does it have endurance?
- Do we expect students to retain the knowledge and skills over time?
- Does it have leverage?
- Will proficiency in this standard help the student in other curriculum areas?

DOK

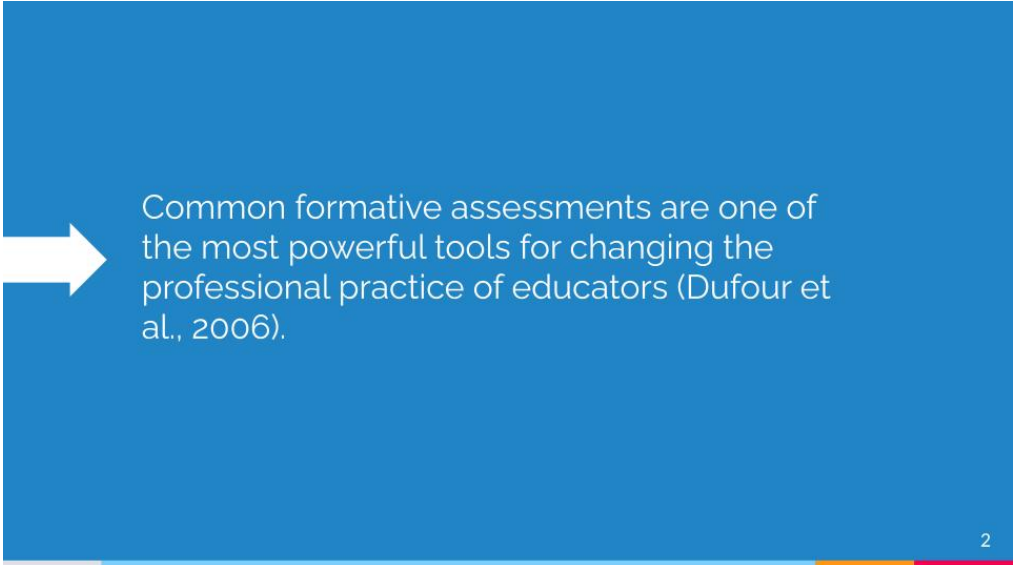


Curriculum Alignment Process

Standard	Benchmark	Essential Learning Outcomes / I Can Statements	Formative Assessment	Curriculum / Resources	DOK
1.3.1.3	d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	I can count the number of syllables in a word by identifying the vowel sound for each syllable.			Level 2

Common Formative Assessment

Jake Seuntjens



Common formative assessments are one of the most powerful tools for changing the professional practice of educators (Dufour et al., 2006).

2

Common Formative Assessments

Common formative assessments are specially designed formative assessments by teachers participating in PLCs who all teach the same content standards to their students (Dufour et al., 2006).

Used as pre-assessments to inform teachers the degree to which their students already know or have yet to learn a particular power standard or essential learning outcome they are about to teach (Dufour et al., 2006).

Common Formative Assessments

Common formative assessments promote efficiency for teachers.

- All students are expected to demonstrate the same knowledge and skills.

Common formative assessments promote equity for students

- Ensure that students have access to the same essential curricula
- Use common pacing
- Assess the quality of student work according to the same standards (Dufour et al., 2006).

Common Formative Assessment

Common formative assessments are a powerful strategy for determining whether the guaranteed curriculum is being taught and, more importantly, learned.

- Promote consistency in expectations and provide timely, accurate and specific feedback to both students and teachers (Dufour et al., 2006).

Common formative assessments inform the practice of individual teachers.

- Common assessments provide teachers with a basis of comparison as they learn, skill by skill, how the performance of their students is similar to and different from the other students who took the assessment (Dufour et al. 2006).

Common Formative Assessment

Common formative assessments build a team's capacity to improve its program (Dufour et al., 2006).

Common formative assessments facilitate a systematic, collective response to students who are experiencing difficulty (Dufour et al., 2006).

Common formative assessments are one of the most powerful tools for changing the professional practice of educators (Dufour et al., 2006).

Figure 1. Traditional and Revised Instruction-Assessment Model

Instructional Model Shift

Traditional Instruction-Assessment Model



Revised Instruction-Assessment Model



Note: Adapted from "Common Formative Assessments: How to Connect Standards-Based Instruction Assessment", Ainsworth, L. & Viegut, D. (2006). Thousand Oaks, CA: Corwin Press.



Figure 2: Screenshot of Oregon Trail Computer Game. MECC

Instructional Model

"If you got all the spelling words correct, you got to play Oregon Trail all week during spelling time."

8

Common Formative Assessment

Common Formative Assessment systems are bolstered when student feedback is included.

We should take a pragmatic view of formative assessment practices including adjustments of instruction and feedback involving students in their own learning (Andersson et al., 2019).

Formative vs. Summative

If the results from the assessment can be used to monitor and adjust instruction in order to improve learning for current students, the assessment is considered formative. If not, the assessment is summative (Erkens, 2016).

Whether an assessment is formative or summative depends on the purpose and how it is to be used (Erkens, 2016).

Determining Formative vs. Summative

If the assessment is simply a final measure of how students performed on multiple standards taught during the quarter, chapter or unit then the assessment is summative (Erkens, 2016).

Determining Formative vs. Summative

If a teacher uses the results from a test in any way to inform instruction for the same students during the next unit of study, the results are being used formatively, even though the test was a summative measure (Erkens, 2016).

Determining Formative vs. Summative

If a teacher provides students with the opportunity to revise and improve their performance on a particular assessment during the evaluation process, the assessment is considered formative (Erkens, 2016).

Once the students complete their revisions and the final evaluation is determined, the assessment is summative (Erkens, 2016).

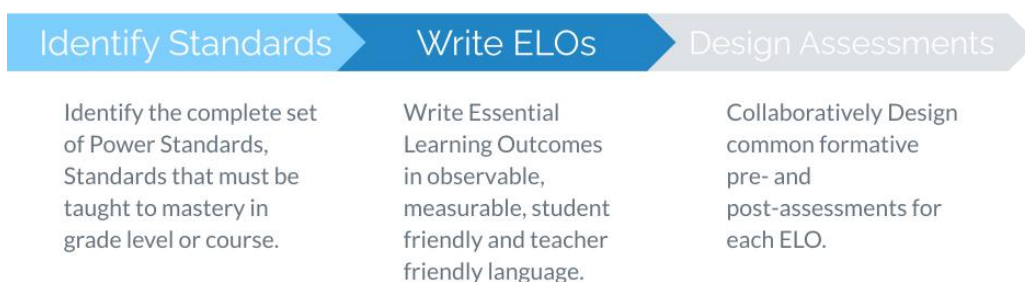
Power Standards and Essential Learning Outcomes

“Critical skills, knowledge, and dispositions each student must acquire as a result of each course, grade level, and unit of instruction (DuFour, DuFour, Eaker, & Many, 2006).

Process for deciding which state standards are the most essential in a school’s curriculum- the “power” standards (Ainsworth, 2004).

As teachers, we must prioritize standards and make instructional decisions to meet the needs of our students (Ainsworth, 2004).

Common Formative Assessment Process



(Erkens, 2016).¹⁵

Common Formative Assessment Process

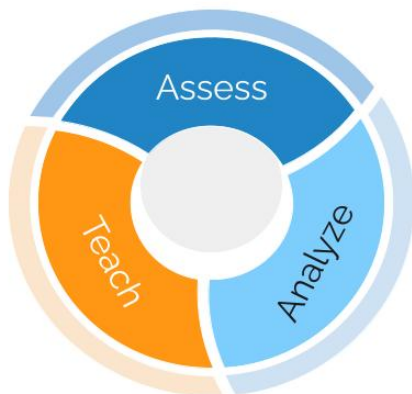


Common Formative Assessment Process



Repeat the Process

Depending on post-assessment results, the process can be repeated for groups of students.



(Erkens, 2016).¹⁸

Replicate

Replicate the process to teach the next concept or skill.

Selected Response Assessment

Selected response requires students to select one response from a provided list.

Benefit: students' answers can be quickly and objectively scored.

Drawback: Doesn't necessarily promote higher-level thinking skills.

ex. Multiple-Choice, True-False, Matching, Fill-in,

(Erkens, 2016).

Constructed Response Assessment

Constructed response requires students to organize and use knowledge and skills to answer a question or complete a task.

Benefit: responses will give a better sense of depth of student understanding.

Drawbacks: takes longer to score, can depend on a student's writing proficiency

(Erkens, 2016).

Performance Assessment

Performance assessments requires student to construct a response, create a product, or perform a demonstration. Evaluations of performance are based on scoring criteria (rubric) provided in advance of performance.

Benefit: promotes critical thinking

Drawbacks: takes longer to score

(Erkens, 2016).

Planning Assessments Process

- ▷ Review the various types and formats of assessments available.
- ▷ Select the assessment type or types that will provide the most credible evidence of student learning for the concept or skill.
- ▷ Create the pre- and post- items for the particular assessment type(s). Often times teams use items from existing assessments.
- ▷ Efficiency, and developmental levels are critical in creating assessments.

(Erkens, 2016).

Cut Scores

Using pre-set cut scores helps planning for instruction and differentiation.

Cut Scores are determined during creation of formative assessments and used when analyzing student scores.

Use the cut scores to determine flexible groups for instruction.

(Erkens, 2016).

Implementation Recommendations



Support of Leadership

Leadership support for this system wide process is critical to successful implementation of common formative assessments.



Dedicated PLC Time

Job-embedded Professional Learning Community time will be committed to developing and analyzing common formative assessments.



Learning Targets

Clear learning targets or essential learning outcomes are critical to the development of a common formative assessment system.



Data Competency

Teams must have capacity to analyze formative assessment data



Process

Commitment to common formative assessment as a process and to continue to build and refine assessments as a team via PLCs.



Effective Teams

Teams must be able to effectively collaborate. Establishing norms and procedures for developing assessments, analyzing data, and connecting to teaching strategies.

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Leadership

School leadership has been identified as a critical support in collaborative data use contexts and the success of a collaborative assessment system is dependent upon the knowledge and skills of school leaders (Cosner, 2014).

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