



Put the partner in ‘partnership’

Third-party providers help school systems meet their goals of providing high-quality education to every student. As external providers, they offer the services, products, and goods that systems are unable to provide, or that they need to function.

Meet the Promise of Content Standards: The Role of Third-Party Providers (Killion, 2013) explores how district and state leaders can engage with third-party providers as partners. In particular, the brief describes how educators and developers can work together to find or create resources aimed at educating every student to meet rigorous content standards and supporting every educator to achieve high performance through continuous professional learning.

Potential partners should carefully consider the questions in the table at right to guide themselves in developing a productive partnership.

Reference

Killion, J. (2013). *Meet the promise of content standards: The role of third-party providers.* Oxford, OH: Learning Forward.

1	How will this partnership add value to our existing goals and planned strategies?
2	What benefits, real or intangible, will each partner realize?
3	What are the costs — real, intangible, or possible — of the partnership?
4	What are the expectations and requirements for each partner with specifics about a timeline for delivering?
5	What procedures or protocols will be used if one partner wants to alter any aspect of the partnership plan or terminate the relationship?

Adapted from **Killion, J. (2011).** The perfect partnership. *JSD*, 32(1), pp. 11-15.

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Curious to hear: What have been some great strategies for helping educators — and yourself — prepare to implement Common Core?



@kimhonnick says:

Developing units of study and curriculum maps. Clarity around what and how we are teaching.

6	Which decisions related to the partnership will both partners make together? Which ones may partners make independently?
7	What is the communication process? Who will speak for the partners?
8	How will disagreements be handled?
9	Who will be responsible for managing or supervising the partnership?
10	What criteria will be used to measure success? What benchmarks?

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DUNCAN GIVES STATES MORE TIME FOR EVALUATIONS

U.S. Secretary of Education Arne Duncan will give states a reprieve from certain aspects of teacher evaluations' consequences and the new wave of testing tied to the Common Core.



Photo by THE BROAD PRIZE FOR URBAN EDUCATION
Arne Duncan

In a letter addressed to chief state school officers, Duncan announced extensions for the implementation of teacher and leader evaluation and support systems. "Given the move to college- and career-ready standards, the dramatic changes in curricula that teachers and principals are now starting to teach, and the transition to new assessments aligned to those standards, the department will consider, on a state-by-state basis, allowing states up to one additional year before using their new evaluation systems to inform personnel determinations. To be

specific, states that request and are given this flexibility may delay any personnel consequences, tied in part to the use of student growth data, until no later than 2016-2017," the letter states.

- States interested in the extension may apply at www2.ed.gov/policy/elsec/guid/esea-flexibility/index.html.

Double-testing waiver: Duncan also announced a one-year waiver on double-testing. "We want to support states that would like to avoid double-testing students, which as you know often happens during the shift to a new test. Therefore, we would consider requests from states for a one-year waiver, to allow schools participating in these field tests to administer only one assessment in 2013-2014 to any individual student — either the current statewide assessment or the field test," the letter states.

- Details about the Title I waiver process are available at www.ed.gov/titlei-waiver.
- Read the full letter at www2.ed.gov/policy/elsec/guid/secletter/130618.html.

THE PRINCIPAL'S ROLE IN PUTTING STANDARDS TO WORK

Among the many facets of implementing Common Core standards is the role of the principal. *Meet the Promise of Content Standards: The Principal* (Killion, 2012) outlines key actions of the principal and the district in supporting effective leadership practices.

Recommendations for action for the principal include:

- Collaborate with staff, students, and members of the school community to establish a vision of academic success.
- Participate in collaborative learning teams within and beyond the school focused on implementing Common Core standards.
- Access, analyze, and share information and resources about

Common Core standards and instructional transformation.

- Develop the staff's understanding about change and change management.
- Visit classrooms, co-teach, or teach lessons to deepen understanding about the standards and instructional changes.
- Coordinate instructional resource staff within the school to focus on ensuring high levels of learning for all students.
- Celebrate successes, both large and small.

Reference

Killion, J. (2012). *Meet the promise of content standards: The principal*. Oxford, OH: Learning Forward.

Learn more in the full brief at www.learningforward.org/docs/commoncore/meetpromiseprincipal.pdf.