

# Remaining Questions

The following are the “remaining questions” reported from the Central and South Central Advisory Boards small group discussion on August 20, 2013.

## College and Career Readiness

- Could there be a consortium to provide PD for implementation?
- Are we really going to do it better this time around? Is it the standards that make the difference or is it the people who will be implementing the key to success?
- What do assessments look like?
- How do we assure consistency of CCSS across the states?
- Are states doing a really good job marketing the plan for CCSS?
  - Need to employ prominent conservatives to promote
  - Negotiate away some of the issues
- How can comprehensive centers assist states?
- How do we address the negative image?
- How do we find financial resources needed for implementation (PD materials) by improved communication with all stakeholders?

## Highly Effective Educators

- How do we retain highly effective teachers across states?
- How are we really evaluating highly effective teachers across states?
- How do we develop a multi-measure system that results in an honest and accurate evaluation for teachers?
- How do you connect/ensure accountability to a change in practice?
- How do you evaluate teachers and then what do you do?
  - What do you do with low-performing teachers?
- What does the non-tested teacher’s responsibility for test grades look like?
  - K-1-2 for 3<sup>rd</sup> grade
- Recommended: Go slow to go fast - Talk with SEAs, LEAs who are being successful.

### **Early Learning**

- Need communication on the value of early childhood education (ECE).
- How do we have resources to support ECE?
- Is there consistent data that shows either side of the argument that pre-school positively impacts readiness and beyond?
- How can the private sector be encouraged to participate more?
- How do we help parents interact effectively with their child(ren)?
- How do we ensure effective teachers in school sectors - Head Start and private schools?
- How do we integrate individuality (of the student) in specific pace and learning outcomes?

### **Turning Around Low Performing Schools**

- What are common themes among turn around schools?
- How do we sustain and scale-up successful models of turnaround?
- How are the “best practices” for turn-around & sustaining being defined when the schools are still failing?
- How do we build a sense of urgency, will, and a drive for substantive action?
- What does research say? Share best examples & what does not work.
- Curious about what happens when schools lose accreditation and families leave and go to other schools.