



## Human Resources' Role in the Successful Implementation of the Common Core State Standards



## Introduction

The Common Core State Standards (Common Core) have now been adopted by 45 states, Washington, D.C., and three territories, including the American Samoa Islands, U.S. Virgin Islands, and Guam. Alaska, Nebraska, Minnesota, Texas, and Virginia are the only states that have not yet adopted the new Common Core. The National Governors Association Center for Best Practices and the Council of Chief State School Officers assert on their [Common Core State Standards Initiative website](#) that the Common Core is meant to provide a “consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The Standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy” (National Governors Association Center for Best Practices & Council of Chief State School Officers, 2010).

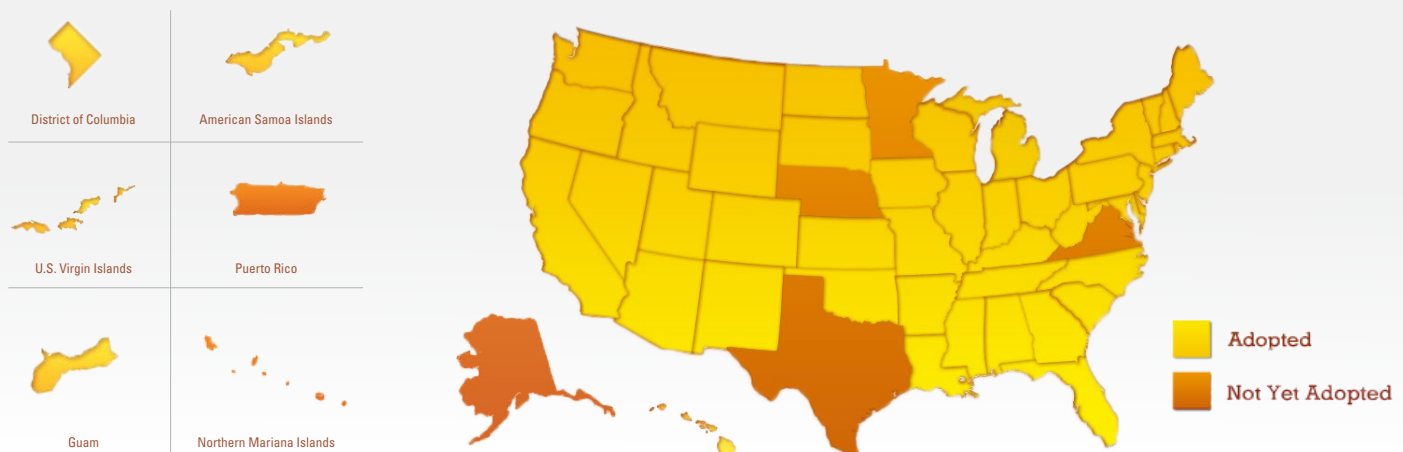
While teachers, school leaders, and staff work feverishly to understand and implement the Common Core, Human Resources (HR) may be left out of the discussion. In *Education Week’s* K–12 Talent Manager, blogger and Human Capital Director at Battelle for Kids Emily Douglas asserted that, “While many write about the associated costs, excitement, or fear of national Standards, change, and even what Common Core means for institutions of higher education, not many (if any) write about HR’s role in making the Common Core a reality...but talent managers play a key role in the successful implementation of the Standards” (Douglas, 2012).

The school HR community should feel a sense of urgency and responsibility as the nation moves toward full implementation of the Common Core in 2014. Murphy, Regenstie, and McNamara (2012) state that in addition to traditional areas of instructional material, assessment, and professional development, the transformation to the Common Core should include a “rethinking [of] personnel management policies.” In this way, states and districts will “extend the reach of their most qualified teachers.” Workforce planning, talent management, and process management should play as important a role in Common Core readiness as does the current focus on materials and professional development. HR professionals should engage in deeper reflection and develop more Common Core-specific action plans.

On January 9, 2013, Achieve released three briefs on implementing the Common Core—one for elementary school leaders, another for secondary school leaders, and a third for school counselors. The briefs were developed through a partnership among Achieve, the National Association of Secondary School Principals (NASSP), the National Association of Elementary School Principals (NAESP), and College Summit. These materials, the first of their kind, walk principals and counselors through what they need to know and do to implement the Common Core.

### Who’s in/out with Common Core?

Click the map for the most authoritative, current source



Source: (National Governors Association Center for Best Practices & Council of Chief State School Officers, 2013)

## This paper highlights 5 strategies for HR professionals to be more involved in Common Core transitions to influence successful overall implementation.

1. Develop a Coherent and Comprehensive Strategy, Founded on Understanding and Shared Accountability
2. Ensure Organizational Alignment and Transitions
3. Hire the Right People
4. Focus on High-Quality Professional Development
5. Evaluate, Reward, and Retain Talent

### 1. Develop a Coherent and Comprehensive Strategy, Founded on Understanding and Shared Accountability

Even if training models are selected by states, districts must establish coherent action plans that are well-articulated and easily understood by all involved in or impacted by the implementation process. These plans should be constant “works in progress,” functioning like GPS devices: describing ultimate district destination, setting a course, monitoring progress, and “recalculating” if necessary. Beyond the action plan, a coherent and comprehensive strategy depends on building or reinforcing a culture of understanding and shared accountability. Common Core implementation will accelerate the need to nurture these hallmarks of a healthy learning community. Understanding comes first. Writing about the Common Core, Kendall (2012) stated, “Regardless of the system in place, it’s likely that you will have something new to learn and something to unlearn.”

Above all, leadership must communicate a vision of successful implementation and desired results. As with any change, success takes time, patience, and, most importantly, a dedication to education, transparency, and communication. All personnel should know what the Common Core is and what it means for students, teachers, and building leaders. Staff should know how the Common Core impacts their jobs and what additional expectations they must meet. Everyone should have a sense of how different or additional supporting resources can be accessed and to whom questions can be directed. Shared accountability must closely follow understanding.

Everyone should understand how the Common Core will be assessed in the district, formatively and day-by-day, as well as for high stakes on summative exams. Personnel need to know what roles they will play in collecting data, supporting technology infrastructure, or providing logistical assistance—as well as how they will share in accountability for results. HR professionals should be key contributors to discussions and development of policies, programs, and related materials, including communications materials available for internal staff or members of the community.





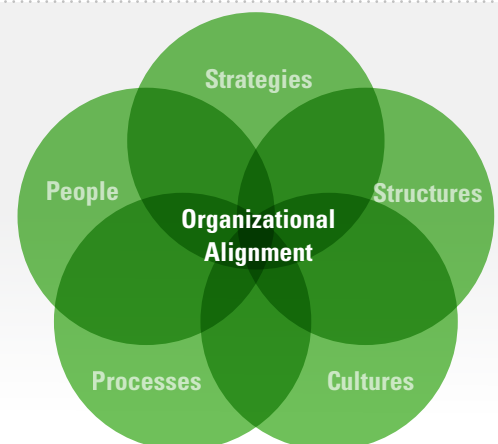
## 2. Ensure Organizational Alignment and Transitions

Organizational alignment is crucial to any initiative that will ultimately impact students. Alignment requires enlightened, painstaking, and efficient work, and many organizations struggle to get it right. The five elements of organizational alignment—strategies, organizational structures, cultures, processes, and people—are all different. Some take years to alter or develop, while others can shift much more quickly. HR professionals can provide perspective and resources for optimization of all five elements.

- **Strategies:** the mission, values, past performance, and vision or direction of the organization.
- **Organizational structures:** span of control, roles, responsibilities, reporting relationships, and departmentation.
- **Cultures:** practices and beliefs around topics, such as creativity, growth, respect, innovation, accountability, trust, risk, respect, knowledge sharing, and internal or external customer service.
- **Processes:** series of actions concerning how work gets done as well as the individuals or groups involved.
- **People:** how engaged, loyal, and satisfied staff members are concerning their work, the organization's mission, culture, and more.

### 5 Elements of Organizational Alignment

Based loosely on (Galbraith, 1995) and (Waterman, Peters, & Phillips, (1980).



## 2a. The Question Districts Ask: “To achieve alignment, where do I start?”

In some organizations, HR acts as a transactional body, managing paperwork and daily drama. In others, HR is responsible for strategic planning in conjunction with the Superintendent’s office. Because organizational review is the first priority for HR, the department can support the Common Core by considering issues such as:

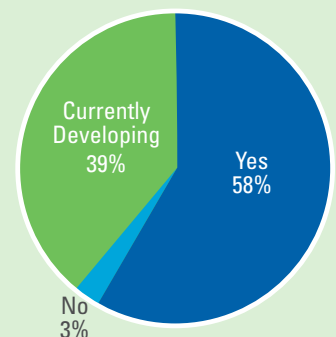
- Is the Common Core reflected in the organization’s strategic plan and specific measures of success? Do these measures allow the organization to track progress?
- How do the curriculum, assessment, or accountability personnel at the central office interface with the schools? Are the relationships healthy?
- Are HR professionals or the office in charge of teacher and leader evaluation available when staff ask questions, and do they require guidance on the process of performance appraisal?
- In the organizational culture, is it acceptable for teachers, leaders, and central office staff members to take risks when it comes to developing innovative practices?

During the transition to the Common Core, capacity planning is also critical. Resources must be provided for increased employee work hours and/or an extended work year, in addition to collaboration among teachers—within the grade levels and content areas, with other building-level teachers who are not in the same grade level or content area, and with teachers in feeder schools (horizontal, vertical, and cross-curricular articulation).

In 2012, the Council for Great City Schools surveyed its 67 member districts, which represent some of the largest urban districts in the country, in order to collect data on the implementation of the Common Core State Standards. The following are results of their findings:

*Source: (Council of the Great City Schools, 2012)*

Percentage of CGCS survey respondents who have a written, multi-year Common Core implementation plan. (n=36)



## 2b. Staff Capacity Planning

### Questions to Ask

- Do pre-K teachers understand their role in implementing the Common Core?
- Do elementary school leaders interface with middle school leaders?
- Are high school teachers not only encouraged, but also given time to speak with middle school teachers to ensure each group knows and understands how learning flows?
- Are counselors, leaders, and special education professionals meeting to discuss students with specific cognitive, social, cultural, or emotional needs?

Recently, five states announced plans to increase the school days for students by 300 hours in 2013—which requires revisiting work hours and days for both certified and classified employees (Council of State Chiefs, 2012). HR professionals should have a major role in determining the impact of issues, such as modified employee work schedules, possible reclassification of job responsibilities, increased use of substitutes or volunteers (and any associated costs), and overtime for mandated training of classified employees. Other promising reforms with HR implications include deploying staff to address the most pressing needs, offering incentives for effective teachers taking on more students, and reorganizing the school day and year to maximize learning time and [professional] learning opportunities (Murphy & Regenstein, 2012).

### 3. Hire the Right People

Hiring is one of an HR department's most important responsibilities—encompassing more than signing the right candidate. Hiring also includes recruiting and selection. HR professionals should consider revisiting their recruiting and selection processes to ensure they can hire staff capable of assisting with Common Core implementation.

#### 3a. Recruitment

Recruitment should hinge on teacher or leader preparation. When designing a recruitment plan, districts should hire high-potential individuals with Common Core-specific knowledge. Recently, teacher and leader preparation programs have come under increased scrutiny by various stakeholders. More rigorous student standards, funding concerns, and Race to the Top and its inherent accountability requirements have catalyzed reform in pre-service programs, including more control of candidate entry and curriculum redesign that attends to initiatives such as the Common Core. For example, in *Raising the bar: Aligning and elevating teacher preparation and the teaching profession (2012)*, the American Federation of Teachers note, "The development and implementation of the Standards provides the unprecedented opportunity to improve the rigor and quality of teacher preparation programs to ensure teachers are able to help students meet these critical career- and college-readiness requirements."

To find potential recruits with Common Core knowledge, districts should pay specific attention to higher education and alternative certification programs that have realigned their curricula and practices with the Common Core and have met accreditation standards. The Council for the Accreditation of Educator Preparation (CAEP) is now the sole accreditor for educator preparation in the United States due to the merger of the Teacher Education Accreditation Council (TEAC) and the National Council for Accreditation of Teacher Education (NCATE). CAEP published its "Next Generation" standards on February 15, 2013, and specifically addressed the Common Core. James G. Cibulka, CAEP President noted, "The nation has raised the bar for our students and for our teachers. Today's teachers must challenge and engage all learners. Now we must raise the bar for preparation programs to help the nation meet these ambitious goals."



While some candidates will claim accreditation, HR professionals should vet curricula that institutions of higher education and alternative certification programs use in regards to Common Core, instructional strategies, and assessment practices their graduates have mastered. Applicants from institutions that intentionally provide pre-service educators with a solid theoretical base for the new Common Core, and opportunities for practical application should take priority over those from other training programs that have yet to integrate the Common Core. Hallmarks of relevant pre-service curricula include equipping would-be educators to be data-driven decision makers who can collect, document, and analyze information that describes performance, progress, and perception.

Effective programs encourage teachers and leaders to reflect on and revise their practice. Look for pedagogical preparation that focuses on formative instructional practices (FIP). Presenting FIP as a cohesive and systemic approach to teaching and learning may represent a shift for universities, colleges, and alternative certification programs, even those that have long incorporated its fundamentals. Nevertheless, this methodology represents the ideal instructional skill set for delivering the Common Core.

*High-performing school systems have a clear focus on identifying the best and brightest talent. The evidence is clear: If you want an educator workforce that can deliver on high standards and expectations for all students by successfully implementing the Common Core or any other educational-improvement efforts, hire well.”*

– Dr. Jason E. Glass, Director,  
Iowa Department of Education

## Sample Questions for Higher Education Institutions and Alternative Certification Organizations

- To what Common Core Standards have you aligned your curriculum?
- What courses or instruction have you incorporated into your teacher and leader education curriculum as a result of the adoption of the Common Core?
- How has your organization changed its instructional methods to ensure that your education graduates possess the skills and knowledge necessary for the Common Core?
- How has your organization incorporated technology in the education process, and how does it require participants to use technology in their work?
- How do you measure lessons and assessments of your future teacher or leader graduates?
- What measurements of rigor do you use?
- What services, courses, or instruction are available to your teacher and leader education alumni related to the Common Core?
- Are you preparing educators to gather and analyze data and use the resulting information for improvement?
- How are you planning to respond to new state and national standards in science and social studies?


### 3b. Selection

As the Bill & Melinda Gates Foundation's *Measures of effective teaching project* report (2013) suggests, districts need to utilize multiple measures in human capital decisions. Specifically, this means that education leaders should use multiple measures to select candidates who are highly qualified to fulfill the requirements of the Common Core. The challenge is identifying what skills, knowledge, abilities, and other traits distinguish potential hires as better equipped to meet challenges posed by the new Standards.

Measures used during the selection phase could include talent-based screeners, reference checks, subject-matter tests for knowledge, writing samples, interviews, previous performance, or in-box activities. For example, if a district uses a written assessment during the selection process, the customary prompt, "What is your philosophy of teaching?" could be replaced with a more Common Core-specific question such as, "What specific training or instruction have you had in Common Core? Be sure to include where you received this training and how you have incorporated it into your teaching." Another example is, "What are the implications of the Common Core in your content area? Name two of the most important shifts in your subject area resulting from the movement to the Common Core."

Some of the most credible resources on all aspects of the Common Core, starting with the shifts in mathematics and English Language Arts can be found at Student Achievement Partners' website "Steal These Tools." Founded, guided, and staffed by scholars who created the new Common Core, this nonprofit organization holds no intellectual property, does not compete for contracts, and accepts no money from publishers. [Student Achievement Partners](#) pledges to support the Common Core Standards by working in tandem with teachers on all the tools they develop, and to make all resources available on its website ([achievethecore.org](http://achievethecore.org)) at no cost to educators. Candidates could be directed to review the site's top tool, "Common Core Shifts: A Two-Page Summary" and asked to construct a response as to how this information could or should shape their daily work.

By studying the rich materials from Student Achievement Partners, especially the "Publishers' Criteria" that underscore what matters most in the new Common Core, HR executives could build their own expertise. In addition to asking for and evaluating candidate-provided materials, such as sample lessons plans, instructional materials, and assessments, interviewers could tailor questions to vet candidates' capacity for delivering the Common Core to students.



*The stakes in the classroom are just too high and the skill set teachers need is too complex to hire teachers based completely on intuition or an interview. Multiple measures of teacher quality are a must, not a bonus."*

— Dr. Jared T. Bigham, Executive Director of the TN Rural Education Association and Member of the TN Common Core Leadership Council

## Sample Writing Prompts or Interview Questions for Teachers

- How do you ensure your lessons are rigorous?
- Give us an example of a non-fiction work that you would use in your content area.
- What is one “big idea” for your content area?
- Share an instance when you collaborated with colleagues on an instructional issue. What was the issue, what was your role in the collaboration, and what was the result?
- How would you handle this situation? Your team is challenged to develop an action plan for Common Core implementation in your school. You are the newest teacher on the team and have been asked to chair this committee. A veteran teacher shares his opinion that the Common Core is just a passing fad in teaching. He doesn’t intend to change a thing, and he thinks this committee and any work will be a huge waste of time.
- Share with us some of the practices you would use in reviewing and improving your students’ or building’s performance. What data might you collect? How would you then use these data to inform your practice? How would you engage students in reviewing and learning from their data?
- How do you (or would you) ensure students are presented with clear and consistent learning objectives? How would you ensure parents are aware of learning objectives and work?
- How would you work to ensure that your lessons are robust and provide students with information and practices relevant to the real world to ensure they are successful in college or a career?

Although teachers are the lynch pins, direction and support from leaders, such as subject matter experts, building leaders, and consultants, guide and sustain implementation. School HR professionals should develop questions that clarify understanding and assess the candidate’s ability to drive reform.

## Sample Writing Prompts or Interview Questions for Subject Matter Experts, Building Leaders, and Consultants

- Share training materials on the Common Core in your content area that you have developed and used. How did you evaluate this training?
- Outline a presentation on the Common Core for an audience of building leaders. Include pertinent points that you think are important to share related to your content area.
- How would you work to actively engage the community, parents, and other stakeholders to build a feeling of shared responsibility for student performance and development?
- Creating a culture of continuous learning and improvement is necessary to ensure adults and students are learning together and achieving student, teacher, school, and district goals. How would you work with staff members who are not interested in continuous learning and improvement? Can you share a time when you had to work with a staff member who was not interested in growing personally or professionally?
- Share with us some of the practices you would use in reviewing and improving your building’s performance. What data might you collect? How would you then use this data to inform your practice and decisions? How would you work with teachers and other staff members to assist them in using data to inform practice?
- High expectations and standards for the emotional, social, academic, and physical development of all students are becoming more important. How would you work with teachers to ensure this is occurring? How would you communicate with parents around these expectations?
- Effective building leaders lead schools in a way that places student and adult learning at the center. Explain how you would establish a culture and practices to ensure this occurred.





## 4. Focus on High-Quality Professional Development

Districts across the country spend millions on professional development opportunities and materials for staff yearly. The hard part is discovering what professional development and supporting materials actually grow teachers and leaders. Whether a district makes the strategic decision to hire high-potential candidates who walk in the door with an understanding of the Common Core or not, it is important for the district to onboard staff, explaining the specific local processes and expectations. Yet, this learning should not stop after day one, or even day 90, on the job. HR departments should revisit and revise professional development master schedules to embed Common Core updates, best practices, available materials, and district processes into training schedules for all district staff—including top district-level administrators, content-support personnel, building administrators, teachers, and building-level instructional support staff (teaching assistants, etc.).

### 4a. Materials, Purpose, and Format

As with any instructional design for adults, outcomes should be job-embedded and obviously purposeful. For instance, incorporate practical materials for teachers to use in collaborative lesson planning—such as learning progressions and planning templates. Again, [Student Achievement Partners](#) offers the most comprehensive, reliable, and free resources and links.

Formats of professional learning must be varied. Teachers could be engaged in professional learning communities, watching demonstration lessons with follow-up discussions, or graduate coursework. Train-the-trainer models may be implemented in which designated staff developers are trained in specific reading strategies, content strategies, or training strategies that support Common Core implementation. Some organizations and states are beginning to capitalize on blended learning formats to provide the opportunity for educators to learn, practice, collaborate, and access a variety of resources.

Whatever the format, professional development should engage teachers in collaborative ongoing professional learning opportunities that are directly related to the content being taught. The ultimate goal must always be increased student achievement.

“Supporting materials for teachers should organize standards in a clear and concise way that allows teachers to see what students should know before they enter their classroom and what they are expected to know by the end of the year, as well as provide support for differentiation of instruction for students working above or below grade level.”



## 4b. Technology

Districts must ensure that teachers can effectively use new technologies, as well as emerging strategies for seamlessly integrating these with teaching and learning. Although many students are savvy with computers, they continue to need teachers' help to use productivity tools effectively. Next generation student assessments will require students to take notes on computers, use calculators and other tools built into software, and manipulate information by shading, copying, and pasting, etc. For instance, the Grade 3 ELA Common Core State Standards states that students should, "with guidance and support from adults, use technology to produce and publish writing," and demonstrate the ability to type a minimum of one page in a single sitting. This is increased to two pages by Grade 5 and three pages by Grade 6 (ELA Common Core State Standards). Efforts to address student deficiency in this area are doubly complicated.

- First, school districts, in many instances, have cut traditional keyboarding classes to provide capacity within the student schedules for remediation or electives.
- Second, some teachers continue to lack necessary insight, competence, and confidence to embed technology while delivering content.

How to incorporate necessary training for teachers, instructional time for students, the facilities or staff for productivity instruction—all while maintaining sufficient technology infrastructure—will be major district challenges that will require expertise of HR professionals to solve.

## 4c. Formative Instructional Practices

Formative instructional practices are both the end of and the means to professional development. HR professionals understand that schools must be formative learning systems where all members are learners, and those responsible for leading at any and all levels—from classroom to boardroom—intentionally use formative instructional practices to guide and support adult and student learning. Effective practices are part of collective culture—such as establishing clear learning targets, collecting and documenting evidence that matches learning targets, providing descriptive feedback that moves learning forward, and deliberately nurturing student ownership of learning.

In many instances, implementing the Common Core will require teachers not only to make changes in curriculum content, but also to achieve greater understanding of learning progressions and degrees of rigor. New taxonomy warrants ratcheting up scope and sequences, pacing guides, and common assessments. HR professionals, after becoming familiar with the myriad resources provided through Student Achievement Partners, can rally all stakeholders to provide resources, training, and especially collaborative time.

*When hiring and developing top teacher talent, you must focus on classroom technology skills and abilities which will place the district ahead of the curve and increase the alignment of individual competencies with Common Core. Likewise, technology resources and development opportunities must be appropriately procured or developed and managed to ensure the highest levels of usage.”*

– Dawn Yazzie Howard, Sr. Fiscal Analyst,  
Salt River Pima-Maricopa Indian Community,  
Education Division, Arizona



## 4d. Literacy

Instead of retrofitting content to include reading and writing, teachers should build instruction in all subjects on top of foundational literacy. The Literacy Design Collaborative (LDC), which includes classroom teachers, school and district leaders, state departments, and state organizations, offers a collaborative framework for building tasks, modules, and courses designed from the ground up to meet literacy challenges. HR professionals can confidently direct teachers and building leaders to LDC resources, protocols, and tools, which are foundation-funded, accessible, and conducive to the highest levels of professional development. The LDC’s work is complemented by that of the Math Design Collaborative (MDC), which focuses on higher-level thinking and problem solving. Together, these organizations constitute an educator network, “My Group Genius.”

## 4e. Subject Matter Expertise

Content expertise is critical to Common Core implementation. According to the Common Core State Standards Initiative, ELA and Mathematics Standards are built on extensive scholarly research and evidence. Therefore, in some situations, professional development must change focused pedagogy content. Despite the commonly held belief that teachers acquire all necessary content knowledge in their undergraduate or graduate programs, now more than ever, they must be life-long learners in their disciplines. In *Mathematics Education*, the Conference Board of Mathematical Sciences gives this example:



“Many current teachers prepared before the era of Common Core State Standards will need opportunities to study and learn mathematics and statistics they have not previously taught. Prior to the Common Core, mathematics in grades 6–8 focused heavily on work with rational numbers (including computational fluency, as well as development of proficiency with geometric measurement (area, surface area, volume) and readiness for algebra (introduction to negative integers, expressions, and equations). In the Common Core, many of these concepts are developed earlier (American Mathematical Society, 2012).”

HR professionals can spearhead development of teacher career pathways that reward content expertise. Other options might be to partner with higher education, consulting organizations, topic experts, or retired educators to assist teachers in brushing up on their content-specific knowledge. Most of all, HR must ensure that building leaders are out ahead of these content-intense aspects of Common Core ELA and Mathematics—as well as social studies/history, science, and technology. Building leaders will need to be solidly versed in these areas to lead cross-content teaching and learning. Their charge needs to include encouragement of teachers and responsible engagement with teacher observation and evaluation.

## 5. Evaluate, Reward, and Retain Talent

Economic realities, plus federal priorities and policies, fueled by widespread societal emphasis on accountability, currently fuel debate around teacher and leader evaluation. Although HR professionals doubtless hold diverse personal and political opinions on the topic, they must possess a view of the national landscape and grasp the synergistic connection between evaluation and Common Core implementation. Evaluation impacts Common Core implementation, and Common Core implementation impacts evaluation.

In 2011 and 2012, the National Council on Teacher Quality released its *State of the states 2012: Teacher effectiveness policies* report, which contained research on the topic of K–12 evaluation, tenure, data use, and licensure policy changes. A few important notes or trends: 24 states currently require annual evaluations for all teachers, compared to the 15 states that had this requirement in 2009. While only 48 percent of states require annual evaluations for all teachers, an overwhelming majority of states (86 percent or 43 states) require annual evaluations for all new teachers. The use of growth or value-added data and achievement is more widespread. As of September 2012, Colorado, Delaware, Florida, Idaho, Louisiana, Maryland, Michigan, Nevada, Ohio, Oklahoma, Rhode Island, South Dakota, and Tennessee are all using student achievement/growth as the “preponderant factor” in teacher evaluations, compared to the four states that utilized these data in 2009. In nine other states, including Arizona, Connecticut, Hawaii, Illinois, Indiana, Minnesota, New York, Oregon, and Pennsylvania, measures of student achievement/growth are required to “significantly” inform teacher evaluations.

HR must work to understand, manage, and support evaluations and opportunities for teachers and leaders to grow. Complementing evaluation with professional learning requires careful, thoughtful planning and support. When the Common Core State Standards are fully implemented, due to the drastic changes for most classroom personnel, HR will need to be even more organized, supportive, thoughtful, strategic, and “people-focused.”

Many HR professionals are engaged in teacher and leader workforce planning, as a particular area of concern in connection to challenges associated with the Common Core. In some circles, there is apprehension that with the new Standards, many experienced educators will retire as soon as eligible or leave teaching for new careers if job difficulty and accountability simultaneously increase. The harsh reality is that great teachers and leaders are likely to leave at the same rate as their lower-performing peers, leaving building-level cadres bereft.

The New Teacher Project (TNTP) report, *The Irreplaceables* (2012), studied approximately 90,000 urban teachers who were deemed “so successful they are nearly impossible to replace, but who too often vanish from schools as the result of neglect and inattention.” TNTP found that currently, “Irreplaceables” do not exhibit the same outward demographics or characteristics. They actually range in teaching style and years of experience. They also discovered that the retention rates of low performers and “Irreplaceables” are similar. However, more than 75 percent of “Irreplaceables” said they would have stayed at their current school if their main issues for leaving were addressed. Notably, these master teachers frequently cited lack of compensation as a significant impetus for leaving their schools.

Some districts do not accept these circumstances as beyond their control. They are building reward and leadership programs to increase the chance that highly effective and effective teachers stay. Others are working to survey staff and provide resources and support they need in their buildings and classrooms despite budget cuts. HR professionals are sustaining a corps of “Irreplaceables” as well as the ranks of highest-quality building leaders.

### In Summary: The Common Core is Here to Stay

Contrary to whispered opinions, the Common Core State Standards are neither a trendy program nor a fleeting political movement. The Common Core constitutes fundamental education reform and sets clear goals and explanations of what students need to learn and do to be successful in college or the workplace. K–12 education embodies the hopes of parents, the promise of children, and, ultimately, the future of a society (Kendall, 2011).

While implementation will be a journey, HR professionals can provide their districts with both ways and means of reaching the destination: high-quality staff, information, opportunities, materials, and services in pursuit of college and career readiness for all.

*“If we expect our educators to be successful in implementing the new Common Core State Standards, our efforts must focus on providing high-quality formative feedback through evaluations and data, and assistance via mentoring and coaching, as well as opportunities for personal and professional growth.”*

–Talia Shaul, Chief Human Capital Officer,  
Tulsa Public Schools, Oklahoma

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## American Association of School Personnel Administrators

AASPA is the only organization that specifically targets and represents school personnel professionals. AASPA provides leadership in promoting effective human resources practices within education through professional development activities and a broad-based resource network. Learn more at [www.aaspa.org](http://www.aaspa.org).

## About Battelle for Kids

Battelle for Kids is a national, not-for-profit organization that provides counsel and solutions to advance the development of human capital, the use of strategic measures, effective practices for improving educator effectiveness, and communication with all stakeholders. At the heart of this work is an unwavering focus on accelerating student growth.

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