ABSTRACT: The Common Core State Standards in Mathematics and Next Generation Science Standards were adopted by states across the country to spur dramatic changes in math and science skills. The standards’ movement represents a clear commitment to ensuring that education systems hold all students to the same ambitious goals. Yet, without clear guidelines for how to translate the standards into actual improved student outcomes, they are merely static structures. The strategies that a district and its schools use to develop and implement their policies and plans for realizing the standards are key influences on whether standards will ultimately lead to improvements in student learning. Chicago public schools (CPS) implemented the standards through a teacher leader model that provided professional development focused on high-quality instruction, along with the curation of a website with instructional resources for standards-aligned practices called the Knowledge Center, and recommendations for core curricula in math. In this presentation, I will discuss research strategies and findings from an exploratory study conducted by the University of Chicago Consortium on Chicago School Research (UChicago CCSR) and Outlier Research & Evaluation at the University of Chicago Center for Elementary Mathematics and Science Education that examined the implementation factors associated with changes in teachers' instructional practices, students' experiences in their math and sciences classes, and student achievement.

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