



PARCC EDUCATOR LEADER CADRES ROLES

4 KEY ROLES FOR THE ELCs

Through face-to-face meetings and virtual convening, the educator leader cadres (ELCs) will share best practices regarding implementation and use of Common Core State Standards (CCSS) and PARCC materials, engage in reviewing PARCC- and PARCC state-developed instructional materials, and become active leaders in state and local implementation efforts. The ultimate goal of the state educator leader cadres is to develop a network of K–16 educators that can help lead implementation of the CCSS and PARCC and that can lay the groundwork for sharing best practices and quality resources.

Within that basic framework, ELCs can help support implementation, communications, outreach, and engagement at the state and local level four primary ways.

Strategic thought partners. The ELCs bring expertise in the teaching and learning required to implement the CCSS and PARCC. They are already leaders in their school or district and, in this way, are in a perfect position to provide input on implementation plans and on how best to communicate to the field: who, what, when, where and how.

Content partners. The ELCs represent the range of stakeholders that are key to successful implementation. When developing CCSS and PARCC materials and messages to supplement what Achieve/PARCC will be providing, ELCs are in a great position to play the role of either developer or reviewer (depending on the available time commitment) to make sure messages will be clear to the intended audiences. Think of them as a focus group.

Engagement facilitators. As leaders in their field, the ELCs are the ideal liaison between their colleagues in the field and the SEA/state implementation. The ELCs will be building expertise in a number of areas that they can then share with their colleagues. It will be important for states to support this role but also use this as an opportunity to get regular input from the field, at the front end and throughout the process. This will help to ensure that the content of policies and implementation decisions make sense and are more broadly owned.

Distributors/messengers/ambassadors. In their role as ELCs, cadre members are in a great position to push out messages and materials and to ensure benefit from the widest possible circulation. At a minimum, they all have e-mail lists of colleagues and ideally are part of broader professional networks. This will allow states to build a growing network of educators involved in implementation.

ELCs will provide additional capacity—as strategists, editors, listeners, and messengers. They have the credibility, know-how, and networks to help states significantly extend their reach to the “field.”