

CCSS, APPR and DDI Workbook for Network Teams/Network Team Equivalents

New York State Education Department

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Using this Workbook

This workbook is designed to assist NTs/NTEs, District Superintendents and superintendents in their ongoing CCSS, APPR and DDI implementation efforts. The tools in the workbook are aligned to the state’s 2012-2013 metrics for CCSS, APPR and DDI implementation. NYSED recommends NTs/NTEs, District Superintendents and superintendents use the workbook materials following these steps:

Step 1: Internalize metrics:

- NTs/NTEs, District Superintendents and superintendents examine and discuss the 2012-2013 Metrics

Step 2: Assess district and regional status of implementation efforts:

- NTs/NTEs request that their districts’ PD/curriculum directors complete the District Implementation Efforts Survey online by August 13, 2012 to better understand district CCSS, APPR and DDI implementation efforts
- District Superintendents request that their superintendents complete the Superintendent Worksheet and District Implementation Readiness Rubric
- Superintendents complete the Superintendent Worksheet and use the Worksheet to complete the District Implementation Readiness Rubric
- Superintendents nominate and support Common Core Ambassadors
- Superintendents share and discuss the Worksheet and Rubric with their District Superintendents.
- District Superintendents use the completed District Implementation Readiness Rubrics to complete the District Superintendent Regional Implementation Analysis

Step 3: Build regional turnkey plans:

- NTs/NTEs, informed by the survey and District Implementation Readiness Rubrics, use the NT/NTE Turnkey Plan Template and the NT/NTE Sample Plan for guidance and examples to develop a turnkey implementation and support plan for their districts
- NTs/NTEs assess the quality of their plans using the NT/NTE Turnkey Plan Checklist

Step 4: Build district plans:

- Superintendents, NTs/NTEs and teacher/principal ambassadors (if relevant) use the District Roadmap to develop an implementation plan for their schools, using the District Plan Template if desired

Step 5: Implement and adjust plans:

- Superintendents and NTs/NTEs use survey data, site visits, educator feedback and actions in plan to review progress and adjust course as necessary

New York’s Vision and Metrics for Implementing CCSS, APPR and DDI for SY2012-2013

Vision: Instruction in our schools is changing dramatically and the Common Core instructional shifts are visible and observable in all classrooms

	2012-2013 Metrics	LEA Superintendent Metrics	NT/NTE Metrics	District Superintendent Metrics
CCSS Implementation	All teachers in grades P-8 are implementing CCSS-aligned instruction	<ul style="list-style-type: none"> Implementation of fully-aligned CCSS instruction in grades P-8 and clear plan for adopting or adapting NYSED voluntary curricular materials¹ or using other materials that align to the tri-state rubric Plan for leveraging educator ambassadors to assist with implementation 	<ul style="list-style-type: none"> Clear description of each component district’s needs/wishes for support around CCSS and district’s approach to using NYSED CCSS curricular materials² Clear description of each district’s current status of CCSS implementation³ Plan co-developed with districts to provide professional development on CCSS for all teachers and principals in your districts Plan for leveraging educator ambassadors to assist with implementation 	<ul style="list-style-type: none"> Number of and which districts in mostly green status on the CCSS components of the CCSS, APPR and DDI: District Implementation Readiness Rubric, and which ones are in mostly yellow and red status Plan for supporting districts in moving from red or yellow to green on the CCSS components of the CCSS, APPR and DDI District Implementation Readiness Rubric⁴
	All teachers in grades 9-12 are in the process of implementing CCSS-aligned units and are building content capacity	<ul style="list-style-type: none"> Implementation of at least 2 CCSS-aligned units per semester in grades 9-12 Plan for leveraging educator ambassadors to assist with implementation 		
CCSS/APPR Alignment	Evaluators look for the 12 CCSS instructional shifts in their classroom observations	<ul style="list-style-type: none"> Evidence that district observation rubric identifies points of alignment with instructional shifts⁵ Evidence that principal evaluation system incorporates identification and observation of instructional shifts Percentage of schools that use analysis meetings to analyze the results of student work against the instructional shifts 	<ul style="list-style-type: none"> Plan for supporting districts and principals in implementing evidence-based observations and student learning objectives Plan for follow up with districts to ensure evidence-based observations are occurring consistently 	<ul style="list-style-type: none"> Number of and which districts in mostly green status on the CCSS, APPR and DDI: District Implementation Readiness Rubric, and which ones are in mostly red and yellow status Number of, which and the degree to which districts are using the instructional shifts to evaluate teacher effectiveness

	2012-2013 Metrics	LEA Superintendent Metrics	NT/NTE Metrics	District Superintendent Metrics
CCSS/APPR Alignment	Evaluators provide quality feedback to teachers following evidence-based observations aligned to the shifts	<ul style="list-style-type: none"> Evidence that principal evaluations hold principals accountable for providing quality feedback after evidence-based observation and for ensuring high-quality student learning objectives Percentage of teachers reporting high-quality feedback Percentage of principals trained to provide high-quality feedback 	<ul style="list-style-type: none"> Percentage of principals in NT/NTE certified against the NYSED inter-rater reliability standard in the area of providing high quality feedback 	<ul style="list-style-type: none"> Number of and which districts in mostly green status on the APPR components of the CCSS, APPR and DDI: District Implementation Readiness Rubric, and which ones are in mostly yellow and red status
APPR Implementation	Evaluators are moving toward consistent calibration against the inter-rater reliability standard	<ul style="list-style-type: none"> Percentage of principals trained on the 9 APPR elements Mechanism for ensuring inter-rater reliability, such as an observer certification process 	<ul style="list-style-type: none"> Clear understanding of what NYSED's standard for inter-rater reliability is Plan for supporting superintendents in implementing mechanisms for inter-rater reliability⁶ 	<ul style="list-style-type: none"> Number of and which districts have successfully trained their educators on the 9 APPR elements Number of and which districts have the majority of observers meeting inter-rater reliability standards
DDI Implementation	All teachers use CCSS-aligned interim assessments or common performance tasks in all courses and participate effectively in analysis meetings to inform instruction	<ul style="list-style-type: none"> Percentage of teachers and principals that understand how interim assessments or common student performance tasks define rigor Percentage of teachers and principals that effectively participate in analysis meetings 	<ul style="list-style-type: none"> Percentage of teachers and principals trained on DDI Evidence of DDI implementation and documents/materials in use to support DDI 	<ul style="list-style-type: none"> Number of and which districts in mostly green status on the DDI components of the CCSS, APPR and DDI: District Implementation Readiness Rubric, and which ones are in mostly yellow and red status

¹ The state-developed curricular materials in ELA and math are expected to be finalized based on the following schedule: Summer 2012: P-8 Scope & Sequence and 1/6 P-8 modules; 9-12 Scope & Sequence; Fall 2012: 3/6 P-8 modules; 2/6 9-12 modules; Spring 2013: 4/6 P-8 and 9-12 modules; Summer 2013: 6/6 P-8 and 9-12 modules

² For example, which districts are fully adopting NYSED curricular materials? Which are modifying them? Which are designing their own or purchasing other materials?

³ For example, what percentage has participated in detailed training of the instructional shifts? What percentage has had 3-8 teachers implement CCSS units?

⁴ For example, how can BOCES support changing cultures, implementing the shifts, observing practice, etc.?

⁵ For example, identify "look fors" – examples in the selected rubric that reflect the instructional shifts

⁶ For example, what are districts' plans for follow up on inter-rater reliability? What evidence do districts have that the instructional shifts are incorporated into inter-rater reliability trainings?

Overview of District Implementation Efforts Survey

This survey is designed for NTs/NTEs to administer to directors of professional development or curriculum for each component district in their BOCES. The survey is designed to elicit answers to important questions about CCSS implementation for the regional delivery systems, such as:

- Which districts will adopt, adapt or take a different approach with the voluntary curricular modules?
- How are districts communicating the CCSS vision?
- What services do districts want the Network Teams to provide?
- How will districts use the Teacher and Principal Ambassadors?

Instructions: NYSED will provide each NT/NTE a URL for the online survey and NTs/NTEs will forward the URL to their PD/curriculum directors for completion by August 13, 2012. The survey will be administered through Survey Monkey; instructions for completing it will be included in the URL. NYSED will be holding a webinar the week prior to the August 13-17th Network Team Institute to unveil a survey data analysis tool and assist NTs/NTEs in analyzing survey data.

Understanding the CCSS Instructional Shifts

The 12 CCSS instructional shifts include six in ELA and six in math.

1. What percentage of teachers in your district is aware of the 12 instructional shifts in the CCSS? (*drop-down menu*)
 - About 25% or less
 - About 50%
 - About 75%
 - Nearly all of our teachers are aware of the shifts
2. What percentage of your teachers understands how to use and apply the 12 instructional shifts in the CCSS? (*drop-down menu*)
 - About 25% or less
 - About 50%
 - About 75%
 - Nearly all of our teachers are able to use and apply the shifts
3. To what extent do you believe the following practices are important to improving student learning when teaching with the shifts required by the CCSS?

ELA Instructional Shifts

1. PK-5: Balancing informational and literary texts
2. 6-12: Knowledge in the disciplines
3. Staircase of complexity
4. Text-based answers
5. Writing from sources
6. Academic vocabulary

Math Instructional Shifts

1. Focus
2. Coherence
3. Fluency
4. Deep understanding
5. Application
6. Dual intensity

	Very important	Important	Somewhat important	Not important	I don't know
Providing students ongoing opportunities to write creatively drawing from personal experiences					
Structuring opportunities for students to have conversations and develop arguments based on the texts they've read					
Utilizing pre-reading strategies to help all students fully understand a text through discussions and/or overviews of context, vocabulary, and the author's craft prior to reading					
Creating learning experiences that build knowledge using informational texts, not just literature					
Providing instruction in academic vocabulary to support students' understanding of complex text					

4. How would you describe the difference between the state’s current learning standards and the CCSS?
 - The Common Core standards are more demanding and raise expectations for student learning.
 - The Common Core and the current standards are pretty much the same.
 - The Common Core standards are less demanding and lower expectations for student learning.
 - I don’t know.

The CCSS Implementation Vision for SY 2012-2013

New York’s vision is that instruction in our schools is changing dramatically and the Common Core instructional shifts are visible and observable in all classrooms. By the end of SY2012-2013, the state expects that all teachers in grades 3-8 in participating LEAs have fully implemented CCSS-aligned instruction and all teachers in grades P-2 and 9-12 are in the process of implementing CCSS-aligned units and are building content capacity. The state-developed voluntary curricular resources in English language arts and mathematics are expected to be available on the following schedule:

Summer 2012	Fall 2012	Spring 2013	Summer 2013
<ul style="list-style-type: none"> ▪ P-8 Scope & Sequence ▪ 1 of 6 P-8 modules ▪ 9-12 Scope & Sequence 	<ul style="list-style-type: none"> ▪ 3 of 6 P-8 modules ▪ 2 of 6 9-12 modules 	<ul style="list-style-type: none"> ▪ 4 of 6 P-8 modules ▪ 4 of 6 9-12 modules 	<ul style="list-style-type: none"> ▪ 6 of 6 P-8 ▪ 6 of 6 9-12 modules

5. What CCSS curricular resources will your district use for ELA and Math? (*drop-down menu*)
 - Using state-developed curricular resources (scope and sequence; modules) without modification
 - Using state-developed curricular resources, but adapting to needs of our district
 - Purchasing curriculum materials that satisfy the Publisher’s Criteria and/or the Tri-State Rubric
 - Creating our own comprehensive curricular redesign that clearly demonstrates the CCSS shifts
 - Undecided
 - Other (*open-ended response box*)
6. What percentage of your teachers has received training on or been otherwise exposed to this vision? (*drop-down menu*)
 - About 25% or less
 - About 50%
 - About 75%
 - All of our teachers have received training on this message
7. What do you believe will be the top three challenges to implementing the Common Core State Standards in your school or district? (*select up to three*)

<ul style="list-style-type: none"> • Students’ prior knowledge • Need more information about the standards • Need more formative assessments aligned to the Common Core • Need more quality professional development • Need more time to collaborate with my colleagues • Need more funding 	<ul style="list-style-type: none"> • Need more aligned textbooks and materials • Need more parental involvement • Need a state assessment aligned to the Common Core • Need more time to help all students learn the standards • Other: _____
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8. What tools, resources, or information would be most helpful in addressing the challenge(s)? (*open answer*)

Understanding the Assessment Transition Timeline

Beginning in the 2012-13 school year, the grade 3-8 tests will be aligned to the Common Core. Similarly, some Regents Exams will be aligned to the Common Core beginning in the 2013-14 school year, and the rest will follow suit in the 2014-15 school year.

9. Are educators in grades 3-8 in your district aware of the state's testing transition timeline? (*Likert scale 1-4*)
 - All 3-8 teachers have been introduced to and fully understand the testing transition timeline (4)
 - Most 3-8 teachers have been introduced to and understand the timeline (3)
 - Some 3-8 teachers have been introduced to and understand the timeline (2)
 - Few 3-8 teachers have been introduced to and fully understand the testing transition timeline (1)
10. Are educators in grades 9-12 in your district aware of the state's testing transition timeline? (*Likert scale 1-4*)
 - All 9-12 teachers have been introduced to and fully understand the testing transition timeline (4)
 - Most 9-12 teachers have been introduced to and understand the timeline (3)
 - Some 9-12 teachers have been introduced to and understand the timeline (2)
 - Few 9-12 teachers have been introduced to and fully understand the testing transition timeline (1)

NT/NTE Services and Supports

11. What services can NTs/NTEs provide that would best assist your district's CCSS implementation? (*please rank all 1-7 in order of most important [1] to least important [7]*)
 - Convene PD directors in each district to determine cross-cutting opportunities
 - Survey educators to determine knowledge/understanding about the CCSS instructional shifts
 - Draft voluntary criteria for district PD plan revisions
 - Assist in drafting language for district websites to communicate about CCSS tools and message
 - Offer webinars to introduce the curricular resources
 - Offer in-person trainings at BOCES for all educators
 - Develop materials and trainings about connections between CCSS supports and evaluation reforms
12. What additional supports does your district need to effectively implement the CCSS? (*open-ended*)

Engaging Educator Leaders in CCSS Implementation

13. I have heard of the new teacher/principal ambassador recognition program to engage educators in the implementation of CCSS. (*yes/no/not sure*)
14. How is your district leveraging educator ambassadors selected by NYSED to help implement the CCSS? (*drop-down menu, select all that apply*)
 - Ambassadors are working with district PD director to train all teachers in the district
 - Ambassadors are meeting with other ambassadors or and similar leaders in the BOCES
 - Ambassadors are working directly with teachers and principals in their schools
 - Ambassadors are helping communicate about CCSS to parents and community members
 - Ambassadors will help us adapt the voluntary curricular materials
 - I don't know yet but would like help figuring this out
 - Our district does not have ambassadors (*skip to Q12*)
 - Other (*write-in*)
15. Would you be interested in your ambassadors supporting implementation in other districts? (*yes/no*)
16. For districts without NYSED ambassadors, would you be interested in working with ambassadors from other districts to support your district's CCSS implementation? (*yes/no*)

Superintendent Worksheet for Completing the District Implementation Readiness Rubric

This worksheet assesses the depth of CCSS knowledge in classrooms and is designed to be completed by superintendents before they complete the District Implementation Readiness Rubric.

Instructions:

Superintendents should select a rating for each category that reflects the superintendents' degree of confidence in implementation of each shift based on the following:

4: Fully implemented 3: Partially Implemented 2: Planning for Implementation 1: Not Implemented

IMPLEMENTATION OF THE CCSS INSTRUCTIONAL SHIFTS	Rating
1. All students in the district read a balance of non-fiction and fiction.	__/4
2. All students in the district build content knowledge by reading primary and secondary sources with the support of their ELA and content area teachers.	__/4
3. All students in the district read texts at appropriate complexity for their grade.	__/4
4. All students in the district participate, throughout the day every day, in evidence-based conversation about text.	__/4
5. All students in the district, throughout their day every day, produce evidence based writing about sources.	__/4
6. All students in the district build academic vocabulary by reading increasingly complex texts and learning new and powerful words.	__/4
7. All math curricula in the district focuses closely on concepts articulated by CCSS for each grade with priority devoted to emphasized domains and standards.	__/4
8. All math curricula in the district progress strategically across grades and all teachers are keenly aware of where those progressions and the way they play out in preceding and following grades.	__/4
9. All students in the district are expected to have speed and accuracy with simple calculations and are asked to memorize, through repetition, core functions for their grade level.	__/4
10. All students in the district are able to demonstrate deep conceptual understanding of core math concepts by applying them to new situations and writing and speaking about their mathematical reasoning.	__/4
11. All students in the district are expected to use math and choose the appropriate concept for application even when they are not prompted to do so. All teachers of math concepts provide opportunities at all grade levels for students to apply math in "real world" situations.	__/4
12. All students in the district are both <i>practicing</i> and <i>understanding</i> grade level concepts with equal intensity.	__/4
TOTAL: (sum all CCSS ratings)	
DIVIDE TOTAL BY 12 TO GET CCSS SUMMATIVE RATING: <i>(insert the CCSS summative rating into line 7 on the District Implementation Readiness Rubric)</i>	

District Implementation Readiness Rubric

This rubric is designed to be completed by superintendents at the request of their District Superintendents. The rubric helps assess districts' CCSS/APPR/DDI implementation efforts. Superintendents should complete the Superintendent Worksheet accompanying this rubric to assess CCSS depth of knowledge prior to completing this rubric.

Step 1: Select a rating for each category element: 4: Fully implemented 3: Partially Implemented 2: Planning for Implementation 1: Not Implemented

Step 2: Add the ratings in each category and assign an implementation status color - ■ ■ ■ - based on the category key

Step 3: Total the status ratings in the right column to determine the overall district implementation readiness rating

DISTRICT:		Rating	Status
Culture	1. DISTRICT LEADERSHIP: effective district leadership team coordinates implementation efforts	__/4	
	2. COMMON LANGUAGE: shifts drive all messaging and programming in the district	__/4	
	3. STREAMLINED SUPPORTS: existing supports analyzed and streamlined, prioritizing district-wide and school-based efforts grounded in effective CCSS/APPR/DDI implementation	__/4	__/24
	4. BRIGHT SPOTS: effective implementation strategies identified/celebrated; resources deployed to replicate	__/4	
	5. MODEL AMBASSADORS: strategies for effective deployment of ambassadors identified and implemented	__/4	■ 17-24 ■ 9-16 ■ 1-8
	6. BUDGET ALIGNMENT: 2013-14 budget aligned with strategies leading to/ensuring effective implementation	__/4	
CCSS	7. CCSS DEPTH OF KNOWLEDGE: the shifts are deeply understood by all (<i>insert summative CCSS rating from the accompanying Superintendent Worksheet</i>)	__/4	
	8. TEACHER PRACTICE: shifts are evident and observable in every P-12 classroom on a daily basis	__/4	
	9. CURRICULAR RESOURCES: state-provided curricular ⁷ materials adopted or adapted, <u>OR</u> comprehensive curricular design that manifests the shifts in obvious ways developed by district <u>OR</u> alternative curricular materials satisfying publisher's criteria and the tri-state rubric purchased	__/4	
	10. QUALITY OF PD: adequate time is devoted to conversations, collaboration and reflection around the shifts	__/4	
	11. CONTENT PD: high-quality PD is content-rich and CCSS-driven and highlights adult-to-adult conversations and learning around grade-level content	__/4	__/28
	12. INSTRUCTIONAL SHIFTS PD: high-quality PD emphasizes how to implement the instructional shifts with all students using rigorous materials	__/4	■ 20-28 ■ 10-19 ■ 1-9
CCSS/APPR	13. PROCESS PD: high-quality PD focuses on structures, scopes, sequences necessary to do the work each day	__/4	
	14. OBSERVING THE SHIFTS: evidence from observations/artifacts emphasizes strengths and gaps in implementing the shifts	__/4	
	15. QUALITY FEEDBACK: teachers receive high-quality feedback focused on strengths and gaps in implementing the shifts following observations	__/4	__/12
CCSS/APPR	16. FOCUS ON GROWTH: systems in place ensure evidence-based observation, adoption of the CCSS shifts in curriculum resources and student growth percentiles are discussed by teachers in coherent and comprehensive way	__/4	■ 9-12 ■ 5-8 ■ 1-4
	17. EVIDENCE COLLECTION: all evaluators trained on how to collect objective evidence and align that evidence with the language in the district's observation rubric	__/4	
	18. INTER-RATER RELIABILITY: all evaluators have achieved inter-rater reliability	__/4	__/20
APPR	19. QUALITY OF SLOs: all SLOs are a 2 or a 3 out of 4 on the SLO Quality Rubric	__/4	■ 14-20 ■ 7-13 ■ 1-6
	20. STUDENT GROWTH PERCENTILES (SGP) AWARENESS: all educators trained on SGPs	__/4	
	21. SGP DEPTH OF KNOWLEDGE: SGPs are deeply understood by all educators	__/4	
DDI	22. EFFECTIVE INTRODUCTION: teachers and leaders trained to effectively participate in analysis of real-time student data to inform instruction	__/4	__/16
	23. DATA MEETINGS: meetings embedded in common planning time and teachers participate in meetings effectively	__/4	■ 12-16 ■ 6-11 ■ 1-5
	24. INTERIM ASSESSMENTS: standards-aligned interim assessments used in all courses	__/4	
	25. DDI SYSTEMS: principals held accountable for establishing and monitoring effective DDI systems	__/4	
TOTAL			__/100 ■ 68-100 ■ 33-67 ■ 1-33

⁷ The state-developed curricular materials in ELA and math are expected to be finalized based on the following schedule: Summer 2012: P-8 Scope & Sequence and 1/6 P-8 modules; 9-12 Scope & Sequence; Fall 2012: 3/6 P-8 modules; 2/6 9-12 modules; Spring 2013: 4/6 P-8 and 9-12 modules; Summer 2013: 6/6 P-8 and 9-12 modules

The New York State Common Core Ambassador Program

The New York State Common Core Ambassador Program seeks to inform and support the implementation of Common Core State Standards through a network of effective and carefully selected teachers and principals from across the state.

Why are we launching the Ambassador Program?

Educator engagement is critical to the success of the Regents Reform Agenda, and is particularly essential to effective implementation of the Common Core State Standards. The New York State Common Core Ambassadors, who will be selected based on their commitment to and reflection on their practice, will play a critical role in a two-way street of communication, training, coaching and modeling of educator behaviors that are at the core of the Common Core instructional shifts.

What will Ambassadors get out of the program?

Through this endeavor, participants will:

- Be given the opportunity to align their language, practice and expectations for the purpose of increasing student achievement
- Be part of a carefully selected cadre of practitioners who will work together to inform teaching practice
- Receive intensive training on the use of the P-12 Math and ELA Curriculum Modules developed by NYSED that are aligned with the Common Core
- Be candidates for a starring role in NYSED practitioner videos, which will highlight the work of educators across the state
- Provide NYSED with feedback on curricular resources aligned to the Common Core
- Receive professional development credits through NYS Teacher Centers
- Be celebrated for their role as leaders and effective teachers

Who can apply for the program?

Candidates for this program must meet the following criteria:

- Demonstrate that they are a practicing teacher or principal with certification in Elementary Education, Secondary ELA or Secondary Mathematics
- Demonstrate that they are respected by peers and students for thoughtful, research-driven and reflective teaching practice and/or leadership
- Demonstrate that they are viewed as a leader in their school, district or BOCES and be well-positioned to influence the practice of others
- Be committed to, curious and informed about the Common Core State Standards
- Be willing to support school-, district-, and/or BOCES -wide implementation of the Common Core through formal or informal mentoring, coaching or turn-key training
- Be willing to receive coaching and participate in teacher or principal videos on www.engageny.com
- Be willing to give feedback on developing curricular materials
- Be supported by their superintendent to participate in the program
- Be available to attend a Network Team Institute August 13-17 in Albany

How does the application process work?

NTs/NTEs have already nominated candidates. LEA superintendents can still nominate candidates who meet the above criteria by clicking [here](#) (pending availability on a first come/first serve basis). All ambassadors need to be registered for the August 13-17 Network Team Institute by Friday, July 27.

District Superintendent Regional Implementation Analysis

This analysis is designed to assist District Superintendents in evaluating their districts' depth of CCSS/APPR/DDI implementation and help them in determining areas for continuous support. The analysis is based on New York State's 2012-2013 Metrics for CCSS, APPR and DDI implementation.

Instructions: District Superintendents should use the District Implementation Readiness Rubric for each of their districts to aggregate a composite response across all districts for each category.

BOCES:	
Total number of districts in BOCES:	
	Number
INTEGRATION OF CCSS, APPR and DDI	
1. Number of districts in mostly green status overall on the District Implementation Readiness Rubric	
2. Number of districts in mostly yellow status overall on the District Implementation Readiness Rubric	
3. Number of districts in mostly red status overall on the District Implementation Readiness Rubric	
4. Number of districts that are using the instructional shifts to evaluate teacher effectiveness	
IMPLEMENTATION OF CCSS SHIFTS	
5. Number of districts in mostly green status on the CCSS components of the District Implementation Readiness Rubric	
6. Number of districts in mostly yellow status on the CCSS components of the District Implementation Readiness Rubric	
7. Number of districts in mostly red status on the CCSS components of the District Implementation Readiness Rubric	
IMPLEMENTATION OF APPR	
8. Number of districts that have successfully trained their educators on the 9 APPR elements	
9. Number of districts that have the majority of observers meeting inter-rater reliability standards	
10. Number of districts in mostly green status on the APPR components of the District Implementation Readiness Rubric	
11. Number of districts in mostly yellow status on the APPR components of the District Implementation Readiness Rubric	
12. Number of districts in mostly red status on the APPR components of the District Implementation Readiness Rubric	
IMPLEMENTATION OF DDI	
13. Number of districts in mostly green status on the DDI components of the District Implementation Readiness Rubric	
14. Number of districts in mostly yellow status on the DDI components of the District Implementation Readiness Rubric	
15. Number of districts in mostly red status on the DDI components of the District Implementation Readiness Rubric	

Sample NT/NTE Turnkey Plan

What is this?

This sample turnkey plan was designed to give NTs/NTEs ideas for building out their own plans. Though several of the examples included below are important things to consider when supporting districts and educators, NTs/NTEs should populate their plans with actions that are appropriate and feasible for their own individual regions.

NT/NTE:	XYZ BOCES
Number of Districts:	15
Number of Schools:	131
Number of Administrators:	184
Number of Teachers:	2,932
Number of Students:	35,000

Overall Plan			
<i>Objective: To outline actions and responsibilities required to implement and refine the turnkey plan</i>			
What needs to be done?	Who is best suited to do it?	By when should it happen?	Current Status: Green, Yellow, Red
Determine who on the NT/NTE will own different pieces of the implementation plan	NT	July 15, 2012	
Develop NT messaging around aligning CCSS, APPR and DDI based on state resources	NT	July 20, 2012	
Support all 15 districts in developing leadership teams to determine cross-cutting opportunities around the implementation of CCSS, APPR and DDI	NT, Superintendents	August 1, 2012	
Identify districts and/or schools where CCSS, APPR and DDI implementation is going well and communicate the strengths and success to other districts	NT, Superintendents	August 31, 2012	
Meet with all 15 superintendents to discuss how NTs/NTEs can best support their needs in CCSS, APPR, DDI implementation	District Superintendents	August 1, 2012	

CCSS IMPLEMENTATION			
What needs to be done?	Who is best suited to do it?	By when should it happen?	Current Status: Green, Yellow, Red
Survey PD directors in all 15 districts using NYSED survey to identify district intent around the use of state curricular resources and district needs around CCSS implementation	NT/DS	August 1, 2012	Green
Push out to all 15 districts the engageny.org language re: NYSED CCSS curricular resources	NT, PD Directors Superintendents,	August 1, 2012	Green
Convene educator ambassadors and other teacher leaders to determine their ability and willingness to mentor other educators in CCSS instructional shifts and modules	NT	August 1, 2012	Yellow
Identify existing gaps in content knowledge in math and ELA for the 2,932 teachers	PD Directors	August 1, 2012	Red
Participate in NYSED webinar on analyzing and applying survey results	NT	August 5, 2012	Yellow
Feed survey results back to all 15 districts using NYSED analysis tool	NT	August 30, 2012	Green
Draft voluntary criteria for district PD plan revisions, including how many educators are to be reached (over 80%), how frequently teachers are provided opportunities to collaborate, receive support from mentors and reflect on the implementation of the shifts and use of NYSED CCSS curricular materials	NT	August 15, 2012	Yellow
Request PD plan revisions from all 15 PD or curriculum directors to account for training on NYSED CCSS curricular materials	Superintendents	August 15, 2012	Red
Follow up with all 15 districts after NYSED webinars explaining and walking through the state curricular resources	NT	August 15, 2012	Green
Use NYSED model PD plan to provide feedback to all 15 districts on their PD plans	NT	August 20, 2012	Yellow
Plan for and host 2 in-person trainings at BOCES for all 2,932 teachers around the state curricular resources	NT	August 20, 2012	Red
Ask PD directors how implementation is going and how BOCES can best support their work	NT	October 15, 2012	Green
Regularly communicate with NYSED re: future webinars, resources around the modules	NT	Ongoing	Yellow

CCSS/APPR Alignment			
<i>Objective: To outline actions and responsibilities required to support the observation of CCSS instructional shifts in all classrooms and quality teacher feedback resulting from observations</i>			
What needs to be done?	Who is best suited to do it?	By when should it happen?	Current Status: Green, Yellow, Red
Build plan for supporting all 15 districts and 184 administrators in implementing evidence-based observations and student learning objectives	NT	August 1, 2012	Green
Communicate importance of common language around CCSS and APPR	NT, Superintendents	August 1, 2012	Yellow
Identify exemplar SLOs that are aligned to CCSS	Superintendents, PD Directors	October-November 2012	Red
Follow up regularly with all 15 districts to ensure evidence-based observations are occurring consistently and quality feedback is occurring	NT	Ongoing through spring 2013	Yellow

APPR Implementation			
<i>Objective: To outline actions and responsibilities required to effectively implement APPR for all educators</i>			
What needs to be done?	Who is best suited to do it?	By when should it happen?	Current Status: Green, Yellow, Red
Identify principal to principal collaboration opportunities around observing the instructional shifts in action	PD Directors	August 1, 2012	Red
Become well-versed in the importance of inter-rater reliability and understand NYSED standard for inter-rater reliability	NT	August 15, 2012	Green
Develop webinar aimed at superintendents around the importance of inter-rater reliability and supports and resources available around it	NT	August 31, 2012	Yellow
Support all 15 superintendents in developing plans for holding evaluators responsible for observing the instructional shifts in their observations	NT	September 1, 2012	Yellow
Implement system/mechanism for ensuring inter-rater reliability	Superintendents	September 1, 2012	Red
Monitor the number of principals out of 184 who are certified against the NYSED inter-rater reliability standard around providing high-quality feedback	NT, with superintendents	Fall 2012	Green
Provide ongoing support for SLO implementation	NT	Fall 2012	Yellow

DDI Implementation			
<i>Objective: To outline actions and responsibilities required to effectively implement DDI for all educators</i>			
What needs to be done?	Who is best suited to do it?	By when should it happen?	Current Status: Green, Yellow, Red
Train all 2,932 teachers and 184 administrators on DDI	NT	August 15, 2012	
Monitor successes and challenges of analysis meetings	Superintendents	Fall 2012	
Support all 15 districts in reviewing the successes and challenges of analysis meetings and communicating results to educators	NT	Fall 2012	
Collect evidence of DDI analysis meetings to serve as exemplars for other educators/district leaders	NT	Fall 2012	
Provide ongoing support for DDI implementation	NT	Fall 2012	

Activities	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Draft turnkey plan and determine who on the NT/NTE will own different pieces of implementation	█	█										
Build plan for supporting districts and principals in implementing evidence-based observations and student learning objectives	█	█	█									
Communicate importance of common language around CCSS, APPR and DDI	█	█	█	█	█							
Identify districts and/or schools where CCSS, APPR and DDI implementation is going well and communicate to other districts			█	█	█	█	█	█				
Convene educator ambassadors and other teacher leaders to determine their ability and willingness to mentor other educators		█	█	█								
Meet with superintendents to discuss how they can best support their needs in CCSS implementation	█	█	█									
Use NYSED model PD plan to provide feedback to districts on their PD plans	█	█	█	█								
Support superintendents in developing plans for holding evaluators responsible for observing the instructional shifts		█	█	█	█							
Provide ongoing support for SLO implementation	█	█	█	█	█	█	█	█	█	█	█	█
Support districts in reviewing the successes and challenges of analysis meetings and communicating results to educators	█	█	█	█	█	█						
Provide ongoing support for DDI implementation	█	█	█	█	█	█	█	█	█	█	█	█

Key milestones (identified by blue lines above):

1. Mid-August 2012: All educators in the region have had initial training on CCSS
2. Mid-October 2012: All P-8 educators have fully implemented CCSS-aligned units in their classrooms
3. Mid-January 2013: All 9-12 teachers have aligned at least 2 of their units to CCSS and are building content capacity
4. Mid-March 2013: Majority of evaluators are meeting inter-rater reliability standards

NT/NTE Turnkey Plan Template

Instructions:

NTs/NTEs can use this template to complete their own plans for regional and district-specific support for CCSS, APPR and DDI implementation. NTs/NTEs should reflect on the 2012-2013 metrics when determining timelines. See the Sample Plan accompanying this Template for examples of tasks and responsibilities that NTs/NTEs may wish to consider.

NT/NTE:
Number of Districts:
Number of Schools:
Number of Administrators:
Number of Teachers:
Number of Students:

Overall Plan			
<i>Objective: To outline actions and responsibilities required to support the implementation of CCSS-aligned instruction in math and ELA in all classrooms</i>			
What needs to be done?	Who is best suited to do it?	By when should it happen?	Current Status: Green, Yellow, Red

Add additional lines as needed

NT/NTE Turnkey Plan Checklist

This checklist is designed to assist NTs/NTEs in assessing the depth and quality of their plans for continuous implementation efforts for their districts. The checklist is aligned to New York State’s 2012-2013 Metrics for CCSS, APPR and DDI implementation and should be completed after NTs/NTEs have developed a draft plan for continuous support of CCSS, APPR and DDI implementation.

BOCES:	
Total number of districts in BOCES:	
	Yes/No
IMPLEMENTATION OF CCSS SHIFTS	
16. The NT/NTE has a clear description of each district’s needs/ wishes for support around CCSS	
17. The NT/NTE has a clear description of each district’s approach to using NYSED CCSS curricular materials, such as which districts are fully adopting NYSED curricular materials, which are modifying them, which are designing their own and which are purchasing other materials	
18. The NT/NTE has a clear description of each district’s current status of CCSS implementation, such as what percentage of your districts has participated in detailed training of the instructional shifts and what percentage has had 3-8 teachers implement CCSS units	
19. The NT/NTE has a clear plan co-developed with districts to provide professional development on CCSS for all teachers and principals in your districts	
20. The NT/NTE has a plan for leveraging educator ambassadors to assist with implementation	
CCSS/APPR Alignment	
21. The NT/NTE has a plan for supporting districts and principals in implementing evidence-based observations and student learning objectives	
22. The NT/NTE has a plan for ensuring evidence-based observations are occurring consistently in the districts	
IMPLEMENTATION OF APPR	
23. The NT/NTE has a clear understanding of NYSED’s standard for inter-rater reliability	
24. The NT/NTE has a plan for supporting superintendents in implementing mechanisms for inter-rater reliability	
25. The NT/NTE has a plan for supporting districts to certify observers against the NYSED inter-rater reliability standard for providing high quality feedback	
IMPLEMENTATION OF DDI	
26. The NT/NTE has a plan for supporting districts in ensuring that their educators are trained on DDI	
27. The NT/NTE has evidence of DDI implementation and documents/materials in use to support DDI in its districts	

Optional District Plan Template

District:	
NT/NTE/BOCES:	
Number of Schools:	
Number of Administrators:	
Number of Teachers:	
Number of Students:	

Overall Plan			
<i>Objective: To outline actions and responsibilities required to implement and refine this plan</i>			
What needs to be done?	Who is best suited to do it?	By when should it happen?	Current Status: Red, Yellow, Green

Add additional lines as needed

District Plan Checklist

This checklist is designed to assist superintendents in assessing the depth and quality of their plans for CCSS, APPR and DDI implementation. The checklist is aligned to New York State’s 2012-2013 Metrics for CCSS, APPR and DDI implementation and should be completed after district leadership has developed a draft plan for continuous support of CCSS, APPR and DDI implementation.

Name of District:	
NT/NTE/BOCES:	
Total number of schools in district:	
Total number of administrators in district:	
Total number of teachers in district:	
	Yes/No
IMPLEMENTATION OF CCSS	
1. The district has a plan to implement fully-aligned CCSS instruction in grades P-8	
2. The district has a plan for adopting or adapting NYSED voluntary curricular materials or using other materials that align to the tri-state rubric	
3. The district has a plan for leveraging educator ambassadors to assist with implementation	
4. The district has a plan for supporting and monitoring the implementation of at least 2 CCSS-aligned units per semester for teachers in grades 9-12	
CCSS/APPR ALIGNMENT	
5. The district has identified points of alignment between its observation rubric and the CCSS instructional shifts and has trained evaluators on how to observe the shifts	
6. The district has a plan for incorporating the observation of the instructional shifts into principal evaluations	
7. The district monitors the percent of schools percent of schools in the district that use analysis meetings to analyze results of student work against instructional shifts and has set a goal for ensuring that effective analysis meetings are occurring at all schools by a certain date	
8. The district has evidence that principal evaluations hold principals accountable for providing quality feedback after evidence-based observation and for ensuring high-quality student learning objectives	
9. The district monitors the percent of teachers in the district who report high-quality feedback and has a plan in place to ensure that all teachers receive high-quality feedback by a certain date	
10. The district monitors the percent of evaluators in the district who are trained to provide high-quality feedback and has a plan in place to ensure that all evaluators provide high-quality feedback by a certain date	
IMPLEMENTATION OF APPR	
11. The district has trained all of its principals in 9 APPR elements and has a plan in place for refresher training over the next year	
12. The district has a mechanism in place for ensuring inter-rater reliability, such as an observer certification process	
IMPLEMENTATION OF DDI	
13. The district monitors the percent of teachers and principals that understand how interim assessments or common student performance tasks define rigor and has a plan in place to ensure that all teachers and principals understand this by a certain date	
14. The district monitors the percent of teachers and principals that effectively participate in analysis meetings and has a plan in place to ensure that all teachers and principals are effectively participating by a certain date	