



**NEW YORK**  
**COMPREHENSIVE**  
**C E N T E R**

# *Year 6 Work Plan*

(October 1, 2010- September 30, 2011)

# New York Comprehensive Center Initiatives

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## New York State INITIATIVE 1: Improving Literacy-NYS Common Core Standards

**Goal of NYSED Initiative 1:** To enhance the capacity of New York State to meet academic achievement goals by addressing the literacy needs of all learners

<p><b>Objective A 1.1:</b> NYSED Senior Leadership and appropriate members of NYSED network teams will be knowledgeable about current scientifically based research in literacy to support the dissemination of the Common Core (+15% NYSED) ELA Standards</p> <p><i>(Performance Measure A 1.1: By the end of September 2011, 80% of participants in NYCC facilitated activities on scientifically based research will report gains in knowledge, relevance, and usefulness of information on a rating scale of 1-4)</i></p>						
Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
1. Continue to build and enhance the knowledge of NYSED Senior Leadership and appropriate members of NYSED network teams by presenting the key points of recent scientifically based research (SBR) documents accessed from: The Center On Instruction website; the Doing What Works website; and the USED	October 2010	September 2011	PowerPoint presentations of key points  Document files on CDs  Face to face meetings and/or teleconferences	Hirsch Bongiovi Bourassa Imundi	Meeting notes  Materials including PowerPoint presentations, CDs, and presentation scripts	NYSED and appropriate members of NYSED network teams become more knowledgeable about recent SBR documents on literacy, including but not limited to meeting the needs of diverse learners, including ELLs
2. Continue to assist the NYSED Senior Leadership and NYSED network teams to identify additional knowledge gaps in SBR	October 2010	September 2011	Series of face to face meetings and/or teleconferences	Hirsch Bongiovi Bourassa Imundi	Meeting notes	NYSED Senior Leadership and network teams become well-informed about gaps in knowledge base about recent SBR documents on literacy included but not limited to meeting the needs of diverse learners including ELLs

## New York State INITIATIVE 1: Improving Literacy-NYS Common Core Standards

<b>Objective A 1.1 (continued):</b> NYSED Senior Leadership and appropriate members of NYSED network teams will be knowledgeable about current scientifically based research in literacy to support the dissemination of the Common Core (+15% NYSED) ELA Standards  <i>(Performance Measure A 1.1: By the end of September 2011, 80% of participants in NYCC sponsored activities on scientifically based research will report gains in knowledge, relevance, and usefulness of information on a rating scale of 1-4)</i>						
Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
3. Continue to assist NYSED Senior Leadership in developing a plan to disseminate approved SBR documents	October 2010	September 2011	Face to face meetings and/or teleconferences	Hirsch Bongiovi Bourassa Imundi Zyko	Meeting notes  A set of approved action steps for dissemination	NYSED Senior Leadership is prepared to disseminate the findings from SBR documents to appropriate members of NYSED network teams
4. Continue to assist NYSED Senior Leadership in disseminating the findings and key points of the approved SBR documents	October 2010	September 2011	PowerPoint presentations of key points  Continued participation at meetings sponsored and/or requested by NYSED	Bongiovi Bourassa Imundi Zyko	Materials including summary of key points and principles  PowerPoint presentations, CDs, and appropriate approved handouts	NYSED Senior Leadership and appropriate members of NYSED network teams are knowledgeable about recent SBR documents

## New York State INITIATIVE 1: Improving Literacy-NYS Common Core Standards

Objective A 1.2: NYSED Senior Leadership will disseminate the enhanced Common Core (+15% NYSED) ELA Standards						
<i>(Performance Measure A 1.2: By the end of August 2011, 100% of the NYS districts and schools will have received the enhanced Common Core ELA standards for implementation during the 2011-2012 school year )</i>						
Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
1. Assist NYSED Senior Leadership in the development of a dissemination plan for the adopted enhanced Common Core ELA Standards	January 2011	August 2011	Face to face meetings and/or teleconferences	Hirsch Bongiovi Bourassa Imundi	Meeting notes	NYSED Senior Leadership is prepared to disseminate the adopted enhanced Common Core ELA Standards
2. Assist NYSED Senior Leadership in the dissemination of the adopted enhanced Common Core ELA Standards	January 2011	August 2011	Face to face meetings and/or teleconferences	Hirsch Bongiovi Bourassa Imundi	Materials including summary of key points and principles  PowerPoint presentations, CDs, and appropriate approved handouts	NYSED Senior Leadership disseminates the enhanced Common Core ELA standards to schools, districts and stakeholders

**New York State INITIATIVE 1: Improving Literacy-NYS Common Core Standards**

<b>Objective A 1.3:</b> NYSED staff will increase their knowledge of SBR and best practices and integrate them into policy and practices supporting literacy						
<i>(Performance Measure 1.3: By the end of September 2011, 80% of NYSED staff and stakeholders will report gains in knowledge of research and best practices identified and shared by NYCC that support NYSED's ability to develop and implement policies and processes to improve literacy)</i>						
<b>Activity</b>	<b>Start Date</b>	<b>End Date</b>	<b>Activity Milestones</b>	<b>Staff Members Responsible</b>	<b>Expected Outputs of Activity</b>	<b>Expected Outcomes of Activity</b>
1a. Respond to requests from NYSED for informational research briefs and best practices in the areas that follow:  1.a.1 Instructional models for ELLs; 1.a.2 Meeting the needs of diverse learners, specifically students with disabilities 1.a.3 Development of a comprehensive state literacy plan based on research; 1.a.4 Connecting research on the importance of implementing academic language in secondary classrooms	October 2010	September 2011	Face to face meetings and/or teleconferences	Hirsch Bongiovi Bourassa Imundi	Dissemination of SBR and evidence-based research documents to NYSED as requested  Materials including summary of key points and principles  PowerPoint presentations, CDs, and appropriate approved handouts	NYSED staff and stakeholders are knowledgeable of current research as requested by NYSED  NYSED staff and stakeholders are knowledgeable of current research, best practices and implications for instruction to inform the development of new programs, policies, and processes

## New York State INITIATIVE 2: Great Teachers and Leaders

**Goal of NYSED Initiative 2:** To support and build the New York State Education Department’s (NYSED’s) capacity to develop and implement policies and procedures that fulfill the commitments and challenges set forth in NYSED’s successful proposal for Race to the Top

<b>Objective 2.1:</b> Expand NYSED’s capacity to develop an RFP to support the creation of undergraduate level clinically rich teacher preparation pilot programs designed to improve the development of great teachers in the classrooms						
<i>Performance Measure 2.1: By the end of December 2010, an informational brief will be submitted to NYSED on descriptions and comparisons of existing clinically rich programs which align with those that NYSED is committed to including in the undergraduate RFP requirements and priorities</i>						
Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
1a. Collaborate with NYSED Senior Leadership to prepare an information brief on currently existing clinically rich undergraduate level teacher preparation programs across the country	October 2010	November 2010	Understanding and being responsive to the NYSED’s expressed needs	Kase Goldfarb Shrem Haferd	Expand NYSED’s capacity by facilitating timely communication between NYSED and NYCC’s Great Teachers /Leaders team	Provide research-based products as requested by NYSED to inform policymaking
1b. Develop a process to identify and contact currently operating programs at colleges and universities	November 2010	January 2011	Contacts with representatives of the undergraduate programs at colleges and universities as well as NCTQQ to collect and compile information for the brief		Inform members of the Team about each program examined for further analysis	To analyze the characteristics of existing clinically rich undergraduate programs based on NYSED’s requirements
1c. Submission of an informational brief that reviews nine undergraduate programs recommended to be clinically rich to inform the development of an RFP on New Teacher Preparation Programs	January 2011	January 2011	A description of each program examined and programs compared/contrasted based on NYSED RTTT criteria		Access information from NCTQ about programs studied and data collected  Provide NYSED with information that could shape the policy in NYS for creating new requirements for clinically rich undergraduate teacher preparation programs	An RFP will be developed and disseminated that contains requirements and priorities based on the most successful features of existing clinically rich undergraduate programs

## New York State INITIATIVE 2: Great Teachers and Leaders

<b>Objective 2.2:</b> Expand NYSED’s capacity to develop an RFP to support the creation of new teacher induction programs designed to create teacher leaders and effective teacher mentors						
<i>Performance Measure 2.2: By the end of January 2011, an informational brief will be submitted to NYSED on the status of existing new teacher induction programs</i>						
<b>Activity</b>	<b>Start Date</b>	<b>End Date</b>	<b>Activity Milestones</b>	<b>Staff Members Responsible</b>	<b>Expected Outputs of Activity</b>	<b>Expected Outcomes of Activity</b>
1a. Collaborate with NYSED Senior Leadership on the preparation of an information brief on currently operating induction programs across the country	October 2010	January 2011	Understanding and being responsive to the NYSED’s expressed needs	Kase Goldfarb Shrem Haferd	Expand NYSED’s capacity by facilitating timely communication between NYSED and NYCC’s Great Teachers /Leaders team	An up-to-date research document to support the Regents and NYSED policy decisions
1b. Develop a process to identify and contact currently operating induction programs initiated by districts and/or colleges and universities	January 2011	January 2011	Contacts with representatives of induction programs to collect and compile information for the brief and collect information from NCTQ		Inform members of the Team about each program examined for further analysis	Ability to analyze the characteristics of each induction program within NYSED’s requirements
1c. Submission of an informational brief to NYSED to inform the development of an RFP on New Teacher Induction Programs	January 2011	January 2011	Creation of a document with a description of each program examined and compared/contrasted based on NYSED’s RTTT requirements		Provide NYSED with information that may shape the policy in NYS for creating new teacher induction program	An RFP would be developed and disseminated that contained requirements based on the most successful features of existing induction programs in other states

## New York State INITIATIVE 2: Great Teachers and Leaders

Objective 2.3: NYSED staff will increase their knowledge of SBR and best practices and integrate them into policy and practices supporting great teachers and leaders						
<i>Performance Measure 2.3: 100% of research and best practices identified and shared by NYCC will support NYSED's ability to develop and implement policies and processes to develop great teachers and leaders</i>						
Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
1a. Respond to requests from NYSED for research and best practices in: <ul style="list-style-type: none"> <li>1.a.1 developing alternative routes to certification;</li> <li>1.a.2 monitoring and evaluating teacher/principal preparation programs and areas of shortage;</li> <li>1.a.3 developing performance assessments for initial and professional teaching certification</li> </ul>	March 2011	August 2011	Participation in telephone and face-to-face meetings with Content Centers, RELs and other organizations	Kase Goldfarb Shrem Haferd	Dissemination of SBR and evidence-based research documents to NYSED as requested	Provide research-based products as requested by NYSED to inform their policymaking
1b. Consultation with the National Comprehensive Center for Teacher Quality (TQ Center), Regional Educational Laboratory Northeast and the Islands (REL NEI) and select national organizations to access resources on SBR and evidence-based practices related to: <ul style="list-style-type: none"> <li>1.b.1 teacher preparation;</li> <li>1.b.2 induction;</li> <li>1.b.3 retention to support great teachers and leaders</li> </ul>			Collaboration with REL NEI to provide support in compiling SBR and evidence-based practices for responses to the NYSED			Dissemination of information to NYSED about best practices and innovative initiatives to support great teachers and leaders that are underway in other states

## New York State INITIATIVE 3: Technology

### Priority Project 3A: Virtual Learning

**Goal of Priority Project 3A:** NYCC will convene key staff members from the New York State Education Department (NYSED) and select districts/BOCES implementing or preparing to implement virtual learning programs to share information and best practices relating to policies, opportunities and challenges in virtual learning to assist NYSED in meeting the needs of all learners

**Description:** A number of benefits of virtual learning have been identified through the implementation of online programs. Virtual learning initiatives have been purported to meet the unique needs of disparate student populations throughout K-12 public school environments. These findings often highlight the need for additional guidance pertaining to the policy and practice of providing equitable access to high-quality learning opportunities in the virtual context. To address this need, NYCC will convene NYSED staff members through various means to identify the challenges and opportunities, unique to New York, associated with virtual learning programs and develop recommendations to address these challenges

**Resources:** NYSED Learning Technology Workgroup Virtual Learning Network Subgroup, VLACS, Center on Instruction (COI), NECC, REL-NEI

**Objective 3A.1:** To build NYSED's capacity to implement a virtual learning initiative, network, and policies

**Performance Measure 3A.1:** By the end of July 2011, 80% of NYSED Leadership and appropriate members of NYSED virtual learning work group will report gains in Knowledge relating to virtual learning

Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
1. Facilitate meeting(s) with expert(s) in the field of virtual education and senior level contacts at NYSED involved with virtual learning policy and initiatives	October 2010	December 2010	Collaborate with participants at meeting  Provide NYSED with synthesis of recommendations	Hirsch Goldfarb Shrem Zyko	Agenda  Meeting notes  Synthesis from meeting including summary of key points and recommendations  PowerPoint presentation; appropriate handouts	Elicit high level questions to inform potential policy and Board of Regents' actions and drive further research and relevant activities around virtual learning. NYSED will identify issues and challenges related to virtual learning
2. Host a series of facilitated discussions through webinar forums to explore key issues and challenges related to virtual learning with the NYSED Learning Technology Workgroup Virtual Learning Network (VLN) Subgroup	October 2010	January 2011 February 2011 March 2011 May 2011	Respond to NYSED's expressed policy inquiries  Facilitate learning opportunities for the network for NYSED's policy inquiries	Goldfarb Shrem Zyko	Agenda  Meeting notes  Archived webinars  PowerPoint presentation; appropriate handouts	Key NSYED staff members will have a heightened understanding of the state of virtual learning and NYSED's preparedness to implement virtual learning initiatives

## New York State INITIATIVE 3: Technology

### Priority Project 3A: Virtual Learning

<i>Objective 3A.1: To build NYSED's capacity to implement a virtual learning initiative, network, and policies</i>						
<i>Performance Measure 3A.1: By the end of July 2011, 80% of NYSED Leadership and appropriate members of NYSED virtual learning work group will report gains in Knowledge relating to virtual learning</i>						
Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
3. Collaborate with NYSED to assist in the design of a conceptual framework for the VLN to guide virtual learning and program development	November 2010	September 2011	Series of working sessions with NYSED staff, network teams and/or other stakeholders	Goldfarb Shrem Zyko	Meeting notes  Summary document of virtual learning framework	NYSED will design a conceptual framework for the VLN
4. Convene a Cross-Comprehensive Center Summit along with the Content Center COI, to highlight research-based policy and practices that have been successful in implementing virtual learning to meet the needs of all learners across multiple states	December 2010	April 2011	Series of working sessions with NYSED staff, NECC staff, and COI staff network teams  Coordination meetings with staff to develop agenda and logistics	Hirsch Goldfarb Shrem Zyko	Meeting notes  Agenda  Materials for summit including proceedings document  PowerPoint presentations; appropriate handouts	Key NYSED staff members will report enhanced knowledge of how virtual education can support advances in learning for diverse learners. NYSED staff members will interact with SEA representatives from other states to develop knowledge of best practices in virtual learning
5. Disseminate a policy findings document with research support from the REL-NEI to NYSED leaders on the policy landscape for online and blended coursework	February 2011	August 2011	Synthesis of proceedings and policy recommendations	Goldfarb Shrem Zyko	Outline  Meeting Notes  Proceedings document	NYSED leaders will utilize resources and knowledge gained to inform Board of Regents action policy and planning initiatives around virtual learning

## New York State INITIATIVE 3: Technology

### Priority Project 3B: Emerging Teaching and Learning Technologies

**Goal of Priority Project 3B:** NYCC will collaborate with content centers and educational technology associations to enhance NYSED’s capacity to promote the use and dissemination of emerging teaching and learning technologies throughout schools

**Description:** Research has proven the positive effects of alternate learning methods for students, specifically the use of learning technologies. Additionally, these learning technologies can be utilized by teachers to enhance their organization and efficiency, knowledge base, and availability. Through proper vetting processes and research-based content production, teaching and learning technologies can serve as an effective method to deliver information to professionals, teachers, and students. This priority will model the potential of such resources as applications, online teaching and learning tools, and interactive learning technologies

**Resources:** NYSED Learning Technology Workgroup Instructional Resources Subgroup, Center on Instruction (COI), NCTI, SETDA

**Objective 3B.1:** To build NYSED’s capacity to implement policies and initiatives relating to emerging teaching and learning technologies

**Performance Measure 3B.1:** By the end of September 2011, 80% of all participants will report that the research and best practices identified and shared by NYCC will support NYSED’s ability to develop and implement policies and processes relating to emerging teaching and learning technologies

Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes
1. Collaborate with NYSED to review and provide internet safety guidance resources that address NYS Education Law: 814 and embed internet safety instruction in the NYS standards	October 2010	September 2011	Meetings with NYSED to discuss process  Provide NYSED with review document	Hirsch Goldfarb Shrem	Meeting notes  Review document	NYSED will have tools to inform districts and the BOCES about appropriate internet safety
2. Collaborate with NYSED to: a. Align ISTE NETS standards for students, teachers, and administrators to respective NYS learning standards b. Plan a process for dissemination to the field	October 2010	September 2011	Meetings with NYSED to discuss process  Provide NYSED with review document	Hirsch Zyko	Meeting notes  Review document	NYSED will have NYS Learning Standards aligned to technology standards and prepared for dissemination to the field
3. Facilitate a webinar for NYSED to assess the utilization of open educational resources (OER) and platforms as tools for blended online learning opportunities	October 2010	April 2011	Meetings with NYSED and collaborative to facilitate process  Provide NYSED with findings document	Goldfarb Shrem Zyko	Meeting notes Materials for professional development PowerPoint presentations; CDs; appropriate handouts Findings document	NYSED will develop an understanding of how digital content is implemented by educators. NYSED will consider key aspects of teacher development and preparation in the advancement of learning technology initiatives

## New York State INITIATIVE 3: Technology

### Priority Project 3B: Emerging Teaching and Learning Technologies

Objective 3B.1: To build NYSED's capacity to implement policies and initiatives relating to emerging teaching and learning technologies						
<i>Performance Measure 3B.1: By the end of September 2011, 80% of all participants will report that the research and best practices identified and shared by NYCC will support NYSED's ability to develop and implement policies and processes relating to emerging teaching and learning technologies</i>						
Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes
4. In collaboration with NYSED offices of P-12 education and cultural education, assist in the design and development of an application to develop a crosswalk of current USNY-wide resources aligned to the Learning Tech Plan, P-12 Strategic Vision, RTTT assurance areas and the NxGL Attributes	December 2010	June 2011	Meetings with NYSED to discuss process  Provide NYSED with recommendations  Development of tool or application	Goldfarb Shrem Zyko	Outline  Best practices document  Guidance document  Tool or application	NYSED will promote the coordination of goals, plans, and initiatives through the use of learning technologies
5. Provide NYSED with literature reviews and informational briefs in collaboration with rapid-response research from the REL-NEI on: a. Social networking in education b. Transitioning to Online Assessment c. School Libraries and Student Achievement d. Development of a Summative Competency-Based Assessment System	February 2011	September 2011	Meetings with NYSED to discuss process  Provide NYSED with recommendations  Development of outlines/drafts/documents/presentations	Goldfarb Shrem Zyko	Outline  Best practices document  Guidance document  Presentations	NYSED will have a heightened understanding and access to available resources and tools to implement policies and programs utilizing emerging technology to help improve student outcomes

## New York State INITIATIVE 4: Statewide System of Support

**Goal of NYSED Initiative 4:** To assist the NYSED to continue to build its capacity to implement a single, integrated, and comprehensive statewide system of support for all districts and schools to improve the learning of all New York students and to meet the performance requirements of NCLB and New York's Accountability system.

<b>Objective 4.1:</b> To assist the NYSED to continue to build its capacity to implement a single, integrated, and comprehensive statewide system of support for all districts and schools to improve the learning of all New York students and to meet the performance requirements of NCLB and New York's Accountability system.						
<i>(Performance measure 4.1: Eighty percent (80%) of NYSED staff with whom we work directly on this objective will rate our technical assistance of high quality, useful and relevant to inform their work.)</i>						
Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
1. Access information and expertise and provide facilitation and advisement to build the capacity of NYSED to implement a single, integrated system of district and school support	October 2010	September 2011	<p>Facilitate NYSED's coordination of activities among its various departments</p> <p>Offer facilitation and provide resources for NYSED to examine policy and strategies to deliver funding to districts in more consolidated or coordinated allocations</p> <p>Collaborate with the NYSED Office of Accountability to streamline NYSED's appraisals and sponsored technical assistance activities to schools and districts</p> <p>Collaborate with and support NYSED's processes for working with districts that are ongoing, iterative, bi-directional, and support-focused, as opposed to processes that emphasize plans and monitoring</p>	Taney Hergert Hirschler Williams	<p>NYCC provides written and oral briefings to NYSED</p> <p>NYCC serves as an ongoing thought partner with, and coach to, NYSED staff</p> <p>NYSED establishes a cabinet to coordinate support activities and identifies membership</p>	NYSED staff articulate ways their internal processes have gained in efficiency, clarity, and fluidity and the expected benefit of these changes for districts and schools

## New York State INITIATIVE 4: Statewide System of Support

<p><b>Objective 4.1 (continued):</b> To assist the NYSED to continue to build its capacity to implement a single, integrated, and comprehensive statewide system of support for all districts and schools to improve the learning of all New York students and to meet the performance requirements of NCLB and New York’s Accountability system</p> <p><i>(Performance measure 4.1 (continued): Eighty percent (80%) of NYSED staff with whom we work directly on this objective will rate our technical assistance of high quality, useful and relevant to inform their work.)</i></p>						
Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
2. Collaborate with and support NYSED and its network of participating districts in the Partnership for Next Generation Learning (NxGL) Initiative	October 2010	September 2011	<p>Opportunities for NYSED to experience processes &amp; structures consistent with the culture needed to sustain &amp; continuously improve the statewide system of support</p> <p>Facilitated knowledge-sharing among NY and other Lab states</p> <p>Coaching and facilitation of the internal NYSED work groups and the NYSED/district core team</p> <p>Collaborate with NYSED to conceptualize a state advisory team</p> <p>Collaborate with NYSED and support the statewide partnership with delivery of products to internal NY stakeholders</p> <p>Collaborate with NYSED to facilitate an interface with CCSSO and Stupski Foundation</p>	Hirschler Tanney Gerzon	<p>Written and oral briefings on state policies to enable variances and flexibility from state regulation, rules, or code in other to enable local prototyping of NxGL reforms</p> <p>Identification of state policy barriers to NxGL reforms</p> <p>NYSED in has stronger capacity to orchestrate NxGL reforms</p> <p>The NY network, including NYSED, Lab Districts, and the state advisory team, complete deliverables on time with fidelity to the NxGL objectives</p> <p>The NY network members have enhanced capacity for future collaboration without NYCC involvement</p>	<p>The NY Partnership districts prototype a few iterations of NxGL reforms that enable the statewide network to learn from and give momentum to statewide discussions about policy change</p> <p>NYSED takes visible, concrete steps to make one or two policy reforms that enable realization of NxGL reforms at scale. This may include policy to enable “charter district” policy</p>

**Objective 4.1 (continued):** To assist the NYSED to continue to build its capacity to implement a single, integrated, and comprehensive statewide system of support for all districts and schools to improve the learning of all New York students and to meet the performance requirements of NCLB and New York’s Accountability system

*(Performance measure 4.1 (continued): Eighty percent (80%) of NYSED staff with whom we work directly on this objective will rate our technical assistance of high quality, useful and relevant to inform their work.)*

Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
			<p>Collaborate with NYSED and the statewide network to articulate and stay focused on strategy, vision, and theory of action for the work. The strategy, vision, and theory of action connects to other major Regent’s priorities such as RTTT, SIG, the instructional core, and building district capacity</p> <p>Facilitate the integration of schooling options into SSOS activities</p> <p>Collaborate with NYSED to access information on competency based credit and assessment systems</p>		<p>NYSED connects NxGL reforms to RTTT and SIG commitments for enhanced efficiency and impact</p>	
<p>3. Collaboration with NYSED and other educational entities to identify processes to strengthen district capacity to support the instructional core</p>	<p>October 2010</p>	<p>September 2011</p>	<p>NYCC works with appropriate NYSED staff to offer technical assistance on the concept of the instructional core and the instructional rounds process to support NYSED’s existing priorities</p>	<p>Tanney Hergert Hirschler Williams</p>	<p>NYCC assists NYSED to connect the instructional core to its existing reform agenda</p>	<p>NYSED staff increase their knowledge of the instructional core, and how it relates to the statewide system of support</p> <p>NYSED increases its knowledge of district capacity building and how to foster district capacity</p>

## New York State INITIATIVE 4: Statewide System of Support

<b>Objective 4.1 (continued):</b> To assist the NYSED to continue to build its capacity to implement a single, integrated, and comprehensive statewide system of support for all districts and schools to improve the learning of all New York students and to meet the performance requirements of NCLB and New York's Accountability system  <i>(Performance measure 4.1 (continued): Eighty percent (80%) of NYSED staff with whom we work directly on this objective will rate our technical assistance of high quality, useful and relevant to inform their work.)</i>						
Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
4. Work with Office of Accountability to support state policy on teacher and principal evaluation, as well as school and district reviews	October 2010	September 2011	<p>Review of national and international models for principal evaluation and instruments for principal evaluation</p> <p>Synthesis of literature on effective principal evaluation</p> <p>Review and dissemination of findings on current state policies for reviews/audits of schools and districts, such as School Quality Reviews and Joint Intervention Teams</p> <p>Identification and dissemination of resources provided in the past by NYCC on topics relevant to the activity</p> <p>Collaboration with the Office of Accountability to align and map its work with other NYSED offices that share similar responsibilities. Provide feedback to the Office of Accountability on its internal work plan</p>	Tanney Hergert Barnes Hirsch	<p>NYSED has access to resources produced in the past by NYCC on topics relevant to the activity and assistance in using and building off of past resources</p> <p>Briefing papers on research tenets of effective principal evaluation</p> <p>Budget models for implementing statewide principal evaluation</p> <p>Briefing papers that summarize teacher and principal evaluation policies in other states</p> <p>Briefing papers that analyze research on comparative outcomes of school-level transformation models, such as charters and education management organization takeover, and district-wide capacity building</p> <p>Briefing papers to on best practices for distinguished educators</p>	Office of Accountability has resources to work with other NYSED offices and external policy-making groups to formulate policy that advances the state Race to the Top commitments to improve distribution of great teachers and leaders and effect school improvement

## New York State INITIATIVE 4: Statewide System of Support

<b>Objective 4.1 (continued):</b> To assist the NYSED to continue to build its capacity to implement a single, integrated, and comprehensive statewide system of support for all districts and schools to improve the learning of all New York students and to meet the performance requirements of NCLB and New York's Accountability system  <i>(Performance measure 4.1 (continued): Eighty percent (80%) of NYSED staff with whom we work directly on this objective will rate our technical assistance of high quality, useful and relevant to inform their work.)</i>						
Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
5. Collaboration with NYSED (particularly the Office of Innovation School Models, Office of District Services, Office of Accountability, and Title I) to strengthen NYSED's capacity to support school turnaround through School Improvement Grants and Race to the Top	October 2010	September 2011	<p>Collaboration with NYSED to facilitate NYCC support for turnaround schools across various NYSED offices and across NYSED's RTTT and SIG responsibilities</p> <p>Collaboration with NYSED to facilitate how NYCC can assist to merge other current and past investments by NYSED and NYCC into NYSED's work on school turnaround, such as formative assessment; the instructional core concept; instructional rounds; integrated systems; learning organizations; building district capacity; coordinating categorical funding; enabling regulatory flexibility; coherent leadership systems; and articulating a strategy, vision, and theory of action</p> <p>Collaborate with NYSED to foster national conversations/conferences about School Improvement Grants and turnaround</p> <p>Collaborate with NYSED is exploration of Center on Innovation and Improvement resources for SIG and school turnaround.</p> <p>Facilitate NYSED's exploration of CII sponsored state networks to enable school turnaround</p> <p>Collaborate with NYSED to develop plans for networks/learning communities among NYS SIG grantees</p>	Tanney Hergert Hirschler Williams	<p>NYSED uses research provided by NYCC to inform turnaround policy and programs</p> <p>NYCC and NYSED collaborate to fashion a state-level strategy<sup>i</sup> and theory of action<sup>ii</sup> for turning around low performing schools. This strategy should enable aggressive turnaround of the lowest achieving schools <i>and</i> support increase performance toward excellence for all</p>	NYSED makes concrete, visible moves to offer a more efficient and effective suite of services to schools and districts. This is evidenced by self-reports from NYSED and from districts

## New York State INITIATIVE 4: Statewide System of Support

<p><b>Objective 4.1 (continued):</b> To assist the NYSED to continue to build its capacity to implement a single, integrated, and comprehensive statewide system of support for all districts and schools to improve the learning of all New York students and to meet the performance requirements of NCLB and New York’s Accountability system</p> <p><i>(Performance measure 4.1 (continued): Eighty percent (80%) of NYSED staff with whom we work directly on this objective will rate our technical assistance of high quality, useful and relevant to inform their work.)</i></p>						
Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
6. Completion of website containing documentation and resources from the New York Formative Assessment Project	October 2010	December 2010	<p>Development of website and documentation of key products with AACC</p> <p>Completed descriptions of all project documentation and resources to be posted on website</p> <p>Pilot test of website to bring it online</p>	Gerzon Goldfarb Schenck Tanney	<p>Website contains links to AACC website</p> <p>Website contains videos of team members describing project work</p> <p>Website contains an annotated bibliography of key research used in the project</p> <p>AACC website contains links to New York Formative Assessment Project website</p> <p>AACC references website in its technical assistance to other comprehensive centers</p>	<p>Promote awareness of the New York Formative Assessment Project—its methods, materials, strategies, and accomplishments—among NY schools, districts, NYSED, and other educational organizations</p> <p>Provide for a common understanding of the nature of formative assessment as it was implemented in New York</p>
7. Collaborate with NYSED to build on the New York formative assessment work as a strategy for school improvement	January 2011	September 2011	<p>Increasing awareness within NYSED of success of New York Formative Assessment Project</p> <p>Increase awareness within NYSED of the tools and materials available on the website</p> <p>Discussions with NYSED staff at face to face and phone meetings</p>	Gerzon Schenck Tanney	<p>NYSED presentation/webinar on the New York Formative Assessment Project website</p> <p>Documentation of meetings related to using formative assessment as a school improvement strategy</p>	<p>NYSED will have tools and resources to share with the field on formative assessment</p> <p>NYSED will support formative assessment as one of its identified strategies for school improvement</p>

## New York State INITIATIVE 4: Statewide System of Support

<p><b>Objective 4.1 (continued):</b> To assist the NYSED to continue to build its capacity to implement a single, integrated, and comprehensive statewide system of support for all districts and schools to improve the learning of all New York students and to meet the performance requirements of NCLB and New York’s Accountability system</p> <p><i>(Performance measure 4.1 (continued): Eighty percent (80%) of NYSED staff with whom we work directly on this objective will rate our technical assistance of high quality, useful and relevant to inform their work.)</i></p>						
Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
8. Website Resource dissemination activities for the CC network, including regional CCs and Content Centers	January 2011	September 2011	<p>Increase awareness within the CC network of the resources and knowledge generated through the New York Formative Assessment Project</p> <p>Increase awareness within the CC network of formative assessment tools and materials</p> <p>Collaborate with AACC to disseminate project materials and resources</p>	Gerzon Schenck Tanney	<p>Presentation/webinar about formative assessment website and project findings to USED</p> <p>Presentation at national conferences and convenings</p> <p>Share information about the New York Formative Assessment Project website at the 2011 AACC Mini-Conference</p> <p>Provide guidance to regional comprehensive centers in the use of formative assessment materials and resources</p>	Comprehensive Centers use the tools and resources to support states to implement formative assessment as a school improvement strategy

<sup>i</sup> We use Childress’ definition of a strategy in education as “The set of actions an organization chooses to pursue in order to achieve its objectives. These deliberate actions are puzzle pieces that fit together to create a clear picture of how the people, activities, and resources of an organization can work effectively to accomplish a collective purpose.”

<sup>ii</sup> We use the Childress, Elmore, Grossman, and King’s definition of a theory action which is “The organization’s collective belief about the causal relationships between certain actions and desired outcomes. Some find it useful to think of a theory of action as an ‘if...then...’ statement, or a series of such statements.”