

NYS/NYC INITIATIVE: Improving Adolescent Literacy

Goal of NYS/NYC Initiative 1: To enhance the capacity of New York State and New York City to meet academic achievement goals by addressing the literacy needs of adolescent learners

Objective 1.1: *By the end of June 2006, 75% of participants in NYCC sponsored adolescent literacy professional development activities will report gains in knowledge, relevance as indicated by intent to incorporate information in future work, and usefulness on a scale of 1 to 4.*

Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
1. NYCC staff will rely on the Center on Instruction for guidance on the best available research on adolescent literacy, including the needs of English Language Learners and Special Education students	1/23/06	2/23/06		Aguilar, Kotula, Smith, Barnes, Constantino, Hirsch	Participation in COI training; receipt of COI materials	NYCC staff knowledgeable about the latest research on adolescent literacy
2. NYCC will depend on the Center on Instruction to provide a supportive document on adolescent literacy and the transferability of findings from K-3 research on reading to struggling adolescent readers	1/23/06	2/28/06		Aguilar, Kotula, Barnes, Constantino, Hirsch	Document on the transferability of K-3 research findings of struggling adolescent readers	NYCC staff knowledgeable about the application of K-3 research findings to needs of struggling readers
3. Dissemination of research on adolescent literacy and transferability of K-3 research through NYCC website and work with state literacy specialists	3/1/06	On-going	Collection of materials for website posting	Aguilar, Kotula, Smith, Weber, Larsen, Constantino, Hirsch	All SEA literacy specialists receive the documents; other state-based literacy specialists identified and receive the material	SED specialists acquire and broaden their knowledge about the research base on effective practice in adolescent literacy

Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
4. SED capacity assessment on adolescent literacy	3/01/06	6/01/06		Aguilar, Kotula, Schenck, Smith, Constantino, Barnes, Hirsch	Adolescent Literacy Profile if requested by the SED	A profile of the strengths and gaps in NYS adolescent literacy initiative
5. Regional professional development and networking on research/evidence based best practices in adolescent literacy	4/06	4/06	Destination Diploma IV state conference on adolescent literacy	Aguilar, Constantino, Hirsch, Barnes	Participation of a 5- 8 person, state-based adolescent team from the state composed of key SED/NYC literacy specialists, representatives of relevant educational collaboratives and key district curriculum coordinators	Increasingly knowledgeable SED, district and school leaders and state-based literacy specialists about research and rigorous evidence based best practice in adolescent literacy
6. On-going consultation and support provided by NYCC staff	3/01/06	ongoing		Aguilar, Kotula, Smith, Constantino, Hirsch, Barnes	Scheduled consultations	Increasing use of research/evidence based best practices in adolescent literacy throughout the state
Objective 1.2: Each of the seven Regional School Support Service Centers (RSSC) will report gains in knowledge, relevance indicated by intent to establish a cohort of literacy staff trained as adolescent literacy specialists and their usefulness on a scale of 1 to 4. (This is a long term objective that will continue into Year 2).						
Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
1. NYCC staff works with SED literacy specialists to identify state-based literacy specialists to be trained as adolescent literacy experts	4/06	6/06	Identification of criteria for adolescent literacy specialists	Aguilar, Kotula, Smith, Schenck, Seager, Phlegar	Identification of a cadre of potential adolescent literacy specialists in NYS	Long term outcome will be cadre of trained adolescent literacy specialists in NYS
2. NYCC staff develops professional development program for adolescent literacy experts in collaboration with key SED literacy specialists	5/06	Summer 2006	Development of PD outline for training	Aguilar, Kotula, Smith, Phlegar	PD curriculum for training of adolescent literacy specialists	Long term outcome will be cadre of trained adolescent literacy specialists in NYS

NYS/NYC INITIATIVE 2: Comprehensive District and School Assessment Systems

Goal of NYS/NYC Initiative 2: To support New York State and New York City education agencies in defining criteria and standards for high quality comprehensive assessment systems at the district and local levels

Objective 2.1: By the end of June 2006, 75% of SED participants in NYCC sponsored work sessions will report a gain in knowledge about the characteristics of high quality progress monitoring and local accountability assessment systems and usefulness on a scale of 1 to 4.

Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
1. Rely on the Comprehensive Center on Assessment for information on research based practices related to district/school assessment systems	1/05/06	3/15/06		Barnes, Schenck, Constantino, Hirsch, Gerzon	Research, best practices synthesis	Identified resources and materials related to district/school assessment system available for technical assistance activities
2. SED needs assessment related to current status of district and school implementation of benchmark/formative assessment systems	3/06	4/06		Schenck, Constantino, Hirsch, Gerzon	Analysis of state capacity to provide TA	Identification of SED goals, initiatives, challenges and concerns related to capacity building for SED technical assistance relating to district assessment systems
3. NYCC staff training in scientifically based research information about district assessment systems aligned to state standards	3/06	6/06		Schenck, Barnes, Constantino, Hirsch, Gerzon	NYCC staff increasingly knowledgeable of Assessment Center findings and identified SBR practices related to district/school assessment systems	NYCC staff prepared for consultation related to Comprehensive Assessment Center SBR assessment practices
4. NYCC regional training(s) on scientifically based researched district and school assessment systems	3/06	5/06	NYC staff provide regional training(s) to SED personnel focused on identified SBR related to district and school benchmark formative assessment systems	Schenck, Barnes, Gerzon	NYCC staff provide regional training(s) for SED personnel synthesizing current Assessment Center findings and identified SBR practices related to district/school assessment systems	SED staff aware of SBR district assessment systems and practices

NYS/NYC INITIATIVE 3: IHE Teacher Preparation Programs and Scientifically Based Research

Goal of NYS/NYC Initiative 3: To facilitate the alignment of teacher pre-service programs and state education agency policies with scientifically based research in reading, as related to curriculum, standards, and assessments.

Objective 3.1: At the conclusion of a forum, 75% of the participants from IHE teacher preparation programs and SED representatives of teacher quality, certification, and program review will report gains in knowledge and understanding about the value of scientifically based research and express commitment to continued collaboration on enhancing teacher quality and usefulness on a scale of 1 to 4.

Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
1. In consultation with SED leaders, identify institutions with significant teacher preparation programs in NYS.	1/23/06	2/17/06	Development of IHE listing	Villani, Lloyd-Clark, Constantino, Hirsch, Barnes, SED IHE/TQ leaders	List of IHEs with teacher preparation programs	Identification of a minimum of fifteen (15) IHEs as viable participants
2. Consult with Content Centers on Teacher Quality and Instruction to get resources on SBR in reading in teacher preparation programs	1/23/06	ongoing		Lloyd-Clark, Villani, Constantino	Information about SBR in reading education in teacher preparation programs	NYCC staff will have research-based guidance for use in reviewing state and IHE policies and programs
3. Consult with SED to review teacher certification program and review policies and procedures in light of the need to strengthen reading SBR in teacher preparation programs	1/23/06	2/24/06		Villani, Lloyd-Clark, Constantino, SED IHE/TQ leaders	SED will identify gaps in policies and programs and expectations for SBR in teacher preparation programs	SED will be prepared to engage with IHEs about their role in ensuring teachers are prepared to use SBR in reading education
4. Recruit leaders of IHE teacher preparation programs to participate in a dialogue with SED about SBR in teacher preparation programs	2/27/06	4/28/06		Villani, Constantino, Hirsch, Lloyd-Clark, Nancy Willie-Smith, Ruth Pagerey	IHE awareness of initiative and of SEA intent regarding SBR in teacher preparation programs	Interest and commitment from fifteen (15) IHE teacher pre-service programs throughout the state
5. Consult with developers of models used in other states, including the University of Texas at Austin, to strengthen teacher preparation programs with SBR in reading education	3/20/06	4/28/06		Constantino, Hirsch, Villani, Lloyd-Clark, Miller	A synopsis of models, practices, and outcomes of similar efforts in other states	Strategies will be based on best practices

Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
6. Convene a forum on SBR in reading education in teacher preparation and certification.	5/06	5/06		Villani, Lloyd-Clark, Constantino, SED IHE/TQ leaders	Documentation of forum and discussions	Plans for ongoing collaborative work between SED and IHEs to strengthen teacher preparation programs
7. Synthesize, frame, and disseminate proceedings from the forum to participants and further dissemination through the NYCC website	6/06	6/06	Synthesis and compilation of materials for dissemination; inclusion of proceedings as a resource on NYCC website	Constantino, Hirsch, Villani, Weber, Huntley	Forum proceedings publications	Plans for ongoing collaborative work between SED and IHEs to strengthen teacher preparation programs

NYS/NYC INITIATIVE 4: Building Parent NCLB Capacity

Goal of NYS/NYC Initiative 4: Expand the knowledge base of parents around NCLB options and rights

Objective 4.1: By the end of June 2006, 75% of NYC SED leaders and district / school technical assistance providers will report gains in knowledge, relevance in working with parents and TA usefulness on a scale of 1 to 4.

Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
1. Collaborate with SED to assess the need to disseminate updated and current NCLB information to parents	12/12/05	1/12/06	Completed meeting	Constantino, Hirsch, Barnes, Witherspoon	Listing of stated needs	Authorization & approval to enhance current resources and develop needed new ones
2. Revising and refreshing SED "Just the Facts" for NY Parents fact sheets on NCLB	1/11/06	2/28/06	Revision of documents to promote collaboration and empowerment among parents and other stakeholders	Witherspoon, Tanney, Kenney	Completed packet of fact sheets	Packet of available resources for dissemination and professional development to NYC/NYS parents
3. The NYCC staff will rely on the Center for Innovation and Improvement to review materials for use in developing a parent toolkit	1/11/06	2/28/06	Completion of resource materials	Witherspoon, Tanney, Kenney, Torres	Toolkit for delivery of PD; assessment tool and guidance use	Availability of toolkit as a resource for parent training
4. Collaborate with NYC/SED to jointly offer regional workshops for PTSA and PTA leaders	April 2006	April 2006	Schedule of regional workshops	Witherspoon, Weber, Tanney, Kenney, Torres	Training materials, PowerPoint, E-Learning module, hand-outs	Improved parent knowledge of their entitlements under NCLB

NYS/NYC INITIATIVE 5: Using E-Learning to enhance professional development

Goal of NYS/NYC Initiative 5: To enhance the capacity of New York State to use technology delivery systems to broaden access to high quality professional development

Objective 5.1: By June 2006, 100% of NYSED leaders of Educational and Instructional Technologies and Curriculum/Instruction departments will report gains in knowledge, relevance of Virtual Learning Systems (VLS) and other technologies throughout the state and its usefulness on a scale of 1 to 4.

Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
1. NYCC Staff meets with SED to assess status of current technology usage and applications	1/23/06	2/28/06	Completion of needs sensing	Weber, Larsen, Mathers, Gerzon	Assessment of strengths, weaknesses and gaps in current SED delivery system	Assessment information used to develop action plan for VLS enhancements
2. NYCC Staff meets with SED to develop an action plan for expanding the use of E-Learning	2/28/06	6/30/06	Completion of strategic plan	Weber, Larsen, Mathers, Gerzon	Identify specific activities based on action plan focus	Extended learning opportunities for K-12 district/ school stakeholders