



NEW YORK
COMPREHENSIVE
C E N T E R

Year 4 Work Plan

Section 2

(July 2008-June 2009)

New York Comprehensive Center Initiatives

<i>Initiative Team</i>	<i>Pages</i>
Improving Adolescent Literacy	1-6
Comprehensive District and School Assessment Systems	7-11
Institutions of Higher Education Teacher Preparation and Teacher Quality	12-19
Parent Involvement	20-22
E-Learning	23-27
Statewide System of Support	28-31
Mathematics	32-35

New York State INITIATIVE 1: Improving Adolescent Literacy

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

Objective 1.1: NYSED and state entity staff will be knowledgeable about scientifically based research in adolescent literacy.						
<i>Performance Measure 1.1: By the end of June 2009, 80% of participants in NYCC sponsored professional development 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
<p>1. Hold a series of coordinated events to build and/or enhance knowledge among NYSED departments and state entities of scientifically based research on adolescent literacy, presenting the key points of the following guidance documents:</p> <p><i>Academic Literacy Instruction for Adolescents</i> [Center On Instruction (COI)]</p> <p><i>Practical Guidelines for the Education of English Language Learners [ELLs]</i> (COI) :</p> <ul style="list-style-type: none"> ● Book 1: Instruction and Academic Interventions ● Book 2: Serving Adolescent Newcomers ● Book 3: The Use of Accommodations in Large-scale Assessments <p><i>Reading Next</i> (Alliance for Excellent Education)</p> <p><i>Writing Next</i> (Alliance for Excellent Education)</p> <p>Other Documents from the COI and REL websites</p>	July 2008	June 2009	<p>PowerPoint presentations of key points</p> <p>Document efiles on CDs</p> <p>Series of Webcasts and/or face to face meetings</p>	Aguilar Imundi Kotula Smith	Materials for training, including PowerPoint presentations, CDs, meeting notes, and presentation scripts	NYSED and state entity staff are informed about and become knowledgeable on SBR on adolescent literacy as contained in the referenced guidance documents on SBR

New York State INITIATIVE 1: Improving Adolescent Literacy

Objective 1.1 (continued): NYSED and state entity staff will be knowledgeable about scientifically based research in adolescent literacy.						
<i>Performance Measure 1.1 (continued): By the end of June 2009, 80% of participants in NYCC sponsored professional development 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
2. Collaborate with NYSED Senior Leadership staff to identify knowledge gaps in SBR	October 2008	June 2009	Series of face to face meetings and/or needs assessment sensing	Aguilar Imundi Kotula Smith	Summary of strengths and gaps in NYSED Senior Leadership knowledge base about SBR	NYSED Senior Leadership are well-informed about gaps in NYSED knowledge base about SBR
3. Assist NYSED Senior Leadership in developing a dissemination and outreach plan for approved guidance documents on SBR	July 2008	August 2008	Participation in a series of face to face meetings with NYSED staff	Aguilar Imundi Kotula Smith	A set of approved action steps for dissemination	NYSED Senior Leadership prepared to disseminate the findings on SBR from guidance documents to state leaders
4. Assist NYSED Senior Leadership in disseminating the findings of the approved guidance documents, and their key points	Sept. 2008	June 2009	PowerPoint presentations of key points Presentations with UFTTC (dissemination of SBR) Expanded participation at Institutes sponsored by NYSED Series of Webcasts and/or face to face meetings	Aguilar Imundi Kotula Smith	Materials for training, including summary of key points and principles PowerPoint presentations, CDs, and appropriate approved handouts	NYSED Senior Leadership are knowledgeable about the key points in the guidance documents

New York State INITIATIVE 1: Improving Adolescent Literacy

<p>Objective 1.2: Collaborate with NYSED Senior Leadership staff to complete and submit a first draft of the reviewed and revised PreK-12 ELA standards to the Board of Regents for adoption, by the end of June 2009.</p> <p><i>Performance Measure 1.2: By the end of June 2009, 80% of NYSED Senior Leadership staff will report that the assistance provided in the review process was of high quality, useful and relevant to the standards review process 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. Assist NYSED Senior Leadership staff in reviewing the other state processes in the review of their learning standards (English Language Arts Standards) as per Article 7, Chapter 57	July 2008	June 2009	Participation in a series of working sessions with NYSED Senior Leadership staff	Hirsch	NYSED recommendations to the Board of Regents (BOR) on review and revisions processes of the ELA standards by other states.	BOR is knowledgeable about ELA standards review and revision processes and adopts a procedure to fulfill the requirements of the Article 7, Chapter 57 review.
2. Engage a national panel of literacy research experts to collaborate with NYSED and the BOR to incorporate scientifically based research (SBR) in the review of the New York State English Language Arts Standards.	July 2008	June 2009	NYSED approval and selection of a panel of research experts to work with the ELA ESL Panel to review the current ELA Standards.	Aguilar Imundi Kotula	Working group sessions with National Panel of Research Experts and ELA ESL Panel.	English Language Arts standards are informed by SBR and experts
3. Assist/facilitate NYSED and BOR Standards Review Steering Committee and ELA ESL Panel meetings and work session for the ELA standards review.	July 2008	June 2009	Participation in and auditing of all Steering Committee meetings and ELA ESL Panel work group sessions.	Hirsch Imundi Kotula Sotero	Draft of reviewed PK-12 ELA standards and recommendations to BOR.	BOR approved new reviewed and revised English Language Arts Standards 2008-2009

New York State INITIATIVE 1: Improving Adolescent Literacy

<p>Objective 1.3: By the end of June 2009, national English Language Arts (ELA) Standards and accompanying ELA guidance/support materials, will have reviewed and synthesized for NYSED to inform the ELA Standards review process.</p> <p><i>Performance Measure 1.3:</i> By the end of June 2009, NYSED Senior Leadership staff will have received drafts of ELA accompanying guidance/support materials. Additionally, NYSED Senior Leadership staff will report gains in knowledge and that the materials were relevant and useful to the plans for standards implementation on a rating scale of 1-4.</p>						
Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
1. Assist NYSED in reviewing and synthesizing key elements of ELA standards documents from specific states referenced in the "STATE OF THE STATE STANDARDS" reports by the Fordham Foundation and American Federation of Teachers (AFT).	July 2008	Sept. 2008	<p>Create criteria for selection of states and their documents</p> <p>Identify selected states for review</p> <p>Review selected documents</p> <p>Develop a matrix</p> <p>Create a bulleted summary of components</p> <p>Select samples and ways of displaying standards</p>	Aguilar Imundi Kotula Smith	Report and matrices Power Point presentation Hand-outs	Board of Regents and NYSED will be knowledgeable of the key components of states' ELA standards documents; NYSED will use this knowledge to select and develop a newly revised NYSED ELA standards format.
2. Assist NYSED Senior Leadership staff in reviewing and synthesizing other key elements in ELA state standards supporting documents as requested (ie. Audience, number of documents states have created, organization by standard or grade, performance benchmarks, incorporation of English Language Learners (ELL) supports into the ELA standards, etc.).	July 2008	Dec. 2008	<p>Create criteria for selection of support document elements</p> <p>Identify selected states for review</p> <p>Review selected documents</p> <p>Develop a matrix</p> <p>Create a bulleted summary of components</p> <p>Select samples and ways of displaying standards support materials</p>	Aguilar Imundi Kotula Smith	Report and matrices Power Point presentation Hand-outs	Board of Regents and NYSED will be knowledgeable of the key components of states' ELA standards support documents and will use this knowledge to inform their work.

New York State INITIATIVE 1: Improving Adolescent Literacy

<p>Objective 1.3 (continued): By the end of June 2009, national English Language Arts (ELA) Standards and accompanying ELA guidance/support materials, will have reviewed and synthesized for NYSED to inform the ELA Standards review process.</p> <p>Performance Measure 1.3 (continued): By the end of June 2009, NYSED Senior Leadership staff will have received drafts of ELA accompanying guidance/support materials. Additionally, NYSED Senior Leadership staff will report gains in knowledge and that the materials were relevant and useful to the plans for standards implementation on a rating scale of 1-4.</p>						
Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
<p>3. Assist NYSED in aligning and revising current guidance/support documents or creating new documents to reflect new ELA standards possibly including but not limited to:</p> <ul style="list-style-type: none"> English Language Arts Core Curriculum Early Literacy Guidance: Prekindergarten - Grade 3 English Language Arts Resource Guide All relevant documents for special populations including English as a Second Language (ESL), English Language Learners (ELL), Native Language Arts (NLA) and students with disabilities. 	Jan. 2009	June 2009	Participation in a series of working sessions with NYSED staff	Aguilar Imundi Kotula Smith	Document drafts Meeting notes	First draft of revised documents
<p>4. Assist NYSED Senior Leadership staff in a dissemination plan for implementation of revised ELA standards and relevant documents.</p>	Jan. 2009	June 2009	Participation in a series of working sessions with NYSED staff	Aguilar Imundi Kotula Smith	Plan for implementation of new ELA standards	NYSED staff are prepared to implement the new ELA standards.

New York State INITIATIVE 1: Improving Adolescent Literacy

Objective 1.4: By the end of June 2009, NYSED will be prepared to implement professional development for teachers, administrators, and other stakeholders. <i>Performance Measure 1.4: By the end of June 2009, 80% of NYSED literacy workgroup staff will report readiness to provide professional development on the revised ELA standards.</i>						
Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
1. Develop a series of coordinated events to build or enhance knowledge among NYSED Senior Leadership staff of revised ELA state standards.	Sept 2008	June 2009	PowerPoint presentations of key points Expanded participation at Institutes sponsored by NYSED Conduct a series of Webcasts and/or face to face meetings	Aguilar Imundi Kotula Smith	Materials for training, including summary of key points and principles PowerPoint presentations, CDs, and appropriate handouts	State Senior Leadership staff are knowledgeable about the revised ELA standards.
2. Assist NYSED Senior Leadership staff to implement professional development activities as needed.	Sept 2008	June 2009	Conduct series of face to face and/or web-based meetings with NYSED staff	Aguilar Imundi Kotula Smith	Training agendas and materials Presentation scripts PowerPoint presentations, CDs and appropriate handouts, webinars	NYSED staff prepared to implement professional development

Objective 1.5: By the end of June 2009, NYSED will align P-16 literacy action steps with revised ELA standards. <i>Performance Measure 1.5: By the end of June 2009, 80% of NYSED literacy curriculum and standards staff will report alignment of action steps with revised ELA standards, and that the technical assistance provided by NYCC in this process was of high quality, useful and relevant.)</i>						
Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
1. Assist NYSED in reviewing and revising the P-16 framework for literacy	Aug. 2008	June 2009	Participation in a series of working sessions with NYSED staff	Aguilar Imundi Kotula Smith	Revised drafts of framework Meeting notes	Final draft of framework for literacy
2. Assist NYSED in carrying out the action steps from executive summary of the P-16 Reading and Literacy Framework	Aug. 2008	June 2009	Participation in a series of working sessions with NYSED staff	Aguilar Imundi Kotula Smith	Meeting notes	NYSED staff carry out action steps

New York State INITIATIVE 2: Comprehensive District and School Assessment Systems

Goal of NYSED 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.

<p>Objective 2.1: By the end of June 2009, NYCC will have provided research and guidance to NYSED regarding the state department of education's role in support of comprehensive district assessment.</p> <p><i>(Performance Measure 2.1: By the end of June 2008, 75% of SED and other participants in NYCC work sessions and/or professional development activities will report a gain in knowledge about the characteristics of high quality progress monitoring and local accountability assessment systems and their usefulness on a rating of 1 to 4.)</i></p>						
Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
1. NYCC continually acquires and synthesizes evidence-based information about district assessment systems aligned to standards.	July 2008	June 2009	Regular opportunities to meet and report on current best practice and learnings from the field.	Tanney Schenck Gerzon Sassone Janssen	Attendance at formative assessment trainings Collected materials on research and evidence based information on formative and district assessment Research and analysis posted on SharePoint Research and analysis shared with NYCC project staff from other work projects to support consistent application across other NYCC areas of work (i.e., state systems of support, standards)	NYCC provides training, advice, and consultation to NYSED and SCSD on comprehensive district assessment NYCC disseminates current district assessment/formative assessment research to NYSED at each NYSED formative assessment meeting.

New York State INITIATIVE 2: Comprehensive District and School Assessment Systems

Objective 2.1: By the end of June 2009, NYCC will have provided research and guidance to NYSED regarding the state department of education's role in support of comprehensive district assessment.						
<i>(Performance Measure 2.1: By the end of June 2009, 75% of SED and other participants in NYCC work sessions and/or professional development activities will report a gain in knowledge about the characteristics of high quality progress monitoring and local accountability assessment systems and their usefulness on a rating of 1 to 4.)</i>						
Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
2. NYCC provides ongoing guidance to NYSED staff on evidence-based research regarding comprehensive district assessment system and helps to apply learnings to internal NYSED initiatives	July 2008	January 2009	<p>Continue to provide information and lessons learned about district technical assistance project</p> <p>Continue to disseminate approved information on best practices to NYSED meeting participants</p> <p>Continue to convene NYSED meetings to clarify and refine issues of formative assessment, in particular the development of a common definition of formative assessment</p>	Tanney Schenck Gerzon Sassone Janssen	<p>Lead internal NYSED work sessions on comprehensive district assessment systems for NYSED staff</p> <p>Research shared and reviewed with key staff regarding potential state roles</p> <p>NYSED clarifies internal work that will be done in the area of formative assessment across departments (VESID, ELL, Assessment, Curriculum, etc).</p>	<p>NYSED staff and training participants gain increased knowledge on evidence-based research of district assessment systems and practices</p> <p>NYSED senior managers clarify a common definition of formative assessment (to be used across NYSED) to ensure consistent practices across internal departmental assessment initiatives in areas such as Special Education, English Language Learners, State Systems of Support, Curriculum/Instruction, and Accountability.</p>

New York State INITIATIVE 2: Comprehensive District and School Assessment Systems

<p>Objective 2.1: By the end of June 2009, NYCC will have provided research and guidance to NYSED regarding the state department of education's role in support of comprehensive district assessment.</p> <p><i>(Performance Measure 2.1: By the end of June 2009, 75% of SED and other participants in NYCC work sessions and/or professional development activities will report a gain in knowledge about the characteristics of high quality progress monitoring and local accountability assessment systems and their usefulness on a rating of 1 to 4.)</i></p>						
Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
3. NYCC consults with NYSED to strengthen their understanding of district assessment systems and apply findings to implement policy and practices across NYSED in the area of formative assessment	January 2009	June 2009	<p>Identify key staff at NYSED on formative and district assessment</p> <p>Convene key staff in New York State to discuss the state's role in comprehensive district assessment practices</p> <p>Lead planning meetings at NYSED focused on integrating district and formative assessment principles with existing initiatives such as RtI, teacher preparation, State Systems of Support, benchmark testing, etc.</p> <p>NYCC convenes informational sessions with state education leaders from states who have current policies on formative assessment to review state-level formative assessment practices</p>	Tanney Schenck Gerzon Sassone Janssen	<p>Meetings with key NYSED staff</p> <p>Concept paper and related formative assessment research shared and reviewed with key NYSED staff regarding potential state role</p> <p>NYSED staff learn how other states have developed policies and practices related to formative assessment, and in particular how these integrate with other programs such as state systems of support, Response to Intervention and teacher preparation.</p>	<p>Identified NYSED staff acquire the tools, staff resources and knowledge to support use of district comprehensive assessment systems</p> <p>NYSED staff enhance their understanding of the various components of comprehensive district assessment</p> <p>NYSED leadership team identifies key areas of potential policy and practice that will strengthen statewide practices in formative and district assessment (i.e., teacher preparation programs, aligned assessment models, integrating formative assessment principles into grant funding applications, connections to Response to Intervention model, benchmark testing, etc.) and defines a plan to integrate formative assessment principles into the identified areas of practice.</p>

New York State INITIATIVE 2: Comprehensive District and School Assessment Systems

Objective 2.2: By the end of June 2009, NYSED staff will provide research, guidance and technical assistance to project district to support development of district-level formative assessment system						
<i>(Performance Measure 2.2: By the end of June 2008, 75% of teachers, district and school administrators, and participating SED staff in "project district" will report an increase in knowledge, relevance, and usefulness in the use of formative assessment).</i>						
Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
1. NYCC, using research and guidance from AACC, will provide direct technical assistance to the project district and NYSED, including onsite district support to align standards and assessments and to further develop and implement a model for formative assessment in the project district	July 2008	June 2009	<p>Conduct planning meetings with project district and NYSED staff</p> <p>Conduct professional development with project district staff</p> <p>Provide monthly technical assistance sessions with district and school staff (administrators, instructional support teachers) in project district</p>	Tanney Schenck Gerzon Sassone Janssen	Technical Assistance Project professional development reports, meeting notes, progress reports	<p>Evidence of improved alignment of standards and assessment in 4th and 5th grade mathematics in the project district</p> <p>Evidence that the district project participants increase understanding of how to use formative and summative student achievement data</p>
2. NYCC and NYSED staff continue to acquire knowledge of district and state assessment and data-use practices to support the implementation of the Technical Assistance Project	July 2008	June 2009	Conduct regular meetings and report on district and state practices from the field	Tanney Schenck Gerzon Sassone Janssen	<p>Attendance at assessment conferences</p> <p>Collected materials describing district and state assessment practices</p> <p>Documents posted on SharePoint</p>	NYCC staff have ready access to current research to support to the Technical Assistance Project district

New York State INITIATIVE 2: Comprehensive District and School Assessment Systems

Objective 2.2 (continued): By the end of June 2009, NYSED staff will provide research, guidance and technical assistance to project district to support development of district-level formative assessment system						
<i>(Performance Measure 2.2 (continued): By the end of June 2008, 75% of teachers, district and school administrators, and participating SED staff in "project district" will report an increase in knowledge, relevance, and usefulness in the use of formative assessment)</i>						
Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
3. NYCC and NYSED convene planning meetings to clarify how the work in the project district can be applied to NYSED, and how they might strategically use data from the project district to provide state-level guidance to districts in the area of formative assessment	July 2008	June 2009	Increase NYSED familiarity with project-specific practices such as curriculum alignment, history of using assessments, professional development planning and processes, connections to district Special Education and RtI initiatives, and supporting a district through large-scale change initiatives Continue to help build NYSED's knowledge and skills to help any district effectively adopt and implement formative assessment practices.	Tanney Schenck Gerzon Sassone Janssen	Meetings and professional development events of the TA project attended by NYSED staff Meetings at NYSED include participation from key Syracuse staff members such as the District Math Director responsible for the Formative Assessment Project.	NYSED staff acquire knowledge of TA project progress NYSED staff develop greater understanding of how NYSED can support comprehensive district assessment systems NYSED staff members learn from the project district issues related to how the project district used formative and district assessment practices to integrate work across departments such as Special Education, Response to Intervention and Literacy initiatives.
4. NYCC collaborates with AACC on internal and external technical assistance project evaluation	July 2008	June 2009	Understand elements of project evaluation that captures the progress of this work Serve as a liaison between AACC and NYSED on evaluation issues	Gerzon Tanney Schenck Janssen Sassone	Evaluation plan and reported evaluation documentation in use in TA project district Lessons learned about implementation of formative assessment from this project are disseminated in key venues across NY state, such as through IHE, NY Urban Forum, or BOCES	NYCC works collaboratively with AACC to design and implement project evaluation NYCC staff support NYSED to disseminate findings from project to 2-3 key constituent groups such as the NY "Big 5" (Urban Forum presentation), IHE audiences or teacher forums.

New York State INITIATIVE 3: Institutions of Higher Education Teacher Preparation and Teacher Quality

Goal of NYSED Initiative 3: IHEs will develop a culture of evidence by using SBR in their curricula leading to teacher certification and gathering data to assess and improve their teacher preparation programs. IHEs and SED will improve and enhance communication with schools and districts in order to promote teacher quality.

Objective 3.1: IHE faculty and administrators and SED staff will increase their knowledge, understanding and utilization of SBR and evidence-based research and the importance of integrating them into teacher preparation courses and teacher professional development.						
<i>(Performance Measure 3.1.1: 75% of clients who participated in a seminar, electronic collaboration, and/or other NYCC initiative will report gains in knowledge and understanding about SBR and the importance of integrating it into teacher preparation courses and professional development.)</i>						
Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
1. Work with SED staff to fulfill their responsibility for Action 7.3 of the P-16 chart of action, which states: <i>Strengthen the knowledge and skills of teachers and prospective teachers by assessing teacher education programs and professional development</i>	July 2008	Ongoing	<p>Participating in meetings with NYSED clients and New York State P-16 Partnership Planning meetings</p> <p>Planning and implementing a continuing series of seminars for New York IHEs, NYSED and NYCDOE, focusing on evidence based practices related to improving teacher preparation programs.</p> <p>Facilitating more effective communication among NYSED, IHEs, and NYCDOE</p> <p>Establishing a new collaborative of independent IHEs around common areas of concern</p>	Webb Miller Alter SED staff/ IHE Deans	<p>Creation of a shared network through the circulation, on a regular basis, of evidence-based practices, tools, and evaluation strategies for successful P-16 initiatives</p> <p>Use of the May '08 seminar as a guide for preparing materials for the seminars of Nov '08 and Spring '09</p> <p>Production and dissemination of documents that reflects the proceedings</p> <p>Compilation of notes, minutes and other summary documents, including a historical record of this effort.</p> <p>Formulation of a log of procedures to be followed in establishing the independents' collaborative</p>	<p>Assisting NYSED in creating a P-16 network in the New York City area through facilitating an effective partnership among NYCDOE, NYSED, and the CUNY IHEs.</p> <p>Enhancing teacher preparation programs through the assimilation, replication, and utilization of evidence-based practices</p> <p>Facilitating NYSED, NYCODE, and selected IHEs collaborative efforts to enhance teacher preparation and teacher quality through discussion and interaction around pertinent issues</p> <p>Providing NYSED staff and selected IHEs with current information to inform their policymaking</p>

New York State INITIATIVE 3: Institutions of Higher Education Teacher Preparation and Teacher Quality

<p>Objective 3.1 (continued): IHE faculty and administrators and SED staff will increase their knowledge, understanding and utilization of SBR and evidence-based research and the importance of integrating them into teacher preparation courses and teacher professional development.</p> <p><i>(Performance Measure 3.1.1 (continued): 75% of clients who participated in a seminar, electronic collaboration, and/or other NYCC initiative will report gains in knowledge and understanding about SBR and the importance of integrating it into teacher preparation courses and professional development.)</i></p>						
Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
<p>2. Identify and disseminate the knowledge and skills required to implement SBR and evidence-based practices in programs of teacher preparation</p> <p>2. a. 1. Consult with NCCTQ, other Content Centers, REL Northeast and the Islands and select national organizations to access resources on SBR and evidence-based practices related to teacher preparation programs</p> <p>2. a. 2. Participate in NYACTE/NYSATE conferences in order to inform the organizations' members about our initiative and to gather and share information about NY teacher preparation programs with NYCC staff and selected IHEs</p>	July 2008	Ongoing	<p>Telephone, email, and face-to-face contacts with Content Centers, RELs and other organizations</p> <p>NCCTQ to collaborate with NYCC in planning seminars</p> <p>REL Northeast and the Islands to compile SBR and evidence-based practices for seminars</p>	Webb Miller Alter	<p>Dissemination of SBR and evidence-based research documents to IHEs on a regular basis</p> <p>Provision of information about innovative initiatives to improve teacher quality that are underway in other states to inform SED policies and IHE faculties' practice</p> <p>Dissemination of information on innovative projects that help prepare pre-service candidates to deal with the challenges posed by cultural and linguistic diversity in classrooms</p>	<p>SED staff will have more information to inform their policy-making</p> <p>IHE faculty will have access to scientifically based research, evidence-based practices, and innovative models in teacher education to inform and improve their programs and curricula</p>
<p>2. b. 1. Collaborate with the Northeast Regional Resource Center (NERRC) to build our knowledge about ways to assess the needs of students with disabilities</p> <p>2. b. 2. Determine means to assist IHE faculty in preparing teachers to address the needs of ELL students, students with disabilities, and those students with other learning challenges</p>	July 2008	Ongoing	<p>Telephone, email, and face-to-face contacts with NERRC, including quarterly Northeast Regional Steering Committee teleconferences</p>	Webb Alter	<p>Share information with IHEs through NYSED about supporting future teachers of ELLs, students with disabilities, and those students with other learning challenges.</p>	<p>SED staff will have more information to inform their policy-making</p> <p>IHE faculty will have additional information and resources to support all students including ELLs, students with disabilities and those students with other learning challenges</p>

New York State INITIATIVE 3: Institutions of Higher Education Teacher Preparation and Teacher Quality

Objective 3.1: IHE faculty and administrators and SED staff will increase their knowledge, understanding and utilization of SBR and evidence-based research and the importance of integrating them into teacher preparation courses and teacher professional development.						
<i>(Performance Measure 3.1.1(continued): 75% of clients who participated in a seminar, electronic collaboration, and/or other NYCC initiative will report gains in knowledge and understanding about SBR and the importance of integrating it into teacher preparation courses and professional development.)</i>						
Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
3. Continuing a CUNY shared vision collaborative network utilizing current research.	July 2008	Ongoing	<p>Convene CUNY Deans for quarterly meetings</p> <p>Conduct selected site visits to CUNY schools to discuss and review specific utilization of technology and SBR in teacher preparation curricula.</p>	Webb Miller Alter and SED/ IHE Deans	<p>NYCC will disseminate SBR, evidence-based practices and information about innovative initiatives to CUNY IHEs on a regular basis</p> <p>NYCC will facilitate the creation of a CUNY shared vision statement or action plan as a result of seminars conducted. This document will be developed in concert with a representative group of CUNY Deans.</p>	<p>Improving the knowledge and utilization of SBR and evidence-based practices among CUNY Deans and faculty</p> <p>Facilitating collaborative action between NYSED and CUNY collaborative and between the CUNY collaborative and the NYC Department of Education (DOE) to improve teacher preparation programs and teacher quality.</p> <p>Improving the effectiveness and accountability of teacher preparation programs by fostering a culture of evidence</p> <p>Creating a "pilot program" of university collaboration that produces strategies that can be replicated with future university collaboration building.</p>

New York State INITIATIVE 3: Institutions of Higher Education Teacher Preparation and Teacher Quality

<p>Objective 3.1 (continued): IHE faculty and administrators and SED staff will increase their knowledge, understanding and utilization of SBR and evidence-based research and the importance of integrating them into teacher preparation courses and teacher professional development.</p> <p><i>(Performance Measure 3.1.2: By June 2009, 75% of the faculty and administrators who participated in the collaborative network will report an increase in the utilization of SBR and evidence-based practices and its integration into teacher preparation courses.)</i></p>						
Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
3a. Establish at least one additional collaborative composed of a select number of independent teacher preparation programs	Ongoing	Ongoing	<p>Select those independent IHEs with the larger teacher preparation programs</p> <p>Determine similar issues and concerns among Deans at independent teacher preparation programs</p> <p>Convene a meeting of selected Deans from independent teacher preparation programs and relevant SED staff</p> <p>Conduct selected site visits to independent schools to discuss specific utilization of SBR in teacher preparation curricula.</p>	Webb Miller Alter and SED/ IHE Deans	<p>NYCC will disseminate SBR and evidence-based research and information about innovative initiatives to independent IHEs</p> <p>NYCC will facilitate the creation of a shared vision statement and action plan related to specific identified areas of focus by the independent IHEs</p>	<p>Improving the knowledge and utilization of SBR and evidence-based practices among selected independent IHE Deans and faculty</p> <p>Facilitating collaborative action between NYSED and the selected independent IHE collaborative to improve teacher preparation programs and teacher quality.</p> <p>Charting a course of collaborative action in one or more areas of concern</p>

New York State INITIATIVE 3: Institutions of Higher Education Teacher Preparation and Teacher Quality

<p>Objective 3.1 (continued): IHE faculty and administrators and SED staff will increase their knowledge, understanding and utilization of SBR and evidence-based research and the importance of integrating them into teacher preparation courses and teacher professional development.</p> <p><i>(Performance Measure 3.1.3: By June 2009, 75% of the faculty and administrators participating in webinars and receiving research-based materials will report increased knowledge and utilization of SBR and evidence based practices in their teacher preparation programs.)</i></p>						
Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
<p>3b. Increase the number of IHE participants and the frequency of their participation in an online environment:</p> <p>1. Offer presentations and opportunities for engagement with experts</p> <p>2. Disseminate approved materials and share effective practices for integrating SBR into pre-service programs and courses in collaboration with NCCTQ</p>	July 2008	Ongoing	<p>NYCC website to display symposium information and TQ resources</p> <p>Webinars offered by experts to share their research and lead discussions</p> <p>Information approved and scheduled for posting through the use of a listserv</p>	Webb Alter	<p>All CUNY faculty who attended the Spring Seminar will participate in the webinar</p> <p>25% of remaining faculty will be involved in subsequent webinars</p> <p>Regular updated resources added to NYCC website and sent to faculty via a listserv</p>	<p>Increased capacity of IHE faculty to incorporate more SBR and evidence-based practices in their course syllabi</p> <p>Provision of an online vehicle for presentations by experts</p>

New York State INITIATIVE 3: Institutions of Higher Education Teacher Preparation and Teacher Quality

<p>Objective 3.1 (continued): IHE faculty and administrators and SED staff will increase their knowledge, understanding and utilization of SBR and evidence-based research and the importance of integrating them into teacher preparation courses and teacher professional development.</p> <p><i>(Performance Measure 3.1.4: By June 2009, 75% of the participating faculty and administrators will report an increase in knowledge and utilization of SBR and evidence-based practices in teacher preparation programs. In addition, 80% of participating NYSED and NYCDOE staff will report gains in knowledge and in utilization of data and furtherance of meaningful collaboration with IHEs.)</i></p>						
Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
<p>4. Conduct two seminars for NYSED and NYCDOE staff and CUNY and independent IHE Deans to learn from experts and each other about:</p> <ul style="list-style-type: none"> Expanding the use of SBR and evidence-based practices to inform teacher preparation programs Preparing teachers to teach in 21st century classrooms that reflect cultural and linguistic diversity Determining critical pedagogical skills needed for teachers to function effectively with 21st century learners Compiling, analyzing and utilizing data in ways that inform and enhance teacher preparation programs Exploring ways in which NYSED, NYCDOE and IHEs can maintain ongoing and supportive lines of communication in order to improve and enhance teacher preparation programs Providing a meaningful and extensive clinical experience as an integral component of teacher preparation programs 	Ongoing	June 2009	Seminars are held in November 2008 and May 2009	Webb Miller Alter	<p>Materials, including current, pertinent research, best practices, resource lists, etc are prepared for the seminars</p> <p>A document is produced that reflects the content of the seminars and recommendations. It is then disseminated to participants and relevant portions are posted on the NYCC website.</p>	<p>IHE faculty will modify curricula based on newly gained insights</p> <p>NYSED will have the research, strategies, and tools to help improve teacher quality in New York State</p> <p>The collaboration among NYSED, IHEs, NYCDOE, NCCTQ and NYCC staff will increase the capacity of all to enhance teacher preparation</p>

New York State INITIATIVE 3: Institutions of Higher Education Teacher Preparation and Teacher Quality

<p>Objective 3.1 (continued): IHE faculty and administrators and SED staff will increase their knowledge, understanding and utilization of SBR and evidence-based research and the importance of integrating them into teacher preparation courses and teacher professional development.</p> <p><i>(Performance Measure 3.1.5: By June 2009, 75% of the Regents policy directives, informed by NYSED recommendations, to strengthen teacher preparation, recruitment and retention will be implemented.</i></p>						
Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
5. Collaborate with SED to create a work group that will provide recommendations to the Board of Regents on strengthening the recruitment, preparation, and retention of teachers in urban schools.	June 2008	Ongoing	<p>Advise on proposal to the Regents</p> <p>Participate in Regents meetings as a resource and advisor to NYSED staff</p> <p>Help Identify members of the workgroup</p> <p>Assist in creating a timeline for workgroup meetings</p> <p>Assist in planning and facilitating workgroup meetings</p> <p>Synthesize SBR and evidence-based practices aimed at improving teacher preparation, recruitment and retention in urban areas</p>	Webb Alter	<p>Materials such as timelines, agendas, and summary of meetings</p> <p>A compendium of SBR and evidence-based practices for improving teacher quality in urban areas to inform the workgroup</p>	<p>NYSED and the Board of Regents will have evidence-based recommendations, provided by key stakeholders, to formulate policies for improving teacher quality in New York's urban areas</p>

Amendment to IHE Teacher Preparation and TQ Work Plan

Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
Collaborate with and provide direct input to the Regents Work Group (RWG). (Their charge from the Board of Regents is to examine NYSED requirements for teacher preparation with the goal of strengthening these requirements to better serve the needs of teachers and students in urban schools).	Oct 2008	Nov 2008	TASK 1: Convene 11 independent IHEs to determine specific areas of focus that are consonant with the Regents' charge concerning teacher preparation.	Webb Alter	A brief for the Regents with policy recommendations for strengthening the clinical preparation of urban teachers	NYCC will establish a collaborative body that examines specific teacher preparation issues NYCC will help SED establish and then facilitate a force of 20 IHEs in and around NYC that will have an impact on state policy decisions related to teacher preparation
	Nov 2008	Nov 2008	TASK 2: Share Regents concerns regarding teacher preparation in urban schools with CUNY Collaborative. Connect Regents' concerns with avowed CUNY focus on enhanced clinical preparation of teachers.	Webb Alter		
	Dec 2008	May 2009	TASK 3: Organize 3 IHE Work Groups consisting of representatives from CUNY, independent IHEs, DOE, and SED that will focus on 3 areas related to improving clinical preparation: <ul style="list-style-type: none"> • Improving partnerships between IHEs and K-12 schools • Enriching the clinical experience for pre-service teachers • Enhancing mentoring and support for pre-service and beginning teachers. These work groups will have the goal of providing policy recommendations to the RWG.	Webb Alter		
	March 2009	May 2009	TASK 4: Prepare a policy brief for the RWG with input from the three IHE Work Groups. The brief will provide research-based recommendations for strengthening the clinical preparation of teachers in urban areas.	Webb Alter Miller IHE Work Groups		

New York State INITIATIVE 4: Parent Involvement

Goal of NYSED Initiative 4: Expand the knowledge base and provide resources to parents about NCLB through professional development and training to Parent Engagement Staff and Parent Leaders.

<i>Objective 4.1:</i> NYSED leaders, district/school technical assistance providers and parent engagement staff will report gains in knowledge relative to NCLB Titles concerning working with parents and its usefulness in providing TA. <i>(Performance Measure 4.1: By the end of June 2009, 75% of SED leaders and SED network district and school technical assistance providers, and Parent Engagement staff / Leaders will report gains in knowledge, relevance in working with parents and TA usefulness on a scale of 1 to 4.)</i>						
Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
1. Collaborate with NYSED to make available updated and current NCLB information for parents.	July 2008	ongoing	Continued collaboration with NYSED to identify, review and make available materials for professional development for Parent Engagement staff and training of Parent Leaders and parents.	Witherspoon Boston Webb	Library of NCLB materials that support <i>Just The Facts</i> for NY Parents: A Guide to No Child Left Behind, to use in professional development for Parent Engagement staff, parent leaders, and parents.	Parent Engagement staff, and parent leaders will have additional resources to support parents to become involved in and to understand NCLB. Parent Engagement staff and parent leaders will have materials that support the involvement of parents in the education of their own children.
2. Collaborate with Center on Innovation and Improvement to identify resources for NYSED, for parent engagement staff, school districts and parent leaders.	July 2008	ongoing	Identify with CII parent engagement resources. Inform and make available resources from CII.	Witherspoon Boston Webb	Parent Engagement staff, at NYSED, district, and regional levels will have knowledge, and additional resources to engage parents in NCLB requirements. Parent leaders and parents will have information and resources that deepen their understanding about NCLB. Parent Engagement staff and parent leaders will have materials that support the involvement of parents in the education of their own children.	Support to NYSED, NYC and rest of state to carry out Professional Development activities for Parent Engagement staff at District, Regional, school levels. Parent Engagement staff and parent leaders will have information and resources to support parents in understanding their roles and fulfilling their responsibilities under NCLB. Parent Engagement staff and parent leaders will have materials that support parents in their involvement with their own children.

New York State INITIATIVE 4: Parent Involvement

Objective 4.1 (continued): NYSED leaders, district/school technical assistance providers and parent engagement staff will report gains in knowledge relative to NCLB Titles concerning working with parents and its usefulness in providing TA.						
<i>(Performance Measure 4.1(continued): By the end of June 2009, 75% of SED leaders and SED network district and school technical assistance providers, and Parent Engagement staff / Leaders will report gain in knowledge, relevance in working with parents and TA usefulness on a scale of 1 to 4.)</i>						
Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
3. Collaborate with NYC/NYSED to jointly offer regional workshops for Parent Engagement staff, PTA, Parent Association Leaders, and federally funded PIRCs.	July 2008	ongoing	Ongoing planning for and implementation of professional development and training activities. Identifying facilitators to assist in professional development and training activities.	Witherspoon Boston Webb	Training of facilitators for professional development/training activities throughout state.	Parent Engagement staff and parent leaders will have skills and resources to assist parents in understanding their roles and responsibilities under NCLB. Packet of materials and resources for use in training
	July 2008	June 2009	Complete 2 nd phase of support for NYC Parent Coordinators and Parent Engagement staff.	Witherspoon Boston Webb	Parent Engagement staff / Parent Leaders professional development activities.	Parent Engagement staff / Parent Leaders will have knowledge about implementation of NCLB, Title I requirements.
	July 2008	June 2009	Complete first phase of Professional Development for NYS Parent Engagement staff.	Witherspoon Boston Webb	Parent Engagement staff / Parent Leaders professional development activities.	Parent Engagement staff / Parent Leaders in rest of state will have knowledge about implementation of NCLB, Title I requirements.

New York State INITIATIVE 4: Parent Involvement

<p><i>Objective 4.1 (continued):</i> NYSED leaders, district/school technical assistance providers and parent engagement staff will report gains in knowledge relative to NCLB Titles concerning working with parents and its usefulness in providing TA.</p> <p><i>(Performance Measure 4.1 (continued):</i> By the end of June 2009, 75% of SED leaders and SED network district and school technical assistance providers, and Parent Engagement staff / Leaders will report gain in knowledge, relevance in working with parents and TA usefulness on a scale of 1 to 4.)</p>						
Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
3. Collaborate with NYC/NYSED to jointly offer regional workshops for Parent Engagement staff, PTA, Parent Association Leaders, and federally funded PIRCs. (continued)	July 2008	ongoing	Identify potential parent leaders for NYSED NCLB cadre and for NYSED initiatives: Continue to provide support to: NYSED PAC NYC Title I Citywide PAC (continued) PIRC Parent Initiatives PTA State Conference	Witherspoon Boston Webb	Identify and train cadre of parent leaders to implement NCLB parent requirements and support NYSED initiatives.	Cadre of parent engagement staff and parent leaders trained in NCLB and NYSED initiatives.
4. Continue to collaborate with NYSED to assist LEAs required to offer SES to improve the rate of participation of eligible students.	July 2008	Ongoing	In collaboration with NYSED staff, provide technical assistance activities on SES / Choice. Identify appropriate materials that support and inform district procedures and to ensure that parents are notified of availability of services.	Witherspoon Boston Webb	Technical assistance activities targeted to rural LEAs, large districts and other required to offer SES. Disseminate information from the Center on Innovation and Improvement and USDE.	NYSED staff and District personnel knowledgeable about procedures for implementing SES and communication with parents. NYSED and LEA personnel have a common set of materials to use with parents about SES.

New York State INITIATIVE 5: eLearning

Goal of NYSED Initiative 5: To enhance the capacity of New York State to use technology tools and delivery systems to support teaching, learning, and professional development in order to meet NCLB requirements.

<p>Objective 5.1: By the end of June 2009, state-level leadership across NYSED/USNY offices will have received information about instructional, informational and educational standards in other states, internationally and from relevant organizations, to inform decisions and help build the state's capacity to provide support for instructional, informational and educational technologies in NYS.</p> <p><i>(Performance Measure 5.1: By the end of June 2009, 100% of identified NYS Senior Leadership staff will have received a document(s) detailing existing national, international and organizational instructional/educational standards. Additionally, 75% of NYS Senior Leadership staff will report an increase in their knowledge about the role technology can play in standards implementation across content areas, and find the information provided as being relevant, useful and of high quality 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
<p>1. Collect and synthesize information and resources related to instructional, informational and educational technology standards as they currently exist in three areas:</p> <ul style="list-style-type: none"> a) other states b) on an international level c) from professional and business organizations <p>for consideration by NYS to inform state-level decision-making in the statutory review of content standards as referenced in Chapter 57.</p>	July 2008 (continued from Y3 plan)	June 2009 (and ongoing as needed)	<p>Accessing and collecting information about states', other countries', and professional and business organizations' standards in educational, instructional and informational technology to improve teaching and learning outcomes.</p> <p>Synthesize data for use by NYS Regents Learning Standards Review Technology Content Panel.</p>	Weber Jeffers Mather Larson Sotero	A synthesis of preliminary findings from national, international and organizational standards information gathering activities which is made available to NYSED.	Designated state leaders and state approved entities are knowledgeable about preliminary findings on instructional, informational and educational technology standards as they currently exist in other states, on an international level and from professional and business organizations.

New York State INITIATIVE 5: eLearning

<p>Objective 5.1 (continued): By the end of June 2009, state-level leadership across NYSED/USNY offices will have received information about instructional, informational and educational standards in other states, internationally and from relevant organizations, to inform decisions and help build the state's capacity to provide support for instructional, informational and educational technologies in NYS.</p> <p><i>(Performance Measure 5.1 (continued):</i> By the end of June 2009, 100% of identified NYS Senior Leadership staff will have received a document(s) detailing existing national, international and organizational instructional/educational standards. Additionally, 75% of NYS Senior Leadership staff will report an increase in their knowledge about the role technology can play in standards implementation across content areas, and find the information provided as being relevant, useful and of high quality on a rating scale of 1-4.</p>						
Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
2. Work collaboratively with NYSED to review formats for reporting and disseminating information from Activity #1 (culled from the research) in the form of illustrative document(s).	July 2008	June 2009 (and ongoing as needed)	<p>Creation of a document(s) displaying draft format(s) for synthesizing and reporting information by NYSED to the field.</p> <p>Collaborate with NYSED to review draft format(s) and reach consensus about final format(s) to use for reporting information,</p> <p>Creation of final NYSED document using agreed-upon format to report data.</p> <p>Dissemination of information gathered for NYSED as requested.</p>	Weber Jeffers Mather Larson Sotero	<p>Draft of various standards reporting formats.</p> <p>Final recommended format(s) document(s) for NYSED.</p> <p>Final document(s) containing information gathered in Activity #1.</p>	Designated NYSED Senior Leadership staff and state approved entities are knowledgeable about instructional, informational and educational technology standards as they currently exist in other states, on an international level and from professional and business organizations.

New York State INITIATIVE 5: eLearning

<p>Objective 5.1 (continued): By the end of June 2009, state-level leadership across NYSED/USNY offices will have received information about instructional, informational and educational standards in other states, internationally and from relevant organizations, to inform decisions and help build the state's capacity to provide support for instructional, informational and educational technologies in NYS.</p> <p><i>(Performance Measure 5.1 (continued):</i> By the end of June 2009, 100% of identified NYS Senior Leadership staff will have received a document(s) detailing existing national, international and organizational instructional/educational standards. Additionally, 75% of NYS Senior Leadership staff will report an increase in their knowledge about the role technology can play in standards implementation across content areas, and find the information provided as being relevant, useful and of high quality on a rating scale of 1-4.</p>						
Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
3. Audit Regents Learning Standards Review Initiative Steering Committee meetings to enable feedback of insights/recommendations on the potential roles of educational and instructional technology in the various content standards review processes.	July 2008	Spring 2009	A member of the eLearning team will be an observer at standards review steering committee meetings and debrief the eLearning team as relevant issues emerge. The team will submit recommendations for consideration by the Steering Committee.	Jeffers or eLearning team designee	Debrief notes; recommendations for consideration	Integration of educational/instructional/informational technologies is considered in all phases of the standards review content area processes.
4. Work collaboratively with NYSED to review and synthesize examples of curriculum guidance tools and materials that outline where and how technology can support teaching and learning to meet the new revised ELA content standards.	September 2008	Spring 2009	Meetings with NYSED to collaboratively define role of curriculum guidance tools and materials. Draft a document with examples of curriculum guidance tools and materials. Meetings with NYSED to review document.	Weber Jeffers Mather Larson Sotero	Meeting agendas and notes. Draft document with examples of curriculum guidance tools and materials. Final versions of document(s) illustrating curriculum guidance tools and materials.	Designated NYSED staff have tools and knowledge to facilitate the implementation of technology applications that support ELA standards, and have increased their capacity to apply this process to ongoing standards work.

New York State INITIATIVE 5: eLearning

<p>Objective 5.1 (continued): By the end of June 2009, state-level leadership across NYSED/USNY offices will have received information about instructional, informational and educational standards in other states, internationally and from relevant organizations, to inform decisions and help build the state's capacity to provide support for instructional, informational and educational technologies in NYS.</p> <p><i>(Performance Measure 5.1 (continued):</i> By the end of June 2009, 100% of identified NYS Senior Leadership staff will have received a document(s) detailing existing national, international and organizational instructional/educational standards. Additionally, 75% of NYS Senior Leadership staff will report an increase in their knowledge about the role technology can play in standards implementation across content areas, and find the information provided as being relevant, useful and of high quality on a rating scale of 1-4.</p>						
Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
5. Collaborative with NYSED Senior Leadership staff to support the integration of technology applications to ELA content standards as outlined in curriculum guidance tools and materials for use in the field.	Spring 2009	Ongoing into Year 5	<p>Meeting(s) with NYSED Senior Leadership staff to collaboratively implement a delivery system for the revised materials.</p> <p>Creation of draft versions of PD seminars that illustrate where and how technology can support/enhance the ELA content standards.</p> <p>Meeting(s) with NYSED Senior Leadership staff to finalize PD activities.</p>	Weber Jeffers Mather Larson Sotero	<p>Meeting agendas and notes.</p> <p>Draft plans for PD seminars focused on curriculum guidance tools and materials.</p> <p>Final versions of PD seminar plans.</p>	Designated NYSED Senior Leadership staff have tools and knowledge to facilitate professional development that support technology applications in ELA standards, and have increased their capacity to apply this process to ongoing standards work.

Notation: Five-year goals. By the end of Year 5, NYSED will:

- Have developed a(n) intelligence document(s) for making decisions about how to apply resources to support the integration of education technology within teaching and learning initiatives.
- Have developed institutional knowledge about academically rigorous and globally competitive standards and best practices in state-level and international education technology efforts.
- Have developed institutional knowledge that supports the integration of educational technology best practices throughout state-level policy development and planning.

Amendment to eLearning Work Plan

Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
Assist NYS in the statutory review of Legislative Bill S7051A and A11256-A to amend Section 814 of the Education Law concerning instruction on safe and responsible use of the Internet, and support compliance to the law within the statutory time frame (by March 4, 2009).	Dec 2, 2008	Feb 2, 2009	TASK 1: Conduct a comprehensive review of regulation and compliance issues; identify compliance gaps and develop a plan to provide enhanced fulfillment of all regulatory components.	TASK 1: Hirsch Sotero (NYSED Staff: Goldsmith Wan)	TASK 1: Articulated synthesis of existing compliance gaps and plan for providing enhanced fulfillment of all regulatory components.	NYSED provides timely, relevant, and effective web-based resources and information in full compliance of regulatory legislation that will be used by LEAs to develop and implement local internet safety policies and programs as required per legislation.
	Dec 10, 2009	Feb 4, 2009	TASK 2: Collect information related to internet safety policy and resources on the websites of other states, using a set of criteria questions developed by the State Education Department, for consideration to inform state-level policy related to compliance.	TASK 2: Jeffers Larson Mather Sotero Weber	Task 2: Completed set of templates providing requested information related to the implementation of internet safety regulatory compliance in other states.	
	March 4, 2009	June 30, 2009	TASK 3: Facilitate the implementation of this activity outlined in Task 1 and informed by the data collected in Task 2.	TASK 3: Hirsch Jeffers Larson Mather Sotero Weber (NYSED Staff: Goldsmith, Wan)	TASK 3: Enhanced plan outlining steps to update NYSED web site to include comprehensive internet safety resources and content that meet regulatory compliance; research synthesis, meeting notes	

New York State INITIATIVE 6: Statewide System of Support

Goal of NYSED Initiative 6: To assist the New York State Education Department to build its capacity to implement a single, integrated and comprehensive statewide system of support for all districts and schools to meet the performance requirements of NCLB and New York State’s accountability system.

<p>Objective 6.1. To assist the New York State Department of Education to build its capacity to implement a single, integrated, and comprehensive statewide system of support for all districts and schools to meet the performance requirements of NCLB and New York State’s accountability system.</p> <p><i>(Performance Measure 6.1: 75% of NYSED staff with whom we work directly with 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
<p>1. Access information and expertise to build the capacity of a proposed NYSED school improvement cabinet, or other designated entity, as it develops policies to implement a single, integrated system of district and school support.¹</p>	July 2008	June 2009	<p>NYCC and NYSED co-create succinct policy papers or research summaries tailored to specific needs of proposed cabinet</p> <p>NYSED hosts, with NYCC support, forums with experts in the field to build common strategies and a common internal language</p>	<p>Seager Phlegar Zeno Williams Tanney</p>	<p>NYCC and NYSED research summaries and forum results</p> <p>NYCC provides professional development to NYSED staff responsible for supervising the school support system</p> <p>NYCC supports NYSED to create a policy paper that presents a vision for how all elements of the state’s current constellation of support to schools and districts could cohere both conceptually and practically</p>	<p>Functioning “cabinet” awards regional support system contracts by April 2009</p> <p>NYSED integrates information from a forum into the support system RFP</p> <p>NYSED staff supervising the support system share an approach that guides their work</p> <p>NYSED defines the roles of all elements of a support system and clearly communicates these roles to the field</p>

New York State INITIATIVE 6: Statewide System of Support

<p>Objective 6.1. (continued): To assist the New York State Department of Education to build its capacity to implement a single, integrated, and comprehensive statewide system of support for all districts and schools to meet the performance requirements of NCLB and New York State’s accountability system.</p> <p><i>(Performance Measure 6.1 (continued): 75% of NYSED staff with whom we work directly with 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. Assist NYSED to refine and implement a system to collect, evaluate, and disseminate evidence-based district and school support practices as part of a NYSED and field continuous improvement process. ²	July 2008	June 2009	<p>NYSED and the field are creating a body of best practices work (supported by evidence) that stakeholders across NYS can use</p> <p>NYCC consults with NYSED to articulate how NYSED might foster learning communities whereby NYSED and the field can implement ideas from the best practices process</p> <p>NYSED designs system (incl. web access) to support the best practice dissemination</p>	Seager Phlegar Zeno Williams Tanney	<p>NYSED designs a dissemination system</p> <p>NYSED and the field are using best practices dissemination technology</p> <p>NYSED designs a process for supporting NYED staff and the field to implement ideas from the dissemination system</p> <p>NYSED defines roles, responsibilities, and <i>resources</i> to support this system</p>	<p>NYSED has integrated practice review and dissemination into its support system</p> <p>Increased expertise and ability to continuously and intentionally learn using a structured process</p>

New York State INITIATIVE 6: Statewide System of Support

<p>Objective 6.1. (continued): To assist the New York State Department of Education to build its capacity to implement a single, integrated, and comprehensive statewide system of support for all districts and schools to meet the performance requirements of NCLB and New York State’s accountability system.</p> <p><i>(Performance Measure 6.1 (continued): 75% of NYSED staff with whom we work directly with 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
3. Assist NYSED to define the roles and responsibilities of SED staff in the emerging statewide system of support. ³	July 2008	June 2009	NYCC and NYSED 2008 consultancy findings	Seager Phlegar Zeno Williams Tanney	NYCC’s technical assistance builds off of the 2008 consultancy’s review of the NYSED organizational structure A paper defines the responsibilities of NYSED staff and how they interact with the field	NYSED defines its role (what it does and does not do) to support the various elements of NYS SSoS, e.g., BOCES, funded networks, and Distinguished Educators
4. Assist NYSED to identify and undertake the professional development needed by the NYSED to sustain and continuously improve the statewide system of support. ⁴	July 2008	June 2009	NYCC provides evidence from other states, literature, and research and co-interprets this evidence with NYSED Thorough, informal surveys/research of NYS leaders in schools, districts, BOCES, and funded networks of what support from NYSED would enhance their ability to complete their work.	Seager Phlegar Zeno Williams Tanney	NYCC structures the PD that allows NYSED to attain the skills to support the new elements of a system of support	NYSED agrees on the roles and skill sets needed to manage the elements of the statewide system of support NYSED has a new way of managing the system

New York State INITIATIVE 6: Statewide System of Support

<p>Objective 6.1. (continued): To assist the New York State Department of Education to build its capacity to implement a single, integrated, and comprehensive statewide system of support for all districts and schools to meet the performance requirements of NCLB and New York State’s accountability system.</p> <p><i>(Performance Measure 6.1 (continued): 75% of NYSED staff with whom we work directly with 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
5. Assist NYSED, and specifically the Office of School Improvement, to consider and design a feedback mechanism that provides ongoing information on the degree of implementation multiple data sources on the impact of the statewide system of support. ⁵	July 2008	Ongoing	Office of School Improvement identifies and agrees on feedback mechanisms for the emerging support system Explore and build our own NYCC understanding of how the new data system guided by SED contracted consultancy may inform the feedback system	Seager Phlegar Zeno Williams Tanney	Office of School Improvement participates in defining systems for assessing the implementation of the system of support The Office of School Improvement develops a draft document that articulates a logic model for using multiple sources of data across the New York education system	This document informs NYSED on its overall efforts to design a system of monitoring and feedback
6. Assist NYSED to redefine its support to the four large urban districts upstate (the Big 4)	July 2008	June 2009	With NYSED, analyze how the current system supports and monitors the Big 4 Benchmark other state support systems for large urban school systems		Assist with implementation of pilot embedded professional development that involves both Big-4 staff and NYSED and participants	Big-4 report improved support for district and school support from NYSED NYSED increasingly aligns its policies and programs to meet the needs of the large urban districts

Notations:

1. Describes activity planned to build on activities 1. & 3. of year 3 plan.
2. Represents implementation stage of design and development activity 2. in year 3 plan.
3. Continuation of year 3 activity 4., which was not addressed in year 3 due to pace of system redesign.
4. Planned new internal NYSED staff capacity building.
5. Continuation of year 3 activity 6. not undertaken due to pace of system redesign.

New York State INITIATIVE 7: Mathematics

Goal of NYSED Initiative 7: To enhance the capacity of New York State Education Department (NYSED) to provide effective mathematics intervention for struggling students and provide effective mathematics professional development to increase student achievement.

<p>Objective 7.1: In order to support NYSED to meet requirements for more effective Academic Intervention Programs, in-service professional development will be modified to build their capacity to provide training and site-based support to AIS and classroom teachers in project schools.</p> <p><i>(Performance Measure 7.1: By the end of June, 2009 100% of NYCC and UFTTC Math team members will participate, and 80 % will report a gain in knowledge based upon the NYCC/ UFTTC professional development.)</i></p>						
Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
1. Synthesize and disseminate key principles found in Singapore & International Math frameworks	September 2008	June 2009	Develop and share key principles at periodic meetings	Diaz Kase SED School Improvement Associate	Identification of resources, materials, and key individuals in Singapore and other Math programs	Math list network
2. Dialogue with UFTTC on continuing needs for professional development course for lead math trainers	July 2008	June 2009	Review feedback from school teams and from UFTTC trainers	Diaz Kase	Math team participants have heightened awareness and understanding/ knowledge/ skills	Questions related to professional development needs
3. Review professional development sessions conducted in 2007-08 to assess effectiveness and to determine content for 2008-09 sessions.	July 2008	June 2009	Develop protocol and tentative schedule for 2008-09 sessions	Diaz Kase UFTTC Coaches	School teams receive continued support in understanding math content and adapting Singapore and other Math Programs to support struggling students.	Deeper understanding of mathematics and more skillful application of processes

New York State INITIATIVE 7: Mathematics

Objective 7.2: To support NYSED to meet requirements for more effective intervention programs, the NYCC Mathematics Project will be implemented and for students identified as needing academic intervention services.						
<i>(Performance Measure 7.2: By the end of June, 2009 100% of participating schools will fully implement the academic intervention program as documented through classroom observations and at least 80% of lead AIS teachers will report gains in knowledge.)</i>						
Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
1. Updating of training modules/ curriculum units for AIS teacher professional development	July 2008	June 2009	Review of NYCC created initial documents by UFTTC	Kase Diaz NYCC Math Consultants	Updated curriculum document for training and for use in direct instruction	Turnkey trainers to use updated modules/curriculum units for professional development
2. In-service professional development for AIS teachers, classroom and math support teachers from selected schools, appropriate district personnel	November 2008	June 2009	Schedule of professional development meetings for AIS and classroom teachers from selected schools	Kase Diaz UFTTC Trainers SED School Improvement Associate	Professional development syllabus	AIS and other teachers teach the math included in the Singapore curriculum
3. Capacity building of each participating school to continue to enhance the existing mathematics curriculum	November 2008	June 2009	Schedules for on-site classroom visits by UFTTC trainers/ coaches Study groups developed at each site	UFTTC Trainers Principals Coaches	Schedule of classroom visits Study group agenda and meeting notes	Teachers provided with support and feedback to implement Singapore curriculum Development of curriculum units aligned with the overall curriculum document and related activities by teachers

New York State INITIATIVE 7: Mathematics

Objective 7.3: To document and compile protocols with evidence of the effectiveness/ efficacy of the NYCC Mathematics Project for NYSED to use as a model for mathematics AIS in other districts throughout New York State.

(Performance Measure 7.3: By the end of June, 2009, 100% of AIS and classroom teachers in schools participating in the NYCC Mathematics Project will report increases in new knowledge transferred in content, process and pedagogical practices)

Activities	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
1. Continue to document in-service professional development for AIS teachers, classroom teachers, appropriate district personnel	November 2008	June 2009	On-going registration for year-long professional development conferences by AIS and classroom teachers	UFTTC Trainers Principals Coaches SED School Improvement Associate	Refinement of professional development syllabus	AIS and other teachers demonstrate knowledge of the mathematics underlying the Mathematics Program curriculum
2. Administer a survey to assess the successes and challenges of implementation of the project	May 2008	June 2009	Survey administered and distributed	UFTTC Math Team Mary Diaz Sandra Kase, NYCC	Survey developed and distributed	Results of survey inform planning and implementation for next year
3. Use focus groups to provide feedback on project and its impact on teaching and learning	April 2008	July 2009	Questions developed for focus group(s)	UFTTC Math Team Mary Diaz Sandra Kase, NYCC	Focus group(s) meet to respond to key questions	Results of focus group(s) inform planning and implementation for next year
4. Document teachers' monthly study group meetings to develop and review training modules/curriculum units	November 2008	June 2009	Modifications to the NYCC/UFTTC developed modules effected	UFTTC Trainers Coaches Math team SED School Improvement Associate	Curriculum units for AIS teachers Curriculum units for classroom teachers	Document with curriculum units that can be used by teachers to implement Mathematics curriculum
5. Document classroom based coaching for AIS and classroom teachers	November 2008	June 2009	Schedules for on-site classroom visits by UFTTC trainers/coaches Coaching protocols modified as a result of teacher feedback	UFTTC Trainers Principals Coaches SED School Improvement Associate	Schedule of classroom visits Protocol document for site-based coaching	Teachers provided with support to implement Mathematics Program curriculum

New York State INITIATIVE 7: Mathematics

Objective 7.3 (continued): To document and compile protocols with evidence of the effectiveness/ efficacy of the NYCC Mathematics Project for NYSED to use as a model for mathematics AIS in other districts throughout New York State.

(Performance Measure 7.3 (continued): By the end of June, 2009, 100% of AIS and classroom teachers in schools participating in the NYCC Mathematics Project will report increases in new knowledge transferred in content, process and pedagogical practices)

Activities	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
6. Video tape implementation of math strategies in schools	September 2008	June 2009	Video taping complete and editing for lessons conducted at selected sites	UFTTC Trainers Mary Diaz UFTTC Publication Teams AIS Teachers	Video tapes available for use at professional development sessions and informational meetings	Various audiences view and discuss math strategies in action
7. Identify sites for teacher intervisitations	November 2008	June 2009	Schools/classes currently utilizing Singapore Math host project teachers Intervisitation Recording Form is developed Schedules for continued intervisitation developed	Diaz UFTTC Trainers Principals Coaches SED School Improvement Associate	Intervisitation Recording Forms completed by teachers after each visit/observation Participants network with colleagues to share skills and expertise in customizing math support/delivery services	Teachers have ability to deliver Mathematics content and strategies