

Network Teams

**Deliverables, Metrics,
and Evidence
for School Year 11-12**

NT Deliverable #1: Training to Implement the Common Core Learning Standards for ELA/Literacy and Mathematics August to October

Inputs	Audience	Evidence
<ul style="list-style-type: none"> • By September 15, 2011, create awareness, foster fluency, and develop a common language supporting Common Core implementation. • By October 1, 2011, collaboratively diagnose school capacity for implementing The Common Core and create action plan to ensure Phase I execution: 1 Common Core Aligned Unit in every classroom, each semester. 	NT and DS/Superintendent /Charter Lead Examples of Evidence	<ul style="list-style-type: none"> • Communication artifacts (such as, emails, faculty meeting materials school board meeting materials, initiative announcements, instructional non-negotiables, etc) reveal district and BOCES administrator capacity building and accountability on implementation of The Common Core • Survey results from teachers and school administrators confirm initial training from NTs and reflect an increased, accurate awareness of the changes required to implement the Common Core • Documentation of school readiness assessments and resulting action plan • Reports from District Superintendents, superintendents and Charter Leads demonstrate that learning goals are being met and districts find the support/PD accessible, meaningful, and relevant • Observation/ Feedback notes for principals and district administrators reveal school visits and classroom observations supporting implementation of The Common Core • Local scope and sequence for professional development and materials used
<ul style="list-style-type: none"> • By October 1, 2011, Introduce Common Core aligned curriculum model modules/units and unpack the qualities of a model unit. 	Principal Practice Examples of Evidence	<ul style="list-style-type: none"> • Communication artifacts (such as, emails, meeting materials, initiative announcements, instructional non-negotiables, etc) indicate principal capacity building and accountability on implementation of The Common Core • Documentation (e.g. student work, scope and sequence, lesson plans, curriculum maps, observation notes, surveys from teachers etc.,) shows that a Common Core (lesson, unit, module?) was delivered with quality and teacher demonstrated appropriate reflection on content , method and delivery based on grade level and subject areas.
<ul style="list-style-type: none"> • By October 31, 2011, build capacity and foster accountability so that every teacher delivers at least one Common Core aligned unit each semester. 	Teacher Practice Examples of Evidence	<ul style="list-style-type: none"> • Teachers are able to describe the elements of a Common Core aligned unit or module. • Instructional evidence/artifacts of a sampling of schools demonstrate integration of the Common Core into the school culture (teacher observations, lesson plans, student work samples, etc.)
	Student Outcomes	<ul style="list-style-type: none"> • Instructional evidence/artifacts of a sampling of schools demonstrates that students are producing proficient work that is aligned with the expectations of the Common Core (i.e. similar in quality to the work in Appendix A of the Common Core)

**NT Deliverable #1: Training to Implement the Common Core Learning Standards for ELA/Literacy and Mathematics
October to May**

Inputs	Audience	Evidence
<ul style="list-style-type: none"> • By November 15, 2011, observe and give evidence-based feedback on the Common Core units developed in the fall; continue throughout the spring semester • By November 15, 2011, support principals' supervision and management of Common Core units; continue throughout the spring semester • By December 20, 2011, provide opportunities for teachers and principals to look at student work from Common Core units compared to exemplary student work in posted modules and The Common Core Appendix; continue throughout the spring semester • Plan ongoing professional development based on challenges identified in observations and supports • By January 15, 2011, monitor progress on action plans and determine mid-course corrections and tailored professional development in each school; continue throughout the spring semester 	<p>NT and DS/Superintendent /Charter Lead</p>	<ul style="list-style-type: none"> • Communication artifacts (such as emails, meeting materials, initiative announcements, non-negotiables, etc), professional development plans and/or opportunities reveal ongoing district, charter and BOCES administrator capacity building and accountability on implementation of The Common Core • Survey results from teachers and school administrators verify that they received ongoing training from NTs and have had an opportunity to reflect on initial attempts at Common Core units/ modules, make changes, and are trying again in second semester • Action plans with recorded adaptations based on ongoing school visits and a midcourse diagnostic • Reports from District Superintendents, Superintendents, and Charter leads demonstrate that learning goals are being met and districts find the support/PD accessible, meaningful, and relevant • Observation/ Feedback notes for principals and district administrators show school visits and classroom observations support implementation of The Common Core • Baseline and Periodic Surveys of Teachers and Principals evidence a dramatic increase in their knowledge and ability regarding Common Core implementation • Local scope and sequence for professional development and materials used
	<p>Principal Practice Examples of Evidence</p>	<ul style="list-style-type: none"> • Communications artifacts (such as, emails, meeting materials, initiative announcements, non-negotiables, etc) point to ongoing principal capacity building and accountability on implementation of The Common Core • Lesson Plan samples from teachers across the content areas (Math, ELA, and Literacy in Social Studies, Science, Arts, etc) reveal efforts to implement at least one Common Core aligned unit • Documentation confirms principal support and observation regarding The Common Core and an increase in principal capacity to define and support implementation of The Common Core
	<p>Teacher Practice Examples of Evidence</p>	<ul style="list-style-type: none"> • Teacher conversations, meetings (as evidenced through surveys, agendas, meeting notes), and action plans reflect efforts to resolve challenges and discuss strategies to implement a Common Core aligned unit • Instructional evidence/artifacts confirms integration of the Common Core into the school culture (teacher observations, lesson plans, student work samples, etc.) and an increased capacity across the school
	<p>Student Outcomes</p>	<ul style="list-style-type: none"> • Students are able to articulate the difference in Common Core aligned instruction/ content • Instructional evidence/artifacts demonstrates that students are producing proficient work that is aligned with the expectations of the Common Core (i.e. similar in quality to the work in Appendix A of the Common Core)

**NT Deliverable #2: Training to Implement the School-Based Inquiry and Data Driven Instruction Teams
August to October**

Inputs	Audience	Evidence
<ul style="list-style-type: none"> As of September 9, assess the quality of each school's implementation of data driven instruction against the key drivers As of September 23, develop an implementation plan for data driven instruction, tailored to the specific needs of schools and/or districts Support the ongoing development of data driven cultures in teams of teachers and school leadership teams 	NT and DS/Superintendent /Charter Lead	<ul style="list-style-type: none"> Communication artifacts (such as emails, meeting materials, initiative announcements, non-negotiables, etc) reveal district and BOCES administrator capacity building and accountability for School Based Inquiry (SBI)/ Data Driven Instruction (DDI) implementation Survey results from teachers and school administrators show that they received initial training from NTs and reflect an increased and accurate awareness of the key drivers of Inquiry/ Data Driven Instruction Documentation of school readiness diagnostic and resulting action plan Reports from District Superintendents and Superintendents demonstrate that learning goals are being met and districts find the support/PD accessible, meaningful, and relevant Observation/ Feedback notes for principals and district administrators confirm school visits and data meetings support Inquiry/ DDI implementation Documentation (e.g. local scope and sequence and materials for professional development and instructional evidence/artifacts) reveal DDI/SBI teams access, understand, and use data to facilitate changes in instructional practice School Leadership/Inquiry Team members received training to lead analysis meetings, support teachers as they implement action plans and know their responsibilities
	Principal Practice Examples of Evidence	<ul style="list-style-type: none"> Documentation of identification of DDI/SBI teams, assessment of school readiness and, resulting action plans School calendar reflects assessment administration, time for scoring, time for data meetings Curricular scope and sequence reflects built-in re-teaching time Documentation that teacher teams are able to meet and plan regularly (teacher/staff schedules, meeting agendas and notes, etc.)
	Teacher Practice Examples of Evidence	<ul style="list-style-type: none"> Agendas/ Meeting notes and observation notes documenting "test-in-hand" aspect of data meetings Evidence of new lessons/units that respond to data analysis (such as changes based on analysis of student misunderstandings of wrong answers) Survey results from Principals reflect increase teacher effectiveness in the use of data to inform instructional decisions
	Student Outcomes	<ul style="list-style-type: none"> Measurable improvement in student achievement data that is aligned with district's goals

NT Deliverable #2: Training to Implement the School-Based Inquiry and Data Driven Instruction Teams
October to May

Inputs	Audience	Evidence
<ul style="list-style-type: none"> As of October 15, link instruction and follow-up analysis and action planning Ongoing - align instructional practices, assessments, and analysis to the rigor of the Common Core standards Ongoing - Support and/or lead analysis meetings with teacher teams that increase student learning Ongoing - Build and/or identify high- quality assessment tools for classroom use By January 15, Monitor action plan progress and determine mid-course corrections in each school 	NT and DS/Superintendent /Charter Lead	<ul style="list-style-type: none"> Communication artifacts (such as, emails, meeting materials, initiative announcements, non-negotiables, etc) reveal ongoing district and BOCES administrator capacity building and accountability for Inquiry/ DDI implementation Survey results from teachers and school administrators confirm that they received ongoing training from NTs and have had an opportunity to reflect on initial attempts at “test-in-hand” data meetings and action planning Teacher action plans that reflect an increased proficiency in writing and executing Teacher Action Plans Reports from District Superintendents demonstrate learning goals are being met and support/PD is accessible, meaningful, and relevant Observation/ Feedback notes for principals and district administrators show school visits and data meeting observations support Inquiry/Data Driven Instruction implementation Local scope and sequence and materials for professional development that satisfies the regulations Aligned assessment are selected and used in classrooms Baseline and Periodic Surveys of Teachers and Principals evidence a dramatic increase in their knowledge and ability regarding Common Core implementation Baseline and Periodic Surveys of Teachers and Principals evidence a dramatic increase in their knowledge and ability regarding implementation of Inquiry/ Data Driven Instruction
	Principal Practice Examples of Evidence	<ul style="list-style-type: none"> Data meeting observation notes indicate a shift in teacher conversation, due to principal inputs, from <i>what</i> students got wrong to <i>why</i> students got the wrong answers Teacher action plans are available for every teacher and reveal alignment to data analysis, curriculum and instruction
	Teacher Practice Examples of Evidence	<ul style="list-style-type: none"> Observation notes and teacher surveys suggest that teachers are “borrowing” from each other to build on effective instructional strategies to effectively address common misconceptions of behavioral management, pedagogy, instructional practice and use of data to inform instruction Teacher lesson plans reflect data analysis
	Student Outcomes	<ul style="list-style-type: none"> Measurable improvement in student achievement data aligned with district’s goals

NT Deliverable #3: Training to Implement New Performance Evaluations for Teachers
August to October

Inputs	Audience	Evidence
<ul style="list-style-type: none"> • Ongoing - Provide training for teachers and teacher evaluators on evidence-based observation • Ongoing - Provide training and calibration an approved rubric for classroom observations 	NT and DS/Superintendent /Charter Lead	<ul style="list-style-type: none"> • Communication artifacts (such as, emails, meeting materials, initiative announcements, non-negotiables, etc) reveal district and BOCES administrator capacity building and accountability for evidence based observation and, where appropriate, inter-rater reliability of evaluation • Survey results from teachers and school administrators confirm that they received initial training from NTs and reflect an increased and accurate awareness of a rich evidence based evaluation process • Reports from District Superintendents demonstrate that learning goals are being met and districts find the support/PD accessible, meaningful, and relevant • Observation/Feedback notes for principals and district administrators show school visits and classroom observations using reliable evidence based observation • Local scope and sequence and materials for professional development that satisfies the regulations. • Baseline and Periodic Surveys of Teacher and Principal evaluators evidence a dramatic increase in their knowledge and ability regarding evidence based evaluation of Teachers or Principals.
	Principal Practice Examples of Evidence	<ul style="list-style-type: none"> • Documentation (schedules, observation notes, feedback, etc.) of principal planning and evidence-based evaluation of teachers throughout the year • Documentation of principal participation in evaluation trainings provided by NTs and successful realization of learning outcomes • Improved student growth results for each teacher
	Teacher Practice Examples of Evidence	<ul style="list-style-type: none"> • Administrator and teacher survey results show increased understanding and improved opinions about the evaluation process, and areas identified for further work • Surveys of teachers indicate satisfaction with professional development opportunities informed by the Teacher Evaluation training • Improved student growth results for each principal