Welcome to the NTnews

The Onondaga-Cortland-Madison BOCES Network Team was formed by twenty of the schools districts in the BOCES (see list to the left). Districts received a modest allocation of federal money under the Race To The Top application. Whether or not a part of a BOCES Network Team, all districts have to implement these components of the Regents Reform Agenda:

- Implementation of the Common Core Learning Standards (CCLS)
- Implement Data/Inquiry Team process in all schools
- Implement the Teacher & Leader Effectiveness law and regulations (APPR)
- Implement a P-20 Data System, including early-warning provisions
- Prepare for the next generation of assessments that will be based on the CCLS

Although the latter two items on the list get phased-in during the next couple of years, all of this work is required of all districts in the state. While the actual curriculum work, APPR Plan-writing, and data use has to occur at the ground-level in schools, help is provided to the member districts by the Network Team. The Network Team is a group of dedicated educational leaders who will assist districts with this work. They will attend all necessary and appropriate training and will, in turn, provide that training to member districts. Additionally, as requested, team members will work with schools and districts to assist them in their work. Non-participating districts may access Network Team services but will be charged.

The OCM BOCES Network Team, along with the Network Teams in Central New York, are collaborating, too. They are collaborating with Giselle Martin-Kneip’s LCI, Inc., which will provide ongoing training and coaching to team members in the five local BOCES.
What Should We be Doing with the Common Core?

There are two fundamentally different perspectives that govern your approach to the Common Core Learning Standards and a district’s approach toward converting to them. Neither perspective is new; both were taken when NYS first went to a system of Learning Standards. There are two ways to approach the situation, two ways to make the necessary transition in curricula and instruction. The question is whether to be standards-based or standards-referenced.

To be standards-referenced, all you have to do is look at the CCSL and use it as a list against which you check off where and when each part of the Common Core is taught. This approach works just fine if all you are interested in is ensuring that nothing gets missed. With this approach, your bases will be covered and a student would never be surprised on a test. If any adjustments needed to be made to the scope and sequence you could just move objectives from one year to the next. If you encountered a part of the CCSL which you couldn’t check off as being presently taught, new curriculum could be written to plug the holes. This approach might be the shortest way to getting the job done, but it might fall short of transforming your system of curriculum and instruction.

If you want to make Common Core implementation transformational, the checklist approach might not get you there. Rather, it will take a different orientation to make transformation possible. It means beginning with the end in mind — in this case an end that looks demonstrably different than the way in which our classrooms look now.

Common Core implementation can be viewed as an opportunity to transform your classrooms into places where instruction is student-centered, rigorous, engaging and grounded in preparation for students’ future. Instead of checking off where the Common Core Learning Standards are met within your present instructional paradigm, start with the Common Core and the development of a vision of learning and teaching. Then describe what that looks like and how you know when you get there. Once the vision of a different future is clear, then you can conduct a gap analysis between your current state and the vision of a different learning environment.

“...the first advice is to begin with the end in mind.
Meet the Network Team

The Network Team is the group of people who will help you implement the Regents Reform Agenda and the Race To The Top deliverables described on the front of this issue. Even though twenty districts are pooling their Race To The Top allocations to fund the OCM BOCES Network Team, the budget is quite modest — enough to fund two full-time positions and some part-time help.

While the hiring process was not yet complete at the time this newsletter went to press, we can introduce you to some of the team.

**Renee Burnett** will be a full-time member of the team. She’s actually returning to OCM BOCES (she used to work in CI&A) following a two-year stint as an instructional specialist for Westhill.

**Lee Carulli,** recently retired principal from ESM, will be working with the Network Team on a part-time basis, primarily to assist with the Lead Evaluator Training that is required in the new APBR regulations.

**Jeff Craig,** in his role as Assistant Superintendent for Instructional Support Services, will provide leadership to the Network team and will help with the teacher and principal evaluation pieces, too.

We’ll introduce you to the rest of the Network Team in coming issues of NTnews.

Common Core Timeline

**State Ed has made some recommendations for Common Core Learning Standards implementation.**

Distances should be converting to the CCLS for grades P-2 right away since those children will never be tested on the old Learning Standards. A goal for all other teachers, according to SED, is for each teacher to have one new, CCSL-based unit implemented and developed during the 2011-2012 school year. This can be an expectation for all teachers, not just ELA and math teachers because the literacy standards, embedded in the ELA, are for all discipline areas. Later in the school year we should start to see pieces on the state curriculum models.

Remember that assessment during 2011-2012 will be based on the old standards, so teachers should be careful to plan new units that won’t...
Lead Evaluator Training

Included in the new APPR system is a requirement that all lead evaluators be trained according to the new regulations. The OCM BOCES Network Team is providing this training at no charge to our Network Team members. Training consists of two full days during the summer and eight half-days. The half-day sessions are repeated in the morning and the afternoon; participants attend one of the sessions on each day. Choose one pair of summer dates from the following:

- August 15 & 16 (Rodax 8 Large Conference Room)
- August 17 & 18 (Baldwinsville & Solvay cohort, Baldwinsville)
- August 22 & 23 (McEvoy Conference Center)
- August 29 & 30 (Rodax 8 Large Conference Room)

Half days for all are as follows (Rodax 8 Large Conference Room):

- September 27
- October 27
- February 7
- April 10