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| **Implement Common Core Learning Standards** |
| **Network Team** | **Administrators** | **Teachers** |
| Provide professional development to create awareness, foster fluency, and develop a common language supporting Common Core implementation. | Provide opportunities for teachers to receive professional development to create awareness, foster fluency, and develop a common language supporting Common Core implementation. | Learn about the Common Core, beginning with the six shifts. |
| Collaboratively diagnose school capacity for implementing The Common Core and create action plan to ensure one Common Core aligned “unit” in every classroom, each semester. | Collaboratively diagnose school capacity for implementing the Common Core and create action plan to ensure one Common Core aligned “unit” in every classroom, each semester. | Collaboratively diagnose school capacity for implementing the Common Core and create action plan to ensure one Common Core aligned “unit” in every classroom, each semester. |
| Introduce Common Core aligned curriculum model modules/units and unpack the qualities of a model unit. |  |  |
| Build capacity and foster accountability so that every teacher delivers at least one Common Core aligned “unit” each semester. | Build capacity and foster accountability so that every teacher delivers at least one Common Core aligned “unit” each semester. | Deliver at least one Common Core aligned “unit” each semester. |
| Observe and give evidence-based feedback on the Common Core “units” developed in the fall; continue throughout the spring semester. | Observe and give evidence-based feedback on Common Core “units” developed in the fall; continue throughout the spring semester. |  |
| Support principals’ supervision and management of Common Core units; continue throughout the spring semester. |  |  |
| 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. | Provide opportunities for teachers (and leaders) 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. | 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 implementation challenges. | Plan ongoing professional development based on implementation challenges. | Participate in professional development. |
| Monitor progress and determine mid-course corrections and tailored professional development in each school; continue throughout the spring semester. | Monitor progress and determine mid-course corrections and tailored professional development in each school; continue throughout the spring semester. |  |

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| **Implement School-Based Inquiry Teams and Data Driven Instruction** |
| **Network Team** | **Administrators** | **Teachers** |
| Assess the quality of each school’s implementation of data driven instruction against the key drivers. | Assess the quality of each school’s implementation of data driven instruction against the key drivers. |  |
| Develop an implementation plan for data driven instruction, tailored to the specific needs of schools and/or districts. | 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. | Support the ongoing development of data driven cultures in teams of teachers and school leadership teams. |  |
| Link instruction and follow-up analysis to action planning. | Link instruction and follow-up analysis to action planning. | Link instruction and follow-up analysis to action planning. |
| Continue to align instructional practices, assessments, and analysis to the rigor of theCommon Core standards. | Continue to align instructional practices, assessments, and analysis to the rigor of theCommon Core standards. | Continue to align instructional practices, assessments, and analysis to the rigor of theCommon Core standards. |
| Continue to support and/or lead analysis of meetings with teacher teams that increase student learning. | Continue to support and/or lead analysis of meetings with teacher teams that increase student learning. | Participate in teacher teams to collaboratively create, administer, analyze common assessments and subsequently make adjustments to instruction. |
| Continue to build and/or identify high-quality assessment tools for classroom use, progressing toward a common interim assessment every 6-8 weeks. | Continue to build and/or identify high- quality assessment tools for classroom use, progressing toward a common interim assessment every 6-8 weeks. | Continue to build and/or identify high-quality assessment tools for classroom use, progressing toward a common interim assessment every 6-8 weeks. |
| Monitor action plan progress and determine mid-course corrections in each school. | Monitor action plan progress and determine mid-course corrections in each school. |  |

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| **Implement New Performance Evaluations for Teachers & Leaders** |
| **Network Team** | **Administrators** | **Teachers** |
| Provide professional development to create awareness, promote understanding, and institute the common language of the NYS Teaching Standards. | Provide opportunities for teachers to receive professional development about the NYS Teaching Standards. | Learn about and use the common language of the NYS Teaching Standards. |
| Provide ongoing training for teachers and teacher evaluators on evidence-based observation. | Teacher evaluators employ evidence-based observation techniques in order to provide growth-producing feedback to teachers (and comply with APPR plans depending on local implementation dates). | Participate in performance evaluation system as defined in local APPR plans. |
| Provide ongoing training and calibration on approved rubric for classroom observations. | Teacher evaluators use evidence collected from observations and other sources to identify rubric levels (depending on local APPR considerations). | Participate in performance evaluation system as defined in local APPR plans. |
| Provide ongoing training for teacher evaluators on all nine of the required components described in 3012-c. | Lead Evaluators (of teachers) participate in training of all nine of the required components in order to be certified to conduct teacher evaluations by the local governing agency (depending on local APPR considerations). |  |
| Provide ongoing training for principals and principal evaluators on evidence-based evaluation. | Principal evaluators employ evidence-based observation techniques and evidence gathering techniques in order to provide growth-producing feedback to principals (and comply with APPR plans depending on local implementation dates). |  |
| Provide ongoing training and calibration on approved rubric for principal evaluation. | Principal evaluators use evidence collected from observations and other sources to identify rubric levels (depending on local APPR considerations). |  |
| Provide ongoing training for principal evaluators on all nine of the required components described in 3012-c. | Principal evaluators participate in training of all nine of the required components in order to be certified to conduct principal evaluations by the local governing agency (depending on local APPR considerations). |  |