

Local Superintendent Self-Assessment of Progress on 2013-14 New York State Metrics and Expectations (1)

This worksheet is designed to be completed by the Local Superintendent as a self-assessment of his/her current progress in implementing the 2013-14 New York State Metrics and Expectations. The Local Superintendent should select a rating for each expectation that reflects the Local Superintendent's level of implementation based on the following:

4: Fully implemented 3: Partially implemented 2: Planning for implementation 1: Not implemented

The Local Superintendent should also draft action steps that he or she will take to meet the expectation.

	Local Superintendents...	Rating	Action Steps
<p>Curriculum All teachers fully implement high quality, deeply rigorous, and fully aligned Common Core curriculum as defined by the Tristate Rubric.</p>	<ul style="list-style-type: none"> Adopt State-provided curricular modules OR adapt them OR choose another option so that all curriculum used in districts meets the standard of the Tristate Rubric. 	1 2 3 4	
	<ul style="list-style-type: none"> Direct resources to supply texts and materials necessary to implement aligned, rigorous, high quality curriculum. 	1 2 3 4	
	<ul style="list-style-type: none"> Provide high quality professional development (as defined by Impactful PD Rubric), taking advantage of the PD kits and instructional practice videos on EngageNY.org so that all teachers can implement aligned curriculum with quality and fidelity. 	1 2 3 4	
	<ul style="list-style-type: none"> Hold Principals accountable for effective implementation of fully aligned Common Core curriculum. 	1 2 3 4	
	<ul style="list-style-type: none"> Set the effective implementation of the Common Core State Standards as a key district goal. 	1 2 3 4	
<p>Instruction & Feedback All teachers' instruction is constantly improving in its alignment to the Common Core & an approved evaluation rubric due to actionable, evidence-based feedback.</p>	<ul style="list-style-type: none"> Make weekly time in classrooms a priority by spending 3-5 hours a week in classrooms collecting evidence and sharing evidence-based feedback on instruction. 	1 2 3 4	
	<ul style="list-style-type: none"> Use the Evidence Collection Tool (or something like it) as a vehicle for clearly articulating and recognizing the instructional shifts in practice the Common Core State Standards require. 	1 2 3 4	
	<ul style="list-style-type: none"> Engage in regular evidence collection across content areas and provide feedback to teachers on daily instructional practices to more closely align with the Common Core State Standards. 	1 2 3 4	
	<ul style="list-style-type: none"> Observe principal practice associated with instructional leadership on a weekly basis and give evidence-based feedback to cultivate improvements in principal practice, including serving ELLs as defined by the Bilingual Common Core Progressions. 	1 2 3 4	
	<ul style="list-style-type: none"> Use a tool (such as the Observation Tracker) to systemize, track, and follow up on the feedback given to each principal. 	1 2 3 4	
	<ul style="list-style-type: none"> Communicate bright spots as well as concerns, growth areas, and upgrades needed in classrooms, using evidence, to principals on a regular basis and monitor whether those upgrades are taking place. 	1 2 3 4	
	<ul style="list-style-type: none"> Collaboratively plan high quality learning experiences for principals and teaching faculty using resources such as the PD kits and instructional practice videos on EngageNY.org or others that meet the standard of the Impactful PD Rubric. 	1 2 3 4	

Local Superintendent Self-Assessment of Progress on 2013-14 New York State Metrics and Expectations (2)

	Local Superintendents...	Rating	Action Steps
<p>Data Driven Instruction (DDI) <i>All teachers incorporate results from analysis of periodic common assessments and/or performance tasks to inform instruction and address student misconceptions & preconceptions.</i></p>	<ul style="list-style-type: none"> • Work with principals to ensure that periodic common assessments and/or performance tasks are available across the district which measure grade level progress on the Common Core State Standards as defined by the NYSED Assessment Design Documents. • Hold principals accountable for establishing and monitoring regular analysis meetings (as defined by the DDI Implementation Rubric) through which teachers make meaning out of student work/ data and plan next steps to solve for misconceptions and preconceptions. • Hold principals accountable for consequential changes in teacher practice based on action plans which result from analysis meetings that follow a protocol such as the Analysis Meeting Protocol. • Provide opportunities and accountability for principals sharing results of and reactions to analysis meetings. 	<p>1 2 3 4</p> <p>1 2 3 4</p> <p>1 2 3 4</p> <p>1 2 3 4</p>	
<p>APPR Implementation <i>All APPR steps are implemented rigorously by certified evaluators and the information is used to support instructional improvement at all levels of the system consistent with the Common Core State Standards and New York State goal of student college and career readiness.</i></p>	<ul style="list-style-type: none"> • Ensure that principal and teacher evaluators are using the levers provided by APPR to continuously give evidence-based feedback to cultivate improvements in teacher and principal practice. • Ensure that principals and teacher evaluators are certified annually conduct accurate evaluations. • Closely monitor the quality, rigor, and alignment of SLOs against the SLO Rigor Rubric. • Use APPR data to inform district-wide student academic goals, instructional priorities and professional development plans. • Have courageous conversations with EVERY principal about growth areas in practice and thoughtfully develop targeted Principal Improvement Plans when appropriate 	<p>1 2 3 4</p> <p>1 2 3 4</p> <p>1 2 3 4</p> <p>1 2 3 4</p> <p>1 2 3 4</p>	
<p>Culture of Safety & Development <i>All educators report feeling part of a safe, risk-taking environment where it is safe to try new things and get smarter at implementing the Common Core.</i></p>	<ul style="list-style-type: none"> • Communicate expectations for all adults to develop and continuously improve through practice/feedback/ reflection. • Model attitude of "it's OK to not know" and "you don't have to be bad to get better" and orientation of fearlessness/ reflection/ learning orientation. • Work with parents, community, local Board of Education to ensure policy, political support, and budget alignment that supports implementation 	<p>1 2 3 4</p> <p>1 2 3 4</p> <p>1 2 3 4</p>	

Principal Self-Assessment of Progress on 2013-14 New York State Metrics and Expectations (1)

This worksheet is designed to be completed by the Principal as a self-assessment of his/her current progress in implementing the 2013-14 New York State Metrics and Expectations. The Principal should select a rating for each expectation that reflects the Principal’s level of implementation based on the following:

4: Fully implemented 3: Partially implemented 2: Planning for implementation 1: Not implemented

The Principal should also draft action steps that he or she will take to meet the expectation.

	Principals...	Rating	Action Steps
<p>Curriculum <i>All teachers fully implement high quality, deeply rigorous, and fully aligned Common Core curriculum as defined by the Tristate Rubric.</i></p>	<ul style="list-style-type: none"> • Understand deeply what is demanded by the Tristate Rubric. • Evaluate all instructional materials and ensure their alignment to the Tristate Rubric. • Provide high quality professional development (as defined by Impactful PD Rubric), taking advantage of the PD kits and instructional practice videos on EngageNY.org so that all teachers can implement aligned curriculum with quality and fidelity. • When observing instruction, identify evidence of instructional shifts in the “taught curriculum” (e.g., texts selected, instructional materials used, tasks assigned) 	<p>1 2 3 4</p> <p>1 2 3 4</p> <p>1 2 3 4</p>	
<p>Instruction & Feedback <i>All teachers' instruction is constantly improving in its alignment to the Common Core & an approved evaluation rubric due to actionable, evidence-based feedback.</i></p>	<ul style="list-style-type: none"> • Make daily time in classrooms a priority by spending 1 - 3 hours per day in classrooms collecting evidence and sharing evidence-based feedback on instruction. • Use the Evidence Collection Tool (or something like it) as a vehicle for clearly articulating and recognizing the instructional shifts in practice the Common Core State Standards require or evidence of the instructional shifts consistent with the elements of the district’s APPR teacher practice rubric. • Engage in regular evidence collection across content areas and provide feedback to teachers on daily instructional practices to more closely align with the Common Core State Standards, including a close focus on the needs of ELLs as defined by the Bilingual Common Core Progressions. • Use a tool (such as the Observation Tracker) to systemize, track, and follow up on the feedback given to each teacher. • Create time for grade level teams/ content areas to ground their work in the anchor standards of the Common Core State Standards. • Use time assigned for faculty meetings, superintendent conference days, etc. as learning time for teachers focused on the Common Core. • Effectively leverage staff in order to protect time for observation and feedback. 	<p>1 2 3 4</p> <p>1 2 3 4</p> <p>1 2 3 4</p> <p>1 2 3 4</p> <p>1 2 3 4</p> <p>1 2 3 4</p> <p>1 2 3 4</p>	

Principal Self-Assessment of Progress on 2013-14 New York State Metrics and Expectations (2)

	Principals...	Rating	Action Steps
<p>Data Driven Instruction (DDI) <i>All teachers incorporate results from analysis of periodic common assessments and/or performance tasks to inform instruction and address student misconceptions & preconceptions.</i></p>	<ul style="list-style-type: none"> • Use the DDI Implementation Rubric to guide the management of school schedule, teacher professional development, and school culture to ensure: <ul style="list-style-type: none"> • Periodic common assessments and/or performance tasks which measure grade level progress on the Common Core State Standards as the NYSED Assessment Design Documents are administered. • Cohorts of teachers conduct test/task-in-hand analysis meetings that follow a protocol such as the Analysis Meeting Protocol. • All teachers are thoughtfully re-teaching/ adjusting teaching practice based on analysis of student progress against the Common Core State Standards. 	<p>1 2 3 4</p> <p>1 2 3 4</p>	
<p>APPR Implementation <i>All APPR steps are implemented rigorously by certified evaluators and the information is used to support instructional improvement at all levels of the system consistent with the Common Core State Standards and New York State goal of student college and career readiness.</i></p>	<ul style="list-style-type: none"> • Have deep, measurable, reliable knowledge of content of a state-approved evaluation rubric. • Measure quality, rigor, and alignment of SLOs against the SLO Rigor Rubric. • Understand and be able to effectively use all measures of student learning (State-provided growth scores and SLOs), observations, and other evidence to constantly cultivate changes in teacher practice and school-wide instructional strategies. • Validate, celebrate, and recognize effective teaching practices. • Have courageous conversations with EVERY teacher about growth areas in practice and thoughtfully develop targeted Teacher Improvement Plans when appropriate. 	<p>1 2 3 4</p> <p>1 2 3 4</p> <p>1 2 3 4</p> <p>1 2 3 4</p> <p>1 2 3 4</p>	
<p>Culture of Safety & Development <i>All educators report feeling part of a safe, risk-taking environment where it is safe to try new things and get smarter at implementing the Common Core.</i></p>	<ul style="list-style-type: none"> • Communicate expectations for all adults to develop and continuously improve through practice/feedback/ reflection. • Model attitude of "it's OK to not know" and "you don't have to be bad to get better" and orientation of fearlessness/ reflection/ learning orientation. • Constantly message and foster an environment in which professional growth is a process that involves risk taking, making mistakes, and perseverance. 	<p>1 2 3 4</p> <p>1 2 3 4</p> <p>1 2 3 4</p>	

Network Team Self-Assessment of Progress on 2013-14 New York State Metrics and Expectations (1)

This worksheet is designed to be completed by the Network Team as a self-assessment of the current progress in implementing the 2013-14 New York State Metrics and Expectations. The Network Team should select a rating for each expectation that reflects the Network Team’s level of implementation based on the following:

4: Fully implemented 3: Partially implemented 2: Planning for implementation 1: Not implemented

The Network Team should also draft action steps that they will take to meet the expectation.

	Network Teams...	Rating	Action Steps
<p>Curriculum All teachers fully implement high quality, deeply rigorous, and fully aligned Common Core curriculum as defined by the Tristate Rubric.</p>	<ul style="list-style-type: none"> Provide training on the State-provided curricular modules, the instructional shifts, and the content associated with the modules, taking advantage of high quality materials such as the PD kits and instructional practice videos on EngageNY.org. 	1 2 3 4	
<p>Instruction & Feedback All teachers' instruction is constantly improving in its alignment to the Common Core & an approved evaluation rubric due to actionable, evidence-based feedback.</p>	<ul style="list-style-type: none"> Make weekly time in classrooms a priority by spending about 15 hours a week in classrooms. Observe classrooms with teachers, principals, coaches, district leaders, and superintendents in order to calibrate observers and evaluators around effective instructional practice aligned with the evaluation rubric and the instructional shifts, taking advantage of the Evidence Collection Tool (or something like it) to collect evidence and share evidence-based feedback. Use a tool (such as the Observation Tracker) to systemize, track, and follow up on the feedback given to each educator/ school/ district leader. Implement professional development experiences using high quality materials (differentiated based on observed evidence) such as the PD kits and instructional practice videos on EngageNY.org. Provide training for teachers, principals, and district leaders on the Bilingual Common Core Progressions. 	<p>1 2 3 4</p> <p>1 2 3 4</p> <p>1 2 3 4</p> <p>1 2 3 4</p> <p>1 2 3 4</p>	

Network Team Self-Assessment of Progress on 2013-14 New York State Metrics and Expectations (2)

	Network Teams...	Rating	Action Steps
<p>Data Driven Instruction (DDI) <i>All teachers incorporate results from analysis of periodic common assessments and/or performance tasks to inform instruction and address student misconceptions & preconceptions.</i></p>	<ul style="list-style-type: none"> • Train principals, teachers, coaches, and district leaders on the effective use of periodic assessment and/or performance task data on student progress against the Common Core State Standards to cultivate constant improvements in instruction. • Train principals, teachers, coaches, and district leaders on the effective use of the DDI Implementation Rubric. • Observe analysis meetings and give feedback to team leaders, principals, coaches, and district leaders on the progress of DDI implementation, including the quality of analysis meetings and consequential changes in teacher practice based on action plans which result from analysis meetings that follow a protocol such as the Analysis Meeting Protocol • Support cross-school and cross-district sharing and learning on DDI practices and conclusions. 	<p>1 2 3 4</p> <p>1 2 3 4</p> <p>1 2 3 4</p> <p>1 2 3 4</p>	
<p>APPR Implementation <i>All APPR steps are implemented rigorously by certified evaluators and the information is used to support instructional improvement at all levels of the system consistent with the Common Core State Standards and New York State goal of student college and career readiness.</i></p>	<ul style="list-style-type: none"> • Provide calibration events and accurately score evaluators' evidence and scores in order to provide detailed and accurate information to district leaders on the rate of inter-rater reliability in the district. • Provide training and support on how to organize, review, and reflect on data from APPR ratings and from details of measures of student learning (State-provided growth scores and SLOs), observations, and other evidence to inform classroom, school-wide, and district-wide decisions around academic goals, instructional priorities and professional development plans. • Monitor the quality, rigor, and alignment of SLOs against the SLO Rigor Rubric. • Provide training on courageous conversations. Courageously name concerns with district implementation of APPR when appropriate. 	<p>1 2 3 4</p> <p>1 2 3 4</p> <p>1 2 3 4</p> <p>1 2 3 4</p>	
<p>Culture of Safety & Development <i>All educators report feeling part of a safe, risk-taking environment where it is safe to try new things and get smarter at implementing the Common Core.</i></p>	<ul style="list-style-type: none"> • Provide ongoing training on Carol Dweck's Mindsets and the Heath Brother's Switch and monitor language, culture, attitudes of district and schools. • Provide evidence-based feedback to leaders and decision makers in order to cultivate upgrades in creating a safe, risk-taking environment. 	<p>1 2 3 4</p> <p>1 2 3 4</p>	

District Superintendents Self-Assessment of Progress on 2013-14 New York State Metrics and Expectations (1)

This worksheet is designed to be completed by the District Superintendent as a self-assessment of his or her current progress in implementing the 2013-14 New York State Metrics and Expectations. The District Superintendent should select a rating for each expectation that reflects the District Superintendent’s level of implementation based on the following:

4: Fully implemented 3: Partially implemented 2: Planning for implementation 1: Not implemented

The District Superintendent should also draft action steps that they will take to meet the expectation.

	District Superintendents...	Rating	Action Steps
<p>Curriculum All teachers fully implement high quality, deeply rigorous, and fully aligned Common Core curriculum as defined by the Tristate Rubric.</p>	<ul style="list-style-type: none"> • Convene Local Superintendents, District Governance Teams, and confer with other DS to have targeted conversations around challenges and solutions of implementation of Common Core curriculum. 	1 2 3 4	
	<ul style="list-style-type: none"> • Know the curricular approach of each component district and structure appropriate supports utilizing current and cross-contract solutions as well as key tools such as the Tristate Rubric. 	1 2 3 4	
	<ul style="list-style-type: none"> • Hold Network Teams accountable for high quality training (as defined by Impactful PD Rubric) and monitoring/ support of component districts in implementing Common Core curriculum. 	1 2 3 4	
	<ul style="list-style-type: none"> • Set as BOCES goal and constantly message importance of Common Core curriculum which meets the standard of the Tristate Rubric. 	1 2 3 4	
<p>Instruction & Feedback All teachers' instruction is constantly improving in its alignment to the Common Core & an approved evaluation rubric due to actionable, evidence-based feedback.</p>	<ul style="list-style-type: none"> • Convene Local Superintendents to have targeted conversations around challenges and solutions of a district wide focus on instruction and teacher/leader effectiveness, including attention to the needs of ELLs as defined by the Bilingual Common Core Progressions. 	1 2 3 4	
	<ul style="list-style-type: none"> • Make weekly time in classrooms a priority by spending 3-5 hours a week in schools/ districts, constantly monitoring the quality and progress of instruction and its development against the instructional shifts and the evaluation rubric. 	1 2 3 4	
	<ul style="list-style-type: none"> • Hold Network Teams accountable for observing and giving feedback to teachers, principals, and district leaders about 15 hours a week. 	1 2 3 4	
	<ul style="list-style-type: none"> • Constantly message importance of, provide support to, and hold Local Superintendents accountable for improving the quality of instruction aligned with the Common Core State Standards as defined by the instructional shifts and the evaluation rubric. 	1 2 3 4	

District Superintendents Self-Assessment of Progress on 2013-14 New York State Metrics and Expectations (2)

	District Superintendents...	Rating	Action Steps
<p><u>Data Driven Instruction (DDI)</u> <i>All teachers incorporate results from analysis of periodic common assessments and/or performance tasks to inform instruction and address student misconceptions & preconceptions.</i></p>	<ul style="list-style-type: none"> • Convene Local Superintendents to have targeted conversations around challenges and solutions of implementation of DDI. • Lead the evaluation of current periodic common assessments and/or performance tasks to ensure alignment to the Common Core State Standards as defined by the NYSED Assessment Design Documents, so that instructionally-relevant information can be gleaned from each assessment, and that chosen assessments are complimentary to one another in providing actionable information. • Hold Network Teams accountable for providing training and support around the high quality implementation of a DDI model, as defined by the DDI Implementation Rubric, which measures student progress against the Common Core State Standards in every school across the region. • Constantly message importance of, provide support to, and hold Local Superintendents accountable for improving the quality implementation of DDI. 	<p>1 2 3 4</p> <p>1 2 3 4</p> <p>1 2 3 4</p> <p>1 2 3 4</p>	
<p><u>APPR Implementation</u> <i>All APPR steps are implemented rigorously by certified evaluators and the information is used to support instructional improvement at all levels of the system consistent with the Common Core State Standards and New York State goal of student college and career readiness.</i></p>	<ul style="list-style-type: none"> • Convene Local Superintendents to compare and ensure quality, rigor, and CCSS alignment of measures of student learning (State-provided growth scores and SLOs) and evidence-based feedback for teachers and principals; creating a culture of learning so that convenings are more than competitive reporting opportunities. • Have courageous conversations about district growth areas with EVERY superintendent based on their district's data and outcomes. • Support the technology and systems required in BOCES, districts, and schools in order to best organize, review, and reflect on data to inform classroom, school-wide, and district-wide decisions around student academic goals and instructional priorities, and professional development plans. • Ensure that each district has a system of certification and recertification that meets expected levels of rigor and achieves inter-rater reliability. • Identify districts where Network Teams can be directed to provide targeted support to strengthen aspects of a district's APPR implementation. 	<p>1 2 3 4</p> <p>1 2 3 4</p> <p>1 2 3 4</p> <p>1 2 3 4</p> <p>1 2 3 4</p>	
<p><u>Culture of Safety & Development</u> <i>All educators report feeling part of a safe, risk-taking environment where it is safe to try new things and get smarter at implementing the Common Core.</i></p>	<ul style="list-style-type: none"> • Constantly message and model culture of "it's OK to not know" and "you don't have to be bad to get better" and call out behavior and language which violate such a culture. • Transparently name and discuss challenges of changing culture to one based on learning and risk-taking. 	<p>1 2 3 4</p> <p>1 2 3 4</p>	