

## 2013-2014 New York State Metrics & Expectations

	Local Superintendents...	Principals...	Network Teams...	District Superintendents...
<p><b>Curriculum</b>  <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"> <li>• Adopt <a href="#">State-provided curricular modules</a> OR adapt them OR choose another option so that all curriculum used in districts meets the standard of the <a href="#">Tristate Rubric</a>.</li> <li>• Direct resources to supply <a href="#">texts</a> and materials necessary to implement aligned, rigorous, high quality curriculum.</li> <li>• Provide high quality professional development (as defined by Impactful PD Rubric), taking advantage of the <a href="#">PD kits</a> and <a href="#">instructional practice videos</a> on <a href="#">EngageNY.org</a> so that all teachers can implement aligned curriculum with quality and fidelity.</li> <li>• Hold Principals accountable for effective implementation of fully aligned <a href="#">Common Core curriculum</a>.</li> <li>• Set the effective implementation of the <a href="#">Common Core State Standards</a> as a key district goal.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand deeply what is demanded by the <a href="#">Tristate Rubric</a>.</li> <li>• Evaluate all instructional materials and ensure their alignment to the <a href="#">Tristate Rubric</a>.</li> <li>• When observing instruction, identify evidence of <a href="#">instructional shifts</a> in the “taught curriculum” (e.g., texts selected, instructional materials used, tasks assigned)</li> </ul>	<ul style="list-style-type: none"> <li>• Provide training on the <a href="#">State-provided curricular modules</a>, the <a href="#">instructional shifts</a>, and the content associated with the modules, taking advantage of high quality materials such as the <a href="#">PD kits</a> and <a href="#">instructional practice videos</a> on <a href="#">EngageNY.org</a>.</li> </ul>	<ul style="list-style-type: none"> <li>• Convene Local Superintendents, District Governance Teams, and confer with other DS to have targeted conversations around challenges and solutions of implementation of <a href="#">Common Core curriculum</a>.</li> <li>• 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 <a href="#">Tristate Rubric</a>.</li> <li>• Hold Network Teams accountable for high quality training (as defined by Impactful PD Rubric) and monitoring/ support of component districts in implementing <a href="#">Common Core curriculum</a>.</li> <li>• Set as BOCES goal and constantly message importance of <a href="#">Common Core curriculum</a> which meets the standard of the <a href="#">Tristate Rubric</a>.</li> </ul>

	Local Superintendents...	Principals...	Network Teams...	District Superintendents...
<p><b><u>Instruction &amp; Feedback</u></b>  <i>All teachers' instruction is constantly improving in its alignment to the Common Core &amp; an approved evaluation rubric due to actionable, evidence-based feedback.</i></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Use the <a href="#">Evidence Collection Tool</a> (or something like it) as a vehicle for clearly articulating and recognizing the <a href="#">instructional shifts</a> in practice the <a href="#">Common Core State Standards</a> require.</li> <li>• Engage in regular evidence collection across content areas and provide feedback to teachers on daily instructional practices to more closely align with the <a href="#">Common Core State Standards</a>.</li> <li>• 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 <a href="#">Bilingual Common Core Progressions</a>.</li> <li>• Use a tool (such as the <a href="#">Evidence Collection Tool</a>) to systemize, track, and follow up on the feedback given to each principal.</li> <li>• 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.</li> <li>• Collaboratively plan high quality learning experiences for principals and teaching faculty using resources such as the <a href="#">PD kits</a> and <a href="#">instructional practice videos</a> on <a href="#">EngageNY.org</a> or others that meet the standard of the Impactful PD Rubric.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Use the <a href="#">Evidence Collection Tool</a> (or something like it) as a vehicle for clearly articulating and recognizing the <a href="#">instructional shifts</a> in practice the <a href="#">Common Core State Standards</a> require or evidence of the <a href="#">instructional shifts</a> consistent with the elements of the district's APPR <a href="#">teacher practice rubric</a>.</li> <li>• 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 <a href="#">Bilingual Common Core Progressions</a>.</li> <li>• Use a tool (such as the <a href="#">Observation Tracker</a>) to systemize, track, and follow up on the feedback given to each teacher.</li> <li>• Create time for grade level teams/ content areas to ground their work in the anchor standards of the <a href="#">Common Core State Standards</a>.</li> <li>• Use time assigned for faculty meetings, superintendent conference days, etc. as learning time for teachers focused on the Common Core.</li> <li>• Effectively leverage staff in order to protect time for observation and feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Make weekly time in classrooms a priority by spending about 15 hours a week in classrooms.</li> <li>• Observe classrooms with teachers, principals, coaches, district leaders, and superintendents in order to calibrate observers and evaluators around effective instructional practice aligned with the <a href="#">evaluation rubric</a> and the <a href="#">instructional shifts</a>, taking advantage of the <a href="#">Evidence Collection Tool</a> (or something like it) to collect evidence and share evidence-based feedback.</li> <li>• Use a tool (such as the <a href="#">Observation Tracker</a>) to systemize, track, and follow up on the feedback given to each educator/ school/ district leader.</li> <li>• Implement professional development experiences using <a href="#">high quality materials</a> (differentiated based on observed evidence) such as the <a href="#">PD kits</a> and <a href="#">instructional practice videos</a> on <a href="#">EngageNY.org</a>.</li> <li>• Provide training for teachers, principals, and district leaders on the <a href="#">Bilingual Common Core Progressions</a>.</li> </ul>	<ul style="list-style-type: none"> <li>• 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 <a href="#">Bilingual Common Core Progressions</a>.</li> <li>• 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 <a href="#">instructional shifts</a> and the <a href="#">evaluation rubric</a>.</li> <li>• Hold Network Teams accountable for observing and giving feedback to teachers, principals, and district leaders about 15 hours a week.</li> <li>• Constantly message importance of, provide support to, and hold Local Superintendents accountable for improving the quality of instruction aligned with the <a href="#">Common Core State Standards</a> as defined by the <a href="#">instructional shifts</a> and the <a href="#">evaluation rubric</a>.</li> </ul>

	Local Superintendents...	Principals...	Network Teams...	District Superintendents...
<p><b>Data Driven Instruction (DDI)</b>  <i>All teachers incorporate results from analysis of periodic common assessments and/or performance tasks to inform instruction and address student misconceptions &amp; preconceptions.</i></p>	<ul style="list-style-type: none"> <li>• 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 <a href="#">Common Core State Standards</a> as defined by the <a href="#">NYSED Assessment Design Documents</a>.</li> <li>• Hold principals accountable for establishing and monitoring regular <a href="#">analysis meetings</a> (as defined by the <a href="#">DDI Implementation Rubric</a>) through which teachers make meaning out of student work/ data and plan next steps to solve for misconceptions and preconceptions.</li> <li>• Hold principals accountable for consequential changes in teacher practice based on <a href="#">action plans</a> which result from analysis meetings that follow a protocol such as the <a href="#">Analysis Meeting Protocol</a>.</li> <li>• Provide opportunities and accountability for principals sharing results of and reactions to <a href="#">analysis meetings</a>.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the <a href="#">DDI Implementation Rubric</a> to guide the management of school schedule, teacher professional development, and school culture to ensure: <ul style="list-style-type: none"> <li>• Periodic common assessments and/or performance tasks which measure grade level progress on the <a href="#">Common Core State Standards</a> as the <a href="#">NYSED Assessment Design Documents</a> are administered.</li> <li>• Cohorts of teachers conduct test/task-in-hand analysis meetings that follow a protocol such as the <a href="#">Analysis Meeting Protocol</a>.</li> <li>• All teachers are thoughtfully re-teaching/ adjusting teaching practice based on analysis of student progress against the <a href="#">Common Core State Standards</a>.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Train principals, teachers, coaches, and district leaders on the effective use of periodic assessment and/or performance task data on student progress against the <a href="#">Common Core State Standards</a> to cultivate constant improvements in instruction.</li> <li>• Train principals, teachers, coaches, and district leaders on the effective use of the <a href="#">DDI Implementation Rubric</a>.</li> <li>• Observe <a href="#">analysis meetings</a> and give feedback to team leaders, principals, coaches, and district leaders on the progress of DDI implementation, including the quality of <a href="#">analysis meetings</a> and consequential changes in teacher practice based on <a href="#">action plans</a> which result from analysis meetings that follow a protocol such as the <a href="#">Analysis Meeting Protocol</a>.</li> <li>• Support cross-school and cross-district sharing and learning on DDI practices and conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>• Convene Local Superintendents to have targeted conversations around challenges and solutions of implementation of DDI.</li> <li>• Lead the evaluation of current periodic common assessments and/or performance tasks to ensure alignment to the <a href="#">Common Core State Standards</a> as defined by the <a href="#">NYSED Assessment Design Documents</a>, so that instructionally-relevant information can be gleaned from each assessment, and that chosen assessments are complimentary to one another in providing actionable information.</li> <li>• Hold Network Teams accountable for providing training and support around the high quality implementation of a DDI model, as defined by the <a href="#">DDI Implementation Rubric</a>, which measures student progress against the <a href="#">Common Core State Standards</a> in every school across the region.</li> <li>• Constantly message importance of, provide support to, and hold Local Superintendents accountable for improving the quality implementation of DDI.</li> </ul>

	Local Superintendents...	Principals...	Network Teams...	District Superintendents...
<p><b>APPR Implementation</b>  <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"> <li>• Ensure that principal and teacher evaluators are using the levers provided by <a href="#">APPR</a> to continuously give evidence-based feedback to cultivate improvements in teacher and principal practice.</li> <li>• Ensure that principals and teacher evaluators are certified annually conduct accurate evaluations.</li> <li>• Closely monitor the quality, rigor, and alignment of <a href="#">SLOs</a> against the <a href="#">SLO Rigor Rubric</a>.</li> <li>• Use APPR data to inform district-wide student academic goals, instructional priorities and professional development plans.</li> <li>• Have courageous conversations with EVERY principal about growth areas in practice and thoughtfully develop targeted Principal Improvement Plans when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Have deep, measurable, reliable knowledge of content of a state-approved <a href="#">evaluation rubric</a>.</li> <li>• Measure quality, rigor, and alignment of SLOs against the <a href="#">SLO Rigor Rubric</a>.</li> <li>• Understand and be able to effectively use all measures of student learning (<a href="#">State-provided growth scores</a> and <a href="#">SLOs</a>), observations, and other evidence to constantly cultivate changes in teacher practice and school-wide instructional strategies.</li> <li>• Validate, celebrate, and recognize effective teaching practices.</li> <li>• Have courageous conversations with EVERY teacher about growth areas in practice and thoughtfully develop targeted Teacher Improvement Plans when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Provide training and support on how to organize, review, and reflect on data from APPR ratings and from details of measures of student learning (<a href="#">State-provided growth scores</a> and <a href="#">SLOs</a>), observations, and other evidence to inform classroom, school-wide, and district-wide decisions around academic goals, instructional priorities and professional development plans.</li> <li>• Monitor the quality, rigor, and alignment of SLOs against the <a href="#">SLO Rigor Rubric</a>.</li> <li>• Provide training on courageous conversations.</li> <li>• Courageously name concerns with district implementation of <a href="#">APPR</a> when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Convene Local Superintendents to compare and ensure quality, rigor, and CCSS alignment of measures of student learning (<a href="#">State-provided growth scores</a> and <a href="#">SLOs</a>) and evidence-based feedback for teachers and principals; creating a culture of learning so that convenings are more than competitive reporting opportunities.</li> <li>• Have courageous conversations about district growth areas with EVERY superintendent based on their district's data and outcomes.</li> <li>• 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.</li> <li>• Ensure that each district has a system of certification and recertification that meets expected levels of rigor and achieves inter-rater reliability.</li> <li>• Identify districts where Network Teams can be directed to provide targeted support to strengthen aspects of a district's <a href="#">APPR</a> implementation.</li> </ul>

	Local Superintendents...	Principals...	Network Teams...	District Superintendents...
<p><b><u>Culture of Safety &amp; Development</u></b>  <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"> <li>• Communicate expectations for all adults to develop and continuously improve through practice/feedback/ reflection.</li> <li>• 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.</li> <li>• Work with <a href="#">parents</a>, community, local Board of Education to ensure policy, political support, and budget alignment that supports implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate expectations for all adults to develop and continuously improve through practice/feedback/ reflection.</li> <li>• 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.</li> <li>• Constantly message and foster an environment in which professional growth is a process that involves risk taking, making mistakes, and perseverance.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide ongoing training on <a href="#">Carol Dweck's Mindsets</a> and the <a href="#">Heath Brother's Switch Part 1</a> and <a href="#">Heath Brother's Switch Part 2</a> and monitor language, culture, attitudes of district and schools.</li> <li>• Provide evidence-based feedback to leaders and decision makers in order to cultivate upgrades in creating a safe, risk-taking environment.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Transparently name and discuss challenges of changing culture to one based on learning and risk-taking.</li> </ul>

## How Will We Know - What Can Be Measured?

**Curriculum:** *All teachers fully implement high quality, deeply rigorous, and fully aligned Common Core curriculum as defined by the Tristate Rubric.*

### How will we know?

- Self-report up at each level: % of classrooms, schools, and districts using curriculum that meets the expectations outlined in the Tristate Rubric.
- District data from teacher observations and principal/school visits (see below) highlights lesson alignment to elements in the rubric.
- DTSDE visits and State Race to the Top monitoring visits identify curriculum choices and alignment.
- Race to the Top external researchers gather data on curriculum choices and alignment via surveys, phone interviews and case studies.
- Commissioner stock-takes with DS require evidence of curriculum choices and alignment for component Districts.

**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.*

### How will we know?

- Districts establish central tracking of teacher observations and principal/school visits – At minimum, districts should collect evaluator ratings on each element in the chosen evaluation rubric for all APPR-related classroom observations and school visits. Additional data such as ratings from “informal” classroom observations and school visits, as well as additional evidence and artifacts collected from such observations and visits may also offer valuable insights.
- Districts use such central tracking of teacher observations and principal/school visits to take action in real time on questions such as:
  - Are observations and school visits happening and on track to meeting APPR requirements?
  - By teacher, school or district, where are practices strong or weak?
  - Are teachers and principals improving over time?
  - What professional development activities or coaching are needed to support where practices are weak?
- Local Superintendents, Network teams and DS keep track of time spent in classrooms/schools vs. target and self-report up successes/barriers to achieving it.
- DTSDE visits, State Race to the Top monitoring visits, gather evidence on amount and quality of evidence gathered and feedback provided around Common Core practices at teacher, school, and district level.
- Race to the Top external researchers gather data on evidence gathered and feedback provided around Common Core practices via surveys, phone interviews and case studies.
- Commissioner stock takes with DS require evidence that DS has a system to monitor and evaluate progress in meeting this expectation.

**Data Driven Instruction:** *All teachers incorporate results from analysis of periodic common assessments and/or performance tasks to inform instruction and address student misconceptions & preconceptions.*

### How will we know?

- Each level self-reports up: % of schools administering periodic common assessments and/or performance tasks.
- District data from teacher observations and principal/school visits identifies teacher, school strengths of use of elements of the chosen evaluation rubric targeting the use of assessment in instruction.
- DTSDE visits, State Race to the Top monitoring visits seek evidence of periodic common assessments and/or performance tasks, data analysis meetings and consequential changes in teacher practice guided by analysis of student work.
- Commissioner stock takes with DS ask for evidence that DS has a system to monitor and evaluate progress in meeting this expectation.

**APPR Implementation:** *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.*

**How will we know?**

- Districts track inter-rater reliability certification of teacher and principal evaluators.
- Districts use central tracking of teacher observations and principal/school visits to take action in real time on questions such as
  - a. Which teacher and principal evaluators have most/least alignment between observation ratings and each of the measures of student learning?
  - b. Which teacher and principal evaluators have most/least alignment between state-provided growth measures and other subcomponents or composite scores?
  - c. Which teacher and principal evaluators are most/least likely to use all 4 rating categories in APPR sub-component and observation element-level ratings?
- NYSED analyzes State APPR data for questions above for 3 subcomponents and composite APPR ratings.
- DTSDE visits document principal and district practices in support of APPR and TLE improvement for teachers and principals.
- Race to the Top external researchers ask teachers and principals about their experiences receiving observation and feedback via surveys, phone interviews and case studies.
- Commissioner stock takes with DS ask for evidence that DS has a system to monitor and evaluate progress in meeting this expectation.

**Culture of Safety & Development:** *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.*

**How will we know?**

- Race to the Top external researchers ask each level of educator to report on perception of their environment via surveys, phone interviews and case studies.
- Commissioner stock takes with DS ask for evidence that DS has a system to monitor progress in meeting this expectation.

