



NEW YORK
COMPREHENSIVE
C E N T E R

Year 5 Work Plan

(July 2009-July 2010)

New York Comprehensive Center Initiatives

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New York State INITIATIVE 1: Improving Literacy

Goal of NYSED Initiative 1: To enhance the capacity of New York State to meet academic achievement goals by addressing the literacy needs of learners.

Objective 1.1: NYSED and appropriate members of NYSED networks will be knowledgeable about current scientifically based research in literacy.						
<i>(Performance Measure 1.1: By the end of July 2010, 80% of participants in NYCC sponsored professional development activities on scientifically based research will report gains in knowledge, relevance, and usefulness of information on a rating scale of 1-4.)</i>						
Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
1. Building upon and enhancing the knowledge of NYSED Senior Leadership and appropriate members of NYSED networks by presenting the key points of current scientifically based research (SBR) documents accessed from: The Center On Instruction, the What Works Clearinghouse, and the U.S. Department of Education	July 2009	July 2010	PowerPoint presentations of key points Document efiles on CDs Series of Webcasts and/or face to face meetings	Bourassa Imundi Smith	Materials for training, including PowerPoint presentations, CDs, meeting notes, and presentation scripts	NYSED and appropriate members of NYSED networks are informed about and become knowledgeable of current SBR on literacy
2. Continuation of assistance to NYSED Senior Leadership staff to identify additional knowledge gaps in SBR	October 2009	July 2010	Series of face to face meetings and/or needs assessment sensing	Bourassa Imundi Smith	Summary of strengths and gaps in NYSED Senior Leadership knowledge base about SBR	NYSED Senior Leadership are well-informed about gaps in NYSED knowledge base about SBR

New York State INITIATIVE 1: Improving Literacy

Objective 1.1 (continued): NYSED and appropriate members of NYSED networks will be knowledgeable about current scientifically based research in literacy. <i>(Performance Measure 1.1 (continued): By the end of July 2010, 80% of participants in NYCC sponsored professional development activities on scientifically based research will report gains in knowledge, relevance, and usefulness of information on a rating scale of 1-4.)</i>						
Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
3. Continuation of assistance to NYSED Senior Leadership in developing a dissemination and outreach plan for approved SBR documents	October 2009	July 2010	Participation in a series of face to face meetings with NYSED staff	Bourassa Imundi Smith	A set of approved action steps for dissemination	NYSED Senior Leadership prepared to disseminate the findings from SBR documents to appropriate members of NYSED networks
4. Continuation of assistance to NYSED Senior Leadership in disseminating the findings of the approved SBR documents, and their key points	September 2009	July 2010	PowerPoint presentations of key points Continued participation at Institutes sponsored by NYSED Series of Webcasts and/or face to face meetings	Bourassa Imundi Smith	Materials for training, including summary of key points and principles PowerPoint presentations, CDs, and appropriate approved handouts	The findings are disseminated and NYSED and appropriate members of NYSED networks are knowledgeable of current SBR documents

New York State INITIATIVE 1: Improving Literacy

Objective 1.2: NYSED Senior Leadership will complete and submit the final draft of recommended revisions of the P-12 ELA standards to the Board of Regents (BOR) for approval.						
<i>(Performance Measure 1.2: By the end of November 2009, the Board of Regents will approve the P-12 English language arts standards for dissemination and implementation in New York State.)</i>						
Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
1. Assisting NYSED Senior Leadership in the creation of a dissemination plan to obtain feedback from the key stakeholders regarding the final draft of the recommended revisions of the English language arts standards and grade by grade performance indicators	July 2009	July 2010	Participation in a series of working sessions with NYSED staff	Hirsch Bourassa Imundi Smith Sotero	Meeting notes Dissemination plan for feedback on the proposed revisions of the English language arts standards and grade by grade performance indicators	NYSED Senior Leadership is prepared to disseminate the final draft of the recommended revisions of the English language arts standards and grade by grade performance indicators for feedback
2. Assisting NYSED Senior Leadership to fine tune the final draft of the ELA standards and grade by grade performance indicators based on feedback received from key stakeholders	August 2009	December 2009	Participation in a series of working sessions with NYSED staff	Hirsch Bourassa Imundi Smith Sotero	Meeting notes Draft of the reviewed and recommended revisions of the ELA standards and grade by grade performance indicators	NYSED Senior Leadership is prepared to submit the recommendations for proposed changes to the ELA standards and grade by grade performance indicators to BOR for final approval
3. Continuation of assistance/facilitation of BOR Standards Review Steering Committee and ELA/ESL panel work group sessions of the New York State Learning Standards Review (NYSLSR)	July 2009	August 2009	Participation in and auditing of all Steering Committee meetings and ELA/ESL panel work group sessions	Hirsch Bourassa Imundi Sotero	Meeting notes	BOR approves the English language arts standards and grade by grade performance indicators

New York State INITIATIVE 1: Improving Literacy

Objective 1.3: The NYSED Senior Leadership will review and where necessary modify the accompanying ELA guidance /support materials. <i>(Performance Measure 1.3: By the end of November 2009, NYSED Senior Leadership will complete guidance material based on the BOR approved ELA standards.)</i>						
Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
1. Assisting NYSED Senior Leadership in the alignment of the final draft of the ELA standards/performance indicators to the 2005 standards/performance indicators to identify similarities or differences	July 2009	December 2009	Participation in a series of working sessions with NYSED staff	Bourassa Imundi Smith	Document drafts Meeting notes	NYSED Senior Leadership has a crosswalk document reflecting the additions and/or changes between the 2005 standards/performance indicators and the ELA standards/performance indicators of the final draft of recommended revisions
2. Assisting NYSED Senior Leadership in the revision of current guidance/support materials or creation of new documents to accompany the final draft of recommended revisions of the P-12 ELA standards including but not limited to: a. Early Literacy Guidance: Pre K - grade 3 b. English Language Arts Resource Guide c. Documents for special populations including English Language Learners, Native Language Arts and Students with Disabilities	January 2010	July 2010	Participation in a series of working sessions with NYSED staff	Bourassa Imundi Smith	Document drafts Meeting notes	NYSED Senior Leadership has reviewed and revised ELA guidance/support documents

New York State INITIATIVE 1: Improving Literacy

Objective 1.4: NYSED Senior Leadership and appropriate members of NYSED networks will be knowledgeable about the BOR approved ELA standards and related supporting guidance documents.						
<i>(Performance Measure 1.4: By the end of July 2010, 80% of NYSED and appropriate members of NYSED networks will report gains in knowledge of BOR approved ELA standards and readiness to use related supporting guidance documents on a scale of 1-4.)</i>						
Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
1. Assisting NYSED Senior Leadership to develop a dissemination plan for the implementation of the approved P-12 ELA standards and grade by grade performance indicators	January 2010	July 2010	Participation in a series of working sessions with NYSED staff	Bourassa Imundi Smith Sotero	Approved final dissemination plan for implementation of approved ELA standards	NYSED staff are prepared to implement BOR approved ELA standards and grade by grade performance indicators
2. Assisting NYSED Senior Leadership and appropriate members of NYSED networks in developing a series of coordinated events to build knowledge of the BOR approved ELA standards, grade by grade performance indicators and related supporting guidance documents	July 2010	September 2010	PowerPoint presentations of key points Conduct a series of webcasts and/or face to face meetings	Bourassa Imundi Smith	Materials for training including summary of key points and principles PowerPoint presentations; CDs; Archived webcasts; Appropriate handouts	NYSED Senior Leadership and appropriate members of NYSED networks are knowledgeable of the BOR approved ELA standards, grade by grade performance indicators and related supporting guidance documents
3. Assisting NYSED Senior Leadership and appropriate members of NYSED networks in developing a series of coordinated events to build knowledge of methods to integrate ELA literacy standards into content area standards	March 2010	July 2010	PowerPoint presentations of key points Conduct a series of webcasts and/or face to face meetings	Bourassa Imundi Smith	Materials for training including summary of key points and principles PowerPoint presentations; CDs; Archived webcasts; Appropriate handouts	NYSED and appropriate members of NYSED networks are informed of methods to integrate ELA literacy standards into content area standards

New York State INITIATIVE 1: Improving Literacy

Objective 1.5: NYSED Senior Leadership will submit ELA teacher knowledge standards and ELA system infrastructure standards to the BOR for approval and dissemination.						
<i>(Performance Measure 1.5: By the end of June 2010, ELA teacher knowledge standards and ELA system infrastructure standards are approved and disseminated.)</i>						
Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
1. Continuation of assistance/facilitation of BOR Standards Review Steering Committee and ELA/ESL panel work group sessions of the NYSLSR to develop ELA teacher knowledge standards and ELA system infrastructure standards	July 2010	September 2010	Participation in and auditing of all Steering Committee meetings and ELA/ESL panel work group sessions	Hirsch Bourassa Imundi Sotero	Meeting notes	NYSED staff are prepared to submit teacher knowledge standards and recommendations for system infrastructure standards to the BOR for approval
2. Assisting NYSED Senior Leadership to develop a plan to create ELA teacher knowledge standards and system infrastructure standards	July 2010	September 2010	Participation in a series of working sessions with NYSED staff	Hirsch Bourassa Imundi Smith Sotero	Meeting notes Draft of plan to develop ELA teacher knowledge standards and recommendations for system infrastructure standards	NYSED staff has a plan to develop ELA teacher knowledge standards and system infrastructure standards
3. Assisting NYSED Senior Leadership to develop ELA teacher knowledge standards and ELA system infrastructure standards	July 2010	September 2010	Participation in a series of working sessions with NYSED staff	Hirsch Bourassa Imundi Smith Sotero	Meeting notes Draft of ELA teacher knowledge standards and ELA system infrastructure standards	The ELA teacher knowledge standards and ELA system infrastructure standards are approved by the Board of Regents
4. Assisting NYSED Senior Leadership to develop a series of coordinated events to disseminate and inform stakeholders of the ELA teacher knowledge standards and ELA system infrastructure standards	September 2010	Ongoing	PowerPoint presentations of key points Conduct a series of webcasts and/or face to face meetings	Bourassa Imundi Smith	Materials for training including summary of key points and principles PowerPoint presentations; CDs; Archived webcasts; Appropriate handouts	The ELA teacher knowledge standards and ELA system infrastructure standards are disseminated

ADDENDUM to Literacy Work Plan, Year 5, Objective 1.5

Student learning standards are standards that detail what students will be expected to learn. They are also referred to as content standards. NYSED decided to incorporate teacher knowledge standards in addition to student learning standards. These (teacher knowledge) standards will parallel the student standards. They will specify the knowledge that teachers should have to enable students to reach each learning standard. Additionally, system infrastructure standards will be developed. These standards will specify those elements that are beyond the control of students and teachers, for example, access to technology, books and other materials. These standards would also specify professional development for teachers and administrators.

These three levels of standards are included in the Working Principles that guided the review and revision of the New York State English language arts standards.

New York State INITIATIVE 2: Comprehensive District and School Assessment Systems

Goal of NYSED Initiative 2: To support New York State and New York City education agencies in defining criteria and standards for high quality comprehensive assessment systems at the district and local levels.

<p>Objective 2.1: By the end of July 2010, NYCC will have provided research and guidance to NYSED regarding the state department of education's role in support of comprehensive district assessment</p> <p><i>(Performance Measure 2.1: By the end of July 2010, 75% of SED and other participants in NYCC work sessions and/or professional development activities will report a gain in knowledge about the characteristics of high quality progress monitoring and local accountability assessment systems and their usefulness on a rating of 1 to 4.)</i></p>						
Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
1. NYCC consults with NYSED to strengthen their understanding of district assessment systems and apply findings from research to implement policy and practices across NYSED in the area of formative assessment	July 2009	July 2010	<p>Expand number of key NYSED staff involved in the ongoing formative assessment work</p> <p>NYCC convenes and facilitates meetings of key NYSED staff to discuss the state's role in supporting formative assessment practices</p> <p>NYCC convenes informational sessions between NYSED staff and state education staff from other states currently working on formative assessment implementation to review best practices in state level leadership of formative assessment</p>	Gerzon Sassone Schenck Tanney	<p>Meetings with NYSED staff</p> <p>Concept paper and related formative assessment research shared and reviewed with new NYSED staff to build understanding of state role in formative assessment practices</p> <p>Video of phone meetings between NYSED staff and state department of education staff in other states working on formative assessment</p> <p>Ongoing documentation of NYCC led NYSED meetings on formative assessment recorded quarterly and posted on SharePoint</p> <p>NYSED Formative Assessment team members participate in review of NYSED and Syracuse project materials that were developed in years 2 through 4 of the NYCC Assessment project. Review will include analysis of materials to identify those materials that can provide guidance to NY districts interested in formative assessment</p>	<p>Identified NYSED staff continue to acquire the tools, staff resources and knowledge to support use of district formative assessment systems</p> <p>NYSED staff continue to enhance their understanding of various components of district formative assessment</p> <p>NYSED staff learn how other states have developed policies and practices relate to formative assessment, in particular how these integrate with other programs such as state systems of support, Response to Intervention, and teacher preparation</p> <p>NYSED uses existing project materials to develop written guidance to districts interested in implementing formative assessment practices</p>

New York State INITIATIVE 2: Comprehensive District and School Assessment Systems

Objective 2.1 (continued): By the end of July 2010, NYCC will have provided research and guidance to NYSED regarding the state department of education's role in support of comprehensive district assessment

(Performance Measure 2.1 (continued): By the end of July 2010, 75% of SED and other participants in NYCC work sessions and/or professional development activities will report a gain in knowledge about the characteristics of high quality progress monitoring and local accountability assessment systems and their usefulness on a rating of 1 to 4.)

Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
2. NYCC provides ongoing guidance to NYSED staff on evidence-based research regarding district formative assessment and helps to apply findings to internal NYSED initiatives	July 2009	July 2010	<p>NYCC leads and facilitates NYSED planning meetings focused on integrating formative assessment principles with internal initiatives such as Rtl, state systems of support, benchmark testing, etc.</p> <p>NYCC continues to disseminate approved information on best practices to NYSED meeting participants</p> <p>NYCC continues to provide information about district technical assistance project findings to NYSED staff</p>	Gerzon Sassone Schenck Tanney	<p>Lead internal NYSED work sessions on formative assessment</p> <p>Research shared and reviewed with key staff regarding potential state role in developing policy and supporting district formative assessment implementation</p> <p>NYSED clarifies internal work to be done in formative assessment and how it relates to all departments (VESID, ELL, Assessment, Curriculum, Office of School Improvement, etc.)</p> <p>All meeting agendas and notes posted on SharePoint</p>	<p>NYSED staff gain understanding of how district formative assessment implementation aligns with existing educational initiatives sponsored by NYSED.</p> <p>NYSED staff and training participants gain increased knowledge on evidence-based research of formative assessment</p>

New York State INITIATIVE 2: Comprehensive District and School Assessment Systems

<p>Objective 2.1 (continued): By the end of July 2010, NYCC will have provided research and guidance to NYSED regarding the state department of education’s role in support of comprehensive district assessment</p> <p><i>(Performance Measure 2.1 (continued): By the end of July 2010, 75% of SED and other participants in NYCC work sessions and/or professional development activities will report a gain in knowledge about the characteristics of high quality progress monitoring and local accountability assessment systems and their usefulness on a rating of 1 to 4.)</i></p>						
Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
<p>3. NYCC and NYSED convene planning meetings to clarify how the work in the project district can be applied to NYSED, and how they might strategically use the data from the project district to provide state-level guidance to districts in the area of formative assessment</p>	July 2009	July 2010	<p>Increased NYSED familiarity with project specific practices such as curriculum alignment, assessment use, professional development, and planning processes and supporting a district through large-scale change initiatives</p> <p>Continuation of support to NYSED staff to gain knowledge and skills about how to help districts effectively adopt and implement formative assessment practices</p> <p>Work with the AACC and Syracuse City School District staff members to produce a “Learning Progression” that defines the key characteristics of teacher practice as they learn to implement formative assessment practices</p>	<p>Gerzon Janssen Sassone Schenck Tanney</p>	<p>Lead work sessions with all project partners (Syracuse City School District, AACC, NYSED) to review pilot project materials and select final set of materials for documentation and dissemination</p> <p>Meeting documentation posted on SharePoint</p>	<p>NYSED staff to work with key partners to clarify and refine materials and resources to be disseminated to districts in New York State interested in implementing formative assessment practices</p> <p>Syracuse mathematics coaching staff members continue to expand their knowledge and leadership in formative assessment to disseminate best practices in formative assessment to educators in New York state</p>

New York State INITIATIVE 2: Comprehensive District and School Assessment Systems

Objective 2.1 (continued): By the end of July 2010, NYCC will have provided research and guidance to NYSED regarding the state department of education's role in support of comprehensive district assessment						
<i>(Performance Measure 2.1 (continued): By the end of July 2010, 75% of SED and other participants in NYCC work sessions and/or professional development activities will report a gain in knowledge about the characteristics of high quality progress monitoring and local accountability assessment systems and their usefulness on a rating of 1 to 4.)</i>						
Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
4. NYCC consults with NYSED to disseminate pilot project findings to the educational community in New York state	October 2009	July 2010	<p>NYCC convenes key staff at NYSED to review and provide feedback on the documentation materials from the pilot formative assessment project</p> <p>NYCC convenes internal and external stakeholder meetings to plan for dissemination of formative assessment materials to New York State educators</p> <p>NYCC convenes formative assessment professional development to key stakeholder groups as defined by NYSED</p>	Gerzon Janssen Sassone Schenck Tanney	<p>Convene meetings with key project staff to review pilot documentation and dissemination plan</p> <p>Convene meetings with stakeholders to review and provide input to pilot documentation and dissemination plan</p> <p>Convene dissemination meetings to key stakeholder groups (SCDN, Board of Regents, District Superintendents, other) as requested by NYSED leadership</p> <p>Meeting reports and notes posted on SharePoint</p>	NYSED to finalize a plan for dissemination of pilot formative assessment project materials for use by educators in New York State who are ready to implement district formative assessment practices

New York State INITIATIVE 3: Teacher Quality

Goal of NYSED Initiative 3: Institutions of Higher Education (IHEs) and the New York State Education Department (NYSED) will utilize scientifically-based research (SBR) and best practices to inform teacher preparation programs and policies. IHEs, NYSED, schools and districts will communicate and collaborate more regularly and more effectively in order to promote teacher quality.

<p>Objective 3.1: IHE faculty and administrators and SED staff will increase their knowledge of SBR and best practices and integrate them into teacher preparation policy and practices.</p> <p><i>(Performance Measure 3.1.1: 80% of clients who participated in a seminar, collaborative, and/or other NYCC initiative will report gains in knowledge and understanding about SBR and best practices and integrate them into teacher preparation policy and practices.)</i></p>						
Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
<p>1. Work with NYSED staff to fulfill their responsibility for Action 7.3 of the P-16 chart of action, which states: <i>Strengthen the knowledge and skills of teachers and prospective teachers by assessing teacher education programs and professional development</i></p>	July 2009	July 2010	<p>Participate in meetings with NYSED clients</p> <p>Planning a third seminar for New York IHEs, NYSED and NYCDOE, focusing on identifying research-based strategies for preparing and retaining effective teachers for high needs schools.</p> <p>Participating in a review of NYSED documents related to teacher preparation for submission to the Board of Regents.</p> <p>Facilitation of more effective communication and collaboration among NYSED, IHEs, and NYCDOE</p>	Webb Breslow Goldfarb Shrem	<p>Circulation, on a regular basis, of scientifically-based research and best practices</p> <p>Production and dissemination of a seminar booklet containing publications related to teacher preparation and a document that reflects the seminar proceedings</p> <p>Compilation of notes, minutes and other summary documents, including a historical record of this effort</p>	<p>Assist NYSED in creating a P-16 network in the New York City area by facilitating an effective partnership among NYCDOE, NYSED, and IHEs.</p> <p>Facilitate NYSED, NYCDOE, and IHE collaborative efforts to enhance teacher preparation and teacher quality through discussion and interaction around pertinent issues</p> <p>Provide NYSED staff and selected IHEs with current information to inform their policymaking</p>

New York State INITIATIVE 3: Teacher Quality

<p>Objective 3.1 (continued): IHE faculty and administrators and NYSED staff will increase their knowledge of SBR and best practices and integrate them into teacher preparation policy and practices.</p> <p><i>(Performance Measure 3.1.1 (continued): 80% of clients who participated in a seminar, collaborative, and/or other NYCC initiative will report gains in knowledge and understanding about SBR and best practices and integrate them into teacher preparation policy and practices.)</i></p>						
Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
<p>2. Identification and dissemination of SBR and evidence-based practices to key stakeholders in teacher preparation</p> <p>2. a. 1. Consultation with the National Comprehensive Center for Teacher Quality (TQ Center), Regional Educational Laboratory Northeast and the Islands (REL NEI) and select national organizations to access resources on SBR and evidence-based practices related to teacher preparation programs</p>	July 2009	July 2010	<p>Participation in telephone and face-to-face meetings with Content Centers, RELs and other organizations</p> <p>Collaboration with TQ Center in planning seminar</p> <p>Collaboration with REL NEI to provide support in compiling SBR and evidence-based practices for seminars and regular meetings</p>	Webb Goldfarb Shrem	<p>Dissemination of SBR and evidence-based research documents to IHEs on a regular basis</p> <p>Dissemination of information to clients about best practices and innovative initiatives to improve teacher quality that are underway in other states</p>	<p>Provide NYSED staff and selected IHEs with current information to inform their policymaking</p> <p>Provide IHE faculty with access to scientifically-based research and best practices in teacher education to inform and improve their programs</p>

New York State INITIATIVE 3: Teacher Quality

<p>Objective 3.1 (continued): IHE faculty and administrators and NYSED staff will increase their knowledge of SBR and best practices and integrate them into teacher preparation policy and practices.</p> <p><i>(Performance Measure 3.1.2: By June 2009, 80% of the faculty and administrators who participated in the collaborative network will report gains in knowledge and understanding about SBR and best practices and will integrate them into teacher preparation programs.)</i></p>						
Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
3. Continuation of a collaborative network of twenty plus teacher preparation programs in the greater NYC area	July 2009	July 2010	<p>Convening of a Council of deans and program heads to determine the future direction of the collaborative network</p> <p>Conducting regular meetings of the collaborative network around the Executive Council's desired focus</p> <p>Determining a plan for sustaining the collaborative network</p>	Webb Goldfarb Shrem	<p>Dissemination of SBR, best practices and information about innovative initiatives to IHEs on a regular basis</p> <p>Creation of a document that outlines the structure and function of a sustained collaborative network</p>	<p>Improve the knowledge and utilization of SBR and best practices among teacher preparation program faculty and administrators</p> <p>Facilitate collaborative action between the IHEs, NYSED, and NYCDOE to improve teacher preparation programs and teacher quality.</p> <p>Improve the effectiveness and accountability of teacher preparation programs by fostering a culture of evidence</p> <p>Chart a course of collaborative action in one or more areas of concern</p>

New York State INITIATIVE 3: Teacher Quality

Objective 3.1 (continued): IHE faculty and administrators and NYSED staff will increase their knowledge of SBR and best practices and integrate them into teacher preparation policy and practices.						
<i>(Performance Measure 3.1.4: 80% of seminar participants will rate seminars as useful, relevant, and high quality and will report gains in knowledge and understanding of SBR and best practices related to improving teacher preparation)</i>						
Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
4. Conducting a seminar for NYSED staff, IHE deans and faculty, and NYCDOE to build upon the insights gained in the first two seminars and the continuing efforts of the IHE Work Groups, and to learn from experts and each other about: <ul style="list-style-type: none"> • Utilizing SBR and evidence based practices to inform teacher preparation programs • Compiling, analyzing and utilizing data in ways that inform and enhance teacher preparation programs • Exploring ways in which NYSED, NYCDOE and IHEs can maintain ongoing and supportive lines of communication in order to improve and enhance teacher preparation programs • Providing a meaningful and extensive clinical experience as an integral component of teacher preparation programs • Preparing and retaining effective teachers for high needs schools 	July 2009	July 2010	Seminar in March 2010	Webb Breslow Goldfarb Shrem	Production and dissemination of a seminar booklet containing publications related to teacher preparation A document that reflects seminar proceedings and recommendations for improving teacher preparation that is disseminated to participants and posted on our website	Improve teacher preparation programs in and around NYC based on research and insights from seminar Provide NYSED with research, strategies, and tools to help improve teacher quality in New York State Enhance the communication and collaboration among NYSED, IHEs, and NYCDOE, to enhance teacher preparation

New York State INITIATIVE 4: Family Engagement

Goal of NYSED Initiative 4: Expand the knowledge base and provide resources to parents about NCLB through professional development and training to Parent Engagement Staff and Parent Leaders.

<p>Objective 4.1: NYSED leaders, district/school technical assistance providers and parent engagement staff will report gains in knowledge relative to NCLB Titles concerning working with parents and its usefulness in providing TA.</p> <p><i>(Performance Measure 4.1: By the end of June 2010, 75% of SED leaders and SED network district and school technical assistance providers, and Parent Engagement staff/Leaders will report gains in knowledge, relevance in working with parents and TA usefulness on a scale of 1 to 4.)</i></p>						
Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
1. Collaborate with NYSED to share updated and current NCLB information with parents	July 2009	September July 2010	Continued collaboration with NYSED to identify, review and make available materials for professional development for Family Engagement staff and training of Parent Leaders and parents	Webb Witherspoon Zyko	Library of NCLB materials that support <i>Just The Facts</i> for NY Parents: A Guide to No Child Left Behind, to use in professional development for Family Engagement staff, parent leaders, and parents	Family Engagement staff, and parent leaders will have additional resources to support parent involvement and understanding of NCLB Family Engagement staff and parent leaders will have materials that support the involvement of parents in the education of their children
2. Consult with Center on Innovation and Improvement to identify resources for NYSED, for family engagement staff, school districts and parent leaders	July 2009	September July 2010	Identify CII parent engagement resources Review and make available research-based resources from CII	Webb Witherspoon Zyko	Family Engagement staff, at NYSED, district, and regional levels will have knowledge, and additional resources to engage parents in NCLB requirements Parent leaders and parents will have information and resources that deepen their understanding of NCLB	Support NYSED, NYCDOE and rest of state to carry out Professional Development activities for Family Engagement staff at District, Regional, and school levels Family Engagement staff and parent leaders will have information and resources to support parents in understanding their roles and fulfilling their responsibilities under NCLB. Family Engagement staff and parent leaders will have materials that support parent involvement in their children's education

New York State INITIATIVE 4: Family Engagement

Objective 4.1 (continued): NYSED leaders, district/school technical assistance providers and parent engagement staff will report gains in knowledge relative to NCLB Titles concerning working with parents and its usefulness in providing TA.

(Performance Measure 4.1 (continued): By the end of June 2010, 75% of SED leaders and SED network district and school technical assistance providers, and Parent Engagement staff/Leaders will report gains in knowledge, relevance in working with parents and TA usefulness on a scale of 1 to 4.)

Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
3. Collaborate with NYSED in New York City to combine family regional workshops for Parent Engagement staff, PTA, Parent Association Leaders, and federally funded PIRCs	December 2009	July 2010	Ongoing planning for and implementation of professional development and training activities	Webb Witherspoon Zyko	Training of selected facilitators for professional development/training activities throughout the state	Family Engagement staff and parent leaders will have skills and resources to assist parents in understanding their roles and responsibilities under NCLB Materials and resources will be disseminated through trainings
	July 2009	July 2010	Continued support for NYC Parent Coordinators and Family Engagement staff	Webb Witherspoon Zyko	Family Engagement staff/Parent Leaders professional development activities	Family Engagement staff/parent leaders will have knowledge about implementation of NCLB and Title I requirements
	July 2009	July 2010	Professional Development for NYSED Family Engagement staff	Webb Witherspoon Zyko	Family Engagement staff/Parent Leaders professional development activities	Family Engagement staff/parent leaders throughout New York state will have further knowledge about the implementation of NCLB and Title I requirements

New York State INITIATIVE 4: Family Engagement

Objective 4.1 (continued): NYSED leaders, district/school technical assistance providers and parent engagement staff will report gains in knowledge relative to NCLB Titles concerning working with parents and its usefulness in providing TA.

(Performance Measure 4.1 (continued): By the end of June 2010, 75% of SED leaders and SED network district and school technical assistance providers, and Parent Engagement staff/Leaders will report gain in knowledge, relevance in working with parents and TA usefulness on a scale of 1 to 4.)

Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
Assist NYSED in New York City in training parent leaders to implement NCLB provisions	July 2009	July 2010	Identify potential parents for NYSED NCLB cadre of parent leaders and for other NYSED parent and community initiatives	Webb Witherspoon Zyko	Train cadre of parent leaders to implement NCLB parent requirements and support NYSED initiatives	Cadre of parent engagement staff and parent leaders trained in NCLB and NYSED initiatives
4. Assist and advise NYSED in planning, executing and supporting efforts of PAC, NYCDOE Title I, PIRC and NYSPTA	September 2009	June 2010	Develop meeting schedules and agendas for various parent groups	Webb Witherspoon Zyko	Representatives of the groups served will have a library of information disseminated by NYSED	Groups will be better prepared and equipped to serve as resources and catalysts in efforts to inform and assist parent leaders
5. Engage in joint planning sessions with NYSED concerning Comprehensive Center support for PAC meetings and special events	September 2009	June 2010	Regularly scheduled monthly meetings and periodic informal communication	Webb Witherspoon Zyko	Maintenance of lines of communication related to parent issues	PAC agendas and minutes reflect NYCC input
6. Assist NYSED in developing a parent credentialing initiative	September 2009	June 2010	Provide NYSED with a compendium of effective parent credentialing initiatives across the country	Webb Witherspoon Zyko	NYSED will have background knowledge necessary to develop a program that requires the worth and potential of parent educators	Parent educators will be required to complete/enroll in NYSED parent credentialing as necessary and important to parent involvement initiatives

New York State INITIATIVE 5: Learning Technology

Goal of NYSED Initiative 5: To enhance the capacity of New York State to use technology tools and delivery systems to support teaching, learning, and professional development in order to meet NCLB requirements.

<p>Objective 5.1: By the end of July 2010, state-level leadership across NYSED/USNY offices will have received information to inform decisions, and support to develop and implement plans, that help build the state's capacity to provide support for learning technologies in NYS.</p> <p><i>(Performance Measure 5.1: By the end of July 2010, 100% of identified NYS Senior Leadership staff will have received documents detailing identified areas of focus, including Internet safety, distance learning, and technology standards integrated into content standards -- among others. Additionally, 75% of identified NYS Senior Leadership staff will report an increase in their knowledge about selected technology-related topics. They will rate the information they received a "three" or higher on a scale of 1-4 as being relevant, useful, and of high quality.)</i></p>						
Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
1. State Learning Technology Plan a) The Learning Technology team will assist NYSED in the development and implementation of a new statewide learning technology plan	July 2009	July 2010	a) Engage in designated activities that support the development and implementation of a new NYS Learning Technology Plan charged by the Commissioner and Board of Regents:	Jeffers Larson Mather Sotero Weber Hirsch Zyko	Meeting agendas, meeting notes	NYSED Senior Leadership will have collaborated with the NYCC to support the development and implementation of a NYS Learning Technology Plan
	July 2009	Nov 2009	i. Assist NYSED to convene two facilitated conversations with key NYS stakeholders from major NYS professional organizations around the Commissioner's mission, vision and goals for a new plan	Hirsch Barnes	i. Key Stakeholder meeting agenda, meeting notes, action items	i. Secure support from key stakeholders to engage in ongoing Expert Roundtable discussion about the development and content of NYS Learning Technology Plan
	Ongoing	July 2009	ii. Identify and engage key experts who are leaders in Educational Technology and have strong experience at the state, national, and/or international levels	Hirsch Barnes Spielvogel Sotero	ii. Participant list, discussion questions for Expert Roundtable	ii. Key experts participate in roundtable discussion on agreed upon date

Objective 5.1: By the end of July 2010, state-level leadership across NYSED/USNY offices will have received information to inform decisions, and support to develop and implement plans, that help build the state’s capacity to provide support for learning technologies in NYS.

(Performance Measure 5.1: By the end of July 2010, 100% of identified NYS Senior Leadership staff will have received documents detailing identified areas of focus, including Internet safety, distance learning, and technology standards integrated into content standards -- among others. Additionally, 75% of identified NYS Senior Leadership staff will report an increase in their knowledge about selected technology-related topics. They will rate the information they received a “three” or higher on a scale of 1-4 as being relevant, useful, and of high quality.)

Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
	July 2009	July 2009	iii. Collaborate with NYSED to plan, convene and facilitate an Expert Roundtable to build NYSED’s capacity to formulate a conceptual framework with essential elements for a statewide learning technology plan	Barnes Hirsch Mather Spielvogel Sotero Zyko	iii. Dissemination of informational packets, recorded meeting archive for NYSED staff, meeting synthesis for Board of Regents.	iii. Board of Regents and Key NYSED Senior Leadership gain perspective about essential considerations related to NYS Learning Technology Plan
	July 2009	August 2009	iv. Assist NYSED in the planning, convening and facilitation of a series of Department meetings for Senior Managers and staff from: --Office of Cultural Education --VESID --Office of Management Serv. --Office of Counsel --Office of State Review --Office of Innovation --P20 --Office of the Professions for internal intelligence gathering and enhancing the development of the Learning Technology plan	Hirsch Sotero Zyko	iv. Agendas, meeting notes	iv. NYSED Learning Technology Workgroup established to guide the development of the NYSED Learning Technology Plan

Objective 5.1: By the end of July 2010, state-level leadership across NYSED/USNY offices will have received information to inform decisions, and support to develop and implement plans, that help build the state’s capacity to provide support for learning technologies in NYS.

(Performance Measure 5.1: By the end of July 2010, 100% of identified NYS Senior Leadership staff will have received documents detailing identified areas of focus, including Internet safety, distance learning, and technology standards integrated into content standards -- among others. Additionally, 75% of identified NYS Senior Leadership staff will report an increase in their knowledge about selected technology-related topics. They will rate the information they received a “three” or higher on a scale of 1-4 as being relevant, useful, and of high quality.)

Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
	Ongoing	Dec 2009	v. Assist NYSED in the analysis synthesis and graphic representation of data compiled from four statewide technology surveys for a report to the Board of Regents	Sotero Zyko	v. Analysis of survey data and written synthesis for Board of Regents report	v. Regents have access to information to inform NYS technology policy-making decisions
	August 2009	June 2010	vi. Assist NYSED in the development and facilitation of an online environment for the Learning Technology workgroup to support both face-to-face and asynchronous workgroup activities	Sotero Zyko	vi. Development of an online work environment and webinar training for workgroup members; ongoing content management.	vi. NYSED workgroup members use the online environment to collaborate on the implementation of the Learning Technology Plan
	August 2009	Dec 2009	vii. Assist NYSED in the planning and facilitation of additional statewide public outreach forums, face-to-face and/or virtual	Mather Sotero Zyko Hirsch	vii. Invitations and announcements, agendas, participant lists, meeting notes	vii. NYSED networks and key stakeholders provide feedback on the proposed NYS Learning Technology plan

Objective 5.1: By the end of July 2010, state-level leadership across NYSED/USNY offices will have received information to inform decisions, and support to develop and implement plans, that help build the state’s capacity to provide support for learning technologies in NYS.

(Performance Measure 5.1: By the end of July 2010, 100% of identified NYS Senior Leadership staff will have received documents detailing identified areas of focus, including Internet safety, distance learning, and technology standards integrated into content standards -- among others. Additionally, 75% of identified NYS Senior Leadership staff will report an increase in their knowledge about selected technology-related topics. They will rate the information they received a “three” or higher on a scale of 1-4 as being relevant, useful, and of high quality.)

Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
	August 2009	Feb 2010	viii. Assist NYSED in the preparation of Action Items for the November and February Board of Regents meetings related to the NYS Learning Technology Plan and other actions related to teaching and learning	Hirsch Jeffers Larson Mather Sotero Zyko	viii. Documents to inform Board of Regents Action Items	viii. Board of Regents develop action items around the NYS Learning Technology Plan
	July 2009	July 2010	ix. Assist NYSED in identifying specific actions needed to implement the new Learning Technology Plan	Jeffers Larson Mather Sotero Weber Zyko	ix. Implementation plan	ix. NYSED networks and key stakeholders prioritize steps needed to effect an implementation plan

Objective 5.1: By the end of July 2010, state-level leadership across NYSED/USNY offices will have received information to inform decisions, and support to develop and implement plans, that help build the state’s capacity to provide support for learning technologies in NYS.

(Performance Measure 5.1: By the end of July 2010, 100% of identified NYS Senior Leadership staff will have received documents detailing identified areas of focus, including Internet safety, distance learning, and technology standards integrated into content standards -- among others. Additionally, 75% of identified NYS Senior Leadership staff will report an increase in their knowledge about selected technology-related topics. They will rate the information they received a “three” or higher on a scale of 1-4 as being relevant, useful, and of high quality.)

Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
2. Internet Safety: Collaboration with NYSED to enable full compliance with state legislation concerning safe and responsible Internet use, and assisting NYSED in the development and subsequent implementation of a plan that helps the state support LEA implementation of Internet safety policies and practices	July 2009	Dec 2009	i. Provide research on current best practices of Internet safety nationally and internationally	Jeffers Larson Mather Sotero Weber	i. Research notes, findings report	i. NYSED will provide online resources to support LEAs and NYSED networks across the state
	Jan 2010	July 2010	ii. Recommendations for enhancement of NYSED Internet safety practices resources for LEAs	Jeffers Larson Mather Weber	ii. Meeting notes, resources	ii. NYSED will enhance the internet safety practices of NYSED networks
	Jan 2010	July 2010	iii. Assisting NYSED in the enhancement of the current Internet safety website	Sotero Zyko	iii. Ongoing content management of the NYSED Internet Safety website	iii. Enhanced and regularly updated NYS internet safety website

Objective 5.1 (continued): By the end of July 2010, state-level leadership across NYSED/USNY offices will have received information to inform decisions, and support to develop and implement plans, that help build the state’s capacity to provide support for learning technologies in NYS.

(Performance Measure 5.1 (continued): By the end of July 2010, 100% of identified NYS Senior Leadership staff will have received documents detailing identified areas of focus, including Internet safety, distance learning, and technology standards integrated into content standards -- among others. Additionally, 75% of identified NYS Senior Leadership staff will report an increase in their knowledge about selected technology-related topics. They will rate the information they received a “three” or higher on a scale of 1-4 as being relevant, useful, and of high quality.)

Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
3. Research Support Provide ongoing research support on technology in teaching and learning to the Commissioner of Education, Chancellor, Board of Regents and NYSED Senior Leadership	July 2009	Feb 2009	Specific research on the following: i. Distance Learning <ul style="list-style-type: none"> Research review; development of common definition; formulation of rationale for distance learning in New York State 	Jeffers Larson Mather Weber	Review of research and multimedia resources on distance education; Providing NYSED with common definitions	NYSED develops a Board of Regents action item or plan on distance learning for New York State
	Nov 2009	July 2010	ii. Virtual Schools <ul style="list-style-type: none"> Established common definitions Policy considerations Online Professional Development 	Sotero Zyko	Research reports	Regents have access to information to inform technology policy making decisions
	Ongoing	Dec 2009	iii. Internet Safety <ul style="list-style-type: none"> State of the state research and recommendations Review of NYSED internet safety website and resources for further development 	Jeffers Larson Mather Sotero Weber	Research synthesis reports	NYSED has access to information to enable the enhancement of resources provided to LEAs
	Nov 2009	July 2010	iv. Credit Recovery (making up credit) <ul style="list-style-type: none"> State use of online for credit recovery Policy considerations 	Sotero Zyko	Research reports	Regents have information to inform technology policy making decisions

Objective 5.1 (continued): By the end of July 2010, state-level leadership across NYSED/USNY offices will have received information to inform decisions, and support to develop and implement plans, that help build the state’s capacity to provide support for learning technologies in NYS.

(Performance Measure 5.1 (continued): By the end of July 2010, 100% of identified NYS Senior Leadership staff will have received documents detailing identified areas of focus, including Internet safety, distance learning, and technology standards integrated into content standards -- among others. Additionally, 75% of identified NYS Senior Leadership staff will report an increase in their knowledge about selected technology-related topics. They will rate the information they received a “three” or higher on a scale of 1-4 as being relevant, useful, and of high quality.)

Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
	Nov 2009	July 2010	v. Open Source <ul style="list-style-type: none"> • Common definition • eTextbooks • Policy considerations 	Sotero Zyko	Research reports	Regents have information to inform technology policy making decisions
	Oct 2009	Dec 2009	vi. Technology to support and enhance the education of incarcerated youth <ul style="list-style-type: none"> • Online use for instruction of incarcerated youth (regulations, policies, etc.) 	Jeffers Larson Mather Weber	Research reports	NYSED has information to enhance and improve the instructional delivery system for incarcerated youth
	Dec 2009	July 2010	vii. Social Networking in teaching and learning <ul style="list-style-type: none"> • State by state policy, analysis, regulation and usage 	Sotero Zyko	Research reports	Regents have information to inform technology policy making decisions
	Dec 2009	July 2010	viii. Technology integration <ul style="list-style-type: none"> • Classrooms of the future • Appropriate use of technology in teaching and learning 	Sotero Zyko	Research reports	Regents have information to inform technology policy making decisions
	Dec 2009	July 2010	ix. Technology standards and performance indicators <ul style="list-style-type: none"> • Synthesis of technology standards and performance indicators from organizations such as ISTE 	Jeffers Larson Mather Weber	Research reports	Regents have information to inform technology policy making decisions

New York State INITIATIVE 6: Statewide System of Support

Goal of NYSED Initiative 6: To assist the NYSED to continue to build its capacity to implement a single, integrated, and comprehensive statewide system of support for all districts and schools to improve the learning of all New York students and to meet the performance requirements of NCLB and New York’s Accountability system.

<p>Objective 6.1: To assist the NYSED to continue to build its capacity to implement a single, integrated, and comprehensive statewide system of support for all districts and schools to improve the learning of all New York students and to meet the performance requirements of NCLB and New York’s Accountability system.</p> <p><i>(Performance measure 6.1: 80% of NYSED staff with whom we work directly on this objective will rate our technical assistance of high quality, useful and relevant to inform their work.)</i></p>						
Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
1. Access information and expertise to build the capacity of the proposed NYSED school improvement cabinet and NYSED leaders as NYSED develops policies to implement a single, integrated system of district and school support	July 2009	July 2010	<p>NYCC collaborates with NYSED to create a clear vision and draft theory of action</p> <p>NYCC individually, and in collaboration with the REL-NEI convenes and hosts forums for experts, practitioners, and leaders from other states on topics key to the statewide system of support</p>	Hergert Hirschler Phlegar Seager Tanney Williams Zeno	<p>NYCC documents, highlighting information from forums to enable NYSED staff to use the information gained from them</p> <p>NYCC writes position papers for Regents and cabinet to inform decisions</p>	<p>NYSED decides to align district reimbursement for BOCES and activities of Teacher Centers with overall statewide system of support</p> <p>NYSED has plan for single support network as part of aligned system of support</p> <p>NYSED defines the roles of all system elements and clearly communicates them to the field</p>
2. Assisting NYSED to identify the tools, approaches and processes that will be used across the support system	July 2009	Dec 2009	<p>NYCC presents tools from other states that might be adopted or adapted & short list created</p> <p>NYCC presents trade-off papers to NYSED for use in detailed decisions in implementing system</p>	Hergert Hirschler Phlegar Seager Tanney Williams Zeno	<p>Evidence of NYSED use of trade-off papers being used to make informed decisions about system implementation</p> <p>NYSED articulates vision and theory of action</p>	<p>NYSED adopts or adapts core tools and approaches for implementing statewide system of support. (E.g.: a single needs assessment instrument, and a single, aligned planning process.)</p> <p>NYSED decides how tools will be used</p>

New York State INITIATIVE 6: Statewide System of Support

<p>Objective 6.1 (continued): To assist the NYSED to continue to build its capacity to implement a single, integrated, and comprehensive statewide system of support for all districts and schools to improve the learning of all New York students and to meet the performance requirements of NCLB and New York’s Accountability system.</p> <p><i>(Performance measure 6.1 (continued): 80% of NYSED staff with whom we work directly on this objective will rate our technical assistance of high quality, useful and relevant to inform their work.)</i></p>						
Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
3. Assisting NYSED to identify the knowledge & skills required in its new role	July 2009	March 2010	NYCC provides opportunities for NYSED to experience processes & structures consistent with the culture needed to sustain & continuously improve the statewide system of support	Hergert Hirschler Phlegar Seager Tanney Williams Zeno	NYSED working group on topic established	NYSED agrees on the roles and skill sets needed to manage the statewide system of support
4. Assisting NYSED and specifically the office of school improvement to design a feedback system using multiple data sources that provides ongoing information to continuously improve the statewide system of support	July 2009	July 2010	Feedback system design team assembled NYSED reviews systems used in other states NYSED identifies data sources to use in its feedback system	Hergert Hirschler Phlegar Seager Tanney Williams Zeno	The plan for the NYSED feedback system aligns with statewide system vision and theory of action NYSED refines or initiates the data sources for use in the system Elements of feedback system are piloted	NYSED conceptualizes a feedback system to continuously improve statewide system of support

New York State INITIATIVE 6: Statewide System of Support

<p>Objective 6.1 (continued): To assist the NYSED to continue to build its capacity to implement a single, integrated, and comprehensive statewide system of support for all districts and schools to improve the learning of all New York students and to meet the performance requirements of NCLB and New York’s Accountability system.</p> <p><i>(Performance measure 6.1 (continued): 80% of NYSED staff with whom we work directly on this objective will rate our technical assistance of high quality, useful and relevant to inform their work.)</i></p>						
Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
5. Work with NYSED and other educational entities to pilot a process that strengthens district capacity to support the instructional core, which can be scaled up	July 2009	July 2010	<p>Design team assembled</p> <p>Advisory group created & meets</p> <p>Kick-off facilitator training conducted</p> <p>Training for pilot participants delivered</p>	<p>Hergert</p> <p>Hirschler</p> <p>Phlegar</p> <p>Seager</p> <p>Tanney</p> <p>Williams</p> <p>Zeno</p>	<p>Participants within individual networks visit schools</p> <p>Dialogue and sharing of lessons-learned occurs among individual networks & with NYSED</p> <p>NYCC documents practice and co-interprets with NYSED</p>	<p>There is a pilot system in place for training, launching, communicating among, and tuning individual networks</p> <p>There is a process for considering the use of the model for sites across the state</p>

New York State INITIATIVE 7: Mathematics

Goal of NYSED Initiative 7: To enhance the capacity of New York State Education Department (NYSED) to provide effective mathematics intervention for struggling students and provide effective mathematics professional development to increase student achievement.

<p>Objective 7.1: In order to support NYSED to meet requirements for more effective Academic Intervention Programs, in-service professional development will be modified to build their capacity to provide training and site-based support to AIS and classroom teachers in project schools.</p> <p><i>(Performance Measure 7.1: By the end of July, 2010- 100% of NYCC and UFTTC Math team members will participate, and 80 % will report a gain in knowledge based upon the NYCC/ UFTTC professional development)</i></p>						
Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
1. Continued dissemination of key mathematics content and pedagogy principles found in Singapore & International Math frameworks	September 2009	June 2010	Dissemination documents with key principles at periodic meetings	LoBello Kase NYSED School Improvement Team Associates	Identification of resources, materials, and key individuals in Singapore and other Math programs	Math list network
2. Assessment of continuing needs for professional development course for lead math trainers	July 2009	June 2010	Feedback review document from school teams and from UFTTC trainers	LoBello Kase	Math team participants have heightened awareness and understanding/ knowledge/ skills	Questions related to professional development needs
3. Analysis and review of professional development session content in 2008-09 and feedback from participants to assess effectiveness and to determine content for 2009-10 sessions	July 2009	June 2010	Protocol and tentative schedule for 2009-10 sessions	LoBello Kase UFTTC Math Coaches	School teams receive continued support in understanding math content and adapting Singapore and other Math Programs to support struggling students	Deeper understanding of mathematics and more skillful application of processes

New York State INITIATIVE 7: Mathematics

<p>Objective 7.2: To support NYSED to meet requirements for more effective intervention programs, the NYCC Mathematics Project will be implemented and for students identified as needing academic intervention services.</p> <p><i>(Performance Measure 7.2: By the end of July, 2010, 100% of participating schools will fully implement the academic intervention program as documented through classroom observations and at least 80% of lead AIS teachers will report gains in knowledge.)</i></p>						
Activity	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
1. Updating of training modules/ curriculum units for AIS teacher professional development	July 2009	June 2010	Review and completion of NYCC/UFTTC documents	Kase LoBello NYCC Math Consultants	Updated curriculum document for training and for use in direct instruction	Turnkey trainers to use updated modules/curriculum units for professional development
2. In-service professional development for AIS teachers, classroom and math support teachers from selected schools, district personnel, and NYSED staff	October 2009	June 2010	Schedule of professional development meetings for AIS and classroom teachers from selected schools	Kase LoBello UFTTC Trainers NYSED School Improvement Team Associates	Professional development syllabus	AIS and other teachers teach the math included in the Singapore curriculum
3. Capacity building at each participating school to continue to enhance the existing mathematics curriculum	October 2009	June 2010	Schedules for on-site classroom visits by UFTTC trainers/ coaches Study groups developed at each site	UFTTC Trainers Principals Coaches	Schedule of classroom visits Study group agenda and meeting notes	Teachers provided with support and feedback to implement Singapore curriculum Development of curriculum units aligned with the overall curriculum document and related activities by teachers

New York State INITIATIVE 7: Mathematics

Objective 7.3: To document and compile protocols with evidence of the effectiveness/ efficacy of the NYCC Mathematics Project for NYSED to use as a model for mathematics AIS in other districts throughout New York State.

(Performance Measure 7.3: By the end of July, 2010, 100% of AIS and classroom teachers in schools participating in the NYCC Mathematics Project will report increases in new knowledge transferred in content, process and pedagogical practices)

Activities	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
1. Continued documentation of in-service professional development for AIS teachers, classroom teachers, district personnel and NYSED staff	October 2009	June 2010	On-going registration for year-long professional development conferences by AIS and classroom teachers	UFTTC Trainers Principals Coaches NYSED School Improvement Team Associates	Refinement of professional development syllabus	AIS and other teachers demonstrate knowledge of the mathematics underlying the Mathematics Program curriculum
2. Administration of surveys to assess the successes and challenges of implementation of the project	March 2009	June 2010	Surveys administered and analyzed	UFTTC Math Team Mary Diaz Sandra Kase	Surveys developed, distributed and analyzed	Results of survey inform planning for the future
3. Focus groups to provide feedback on project and its impact on teaching and learning	March 2009	July 2010	Questions developed for focus group(s)	UFTTC Math Team Mary Diaz Sandra Kase	Focus group(s) meet to respond to key questions	Results of focus group(s) inform planning and implementation for the future
4. Documentation of teachers' monthly study group meetings to develop and review training modules/curriculum units	October 2009	June 2010	Modifications to the NYCC/UFTTC modules effected	UFTTC Trainers Coaches Math team NYSED School Improvement Team Associates	Curriculum units for AIS teachers Curriculum units for classroom teachers	Document with curriculum units that can be used by teachers to implement Mathematics curriculum
5. Documentation of classroom-based coaching for AIS and classroom teachers	October 2009	June 2010	Schedules for on-site classroom visits by UFTTC trainers/coaches Coaching protocols modified as a result of teacher feedback	UFTTC Trainers Principals Coaches NYSED School Improvement Team Associates	Schedule of classroom visits Protocol document for site-based coaching	Teachers provided with support to implement Mathematics Program curriculum

New York State INITIATIVE 7: Mathematics

<p>Objective 7.3 (continued): To document and compile protocols with evidence of the effectiveness/ efficacy of the NYCC Mathematics Project for NYSED to use as a model for mathematics AIS in other districts throughout New York State.</p> <p><i>(Performance Measure 7.3 (continued): By the end of July, 2010, 100% of AIS and classroom teachers in schools participating in the NYCC Mathematics Project will report increases in new knowledge transferred in content, process and pedagogical practices)</i></p>						
Activities	Start Date	End Date	Activity Milestones	Staff Members Responsible	Expected Outputs of Activity	Expected Outcomes of Activity
6. Videotape artifact documenting the implementation of math strategies in schools	September 2009	June 2010	Videotaping complete and edited for lessons conducted at selected sites	UFTTC Trainers LoBello UFTTC Publication Teams AIS Teachers	Videotapes available for use at professional development sessions and informational meetings	Various audiences view and discuss math strategies in action
7. Identification of "exemplar" sites for future intervisitations	November 2009	January 2010	Schools/classes currently utilizing Singapore Math host project teachers Schedules for intervisitations developed	LoBello UFTTC Trainers Principals Coaches NYSED School Improvement Team Associates	Participants network with colleagues to share skills and expertise in customizing math support/delivery services	Teachers have ability to deliver Mathematics content and strategies