

New York State Race to the Top INFORMATION SHARING – January 2016

A brief description of how investments add value to other States and/or the public domain.

As of January 2016, links were tested and accurate.

NETWORK TEAMS

<https://www.engageny.org/>

EngageNY is developed and maintained by the New York State Education Department to support the implementation of key aspects of the New York State Board of Regents Reform Agenda. This is the official web site for current materials and resources related to the Regents Reform Agenda. The agenda includes the implementation of the New York State P-12 Common Core Learning Standards, Teacher and Leader Effectiveness, and Data-Driven Instruction. EngageNY.org is dedicated to providing educators across New York State with real-time, professional learning tools and resources to support educators in reaching the State's vision for a college and career ready education for all students.

DISTRICT PERFORMANCE MANAGEMENT SYSTEM PROJECT

This project will enable New York to provide better technical assistance to its school districts, and the state has committed research staff to the project. The materials developed will be available in the public domain. In addition, some key metrics identified during this major statewide effort will be discussed publicly and shared with any interested parties. The vendor expects to incorporate the results and experience of this project into its own proprietary practice, a non-profit effort, which should result in improved resource allocation outcomes nationally.

NEW YORK STATE TEACHER CERTIFICATION EXAMS

New York has been at the forefront of teacher education reform and a leader in innovative test development for new exams in the Common Core era. By gleaning information from the [NYSED Office of Higher Education](#) and the [New York State Teacher Certification Exams](#) websites, other states can gather information to inform their own educational policy decisions regarding test content, licensure, and certification requirements. While NYSTCE exam content is proprietary and test secure, substantial information is available in the public domain such as the frameworks and study guides whose links have been provided in this document. Currently enrolled candidates in teacher preparation programs and potential candidates seeking New York certification who live in other states as well as educators who teach these classes have access to these tools. The collective pool of information outlined in this document influences teacher preparation programs across the country and serves as record for the public to clearly identify the knowledge, skills, and abilities for initial teacher and school building leader certification in New York State.

<http://www.highered.nysed.gov/certexam.html#ne>

The implementation of edTPA, while often critiqued, provides important insights for other states that will be using some type of performance assessment whether as a certification exam or as a program completion requirement. Throughout its implementation, New York has addressed many logistical and policy related questions that were not anticipated and has been working with Washington and California

to recommend national policies for SCALE and Pearson. New York State is, in every way, a true pioneer in edTPA implementation.

TEACHING IS THE CORE

Teaching is the Core grants supported district/consortium applicants in their efforts to (1) improve the quality of all educational assessments, while also (2) reducing the number of assessments that do not contribute to teaching and learning. In addition, successful applicants (districts/consortia) will identify and/or develop high-quality assessments already in use for instructional or other curricular purposes that can simultaneously be used for Annual Professional Performance Review (APPR) purposes. The New York State Education Department sponsored five webinars (Assessment Review Process; Performance Assessments; Test Construction; Action Plan and Professional Development; and Rubrics and Other Scoring Methods) for grantees. The webinar series is currently posted at <https://www.engageny.org/content/teaching-core-assessment-literacy-series> for the public to use. A secure network was set up and all TITC grantees have the ability to view and download resources from other grantees. Additional webinars and resources that are determined to be most helpful will be shared on EngageNY in the future.

ELA & LITERACY AND MATH P-12 CURRICULUM MODULES

<https://www.engageny.org/common-core-curriculum>

All curricular materials and associated resources are posted on EngageNY.org and readily available to the public. EngageNY.org is more than just a source of curriculum and materials; it is an evolving resource and hosts a variety of professional development resources and hundreds of videos of classroom teachers conducting exemplary lessons aligned to the new standards. Addressing the need to engage and include parents is the parent and family resources section, which houses recommendations for learning games and explanations of the new standards what they emphasize. Parents also can view the curriculum modules to keep up with what their children are learning and watch the videos to learn more about good instruction.

HIGH SCHOOL TRANSITION COURSES

<http://collaborativeprograms.cuny.edu/nys-transition-course-initiative/>

The website includes full transition courses in English Language Arts and mathematics developed through the New York State Transition Course Initiative. The transition courses were designed to help underprepared high school seniors build the skills and proficiencies identified for success in postsecondary programs. The courses are meant to help prepare students who are on track to graduate, but who have not met traditional academic benchmarks of readiness for college and careers, as measured by assessments such as high school exit exams or the SAT/ACT exams. Transition courses target key English and math literacy proficiencies that will help these students avoid placing into basic skills courses, and that will prepare them for success in entry-level, credit-bearing college courses.

BILINGUAL PROJECTS

New Language Arts Progressions (NLAP) and Home Language Arts Progressions (HLAP) have been posted for every NYS CCLS in every grade. The creation of the NLAP and HLAP has provided a framework for teachers to ensure that students in English as New Language (ENL) and Bilingual Education (BE) programs are meeting the CCLS. The Progressions include the five levels of language proficiency and

demonstrate a trajectory of language learning and teaching. The Progressions framework details that all learners, with appropriate supports, can engage meaningfully with grade level text to meet the expectations set forth by the Common Core Learning Standards. To ensure easy access and immediate support for educators in New York and other state, all resources are available for download on EngageNY. To access these materials visit <https://www.engageny.org/resource/new-york-state-bilingual-common-core-initiative> .

Additional resources have been created to assist all teachers on how to provide English Language Learners (ELL) with appropriate supports in order to engage meaningfully with grade level text and meet the expectations set forth by the Common Core Learning Standards. Scaffolding Instruction for ELL Resource Guides and supportive materials for ELA and Mathematics have been created. Educators from around the country can access this resource by simply visiting <https://www.engageny.org/resource/scaffolding-instruction-english-language-learners-resource-guides-english-language-arts-and> .

The mathematics curriculum modules (Pre-K – 12) are been translated into the top five languages spoken in New York State, including Spanish, Chinese (Simplified and Traditional), Arabic, Bengali, and Haitian Creole. Additional translations will be posted as they become available. This link shows all existing translated modules <https://www.engageny.org/resource/translated-modules> . Additional translations will be posted as they become finalized:

A curriculum was developed for those students identified with Interrupted/ Inconsistent Formal Education. This curriculum is designed to meet the needs of low-literacy newcomer students in secondary (middle and high) school. The curriculum offers a rigorous and accelerated framework for providing students with the necessary content, language and literacy skills necessary for academic success. The curriculum has been successfully piloted in various schools around the state and it will now be implemented in a new cohort of schools. With limited research on instructional interventions for this population, educators face a major challenge in developing appropriate programs to meet the diverse needs of these students. The curriculum assists educators to respond to a growing nation-wide call to better address the needs of an underserved population. The following is a link to the completed documents: <http://bridges.ws.gc.cuny.edu/> (Please note that some documents are password protected and accessible to those currently implementing the curriculum). Our goal is to increase accessibility to all teachers.

K-12 SOCIAL STUDIES RESOURCE TOOLKIT AND PROFESSIONAL DEVELOPMENT

Following an extensive stakeholder engagement process, New York adopted a new [Social Studies Framework](#) (integrating the State’s existing content standards, the Common Core standards for ELA and Literacy in Social Studies, and the C3 standards developed by the National Council for the Social Studies). The K-12 Social Studies Resource Toolkit with associated professional development can be found at <http://www.engageny.org/resource/new-york-state-k-12-social-studies-resource-toolkit> .

COMMON CORE LEARNING IMPLEMENTATION EVALUATION

All protocols created for this project, as well as the final report submitted to NYSED will be made available to USDE. The final report will likely be made public. The protocols and methodology may be adopted or adapted by other states or researchers interested in large-scale case studies of Common Core implementation. The findings of best practices in implementation in different contexts may be of

support to other districts and states as they transition to or continue to align curriculum and instruction to the Common Core State Standards.

SCAFFOLDING FOR STUDENTS WITH DISABILITIES IN NYS'S P-12 ELA AND MATH CURRICULUM

Draft supplemental guides have been developed for each module and will be posted on EngageNY.org in 3-12 ELA and K-12 Math.

COMMON CORE INSTITUTE WITH SPONSORED COMMON CORE INSTITUTE FELLOWSHIP

The Common Core Institute was a grant program for school districts across the state, to serve as a Common Core Institute and sponsor selected educators as Common Core Institute Fellows to support professional development and capacity-building, specifically through the enhancement of the optional and supplemental curricular modules currently posted on EngageNY.org. Exemplar materials are posted on EngageNY at <http://www.engageny.org/content/getting-core-common-core-institute-project> to be used as a roadmap/guidance for New York State educators and anyone interested in looking to enhance modules in the future.

ENGAGENY PORTAL

<http://data.nysed.gov/>

Through EngageNY, NYSED provides common core resources including curriculum and modules, in addition to other resources such as guidance, English Language Learners and students with disabilities scaffolds, and videos showing exemplar teaching. Educators from all over the country visit the site in increasing numbers to take advantage of its growing repository of resources.

FACULTY DEVELOPMENT

<http://www.cuny.edu/academics/conted.html>

<http://www.isnetworked.org/>

The work created under the Faculty Development grant is freely available to the public. These websites are a permanent resource for all student and faculty that will be used by each sector and can be shared widely as professional development resources for both P-12 and Higher Education. SUNY's website, which will house online resources created through the Faculty Development project, is currently under construction in this last phase of their scope of work. Additionally, SUNY created four Centers for Innovation in Education which will continue to act as regional hubs for professional development and will provide resources for educators P-20.

APPR IMPLEMENTATION & MONITOR IMPLEMENTATION & USING EVALUATION RESULTS

<https://www.engageny.org/resource/improving-practice>

The APPR Implementation and Monitor Implementation and Using Evaluation Results projects add value – and will continue to add value – to the public domain through EngageNY.org, NYSED's website for providing the public with resources related to Race to the Top and the Regents Reform Agenda. Resources (like webinars, training modules, and Guidance) have already been posted in the Teacher/Leader Effectiveness (TLE) section of EngageNY and are frequently updated.

Please visit New York's [comprehensive list of resources provided by the Office of Teacher/Principal Quality & Professional Development](#). The type of resource, link, and brief description aims to give a quick reference for internal and external stakeholders.

NYSED regularly updates its list of approved tools and includes the updated versions of the RFQ itself and variance application, which has allowed other states to benefit from the Department's rigorous review process and selection criteria (see <https://www.engageny.org/resource/state-approved-tools-and-surveys>).

In addition, all approved school district and BOCES APPR plans are posted on EngageNY in their entirety. As of the 2013-14 school year, all 689 school districts in New York State, including New York City, have an approved APPR plan that is available online ([New York State Approved APPR Plans](#)).

The [Public Data Access Site](#) publicly reports education data for educators across the state. Users of the website can access statewide data reports and view reports for an individual school, district, BOCES, or county. The website has 2012-13 and 2013-14 educator data (APPR ratings and State-provided growth ratings), student data (public school enrollment data), and school data (school report cards) as well as 2013-14 and 2014-15 public school grades 3-8 assessment data.¹

The Task Force, an advisory committee that was created pursuant to Chapter 103 of the Laws of 2010, was convened to provide recommendations to the Commissioner and the Board of Regents on the development of regulations to implement Education Law §3012-c. The Task Force—composed of representatives of teachers, principals, superintendents of schools, school boards, school districts and BOCES officials, and other interested parties—has been meeting regularly since September 2010. These stakeholders have made recommendations on every key aspect of New York State's performance evaluation system including, but not limited to, the options for types of assessments and measures that educators have for the student performance measures, the creation of an assessment RFQ that would allow the State to post a pre-approved menu of acceptable assessments, and the creation of a rubric RFQ that would allow the State to post a pre-approved menu of acceptable rubrics for use in teacher observations and principal school visits (see the April 4, 2011 [Report of the Regents Task Force on Teacher and Principal Effectiveness](#)).

STRENGTHENING TEACHER LEADER EFFECTIVENESS

<https://www.engageny.org/resource/improving-practice>

The Strengthening Teacher and Leader Effectiveness (STLE) grant program has met with success as evidenced by approximately 97 percent of STLE grantees reporting their intent to sustain the work they began under RTTT following the conclusion of the grant. Additionally, 87 percent reported intentions of sustaining their career ladder pathways. The information, tools, and resources codified and synthesized from the STLE grants will continue to add value to the public domain through the recently updated ["Improving Practice" landing page](#) on EngageNY.org. This page was launched as a means to spotlight STLE districts and support the field at large as they work to grow their teachers and leaders through the use of the [Teacher and Leader Effectiveness \(TLE\) Continuum](#). Since best practices from STLE have been incorporated into the [State's updated equity plan](#), the Improving Practice page will continue to support the field, STLE and non-STLE grantees alike, with implementing comprehensive talent management systems rooted in sound implementation of the teacher and principal evaluation system.

The page, hosts a range of information such as professional development supports and highlights of STLE grantee activities. In June 2015, the Department released the following interactive resources in

¹ Please note that educator evaluation data for NYC for the 2012-13 school year is not available since the district's APPR plan was not approved until the 2013-14 school year.

conjunction with the Board of Regent's approval of the [Framework for Career Ladder Pathways in New York State](#):

- [Career Ladder Pathways Toolkit](#) - This toolkit, featured on the [Teach to Lead site](#), includes a framework for career ladder pathways, profiles of adaptable career ladder pathway models, tools, tips, and recommended steps to help address the five common talent management challenges that contribute significantly to equitable access.
- [An Annotated Guide to Sample New York State Career Ladder Pathways with Rubric](#) - Accessible on the "Recommended Steps in Design and Implementation" page of the toolkit, this guide illustrates how a design team can use the recommended steps and resources within the toolkit to develop career ladder pathways that align with the Department's framework, and includes sample teacher and principal career ladder pathways and a rubric to assess implementation.
- [STLE Interactive Map](#) - The STLE Interactive Map highlights over 25 LEAs that have participated in the STLE grant program and enables visitors to learn about the various ways in which specific LEAs have leveraged comprehensive systems of educator effectiveness improvement rooted in sound implementation of teacher and principal evaluation. LEA pages include STLE program summaries, diverse ways in which LEAs addressed their specific talent management challenges, career ladder roles and responsibilities, and initial impact on students and talent management as well as cost savings.
- [STLE Grantee Profiles](#) - The STLE Grantee Profiles highlight STLE grantees and how they have established career ladder pathways to address their diverse student achievement and talent management needs. The profiles feature an overview of the grantee's model, promising practices, communication and engagement strategies, initial impact of initiatives, and a "day in the life" summary of teacher or principal leaders.

Users will also continue to have access to educator engagement activities and online Professional Learning Community opportunities from the grant period including [Resources from the Engage-Envision-Elevate Convening](#) and webinars such as [Using Evaluation for Improvement: Assessing and Building Capacity](#), [Student Perception Surveys: Actionable Student Feedback Promoting Excellence in Teaching and Learning](#), [Sustaining the Reach of Our Most Effective Educators](#), [Enhancing Family Engagement](#), and [Student Learning Objectives \(SLO\) Closeout and Reflection](#).

With the progression of the STLE grant, we have seen the power and potential that teacher and principal leadership and career ladder pathways can have on student achievement and teacher and principal effectiveness. Users can access the [Improving Practice District Spotlights](#) section which includes short video clips highlighting initiatives developed through grantees' programs. The [Ensuring Equitable Access to the Most Effective Educators](#) video series, released in spring 2015, features reflections from school leaders and educators in two STLE districts on the ways in which they are using comprehensive talent management systems and career ladder pathways to help ensure all students have equitable access to the most effective educators. The [What is a Teacher Leader?](#) video features perspectives from STLE grantees across New York on teacher leadership as part of an effort to celebrate, promote, and sustain career ladder pathways statewide.

Final STLE reports that concisely summarize each grantee's program, key accomplishments, and indicators of success and impact on the TLE Continuum and student outcomes are currently in development and will be made publically accessible. Once available, these reports can be viewed in conjunction with the [Public Data Access Site](#) to see each grantees student outcomes and teacher/principal evaluation ratings.

IMPLEMENTATION TRAINING AND ONLINE RESOURCES DEVELOPMENT

<https://www.engageny.org/video-library>

Videos from this project are available for anyone in the public to use, including other states. These videos are an easily-accessed engaging resource for viewers to study effective teaching and leadership practice and to listen to interviews about teacher and leader strategy that can help inform his/her decision making. They can be watched individually to learn new practices or packaged as part of a comprehensive professional development plan by a school or a district

TURNING AROUND LOW PERFORMING SCHOOLS

<http://www.p12.nysed.gov/turnaround/>

<http://www.p12.nysed.gov/turnaround/Resources.html>

As part of its effort to hold schools and districts accountable for the results to be achieved in Persistently Struggling and Struggling Schools, and to provide each with the necessary resources and support, the New York State Education Department established the Office of Innovation and School Reform (OISR).

In addition, in April 2015, Section 211-f of Education Law established a new intervention authority for districts and the NYS Education Department to turn around struggling schools through Receivership. Schools identified as either Persistently Struggling or Struggling, were given an initial period under a Superintendent Receiver to improve student performance.

The OISR team will listen to and work closely with Superintendent Receivers to gain insight into the support needed to reform Receivership schools. The team expects to connect districts and schools with solutions based on researched innovative practices and field-proven expertise. These solutions will be shared via on-site visits, webinars, resource links, dissemination of best practices, and topical forums. Ultimately, the team will hold districts and schools accountable to ensure that each is on track to raise its student achievement.

Details about Receivership are made available to the public through the New York State Education Department Office of Accountability website, found at:

<http://www.p12.nysed.gov/accountability/de/SchoolReceivership.html>. Methodologies used to identify both Priority and Focus Schools, and Focus Districts, a status which affects SIG eligibility are also made available to the public at through the same website, found at:

<http://www.p12.nysed.gov/accountability/ESEAMaterials.html#forms>. These materials can be used by other states as modes for identifying Priority and Focus Schools, or considering Receivership.

All performance management resources including templates, calendars, toolkits, and protocols previously used by the STO through the 2014-15 school year remain posted on the [Turnaround website](#). The STO Resources webpage offers materials applicable to the schools' intervention plans, the Regents Reform Agenda, and school turnaround principles.

As districts have SIF and Systemic Supports for District and School Turnaround Grant Best Practices, they have been posted at: <http://www.p12.nysed.gov/turnaround/SIF2Archive.html> and <http://www.p12.nysed.gov/turnaround/BestPractices.html>

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS

<http://www.p12.nysed.gov/accountability/diagnostic-tool-institute/home.html>

The State Education Department has developed extensive materials to explain and support the DTSDE school and district review process. The materials can be used by other states as a model for conducting

technical assistance visits to schools and districts, and as a way to train State Education Department staff to conduct these visits. NYSED partnered with a research organization to review the implementation of the DTSDE and collect feedback from the LEAs. Based on feedback and lessons learned from initial implementation, the State made refinements to the tools used for classroom visits and observations as well as to logistics, including adding an additional day following site visits for teams to discuss evidence and ultimately provide more accurate, immediate, actionable feedback.

[DTSDE Review Materials](#)

[DTSDE Rubric](#)

[Reports from State-led DTSDE Reviews](#)

The State also has provided additional opportunities to build the capacity of LEA and school leaders to implement the DTSDE process and to share successful strategies through DTSDE-specific Professional Learning Communities, Institutes, and a Certification program. See this link for [the resources from these specialized programs](#).

The [DTSDE Learning Lab](#) is a Learning Management System (LMS) designed to provide continued training and support to all stakeholders involved in the DTSDE School and/or District Review Process. The Learning Lab was developed in collaboration between the USNY Regents Research Fund School Innovation Team, Northeast Comprehensive Center at RMC Research, and the New York State Education Department.

The DTSDE Learning Series provides targeted participants with the opportunity to access a variety of stand-alone units within a series that focus on a variety of DTSDE processes and protocols to allow them to learn more about the specific topic of choice.

CHARTER SCHOOLS

<http://www.p12.nysed.gov/psc>

This website contains all documents related to Regents-authorized schools – from initial charter applications to performance monitoring. Charter School Office tools are readily available and often used in regional and national presentations as exemplars of high-quality authorizing. Similar documents for schools authorized by the SUNY Charter Schools Institute and the NYC Department of Education can be found on the following websites:

<http://www.newyorkcharters.org/>

<http://schools.nyc.gov/community/charters/default.htm>

EARLY LEARNING

<http://www.p12.nysed.gov/earlylearning/>

<http://www.nysecac.org/news-and-events/developmentally-appropriate-practice-guidance/>

NYSED early learning staff welcome the opportunity to be able to participate in national discussions and opportunities to share information around successes and challenges in implementing early childhood initiatives at the state level.

Five briefs that provide research-based practical guidance to support administrators and teachers in

making decisions that will lead to higher quality early childhood classrooms with positive outcomes for children on the subjects of Leadership, Curriculum, Environment, Interactions, and Assessment.

STEM Initiatives

Advanced Placement Professional Development for STEM Teachers

All the materials and resources generated by the College Board were proprietary and could not be shared with other states or provided to the public domain. NYSED intends to share the final evaluation reports, lessons learned, and strengths and weaknesses of the program.

Virtual Advanced Placement Program

As part of its STEM focus, New York implemented the Virtual Advanced Placement (VAP) program to expand the number of students taking Advanced Placement (AP) courses, especially among those living in poverty, as a strategy for exposing them to the academic rigor of these courses, providing an opportunity to accrue AP course credits and promote advance preparation to pursue college and careers.

The VAP grant allowed more than 180 school districts to try online learning and to have ongoing support from a BOCES to see what is involved with online learning. This experience gave them a glimpse that supporting these students is just as much responsibility as supporting students in face to face classrooms. The BOCES involved with the grant report continuing to work with districts on successful implementation models for online students in all of the online courses, not just AP.

NYSED received 40 course submissions from programs. All courses submitted received substantial review by qualified reviewers, supported through VAP grant funding. Mbz format, displayable in MOODLE is the finalized submission format, and NYSED has acquired access on a MOODLE server, and is working with the NCC to migrate finalized reviewed course materials to the MOODLE. These efforts will enable the VAP program to contribute developed course content to the public domain.

A final report of the evaluation and monitoring of the VAP program by Binghamton University including recommendations has been submitted to NYSED.

Questions or comments on these projects can be directed to the appropriate email address from the following categories:

EngageNY Portal: enyp@nysed.gov

Teacher and Principal Annual Professional Performance Review: educatoreval@nysed.gov

Teacher and Principal Practice Rubrics

- Questions about the NYSED approved rubrics list: rubricrfq@nysed.gov
- Questions regarding district variance process for rubrics: rubricvar@nysed.gov