



NORTHEAST COMPREHENSIVE CENTER

Northeast Comprehensive Center

Management Plan

October 1, 2012-September 30, 2013

Submitted to USED February 20, 2013

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Introduction

This Northeast Comprehensive Center (NCC) Management Plan sets forth the NCC program goals and performance objectives and the Year One Baseline Management Plan for regional and state services established to meet those goals. The plans describe the project goals, outcomes, services, staffing, and outputs for the period October 1, 2012 through September 30, 2013.

The plan is comprised of three sections, as follows:

- Section I presents the NCC program goals, performance objectives and performance measures. We have worked to align our year-to-year plans, our annual performance reports, and evaluation methods to enable us to track and report on our progress toward meeting our overarching program goals.
- Section II describes our Regional Initiative Service Plans for this fiscal period. For this first year, we are proposing to operate five regional initiatives. Through the regional Great Teachers and Leaders initiative, state leaders will come together to learn from national experts and one another on issues of common interest and concern. The regional Instruction That Works initiative builds from work carried out through the prior comprehensive center program that supported states' efforts to implement Response to Intervention to improve outcomes for all students. Similarly the regional Digital Learning initiative builds on work carried out by the prior comprehensive center program, addressing growing needs for state leaders to address policy and practice in the use of digital learning. While only one state in our region proposed Early Learning as a priority, we will engage leaders across the region on matters of research and policy related to the provision of high quality early education through our regional Early Learners initiative. We will launch a regional initiative to support states in college and career readiness goals.
- Section III describes our State Service Plans that have been crafted in consultation with leaders in each of the six New England states and New York to meet their priority needs related to the priorities for regional comprehensive centers.

SECTION I

**PROGRAM GOALS,
OBJECTIVES,
and
PERFORMANCE MEASURES**

Table A.2-1: Northeast Regional Comprehensive Center Program Goals, Objectives, and Measures		
Program Goals	Objectives	Measures
<p>Program Goal 1: Provide high-quality technical assistance to State Education Agencies (SEAs) that builds internal capacity to implement, support, and sustain priority initiatives.</p>	<ul style="list-style-type: none"> ■ Assess SEA capacity needs and assets related to priority reform implementation. ■ Assist SEAs in improving use of existing sources of capacity and developing additional sources of capacity. 	<ul style="list-style-type: none"> ■ 80% of SEA leaders will report gains in capacity based on NCC technical assistance ■ 80% of participants in NECC services will rate the quality, relevance, and usefulness of technical assistance as high or very high, at least 3 on a 4-point scale.
<p>Program Goal 2: Provide high-quality technical assistance to SEAs that builds their capacity to support district and school improvement efforts.</p>	<ul style="list-style-type: none"> ■ Assess SEA capacity needs and assets related to district and school support. ■ Assist SEAs in improving use of existing sources of capacity and developing additional sources of capacity to support district and school improvement. 	<ul style="list-style-type: none"> ■ 80% of SEA leaders will report gains in capacity to support district and school improvement. ■ 80% of SEA leaders will rate the quality, relevance, and useful of NCC services as high or very high, at least 3 on a 4- point scale.
<p>Program Goal 3: Promote the understanding and use of research-based and exemplary practices by educational decision makers working to improve student achievement.</p>	<ul style="list-style-type: none"> ■ Assess SEA awareness and use of evidence-based resources and practices in priority need areas. ■ Engage SEA representatives in using evidence-based resources in developing policy, guidance, and professional development and in providing assistance to districts and schools. 	<ul style="list-style-type: none"> ■ 80% of participants in NCC activities will report gains in knowledge and understanding of evidence-based and exemplary practices. ■ 80% of participants in NCC activities will rate the usefulness of research based resources provided by NCC activities as useful or very useful, at least 3 on a 4-point scale. ■ 80% of participants in NCC activities will rate the quality and relevance of learning opportunities as high or very high, at least 3 on a 4-point scale.

<p>Program Goal 4: Support cooperation and collaboration among SEA leaders, individuals, and organizations that enhances the capacity of SEAs to achieve their aims.</p>	<ul style="list-style-type: none"> ■ Engage stakeholders within and across states in face-to-face and virtual activities that address mutual needs and aims ■ Leverage opportunities for SEAs to engage with individual and organizational expertise, including but not limited to the Content Centers. 	<ul style="list-style-type: none"> ■ Engage SEA leaders in the Northeast in a minimum of four cross-state initiatives. ■ 80% of SEA leaders report value provided by NCC-brokered resources at least 3 on a 4-point scale
<p>Program Goal 5: Design and provide high-quality professional development opportunities that advance educational leaders' knowledge and practice.</p>	<ul style="list-style-type: none"> ■ Using a variety of face-to-face and virtual strategies, NCC will help educational leaders build knowledge, skills, and expertise in improving student achievement. 	<ul style="list-style-type: none"> ■ 80% of participants in NCC activities will rate the quality of professional development opportunities as high or very high, at least 3 on a 4-point scale. ■ 80% of participants in NCC professional development activities will report increases in knowledge and understanding.

SECTION II

REGIONAL INITIATIVE SERVICE PLANS

REGIONAL INITIATIVE SERVICE PLAN: Great Teachers and Leaders

Participating States: CT, ME, MA, NH, NY, RI, VT

PRIORITY PROJECT 1: Student Learning Objectives

Description: All states in the Northeast Region are underway with initiatives to enhance the effectiveness of teaching and leadership that include systems for educator evaluation. The states of Connecticut, Massachusetts, Rhode Island, and New York have created comprehensive systems and have established policies that reflect the expectations for implementation. New Hampshire is well on its way to having a comprehensive state model for educator evaluation and is working to ensure regulations across programs reflect the tenets of the model. Maine has established parameters for educator evaluation in recent statute and is in process with efforts to design a state model. Vermont has established Guidelines for Teacher and Leader Effectiveness adopted by the Board of Education and is now in the early stages of developing an optional state model. While each of the states is in various stages of implementation, they share key challenges regardless of state context, state model design, or stage of implementation. The NCC will support leaders and practitioners across the region to engage as co-learners, thought partners, and collaborators on some of the most challenging aspects of educator evaluation. In this first year, we will focus our regional work on a common priority topic: the creation and use of Student Learning Objectives (SLOs), in tested and non-tested grades and subjects.

We will also accomplish another complementary and related purpose - that is to leverage this work such that it enables educators to support teaching and learning of the Common Core State Standards (CCSS) through integrated educator effectiveness and evaluation systems. State Education leaders often comment about the need to create integration and coherence in their major initiatives. By emphasizing implementation of the CCSS, we will demonstrate how the creation and use of SLOs and the focused, preparation of evaluators and observers support teaching and learning through the lens of the CCSS.

Goal # 1: Build state capacity to assist districts and schools to use SLOs as part of a student measurement framework within educator evaluation systems.

Goal # 2: Build state capacity to assist districts and schools to use SLOs to enhance teaching and learning of the CCSS in literacy and math at the elementary and secondary levels.

Outcomes:

1. State leaders will use knowledge and resources gained on the use of SLOs in measuring student growth for the purposes of educator evaluation
2. State leaders will incorporate strategies learned for using SLOs to enhance teaching and learning of the CCSS.

Activities	Start Date	End Date	Activity Milestones	Staff Members	Expected Outputs of Activity
Establish an SEA core workgroup to advise and participate in an online SLO Community of Practice (CoP) for administrators and teachers. Invite SEA members from the REL-NEI Educator Effectiveness Research Alliance (NEERA) to participate.	Jan 2013	Mar 2013	<ul style="list-style-type: none"> ■ Invite and identify state-specific members for the workgroup. ■ Distribute survey and analyze data to determine regional needs regarding SLOs. 	Dunne Keirstead Reynolds	<ul style="list-style-type: none"> ■ Membership/contact list identified. ■ Regional priority needs regarding SLOs identified.
Build online CoP site to support the development and implementation of SLOs within states' educator evaluation systems. Site will include resources from NCC, the Great Teachers and Leaders Center (GTL Center), and REL-NEI.	Jan 2013	Mar 2013	<ul style="list-style-type: none"> ■ Create SLO CoP site. ■ Identify example SLO's and post to SLO CoP site. ■ Identify NCC SLO resources and work with GTL Center and REL-NEI to establish cross-TA resource bank on SLOs -- from research to practice. 	Dunne Keirstead Reynolds	<ul style="list-style-type: none"> ■ SLO CoP site live. ■ Sample SLOs uploaded to SLO CoP site. ■ Tools, resources and related research uploaded to SLO CoP site.
Participate in REL-NEI Northeast Educator Effectiveness Research Alliance (NEERA) sponsored webinars on SLOs, to better understand needs/interests of SEA and district leaders in the Northeast.	Mar 2013	Dec 2013	<ul style="list-style-type: none"> ■ Work with REL-NEI staff to determine SLO priorities of NCC region. 	Dunne Keirstead Reynolds	<ul style="list-style-type: none"> ■ Research, tools and resources identified, shared with SEA and district staff in the NCC region and uploaded to CoP site.
Design and conduct a webinar for administrators and teachers on how the SLOs can support implementation of the CCSS and to introduce them to the online CoP. Post webinar to CoP site and support dialogue and resource sharing.	Apr 2013	May 2013	<ul style="list-style-type: none"> ■ Identify webinar presenters including practitioners. ■ Webinar is designed and conducted. 	Dunne Keirstead Reynolds	<ul style="list-style-type: none"> ■ Workgroup members and others participate and evaluate webinar. ■ Webinar archived and posted to CoP site.

Facilitate discussion threads on topics of interest related to SLO's featuring practitioners who have successfully developed and implemented SLO's including how SLOs support student learning in CCSS ELA and Mathematics K-12.	Mar 2013	Dec 2013	<ul style="list-style-type: none"> ■ Survey workgroup members to identify practitioners who have successfully developed and implemented SLO's. ■ Identify individual and team SLO examples in CCSS ELA and Mathematics. 	Dunne Keirstead Reynolds	<ul style="list-style-type: none"> ■ Workgroup members and others participate in and evaluate discussion threads. ■ Webinar archived and posted to CoP site.
Collaborate with REL-NEI -- NEERA in designing and offering a regional in-person Bridge Event on using SLOs in educator evaluation.	Mar 2013	Dec 2013	<ul style="list-style-type: none"> ■ Identify purposes and outcomes and design agenda for Bridge Event. ■ Collaborate with REL-NEI to develop Bridge Event proposal to submit to IES. ■ Identify materials to be shared with Bridge Event participants. 	Dunne Keirstead Reynolds	<ul style="list-style-type: none"> ■ Presentations recorded and uploaded to CoP site. ■ Participants identify practical solutions to challenges in implementing SLOs through Bridge Event resources and support.

Link to NCC Program Goals:

- Program Goal 2: Provide high-quality technical assistance to SEAs that builds their capacity to support district and school improvement efforts.
- Program Goal 3: Promote the understanding and use of research-based and exemplary practices by educational decision makers working to improve student achievement.
- Program Goal 4: Support cooperation and collaboration among SEA leaders, individuals, and organizations that enhances the capacity of SEAs to achieve their aims.
- Program Goal 5: Design and provide high-quality professional development opportunities that advance educational leaders' knowledge and practice.

REGIONAL INITIATIVE SERVICE PLAN: Instruction That Works

Participating States: CT, ME, MA, NH, RI, VT, NY

PRIORITY PROJECT 1: Response to Intervention

Description: A regional network of leaders responsible for implementation of Response to Intervention was supported through a collaborative effort of the New England Comprehensive Center and the Northeast Regional Resource Center (NERRC) over several months’ time in 2012. Based on interest expressed by state department of education leaders, the NCC and NERRC will continue to collaborate to support this regional group of leaders through professional development activities and by hosting and supporting a web-based Community of Practice site. Each of the Northeast states is underway with efforts to support the use of Response to Intervention as a strategy to improve student outcomes and is at various stages of implementation and using a variety of strategies to support implementation. This initiative will provide the opportunity for state leaders to learn with and from each other and from professional development opportunities provided by NCC and NERRC. The NCC technical assistance provider will co-lead this initiative with a staff person from NERRC.

Goal # 1: To assist states in developing capacity to support effective core instruction and instructional intervention through regional professional learning opportunities.

Goal # 2: Create and support a web-based Community of Practice site through which leaders in the region and NCC will share resources relevant to state needs.

Outcomes:

1. State leaders will report using gains in knowledge based on participation in professional development sessions
2. State leaders will report having used resources gained through participation in the NCC online RTI Leaders Network web-based site.

Activities	Start Date	End Date	Activity Milestones	Staff Members	Expected Outputs of Activity
Conduct needs sensing through network of RTI leaders in the Northeast to identify priority professional development (PD) needs.	Oct 2012	Nov 2012	<ul style="list-style-type: none"> ■ Teleconference with state leaders conducted. 	Reade-Thompson	<ul style="list-style-type: none"> ■ Priorities for PD identified.
Collaborate with NERRC to provide a minimum of three PD sessions.	Jan 2013	Sep 2013	<ul style="list-style-type: none"> ■ Topics and content created in collaboration with NERRC. ■ Webinars conducted and posted to CoP site. 	Reade-Thompson	<ul style="list-style-type: none"> ■ Participants rate the quality, relevance, and usefulness of PD sessions as high or very high.

Create and support a web-based RTI Leaders Network site.	Jan 2013	Sep 2013	<ul style="list-style-type: none"> ■ Draft site presented to leaders for feedback. ■ Site launched. ■ Resources posted to site by state leaders and NCC – NERRC staff. ■ State leaders from a minimum of 4 states use the site on a regular basis. 	Reade-Thompson Rukobo	<ul style="list-style-type: none"> ■ Participants report relevance and usefulness of CoP site as high or very high.
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Link to NCC Program Goals:

- Program Goal 3: Promote the understanding and use of research-based and exemplary practices by educational decision makers working to improve student achievement.
- Program Goal 4: Support cooperation and collaboration among SEA leaders, individuals, and organizations that enhances the capacity of SEAs to achieve their aims.
- Program Goal 5: Design and provide high-quality professional development opportunities that advance educational leaders’ knowledge and practice.

REGIONAL INITIATIVE SERVICE PLAN: Early Learning

PRIORITY PROJECT #1: Early Learning Evidence Based Systems of Practice

Description: Early Learning spans from birth to third grade, a period in development that engages a widely varied, cross-stakeholder group in Early Learning practices. Evidence and research based knowledge on Early Learning has been developing clear recommendations for best practices. However, cross-stakeholder groups may face different regulatory, operational, and human variables in how their Early Learning work gets done. Moreover, Early Learning leadership, data and influence on practices may fall to separate organizations at different ages. Cross-stakeholder awareness, agreement, and investment in strengthening shared Early Learning outcomes require systems to develop and implement effective cross-stakeholder Early Learning evidence based systems of practice. The NCC will provide technical assistance to states in the region to inform Early Learning initiatives toward improving student outcomes. The NCC and the new Center on Enhancing Early Learning Outcomes (CEELO) established communication in January 2013 to develop an approach for content center TA to the Northeast Region. The governance structure for Early Learning varies from state to state in this region. NCC proposes to conduct a scan of Early Learning systems and needs in each of the seven states in order to ensure that services proposed address common needs and engage all of the respective stakeholder communities leading Early Education initiatives. Two states in our region, Massachusetts and Rhode Island, are underway with Early Learning Challenge initiatives and thereby will be important contributors to the field of early education in this region.

Goal #1: Assist states in building capacity engage cross stakeholder groups in shared collaboration around awareness, implementation and use of evidence based Early Learning recommendations to improve child outcomes.

Outcomes:

1. States will report usefulness of model for best practices in early learning for leaders and early learning community stakeholders.
2. State leaders working in Early Education will report gains in knowledge based on participation in regional professional learning opportunities.
3. State leaders will report professional learning to be useful and relevant to their needs.

Activities	Start Date	End Date	Activity Milestones	Staff Members	Expected Outputs of Activity
Identify high leverage learning opportunities for the Northeast Early Education community by 1) working with CEELO to identify high priority Early Learning issues 2) Conducting a scan of regional early learning needs.	Mar 2013	Apr 2013	<ul style="list-style-type: none"> ■ Identify and use materials from CEELO to inform and development Early Learning initiatives. 	Cavender-Wood	<ul style="list-style-type: none"> ■ Topics for regional engagement identified.

Consult with CELO on framing a clear model to engage leaders and early education community stakeholders in best practices in Early Learning.	Mar 2013	Apr 2013	Draft model for Leadership and <ul style="list-style-type: none"> stakeholder best practices for Early Learning. Ensure cross-stakeholder participation in selected mode(s) for collaboration (Community of Practice, webinars, calls, face to face meeting). 	Cavender-Wood	<ul style="list-style-type: none"> Stakeholder community list and framework for engagement. Plan for engaging, monitoring and developing shared Early Learning priorities. Increased dialogue and transformative relationships in Early Learning.
Offer professional learning opportunities on best practices in Early Learning for identified leaders and stakeholder groups.	May 2013	Sep 2013	<ul style="list-style-type: none"> Two priority topics identified for regional professional learning. Two regional sessions conducted. 	Cavender-Wood	<ul style="list-style-type: none"> Participants from at least 4 of 7 states participate in two regional professional learning sessions.

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REGIONAL INITIATIVE SERVICE PLAN: College and Career Readiness

PRIORITY PROJECT #1: Survey states to identify their needs, determine regional priorities, and provide support to College and Career Readiness initiatives in the states and region

Description: A majority of the states in the Northeast have initiatives in process aimed at ensuring that students will be successful in college and career. These efforts include implementation of rigorous core curriculums, CCSS, competency- and proficiency-based assessment, student-centered learning approaches, internships and extended learning opportunities, multiple pathways from high school through community college that prepare students for a career, incorporation of research on career and technical education, and dual enrollment. The NCC’s efforts in the first year will focus on gaining a deeper understanding of the CCR initiatives and needs of individual states, developing regional approaches to shared interests that will increase state capacity in CCR, and sharing research- and evidence-based policies and practices with SEA staff to build their capacity to strengthen their college and career efforts.

Goal # 1: Build regional and state capacity around College and Career Readiness (CCR) to support the strengthening of state policy and programs to ensure that all students are successful in college and career.

Goal # 2: Provide technical assistance that strengthens state capacity.

Goal # 3: Promote the understanding and use of research- and evidence-based practices in the design and implementation of models for school, district, and states around CCR, e.g., student-centered learning approaches, competency- and performance-based assessment, dual enrollment, internships and extended learning opportunities.

Outcomes:

1. Leaders of CCR initiatives in the Northeast will develop awareness of needs and initiatives underway across the region.
2. Participants in webinars will report gains in knowledge and will rate webinars as highly useful and relevant.

Activities	Start Date	End Date	Activity Milestones	Staff Members	Expected Outputs of Activity
Conduct interviews with SEA staff around CCR initiatives and issues to assess needs.	Mar 2013	May 2013	■ Report on state activities, interests, and needs.	Newton Ahigian	■ Identification of individual and common needs across the states.
Identify an advisory group (leads from each state, representatives from CCRS and the New England Secondary Schools Consortium) to help design targeted, regional assistance activities.	Jun 2013	Sep 2013	■ Identify advisory group members by June 2013. Convene advisory group by August and develop and initiate of plan by September 2013.	Newton Ahigian	■ Plan of regional activities for the next year (network, CoPs, webinars, or a combination).

<p>Conduct two webinars or communities of practice on topics of interest to SEAs, e.g., a bridge event with REL-NEI's Research Alliance on CCR, a collaborative event with CCRS; and/or develop section of NCC's website with CCR resources.</p>	<p>May 2013</p>	<p>Sep 2013</p>	<ul style="list-style-type: none"> ■ Probe regional CCR topics with states. ■ Identify experts and resources, e.g., use materials from CCRS, other RRCs, and other regional organizations to inform development of webinars, communities of practice, and/or NCC's website resources. 	<p>Newton Ahigian</p>	<ul style="list-style-type: none"> ■ Increased awareness and knowledge, development of relationships across states, and impact on CCR work in states.
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REGIONAL INITIATIVE SERVICE PLAN: Innovations in Learning

Participating States: MA, NH, NY, RI

PRIORITY PROJECT 1: Online and Blending Learning

Description: Research suggests that alternate learning methods employing innovations in learning such as online and blended learning and emerging educational technologies have positive effects on student achievement. These alternate learning methods enhance student organization, efficiency, knowledge base, and availability. Additionally, teachers can utilize these technologies. Through proper vetting processes and research-based content production, educational technologies can serve as an effective method to deliver information and instruction to professionals, teachers, and students. This priority will model the potential of resources such as applications, online teaching and learning tools, and interactive learning technologies. NCC will share information and best practices with SEAs relating to the opportunities and challenges educational technologies present, as well as the policies and programs necessary to assist SEAs in meeting the needs of all learners.

Goal #1: Build state-level capacity across the Northeast to assist districts and schools in implementing high-quality online and blended learning programs (OBL).

Outcomes:

1. Key Northeast Regional Leadership will increase their understanding of the state of OBL in the Northeast states.
2. Key Northeast Regional Leadership will report enhanced knowledge of how OBL can support advances in teaching and learning.
3. Northeast Regional Leadership leaders will utilize knowledge gains and resources to inform state level action for policy and planning initiatives around OBL.

Activities	Start Date	End Date	Activity Milestones	Staff Members	Expected Outputs of Activity
Coordinate the conduction of regional needs assessment with Northeast Regional Leadership to participate in Regional OBL Initiative.	Oct 2012	Feb 2013	<ul style="list-style-type: none"> ■ Secure representation from all Northeast Regional SEAs. ■ Meetings to conduct needs assessments. ■ Facilitate learning opportunities for the network related to policy and programmatic concerns. 	Rukobo Shrem <i>State Team Liaison</i>	<ul style="list-style-type: none"> ■ Initial needs assessment questionnaire developed. ■ Approved meeting agenda & meeting notes. ■ Findings documented based on needs assessment. ■ Synthesis of Northeast Regional Leadership’s express policy and programmatic concerns.
Coordinate and facilitate of Northeast Regional Leadership participation in quarterly online technical assistance regarding modules, Module A - Understanding	Mar 2013	Sep 2013	<ul style="list-style-type: none"> ■ Collaborate with participants to complete modules. ■ Facilitate interactions with supporting tools and resources. 	Rukobo Gaines <i>State Team Liaison</i>	<ul style="list-style-type: none"> ■ Approved agenda and meeting notes of Bi-weekly conference calls. ■ Identify appropriate vetted tools and resources. ■ Provide Northeast Regional

OBL and Module B – Online and Blended Course Evaluation.					Leadership with an annual synthesis of recommendations from module participation.
Coordinate the facilitation of Northeast Regional Leadership participation in monthly CoP discussion participation on topics: Understanding OBL, OBL Policy and Programs, & OBL Course Evaluation.	Apr 2013	Sep 2013	<ul style="list-style-type: none"> ■ Secure tools and resources. ■ Collaborate with State Team Liaison to ensure participants to post responses. ■ Facilitate interactions with supporting tools and resources. 	Rukobo Gaines <i>State Team Liaison</i>	<ul style="list-style-type: none"> ■ Approved agenda and meeting notes of Bi-weekly conference calls. ■ Identify appropriate vetted tools and resources. ■ Provide Northeast Regional Leadership with a quarterly synthesis of recommendations from discussion.
Coordinate and facilitate participation in Annual OBL Summit to: <ul style="list-style-type: none"> ■ Identify best practices in OBL course evaluation. ■ Develop a draft regional rubric for districts to implement standards for the development, implementation, and evaluation of OBL courses. ■ Develop strategies for state consensus-building and use of rubric. 	Aug 2013	Sep 2013	<ul style="list-style-type: none"> ■ Ongoing communication to plan Agenda and logistics. ■ Secure presenter(s). ■ Collaborate with participants at meeting. ■ Facilitate sessions. 	Rukobo Gaines Paul <i>State Team Liaison</i>	<ul style="list-style-type: none"> ■ Approved agenda and meeting notes. ■ Prepare materials for Summit including proceedings document, PowerPoint presentations. ■ Appropriate handouts. ■ Provide Northeast Regional Leadership with synthesis of recommendations.

Link to NCC Program Goals:

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SECTION III
STATE SERVICE PLANS

STATE SERVICE PLAN: CONNECTICUT

PRIORITY PROJECT 1: Educator Evaluation and Development

Description: Connecticut’s system for educator evaluation, System for Educator Evaluation and Development (SEED), is being piloted in ten districts/consortia in 2012/13. Feedback from the pilot will be used for refinements for the following 2013-14 year when all districts will implement the new educator evaluation system. In early 2013, districts can adopt the final state model in its entirety, or adapt it in accordance with the Guidelines as they develop evaluation systems to best suit their local contexts. The Connecticut State Department of Education (CSDE) is now facing the challenge of ensuring that all districts will receive adequate training for all educators and for those with evaluation responsibilities.

The NCC will provide technical assistance to CSDE to develop a plan for training educators and evaluators statewide. The plan will consider statewide resources such as the regional education centers and will look to a blended model of face-to-face and virtual learning. With the prominence of Student Learning Objectives (SLOs) in the SEED model, educators and evaluators need guidance and assistance in the creation and use of SLOs for evaluation purposes. NCC will provide expert consultation to the CSDE on the design and use of SLOs in educator evaluation and will provide comprehensive training to CSDE and Regional Educational Service Center (RESC) staff on effective development and use of SLOs.

Goal # 1: To assist CSDE Talent Office to prepare for statewide training that will support fall 2013 implementation of the SEED model in all districts.

Outcomes:

1. CSDE implements an effective statewide training program for educator evaluation during the 2012-13 school year.
2. Connecticut school districts implement educator evaluation systems in 2013-14 consistent with the guidance and training provided by the CSDE.

Activities	Start Date	End Date	Activity Milestones	Staff Members	Expected Outputs of Activity
Assist CSDE’s Talent Office in creating a strategic plan to train educators and evaluators for statewide implementation of SEED model in the fall of 2013.	Feb 2013	Mar 2013	<ul style="list-style-type: none"> ■ Training goals and objectives determined. ■ Strategy for training all educators. ■ Strategy for training evaluators. ■ Roles and responsibilities of CSDE, RESCs, others. ■ Benchmarks established. 	Frey Glick Kirkendol	<ul style="list-style-type: none"> ■ Completed plan with objectives, activities, timelines, roles and responsibilities, benchmarks for stages of implementation.
Convene and support workgroup of CSDE Talent Office and RESC staff to determine content, scope, format, and resources for training.	Apr 2013	Jun 2013	<ul style="list-style-type: none"> ■ Workgroup formed. ■ Outline for training curriculum with development roles and responsibilities. ■ Schedule of deliverables. ■ Draft deliverables reviewed by CSDE. 	Frey Glick Kirkendol	<ul style="list-style-type: none"> ■ Written curriculum.

Assist CSDE's Talent Office in developing evaluation and feedback process for training.	May 2013	Jun 2103	<ul style="list-style-type: none"> ■ Draft plan with processes and tools. ■ Approved evaluation plan by CSDE. 	Frey Glick Kirkendol	<ul style="list-style-type: none"> ■ Evaluation plan and tools to support timely feedback.
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Link to NCC Program Goals:

- Program Goal 2: Provide high-quality technical assistance to SEAs that builds their capacity to support district and school improvement efforts.
- Program Goal 4: Support cooperation and collaboration among SEA leaders, individuals, and organizations that enhances the capacity of SEAs to achieve their aims.
- Program Goal 5: Design and provide high-quality professional development opportunities that advance educational leaders' knowledge and practice.

Goal #2: Provide training and consultation to CSDE in how to develop and implement effective Student Learning Objectives (SLOs) in educator evaluation.

Outcomes:

1. Key CSDE and RESC leaders will have knowledge and skills needed to support districts in developing and using high quality SLOs in educator evaluation now and each school year thereafter.
2. Teachers and principals receive training on developing and implementing quality SLOs.

Activities	Start Date	End Date	Activity Milestones	Staff Members	Expected Outputs of Activity
Provide consultation to CSDE on their SLO component of the SEED model.	Feb 2013	Mar 2013	<ul style="list-style-type: none"> ■ Detailed review of SLO model with written feedback ■ Consult with CSDE on strengths and gaps in SLO model. 	Frey Glick Kirkendol	<ul style="list-style-type: none"> ■ Feedback incorporated into SLO model adaptations/ revisions.
Conduct 3-day training for key CSDE leaders and RESC staff on effective development and use of SLOs in educator evaluation using CTAC’s SLO framework and SLO rating rubric.	Mar 2013	Apr 2013	<ul style="list-style-type: none"> ■ Training plan approved by Talent Office. ■ CSDE and RESC staff identified. ■ Training scheduled. ■ Training completed and feedback collected. 	Frey Glick Kirkendol	<ul style="list-style-type: none"> ■ Training Plan. ■ Training Manual.
Annotate SLOs from pilot districts to strengthen comparability and rigor and use as a statewide training resource.	May 2013	Jul 2013	<ul style="list-style-type: none"> ■ District SLOs collected. ■ SLOs reviewed and revised. ■ Revised SLOs compiled into training resource for districts. 	Kirkendol Glick	<ul style="list-style-type: none"> ■ CSDE will have a variety of annotated SLOs identifying both strengths and weaknesses that can be used in training and made available to all districts.

Link to NCC Program Goals:

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- Program Goal 2: Provide high-quality technical assistance to SEAs that builds their capacity to support district and school improvement efforts.
- Program Goal 3: Promote the understanding and use of research-based and exemplary practices by educational decision makers working to improve student achievement.
- Program Goal 4: Support cooperation and collaboration among SEA leaders, individuals, and organizations that enhances the capacity of SEAs to achieve their aims.
- Program Goal 5: Design and provide high-quality professional development opportunities that advance educational leaders’ knowledge and practice.

STATE SERVICE PLAN: MAINE

PRIORITY PROJECT 1: State System of Support for Lowest Performing Schools

Description: In response to feedback from the US Department of Education focused on state response to chronically underperforming school and a desire by the Maine Department of Education (MEDOE) to establish a system to mobilize resources from across the SEA to assist underperforming schools, the MEDOE has expressed a desire to have assistance in identifying resources and develop a more coordinated SEA support structure to provide comprehensive and sustained support through greater SEA staff collaboration.

GOAL #1: To build the capacity of the MEDOE to design and implement an agency wide system of services to support underperforming schools.

Outcomes:

1. State personnel will work collaboratively across content departments to develop a more comprehensive system of support for its lowest performing schools.
2. State personnel will develop systems utilizing a variety of data sources to support strategic support.
3. State personnel will increase knowledge of content center resources and practices informing systems of support.

Activities	Start Date	End Date	Activity Milestones	Staff Members	Expected Outputs of Activity
Consult with the MEDOE Commissioner of Education regarding his strategy for an integrated system of support for underperforming schools.	Jan 2013	Feb 2013	■ Meeting with Commissioner and/or identified SEA staff clarifying goals and expectations for integrated SEA approach.	Hamilton Glick Perks	■ Clarity on expectations and desired outcomes from NCC assistance and facilitation relative to systems of support.
Convene SEA Leaders to develop Theory of Action (ToA) to inform system of roles and responsibilities for addressing the needs of low performing schools.	Jan 2013	May 2013	■ SEA facilitated meetings leading to Plan or Theory of Action.	Hamilton Glick Perks	■ Members will report that facilitation was useful (3 on a 4 point scale) in helping define ToA and complete identified work.
Identify national and state resources to be utilized and incorporated into a comprehensive state system of support.	Mar 2013	Jun 2013	■ National and state resources identified and shared for discussion and consideration.	Hamilton Glick Perks	■ Members will report resources identified and utilized were relevant and useful (3 on a 4 point scale) in helping to complete its work.

Explore participation in Center for School Turnaround (CST) “Turnaround Leadership” Demonstration Project.	Jan 2013	Mar 2013	<ul style="list-style-type: none"> Contact will be made with CST for consideration in Demonstration project. 	Hamilton	<ul style="list-style-type: none"> Decision on participation in Turnaround Leadership Demonstration Project.
Explore strategies and tools that can be used to develop Maine’s system of support.	Mar 2013	Sep 2013	<ul style="list-style-type: none"> Resources and information provided to inform discussion and design of new agency wide system of support for underperforming schools. 	Hamilton Glick Perks	<ul style="list-style-type: none"> Members will report that resources identified and utilized were relevant and useful (3 on a 4 point scale) in helping MEDOE staff to design new system of support.

Link to NCC Program Goals:

- Program Goal 1: Provide high-quality technical assistance to SEAs that builds internal capacity to implement, support, and sustain priority initiatives.
- Program Goal 2: Provide high-quality technical assistance to SEAs that builds their capacity to support district and school improvement efforts.
- Program Goal 4: Support cooperation and collaboration among SEA leaders, individuals, and organizations that enhances the capacity of SEAs to achieve their aims.

PRIORITY PROJECT 2: Development of State Educator Effectiveness Standards and Educator Evaluation Model(s)

Description: Maine’s Commissioner of Education has requested that the NCC continue to assist as the state adopts new Educator Effectiveness standards. NCC will provide continued technical assistance to the MEDOE as it convenes education stakeholders and will work with the SCEE (State Committee on Educator Effectiveness) team and other MEDOE staff to assist in the articulation of an educator effectiveness system that is comprehensive in nature and inclusive of components including preparation, professional standards, professional development, teacher evaluation, and its implementation relative to new state laws.

GOAL #1: To support the continued work of the MEDOE to adopt and implement new Educator Effectiveness standards with systems and resources to support local evaluation practices consistent with new state law and rules.

Outcomes:

1. State personnel will increase knowledge of content center resources related to educator effectiveness.
2. State personnel will work collaboratively with other state stakeholders to develop and adopt educator effectiveness standards.
3. State personnel will based on new knowledge and understanding, develop evaluation models for consideration by local districts.

Activities	Start Date	End Date	Activity Milestones	Staff Members	Expected Outputs of Activity
Participate in Hewlett “ <i>Maine State Site Visit on Deeper Learning</i> ” potential funder tour of standards/competency based model schools.	Dec 2012	Dec 2012	<ul style="list-style-type: none"> ■ NCC participation in tour of schools exemplifying competency/standards based educational programs to gain greater insight of state vision, challenges and needs regarding LD 1422. 	Hamilton	<ul style="list-style-type: none"> ■ NCC staff will gain greater insight of state vision and implementation support needs related to State law LD 1422.
Provide technical assistance to support to SCEE Team, MEDOE and MECC on SLOs.	Jan 2013	Jan 2013	<ul style="list-style-type: none"> ■ Presentation on SLOs provided by NCC staff informing further information for development of guidance and models for use in local Educator Evaluation systems. 	Dunne Frey Keirstead Kirkendol	<ul style="list-style-type: none"> ■ Members will report that resources identified and utilized were relevant and useful (3 on a 4 point scale) in helping the SCEE team to complete its work.
Consultation to ME DOE and SCEE Team about use of SLOs related to educator effectiveness and competency diplomas.	Feb 2013	May 2013	<ul style="list-style-type: none"> ■ On-going technical assistance and facilitation support provided to state SCEE Team. 	Dunne Frey Keirstead	<ul style="list-style-type: none"> ■ Members will report that facilitation was useful (3 on a 4 point scale) in helping the SCEE team define goals and complete identified work.

Assist state SCEE team and other state stakeholders in designing systems of implementation support designed to monitor and evaluate implementation of new Educator Evaluation systems.	Feb 2013	Sep 2013	<ul style="list-style-type: none"> ■ State SCEE team will identify implementation supports for districts implementing new practices and systems relative to educator evaluation. 	Dunne Frey Hamilton Keirstead	<ul style="list-style-type: none"> ■ Members will report that facilitation was useful (3 on a 4 point scale) in helping team leaders in defining goals and completing identified work.
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Link to NCC Program Goals:

- Program Goal 1: Provide high-quality technical assistance to SEAs that builds internal capacity to implement, support, and sustain priority initiatives.
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- Program Goal 5: Design and provide high-quality professional development opportunities that advance educational leaders' knowledge and practice.

STATE SERVICE PLAN: MASSACHUSETTS

PRIORITY PROJECT 1: District Support for Strategic Use of Resources

Description: Recognizing that districts are faced with the daunting task of implementing important complex priority initiatives to meet the state’s goal of reducing the achievement gap in half by 2016/17 in times of waning fiscal resources, the Massachusetts Department of Elementary and Secondary Education (ESE) has identified, as one of its priorities, establishing a system to support districts in the strategic use of funds. The Department would like assistance from the NCC and the Building State Capacity and Productivity Center (BSCP Center) to explore options for the ESE to consider in creating systems by which districts will allocate and use resources for maximum impact.

Goal #1: Assist MA ESE to create a system whereby districts allocate resources based on goals and priorities and can tie use of resources to impact on district and school performance.

Outcomes:

1. MA ESE will have improved its material capacity to provide support to districts on the effective use of resources.
2. MA ESE will enhance its knowledge of how to support districts in the effective use of resources.
3. Districts will report that the proposed system is of high quality, relevance, and usefulness.

Activities	Start Date	End Date	Activity Milestones	Staff Members	Expected Outputs of Activity
Meet to report on progress and establish next steps.	Jun 2013	Jun 2013	<ul style="list-style-type: none"> ■ Elements of system for analyzing resource allocation identified. ■ Communications strategy determined. 	Keirstead Edmison Hamilton Marguerite Rosa <i>(BSCP Center)</i>	<ul style="list-style-type: none"> ■ Plan for stakeholder engagement.
Implement communications strategy to elicit feedback or proposed system from stakeholders.	Jul 2013	Aug 2013	<ul style="list-style-type: none"> ■ Meetings with district and school leaders completed. ■ Feedback summarized. 	Keirstead Edmison Hamilton	<ul style="list-style-type: none"> ■ District feedback incorporated into system for resource allocation.
Plan and facilitate meeting(s) with MA ESE leaders and BSCP Center to learn about relevant resources and develop an approach to addressing the issue of district and school resource allocation.	Feb 2013	Mar 2013	<ul style="list-style-type: none"> ■ Key questions identified for analyzing district / school resource allocation ■ Relevant data sources identified ■ BSCP Center provision of relevant resources. 	Keirstead Edmison Hamilton <i>Marguerite Rosa (BSCP)</i>	<ul style="list-style-type: none"> ■ Action plan with tasks, timelines, roles and responsibilities.

				<i>Center)</i>	
Consult to ESE on development of blueprint and system for resource allocation decision-making, including tools for analyzing impact.	Apr 2013	Jun 2013	<ul style="list-style-type: none"> ■ Tools/procedures for analyzing use of resources. ■ Tools/procedures for decision making. 	Keirstead Edmison Hamilton	<ul style="list-style-type: none"> ■ ESE builds data system to support resource allocation system. ■ ESE creates tools and guidance for district and school implementation.

Link to NCC Program Goals:

- Program Goal 1: Provide high-quality technical assistance to SEAs that builds internal capacity to implement, support, and sustain priority initiatives.
- Program Goal 2: Provide high-quality technical assistance to SEAs that builds their capacity to support district and school improvement efforts.
- Program Goal 3: Promote the understanding and use of research-based and exemplary practices by educational decision makers working to improve student achievement.

PRIORITY PROJECT 2: Aligning SEA Resources to Support Low Performing Districts

Description: The Massachusetts Department of Elementary and Secondary Education’s (MA ESE) framework for accountability classifies schools and districts into five levels of performance, with 1 being the highest performing to 5 being the lowest. Only in rare occasions are districts classified as Level 5 which requires joint MA ESE governance. Level 4 districts are considered to be chronically underperforming and are required to undergo MA ESE determined accelerated improvement planning. There are currently eight districts classified as Level 4 and these districts have approved Accelerated Improvement Plans under which they are operating. In order to provide the supports that this level of underperformance suggests, the ESE wants to mobilize its resources to provide support to Level 4 districts. At present, there is no clear theory of action or plan for how MA ESE resources are brought to bear to assist these districts. NCC will assist the ESE in developing and implementing a protocol for bringing MA ESE units together to serve Level 4 districts in a purposeful, coherent fashion.

Goal #1: Assist the MA ESE in building its capacity to support district and school turnaround.

Outcomes:

1. Create and implement a process in which cross-agency leaders develop and begin to implement a strategy for supporting turnaround in a Level 4 district.
2. MA ESE will have increased structural capacity to support Level 4 districts.
3. MA ESE will have increased material capacity to support Level 4 districts.

Activities	Start Date	End Date	Activity Milestones	Staff Members	Expected Outputs of Activity
Work with MA ESE to identify one Level 4 district with Accelerated Improvement Plan (AIP).	Feb 2013	Feb 2013	<ul style="list-style-type: none"> ■ Meeting to identify district. ■ Process for securing district approval and use of AIP. 	Taney	<ul style="list-style-type: none"> ■ District identified and AIP approved for project use.
Develop protocol to use for convening agency leaders to review AIP, determine district needs, and identify strategies and agency resources that can be used to support AIP implementation.	Mar 2013	Mar 2013	<ul style="list-style-type: none"> ■ Agency staff identified. ■ Meeting date and agenda determine. ■ Meeting purposes accomplished. 	Taney Glick Rutledge	<ul style="list-style-type: none"> ■ Map of MA ESE capacity linked to Level 4 focus district needs and priorities.
MA ESE leaders draft cross-unit service strategies and plans.	Mar 2103	Apr 2013	<ul style="list-style-type: none"> ■ Template for cross-unit service plans. ■ Responsibilities and timelines for service plans determined. ■ Draft plans submitted as planned. 	Taney Glick Rutledge	<ul style="list-style-type: none"> ■ Draft plans reviewed for cross-unit support system for Level 4 focus district.

Convene leaders to review and finalize system of support for Level 4 districts supported across relevant units.	Apr 2013	May 2013	<ul style="list-style-type: none"> ■ Meeting date and agenda confirmed. ■ Meeting purposes met. 	Tanne Glick Rutledge	<ul style="list-style-type: none"> ■ Agreed upon system of support with description of services, roles and responsibilities, district engagement plan.
Submit plan to Commissioner and Deputy Commissioner for review and feedback.	May 2013	Jun 2013	<ul style="list-style-type: none"> ■ Written description of plan. ■ Submission of plan to Commissioner and Deputy Commissioner. ■ Feedback on plan reviewed by MA ESE leads and NCC. 	Tanne Glick Rutledge	<ul style="list-style-type: none"> ■ Commissioner and Deputy Commissioner will provide feedback on plan and endorse plan with recommended changes.

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PRIORITY PROJECT 3: Use of Early Warning Data in Multi-Tiered System of Support

Description: The Massachusetts Department of Elementary and Secondary Education (ESE) is creating the Early Warning Indicator System (EWIS), a data-driven system designed to identify students kindergarten through high school that are potentially "off-track" for grade-level or developmental age, including those students that are off-track for high school graduation (potential dropouts). An EWIS is intended to be a tool for educators to use in conjunction with other data and sources of information to better target student supports and interventions. Schools can use information from an early warning system to support students who are at risk of not meeting an expected academic goal with both school-wide strategies and targeted interventions. Districts and schools can also use early warning system data to examine school-level patterns over time in order to address systemic issues that may impede a student's ability to meet academic goals. Across the country, early indicators are becoming an increasingly important tool for educators to better design and target student interventions as part of Multi-Tiered Systems of Support (MTSS). The ESE wants to provide guidance and support to districts in the use of EWIS data within a Multi-Tiered System of Support, such as within the universal screening process. NCC will collaborate with the Northeast Regional Resource Center (NERRC) and the College and Career Readiness Center Comprehensive Center to develop implementation guidance and to develop best practices that can be used for professional learning purposes.

Goal #1: To assist the MA ESE to develop guidance and professional development resources to support the use of EWIS in Multi-Tiered Systems of Support.

Outcomes:

1. MA ESE will increase its material capacity to support the use of EWIS in MTSS in districts and schools.
2. MA ESE will increase its systems capacity to support the use of EWIS in MTSS in districts and school.

Activities	Start Date	End Date	Activity Milestones	Staff Members	Expected Outputs of Activity
Meet with MA ESE College and Career Ready (CCR) and Multi-Tiered System of Support (MTSS) to determine action plan to 1) amend MTSS Self-Assessment 2) develop district guidance 3) identify and support a district/school to create best practices resources.	Feb 2013	Mar 2013	<ul style="list-style-type: none"> ■ Decisions about amending MTSS Self-Assessment Tool to include use of EWIS system and data. 	Reade-Thompson Perks	<ul style="list-style-type: none"> ■ Agreed upon action plan with timelines, roles, and responsibilities.
Provide consultation to ESE on the revision to the MTSS Self-Assessment Tool to include use of EWIS.	Feb 2013	Mar 2013	<ul style="list-style-type: none"> ■ Decisions about revision to Self-Assessment Tool. 	Reade-Thompson Perks	<ul style="list-style-type: none"> ■ Revised MTSS Self-Assessment Tool.

Consult with MA ESE on the development of guidance for district and school use of EWIS data in MTSS systems.	Mar 2013	Apr 2013	<ul style="list-style-type: none"> ■ Content identified to inform written guidance. 	Reade-Thompson Perks	<ul style="list-style-type: none"> ■ MA ESE will have outline for guidance.
Review guidance and provide feedback to MA ESE.	Apr 2013	Apr 2103	<ul style="list-style-type: none"> ■ Draft received and reviewed. 	Reade-Thompson Perks	<ul style="list-style-type: none"> ■ Written feedback sent to MA ESE.
Meet with district/school leaders to plan for documentation of best practices in use of EWIS in MTSS.	Mar 2013	Apr 2013	<ul style="list-style-type: none"> ■ MA ESE identifies and confirms district/school for documentation project. ■ Meetings scheduled and conducted. 	Reade-Thompson Perks	<ul style="list-style-type: none"> ■ Agreed upon plan for documenting best practices with timelines, schedule, activities.
Implement process for documenting best practices in the use of EWIS.	Apr 2013	Jun 2013	<ul style="list-style-type: none"> ■ Meetings scheduled and conducted. 	Reade-Thompson Perks	<ul style="list-style-type: none"> ■ Compilation of documented best practice in the use of EWIS in MTSS at the school / district levels.
Create best practices professional development resource for MA ESE aligned to guidance.	Jul 2013	Aug 2103	<ul style="list-style-type: none"> ■ Outline created with MA ESE. 	Reade-Thompson Perks	<ul style="list-style-type: none"> ■ Draft product submitted to MA ESE.
NCC and NERRC develop understanding of EWIS and MTSS systems and develop recommendations to present to MA ESE.	Feb 2013	Feb 2013	<ul style="list-style-type: none"> ■ NCC and NERRC increase knowledge of the EWIS and MTSS systems. ■ Identify set of recommendations for project work plan approach and activities. 	Reade-Thompson Perks	<ul style="list-style-type: none"> ■ Draft plan of recommendations for MA ESE.
Facilitate meeting of MA ESE CCR and MTSS staff with the College and Career Ready Comprehensive Center.	Feb 2013	Mar 2013	<ul style="list-style-type: none"> ■ Expertise sought from CCR Center to inform project. ■ CCR Resources and Support determined. 	Reade-Thompson Perks	<ul style="list-style-type: none"> ■ Information about capacity of CCR Center to support project.

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STATE SERVICE PLAN: NEW HAMPSHIRE

PRIORITY PROJECT 1: Early Learning

Description: Evidence and research based knowledge on Early Learning has been developing clear recommendations for best practices. However, curriculum in New Hampshire (NH) is varied across the local level for Kindergarten, grade 1, grade 2 and grade 3. The New Hampshire Department of Education (NH DOE) has resources invested in Early Learning, and expects recommendations in a working document in June 2013. NH DOE is looking to develop a K-3 Taskforce to increase state capacity in developing Early Learning topics aligned with a strategic plan. The NCC will provide technical assistance to NH and the Region to inform, network, collaborate and develop K, 1, 2, 3 Early Learning topics.

Goal #1: Assist NH DOE to build capacity in Early Learning research to practice, and develop and implement an effective K-3 Taskforce to support an Early Learning Strategic Plan with awareness, implementation and use of evidence based Early Learning recommendations to improve child outcomes.

Outcomes:

1. The NH DOE will enlist district and school level educators to become a developed and informed K-3 Taskforce that will discuss, plan and support New Hampshire in an Early Learning strategic plan.
2. The NH DOE will have increased its material capacity to support districts and schools implementing Early Learning Strategies.
3. The NH DOE will have increased its systems capacity through dialogue and transformative relationships in Early Learning.

Activities	Start Date	End Date	Activity Milestones	Staff Members	Expected Outputs of Activity
Work with NH DOE to develop an informed K-3 taskforce that is prepared to discuss, plan and support NH DOE in an Early Learning strategic plan.	Feb 2013	Jun 2013	<ul style="list-style-type: none"> ■ Identify and invite members to form a K-3 Taskforce: <ul style="list-style-type: none"> ○ K: 4 members ○ 1: 4 members ○ 2: 4 members ○ 3: 4 members ○ SpEd/ELL: 2 members ○ Leadership: 3-4 members ○ Math: 2 members ○ Reading: 2 members ■ Compile research from Early Learning (CEELO) to address NH's identified needs: <ul style="list-style-type: none"> ○ Early Literacy ○ Math: practices, probes ○ Next Generation: Science ○ Art framework ○ Social Studies 	Cavender-Wood	<ul style="list-style-type: none"> ■ Identify a research base to support strategic planning and group process. ■ Framework for engaging, monitoring and developing Early Learning priorities and identified curricula.

			<ul style="list-style-type: none"> ○ framework ○ Instructional technology ○ Cross-curriculum best practices in K, 1, 2, 3 instruction, for example: teaching geometry through visual arts ■ Plan an agenda to inform, discuss and engage in planning evidence based Early Learning topics to support NH’s strategic plan. ■ Apply research to develop Early Learning K, 1, 2, 3 grade recommendations for the NH DOE’s strategic plan in the areas of: <ul style="list-style-type: none"> ○ Teacher training/ assessment, curriculum & student instruction/ assessment ○ Strengthened RTI model ○ Frameworks for school turnaround 		
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Description: NH expressed a high level of interest in research from Early Learning comparing student outcomes from ½ day and full day Kindergartens. Noting that compulsory education in NH begins at six years of age, children may attend ½ day or full day Kindergarten, there is wide variation in Kindergarten curriculum and no standard of assessment. NH is concerned by data that projects the state is less than two years away from 50/50 of first graders starting first grade from a ½ day or a full day preschool background. NCC will support NH’s Kindergarten strategic planning with research about student outcomes as affected by Kindergarten day, intentional instruction and cutoff/registration dates.

Goal #2: Assist NH in building capacity to apply research from Early Learning in strategic planning for Kindergarten offerings (length of day, intentional instruction, enrollment dates) as a way to improve child outcomes.

Outcomes:

1. State leaders will apply research in decision-making regarding education for kindergarten age students.

<p>Work with New Hampshire to collect, review and interpret research about any connections between Kindergarten length of day, intentional instruction and enrollment date with potential impact on Early Learning student outcomes.</p>	<p>Feb 2013</p>	<p>Aug 2013</p>	<ul style="list-style-type: none"> ■ Compile research from Early Learning (CEELO) to address NH’s identified guiding questions: <ol style="list-style-type: none"> 1. What research is available on reading proficiency as affected by half day and full day Kindergarten? 2. What research is available on math proficiency as affected by half day and full day Kindergarten? 3. What research is available on enrollment cutoff dates and registration dates? 4. How do special interest groups choose the cutoff date for Kindergarten? 5. What are the cohesive processes to maximize instruction benefits? 6. What does the research say about closing the achievement gap? 7. Which has stronger research support 2 years of ½ day Kindergarten or 1 year of full day Kindergarten? What are the related policy discussions? ■ Apply research to develop Kindergarten recommendations connected to the Early Learning K, 1, 2, 3 grade recommendations 	<p>Cavender-Wood</p>	<ul style="list-style-type: none"> ■ A developed research base specific to NH’s identified needs. ■ Research informed discussion, plans and supports for NH in Early Learning strategic planning ■ Increased dialogue about Kindergarten length of day, intentional instruction and enrollment date as related to our research informed understanding of Early Learning student outcome. ■ Framework for engaging, monitoring and developing Kindergarten priorities.
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PRIORITY PROJECT 2: Response to Intervention

Description: The NH DOE has made a commitment to implementing the CCSS in order to improve the likelihood that all students in all NH schools receive a high quality education that leaves them college and career-ready upon graduation. As a way to implement those standards NH DOE has created through a task force of multiple key stakeholders an Implementation Framework for NH districts and schools which outlines the key features and best practices and research associated with Response to Intervention (RTI). NH DOE is also in its second year of work with 6 pilot sites schools who will serve as models of implementation of the RTI framework to other schools within the state. NH DOE has requested that the NCC work with them to support the rollout of the Framework, guide the work with the pilot site schools and participate as a member of the department’s RTI steering committee.

Goal #1: Support the NH DOE in its RTI initiative which focuses on the transformation of instruction in NH school districts in accordance with the principles and practices of RTI.

Outcomes:

1. The NH DOE will have increased its material capacity to support districts and schools implementing RTI.
2. The NH DOE will have increased its systems capacity to offer districts professional development in RTI.

Activities	Start Date	End Date	Activity Milestones	Staff Members	Expected Outputs of Activity
Help to identify an appropriate professional organization to provide vetting of the The NH RTI Framework: A Multi-Tiered Instructional and Behavioral Approach that Supports Implementation of the CCSS.	Jan 2013	Mar 2013	<ul style="list-style-type: none"> ■ Identify appropriate research organization to review Framework ■ Monitor vetting request and timeline for completion. 	Reade-Thompson	<ul style="list-style-type: none"> ■ Vetted Framework.
Create Multi-media documentation of Pilot site activities (i.e. – data meetings, RTI team meetings, collegial conversations regarding implementing the CCSS and its alignment to the Tier 1 core program).	Feb 2013	Jun 2013	<ul style="list-style-type: none"> ■ Identify practices at each pilot site for multi-media documentation. ■ Record school event/meeting. ■ Refine recording into usable multi-media presentation. ■ Transfer multi-media documentation to state DOE RTI website. 	Reade-Thompson Glick Keirstead	<ul style="list-style-type: none"> ■ Multi-media documents of pilot site best practices supporting RTI implementation.

<p>Work with the NH DOE RTI Steering Committee to pursue implementation of Framework across the state through the use of the state Networks professional development system including alignment of activities and purposes with the NH Educator Evaluation initiative.</p>	<p>Feb 2013</p>	<p>Aug 2013</p>	<ul style="list-style-type: none"> ■ Representation on NH SCEE team. ■ Creation of review/vetting tool for resources to be posted on DOE Network sites. ■ Review of materials and posting to Network sites 	<p>Reade-Thompson Hornus</p>	<ul style="list-style-type: none"> ■ Identification of resources that support both RTI and Educator Effectiveness. ■ Completed vetting tool/protocol for resources. ■ Resources posted on NH DOE Networks site. ■ PD activities that align with RTI Framework at the six regional PD locations in the state.
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PRIORITY PROJECT 3: Educator Effectiveness

Description: The Phase II task force of Effective Teaching created a framework for a comprehensive teacher effectiveness system which included a three-year implementation plan including an initial pilot phase; guidelines for preparing those who will evaluate teachers within this system; criteria for selecting the New Hampshire school districts that will participate in the pilot process; and a communication and outreach strategy to develop public awareness about New Hampshire’s effort in this area. The NH DOE would like to work with the NCC to support its work in planning an implementation strategy for the new framework and supporting the development of guidance for schools/districts using the model framework.

Goal #1: Support the NH DOE with the implementation of the Phase II Framework of the New Hampshire Task Force on Effective Teaching which provides a state model for teacher performance evaluation that will include a component to measure student outcomes.

Outcomes:

1. NH DOE will have a plan to support effective implementation of the NH Model for Effective Teaching.
2. NHDOE will have tool for districts and schools to assess their assets and needs related to implementation of the NH Model for Effective Teaching.

Activities	Start Date	End Date	Activity Milestones	Staff Members	Expected Outputs of Activity
NCC assists the NH DOE SCEE team to develop a plan to provide support for district and school implementation of the NH Model, including changes in policy needed to support implementation.	Mar 2013	Sep 2013	<ul style="list-style-type: none"> ■ Meeting notes. ■ Plan drafts submitted to Commissioner for feedback. 	Keirstead Dunne Glick	<ul style="list-style-type: none"> ■ SCEE team recommendations for implementation support to schools/districts. ■ Recommended policy changes to support the Implementation Framework.
Development of self-assessment tool for schools/districts using the state Implementation Framework.	Feb 2013	Apr 2013	<ul style="list-style-type: none"> ■ Meeting of key professionals responsible for creation of tool. ■ Identification of potential resources to support tool development. ■ Pilot use of self-assessment tool. 	Keirstead Dunne Glick	<ul style="list-style-type: none"> ■ Self-assessment tool.

Link to NCC Program Goals:

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- Program Goal 2: Provide high-quality technical assistance to SEAs that builds their capacity to support district and school improvement efforts.
- Program Goal 3: Promote the understanding and use of research-based and exemplary practices by educational decision makers working to improve student achievement.
- Program Goal 4: Support cooperation and collaboration among SEA leaders, individuals, and organizations that enhances the capacity of SEAs to achieve their aims.

STATE SERVICE PLAN: NEW YORK

PRIORITY PROJECT 1: Improving Outcomes for English Language Learners

Description – The Council of Chief State School Officers and the National Governors Association Center for Best Practices advocate firmly that all students should be empowered to meet the high expectations articulated by the CCSS. This includes students who are designated as English Language Learners (ELLs). Research strongly indicates that these students often require educational scaffolding, such as additional time, appropriate instructional support, and aligned assessments in order to support their acquisition of the English language proficiency and the content-specific knowledge prescribed by the CCSS. NCC will provide to NYSED research regarding information and best practices related to the opportunities and challenges inherent in ELL education to assist NYSED in meeting the needs of all learners, including ELL students.

GOAL: Provide technical assistance to New York State Education Department (NYSED) to build its capacity to effectively implement policy changes to support districts and schools in improving outcomes for English Language Learners as part of NY’s approved ESEA waiver.

Outcomes:

1. NYSED Senior Leadership and appropriate members of NYSED network teams will increase their knowledge of current scientifically based research, best practices, and available expertise and resources to implement policy changes to support districts and schools toward enhanced outcomes for English Language Learners.
2. NYSED will collaborate with external experts to revise language in CR Part 154 pertaining to ELL education requirements and protocols.

Activities	Start Date	End Date	Activity Milestones	Staff Members	Expected Outputs of Activity
Provide seminal research, best practices and exemplars to inform decision-making and professional development offerings.	Oct 2012	Sep 2013	<ul style="list-style-type: none"> ■ Power Point/ Media presentations of key points. ■ Document files. ■ Face-to-face meetings and/or teleconferences. 	Perez-Selles Bongiovi	<ul style="list-style-type: none"> ■ Approved meeting notes ■ Preparation of materials including PowerPoint/Media presentations, CDs, Presentation Scripts, and appropriate handouts/supporting documents
Promote field engagement for brokering external expertise to assist NYSED in efforts to revise regulations pertaining to services for ELLs and assisting districts in meeting new parental engagement requirements under the waiver.	Oct 2012	Sep 2013	<ul style="list-style-type: none"> ■ Series of face-to-face meetings and/or teleconferences. ■ Creation of surveys regarding regulatory language practices. 	Perez-Selles Bongiovi	<ul style="list-style-type: none"> ■ Approved meeting notes. ■ Prepare survey findings of ELL education issues, including materials, notes and supporting documents.

Facilitate meetings of the state Bilingual Educational Regional Network Centers and the Bilingual Committee of Practitioners promoting inter- and cross- Center workshops.	Oct 2012	Sep 2013	<ul style="list-style-type: none"> ■ Series of face-to-face meetings and/or teleconferences. 	Perez-Selles Bongiovi	<ul style="list-style-type: none"> ■ Preparation of meeting agendas, notes, handouts, Power Points, and minutes.
Oversee and host the New York State Regional Bilingual ESL Resource Network (RBE-RN) Data Collection System.	Jan 2013	Sep 2013	<ul style="list-style-type: none"> ■ Hardware and Software Maintenance. ■ System Changes as requested or necessary, provision of system accessibility for appropriate RBE-RN personnel. ■ Update of protocol forms. 	Perez-Selles Bongiovi	<ul style="list-style-type: none"> ■ Approved meeting/teleconference notes. ■ Preparation of materials including timelines, action plans, appropriate updated protocol forms, data reports, and tools for system maintenance.
Leverage the resources of the Center for Innovations in Learning to identify strategic resources for the effective instruction of ELLs.	Oct 2012	Sep 2013	<ul style="list-style-type: none"> ■ Series of face-to-face meetings and/or teleconferences. 	Bongiovi Reade-Thompson	<ul style="list-style-type: none"> ■ Approved meeting notes. ■ Dissemination of SBR and evidence-based research documents to NYSED as requested.

Link to NCC Program Goals:

- Program Goal 1: Provide high-quality technical assistance to SEAs that builds internal capacity to implement, support, and sustain priority initiatives.
- Program Goal 2: Provide high-quality technical assistance to SEAs that builds their capacity to support district and school ELL Education efforts.
- Program Goal 3: Promote the understanding and use of research-based and exemplary practices by educational decision makers working to improve student achievement for ELLs.
- Program Goal 4: Support cooperation and collaboration among SEA leaders, individuals, and organizations that enhances the capacity of SEAs to achieve their aims.
- Program Goal 5: Design and provide high-quality professional development opportunities that advance educational leaders' knowledge and practice.

PRIORITY PROJECT 2: Implementation of Common Core State Standards

Description – NYSED is approaching a critical milestone regarding the comprehensive implementation of the CCSS in LEAs statewide. The published timetable requires that aligned curriculum implementation must begin in the 2012-13 school year, with a goal of full implementation by 2013-14. Additionally, CCSS-aligned assessment begins in ELA and Mathematics Grades 3-8 in spring of 2013. It is vital for NYSED to provide support of CCSS implementation to LEAs in multiple and diverse ways. NCC will assist and support NYSED through dissemination of research-based resources, collaborative consultation, and directed strategic planning.

GOAL #1: To assist NYSED in supporting districts and schools in developing a coherent process for implementing the CCSS and Assessments through involvement in the Network Training Institute (NTI) professional development.

Outcomes:

1. NYSED and appropriate members of NYSED network teams become more knowledgeable about recent scientifically-based research documents on best practices, PD offerings, and available resources related to school and district implementation of CCSS and Assessments.
2. NYSED will increase its capacity by engaging with NCC personnel and NTI attendees to provide support for schools and districts in implementing CCSS and Assessments.

Activities	Start Date	End Date	Activity Milestones	Staff Members	Expected Outputs of Activity
Leverage the resources of the new Center on Standards and Assessments to support NYSED’s capacity to support districts and schools.	Oct 2012	Sep 2013	<ul style="list-style-type: none"> ■ Ongoing face-to-face meetings and/or teleconferences to identify key points. ■ Document files. 	Schwarz Bongiovi Reade-Thompson	<ul style="list-style-type: none"> ■ Approved meeting notes/minutes. ■ Preparation of materials including Power Point/Media presentations, CDs, Presentation scripts, and appropriate handouts/supporting documents.
Assist and support NYSED at monthly NTIs regarding professional development in CCSS and Assessment implementation at the district and school level.	Oct 2012	Sep 2013	<ul style="list-style-type: none"> ■ Attendance at all NYSED-sponsored NTI sessions related to the implementation of CCSS and Assessments. 	Schwarz Bongiovi Reade-Thompson Schwarz	<ul style="list-style-type: none"> ■ Preparation of session notes/minutes. ■ Preparation of NTI Session materials, including presentations, handouts, supporting documents such as curriculum modules, implementation protocols, and professional development strategies.

Link to NCC Program Goals:

- Program Goal 1: Provide high-quality technical assistance to SEAs that builds internal capacity to implement, support, and sustain priority initiatives.
- Program Goal 2: Provide high-quality technical assistance to SEAs that builds their capacity to support district and school CCSS implementation efforts.
- Program Goal 3: Promote the understanding and use of research-based and exemplary practices by educational decision makers working to improve implementation efforts and strategies statewide.
- Program Goal 4: Support cooperation and collaboration among SEA leaders, individuals, and organizations that enhances the capacity of SEAs to achieve their aims.
- Program Goal 5: Design and provide high-quality professional development opportunities that advance educational leaders' knowledge and practice.

PRIORITY PROJECT 3: Educational Technology

Description - Research suggests that alternate learning methods employing innovations in learning such as online and blended learning and emerging educational technologies have positive effects on student achievement. These alternate learning methods enhance student organization, efficiency, knowledge base, and availability. Additionally, teachers can utilize these technologies. Through proper vetting processes and research-based content production, educational technologies can serve as an effective method to deliver information and instruction to professionals, teachers, and students. This priority will model the potential of resources such as applications, online teaching and learning tools, and interactive learning technologies. NCC will share information and best practices with NYSED relating to the opportunities and challenges educational technologies present, as well as the policies and programs necessary to assist NYSED in meeting the needs of all learners.

GOAL: To support NYSED and its districts/BOCES network in the implementation of policies and programs relating to online and blended learning (OBL) and all other emerging technologies.

Outcomes:

1. Key NYSED staff members will increase their understanding of the state of OBL and NYSED’s preparedness to implement OBL initiatives.
2. Key NYSED staff members will increase their knowledge of how OBL can support advances in teaching and learning.
3. NYSED leaders will use resources and knowledge gained to inform Board of Regents action policies and planning initiatives addressing OBL.
4. Key NYSED staff members and network colleagues will report knowledge of how computer-based testing can be implemented for state assessments.
5. Key NYSED staff members and network colleagues will report knowledge of how credit recovery programs are being implemented in NYS and nationally.
6. Key NYSED staff members will report enhanced knowledge of how informal learning spaces can support advances in teaching and learning.
7. Key NYSED staff members and network colleagues will report enhanced knowledge of how emerging educational technologies can support advances in teaching and learning.

Activities	Start Date	End Date	Activity Milestones	Staff Members	Expected Outputs of Activity
Conduct needs assessment with NYSED to participate in Regional Innovations in Learning Initiative OBL Project.	Oct 2012	Feb 2013	<ul style="list-style-type: none"> ■ Respond to NYSED’s expressed policy inquiries. ■ Facilitate learning opportunities. 	Rukobo Hirsch	<ul style="list-style-type: none"> ■ Prepare initial needs assessment questionnaire. ■ Prepare meeting agenda and meeting notes. ■ Prepare findings document based on needs assessment.

<ol style="list-style-type: none"> 1. Facilitation of NYSED participation in quarterly online technical assistance modules participation support 2. Module A - Understanding OBL 3. Module B – OBL Course Evaluation 	Mar 2013	Sep 2013	<ul style="list-style-type: none"> ■ Collaborate with NYSED participants to complete modules. ■ Facilitate interactions with supporting tools and resources. ■ Provide NYSED with a annual synthesis of recommendations from module participation. 	Rukobo Gaines	<ul style="list-style-type: none"> ■ Prepare agenda and meeting notes of bi-weekly conference calls. ■ Identify appropriate vetted tools and resources.
Facilitation of NYSED and its Virtual Advanced Placement Grantee participation in monthly community of practice discussions.	Apr 2013	Sep 2013	<ul style="list-style-type: none"> ■ Collaborate with NYSED participants to post responses. ■ Facilitate interactions with supporting tools and resources. ■ Provide NYSED with a quarterly synthesis of recommendations from discussion. 	Paul Rukobo	<ul style="list-style-type: none"> ■ Prepare agenda and meeting notes of bi-weekly conference calls. ■ Identify appropriate vetted tools and resources.
Facilitation of NYSED participation in Annual Regional OBL Summit to identify best practices in online course evaluation, develop a draft regional rubric to assist in the standards, development, implementation, and evaluation of OBL courses, and develop strategies for state consensus-building and use of rubric.	Aug 2013	Sep 2013	<ul style="list-style-type: none"> ■ Collaborate with participants at meeting. ■ Facilitate sessions. 	Rukobo Gaines	<ul style="list-style-type: none"> ■ Prepare agenda and meeting notes. ■ Prepare materials for Summit including proceedings document, PowerPoint presentations and appropriate handouts. ■ Provide NYSED with synthesis of recommendations.

Research computer-based testing policies and programs.	Oct 2012	Sep 2013	<ul style="list-style-type: none"> ■ Meetings with NYSED to discuss needs/ process/ outputs. ■ Provide NYSED with outline, drafts and outputs. ■ Conduct presentations and webinars. 	Gaines	<ul style="list-style-type: none"> ■ Annotated outlines, drafts, informational brief, resources and professional development. ■ Webinars. ■ Appropriate handouts and NCC website postings.
Research Credit Recovery from a national perspective to inform policies and programs.	Mar 2013	Sep 2013	<ul style="list-style-type: none"> ■ Meetings with NYSED to discuss needs/ process/ outputs. ■ Focus Groups with districts. ■ Provide NYSED with outline, drafts and outputs. 	Paul	<ul style="list-style-type: none"> ■ Focus Group Questionnaire. ■ Annotated outlines, drafts, informational brief, resources, and professional development.
Research impact of informal learning spaces. <ul style="list-style-type: none"> ■ Museums ■ Public television stations ■ Other cultural institutions 	Feb 2013	Sep 2013	<ul style="list-style-type: none"> ■ Meetings with NYSED to discuss needs/ process. ■ Provide NYSED with outline/drafts/ documents. 	Rukobo	<ul style="list-style-type: none"> ■ Outline. ■ Drafts. ■ Informational briefs.
Research emerging educational technologies. <ul style="list-style-type: none"> ■ Provide NYSED with informational briefs, podcasts and/or tools and resources related to emerging educational technologies. ■ Provide presentations and professional development sessions on emerging educational technologies to NYSED's districts/BOCES network. 	Mar 2013	Sep 2013	<ul style="list-style-type: none"> ■ Meetings with NYSED to discuss needs/ process/ outputs. ■ Provide NYSED with outline, drafts and outputs. ■ Conduct presentations and professional development. 	Rukobo Gaines Paul	<ul style="list-style-type: none"> ■ Annotated Outline, Drafts, and/or Informational briefs. ■ Podcasts, Tools, and/or Resources. ■ Professional development manuals. ■ Agenda. ■ PowerPoint slides. ■ Appropriate handouts. ■ NCC website postings.

Link to NCC Program Goals:

- Program Goal 1: Provide high-quality technical assistance to SEAs that builds internal capacity to implement, support, and sustain priority initiatives.
- Program Goal 2: Provide high-quality technical assistance to SEAs that builds their capacity to support district and school improvement efforts.
- Program Goal 3: Promote the understanding and use of research-based and exemplary practices by educational decision makers working to improve student achievement.
- Program Goal 4: Support cooperation and collaboration among SEA leaders, individuals, and organizations that enhances the capacity of SEAs to achieve their aims.
- Program Goal 5: Design and provide high-quality professional development opportunities that advance educational leaders' knowledge and practice.

STATE SERVICE PLAN: NEW YORK

PRIORITY PROJECT 4: School Turnaround

Description - NYSED faces a critical juncture regarding the coordinated implementation of their turnaround programs; for instance, NYSED must plan for the sustainability of reforms under ARRA, SIG, and RTTT grants as these funding sources sunset, while at the same time rollout a new statewide school and district accountability and support system pursuant to the state’s approved ESEA Flexibility waiver. It is imperative for NYSED, in a coordinated way, to continue to implement past reforms while beginning to implement new ones. The NCC will support NYSED in this effort primarily through consultation, strategic planning, and the dissemination of research-based resources.

GOAL: Provide technical assistance that enables the NYSED to build internal capacity and effectively support districts implementing priority reforms in district and school improvement through the state’s SIG, RTTT, ESEA Flexibility waiver, and turnaround programs.

Outcomes:

1. NYSED will increase its capacity (e.g., planning, implementing, monitoring to manage its reform initiatives regarding turnaround programs).
2. NYSED and district leaders will enhance their knowledge of research-based resources in support of priority reform efforts.

Activities	Start Date	End Date	Activity Milestones	Staff Members	Expected Outputs of Activity
Provide consultation and strategic planning assistance to NYSED leaders in planning, implementing, monitoring, and managing reform initiatives.	Feb 2013	Sep 2013	<ul style="list-style-type: none"> ■ Aid in the creation of training materials for DTSDE Institute trainings. ■ Aid in the design of alternative training mechanisms to supplement DTSDE Institute trainings. 	<p>Rutledge</p> <p>Schwarz</p> <p>Tanney</p>	<ul style="list-style-type: none"> ■ NCC serves as thought partner and provides recommendations. ■ Assist NYSED in creation of training mechanism as well as resources to support it. ■ Creation and/or compilation of training materials (e.g., case study, videos of teacher practice).
Provide and disseminate research-based resources, both on an as needed and proactive basis, to NYSED and district leaders in support of priority reform efforts.	Feb 2013	Sep 2013	<ul style="list-style-type: none"> ■ Conduct needs assessment, in conjunction with state leaders, regarding prospective areas of interest. ■ Maintain ongoing communication with state leaders regarding just-in-time requests. ■ Leverage external resources and the resources of the CST 	<p>Rutledge</p> <p>Schwarz</p> <p>Tanney</p>	<ul style="list-style-type: none"> ■ Further clarification of future potential topics of interest, as well as timeline of their relevance. ■ Resources are created, shared, and discussed based on an agreed upon timeline. ■ NCC summarizes and shares resources (e.g., research briefs, announcements, consultation).

			and BSCP Center to support technical assistance activities.		
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Link to NCC Program Goals:

- Program Goal 1: Provide high-quality technical assistance to SEAs that builds internal capacity to implement, support, and sustain priority initiatives.
- Program Goal 2: Provide high-quality technical assistance to SEAs that builds their capacity to support district and school improvement efforts.
- Program Goal 3: Promote the understanding and use of research-based and exemplary practices by educational decision makers working to improve student achievement.
- Program Goal 4: Support cooperation and collaboration among SEA leaders, individuals, and organizations that enhances the capacity of SEAs to achieve their aims.
- Program Goal 5: Design and provide high-quality professional development opportunities that advance educational leaders' knowledge and practice.

STATE SERVICE PLAN: NEW YORK

PRIORITY PROJECT 5: College and Career Readiness

Description - The 2010 State University of New York (SUNY) strategic plan lays out a “seamless education pipeline” that supports students from “cradle to career” as one of its six big ideas. In the 2013 State of the University Address Chancellor of The State University of New York, Nancy Zimpher, expounds of the importance of the education pipeline and on SUNY’s commitment to strengthening it.

Among her remarks were highlights of one past and one imminent effort: “We have helped three communities launch cradle to career networks – in the cities of Albany and Rochester, and in rural Clinton County – and we are working in Brooklyn, Harlem, Queens, Yonkers, the Mohawk Valley, and on Long Island, to do the same. In 2013, we will take our cradle to career commitment even further, bringing the total number of sites to at least six and scaling up this work with the creation of the SUNY Cradle to Career Alliance.”

In conversations with NCC, SUNY officials have underscored several focal strategies to improve the education pipeline: strengthening A) K-12 academic services [Chancellor Zimpher calls remediation in postsecondary a “lingering juggernaut”]; B) metrics for gauging and altering students and educators of student’s postsecondary readiness; C) transition planning for secondary students, D) the in-service preparation of K-12 teachers and administrators to support the Regents Reform Agenda in K-12 schools; E) and the interoperability of data systems and transferability of credits among secondary schools, CTE programs, dual enrollment, and two and four year State University of New York post-secondary institutions.

SUNY officials raise two of these strategies for NCC collaboration: 1) systems for gauging postsecondary readiness of students exiting secondary education and 2) efforts to enhance in-service preparation of K-12 teachers and administrators.

1. “This year, SUNY will adapt existing assessments to create an 11th grade college readiness exam to help students determine if they are on track for college,” but SUNY officials want to think outside the box to also create a data system that uses a compendium of measures (possibly social-emotional and transition planning benchmarks) to facilitate communicate students’ readiness to postsecondary systems.
2. “SUNY was awarded \$3.5 million in Race to the Top funds by the NYSED to develop and implement a comprehensive teacher and school leader education initiative in collaboration with SUNY faculty to advance the future of teacher and school leader preparation in order to meet the needs of New York State schools.” The initiative is called the Statewide Teacher Education Network (S-TEN). It will include the development of four regional centers of pedagogy, “where SUNY faculty can interact and engage in leading transformative change.

Goal #1: Provide technical assistance that supports New York State agencies to enhance career and college readiness of K-12 and postsecondary students.

Outcomes:

1. SUNY will increase their understanding and develop draft definition of college readiness based on review of national best practices and research, and feedback from state stakeholders.
2. SUNY will develop a conceptual design for the centers of pedagogy, which includes content-based resources and dissemination strategy.
3. SUNY will collaborate with external stakeholders to develop a sustainability plan for the centers beyond Race to the Top funding.

Activities	Start Date	End Date	Activity Milestones	Staff Members	Expected Outputs of Activity
Support SUNY to develop a common definition of college readiness and a system for gauging and reporting the postsecondary readiness of students existing secondary education.	Jan 2013	Sep 2013	<ul style="list-style-type: none"> ■ Draw upon and collaborate with the Career and College Readiness Center to obtain information on existing national practice-based knowledge research on college readiness. ■ Work with SUNY to analyze and synthesize obtained national practice-based and research information. ■ Support SUNY to integrate synthesized knowledge from literature and practice scan with its feedback from its own NYS stakeholders. ■ Collaborate with SUNY officials to assemble input from multiple state stakeholders on a definition of career readiness. ■ Support SUNY to draft working definition. ■ Collaborate with the Center on Assessment to explore measurable indicators in a model for gauging students' college readiness when existing secondary education. ■ Collaborate with SUNY and Assessment Center to determine variables for a college readiness model. 	Newton Ahigian Schwarz Tanney	<ul style="list-style-type: none"> ■ Serve as thought partner. ■ Provide synthesis of research and best practice. ■ Facilitate SUNY's internal examination and engagements with external stakeholders. ■ Broker national expertise. ■ Provide recommendations and assistance in drafting definitions and associated white papers.

<p>Support SUNY to establish Centers of Pedagogy in the state to enhance preparation and sharing of best practices for training future K-12 teachers and administrators.</p>	<p>Jan 2013</p>	<p>Sep 2013</p>	<ul style="list-style-type: none"> ■ Access resources of the GTL Center. ■ Collaborate with SUNY to develop conceptual design. ■ Leverage external resources on a case-by-case basis to provide proactive support. ■ Collaborate with SUNY to develop conceptual design, including content of centers' resources and process for disseminating them. ■ Support SUNY to create and promulgate to a vision and theory of action for the centers of pedagogy. ■ Support SUNY to work with internal and external stakeholders to conceptualize a plan for sustaining the centers. 	<p>Hirsch Paul Rukobo Schwarz Tanney</p>	<ul style="list-style-type: none"> ■ Serve as ongoing thought partner and coach. ■ Identify and provide Synthesis of research and best practices. ■ Facilitate SUNY's internal planning and engagement with external stakeholders. ■ Broker national expertise ■ Assist in drafting written plans and concept papers.
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Link to NCC Program Goals:

- Program Goal 1: Provide high-quality technical assistance to SEAs that builds internal capacity to implement, support, and sustain priority initiatives.
- Program Goal 2: Provide high-quality technical assistance to SEAs that builds their capacity to support district and school improvement efforts.
- Program Goal 3: Promote the understanding and use of research-based and exemplary practices by educational decision makers working to improve student achievement.
- Program Goal 4: Support cooperation and collaboration among SEA leaders, individuals, and organizations that enhances the capacity of SEAs to achieve their aims.
- Program Goal 5: Design and provide high-quality professional development opportunities that advance educational leaders' knowledge and practice.

STATE SERVICE PLAN: RHODE ISLAND

PRIORITY PROJECT 1: K-16 System for College and Career Readiness

Description: Rhode Island (RI) legislation has been passed to eliminate the Office of Higher Education and develop a K-16 Board to oversee K-12 and post-secondary education. The new Board Chair is working with the RI Department of Education to re-align Board goals, processes, and organizational structures to ensure that the proposed Board redesign supports state educational goals. In addition, the state is in process of redesigning the Career and Technical Education system to improve access, expand options and increase alignment between secondary and post-secondary education.

Goal #1: To support Rhode Island’s K-16 Educational System realignment to support career and college readiness and workforce development needs

Outcomes:

1. Relevant information from national and state summaries will inform policy aligned to RI goals.
2. Increase use of relevant information from national and state summaries to inform new state Career Technical Education policies.

Activities	Start Date	End Date	Activity Milestones	Staff Members	Expected Outputs of Activity
Provide synthesis of resources and guidance related to K-16 State Educational Boards, including information on organizational structures to support alignment between K-12, community college, higher education and workforce development.	Dec 2012	Apr 2013	<ul style="list-style-type: none"> ■ National and state resources identified. ■ Resources shared for internal review. 	Gerzon Ahigian Newton	<ul style="list-style-type: none"> ■ Synthesis documents developed and shared that outline state practices related to K-16 Board function.
Conduct a policy and practice scan of Career Technical Education in states with goals aligned with RI’s program goals.	Apr 2013	Dec 2013 (dependent on state timeline)	<ul style="list-style-type: none"> ■ National and state resources identified. ■ Resources shared for internal review. 	Gerzon Ahigian Newton	<ul style="list-style-type: none"> ■ Policy and practice scan report submitted.
Identify best practices associated with collecting, analyzing, and utilizing an array of CTE performance indicators for the purpose of fund distribution, program approval, accountability, and continuous improvement.	Apr 2013	Aug 2013	<ul style="list-style-type: none"> ■ Summary of SEA data sets used for CTE accountability. ■ Summary of application and methodology of those data sets. 	Newton Ahigian Gerzon	<ul style="list-style-type: none"> ■ Key data and analysis points for CTE performance indicators are identified.

Review organizational and funding schemes that promote broad-based student access to post-secondary programming including dual enrollment, blended and virtual learning models, innovative public/private partnerships, credit bearing HS course work, and increased post-secondary access.	Apr 2013	Aug 2013	<ul style="list-style-type: none"> Summary of funding issues related to post-secondary access. 	Newton Ahigian Gerzon	<ul style="list-style-type: none"> Report developed providing summary of funding approaches that maximize student access to post-secondary credits and programming, including state and local funding, federal formula education grants, and use of non-educational federal block and formula grants.
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Link to NCC Program Goals:

- NCC Program Goal 1: Provide high-quality technical assistance to SEAs that builds internal capacity to implement, support, and sustain priority initiatives.
- NCC Program Goal 3: Promote the understanding and use of research-based and exemplary practices by educational decision-makers working to improve student achievement.

PRIORITY PROJECT 2: Data Use

Description: Rhode Island’s Comprehensive Assessment System (CAS) document outlines data use expectations for schools and districts statewide. CAS provides a comprehensive framework through which school and district data use has been defined. As Teacher Evaluation, Data Use and CCSS initiatives have taken shape in recent years, there have been increased data use expectations, including Student Learning Objective data and diagnostic data for school improvement planning. This priority area involves ensuring that new data expectations are aligned to CAS guidance.

Goal #1: Support alignment of Race to the Top state initiatives related to use of assessment data across initiatives and plan for long-term professional learning needs that will promote a sustainable culture of data use across Rhode Island districts and schools.

Project Outcome:

1. Enhanced knowledge by SEA to develop addendum to Rhode Island Comprehensive Assessment System Guidance in order to clarify long-term expectations for educational data use practices.

Activities	Start Date	End Date	Activity Milestones	Staff Members	Expected Outputs of Activity
Engage national experts from appropriate Comprehensive Centers (Standards and Assessment or CST) to review Rhode Island CAS guidance, and provide recommendations for revision and alignment in light of Rhode Island’s statewide educational initiatives.	May 2013	Nov 2013	<ul style="list-style-type: none"> ■ RI Comprehensive Assessment System guidance reviewed. ■ Guidance provided by national experts about skills, knowledge and systems required to sustain and extend data use practices in schools and districts. 	<p>Gerzon Henry</p>	<ul style="list-style-type: none"> ■ Comprehensive Center experts engaged to work with SEA on data use practices.
Support the establishment of a work group to further clarify alignment of the varied data use expectations in newly introduced statewide initiatives (including Student Learning Objectives, Formative Assessment, IMS implementation, Data Use online professional development modules, etc.).	Jul 2013	Jun 2014	<ul style="list-style-type: none"> ■ Clarify key areas of focus for district and school data use as outlined in current state initiatives, and in relation to statewide longitudinal data plan. 	<p>Gerzon Henry</p>	<ul style="list-style-type: none"> ■ Map of current school and district data use practices developed.

Link to NCC Program Goals:

- NCC Program Goal 1: Provide high-quality technical assistance to SEAs that builds internal capacity to implement, support, and sustain priority initiatives.
- NCC Program Goal 3: Promote the understanding and use of research-based and exemplary practices by educational decision makers working to improve student achievement.

PRIORITY PROJECT 3: Support implementation of Common Core State Standards

Description: Race to the Top funding has supported Rhode Island to implement key elements of their Strategic Plan, which involves significant changes in district and school practices, including significant changes in curriculum, instruction and assessment related to CCSS implementation. This body of work is designed to address the implementation of the CCSS for English language learners

Goal #1: Provide support to targeted groups of district and school leaders to extend and deepen knowledge, skills and practices that will promote sustained implementation of CCSS, particularly for English language learners.

Outcomes:

1. Enhanced knowledge by SEAs related to strategies for CCSS implementation with English language learners.
2. Enhanced knowledge by SEAs of how online and blended learning can support advances in teaching and learning.

Activities	Start Date	End Date	Activity Milestones	Staff Members	Expected Outputs of Activity
Convene state and district leaders involved with CCSS and ELL education to identify key areas of focus for CCSS implementation for ELLs.	Mar 2013	Dec 2013	<ul style="list-style-type: none"> ■ Complete a cross-departmental review of RI CCSS curriculum design ■ Based on the ELL research base, identify standards requiring unique ELL consideration and support. 	Perez-Selles Gerzon Trunk	<ul style="list-style-type: none"> ■ Areas in the CCSS ELA and Math curriculum identified for focused support to ensure ELL success in the CCSS.
Explore options for supporting CCSS implementation for Special Populations through digital resources.	Feb 2013	Sep 2013	<ul style="list-style-type: none"> ■ RIDE participation in regional NCC initiative on digital learning. 	Perez-Selles Rukobo	<ul style="list-style-type: none"> ■ Plan for online professional development resources to support ELL learning in the CCSS.

Link to NCC Program Goals:

- NCC Program Goal 2: Provide high-quality technical assistance to SEAs that builds their capacity to support district and school improvement efforts.

STATE SERVICE PLAN: VERMONT

PRIORITY PROJECT 1: Teacher and Leader Effectiveness

Description: The Vermont Agency of Education (AOE) established a Task Force in March 2011 to develop guidelines for teacher and leader evaluation. The Task Force, comprised of stakeholders representing principals, superintendents, teachers, professional associations and the AOE, met in monthly meetings to review research and exemplars from other states to develop the guidelines, which were adopted by the Board of Education in June 2012. In August of 2012, the AOE has established a smaller Task Force to develop and implement strategies to support the implementation of the guidelines. The NCC has been asked to provide technical assistance that will build the capacity of the Task Force and the AOE to accomplish its aims.

Goal #1: Provide technical assistance that builds the VT AOE capacity to implement the newly developed Vermont Guidelines for Teacher and Leader Effectiveness.

Goal #2: Build state capacity to support district and school implementation of the Guidelines.

Goal #3: Promote the understanding and use of research-based and exemplary practices in the design and implementation of an optional VT Model for educator evaluation.

Outcomes:

1. Task Force members have a greater understanding of how the Guidelines will translate into local practice.
2. Staff at the school and district level have a greater understanding of the Guidelines and clear information to support implementation.

Activities	Start Date	End Date	Activity Milestones	Staff Members	Expected Outputs of Activity
Provide assistance to VT Task Force for Teacher and Leader Effectiveness in creating and implementing a strategic plan to accomplish Phase II purposes.	Oct 2012	Sep 2013	<ul style="list-style-type: none"> ■ Strategic plan created and adopted. ■ Quarterly assessments of progress. 	Dunne Keirstead	<ul style="list-style-type: none"> ■ Task Force accomplishment of goals and completion of tasks in Strategic Plan.
Provide planning assistance to Task Force leaders on a regular basis to develop agendas for monthly Task Force meetings.	Oct 2012	Sep 2013	<ul style="list-style-type: none"> ■ Agendas created and disseminated to Task Force prior to each monthly meeting. 	Dunne Keirstead	<ul style="list-style-type: none"> ■ Meetings accomplish purposes. ■ Task Force members report meetings to be of high quality, relevance and usefulness.
Provide technical assistance to the Task Force on communications strategies for dissemination of the adopted <i>Vermont Guidelines for</i>	Oct 2012	Jan 2013	<ul style="list-style-type: none"> ■ Communication plan. ■ Implementation Guidance. 	Dunne Keirstead	<ul style="list-style-type: none"> ■ Completed communication plan and clear implementation guidance.

<i>Teacher and Leader Effectiveness.</i>					
Work with the VT AOE to develop a clear <i>model for educator and leader effectiveness</i> (that would be an option, not a mandate) to support district implementation of Guidelines.	Dec 2012	May 2013	<ul style="list-style-type: none"> ■ Core Components of Model identified. ■ Models and best practices studied. ■ Draft Model description presented to Commissioner. 	Dunne Edmison Keirstead Kirkendol	<ul style="list-style-type: none"> ■ Adopted state model made available to districts to support implementation. ■ Plan developed for monitoring implementation and eliciting feedback for ongoing improvements.
Assist Task Force in accessing and using knowledge resources to inform and guide the work. Primary sources include the GLT Center and through the Northeast Collaborative for Educator Effectiveness and the REL-NEI.	Oct 2012	Sep 2013	<ul style="list-style-type: none"> ■ Materials identified and used to inform model development. ■ Expert assistance from GTL and REL-NEI. 	Dunne	<ul style="list-style-type: none"> ■ Guidelines and state model reflect use of knowledge sources provided.

Link to NCC Program Goals:

- Program Goal 1: Provide high-quality technical assistance to SEAs that builds internal capacity to implement, support, and sustain priority initiatives.
- Program Goal 3: Promote the understanding and use of research-based and exemplary practices by educational decision makers working to improve student achievement.
- Program Goal 4: Support cooperation and collaboration among SEA leaders, individuals, and organizations that enhances the capacity of SEAs to achieve their aims.

PRIORITY PROJECT 2: School Improvement

Description: The VT AOE’s system of support for schools in need of improvement includes two primary strategies: 1) providing school improvement coordinators for each school identified as in need of improvement, corrective action, or restructuring and 2) providing a web-based planning and support tool, Green Mountain Star (GMS), adapted from the Indistar resource provided through the Center on Innovation and Improvement. The AOE identified training for school leaders in improvement as a critical component of support that has yet to be addressed. The NCC will provide technical assistance to address that need and will provide support to ensure effective use of the GMS system.

Goal #1: Assist the VT AOE in building capacity to serve schools in need of improvement.

Goal #2: Support the VT AOE in improving the use of GMS to support school improvement efforts.

Outcomes:

1. VT AOE staff involved in this work report greater capacity to serve schools in need of improvement.
2. Vermont Agency of Education staff involved in this work will report increased capacity to support school leaders in their improvement efforts, through improved coaching support, new leadership development opportunities, or the use of Green Mountain Star.

Activities	Start Date	End Date	Activity Milestones	Staff Members	Expected Outputs of Activity
Support VT AOE in building capacity to serve schools in need of improvement, particularly in the area of <i>school leadership</i> and trainings/support for principals of low-performing schools.	Jan 2013	Sep 2013	<ul style="list-style-type: none"> ■ Needs and capacity assessment conducted with key AOE leaders. ■ Agreed upon plan for principal training. 	Hamilton Perks Rutledge Trunk	<ul style="list-style-type: none"> ■ Successful initial meeting and needs assessment. ■ Plan for completing the work.
Collaborate with the CST’s Turnaround Leadership Training initiative to support training for VT school leaders.	Feb 2013	Sep 2013	<ul style="list-style-type: none"> ■ Request to CST for a Demonstration project on Turnaround leadership to serve state in NE including VT. ■ Project Design for capacity building. ■ Commitment from NE SEAs and school leaders. 	Hamilton Perks Rutledge Trunk	<ul style="list-style-type: none"> ■ A cadre of VT principals and district leaders trained to support school turnaround. ■ A cadre of state leaders trained to support work on an ongoing basis.
Assist VT AOE in building capacity to support local use of GMS. Engage the CST to support this effort.	Jan 2013	Jun 2013	<ul style="list-style-type: none"> ■ Assessment of scope, levels of use, and quality of implementation of GMS. ■ Plan for building state capacity to support effective use of it. 	Trunk Rutledge	<ul style="list-style-type: none"> ■ Assessment of usefulness of GMS. ■ VT AOE has system for supporting and scaling up its use.

Link to NCC Program Goals:

- Program Goal 2: Provide high-quality technical assistance to SEAs that builds their capacity to support district and school improvement efforts.
- Program Goal 3: Promote the understanding and use of research-based and exemplary practices by educational decision makers working to improve student achievement.