NORTHEAST COMPREHENSIVE CENTER

Northeast Comprehensive Center

Management Plan

October 1, 2015 – September 30, 2016

Introduction

This Northeast Comprehensive Center (NCC) Management Plan sets forth the NCC program goals and performance objectives and the Year Three Management Plan for regional and state services established to meet those goals. The plans describe the project objectives, targets, services, staffing, outputs, and outcomes for the period October 1, 2015 through September 30, 2016. In addition, each state plan includes state initiatives aligned with the Federal reform priority areas, overarching stated education priorities and outcomes, and state targets associated with each state project.

The plan is composed of three sections, as follows:

- Section I presents the NCC program goals, performance objectives, and performance measures. We have aligned 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 Plan** for this fiscal period. We are proposing to carry out a **Great Teachers and Leaders** initiative to support states as they work to implement plans for ensuring equitable access to effective educators. This initiative is being led in collaboration with the Center for Great Teachers and Leaders (GTL Center), the Regional Educational Laboratory-Northeast and Islands (REL-NEI), CCSSO, and the National Center for Systemic Improvement (NCSI). The regional **Innovations in Learning** (formerly named Digital Learning**)** initiative carried out in Years 1 and 2 have resulted in state specific streams of work that are now incorporated into state plans. Similarly **NCC's** regional **Early Learning** and **College and Career Readiness** services carried out in Years 1 and 2 led to requests by states to provide tailored support in these areas.

- Section III describes our **State Service Plans** crafted in consultation with leaders in each of the six New England states and New York to help build their capacity to lead priority reforms related to the mission of the regional comprehensive centers.

SECTION I
PROGRAM GOALS, OBJECTIVES, and
PERFORMANCE MEASURES

Northeast Regional Comprehensive Center Program Goals, Objectives, and Measures

Program Goals	Objectives	Measures
Program Goal 1: Provide high-quality technical assistance to State Education Agencies (SEAs) that builds internal capacity to implement, support, and sustain priority initiatives.	• 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.	• 80% of SEA leaders will report gains in capacity based on NCC technical assistance • 80% of participants in NCC services will rate the quality, relevance, and usefulness of technical assistance as high or very high, at least 3 on a 4- point scale.
Program Goal 2: Provide high-quality technical assistance to SEAs that builds their capacity to support district and school improvement efforts.	• 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.	• 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.
Program Goal 3: Promote the understanding and use of research-based and exemplary practices by educational decision makers working to improve student achievement.	• 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.	• 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.
Program Goal 4: Support cooperation and collaboration among SEA leaders, individuals, and organizations that enhances the capacity of SEAs to achieve their aims.	• 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.	• 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
Program Goal 5 Design and provide high-quality professional development opportunities that advance educational leaders' knowledge and practice.	• Using a variety of face-to-face and virtual strategies, NCC will help educational leaders build knowledge, skills, and expertise in improving student achievement	• 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 PLAN

Regional Service Plan: Great Teachers and Leaders

Participating States: Connecticut, Maine, Massachusetts, New Hampshire, New York, Rhode Island, and Vermont

Overview of Planned Work: Building on services provided to states in the Northeast to assist in the development of comprehensive plans to ensure equitable access to effective educators, the NCC has formed a partnership with the Center for Great Teachers and Leaders (GTL Center) and three additional organizations to assist states in the implementation of these plans. NCC, GTL Center, Council of Chief State School Officers (CCSSO), the National Center on Systemic Improvement (NCSI), and the Regional Educational Laboratory-Northeast and Islands (REL-NEI) came together in the spring of 2015 to assist states in their planning efforts. Given that each organization is working to support educator effectiveness, we decided to leverage our collective resources to provide assistance to states in Year 4 so that states would benefit by a coherent and robust system of support.

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

Project Objectives:
- Working with partners, NCC will identify and use research, evidence-based policies and practices, to support states in implementation of their equity plans.
- Build each state's capacity and knowledge of strategies to address gaps in the equitable access to effective educators.
- Design and implement professional learning opportunities that address state priority needs and assists states in learning with and from each other.
- Assist states in developing and implementing systems to monitor progress.

Center Target:
- By the end of 2015-16, states will have made progress in achieving implementation goals and meeting benchmarks identified in their state plans.

Regional Project: Great Teachers and Leaders

Center Activities	Timeline	Milestones/ Outputs	State's Key Team Members	NCC Key Team Members	External Partners
Design and implement agendas, norms, and action plans with collaborative leadership team	Oct 2014-Sep 2015	Meeting agendas Norms created and used Action plans developed and implemented	Anne McKernan CT Anita Bernhardt ME Simone Lynch, MA Karen Soule, NH Lisa Foehr, RI Patrick Halladay, VT Jasmine Fryer, NY	**Dunne Keirstead**	CTL Center CCSSO NCSI REL-NEI
Analyze key state policy and plan documents to identify areas of alignment to support equity work	Oct 2015	Crosswalk document	Anne McKernan CT Anita Bernhardt ME Simone Lynch, MA Karen Soule, NH Lisa Foehr, RI Patrick Halladay, VT Jasmine Fryer, NY	**Dunne** Reade Reynolds Henry Frey Scwarz	CTL Center CCSSO NCSI REL-NEI
Reach out to states to determine priority needs for support in the implementation of their equity plans	Oct 2015	Survey results Summary notes from telephone calls	Anne McKernan CT Anita Bernhardt ME Simone Lynch, MA Karen Soule, NH Lisa Foehr, RI Patrick Halladay, VT Jasmine Fryer, NY	**Dunne**	NCSI REL-NEI
Design and hold two regional F2F meetings of state teams to address priority needs	Oct 2015 – April 2016	Feedback from state teams	4-6 SEA leaders per state	**Dunne Keirstead** Reade Henry Schwarz Frey Reynolds	CTL Center CCSSO NCSI REL-NEI
Conduct individual state conference calls/coaching sessions to support implementation efforts	Nov, Jan, Mar, Jun, Aug	Notes from calls/sessions Progress on goals/benchmarks	Anne McKernan CT Anita Bernhardt ME Simone Lynch, MA Karen Soule, NH Lisa Foehr, RI Patrick Halladay, VT Jasmine Fryer, NY	**Dunne Keirstead** Reade Henry Schwarz Frey Reynolds	CTL Center CCSSO NCSI REL-NEI
Build and support use of online repository of resources to support state implementation efforts	Nov 2015 – Sep 2016	List of research, evidence-based resources State policy and practice documents	Anne McKernan CT Anita Bernhardt ME Simone Lynch, MA Karen Soule, NH Lisa Foehr, RI Patrick Halladay, VT Jasmine Fryer, NY	**Dunne Keirstead**	GTL Center CCSSO
Design and facilitate two webinars for states to learn with and from each other about implementation of equity plans	Feb 2016 – July 2016	States present on implementation progress and successful strategies	Anne McKernan CT Anita Bernhardt ME Simone Lynch, MA Karen Soule, NH Lisa Foehr, RI Patrick Halladay, VT Jasmine Fryer, NY	**Dunne Keirstead**	CTL Center CCSSO NCSI REL-NEI

Outcomes:

- SEAs will report increased capacity to reduce gaps in the equitable access to effective educators in their states.
- SEAs will demonstrate progress in implementation of strategies to address gaps.
- SEAs will have systems in place to monitor implementation and to assess progress in closing equity gaps.

SECTION III
STATE SERVICE PLANS

Connecticut

Map of U. S. Education Department of Education Priorities and State Education Initiatives

Federal Education Reform Priority Areas	State Initiatives
Standards and Assessment	In support of rigorous academics, CSDE will serve and guide school communities to help all students realize the full potential of the Common Core State Standards – across English Language Arts, Mathematics, and applications to Social Studies, Science, and the technical subjects.
Great Teachers and Leaders	Core strategies include: Recruit, select, prepare, evaluate, support, retain, and advance high quality, diverse teachers and leaders to the highest-need content areas, schools, and school systems; Ensure that all Connecticut teacher and leader preparation programs meet a new set of rigorous program and outcome standards; Ensure that high-quality, relevant support and mentorship are provided to all participants of the Teacher Education and Mentoring Program (TEAM); Assist school districts in developing and implementing a standards-based, high-quality system for professional learning; Implement Department-approved systems to evaluate and support all teachers and school leaders.
School Turnaround	Core turnaround strategies include: Invest in and transform Connecticut's lowest-performing schools, including Commissioner's Network and Waiver schools. Build capacity and infrastructure in high-needs districts (e.g. Alliance Districts), and foster collaboration across districts; Expand educational options by opening high-quality new schools; Pilot innovative strategies and scale promising practices, serving as the catalyst for statewide reform.
Early Learning	A key area for future development is ensuring strong linkages to the early childhood system.
Teaching and Learning	In support of rigorous academics, CSDE will provide school communities with flexibility and support to optimize learning for every student through approaches including early college experiences, personalized learning, and technology-infused instruction.
Data Driven Decision-making	Performance Management - Use data in an effective way to support state and local educators to strengthen student learning.
College and Career Readiness	College and Career readiness in one of three CSDE priorities. A key strategy for CSDE is rigorous academics designed to support local education agencies and schools' implementation of standards, curriculum, instruction, and assessments aligned to college- and career-readiness.

Connecticut

State Goals/Priorities:

- CSDE Vision: We will empower school communities through support and guidance to prepare each and every Connecticut learner for success in college, career and life.
- CSDE Goal: Connecticut public schools will set the standard for achievement in the nation, and our rate of reduction in achievement gaps will be among the fastest nationwide.

State Outcomes:

If the CSDE is to be successful in dramatically improving student outcomes and close achievement gaps statewide, then:

- Educator Talent: We must build the nation's most supported, best prepared, highest-performing corps of teachers and leaders.
- Rigorous Academics: We must transition to the Common Core State Standards and aligned student assessments.
- School and District Turnaround: We must marshal innovations and resources to generate dramatic improvement in our lowest performing schools and create new options for families.
- Student and Family Supports: We must provide comprehensive supports to students and families.
- Performance Management: We must develop innovative strategies with accurate and actionable data, and reduces administrative barriers for districts and educators.

NCC State Projects:

- Teacher Education and Monitoring Program (TEAM)
- Review of Teacher Certification Requirements
- School Turnaround Training
- Support the Teacher and Administrator Evaluation and Support Systems
- Implementing the Five Year Strategic Plan

Connecticut: Teacher Education and Mentoring Program (TEAM) Work Plan

Overview of Planned Work: Connecticut requires all beginning teachers to complete a two-year mentoring program where they complete five modules relating to Connecticut's Common Core of Teaching (CCT) and receive a minimum of 50 hours of mentoring over this time period from a state-trained mentor. Some teaching assignments only require the completion of two modules and 20 hours of mentoring. School districts select the mentors based on state and district criteria. Approximately 2100 new teachers participate in TEAM each year. Mentors may mentor up to 3 teachers each year and are provided an annual $500 state stipend for each teacher that he/she mentors.

For each of the first four modules, beginning teachers complete a Reflection Paper, which requires teachers to reflect on practice, establish professional growth goals, engage in professional learning related to the goals, apply their new learning, and reflect on how their new learning has had an impact on their teaching practices and student outcomes. A state-trained reviewer must assess whether the Reflection Paper meets the state standards. The 5th module focused on the Professional Code of Ethics and requires districts to engage beginning teachers in facilitated conversations concerning various ethical situations. Following the facilitated conversations, teachers complete a brief online questionnaire. The successful completion of all required modules is a requirement for a beginning teacher to be eligible for a provisional teaching certification.

State statute requires 1) LEAs to develop three-year plans for the implementation of TEAM; 2) the CSDE to review and approve LEA three-year district plans, based on guidelines developed by the CSDE, with input and recommendations from stakeholder groups; and 3) the CSDE to monitor district implementation to ensure fidelity to the program's plan and goals, including random district audits and observations by state personnel. Additionally, the CSDE is required to oversee an outside evaluation of the TEAM program every three to five years. The CSDE has asked the NCC to assist in designing an approach to monitor and evaluate the effectiveness of the TEAM program. In undertaking this work, the CSDE stressed that there was limited capacity at the SEA for monitoring and any approach developed would need to take this factor into consideration.

The CSDE and the NCC agreed to provide technical assistance relating to the design of the monitoring system during the 2015-16 school year with full implementation scheduled for the 2016-17 school year. This project was originally slated to begin in 2014-15. However, problems with the state data system that houses the TEAM data delayed this project until the 2015-16 program year.

NCC Goals:
- Provide high-quality technical assistance to State Education Agencies (SEAs) that builds internal capacity to implement, support, and sustain priority initiatives.
- Provide high-quality technical assistance to SEAs that builds their capacity to support district and school improvement efforts.
- Support cooperation and collaboration among SEA leaders, individuals, and organizations that enhances the capacity of SEAs to achieve their aims.

Project Objective:

- Assist the CSDE's Talent Office to implement an efficient monitoring program for TEAM that will: ensure LEA requirements are consistent with state requirements; ensure the overall quality of the materials and support provided to beginning teachers; ensure that there is a fair and consistent process for reviewers to assess the Reflection Papers; develop a longitudinal database to track the effectiveness of TEAM, over time, to strengthen teaching; and improve student learning, and to design protocols and business rules for conducting on-site visits to LEAs, when necessary.

State Target:

- By the beginning of 2016-17 school year, the CSDE implements the TEAM monitoring program.

Center Target:

- Before the beginning of the 2016-17 school year, the NCC provides the CSDE with the necessary technical assistance and educational tools to successfully implement the TEAM monitoring program beginning in September, 2016.

Connecticut: Project Work Plan

Center Activities	Timeline	Milestones/ Outputs	State's Key Team Members	NCC Key Team Members	External Partners
Adjust and finalize TEAM monitoring Outline Conduct survey to collect data on TEAM implementation Focus groups of district facilitators, mentors, RESC staff, and TEAM teachers to comment on the Outline (approach to monitoring), Certification form and surveys	Oct 2015 – Jan 2016	Outline finalized Form created Surveys developed Focus groups completed and materials adjusted to reflect input	Marimon Primack Weiner	**Frey** Schwarz	RESC TEAM Program contacts
Create data collection instrument and business rules for analyzing evaluators' results Create data collection instrument and business rules for the annual longitudinal data base on TEAM teachers' and students' performance Create business rules and rubrics for Level 2 document reviews Create business rules and rubrics for review of tracking teacher/mentor interactions Create a Communication Plan for the TEAM Monitoring and Evaluation program	Feb 2016 – April 2016	Documents created Communication Plan created	Marimon Primack Weiner	**Frey** Schwarz	RESC TEAM Program contacts
Implement TEAM monitoring plan	Sept 2016	Level 1 activities go into effect (certification letter, surveys, building data bases)	Marimon Primack Weiner	**Frey** Schwarz	RESC TEAM Program contacts

Outcomes:
- SEA will gain skills and knowledge to assess the overall effectiveness of TEAM, documenting its strengths and challenges.
- SEA will be able to assist LEAs to improve its approach to TEAM and ensure the effectiveness in implementing TEAM.

Connecticut: Review of Teacher Certification Requirements

Overview of Planned Work: For the past several years, the CSDE has worked with stakeholder groups in examining the teacher certification requirements in Connecticut. The CSDE is working to ensure that its teacher certification structure provides Connecticut schools access to highly effective teachers that will help ensure that all students will be prepared for college and careers. Additionally, the CSDE understands that the certification structure must be efficient and effective to meet the needs of the schools and prospective teachers seeking certification. This project will be designed to address the qualitative elements of certification (i.e., will these requirements best serve the educational needs of our students), the efficiency component of the certification process (i.e., does the process result in a streamlined approach for obtaining certification and the practical elements of certification (i.e., can the certification structure be effectively employed in the schools to meet the P-12 educational requirements for the state's students).

NCC Goals:
- Provide high-quality technical assistance to State Education Agencies (SEAs) that builds internal capacity to implement, support, and sustain priority initiatives.
- Support cooperation and collaboration among SEA leaders, individuals, and organizations that enhances the capacity of SEAs to achieve their aims.

Project Objective:
- Provide technical assistance and policy options for the CSDE to consider as it proceeds in conducting the review and possible revisions to the teacher certification requirements.

State Target:
- CSDE will ensure that the teacher certification structure meets the needs as defined in the overview of the planned work (above). Accordingly, there is no set timetable for the final product.

Center Target:
- During the 2015-16 program year, the NCC will work with the CSDE to examine quality, efficiency, and practical elements of its present certification structure and collectively recommend, based on the needs of Connecticut's schools, teachers and students, what revisions may strengthen the overall certification system.

Connecticut: Project Work Plan

Center Activities	Timeline	Milestones/ Output	State Key Team Members	NCC Key Team Members	External Partners
TBD	TBD	TBD	Pugliese DeFelice Barzee	**Frey**	Educational stakeholder groups

Outcomes:
- The CSDE will increase its understanding of the most effective way to address the qualitative, efficient and practical components of its teacher certification system.

Connecticut: School Turnaround Training

Overview of Planned Work: The CSDE will be providing training to its professional staff in the Office of School Turnaround. This training will provide them with the knowledge and skills to utilize newly developed CSDE school turnaround processes and tools for assisting low performing schools to address the root cause of student underperformance and close the performance gap for all students. The training will assist CSDE school turnaround staff to increase their capacity to work with principals and teachers on identifying and correcting serious issues impeding student learning. The NCC will assist the CSDE to coordinate this training providing both technical assistance and access to national school turnaround professionals who can participate in the training program.

NCC Goals:
- Provide high-quality technical assistance to State Education Agencies (SEAs) that builds internal capacity to implement, support, and sustain priority initiatives.
- Provide high-quality technical assistance to SEAs that builds their capacity to support district and school improvement efforts.
- Promote the understanding and use of research-based and exemplary practices by educational decision makers working to improve student achievement.
- Support cooperation and collaboration among SEA leaders, individuals, and organizations that enhances the capacity of SEAs to achieve their aims.

Project Objective:
- Support the CSDE to coordinate training bringing in national experts to assist with the training and soliciting feedback from the participants on a regular basis so that the training will be tailored to meet their needs.

State Target:
- By the 2016-2017 school year, the staff in the Office of School Turnaround will have developed the necessary expertise to assist low performing schools to use the CSDE-developed procedures and tools to identify the root causes of student underperformance and to assist LEAs to develop initiatives to address these issues.

Center Target:
- During 2015-2016 school year, the NCC will develop a training schedule that will meet the needs of the staff of the Office of School Turnaround, identify trainers that can be utilized with this training schedule and create feedback mechanisms to make mid-course corrections in the training program as warranted.

Connecticut: Project Work Plan

Center Activities	Timeline	Milestones/ Output	State Key Team Members	NCC Key Team Members	External Partners
Develop Training Schedule	Oct 2015	Training schedule developed	Cohn Staff of the Office of School Turnaround	**Schwarz** Frey	Trainers from the Content Comprehensive centers – to be identified
Conduct training	TBD	Training takes place	Cohn Staff of the Office of School Turnaround	**Schwarz** Frey	Trainers from the Content Comprehensive centers – to be identified
Create Feedback Mechanism for mid-course corrections	TBD	Materials developed	Cohn Staff of the Office of School Turnaround	**Schwarz** Frey	Trainers from the Content Comprehensive centers – to be identified
Evaluate Training Effectiveness	May 2016	Evaluation Report developed	Cohn Staff of the Office of School Turnaround	**Schwarz** Frey	Trainers from the Content Comprehensive centers – to be identified
Provide additional training if needed	TBD	Training Provided	Cohn Staff of the Office of School Turnaround	**Schwarz** Frey	Trainers from the Content Comprehensive centers – to be identified

Outcomes:

- The staff of the Office of School Turnaround will increase their understanding and knowledge of how to both assist low performing schools to effectively implement the CSDE school turnaround strategy and to provide the resources for any new staff hired in the future.

Connecticut: Support the Teacher and Administrator Evaluation and Support Systems

Overview of Planned Work: In 2012-13, the CSDE piloted its new Guidelines for Educator Evaluation for teachers and administrators, including a pilot of a state model aligned to the Guidelines, known as SEED (State Educator and Evaluation Development). Since that time, the NCC has provided technical assistance to the CSDE with respect to statewide teacher and administrator evaluation and support systems as requested by the CSDE. During Year 4 (2015-16), the NCC will continue its work with the CSDE in this area. The work will primarily focus on two areas: providing technical assistance to the CSDE as it supports educators in non-traditional educational settings to implement the new evaluation systems, and to serve as a resource and thought partner for the CSDE as it attempts to address issues that arise in the implementation of these new systems.

NCC Goals:
- Provide high-quality technical assistance to State Educational Agencies (SEAs) that builds internal capacity to implement, support, and sustain priority initiatives.
- Promote the understanding and use of research-based and exemplary practices by educational decision makers working to improve student achievement.

Project Objective:
- Support the CSDE's Talent Office as it works to ensure that the state's educator evaluation and support systems remain, fair, rigorous and consistent across all LEAs in Connecticut and that the goal of strengthening educators' practice is realized.

State Target:
- Continue to ensure that the educator evaluation and support systems are effectively integrated into LEAs' talent management systems and that these evaluation systems support improved teacher/administrator practice and increased student learning.

Center Targets:
- Educators in non-traditional educational settings (APSEPs, USD #1 and USD #2) will receive the necessary technical assistance to implement the 2015-16 required pilot program for both teacher and administrator evaluation.
- The CSDE will receive timely responses from the NCC when requested to research topics relating to educator evaluation.
- The NCC will work with the CSDE to address any new issues that arise in this area.

Connecticut: Project Work Plan

Center Activities	Timeline	Milestones/ Output	State Key Team Members	NCC Key Team Members	External Partners
In partnership with the CSDE, provide technical assistance to the educational entities participating in the 2015-16 required pilot of SEED	ongoing	Regularly scheduled meetings Meeting notes to identify technical assistance needs	Marimon Fuller	**Frey** Kirkendol	As needed
Respond to the CSDE's requests for information, research and/or best practices relating to educator evaluation systems.	ongoing	Requests responded by agreed upon deadlines	Marimon Fuller	**Frey** Kirkendol	As needed
Provide the CSDE technical assistance relating to SEED as requested (e.g., information requests).	ongoing	Requests responded to by agreed upon timelines	Marimon Fuller	**Frey** Kirkendol	As needed

Outcomes:

- The CSDE has the knowledge and skills to document the effectiveness' of the LEAs educator evaluation systems and to effectively address any concerns that arise.

Connecticut: Implementing the Five Year Strategic Plan

Overview of Planned Work: The CSDE will be working with the Regional Education Service Centers (RESCs) in the development of the new 5 year Strategic Plan that must be adopted by the Connecticut State Board of Education. This work is beginning this fall under the guidance of the Commissioner. The NCC will assist the CSDE to help think through how to integrate the overall goals and objectives of the 5 year strategic plan with its ongoing responsibilities to serve the LEAs, teachers and students in the State of Connecticut based on CSDE's statutory and regulatory obligations. This activity will take place after the plan has been approved by the State Board of Education.

NCC Goals:
- Provide high-quality technical assistance to State Education Agencies (SEAs) that builds internal capacity to implement, support, and sustain priority initiatives.
- Support cooperation and collaboration among SEA leaders, individuals, and organizations that enhances the capacity of SEAs to achieve their aims.

Project Objective:
- Assist the CSDE to think through how these strategic goals and objectives identified into the newly developed 5 year strategic Plan can be integrated into its work load.

State Target:
- By September 2016, the CSDE has adjusted the work of its program units to support the goals and objectives of the newly developed 5 year strategic plan.

Center Target:
- During the winter/spring of 2016, NCC will conduct focus groups of key CSDE offices to understand the issues with integrating the goals and objectives of the strategic plan into their overall work assignments. Recommendations will be solicited on how assignments can be adjusted to better focus resources on the strategic priorities established by the State Board of Education.

Connecticut: Project Work Plan

Center Activities	Timeline	Milestones/ Output	State Key Team Members	NCC Key Team Members	External Partners
Analyze Strategic Plan and review comments from the 4 program offices on how the plan will impact their operations	Two months after plan is adopted by the State Board of Education	Report produced on how managers view the impact	Donnelly Russell-Tucker Program Office leads	**Frey** Schwarz	Where appropriate
Conduct focus groups of key program offices to identify issues and possible solutions to integrate the Strategic Plan goals into ongoing work assignments	TBD	Report on focus group discussions	Staff from the key program offices	**Frey** Schwarz	
Develop recommendations based on the above two activities	TBD	Report on recommendations	Donnelly Russell-Tucker Program Office leads	**Frey** Schwarz	
Seek Feedback from Program Office leads and staff on recommendations	TBD	Data collection schedule\n\nSummary of feedback	Donnelly Russell-Tucker Program Office leads	**Frey** Schwarz	
Produce final set of recommendations	TBD	Complete Final Report		**Frey** Schwarz	

Outcomes:

- The CSDE will increase its understanding of how to adjust internal operating procedures and assignments to assist the educational community in meeting the goals and objectives in the 5 Year Strategic Plan.

State Service Plan: Maine

Map of U. S. Education Department of Education Priorities and Maine State Education Initiatives

Federal Education Reform Priority Areas	State Initiatives[1]
Standards and Assessment	Priorities around standards and assessment for the state of Maine are clearly outlined in the state's strategic plan. Maine is implementing Common Core State standards and is participating in the Smarter Balanced Assessment Consortium and is focused on supporting the alignment of local curricula and materials. Maine is also set to take the lead in the development of next-generation science standards, and continues to participate in national efforts to develop and revise standards in all other content areas.
Great Teachers and Leaders	Improving teacher and leader effectiveness and the development of a comprehensive system of training and support that begins with rigorous preparation programs and follows teachers and leaders throughout their careers remains a central Maine goal to provide great teachers and leaders. State supports continue to focus on: ▪ Common standards for teacher and leader effectiveness ▪ Initial preparation and professional development programs that are rigorous, relevant, and data driven ▪ Next-generation evaluation systems for teachers and leaders ▪ Communities of practice designed to foster continuous improvement
School Turnaround	An important focus of this year's work in the state has been to identify and begin to address gaps in mathematics achievement performance for special education students in grades K-8. Continued work on the State Systemic Improvement Plan (SSIP) will look to identify programs, procedures and the allocation of resources to address this area of need in identified schools.
Early Learning	Meeting the needs of all learners, from early childhood into adulthood, remains an important part of Maine's "Education Evolving: Maine's Plan for Putting Learners First" initiative. Embedded within the plan are implications for publicly funded preschool programs, including effective, learner-based instruction and rigorous and aligned standards and curricula and coordinated and effective state support. Continued work on implementing revised preschool learning standards remain a goal following recently passed legislation requiring quality program standards. Piloting of the Kindergarten Entry Assessment (KEA) with support from a grant to the Maine DOE has been initiated. The Maine DOE has requested that the NCC support their efforts to articulate a statewide monitoring system.
Innovations in Teaching and Learning	Maine continues to place emphasis and focus on instructional practices in the classroom designed to engage learners, and support learners who struggle to achieve. Educators from across the state are pioneering instructional approaches that make learners active participants in and directors of their own learning. In such settings, learners have a meaningful role in planning learning activities and are allowed to choose the manner by which they demonstrate proficiency.
State Capacity-Building and Productivity	Considerations in school funding practices and ongoing collaboration with the state Department of Health and Human Services remain a focus to ensure access to funding for needed health services, and continuing ongoing work to improve the efficiency and effectiveness of the state Department of Education in providing technical and other supports in addressing needs of the whole child.
College and Career Readiness	Supporting students looking to enter the workforce is provided through a number of state, local and online resources that offer exposure to different career paths and connections to job openings and training opportunities. Recently the Department of Education and the University of Maine announced a first-of-a-kind partnership to expand options for students to earn college credit while still in high school.

Maine

State Goals/Priorities:

"Education Evolving: Maine's Plan for Putting Learners First" is a strategic plan that sets out objectives and action steps for building an education system in Maine that meets the needs of all learners, from early childhood into adulthood, and prepares them for college, careers, and civic life.

Education Commissioner Stephen Bowen released a first draft of the plan on Jan. 17, 2012, based on input he received from visits with educators, parents, students, and others across the state during a listening tour in 2011. The plan continues to be utilized as a working document and since its creation there have been numerous changes in the State's Department of Education Leadership

The plan is shaped around five core priority areas (Noted as goals below) that address the various elements of building an education system focused on the needs of all learners:

- Priority Area 1: Effective, Learner-Centered Instruction
- Priority Area 2: Great Teachers and Leaders
- Priority Area 3: Multiple Pathways for Learner Achievement
- Priority Area 4: Comprehensive School and Community Supports
- Priority Area 5: Coordinated and Effective State Support

State Outcomes: From State Website:[1]

Priority Area 1:

- Rigorous standards and aligned curricula
- Learner-centered instructional practices
- Assessment systems that provide educators with timely, accurate information on learner achievement and growth
- Information systems that track learner growth over time

Priority Area 2:

- Common standards for teacher and leader effectiveness
- Initial preparation and ongoing professional development programs that are rigorous, relevant, and data-driven
- Next-generation evaluation systems for teachers and leaders
- Communities of practice designed to foster continuous improvement

Priority Area 3:

- Advancement based on demonstration of mastery
- Student voice and choice in the demonstration of learning
- Expanded learning options
- "Anytime, anywhere" learning

---

[1] *http://www.maine.gov/doe/plan/education_evolving/index.html*

Priority Area 4:

- Effective and efficient services for learners with special needs
- Coordinated health and wellness programs
- A commitment to community and family engagement
- Career and workforce partnerships

Priority Area 5:

- Seamless integration of educational programs from early childhood into adulthood
- Adequate and equitable state resources for Maine's schools
- Comprehensive integration of technology
- A robust and transparent accountability and improvement system

NCC State Projects:

- Maine State System of Support
- Maine Early Learning System(s) Support

Maine State System of Support

PRIORITY PROJECT #1: Provide Resources and Support for continued development of Maine's State System of Support for Lowest Performing Schools.

Overview of Planned Work: In continuation of the work of the Year 2 effort 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 targeted support in identifying resources, and providing assistance in the implementation of programs and practices supporting the State Systemic Improvement Plan and achievement gaps for special education students in the area of mathematics.

NCC Program Goal(s):
- Program Goal 1: Provide high-quality technical assistance to State Education Agencies that builds internal capacity to implement, support, and sustain priority initiatives.
- Program Goal 2: Provide high-quality technical assistance to State Education Agencies 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.

Project Objective:

- To support the further development and capacity of the MEDOE to implement their agency wide system of services to support underperforming schools and the reduction of student achievement gaps.

State Targets:
- By September 2016 State personnel will continue to work collaboratively across content departments to develop a more comprehensive system of support for its lowest performing schools.
- State personnel will continue to develop systems utilizing a variety of data sources to support strategic support.
- State personnel will increase knowledge of content center resources and practices informing systems of support.

Center Target:
- By July of 2016 the SEA will have identified and initiated new programs and coaching supports with Identified school improvement leadership teams, and will have begun providing resources and practices that will be valued and utilized in state and local school improvement efforts.

Maine: State System of Support

Center Activities	Timeline	Milestones/ Outputs	State Key Team Members	NCC Key Team Members	External Partners
On-going consultation with the MEDOE Chief Academic Officer regarding strategies relative to implementation of an integrated system of support for underperforming schools and specifically State Systemic Improvement Plan focused on closing K-8 special education student mathematics achievement gaps Debrief of state stakeholders meeting to define future actions set for October 19, 2015	Oct 2015 – Sept 2016 Note: Meeting with new staff focused on further defining goals and work plan going forward set for October 19, 2105	Re-Refinement of NCC assistance to support MEDOE Special Education Leadership Team and To Be Hired coaches in their work with schools identified as having significant sub groups achievement gaps. DOE staff and school coaches will have knowledge and supports to utilize Dirigo Star (ME Indistar tool) and other resources to support individual school and district improvement efforts	Breton Tucker Pfeiffer	**Ward** Hamilton Hayes	National Center for School Turnaround
Continue support for meetings with SEA Leaders to define and provide operational success of new system of roles and responsibilities for addressing the needs of low performing schools and defined SSIP improvement targets	Oct 2015 – July 2016	Quarterly meetings and conversations with Chief Academic Officer and/or identified SEA staff clarifying goals and expectations for the integrated SEA approach	Breton Tucker Pfeiffer	**Ward** Hamilton Hayes	National Center for School Turnaround
Identification of national and state resources to be utilized to help address achievement gaps	Nov 2015 – June 2016	Support indentifying National and state resources to be shared and utilized in trainings with SEA staff and school coaches of low performing schools	Breton Tucker Pfeiffer	**Ward** Hamilton Hayes	National Center for School Turnaround
Attend Center for School Turnaround (CST) "Turnaround Leadership" conferences and gather resources, strategies and tools to share with ME SEA staff	Sept 2015 – July 2016		Breton Tucker Pfeiffer	**Ward** Hamilton Hayes	National Center for School Turnaround

Maine: Early Learning Work Plan

Overview of Planned Work: The Maine DOE has successfully passed legislation supporting public preschool programs with newly required quality standards of program practice. The 2015-2016 is the first year new and expanded publically funded preschool programs will be working toward the newly required quality standards. The Maine DOE is committed to develop a more focused state-level system to improve the quality of these programs from the state level through articulated program standards, evolving preschool early learning standards, training and technical assistance, and monitoring support. The Maine DOE has requested that the NCC support their efforts to articulate a statewide monitoring system.

NCC Goal:
- Provide high-quality technical assistance to State Education Agencies (SEAs) that builds internal capacity to implement, support, and sustain priority initiatives.

Project Objective:
- Support the SEA to develop and articulate a statewide monitoring system.

State Target:
- By the end of SY 2016, the Maine DOE will have a fully developed monitoring plan and will have piloted associated protocols.

Center Target:
- By the end of SY 2016, NCC will have supported the development of a monitoring plan and protocols.

Maine: Early Learning Work Plan Table

Center Activities	Timeline	Milestones/ Output	State's Key Team Members	NCC Key Team Members	External Partners
Meet with Maine DOE staff to develop a monitoring plan and protocols; including reviewing CEELO materials and other state plans and systems	Sept 2015	Outlined monitoring plan Working protocol	Reed	**Hughes**	
Assist Maine DOE to identify pilot sites and co-monitor with DOE staff on at least two reviews	Oct. 2015 – June 2016	Revised/updated monitoring tools or plan	Reed	**Hughes**	
Consult with Maine DOE to identify additional resources or tools to support the monitoring process (e.g., conducting an informational webinar about monitoring process, developing informational resources, etc.)	June 2015 – Aug 2016	New tools and/or resources TBD	Reed	**Hughes**	

Outcome:

- The Maine DOE will increase its knowledge and understanding to provide a useful, timely and relevant monitoring process that supports continuous program improvement.

State Serve Plan: Massachusetts

Map of U. S. Education Department of Education Priorities and
State Education and Massachusetts Initiatives

Federal Education Reform Priority Areas	State Initiatives
Standards and Assessment	Educators in MA follow the Massachusetts Curriculum Frameworks in all subject areas. Additional resources are provided that addresses particular expectations of the Common Core and address the needs of special populations. In the fall of 2015 the state Board of Elementary and Secondary Education will determine whether to adopt PARCC or continue with (and revise) the current MCAS state assessments.
Great Teachers and Leaders	Massachusetts schools implements the MA ESE state model teacher and principal evaluation system (2012) to assess educator effectiveness. ESE has a portfolio of resources to support implementation of the educator evaluation system to improve teaching and learning. ESE is now planning for implementation of its State Equity Plan to address gaps in equitable access to effective educators.
School Turnaround	MA implements a tiered system of accountability and support for districts and schools. Schools and districts are assessed and rated on a level from 1 to 5, with 1 being strongest performers and 5 being those in state receivership. ESE is directly involved in the governance of Level 5 districts and schools, appointing and working with receivers in Level 5 districts. The Office of School Turnaround supports and monitors Level 4 districts and schools and the District and School Assistance Centers assist Level 3 districts.
Early Learning	Education for children ages 0-5 is governed and led by the Early Education and Care (EEC) agency in Massachusetts. EEC's 5 year strategic plan sets forth 5 goals: readiness for K, high quality education and development, professionally prepared workforce, quality EEC leadership. Education for children 0-5 cuts across agencies, with ESE involved in 3-4 year old early special education. Legislation, filed in January 2011, addresses an important educational benchmark, third grade reading proficiency, which strongly correlates with children's future success in school and beyond. The legislation established an Early Literacy Expert Panel, composed of nine members, that is charged with providing recommendations to state education agencies on the alignment, coordination, implementation and improvement of all existing efforts that bear on children's literacy outcomes, guided by the goal of improving third grade reading outcomes in the Commonwealth. The July 2015 report on its work represents policies and policy-based initiatives in a number of domains that influence children's early literacy development, including: 1) strategies for evaluating the effectiveness of curricula for children in early education and care programs through third grade, 2) effective instructional literacy practices, 3) pre-service training and professional development for early educators, 4) screening and assessment to monitor and report on children's progress, 5) strategies for establishing family partnerships to improve the quality, frequency and efficacy of home-school interactions, and 6) the broader domain of effective implementation of policy and policy-based initiatives, guided by what is known from improvement science focused on risk and prevention among children and families.
Teaching and Learning	MA ESE supports advances in teaching and learning across the agency: Curriculum and Instruction division provides curriculum frameworks and professional development offerings; Educator Evaluation office supports the use of the educator evaluation system to improve teaching and learning; Office of English Language Acquisition provides training to all MA educators on sheltered instruction for ELLs; Multi-Tiered System of Support office supports implementation of comprehensive system of instructional support to meet all students' needs; MA ESE's EDWIN Teaching and Learning system provides educators with an array of resources to assist educators in providing standards-based instruction.
Data Driven	MA has developed a comprehensive system of data and data tools (Edwin analytics) that

Decision-making	provide educators with the opportunity to access and analyze myriad sources of data for improvement. Massachusetts also provides a variety of reports and guides to assist districts and schools in analyzing data that drive decision making and improvements to support improved outcomes for students and the more effective and efficient use of resources.
College and Career Readiness	Major CCR initiatives in MA include:
	Your Plan for the Future website offering resources to help students learn about and plan for college and career
	Early College opportunities across the Commonwealth
	Connecting Activities leverages a statewide infrastructure to support "college and career readiness" for all students. The CA line item in the state budget establishes public-private partnerships through the 16 local workforce investment boards to connect schools and businesses by providing structured work-based learning experiences for students that support both their academic and employability skill attainment.
	Additional supports include STEM Early College and Early
	College Designs, Your Plan for College, MCAS, Educational Proficiency
	Plan and the Competency Determination, On-Line Courses and
	Modules, Alternative Education Pathways, Pre-AP, CVTE, Dropout
	Reduction/Prevention.

MASSACHUSETTS

State Goals/Priorities:
- Assist the MA ESE to develop and support the identification and dissemination of effective district strategies for enhancing student access to effective educators through a District Professional Learning Network — a core implementation strategy outlined in its State Equity Plan and approved by the U.S. Department of Education.
- Assist MA ESE in supporting initial and ongoing development and implementation of model ESL curricula.
- Assist MA in providing supports to district and school personnel in the use of technology to enhance teaching and learning.

State Outcomes:
- Districts across MA will have access to promising, field-tested strategies and tools shared by districts participating in the ESE's Professional Learning Network to assist them in identifying and addressing gaps in their own students' equitable access to effective educators.
- Districts across MA will be provided with model curriculum units that support standards-based teaching and learning for English language learners along with resources to support adaption and ongoing development of ELL units at the local level.
- SEA/district leaders will increase their understanding of how to use and integrate technology to support teaching and learning.

NCC State Projects:
- Equity Access Professional Learning Network (PLN)
- ESL Model Curriculum
- Digital Learning

Massachusetts: Equitable Access Professional Learning Network (PLN)

Overview of Planned Work: On July 7, 2014, Secretary Duncan sent a letter to The Council of Chief State School Officers informing them of the requirement that each State Educational Agency (SEA) submit to the Department a new State Educator Equity Plan in accordance with the requirements of Title I of the Elementary and Secondary Education Act of 1975 (ESEA). As required by ESEA, each state was to describe, among other things, the steps it will take to ensure that "poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers." The Massachusetts Department of Elementary and Secondary Education (ESE) submitted its final Equity Plan in August, 2015. This plan describes identified equity gaps in Massachusetts students' learning experiences and presents four core strategies for addressing these gaps. ESE will launch one of these strategies in the Fall of 2015 — an Equitable Access Professional Learning Network (PLN). This pilot will engage eight to ten districts in the strategies outlined in the MA Equity Plan and will support their use of a newly developed Student Learning Experience Report. This report displays information to districts on the proportion of experiences each of its students has had with teachers who have: high absenteeism, highly qualified status, an ineffective rating in their evaluation, fewer than three years of experience, and professional teaching status. As part of the programming for this PLN, ESE will convene the participating districts to: introduce the report; use it together; maintain ongoing communication to identify and understand districts' equity gaps; determine the underlying causes of the equity gaps; and develop the best local strategies to eliminate gaps. As a result of the pilot, ESE will support participating districts to share their promising equity strategies with other districts across the state, develop resources to disseminate these practices, and revise the Student Learning Experience Report as necessary. NCC will assist MA ESE to monitor and disseminate promising equity strategies from this PLN Pilot.

NCC Goals:
- Provide high quality technical assistance to MA ESE that builds internal capacity to implement, support, and sustain priority initiatives
- Provide high quality technical assistance to MA ESE that builds their capacity to support district and school improvement efforts
- Promote the use of research-based and exemplary practices by educational decision makers working to improve student achievement
- Support cooperation and collaboration among SEA leaders, individuals, and organizations that enhances the capacity of MA ESE to achieve their aims

Project Objective:
- Assist the MA ESE to monitor and disseminate strategies from the ESE's Professional Learning Network to provide districts across the state with access to useful, field-tested approaches for improving students' access to effective educators.

State Target:
- By September 2016, MA ESE will have determined and disseminated an initial set of promising district strategies to support all MA districts' efforts to improve students' equitable access to effective educators.

Center Target:

- By September 2016, NCC will have provided ongoing consultation on Professional Learning Network implementation, assistance with information dissemination planning and presentation, and provision of small group convening space and webinar platform technology to increase districts' access to field-tested strategies for improving students' equitable access to effective educators.

Massachusetts: Equity Professional Learning Network Work Plan

Center Activities	Timeline	Milestones/Output	State Key Team Members	NCC Key Team Members	External Partners
Assist MA ESE in supporting the early implementation of ESE's Professional Learning Network (PLN)	Sept 2015 – Dec 2015	PLN kick-off meeting with 8-10 districts participating 2-3 completed district self-assessments PLN data analysis process and district strategies identified District strategies and tools collected Convene PLN in Dec	Lynch Abbott	**Henry**	
Assist MA ESE in developing and implementing plan for dissemination of effective district strategies for addressing gaps in student access to effective educators	Jan 2016 – April 2016	Plan for identifying and documenting promising equity strategies Hold 2-3 PLN convening's	Lynch Abbott	**Henry**	
Assist MA ESE in supporting districts to present effective equity strategies via face to face meeting and webinars	May 2016 – Sept 2016	PLN district presentations at MA ESE's Spring Convening (May) 2-3 Summer Webinars	Lynch Abbott	**Henry**	
Assist MA in assessing progress and meeting benchmarks; develop strategies for next phase of PLN	Sept 2016	Report of progress Plan for next phase of PLN			

Outcome:
- MA ESE will increase its ability to identify and disseminate promising district strategies that can support districts across the state to address inequities in students' access to effective educators.

Massachusetts: ESL Model Curriculum

Overview of Planned Work: NCC will work with the ESE and the Office of English Language Acquisition and Academic Achievement (OLEAAA) office to increase its capacity to support the continued development, dissemination, and implementation of model ESL curriculum units. For the past year, NCC has provided technical assistance to the ESE's statewide Planning Committee working to develop ESL Model Curriculum Units (MCUs). The ESL MCUs take a functional approach to language teaching and are organized around the WIDA Key Uses of Academic Language and Standards Framework. ESL units are focused on systematic, explicit, and sustained language development within the context of the Massachusetts Curriculum Frameworks. Each ESL MCU connects to key linguistic demands from an existing content area MCU (ELA, Math, Social Studies, Science), but the primary purpose of these ESL units is that of focused and dedicated language study. The ESL MCUs will be piloted in the fall of 2015, and the revised units and accompanying documents and supports are expected to be rolled out in 2016.

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

Project Objective(s):
- Assist the ESE staff in increasing its capacity to support the continued development of ESL model curriculum units.
- Provide consultation to ESE staff for the dissemination and implementation of the ESL model curriculum units
- Provide consultation and support to ESE staff leading select group of ELL educators in the development, dissemination, and implementation of model ESL curriculum units.

State Target:
By the summer of 2016, MA DESE will have:
- Developed and shared 14 ESL units at the foundational level, organized in a continuous improvement cycle framework (e.g. Plan, Do Study Act (PDSA) Cycles). Districts will be encouraged to adopt or adapt this process, and embedded related professional development will be prepared in the 2016-17 AY and beyond.
- Developed and disseminated a Resource Guide detailing the "how-to," thinking and planning processes, including various tools for collaborative curriculum development. Additionally, the Resource Guide will offer a sample structure and sequence for a PLC around collaborative ESL curriculum design and planning.

- Developed and conducted an ESL MCU Trainer of Trainers targeting district-nominated teams in March 2016, via an applications process. Trainers will be equipped to facilitate a collaborative ESL curriculum development process in districts.

Center Target:
- By September 2016, the MA DESE will have (1) piloted and shared multiple ESL model curriculum units across the state, (2) created and disseminated a resource guide detailing the process for developing curriculum units, (3) determined a measure for evaluating and revising the curriculum (continuous improvement cycles), and (4) trained district teams in using the collaborative ESL curriculum development process.

Massachusetts: ESL Model Curriculum

Center Activities	Timeline	Milestones/ Output	State's Key Team Members	NCC Key Team Members	External Partners
Provide support and consultation to MA DESE staff to develop and refine curriculum development resources and tools	Sept 2015 – Aug 2016	ESL Model Curriculum Units disseminated for use in districts statewide Development of a Resource Guide Draft tool developed for evaluating and revising the ESL model curricula District teams trained in the process of a collaborative ESL curriculum development process	**Aguiar** Measel Kray	**Morrow**	

Outcomes:

- District ESL teams will deepen their knowledge and understanding of a collaborative process for developing ESL curriculum.
- MA ESE will gain the skills to design and implement a process for evaluating and revising ESL curriculum units.

Massachusetts: Digital Learning

Overview of Planned Work: NCC will continue to work with MA ESE's Office of Digital Learning to provide implementation guidance to support educators with education technology integration and other matters related to virtual education as well as the identification of best practices to encourage online education to complement classroom instruction in district schools.

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

Project Objective:
- Assist MA ESE to provide support to districts in using educational technology to advance teaching and learning

State Target:
- MA DESE will expand its support of high quality virtual, blended, and digital learning experiences to enhance teaching and learning.

Center Target:
- By September 2016, NCC will have provided high quality services to NYSED that result in districts receiving guidance and support to implement various education technology initiatives.

Massachusetts: Digital Learning

Center Activities	Timeline	Milestones/ Outputs	State's Key Team Members	NCC Key Team Members	External Partners
Support extended learning opportunities to foster collaborative learning among colleagues within LEAs in the use of educational technology (e.g., Student Technology Support Teams, SketchUp Pro, Digital Citizenship)	Oct 2015 – Sept 2016	Agendas Work plan(s) Meeting notes	Klau Hieber	**Morgan** D'ambrosio	
Provide consultation to ESE on course content and assignments for High School Teacher Certification program		Course content and assignments	Klau Hieber	**Shirali** D'ambrosio	
Support the implementation of the MA ESE Online High School Teacher Certification program	Jan 2016 – Sept 2016	Course Syllabus Feedback surveys	Klau Hieber	**Shirali** D'ambrosio	
Support the SEA in implementing elements of the state's overall evaluation framework for the districts and their schools that received Round 1 funding from the IT Bond Bill.	Oct 2015 – Sept 2016	Meeting Notes Work Plans	Klau Hieber	**Shirali** Morgan Lee	
Raise districts' awareness of E-rate discounts through multiple channels (social media, email, teleconferences, in-person meetings).	Oct 2015 – Sept 2016	Document outlining distribution channels Plan-to disseminate information	Klau Hieber	**Shirali** D'ambrosio	

Outcomes:
- SEA and district leaders will increase their understanding of how to apply the Virtual Learning Program (VLP) Rubric to evaluate and enhance the quality of various models of virtual learning and modes of virtual learning.
- SEA and district leaders will increase their understanding of how to support districts to integrate educational technology in various areas such as: online/blended course development, use of SketchUp Pro, integration of student technology support teams, implementation of digital citizenship, and awareness of E-rate funding opportunities.

State Service Plan: New Hampshire

Map of U. S. Education Department of Education Priorities and State Education Initiatives

Federal Education Reform Priority Areas	State Initiatives
Standards and Assessment	The New Hampshire Department of Education's (NH DOE) ESEA Flexibility Waiver Renewal was approved August 6, 2015. The U.S. Department of Education's (USED) approval allows New Hampshire to continue its effort in providing an improved support and accountability system. New Hampshire's proposal ensures all students have the opportunity to be college - and career-ready; identifies, recognizes and supports schools in a differentiated system that acknowledges their past performance, holds them accountable for growth and provides customized support and interventions; and promotes effective instruction and leadership. For more information, please see the waiver renewal proposal. (NH DOE website)
Great Teachers and Leaders	The NHDOE has been working on a comprehensive model of educator effectiveness for the last four years. This work has been In close partnership with two Commissioner's Task Forces made up of key stakeholder groups and involving close to 150 regular members. The NHDOE has approached this work in an Inclusive manner believing that transformative change is essential to support a different way of thinking for all educators and policymakers. This process led to the state's Comprehensive System of Educator Effectiveness which is characterized by four pillars: 1) Leader and Teacher Preparation, 2) Induction with Mentoring, 3) Professional Development, 4) Leader and Teacher Evaluation. In starting with the higher education preparation programs the state is inculcating this change as teachers are first trained as they are forming perspectives and understandings of the greater system. Additionally, as the system has been conceptualized and constructed, state and local leaders have been diligently working to develop and implement policies, assessment systems, external partnerships (in state, regional, and national) and internal collaborative cultures within the state, districts and schools. (NH DOE Website)
School Turnaround	The NHDOE, like the state's school districts, takes the academic success of its students very seriously. It also places great emphasis on ensuring that those schools that struggle the most receive the greatest amount of support from the department. This is evident by the time and effort focused in true partnership with the schools receiving School Improvement Grant (SIG) funds over the past three years. The NHDOE School Improvement Team has worked with the 15 schools through the SIG program over the last few years. Each school was provided a liaison whose duties included budget review and approval of improvement plans, monthly on -site visits and progress monitoring. Additionally, the School Improvement Team provided Professional Learning Community (PLC) support in the form of quarterly meetings for Cohort I and Cohort II SIG schools with professional development and discussions around the topics outlined by the transformation model. This work was focused around the four sections of transformational work as introduced in the USED guidance for SIG models of school reform: 1.Teacher/Leader Effectiveness 2.Instructional Reform Strategies 3.Increased Learning Time and Community Engagement 4.Providing Operational Flexibility and Sustained Support All current SIG schools will now be designated as Priority Schools. The School Improvement Team within the Bureau of Integrated Programs at the NHDOE, along with the Department's Bureaus of Special Education, Assessment and Accountability and Data Management, will continue its focus on the state's struggling schools to ensure they have the support they need to improve. Each school determined to be in Priority status will work hand-in-hand with staff at the NHDOE to develop a high quality intervention plan that addresses the turnaround principles

	defined by the USED. All Priority Schools will have a plan to begin implementing interventions aligned with the turnaround principles no later than 90 days after the date the school is notified of their selection as a Priority School (NH RSA 193-H:4) (NH DOE Website)
Early Learning	Early Childhood Education in New Hampshire includes children Birth – Grade 3 and their families. Children in New Hampshire from birth to five years are provided services through the Department of Health and Human Services. The exception is preschool special education which is administered by the New Hampshire Department of Education.

The New Hampshire Department of Education is a committed partner supporting statewide efforts for children and schools to promote a seamless system between PreK and K-3 education. The Department of Education maintains a comprehensive focus toward kindergarten and school readiness, the implementation of standards and authentic assessments, and the pursuit of 100% reading proficiency by the end of third grade in order to support the 21st century needs of students so they can build skills in careers, college and life. (NH DOE Website) |
Teaching and Learning	PACE is a first-in-the-nation accountability strategy that offers a reduced level of standardized testing together with locally developed common performance assessments. These assessments are designed to support deeper learning through competency education, and to be more integrated into students' day-to-day work than current standardized tests. Meaningful assessment is a key part of a strategy to ensure students are getting the most out of their education.
Data Driven Decision-making	
College and Career Readiness	The NH College and Career Ready Standards (NH CCRS) include learning goals for a variety of content areas, such as the State's newly adopted English language arts/literacy and mathematics standards. The new standards were adopted after a state-led effort referred to as the Common Core State Standards Initiative. NH CCRS include the critical skills and dispositions, or competencies, necessary for skills in careers, college, and life. (NH DOE Website)

New Hampshire

State Goals/Priorities:
- Continue to improve teacher and leader effectiveness in schools.
- Continue to address issues of equitable distribution of excellent educators to students in poverty and minority students.
- Continue to maintain and improve a comprehensive focus in early learning toward kindergarten and school readiness which will include the implementation of standards and authentic assessments

State Outcomes:
- The state will implement an educator effectiveness system connected to student performance, including competency attainment. It will address areas of preparation, selection, induction, mentoring and evaluation of teachers and principals.
- The state will have a well-developed plan for working with districts to address issues of equitable distribution of excellent educators to students in the state, especially minority students and students living in poverty.
- The state will provide resources to educators and schools in early learning education in order to support the 21st century needs of students at the earliest stages of their education so they can build skills in careers, college and life.

NCC State Projects:
- Educator Effectiveness
- Equitable Distribution of Excellent educators
- Early Learning
- Steps to Success for NH Focus and Priority Schools

New Hampshire: Educator Effectiveness Work Plan

Overview of Planned Work: The New Hampshire Task Force on Educator Effectiveness completed the development of the Teacher Support and Evaluation Model System in January 2013. NCC provided support to the Task Force and the lead consultant from the Center for Assessment in the creation of the Model System. At the request of Commissioner Barry, NCC then began work in March of 2013 to assist NHDOE's State Consortium for Educator Effectiveness (SCEE) Team in the development of plans to support implementation of the Model System. As a result, the NHDOE SCEE team now provides support that includes 1) developing statewide awareness of the model system, its key components and implementation timelines, 2) supporting the development of implementation guidance that will be available to all NH districts and schools, and 3) providing professional learning opportunities and resources. In Year 3 the NCC, assisted the Department in drafting a peer review process that was based on the Oregon model for Peer review and then personalized to the specific needs of the New Hampshire Educator Support and Evaluation System. The process which will enable districts/schools to receive constructive feedback regarding their respective educator effectiveness systems will be piloted in Year 4. The NCC will continue to work with the Department throughout the piloting process in helping them determine districts who will participate in the process; identifying educators who will serve on the peer review committees; collecting and analyzing data from the pilot to determine its efficiency, quality and usefulness to the participants; and making adaptions based on data results prior to its statewide implementation. Also in Year 4 the NCC will continue to provide ongoing consultation and planning support to NHDOE leaders, planning and facilitating regular meetings of the SCEE Team, with a focus on developing a leadership pipeline at both the school and district level.

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

Project Objectives:
- Provide technical guidance and related implementation resources to the NH DOE to assist the Department with the statewide implementation of the educator support and evaluation system.
- Support the NH DOE in implementing the pilot of the Peer Review system for educator support and evaluation.
- Provide technical guidance to the NH DOE and its SCEE team through identifying and analyzing key resources that will be utilized for both informing and developing a strategic plan for a leadership pipeline in NH.

State Targets:
- Beginning in January of 2016, NH DOE will implement a voluntary pilot of the peer review process for educator effectiveness in the fall of 2015 and rollout of statewide implementation.
- By June 2016, NH DOE will develop a strategic plan for a leadership pipeline for NH educators at the school and district levels.

Center Targets:

- During 2015-16 NCC will provide technical support to the Department via the SCEE Team to support the implementation and refinement of an educator effectiveness peer review system.
- During 2015-16 NCC will support the Department in identifying, creating, and implementing a strategic plan for developing a leadership pipeline for NH educators at the school and district levels.

New Hampshire: Educator Effectiveness Work Plan Table

Center Activities	Timeline	Milestones/ Output	State Key Team Members	NCC Key Team Members	External Partners
Assist NHDOE in planning and holding meetings of the NH SCEE team on a monthly basis to carry out implementation work of the Peer review system, - assess status of implementation, and make adjustments as needed

Assist the NHDOE and SCEE team in development of a strategic plan for creating a leadership pipeline to the NH educators at the school and district levels | Oct 2015 – June 2016 | Pilot peer review process initiated

Synthesis of pilot peer review process

Peer review process refined based on data from pilot

Statewide rollout of peer review process initiated

Strategic plan developed | Soule
Frame | **Reade**
Ahigian | |

Outcomes:

- The SEA will expand its capacity to support the statewide implementation of the educator support and evaluation system.
- The SEA will increase its knowledge to implement a peer review system that will enable districts to improve their educator evaluator systems.
- The SEA will increase its use of resources to create a strategic plan for a leadership pipeline for NH educators at the school and district levels.

New Hampshire: Equitable Distribution of Excellent Educators

Overview of Planned Work: In Year 3 NCC worked with the NH DOE to support the development of their plan by serving as a thought partner to help strategize an action plan for meeting the June 1, 2015 deadline for plan submission; organizing and facilitating meetings with stakeholders – including the development of a core long-term Equity Task Force; being a conduit between the NH DOE and the Great Teachers and Leaders Content Center and the Equitable Access Support. At the time of submission, the state's Equity Plan was only a snapshot of current progress. The work of the NCC in Year 4 will be to support the NH DOE in continuing to fully flush out the needed data and appropriate strategies required to address equity gaps. A revised plan with timelines for continued development of the full plan and the projected stages of implementation of strategies and benchmarking of progress was submitted to USED on September 15, 2015.

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

Project Objective:

- Assist the SEA in developing a comprehensive plan to ensure that poor and minority students have equal access to excellent educators.

State Target:
- By June 2016, the NH DOE will have identified and shared with districts appropriate strategies and supports for closing gaps related to equity identified in the NH Equitable Distribution of Excellent Educators Plan submitted to USED.

Center Targets:
- By June 2016, NH DOE will have completed its Equitable Distribution of Excellent Teachers Plan.
- By June 2016, NCC will have supported NH DOE's process for collecting and analyzing benchmark data with the state's Equity Task Force to ensure that strategies identified in the plan to reduce gaps are being implemented with fidelity.

New Hampshire: Equitable Distribution of Excellent Educators

Center Activities	Timeline	Milestones/ Output	State's Key Team Members	NCC Key Team Members	External Partners
Work with NH DOE stakeholder team to continue data collection, determine appropriate strategies to be integrated into the state Equity plan to specifically address the needs of the Manchester school district, as well as benchmark the progress of implementation	Oct 2015 – June 2016	Minutes of meetings with NH DOE Equity Task Force reflect: 1) the collection of data for root cause analysis 2) Identification of appropriate strategies to address equity gaps 3) Implementation of progress benchmarks	Soule	**Reade**	GTL Center EASN REL
Work with the NH DOE and its stakeholder team to move forward with data collection and identifying appropriate strategies for districts identified in rural areas for equity gaps as it relates to students in poverty, as well as benchmark the progress of implementation	Oct 2015 – June 2016	Minutes of meetings with NH DOE Equity Task Force reflect: 1) the collection of data for root cause analysis 2) Identification of appropriate strategies to address equity gaps 3) Implementation of progress benchmarks		**Reade**	GTL Center EASN REL
Participate in GTL/CCSSO and ESEN – technical assistance as a way to support the NH DOE in its implementation efforts related to equity	Oct 2015 – June 2016	Participation of Equity Task Force members	Soule	**Reade**	GTL Center EASN
Provide ongoing facilitation of Equity Task Force meetings	Oct 2015 – June 2016	Minutes of meetings will reflect: 1)Plan completion 2)Implementation of strategies 3)Collection of benchmark data identified in the plan	Soule	**Reade**	

Outcomes:
- The NH DOE will continue to collaborate and engage with stakeholders in carrying out its goal to reduce the inequitable distribution of excellent educators for students who are poor or minority.
- The NH DOE will increase its knowledge and skills to identify appropriate strategies to address equity gaps and document progress toward equitable distribution of excellent educators.

New Hampshire: Early Learning Work Plan

Overview of Planned Work: The NH DOE has made a commitment to ensure that school-based early learning (Kindergarten-3rd grade) focuses on research-based (standards-based) instructional content through developmentally appropriate teaching practices to improve the likelihood that all students in NH schools are well-prepared as confident and capable learners. Beginning in Year 3, the NCC worked with the NH DOE to articulate a vision of early learning in NH and develop a plan for implementation, called the "Commitment to Early Learning." NCC also worked with the NH DOE to develop instructional pathways in mathematics and literacy for the NH Network Platform to illustrate research-based instructional content in kindergarten – 3rd grade. NCC will continue to support the NH DOE's efforts to implement the "Commitment to Early Learning" as needed and will focus on supporting the development of instructional pathways in the early years.

NCC Goals:
- Provide high-quality technical assistance to State Education Agencies (SEAs) that builds internal capacity to implement, support, and sustain priority initiatives.
- Promote the understanding and use of research-based and exemplary practices by educational decision makers working to improve student achievement.

Project Objectives:
- Support the SEA to communicate and implement the state's "Commitment to Early Learning" vision, as requested.
- Assist the SEA in developing at least two instructional pathways in early literacy and math, respectively, for the NH Network Platform to support the knowledge and practice of educators throughout the state.

State Targets:
- By the end of SY 2016, the NH DOE will have implemented/completed at least four of the fourteen suggested goals/action steps outlined in the Commitment to Early Learning vision statement.
- By the end of SY 2016, the NH DOE will have completed and posted two instructional pathways on the NH Network Platform.

Center Targets:
- By the end of SY 2016, NCC will have facilitated the implementation of action steps outlined in the NH DOE's Commitment to Early Learning.
- By the end of SY 2016, NCC will have supported the development of two instructional pathways for early literacy and math, respectively, and linked them to the NH Network Platform.

New Hampshire: Early Learning Work Plan Table

Center Activities	Timeline	Milestones/ Output	State's Key Team Members	NCC Key Team Members	External Partners
Support the development of topic-based professional development modules to be accessed through the NH Network Platform	Oct 2015 – Sept 2016	Outlined modules and resources	Earick	**Hughes**	
Convene meeting with DOE to determine next steps and support needed to implement action steps outlined in the Commitment to Early Learning.	Oct 2015	Meeting notes	Earick	**Hughes**	
Assist NH DOE to identify materials and resources requiring updates or revisions, as related to action steps outlined in the "Commitment to Early Learning" vision	Oct 2015 – Sept 2016	Revised/updated DOE materials	Earick	**Hughes**	
Assist NH DOE to identify media and tools from DWW and other sources that can be the basis for early learning modules or resources	Oct 2015 – Sept 2016	Revised modules and resources	Earick	**Hughes**	
Pilot modules or resources through the NH Network Platform	Oct 2015 – Sept 2016	Completed modules and resources	Earick	**Hughes**	

Outcome:

- The NH DOE will increase its knowledge and understanding to support programs, districts, and schools to implement research and evidence-based early learning instructional content and developmentally appropriate practice.

New Hampshire: Steps to Success for NH Priority and Focus Schools Work Plan

Overview of Planned Work: The New Hampshire Department of Education has made a renewed commitment to provide support to their Title 1 Priority and Focus schools as identified as Innovation schools. This will involve providing the information they need to initiate the plan development or review process using Problems of Practice technique and Indistar tool as described in the NH ESEA flexibility waiver which includes the work on the Triannual Review Process. The NH DOE has requested that the Northeast Comprehensive Center (NCC) continue to support this effort by working along with the school improvement personnel currently working with these groups of schools. This will involve providing technical assistance on the use of the Indistar tool called Steps to Success as well as School Improvement Grant (SIG) monitoring throughout the 2015-16 year and culminating in presentations at the NH Educator's conference to be held August 3-5, 2016.

NCC Goals:
- Provide high-quality technical assistance to State Education Agencies (SEAs) that builds internal capacity to implement, support, and sustain priority initiatives.
- Provide high-quality technical assistance to SEAs that builds their capacity to support district and school improvement efforts.
- Promote the understanding and use of research-based and exemplary practices by educational decision makers working to improve student achievement.
- Design and provide high-quality professional development opportunities that advance educational leaders' knowledge and practice.

Project Objective:
- Assist the SEA to develop and implement a plan of support for the Priority and Focus schools in their use of the Indistar tool and Steps to Success process

State Target:
- By 2016, all Focus and Priority schools will work to refine their usage of the Indistar Steps to Success process for creating and implementing their school improvement plans

Center Target:
- By the end of SY 2015-16, the NH DOE will refine the usage of the Indistar Steps to Success program process in all Focus and Priority schools.

New Hampshire: Steps to Success for NH Priority and Focus Schools Work Plan Table

Center Activities:	Timeline:	Milestones/ Output:	State Key Team Members:	NCC Key Team Members:	External Partners:
Build capacity of NHDOE school improvement personnel to use Indistar Steps to Success and the ADI Family Engagement tool to support Priority and Focus school improvement	Oct 2015 – June 2016	NHDOE personnel lead webinars/ workshops	Feistman Nichol	**Trunk**	Center on Innovation in (CIL)
Support school improvement personnel in leading webinars/workshops with Focus and Priority schools to support the use of Indistar Steps to Success and the ADI Family Engagement tool	Oct 2015 – June 2016	Quarterly webinars and/or workshops	Feistman Nichol	**Trunk**	CIL
Explore and develop a coaching model of Indistar to be used in the Focus and Priority schools using the SWIFT (Statewide Integrated Framework for Transformation) model as a resource	Oct 2015 – June 2016	Workshops/ monthly meetings, and webinars	Feistman Nichol	**Trunk**	CIL SWIFT
Conduct face to face or electronic meetings with school leadership teams to support their planning process	Oct 2015 – June 2016	Ratings on rubric shows progress made in the planning process\n\nParticipation in the Triannual Review process	Feistman Nichol	**Trunk**	CIL
Collaborate with the NH DOE in monitoring the School Improvement Grant sites	Oct 2015 – June 2016	Monitoring document refined	Nichol	**Trunk**	USED

Outcomes

- NH DOE school improvement personnel will demonstrate capacity to lead improvement and planning and monitoring activities using Indistar and Steps to Success.
- Schools will develop a trainer of trainer coaching model within the participating schools.
- School leadership teams will increase their skills to guide the use of the Indistar tool and Steps to Success process.
- NH DOE will increase its understanding of how Innovation schools use the information gathered to improve their student achievement.

State Service Plan: New York

Map of U. S. Education Department of Education Priorities and New York Education Initiatives

Federal Education Reform Priority Areas	State Initiatives
Standards and Assessment	Implementing Common Core standards and developing curriculum and assessments aligned to these standards to prepare students for success in college and the workplace. Roll-out of Common Core aligned Regents Exams begins in 2014 (June 2014: Algebra I; June 2015: Geometry; June 2016: Algebra II and English language arts). First cohort of high school graduates required to pass Common Core Regents Exams for graduation begins with class of 2017. Align existing curriculum to the New York State K-12 Social Studies Framework no later than the 2015-2016 school year. The new Global History and Geography II Regents Exam will be first available in June 2018; the new US History Regents Exam will be first available in June 2019. http://www.nysed.gov/common/nysed/files/2014-p-12-budget-testimony.pdf http://www.p12.nysed.gov/ciai/socst/documents/ss-implementation-course-req-assessment.pdf
Great Teachers and Leaders	Recruiting, developing, retaining, and rewarding effective teachers and principals. Central to this state reform initiative is continued implementation of Education Law §3012-c which provides for a multiple measures evaluation tool that incorporates student growth as a significant measure. On April 13, 2015, the Governor signed Chapter 56 of the Laws of 2015 to add a new Education Law §3012-d, to establish a new evaluation system for classroom teachers and building principals. On June 26, 2015 the Board of Regents approved new regulations to implement Education Law 3012-d. The revised evaluation system will take advantage of outside evaluators and place a stronger emphasis on assessments. http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf http://www.regents.nysed.gov/common/regents/files/meetings/Revised%20Subpart%2030-2%2030-3.pdf https://www.engageny.org/file/131571/download/blue-memo-3012-d.pdf
School Turnaround	Turning around the lowest-achieving schools (e.g., Priority and Focus schools). Continue to implement a Diagnostic Tool for School and District Effectiveness (DTSDE) that provides schools and districts with vital information on the needs of schools and a District Comprehensive Improvement Plan that allows districts to approach school improvement holistically and as part of an overall strategy for improving student achievement for all types of schools in the district. In April 2015, Subpart E of Part EE of Chapter 56 of the Laws of 2015 created a new section of State Education Law (§211-f) pertaining to School Receivership. Based on §211-f, the Department created §100.19 of the Commissioner's Regulations and has designated current Priority Schools that have been in the most severe accountability status since the 2006-07 school year as "Persistently Struggling Schools." In addition, the Department will vest the superintendent of a district containing a "Persistently Struggling School" with the powers of an Independent Receiver. In a district with a "Persistently Struggling School," the superintendent is given an initial one-year period to use the enhanced authority of a Receiver to make demonstrable improvement in student performance or the Commissioner will direct that the school board appoint an Independent Receiver and submit the appointment for approval by the Commissioner. "Struggling Schools," have been Priority Schools since the 2012-13 school year and will be given two years under a "Superintendent Receiver" (.i.e., the superintendent of schools of the school district vested with the powers a Receiver would have under §211-f and §100.19) to improve student performance. http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf http://www.p12.nysed.gov/accountability/de/SchoolReceivership.html
Early Learning	New York State Education Department (NYSED) continues to commit to a P-12 education system through the establishment of the Office of Early Learning that is responsible for a wide range of programs and for coordinating across agencies to ensure a seamless and comprehensive early learning system. The strong investment in early learning is further supported with the new

	allocation of $340 million in Universal Full-day Prekindergarten funding. Additionally, the office is tasked with ensuring that the early learning initiatives outlined in the Race to the Top application (RTTT) are successful, including implementing the Prekindergarten Foundation for the Common Core. http://www.p12.nysed.gov/earlylearning/
Innovations in Learning	NYSED continues to guide the effective integration of technology to transform learning environments statewide. It harnesses information, communication, and professional networks to support innovations that maximize school and learner success. NYSED initiatives: support the districts with their technology planning by providing guidance around District Instructional Technology Plans, providing guidance around E-Rate 2016 and starting a new initiative: ACCES Adult Ed E-Rate Initiative; monitor the Learning technology grant program, support the Virtual Advanced Placement Program; support the dissemination of and guidance around the School Library Media Program Evaluation (SLMPE rubric) and coordinate and facilitate educational programs and initiatives pertaining to technology integration with other NYSED offices and outside agencies. http://www.p12.nysed.gov/technology/
State Capacity-Building and Productivity	Building instructional data systems that measure student success and inform teacher and principals how they can improve their practice in real time. http://www.nysed.gov/common/nysed/files/2014-p-12-budget-testimony.pdf
College and Career Readiness	NYSED and the Board of Regents are committed to expanding high-quality Career and Technical Education (CTE) programs that engage students, particularly students with disabilities and English language learners, in rigorous academic work and develop the skills they need to find good jobs. In January, the Board of Regents approved regulations establishing multiple, comparably rigorous assessment pathways to graduation for all students. The recently approved regulations recognize the importance of engaging students' interests in rigorous and relevant academic programs in the Arts; Languages other than English (LOTE)/Biliteracy; Career and Technical Education (CTE); Humanities; and Science, Technology, Engineering and Mathematics (STEM) by allowing students to pass an approved pathway assessment to meet graduation requirements. http://www.nysed.gov/common/nysed/files/2014-p-12-budget-testimony.pdf http://www.nysed.gov/common/nysed/files/2014-ohe-op-budget-testimony.pdf http://www.p12.nysed.gov/ciai/multiple-pathways/

New York

State Goals/Priorities: [1]
- Implementation of the Common Core State Standards (CCSS) and aligned assessments in all NYS schools.
- Promotion of effective teachers and leaders through the implementation of a multiple measures evaluation tool that incorporates student growth as a significant measure and is aligned with strong supports and professional development.
- Turning around the lowest performing schools through a comprehensive system of identification, supports, and monitoring, including through the recently developed school Receivership program.
- Promotion of high quality preschool programs and full implementation of the Prekindergarten Foundation for the Common Core.
- Using data to inform instruction and for continual improvement, including the provision of time for collaboration on the use of data.
- Establishing multiple, comparably rigorous assessment pathways to graduation for all students.

State Outcomes: [1]
- All students, beginning with the class of 2017, pass Common Core aligned assessments and graduate college and career ready.
- Implementation of a multiple measures evaluation tool results in teachers and leaders that are rated effective and above.
- School identified under the new Receivership program (i.e., Struggling and Persistently Struggling schools) make required progress, demonstrable improvement. Identified Priority and Focus schools exit their identification status and the implementation of the state diagnostic tool (DTSDE) results in low numbers of new schools becoming identified.
- All publicly funded prekindergarten programs will have increased knowledge and skills to fully implement the Prekindergarten Foundation for the Common Core standards.
- The use of data results in teachers meeting the individual needs of students.
- Development of policies and programs to increase the number of high-quality CTE programs, supporting multiple pathways to graduation.

NCC State Projects:
- School Turnaround
- Early Learning
- Support for New Legislative Education Priorities
- College and Career Readiness
- Innovations in Learning

---

[1]Information gathered from state ESEA Flexibility waiver and the Commissioner's budget priorities, as well as Board of Regents proceedings:
http://www2.ed.gov/policy/elsec/guid/esea-flexibility/flex-renewal/nyrenewalreq2015.pdf
http://www.nysed.gov/common/nysed/files/2014-ohe-op-budget-testimony.pdf
http://www.nysed.gov/common/nysed/files/2014-p-12-budget-testimony.pdf
https://www.regents.nysed.gov/meetings

New York: School Turnaround Work Plan

Overview of Planned Work: The New York State Education Department (NYSED) continues to implement the recently created single diagnostic tool for school and district effectiveness (DTSDE), stemming from the state's ESEA Flexibility waiver. The NCC will continue to assist the state in implementing targeted support programs for the field that deepen and sustain implementation of the DTSDE as it relates to local school and district improvement efforts. These support programs include, for instance, the DTSDE Certification program, which builds the capacity of district leaders to conduct DTSDE reviews and implement the program at the local level. The NCC will support both the refinement of such programs and their transition to new management within the NYSED.

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

Project Objectives:
- Support NYSED in the design and delivery of support programs for field on the implementation of the DTSDE framework through consultation, program design, and in person technical assistance and professional development.
- Support NYSED in the transition of DTSDE support programs to new state leads through consultation as well as both virtual and in person technical assistance and professional development.

State Targets:
- Priority and Focus schools exit their accountability status.
- Districts and schools understand and implement the new state diagnostic review protocol (DTSDE) with fidelity.

Center Targets:
- By December 2015, NYSED will have transitioned management of DTSDE support programs to new project leads. In turn, new project leads will make modifications to their respective programs prior to their relaunch.
- By July 2016, NYSED will have the capacity to manage all aspects of the various DTSDE support programs.

New York: School Turnaround

Center Activities	Timeline	Milestones/ Outputs	State's Key Team Members	NCC Key Team Members	External Partners
Provide training and consultative support to transition management of DTSDE support programs to new NYSED project leads	Oct 2015 – Dec 2015	Group and individual training/consultation with program leads Training materials Summary of consultation notes	Cumberbatch	**D'Ambrosio** Morgan	
Provide training and consultative support to new project leads in the modification of DTSDE support programs prior to relaunch	Oct 2015 – Dec 2015	Launch of revised DTSDE Certification, Professional Learning Community, and Learning Lab Consultation notes	Cumberbatch	**D'Ambrosio** Morgan	
Provide ongoing training and consultative support to project leads to build their capacity to manage all aspects of the DTSDE support programs and implement programs with fidelity	Oct 2015 – Sept 2016	Program leads manage all aspects of program, including online training component Consultation notes	Cumberbatch	**D'Ambrosio** Morgan	
Provide support for the implementation of the DTSDE Learning Lab by providing resources and materials such as an informational learning series, self-paced courses and an expert practice series	Oct 2015 – Sept 2016	Work Plans Meeting Notes Activities linked to videos Feedback surveys Instructional Design documents for self-paced courses and expert series	Cumberbatch	**Shirali** Morgan Lee D'Ambrosio	

Outcomes:
- NYSED will build their knowledge and skills to manage DTSDE support programs, including online learning environments.
- Increase in DTSDE participant's knowledge and skills to better implement DTSDE programs in their districts, leading to improved district and school improvement planning.

New York: Early Learning Work Plan

Overview of Planned Work: The NYSED continues to implement, manage, and monitor publicly funded prekindergarten programs throughout the state. The Department has several publicly funded preschool programs operating out of the Office of Early Learning, including Universal Prekindergarten, Priority Prekindergarten, and a new funding allocation with specific priorities. In addition to managing and supporting these programs, the NYSED continues to focus on full implementation of the PreK Foundation for the Common Core and uniform program quality standards. NCC has been asked to continue supporting the Office of Early Learning in the coordination of uniform program quality standards in preschool programs and in the full implementation of the PreK Foundation. Central to this effort will be capturing and leveraging high quality program implementation strategies that have supported high quality prekindergarten programming and alignment of the prekindergarten - 3rd grade system. NCC will support the Office of Early Learning to develop and implement a plan to capture and leverage these high quality implementation strategies.

NCC Goals:
- Provide high-quality technical assistance to State Education Agencies (SEAs) that builds internal capacity to implement, support, and sustain priority initiatives.
- Promote the understanding and use of research-based and exemplary practices by educational decision makers working to improve student achievement.

Project Objective:
- Assist the SEA to develop and implement a plan to capture and leverage high quality practices across the state.

State Target:
- By 2017, the NYSED will have identified and disseminated at least three high quality practices that support the full implementation of the Prekindergarten Foundation for the Common Core and/or that foster prekindergarten-3rd grade connections.

Center Target:
- By the end of SY 2015-2016, the NCC will assist the Office of Early Learning to develop a plan and implement high quality PreK program strategies.

New York: Early Learning

Center Activities	Timeline	Milestones/ Outputs	State's Key Team Members	NCC Key Team Members	External Partners
Meet with Office of Early Learning and other key partners TBD to develop a plan to identify, capture, and disseminate district strategies; including monthly planning meetings.	Sept 2015 – Aug 2016	Meeting agenda Plan outline	Office of Early Learning Team Dwyer	**Hughes**	New York State Prekindergarten-3rd Grade Administrators' Association New York State Council on Children and Families
Identify 5-10 high quality prek programs and identify key district strategies (e.g., special staffing structure, leadership, alignment, teaming, collaboration)	Oct 2015 – Dec 2015	Meeting agendas Completed lists and strategies	Office of Early Learning Team Dwyer	**Hughes**	New York State Prekindergarten-3rd Grade Administrators' Association New York State Council on Children and Families
Document (e.g., video/audio, case study write-up, materials, webinar)elements of key district strategies	Nov 2015 – Mar 2016	Completed materials	Office of Early Learning Team Dwyer	**Hughes**	New York State Prekindergarten-3rd Grade Administrators' Association New York State Council on Children and Families
Disseminate and collect lessons learned by facilitating three regional meetings and assisting the Office of Early Learning to disseminate key district strategies through the website	Mar 2016 – Aug 2016	Agendas Completed regional meetings Posted strategies	Office of Early Learning Team Dwyer	**Hughes**	New York State Prekindergarten-3rd Grade Administrators' Association New York State Council on Children and Families

Outcome:

- District leaders with publicly-funded prekindergarten programs will increase their understanding of high quality strategies that support the full implementation of the Prekindergarten Foundation for the Common Core, uniform program quality standards, and prekindergarten - 3rd grade connections that support student learning.

New York: Support of New Legislative Education Priorities

Overview of Planned Work: The New York State Education Department (NYSED) developed emergency amendments to the Commissioner's Regulations to implement new legislation that creates a School Receivership Program to address chronically underperforming schools. NCC will provide research and consulting support to NYSED to build their internal capacity and the capacity of the field to implement the legislation with fidelity. This includes defining the demonstrable improvement that schools need to make that have entered receivership, the qualifications for and the selection of independent receivers, and support structures for the field on the new legislation and sharing best practices.

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

Project Objectives:
- Support NYSED in the design and implementation of the School Receivership Program through consultation, technical assistance, facilitation and professional development.
- Provide research and consultative support on topics relating to the design and implementation of the School Receivership Program, including: defining the demonstrable improvement that schools need to make that have entered receivership, the qualifications for and the selection of independent receivers, and support structures for the field on the new legislation and sharing best practices.

State Targets:
- Schools that have entered the Receivership Program make demonstrable improvement.
- Schools and districts understand and make use of the Receivership Program to promote improvement gains.

Center Targets:
- By October 2015, NYSED will have defined demonstrable improvement and schools will have established local indicators and set necessary improvement targets.
- By July 2016, NYSED will have determined qualifications for independent receivers and initiated a process to approve them.
- By October 2015, NYSED will design and launch a series of supports for the field regarding the new Receivership Program.

New York: Support of New Legislative Education Priorities

Center Activities	Timeline	Milestones/ Outputs	State's Key Team Members	NCC Key Team Members	External Partners
Provide research and consultative support in the development and implementation of demonstrable improvement	Oct 2015 – Dec 2015	State developed definition of demonstrable improvement and process Written feedback Summary of consultation notes	Schwartz Joseph Pressley	**Schwarz** Barnes	STC NCSI CCSSO
Provide research and consultative support in the development of a process to screen and select independent receivers	Oct 2015 – July 2016	State definition of independent receiver qualifications State RFQ process Written feedback Summary of consultation notes	Schwartz Pressley	**Schwarz** Hirsch	STC NCSI CCSSO
Assist in the design and implementation of state professional development/ technical assistance structures for the field on new Receivership program (e.g., webinars, conference calls)	Oct 2015 – July 2016	Training plan Meeting materials and notes Session feedback and evaluations	Schwartz Pressley Joseph Long	**Schwarz** Rutledge Hirsch Barnes Shirali	STC NCSI CCSSO

Outcomes:
- NYSED will increase its knowledge of the components necessary to implement the Receivership Program, including a definition of demonstrable improvement, qualifications for independent receivers, and a process to attract and pre-approve independent receivers.
- NYSED will build their own capacity to implement the Receivership Program and structure regular supports to enable the field to implement the program.

New York: College and Career Readiness Work Plan

Overview of Planned Work: NCC will continue to provide NYSED and the Department of Labor with support to make the CareerZone Video series and Tip Sheets relevant for teachers, guidance counselors, students and parents by collecting feedback from these stakeholders during a pilot study beginning in the Fall. NCC will also continue to provide NYSED's Department of Career and Technical Education (CTE) with research, policies, and other states' and districts' practices related to developing and maintaining high-quality, rigorous CTE programs that serve all students, particularly special populations and English Language Learners throughout the state.

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

Project Objectives:
- Expand the knowledge base of NYSED's CTE team to inform the state's policies and practices to increase the quality and rigor of CTE programs.
- Work with external partners (e.g., College and Career Readiness and Success Center (CCRS), National Association of State Directors of Career and Technical Education Consortium (NASDCTEc), Education Policy Improvement Center (EPIC), to gather research, evidence-based policies and practices, and assessments to assist states in supporting the implementation of career readiness to fulfill the needs of NYSED.
- Work with NYSED and DOL to support teachers and guidance counselors in their use of CareerZone with their students.

State Target:
- NYSED will work collaboratively with LEAs and other departments to develop a comprehensive system of support to advance college and career readiness goals.

Center Targets:
- By September 2016, the NYSED CTE team will have an understanding other states' policies and practices regarding CTE to inform NY state policy recommendations and to make CTE program adjustments.
- By September 2016, the NYSED and NYS DOL will have a report that shares stakeholders' experience with the CareerZone video series and tip sheets and recommendations for improvements.

New York: College and Career Readiness

Center Activities	Timeline	Milestones/ Outputs	State's Key Team Members	NCC Key Team Members	External Partners
Research current best practices of career readiness from documents and experts in field and provide supporting TA services to the Department	Oct 2015 – Sept 2016	Meeting Notes Research Summaries/ Informational Briefs TA services plan	Suhr Szurberla	**Morgan** Schwarz	College and Career Readiness and Success Center (CCRS) National Association of State Directors of Career and Technical Education Consortium (NASDCTEc) Education Policy Improvement Center (EPIC)
Support the evaluation of the CareerZone Video Series implementation	Oct 2015 – Sept 2016	Evaluation plan Agenda(s) Promotional plan Professional development sessions Design of Evaluation Instruments	Suhr Ruhland (NYSDOL) Myers (NYSDOL)	**Morgan** Shirali	NYS Department of Labor (NYSDOL)

Outcomes:

- Increase in NYSED's understanding of state policies and practices to inform and enhance the quality of CTE programs in New York.
- NYSED and NYS DOL will increase their understanding of the supports LEAs need to use CareerZone in preparing students for college and career readiness.

New York: Innovations in Learning Work Plan

Overview of Planned Work: NCC will continue to with the New York State Education Department (NYSED's) Office of Educational Design and Technology to provide technical assistance in the form of research reports, professional development support for LEAs in NY and recommendations around additional supports that the department could provide LEAs with in the areas of Online Testing, PD for Instructional Technology Services, Assistive Technology and moving away from Seat Time. NCC will also continue to work with the Office of Cultural Education to disseminate Open Educational Resources (OERs) from museums and other cultural institutions, support ongoing state and regional level conversations and support educators as they use the OERs within their classroom.

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

Project Objectives:
- Assist NYSED's Office of Educational Design and Technology to implement their educational technology programs and initiatives (online testing, assistive technology, competency-based education, cultural education and school library media programs) that are designed to support the increased utilization of technology to foster improved student achievement.
- Assist NYSED in setting up and disseminating a statewide course repository to help educators in NY State provide virtual AP courses for their students which previously were not offered in the district.

State Targets:
- By the end of 2016, NYSED's Office of Educational Design and Technology would be able to harness information, communication, and professional networks to support innovations that maximize school and learner success in the areas of Online Testing, PD for Instructional Technology Services, Assistive Technology and moving away from Seat Time.
- By the end of September 2016, NYSED's Office of Cultural Education would be managing the NYSCulturalEd.org website and have a dissemination plan in place to reach a much wider audience to promote the use of free cultural resources.

Center Targets:
- By September 2016, NCC will have provided high quality services to NYSED that resulted in districts receiving guidance and support in implementing various initiatives in the area of Innovations in learning.
- By September 2016, NCC will build NYSED's capacity to take over complete management of the nysculturaled.org website and provide recommendations to ensure scale and sustainability.

New York: Innovations in Learning

Center Activities	Timeline	Milestones/ Outputs	State's Key Team Members	NCC Key Team Members	External Partners
Support the development of a course repository for the NYSED VAP program	Oct 2015 - Sept 2016	Work plan Meeting notes Co Course review notes Wireframe Design NCC dissemination plan(s)	Brock Tracy-Ireland	**Shirali** D'Ambrosio	NYSCATE VAP grantees - Districts/Boards of Cooperative Educational Services (BOCES)
Facilitate the promotion and further development of the Uncommon Approaches to the Common Core website	Oct 2015 - Sept 2016	Agendas Meeting notes Scale and Sustainability Plan Testimonials from LEAs/Case Studies of collaboration between LEAs and Cultural Institutions	Hood	**Lee** D'Ambrosio	NY Cultural Institutions
Support the online testing efforts in New York State	TBD	Timeline Agendas Meeting notes	Moorhead Logan	**Shirali** Lee	
Support the Professional Development efforts in NYS as it relates to technology	TBD	Work plan Agendas Meeting notes	Moorhead Logan	**Shirali** Lee D'Ambrosio	
Provide information from research and practice around the use of Assistive Technology within LEAs	TBD	Agendas Meeting notes Research summary	Moorhead Logan	**Shirali** Lee	
Study and make recommendations about next steps regarding 'seat time' in NYS, consistent with National Educational Technology Plan recommendations	TBD	Agendas Meeting notes List of recommendations	Moorhead Logan	**Shirali** Lee D'Ambrosio	
Support the development of the School Library Media Program Evaluation (SLMPE) rubric Essential Element webpages and Action Planning template		Work plan Agendas Meeting notes Revised SLMPE Essential Element webpages Revised SLMPE Action Planning Template	Brock	**Morgan** D'Ambrosio	

Outcomes:
- SEAs/LEAs will develop an understanding of educational resources available to them through cultural institutions across the state.
- District leaders will increase their understanding of best practices to guide the effective integration of technology to transform learning environments statewide.

State Service Plan: Rhode Island

Map of U. S. Education Department of Education Priorities and
Rhode Island State Education Initiatives

Federal Education Reform Priority Areas	State Initiatives[1]
Standards and Assessment	RI is implementing Common Core State standards and Next Generation Science Standards. RI is a member of the PARCC consortium and has completed Year 1 pilots. RI is a member of the WIDA Consortium for English Language Learner Standards, and is implementing a statewide model to align Language Proficiency Standards within Common Core Units.
Great Teachers and Leaders	Revisions to the Teacher and Leader Effectiveness Model were approved in Spring 2015, and are being launched for the 2015-2016 school year. These efforts, driven by feedback from the field and legislative changes, focused on increasing transparency of final effectiveness rating calculations and the weight assigned to each measure. RIDE has provided extensive training and guidance to support implementation of their Teacher and Leader Effectiveness model.
School Turnaround	RIDE works with the NYC Leadership Academy to develop leadership training through implementation of the state's Aspiring Turnaround Leaders Program. Based on the new strategic plan (launched August 2015), there will be additional emphasis on training teachers and leaders in turnaround schools.
Early Learning	RIDE has developed new curriculum frameworks for Early Learning Programs and new standards for approval of pre-school and Kindergarten, primarily through RIDE's Race to the Top (RTTT) Early Learning Challenge. Next steps for this work are to expand the adoption and use of RI Early Learning and Development Standards, and to provide necessary support and professional development to educators to support their use.
Innovations in Teaching and Learning	RIDE, in concert with representatives from New York, New Hampshire, Massachusetts, and the Northeast Comprehensive Center, developed the Virtual Learning Program Standards and Rubric to support districts and schools in evaluating the quality and rigor of their virtual programs. The tools have been used to provide professional development opportunities for LEAs and school staff and administrators who are interested in implementing Virtual Learning Programs.
State Capacity-Building and Productivity	RIDE has recently worked to develop a standardized account-code structure which allows for direct comparisons between districts, and helps both district and state have more effective financial decision-making. RIDE's Director of Statewide Efficiencies is a lead on developing state capacity-building and productivity.
College and Career Readiness	RI has a comprehensive approach to College and Career Readiness that includes a focus on a variety of RIDE goals. These include improved graduation rates, increasing the number of students prepared for work through new CTE monitoring programs, and increasing access to entry into post-secondary, including dual enrollment and virtual learning.

---

[1] Initiatives as discussed during annual planning meetings.

Rhode Island

State Goals/Priorities: [2]

- Teacher and Leader Support
- Early Childhood Education
- Personalized Learning Statewide
- Globally Competent Graduates
- Informed Instructional Decision Making
- Student-Centered Resource Investment

State Outcomes: [2]

- Improve educator and leader preparation
- Provide a system of focused training for educators working in urban schools
- Improve collaboration and coordination of early childhood care
- Enhance the use of standards-based expectations for early care providers and programs
- Build statewide capacity to personalize education
- Enhance career readiness and pathways
- Create and support a statewide system for assessment that improves teaching and learning
- Support school and district teams to develop robust, valid, and manageable comprehensive assessment systems that use multiple, modern, and diverse types of assessments

NCC State Projects:

- Implementation of Common Core State Standards for English Language-Learners
- Educator Effectiveness
- Strategic Planning Implementation
- Career and Technical Education (CTE) Accountability System
- Revise Guidance RI High School Graduation
- Innovations in Learning

---

[2] Listed in the 2020 RIDE Strategic Plan

Rhode Island: Implementation of Common Core Standards for English Language Learners (ELL) Work Plan

Overview of Planned Work: NCC, in collaboration with RIDE, the Office of Instruction, Assessment, and Curriculum and the Office of Students, Communities, and Academic Supports, has completed school-site prototyping of professional learning resources for integrating English Language Learner instruction into general education classrooms. In support of new regulations governing the education of English Language Learners, NCC will continue this collaboration with RIDE to design online learning modules that support Rhode Island classroom teachers to integrate English Language Learner instruction into their general education classrooms. In 2015-2016 NCC will develop the online curricula, using field-tested materials, and work with RIDE to post these units on their digital learning platform.

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

Project Objectives:
- Assist RIDE to develop a set of online resources (e.g., protocols, videos, and sample lessons and assessments) to integrate and embed ELD standards into existing units of study.
- Support RIDE to ensure that the state's ELL Directors and curriculum directors can use the online resources (protocols, videos, and sample lessons and assessments) to support teachers to gain required credentials to teach ELL students

State Target:
- By February 2016, all district ESL Coordinators will be able to use online resources in order to support teachers to integrate ELL instruction into their general education classrooms.

Center Target:
- By February 2016, NCC will post materials into the RIDE digital learning platform so that classroom teachers can participate in professional learning (protocols, videos and sample lessons and assessments) that provides required credentials for classroom teachers to effectively support ELL students by integrating ELL instruction into all content areas that support English Language Learners.

Rhode Island: Implementation of Common Core Standards for English Language Learners

Center Activities	Timeline	Milestones/ Outputs	State's Key Team Members	NCC Key Team Members	External Partners
Finalize the design of the online platform	Oct 2015 – Dec 2015	Completed curriculum outline	Belanger	**Paul** Perks Trunk	
Obtain feedback from the EL Directors during their monthly meetings on resources as they are developed	Dec 2015 – Feb 2016	Meeting minutes	Belanger	**Perks** Morrow Trunk	
Work with pilot districts to finalize video clips and other materials	Oct 2015 – Dec 2015	Beta version of the following sections of the online portal: ▪ Intro ▪ Lesson Tuning	Belanger	**Perks** Morrow Trunk	
Test resources on online portal and receive feedback from EL directors and curriculum coordinators	Feb 2016 – Jun 2016	Completed portal	Belanger	**Perks** Trunk	

Outcomes:
- EL Directors, curriculum coordinators and RIDE staff will increase their understanding of how to use the resources on the online portal and train others in its use.
- Increase in district knowledge and skills regarding integration of Common Core standards for ELL students.

Rhode Island: Educator Effectiveness Project Work Plan

Overview of Planned Work: In June of 2014 RI state law changed the existing design of the RI Educator Evaluation system, which created the need for revisions to state policy and guidance on the RI Educator Evaluation model. During 2014-2015 NCC supported RIDE through the process of policy revision. In 2015-2016, RIDE seeks support from NCC to provide implementation resources and guidance. NCC will support RIDE to lead their Educator Evaluation Advisory Work Group to analyze implementation across the state, consider feedback from the field, and finalize implementation guidance. The NCC will provide resources and support to design agendas that build capacity of the SEA and the Advisory Team to explore issues of capacity and quality in implementation of Educator Evaluation. The NCC is poised to share research and models of practice from other states, both nationally and regionally, to inform RIDE's revisions to state policy and guidance.

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

Project Objective:
- Assist the SEA to monitor and refine implementation guidance for the Rhode Island Educator Evaluation model.

State Targets:
- By November 2015, the SEA will develop communication tools for LEAs to effectively support and disseminate new state guidance on Educator Evaluation.
- By July 2016, the SEA will monitor feedback and evaluation results to refine guidance.

Center Targets:
- By November 2015, RIDE will finalize written communication tools for LEAs related to new state guidance on Educator Evaluation.
- By July 2016, RIDE will monitor implementation and communicate results.

Rhode Island: Educator Effectiveness

Center Activities	Timeline	Milestones/ Outputs	State's Key Team Members	NCC Key Team Members	External Partners
Provide ongoing planning assistance to RIDE leaders to develop agendas and identify resources for monthly Teacher Effectiveness Advisory Group meetings	Oct 2015 – Sept 2016	Meeting agendas and notes List of resources developed by RIDE Educator Evaluation planning team	Foehr Snider	**Dunne** Keirstead	
Facilitate monthly RI Teacher Effectiveness Work Group meetings	Oct 2015 – Sept 2016	Monthly meeting agendas created and distributed Meeting notes disseminated	Foehr Snider	**Dunne** Keirstead	
Support RIDE to review Teacher Effectiveness implementation data and identify program refinements to their Teacher Effectiveness model	Oct 2015 – Sept 2016	Review of current monitoring and support strategies List of additional monitoring tools or resources Outline of strategies for data review to measure quality and capacity issues in program implementation	Foehr Snider	**Dunne** Keirstead	Regional Education Lab Northeast and Islands (REL-NEI)
Assist RIDE to refine Teacher Effectiveness policies and implementation guidance	Jan 2016 – June 2016	Draft Educator Evaluation Implementation Guidance	Foehr Snider	**Dunne** Keirstead	
Assist RIDE to develop communication materials to support dissemination of Educator Evaluation guidance	Sept 2015 - July 2016	Communication plan to support dissemination of revised Educator Evaluation Guidance	Foehr Snider	**Dunne** Keirstead	

Outcomes:
- RIDE planning team reports increased capacity to design and lead effective Educator Effectiveness Advisory Team meetings.
- Advisory Group members report increased knowledge of Educator Evaluation models.

Rhode Island: Strategic Planning Implementation

Overview of Planned Work: RIDE's Statewide Strategic Plan for Education was officially adopted by the State Board of Education on August 25, 2015. Following approval, RIDE's next steps are to work within each division, and across divisions.

NCC Goals:

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

Project Objectives:

- Provide guidance and support to SEA staff to inform internal development of milestones and benchmarks for meeting the goals outlined in the strategic plan.
- Support the SEA to develop policies and approaches that will support and sustain key goals of the state's Strategic Plan for Education.

State Target:

- By September 2016, RIDE will have developed internal goals, policies, and benchmarks to guide implementation of the RI Statewide Strategic Plan for Education.

Center Target:

- By September 2016, RIDE will have identified areas of need within the agency to meet the strategic plan goals and will have a plan to address those needs

Rhode Island: Strategic Planning Process

Center Activities	Timeline	Milestones/ Outputs	State's Key Team Members	NCC Key Team Members	External Partners
Facilitate internal planning meetings and provide resources for use to establish internal goals and benchmarks for strategic plan implementation	Oct 2015 – June 2016	Agendas and minutes from internal planning meeting	Castaneda	**Gerzon**	
Support RIDE to review current programs in light of strategic plan and identify gaps and areas requiring additional support	Oct 2015 – June 2016	Review of current areas of work by division List of additional resources for key gap areas	Castaneda	**Gerzon**	
Support RIDE to communicate with key external partners around engagement in key strategic plan elements	Oct 2015 – Sept 2016	List of key external partners (and their roles) involved in development work for Commissioner's five point agenda	Castaneda	**Gerzon**	

Outcome:

- RIDE Strategic Planning team reports increased capacity to lead and support internal development of priorities, goals, strategies and benchmarks aligned with the statewide strategic plan.

Rhode Island: Career and Technical Education (CTE) Accountability System Work Plan

Overview of Planned Work: NCC's Year 4 work plan will build on the work accomplished in Year 3 by continuing to assist Rhode Island Department of Education (RIDE) staff to develop, pilot, and refine its new Career and Technical Education (CTE) Accountability System. NCC will provide research and information on best practice related to accountability systems to RIDE staff, connect them to experts in the field, be a reflective partner, and document the state's process and learning in a policy and practice brief to share regionally and nationally.

NCC Goals:
- Provide high-quality technical assistance to State Education Agencies (SEAs) that builds internal capacity to implement, support, and sustain priority initiatives.
- Provide high-quality technical assistance to SEAs that builds their capacity to support district and school improvement efforts.
- Promote the understanding and use of research-based and exemplary practices by educational decision makers working to improve student achievement.
- Support cooperation and collaboration among SEA leaders, individuals, and organizations that enhances the capacity of SEAs to achieve their aims.

Project Objective:
- Assist the SEA to develop and implement a new CTE accountability system based on research and best practices.
- Share SEA learning with other states in the region through a policy and practice brief.

State Target:
- By 2016-17, initiate performance-based funding in its CTE accountability system based on 2015-16 data from the state's 122 CTE programs.

Center Target:
- By the end of 2016, RIDE and its work group will finalize the CTE indicators and attach weights to each one.

Rhode Island: CTE Accountability System

Center Activities	Timeline	Milestones/ Outputs	State's Key Team Members	NCC Key Team Members	External Partners
Provide research and best practice, particularly on performance-based funding Connect RIDE with experts to inform the development of the new CTE accountability system Review materials for staff and work group meetings	Oct 2015 – Sept 2016	Matrices Summary notes of conference call(s) with expert(s) to assist with weighting and performance-based funding	Osborn Cooley Lee	**Gerzon**	College and Career Readiness and Success Center (CCRS)
Draft policy and practice brief to be shared regionally and nationally	Dec 2015 – April 2015	Draft for review by RIDE and CCRS	Osborn Cooley	**Gerzon**	CCRS
Revise/review final policy and practice brief	April 2015 – July 2015	Final policy and practice brief	Osborn Cooley	**Gerzon**	CCRS
Plan and conduct a webinar on challenges and learning gained in developing a new CTE accountability system for Northeast states	July 2015	Regional webinar	Osborn Cooley	**Gerzon**	CCRS

Outcomes:

- RIDE leaders will increase their understanding of CTE accountability system to inform future work.
- RIDE leaders and CTE work group members will use ongoing feedback and research to inform next steps for development of CTE accountability system.
- RIDE leaders will increase their knowledge to inform implementation of CTE Accountability and Performance-Based Funding models.

Revise Guidance on RI High School Graduation

Overview of Planned Work: Due to high profile initiatives from the RI Governor's office and from the office of the incoming Commissioner of Education, there is a high priority on reconsidering HS requirements at the state level. This work will involve developing new HS Graduation guidance that considers alternative pathways such as early college, dual enrollment, and industry credentials. The SEA has done considerable work this past year with their new CTE Advisory Board, and this work will help align their findings with the state's strategic plan and a new set of priorities from the incoming Commissioner around HS success.

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

Project Objective:
- Assist the SEA to develop HS Graduation requirements that provide additional options for student gradation and aligns with work being done in the RI CTE Advisory Group.

State Targets:
- By June 2016, the SEA will have evaluated models for alternative pathways to HS graduation
- By September 2016, the SEA will have drafted new guidance for Rhode Island HS Graduation.

Center Targets:
- By June 2016, RIDE will have evaluated materials and resources from College and Career Readiness Center related to alternative pathways for graduation.
- By September 2016, RIDE will communicate new guidance.

Center Activities	Timeline	Milestones/ Outputs	State's Key Team Members	NCC Key Team Members	External Partners
Disseminate current research and analysis on state level practices	Oct 2015 – Sep 2016	Documentation of summaries from research Summaries of presentations done to RIDE by other state leaders	Cornell Matskos Osborn	**Gerzon** Ahigian	College and Career Readiness and Success Center (CCRS)
Facilitate bi-monthly calls with RIDE project team	Oct 2015 – Sep 2016	Record of meeting minutes	Cornell Matskos Osborn	**Gerzon** Ahigian	CCRS
Draft guidance document will be shared within RIDE for review	Jan 2016 – Mar 2016	Draft guidance document	Cornell Matskos Osbonr	**Gerzon** Ahigian	CCRS

Outcomes:

- RIDE staff will increase their understanding of current state policies that support alternative pathways for HS graduation

Rhode Island: Innovations in Learning Work Plan

Overview of Planned Work: NCC will be working with the Adult Education and Virtual Learning divisions of the Office of Multiple Pathways, Rhode Island Department of Education to provide all learners with: access to a variety of learning opportunities allowing each learner to focus on his or her academic and career goals and multiple ways for learners to exhibit their skills and knowledge. NCC will be supporting two projects in Year 4: 1) The Technology Integration Project (TIP) which is a professional development offering for educators and Technology Point Persons (TPPs) in Rhode Island, focused on building the capacity to purposefully and effectively incorporate technology into instruction. It will be an extended, interactive, distance (online and phone) professional development offering. 2) Support the implementation of the Technology Plan for Adult Education in WIOA (Workforce Innovation and Opportunity Act) Transition Year 2015-2016. More specifically, support the design and evaluation of monthly Unconference sessions which will be held at various public libraries for a period of 9 months to support TPPs and educators in implementing educational technology within their classrooms.

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

Project Objective:
- Support the Rhode Island Department of Education's Office of Multiple Pathways to build the state capacity to understand and offer multiple ways for students to use technology to demonstrate their skill and knowledge.

State Target:
- RI will develop a comprehensive system of pathways and other learning opportunities that are designed to prepare all learners to be college and career ready.

Center Target:
- By September 2016, support the Department in offering adult education services to help educators provide access to a variety of learning opportunities allowing each learner to focus on his or her academic and career goals.

Rhode Island: Innovations in Learning

Center Activities	Timeline	Milestones/ Outputs	State's Key Team Members	NCC Key Team Members	External Partners
Support the development of a self-paced version of the TIP course	Oct 2015 – Sep 2016	Course framework Course modules Videos/Resources/Supporting document Agendas Work plan(s) Meeting notes	Labonte	**Shirali** Lee	
Design feedback surveys to be used during the TIP course	Oct 2015 – Sep 2016	Work plan Feedback surveys Feedback Analyses Reports	Labonte	**Shirali** Morgan	
Support the monthly unconference session planning and implementation	Oct 2015 – Sep 2016	Agendas Work plan(s) Meeting notes	Labonte	**Shirali** Lee	

Outcome:

- RIDE staff/educators will increase their understanding in using technology for instruction that enhances student learning experiences and promotes student achievement.

State Service Plan: Vermont

Map of U. S. Education Department of Education Priorities and State Education Initiatives

Federal Education Reform Priority Areas	State Initiatives
Standards and Assessment	Vermont has adopted the Common Core State Standards and is actively supporting local implementation. All of the information about the state's implementation of the CCSS can be found here: http://education.vermont.gov/common-core The state is a member of the Smarter Balanced Assessment Consortium (SBAC) as well as the Dynamic Learning Maps (DLM) consortium for the development of their new alternate assessment. The state developed a guide for implementation of the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), Smarter Balanced Assessment (SBAC Assessments) System, and Dynamic Learning Maps (DLM). It is available at: http://education.vermont.gov/documents/EDU-CCSS_Implementation_Guide.pdf In addition, Vermont recently conducted a statewide implementation survey in March 2015. Results from the survey are available here: http://education.vermont.gov/documents/edu-ccss-implementation-capacity-survey-data-analysis.pdf The Vermont Professional Learning Network (PLN) provides a variety of professional learning opportunities for Vermont educators to support the implementation of the Common Core. http://www.vermontpln.org/
Great Teachers and Leaders	With assistance from the NCC, Vermont developed "Guidelines for Teacher and Leader Effectiveness" which will guide the state's approach to teacher and administrator evaluation. Document can be found here: http://education.vermont.gov/documents/EDU-Guidelines_for_Teacher_and_Leader_Effectiveness.pdf Vermont submitted its educator equity plan in June 2015. The plan is available here: http://education.vermont.gov/federal-education-programs/educator-equity Re: educator equity, "Vermont data suggests that there are pronounced inequities in access to high quality educators for our students attending schools with greater poverty, and these inequities are greatest in our rural and remote communities." All of Vermont's professional learning resources can be found here: http://education.vermont.gov/professional-learning
School Turnaround	Vermont defines its school improvement approach as one of creating the context for school effectiveness. The Integrated Support for Learning Divisions at the Agency of Education provide support for supervisory union and school improvement teams as they work toward continuous school improvement. Vermont did not apply for an ESEA waiver so continues to operate under the parameters of No Child Left Behind. More information about the state's school effectiveness work can be found here: http://education.vermont.gov/school-effectiveness The state's School Improvement and Restructuring Handbook can be accessed here: http://education.vermont.gov/documents/EDU-School_Improvement_Restructuring_Handbook.pdf
Early Learning	General information about the state's early learning initiatives can be found here: http://education.vermont.gov/early-education Vermont received a Race to the Top Early Learning Challenge Grant. http://governor.vermont.gov/race-to-the-top

	Information on implementation of VT's ELCG: http://buildingbrightfutures.org/early-learning-challenge/

"In the 2014 Legislative Session, legislators passed and Governor Shumlin signed Act 166 which requires all Vermont school districts to provide universal publicly funded prekindergarten education for a minimum of ten hours per week for 35 weeks annually for all 3, 4 and 5yearold children who are not enrolled in kindergarten. Act 166 was to come into effect on July 1, 2015; however, as a consequence of the Transition Relief Bulletin, school districts may opt to wait until July 1, 2016 to fully implement Act 166." More details can be found here: http://education.vermont.gov/act-166

Vermont is in the process of revising its Early Learning Standards and is currently accepting feedback on draft 2015 standards, available here: http://education.vermont.gov/documents/EDU-VELS%20draft3-032315.pdf |
| Teaching and Learning | The state has focused in recent years on the development of a multi-tiered system of support (MTSS) and is supporting implementation through the development of a field guide as well as through trainings such as the BEST/MTSS Summer Institute. More information about Vermont's approach to implementing MTSS is available here: http://www.vriuvm.org/MTSS-RtII/

Vermont also partnered with New Hampshire to successfully win a SWIFT grant. SWIFT is an OSEP-funded TA K-8 center K-8 designed to provides academic and behavioral support to promote the learning and academic achievement of all students, including students with disabilities and those with the most extensive needs. to http://www.swiftschools.org/ |
| Data Driven Decision-making | Data-based decision making is a key component of the state's approach to improving school effectiveness (see handbook here: http://education.vermont.gov/documents/EDU-School_Effectiveness_Handbook.pdf)

In addition, data-based decision making is at the core of the state's MTSS efforts. See: http://www.vriuvm.org/MTSS-RtII/ |
| College and Career Readiness | The state is actively implementing Act 77 (the "Flexible Pathways Initiative" which requires schools to "have designed a PLP process for implementation beginning in the fall of 2015" for students in grades 7-12. More information on the Agency's PLP support can be found here: http://education.vermont.gov/flexible-pathways

The full text of Act 77 can be found here: http://www.leg.state.vt.us/docs/2014/Acts/ACT077.pdf |

*Important to note that Vermont is in the midst of a significant restructuring statewide with the passage of Act 46 which encourages consolidation of school districts. More information can be found here: http://education.vermont.gov/laws/2015/act-46

Vermont

State Goals/Priorities:

Based on conversations with Vermont's Secretary of Education, Rebecca Holcombe, as well as a review of the Agency's website (http://education.vermont.gov/), the following organizational goals and desired outcomes have been identified.

- Early Learning: Leveraging their Race to the Top Early Learning Challenge Grant, implementing Act 166 (universal prekindergarten), and making revisions to the Vermont Early Learning Standards (VELS).

State Outcome:

- Vermont effectively leverages its Race to the Top Early Learning Challenge Grant to improve educational opportunities for young children in Vermont as well as successfully implements its universal PreK law.

NCC State Project:

- Support for Vermont's Early Learning efforts including the development and implementation of a new comprehensive assessment system.

Vermont: Early Learning Work Plan

Overview of Planned Work: The Vermont Agency of Education works in collaboration with several organizations to support early education in several ways including publically funded prekindergarten education, Early Education Initiative, grant awards, early intervention, and Title 1 preschool and migrant preschool programs. Currently, the Vermont Agency of Education is working as part of an interagency team through the Early Learning Challenge grant to revise/develop a comprehensive assessment plan. The Vermont Agency of Education has requested that NCC work with them and provide support as they work to develop and implement a comprehensive assessment system.

NCC Goal:
- Provide high-quality technical assistance to State Education Agencies (SEAs) that builds internal capacity to implement, support, and sustain priority initiatives.

Project Objective:
- Support the SEA to revise and articulate a comprehensive assessment plan.

State Target:
- By the end of SY 2016, the Vermont Education Agency will have a revised plan.

Center Target:
- By the end of SY 2016, NCC will have supported the revision of a comprehensive assessment plan.

Vermont: Early Learning Work Plan Table

Center Activities	Timeline	Milestones/ Output	State's Key Team Members	NCC Key Team Members	External Partners
Conduct check-in meetings with Vermont SEA staff to review current status	Sept 2015 – Aug 2016	Agenda/Notes	McCarthy	**Hughes**	
Review existing documents and assist the review and summarizing of stakeholder feedback	Oct 2015 – Dec 2015	Revised/updated documents or plans	McCarthy	**Hughes**	
Support Vermont SEA and Early Learning Challenge partners to publish and market the revised comprehensive assessment plan	Jan 2016 – March 2016	TBD	McCarthy	**Hughes**	

Outcome:

- The Vermont SEA will have increased knowledge and skills that support the comprehensive assessment plan.