

New York’s Vision and Metrics for Implementing CCSS, APPR and DDI for SY2012-2013

Vision: Instruction in our schools is changing dramatically and the Common Core instructional shifts are visible and observable in all classrooms

	2012-2013 Metrics	LEA Superintendent Metrics	NT/NTE Metrics	District Superintendent Metrics
CCSS Implementation	All teachers in grades P-8 are implementing CCSS-aligned instruction	<ul style="list-style-type: none"> Implementation of fully-aligned CCSS instruction in grades P-8 and clear plan for adopting or adapting NYSED voluntary curricular materialsⁱ or using other materials that align to the tri-state rubric Plan for leveraging educator ambassadors to assist with implementation 	<ul style="list-style-type: none"> Clear description of each component district’s needs/wishes for support around CCSS and district’s approach to using NYSED CCSS curricular materialsⁱⁱ Clear description of each district’s current status of CCSS implementationⁱⁱⁱ Plan co-developed with districts to provide professional development on CCSS for all teachers and principals in your districts Plan for leveraging educator ambassadors to assist with implementation 	<ul style="list-style-type: none"> Number of and which districts in mostly green status on the CCSS components of the CCSS, APPR and DDI: District Implementation Readiness Rubric, and which ones are in mostly yellow and red status Plan for supporting districts in moving from red or yellow to green on the CCSS components of the CCSS, APPR and DDI District Implementation Readiness Rubric^{iv}
	All teachers in grades 9-12 are in the process of implementing CCSS-aligned units and are building content capacity	<ul style="list-style-type: none"> Implementation of at least 2 CCSS-aligned units per semester in grades 9-12 Plan for leveraging educator ambassadors to assist with implementation 	<ul style="list-style-type: none"> Plan for supporting districts and principals in implementing evidence-based observations and student learning objectives Plan for follow up with districts to ensure evidence-based observations are occurring consistently 	<ul style="list-style-type: none"> Number of and which districts in mostly green status on the CCSS, APPR and DDI: District Implementation Readiness Rubric, and which ones are in mostly red and yellow status Number of, which and the degree to which districts are using the instructional shifts to evaluate teacher effectiveness
CCSS/APPR Alignment	Evaluators look for the 12 CCSS instructional shifts in their classroom observations	<ul style="list-style-type: none"> Evidence that district observation rubric identifies points of alignment with instructional shifts^v Evidence that principal evaluation system incorporates identification and observation of instructional shifts Percentage of schools that use analysis meetings to analyze the results of student work against the instructional shifts 		

	2012-2013 Metrics	LEA Superintendent Metrics	NT/NTE Metrics	District Superintendent Metrics
CCSS/APPR Alignment	Evaluators provide quality feedback to teachers following evidence-based observations aligned to the shifts	<ul style="list-style-type: none"> Evidence that principal evaluations hold principals accountable for providing quality feedback after evidence-based observation and for ensuring high-quality student learning objectives Percentage of teachers reporting high-quality feedback Percentage of principals trained to provide high-quality feedback 	<ul style="list-style-type: none"> Percentage of principals in NT/NTE certified against the NYSED inter-rater reliability standard in the area of providing high quality feedback 	<ul style="list-style-type: none"> Number of and which districts in mostly green status on the APPR components of the CCSS, APPR and DDI: District Implementation Readiness Rubric, and which ones are in mostly yellow and red status
APPR Implementation	Evaluators are moving toward consistent calibration against the inter-rater reliability standard	<ul style="list-style-type: none"> Percentage of principals trained on the 9 APPR elements Mechanism for ensuring inter-rater reliability, such as an observer certification process 	<ul style="list-style-type: none"> Clear understanding of what NYSED's standard for inter-rater reliability is Plan for supporting superintendents in implementing mechanisms for inter-rater reliability^{vi} 	<ul style="list-style-type: none"> Number of and which districts have successfully trained their educators on the 9 APPR elements Number of and which districts have the majority of observers meeting inter-rater reliability standards
DDI Implementation	All teachers use CCSS-aligned interim assessments or common performance tasks in all courses and participate effectively in analysis meetings to inform instruction	<ul style="list-style-type: none"> Percentage of teachers and principals that understand how interim assessments or common student performance tasks define rigor Percentage of teachers and principals that effectively participate in analysis meetings 	<ul style="list-style-type: none"> Percentage of teachers and principals trained on DDI Evidence of DDI implementation and documents/materials in use to support DDI 	<ul style="list-style-type: none"> Number of and which districts in mostly green status on the DDI components of the CCSS, APPR and DDI: District Implementation Readiness Rubric, and which ones are in mostly yellow and red status

ⁱ The state-developed curricular materials in ELA and math are expected to be finalized based on the following schedule: Summer 2012: P-8 Scope & Sequence and 1/6 P-8 modules; 9-12 Scope & Sequence; Fall 2012: 3/6 P-8 modules; 2/6 9-12 modules; Spring 2013: 4/6 P-8 and 9-12 modules; Summer 2013: 6/6 P-8 and 9-12 modules

ⁱⁱ For example, which districts are fully adopting NYSED curricular materials? Which are modifying them? Which are designing their own or purchasing other materials?

ⁱⁱⁱ For example, what percentage has participated in detailed training of the instructional shifts? What percentage has had 3-8 teachers implement CCSS units?

^{iv} For example, how can BOCES support changing cultures, implementing the shifts, observing practice, etc.?

^v For example, identify "look fors" – examples in the selected rubric that reflect the instructional shifts

^{vi} For example, what are districts' plans for follow up on inter-rater reliability? What evidence do districts have that the instructional shifts are incorporated into inter-rater reliability trainings?