

# 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
<b>CCSS Implementation</b>	All teachers in grades P-8 are implementing CCSS-aligned instruction	<ul style="list-style-type: none"> <li>Implementation of fully-aligned CCSS instruction in grades P-8 and clear plan for adopting or adapting NYSED voluntary curricular materials<sup>i</sup> or using other materials that align to the tri-state rubric</li> <li>Plan for leveraging educator ambassadors to assist with implementation</li> </ul>	<ul style="list-style-type: none"> <li>Clear description of each component district’s needs/wishes for support around CCSS and district’s approach to using NYSED CCSS curricular materials<sup>ii</sup></li> <li>Clear description of each district’s current status of CCSS implementation<sup>iii</sup></li> <li>Plan co-developed with districts to provide professional development on CCSS for all teachers and principals in your districts</li> <li>Plan for leveraging educator ambassadors to assist with implementation</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>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<sup>iv</sup></li> </ul>
	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"> <li>Implementation of at least 2 CCSS-aligned units per semester in grades 9-12</li> <li>Plan for leveraging educator ambassadors to assist with implementation</li> </ul>		
<b>CCSS/APPR Alignment</b>	Evaluators look for the 12 CCSS instructional shifts in their classroom observations	<ul style="list-style-type: none"> <li>Evidence that district observation rubric identifies points of alignment with instructional shifts<sup>v</sup></li> <li>Evidence that principal evaluation system incorporates identification and observation of instructional shifts</li> <li>Percentage of schools that use analysis meetings to analyze the results of student work against the instructional shifts</li> </ul>	<ul style="list-style-type: none"> <li>Plan for supporting districts and principals in implementing evidence-based observations and student learning objectives</li> <li>Plan for follow up with districts to ensure evidence-based observations are occurring consistently</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Number of, which and the degree to which districts are using the instructional shifts to evaluate teacher effectiveness</li> </ul>

	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"> <li>Evidence that principal evaluations hold principals accountable for providing quality feedback after evidence-based observation and for ensuring high-quality student learning objectives</li> <li>Percentage of teachers reporting high-quality feedback</li> <li>Percentage of principals trained to provide high-quality feedback</li> </ul>	<ul style="list-style-type: none"> <li>Percentage of principals in NT/NTE certified against the NYSED inter-rater reliability standard in the area of providing high quality feedback</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>
APPR Implementation	Evaluators are moving toward consistent calibration against the inter-rater reliability standard	<ul style="list-style-type: none"> <li>Percentage of principals trained on the 9 APPR elements</li> <li>Mechanism for ensuring inter-rater reliability, such as an observer certification process</li> </ul>	<ul style="list-style-type: none"> <li>Clear understanding of what NYSED's standard for inter-rater reliability is</li> <li>Plan for supporting superintendents in implementing mechanisms for inter-rater reliability<sup>vi</sup></li> </ul>	<ul style="list-style-type: none"> <li>Number of and which districts have successfully trained their educators on the 9 APPR elements</li> <li>Number of and which districts have the majority of observers meeting inter-rater reliability standards</li> </ul>
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"> <li>Percentage of teachers and principals that understand how interim assessments or common student performance tasks define rigor</li> <li>Percentage of teachers and principals that effectively participate in analysis meetings</li> </ul>	<ul style="list-style-type: none"> <li>Percentage of teachers and principals trained on DDI</li> <li>Evidence of DDI implementation and documents/materials in use to support DDI</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>

<sup>i</sup> 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

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

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

<sup>iv</sup> For example, how can BOCES support changing cultures, implementing the shifts, observing practice, etc.?

<sup>v</sup> For example, identify "look fors" – examples in the selected rubric that reflect the instructional shifts

<sup>vi</sup> 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?