

Section A: Overview

The Putnam/Northern Westchester BOCES consortium of 19 districts met four times to discuss the grant requirements and to inform the creation of an initiative that will support districts in achieving the goal of developing district capacity for learner-centered practices in assessment.

BUILDING CAPACITY FOR LEARNER-CENTERED PRACTICES IN ASSESSMENT		
Criteria for quality assessment informs all parts of the process	Assessment Review/Audit Grant -funded PD supports this in Year 1	District teams with designated facilitators
	Action Planning Grant -funded PD supports this in Year 1	
	Assessment Design Grant-funded PD supports design in Year 1 District-funded PD supports revision and design in Year 2	

The professional development will guide vertical teams of educators through the process of assessment review and action planning. During this phase of the work (two full days) participants will deepen understanding of criteria for quality assessment as well as assessment practices that make students partners in the assessment process. This work phase feeds the design phase of Year 1 (four full days) where district teams will meet in clusters to develop performance-based assessments that produce, as well as measure, learning. Throughout this work, district facilitators will be guided in taking leadership roles in supporting the work and planning for replicating assessment design in districts. In addition, the consortium will collaboratively produce a documentary designed to educate parents about assessment for learning. In Year 2 (district funded), the work will continue as districts analyze student work resulting from first implementation, revise current assessments and design new assessments.

Section B: Assessment Review and Action Plan

The overall assessment review process will begin with each district's submitted assessment inventory form. District teams, with guidance from the DDI Coordinator, will engage in a systematic review of assessments from the inventory form. The DDI Coordinator will use the tools and resources developed by Learner-Centered Initiatives (LCI) throughout the project. The professional development will begin with helping district teams to understand what a quality assessment review entails and will provide various approaches for conducting the review/audit. During this work, teams will build their assessment literacy and will collect and analyze data from the review. They will be guided in analyzing the data and drawing conclusions that will inform the action planning. The data summary and analysis will allow each district team to address the quality of the current assessment repertoire, identify strengths and gaps, and make decisions about what assessments to remove, revise, and replace with newly developed performance tasks.

B1 Completed District/Consortium Assessment Inventory Form

Attachment IV forms for the 19 consortium districts are enclosed.

B2 Assessment Review Process

1. Criteria for choosing the assessments to be reviewed: Once district teams have an understanding of how to conduct a systematic and careful review/audit, they will choose from various approaches and lenses. The rationale for allowing districts to select from various approaches is that we strongly believe that the audit should align with district needs and vision. Since there is no one tool or checklist that schools can use to determine if an assessment is quality or worthwhile, the DDI Coordinator will guide the teams as they work to create or adapt a toolkit that matches their specific needs and meets research and field-based standards.

Specifically, the DDI Coordinator will provide options that will support teams to assess quality by making sure assessments:

<p>A. are rigorous by attending to attributes of congruence (i.e. <i>Does the evidence produced by this assessment match the demands of the standards?</i>) and alignment (i.e. <i>How strongly aligned is the task to the identified standards?</i>) through the use of LCI created (Martin-Kniep & Picone-Zocchia, 2009) tools and reflective prompts designed to assess congruence and alignment.</p>
<p>B. are reliable and valid to the extent practicable (as defined by the <i>1999 APA Testing Standards</i>) by attending to inter-rater reliability and other measures of reliability such as Cronbach's Alpha and the presence and quality of explicit assessment blueprints and test maps (as defined by Nitko & Brookhart, 2014).</p>
<p>C. are comparable by supporting a K-12, vertical approach to the assessment review work through reflective prompts (i.e. <i>How does the evidence or scores from the grade 7 assessment compare to the evidence and scores from the grade 8 assessment?</i>) and by using protocols designed by LCI staff (Borgioli & Cunningham, 2013) to attend to common PBA scoring challenges (i.e. those identified by Meier, Rich, & Cady, 2006).</p>
<p>D. inform instruction by attending to the alignment to NYS/National learning standards, districts' goals, missions, and visions, and the connection among curriculum, instruction and assessment through the use of data (quantitative and qualitative) protocols such as Lipton & Wellman (2012) National School Reform Faculty (2014) and Cunningham (2011).</p>
<p>E. support learning goals by attending to the degree to which an assessment is accessible to students with disabilities, English Language Learners, accelerated learners, and students performing and achieving below grade level through equity protocols (i.e. Popham, 2014 and Tomlinson, & Moon, 2013) and connections to district missions, visions, and desired outcomes.</p>
<p>F. use diverse assessment techniques (as defined by Darling-Hammond, Herman, Pellegrino, et al., 2013, and Martin-Kniep & Picone-Zocchia, 2009) by encouraging schools to examine the full complement of assessments students experience, attending to the development of performance tasks, and suggesting opportunities to involve students in their self-assessment.</p>

These same criteria will be used to inform the assessment design that will happen in the later phase of the professional development experience. This consortium strives to align their professional work with their vision and so other criteria may also be used during the assessment

review. While all districts will examine alignment, rigor, learning value and diversification, this particular consortium may also look to examine twenty-first century skills such as creative and critical thinking, collaboration and integrated technology applications.

2. Description of how applicants will develop rating scales for each criterion: Each district team in the consortium will be using checklists and rubrics developed by Learner-Centered Initiatives (LCI) to develop rating scales. These tools, containing criteria for review, have been field tested over many years. LCI tools include checklists and rubrics (scoring tools) for: 1) Strength of alignment to standards (validity) – measures extent to which an assessment measures what it is intended to measure and provides sound information supporting its purpose; 2) Reliability – indication of how consistently an assessment measures its intended target and the extent to which scores are relatively free of error; 3) Learning value: a) *thinking demand* – criteria that assess the levels of thinking (recognition, recall, comprehension, analysis, creation); types of knowledge including factual, conceptual, procedural and metacognitive; question typology; b) *authenticity* – a rubric that assesses the degree to which students operate as professionals would outside of schools; drafting and revising their work to meet high standards; c) *assessment typology* - information recall, product, performance, process; d) *assessment moment typology* - diagnostic, formative, summative, pre/post; and e) *assessment as learning* – a formative feedback rubric that supports the provision of descriptive feedback that is timely, as well as self-assessment and peer assessment processes that support student ownership. District teams will use the above criteria in the assessment review/audit phase to summarize the quality of the current assessment repertoire, identify strengths and weaknesses and make decisions about what assessments to eliminate, revise, and what needs to be developed.

3. Applicants should describe how they will address the criteria (rigorous, comparable, informs instruction, supports learning goals, utilizes a diverse set of assessment techniques)

on the District/Consortium Assessment Review Form template in Attachment V:

The district teams, having completed an action plan, will work inside of both the grant-funded professional development and inside of their own districts to use the criteria as well as LCI tools and design protocols to make revisions and design new performance tasks.

The professional development component of this proposal will help district teams to understand and use the above tools in the assessment review/audit phase, action planning phase and assessment design/revision phase. District teams may use all or some of the tools depending on needs and vision.

4. Applicants should describe how they will develop recommendations for the

proposed changes in the assessment systems as part of the review process:

During the review, district teams will gather assessments and artifacts, apply criteria scales and analyze quality. They will then use guiding questions to develop recommendations. Guiding questions include: 1) What are the best strategies and processes for analyzing the data stemming from the use of the criteria? 2) What themes and patterns emerge from the data? 3) Where is there redundancy in the assessment system? 4) Where are the gaps in the assessment system? 5) What conclusions can we draw that are supported by the data? 6) How do we use the data analysis to decide which assessments need to be designed, revised, or eliminated? and 7) How do we design an action plan that is grounded in the data, manageable and specific? In this way, districts will ground action planning in data analysis stemming from the review.

B3 Development of Action Plan

- 1. Actions will be taken to modify or augment, eliminate, or replace assessments that are not working:** District teams will create a plan that identifies each assessment that needs to be eliminated, each assessment that needs revision along with what revision is needed and who will do the revision, and identify, based on gaps in the assessment system, what assessments they want to design and who will design them. The DDI Coordinator will provide feedback on the action plan. Attention to the scope and rationale of the plan will ensure that the plan is both manageable and strategic.
- 2. Engagement program for parents will be designed, including a review of the use of assessment data, goals of Teaching is the Core grant, and specific goals of the applicant’s review, action, and professional development plans:** During Year 1, the consortium will produce a documentary entitled “*Changing the Conversation: Educating Parents about Assessment that Produces Learning,*” that will capture the work of the consortium. More specifically, the short film will document the process of designing and implementing assessment reviews and performance-based assessments that produce learning. It will feature vignettes of the professional development experience, team conversations, teacher voices, leader voices, and student voices and will be designed as a resource for all consortium districts. It may be used to inform parents and to begin conversations about assessments that matter (assessments that allow both students and teachers to learn). A facilitator’s guide will be developed. After the documentary is produced, the designated facilitators will be trained in how to use the documentary and guide with parents.

- 3. New funds will be obtained for implementing the plan (if applicable) or sustaining a regular assessment review process:** In Year 1, the grant will provide sufficient funding to develop the regional districts' capacities to review existing assessments and modify/create new assessments. However, it is essential to continue the work beyond the grant to support the district facilitators who will be trained during Year 1. Local resources will be used to fund the continued work in Year 2. Districts are committing to supporting a second year of the project using local monies from areas such as individual school budgets and other potential grants.
- 4. APPR plan may change in the following school year:** For the districts that select assessments that are part of the APPR process (Student Learning Objectives or Local Measures), if the review indicates that they are planning to change the assessment, they will need to submit a revised plan. If these districts decide to keep the assessment but modify and improve it based on the assessment review, they will not need to submit a revised plan. For those districts that select assessments for instructional purposes only, this would not apply.
- 5. Review committee will utilize each section of the Assessment Review form to inform the Action Plan:** The review committee will utilize each section of the Assessment Review Form through the tools developed by LCI (rubrics and checklists), which align fully to the Review Form criteria. However, some district teams may choose to focus on specific criteria depending on the district's needs.
- 6. Proposed Action Plan will align with current assessment program and needs:** Based on these assessment reviews/audits, the districts will adjust their assessment repertoire to align to the district vision as well as best practices in assessment. It will detail what kind of assessments they want to see replicated, and what they want to see revised or eliminated. Action plans are intended to reduce redundancy, attend to gaps, and align with a vision for both student and

teacher learning. This consortium places a priority on learner-centered assessments that produce learning and will strive to design tasks that 1) embed formative assessment in the process, 2) provide opportunities for feedback and 3) allow for self-assessment and reflection. Formative assessment allows both teachers and students to assess understanding as it is developing and to identify misconceptions, struggles or questions. In this way, learning value is enhanced.

7. Review committee will agree on the action plan: The district team (review committee) will receive feedback inside the consortium. They will also return to their districts and get feedback prior to implementing their action plans. Only after receiving consortium and district input does the review committee (district team) agree on the action plan.

B4 Implementation of the Action Plan

1. Carrying out each action of the action plan and making mid-course changes as necessary: Each team's facilitators will coordinate efforts back in their districts. They will monitor the progress of review committees within their districts, troubleshoot any issues, and ensure all deadlines are met. The facilitators will report back to the DDI Coordinator for feedback. If necessary, based on the feedback, mid-course changes will be made by the district teams.

2. Implementing the engagement program for parents: The Project Manager will oversee the 15-minute video to be produced by the Parent Engagement Consultant entitled, "*Changing the Conversation: Educating Parents about Assessment that Produces Learning.*" The BOCES Project Manager will oversee the work of the Parent Engagement Consultant who will be developing the parent engagement resources and assist in outlining the intended messages and selecting appropriate teacher, leader, and student quotes to be used in the documentary. The DDI Coordinator will provide an overview of each professional development day that can be

included in the documentary and will design questions for the “voices from the field” segments. The Project Director will also discuss in the video the goals of the “Teaching is the Core” grant. The video will include footage of teachers, leaders and students from various districts during work sessions.

3. Sharing the locally developed assessments, strategies, and resources with other grant recipients using a secure network to be set up by the NYSED: Assessments, strategies and resources that are developed through this grant will be shared on both a locally created website and through the NYSED portal.

4. For those LEAs that have an approved APPR plan in place at the time of application, revising the APPR plan, as needed, for the school year 2015-2016: For the districts that have selected assessments that are part of the APPR process (Student Learning Objectives or Local Measures) whose review indicates a replacement assessment is needed, a revised APPR plan will have to be submitted. If districts decide to keep the assessment but modify and improve it based on the review, they will not need to submit a revised APPR plan.

5. Obtaining the funds to implement the action plan after the grant period, if applicable: Each district has committed to obtaining local monies (school budgets, grant funding, education foundations, etc.) to pay for an analysis of student work and teacher feedback to inform assessment redesign, and focus on sustainability, specifically designing quality professional development activities during Year 2. This commitment is documented on the MOUs submitted with this grant application.

Section C: Professional Development Plan

C1 Professional Development Design

1. How professional development will be aligned to Assessment Review and Action

Plan: The Teaching is the Core Grant organized by Putnam/Northern Westchester BOCES (P/NW BOCES) will provide six days of regional professional development as well as opportunities for individual consultation for district teams. The outcomes that drive the work focus on building participant capacity and team capacity to continue the work beyond grant-funded days (outcomes described in section C5). The professional development activities are designed to deepen assessment literacy of participants through small and large group guided learning opportunities, ongoing reflection, supported design, structured peer review and timely feedback during the process. Feedback occurs through all phases of the work. The first two days of professional development will focus on assessment review and action plan design. On Day 1, district teams will learn how a quality assessment review supports strong assessment design, and will gain familiarity with various approaches for conducting a review/audit. During this phase of the professional development work, teams will collect and analyze data from their review, utilizing both their assessment inventories as well as assessment artifacts. These data will provide each team with the information necessary to make informed decisions as to the quality of their current assessment plans, and on which areas modification and design work should focus. This analysis will serve as the foundation for the action plan created on Day 2. To support each team's work, review/audit designs will be submitted to the DDI Coordinator for review. On Day 2, districts will build an action plan that identifies assessments that need to be eliminated, revised (along with what needs to be revised and by whom), and will identify, based on data collected, the new assessments that are to be designed, complete with action steps for who will be

designing them. The DDI Coordinator will meet with each district team to provide feedback on the draft action plan to ensure that they are feasible and specific enough to be useful.

2. How the professional development will integrate teachers from various grades and schools to enhance vertical alignment between grade levels: Each district will send one cross-grade level team (vertical team) of 6 teachers and administrators from different schools within the district (if applicable). Teams will be comprised of teachers representing a variety of grade levels and student needs, a building and/or district level administrator, and a facilitator who is a recognized teacher leader (and who will expand this assessment work to a broader educator base).

3. How topics will be chosen for the trainings: Topics for training align directly with the scope of the grant and the research on best practices in assessment. These topics include: quality audits, strategic action planning, standards-based assessment design, moments and types of assessment, alignment (validity) and reliability, formative assessment strategies, (including feedback) and articulating clear criteria in rubrics and checklists. Beyond the funding period (Year 2 and beyond), training topics will include analysis of student work and teacher feedback to inform the strengthening and redesigning of assessments as needed. Facilitators will also explore the unique needs of adult learners and the importance of designing professional development opportunities that support both student and teacher learning.

4. The proposed training providers and the rationale for choosing these providers: The consortium has chosen to partner with Learner-Centered Initiatives (LCI) to implement the Teaching is the Core Grant. LCI provides long-term, professional development programs and services for schools, districts and other educational organizations. LCI has experience with assessment audits and designs onsite and offsite activities that analyze practices, processes and

programs related to audit questions. In all cases, LCI embeds their findings in a more in-depth professional development experience that allows the audit to *produce* learning rather than report results. P/NW BOCES has worked with LCI on a number of large-scale regional assessment design projects. Most recently, the two organizations partnered together to facilitate two in-depth workshop series. One centered on designing quality growth and locally selected measures, while the other was focused on designing quality assessments aligned to the Common Core Learning Standards. In addition, LCI regularly collaborates with P/NW BOCES to provide short-term workshop facilitation around questioning, formative assessment, and feedback for student learning.

Diane Cunningham, a Senior Consultant with Learner-Centered Initiatives (LCI), will serve as the lead training provider and DDI Coordinator. Ms. Cunningham has a long history of working with the P/NW BOCES, leading the design of quality high school blended learning courses with strong performance assessment components. In addition, Ms. Cunningham has built a relationship with many districts in the Lower Hudson Valley region through targeted regional and onsite professional development tied to assessment literacy and performance assessment. Ms. Cunningham also designs and delivers programs that support those who want to learn to facilitate the learning of other adults, coaches and educators who work in leadership roles. As facilitator development is an important component of this proposal's professional education component, the consortium felt that a consultant with this type of experience would be imperative. Due to the long collaborative history between the two agencies and Ms. Cunningham's strong performance assessment background, it is anticipated that the partnership between P/NW BOCES and LCI will allow the region to "hit the ground running" in September.

5. The proposed measurable outcomes of the training: While Thomas Guskey's five levels of professional development evaluation are usually used to provide guidance for evaluating professional development, they can also be used for backward planning of professional development activities (Guskey, 2014). This professional development experience supports student achievement through the development of performance tasks that will both produce and measure learning. Students will use knowledge and skills inside of rigorous assessment experiences, engage in self and peer assessment, and revise their work to meet higher standards. To support student learning in these ways, participants in this professional learning experience will deepen their knowledge and skills.

Participant Outcomes include:

1) understand the value of an assessment review/audit; 2) design an audit process for use in the district; 3) analyze data from the assessment review/audit, drawing conclusions that the data will support; 4) use data to create a specific and realistic action plan; 5) deepen understanding of what a diverse assessment repertoire is comprised of (including types and moments of assessments) and the value of performance-based, curriculum embedded, authentic assessments; 6) understand and use criteria for alignment, rigor, validity and reliability to assess the current assessments of the level/discipline they represent; 7) strengthen the ability to design rigorous and meaningful performance-based assessments that are vertically aligned and that embed self-assessment and feedback; and 8) use and adapt processes for scoring student work, finding trends and patterns in the work, and identifying implications for instruction/curriculum. These outcomes address both participant knowledge and skills and require district support. The professional development planned strengthens district support by preparing a sub-group of facilitators. Facilitators will contribute to the sustainability of this work by 1) processing team experiences; 2) analyzing

learning experiences for applicability and adaptability with other groups in-district; 3) identifying needs/challenges that arise during the process; and 4) adapting/using process protocols for review, design of assessments, and analysis of student work. In this way, they will serve to bridge the work between the district team and other educators in the district.

Product Outcomes include:

Each district team will develop 1) an audit process that can be used inside of their own district; 2) an action plan; and 3) aligned, curriculum-embedded, performance-based assessments that can be piloted and revised in Year 2. The consortium will share all performance-based assessment tasks, rubrics and scoring tools designed so that other districts may use/adapt/emulate these.

The consortium will produce a documentary and a facilitator's guide to inform parents and community members about the process of designing and implementing assessment reviews and performance-based assessments that produce learning.

C2 Professional Development Logistics

1. Proposed frequency and duration of the training sessions: In Year 1, the focus is on educating participants about assessment reviews/audits, facilitating district audits, analyzing the data collected, developing action plans, and assisting with action plan implementation and assessment design and revision. The proposed professional development plan is comprised of six full days of regional training (with two hour facilitator sessions added at the conclusion of each day of training), individual consultation sessions with districts, and written feedback provided to districts during the process.

Regional Professional Development:

Day 1 – 2: Understanding and Designing Reviews/Audits and Designing the Action Plan.

Days 1 and 2 will be scheduled in October and December, with at least 7 - 8 weeks between to allow for gathering of data for Day 2.

Days 3-6: Action Plan Implementation and Assessment Design/Revision

Days 3, 4, 5 and 6 will be scheduled at least 1 month apart, January - May.

Note that at the conclusion of each day, facilitators will meet with the DDI Coordinator to develop their capacity building skills to provide in-district support for this work.

Individual Consultation and Feedback to District Teams:

Day 1: District teams will submit their review/audit design for review.

Day 2: Each district will confer with the DDI Coordinator for a 90 minute meeting to obtain feedback on the action plan of the team.

Days 3-6: After district teams have completed a full draft of the performance assessments and rubrics, they will submit the draft to the DDI Coordinator for feedback. Each team will receive written feedback to guide final revision and readying for implementation.

2. Proposed selection method of participants, including differentiation of the participants: The DDI Coordinator will hold a series of 45-minute conference calls in August 2014 for up to three districts at a time to help the districts with team selection. If districts anticipate conducting this work with a K-12 focus, then team members representing a broad range of grade levels will be selected. For districts that anticipate focusing their audit on a specific grade band and/or subject area, team members in those areas will be selected. In addition, for each district team, a building or district level administrator and facilitator will participate in the project to ensure fidelity of, and support for, implementation.

Section D: Evidence of Organizational Capacity

Putnam/Northern Westchester BOCES is headquartered in Yorktown Heights, NY and serves school districts in the Lower Hudson Valley (Putnam and Westchester Counties). Started in 1948, P/NW BOCES provides supportive services to eighteen component school districts and beyond, which include curriculum and instructional services, career and technical education, guidance and child study, special education, and management services.

1. The specific roles of the review committee and professional development delivery

team: The review committee is comprised of District Teams consisting of one cross-grade level vertical team of six teachers and administrators (building or district level) within a district-selected level (K-5, 6-8, 9-12). District Team members will conduct an assessment audit, develop an action plan, and design/revise selected assessments. A facilitator on each team, who is recognized as a teacher-leader, will participate in all aspects of District Team work and attend facilitator training at the end of each day of professional development (and continue in a professional development program during Year 2). The facilitator and administrator will build capacity for continued assessment design work in-district. The Project Director will oversee all aspects of the grant and serve as the liaison to consortium districts. The Project Manager will be responsible for coordinating day-to-day logistics, activity follow-through, and completion of MVPS reports. The DDI Coordinator will lead the professional development component of the program. The Parent Engagement Consultant will develop an assessment documentary (with the help of the BOCES videographer) and accompanying facilitator guide.

2. The names and qualifications of the individuals who will fulfill each role:

Dr. Marla Gardner – Project Director (see resume in Appendix for qualifications)

Fred Ende – Project Manager (see resume in Appendix for qualifications)

Nancy Maguire – Parent Engagement Consultant (see resume in Appendix for qualifications)

Diane Cunningham – DDI Coordinator (see resume in Appendix for qualifications)

3. Name and resume of a person responsible for managing the Teaching is the Core project:

Fred Ende – Project Manager (see resume in Appendix)

Diane Cunningham – DDI Coordinator (see resume in Appendix)

4. A description of the successful completion of a large-scale initiative: One of P/NW BOCES' most successful large-scale initiatives is its K – 6 Integrated Social Studies/ELA Curriculum, a web-based, user-friendly curriculum developed by over 300 teachers from the P/NW BOCES region and beyond with the content based on the New York State Social Studies Framework, and the New York State Social Studies Core Curriculum. It integrates the Common Core Learning Standards for English Language Arts and Literacy, and uses an Understanding by Design template. Each grade level curriculum contains complete lessons for teachers, balanced literacy connections, formative and summative assessments (with pre- and post- assessments for APPR purposes for grades five and six), rubrics specific to each writing task, teacher training videos, handouts for students, and technology links. To encourage articulation and collaboration, teachers have online access to all grade levels. Approximately 100 school districts successfully use this curriculum, and each year (since its inception in 2004), applying a continuous improvement model, the curriculum is strengthened with feedback provided by classroom educators.

5. A comprehensive inventory of physical and online assets to support the work:

P/NW BOCES contains a well-resourced copy center, a comprehensive technology infrastructure and an Information Technology Department with dedicated IT professionals including

programmers and a graphic designer. The BOCES contains a number of mobile laptop labs, and an expansive professional library. In addition, the P/NW BOCES School Services Building houses multiple professional learning conference rooms equipped with SMARTBoards, projectors, wireless connectivity, and presentation stations. The P/NW BOCES regularly utilizes wikis to house curriculum projects and share resources, and a number of active listservs are organized by the BOCES to promote collaboration and communication throughout the region.

6. A description of the ability to respond to NYSED communications in a timely manner: In operation for 66 years, P/NW BOCES has established relationships with its eighteen component school districts and beyond, as well as individuals throughout the New York State Department of Education. P/NW BOCES has a reputation for responding to NYSED in a timely, effective manner, including supporting Race to The Top services that BOCES currently offers. P/NW BOCES' Curriculum, Instruction and Assessment (CIA) initiative aims to provide a coordinated means of addressing NYSED initiatives and mandates (RTTT, APPR, RTI, Common Core standards, etc.) through regional partnerships and resource sharing. Moreover, the P/NW BOCES is the home of the Curriculum Center, a dynamic service that provides quality curriculum development, staff development and support for school improvement and innovation. The Curriculum Center's Director and Assistant Director are members of the Staff/Curriculum Developers Network, and the Curriculum Center sends a team of educators to Network Team Institute trainings during every cycle. In addition, the Curriculum Center supports the New York State Middle Level Liaison Network. Furthermore, the Curriculum Center works closely with the BOCES District Superintendent to assist districts throughout the region in supporting and implementing State Education Department initiatives.

Section E: Work Plan/Timeline**E1 Work Plan/Timeline**

(Pre-Grant): Team Selection			
Date	Activity	Responsible Parties	Desired Outcome
August 13, 2014	Phone conversations with district leadership to guide team member selection	DDI Coordinator, Project Director, Project Manager	Creation of vertical district teams with varied stakeholders

Phase 1: Understanding Quality Assessment Reviews/Audits, Conducting An Assessment Review/Audit, and Action Plan Development			
Date	Activity	Responsible Parties	Desired Outcome
October 6, 2014	Group 1 (District teams 1-9) attends Day 1 to learn	DDI Coordinator, Project Director, Project Manager, District Teams	District Teams deepen understanding of quality reviews and criteria used in a review. District teams design review/audit process
October 8, 2014	Group 2 (District Teams 10-19) attends Day 1 to learn		
Offsite	Districts submit review/audit plan to DDI Coordinator	DDI Coordinator, Project Manager, District Teams	DDI Coordinator reviews audit plans to tailor Day 2 activities to fit the needs of District Teams
October 13 through Nov 30, 2014	District teams gather assessments and artifacts for review	District Teams and District Facilitators	District teams come to Day 2 ready to analyze assessments
Dec 2, 2014 Dec 15, 2014	Group 1 (District Teams 1-9) attends Day 2 for assessment review and action planning Group 2 (District Teams 10-19) attends Day 2 for assessment review and action planning	DDI Coordinator, Project Director, Project Manager, District Teams	District Teams begin the review/audit process, summarize data, and draft action plan
Offsite	Feedback provided on action plans	DDI Coordinator & Project Manager	District Teams get feedback to support refinement and tightening of action plans – they are ready for design phase that begins in December

Phase 2: Assessment Revision/ Design			
Date	Activity	Responsible Parties	Desired Outcome
Jan 16, Feb 4, Mar 2, May 4	Cluster A – Grades K-5 Assessment Revision and Design	DDI Coordinator, Project Director, Project Manager, District Teams	Drafts of assessment blueprints with needed self-assessment and feedback tools; criteria in checklists and rubrics
Jan 21 Feb 11, Mar 16, May 11	Cluster B – Grades 6-8 Assessment Revision and Design	DDI Coordinator, Project Director, Project Manager, District Teams	
Jan 26 Feb 23, Mar 27, May 19	Cluster C – Grades 9-12 Assessment Revision and Design	DDI Coordinator, Project Director, Project Manager, District Teams	
Offsite (March-April)	DDI Coordinator provides feedback on each performance task – addresses alignment, learning value provided through formative assessment and feedback, and strength of rubrics	DDI Coordinator provides feedback; Project Manager assures delivery of feedback	Feedback provided that allows districts to revise and strengthen performance tasks
Offsite (May- June)	District teams revise assessment based on feedback from DDI Coordinator and pilot assessments	Project Manager, District Teams	Data gathered from pilot assessment to be used for further revision in Year 2

Development of Parent Engagement Resources			
Date	Activity	Responsible Parties	Desired Outcome
October 2014 – June 2015	Creation of documentary through interviews, vignettes from professional development program, and student work; creation of facilitation guide	Project Director, Project Manager, Parent Engagement Consultant, BOCES Videographer,	<i>Changing the Conversation</i> documentary created along with accompanying facilitation guide

(Post Grant-District Funded): Analysis of Student Work and Processing Teacher Experiences			
Date	Activity	Responsible Parties	Desired Outcome
October	Each cluster meets to analyze student work; clusters process teacher experiences to inform revision of assessments	DDI Coordinator, Project Director, Project Manager, District Teams	District Teams will have a plan to guide assessment redesign
Offsite	District teams revise assessments	District Teams, Facilitators	Revised assessments will be ready for use with students
October through December 2015	Facilitators will engage in a three day professional development experience focused on designing quality professional development	DDI Coordinator, Project Director, Project Manager, Facilitators	Facilitators have strengthened design skills, sets of protocols for use with other educators in-district
September through June 2015 and beyond	Review assessment audit and action plan to continue implementation activities	District Teams	Facilitators continue development of quality assessments and implementation of action plan in-district

E2 Overall Goals and Measurable Outcomes

This proposal is grounded in building the capacity of participating districts as they assess and refine their assessment repertoires. Overall goals consist of district outcomes, participant outcomes, facilitator outcomes and product development. The DDI Coordinator will provide ongoing feedback using multiple sources of data. This will allow the Coordinator to be responsive to the needs of each district team and to provide guidance that moves learning forward. Regular and ongoing assessment also contributes to the development of quality products.

Overall Goals	Data Sources	Quantitative and Qualitative Measurable Outcomes (formative and summative)	Accomplishments and Challenges (to be completed as part of MVPS report)
To increase district capacity to design and implement a quality assessment review and action plan	District data summary resulting from audit review; district action plan for revision of assessment repertoire	Feedback (formative) will be provided with descriptive rubrics; all final draft district plans will score a minimum of three on a four point rubric for quality data analysis, quality audit and quality strategic plan (summative assessment).	
To deepen participants' understanding of assessment to produce learning	Participant pre/post reflection; end-of-day written reflections; participant drafted assessments	Participant learning and questions will be gathered from written reflections to inform PD revision as it unfolds (formative assessment)	
To deepen participants' understanding of quality assessment design and to produce assessments of high quality	Participant drafts of assessments and rubrics	Feedback (formative) will be provided during design with both checklists and rubrics; final draft assessment will score a minimum of three on a four point rubric for assessment design (summative)	
To deepen facilitators' ability to support in-district work	Facilitator end-of-session reflections and professional development plans/programs for supporting work in-district	Facilitators learning and questions will be culled from reflections to support trouble shooting and to help prepare for in-district work (formative) Facilitators will lead professional development in-district around assessment review and design; new district teams will develop/redesign additional assessments	

E3 Sustainability Plan

After the grant period (September 2014 to June 2015) is over, the sustainability of the project will be addressed in the following ways:

1. During Year 2 (district funded portion), each District Team will return for professional development that will support the continued improvement of designed assessments. Using student work collected from the piloting of assessments, teams will revise assessments to be even better measures of learning. The comprehensive audit implemented in Year 1 will allow for potential identification of additional assessments to be built into the action plan.
2. During Year 2, all facilitators will return for continued professional development focused on supporting the learning and work of adults. This program will be tailored based on Year 1 experiences and lessons.
3. Facilitators will contribute to the continuation of this work by processing team experiences, analyzing learning experiences for applicability and adaptability with other groups in district, identifying the needs and challenges that arise during the process, and adapting and using process protocols for review, design of assessments, and analysis of student work.
4. Assessments, strategies and resources that are developed through this grant will be shared throughout the region so that further necessary assessment modifications or adjustments produced through annual assessment reviews will be self-sustaining.

Each district has committed to obtaining local monies (school budgets, grant funding, etc.) to pay for this work (an analysis of student work, revision of created assessments, and professional development sessions for district facilitators) during Year 2 (July 2015 - through June 2016.).

The total estimated cost for Year 2 is: \$47,500.00 at \$2,500 per district team.

Explanation of Proposed Costs	Sustainability Period (Year 2) Total
DDI Coordinator (6 days of planning/facilitation @ \$4,000/day)	\$24,000
Project Director: .008FTE (2 days) for project oversight; includes salary and benefits	1,960
Project Manager: .05FTE (12 days) for project coordination; includes salary and benefits)	9,914
Clerical Support: .05FTE (13 days); includes salary and benefits	4,915
Revision of <i>Changing the Conversation</i> Facilitator's Guide based on facilitator feedback in Year 2. Consultant editing rate of \$400 per day	3,600
Information Technology support during 6 professional development days @\$375/day	2,250
Supplies and Materials (Copies, binders, flash drives)	861
Project Total	\$47,500
District Cost (Total /19 districts)	\$2,500