Our Challenge: Graduating Students College and Career Ready

NYSCOSS 2013 Winter Institute
March 4, 2013
Statewide Graduation Rates are Up

% Students Graduating After 4 Years
Results through June 2011, All Students

New York City | Large City | Urban-Suburban | Rural | Average | Low | Total Public
--- | --- | --- | --- | --- | --- | ---
52.8% | 46.9% | 61.9% | 73.4% | 79.8% | 92.0% | 69.3%
59.0% | 48.2% | 63.0% | 74.2% | 81.0% | 92.1% | 71.8%
60.9% | 52.8% | 64.5% | 76.1% | 84.4% | 93.5% | 74.0%

Source: SED Office of Information and Reporting Services
New York's 4-year high school graduation rate is 74% for All Students. However, the percent graduating college and career ready is significantly lower.

### June 2011 Graduation Rate

<table>
<thead>
<tr>
<th>Graduation under Current Requirements</th>
<th>% Graduating</th>
<th>Calculated College and Career Ready*</th>
<th>% Graduating</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>74.0</td>
<td>All Students</td>
<td>34.7</td>
</tr>
<tr>
<td>American Indian</td>
<td>59.6</td>
<td>American Indian</td>
<td>16.8</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>82.4</td>
<td>Asian/Pacific Islander</td>
<td>55.9</td>
</tr>
<tr>
<td>Black</td>
<td>58.4</td>
<td>Black</td>
<td>11.5</td>
</tr>
<tr>
<td>Hispanic</td>
<td>58.0</td>
<td>Hispanic</td>
<td>14.5</td>
</tr>
<tr>
<td>White</td>
<td>85.1</td>
<td>White</td>
<td>48.1</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>38.2</td>
<td>English Language Learners</td>
<td>6.5</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>44.6</td>
<td>Students with Disabilities</td>
<td>4.4</td>
</tr>
</tbody>
</table>

*Students graduating with at least a score of 75 on Regents English and 80 on a Math Regents, which correlates with success in first-year college courses.

Source: NYSED Office of Information and Reporting Services
Assumptions

• Fiscal realities make balancing the competing priorities of restoring the Gap Elimination Adjustment, the Foundation Aid formula phase-in, and equity difficult.

• State law limits increases in General Support for Public Schools to the annual percentage growth in personal income

• The annual changes in personal income can be volatile

• Tax levy cap makes it more difficult to raise local revenues

• Uncertainty remains about the potential impact of sequestration.
Districts Are Under Fiscal Stress

• A $2.2 billion Gap Elimination adjustment for 2012-13

• More than 90% of school revenues are now subject to a cap. Health care, pension costs, insurance and energy costs are typically exceeding the caps requiring reductions in personnel

• Fund balances are declining

• Not all districts are experiencing the same degree of stress

• The problem requires a multi-year discussion
Regents 2013-14 State Aid Proposal

- Regents Proposal increase based on projected 3.5 percent growth in personal income contained in the state’s financial plan.

- General Support for Public Schools increase of $709 million:
  - $425 million increase in general purpose aid. The vast majority of this was for Foundation Aid.
  - $284 million for increases in other expense-based aid categories based on school district claims

- An additional $75 million provided for Full Day Universal Pre-Kindergarten to support high-quality full-day programs in high-need districts. This funding is outside the 3.5 percent cap using existing grant funding.

- No changes to expense-based aid recommended for the 2013-14 school year
Proposals to Better Manage Costs

• Regionalization:
  o Bill to Create Regional Secondary Schools
  o BOCES As Regional Leaders Bill
  o Mergers/consolidations and shared services

• Mandate Relief and Flexibility Bill (including special education changes that would protect educational services while prioritizing limited resources)

• Potential modifications to expense-based aids

• Need for long-term plan to tackle structural challenges
Labor Market Has Become More Demanding

A post-secondary education is the “Passport to the American Dream”:

Of the projected 47 million job openings between 2009-2018, nearly two-thirds will require workers to have at least some post-secondary education.

14 million job openings will go to people with an associate’s degree or occupational certificate and pay a significant premium over many jobs open to those with just a high school degree.

Underperformance Costs $1 Trillion

• America’s urban school districts underperform compared with their suburban counterparts.

• America’s suburban school districts underperform compared with their international counterparts.
  ○ Very few American suburban students outperform their counterparts in Finland and Singapore, two of the world’s top school systems.

• If American students performed at the same level in math as Canadian students, we would add $1 trillion annually to the economy.

Talent Dividend

If New York increased its college attainment rate by just one percent – from 33.8 to 34.8 percent – the region would capture a $17.5 billion Talent Dividend.

Source: CEOs for Cities: http://ceosforcities.org
College and Career Readiness is the Answer

But what is college and career readiness?

Research suggests college and career readiness is defined by the content knowledge, skills, and habits that students need to be successful after high school whether in postsecondary education or training that leads to a career pathway.

Career Readiness for All Students
Domains of College and Career Readiness

- **Core Academic Knowledge & Skills**: Defines the *academic* knowledge and skills students need to be successful in college and careers.

- **Key Behaviors & Attitudes**: Specifies the *non-cognitive*, socio-emotional knowledge and skills that help students successfully transition from high school to college or careers.

- **Career-Specific Knowledge & Skills**: Describes the *career-specific* opportunities for students to gain the knowledge, skills, and competencies they need to pursue and succeed in their chosen career.
Regents Reform Agenda

Implementing **Common Core standards** and developing **curriculum and assessments** aligned to these standards to prepare students for success in college and the workplace

Building **instructional data systems** that measure student success and inform teachers and principals how they can improve their practice in real time

Recruiting, developing, retaining, and rewarding **effective teachers and principals**

**Turning around the lowest-achieving schools**
What is the Work? Implementing the Common Core

Instructional Shifts Demanded by the Core

6 Shifts in ELA/Literacy
- Balancing Informational and Literary Text
- Building Knowledge in the Disciplines
- Staircase of Complexity
- Text-based Answers
- Writing from Sources
- Academic Vocabulary

6 Shifts in Mathematics
- Focus
- Coherence
- Fluency
- Deep Understanding
- Applications
- Dual Intensity
Common Core Geometry Video

- **Link to video**
New York State ELA Curriculum for Grades Pre-K-2

The New York State ELA Curriculum for grades Pre-K-2 is broken into two strands: the Listening and Learning Strand and the Skills Strand.

The Listening and Learning Strand consists of a series of read-alouds organized by topics (called domains), many of which are informational in nature. The goal of the Listening and Learning Strand is for students to acquire language competence through listening, specifically building a rich vocabulary and broad knowledge in history and science by being exposed to carefully selected, sequenced, and coherent read-alouds.

The Skills Strand teaches the mechanics of reading—students are taught systematic and explicit phonics instruction as their primary tool for decoding written English. By the end of grade 2, students have learned all of the sound-spelling correspondences in the English language and are able to decode written material they encounter. In addition to phonics, students also are taught spelling, grammar, and writing during the Skills Strand.

The two strands are taught separately, but complement each other, building the requisite decoding and comprehension skills that comprise fluent, mature reading. The teaching of the two strands, however, need not be correlated; i.e., educators may provide instruction and practice in a given unit of the Skills Strand as needed, while moving on to new topics and anthologies in the Listening and Learning Strand.

New York State ELA Curriculum Modules for Grades 3-12
Changes to NYSED Common Core Grades 3-8 ELA and Math Tests

Beginning with the current school year (2012-13), NYSED is re-designing its assessment program to measure what students know and can do relative to the grade-level Common Core State Standards. Specific changes to the Grades 3-8 ELA and math tests include the following:

• **Increases in Rigor** – The CCSS are back-mapped, grade-by-grade, from college and career readiness. Many of the questions on the Common Core assessments are more advanced and complex than those found on prior assessments that measured prior grade-level standards.

• **Focus on Text** – To answer ELA questions correctly, students will need to read and analyze each passage completely and closely, and be prepared to carefully consider responses to multiple-choice questions. For constructed response items, students will need to answer questions with evidence gathered from rigorous literature and informational texts. Some texts will express an author’s point of view, with which not all readers will agree.

• **Depth of Math** – Students will be expected to understand math conceptually, use prerequisite skills with grade-level math facts, and solve math problems rooted in the real-world, deciding for themselves which formulas and tools (such as protractors or rulers) to use.
# New York

## Percent at or above Proficient: 3-8 ELA & Math

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>76</td>
<td>93</td>
<td>55</td>
<td>59</td>
<td>56</td>
<td>61</td>
</tr>
<tr>
<td>4</td>
<td>77</td>
<td>87</td>
<td>57</td>
<td>64</td>
<td>59</td>
<td>69</td>
</tr>
<tr>
<td>5</td>
<td>82</td>
<td>88</td>
<td>53</td>
<td>65</td>
<td>58</td>
<td>67</td>
</tr>
<tr>
<td>6</td>
<td>81</td>
<td>83</td>
<td>54</td>
<td>61</td>
<td>56</td>
<td>65</td>
</tr>
<tr>
<td>7</td>
<td>80</td>
<td>87</td>
<td>50</td>
<td>62</td>
<td>52</td>
<td>65</td>
</tr>
<tr>
<td>8</td>
<td>69</td>
<td>80</td>
<td>51</td>
<td>55</td>
<td>50</td>
<td>61</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>36</td>
<td>43</td>
<td>36</td>
<td>40</td>
<td>35</td>
<td>36</td>
</tr>
<tr>
<td>8</td>
<td>32</td>
<td>30</td>
<td>33</td>
<td>34</td>
<td>35</td>
<td>30</td>
</tr>
</tbody>
</table>


Most recent year available for Reading and Mathematics is 2011.
## Shifts in Assessments

### Six Shifts in ELA Assessments

<table>
<thead>
<tr>
<th>Shift</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shift 1: Balancing Informational &amp; Literary Texts</td>
<td>Passages will be authentic, and will be balanced between informational and literary texts; will require literacy in Science, Social Studies and technical subjects.</td>
</tr>
<tr>
<td>Shift 2: Knowledge in the Disciplines</td>
<td>Assessments will contain knowledge-based questions about the informational text; students will not need outside knowledge to respond.</td>
</tr>
<tr>
<td>Shift 3: Staircase of Complexity</td>
<td>Passage selection will be based on text complexity that is appropriate to grade level per Common Core.</td>
</tr>
<tr>
<td>Shift 4: Text-Based Answers</td>
<td>Questions will require students to marshal evidence from the text, including paired passages.</td>
</tr>
<tr>
<td>Shift 5: Writing from Sources</td>
<td>Students will be tested directly on the meaning of pivotal, common terms, the definition of which can be discerned from the text. Academic vocabulary will also be tested indirectly through general comprehension of the text.</td>
</tr>
<tr>
<td>Shift 6: Academic Vocabulary</td>
<td></td>
</tr>
</tbody>
</table>
## Shifts in Assessments

### Six Shifts in Mathematics Assessments

<table>
<thead>
<tr>
<th>Shift</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Shift 1:</strong> Focus</td>
<td>Priority standards will be the focus of assessments. Other standards will be deemphasized.</td>
</tr>
<tr>
<td><strong>Shift 2:</strong> Coherence</td>
<td>Assessments will reflect the progression of content and concepts as depicted in the standards across grade levels.</td>
</tr>
<tr>
<td><strong>Shift 3:</strong> Fluency</td>
<td>It will be assumed that students possess the required fluencies as articulated through grade 8; as such, calculators are not permitted in grades 3, 4 and 5 and are only permitted for certain sections in grades 6, 7 and 8.</td>
</tr>
<tr>
<td><strong>Shift 4:</strong> Deep Understanding</td>
<td>Each standard will be assessed from multiple perspectives, while not veering from the primary target of measurement for the standard.</td>
</tr>
<tr>
<td><strong>Shift 5:</strong> Application</td>
<td>Students will be expected to know grade-level mathematical content with fluency and to know which mathematical concepts to employ to solve real-world mathematics problems.</td>
</tr>
<tr>
<td><strong>Shift 6:</strong> Dual Intensity</td>
<td></td>
</tr>
</tbody>
</table>
Assessment Resources on EngageNY.org

- Test Guides
- Sample Questions
- Assessment design and educator usage criteria

New York State has never been more transparent about what content and skills are measured on our assessments… and how they are measured.
Toolkit for Parent Engagement
Planning Tools

• Event Checklist for Planning a Parent Night

Keeping Parents Informed and Involved
Roadmap to Planning a Parent’s Night

As schools shift to implement the Common Core standards, parents and guardians are critical partners for ensuring student success. A first step in this is helping parents to better understand the new standards and how what their children are learning and how it is taught will change. This checklist provides some useful tips to help plan an effective event that engages parents and follow-up that builds ongoing relationships.

PLANNING FOR THE EVENT

☐ Dedicate staff and resources to the event as soon as possible, including event coordinators, master teachers and community outreach specialists

☐ Set up regular planning sessions for the event

☐ Identify partners to play a key role in the planning and organization of the night (e.g., advocates, parents, teachers, etc.)

☐ Identify which formats will be most effective for engaging with parents (lectures, round table discussions, town hall meetings, etc.)

☐ Reach out to local community and parent groups to gauge opinions and identify what type of information and support local parents need most

☐ Work with partners, school leaders, teachers and local parent coordinators to develop objectives for the evening and draft an agenda that includes activities to engage parents in the material

☐ Identify speakers and facilitators who will be most relevant to parents; this can include local community leaders, principals, master teachers and others

☐ Share notice with community leaders and parent advocacy groups to distribute to their members

☐ Use multiple methods to notify parents directly, such as sending the notice home with students, posting on school website, announcing via social media, online registration, etc.
Toolkit for Parent Engagement

Planning Tools

- Annotated Agendas for Parent Nights:
  - Two-Night Parent Sessions
  - Consolidated One-Night Parent Session
Toolkit for Parent Engagement

Planning Tools

- Sample slides from parent night presentations
  - Full presentations are available for download on EngageNY.org

Some questions to ask your child

Backpacks: What you should see
Toolkit for Parent Engagement

Parent Handouts

• Parent’s Backpack Guide to the Common Core Core

For Prekindergarten – 5th Grade: English Language Arts and Mathematics

In 2010, New York adopted the Common Core State Standards (CCSS) to make sure that all children succeed and they graduate from high school. The guide is designed to help you understand how the standards will affect your child, what changes you will see and what you can do at home to help your children develop...

Why are the Common Core State Standards Important?

The Common Core State Standards are important because they will help all children no matter which school they are in learn the same skills. They make sure that their experiences are the same and they are more knowledgeable in key areas of reading, writing, speaking and listening language and mathematics. If you know what these expectations are, then you can work with the teacher and help your child grow.

English Language Arts (ELA)

The new Common Core State Standards make several important changes to current standards. These changes are called shifts. The chart below shows what these shifts change, what they might look in your child’s backpack and what you can do to help your child with their assignments. Don’t call it the “shifts,” because then you’ll see your child....

<table>
<thead>
<tr>
<th>What’s Shifting?</th>
<th>What to Look for in the Backpack?</th>
<th>What Can You Do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Your child will now have more writing.</td>
<td>• Look for journals to have more writing assignments.</td>
<td>• Read non-fiction books with your children. Find ways to make reading and writing.</td>
</tr>
<tr>
<td></td>
<td>• Look for your child’s writing area in journals.</td>
<td></td>
</tr>
<tr>
<td>• Your child will now read more challenging texts.</td>
<td>• Your child’s reading area will have books about new topics.</td>
<td>• Decide more challenging texts for your child to read. Share them so they can be drawn to different...</td>
</tr>
<tr>
<td></td>
<td>• Your child will need to make more connections with...</td>
<td></td>
</tr>
<tr>
<td>• Your child will now need more information about the world.</td>
<td>• Your child will have to make more connections with the world. For example, your child will need to understand...</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Your child will need to make more connections with other topics.</td>
<td></td>
</tr>
</tbody>
</table>

Mathematics

To improve student learning, the new Common Core State Standards are different from the old ones. These changes are called shifts. The chart below shows what these changes are and what you might see in your child’s backpack and what you can do to help your child.

<table>
<thead>
<tr>
<th>What’s Shifting?</th>
<th>What to Look for in the Backpack?</th>
<th>What Can You Do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Your child will now have more more challenging assignments.</td>
<td>• Look for assignments that require students to show their work and explain how they arrived at an answer.</td>
<td>• Know what standards are important for your child based on their grade level and special first working on these topics.</td>
</tr>
<tr>
<td>• Your child will have less building on concepts.</td>
<td>• Look for assignments that require students to show their work and explain how they arrived at an answer.</td>
<td>• Know what standards are important for your child based on their grade level and special first working on these topics.</td>
</tr>
<tr>
<td>• Your child will need to learn more complex math.</td>
<td>• Look for assignments that require students to show their work and explain how they arrived at an answer.</td>
<td>• Know what standards are important for your child based on their grade level and special first working on these topics.</td>
</tr>
</tbody>
</table>

Talking to Your Child’s Teacher

When talking to your child’s teacher, try to keep the conversation focused on the most important topics that relate to your child. This means talking to the teacher about your child’s performance, based on grade level standards and expectations.

Also, ask to see a sample of your child’s work. Compare your child’s sample to those found at http://ela.ny.gov/standards/4th-grade-readers-workbooks/. Also, feel free to bring those samples to your child’s teacher and say to the teacher about how the samples are used in the classroom.

This information will ensure you more important understandings of how can help your child achieve success in the...
Toolkit for Parent Engagement

Parent Handouts
• Frequently Asked Questions

**FREQUENTLY ASKED QUESTIONS (FAQ)**

Parents across New York want to know more about the Common Core State Standards. Below, you will find some frequently asked questions and answers about the standards. It will be updated over time. Please contact your child’s teacher or principal to learn more about your school’s work with the Common Core.

**Q: What are the Common Core State Standards?**
A: The Common Core State Standards show what students in PreK through 12th Grade should know and be able to do in English Language Arts and mathematics. The standards will help all students—no matter who they are—learn the same things. This will make sure that they are ready for college and careers. They also include changes, or “shifts,” in how teachers teach to help children succeed in the topics and skills that matter most.

**Q: Does having common standards mean everyone will learn the same thing?**
A: No. The Common Core State Standards have been built from the best standards gathered from states across the country. But, many teachers and parents want them to make sure that the standards are well matched for our classrooms and will help our students learn more.

**Q: Do the standards tell teachers how to teach?**
A: No. They are a tool to help teachers prepare the best classroom lessons and activities. The standards also help students and parents by showing them what it takes to be successful in each grade level. They are an important roadmap for teachers, students, and parents.

**Q: How were the Common Core State Standards developed?**
A: The National Governors Association brought together experts, teachers, and researchers to write the Common Core State Standards. The standards were revised and improved upon based on almost 10,000 comments and suggestions. They were then finalized in June 2010. Please visit [http://corestandards.org/the-standards](http://corestandards.org/the-standards) to read the full set of standards.

**Q: Will this mean more tests?**
A: The Common Core State Standards do not mean more tests. But there will be different, and better, tests. Starting in April 2013, the New York State Assessments will test student’s common core knowledge and skills for 3rd Grade through 8th Grade in English language arts and mathematics. These new tests will reflect the changes, or shifts, brought by the Common Core State Standards. The tests will make sure that students can meet expectations that have more time to cover subjects in greater detail. This gives students an opportunity to really understand what is being taught.

In addition, there is a clear guide for applying the standards to English language learners and students with disabilities. Also, all 45 States will be working together to constantly improve upon these issues. This will result in a strong support system for all learners.

**Q: What will the Common Core State Standards mean for students across the country?**
A: The standards set clear expectations for student learning across the country. In the past, every State had its own set of different academic standards. This meant that U.S. students were learning different skills and concepts at different rates. The Common Core State Standards will help provide all students—including those in New York—with an equal opportunity for learning the highest standards. This leads to a greater chance of success in college, career, and life.

**Q: If standards are raised, is it more likely that students will drop out of school?**
A: It is not more likely that students will drop out of school. Research points out that many factors come together because a student to drop out of school. Research also shows that students want to be challenged more in school. For example, in one study, 16% of those who dropped out said they were not motivated or inspired to work hard in high school. Two-thirds of the dropouts said they would have worked harder if more was demanded of them (higher academic standards and more studying and homework).

**Q: Is the adoption of common core standards in English language arts and mathematics going to limit student access to other subject areas, such as the arts or career and technical education?**
A: No. New York understands the importance that all subject areas have in preparing students for success beyond high school. Graduating well-rounded students is important for the State’s future. The clarifications of the Common Core will actually help teachers integrate subject areas. This means that students will be given lessons that bring together mathematics, science, social studies, English language arts and other subjects.

**Q: Do the Common Core State Standards penalize students in low performing schools by creating unrealistically high expectations?**
A: No. All too often, students in low performing schools today are held to lower expectations. New York has adopted the Common Core State Standards so that all students receive an excellent education.

**Glossary:**
- **Shift:** A change in how teachers teach and how students learn
- **Text:** Any written work
- **Non-fiction:** Tests about real-life events or facts
- **Evidence:** Lists of proof from the text
Toolkit for Parent Engagement

Parent Handouts

• What Parents Can Do to Help their Children Learn

Working with the "Shifts"
What Parents Can Do to Help their Children Learn

The Common Core State Standards ask teachers to make 12 major "shifts" or changes in their classrooms — six shifts in English language arts and six shifts in Mathematics. These changes may be tough at first as students and teachers adjust to higher expectations.

As a parent, you can help and learn more by talking with your child about what they are learning. Ask open-ended questions about what they learned in school each day, read their homework and attend school events to learn about what their teachers expect.

This document explains some of the ways that your child’s classroom is changing and how you can help; for more information, check out www.engageNY.org

<table>
<thead>
<tr>
<th>The 12 Shifts</th>
<th>English Language Arts/Literacy</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Read as much non-fiction as fiction</td>
<td>• Build skills across grade levels</td>
<td></td>
</tr>
<tr>
<td>• Learn about the world by reading</td>
<td>• Learn more about less</td>
<td></td>
</tr>
<tr>
<td>• Read more challenging material</td>
<td>• Use math facts easily</td>
<td></td>
</tr>
<tr>
<td>• Talk about reading using &quot;evidence&quot;</td>
<td>• Think fast AND solve problems</td>
<td></td>
</tr>
<tr>
<td>• Write about texts using &quot;evidence&quot;</td>
<td>• Really know it, really do it</td>
<td></td>
</tr>
<tr>
<td>• Know more vocab words</td>
<td>• Use math in the real world</td>
<td></td>
</tr>
</tbody>
</table>
Toolkit for Parent Engagement

Parent Handouts

• Common Core Resources for Parents to Learn More

Common Core Resources for Parents
Where to Learn More and Get More

NATIONAL RESOURCES

National PTA Parent’s Guide for Student Success
http://pta.org/parents/content.cfm/item?ItemNumber=2838

The site contains a suite of materials, including short guides explaining changes in standards in English language arts (ELA) and Mathematics. Guides are available for each grade K-8 and for high school by subject.

The guides are available in English and Spanish and include:

• What children should be learning in English language arts and mathematics in each grade with the new standards.
• Activities that parents can do at home to support their child’s learning.
• Methods for helping parents build stronger relationships with their child’s teacher.
• Tips for planning for college and career readiness.

Council of Great City Schools Parent Roadmap
http://www.cgcs.org/Domain/36

The site provides individual road maps in English and Spanish for ELA and mathematics for each of grades K-8. These maps help guide parents through what their children will be learning and how they can support that learning. They also provide timelines showing how selected standards change from year to year so that students will be college and career ready upon their graduation from high school.

The Council of Great City Schools has also produced a parent-friendly three minute video explaining the Common Core, available at http://www.commonsenseorg
## Leadership for Readiness

<table>
<thead>
<tr>
<th>What Boards Do</th>
<th>What Superintendents Do</th>
<th>What Principals Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Educate the community on readiness and the changes needed</td>
<td>• Build Principals’ Capacity and hold them accountable for implementing:</td>
<td>• Build teacher awareness and establish a common language around the Shifts in Instruction demanded by adoption of the Common Core</td>
</tr>
<tr>
<td>• Adopt policies that support the focus on college and career readiness</td>
<td>• The Common Core</td>
<td>• Protect teacher time to plan units which adhere to the Shifts demanded by the Common Core</td>
</tr>
<tr>
<td>• Budget based on values and expectations of the community</td>
<td>• Data-Driven Instruction</td>
<td>• Have a laser-like focus on teaching and learning and build a culture of reflection and continuous improvement</td>
</tr>
<tr>
<td>• Protect human capital investments through professional development</td>
<td>• Evidence based observation</td>
<td>• Spend as much time as possible in classrooms to collect evidence and artifacts to drive improvements in teacher planning and practice</td>
</tr>
<tr>
<td>• Evaluate the Superintendent based on multiple measures, including student achievement, teacher &amp; leader effectiveness</td>
<td>• Foster the use of district-wide, common interim assessments aligned to the Common Core</td>
<td>• Engage in evidence-based, action-oriented conversations with teachers; build teacher capacity &amp; hold them accountable</td>
</tr>
<tr>
<td>• Focus discussion at Board meetings on student achievement, teaching and learning</td>
<td>• Demand that principals foster systems for test-in-hand analysis of interim assessment data to drive changes in teacher practice</td>
<td>• Foster systems for test-in-hand analysis of interim assessment data to drive changes in teacher practice</td>
</tr>
<tr>
<td>• Get Smart on the three school-based initiatives in the Regents Reform Agenda</td>
<td>• Implement effective &amp; aligned professional development at all levels of the district</td>
<td>• The Common Core</td>
</tr>
</tbody>
</table>
Educator Preparation Program Reforms

$10 million Race to the Top investment to support SUNY, CUNY and the Commission on Independent Colleges and Universities

- New Performance Assessments
- New Certification Examinations
- Integration of Common Core
- College and Career Readiness
- Clinically Rich Teacher and Leader Preparation
- Data Driven Instruction
Thank you.