**2014-2015 New York State Metrics & Expectations**

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|  | **Teachers…** | **Principals...** | **Local Superintendents...** | **Network Teams/ Coaches/** **Professional Development (PD) Providers...** | **District Superintendents...** |
| **Curriculum***All teachers fully implement high quality, deeply rigorous, and fully aligned Common Core curriculum as defined by the Tristate/ EQuIP Rubric.* | * Target all lessons to the [Common Core State Standards](http://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards).
* Understand deeply what is demanded by the [Tristate/ EQuIP Rubric](http://www.engageny.org/resource/tri-state-quality-review-rubric-and-rating-process).
* Implement [instructional shifts](http://www.engageny.org/resource/common-core-shifts/) in the “taught curriculum” (e.g., texts selected, instructional materials used, tasks assigned, etc.)
* Ensure that lesson design, planned scaffolding, supports, and interventions maximize student thinking, analysis, and problem solving and constantly target the standards.
* Collaborate with colleagues on the best ways to adapt lessons plans to meet the needs of all students while still targeting grade level standards.
* Access professional development materials, and/or [instructional practice videos](http://www.engageny.org/resource-type/common-core-video-series) on [EngageNY.org](http://www.engageny.org/) for additional support in the design or implementation of a fully aligned [Common Core curriculum](http://www.engageny.org/common-core-curriculum) with quality and fidelity.
* Make curricular planning decisions for any English Language Learners (ELLs) using the [Bilingual Common Core Progressions.](https://www.engageny.org/resource/new-york-state-bilingual-common-core-initiative)
 | * Understand deeply what is demanded by the [Tristate/ EQuIP Rubric](http://www.engageny.org/resource/tri-state-quality-review-rubric-and-rating-process).
* Evaluate all instructional materials and ensure their alignment to the [Tristate/ EQuIP Rubric](http://www.engageny.org/resource/tri-state-quality-review-rubric-and-rating-process).
* When observing instruction, identify evidence of [instructional shifts](http://www.engageny.org/resource/common-core-shifts/) in the “taught curriculum” (e.g., texts selected, instructional materials used, tasks assigned, etc.)
* Provide common planning times for teachers and communicate an expectation for rigorous co-planning and collective problem solving.
* Give teachers feedback on the amount of student thinking, analysis, and problem solving in their planned learning activities.
* Ensure that any teachers serving ELLs are making curricular planning decisions using the [Bilingual Common Core Progressions](http://www.engageny.org/resource/new-york-state-bilingual-common-core-initiative).
 | * Adopt [State-provided curricular modules](http://www.engageny.org/common-core-curriculum) OR adapt them OR choose another option so that all curriculum used in districts meets the standard of the [Tristate/ EQuIP Rubric](http://www.engageny.org/resource/tri-state-quality-review-rubric-and-rating-process).
* Direct resources to supply [texts](http://www.engageny.org/resource/text-list-for-p-12-ela) and materials necessary to implement aligned, rigorous, high quality curriculum.
* Provide high quality professional development (as defined by [Impactful PD Rubric](http://www.engageny.org/sites/default/files/resource/attachments/impactful_pd_rubric.pdf)), taking advantage of the [PD kits](http://www.engageny.org/network-teams) and [instructional practice videos](http://www.engageny.org/resource-type/common-core-video-series) on [EngageNY.org](http://www.engageny.org/) so that all teachers can implement aligned curriculum with quality and fidelity.
* Hold Principals accountable for effective implementation of fully aligned [Common Core curriculum](http://www.engageny.org/common-core-curriculum).
* Set the effective implementation of the [Common Core State Standards](http://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards) as a key district goal.
 | * Provide training and lesson planning coaching on the [State-provided curricular modules](http://www.engageny.org/common-core-curriculum), the [instructional shifts](http://www.engageny.org/resource/common-core-shifts/), and the content associated with the modules, taking advantage of high quality materials such as the [PD kits](http://www.engageny.org/network-teams) and [instructional practice videos](http://www.engageny.org/resource-type/common-core-video-series) on [EngageNY.org](http://www.engageny.org/).
 | * Convene Local Superintendents, District Governance Teams, and confer with other DS to have targeted conversations around challenges and solutions of implementation of locally selected [Common Core curriculum](http://www.engageny.org/common-core-curriculum).
* Know the curricular approach of each component district and structure appropriate supports utilizing current and cross-contract solutions as well as key tools such as the [Tristate/ EQuIP Rubric](http://www.engageny.org/resource/tri-state-quality-review-rubric-and-rating-process).
* Hold Network Teams accountable for high quality training (as defined by [Impactful PD Rubric](http://www.engageny.org/sites/default/files/resource/attachments/impactful_pd_rubric.pdf)) and monitoring/ support of component districts in implementing locally selected [Common Core curriculum](http://www.engageny.org/common-core-curriculum).
* Set as BOCES goal and constantly message importance of locally selected [Common Core curriculum](http://www.engageny.org/common-core-curriculum) which meets the standard of the [Tristate/ EQuIP Rubric](http://www.engageny.org/resource/tri-state-quality-review-rubric-and-rating-process).
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|  | **Teachers…** | **Principals...** | **Local Superintendents...** | **Network Teams/ Coaches/ PD providers** | **District Superintendents...** |
| **Instruction & Feedback***All teachers' instruction is constantly improving in its alignment to the Common Core & an approved evaluation rubric due to actionable, evidence-based feedback.* | * Teach lessons that are aligned to the [Common Core State Standards](http://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards).
* Implement [instructional shifts](http://www.engageny.org/resource/common-core-shifts/) the [Common Core State Standards](http://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards) require, as named in the [Evidence Collection Tool](http://www.engageny.org/resource/tools-to-guide-the-collection-of-evidence-of-shifts-in-practice), or as consistent with the elements of the district’s Annual Professional Performance Review (APPR) [teacher practice rubric](http://usny.nysed.gov/rttt/teachers-leaders/practicerubrics/), being careful to avoid implementing the shifts in name only.
* Make real-time decisions that maximize student thinking/ analysis, and problem solving.
* Reflect and act on feedback provided.
 | * Make daily time in classrooms a priority by spending 1 - 3 hours per day in classrooms (with standards-in-hand) collecting evidence and sharing [evidence-based feedback](http://www.engageny.org/resource/professional-development-turnkey-kit-managing-appr) on instruction.
* Use the [Evidence Collection Tool](http://www.engageny.org/resource/tools-to-guide-the-collection-of-evidence-of-shifts-in-practice) (or something like it) as a vehicle for clearly articulating and recognizing the [instructional shifts](http://www.engageny.org/resource/common-core-shifts/) in practice the [Common Core State Standards](http://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards) require or evidence of the [instructional shifts](http://www.engageny.org/resource/common-core-shifts/) consistent with the elements of the district’s APPR [teacher practice rubric](http://usny.nysed.gov/rttt/teachers-leaders/practicerubrics/).
* Provide feedback to teachers to ensure that activities constantly foster student growth against the targeted standards
* Ensure that any teachers serving ELLs are making instructional decisions using the [Bilingual Common Core Progressions](http://www.engageny.org/resource/new-york-state-bilingual-common-core-initiative).
* Use a tool (such as the [Observation Tracker](http://www.engageny.org/resource/network-team-institute-materials-data-driven-instruction-july-9-13-2012)) to systemize, track, and follow up on the feedback given to each teacher.
* Use teacher time to deepen content knowledge and fluency in the concepts/ texts being taught. Deepen teacher thinking about how best to question students and support their thinking during lessons.
* Effectively leverage staff in order to protect time for observation and feedback.
 | * Make weekly time in classrooms a priority by spending 3-5 hours a week in classrooms collecting evidence and sharing [evidence-based feedback](http://www.engageny.org/resource/professional-development-turnkey-kit-managing-appr) on instruction.
* Use the [Evidence Collection Tool](http://www.engageny.org/resource/tools-to-guide-the-collection-of-evidence-of-shifts-in-practice) (or something like it) as a vehicle for clearly articulating and recognizing the [instructional shifts](http://www.engageny.org/resource/common-core-shifts/) in practice the [Common Core State Standards](http://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards) require.
* Engage in regular standards-in-hand evidence collection across content areas and provide feedback to principals on school-wide instruction to more closely align with the [Common Core State Standards](http://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards).
* Observe principal practice associated with instructional leadership on a weekly basis and give evidence-based feedback to cultivate improvements in principal practice, including serving ELLs as defined by the [Bilingual Common Core Progressions](http://www.engageny.org/resource/new-york-state-bilingual-common-core-initiative).
* Use a tool (such as the [Evidence Collection Tool](http://www.engageny.org/resource/tools-to-guide-the-collection-of-evidence-of-shifts-in-practice)) to systemize, track, and follow up on the feedback given to each principal.
* Ensure that principals are using faculty professional development time to deepen teacher content knowledge and fluency in the concepts/ texts they are teaching.
* Collaboratively plan high quality learning experiences for principals and teaching faculty using resources such as the [PD kits](http://www.engageny.org/network-teams) and [instructional practice videos](http://www.engageny.org/resource-type/common-core-video-series) on [EngageNY.org](http://www.engageny.org/) or others that meet the standard of the [Impactful PD Rubric](http://www.engageny.org/sites/default/files/resource/attachments/impactful_pd_rubric.pdf).
 | * Make weekly time in classrooms a priority by spending about 15 hours a week in classrooms.
* Observe classrooms with teachers, principals, coaches, district leaders, and superintendents in order to calibrate observers and evaluators around effective instructional practice aligned with the [evaluation rubric](http://usny.nysed.gov/rttt/teachers-leaders/practicerubrics/) and the [instructional shifts](http://www.engageny.org/resource/common-core-shifts/), taking advantage of the [Evidence Collection Tool](http://www.engageny.org/resource/tools-to-guide-the-collection-of-evidence-of-shifts-in-practice)(or something like it) to collect evidence and share [evidence-based feedback](http://www.engageny.org/resource/professional-development-turnkey-kit-managing-appr).
* Use a tool (such as the [Observation Tracker](http://www.engageny.org/resource/network-team-institute-materials-data-driven-instruction-july-9-13-2012)) to systemize, track, and follow up on the feedback given to each educator/ school/ district leader.
* Implement professional development experiences using [high quality materials](http://www.engageny.org/network-teams) (differentiated based on observed evidence) such as the [PD kits](http://www.engageny.org/network-teams) and [instructional practice videos](http://www.engageny.org/resource-type/common-core-video-series) on [EngageNY.org](http://www.engageny.org/).
* Provide training for teachers, principals, and district leaders on the [Bilingual Common Core Progressions](http://www.engageny.org/resource/new-york-state-bilingual-common-core-initiative).
 | * Convene Local Superintendents to have targeted conversations around challenges and solutions of a district wide focus on instruction and teacher/leader effectiveness, including attention to the needs of ELLs as defined by the [Bilingual Common Core Progressions](http://www.engageny.org/resource/new-york-state-bilingual-common-core-initiative).
* Make weekly time in classrooms a priority by spending 3-5 hours a week in schools/ districts, constantly monitoring the quality and progress of instruction and its development against the [instructional shifts](http://www.engageny.org/resource/common-core-shifts/) and the [evaluation rubric](http://usny.nysed.gov/rttt/teachers-leaders/practicerubrics/).
* Hold Network Teams accountable for observing and giving [evidence-based feedback](http://www.engageny.org/resource/professional-development-turnkey-kit-managing-appr) to teachers, principals, and district leaders about 15 hours a week.
* Constantly message importance of, provide support to, and hold Local Superintendents accountable for improving the quality of instruction aligned with the [Common Core State Standards](http://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards) as defined by the [instructional shifts](http://www.engageny.org/resource/common-core-shifts/) and the [evaluation rubric](http://usny.nysed.gov/rttt/teachers-leaders/practicerubrics/).
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|  | **Teachers…** | **Principals...** | **Local Superintendents...** | **Network Teams/ Coaches/** **Professional Development Providers...** | **District Superintendents...** |
| **Data Driven Instruction (DDI)***All teachers incorporate results from analysis of periodic common assessments and/or performance tasks to inform instruction and address student misconceptions & preconceptions.* | * Administer periodic common assessments and/or performance tasks which measure grade level progress on the [Common Core State Standards](http://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards) as defined by the [NYSED Assessment Design Documents](http://www.engageny.org/resource/common-core-assessment-design).
* Conduct test/task/ student-work-in-hand analysis meetings that follow a protocol such as the [Analysis Meeting Protocol](http://www.engageny.org/resource/driven-by-data-data-driven-analysis-meetings/).
* Carefully discuss appropriate scaffolds/ supports for any students who are struggling against specific standards and push each other’s thinking to ensure student growth during all planned activities.
* Re-teach/ adjust teaching practice based on analysis of student progress against the [Common Core State Standards](http://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards).
 | * Use the [DDI Implementation Rubric](http://www.engageny.org/resource/driven-by-data-data-driven-implementation-rubric/) to guide the management of school schedule, teacher professional development, and school culture to ensure:
	+ Periodic common assessments and/or performance tasks which measure grade level progress on the [Common Core State Standards](http://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards) as defined by the [NYSED Assessment Design Documents](http://www.engageny.org/resource/common-core-assessment-design) are administered.
	+ Cohorts of teachers conduct test/task/ student-work-in-hand analysis meetings that follow a protocol such as the [Analysis Meeting Protocol](http://www.engageny.org/resource/driven-by-data-data-driven-analysis-meetings/).
	+ Carefully discuss appropriate scaffolds/ supports for any students who are struggling against specific standards and push each other’s thinking to ensure student growth during all planned activities
	+ All teachers are thoughtfully re-teaching/ adjusting teaching practice based on analysis of student progress against the [Common Core State Standards](http://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards).
 | * Work with principals to ensure that periodic common assessments and/or performance tasks are available across the district which measure grade level progress on the [Common Core State Standards](http://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards) as defined by the [NYSED Assessment Design Documents](http://www.engageny.org/resource/common-core-assessment-design).
* Hold principals accountable for establishing and monitoring regular [analysis meetings](http://www.engageny.org/resource/driven-by-data-data-driven-analysis-meetings/) (as defined by the [DDI Implementation Rubric](http://www.engageny.org/resource/driven-by-data-data-driven-implementation-rubric/)) through which teachers make meaning out of student work/ data and plan next steps to solve for misconceptions and preconceptions.
* Discover and carefully observe/ give principals feedback on data driven interventions for students who are struggling or performing below grade level.
* Hold principals accountable for consequential changes in teacher practice based on [action plans](http://www.engageny.org/resource/driven-by-data-action-planning-worksheet/) which result from analysis meetings that follow a protocol such as the [Analysis Meeting Protocol](http://www.engageny.org/resource/driven-by-data-data-driven-analysis-meetings/).
* Provide opportunities and accountability for principals sharing results of and reactions to [analysis meetings](http://www.engageny.org/resource/driven-by-data-data-driven-analysis-meetings/).
 | * Train principals, teachers, coaches, and district leaders on the effective use of periodic assessment and/or performance task data on student progress against the [Common Core State Standards](http://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards) to cultivate constant improvements in instruction.
* Train principals, teachers, coaches, and district leaders on the effective use of the [DDI Implementation Rubric](http://www.engageny.org/resource/driven-by-data-data-driven-implementation-rubric/).
* Observe [analysis meetings](http://www.engageny.org/resource/driven-by-data-data-driven-analysis-meetings/) and give feedback to team leaders, principals, coaches, and district leaders on the progress of DDI implementation, including the quality of [analysis meetings](http://www.engageny.org/resource/driven-by-data-data-driven-analysis-meetings/) and consequential changes in teacher practice based on [action plans](http://www.engageny.org/resource/driven-by-data-action-planning-worksheet/) which result from analysis meetings that follow a protocol such as the [Analysis Meeting Protocol](http://www.engageny.org/resource/driven-by-data-data-driven-analysis-meetings/).
* Discover and carefully observe/ give principals and superintendents feedback on data driven interventions for students who are struggling or performing below grade level.
* Support cross-school and cross-district sharing and learning on DDI practices and conclusions.
 | * Convene Local Superintendents to have targeted conversations around challenges and solutions of implementation of DDI.
* Lead the evaluation of current periodic common assessments and/or performance tasks to ensure alignment to the [Common Core State Standards](http://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards) as defined by the [NYSED Assessment Design Documents](http://www.engageny.org/resource/common-core-assessment-design), so that instructionally-relevant information can be gleaned from each assessment, and that chosen assessments are complimentary to one another in providing actionable information.
* Hold Network Teams accountable for providing training and support around the high quality implementation of a DDI model, as defined by the [DDI Implementation Rubric](http://www.engageny.org/resource/driven-by-data-data-driven-implementation-rubric/), which measures student progress against the [Common Core State Standards](http://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards) in every school across the region.
* Constantly message importance of, provide support to, and hold Local Superintendents accountable for improving the quality implementation of DDI.
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|  | **Teachers…** | **Principals...** | **Local Superintendents...** | **Network Teams/ Coaches/** **Professional Development Providers...** | **District Superintendents...** |
| **APPR Implementation***All APPR steps are implemented rigorously by certified evaluators and the information is used to support instructional improvement at all levels of the system consistent with the Common Core State Standards and New York State goal of student college and career readiness.* | * Closely monitor the quality, rigor, and alignment of [SLOs](http://www.engageny.org/resource/student-learning-objectives/) against the [SLO Rigor Rubric](http://www.engageny.org/resource/draft-multi-state-slo-rubric).
* Use APPR data to inform district-wide student academic goals, instructional priorities and professional development plans.
* Have deep, measurable, reliable knowledge of content of the state-approved [evaluation rubric](http://usny.nysed.gov/rttt/teachers-leaders/practicerubrics/) used in the district’s teacher APPR plan.
* Validate, celebrate, and recognize effective teaching practices.
* Reflect and act on feedback provided on growth areas in practice and act on Teacher Improvement Plan when appropriate.
 | * Ensure that teachers have deep, reliable knowledge of how they are evaluated under the district’s APPR plan using a presentation such as the [customizable APPR Communications deck](http://www.engageny.org/resource/professional-development-turnkey-kit-managing-appr).
* Have deep, measurable, reliable knowledge of content of a state-approved [evaluation rubric](http://usny.nysed.gov/rttt/teachers-leaders/practicerubrics/).
* Measure quality, rigor, and alignment of SLOs against the [SLO Rigor Rubric](http://www.engageny.org/resource/draft-multi-state-slo-rubric).
* Understand and be able to effectively use all measures of student learning ([State-provided growth scores](http://www.engageny.org/resource/resources-about-state-growth-measures) and [SLOs](http://www.engageny.org/resource/student-learning-objectives/)), observations, and other evidence to constantly cultivate changes in teacher practice and school-wide instructional strategies.
* Validate, celebrate, and recognize effective teaching practices.
* Have student-work/ evidence- driven conversations with EVERY teacher about growth areas in practice and thoughtfully develop targeted Teacher Improvement Plans when appropriate.
 | * Ensure that principals and teachers have deep, reliable knowledge of how they are evaluated under the district’s APPR plan using a presentation such as the [customizable APPR Communications deck](http://www.engageny.org/resource/professional-development-turnkey-kit-managing-appr).
* Ensure that principal and teacher evaluators are using the levers provided by [APPR](http://usny.nysed.gov/rttt/teachers-leaders/practicerubrics/home.html) to continuously give evidence-based feedback to cultivate improvements in teacher and principal practice.
* Ensure that principals and teacher evaluators are certified annually conduct accurate evaluations.
* Closely monitor the quality, rigor, and alignment of [SLOs](http://www.engageny.org/resource/student-learning-objectives/) against the [SLO Rigor Rubric](http://www.engageny.org/resource/draft-multi-state-slo-rubric).
* Use APPR data to inform district-wide student academic goals, instructional priorities and professional development plans.
* Have student work/ evidence-driven conversations with EVERY principal about growth areas in practice and thoughtfully develop targeted Principal Improvement Plans when appropriate.
 | * Provide calibration events and accurately score evaluators' evidence and scores in order to provide detailed and accurate information to district leaders on the rate of inter-rater reliability in the district.
* Provide training and support on how to organize, review, and reflect on data from APPR ratings and from details of measures of student learning ([State-provided growth scores](http://www.engageny.org/resource/resources-about-state-growth-measures) and [SLOs](http://www.engageny.org/resource/student-learning-objectives/)), observations, and other evidence to inform classroom, school-wide, and district-wide decisions around academic goals, instructional priorities and professional development plans.
* Monitor the quality, rigor, and alignment of [SLOs](http://www.engageny.org/resource/student-learning-objectives/) against the [SLO Rigor Rubric](http://www.engageny.org/resource/draft-multi-state-slo-rubric).
* Provide training on courageous conversations.
* Courageously name concerns with district implementation of [APPR](http://usny.nysed.gov/rttt/teachers-leaders/practicerubrics/home.html) when appropriate.
 | * Convene Local Superintendents to compare and ensure quality, rigor, and CCSS alignment of measures of student learning ([State-provided growth scores](http://www.engageny.org/resource/resources-about-state-growth-measures) and [SLOs](http://www.engageny.org/resource/student-learning-objectives/)) and evidence-based feedback for teachers and principals; creating a culture of learning so that convenings are more than competitive reporting opportunities.
* Have courageous conversations about district growth areas with EVERY superintendent based on their district’s data and outcomes.
* Support the technology and systems required in BOCES, districts, and schools in order to best organize, review, and reflect on data to inform classroom, school-wide, and district-wide decisions around student academic goals and instructional priorities, and professional development plans.
* Ensure that each district has a system of certification and recertification that meets expected levels of rigor and achieves inter-rater reliability.
* Identify districts where Network Teams can be directed to provide targeted support to strengthen aspects of a district’s [APPR](http://usny.nysed.gov/rttt/teachers-leaders/practicerubrics/home.html) implementation.
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| **Culture of Safety & Development***All educators report feeling part of a safe, risk-taking environment where it is safe to try new things and get smarter at implementing the Common Core.*  | * Communicate expectations for all students to develop and continuously improve through practice/feedback/ reflection.
* Model attitude of "it’s OK to not know" and "you don't have to be bad to get better" and a [growth mindset](http://www.engageny.org/resource/nti-august-2012-common-core-implementation-evening-presentation-day-one).
* Communicate and foster an environment in which growth is a process that involves risk taking, making mistakes, and perseverance for students and colleagues
* Work with [parents/families](http://www.engageny.org/parent-and-family-resources#toolkit) to help them to understand the [Common Core State Standards](http://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards) and [assessments](http://www.engageny.org/resource/field-memo-transition-to-common-core-assessments). Provide access points for parents/families to understand shifts in instruction/ math progressions/ expectations for students like the ideas and resources accumulating on the [parent page](https://www.engageny.org/parent-family-library) on EngageNY.org.
* Communicate specific, standards based areas of growth and development so that parents/families can track their students’ learning.
 | * Communicate expectations for all adults to develop and continuously improve through practice/feedback/ reflection.
* Model attitude of "it’s OK to not know" and "you don't have to be bad to get better" and orientation of fearlessness/ reflection/ learning orientation.
* Constantly message and foster an environment in which professional growth is a process that involves risk taking, making mistakes, and perseverance.
* Support and systematize communication with parents/families about specific, standards based areas of growth and development so that parents/families can track their students’ learning.
* Ensure parent understanding of the need for, demands of, and teacher approaches to the Common Core, taking advantage of ideas and resources such as those populating the [parent page](https://www.engageny.org/parent-family-library) on EngageNY.org.
 | * Communicate expectations for all adults to develop and continuously improve through practice/feedback/ reflection.
* Model attitude of "it’s OK to not know" and "you don't have to be bad to get better" and orientation of fearlessness/ reflection/ learning orientation.
* Provide evidence-based feedback to principals and teachers in order to foster upgrades in creating a safe, risk-taking environment.
* Work with [parents/families](http://www.engageny.org/parent-and-family-resources#toolkit), community, local Board of Education to ensure policy and budget alignment that supports implementation of the [Common Core State Standards](http://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards) and [assessments](http://www.engageny.org/resource/field-memo-transition-to-common-core-assessments).
* Support and systematize parent understanding of the need for, demands of, and district-wide approach to the Common Core, taking advantage of ideas and resources such as those populating the [parent page](https://www.engageny.org/parent-family-library) on EngageNY.org.
 | * Provide ongoing training on [Carol Dweck's Mindsets](http://www.engageny.org/resource/nti-august-2012-common-core-implementation-evening-presentation-day-one)[[1]](#endnote-1) and the [Heath Brother's Switch[[2]](#endnote-2) Part 1](http://www.engageny.org/resource/nti-august-2012-making-a-switch-evening-presentation-day-two) and [Heath Brother’s Switch Part 2](http://www.engageny.org/resource/nti-august-2012-making-a-switch-how-to-make-change-when-change-is-hard-evening-presentation) and monitor language, culture, attitudes of district and schools.
* Provide evidence-based feedback to leaders and decision makers in order to cultivate upgrades in creating a safe, risk-taking environment.
 | * Constantly message and model culture of "it’s OK to not know" and "you don't have to be bad to get better" and call out behavior and language which violate such a culture.
* Transparently name and discuss challenges of changing culture to one based on learning and risk-taking.
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1. Dweck, C. S. (2006). Mindset: The new psychology of success. New York: Random House. [↑](#endnote-ref-1)
2. Heath, C. D. (2010). Switch: How to Change When Change is Hard. New York: Broadway Books. [↑](#endnote-ref-2)