Excerpts from NYSED's Funded CGSA Proposal

Requirements

Pilot Schools will be required to re-orient their instructional cultures to incorporate performance-based learning and assessment in ways that are culturally responsive and engaging for educators and students alike. This will include:

- Adopting, adapting, and implementing an **evidence-based performance assessment model**, including collaborating within the Pilot Network to design, develop, and implement performance-based assessments and scoring and evaluation rubrics.

- Forming **school-based transition teams** that include school leaders, teachers, support staff, and students who will strategize, guide, and support the transition, including designating (a) a Transition Leader that will serve as a single point of contact for their peer Pilot Schools, Mentor School, and Professional Learning Provider, and (b) a Research Liaison who will work with the research coordinator and the evaluation team.

- Instituting **ongoing professional learning** experiences and training for teachers, support staff, and school leaders on developing performance assessments, interpreting the results, and using them to better support teaching and learning. The focus of professional learning experiences will be on necessary shifts in practice for effective implementation. For teachers, key shifts include:

  - Adopting, adapting, and/or designing rubrics across the curriculum and revising them as needed;

  - Establishing inter-rater reliability;

  - Evaluating both student work and the assigned tasks;

  - Making learning goals transparent to students and families;

  - Collaborating on linked learning activities/assignments; and

  - Other curricular and instructional shifts necessary to implement specific evidence-based performance-based learning and assessment models with efficacy in their classrooms.

  For school leaders, key shifts include:

  - Fostering facilitative leadership and collaborative teaching practices;

  - Modifying school schedules, budgets, and resource allocations to support performance-based learning and assessment; and

  - Designing professional learning experiences and opportunities that support implementation of performance-based learning and assessment with efficacy for the students attending their school.

- Developing educator, parent/guardian, family/community, and student **engagement plans** that use accessible and responsive measures to assess stakeholder understanding of and

buy-in to performance-based learning and assessment and include implementation of strategies to provide personalized feedback and reporting on performance tasks.

- Providing opportunities for parents/guardians and members of their school communities to view student performances, as well as providing **workshops** on interpreting student performance assessment results.

- Forming **local stakeholder committees** in the communities where the Pilot Schools are located that will include representation from local educators, policymakers, and community-based organizations of parents and advocates, and be designed to help Pilot Schools shape performance-based assessments and processes that are transparent and reflect and extend local community assets, cultures, and commitments.

- Forming and participating in **Communities of Practice** (CoPs) within their schools as well as with the other schools in their network that are implementing the same performance-based learning and assessment model(s).

Commitments

Pilot Schools must commit to take part in intensive research, development, and implementation processes on what it takes for a diverse set of schools to transition to performance-based learning and assessment approaches. Key elements that interested schools should describe in their application include commitments to:

- **Foster supportive environments** that enable teachers to:

    a) Engage with and develop their understanding of the assessment innovation by making explicit connections to their prior knowledge and cultural context;

    b) Rethink the design of their courses to include frequent active learning activities that are appropriate for the mode of instruction, encourage student-to-student interaction, and best support students' achievement of measurable learning outcomes; and

    c) Provide a new, transformative way of teaching their courses.

- **Implement high-quality curricula** that give all students access to rich, challenging, and engaging content to truly achieve transformational shifts in teaching and learning.

- **Incorporate student voice and choice** in a variety of ways, consistent with NYSED's Culturally Responsive and Sustaining Education (CRSE) Framework.

- **Develop culturally and linguistically responsive, student-centered classrooms** by making changes to the roles and responsibilities of both teachers and students in the delivery of instructional strategies and in learning itself.

- **Integrate social and emotional learning across the curriculum**, consistent with NYSED's Social-Emotional Learning (SEL) Benchmarks and related guidance.

- **Ensure parent/guardian and family/community engagement** to strengthen assessment literacy and improve the clarity of current methods of reporting assessment results when adopting the model-tested strategies for improved accessibility, utility, and timeliness of reporting on student performance.

- **Make PBLA available to ALL students** enrolled in the school. While some PBLA models focus on particular grade levels and subject areas, schools participating in the PLAN Pilot must ensure that even within such frameworks, all students have the same opportunity to engage in the PBLA model. For example, if a school chooses to focus on social studies for its initial implementation of PBLA, all students enrolled in social studies must be engaged in PBLA. PBLA cannot be used for exclusive groups of students within the school.

(CGSA narrative, p. 38-41)