

# PLAN Pilot School Application

## School/BOCES Program Commitment Form

The commitments marked below indicate your intent to make good faith efforts over the multi-year pilot 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 (PBLA) approaches.

**Important note:** You are not expected to be able to follow through on all the following commitments at the start of the pilot; rather, this is the work that Pilot Schools are committing to undertake over the next three years, with the goal of making sustainable improvements in instructional practice, assessment literacy, and student outcomes. All aspects of implementation will be supported through collaborative relationships with a Pilot Network, Mentor Schools, and PLAN Pilot Technical Assistance Centers (TACs), slated to be established during the 2023-24 school year.

*Who may complete this form?*

- **For approved private special education programs:** Executive Director or Chief Executive Officer
- **For BOCES:** BOCES District Superintendent
- **For charter schools:** School building leader
- **For district schools:** School building leader
- **For nonpublic schools:** School building leader
- **For Special Act, state-supported, and state-operated schools:** School building leader

See the application guidance posted on the PLAN Pilot Application pages of NYSED’s website for form submission instructions and deadline.

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### Mandatory Commitments

1. **Adopt, adapt, and implement an evidence-based performance assessment model**, including forming school-based transition teams that include school leaders, teachers, support staff, and students who will strategize, guide, and support the process of implementation; and collaborating within the Pilot Network to design, develop, and implement performance-based assessments and scoring and evaluation rubrics.

YES, the school/BOCES program provides the above commitment.

2. **Foster supportive environments** that enable teachers to: engage with and develop their understanding of PBLA by making explicit connections to their prior knowledge and cultural context; rethink the design of their courses to incorporate PBLA; and teach their courses in new, transformative ways that support students’ access to and engagement with high-quality curriculum and achievement of measurable learning outcomes.

YES, the school/BOCES program provides the above commitment.

3. **Foster 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—including incorporating student voice and choice in a variety of ways—consistent with



NYSED’s Culturally Responsive-Sustaining Education (CRSE) Framework. Utilize PBLA to foster the development of students’ social-emotional skills such as listening, teamwork and collaboration, responsibility, perseverance, and motivation, understanding that these traits will look different in students from a range of diverse backgrounds and cultures.

YES, the school/BOCES program provides the above commitment.

4. **Work collaboratively with the PLAN Pilot TAC(s) to support 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. Support Professional Learning Communities within the Pilot School and participate in Communities of Practice with other schools in the Pilot Network(s), to guide PBLA implementation and continuous improvement.

YES, the school/BOCES program provides the above commitment.

5. **Engage with families/caregivers and the school community to strengthen assessment literacy** by: assessing stakeholder understanding of and buy-in to PBLA; implementing strategies to provide personalized feedback and reporting on performance tasks; providing opportunities for families/caregivers and members of the school community to view student performances; providing workshops on interpreting student performance assessment results; and forming local stakeholder committees in the communities where the Pilot Schools are located. Ensure that family and community engagement practices are based on mutual trust, confidence, and respect, consistent with the Board of Regents Policy on Diversity, Equity, and Inclusion.

YES, the school/BOCES program provides the above commitment.

6. **Make PBLA available to ALL students** regardless of their disability status, native language, income level, or any other basis, consistent with the Board of Regents Policy on Diversity, Equity, and Inclusion. Of course, some PBLA models focus only on particular grade levels and subject areas. Furthermore, depending on a school’s level of readiness to implement PBLA, they may propose to phase in implementation by starting with particular grade levels and subject areas. However, schools participating in the PLAN Pilot must ensure that even in such cases, all students have an equitable opportunity to engage in the PBLA model.

YES, the school/BOCES program provides the above commitment.

**Signed by (Name):**

**Title:**

**Date:**