

**Section A: Overview**

The Cayuga-Onondaga BOCES and our nine component school districts have been working diligently over the past four years to implement the Regents Reform Agenda. As a BOCES, we recognize that we have done extensive work supporting districts in implementation of the Common Core Learning Standards and new Annual Professional Performance Reviews. While we have provided support and opportunities for collaboration for teachers to come together to develop assessments mainly for use in Student Learning Objectives, we recognize that there is significant work needed in our region relative to improving assessment practices.

Assessment practices in our region are highly specific to the individual districts and are not systemic from a regional perspective. Currently, there are teachers who regularly administer formative assessments, interim assessments, and/or summative assessments. The extent to which these assessments inform instruction is largely dependent on the teacher and/or district; thus there is no discernable impact of the use of assessments in improving student learning. Similarly, while there are assessment practices involving developing and analyzing assessment data, the processes and structures for implementing true collaborative learning cycles is in its infancy in most of our component districts.

Funding through this RFP would be of great benefit to the students, teachers, and leaders in our region. This project would provide an opportunity to build regional and local capacity to develop and implement a common language, understanding, and application of best assessment practices. Knowledge and application of these best practices will enable our districts to develop action plans and participate in professional development that will ultimately lead to an improvement in the quality of all educational assessments in their respective districts, while also reducing the number of assessments that do not contribute to teaching and learning.

**Section B: Assessment Review and Action Plan**

**B1: Completed District/Consortium Assessment Inventory Forms**

Please see attached Assessment Inventory Forms for each of the nine participating districts.

**B2: Assessment Review Process**

In accordance with the requirements of the RFP, each participating district will complete an assessment review. Each participating district will create a District Assessment Team, which will serve as the district-lead for this assessment project. Each District Assessment Team will be trained on the review process prior to initiating the assessment review. Training will include fundamentals of assessment design, including: rigor, comparability, informing instruction, supporting learning goals, and utilizing a diverse set of assessment techniques. District Assessment Teams will complete a thorough P-12 review of all assessments used in all content areas. District Assessment Teams will analyze these assessments to determine if they are rigorous and comparable and to determine if they inform instruction, support learning goals, and utilize a diverse set of assessment techniques. District Assessment Teams will also use the assessment review process to determine how many assessments currently exist in particular grade levels and content areas.

As part of the initial training for the assessment review process, District Assessment Teams will come prepared with their district goals. District Assessment Teams will study each criterion listed above and develop district-level descriptors and corresponding rating scales. District Assessment Teams will arrive at these descriptors and rating scales through a consensus building process. An example of such descriptors could be represented in the same language as the Student Learning Objective (SLO) Evaluation Criteria from Part of the Center for Assessment's SLO Toolkit (2013) as follows:

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	Acceptable Quality	Quality Needs Improvement	Insufficient Quality
<b>Learning Goal</b> A description of what students will be able to do at the end of the course or grade based on course- or grade-level content standards and curriculum. <input type="checkbox"/> Acceptable Quality <input type="checkbox"/> Quality Needs Improvement <input type="checkbox"/> Insufficient Quality	Appropriately identifies and thoroughly describes an important and meaningful learning goal, with: <ul style="list-style-type: none"> <li>➤ the big idea and the standard(s) clearly aligned to and measured by the learning goal,</li> <li>➤ a clear explanation of the critical nature of the learning goal for all students in the specific grade/ course,</li> <li>➤ a clear description of how the learning goal allows students to demonstrate deep understanding of the content standards within the identified time span, and</li> <li>➤ specific and appropriate instruction and strategies described to teach the learning goal.</li> </ul>	Generally identifies and describes a learning goal with: <ul style="list-style-type: none"> <li>➤ the big idea and/or standards minimally aligned to the learning goal,</li> <li>➤ some explanation of the importance of the learning goal for students in the specific grade/ course,</li> <li>➤ a general description of how the learning goal allows students to demonstrate adequate understanding of the content standards within the identified time span, and/or</li> <li>➤ some generic instruction and strategies used to teach the learning goal.</li> </ul>	Identifies and describes a learning goal that is vague, trivial, or unessential, with: <ul style="list-style-type: none"> <li>➤ the big idea and/or standards not aligned to the learning goal,</li> <li>➤ lack of information of the importance of the learning goal for students in the specific grade/course,</li> <li>➤ little to no description of how the learning goal allows students to demonstrate understanding of the content standards in the identified time span, and/or</li> <li>➤ questionable and/or vague instruction and strategies used to teach the learning goal.</li> </ul>

The Data Driven Instruction (DDI) Coordinator and other key members of the Cayuga-Onondaga BOCES Professional Development Unit will be trained at Rick Stiggins’ Assessment Training Institute. This work will be turn-keyed to District Assessment Teams so that they are able to address the criteria on the Assessment Review Form template in Attachment V.

After training and the district-level development of criteria descriptors, District Assessment Teams will collect information from appropriate stakeholders within the district, soliciting information for all assessments from all departments at all grade levels. Once the appropriate data is collected and verified, the descriptors and rating scale will be applied. Based on these results, District Assessment Teams will make a recommendation to the appropriate district personnel as to whether they should keep the assessment, eliminate the assessment, modify existing assessments and/or identify or create high-quality assessments that may be used for APPR and/or other formative/instructional purposes. The results of these recommendations will inform the development of the district action plan.

**B3: Development of Action Plan**

In each participating district, the District Assessment Team will complete the assessment review process and will present the recommendations to the district leadership team. The DDI Coordinator will present options for addressing the areas in the recommendations and will facilitate the prioritization of the recommendations. Based on the district’s priorities, the DDI

Coordinator will facilitate the development of the district action plan in accordance with the SMART goals model (Specific, Measurable, Attainable, Relevant, Timely). Decisions about whether assessments should be modified, eliminated, or replaced will be reflected in the action plan. District Assessment Teams will specifically be responsible for making recommendations to eliminate any assessments that do not contribute to teaching and learning.

The DDI Coordinator will meet with the District Assessment Teams to develop the engagement plan. Each district engagement plan will include a review of the assessment data, goals of the Teaching is the Core grant, and specific goals of the district's review, action, and professional development plan. The DDI coordinator will work with the District Assessment Teams to specifically identify necessary steps for implementing the engagement plan, including the identification of who will be sharing the plan, with whom the plan will be shared, how the plan will be shared, and when the plan will be shared. While some elements of each district's engagement plan will be the same, there will likely be slight variations between plans to accommodate the different contexts that exist in each district.

It is anticipated that no new funds will be obtained to implement the action plans. The Cayuga-Onondaga BOCES currently offers the service of a robust job-embedded Professional Development Unit. All nine of our component districts purchase this service. The service provides districts with a specified number of on-site professional development days. The goal of this project is to build the capacity of the District Assessment Teams and provide continued support to the existing Professional Learning Coaches so that the work is sustainable in future years.

Based on the results of the assessment review and subsequent action plan implementation, changes to a district's APPR may be necessary. In the event that changes are

necessary, these changes will be collectively bargained in accordance with Education Law §3012-c.

The District Assessment Team will serve as the review committee for each participating district. The review committee will utilize each section of the Assessment Review form to inform the action plan by collectively developing descriptors and a rating scale for each section, which will be applied to determine the specific outcomes of the action plan.

Each district's action plan will be driven by the needs identified through the assessment review process. The DDI Coordinator will ensure that the results of the assessment review process are an accurate reflection of the current assessment practices in the district. For example, based on our experience in the districts, we anticipate that most district action plans will reflect a need to better understand and design performance-based assessments. The DDI Coordinator will work with the District Assessment Team to ensure that the action plan that results from the assessment audit is based on district priorities.

The District Assessment Team and the DDI Coordinator will present the draft action plan to the district leadership team with supporting data and rationale. The formal approval of the action plan will be granted by the superintendent of schools.

#### **B4: Implementation of the Action Plan**

Specific action steps in each district action plan will be carried out through the on-site facilitation and staff development delivery of the DDI Coordinator and the Cayuga-Onondaga BOCES Professional Learning Coaches. Having knowledge of each district's individual action plan, the DDI Coordinator will also coordinate any regional staff development that will support the goals that are common to multiple district action plans. District Assessment Teams are responsible for collecting and sharing feedback from district personnel. Any needs for mid-

course adjustments would be determined through the District Assessment Team's monthly meetings with the DDI Coordinator.

The District Assessment Teams and district leadership teams will be responsible for implementing the parent engagement program in their respective districts. The DDI Coordinator will facilitate structured regional conversations regarding the development of the parent engagement plans and will develop and provide resources as necessary. Some examples of regionally-developed resources may include "toolbox" items such as turn-key PowerPoint presentations, "backpack" flyers, and sample Board of Education presentations, as applicable.

Regionally, the DDI Coordinator will facilitate the sharing of locally-developed assessments, strategies, and resources with other grant recipients using a web-based platform. The DDI Coordinator will also be responsible for ensuring that these materials are shared using a secure network to be set up by the NYSED.

All districts in the consortium currently have approved APPR plans. For those participating districts who need to make a material change to their APPR plan as a result of their participation in this project, those changes will be collectively bargained in accordance with Education Law §3012-c. Each district in the consortium is supported by both the Director of Curriculum and Staff Development and the Director of Labor Relations in matters related to APPR.

It is our goal to use this grant funding to develop a service that can be purchased by districts in future years. If this service goes unfunded at the conclusion of the grant period, the work will be sustained by redirecting the focus of the existing on-site professional development service that each consortium district currently purchases.

## **Section C: Professional Development Plan**

### **C1: Professional Development Design**

All District Assessment Teams will participate in an initial regional professional development workshop which will focus on the logistics and intended outcomes of the Teaching is the Core grant. During this meeting, the following overarching components of the grant will be discussed: the assessment review, action plan development, action plan implementation, and the professional development that will be provided to support the aforementioned work. District Assessment Teams will be trained in the process for completing an assessment review or audit. Individual district needs and next steps for completing the audits will be identified. The DDI Coordinator will provide on-site support to each participating district to ensure successful completion of the assessment audit.

Within the first 6 weeks of the grant period, the DDI Coordinator and members of the Cayuga-Onondaga BOCES Professional Development Unit will participate in Rick Stiggins' Assessment Training Institute. This work will be turn-keyed to the District Assessment Teams by the DDI Coordinator. The focus of this professional development will be to provide teams with a comprehensive understanding of the fundamentals of assessment, the attributes of high-quality assessments, the concept of assessment *for* learning, and best practices in assessment. This professional development opportunity will also help participants learn how to make informed decisions around keeping assessments, eliminating assessments, modifying assessments, or creating new assessments. These attributes are all aligned to the requirements of the assessment review process and are necessary understandings to develop a meaningful action plan.

Each participating district will develop a district action plan. Specific elements of the action plan will drive the on-site professional development that is delivered to the districts by the DDI Coordinator and/or on-site Professional Learning Coach. The DDI Coordinator will provide approximately 90 days of on-site support to the participating districts. In addition to on-site professional development, the DDI Coordinator will also use the district action plans to design regional workshops for relevant stakeholders in participating districts. There will be an average of one regional workshop per month throughout the grant period. These offerings will be determined by the close examination of the district action plans.

With all nine component districts participating in this project, each district will be represented in all professional development offerings. The DDI Coordinator will be intimately familiar with the action plans of each district and will design professional development that will integrate teachers from various grades and schools to enhance vertical and horizontal alignment between grade levels and content areas. This integration is critical to the success of the project, given that in many of our schools there are teachers who serve as singletons, with no colleague who teaches the same content area and/or grade level. This necessitates regional collaboration to better meet the needs of these teachers and their students. To ensure the participation of teachers from various grade levels and schools, the DDI Coordinator will work with the District Assessment Teams to assign specific teachers to participate in specific professional development opportunities. For example, we anticipate bringing together K-4 music teachers to develop high-quality performance assessments, thus eliminating current fill-in-the-blank assessments that were originally developed for APPR purposes. This work would be a continuation of work that originated in 2012-2013 and has continued since.



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The Cayuga-Onondaga BOCES has a long history of providing job-embedded staff development to our component districts. Being embedded in the districts has enabled our Professional Learning Coaches to gather specific data around district needs. Similarly, the Director of Curriculum and Staff Development meets bi-monthly with the Chief School Officers and monthly with the principal groups at each level. These frequent interactions provide the opportunity to inform the Director as to the needs in the districts. Before applying for the grant, as an organization we realized that there is a need in our region for overt training and support around the components of assessment, including assessment reviews, the attributes of high-quality assessments (for example, what does it mean to be valid and reliable?), performance assessment, and data driven instruction. These topics will be focus topics for our professional development offerings. Additional specific topics will be dependent upon the district action plans that are developed and approved by each participating district.

The professional development that is offered through this grant will include on-site and regional staff development designed and delivered by the DDI Coordinator. Based on district input and the results of the district action plans, consultants will also be used to provide training to either the professional development providers in the BOCES or directly to the appropriate teachers in the districts. The following training providers are being proposed in this project:

<b>Proposed Training Provider</b>	<b>Rationale for Choosing This Provider</b>
Pearson: Assessment Training Institute (Rick Stiggins)	<ul style="list-style-type: none"> <li>• The presenters are national-level, published experts in the field of assessment.</li> <li>• The core outcomes of the Assessment Training Institute are a perfectly aligned with the needs of this project.</li> <li>• Sending our BOCES team to be trained at an ATI, rather than bringing the consultant here, is more cost-effective and builds the capacity of our team to sustain the work and transfer the learning</li> </ul>

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	to various contexts across our work
Learner Centered Initiatives: Performance Assessment Design (Giselle Martin-Kniepp)	<ul style="list-style-type: none"> <li>• LCI’s team comprises individuals who are experts in the area of performance assessment.</li> <li>• There is a need for building capacity around understanding and designing performance assessments in our region. It is nearly certain that this need will be reflected in most, if not all, of our district action plans.</li> <li>• Our team has worked with LCI on various projects in the past, and we are aware of the quality of their work.</li> </ul>
MiraVia: Data Driven Instruction (Bruce Wellman)	<ul style="list-style-type: none"> <li>• Once our assessments are in place, we need to provide support to teachers and leaders in learning how to use the assessment results to inform instruction.</li> <li>• Through our collaboration with our Teacher Center, we brought Bruce Wellman to our region for 2 days in the 2013-2014 school year. Being able to provide follow-up work to districts is important to sustain the learning.</li> </ul>
Professional Development Unit Team Members: DDI Coordinator (if funded) 3 Professional Learning Coaches 1 Director of Curriculum and Instruction	<ul style="list-style-type: none"> <li>• Participation of the existing Professional Development Unit staff will be critical to build sustainability for this project and to ensure continuity between the work in the grant and other district initiatives.</li> </ul>

Each professional development opportunity offered through this project will have an associated proposed measurable outcome. Specifically, these proposed measurable outcomes are as follows:

- District Assessment Teams will be able to successfully complete an assessment audit through participation in the initial regional workshop and the on-site follow-up of the DDI Coordinator to improve the quality of all educational assessments.
- District Assessment Teams will analyze audit results, make recommendations to the district leadership team and develop SMART (Specific, Measurable, Attainable,

Realistic, Timely) goals which are reflected in the action plan. The primary goal of this process is to reduce the number of assessments that do not contribute to teaching and learning.

- Districts will convene applicable groups of educators to implement various components of the action plans and make mid-course adjustments, as needed. Each SMART goal within each individual district's action plan will identify an associated measurable outcome. Identifying the outcome will be a requirement of the action planning process.
- We strongly anticipate that some district goals will involve the development of high-quality performance-based assessments. An outcome of such a goal will be to increase the variety of assessment strategies utilized in the region and decrease the number of traditional fill-in-the-blank assessments.

## **C2: Professional Development Logistics**

Training sessions for District Assessment Teams and applicable teachers will be offered through collaborative regional training sessions as well as on-site, job-embedded staff development. It is anticipated that each participating district will receive approximately 10 days of on-site support and staff development provided by the DDI Coordinator. This support will be in addition to the on-site days that each district purchases through our regularly offered professional development service (COSERs 508-6261 and 511-6212). The on-site days allocated through the grant will provide on-site support and facilitation of the assessment review and action plan development and will continue as support for implementation of the action plan.

It is anticipated that regional trainings will be offered to support both the District Assessment Teams and teachers who will be affected by the decisions articulated in the district action plans. The following regional workshops are proposed through this project:

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<b>Date</b>	<b>Activity</b>	<b>Desired Outcome</b>
September 2014	Regional Meeting of District Assessment Teams and Initial Training	District Assessment Teams are prepared to launch assessment review
October 2014	Modified Assessment Training Institute for District Assessment Teams	Build regional capacity to identify and design high-quality assessments
January 2015	Begin Regional Performance-Based Assessment Institute	Begin to build capacity around fundamentals of diverse assessment techniques, focusing specifically on performance assessments
February-May 2015	Days 2 through 5 of Regional Performance-Based Assessment Institute; On-site professional development delivery and support of action plan implementation	Develop performance-based assessments; Implementation of action plan
February-March 2015	Regional Data Driven Instruction Workshops	Continue work around building capacity for sustained DDI in districts

In addition to the regional trainings proposed above, the District Assessment Teams will have required monthly meetings with the DDI Coordinator to collaborate, share resources, and plan for next steps.

The professional development offered through this project will be customized to facilitate the implementation of the district action plan. All trainings offered will be relevant and targeted to specific teachers, rather than being broad and general. The DDI Coordinator will work with the District Assessment Teams to review the action plan and select which teachers are most appropriate for each professional development offering. As a function of working with all districts, the DDI Coordinator will be able to form collaborative groups across districts to increase regional collaboration and capacity. For example, we anticipate a need for Physical Education teachers in grades 9-12 to collaborate regionally in order to focus on diverse assessment strategies that can enrich teaching and learning and to ensure that all assessments first and foremost support teaching and learning. This collaboration would be organized and facilitated by the DDI Coordinator.

**Section D: Evidence of Organizational Capacity**

The District Assessment Team in each participating district will serve as the Review Committee. The role of the District Assessment Teams will be to collect all necessary data for the assessment review, complete the assessment review, determine the criteria and rating scale for each section of the assessment review form, apply the criteria to their findings, make recommendations to the district leadership teams, develop the district action plan, develop and deliver the parent engagement plan, meet with the DDI Coordinator approximately eight to ten times throughout the grant period at regional and on-site events, and continually assess outcomes of the action plan. Each District Assessment Team will include representatives from elementary, middle, and high school and will include at least one administrator.

The professional development delivery team for this project will include the DDI Coordinator, the Cayuga-Onondaga BOCES Professional Learning Coaches, the Director of Curriculum and Staff Development, and appropriate vendors. The DDI Coordinator will be the primary provider of professional development through this project. The DDI Coordinator will specifically be responsible for developing and facilitating the assessment review process, including regional and on-site support; providing leadership and oversight for the action plan development and implementation in each participating district; coordinating and delivering professional development in accordance with district-level action plans; assisting teachers in identifying high-quality assessments based on current research; providing training and support in the use of assessments to inform instructional decision-making; completing all data collection, posting, and reporting requirements for all consortium members; meeting regularly with district teams to monitor, assess, and explore opportunities to expand the project; and exploring new funding opportunities for continued sustainability of the project beyond the grant period.

All members of the Cayuga-Onondaga BOCES Professional Development Unit will be trained at Rick Stiggins' Assessment Training Institute. The DDI Coordinator will use this key learning to design regional and on-site staff development to participating districts. The Professional Learning Coaches who are assigned to the districts will also provide on-site support. The Director of Curriculum and Staff Development will provide support to building and district leaders in implementing the district's action plan. For highly-specific training, such as the development of performance assessments, Learner Centered Initiatives will be used. Their role will be to provide first-level support to the applicable teachers and leaders. They will teach the fundamentals of performance assessment design and will provide feedback to teachers as the assessments are created.

As is demonstrated in the enclosed Memoranda of Understanding, each superintendent has agreed to have his/her district participate in this project, recognizing that a requirement of participation is the identification of a district-wide team to participate as the District Assessment Team. Each district assessment team will be comprised of approximately 3-5 team members, including at least one administrator. Selected team members will be tenured teachers who are familiar with the elements and indicators of Standard V (Assessment for Student Learning) of the NYS Teaching Standards and have a demonstrated ability to work with people from various content areas and grade levels. Upon notification of funding, each superintendent will be asked to identify the specific individuals who will comprise his/her district's District Assessment Team by September 1, 2014.

Our Professional Development Unit provides *job-embedded* staff development to teachers and administrators in our region. This existing model provided a perfect segue to the implementation of one of the state's most ambitious initiatives with the implementation of the

Regents Reform Agenda. With our existing professional development team, we have served as the Network Team or Network Team Equivalent for all nine of our component districts. We have provided regional and on-site staff development focused on implementation of the Common Core Learning Standards and development of school-based inquiry teams. Similarly, we have designed and delivered a comprehensive Lead Evaluator Training program that began in 2011 and continues with the same cohort today. We have also served as supports and leaders for one component district's Focus Review work. As the sole Network Team Institute attendees for eight of our nine component districts, the Cayuga-Onondaga BOCES has served as the primary lead for all components of the Reform Agenda implementation.

As a service provider to our component districts, the Cayuga-Onondaga BOCES has access to a wealth of physical and online assets to support this work. As a fully functioning Professional Development Unit, we are equipped with the necessary supplies, materials, and equipment to deliver well-organized and engaging learning opportunities for adults. At our BOCES, we have a robust Instructional Support Services department that provides us with readily accessible technology support and infrastructures. Similarly, we have streamlined communication systems which allows for expedient administration processes such as contract approvals.

To ensure timely response to NYSED communications, we have assigned Jessica Docteur, Director of Curriculum and Staff Development as Project Manager of the grant and Dennis Taylor, current Professional Learning Coach, as the DDI Coordinator. As members of Staff/Curriculum Development Network (SCDN) and New York Schools' Data Analysis Technical Assistance Group (DATAG), Jessica and Dennis are well-versed in communicating with NYSED and will capitalize on their professional networks to continue this communication.

**Section E: Work Plan/Timeline**

**E1: Work Plan/Timeline**

<b>Work Plan &amp; Timeline</b>			
<b>Date</b>	<b>Activity</b>	<b>Responsible Party</b>	<b>Desired Outcome</b>
August-September 2014	Meet with Chief School Officers to solicit District Assessment Teams	Director of Curriculum and Staff Development	District Assessment Teams formed with appropriate membership
September 2014	Regional Meeting of District Assessment Teams and Initial Training	DDI Coordinator and Project Manager	District Assessment Teams are prepared to launch assessment review
September-October 2014	District Assessment Teams complete assessment review	District Assessment Teams and DDI Coordinator	Completion of district assessment reviews
October 2014	Professional Development Unit Staff attend Assessment Training Institute	Cayuga-Onondaga Professional Development Unit Staff (Director of Curriculum and Staff Development, Professional Learning Coaches, and DDI Coordinator)	Build BOCES staff capacity for delivering high-quality research-based professional development focused on fundamentals of assessment
October 2014	Modified Assessment Training Institute for District Assessment Teams	District Assessment Teams and DDI Coordinator	Build regional capacity to identify and design high-quality assessments
October-November 2014	Action Plan Development	District Assessment Teams, DDI Coordinator, district leadership team	Complete action plan to determine which assessments will be kept, eliminated, modified, or designed
November 2014	Assessment Review results posted to district website	District Assessment Team and DDI Coordinator	Transparent communication to stakeholders
December 2014	On-site action plan implementation support and regional District Assessment Team meeting	District Assessment Team and DDI Coordinator	Begin implementation of action plan and identify professional development needs moving forward
January 2015	Action Plan posted to district website	District Assessment Team and DDI Coordinator	Transparent communication to stakeholders
January 2015	Begin Regional Performance-Based Assessment Institute	Learner Centered Initiatives, DDI Coordinator, Director of Curriculum and	Begin to build capacity around fundamentals of diverse assessment techniques, focused specifically on



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		Staff Development, Relevant component district teachers	performance assessments
February-May 2015	Days 2 through 5 of Regional Performance- Based Assessment Institute; On-site professional development delivery and support of action plan implementation	DDI Coordinator, Relevant component district teachers, and District Assessment Team	Develop performance-based assessments; Implementation of action plan
February-March 2015	Regional Data Driven Instruction Workshops	DDI Coordinator, Relevant component district teachers, District Assessment Team	Continue work around building capacity for sustained DDI in districts
March 2015-May 2015	On-site support for DDI teams	DDI Coordinator, District DDI Teams	Improve DDI process in districts to improve teaching and learning
May-June 2015	Regional District Assessment Team Meeting to share results and next steps	DDI Coordinator, District Assessment Teams	Share results of the project and determine next steps for regional sustainability of the project

**E2: Overall Goals and Measurable Outcomes**

<b>Overall Goals and Measurable Outcomes</b>			
<b>Overall Goals</b>	<b>Activities</b>	<b>Quantitative Measurable Outcomes</b>	<b>Accomplishments and Challenges</b> <i>(to be completed as part of MVPS report)</i>
Lead districts in review of current assessment practices and development of action plan	<ul style="list-style-type: none"> <li>Professional development on fundamentals of high quality assessments</li> <li>Conduct assessment review</li> <li>Develop action plans</li> </ul>	<ul style="list-style-type: none"> <li>Complete assessment review document</li> <li>Action plan that reflects SMART goals</li> <li>District Assessment Team's understanding of process and purpose</li> </ul>	
Identification of assessments that are	<ul style="list-style-type: none"> <li>Determination of assessments to be</li> </ul>	<ul style="list-style-type: none"> <li>Removal or revision of</li> </ul>	

used in our districts that are viewed to be redundant or unresponsive of teaching objectives	<ul style="list-style-type: none"> <li>reviewed</li> <li>Evaluation of assessments by the District Assessment Team</li> <li>Professional Development on the fundamentals of assessment design and use of assessment data for teaching</li> </ul>	<ul style="list-style-type: none"> <li>unresponsive assessments</li> <li>Clear understanding by teachers of the purpose of the review and expected outcomes</li> </ul>	
Implementation of diverse assessment techniques	<ul style="list-style-type: none"> <li>Review of current assessments to be revised to be performance-based.</li> <li>Professional Development on designing performance assessments</li> </ul>	<ul style="list-style-type: none"> <li>Construction of regional performance-based assessments that are used across districts</li> </ul>	
Build capacity to sustain data driven instruction processes to improve teaching and learning	<ul style="list-style-type: none"> <li>Continued professional development on DDI structures</li> <li>On-site leadership and facilitation of DDI processes</li> </ul>	<ul style="list-style-type: none"> <li>Establishment of working DDI teams in each building</li> </ul>	

**E3: Sustainability Plan**

The Cayuga-Onondaga BOCES has a long-established Professional Development Unit that is supported by all nine component school districts. It is our hope that by adding a DDI Coordinator to the Professional Development Unit, the participating districts will greatly benefit from the focused service and be interested in funding the service the following year. In the event that the districts were not interested in purchasing an additional service, we would work to ensure that assessment is one of the focus areas for each district’s professional development plan. In conjunction with the Director of Curriculum and Staff Development, each on-site professional

development provider works with the district leadership teams to develop the focus for the work for the upcoming school year. By utilizing the grant to develop the skill set of each professional development provider, the entire team will be well-equipped to lead districts to a focus on improving assessment practices and data driven instruction. Similarly, the professional development that will be provided through the grant will be sustained through the on-site and regional work of the Professional Learning Coaches after the conclusion of the funding period.