

## Checklist for Evaluating Session 1 Assignments

<b>District Name</b>	<b>Do2</b>	<b>District Pilot Idea</b>	Form a professional learning cohort to analyze schools' CR-S practices (CR-SP)
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<b>Does the Pilot idea reflect both prongs of integration (Student Composition and CR-S)</b>	<b>YES</b>	<b>NO</b>
<p>For student composition:</p> <ul style="list-style-type: none"> <li>It is unclear how the professional learning cohort will help change the composition of students at the school or classroom level.</li> </ul> <p>For culturally responsive-sustaining practices:</p> <ul style="list-style-type: none"> <li>Create 3-4 professional learning cohorts of principals and consultants to enhance their knowledge of CR-S and address areas of disproportionality. <ul style="list-style-type: none"> <li>Cohorts consist of a lead principal, a principal, and consultants.</li> <li>Cohorts create a Pilot team of 3-4 members.</li> </ul> </li> </ul> <p>Revisit the Strategic Plan to select or revise an item that allows the team to include CR-S practices and to change the composition of schools or the classroom.</p>		

Criteria	Below expectations		Meets expectations		Exceeds expectations	Evidence
	1	2	3	4	5	
Selected item from District's Strategic Plan responds to the identified problem and is urgent to its stakeholders		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>The Problem Statement describes disproportionality in student achievement data for students with special education identifications, in suspension data, and in enrollment in schools, accelerated courses, and programs. The causal analysis seems to point to attendance boundaries as a primary contributor to the problem. It is not clear how the Pilot Idea addresses this problem. It is also unclear how urgent the Pilot Idea is to stakeholders.</p> <p><b>RECOMMENDED CONSIDERATIONS:</b> Follow the next steps for the selected Pilot Idea. Next, check the alignment between new Pilot idea and problem resolution and urgency to stakeholders. Consider using the Pilot rubric.</p>



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<p>Collectively, members of the Implementation team possess the authority and expertise to start the Pilot</p>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>The Implementation Team includes district and school leaders, Community Education Council members, teachers, and guidance counselors, among others. The team was assembled based on a thoughtful reflection of Phase I.</p> <p>As a result, the team reflects a diversity of roles and includes team members who possess the knowledge and skills to form and manage the professional learning groups.</p> <p>This team will likely change with revisions to the selected Pilot idea. In revising the team members, be sure to name the specific skills these team members bring, which is missing in the initial submission.</p> <p><b>RECOMMENDED CONSIDERATIONS:</b> Revise the implementation team members once the Design Team selects a new Pilot Idea; Name the specific skills these team members bring to the Pilot in relation to their expertise and authority. See the District ABC case study for an example of what this discussion might look like.</p>
<p>Rationale is clear and precise</p>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>The team also used the Pilot rubric to self-assess its Pilot idea, surfacing some a few important insights. After the team revises the selected Pilot idea, it will need to revise the Rationale. In doing so, consider how stakeholder feedback in Phase I shaped the Rationale for the Pilot.</p> <p><b>RECOMMENDED CONSIDERATIONS:</b> After revising the Pilot idea, revise the Rationale. If possible, describe how stakeholder feedback informed the Rationale for the selected Pilot Idea. Lastly, the Rationale response also provides additional detail about the Pilot Idea, which is helpful. In the revised version, move this discussion to the Pilot Idea section.</p>
<p>Aim Statement is specific, measurable, attainable, relevant, and time-bound</p>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>The Aim Statement names the date by which the team hopes to achieve its goals. It names specific areas of disproportionality that it would like to address. The final item listed in the Aim Statement includes a qualitative measure.</p> <p>As you revise the Pilot Plan, look for opportunities to improve the specificity of measures. For instance, the first measure might be "create a district-wide data system for collecting and monitoring disproportionality among specific target groups of students in one or more..." Or, for the third measure, increase specificity by explaining "Engage staff in participating the professional learning cohort to develop and implement practices to create a warm and welcoming culture for all students."</p> <p><b>RECOMMENDED CONSIDERATIONS:</b> Once the Core Team revises the Pilot idea, revise the Aim Statement so that it meets all the elements of "SMART" goals.</p>
<p>Implementation Plan includes sufficient detail and models</p>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<p>The Implementation Plan names three sets of actions that are divided into several concrete steps. The concrete steps are logical and comprehensive. Most of the steps have primary and secondary owners. Similarly, most deadlines are in place and follow a logical sequence.</p>



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<p>the theme, "Design as if you won't be here one day."</p>						<p><b>RECOMMENDED CONSIDERATIONS:</b> Once the Core Team revises the Pilot idea, create a new Implementation Plan that incorporates many of the strong practices already reflected in this Implementation Plan.</p>
<p>District's Community Communication Strategy effectively states a call to action to a comprehensive set of stakeholders</p>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>The Community Communication Strategy names stakeholders relevant to the Pilot. The needs and interests of these stakeholders is outlined, but there is room to expand their needs and interests For instance, all stakeholders will likely want to know the motivation for and benefits of this work. District and school leaders will likely want to know what opportunities they have to select practices.</p> <p>There are five venues listed. Based on the discussion, all these venues seem to be in-person. Consider ways to include remote options for those stakeholders who cannot attend in-person (e.g., publishing notes or recording meetings). The first Call to Action step, is the strength of the communication strategy. Consider how all the team's actions might vary for each stakeholder group. There is a plan to collect and respond to feedback. Look for ways to collect and respond to feedback on an ongoing basis.</p> <p><b>RECOMMENDED CONSIDERATIONS:</b> Once the Core Team revises the Pilot idea, revise the Community Communication Strategy; Be sure to include stated motivations for and benefits of the Pilot; Be sure to offer a clear call to action for each stakeholder.</p>



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Criteria	Proposed Recommendations	District Response
The Pilot idea reflects both prongs of integration (Student Composition and CR-S)	<ul style="list-style-type: none"> <li>Revisit the Strategic Plan to select or revise an item that allows the team to include CR-S practices and to make changes related to school composition.</li> </ul>	
Selected item from District's Strategic Plan responds to the identified problem and is urgent to its stakeholders.	<ul style="list-style-type: none"> <li>Revise the implementation team members once the Design Team selects a new Pilot Idea.</li> <li>Name the specific skills these team members bring to the Pilot in relation to their expertise and authority.</li> </ul>	
Collectively, members of the Implementation team possess the authority and expertise to start the Pilot.	<ul style="list-style-type: none"> <li>Revise the implementation team members once the Core Team selects a new Pilot Idea.</li> <li>Name the specific skills these team members bring to the Pilot in relation to expertise and authority.</li> </ul>	
Rationale is clear and precise	<ul style="list-style-type: none"> <li>Revise the Rationale once the Core Team selects a new Pilot idea.</li> </ul>	
Aim Statement is specific, measurable, attainable, relevant, and time-bound.	<ul style="list-style-type: none"> <li>Once the Core Team revises the Pilot idea, revise the Aim Statement so that it meets all the elements of "SMART" goals.</li> </ul>	
Implementation Plan includes sufficient detail and models the theme, "Design as if you won't be here one day."	<ul style="list-style-type: none"> <li>Once the Core Team revises the Pilot idea, create a new Implementation Plan.</li> </ul>	
District's Community Communication Strategy effectively states a call to action to a comprehensive set of stakeholders.	<ul style="list-style-type: none"> <li>Once the Core Team revises the Pilot idea, revise the Community Communication Strategy               <ul style="list-style-type: none"> <li>Include motivations for and benefits of the Pilot</li> <li>Craft a clear call to action for each stakeholder.</li> </ul> </li> </ul>	



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Criteria	Below expectations 1	Meets expectations 3	Exceeds expectations 5
Selected item from District's Strategic Plan responds to the identified problem and is urgent to its stakeholders	The plan <i>minimally</i> responds to the problem statement, is <i>minimally</i> urgent to stakeholders, and/or <i>minimally</i> addresses school composition or uses CR-S	The selected item from the District's Strategic Plan is mostly responsive to NYSED's guidance of "bold and ambitious" and is urgent to some stakeholders.	The Pilot idea responded to the District's Problem Statement, is urgent to stakeholders, and is bold, encompassing efforts to change school composition and incorporate CR-S practices
Collectively, members of the Implementation team possess the authority and expertise to start the Pilot	The District's Implementation team appears to lack the authority to approve, and the expertise to design, most actions listed in its Implementation Plan. It has not made plans to partner with others to address these gaps in authority and expertise.	The District's Implementation team appears to possess the authority to approve, and the expertise to design, a majority of actions listed in its Implementation Plan. It has also made plans to partner with others to address any remaining gaps in authority and expertise.	The District's Implementation team possesses the authority to approve, and the expertise to design most, if not all, actions listed in its Implementation Plan. It has also made plans to partner with others to address any remaining gaps in authority and expertise.
Rationale is clear and compelling	The District's Rationale does not present a clear and compelling reason as to why the Implementation Team should pursue its Pilot. There is no evidence that the team self-assessed its Pilot idea nor is it clear that the team solicited and responded to stakeholder feedback.	The District's Rationale presents a clear and compelling reason as to why the Implementation team should pursue its Pilot. There is some evidence that the team self-assessed its Pilot idea and that the team solicited and responded to stakeholder feedback.	The District's Rationale not only presents a clear and compelling reason as to why the Implementation team should pursue its Pilot, but there is ample evidence that the team self-assessed its Pilot idea and solicited and responded to stakeholder feedback.
Aim Statement is specific, measurable, attainable, relevant, and time-bound	The District's Aim Statement is missing most of the key elements of an effective aim statement and does not follow the SMART goal framework.	The District's Aim Statement contains most of the key elements of an effective aim statement, and there is evidence the District used the SMART goal framework in its drafting.	The District's Aim Statement contains all of the key elements of an effective aim statement. It follows the SMART goal framework and is grounded in historical or peer (e.g., case study) evidence.
Implementation Plan includes sufficient detail and models the theme, "Design as if you won't be here one day."	The District's Implementation Plan lacks most of the necessary elements of an effective plan. It is disorganized (e.g., tasks are listed out of order), it under-(or-over) estimates the time it takes to complete tasks, it contains tasks that vary in size (e.g., one entry is "Complete Check-In Call A", but the entries for logistics are at the level of micromanagement), and/or its key tasks are missing.	The District's Implementation Plan contains most of the necessary elements of an effective plan. It is organized, it adequately estimates how long it will take to complete a task, it reasonably documents the tasks required to complete an activity, and most activities are included.	The District's Implementation Plan contains nearly all of the necessary elements of an effective plan. It is organized, it has ambitious, but realistic deadlines, it has sufficient detail to describe what steps must occur, primary and secondary owners are identified for each task, and there are no gaps in activities.
District's Community Communication Strategy effectively states a call to	The District's Community Communication Strategy is missing most of the key elements of an effective strategy. It does not concisely document	The District's Community Communication Strategy contains most of the key elements of an effective strategy. It concisely documents the	The District's Community Communication Strategy contains all, or nearly all, of the key elements of an effective strategy. It concisely



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<p>action to a comprehensive set of stakeholders</p>	<p>goals that the district hopes to achieve with their stakeholders, nor does it identify their needs and interests. Additionally, the strategy has not selected a venue to share its goals with stakeholders, and it has not effectively stated a call to action such that “reviewers” are motivated to become “doers” of the work.</p>	<p>goals that the district hopes to achieve with their stakeholders, and it identifies a broad range of interests and needs. Additionally, the strategy has selected a venue to share its goals with stakeholders, and it has effectively stated a call to action such that “reviewers” are motivated to become “doers” of the work.</p>	<p>documents the goals that the district hopes to achieve with their stakeholders, it names all of the relevant stakeholders affected by their Pilot and it identifies their interests and needs. he strategy has selected a venue to share its goals with stakeholders, and it has effectively stated a call to action such that “reviewers” are motivated to become “doers” of the work.</p>
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