

## **NYS Network Teams**

One of the significant innovations created by NYSED in its Race to the Top (RttT) application was the concept of “Network Teams”. Through this vehicle (and its equivalents), NYSED provides additional professional development capacity in Instruction, Curriculum, and Data to the district leaders, school leaders, and teachers charged with affect needed change at the school and classroom level. Network teams, therefore, are tasked with differentiating and turn-keying NYSED training on the RttT Assurance Areas and driving a cultural change in schools through professional development – particularly around what is being taught , how it’s being taught, and what to *do* about obstacles to student learning. These concerns surface as the key “Content Areas” for both Network Team professional development and the changes they will facilitate in schools:

1. The implementation of the Common Core State Standards
2. The Data Driven Instruction cycle and School Based Inquiry
3. The training surrounding the implementation of the new Teacher/Leader evaluation systems, most specifically evidence based observation of teacher practice

The task before Network Teams is a challenging one and only through sustained and cohesive professional development can NYSED ensure that they truly affect change at the school and classroom level. The classroom is obviously the fulcrum of the Regents Reform Agenda and NYSED has an opportunity to significantly increase the capacity of teachers, principals, other school-based educators, and district administrators - through Network Team members - to deliver on its promise.

As professional development and resource materials are developed, Tom Guskey’s five levels of professional development evaluation and planning will be considered and adapted. Therefore, five key questions will be asked throughout the planning and evaluation of our program.

1. Do Network Team members find their professional development and resources relevant, meaningful, and accessible to their work?
2. Do all Network Team members reach the desired learning outcomes intended in every professional development workshop or professional learning event?
3. Do school, district, BOCES, and NYSED policies, practices, resources, and language support and enable the implementation of learning outcomes?
4. Do Network Teams implement turn-key professional development and job embedded support and training against the learning outcomes so that school and district educators are able to implement key changes in practice with quality and fidelity?
5. Do Network Team inputs result in measurable, correlative student achievement gains for students?