

TABLE OF ALLOWABLE ACTIVITIES

ACTIVITY CODE

Required Activities

Network Teams	Network Teams are teams of experts in curriculum, data analysis, and instruction. Network Teams will support all RTTT initiatives; will work directly with educators in schools to provide consistent, high-quality professional development and related services to ensure successful statewide implementation of our RTTT plan. These Teams will also monitor the professional development activities and results in the schools for which they are responsible.
Tchr/Prin Eval System	Participating LEAs are required to agree to implement the provisions of the new legislation during the grant period. Specifically, Participating LEA school districts and public charter schools must agree that by no later than the end of the 2012-2013 school year, any existing collective bargaining agreements for teachers and principals will be amended or modified to require that, beginning on September 1, 2013 (or the first day of the 2013-2014 school year, whichever is earlier), all teachers and principals will be evaluated in accordance with the provisions of Chapter 103 of the Laws of 2010.

Menu of Allowable Activities

B-1	Costs (e.g., substitutes, stipends) associated with participation in NYS-sponsored professional development activities to implement optional statewide curricula and curriculum-embedded formative assessments based on enhanced New York State Standards (including the Common Core Standards), including professional development in using information systems that track assessment outcomes.
B-2	Costs (e.g., substitutes, stipends) associated with participation in NYS-sponsored professional development activities to implement Positive Behavioral Interventions and Supports (PBIS).
B-3	Costs (e.g., substitutes, stipends) associated with participation in NYS-sponsored professional development activities to implement Response to Intervention (RtI).
B-4	Development of local and formative assessments across all grade levels and subject areas to meet student instructional needs (consistent with New York State Standards) and the provisions of Education Law § 3012-c, consistent with Commissioner's regulations.
B-5	Professional development for teachers (and their principals/ instructional supervisors) who will implement CTE courses in which increased percentages of historically underserved students will enroll.
B-6	Equipment and other curricular materials for CTE courses in which increased percentages of historically underserved students will enroll.
B-7	Training and professional development for teachers (and their principals/instructional supervisors) who will implement Advanced Placement (AP), International Baccalaureate (IB), and/or Cambridge (Advanced International Certificate of Education [AICE] or International General Certificate of Secondary Education [IGCSE]) courses in the subjects for which, as of September 30, 2010, the Department has approved an alternative assessment pursuant to 8 NYCRR §100.2(f), in which increased percentages of historically underserved students will enroll.
B-8	Virtual AP, IB, and/or Cambridge (AICE or IGCSE) courses and related training and professional development for teachers (and their principals/instructional supervisors) in the subjects for which, as of September 30, 2010, the Department has approved an alternative assessment pursuant to 8 NYCRR §100.2(f), in which increased percentages of historically underserved students will enroll.
B-9	Development of data systems, aligned course sequences and early college and career school models, between postsecondary institutions and P-12 systems.
C-1	Costs associated with implementing school-based Inquiry Teams.

C-2	Develop, implement or enhance a local instructional improvement system or best practice sharing system that is aligned with the State's instructional reporting and improvement system, including costs associated with training and professional development.
C-3	Costs associated with training and materials to help parents and students use performance data to improve student learning.
C-4	Non-capital expenditures to build/expand enterprise data system, aligned with the State's data system, to support teacher and principal evaluation/performance management, and student learning.
C-5	Evaluation trainer/coach on Network Teams to implement and sustain performance management, consistent with the provisions of Education Law § 3012-c.
C-6	Develop technology, decision making tools, data systems, rubrics and measures of effectiveness to support Network Teams, principals and teachers in implementing the provisions of Education Law §3012-c.
C-7	Develop local technology systems for delivering online curriculum content and sharing student work, including performance assessments.
D-1	Costs associated with training of teacher evaluators (inc. principals, instructional supervisors, peer evaluators, etc.) to implement locally negotiated evaluation systems consistent with Education Law § 3012-c.
D-2	Costs associated with implementing teacher evaluation systems and providing coaching, induction support, and differentiated professional development to implement teacher improvement plans for teachers identified as ineffective or developing.
D-3	Providing supplemental compensation, consistent with local collective bargaining agreements, through a career ladder program to highly effective teachers who mentor, coach, or provide professional development to student teachers, new teachers, or teachers rated as ineffective, developing, or effective.
D-4	Costs associated with training of principal evaluators (including superintendents, assistant superintendents, etc.) to implement locally negotiated evaluation systems consistent with Education Law § 3012-c.
D-5	Costs associated with providing coaching, induction support, and differentiated professional development to implement principal improvement plans for principals identified as ineffective or developing.
D-6	Providing supplemental compensation, consistent with local collective bargaining agreements (where applicable), through a career ladder program to highly effective principals who mentor, coach, or provide professional development to principal interns, new principals, or principals rated ineffective, developing, or effective.
D-7	Provide supplemental compensation, consistent with local collective bargaining agreements (where applicable), through a career ladder program to highly effective principals who transfer from low or moderate needs schools to high needs schools.
D-8	Provide supplemental compensation, consistent with local collective bargaining agreements, through a career ladder program to highly effective teachers in high needs schools who mentor, coach, or provide professional development to student teachers, new teachers, or teachers rated as ineffective, developing, or effective in high needs schools.
D-9	Provide supplemental compensation, consistent with local collective bargaining agreements, through a career ladder program to effective or highly effective teachers or principals who transfer from low or moderate needs schools to high needs schools.
D-10	Partner with higher education institutions to conduct rigorous, random assignment studies of the effectiveness of sustained professional development activities (minimum 40 hours/school year of instruction or active coaching and aligned with enhanced New York State Standards [including the Common Core Standards]) in raising student achievement as measured by performance on state tests, CTE certification/credential assessments, and those assessments which, as of September 30, 2010, the Department has approved pursuant to 8 NYCRR §100.2(f).

D-11	Provide supplemental compensation, consistent with local collective bargaining agreements, through a career ladder program to highly effective teachers in hard-to-staff subjects or specialty areas in high needs schools who mentor, coach, or provide professional development to student teachers, new teachers, or teachers rated as ineffective, developing, or effective in high needs schools.
D-12	Provide supplemental compensation, consistent with local collective bargaining agreements, through a career ladder program to effective or highly effective teachers in hard-to-staff subjects or specialty areas who transfer from low or moderate needs schools to high needs schools.
E-1	Implementation of one of the four school intervention models (turnaround model, restart model, school closure, or transformation model) consistent with the requirements of the New York State School Improvement Grant application.
E-2	LEA and State-approved partner organization (EPO, CMO, charter school operator) planning activities for implementation of one of the four school intervention models in the following school year.