



Description of RTTT Network Teams

Each assurance area of the State's RTTT plan includes specific initiatives of the Board of Regents statewide education reform agenda. Therefore, participating LEAs will be required to spend their RTTT local allocations on specific activities designed to better prepare students to graduate from high school so as to be college- and career-ready as described in the RTTT application. Consistent with the State's RTTT plan, the *Final Scope of Work* requires participating LEAs to purchase services from a regional Network Team (if applicable) to implement the required activities listed in the *Preliminary Scope of Work*.

Network Teams will consist of experts in curriculum, data analysis, and instruction. NYSED recommends that each Network Team consist of at least the equivalent of three full-time professionals. To cover the majority of the State's school district LEAs, NYSED recommends that the BOCES be staffed with three-person teams that will each provide services to as many as 25 schools within their component districts. The State's Big 5 city school districts will build and maintain Network Teams to provide services to the schools within their own districts. Network Teams will support all RTTT initiatives and 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. The Network Teams will work closely with districts' school-based *Inquiry Teams*¹ to make the instructional cycle dynamic and student-focused. The teams will also assist LEAs in coordinating and aligning RTTT initiatives with the existing professional development activities and results in the schools for which they are responsible.

Each participating school district is required to use up to 75% of its RTTT allocation to either:

- A. Purchase services of a BOCES RTTT Network Team; or
- B. Assure NYSED that it will participate in services provided by an alternative team determined by NYSED as offering services comparable in content and quality. A BOCES, school district, or public charter school will not have to create a new Network Team if it can demonstrate that its existing system provides services of an equivalent quality and range to those provided by RTTT Network Teams as outlined in the State's plan. The Department encourages participating school districts and their BOCES to work together to establish effective Network Team structures and functions that align with the State's plan and are within the participating LEA school districts' RTTT budgets for this activity.

Since public charter schools can purchase services from BOCES only under limited circumstances, they will not be required to participate in a BOCES-sponsored Network Team. Rather, public charter schools are required to use up to 75% of their RTTT allocation to purchase comparable services. As noted above, they may use up to 75% of their allocations as a single charter school or enter into collaborative arrangements with other public charter schools.

¹School-based Inquiry Teams – comprised of teachers, teacher leaders and administrators – are charged with becoming expert in accessing, understanding and using data to identify a change in instructional practice (e.g. teaching division of fractions) that will accelerate learning for a specific group of underperforming students. Based on what is learned from that experience, teams work with school staff to implement and monitor system-level change to benefit all students. The reflective practice that is used as the basis for the Inquiry Team's work is intended to support continual, evidence-based improvement of student learning. While each school is to have at least one Inquiry Team, more teams may be put in place should the school find it valuable to do so.

Essential Functions of the Network Teams

The Network Teams will provide direct professional development, technical assistance and follow-up support to participating LEAs across the four RTTT assurance areas. The specific functions of the Network Team will fit within the following RTTT categories and include the following activities:

Standards and Assessment

Provide professional development, technical assistance and follow-up support in:

- Implementing the Common Core standards and aligning instruction to the new standards and curricula.
- Implementing the State's comprehensive assessment program and adapting to more rigorous performance-based assessments.
- Building and functioning of the school-based inquiry teams to analyze student performance data (both quantitative and qualitative), make adjustments to instructional practices based on that data, and access instructional resources that will assist in instructional improvement.
- Developing effective instructional strategies for English language learners and students with disabilities.

Data Systems to Support Instruction

Provide professional development, technical assistance and follow-up support in:

- Administrators' use of the e-portal for data entry, reporting, and analysis to support organizational and instructional decision-making and evaluation.
- Teachers' use of the e-portal for data entry, reporting, and analysis to support organizational and instructional decision-making and evaluation.
- Schools use of school-based *Inquiry Teams* which are comprised of teachers, teacher leaders and administrators who, with the assistance of the Network Team, make the instructional cycle dynamic and student focused. While each school is to have at least one inquiry team, more teams may be put in place should the school find it valuable to do so. Specifically, each Inquiry Team is charged with becoming expert in accessing, understanding and using data to identify a change in instructional practice (e.g.: teaching division of fractions) that will accelerate learning for a specific group of underperforming students. Based on what is learned from that experience, teams work with school staff to implement and monitor system-level change to benefit all students. The reflective practice that is used as the basis for the Inquiry Team's work is intended to support continual, evidence-based improvement of student learning.

Great Teachers and Leaders

Provide professional development, technical assistance and follow-up support in:

- School-level implementation of the comprehensive evaluation system for teachers and principals.
- Using teacher and leader evaluation data from the comprehensive evaluation system for decision-making.
- Developing and implementing improvement plans for teachers and leaders based on evaluation system-data.
- Ensuring compliance with the State-Plan for the equitable distribution of highly qualified and effective teachers.

Turning Around Lowest Achieving Schools

- Implementing one of the four turnaround models outlined in the State's plan.

Essential Structures of the Network Teams

Each Network Team will possess professional expertise in building school and district capacity for curriculum and instruction; building and administering assessments; and data collection, analysis and use. The specific expertise of the Network Teams must be directly related to the RTTT assurance areas and goals. NYSED recommends that:

1. Each Network Team consist of at least the equivalent of three full-time professionals

2. Participating LEAs define the roles and responsibilities of each team member, based on the essential functions of the Network Teams and consistent with the particulars of the local setting.
3. LEAs not repurpose existing staff from RSC-TASCs, BETACs and other such organizations to fill these roles

Additionally, the Department will require all Network Teams to participate in NYSED-sponsored professional development activities.

There are three types of Network Teams throughout New York State: BOCES-based; Big 5-based; and Network Team Equivalent (NTEs).

BOCES-based Network Teams: New York State's 37 BOCES and their affiliated Regional Information Centers will house Network Team services for component participating LEAs. The Network Team services in each BOCES will be integrated into a single coordinated effort, and aligned with other professional development and capacity building initiatives that are themselves aligned to the RTTT initiatives and Regents policy directions. Each BOCES will form a pre-determined number of Network Teams, each serving roughly 25 schools, based upon the total number of component schools within its service region.

The District Superintendents who head each BOCES will report to the NYSED Associate Commissioner for District Services (acting for the Commissioner of Education) in carrying out all Network Team essential functions. The District Superintendent in each BOCES will work with superintendents of the component school districts to ensure that the network teams and other BOCES experts in data, curriculum, and instruction help to build district capacity to support schools for continuous student improvement.

Big 5-based Network Teams: The Big 5 school districts are larger than all other districts and have greater proportions and concentrations of at-risk students and low achieving schools. In addition, these districts maintain a different funding and service relationship with the BOCES than other participating LEAs. Based on these unique features, which warrant more specialized, site-specific, and intensive involvement, the Big 5 school districts will house and maintain district-based Network Teams.

NYSED will work directly with the Big 4 school districts (Buffalo, Rochester, Syracuse, and Yonkers) to create local systems of Network Teams and continue to support the development of the NYC DOE school inquiry team model. NYSED leaders will work directly with the superintendents and the leaders in curriculum, assessment, and data within each of the Big 5 districts to evaluate and improve upon the local Network Teams.

Network Team Equivalent (NTEs): The Department recognizes there may be participating LEAs that have an existing local or regional infrastructure (within a single LEA, in a consortium of LEAs, or in a BOCES) with the capacity for delivering the functions of the Network Teams. In such cases, a Superintendent of a participating LEA will be asked to sign an assurance which certifies to NYSED that:

1. The LEA's schools will receive the services and essential functions from the Network Team as outlined in this document. Individuals providing these services must be described and resumes including relevant experience must be submitted with the assurance.
2. The LEA will agree to implement and report the required performance metrics and outcome measures associated with Network Teams to NYSED on a regular basis.

Expenditure of Allocations

Each Participating LEA *is required* to:

- A. Purchase services of a BOCES RTTT Network Team using its RTTT allocation. Because these funds are federal grant dollars, BOCES aid is not available for these services. Remaining monies must be used for the Allowable Activities as found in the Guidance Document; **or**
- B. Assure NYSED that it will participate in services provided by an alternative team determined by NYSED as offering services comparable in content and quality. A BOCES, school district, or public charter school will not have to create a new Network Team if it can demonstrate that its existing system provides services of an equivalent quality and range to those provided by RTTT Network Teams as outlined in the State's plan. Upon approval by NYSED, LEAs which demonstrate equivalence may use their allocations towards the Allowable Activities described in the Guidance Document.

To request NYS Education Department certification of an existing local or regional infrastructure as an equivalent team, the BOCES or participating LEA must complete the attached assurance form.

Network Team Equivalence – Statement of Assurance

The Department recognizes there may be participating LEAs that have an existing local or regional infrastructure (within a single LEA, a BOCES or in a consortium of LEAs outside of a BOCES) with the capacity for delivering all or nearly all of the functions of the Network Teams as described in the *REGIONAL NETWORK TEAM EQUIVALENT (NTE)* section of this Scope of Work. The following assurances and certifications are designed to ensure that the school district/BOCES is receiving high quality service from qualified professionals in those areas directly related to the *Four Assurances of Race to the Top*. By signing the certification below, the District Superintendent, Superintendent or Chief Executive Officer of the LEA is ensuring that:

- All essential elements of the Network Team as described in the Guidance Document are met by our NTE;
- Individuals providing these equivalent services are qualified (in experience and professional preparation) to provide professional development, guidance, coordination and performance management of activities in the *four assurances* areas described in the Guidance Document (current resumes must be attached);
- NTE will provide descriptions of the Team’s services and resumes of key personnel to participating LEAs;
- NTE will participate in NYSED-sponsored professional development activities.
- Performance of the individuals and teams will be measured and in full accordance with the guidelines and (if applicable) forms provided by NYSED and shall contain evaluation surveys completed by the school principal and Inquiry Team members;
- Outcome-based work plans directly related to the LEAs Final Scope(s) of Work will be completed and will be the basis for managing the performance of the NTE;
- Maintenance and availability of records and information required for audit and program evaluation including, but not limited to work plans, evaluations, will be kept on file and provided, upon request, to the Office of District Services for review;
- Periodic reports will be submitted to the Office of District Services in the form and timeframe prescribed by NYSED; and
- Any funds from LEA allocations will be used only for those activities listed on the *Menu of Allowable Activities* within the Guidance Document.

I hereby assure and certify that all foregoing requirements of a Network Team Equivalent are met in my district/region and I understand that failure to meet the performance goals will result in the immediate need for corrective action as directed by the Office of District Services.

**Signature required by the authorized signatory
(BOCES District Superintendent, School District Superintendent, Public Charter School Board Chair)**

Signature	Print Title	/ /2010 Date
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Print Name

OR

I hereby assure and certify that all foregoing requirements of a Network Team Equivalent will be met upon the addition of (please check those services that will be added to current capacity):

- Curriculum
 Instruction
 Data

services which will be procured using LEA allocation monies and I further assure that those services will be provided by individuals who will be employed using LEA allocation funds to complete the Network Team Equivalent.

Signature	Print Title	/ /2010 Date
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Print/Type Name