

National Center and State Collaborative GSEG Tier II Option

Pre-requisite

Tier II states should commit to the project Theory of Action (attached), and agree with our assumptions that high quality curricular and instructional materials and supportive professional development are key components of our comprehensive assessment system. Tier II states will develop an individualized plan to implement the professional development and curriculum/instruction resources, including formative assessment strategies and progress monitoring tools. This will prepare both teachers and students for the summative assessment once our project is complete. The project timeline is also attached. Costs will vary by state, depending on existing structures and resources to support implementation of the plan. NCSC does not charge any fee for Tier II association, but does not provide staff support other than the actual products and processes as well as tools and protocols used for providing feedback.

Benefits

Tier II states will have access to all of the professional development and curriculum/instruction resources that we will implement with our 19 Tier I states. This gives these states the opportunity to implement these resources long before the summative assessment goes operational, which is the major benefit to Tier II participation. However, Tier II states must be able to pick up these materials and implement them without the intensive staff support provided to our 19 Tier I states. Tier II states will be listed in official documentation as an affiliated member of the NCSC project.

Responsibilities

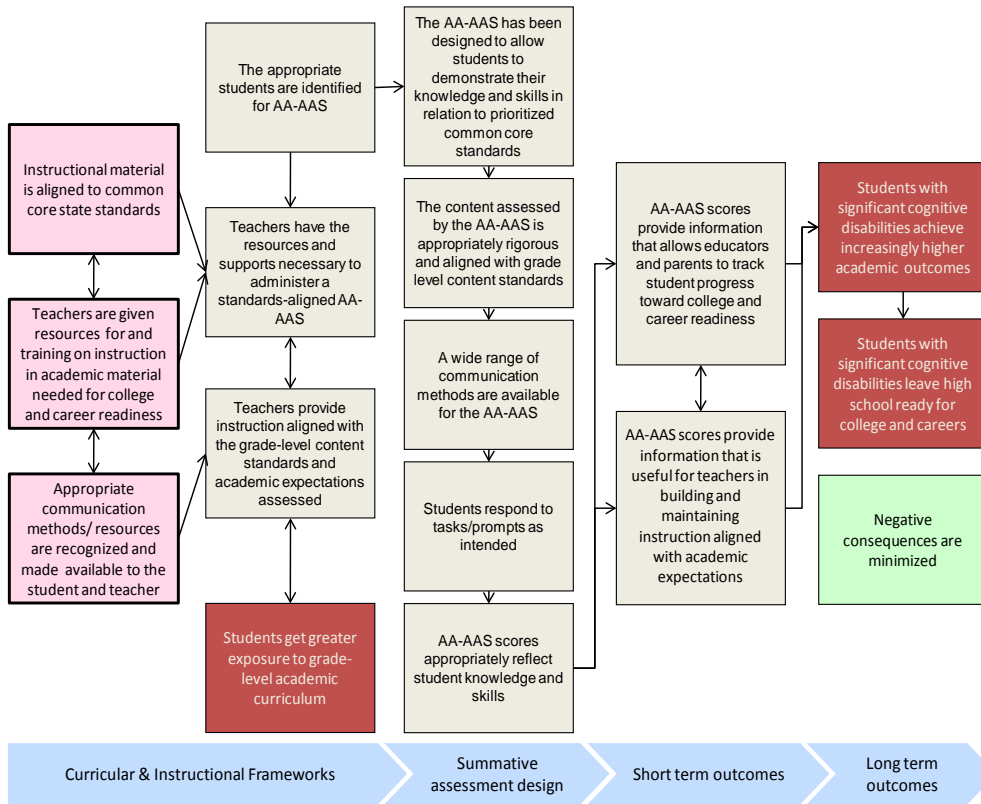
If NCSC products and processes are to be sustainable past the grant life, other states must be able to implement them without intensive support from project staff. Tier II states will provide usability and sustainability tests to refine our products before releasing them for broad dissemination in 2015. These states must agree to implement the final NCSC resources into their current training and dissemination mechanisms. They will provide feedback on usability and outcomes using NCSC provided tools and protocols for each product and process that we release for Tier II use.

We distinguish very clearly between the pilot testing and development work that our 19 Tier I states will participate in and the “end user testing” role that our Tier II states will play. The original 19 states will pilot the skill sequences, participate in cognitive labs, and field test the teacher/principal evaluation tools and the formative assessment/progress monitoring strategies. Tier II states will receive materials after they have been shaped into proposed final form. However, the feedback we get from Tier II states will help us to refine our products for the stand-alone context of use in our dissemination after the project ends.

Process for Applying for Tier II Status

1. Interested states should contact NCSC Project Director Rachel Quenemoen at quene003@umn.edu to express interest. She will set up a time to explore options via phone call.
2. If the state decides to join NCSC as a Tier II member, state staff will work with Rachel Quenemoen or Liz Towles-Reeves to develop an individualized implementation plan.
3. Once the implementation plan is developed, the state will submit the plan along with a formal letter of request to become a Tier II state to the NCSC Management Team.
4. The Management Team will review applications as they come in and respond with any requested changes to the individualized plan within 2 months. Piecemeal approaches will not be accepted.
5. Tier II states can be added through the first full NCSC project year, ending December 31, 2011. This will ensure states have time to implement the essential processes and products in a timely way.

NCSC THEORY OF ACTION – DRAFT 3.31.11



Management plan for each funding year that articulates goals, tasks, concrete deliverables, personnel involved, and dates by which activities and deliverables are expected to be completed.

Table 1. Overview of Goals/Objectives/Activities by Workgroup/Tasks 1-4: Overall and by Year
See benchmarks for activities and deliverables by quarter across all years beginning on page 5

	Workgroup/Task 1: Assessment Design and Development	Workgroup/Task 2: Curriculum and Instructional Supports	Workgroup/Task 3: Professional Development and Training	Workgroup/Task 4: Evaluation
Goals	<ul style="list-style-type: none"> • Articulate principles and assumptions about “college and career readiness” for SSCD • Establish construct definitions and associated test designs • Establish operational testing system 	<ul style="list-style-type: none"> • Articulate principles and assumptions about “college and career readiness” for SSCD • Develop, refine, prioritize, and validate LPs within the draft LP Frameworks (LPFs) aligned with CCSS • Develop and validate entry points linked to prioritized LPs • Develop and validate content and generalization skill sequences to guide instruction and progress monitoring 	<ul style="list-style-type: none"> • Articulate principles and assumptions about “college and career readiness” for SSCD • Develop and deliver introductory curriculum design PD and training materials • Introduce communication triage for grades K-8-all states • Develop and deliver assessment administration training • Develop and deliver assessment results interpretation training • Develop and deliver teacher/principal evaluation component 	<ul style="list-style-type: none"> • Design and implement argument-based validity evaluation plan • Conduct research to evidence the validity of the use of the scores of the AA-AAS • Produce validity argument for the AA-AAS
Year 1 Objectives and Activities by Workgroup/Task	<p>a. Articulate common assumptions about CCR for SSCD</p> <p>b. Draft overall transition</p>	<p>a. Develop, refine and validate LPFs</p> <p>b. Identify prioritized learning progressions</p>	<p>a. Conduct introductory training for curriculum modules</p> <p>b. Establish State CoPs</p>	<p>a. Design argument-based validity evaluation plan</p> <p>b. Conduct evaluation research to inform validity argument</p>

	Workgroup/Task 1: Assessment Design and Development	Workgroup/Task 2: Curriculum and Instructional Supports	Workgroup/Task 3: Professional Development and Training	Workgroup/Task 4: Evaluation
	<p>plan in conjunction with individual state plans and begin implementation</p> <ul style="list-style-type: none"> c. Generate design principles d. Develop broad assessment frameworks e. Develop and review draft blueprints applying prioritized LP content 	<p>(LPs)</p> <ul style="list-style-type: none"> c. Develop and validate entry points into each prioritized progression d. Develop content knowledge supports for teachers (content modules aligned with the CCSS and prioritized LP) e. Pilot and validate content modules with state partners 	<ul style="list-style-type: none"> c. Develop and establish: <ul style="list-style-type: none"> i. communication training module ii. install technology-based training system 	<ul style="list-style-type: none"> i. LCI data collection for all states ii. Evaluate LPF validation process iii. Evaluate process for drafting PLDs
Years 2-4 Objectives and Activities by Workgroup/Task	<ul style="list-style-type: none"> f. Implement and adjust state transition plans as necessary g. Finalize blueprints h. Develop and refine <ul style="list-style-type: none"> i. Model items ii. PLDs iii. Scoring guidelines iv. Report forms v. Administration guide vi. Participation/ Accommodations manual i. Let RFP(s) and award 	<ul style="list-style-type: none"> f. Develop skill sequences within prioritized LP g. Validate skill sequences using an iterative process h. Provide state-based training on implementation of skill sequences for pilot i. Refine skill sequences based on teacher/student data j. Develop generalization skill sequences 	<ul style="list-style-type: none"> d.. Continue development of training modules for assessment, curriculum, and teacher lesson plans for CoPs e. Maintain communication training f. Develop assessment accommodations training based on manual developed in conjunction with WG 1 g. Develop, implement training and conduct 	<ul style="list-style-type: none"> c. Continue conducting evaluation research to inform validity argument¹ <ul style="list-style-type: none"> i. Evaluate item writing ii. Evaluate skill sequence development iii. Evaluate process for testing items in cognitive labs iv. Follow up on field test blueprint with stakeholders v. Evaluate scoring vi. Conduct alignment study vii. Evaluate formative

¹ Validity evaluation activities in Years 2 - 4 will be contingent upon the finalized Theory of Action and prioritized claims, with input from the Evaluation Work Group and the TAC during Year 1.

	Workgroup/Task 1: Assessment Design and Development	Workgroup/Task 2: Curriculum and Instructional Supports	Workgroup/Task 3: Professional Development and Training	Workgroup/Task 4: Evaluation
	for item writing, scoring, technology, standard setting, and call center j. Establish technology platform k. Field-test items and blueprints and make changes as needed l. Implement census field test m. Conduct standard setting n. Produce technical documentation o. Finalize and disseminate operational test material	k. Pilot generalization skill sequences with teachers l. Pilot and validate formative uses of assessments that can be used for progress monitoring and contribute to interim assessments	fidelity checks h. Implement and evaluate results interpretation training i. Develop and validate teacher/principal evaluation instruments j. Administer evaluation and develop training for communication coaching protocols k. Convene expert panel in teacher/principal evaluation	assessments and progress monitoring tools viii. Conduct usability study for sample reports ix. Evaluate implementation of CCS x. Evaluate assessment results interpretation training xi. Evaluate teacher/principal evaluation tools training xii. Evaluate standard setting xiii. Produce validity argument for the AA-AAS

Overview of Activities and Timelines Tasks 5-8

Tasks 5-8 have annually recurring objectives and activities: (5) TAC and expert advisory function; (6) transition planning; (7) public dissemination; and (8) project management. In year 1, the first three monthly management meetings will include all states, pending election of state representatives, January 14, February 11, and March 17, 2011. All other dates are being determined for year 1 at this time.

Task (5), the TAC will meet quarterly with one face-to-face meeting per year.

Task (6), there will be quarterly one-on-one individual state meetings with the PD and PE to draft an overall project transition plan along with individual state plans. We will implement state plans and adjust as necessary throughout the course of the project as well as conduct monthly management staff meetings to review the overall transition plan for the project in general.

Task (7), Public dissemination activities and objectives will be determined by the WGs with key product dissemination activities and objectives noted below in the quarterly summation. In addition, the project will submit presentations at AERA/NCME and the NCSA Conference yearly (and others to be determined).

Task (8), monthly management team meetings will occur with one face-to-face meeting per year as well as monthly project staff meetings to be held in conjunction with the management meetings. There will also be full project meetings two to four times per year with one occurring face-to-face.

Table 2. Personnel Involved: Leaders and Key Contributors for Each Workgroup/Task Area

Workgroup/Task	Leaders	Key Contributors
Task 1 – Assmt Workgroup	Marianne Perie Chris Domaleski (technology) Karin Hess (Common Core State Standards linkages)	Flowers, Kearns, NCIEA
Task 2 – C/I Supports Workgroup	Shawnee Wakeman Karin Hess (CCSS linkages)	Browder, Flowers, Kearns
Task 3 – PD/Training Workgroup	Jacqui Kearns/UKY Karin Hess (CCSS linkages)	Browder, Flowers, Wakeman
Task 4 – Evaluation Workgroup	Ellen Forte	Towles-Reeves
Task 5 – Convene TAC	Martha Thurlow/NCIEA	Quenemoen
Task 6 –State Individualized Planning	Rachel Quenemoen Liz Towles-Reeves	NCEO
Task 7 – Public Dissemination	Rachel Quenemoen	Towles-Reeves, NCEO, edCount
Task 8 – Project Management	Rachel Quenemoen Martha Thurlow Liz Towles-Reeves	WG staff and state leadership

Project Benchmarks for Activities and Deliverables by Quarter

January – March 2011 (quarter 1)

- Task 1 –Agree on common assumptions about CCR for SSCD
- Task 2 –Develop, refine and prioritize LPs drawn from LPFs
- Task 3 – PD WG decisions on PD staff assignments, regional structures
- Task 4 –Draft of TOA/IA

April through June 2011 (quarter 2)

- Task 1 –Define clear content targets; Develop draft blueprint; Finalize award for technology platform partnership
- Task 2 –Validate LPs; Content module development
- Task 3 –Develop training materials and set up regional Summer Institutes
- Task 4 –Begin LCI data collection; Second review of TOA/IA

July through September 2011 (quarter 3)

- Task 1 –Finalize draft blueprints; Develop draft PLDs
- Task 2 –Validate LPs; Produce and validate entry points for prioritized LPs; Content module validation and dissemination
- Task 3 –Convene first of two Summer Institutes in multiple locations; Establish teacher Communities of Practice (CoPs)
- Task 4 –Produce final TOA/IA and design studies to evaluate prioritized claims; Produce report evaluating LPF validation process

October through December 2011 (quarter 4)

- Task 1 –Develop draft model item types
- Task 2 –Produce and validate entry points for prioritized LPs
- Task 3 –Produce and conduct first CoP Webinars (up to six webinars each remaining year)
- Task 4 –Produce report evaluating process for drafting PLDs

January through March 2012 (quarter 5)

- Task 1 –Release RFP for item writing; Item writing for model items completed by SRI
- Task 2 –Develop and validate entry points for prioritized LPs; Develop math skill sequences and state based trainings; Produce formative assessments and progress monitoring tools
- Task 3 – Prepare review of teacher/principal evaluation literature; Review LCI communication data, plan communication triage
- Task 4 – Report single state findings of LCI data; Produce interim validity evaluation reports

April through June 2012 (quarter 6)

- Task 1 –Release RFP for scoring and call center; Award RFP for item writing
- Task 2 –Develop math skill sequences and state based trainings, incorporating formative assessments and progress monitoring tools
- Task 3 –Establish and integrate communication triage training through CoPs; Produce accommodations training
- Task 4 -Produce report evaluating model item writing process; Produce report evaluating skill sequence development; Report consortia wide findings of LCI data

July through September 2012 (quarter 7)

- Task 1 –Complete content, universal design and bias reviews; Complete cognitive labs on items
- Task 2 –Refine and pilot skill sequences within each prioritized LP for math
- Task 3 – Host Communication Summits
- Task 4 –Produce report evaluating process for testing items in cognitive labs; Produce report evaluating assessment administration training

October through December 2012 (quarter 8)

- Task 1 –Award scoring and call center; Item bank populated; Draft accommodations manual
- Task 2 – Refine and pilot skill sequences within each prioritized LP for math
- Task 3 –Produce field-test administration training
- Task 4 –Produce report evaluating content support for special education teachers

January through March 2013 (quarter 9)

- Task 1 –Conduct sample field test
- Task 2 –Refine and pilot skill sequences and generalization skill sequences within each prioritized LP for math
- Task 3 –Implement CCS curricula through CoPs; Develop principal and teacher observation instruments
- Task 4 –Conduct field test blueprint follow up and produce report; Produce interim validity evaluation reports

April through June 2013 (quarter 10)

- Task 1 –Conduct sample field test; Score sample field test
- Task 2 –Refine and pilot skill sequences and generalization skill sequences within each prioritized LP for math; Develop skills sequences and state based training in ELA
- Task 3 –Field test teacher/principal evaluation tools
- Task 4 –Evaluate scoring and produce report

July through September 2013 (quarter 11)

- Task 1 –Revise assessment components based on sample field test; Develop and test report structure

- Task 2 –Develop and pilot skill sequences and state based trainings within each prioritized LP for ELA; Produce revised formative assessments and progress monitoring tools
- Task 3 –Conduct Summer Institutes in multiple locations; Develop assessment results interpretation training
- Task 4 –Conduct alignment study and produce report

October through December 2013 (quarter 12)

- Task 1 –Revise assessment components based on sample field test; Conduct distributed scoring study; Finalize accommodations manual
- Task 2 –Revise and pilot skill sequences within each prioritized LP for ELA
- Task 3 – Finalize teacher/principal evaluation tools; produce assessment results interpretation training
- Task 4 –Produce report from usability study on sample reports; Produce report evaluating assessment results interpretation training

January through March 2014 (quarter 13)

- Task 1 –Produce final items, blueprints, and reporting system for census field test and begin administration
- Task 2 –Revise, develop and pilot skill sequences and generalization skill sequences in ELA
- Task 3 –Validate teacher/principal evaluation tools; Refine administration and accommodations training
- Task 4 –Produce report evaluating implementation of CCS; Produce interim validity evaluation reports

April through June 2014 (quarter 14)

- Task 1 –Continue administration of Census Field Test; Score Census Field Test; Let and award RFP for standard setting
- Task 2 –Revise and pilot skill sequences and generalization skill sequences in ELA
- Task 3 –Produce teacher/principal evaluation tools training
- Task 4 –Produce report evaluating teacher/principal evaluation tools training

July through September 2014 (quarter 15)

- Task 1 –Conduct standard-setting; Finalize PLDs and set NCSC final cut scores
- Task 2 – Internal review of skill sequences and generalization skill sequences in ELA and math and dissemination
- Task 3 –Host final Communication Summit
- Task 4 –Produce report evaluating standard setting

Probable No Cost Extension October through December 2014 (quarter 16)

- Task 1 –Finalize and disseminate testing materials for use in state testing programs for NCSC members and for other interested states; Produce final technical manual
- Task 2 –Internal review of skill sequences and generalization skill sequences in ELA and math and dissemination to NCSC members and for other interested states

- Task 3 –Finalize any CoP set up necessary for the transition to states’ operational program; Partner with OSEP and OESE technical assistance networks to make all products and processes available to NCSC members and for other interested states
- Task 4 –Produce final validity argument for AA-AAS and disseminate through professional avenues (e.g., NCME, AERA, CCSO conference) and through technical assistance networks serving state practitioners