**THE STATE EDUCATION DEPARTMENT** / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

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# Rubrics to Guide the Development of Model C-2 Applications

### Proposed Implementation in September 2009

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ District:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

City: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, NY \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Telephone: (\_\_\_\_\_\_\_\_\_)\_\_\_\_\_\_\_\_\_-\_\_\_\_\_\_\_\_\_\_

Principal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ E-mail: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**I. Eligibility- Basic Information**

 **Unsatisfactory Pending Approval Approved**

1. School/ District Particulars □ □ □
2. Eligibility □ □ □
3. Executive Summary □ □ □
4. Certification of Staff □ □ □
5. Student Achievement □ □ □

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| --- | --- | --- | --- |
|  |  **(Unsatisfactory)** |  **(Pending Approval)** |  **Approved**  |
| Evidence of eligibility | The evidence indicates that the building meets none of the requirements for eligibility to prepare a Model C-2 application | The evidence indicates that the building meets most of the requirements for eligibility to prepare a Model C-2 application | The evidence indicates that the building meets all the requirements for eligibility to prepare a Model C-2 application. |
| General staff qualifications and certifications | Less than 75% of the school staff are both certified (duly licensed by NYS) and qualified (have both the content knowledge and the pedagogical skills) to teach the Learning Standards for their assignments. | Between 75% and 90% of the school staff are both certified and qualified for their assignments. | Between 90% and 100% of the school staff are both certified and qualified for their assignments. |
| Staff qualifications and certification in the standards areas targeted for enhancement | No member of the school staff is either certified or qualified to teach the Learning Standards targeted for enhancement. | One member of the school staff is both certified and qualified to teach the Learning targeted for enhancement. | More than one member of the staff are both certified and qualified to teach the Learning Standards targeted for enhancement.  |
| Student achievement information | Only anecdotal student achievement information provided for the standards area targeted for enhancement. | Student achievement information for the standards area(s) targeted for enhancement limited to performance on individual teacher-made classroom assessments are aligned with state standards.  | Student achievement information for the standards area(s) targeted for enhancement is based upon district developed or adopted assessments that are standards based. |

# II. Procedural Evidence

| **Evidence** |  **(Unsatisfactory)** |  **(Pending Approval)** |  **(Approved)** |
| --- | --- | --- | --- |
| Consultation with affected constituencies at both the district and school level | Involved informal, infrequent contact with selected representatives from one or two key constituencies. Requisite signatures and reporting forms from SDM/ SLT were not submitted. | Involved periodic contact with one or two key constituencies in accordance with a contractually prescribed procedure | Involved continuous contact with multiple key constituencies and with the shared decision making/school leadership teams constituted under Section 100.11 of Commissioner’s Regulations, based upon mutually shared goals and interests. Requisite signatures and reporting forms from SDM/ SLT were submitted. |
| Agreement among key constituent groups | A key constituent group or groups at both the district and school levels have major reservations and concerns about the Model C-2 application and its potential for success. | While the key constituent groups at the district and school levels support submission of the Model C-2 application one or more has minor concerns. | All key constituent groups at both the District and School levels fully and completely support the Model C-2 application and support its submission as written..  |
| Review of the Learning Standards area(s) being targeted for enhancement involved key constituencies | Involved only a few selected members of the school’s administrative and instructional staff; did not involve staff from areas targeted for enhancement. | Involved a small number of the school’s administrative and instructional staff, including those from areas targeted for enhancement, and several parent representatives. | Involved the school’s administrative and instructional staff (including those from areas targeted for enhancement), parent representatives, and additional key constituency groups (Central Office, community, etc.) |
| The review accurately documented current state of the Learning Standards areas being targeted for enhancement | Current state description of the Learning Standards area(s) is not based upon objective data/evidence; instead, personal feelings and subjective assessments, unsubstantiated by objective data such as programmatic, instructional delivery, or student achievement results, are the basis for the description of the current state. No apparent alignment with the Regents Policy Statement on Middle-Level Education, the Department’s Essential Elements of Standards-Focused Middle-Level Schools and Programs, or the State Learning Standards. | Current state description of the Learning Standards area(s) includes programmatic and instructional delivery information along with the results of both individual teacher-made tests and locally-developed, externally-vetted assessments; the description of the learning environment is based mostly upon personal experiences that are supported with limited objective evidence. Considerable but not full alignment with the Regents Policy Statement on Middle-Level Education, the Department’s Essential Elements of Standards-Focused Middle-Level Schools and Programs, and the State Learning Standards. | Current state description of the Learning Standards area(s) is comprehensive, reflecting programmatic and instructional delivery information with aligned individual teacher-made tests and/or externally-vetted assessments augmented by SED-approved assessments; the description of the learning environment is based primarily upon objective data and evidence, reinforced by personal experiences. Complete alignment with the Regents Policy Statement on Middle-Level Education, the Department’s Essential Elements of Standards-Focused Middle-Level Schools and Programs, and the State Learning Standards. |
| Recommended changes based upon research data and evidence | Recommended changes are based entirely upon subjective criteria, unsupported by research, hard data or other objective evidence. | Recommended changes are based upon sound research and objective evidence, but moderated by subjective influences. | Recommended changes are based entirely upon the most current and substantiated research, informed by best practice. |
| Review of the Learning Standards area(s) targeted for enhancement included an external review | No external review performed. | Informal, unstructured external review occurred.  | Formal external review conducted by educators from outside the school district. |

**III. Supportive Information:**

| **Information** | **(Unsatisfactory)** | **(Pending Approval)** | **(Approved)** |
| --- | --- | --- | --- |
| Regulatory relief  | No information presented on what regulatory relief is being requested **or** the regulatory relief being requested is not permissible under Model C-2. | Some of the regulatory requirements in Section 100.4 for which regulatory relief is being requested are implicit. | All of the regulatory requirements in Section 100.4 for which regulatory relief is being requested are explicit and clearly specified. |
| Programmatic and scheduling particulars for providing instruction related to attaining those Learning Standards areas targeted for enhancement | Instruction related to attaining the Learning Standards for those areas targeted for enhancement will be integrated across the curriculum in the existing courses. | Instruction related to attaining the Learning Standards for those areas targeted for enhancement will be delivered either through a specially developed interdisciplinary course or a discrete course focusing specifically on the Learning Standards in question. | Instruction related to attaining he Learning Standards for those areas targeted for enhancement will be delivered either through a specially developed interdisciplinary course or a discrete course focusing specifically on the Learning Standards in question and further reinforced in other areas in the school program. Required sample student schedules are provided. |
| Addressing the Learning Standards in those areas targeted for enhancement | The application includes no plan for addressing the Learning Standards in those areas targeted for enhancement so as to ensure students achieve proficiency; the program enhancement plan does not reflect the recommended innovations or changes resulting from the review of the Learning Standards areas targeted for enhancement. | The application includes a limited number of discrete activities that will suffice to address the standards in those areas targeted for enhancement so as to ensure students achieve proficiency; the program enhancement plan does not reflect all the recommended innovations or changes resulting from the review of the Learning Standards areas targeted for enhancement. Needs further clarification. | The application includes a detailed, comprehensive plan, thoughtfully developed and thoroughly grounded in research and best practice, for addressing the Learning Standards in those areas targeted for enhancement so as to ensure students achieve proficiency. The recommended innovations or changes resulting from the review of the Learning Standards targeted for enhancement are the basis for the program enhancement plan and are fully and completely included. |
| Alignment with district and school improvement plans | The program enhancement plan is not aligned with district and school improvement plans. | For the most part the program enhancement plan is aligned with the district and school improvement plans. | The program enhancement plan is fully aligned with the district and school improvement plans. |
| Essential Elements | Evidence indicates that the Essential Elements were neither examined nor considered in the development of the program enhancement plan. | Evidence indicates that the Essential Elements were examined and that they informed, in part, the development of the program enhancement plan. | Evidence indicates that the Essential Elements were thoroughly examined and that they were integral to the development of the program enhancement plan. |
| Staff qualifications | The responsibility for teaching the Learning Standards for which regulatory relief is being requested will rest totally with staff who are neither certified (duly licensed by New York State) nor qualified (have both the content knowledge and the pedagogical skills) to teach the Learning Standards; the program enhancement plan does not include safeguards to ensure that all students are proficient in the affected Learning Standards or that staff providing instruction have both the content knowledge and the pedagogical skills to teach the Learning Standards. | The responsibility for teaching the Learning Standards for which regulatory relief is being requested will rest primarily with staff who are either certified (duly licensed by New York State) or qualified (have both the content knowledge and the pedagogical skills) to teach the Learning Standards but not both; the program enhancement plan includes several safeguards to ensure that all students are proficient in the affected Learning Standards and that staff providing instruction have both the content knowledge and the pedagogical skills to teach the Learning Standards. | The responsibility for teaching the Learning Standards for which regulatory relief is being requested will rest primarily with staff who are certified (duly licensed by New York State) and qualified (have both the content knowledge and the pedagogical skills) to teach the Learning Standards. In addition, the program enhancement proposal includes extensive safeguards to ensure that all students are proficient in the State’s 28 Learning Standards and that staff providing instruction have both the content knowledge and the pedagogical skills to teach the Learning Standards. |
| Measurable indicators/evidence | The application includes no measurable indicators of school change and improvement aligned with the Regents Policy, the Department’s Essential Elements, and the State’s Learning Standards that can be used to evaluate the success of the program enhancement and the approved Model C-2 application. | The application includes several measurable indicators of school change and improvement that align, in part, with the Regents Policy, the Department’s Essential Elements, and the State’s Learning Standards. The indicators cannot be used to evaluate fully the success of the program enhancement or the approved Model C-2 application. Further clarification is needed. | The application includes a comprehensive set of research-based measurable indicators of school change and improvement fully aligned with the Regents Policy, the Department’s Essential Elements, and the State’s Learning Standards that can be used to evaluate the success of the program enhancement and the approved Model C-2 application. |
| Professional development | The application does not reference professional development or the professional development is not in compliance with Section 100.2 of Commissioner’s Regulations. | The application includes a series of staff development activities that have a focus but the focus is not closely and clearly tied to the priorities of the proposed program enhancement. | The application includes an organized, comprehensive staff development plan that is focused and clearly aligned with the priorities of the proposed program enhancement. |
| District office support | The application does not indicate any commitment from the District Office to support the Model C-2 schools.  | The District Office commits to give Model C-2 schools additional, but modest, support above and beyond that provided to other schools in the district. | The District Office commits to give Model C-2 schools significant additional support (resources, personnel, special attention) above and beyond that provided other schools in the district. |

## IV. Assurances

| **Assurances** |  |
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| District submission | There is a signed assurance or clear, unequivocal evidence that the Model C-2 application came from the district, with the full understanding of the President of the Board of Education and the Superintendent of Schools (in the case of New York City, the Chancellor, the appropriate Regional Superintendents and principals). |  **YES NO** □ □ |
| Compliance with the six non-negotiable Educational Conditions | There is a signed assurance from the President of the Board of Education, the Superintendent of Schools and the principals of each of the Model C-2 schools (in the case of New York City, the Chancellor, the appropriate Regional Superintendents and principals) that the middle-level schools included in the Model C-2 applications are in compliance with the six non-negotiable educational conditions. |  **YES NO** □ □ |
| Public school choice | There is a signed assurance from the President of the Board of Education, the Superintendent of Schools and the principals of each of the Model C-2 schools (in the case of New York City, the Chancellor, the appropriate Regional Superintendents and principals) that in those districts where public school choice is required under No Child Left Behind (NCLB), a minimum of 20 percent of seats in each newly formed school will be offered to students seeking transfer, consistent with State and federal law. |  **YES NO** □ □ |
| Collection of a common set of data | There is a signed assurance from the President of the Board of Education, the Superintendent of Schools (Chancellor) and the principals of each of the Model C-2 schools that the middle-level schools included in the Model C-2 applications agree to collect a common set of data using SED approved research-based, survey instruments that include objective, measurable indicators of structural, organizational, curricular and/or instructional change as well as behavioral, attitudinal, and environmental changes and are aligned to the Regents Policy Statement on Middle-Level Education and the Department’s Essential Elements of Standards-Focused Middle-Level Schools and Programs. |  **YES NO** □ □ |
| Annual, public evaluation  | There is a signed assurance from the President of the Board of Education, the Superintendent of Schools and the principals of each of the Model C-2 schools (in the case of New York City, the Chancellor, the appropriate Regional Superintendents and principals) that the middle-level schools included in the Model C-2 applications agree to conduct an annual, public evaluation of the implementation of the Model C-2 application that includes a report on the implementation of the Model C-2 program enhancement contained in the approved application, measurable indicators/evidence of school change and improvement as proposed in the application, school Performance Index, State-developed checklists of knowledge and skills or alternative assessments in those areas where there are no State assessments, and compliance with the six non-negotiable Educational Conditions. |  **YES NO** □ □ |
| Submission of status report to the State Education Department | There is a signed assurance from the President of the Board of Education, the Superintendent of Schools and the principals of each of the Model C-2 schools (in the case of New York City, the Chancellor, the appropriate Regional Superintendents and principals) that the district and the middle-level school(s) will submit an annual status report to the State Education Department on the implementation of the Model C-2 application in such form and according to such timelines as may be prescribed by the commissioner. |  **YES NO** □ □ |
| Implementation of the C-2 application | There is a signed assurance from the President of the Board of Education, the Superintendent of Schools and the principals of each of the Model C-2 schools (in the case of New York City, the Chancellor, the appropriate Regional Superintendents and principals) that the middle-level schools included in the Model C-2 applications agree to implement the Model C-2 application as proposed. |  **YES NO** □ □ |