Collaborative Learning for Outcomes
Connecting LEAs with the Rhode Island Department of Education

The Rhode Island Department of Education (RIDE) has established a new progress monitoring process that leads to two-way communication between the State and its 50 participating and two involved local educational agencies (LEAs).[1] Called Collaborative Learning for Outcomes (CLO), RIDE has established nine small groups, each consisting of three to seven LEAs (including charter schools). Each CLO group holds a series of in-person meetings four times a year. The purpose is to enable LEAs to learn from one another and problem-solve thorny issues of implementation (such as staffing or sufficient professional development), while also providing RIDE with valuable feedback about Race to the Top implementation.

The CLOs form a community for LEAs, giving them access not only to each other, but also to RIDE. Even in a small State like Rhode Island, this level of consistent and sustained communication is unusual and may shed light on ways that SEAs could remake their relationship with their LEAs. For example, RIDE already has learned a lot about how thoroughly it needs to communicate with LEAs on implementation issues—even if agency staff thought they already had communicated enough.

"We actually identify as a cohort, areas of need, things we're struggling with the most, and we have opportunities for colleagues to present best practices to share ideas," said James Erinakes, superintendent of the Exeter-West Greenwich Regional School District. "We can brainstorm how to implement some of those ideas in our own districts. That's been a really positive thing."

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[1] There are 52 participating and involved LEAs included in the Collaborative Learning for Outcomes (CLO) process in the 2012–2013 school year, which is an increase from the original 50 LEAs that had signed on to the Race to the Top.

Rhode Island Public School Demographics (2011–2012)

300 public schools

54 LEAs (including **13** independently operated charter schools and one regional collaborative)

142,854 students

44% of students eligible for subsidized lunch

6% of students receive English learning services

16% of students receive special education services

64% Caucasian; **22%** Hispanic; **8%** African-American

Source: http://infoworks.ride.ri.gov/state/ri

Race to the Top Initial Award Details

Award amount: **$75,000,000**

50 participating LEAs, **2** involved LEAs

298 participating or involved schools

141,311 students in the participating or involved schools

Source: Rhode Island Department of Education

How the CLOs Work

With the help of UPD Consulting, a firm that is providing support to the agency for Race to the Top implementation, and a group of stakeholders, RIDE designed the CLO process as part of the State's Race to the Top performance monitoring plan. To make it more reflective of the LEAs' needs, the RIDE CLO planning team visited all LEAs the summer before launch to get feedback about the idea, preview what the structures would look like and how the meetings would run. This reinforced RIDE's intention for the CLO to be more than just "compliance" and that the LEAs were equal partners in the design of the process. The data provided by the CLOs is also part of the State's monitoring of its progress on the grant and quality of implementation, and is included in its EdStat performance management process (see additional publication, "EdStat in Rhode Island: A Case Study of Race to the Top Performance Management").

Each CLO group consists of LEAs brought together because of similar size, student composition, geographic location or interests. Team members include staff critical to the Race to the Top implementation (for example, superintendents, assistant superintendents, principals, charter school directors, IT directors or other staff in charge of curriculum and instruction).

The CLOs meet four times a year, clustered over a period of weeks, generally in the fall, winter and twice in the spring. RIDE sends issues for discussion and data requests in advance of each CLO meeting. Every meeting focuses either on a theme (educator evaluation or standards implementation, for example) or topics that the LEAs want to examine, guided by the State's strategic priorities. LEAs share with their peers the strategies that have worked, tools they have found helpful and general advice. A facilitator from RIDE leads the meeting, and additional RIDE staff document feedback for RIDE project teams as well as additional context around practices shared.

As a result of an idea she learned at her CLO, Georgia Fortunato, superintendent of the Lincoln Public Schools, revamped a portion of her district's website to feature training modules and other helpful items for teachers who were not able to attend in-person sessions on the new teacher evaluation instrument. She plans to do the same for trainings on other Race to the Top items and credits the CLO process for pushing her to think differently about communicating with teachers.

"I can't say enough about having the ability to collaborate with other professionals who are in the same situation, trying to implement very important initiatives under Race to the Top," Fortunato said. "With the CLO process, knowing you're going to have two hours of uninterrupted support—believe me, that goes a long way with us."

If LEAs have questions for RIDE, they are not answered on the spot, by design. After each CLO meeting, RIDE staff from the Commissioner's Office sends Race to the Top project teams a concise list of important feedback received and issues or questions that need to be addressed by the teams as well as the project the issue is associated with, whether a response is required and room for the response. This information is also accompanied by the more detailed notes, which can sometimes be three to five single-spaced pages. The RIDE facilitator aggregates all of the answers into a Frequently Asked Questions document, which is sent to all LEAs. See Appendix A: Notes from the CLO Quarter 4 Group 4 and 5 Meetings. View a short video clip with Commissioner Deborah Gist describing the value of the CLO process ▶

Many States and LEAs have embraced the concept of professional learning communities or regional breakout sessions for LEAs. However, RIDE designed the CLO with unique features aimed at providing practical solutions to districts' implementation challenges.

- **LEA data contributes to RIDE's overall project and performance management:** In addition to learning about on-the-ground implementation issues, RIDE uses data collected during the CLOs for its agency-wide performance management process, called EdStat. This process gives RIDE a different way of tracking progress, which not only describes the steps RIDE undertook,

but the perspectives of LEAs and the ways in which they responded. "[CLO] afforded us an opportunity to cross-check our own instincts about how effectively we communicated," said Andrea Castaneda, RIDE's chief of accelerating school performance. "We've realized there were whole topics we were presenting in the wrong way, and it created confusion." For a sample CLO reporting form, see Appendix B: Rhode Island Race to the Top Collaborative Learning for Outcomes Reporting Form.

- **The CLO sessions are not technical assistance, but rather ways for LEAs to learn from each other:** RIDE made clear from the beginning that the CLO sessions were not Q-and-A for SEA staff, and that the LEAs should engage in peer discussion in order to address the implementation challenges they were facing. In these unique circumstances, the SEA did not have all of the answers; rather, the LEAs were the experts. "It's a question that we toss back onto the table," Castaneda said, "and they start sharing some of the nitty-gritty, like 'How did you release that FTE? How did you create this little PD unit in your district?' You get this exchange that's really down to the kind of nitty-gritty that school districts actually know better than our idea of how to do it." LEAs are encouraged to include their technical assistance questions in their quarterly progress reports so the facilitator can bring those questions back to the project teams.

- **The facilitators are neutral:** To prevent the CLO sessions from focusing on RIDE's work rather than local work, none of the nine RIDE facilitators is a member of the Race to the Top project teams, so they have virtually no day-to-day stake in the topics under discussion. They include staff as varied as RIDE's administrator of child nutrition programs and the assistant school construction coordinator. The LEAs appreciate a fresh set of eyes and ears—they know that their questions will be reported back objectively—and RIDE facilitators appreciate learning about the Race to the Top initiative. Facilitators received training to conduct the CLO sessions and remain with their

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CLO group the entire year. All nine facilitators have signed up again for 2012–2013. "It's been a great development opportunity for me as a professional," said Manuel Cordero, a facilitator whose day-to-day job is assistant school construction coordinator.

- **RIDE and LEAs collaborate to set agendas:** Exit feedback from the early CLO sessions suggested that while most found the sessions somewhat valuable, the LEAs wanted more concrete solutions. In parallel, RIDE wanted to shift ownership of the meeting agendas to the LEAs. As RIDE changed the focus to include sharing best practices, LEAs began to feel more ownership over the meeting time. The conversations yielded more productive solutions, and exit feedback data indicated that LEAs found the sessions to be of higher value. RIDE staff note they would like LEAs to continue shaping the CLO agendas and sharing information. But they also wish to continuously emphasize the need for LEAs to examine their performance data—both in terms of student achievement and their quarterly progress against their Scope of Work tasks—and to consider successes and challenges in that context.

At first, LEAs saw the CLOs as a requirement and were hesitant about the value it might yield. However, as the CLOs have developed into a mechanism for support and sharing, LEAs increasingly have rated the CLOs positively, according to RIDE surveys. The advice

LEAs share varies from big-picture tasks to small details. One district shared that they had created an online web page using a tool called "LiveBinder," which aggregated all of the Common Core State Standards transition resources produced by RIDE and other sources. Other districts found LiveBinder helpful and also appreciated that the binder was open for them to share with their own educators. Another district shared a simple solution to a challenge that many districts were facing around copious amounts of evidence being submitted by educators to support their evaluations. Their district provided each teacher with a one-inch binder and informed them that all evidence must fit into that binder.

"The CLO process was established as a long-term strategy that the State could use to effectively work with its LEAs in a way that is different from past efforts," said Mary-Beth Fafard, Rhode Island's Race to the Top coordinator. "It's much more disciplined about having LEAs work together as a community of practice, to help them share effective practices and to problem solve. We had it designed with that in mind, and that would be different than the episodic, once-a-year event when student achievement scores go out, and there's a lot of talk and noise, but then it goes away."

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> Rhode Island's Race to the Top coordinator

At the last CLO meeting of the 2011–2012 school year, the CLO had a large-group discussion about scheduling professional development, then broke into small groups to look over questions that the LEAs had for each other. Reflecting on the CLO process for the year, Linda Paolillo, assistant director of Kingston Hill Academy, a charter school in South Kingstown, said some charter schools have felt disenchanted at times with RIDE because they believed the agency did not understand their unique needs. The CLOs, however, have been a place for RIDE to listen and learn from charter schools, and for charter schools and other LEAs to learn from each other.

"The best thing we've gotten out of this is a sense that we're all in this together," Paolillo said. "To see where we fall with everyone else has given us momentum and energy that we can do this."

RIDE hopes to keep the CLO process intact after Race to the Top ends, perhaps as a way to monitor ongoing State efforts or other federal grants. "We've mapped out the growth trajectory for the CLO process and what we hope to accomplish into a series of years beyond Race to the Top," Castaneda said.

Appendix A:
Notes from the CLO Quarter 4 Group 4 and 5 Meetings

Notes from the CLO Quarter 4 Group 4 and 5 Meetings

Project	Question/Issue	CLO Group or District Asking	Response Needed	Answer
CCSS	Without the generosity of the consultants we found to facilitate HS group, the curriculum workshops for middle level would have stalled or been facilitated by inexperienced leaders. While districts often prefer to select their own PD providers, it is difficult to compete with RIDE for the limited local resources available and we cannot afford to contract with national vendors.	District A's QPU Form	No	FYI
Ed Eval	Throughout the process and to a significant level during the end of year conferences, principals have determined that approximately 45-60 minutes of conferencing is necessary not only to give the full evaluation the thorough analysis necessary to be effective but also to respect the level of effort diligence and time teachers committed to the process.	District A's QPU Form	No	FYI
Induction	Our two new teachers continue to meet with their RIDE mentor and attend state-wide mentoring workshops. Both have expressed that they find the mentor well-informed and helpful and the state-wide sessions beneficial. The administrators will continue to meet with the mentor to discuss the new teachers' progress.	District A's QPU Form	No	FYI
CCSS	District B has been able to aggressively study the CCSS due to the RIDE RTTT mini grant. Thanks!	District B's QPU Form	No	FYI
Induction	Who is paying for induction coaches? (districts have been billed for ISP through a third party and then reimbursed by RIDE – how will coaches funds be paid?)	CLO group 4	Yes	
Data Systems	Capacity of greater amounts of data: where does RIDE's responsibility for upgrades/accommodations for large amounts of data end and districts responsibility begin?	CLO group 4	Yes	
Ed Eval	When will the pared-down version of the educator evaluation tool be published?	CLO group 4	Yes	
Ed Eval	Despite all of the apprehension felt to get into classrooms to observe teachers, building admins are really getting quality time in classrooms that otherwise would not have been possible.	CLO Group 4 participant (not sure which district)	No	FYI
CCSS	District B's Curriculum Website is awesome!	District B presentation during CLO group 4	No	FYI
Ed Eval	District C shared a concern that was echoed by others in the group around the importance of SLOs and how there is a lot of anxiety and uncertainty about how to create these with fidelity and consistency. The group requested information about how and when RIDE will be providing more support around SLOs.	CLO group 5	Yes	

Appendix B:
Rhode Island Race to the Top
Collaborative Learning for Outcomes
Reporting Form

Race to the Top Quarterly Progress Update:
Guidelines for Districts

The Collaborative Learning for Outcomes (CLO) meetings and Quarterly Progress Update (QPU) reports are integral parts of our Race to the Top performance management process. The report content helps RIDE to tailor the CLO meeting agendas so that the practices shared are relevant and responsive to the challenges you are facing in implementation.

INSTRUCTIONS:
The report is due to your facilitator <u>one week prior</u> to each meeting, at the latest. This allows RIDE to review all of the reports, reflect on common challenges, and identify promising strategies that would benefit the CLO group.

Provide Overall Suggestions to RIDE. Reflect on the specific challenges your district is experiencing. If applicable, suggest discussion topics or strategies you would like to see shared that may help address those challenges.

- EXAMPLE: *Our administrators are struggling to train all teachers on the Educator Performance and Support System (EPSS). Do other districts have resources they have created or strategies they have used to deepen understanding of the EPSS among their teachers?*

Select an Implementation Status. For each project, review the scope of work (SOW) tasks for the *current and prior* quarters. Based on the guidance below, select the status that best describes your implementation progress to date. Please note that the timing of the CLO meetings *does not* necessarily correspond with the RTT quarters (i.e. the fourth CLO meeting occurs during RTT quarter 3). Therefore, you should always report the status of the tasks completed at the time of the report date. For example, for the first CLO meeting of the year, you should report on the Year 2 tasks that you completed over the summer (i.e. through August 2012), as well as tasks completed thus far during the first quarter (September – November) of Year 3.

Status	Guidance
On-Track/ Complete	If the majority of the tasks from the *prior quarter* are complete, and the tasks from the *current quarter* are on-track to be completed during the anticipated timeframe
Delayed	If some of the tasks from the *prior quarter* are complete, but others have not yet been completed, and the district may have difficulty completing the *current quarter's* tasks in the anticipated timeframe
Off-Track	If your district has not completed the majority of the tasks anticipated to date, or is having significant challenges with one or more tasks
Not Applicable	For projects that your district is not participating in during the upcoming year, select 'Not Applicable.' Please note: This status should apply to only System of Support 2 Instructional Improvement Systems projects.

Describe Your Progress To Date. For each project, describe the progress that has been made since the last report and the strategies your district has used. You may find it helpful to consider the Basic Education Program (BEP) capacities (i.e., Support, Leadership, Infrastructure, and Content). This should <u>not</u> be a reiteration of your prior quarter's update. Where the work or strategies are similar in nature (or have been carried over from a prior quarter), consider including an update on the results garnered or refinements made.

- EXAMPLE: *All identified evaluators attended the summer Academy. Evaluators have started to complete the online calibration exercises. Our district has developed an online tracking system so that the Director of Professional Development can ensure that all evaluators complete the required modules prior to the RIDE due date.*

HELPFUL TIPS & TRICKS:
- Bullet points are fine; however, Adobe does not have automatic formatting for bullet points.
- If you would like to copy and paste from a Word document, we recommend that you format the Word document before pasting into the PDF form. The font size for the text boxes is 11.
- It is no longer necessary to reference the BEP capacities when writing the progress updates.
- There is no need to reference the SOW task numbers in your update.
- Do not repeat content from the prior quarter's report.

| Submit by Email |

General Information & Overall Reflections

General Information

LEA	
Name(s) and Role	
CLO Meeting		Date of Report	

Overall Reflections

Suggestions for Practice Sharing within your CLO group
Based on the implementation challenges your district is facing, what discussions or practice sharing topics would you find most helpful in the upcoming meetings?

Technical Assistance Needed/Questions for RIDE
Please describe any specific technical assistance needs or questions that you have for RIDE which have not already been addressed by the project teams.

System of Support 1
Standards and Assessment

Intensive Curriculum Alignment and Model Curriculum Development

		Year 2: September 2011- August 2012	Year 3: September 2012- August 2013			
			Q1 Sept - Nov	Q2 Dec - Feb	Q3 Mar - May	Q4 Jun - Aug
1	Develop and communicate a multi-year Transition Plan for the Common Core State Standards implementation, including clear expectations for school level transition benchmarks and a plan for developing a curriculum aligned to the CCSS in grades K-12	x	x	Modify as needed	Modify as needed	Modify as needed
2	Identify opportunities for educators to work collaboratively to deepen understanding of CCSS (e.g. Common Planning Time, grade level team, department meetings, faculty meetings)	x	x	Modify as needed	Modify as needed	Modify as needed
5	Create implementation plan, including the identification of aligned resources, to support roll out of new curricula by target date of September 2013.	x	x	Modify as needed	Modify as needed	Modify as needed
6	Develop curriculum aligned to the Common Core State Standards, including participation in Dana Center curriculum writing and leadership sessions (if applicable)	x	x	x	x	x

Select a Status for this Project
Based on the timing of the Scope of Work tasks above, select the status that best describes your district's overall progress.

Describe your progress against the Scope of Work tasks above.
Reflect on not only the progress, but also the quality, of your implementation; include the strategies used in your district that have helped you move forward.

Formative Assessment Professional Development Modules

		Year 2:	Year 3: September 2012- August 2013			
		September 2011-August 2012	**Q1** **Sept - Nov**	**Q2** **Dec - Feb**	**Q3** **Mar - May**	**Q4** **Jun - Aug**
1	Create multiyear plan for implementation of formative assessment PD modules, including the process and timelines by which all educators will participate in the formative assessment training modules		x			
2	Identify facilitators who will support the implementation of formative assessment practices in daily instruction		x			
3	Coordinate participation of educators in training modules and communities of practice			x	x	x	x

Select a Status for this Project
Based on the timing of the Scope of Work tasks above, select the status that best describes your district's overall progress.

Describe your progress against the Scope of Work tasks above.
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Interim Assessments

		Year 2:	Year 3: September 2012- August 2013			
		September 2011-August 2012	**Q1** **Sept - Nov**	**Q2** **Dec - Feb**	**Q3** **Mar - May**	**Q4** **Jun - Aug**
1	Identify method by which all educators will have access to interim assessments		x			
2	Develop timeline for training of all educators in the use of interim assessments utilizing train-the-trainer model		x			
3	Develop protocols or expectations regarding the use of interim assessment to inform instruction including timelines for administration and process for scoring and reporting results		x	x		
4	Send LEA-determined facilitators to RIDE provided training on both the Fixed-Form assessment tool and the test-building tool			Fixed Form	Test Builder		
5	Train educators in the LEA on the administration and use of interim assessments utilizing RIDE-trained facilitators			x	x	x	x
6	Administration of Interim Assessments in selected grades and content area(s)			1st	2nd	3rd	

Select a Status for this Project
Based on the timing of the Scope of Work tasks above, select the status that best describes your district's overall progress.

Describe your progress against the Scope of Work tasks above.
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Instructional Management System (IMS) Data Platform

		Year 2: September 2011- August 2012	Year 3: September 2012- August 2013			
			Q1 Sept - Nov	Q2 Dec - Feb	Q3 Mar - May	Q4 Jun - Aug
1	Designate an LEA data steward to support decision making around data collections and systems implementation and to provide input and feedback on data initiatives through designated representatives		x	As Needed	As Needed	As Needed	As Needed
2	Maintain data quality standards of local student information systems and upload local assessment data and program information as required by RIDE in a timely manner		x	x	x	x	x
3	Review the RIDE *IMS Training Plan* and develop a multiyear training and implementation plan to provide all educators with access and training on the system		x				
4	Based on *IMS Training Plan* guidance, register and attend training for Administrative Users (i.e. users who will maintain and configure both the Primary IMS and RtI Module) and LEA Trainers (i.e. staff to be trained as trainers)		x				
5	Following RIDE training, LEA Administrative Users and LEA Trainers configure the IMS for educator use and to provide end users with access and training needed to utilize the IMS for daily activities		x	x	x	x	x
6	Deepen the understanding and use of the IMS among all educators			x	x	x	x

Select a Status for this Project
Based on the timing of the Scope of Work tasks above, select the status that best describes your district's overall progress.

Describe your progress against the Scope of Work tasks above.
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Data Use Professional Development

		Year 2: September 2011- August 2012	Year 3: September 2012- August 2013			
			Q1 Sept - Nov	Q2 Dec - Feb	Q3 Mar - May	Q4 Jun - Aug
1	Complete a needs assessment survey indicating the use of and collaboration around data within schools and across the LEA		x				
2	Based on RIDE implementation plan, determine the timing of LEA participation in `Data Use' Professional Development and provide RIDE with the schools that will participate in Year 1 and/or Year 2 training cohorts		x				
3	In coordination with RIDE, select `Data Use' training dates for each cohort of schools, as applicable		Year 1				Year 2
4	Identify and provide RIDE with the leadership team members from each school who will participate in the Year 1 and/or Year 2 training cohorts, as applicable		Year 1				Year 2
5	Following `Data Use' professional development, identify district and school practices to sustain and deepen data use and collaboration			x	x	x	x

Select a Status for this Project
Based on the timing of the Scope of Work tasks above, select the status that best describes your district's overall progress.

Describe your progress against the Scope of Work tasks above.
Reflect on not only the progress, but also the quality, of your implementation; include the strategies used in your district that have helped you move forward.

System of Support 3
Educator Excellence

Educator Evaluation

		Year 2: September 2011- August 2012	Year 3: September 2012- August 2013			
			Q1 Sept - Nov	Q2 Dec - Feb	Q3 Mar - May	Q4 Jun - Aug
1	Participate in educator evaluation model design, development and refinement feedback opportunities	x	x	x	x	x	x
2	Identify District Evaluation Committee members, responsible for monitoring the implementation of the system and providing recommendations to LEA leadership teams		x				x
3	Identify individuals who will serve as primary and, if applicable, secondary/complementary evaluators		x				x
4	Send all required evaluators to RIDE-provided evaluator training on model; Send evaluators and system administrators to training on the Educator Performance Support System (EPSS) data system		x			Midyear half day	Midyear half day
5	Examine LEA Policies and Contracts for Challenges; where applicable, consider memorandums of understanding or contract renewal language which will support district implementation of evaluations	x	x	x	x	x	x
6	Create a plan for the appropriate use of funds to support implementation of educator evaluation system		x				x
7	Complete required components of RI Model for educator and building administrator evaluations		x	SLOs/ Goals	Midyear Conf.	Midyear Conf.	Report & Ratings
8	Submit evaluation data and documentation (e.g. component and summative level ratings, verified rosters); provide other requested information to support RIDE research and system improvement		x	x	x	x	x
9	Use Evaluation Data to identify individual and school/district-wide professional development needs and act on those needs					x	x

Select a Status for this Project
Based on the timing of the Scope of Work tasks above, select the status that best describes your district's overall progress.

Describe your progress against the Scope of Work tasks above.
Reflect on not only the progress, but also the quality, of your implementation; include the strategies used in your district that have helped you move forward.

System of Support 4
Human Capital Development

New Teacher Induction

		Year 2: September 2011- August 2012	Year 3: September 2012- August 2013			
			Q1 Sept - Nov	Q2 Dec - Feb	Q3 Mar - May	Q4 Jun - Aug
1	If applicable, recommend potential Induction Coaches to RIDE		x			x
2	Review and revise hiring policies, timelines and processes in order to support appropriate and timely projections for anticipated hires requiring induction coach services		x		x	
3	Provide RIDE with list of beginning teachers who will receive Induction Coach support in a timely manner in order to ensure that all beginning teachers have coaching		x	x		x
4	Participate in RIDE-provided information opportunities in order to learn about induction coach program		x			x
5	Provide feedback to RIDE on the development and integration of existing mentorship programs into a sustainable, instructionally-focused state or district-wide Induction Coach model				x	x

Select a Status for this Project
Based on the timing of the Scope of Work tasks above, select the status that best describes your district's overall progress.

Describe your progress against the Scope of Work tasks above.
Reflect on not only the progress, but also the quality, of your implementation; include the strategies used in your district that have helped you move forward.

School Achievement Specialists

		Year 2:	Year 3: September 2012- August 2013			
		September 2011-August 2012	**Q1** Sept - Nov	**Q2** Dec - Feb	**Q3** Mar - May	**Q4** Jun - Aug
1	Procure School Achievement Specialist services for Cohort I and Cohort II	I	II			
2	Work with RIDe to establish progress monitoring plan for School Achievement Specialist vendor			x		
3	Monitor the effectiveness of cohort I and II school achievement specialists supporting identified schools in collaboration with RIDE		I			II
4	Adjust and modify School Achievement Specialist supports to PLAs as needed			I		

Select a Status for this Project
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Describe your progress against the Scope of Work tasks above.
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Turnaround Principal Leaders Corps

		Year 2:	Year 3: September 2012- August 2013			
		September 2011-August 2012	**Q1** Sept - Nov	**Q2** Dec - Feb	**Q3** Mar - May	**Q4** Jun - Aug
1	Assess leadership needs for the identified PLAs	I	II			
2	Identify and recommend to RIDE school-based, district-based and non school-based leaders within the LEA as potential participants for the turnaround principal leadership corps group I and group II		I		II	II
3	Turnaround Principal Corps members attend residency and professional development as offered by RIDE			x	x	x	
4	Determine placement for Turnaround Principal Leader corps members following successful completion of residency program					x	x

Select a Status for this Project
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Describe your progress against the Scope of Work tasks above.
Reflect on not only the progress, but also the quality, of your implementation; include the strategies used in your district that have helped you move forward.

Spring 2012 and Summer Leadership Institute

		Year 2:	Year 3: September 2012- August 2013			
		September 2011-August 2012	**Q1** Sept - Nov	**Q2** Dec - Feb	**Q3** Mar - May	**Q4** Jun - Aug
1	Provide feedback on the design and delivery of spring 2012 and summer institutes		x		x	
2	Identify a core team to attend spring 2012 and summer institutes		x		x	
3	Attend spring 2012 and summer institute training		x		Summer 2013	
4	Identify the need for up to 5 days of additional job-embedded follow-up to spring 2012/summer institute and coordinate delivery with the RIDE vendor		x		x	

Select a Status for this Project
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Describe your progress against the Scope of Work tasks above.
Reflect on not only the progress, but also the quality, of your implementation; include the strategies used in your district that have helped you move forward.

Teacher Evaluation Support

		Year 2:	Year 3: September 2012- August 2013			
		September 2011-August 2012	**Q1** Sept - Nov	**Q2** Dec - Feb	**Q3** Mar - May	**Q4** Jun - Aug
1	Design and submit a program and budgetary plan for implementing Teacher Evaluation Support in PLA schools		x			
2	Hire/procure Teacher Evaluation Support services		x	x		
3	Work with RIDE to establish progress monitoring plan for Teacher Evaluation Support services and/or vendor			x		
4	Monitor the effectiveness of Teacher Evaluation Support vendor/services			x	x	x	x

Select a Status for this Project
Based on the timing of the Scope of Work tasks above, select the status that best describes your district's overall progress.

Describe your progress against the Scope of Work tasks above.
Reflect on not only the progress, but also the quality, of your implementation; include the strategies used in your district that have helped you move forward.