

NERCC's Mission: Leverage collective action to maximize student learning.

Vision

NERCC is an **interdependent, evidence-based, intentional collaborative learning community** that systematically supports student success through a recognized network of service providers.

Values

NERCC is **INTERDEPENDENT.**

Members...

- Work collaboratively as a learning community to prioritize, make sense of, and align resources within the region for effective and efficient addressing of needs.
- Know and support the work of all committees.
- Read updates, reports, and summaries prior to meetings.
- Attend - or be represented at all meetings that are relevant to your work.
- Articulate – and adhere to – the meeting norms of NERCC.
- Effectively communicate.
- Maximize and standardize the use of the Region 2 Portal
- Promote a spirit of inquiry.

NERCC is **EVIDENCE-BASED.**

Members...

- Use multiple sources of data/evidence to guide and prioritize our work.
- Count on Region 2/CISC reps to summarize and focus attention on regional concerns.
- Promote use of assessment for learning as part of a balanced assessment system.

NERCC is an **INTENTIONAL COLLABORATIVE LEARNING COMMUNITY.**

Members...

- Develop capacity to lead schools & districts by bringing & sharing research and best practices in the following areas:
 - Essential Program Components
 - Quality Teaching & Learning
 - Effective Leadership
 - Support for Systematic Improvement
 - Clear & Collaborative Relationships

Norms

We will...

Committee-Lead Responsibilities:

- Coordinate and set meeting dates.
- Use polycom for small groups as much as possible.
- Expect all leads to post dates, agendas and outcomes/summaries on the Region 2 Portal in a timely manner.
- Prepare timely reports and distribute to members prior to NERCC meetings.

Prior to Meetings:

- Expect all counties to attend or be responsible for getting information that was shared so that all districts are kept informed.
- Come prepared.

During Meetings

- Use active, attentive listening.
- Allow time for processing, pausing, and inquiry.
- Value learning time together.
- Strive for unanimous consensus, or reach majority consensus to make decisions.
- Use time to share pertinent tools to meet the needs of districts – preset by agenda.
- Maintain a results-orientation.
- Be responsible for own needs.
- We will be fully “present” at the meeting by becoming familiar with materials before we arrive and by being attentive to behaviors which affect physical and mental engagement.



SMART Goal: *By June 2010, NERCC will build the capacity of 100% of County Offices of Education in Region 2 to systematically support student success through a recognized network of service providers focused on: Continuous District & School Improvement, Curriculum & Instruction, & Assessment.*

INDICATORS*

1. Quality Teaching & Learning

MEASURES*

For each measure: Develop a research base & tools to translate to practice

A. High Expectations

- PLC/Collaboration
- Classroom Walkthroughs
- BTSA & California Standards for the Teaching Profession
- Career Tech Ed

B. Quality Classroom Instruction

- Effective Pedagogy & Content Knowledge
 - Active Engagement Strategies (Relevant, Motivating)
 - Instructional Strategies
 - Differentiated Instruction
- Support for Instruction
 - Classroom Walkthroughs
 - Instructional Coaching
 - Formative Assessment
 - Keeping Learning on Track (KLT)
 - SIOP
 - Instructional Materials

Continued

TARGET

Vision for Instruction

By June 2010, assemble research, research-based practices and samples of quality instruction to illustrate Tier 1 components, specifically differentiated instruction and monitoring through classroom walkthroughs.

Instructional Materials

By June 2010, collect and review feedback from districts to determine ELA adoption timeline.

Keeping Learning on Track

By August 2009, provide a “Keeping Learning on Track” (Training of Trainers) to 50% of the COE’s in Region 2. By August of 2010, the remaining 50% will have been provided similar training.

RESPONSIBILITY

NERCC Committee Members
Judy Flores, NERCC Chair

Curriculum & Instruction Committee
Kest Porter, Chair
Marion Murphy Shaw - Lead

Curriculum & Instruction Committee
Kest Porter, Chair
Ruthe Deese – Lead

Assessment Committee
Mary Tribbey, Chair

**Drawn from:
“Characteristics of Improved School District”
Themes from Research”
Shannon & Bylsma (2004)
& California’s Essential Program Components*



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INDICATORS*

1. Quality Teaching & Learning (continued)

MEASURES*

For each measure: Develop a research base & tools to translate to practice

C. Coordinated & Embedded Professional Development

- SB 472
- Instructional Coaching
- Lesson Study
- PLC/Collaboration
- Effective Pedagogy & Content Knowledge
- Differentiated Instruction
 - Students with Disabilities
 - English Learners
 - Socio-Economically Disadvantaged

D. Coordinated & Aligned Curriculum & Assessment

- Textbook Adoptions
- Pacing Guides/Calendar/ Curriculum Mapping
- Keeping Learning on Track (KLT)
- Pyramid of Interventions/Response to Intervention (system & structures)
- Alignment of Pacing to Assessments to Reporting

TARGET

RESPONSIBILITY

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INDICATORS*

2. Effective Leadership

MEASURES*

For each measure: Develop a research base & tools to translate to practice

A. Focus on All Students Learning

- **AB 430**
- **PLC/Collaboration** (Admin role/lens)
- **School Schedule (Minutes)**
- Response to Intervention (Monitoring & Supporting)
- Students with Disabilities
- English Learners
- Administrative Oversight of Quality Teaching & Learning
- **Pacing & Assessment Calendar**

B. Dynamic & Distributed Leadership

- Leadership Team Development/Distributed Leadership
- District Leadership Team
- Developing Teacher Leaders
- Facilitation Skills
- 1st & 2nd Order Change
- Process of Change
- 21 Leadership Responsibilities (Balanced Leadership)
- Coaching for Administrators
- Critical Conversations with Staff
- Breakthrough Coach

C. Sustained Improvement Efforts Over Time

- Structures for Sustaining Efforts
- Needs Assessments to Continuously Look for Areas to Improve

TARGET

School/District Improvement

By June 2010, schools/districts effectively implementing the Essential Program Components (EPCs) & effective instruction will be identified. Practices from a variety of school configurations (K-5, K-8, 6-8, 9-12) with examples of actual schools showing improvement will be shared with the focus on looking for repeated patterns and sustained success.

ETS/CDE Workshops

Each COE will encourage participation in and facilitate ETS or CDE assessment/data workshops via videoconference throughout the year, and report participation at the regular meetings.

Region 2 Assessment Notes

On a bi-monthly basis, members will discuss, and clarify the information presented in the Region 2 Assessment Notes, and will disseminate that information to all stakeholders within their counties.

RESPONSIBILITY

NERCC Committee Members
Judy Flores, NERCC Chair

Assessment Committee
Mary Tribbey, Chair

Assessment Committee
Mary Tribbey, Chair

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INDICATORS*

3. Support for Systemwide Improvement

MEASURES*

For each measure: Develop a research base & tools to translate to practice

A. Effective Use of Data

- Data Protocol
- Technology Training for Data System
- **System for Data Monitoring**
- Other sources of data:
 - Perception
 - Process
 - Demographic
 - Outcome

B. Strategic Allocation of Resources (Time, Personnel, Materials, Facilities)

- **Alignment of Funds & Goals** (Janelle Kubinec’s work)
- FCMAT tool
- Response to Intervention/Pyramid of Interventions (resources)
- HR/Fiscal on PLC (District Leadership Team)

C. Policy & Program Coherence

- CPM / WASC
- Single Plan for Student Achievement
- LEA Plan
- EL Support
- School Board Awareness & Training
- CDE Tool – DAIT Standards
- Corrective Action Plan

TARGET

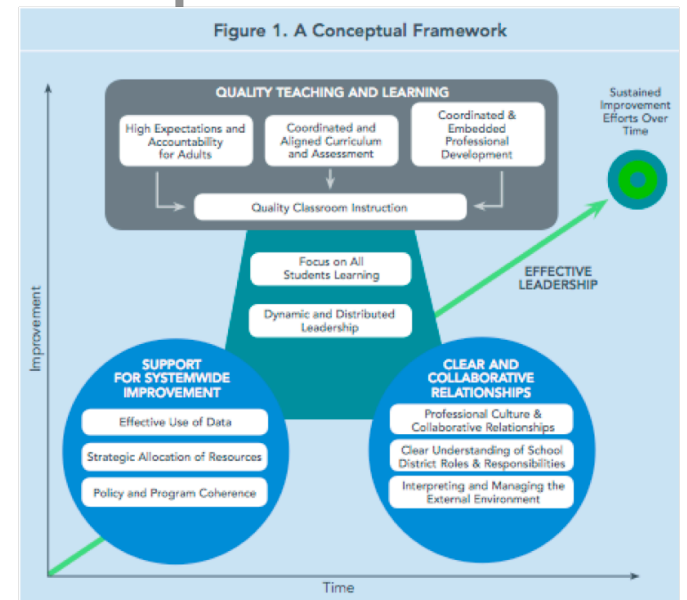
Data Protocol

By December 2009, complete, pilot, and make available to each county office the Region 2 data analysis protocol and associated resources.

RESPONSIBILITY

Assessment Committee
Mary Tribbey, Chair

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INDICATORS*

4. Clear & Collaborative Relationships

MEASURES*

For each measure: Develop a research base & tools to translate to practice

A. Professional Culture & Collaborative Relationships

- **Collaboration**
- PLC's as defined by Learning by Doing:
 - Trust
 - Norms
 - Team Building / Maintenance
- District Leadership Team (including all stakeholders: unions, parents, school board, etc.)
- "Below the green line" – Technical & Relational: Relationships, Information, Identity

B. Clear Understanding of School and District Roles & Responsibilities

- Loose/Tight
- Leadership teams role with PLCs
- Cabinet Level Work vs. Site Level Work

C. Interpreting & Managing the External Environment

- Relationships with Stakeholders
- Family Involvement
- Buffering from External Forces

TARGET

NERCC New Goal #2

- By June 2009, NERCC members will have collected current research related to professional culture and collaborative relationships to inform our work with districts and schools. (List out stakeholders, i.e. bargaining units, etc)
- By June 2010, NERCC members will use the collected research to refine best practices related to professional culture and collaborative relationships to assist with building working relationships between county offices and districts, county office and regional projects, and districts and school sites.

APL-CORE Project

By June 2010, APL-CORE teams will provide evidence of progress towards the implementation of the elements of a Professional Learning Community, on site and regionally, which will establish a culture of continuous improvement, focused on results.

RESPONSIBILITY

NERCC Committee Members
Judy Flores, NERCC Chair

APL-CORE Project
Cricket Kidwell, Chair

**Drawn from:
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2 A Look at the Measures Components by Committee: *(Outcomes: Research Base Translated to Practice)*

Continuous District & School Improvement

High Expectations for Adults

Clear Understanding of School District Roles & Responsibilities

Interpreting & Managing the External Environment

Dynamic & Distributed Leadership

AB 430

Fiscal

Strategic Allocation of Resources

Curriculum & Instruction

Instructional Materials

Instructional Time

SB 472

Instructional Support & Coaching

Pacing Guides

Assessment

Assessment Monitoring System

Effective Use of Data

Coordinated & Aligned Curriculum & Assessment

Professional Culture & Collaborative Relationships

Coordinated & Embedded Professional Development

Focus on All Students Learning

Quality Classroom Instruction

Policy & Program Coherence

A Look at the “Characteristics of Improved School District” Themes from Research” Indicators through CPM / WASC Lens:

Quality Teaching & Learning

- *Standards*
- *Assessment*
- *Accountability*
- *Professional Development*

Effective Leadership

- *Opportunity to Learn*
- *Equal Access*

Support for Systemwide Improvement

- *Governance*
- *Funding*
- *Staffing*

Clear & Collaborative Relationships

- *Involvement*