

New York City
DRAFT 2012-13 Citywide Instructional Expectations
May 16, 2012

EXECUTIVE SUMMARY

In 2012-13, schools will deepen and broaden the work from the 2011-12 citywide instructional expectations, including the special education reform. This effort will involve changes in practice for school leaders and teachers as they work together to ensure that all students, including students with disabilities and English language learners, develop the qualities and skills necessary to enroll, persist, and succeed in college and careers.

School leaders will ensure that:

1. **Teacher development will focus on supporting all students as they work toward meeting the Common Core standards.** Specifically:
 - a. Schools strengthen the common language and understanding of what quality teaching looks like by deepening the school community’s comprehension of the Danielson *Framework for Teaching*.¹
 - b. Schools select competencies relevant to teachers’ developmental needs and specifically consider the competencies that most support implementation of the Common Core standards:
 - Designing coherent instruction (1e);
 - Using questioning and discussion techniques (3b);
 - Using assessment in instruction (3d).
 - c. School leaders conduct frequent formative observations and provide feedback and professional development to support improved practice in identified competencies.
2. **Students will experience at least two Common Core-aligned units of study in math and two in ELA, social studies, and science aligned to the Common Core standards in literacy.** These units will focus on shifts in instruction that align to the Common Core:²

<i>In math</i>	<i>In ELA, social studies, and science</i>
Require fluency, application, and conceptual understanding	Require students to ground reading, writing, and discussion in evidence from text

In departmentalized situations, each teacher will adopt/adapt at least two units. In situations where the same teacher teaches math and literacy (such as in elementary schools), each teacher will adopt/adapt two math units and a minimum of two literacy units (incorporating ELA, social studies, or science). Units will provide points of access for all students and culminate in a performance task aligned to the Common Core standards. At least one unit must be aligned to the New York City Department of Education (DOE)-selected Common Core standards.³

In grades PK-8, schools will use guidance from the DOE to review the full school year and:

<i>In math</i>	<i>In literacy across content areas</i>
Reorganize the sequence of math content across the year to reflect the major work ⁴ of the grade that will be assessed by the 2013 state tests	Infuse opportunities to read and respond to a balance of literary vs. informational texts in light of the distribution assessed by the 2013 state tests

As a result, all students will:

- Engage in multiple Common Core-aligned units of study across content areas;
- Experience more challenging, rigorous discussions and assignments in order to accelerate their learning, deepen their knowledge and conceptual understanding, and strengthen their abilities to use text and textual evidence in writing and discussion.

¹ New York City Department of Education strongly encourages its schools work with the 2011 version of Danielson’s *Framework for Teaching*. Pending a collective bargaining agreement, schools that have worked extensively with a different rubric may continue to do so for the 2012-13 school year.

² The instructional shifts are articulated by Student Achievement Partners at <http://www.achievethecore.org/steal-these-tools> and by the New York State Education Department at <http://engageny.org/resource/common-core-shifts/>. See appendix for a crosswalk between the two versions.

³ See page 5 for the DOE-selected Common Core standards.

⁴ For a listing of content emphases by cluster, refer to <http://engageny.org/resource/math-content-emphases>. For additional guidance—including key advances by grade, opportunities for in-depth focus, connections between content and practice standards, etc.—refer to http://www.parcconline.org/sites/parcc/files/PARCC%20MCF%20for%20Mathematics_Fall%202011%20Release.pdf.

This information is provided as an example for the viewer’s convenience at this convening and is not generated nor endorsed by the U.S. Department of Education. No endorsement by the U.S. Department of Education of any product, commodity, service or enterprise mentioned in these presentations is intended nor should be inferred.

**New York City
DRAFT 2012-13 Citywide Instructional Expectations
May 16, 2012**

Schools will continue to share Common Core work and progress towards college and career readiness with families.

CONDITIONS FOR SUCCESS

The implementation of this work is a multi-year process. Schools, in consultation with their networks, are expected to strategically implement the work in ways most likely to move teaching practice and student learning forward based on school strengths and areas of development. Successful schools will create an environment that enables this work.

A. Ensure the entire school community is engaged in this work.

At a minimum, teachers of math, ELA, science, and social studies, including ESL, bilingual, and special education teachers, will implement two units of study aligned to the Common Core. Units may be adapted from each school’s existing units or adapted/adopted from the Common Core Library or other external sources. The culminating task for at least one unit must be aligned to the DOE-selected Common Core standards, which in 2012-13 also include the addition of a speaking and listening and a language standard in ELA.

- Classes that require significant reading, writing, and discussion of text should begin to shift instruction toward the Common Core. These classes may include the arts and technical subjects.
- In addition to the two math units, bilingual teachers may choose to implement one literacy unit in English and one literacy unit in the native language.
- In classrooms with co-teachers, teachers should focus on implementing units together.

B. Maximize opportunities for teachers to learn and grow in their practice.

Schools should provide opportunities for teacher development that promote independent and shared reflection and leadership growth, and that enable teachers to continuously evaluate and revise their classroom practices to improve learning outcomes.

<i>Teachers will</i>	<i>School leaders will</i>
<ul style="list-style-type: none"> • Use a shared understanding of the Danielson <i>Framework</i> to identify areas to focus professional growth and actively pursue that growth. • Based on actionable feedback, reflect on and shift daily practice as well as the planning and implementation of Common Core-aligned units. • Participate in teacher teams engaging in inquiry to: <ul style="list-style-type: none"> - Analyze student work to adjust teaching practice and instructional planning; - Plan Common Core-aligned units to gain familiarity with the key instructional practices required; - Plan for shifts in instruction; - Review the full school year in light of changes to the New York State (NYS) grades 3-8 tests; - Deepen understanding of the Danielson <i>Framework</i>. 	<ul style="list-style-type: none"> • With support from networks, integrate instructional expectations into the school’s plan for improving instruction for this school year. • Optimize resources (human, budget, time), data, and systems to support and monitor instructional work. • Build a culture in which the use of a research-based framework is viewed as a formative tool, designed to strengthen practice through frequent observations, followed by formative feedback and professional development focused on improved student learning. • Develop a normed understanding of the Danielson <i>Framework</i>, together with networks and central, to deepen expertise and accuracy for both administrators and teachers. • Deepen understanding of the instructional shifts required to meet the new Common Core standards.

C. In every classroom, ensure a culture for learning.

- Set high expectations for all students.
- Find opportunities to work with students on critical academic and personal behaviors necessary for college and career readiness: motivation, engagement, work habits/organization, communication/collaboration, and self-regulation.
- In K-5 reading, make specific plans for screening and provide tiered interventions for struggling students, as required by New York State’s implementation of Response to Intervention (RTI).

This information is provided as an example for the viewer’s convenience at this convening and is not generated nor endorsed by the U.S. Department of Education. No endorsement by the U.S. Department of Education of any product, commodity, service or enterprise mentioned in these presentations is intended nor should be inferred.

In addition, the instructional practices discussed or shown in the presentations are not intended to mandate, direct, or control a State’s local educational agencies’ or schools’ specific instructional content, academic achievement system and assessments, curriculum or program of instruction.

New York City
DRAFT 2012-13 Citywide Instructional Expectations
May 16, 2012

- As part of the special education reform, ensure students have access to learn within the least restrictive environment. Using Universal Design for Learning (UDL) is one way to do this.

CHANGES TO THE NEW YORK STATE TESTS

In order to ensure teachers and school leaders are well-informed of changes to the NYS tests during the transition to the Common Core, the DOE offers the following guidance.

GRADES 3 TO 8: PARCC assessments will not be available until 2014-15. However, NYS grades 3-8 ELA and math tests will be aligned to the Common Core beginning in the 2012-13 school year. The structure of the tests will remain similar (administration time, paper/pencil format), but the content will change to align to the Common Core standards.

In ELA:

- Tests will focus on:
 - Comparing two or more texts, including listening passages, writing passages, and graphics;
 - Reading and analyzing informational passages without narrative structure, dialogue, or characters, and discussing arguments, evidence, and claims.
 - Requiring students to engage with a 50/50 split of literary and informational texts.
 - Responding to prompts that are more text dependent in which 35% of prompts will require students to convey an opinion/argue, 35% will be to explain, and 30% to convey experience.

In Math:

- Tests will focus on the major work of the grade.⁵ This means that standards may be assessed at different grade levels from those in the past. For example, the new grade 5 tests will include more items assessing number and operations—fractions and fewer items measuring probability and statistics.
- Questions that in the past have focused on testing vocabulary will transition to require students to apply skills in addition to understanding vocabulary.
- Questions using tools like rulers or protractors will require students to both choose the appropriate tool based on the prompt as well as apply mathematical concepts in using the tool.

HIGH SCHOOLS: New York State has indicated that ELA, Integrated Algebra, and Geometry Regents exams will be fully aligned to the Common Core starting in the 2013-14 school year. The Algebra II/Trigonometry Regents will follow suit in 2014-15⁶. In the summer of 2012, New York State plans to release information about how to adjust curriculum to accommodate for the Regents revisions and throughout the course of the 2012-13 school year will release more specific information about the planned assessment changes. In 2012-13 the NYS Regents exams will not be modified to align to the Common Core. High schools can focus on college and career readiness this school year by supporting students to:

- Pass higher-level math and science Regents, including Algebra II, Math B, Chemistry, and Physics;
- Score 3 or higher on AP exams or 4 or higher on IB exams;
- Pass college credit-bearing courses with a C or higher;
- Pass industry-recognized CTE assessments or a diploma with a CTE endorsement;
- Graduate from high school ready to meet the 4-year entrance requirements at CUNY without remediation:
 - Earn 75 or higher on the English Regents or score 480 or higher on the critical reading portion of the SAT;
 - Earn 80 or higher on one math Regents and demonstrate completion of coursework in Algebra II/Trigonometry or a higher-level math subject or score 480 or higher on math portion of the SAT.

⁵ For a listing of content emphases by cluster, refer to <http://engageny.org/resource/math-content-emphases>. For additional guidance—including key advances by grade, opportunities for in-depth focus, connections between content and practice standards, etc.—refer to http://www.parcconline.org/sites/parcc/files/PARCC%20MCF%20for%20Mathematics_Fall%202011%20Release.pdf.

⁶ For more information, refer to <http://engageny.org/resource/common-core-implementation-timeline/>.

New York City
DRAFT 2012-13 Citywide Instructional Expectations
May 16, 2012

GRADES PK TO 12:

The goal of instruction is to prepare students to think critically and solve problems. Though NYS is working to align the test with the Common Core standards, no single test can capture the full range of knowledge and skills our students are learning in the classroom each day. Teachers should focus on preparing students to meet the bar of the Common Core standards, not on preparing students to take tests.

ACCOUNTABILITY

We will continue to evaluate our citywide instructional work as part of existing accountability tools.

Progress Report:

- NYS grades 3-8 exams will evolve to align with the Common Core, and the results of these tests contribute to a significant portion of the points on the Progress Report for elementary, middle, and K-8 schools.
- The high school Progress Report will include college and career readiness metrics and the middle school and K-8 Progress Reports will include high school readiness metrics for stakes that underscore schools' need to organize to help students meet the expectations of the Common Core and prepare them for the next level of education.

Quality Review:

The Quality Review rubric and related processes (including Peer Quality Reviews, Developing Quality Reviews, and New School Quality Reviews) will be aligned to the 2012-13 instructional expectations. Schools will need to show evidence of:

- The integration of the teacher feedback cycle and integration of the Common Core-aligned tasks and units across the curriculum so that these processes are mutually reinforcing;
- All students receiving rigorous, Common Core-aligned tasks, and requisite supports and extensions, including students with disabilities and English language learners;
- Minimally, teachers of math, ELA, social studies, and science implementing Common Core-aligned units of study; depending on additional decisions within the school community, other teachers may also implement Common Core-aligned units;
- A focus on text-based answers, questioning, and discussion across disciplines;
- Math classrooms infusing conceptual understanding and application opportunities for all students, along with time on procedural fluency;
- School and classroom cultures that value perseverance and learning in service of college and career readiness;
- Teachers receiving high-quality feedback, effective next steps, and professional development connected to these instructional improvement efforts and the revision of Common Core-aligned units of study;
- Using resources (human, budget, time), data, and systems to monitor and improve organizational and instructional quality in light of the instructional expectations and school, staff, and student needs.

Comprehensive Educational Plan (CEP):

Schools should feel free to use the language of the citywide instructional expectations in their goals, but it is not required that CEP goals use the exact language.

Principal Performance Review (PPR):

In 2011-12, at least two goals aligned to the citywide instructional expectations, integrating the work of Common Core and teacher effectiveness. Specific guidelines for goals and objectives for 2012-13 are pending. If a new collective bargaining agreement is reached, this agreement will inform the guidelines for 2012-13.

Please note the following:

Teachers and school staff: Until a collective bargaining agreement is reached, principals and administrators will continue to rate teachers and relevant school staff within the guidelines of existing labor contracts. The instructional expectations provide an opportunity for formative feedback and support.

New York City
DRAFT 2012-13 Citywide Instructional Expectations
May 16, 2012

School Survey: New questions on the teacher survey will focus on the quality of formal and informal feedback teachers receive to support their improvement efforts, in particular in the area of understanding and integrating the expectations of the Common Core. Although the answers do not contribute to the Progress Report score, the responses will be publicly shared.

SELECTED COMMON CORE STANDARDS⁷

Literacy

To build upon the work done last year, one of the Common Core-aligned units should focus on the standards below. The other unit may focus on the same standards or other key concepts within the literacy standards.

<i>Grade band⁸</i>	<i>Literacy focus – Reading and Writing</i>	<i>ELA-specific focus – Speaking and Listening and Language⁹</i>
<i>PK-2</i>	Written response to informational texts through group activities and with prompting and support (Reading Informational Text Standards 1 and 10; Writing Standard 2)	Participate effectively in collaborative conversations using conversational language (Speaking and Listening Standard 1; Language Standard 6)
<i>3-8</i>	Written opinion or argument based on analysis of informational texts (Reading Informational Text Standards 1 and 10; Writing Standard 1)	Engage effectively in a range of collaborative discussions using grade-appropriate academic vocabulary (Speaking and Listening Standard 1; Language Standard 6)
<i>9-12</i>	Written opinion or argument based on evidence from informational texts (Reading Informational Text Standards 1 and 10; Writing Standard 1)	Initiate and participate effectively in a range of collaborative discussions using grade-appropriate academic vocabulary (Speaking and Listening Standard 1; Language Standard 6)

Note: for grades 6-12, teachers of history/social studies, science, and technical subjects should reference Reading Standards 1 and 10 and Writing Standard 1 in the appropriate section of the standards.

Math

To build upon the work done last year, one of the Common Core-aligned units should focus on Mathematical Practices 3 and 4 and the Domain of Focus selected last year (below). The other unit should also focus on Mathematical Practices 3 and 4 as well as other relevant Mathematical Practices and may center on standards in the same domain or other major work¹⁰ of the grade.

<i>Grade band</i>	<i>Domain of focus</i>		<i>Standard of practice</i>
<i>PK-K</i>	Operations and Algebraic Thinking	AND	Model with Mathematics and/or Construct Viable Arguments and Critique the Reasoning of Others
<i>1-2</i>	Number and Operations in Base Ten		
<i>3</i>	Operations and Algebraic Thinking		
<i>4-5</i>	Number and Operations—Fractions		
<i>6-7</i>	Ratios and Proportional Relationships		
<i>8</i>	Expressions and Equations		
<i>Algebra</i>	Reasoning with Equations and Inequalities		
<i>Geometry</i>	Congruence		

⁷ To view the full Common Core Learning Standards, visit: http://www.p12.nysed.gov/ciai/common_core_standards/.

⁸ See the Common Core Learning Standards for grade-specific language.

⁹ The Common Core Learning Standards include speaking and listening, and language standards for ELA only. Teachers of other disciplines may refer to these standards as they consider ways to improve their ability to engage students in effective classroom discussion.

¹⁰ For a listing of content emphases by cluster, refer to <http://engageny.org/resource/math-content-emphases>. For additional guidance—including key advances by grade, opportunities for in-depth focus, connections between content and practice standards, etc.—refer to http://www.parcconline.org/sites/parcc/files/PARCC%20MCF%20for%20Mathematics_Fall%202011%20Release.pdf.

This information is provided as an example for the viewer's convenience at this convening and is not generated nor endorsed by the U.S. Department of Education. No endorsement by the U.S. Department of Education of any product, commodity, service or enterprise mentioned in these presentations is intended nor should be inferred. **5**