

EXPLORING THE 2014-15 CITYWIDE INSTRUCTIONAL EXPECTATIONS

Chancellor's Principal Conference
May 17, 2014

2014-15 CITYWIDE INSTRUCTIONAL EXPECTATIONS: “REFLECT AND REFINE”

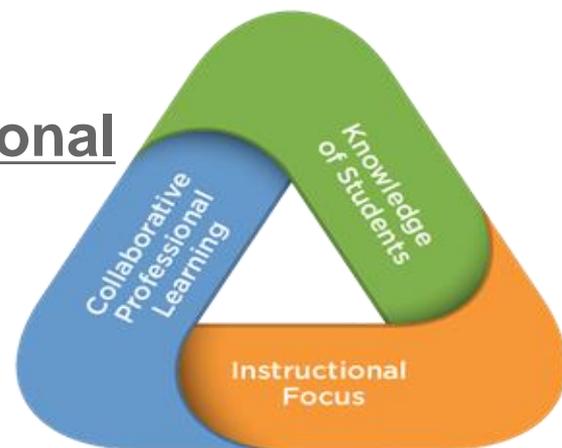


Activity	Duration
Overview of the development of the 2014-15 CIE	15 minutes
Close read of the 2014-15 CIE	15 minutes
Three Corners: Reflecting on your school’s successes	35 minutes
Review supporting resources and planning tools	15 minutes
Preview of upcoming resources	10 minutes

THREE COMPONENTS OF THE 2014-15 EXPECTATIONS

In the 2014-15 school year, schools will reflect on previous years' successes and areas for growth in order to create and refine strategic plans that best support their students. Specifically, the 2014-15 Citywide Instructional Expectations call on schools to:

1. Ensure **knowledge of students** and their work, and use this knowledge as the starting point for planning;
2. Integrate policy into an established, clearly articulated **instructional focus**; and,
3. Develop a culture of **collaborative professional learning** that enables school and individual development.



REVIEW OF 2013-14 MAJOR INITIATIVES

This year, schools in NYC supported student learning and teacher practice with:

- Full implementation of the Common Core, including in state assessments
- Adoption of new Common Core-aligned curricula
- Launch and implementation of *Advance*
- Enactment of the *Shared Path to Success* special education reform

GROUNDING THE EXPECTATIONS IN EDUCATOR FEEDBACK

We asked over 2,500 NYC educators to share their feedback on questions such as:

Thinking about the work that you see in schools, what do you think the priorities should be next year and what resources will be needed to support these?

Given our priorities and expectations, what supports have you received that have been most helpful? What supports do you think should be provided?

INSIGHT FROM OUR EDUCATORS

The following themes emerged in feedback from all stakeholders:

- Schools want time and space to reflect on current work and refine instructional practice
- Teachers want time to collaborate and learn from and with their peers
- Consistent language around the multiple initiatives builds a common understanding of strong practice

RESEARCH ON CIE IMPLEMENTATION

Internal Research

- Teacher surveys
- Principal surveys
- Focus groups and advisories
- Feedback at professional development events
- Quality Review data

Independent External Research

- Trend reports
- Case studies

INSTRUCTIONAL FOCUS

Features that Lead to Impact

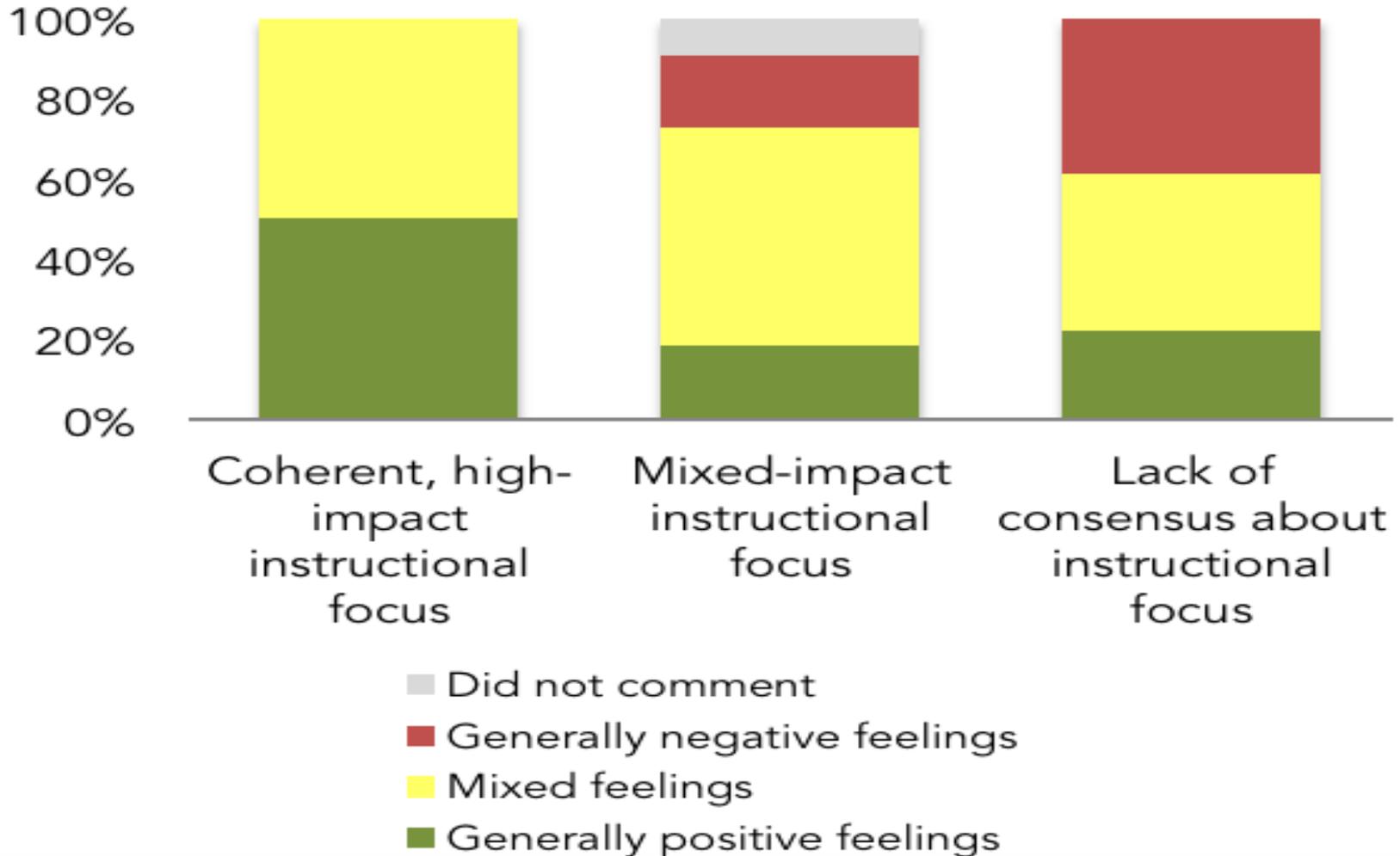
- Actionable: fostering prioritized, concrete instructional strategies
- Built from consensus
- Grounded in prior work and reinforced in PD, observations, teacher teams
- Coherent and high impact: consistently articulated school-wide as positively impacting students

Evidence of Impact

- Teachers at schools with a coherent and high impact instructional focus reported feeling:
 - more positive about their work this year
 - that their shifts in practice were having a positive impact
- Students appeared less overwhelmed and confirmed that teaching changes were positive

IMPACT OF INSTRUCTIONAL FOCUS

Teacher attitudes towards the work this year



COLLABORATIVE PROFESSIONAL LEARNING

Features that Lead to Impact

- School leaders deliberately cultivate teacher leaders
- Teams have a clear set of responsibilities
- Teams spend their time on the instructional focus

Evidence of Impact

- Teachers at schools with “structured” teams reported being less overwhelmed and more positive about their work this year and, specifically, about the new teacher evaluation system

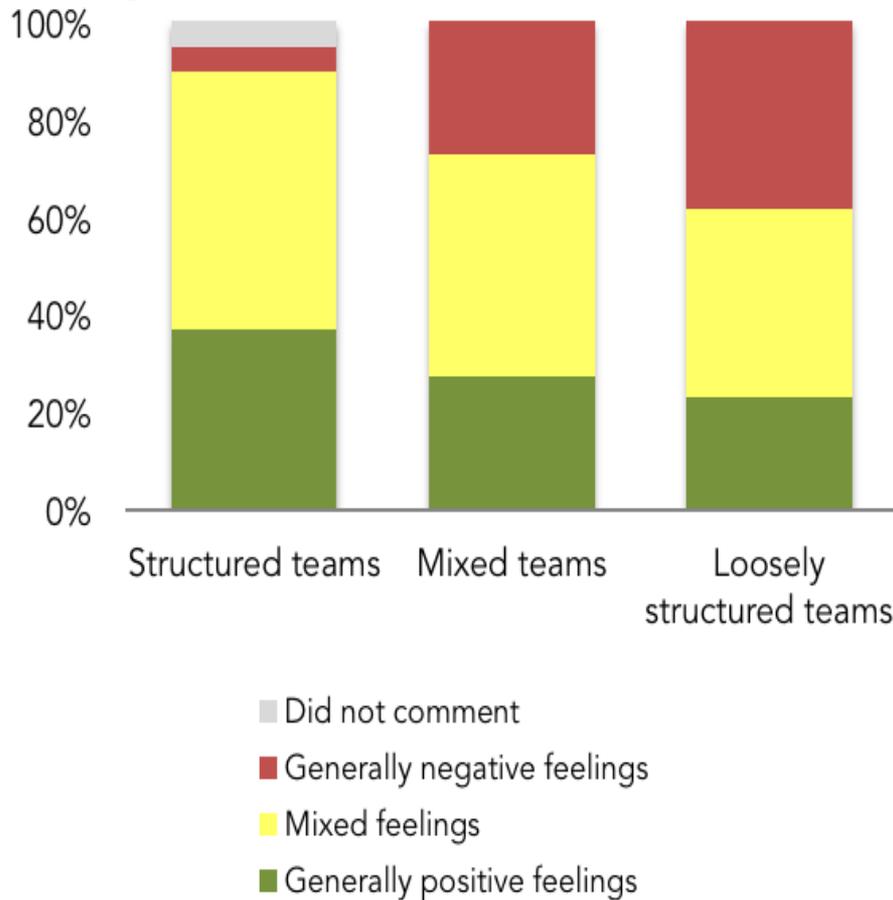
Structured teams: led by teacher leaders, specific team responsibilities set

Mixed teams: teams meet but without consistent or clear objectives

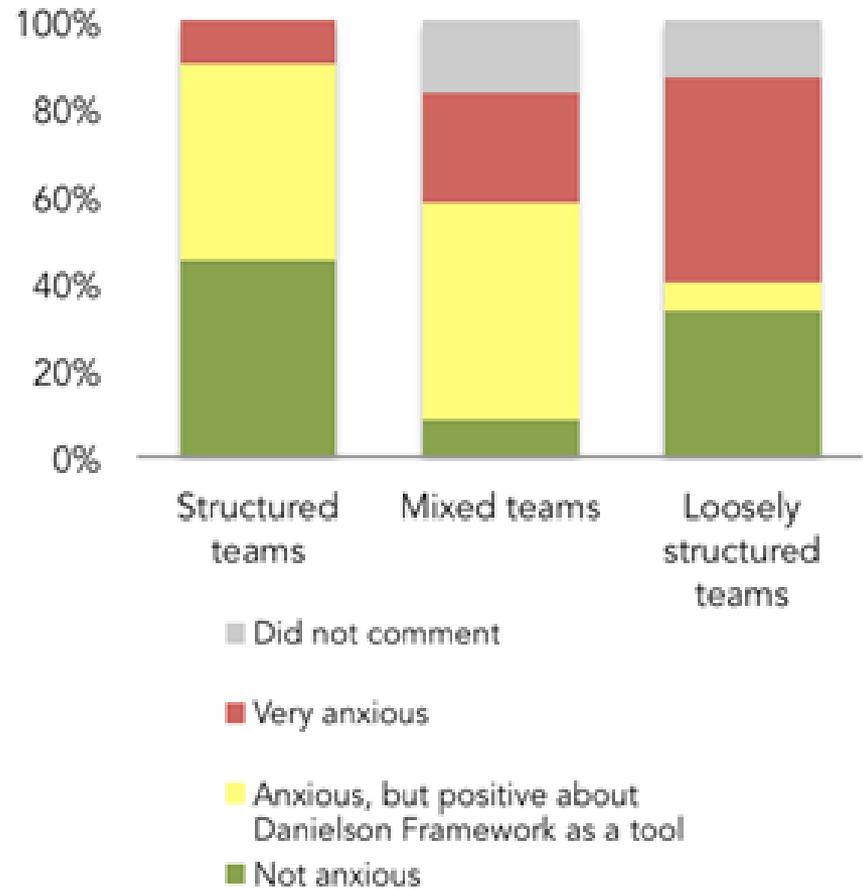
Loosely structured teams: teams collaborate in largely informal arrangements

IMPACT OF COLLABORATION

Teacher attitudes towards work this year



Teacher attitudes towards Advance



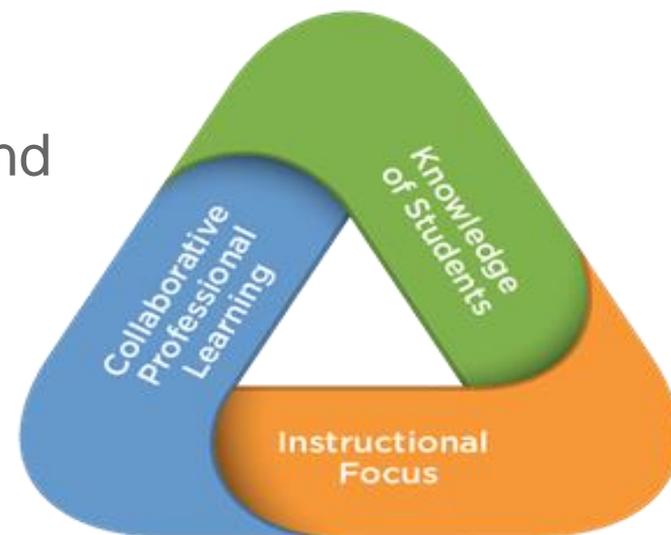
GUIDING PRINCIPLES OF THE 2014-15 EXPECTATIONS

Conversations with educators and research from the field anchor the principles behind the 2014-15 Expectations:

- Schools need time to reflect upon and refine their practice;
- Selecting only a few high-leverage actions to deepen the ongoing work of preparing students for college and careers helps schools make sense of multiple initiatives, including implementation of the Common Core Learning Standards, *Advance*, and A Shared Path to Success;
- Using a common language and building a shared understanding of high-quality instruction enhances New York City educators' ability to communicate and align resources within and across schools; and,
- The Expectations and the specific tools referred to within them are backed by research and reflect how New York City schools have successfully implemented new instructional policies over the past three years.

CLOSE READ OF THE EXPECTATIONS (15 min)

1. If you had to summarize the Expectations, what would you say are the salient points in each section?
2. How do these components work together to support student growth and success?
3. What is one specific practice that your school does well that helps you succeed in one of the components of the Expectations?



THREE CORNERS (35 min)

1. Go to the corner of the room marked with the component of the Expectations that you think your school does the best in
2. Form groups of three
3. Identify Participants A, B and C

THREE CORNERS, CONT

In your teams of three, answer the following question:

How can I leverage the strong practice I named in order to improve how my school addresses the other two components of the Expectations?

- > Participant A shares with group for 5 minutes, B responds for 2 minutes
- > Participant B shares with group for 5 minutes, C responds for 2 minutes
- > Participant C shares with group for 5 minutes, A responds for 2 minutes
- > Group discussion

RESOURCES TO SUPPORT IMPLEMENTATION: COMMON CORE LIBRARY

1. Links throughout the Expectations

2. Compiled List of Resources to Support Implementation

3. Teacher Team Activities

4. Case Studies

The screenshot shows the NYC Department of Education website. At the top, there is a navigation bar with the NYC logo and the text "Department of Education, Carmen Fariña, Chancellor". Below this is a search bar and a navigation menu with options: "Parents and Families", "Students", "Employees", and "Community and Partners". The main content area is titled "Citywide Instructional Expectations" and includes a sub-header "2014-15 Citywide Instructional Expectations". A central graphic shows three overlapping circles labeled "Collaborative Professional Learning", "Knowledge of Students", and "Instructional Focus". To the right of this graphic is a list of three key points for schools to follow. Below this is a table with two columns: "RESOURCES" and "CASE STUDIES". The "RESOURCES" column lists several documents, and the "CASE STUDIES" column lists three schools. At the bottom of the page, there is a row of icons for various applications like Word, PDF, PowerPoint, and a globe.

NYC Department of Education
Carmen Fariña, Chancellor

Children First. Always.

Home About Common Core Tasks, Units & Student Work The Common Core Classroom Professional Learning For Families Videos

DOE Home Page > Academics > Common Core Library > About Common Core > Citywide Instructional Expectations

Citywide Instructional Expectations

2014-15 Citywide Instructional Expectations

Schools have been working hard to integrate new initiatives, including the Common Core and Advance, into their communities. In the 2014-15 school year, schools will reflect on previous years' successes and areas for growth in order to create and refine strategic plans that best support their students.

Specifically, the 2014-15 Citywide Instructional Expectations call on schools to:

1. Ensure **knowledge of students** and their work, and use this knowledge as the starting point for planning;
2. Integrate policy into an established, clearly articulated **instructional focus**; and,
3. Develop a culture of **collaborative professional learning** that enables school and individual development.

[Download the 2014-15 Citywide Instructional Expectations](#)

Knowledge of Students

RESOURCES	CASE STUDIES
<ul style="list-style-type: none"> • Guide to Quality Individualized Education Program Development and Implementation • Blueprint for English Language Learners Success • Guidance for Prekindergarten Programs • Looking at Students' Current Thinking and Surfacing Gaps Activity • The Benefits of School-Based Social and Emotional Learning Programs 	<ul style="list-style-type: none"> • Elementary School: Septima Clark • Middle School: Lab Middle School • High School: Academy for Careers in Television and Film

Instructional Focus

RESOURCES	CASE STUDIES
<ul style="list-style-type: none"> • Instructional Focus Development Tool • Academic and Personal Behavior resources, tools, and research 	<ul style="list-style-type: none"> • Elementary School: Jose Celso Barbosa (P.S. 112) <ul style="list-style-type: none"> ◦ Video Reflections from Implementing an Instructional Focus

SEARCH TASKS & UNITS

Popular Links

- 2014-15 Citywide Instructional Expectations
- Professional Development Resources for Teacher Teams
- Common Core Resources from NYSED
- Resources for Strengthening Teacher Practice
- Common Core Learning Standards
- Common Core Information for Families

SUPPORTING RESOURCES AND PLANNING TOOLS (15 min)

Reflection Protocol and Worksheet

School Reflection Worksheet

Reflecting on past practice can help schools gain insights about what was successful and what can be improved. This protocol guides teams through reflecting on past years' work and developing next steps for strengthening practice.

Step A: What were our goals and priorities during the past 1-3 school years?
What goals and priorities did your team set over the past 1-3 school years? What benchmarks were set?

Step B: What actually occurred?
Looking back, what actually transpired in relation to the goals?

Step C: What went well and why?
What were successful steps taken towards achieving your objectives?

Successes	How to Ensure Success in the Future

Step D: What can be improved and how?
What could be done better? What can we do differently in similar situations in the future to ensure success?

What Can Be Improved	Recommendations

Instructional Focus Development Tool

Instructional Focus Development Tool

This tool supports school leadership teams through key steps in reflecting on current practices, developing an instructional focus, and refining practices to support this focus and student growth. Teams may revisit the guiding questions in this tool throughout implementation.

Action Steps	Notes (resources, collaborators, timeline)
1. Solidify School Community Beliefs How is your school building a common set of beliefs on how students learn best? How are these beliefs communicated and made visible in your school?	
2. Collect and Analyze the Data What data (e.g. student work, assessments, teacher observations) will ground your analysis of school strengths and areas for growth? What questions does the data generate?	
3. Triangulate the Data¹ Looking across multiple data sources, what patterns surface? What strengths can you build upon? What areas for growth can you identify?	
4. Assess Resources Do your school's human resources, budget, time, and facilities align with the patterns identified above?	
5. Connect to Goals What are your school-wide goals for preparing all students for college and career success? How do these align with the beliefs and data above?	
6. Identify an Instructional Focus What high priority focus will best bring coherence across classrooms to best support student progress towards your goals? ²	

Reflect on school strengths and areas for growth

¹ According to O'Donoghue and Punch (2002), triangulation is a "method of cross-walking data from multiple sources to search for regularities in the research data."
² If you have identified multiple foci, start the process of identifying areas of impact, resources available, and strengths of your school's staff in order to select the most high-leverage and achievable focus. This process may vary across schools.

1

How can you use these tools with your teams? Who are the key collaborators in each step of the work?

Please complete your feedback form.

Thank you!

B: Three Corners: Reflecting on Your School's Successes

Step 1: Form groups of three; introductions; identify Principal A, Principal B, Principal C (5 minutes)

Step 2: Share Best Practices (30 minutes)

- a. Principal A shares with group for 5 minutes, Principal B responds for 2 minutes
- b. Principal B shares with group for 5 minutes, Principal C responds for 2 minutes
- c. Principal C shares with group for 5 minutes, Principal A responds for 2 minutes
- d. Group discussion for 9 minutes

C: Reviewing Supporting Resources and Planning Tools

School Reflection Protocol

1. How could you use this tool with your teams? Which teams would you involve?

2. How might you adapt or adopt this tool as you reflect on current practice?

Instructional Focus Development Tool

1. How could you use this tool with your teams? Which teams would you involve?

2. Who are key collaborators in each step of this work?

3. How might you adapt or adopt this tool as you plan for next year?

Next Steps

What is one next step you will take to support this work in your school over the next month?

School Reflection Protocol

Purpose:

Reflecting on past practice can help schools gain insights about what was successful and what can be improved. This protocol guides teams through reflecting on past years' work and developing next steps for strengthening practice. This activity may be used throughout the year as teams continue to reflect and refine their work.

Participants:

All teams in a school community can engage in this activity (e.g. leadership teams, instructional cabinets, grade level and department teams, professional learning communities, School Implementation Teams, Response to Intervention teams).

Materials:

- School reflection worksheet
- Chart paper and markers (optional)

Facilitation (75 minutes):

1. Welcome and purpose sharing (5 minutes)

Begin by welcoming participants and sharing the purpose of the school reflection protocol and how it fits into the context of your school. Additionally, remind participants that:

- The goal is to reflect on the past 1-3 school year(s) to prepare for success in the upcoming school year.
- This activity does not judge success or failure.
- There are always strengths to sustain and areas for growth.
- Sharing honest observations about what actually happened without assigning praise or blame allows everyone to reflect on practice and consider how this year's work can help support success moving forward.
- During each step, participants will independently reflect before discussing and charting in groups.

2. Step A: What were our goals and priorities? (10 minutes)

Ask participants to independently write down the goals and priorities of the team over the past year. After individual reflection, participants will discuss and record their responses in a small groups (for context, participants may refer to the 2013-14 Citywide Instructional Expectations, school goals, school mission and vision statements, professional development plans, and other artifacts of team goal setting).

3. Step B: What actually occurred? (10 minutes)

After discussing the year's goals and priorities, ask participants to reflect on what transpired in the past year(s). After independent reflection, participants will discuss and chart in small groups.

4. Step C: What went well and why? (15 minutes)

In groups, ask participants to discuss and chart a list of successes that supported the goals and priorities of this year. Ask groups to then record their ideas for ways and strategies to continue these successes in the future.

5. Step D: What can be improved and how? (15 minutes)

Ask groups to reflect on their responses in Step B and think through what they believe could have been done better. Additionally, ask groups to consider what could be done in similar situations in the future to ensure success. Remind participants that the intention is not to place blame, but rather to think strategically about improving future actions.

6. Step E: How can this reflection ground our work moving forward? (15 minutes)

Begin by asking groups to share their charts from steps A-D with the whole group. Afterwards, lead participants in a discussion of how the strengths and areas for growth identified can help ground the work moving forward. Brainstorm and discuss the next steps for strengthening this work and how your team will follow through.

7. Conclusion (5 minutes)

Conclude the event by thanking the participants for their honesty and hard work. Share the decided upon next steps for putting the reflection into action.

School Reflection Worksheet

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What Can Be Improved	Recommendations

Step E: How can this reflection ground our work moving forward?

After this reflection, what can we do to set our course in the right direction? What are our next steps as a team? How will we follow through on these next steps?

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² If you have identified multiple foci, start the process of identifying areas of impact, resources available, and strengths of your school’s staff in order to select the most high-leverage and achievable focus. This process may vary across schools.

Instructional Focus Development Tool

Refine practices and structures to support the instructional focus	Action Steps	Notes (Resources, Collaborators, Timeline)
	<p>7. Engage and Communicate How will you engage staff, families, and school community members in the instructional focus and its relationship to student learning?</p>	
	<p>8. Adjust Systems and Structures How will you adjust systems and structures to support the impact of the instructional focus on student learning (e.g. budget, observations and feedback cycle, guidance, programming, student services, enrichment, intervention, professional learning)?</p>	
	<p>9. Align Classroom Practice How will your team align instruction and curriculum in all classrooms to the instructional focus? What supports will be needed?</p>	
	<p>10. Assess Impact How will you strategically collect and assess evidence of the instructional focus across the school and in the work of all students and staff throughout the year?</p>	
	<p>11. Reflect and Refine How will you regularly analyze evidence to inform necessary refinements and changes to instructional practice? How will you utilize this evidence to strengthen systems and structures to better implement the instructional focus and support student growth?</p>	

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