

Resources for Schools

The resources described in this packet are designed to support schools with the 2013–14 citywide instructional expectations and related work to ensure all students are on track to graduate from high school ready for college and careers. These resources include those shared in breakout sessions at the Chancellor’s Principal Conference on Saturday, May 18, 2013.

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Additional resources available online:

This document, along with all resources related to the **May 18, 2013 Chancellor’s Principal Conference** will be posted on the **Common Core Library** following the conference. Posted resources will include video of the morning program and resources shared during the breakout sessions.

Visit the citywide instructional expectations page for links to both this year’s and last year’s conference materials: schools.nyc.gov/Academics/CommonCoreLibrary/About/InstructionalExpectations

Academic and Personal Behaviors

College and Career Readiness Benchmarks

The DOE has developed a set of College and Career Readiness Benchmarks that define the qualities and achievements students need in order to be ready to enroll, persist, and succeed in college and postsecondary training opportunities and gain entry into a meaningful career. The benchmarks, divided into four domains, are derived from the work of national researchers in college readiness, youth development, pedagogy, and academic success, including Dr. David Conley and Dr. Carol Dweck, and they align with the DOE’s ongoing work. Having a common understanding of successful student characteristics, choices, and actions can help us on the road to our goal of preparing students for life after high school. Additional information about these benchmarks is available on the Common Core Library: schools.nyc.gov/Academics/CommonCoreLibrary/About/CCR

Domain of College and Career Readiness	This Domain Includes:
1. Common Core Learning Standards	<ul style="list-style-type: none"> Literacy standards, pre-K–12 Math standards, pre-K–12
2. Academic & Personal Behaviors (see below for more information)	<ul style="list-style-type: none"> Persistence Engagement Work habits and organizational skills Collaboration and communication skills Self-regulation
3. Academic Programming	<ul style="list-style-type: none"> Course-taking Credit accumulation Regents exam scores Career & Technical Education (CTE) courses and certifications
4. College and Career Access	<ul style="list-style-type: none"> College and career exploration Getting in Money matters Summer matters

Academic and Personal Behaviors

This domain, noted in the [2013–14 citywide instructional expectations](#) and in the [Quality Review rubric](#), includes the learning habits and skills that support academic readiness as well as the social-emotional qualities that support resilience and college/career persistence.

Behavior	Description
Persistence	Persistence is needed to support long-term commitment to educational goals through a positive mindset and self-efficacy.
Engagement	Engagement supports achievement in school by increasing students' social-emotional connection to the environment as well as their social confidence.
Work Habits/ Organizational Skills	Strong work habits and organizational skills support successful navigation of college and careers.
Communication/ Collaboration Skills	Communication and collaboration are essential skills in successful college and career transitions.
Self-Regulation	Self-regulation is key to resilience. Students must develop coping skills, self-control, and confidence to work through challenges.

Research and Resources on Academic and Personal Behaviors

Research underscores the importance of a growth mindset (awareness that intelligence can be developed), goal-setting, self-regulation, and feelings of belonging as critical in achieving academic success. Learning these behaviors in school supports resiliency and persistence in college and careers. These behaviors, sometimes referred to as “non-cognitive,” are increasingly recognized as integral to supporting academic success, especially when students confront a difficult or ambiguous task. Students will more often persist if they are aware of their current level of mastery of a skill or subject and can begin to transfer learning to new contexts.

This mindset is critical to success in the Common Core standards, which go beyond mechanistic reading and numeracy skills to require task analysis, time management, organization, communication, etc. In addition, integrating these high-leverage academic and personal behaviors into curriculum planning and instructional strategies is consistent with the use of the Danielson *Framework for Teaching*, which includes practices such as building a positive rapport with students and a culture of learning that is motivating for all.

The following articles provide additional information about current research into the importance of these academic and personal behaviors in student success and ways that schools can begin integrating these behaviors:

- *How Children Succeed: Grit, Curiosity, and the Hidden Power of Character* (Paul Tough, 2012): www.paultough.com/the-books/how-children-succeed
- “Mind-sets and Equitable Education” (Carol S. Dweck, *Principal Leadership*, January 2010): www.principals.org/Content.aspx?topic=61219
- “Student Academic Mindset Interventions: A Review of the Current Landscape” (IMPAQ International, Stupski Foundation, August 2012): www.impagint.com/files/4-content/1-6-publications/1-6-2-project-reports/impag%20student%20academic%20mindset%20interventions%20report%20august%202012.pdf
- “Teaching Adolescents to Become Learners” (Consortium on Chicago School Research, June 2012): ccsr.uchicago.edu/sites/default/files/publications/Noncognitive%20Report.pdf

Formative Assessment

What's New for Periodic Assessments in 2013–14

There are some exciting new changes coming to the Periodic Assessment program for the 2013–14 school year, including new assessments and technology that can help schools meet the citywide instructional expectations:

- A new set of formative assessments aligned to the new Core Curriculum options and New York State scope and sequences guidance
 - Math baseline assessments in grades 3–8
 - Math and ELA benchmark assessments in grades 3–8
 - Algebra baseline and benchmark assessments
 - Grade 9 ELA benchmark assessments
- Transition from Acuity to SchoolNet, a new, easy-to-use technology platform that facilitates management of assessment and instructional materials and robust data analysis

Professional Development

Networks will have the opportunity to arrange for a June PD session for their schools on creating an effective strategy for implementing Common Core-aligned curriculum in ELA and math that leverages the use of formative assessment to check for understanding. The session includes:

- Exploring the purpose and types of formative assessment
- Leveraging the formative assessment structures and systems necessary to support effective implementation of curriculum, including protocols for looking at student work
- Understanding the resources available from the Periodic Assessment program and the new Core Curriculum options to support schools' strategies

Periodic Assessment Selections Timeline

Schools will be asked to make Periodic Assessment decisions for 2013–14 in June. In addition to in-person PD, schools will also have access to live and recorded webinars. PD materials and additional formative assessment practice resources that can be used to create and sustain a strategic assessment plan will launch in June on the Common Core Library.

Optional PD sessions for schools, organized by networks	June 4–21
Schools access live and recorded webinars (overview of changes to the program and PA Selection Tool)	June 4–21
PA Selection Tool window	June 10–26
New school selections	July
SchoolNet training	July–August

Available Supports

- The **Periodic Assessment Guide for New York City Schools** provides a comprehensive look at assessment options for 2013–14 and gives a step-by-step guide to making PA selections. One copy of the Guide will be mailed to each school, and an electronic copy will be posted on the PA website (url below).
- The **Selections Support Line** is staffed by members of the PA team to answer any questions schools or networks have about selecting Periodic Assessments. Reach us by phone at 212-374-5162 or by e-mail at periodicassessment@schools.nyc.gov.
- The **Periodic Assessment website** contains a wealth of information to support schools as they develop their strategic assessment plans: <https://portal.nycenet.edu/Accountability/Assessment/PeriodicAssessments>.

High School Academic Programming

The high school programming process is a collaborative effort to ensure that students are provided with the academic experiences needed to achieve college and career readiness by the time they graduate from high school. This process includes the following components:

- **Vision:** Defining the outcomes students are expected to achieve by the end of grade 12 and the pathways available for achieving these outcomes. The vision is the school’s blueprint for how students will achieve college and career readiness through academic experiences.
- **Rules:** Ensuring that the vision is embedded in the relevant policy parameters and practical constraints. This includes academic policies, labor policies, and instructional mandates for special student populations.
- **Tools:** Using data, systems, and structures to create a master schedule aligned to the school’s vision and to assign students to academic programs based on their needs.

The table below describes evidence of strong programming practices in each of these three areas and provides additional resources to support effective programming. Find all of these resources here:

intranet.nycboe.net/Accountability/APR/GradRequirements

Component	Evidence of Strong Programming Practices	Resources
<p>VISION: Designing the pathways to college and career ready outcomes</p>	<ul style="list-style-type: none"> • The school articulates a vision for all students, describing the outcomes students are expected to master by graduation, as measured by the completion of courses, exams, and other experiences. • The school describes the trajectories available to students for completing the expected outcomes by grade 12 in each subject area. <ul style="list-style-type: none"> ○ This includes opportunities for enrichment and pathways for students who may need additional time and support to master the expected outcomes. • For students who need additional time and support to master the expected outcomes, the school has designed contingency plans to enable these students to complete the expected outcomes by grade 12. • The school has identified strategies for allocating teacher time to support students’ academic goals (e.g., common planning time for content area teachers and/or grade-level teams). • The school leader has invested school stakeholders, including administrators, guidance counselors, teachers, programmers, and students, in the school’s vision for college and career ready programming. • The school leader has established the roles and responsibilities of school staff members throughout the programming process. 	<p>Graduation Requirements and College and Career Readiness Benchmarks</p> <p>Alternative Programming Options</p> <p>Accreditation Committee Template</p> <p>High School Academic Policy Reference Guide and Resources</p>

Component	Evidence of Strong Programming Practices	Resources
RULES: Understanding the policy parameters	<ul style="list-style-type: none"> The school’s vision is embedded in a working knowledge of academic policy, including graduation requirements and policies for awarding credit. The school’s vision aligns to the parameters of the NYCDOE school calendar and acknowledges the constraints and flexibility related to daily/weekly session time. The school’s vision aligns to labor policies regarding teaching assignments and the SBO process. The school’s vision for the master schedule includes the instructional mandates applicable to students with disabilities and English language learners. 	Programming FAQ Labor FAQ Session Time Memo High School Academic Policy Reference Guide and Resources Calendar Change Request Process Guide to Flexible Programming for Students with Disabilities
TOOLS: Creating the master schedule and individual student schedules	<ul style="list-style-type: none"> The school leader and staff have mapped out the desired master schedule based on students’ academic needs, students’ progress to completing the expected outcomes, and the school’s available resources. The school’s programmer has a working knowledge of STARS, which enables him or her to craft the master schedule while identifying conflicts, trade-offs, and alternative options for school leaders. School staff collaborate to finalize a master schedule that best reconciles their vision for students with the constraints of available resources. Students are assigned to courses based on student data and input from relevant teachers. Students with identified needs (students with disabilities, English language learners, and students requiring other academic interventions) are scheduled individually in consultation with the teachers directly supporting those students, as needed. Systems and structures exist to ensure that students receive the correct schedule on the first day of the term. Changes to schedules are minimal, well-documented, and move students toward college and career ready outcomes. 	STARS Wiki Guide to Programming in Cycles and Trimesters STARS Custom Reports, including: <ul style="list-style-type: none"> 1.33: Final grades for a year or term 1.67: Student graduation analysis

Additional Programming Resources

- For additional resources, see intranet.nycboe.net/Accountability/APR/GradRequirements.
- For resources on middle school scheduling, see <https://sites.google.com/site/schools-nyc-gov-msqi-teams-edition-backup/strategic-tutoring/school-schedule>.

Implementing New Curriculum

Curriculum Resources Available on ARIS, the Common Core Library, and EngageNY

ARIS arisnyc.org	
DOE Curriculum Reviews https://www.arisnyc.org/connect/node/1696555/community	
Reviews of selected materials	DOE reviews available for each new Core Curriculum option, highlighting strengths, challenges, and considerations for use
Reviews of non-selected materials and publishers' responses	DOE reviews available for many commonly-used programs, highlighting strengths, challenges, and considerations for use; many also include the publisher's response to our reviews

COMMON CORE LIBRARY schools.nyc.gov/Academics/CommonCoreLibrary	
Tools for Review of Curricular Materials <i>The Common Core Classroom—Standards Alignment</i>	
Graphic organizers for assessing alignment to the Common Core	Tools available for math and literacy that support review of instructional materials for alignment to the Common Core Learning Standards (Domain I) and promotion of the instructional shifts (Domain II)
Protocols for literacy & math performance task alignment	Protocols designed to support a team of educators as they align performance tasks to the Common Core standards
Text Complexity Resources <i>The Common Core Classroom—Literacy</i>	
Beginner's Guide to Text Complexity	Short and clear explanation of text complexity and its components, including an example
Text complexity rubrics	Rubrics describing the qualitative traits of a literary or informational text that make it more or less complex
Text analysis protocol	Template outlining a step-by-step way to determine the complexity of a given text
Mathematics Scope and Sequence Guidance <i>The Common Core Classroom—Mathematics</i>	
Scope and sequence samples for grades K–8	Common Core-aligned scope and sequence examples

ENGAGENY: New York State's Common Core Resources EngageNY.org	
High School ELA and Math Resources engageny.org/english-language-arts and engageny.org/mathematics	
Grades 9–12 text selections	List of texts within the appropriate text complexity band for grades 9–12 ELA
Grades 9–12 mathematics curriculum map	Common Core-aligned scope and sequence for grades 9–12 math

Middle School Literacy

Resources Aligned to *Reading Next* Research and DOE’s Citywide Instructional Expectations

Tools and templates mentioned below will be available on the 2013 Chancellor’s Principal Conference page of the Common Core Library under the “Middle School Literacy” breakout session. (Direct link will be available here: schools.nyc.gov/Academics/CommonCoreLibrary/About/InstructionalExpectations)

Steps I can take right now to enable success next school year:		
1. Identify, with fellow school leaders and teachers, the current strategy your school uses to map the continuum of readers in each grade: Running record data, Periodic Assessment results, the Achieve 3000 level-set test, ELA State test results, etc.		
2. Assess, with fellow school leaders and teachers, the effectiveness of your current reading assessment practices and determine whether your school is in need of a consistent, primary screening assessment (such as the Degrees of Reading Power assessment, or DRP) to map the continuum of students’ reading capacity. If your school has already adopted a primary reading screen for all students, determine whether a secondary assessment instrument, such as running records, would help to identify the reading difficulties of individual students, or to monitor student progress at regular intervals.		
3. Collect data to inform your literacy leadership planning using the Text Tracking Tool (posted on the Common Core Library): With which texts are students presented in the course of a typical instructional day? What quantity of text are students expected to read in class on that day? How are students asked to interact with text (independently, in small groups, as a read-aloud)?		
4. Discuss your findings as an instructional team and set next steps: Do nonfiction text resources need to be ordered? Might the Text Tracking Tool be helpful for individual teachers and/or teacher teams in their planning of daily/weekly instruction? What if students were asked to track their own interactions with text and to offer suggestions for ways their teachers might support them?		
5. Ensure that your school’s tentative schedule for the upcoming school year includes time allocated to (a) provide students with one period per day of a tiered reading intervention/acceleration program and (b) provide teachers with time during the school day to meet in teams, thereby aligning your school’s program with the citywide instructional expectations for 2013–14.		
Online Resources		
Resource	Description	Location
Common Core Library	Common Core-aligned resources for teachers, coaches, school leaders, and families	schools.nyc.gov/Academics/CommonCoreLibrary
What Works Clearinghouse	Education research archive compiled in the form of practice guides, intervention reports, and reviews of programs, products, and practices	ies.ed.gov/ncee/wwc
National School Reform Faculty	Tools to develop and support the work of professional learning communities, including protocols for teacher teamwork and facilitative leadership PD materials	www.nsrffharmony.org/index-2.html
Scholastic	Collection of nonfiction articles from <i>Scholastic</i> magazine, each available at three Lexile levels with video and audio support	action.scholastic.com/differentiated-articles
Middle Web	Links, resources, and original reporting for middle school teachers, parents, and others interested in raising student achievement in the middle grades	www.middleweb.com
Learning Forward	Guide to assist school leaders with the process of scheduling to incorporate time for tiered intervention programming and teacher team meetings	www.learningforward.org/docs/default-source/commoncore/establishing-time-for-professional-learning.pdf

Instructional Support / Professional Development Partners*		
Partner	Description	Location
Strategic Education Research Partnership, Harvard University	Creator of the Word Generation curriculum, a free, research-based interdisciplinary language acquisition program	wg.serpmedia.org
Wilson Language	Provider of structured, multi-sensory, research-based reading and spelling curricula for all ages and the teacher instructional coaching required to implement the program	www.wilsonlanguage.com
Access Code	A web-based, supplementary curriculum for struggling readers in grades 2 and above to acquire / strengthen, apply, and generalize phonics rules for improved fluency and comprehension	www.foundations-learning.com/accesscode.html
Achieve 3000	A web-based archive of academic articles culled from a wide variety of publications. The software adjusts to each student's reading level, differentiating nonfiction text and continually assessing and increasing the complexity of text	www.achieve3000.com
REWARDS	A reading and writing program designed to teach middle and high school students flexible strategies for word attack (decoding long words) and increasing oral and silent reading fluency	www.soprislearning.com/literacy/rewards-program
*Listed partners currently serve as professional development partners of the DOE's Middle School Quality Initiative (MSQI), and they are listed here for informational purposes only.		

Response to Intervention

Response to Intervention (RtI) Resources on the DOE Academic Policy RtI Intranet Page: intranet.nycboe.net/Accountability/APR/RTI		
Resource	Description	
RtI Reference Guide; RtI Overview FAQ	Guides developed by the DOE to provide local guidelines for developing robust RtI practices in schools.	
Assessment Toolkit	Toolkit with a sample list of assessments that are reliable, valid, and meet either the screening or progress monitoring components of RtI (or both). Schools may choose to use assessments on this list or may visit the National Center on Response to Intervention (www.rti4success.org) for additional options for screening and progress monitoring.	
Elementary School Literacy Toolkit	Toolkit with sample literacy interventions; these products, or their underlying methodologies, have been proven effective through research. The toolkit will be revised periodically to reflect new research, methods, publications, and programs.	
Template	Student Response to Intervention Plan: this template may be used or modified to organize student information prior to collaborative team meetings and as a data collection tool for implementing and tracking interventions.	
Training Materials	All RtI-related documents from past presentations are archived on the RtI Intranet page, including an overview, systems and structures, assessment, phonological awareness, fluency, vocabulary, comprehension, case studies, and more.	
Other Response to Intervention (RtI) Resources		
Resource	Description	Location
The Center on Instruction	Site includes a collection of scientifically-based research and information on K–12 instruction in reading, math, science, special education, and English language learning.	www.centeroninstruction.org
The IRIS Center at Vanderbilt University: select 'RtI' (includes Early Intervening)	The IRIS (IDEA and Research for Inclusive Settings) Center for Faculty Enhancement offers free modules and tutorials on a range of topics and is an excellent resource for professional learning communities within schools.	iris.peabody.vanderbilt.edu/resources.html
National Center on Response to Intervention	A comprehensive site that includes resources and tools to integrate into any RtI work.	www.rti4success.org
NYS RtI Technical Assistance Center	The NYS-RtI-TAC provides both print resources and live technical assistance to schools and districts.	www.p12.nysed.gov/specialized/RTI/guidance/cover.htm
NYSED Response to Intervention: Guidance for NYS Schools	Comprehensive New York State Education Department (NYSED) RtI guidelines.	www.p12.nysed.gov/specialized/RTI/guidance/cover.htm
RtI Action Network	Resources and opportunities to interact with top researchers, experienced implementers, and colleagues. Content addresses implementation of RtI from preschool to secondary school, and includes instructional video and audio content on RtI-related issues by leading experts.	www.rtinetwork.org
RtI for ELLs Guide	A set of guidance documents that address Core Curriculum/Tier 1, Tiers 2 and 3, as well as interventions and assessments.	schools.nyc.gov/Academics/ELL/EducatorResources/rti%20guide.htm
RtI for ELLs Video Series	Video series focusing on the implementation of a successful RtI model with ELLs, developed in collaboration with Dr. Janette Klingler of the University of Colorado.	schools.nyc.gov/Academics/ELL/EducatorResources/rti.htm

Special Education Reform

Professional Development		
Resource	Description	Location
<i>A Shared Path to Success</i> Professional Development Website	Find information and register for professional development in support of A Shared Path to Success for all DOE educators, including school leaders, general and special education teachers, paraprofessionals, and related service providers.	dswdell.schoolwires.net/site
Network (Special Education Achievement Coach, Administrators of Special Education, Youth Development)	Your network team can support you and your teachers by providing professional development on topics such as RtI, understanding challenging behavior, high-quality IEP development, flexible programming, and more.	intranet.nycboe.net/SpecialPopulations/school+support+specialists.htm
Positive Behavioral Interventions and Supports (PBIS)	A decision-making framework that guides selection, integration, and implementation of the best evidence-based practices for improving important academic and behavior outcomes for all students.	pbis.org Cluster 1 – Donald Don Cluster 2 – Arthur Tobia Cluster 4 – Cherry Kang Cluster 5 – Kay Cook Cluster 6 – Helena Rodriguez and Zack Miler
Technical Assistance Center on Disproportionality (TACD)	Located at NYU, TACD addresses disproportionality by providing professional development, coaching, training follow-ups, materials, and resources to school districts across New York State to address the disproportionate assignment of various subgroups to special education.	steinhardt.nyu.edu/metrocenter/tacd
Teachers College Inclusive Classrooms Project (TCICP)	TCICP strives to support teachers' development of their own classroom practices to teach diverse learners.	www.tcicp.com
Strategies, Techniques, Options, Prior to Placement (STOPP)	District 75's STOPP program provides hands-on assistance to community schools through individual consultation in classrooms, professional development in behavior management, and crisis intervention. The goal is to educate students who exhibit challenging behaviors in the least restrictive environment possible in their home zoned schools.	schools.nyc.gov/Offices/District75/Departments/STOPP

Online Resources		
Resource	Description	Location
Special Education Intranet Page	This intranet page includes key resources related to supporting students with disabilities and the special education reform, including the toolkit, the flexible programming options guide, and the Special Education Reform Reference Guide.	intranet.nycboe.net/SpecialPopulations/SpecialEd
Toolkit for supporting Students with Disabilities	Links to presentations to use for trainings, webinars, and other resources on the topics of the reform, including Universal Design for Learning, IEPs, flexible programming, behavioral supports, and transition services.	intranet.nycboe.net/SpecialPopulations/SpecialEd/pd

Resource	Description	Location
Creating an Inclusive School: Information for Principals	This document provides principals with guidance and resources to support the creation of an inclusive school. It offers a set of key strategies to help principals make their schools more inclusive, describes the most common program service delivery models in community schools along with suggestions for incorporating these models flexibly, and provides links to key resources to support this work.	intranet.nycboe.net/SpecialPopulations/SpecialEd/Creating+an+Inclusive+School.htm
One-pager for families	A one-page document, translated into 10 languages, that summarizes the DOE's special education reform.	schools.nyc.gov/AboutUs/faq
Special Education Reform Reference Guide	A concise reference guide with information on enrollment, capping, ensuring appropriate recommendations, human resources, funding, and specialized programs.	intranet.nycboe.net/SpecialPopulations/SpecialEd
CAST Website for UDL	Website that provides extensive information on Universal Design for Learning, including tools, videos, and research.	www.cast.org/udl

Supporting English Language Learners

Resource	Description	Location
<i>Accelerating English Language Learner Student Achievement</i>	Summary of the best practices that were shared at the meetings of the Workgroup for Accelerating ELL Student Achievement.	schools.nyc.gov/NR/rdonlyres/36800121-D126-4848-9CBA-2E4DF0C8CE1E/113968/AAELLReport_11_finalproof.pdf
<i>Dream, Believe, Succeed!</i> A College Planning Handbook for English Language Learners and their Families	Created for current and former ELLs, this handbook includes information about how to navigate New York City's school system as an ELL; high school graduation requirements; a timeline for college planning; tips on selecting a college or university; options for paying for college; and much more. The handbook aims to help students achieve their dreams of a college degree and successful career.	schools.nyc.gov/Academics/ELL/FamilyResources/hs+college+handbook.htm
ELA/Literacy for ELLs	This document provides guidelines for supporting ELLs in Common Core-aligned ELA and literacy instruction.	schools.nyc.gov/NR/rdonlyres/4FD788EE-7D6E-42F8-A415-C2A6C1C31A15/0/GeneralELAStrategiesforELLs_082811.pdf
ELL Parent Information Case (EPIC)	The tools and resources contained in the ELL Parent Information Case (EPIC) are designed to help school leaders, parent coordinators, and other school staff inform parents of ELLs about their rights and responsibilities within the NYC school system.	schools.nyc.gov/Academics/ELL/KeyDocuments/ELL+Parent+Information+Case.htm
ELL parent orientation videos	New and updated videos for schools to show parents during the ELL orientation process.	schools.nyc.gov/Academics/ELL/FamilyResources/ellorientationvideo2010.htm
ELL Policy Brief	The ELL Policy Brief outlines the steps and timeframe for identifying, enrolling, and serving ELL students. The brief emphasizes the importance of providing high-quality instruction and choice across the three program models: transitional bilingual education, dual language, and English as a second language.	intranet.nycboe.net/SpecialPopulations/ELL/Resources/ellpolicybrief.htm
ELL subgroup slide	A succinct explanation of ELL subgroups to illustrate the diversity found within the DOE's ELL population.	schools.nyc.gov/NR/rdonlyres/921E9B7C-ADF5-4AF3-8E09-B3DBC1E5D556/0/PPTgridELLsubgroups2.pdf
Language Allocation Policy Toolkit (LAP)	The Language Allocation Policy (LAP) provides a coherent policy for the distribution of English and native language use in ELL instruction. The LAP Toolkit provides resources and structures to support school-based teams with planning for ELL instruction.	schools.nyc.gov/Academics/ELL/KeyDocuments/Language+Allocation+Policy.htm
<i>Learning the Language</i>	An <i>Education Week</i> blog focused on the educational, policy, and social issues surrounding ELLs in U.S. schools.	blogs.edweek.org/edweek/learning-the-language

Resource	Description	Location
Mathematics for ELLs	This document provides guidelines for supporting ELLs in Common Core-aligned math instruction.	schools.nyc.gov/NR/rdonlyres/9E62A2F2-4C5C-4534-968B-5487A7BD3742/0/GeneralMathStrategiesforELLs_082811.pdf
RtI for ELLs Guide	A set of guidance documents that address Core Curriculum/Tier 1, Tiers 2 and 3, as well as interventions and assessments.	schools.nyc.gov/Academics/ELL/EducatorResources/rti%20guide.htm
RtI for ELLs Video Series	Video series focusing on the implementation of a successful RtI model with ELLs, developed in collaboration with Dr. Janette Klingler of the University of Colorado.	schools.nyc.gov/Academics/ELL/EducatorResources/rti.htm
Title III AMAO Estimator Tool with Early Warning Indicators	Newly updated tool used to analyze ELL student data and improve instructional programs for ELLs.	intranet.nycboe.net/SpecialPopulations/ELL/Resources/amao.htm
Text Complexity and ELLs	During this two-part webinar, Dr. Elfrieda (Freddy) Hiebert explores why vocabulary is a primary means of increasing ELLs' capacity with complex text, in addition to discussing how instruction in particular types of vocabulary (e.g., picturable and compound words) can lay a foundation for reading many complex texts.	schools.nyc.gov/Academics/ELL/EducatorResources/Text+Complexity+and+English+Language+Learners+-+Building+Vocabulary.htm
Understanding Language from the Stanford University Graduate School of Education	Understanding Language aims to improve education for all students—especially ELLs—in math, science, and ELA. The goal is to develop knowledge and resources to help content area teachers meet their students' linguistic needs as they address the Common Core standards and the Next Generation Science Standards.	ell.stanford.edu

Supports for Teacher and Principal Evaluation under 3012-c

In 2010, New York State passed Education Law 3012-c, which mandates that all teachers and principals in New York State receive an Annual Professional Performance Review (APPR) comprised of multiple measures of effectiveness. The DOE is working to establish a fair and meaningful system of evaluation and development, in compliance with Education Law 3012-c, that advances our vision of an effective teacher in every classroom and an effective principal in every school. A number of details must be collectively bargained or (based on recent state law) determined by the New York State Education Department by June 1. More information will be shared at that time.

The DOE is rolling out a robust system of supports to ensure that all New York City school leaders and teachers are well-prepared to implement a new system of teacher evaluation in the fall. Key features of these supports that are available immediately include:

Professional Development		
Resource	Description	Location
Teacher Effectiveness website	<p>The DOE Teacher Effectiveness website provides an overview of Education Law 3012-c and includes regularly updated materials and supplemental trainings (e.g., modules and webinars) on the new evaluation system. Key topics include:</p> <ul style="list-style-type: none"> • Information on Education Law 3012-c • Overview of teacher effectiveness work in NYC • Professional development and training opportunities • Resources and information for families 	schools.nyc.gov/Offices/TeacherEffectiveness
3012-c Help Desk (starting Monday, May 20, 2013)	<p>The 3012-c Help Desk will be accessible year-round for all audiences to answer questions related to the new evaluation system on topics such as:</p> <ul style="list-style-type: none"> • Education Law 3012-c • An overview of the Measures of Teaching Practice component of teacher evaluation and overall teacher effectiveness • An overview of the Measures of Student Learning component of teacher evaluation • Professional development and training opportunities • Reporting requirements and timelines 	EvaluationSupport@schools.nyc.gov

Teacher Effectiveness

Supporting Your Teachers with Implementation of the Common Core Standards and the 2013–14 NYCDOE Teacher Evaluation and Development System

Note: LO stands for an available Learning Opportunity on ARIS Learn. To access these resources, go to <https://www.arisnyc.org/aris/login>, choose “Learn,” and then click “Learning Opportunities.” In the keyword search box, enter the LO number or module name. Click “Search” and select the link. Additional information about the DOE’s new teacher evaluation and development system is available at schools.nyc.gov/offices/teachereffectiveness and will be updated regularly.

Teacher Group	Teachers will be able to...	Examples
Teachers with a beginning to intermediate knowledge of the Danielson <i>Framework for Teaching</i> and Common Core Learning Standards	Understand how the Danielson <i>Framework for Teaching</i> can be used to support the observation and feedback cycle and understand how the instructional shifts embedded within the Common Core inform effective teaching practice in literacy and mathematics.	<ul style="list-style-type: none"> Introducing Your Staff to Danielson’s <i>Framework for Teaching</i> Components in the Context of the CCLS (LO 467) <ol style="list-style-type: none"> Reflecting on Good Teaching* (30 minutes) Examining the <i>Framework</i>* (30 minutes) Taking Low-Inference Notes (30 minutes) Review and Sort Evidence (30 minutes) Align Evidence to the <i>Framework</i> (30 minutes) Prioritize Areas for Feedback (30 minutes) <p>* Recommended for teachers with a beginning understanding of the <i>Framework for Teaching</i>. For teachers with an intermediate understanding of the <i>Framework</i>, principals may choose to start with module C.</p> <p>The following activities help to situate the instructional shifts within good teaching (A) and the Danielson <i>Framework for Teaching</i> (B).</p> <ul style="list-style-type: none"> Exploring the Instructional Shift of Rigor in Mathematics (LO 688—90 minutes) Supporting Students in Accessing Complex Texts (LO 691—60 minutes)
Teachers with an intermediate to advanced knowledge of the Danielson <i>Framework for Teaching</i> and Common Core Learning Standards	Engage meaningfully in the work of improving teacher practice through teacher reflection and development and understand how the instructional shifts embedded within the Common Core inform improved teacher practice.	<ul style="list-style-type: none"> Danielson <i>Framework for Teaching</i> Component Studies (LO 598) Professional development materials to support examining Highly Effective / Effective practice in components.¹ (50–90 minutes) <p>The following activities help to highlight the connection between effective teacher practice and the implementation of the instructional shifts embedded in the CCLS:</p> <ul style="list-style-type: none"> Understanding Connections between the Common Core Instructional Shifts and Selected Standards (LO 689—120 minutes) Connecting the Common Core Learning Standards and the Danielson <i>Framework for Teaching</i>—Aligning the Standards of Mathematical Practice to 3b (LO 690—140 minutes)
All teachers in NYC	<p>Level 1: Describe the basic structure of the new NYCDOE teacher evaluation and development system.</p> <p>Level 2: Describe which measures of student learning can be used for teachers of different grades / subjects in the new NYCDOE teacher evaluation and development system.</p>	<ul style="list-style-type: none"> Introducing Your Staff to the NYCDOE Teacher Evaluation and Development System <ol style="list-style-type: none"> Overview of the NYCDOE Teacher Evaluation and Development System (Coming June 2013)—Level 1 Implementing the NYCDOE Teacher Evaluation and Development System (Coming July 2013)—Level 2 <p>Note: Materials to support understanding of the measures of student learning will be available this summer through professional development sessions for school teams and online resources.²</p>

¹Component studies currently exist for Danielson *Framework for Teaching* components 1e, 2b, 2d, 3b, 3c, and 3d. Additional studies are under development. The specific components that will be considered in the 2013–14 NYCDOE teacher evaluation system will be determined by June 3, 2013.

²In early May, all principals received an invitation and online registration link to sign up for a school team professional development session.

How are your students doing after they graduate from your school?

Find out by downloading your interactive *Where Are They Now?* Report, available with refreshed data in early summer.



- ✓ *View the most common schools attended by your former students and analyze their performance at the next educational level.*
- ✓ *Identify potential achievement gaps by gender, ethnicity, prior proficiency, and other comparison groups.*



WHERE ARE THEY NOW?

Elementary School Report

This report provides information about your former elementary school students' middle school outcomes. You can use the fields to the right to select a 5th grade cohort as well as subpopulations to compare. To see additional subpopulations, click on the "Data" tab.

Note: Results representing fewer than 10 students are suppressed.

DOE Elementary School 1

1. Select 5th Grade Cohort:

2006-2007

3. View outcomes by comparison group

(outcomes presented below are for former 5th graders with these characteristics):

2. Select Comparison Group:

5th Gr. Math

5th Gr. Math Proficient

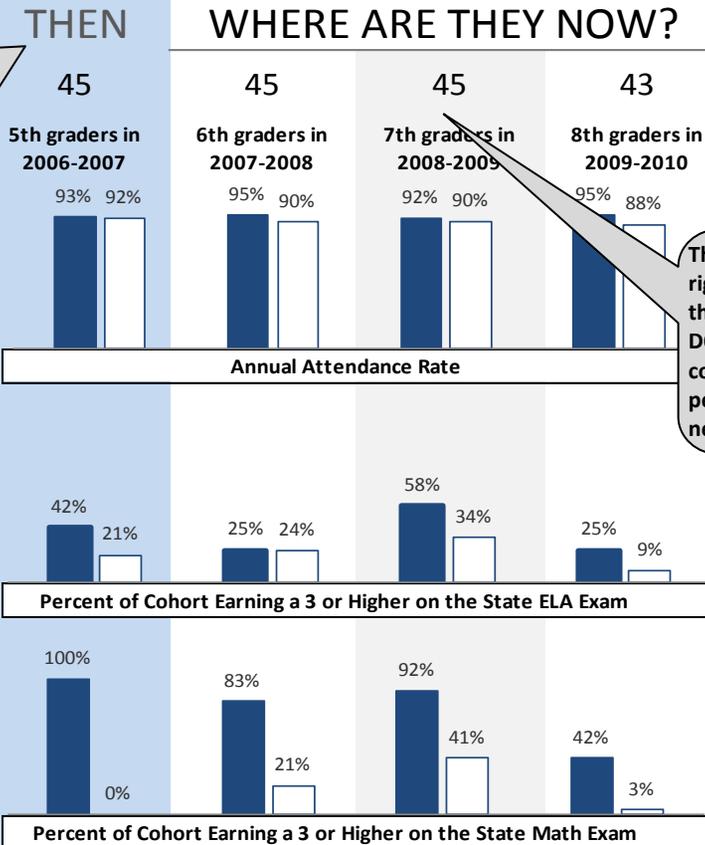
5th Gr. Math Below Proficient

Your School

City

■ 27% 5th Gr. Math Proficient
□ 73% 5th Gr. Math Below Proficient

Choose a cohort and comparison group here.

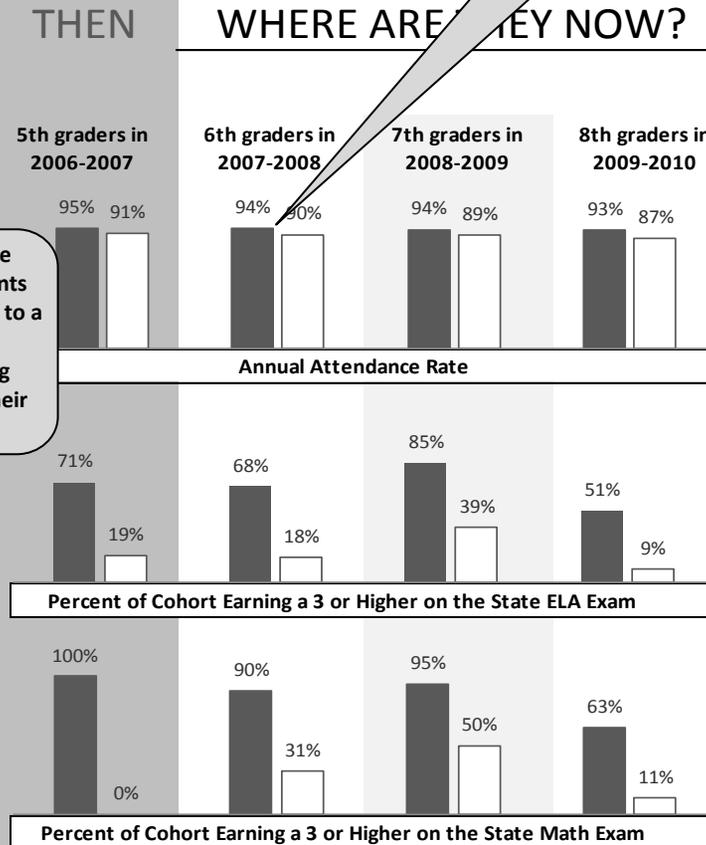


The "THEN" section establishes a baseline, showing information on the selected cohort when they exited the school.

The columns to the right follow students that continued on to a DOE school (or college), displaying performance at their next institution.

■ 70% 5th Gr. Math Proficient
□ 30% 5th Gr. Math Below Proficient

Results are broken down by the comparison group selected.



Source: ATS; Progress Report data files



School Technology Summit

July 31, 2013 | *Explore Your Tech Potential*

Presented by
Division of Instructional & Information Technology



Murry Bergtraum High School | 411 Pearl Street | New York, NY 10038

About the School Technology Summit

A one-day event at the intersection of education and technology.

Learn to build a technology enhanced **vision** for your school. Get resources around **funding** your vision. Discover what it takes to effectively **implement** your ideas. Lastly, find the **support** you'll need as you begin this journey.

More Information and RSVP

www.schooltechnologysummit.com

What to Expect

- ▶ 50 Exhibitors, including vendors, employees of the Division of Instructional and Information Technology, representatives from DAPS and more
- ▶ 40 workshops for schools by schools
- ▶ 1 amazing keynote address
- ▶ Breakfast and lunch

Who Should Attend?

School leaders, administrators, technology trailblazers, and digital newbies with an unquenchable thirst for knowledge and a willingness to learn and grow with their colleagues.