

ACTIVITY: EXPLORING THE 2014-15 CITYWIDE INSTRUCTIONAL EXPECTATIONS CASE STUDIES (80 MINUTES)

OVERVIEW

The Citywide Instructional Expectations set the annual instructional priorities for the New York City Department of Education, foster citywide conversations about school practice, and direct educators to resources and guidance to successfully address these priorities. The accompanying case study collection on the [Common Core Library](#) shares examples of how schools have engaged with these priorities. Through the lens of the 2014-15 Citywide Instructional Expectations, this activity leads participants through an exploration of the practices of a current NYC school. By analyzing and discussing a school's written case study and supporting artifacts (e.g. videoed interviews, student work samples, planning templates), participants can learn from the practices of other schools in order to inform and enrich their own work in supporting students.

OBJECTIVE

Participants will analyze a case study of a current NYC school's practices through the lens of the [2014-15 Citywide Instructional Expectations](#) and consider implications for putting their learning into action in their own work with students.

SUGGESTED FACILITATOR PRE-WORK

The current case study collection on the [Common Core Library](#) includes separate studies at the elementary, middle, and high school levels for each of the three Expectations highlighted in the [2014-15 Citywide Instructional Expectations](#). Before facilitating, determine the specific Expectation and case study that you would like to analyze with participants and explore the case study and any connected artifacts that may be available.

SUGGESTED GROUP PRE-WORK

As the case studies highlighted in this activity examine how schools' practices connect to the [2014-15 Citywide Instructional Expectations](#), participants should read the Expectations prior to engaging in this activity. For guidance on leading an in-depth discussion on the Expectations, see the [Exploring the 2014-15 Citywide Instructional Expectations activity](#).

MATERIALS

- [2014-15 Citywide Instructional Expectations](#)
- Citywide Instructional Expectations case study (collection available on the [Common Core Library](#) at the elementary, middle, and high school levels)

GUIDING QUESTIONS

- What implications do the 2014-15 Citywide Instructional Expectations have for our work in our school?
- What can we learn from another's school practices, connected to the 2014-15 Citywide Instructional Expectations, to strengthen our own work?
- How do we put our learnings into action to best support students?

Note: Each case study includes a subset of questions to guide the discussion in step 3 of this activity.

FACILITATION NOTES

1. Introduction and framing (5 minutes).

- Welcome participants and review the objective and guiding questions of the activity.
- Share with participants that this year's 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.

- Explain that the development of this year’s Expectations, and their guiding principles, were rooted in conversations with educators throughout the city around the priorities and resources school community members believed would be most helpful in guiding supports for students (access the Common Core Library for a [full exploration of the development process](#)).
 - Explain that participants will explore how another school is implementing the Citywide Instructional Expectations by:
 1. Analyzing a case study and artifacts from another school and connecting them to their own practice,
 2. Considering the implications this learning has for work moving forward
- 2. Building upon strengths with the 2014-15 Citywide Instructional Expectations (10 minutes).**
- Explain to participants that they will soon read and view examples of a NYC school’s practices connected to one of the Expectations. Direct them to the corresponding section of the 2014-15 Citywide Instructional Expectations focused on that Expectation (e.g. if exploring the implementation of an instructional focus in the [elementary school case study of Jose Celoso Barbosa, P.S. 112](#), direct participants to the instructional focus Expectation on [page 3](#)).
 - Ask participants to consider this Expectation and identify a specific practice that they, or the school community as a whole, do well that helps meet this Expectation.
 - Ask participants to share their successes with a partner or in small groups.
- 3. Analyzing the case study and artifacts (40 minutes).**
- Note: If video is available for the chosen case study, show the video before participants explore the written case study. Based on the number of artifacts and participants, groups may choose to jigsaw this analysis and share out in a large group. Participants may require additional time during this step to fully explore all available artifacts.*
- Ask participants to independently read the written case study (collection available [here](#)) and consider the accompanying guiding questions.
 - In groups, ask participants to chart their responses to the guiding questions and discuss any questions this case study raises.
 - After participants have discussed the written case study and guiding questions, ask participants to analyze the available accompanying artifacts (e.g. videoed interviews, student work samples, planning templates) in groups and discuss how the artifacts evidence the work of the school and what questions still remain.
- 4. Debriefing as a whole group (20 minutes).**
- Lead the group in a discussion of:
 - How do this school’s practices connect to the Expectations and impact student learning and growth?
 - What can we learn from another’s school practices, connected to the 2014-15 Citywide Instructional Expectations, to strengthen our own work?
 - How does this school’s practice show ways we can build upon the strengths identified in step 2?
 - How do we put our learnings into action to best support students?
- 5. Next Steps and Common Core Library Resources (5 minutes).**
- Ask participants to identify and share one next step they will take collectively and individually to support this work in their school.
 - Remind participants of the supporting resources available on the [Common Core Library](#) (e.g. guidance documents, protocols for strengthening professional collaborative learning, tools for refining an instructional focus, research and other opportunities for learning).