

Implementation Guidance for the 2012-13 Citywide Instructional Expectations

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Overview

1) **Why is New York City establishing instructional expectations for 2012-13?**

The Common Core standards challenge us to raise the quality of instruction for all of our students in every grade in order to ensure all students are on track toward college and career readiness. To meet this challenge, we must pay special attention to two critical aspects of our work: 1) the effectiveness of the pedagogical strategies our teachers employ to help students learn; and 2) the degree to which all of our students are cognitively challenged in their daily lessons.

The New York City Department of Education (DOE) developed the 2011-12 citywide instructional expectations to give New York City educators a stronger understanding of the curricular and pedagogical demands of the Common Core. More specifically, we asked teachers to practice shifting their instruction through the implementation of one Common Core-aligned unit of study in math and one in literacy. Simultaneously, we asked school leaders to increase the frequency of their classroom observations for formative purposes and provide actionable feedback to teachers to support their growth.

The DOE has developed citywide instructional expectations for 2012-13 in order to engage New York City educators in the next set of actions that will move our system toward full alignment with the Common Core. Through implementation of the 2012-13 citywide instructional expectations, schools will help students learn through accessing and comprehending grade-level texts independently, writing arguments and opinions supported by evidence from text in the major content areas, and becoming fluent in mathematics in order to apply mathematical concepts to demonstrate conceptual understanding. School leaders will support teachers in this work by using Danielson's *Framework for Teaching* to focus frequent cycles of formative observation and feedback aimed at strengthening teacher practice and making the pedagogical shifts that will help students meet the Common Core standards.

2) **What does it mean to deepen and broaden the citywide instructional expectations?**

The 2012-13 citywide instructional expectations are designed to encourage schools to continue the work they began during the 2011-12 school year (deepening) while also expanding the work in important ways (broadening) to allow for a thoughtful progression toward full implementation of the Common Core standards by the 2014-15 school year. To expand on this work, in 2012-13 schools are asked to:

- Increase the number of Common Core-aligned units that students will experience;
- Involve more teachers in the planning and implementation of Common Core-aligned units;
- Include more standards of focus, especially speaking/listening standard 1 and language standard 6;
- Explicitly connect the use of Danielson's *Framework for Teaching* with meeting the Common Core standards by selecting competencies for focus that align to the Common Core and meet the needs of teachers.

3) **What is the timeline for implementation?**

May – August 2012:

- Evaluate successes and challenges of 2011-12 work and plan for implementation in 2012-13:
 - Analyze resulting student work from 2011-12 Common Core-aligned units;
 - Review points of access for all students and opportunities for student representation and engagement. Universal Design for Learning (<http://www.cast.org/udl/index.html>) may be a helpful framework;
 - Identify areas where teacher practice improved and areas that will need greater focus moving forward.
- Plan for professional development that strengthens teacher practice to meet the demands of the Common Core.
- In K-5, plan for Response to Intervention (RTI)¹ implementation.

¹ For more information about RTI, schools can visit the Response to Intervention ARIS Community (<https://www.arisnyc.org/connect/node/1523021>) or, beginning in June, can access the Response to Intervention Reference guide on the Academic Policy Page on the Principals' Portal (<http://intranet.nycboe.net/DOEPortal/Principals/SchoolSupport>).

- In PK-8, revise school’s current math scope and sequences to teach fewer topics and allow for more time to focus on the major work² of the grade.
- In PK-8, identify texts that reflect a combination of literary and informational texts.
- In grades 9-12, focus on student work from this year and what it shows about gaps to be addressed for next year. Pay attention to the discipline-specific gaps in ELA, science and social studies.
- Plan an assessment strategy that includes ongoing assessments aligned to key standards and curriculum.

September 2012 – January 2013:

- Continue to deepen shared understanding of Danielson’s *Framework for Teaching*;
 - Launch regular cycles of formative observation and feedback aligned to Danielson’s *Framework* and in support of Common Core alignment;
 - Identify and support pivotal teaching strategies that will help move students toward mastery.
- Launch collaborative inquiry focused on analyzing student work:
 - Administer baseline assessments to understand what students do and do not know;
 - Implement the first round of Common Core-aligned units for the school year;
 - Analyze resulting student work to inform next round of unit planning;
 - Based on analysis of student work, identify aspects of teacher practice that could help address student gaps.
- Adjust professional development plans to address identified teacher needs.

February – June 2013:

- Continue to deepen shared understanding of Danielson’s *Framework for Teaching*.
 - Continue regular cycles of formative observation and feedback aligned to Danielson’s *Framework* and in support of Common Core implementation;
 - Support pivotal teaching strategies that will help move students toward mastery.
- Continue collaborative inquiry focused on analyzing student work:
 - Implement the second round of Common Core-aligned units;
 - Analyze resulting student work to inform future work;
 - Based on analysis of student work, identify aspects of teacher practice that could help address student gaps in knowledge.
- Continue to adjust professional development plans to address identified teacher needs.

4) How might I begin planning for 2012-13?

- Reflect on this year’s successes and challenges with the citywide instructional expectations.
- Ensure structures to support the work (time, resources, professional development) are in place by September 2012.

Guidance for Reflecting on 2011-12 Implementation to Inform 2012-13 Implementation

Component of 2011-12 citywide instructional expectations	Questions to consider for 2012-13
Understanding the gap	<ul style="list-style-type: none"> • What does the analysis of student work products and data from other assessments tell us about the gap between what students know and are able to do and what the Common Core demands? • What are the patterns and trends in student work, paying attention to special student groups, such as ELLs and SWDs? • What are the implications for pedagogical shifts and unit/lesson revisions? • What structures can be put in place to support these changes?
Formative observations and formative feedback for teacher	<ul style="list-style-type: none"> • Is there a common understanding of Danielson’s <i>Framework</i>? • What were the school’s areas of focus in 2011-12?

² For a listing of content emphases by cluster, refer to <http://engageny.org/resource/math-content-emphases>. For additional guidance, refer to http://www.parcconline.org/sites/parcc/files/PARCC%20MCF%20for%20Mathematics_Fall%202011%20Release.pdf.

development	<ul style="list-style-type: none"> • Where was the school’s significant growth? • Where does the school need to shift or deepen focus for the upcoming year? • What were the instances where feedback was most effective in facilitating teacher growth? • What successful actions and/or structures can be replicated and strengthened next year? • What were the biggest hurdles and how can they be addressed before the upcoming school year? • How is the school leveraging selected teaching competencies to increase student learning, especially towards meeting Common Core standards?
Common Core-aligned units	<ul style="list-style-type: none"> • What are areas of strength for teacher teams engaging in cycles of inquiry to look at student work and shift teacher practice? • What supports and resources do teams still need? • Where did the school see strongly-aligned tasks successfully implemented in classrooms? • What pedagogical practices helped support this success? • Where do teachers need help upgrading their tasks and units? • Which teachers should be involved in 2012-13? Why? • Which subject areas should implement Common Core-aligned units in 2012-13? Why?

Using a Framework for Teaching

5) How can schools develop a shared understanding of what effective instruction looks like?

In order to successfully implement shifts in practice, school communities must develop a shared understanding of what effective instruction looks like. Schools can do this by collectively studying and norming on Charlotte Danielson’s *Framework for Teaching*. Resources for how to get started or deepen this norming work can be found on ARIS Learn: [Norming Resources for Schools](#). Deepening understanding of Danielson’s *Framework* should be incorporated into professional development plans for the year. Such development might take the form of one or more of the following:

- Develop shared norms among school leaders and teachers for engaging in feedback;
- Promote self-reflection on the part of teachers and administrators before feedback conversations;
- Ask for teachers’ input on what type of feedback they find most helpful;
- For each competency, compile best practices observed in the school;
- Throughout the school year, identify resources and structures within the school to support teachers’ understanding of the rubric (e.g., ARIS Learn, teacher team meetings, intervisitations);
- In small groups, discuss different parts of the rubric and examples of effective and highly effective practice in the classroom;
- Watch classroom videos together and record low-inference observations. Dig deeply into 1-2 competencies at a time and discuss strategies for strengthening teacher practice, using evidence from the observations;
- Have teacher teams design professional development activities that address common development needs across grade levels or departments;
- As a community, within teacher teams, and/or for individual teachers, select Danielson competencies for focus, based on the needs of teachers and school-wide goals.

School communities should also observe practice together (in their own classrooms, through intervisitation, through video, etc.) and use the rubric along with low-inference observations to reinforce norming conversations and work together to decide upon next steps for the observed teacher.

6) What is norming and why is it important?

Norming is the process schools go through together when they look at student work or teacher work and come to agreement on evidence of quality based on an established standard. During professional development sessions and teacher team meetings, school communities are encouraged to spend time looking at teacher work (lesson plans, tasks, etc.) to identify work that everyone agrees is strong. Similarly, school communities are encouraged to spend time looking at student work to come to agreement about evidence of quality. Agreement on this evidence will constitute normed understandings and will promote a school wide vision for quality instruction.

7) Why are three specific competencies from Danielson’s Framework for Teaching referred to in the expectations and why were they selected?

As schools incorporate a framework into their conversations about instruction, principals have flexibility to select Danielson competencies for focus, based on the needs of their teachers and school-wide goals. Competencies in Danielson’s *Framework* are interrelated, and it is difficult to emphasize one without touching on others. The three competencies highlighted in the expectations—Designing Coherent Instruction (1e), Questioning and Discussion Techniques (3b), and Using Assessment in Instruction (3d)—were selected for their strong connection to the key instructional shifts detailed in the citywide instructional expectations.

- Designing Coherent Instruction (1e): As schools revise current units to align to the cognitive demands of the Common Core, schools must also delineate more rigorous learning objectives, make connections to prior learning, and engage students in activities that represent high-level thinking. Students are engaged when the lessons planned and implemented include activities and assignments that promote learning and are aligned with the goals of the lesson. This requires schools to plan deliberately around student grouping, instructional materials and resources, and structure and pacing of the lessons (Danielson 3c). If teachers thoughtfully adapt/adopt units in ways that help them adjust their current lessons and teaching practice to address the Common Core standards and ensure that lessons meet their stated objectives, they will achieve coherent instruction.
- Questioning and Discussion Techniques (3b): The Common Core standards require an increased emphasis on discourse and argument in both literacy and math, which has significant implications for the ways teachers engage students in discussion and the kinds of questions about which they ask students to think. This is the only instructional strategy specifically referenced in Danielson’s *Framework*. As teachers pose more challenging questions to students, engage in text-based discussions and invite students to critique the reasoning of others, they will become effective with questioning and discussion techniques. Focus on this competency also ensures that student voice becomes an integral part of every lesson.
- Using Assessment in Instruction (3d): To fully integrate the Common Core, teachers must have systems to track students’ prior knowledge, emerging understanding, misunderstandings and accomplishments. Teachers and students will need to broaden their skill sets in assessment in order to shift from assessment systems that rely solely on summative assessments and questions with single answers and multiple-choice questions to those that emphasize learning as conceptual and dynamic and embedded in context. This change in approach makes 3d a high-leverage competency of focus. Teachers will become effective in using assessment in instruction as they monitor student progress to know what students understand and misunderstand and make adjustments to their plans to increase learning.

8) How can Danielson’s Framework for Teaching (or any four-point scale) be used?

A new evaluation system has not yet been collectively bargained in New York City. The formal evaluation process should continue to follow the Satisfactory/Unsatisfactory rating format, as in the existing UFT-DOE contract. Any letters, memos, and/or observation tools that reference Danielson’s *Framework* explicitly, or reference a four-point rating

system on teacher performance should not be placed in a teacher's permanent file. Danielson's *Framework* (or a similar rubric) should be incorporated into cycles of formative teacher feedback and support.

Implementing Common Core-aligned units of study

9) What does it mean that principals have discretion to choose teachers, courses, and number of units?

School communities should use the following principles to guide them when making implementation decisions:

- All teachers should be engaged in the work of the citywide instructional expectations;
- To the extent possible, all students should experience at least two math units and two literacy units aligned to the Common Core;
- No one teacher is expected to implement more than four Common Core-aligned units—two in math and two in literacy.

School leaders should be mindful of teachers' developmental needs and the importance of engaging all students in Common Core-aligned work. Principals can exercise discretion by having teachers work together (either in the same classroom or with the same students at different times) to ensure every student has these experiences.

a. Literacy across Disciplines

An added emphasis on reading to learn is not meant to replace other ways of gaining content knowledge, only to enhance them. For example, in science, a focus on hands-on learning is important and should continue. There are ways to think about the kinds of texts we read and the kinds of argumentative texts we write that can move us more deeply into, rather than away from, the disciplines. By implementing literacy units and tasks across all subjects, teachers can explore ways to shift pedagogical practice that help students engage with grade-level complex texts independently. Principals and schools should understand the needs of their students and implement these shifts in all courses and subjects so that students benefit from exposure to disciplinary literacy: the ability to read, comprehend, and advance content knowledge from subject-specific, grade-level text.

b. Elementary Schools

In non-departmentalized schools, such as elementary schools, school leaders should strive to ensure that all students experience four Common Core-aligned units, two in literacy and two in math, including ESL, bilingual, and special education students. Schools can implement literacy units in ELA, social studies, or science. Principals have the flexibility to determine which courses and teachers implement these units.

Elementary Literacy

- One way to infuse informational texts into elementary schools is to integrate them into reading and writing workshops, including during the read aloud. This way, work with texts does not take the place of experiential learning, such as hands-on science experiences, in other parts of the day.
- Within this approach, elementary teacher teams, in collaboration with school leaders, choose whether the informational texts for at least one of their literacy units will focus on the natural world (science) or the social world (social studies). For example: the science cluster, or classroom teacher teaching science, continues to teach hands-on science and might not be expected to implement a unit with a culminating task aligned to the selected standards. Like an ICT teacher, the cluster teacher might work with classroom teachers on connecting the text to the lesson in the literacy block. Note: this example is meant to show the discretion that principals might exercise.

c. Middle and High Schools

In departmentalized schools, such as middle and high schools, school leaders should strive to ensure that the vast majority of students are engaged in this work in all four core subjects (math, ELA, social studies, and science), including

ESL, bilingual, and special education students. Principals have the flexibility to determine which courses and teachers implement these units.

Middle and High School Science and Social Studies

In secondary science and social studies, teachers are asked to adapt/adopt units in the context of their current curricular scope and sequence. Teachers should focus on practices that build content knowledge through reading and assessing students' ability to access the texts used. In order for students to successfully complete the Common Core-aligned units, teachers will need to help them understand how to access and comprehend subject-specific, grade-level informational text.

- Schools may decide the extent to which ELA teachers shift to incorporating more informational texts and science/social studies teachers shift to emphasizing text-based discussions and writing (both will shift to some extent), while maintaining exposure to literature in ELA and content/lab-based learning in social studies and science.
- In social studies and science, when an appropriately complex informational text is in use (e.g. professional journal, article, primary source), teachers should ensure there are opportunities for students to access and learn from the text ("read to learn").
- Across subjects, it can be helpful to approach these shifts by asking: how do scientists (or historians or literary critics) read and write for different audiences, at different times, and for different purposes?
- When discussing literacy across disciplines, consider the genres that are unique to each discipline. Through what genres do scientists make claims and counterclaims, share reasons and evidence? The genres that fit these criteria might well be worth deep reading by students and might also be ones that students themselves can re-create through their own writing.
- There are both unique and overlapping attributes of literacy practices in different disciplines. For instance, in science the data gathered from experiments constitute evidence for making scientific arguments. Such experimentation results are not the kind of evidence the literary critic gathers. Still, the terms we use to talk about argument can transcend disciplines. Words used in the Common Core, like claim, counterclaim, reason, and evidence can be used whether discussing a literary analysis, a lab report, or an historical critique. For materials related to writing across the curriculum, refer to <http://wac.colostate.edu/>.

Math beyond Algebra and Geometry

For advanced mathematics beyond Algebra and Geometry, principals should consider the needs of teachers and students when determining an approach to practicing the shifts.

d. Other Classrooms

As stated, principals have discretion in how they meet the principles articulated at the beginning of this section. The following are some suggestions for how to include all teachers:

- 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, health, 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;
- Push-in and co-teachers who do not also have their own classes should collaborate with classroom teachers on at least two units in either literacy or math.

The following scenarios may account for some circumstances in which teachers teach multiple subjects or grades and how they could be addressed:

Elementary Science Cluster: a science cluster teacher who teaches multiple grades is not expected to teach Common Core-aligned units for each grade. In this case, two units can be selected for alignment to the Common Core in any grade.

Secondary Teachers of Multiple Subjects: teachers who teach more than one core content area, for example, teachers who teach ELA and social studies, are not expected to teach four units. In these cases, teachers can implement two units in one or both of the subjects.

Self-contained Special Education Teacher of Multiple Grades: a special education teacher who is teaching in self-contained and/or ICT classes across multiple grades is not expected to plan or teach four Common Core-aligned units on each grade level. In this case the team teaching structure can be leveraged in order to ensure that students experience two literacy and two math units. If there is a full-time multi-grade self-contained class, the teacher may choose one literacy and one math unit in each of two grades and work with other pedagogues in the school to ensure that students experience additional units.

10) What does the unit expectation look like in literacy and math?

In aligning units to the Common Core, schools may choose to upgrade existing units, engaging in cycles of inquiry and looking closely at student work to make adjustments to curriculum, assessment, and instruction, or adopt units from the Common Core Library (see section on use of [CCL Common Core-aligned tasks and instructional supports](#) later in this document).

a. What should each unit include?

- Content and skills students need to know and be able to perform that align to three to six primary standards to be assessed by a culminating task;
- A pre-assessment that helps to surface students' understanding of the concepts and where understanding ends/breaks down. The pre-assessment should delineate the linguistic and content needs of ELLs;
- A series of learning experiences that build students toward accomplishing the goals of the unit and that reveal a conceptual progression and connection to relevant previously learned and future concepts;
- A culminating task that assesses the unit's primary standards;
- A mix of explicit teaching and student investigation;
- Explicit teaching of academic vocabulary (refer to <http://textproject.org/>);
- Access for all students through multiple means of representation, action and expression, and engagement (refer to <http://www.cast.org/udl/index.html>);
- Instructional supports, as needed, for ELLs (refer to these [ELA](#) and [Math](#) resources).

b. What is unique to math?

In teams, all teachers of math adapt or adopt and implement two Common Core-aligned curriculum units, building upon the work of the 2011-12 school year. One of the Common Core-aligned units should focus on Mathematical Practices 3 (construct viable arguments and critique the reasoning of others) and/or 4 (model with mathematics) and the selected domain of focus for the grade (see page five of the citywide instructional expectations). The other unit should also focus on Mathematical Practices 3 and/or 4 as well as other relevant Mathematical Practices and may center on standards in the same domain or other major work³ of the grade. For math courses in high school beyond Algebra and Geometry, teachers have the discretion to choose the topics within which to practice the shifts. Math units should facilitate the following shift in classroom instruction: *require fluency, application, and conceptual understanding*.

c. What is unique to literacy?

In teams, teachers of ELA, science and social studies adapt/adopt and teach two Common Core-aligned units, one of which must align to the DOE's selected standards for 2012-13 and build upon the work done in the 2011-12 school year. Units should culminate in a performance task that provides an opportunity for students to independently demonstrate competency with at least one reading and one writing standard. (Please see question below for more detailed information about which standards could be assessed as part of the culminating task.) Literacy units should

³ For a listing of emphases by cluster, refer to <http://engageny.org/resource/math-content-emphases>. For additional guidance, refer to http://www.parcconline.org/sites/parcc/files/PARCC%20MCF%20for%20Mathematics_Fall%202011%20Release.pdf.

reflect the following shift in classroom instruction: *require students to ground reading, writing, and discussion in evidence from text.* Please note the ample opportunities that teachers of the arts and technical subjects have to engage students with close reads of texts in their disciplines. For example, artists' sketchbooks/notebooks, biographies of composers, playwrights or choreographers and reviews of live performances often provide profound insights into the influences and thoughts behind an artist's body of work.

The planning of Common Core-aligned units and culminating tasks is critical but not sufficient in preparing students for the new standards. In order to implement a truly Common Core aligned unit, teachers will need to shift their pedagogy to ensure students can meet the demands of the Common Core. Please see [instructional shifts section](#) of this document.

11) What do the speaking/listening and language standards ask of students and teachers? To what grades and subjects do they apply?

In order to support effective teaching practice that integrates reading, writing, speaking, listening, and language development, the citywide instructional expectations for 2012-13 expand the selected standards to include speaking/listening standard 1 and language standard 6. From research, we know the importance of oral language development as a precursor to using academic language in writing and to comprehending complex text.

Speaking/listening standard 1 requires students to participate in a range of conversations about grade-level texts, topics, and issues. In order for students to show evidence of meeting this standard, teachers should plan opportunities for a range of text-based conversations during the Common Core-aligned units.

Language standard 6 requires that students acquire and use academic and domain-specific vocabulary. Teachers should explicitly teach academic and domain-specific vocabulary. Additionally, in order for students to show evidence of meeting this standard, teachers should identify academic and domain-specific vocabulary associated with their Common Core-aligned units and expect students to use academic and domain-specific vocabulary as they read, write, listen, and engage in discussion during these units.

Though these standards reside in ELA and literacy in content areas in elementary school and solely in ELA in secondary school, research clearly indicates the connection between oral/aural language development and reading comprehension and writing skills. Since all teachers have the responsibility to develop disciplinary literacy for their students, secondary social studies and science teachers should also teach and formatively assess the development of academic vocabulary, that is, words that are not unique to a particular discipline, but have wide applicability across disciplines. (See page 33 of the [Common Core's Appendix A for Literacy](#).) Such formative assessments will inform how students might write arguments focused on *discipline-specific content*. Additionally, domain-specific vocabulary and discipline-specific content should be developed both orally and in reading and writing. Therefore, the types of discussions described in the ELA speaking/listening standards could serve as a prime venue for such development in science and social studies classrooms.

12) In literacy, do all the standards addressed in the unit have to be addressed in the culminating tasks?

No, standards can be assessed in different ways in the course of and/or at the end of a unit. As an example, in a unit that is aligned to the selected standards, an approach might be to assess the selected standards in reading and writing in the culminating task and to assess the selected standards in speaking/listening and language formatively. This distinction raises the question of whether both the reading and writing standards should be simultaneously assessed in the culminating task. It is worth noting that to assess the reading standard a new text/text excerpt (or one not directly discussed in class) would have to be introduced in the culminating assessment as reading standard 10 requires an independent read of grade-level text. An alternative would be to assess reading formatively during the unit with novel texts connected to the topic of study and use the culminating task solely to assess writing. Please note that the impending Common Core-aligned State tests will assess students' ability to independently read grade level text and to independently analyze these texts in writing.

13) In math, do all the standards addressed in the unit have to be addressed in the culminating tasks?

No, standards can be assessed in different ways in the course of and/or at the end of a unit. As an example, in a unit that is aligned to the selected standards, an approach might be to address the selected content and practice standards taught in the unit through a culminating task comprised of one or more individual problems. The task should be an assessment students complete independently and on-demand. If students have independently demonstrated proficiency on some content and practice standards in the course of the unit, the culminating task might include only standards not previously assessed.

14) Which of the instructional shifts required by the Common Core have been selected for focus and why?

The authors of the Common Core articulate several [pedagogical shifts](#).⁴ The shifts emphasize the intellectual skills and dispositions students need to possess in order to thrive in college and career. The DOE is asking teachers to focus on two particular shifts for 2012-13 because choosing a high-leverage focus for the year allows a common conversation within and across schools and provides the opportunity to set a sensible pace toward full Common Core alignment by 2014-15. Rather than creating new units, schools may benefit from upgrading existing units so that they can focus in on the key pedagogical changes that will yield different student outcomes rather than investing time on changing the basic content of units.

For 2012-13, the DOE is asking teachers to focus their pedagogical growth on shifts that are essential in supporting students to meet the Common Core standards:

<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 literacy, the shifts focus on the use of a wider range of texts—particularly informational—as well as deeper use of text to support arguments. In particular, requiring textual evidence is a high-leverage change in pedagogy, as it requires teachers to make thoughtful text choices and students to read closely and make meaning from texts. It also requires teachers to ask a range of text-dependent questions to facilitate and encourage student discussion.

In math, the shifts focus on developing the ability to think with mathematics and mathematically, particularly targeting the ability to transfer understanding from one context to another, to select the right mathematical tools and to be able to make mathematical arguments and explain why certain decisions were made in proposing solutions to “real world” problems. These shifts require an emphasis on both, deep conceptual understanding and procedural knowledge. In particular, it is essential for teachers to plan with a focus on integrating conceptual understanding and application opportunities for all students, along with working on procedural fluency. Teachers will teach fewer topics, more deeply, providing students with a range of learning experiences in the classroom.

In all disciplines, students need to be able to make claims and support them with evidence, to defend positions and to use the language and thinking of the discipline in authentic ways.

The shifts in both areas also emphasize the ability to demonstrate understanding verbally and in writing. The inclusion of discussion as part of the selected shift is important to note. The Common Core speaking/listening standards and the emphasis on discussion in Danielson's 3b point to the importance of providing opportunities for students to make meaning verbally. Class discussions also provide the opportunity for students to practice citing evidence from texts and making arguments.

The planning of Common Core-aligned units and culminating tasks is critical but not sufficient in preparing students for

⁴ 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.

the new standards. In order to implement a truly Common Core aligned unit, teachers will need to shift their pedagogy to ensure students can meet the demands of the Common Core.

15) Do schools have to write new curricula to fulfill the citywide instructional expectations?

No, schools are not expected to write new curricula. To meet the expectation of implementing Common Core-aligned units, teachers may revise existing units of study, or adopt/adapt units from the Common Core Library or other external sources. The focus of the citywide instructional expectations is looking closely at student work, assessments and pedagogical shifts to make the appropriate adjustments to the lessons plans and units of study. This work should be done in the context of the schools' current curriculum. If teachers will perform extensive curriculum revisions, professional development, support and dedicated time should be provided. Schools without a year-long curriculum are asked to opt in to the DOE's core curriculum and implement units posted in the Common Core Library to practice the shifts. In addition to the DOE's core curriculum and the resources in the Common Core Library, the DOE will be providing guiding documents, as will New York State.

Reviewing Scope and Sequences

16) Why are PK-8 teachers expected to review their year-long scope and sequences? When should teachers do this?

The spring 2013 ELA and math tests for grades 3-8 will be aligned to the Common Core Core (see [NYS Transition Plan](#) in later section of this document). Based on information from New York State, elementary and middle school scope and sequences will need to align to the Common Core beginning in September 2012. This spring and summer, elementary and middle schools are expected to review their scope and sequences and:

- In math, reorganize the sequence of math content across the year to teach fewer topics and allow for more time to focus on the major work⁵ of the grade;
- In literacy across content areas, infuse opportunities to read and respond to a combination of literary and informational texts.

17) What resources will be provided to help PK-8 teachers review their scope and sequences?

- Mathematics Overviews (available in June)
- 'What's different?' for Literacy (available in June)

Please see resource section of this document for full set of [DOE resources with descriptions and timeline](#). For the most up-to-date information on the State's transition and available resources, please check the Common Core Library ([CCL](#)) regularly. The DOE will monitor information releases from the State and immediately post relevant information on the [CCL](#).

Definitions

18) What are the "critical academic and personal behaviors necessary for college and career readiness" that are outlined in the citywide instructional expectations, and how can teachers and school leaders find opportunities to work with students on these behaviors?

The DOE has developed indicators of college and career readiness, drawing from national models, research and tools. They define the qualities and achievements that students need to master in order to be ready to enroll, persist, and succeed in college and postsecondary training opportunities so that they gain entry into careers. These indicators include five critical Academic and Personal Behaviors:

- Persistence;

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.

- Engagement;
- Work habits/organizational skills;
- Communication/collaboration skills;
- Self-regulation.

Integrating these behaviors into curriculum and instruction is not outlined on page one of the citywide instructional expectations. These behaviors are discussed in the context of creating conditions for successful implementation of the citywide instructional expectations and the Common Core. These behaviors are key to student success, and schools are encouraged to assess the work they are already doing in these areas (such as emphasizing timely submission of work, instruction on organizing a notebook, and working in groups) and pursue ways to deepen or expand this work. More information about these academic and personal behaviors will be available in June.

19) What does “college and career readiness” mean for students with varying cognitive abilities?

The vast majority of students with disabilities are expected to have the same postsecondary goals as students without disabilities. For too long, we have had low expectations for students with disabilities. We should expect most students to leave our system prepared to attend and succeed at higher education institutions, receiving licensing certificates, associate’s degrees, bachelor’s degrees or even to pursue more advanced degrees. However, some students with more significant intellectual disabilities, as noted on their Individualized Education Programs (IEPs), will prepare for other options such as supported and customized employment and day habilitation. Postsecondary transition planning must be aligned with each student’s strengths, needs, preferences and interests. Ongoing assessments must inform adjustments to transition planning so that each student attains optimal independence leading to postsecondary success.

Accountability and Support

20) How will schools be held accountable for implementing the citywide instructional expectations?

We will continue to evaluate our citywide instructional work as part of existing accountability tools. Please see page four of the citywide instructional expectations.

21) What is the role of networks and clusters in supporting the citywide instructional expectations?

Networks and clusters will support schools with the implementation of the 2012-13 citywide instructional expectations. Through the thoughtful pairing of achievement coaches with a manageable group of schools (approximately one to seven), networks will ensure sustained and individualized instructional support. Assessing the current state of teaching and learning in each school is a critical starting point. As part of a network-level inquiry cycle, networks will analyze student work, teacher work (curriculum and assessments), and school leader work (samples of feedback to teachers) to help schools understand both where this work meets expectations and where educators need additional assistance. By offering clear guidance and structured support around content and pedagogy, network teams can help educators develop the skills they need to increase the rigor of instruction for all students.

22) How will New York State (NYS) assessments, including Regents exams, evolve to align to the NYS Common Core Learning Standards?

New York State has released the following multi-year timeline to illustrate how State assessments will transition to the Common Core:

**New York State Assessment Transition Plan: ELA and Mathematics
As of March 12, 2012 (Subject to Revision)**

Assessment -- Subject / Grade	2011-12	2012-13	2013-14	2014-15
ELA				
Grades 3-8	Aligned to 2005 Standards	Aligned to the Common Core		PARCC ¹
Regents ELA	Aligned to 2005 Standards		Regents exam aligned to the Common Core ²	Regents exam aligned to the Common Core/ PARCC ^{1,2}
Math				
Grades 3-8	Aligned to 2005 Standards	Aligned to the Common Core		PARCC ¹
Algebra I		Aligned to 2005 Standards	Regents exams aligned to the Common Core ^{2,3}	Regents exam aligned to the Common Core/ PARCC ^{1,2,3}
Geometry			Aligned to 2005 Standards	
Algebra II			Aligned to 2005 Standards	
Additional State Assessments				
NYSAA ⁴	Aligned to 2005 Standards		Aligned to the Common Core	NCSC ⁵
NYSESLAT	Aligned to 1998 Standards	Aligned to the Common Core		

¹The PARCC assessments are scheduled to be operational in 2014-15 and are subject to adoption by the New York State Board of Regents. The PARCC Assessments are still in development. All PARCC assessments will be aligned to the Common Core.

²The PARCC consortium is developing ELA and mathematics assessments that will cover grades 3-11. New York State will continue to monitor the development of these assessments to determine how the PARCC assessments might intersect with the Regents Exams. Note that all new Regents Exams and PARCC assessments will be implemented starting with the end-of-year administration, rather than the winter or summer administrations.

³The names of New York State's Mathematics Regents Exams are expected to change to reflect the new alignment of these assessments to the Common Core. For additional information about the upper-level mathematics course sequence and related standards, see the "Traditional Pathway" section of Common Core Mathematics Appendix A (<http://engageny.org/news/traditional-course-pathway-for-high-school-mathematics-courses-approved/>)

⁴The transition plan is specific to the NYSAA in ELA and mathematics

⁵New York State is a member of the NCSC national alternate assessment consortium that is engaged in research and development of new alternate assessments for alternate achievement standards. The NCSC assessments are scheduled to be operational in 2014-15 and are subject to adoption by the New York State Board of Regents.

Additional guidance from New York State regarding changes to the science and social studies Regents exams will be shared in the upcoming months.

23) What are the 2012-13 Periodic Assessment expectations, and how do they relate to the citywide instructional expectations?

In years past, schools were expected to administer formative and predictive assessments in ELA and math at least three times throughout the year. In 2012-13, the resources provided through the Periodic Assessment program will be more aligned with the Common Core standards. The portfolio will include resources for baseline assessments, a task bank of performance assessments to be used within or at the end of a unit (including tasks from the Common Core Library), and benchmark assessments to measure student mastery of key standards over time. Baseline assessments are intended to gauge what students do and don't know upon entering a year, course, or unit. Performance assessments from the task bank can be used to measure students' ability to independently apply what they've learned at the end of or within a unit to an assigned task. Benchmark assessments are designed to cover key standards from multiple units and assess whether or not a student has retained key skills and is on track to mastering the most important work of the grade.

Rather than administer assessments provided during set windows, educators will be able to make use of the Periodic Assessment portfolio resources in a way that matches the assessment needs at their school and fulfills the requirements of the citywide instructional expectations. More information about Periodic Assessment offerings can be found here (<http://intranet.nycboe.net/Accountability/Assessment/PeriodicAssessments>).

24) What resources and supports are available to schools as they implement the citywide instructional expectations?

The following chart outlines new resources being developed by the DOE and when they will become available:

New York City Department of Education Resources		Availability
Across the Disciplines	<u>New Common Core-aligned Tasks and Instructional Supports:</u> These instructional materials contain a collection of tasks and instructional supports including a culminating task, rubric, annotated student work and accompanying unit outline to support teachers in teaching Common Core-aligned units in ELA, math, science and social studies. <i>In Common Core Library.</i>	<i>June, July and August</i>
	<u>Upgrading a Unit:</u> This interactive module will demonstrate how educators can upgrade a unit to be Common Core-aligned. <i>In Common Core Library.</i>	<i>September</i>
	<u>ARIS Learn:</u> This section of ARIS includes self-assessment tools to help teachers identify areas to target; self-paced learning opportunities aligned to Danielson, which teachers can use on their own or can be adapted for larger PD audiences; learning plan tools that allow teachers to plan their professional development and which they can share with supervisors, peers or mentors for feedback and support; and, the ARIS Learn User Guide to get started on Learn.	<i>Now</i>
	<u>Expectations for Assessment Practice:</u> The Expectations for Assessment Practice outlined in the new Periodic Assessment Guide highlight the elements of a cohesive assessment strategy within a school. They provide a framework for different types of assessments and how to use different types of assessments to inform instructional planning and delivery. Additional support on assessment is available on ARIS Learn in " An Introduction to Using Assessment in Instruction. "	<i>Now</i>
	<u>Benchmark Assessments:</u> These benchmark assessments will be available for grades 3-8 in both literacy and math through the Periodic Assessment program and measure student progress on the Common Core. <i>In Acuity.</i>	<i>August/September</i>
	<u>Independent Performance Tasks:</u> New content and Common Core-aligned tasks in the four core subjects will be loaded into the Acuity item bank for teachers to download and use in their classrooms. The tasks are designed to assess students' independent performance on a set of key standards and can be used at the end of or within a unit or serve as models for teachers creating their own Common Core-aligned end of unit assessments. Schools can gain access to these task banks through the Periodic Assessment Selection Tool, available to schools June 4 th -20 th . <i>In Acuity.</i>	<i>Now</i>

Math	<u>Post-test Mathematics Guidance for SY 11-12:</u> This document outlines the gaps in content between the NYS standards and the Common Core at each grade level. It suggests that teachers focus post-test instructional time in SY 11-12 supporting students with these gaps in content to prepare for next year's Common Core -aligned curriculum and state test. <i>In Common Core Library.</i>	<i>Now</i>
	<u>Mathematics Overviews:</u> Given that Common Core -aligned curriculum materials are not yet available, these overviews are intended to support schools in the transition years in using current textbooks and other supplemental materials to teach a Common Core -aligned curriculum. The overviews indicate the amount of time that should be spent on	<i>June</i>

	<p>concepts across the year in grades K-8 in math and the concepts that should be omitted at a particular grade level. These overviews also contain high-level unit maps that outline the standards taught in each unit and identify how to leverage common textbooks (i.e. Everyday Math or Impact Math) and other supplemental resources to support teaching to the standards in the transition years. <i>In Common Core Library.</i></p>	
	<p>ELL Considerations for Common Core-Aligned Tasks in Mathematics: Highlights current research on ELLs in mathematics, with a particular focus on language and content development. It suggests essential elements for good ELL practice in the mathematics classroom. <i>In Common Core Library.</i></p>	Now
	<p>Assessing Quality and Alignment of Instructional Materials to the Common Core in Math: this graphic organizer outlines criteria to assess the quality and alignment of math resources to the Common Core. <i>In Common Core Library.</i></p>	Now
	<p>Baseline Math Assessments: These beginning of the year diagnostic assessments will be available through the Periodic Assessment program and will measure student preparedness for the major work of the grade to inform instructional planning next year. These assessments will be available for grades 3-8 in mathematics. <i>In Acuity.</i></p>	August/ September

Literacy	<p>Post-test Guidance for Literacy Instruction for SY 11-12: This document provides guidance around how teachers might consider using post-test instructional time in SY 11-12 to prepare for the shifts required next year. It encourages teachers to practice facilitating students asking and answering text-dependent questions with complex text, when speaking and writing where appropriate within planned units of study. <i>In Common Core Library.</i></p>	Now
	<p>‘What’s different?’ for Literacy: These documents outline the differences between the Common Core across grade levels, indicating the key advances in student expectations in literacy from grade-to-grade. Additionally, they outline the shifts between the NYS Standards and the Common Core in a specific grade to show the major differences in the new standards. <i>In Common Core Library.</i></p>	June
	<p>Literacy Pedagogical Strategies Guidance: These documents outline how educators can adjust common pedagogical strategies to support teaching toward the shifts in the Common Core. <i>In Common Core Library.</i></p>	August/ September
	<p>Beginner’s Guide to Text-Based Questions: This guide will support teachers in thinking about the revision process with helpful guidelines about what makes questions high quality. There are also useful materials in "An Introduction to Questioning and Discussion Techniques" on ARIS Learn available now. <i>In Common Core Library.</i></p>	August
	<p>The Text Complexity Rubric for Literary and Informational Texts: A central tenet across the Common Core is that students grapple with high-level texts on a regular basis across content areas. This rubric helps teachers to identify where and why a text is complex so that teachers can align supports that meet students in the areas they find most challenging. <i>In Common Core Library.</i></p>	Now
	<p>ELL Considerations for Common Core-Aligned Tasks in English Language Arts: Provides insights and practical suggestions for accelerating the academic achievement of ELLs in literacy classrooms. It addresses academic vocabulary, scaffolding techniques, native language support and writing. <i>In Common Core Library.</i></p>	Now
	<p>Assessing Quality and Alignment of Instructional Materials to the Common Core in Literacy: This graphic organizer outlines criteria to assess the quality and alignment of literacy resources to the Common Core. <i>In Common Core Library.</i></p>	Now

Text and Task Sets: This resource contains a sequenced set of texts, an instructional guidance outline and an accompanying task to support content-specific literacy instruction. Packaged as classroom sets, each collection includes several short passages, excerpts and/or articles consisting of a key text and related texts to support Common Core shifts. *In the FAMIS eCatalog.*

September

Trade Book Sets: These are collections of social studies and science trade books that teachers can use for a range of purposes to build background knowledge on a topic. *In the FAMIS eCatalog.*

September

In-Person Support:

Schools should consult networks as they consider how to structure their teacher teams and time in order to have the greatest impact on student and teacher success. Networks also provide professional development to schools and can help introduce meeting protocols and resources to help teacher teams move their practice to meet the demands of the Common Core.

The DOE also provides in-person professional development to schools and networks around assessment strategy and the transition to the Common Core. Interested schools and networks can view the full menu of support at www.abcsignup.com/nycdoe.

Funding:

Schools will receive an allocation of funds, at least equal to last year’s allocation for citywide instructional expectations, which can be used to pay for teachers and administrators to engage in summer planning and professional development.

25) How are the New York City Department of Education’s Common Core-aligned tasks and instructional supports developed and reviewed before publication on the Common Core Library? How should schools use these resources?

Development and review process:

On the Common Core Library ([CCL](#)), the DOE publishes Common Core-aligned tasks and instructional supports, which also include annotated student work samples. These tasks and supports are developed and taught in New York City schools and then carefully vetted for Common Core-alignment and quality before publication.

For information on the authors of specific Common Core-aligned tasks and instructional supports, please refer to the “acknowledgements” listed on the table of contents page within each document. For information on the criteria used to assess the quality and alignment of these resources, please refer to the [math](#) and [literacy](#) graphic organizers available on the [CCL](#).

Use of CCL Common Core-aligned tasks and instructional supports:

These resources reflect carefully considered sequences of instruction. If they fit well into a school’s existing curriculum, the schools may choose to “adopt” them, using the task, unit outline, and other available instructional supports as they appear on the Common Core Library, and create daily lesson plans to fully implement the unit. As teachers use these resources, they may find ways to adjust the unit to meet their needs, the resources available to them, and student interest and readiness. Alternatively, these resources may be used as points of departure or models of how to structure a Common Core-aligned unit. Analysis of these resources through the lens of student work is a useful professional development activity for educators, available on the [CCL](#); it can help to illustrate the connection between teacher practice and student work.

26) What are the DOE’s recommendations for spending New York State Textbook Law (NYSTL) funds for the 2012-13 school year?

Schools should use 2012-13 NYSTL funds (*for delivery between July 1, 2012 and June 30, 2013*) to purchase consumables and other instructional materials needed to maintain current program use. Suggested purchases include classroom library informational text collections, math manipulatives, library materials, instructional software, and ancillary materials such as student atlases and primary source kits. Current classroom materials should be used to support the citywide instructional expectations whenever possible.

The 2012-13 Core Curriculum ordering period began on April 16th; please note the following:

- The recommended health education curriculum, *Middle School Health Smart*, *High School Health Smart* and *Reducing the Risk*, have been added;
- Eight new high school social studies trade book classroom collections and seven new middle school non-fiction trade book classroom libraries have been added to the social studies and ELA trade book options;
- No new math, ELA, science or social studies programs have been added;
- Consumables to support previously adopted programs, such as *Everyday Math*, *Words Their Way*, *Delta Science*, etc., remain available for purchase. New programs, editions and materials will be evaluated and/or developed for Common Core alignment during the coming school year to begin a phased roll-out beginning in 2013-14. Schools are encouraged to postpone purchasing new instructional programs in 2012-13. Purchase of materials claiming to be or labeled “Common Core Aligned” is premature and therefore is not recommended, as materials may not have a demonstrated impact on student outcomes.

New schools and schools with increased student enrollments needing Core Curriculum materials should consider how materials support the citywide instructional expectations and the transition to Common Core standards to inform purchases.

27) How is the DOE defining Response to Intervention (RTI)? How does RTI connect to the Common Core, and how can schools prepare to implement RTI?

Response to Intervention (RTI) is a multi-tiered instruction and intervention model that promotes early identification of students in need of additional support through evidence- and research-based instruction, assessment, and intervention. Targeted instruction and intervention techniques are systematically applied at varying levels of student performance.

RTI is a comprehensive model applicable in all content areas, in all grades, and includes behavioral strategies. Beginning in July 2012, in accordance with new State regulations, schools are required to implement RTI for grades K-5 in reading building upon the structures already in place for assessing and providing tiered instruction and interventions. Schools will need to notify K-5 parents if their child is receiving interventions in reading, and document the intervention steps taken prior to referring a K-5 student for a suspected learning disability in reading. While all schools are accountable for implementation in K-5 reading, educators should consider systems for supporting all students in this way across grade levels and content areas.

The Common Core standards are rigorous instructional standards that indicate a shift in what students across the country should know and be able to do. A RTI program, particularly in literacy and in the earlier grades, ensures that all students have access to the instructional supports they will need to master the Common Core. The RTI framework supports educational models and strategies designed to close achievement gaps by providing high quality instruction for all students and targeted intervention for students demonstrating patterns of concern.

Schools have many existing structures in place to support regular collaboration to address student needs. These teams may have had preexisting functions and may have a variety of names, depending on each school’s preference (e.g. academic achievement team, intervention team, student support team, problem-solving team, pupil personnel team (PPT), RTI team, etc.). In planning for implementation of RTI, schools should evaluate their existing structures to

determine whether they would be appropriate to support the implementation of RTI. In some cases, schools may choose to modify or enhance their existing structures to better support RTI.

For more information about RTI implementation, educators can visit the [Response to Intervention ARIS Community](#) or, beginning in June, can access the Response to Intervention Reference guide on the [Academic Policy Page](#).

28) How do schools find the time to do this work and how can they get assistance in this area?

Effective use of school time is challenging but critical. The DOE will continue to work to reduce the burden of administrative tasks that prevent principals from spending a significant percentage of their time in classrooms. Within every network, there are principals and school communities who have figured out how to use time innovatively within the parameters established by the collective bargaining agreement. Networks can leverage this existing talent to support schools in need of this expertise. Schools that were not able to do so this year, should work with their school communities to consider school-based options for next year. The DOE will continue to explore ways in which to provide direct support to networks and schools around use of time throughout the coming year.

Appendices

- A. Features of Teacher Education Law 3012-C
- B. Crosswalk of Common Core Instructional Shifts



**Department of
Education**

Dennis M. Walcott, Chancellor

Last Updated: June 1, 2012

Appendix A

Features of Teacher Education Law 3012-C

In 2010, the New York State Legislature adopted legislation – State Education Law 3012c – that alters the teacher evaluation process to require annual performance reviews incorporating both observations and student learning outcomes. 3012c requires that districts adopt teacher evaluation models that include the following features:

- A 4-point rating scale (Highly Effective, Effective, Developing, Ineffective)
- Use of multiple measures of teacher effectiveness as rating criteria
 - Use of uniform qualitative rating criteria - i.e., use of a common rubric of teaching practice
 - Use of measures of student growth, measured through State and local assessments
- Timely and constructive feedback to teachers

The law will take effect in New York City once a collective bargaining agreement with the UFT has been reached.

Appendix B

Crosswalk of Common Core Instructional Shifts: ELA/Literacy

Both the 6 instructional shifts articulated by the NY State Department of Education and the 3 instructional shifts outlined by Student Achievement Partners help educators understand the major changes required by the Common Core in terms of curricular materials and classroom instruction in ELA/Literacy and Mathematics.

6 Shifts: EngageNY
www.engageny.org

3 Shifts: Student Achievement Partners
www.achievethecore.org

1: PK-5, Balancing Informational & Literary Texts: Students read a true balance of **informational** and **literary** texts. Elementary school classrooms are, therefore, places where students **access the world – science, social studies, the arts and literature** – through text. At least 50% of what students read is **informational**.

2: 6-12, Knowledge in the Disciplines: **Content area teachers** outside of the ELA classroom **emphasize literacy experiences** in their planning and instruction. Students learn through **domain-specific texts in science and social studies** classrooms – rather than referring to the text, they are expected to learn from what they read.

4: Text-based Answers: Students have **rich and rigorous conversations** which are dependent on a common text. Teachers insist that classroom experiences stay **deeply connected to the text** on the page and that students develop habits for making **evidentiary arguments** both in conversation, as well as in writing to **assess comprehension of a text**.

5: Writing from Sources: Writing needs to **emphasize use of evidence to inform or make an argument** rather than the personal narrative and other forms of decontextualized prompts. While the narrative still has an important role, students develop skills through **written arguments** that **respond to the ideas, events, facts, and arguments** presented in the texts they read.

3: Staircase of Complexity: In order to prepare students for the **complexity of college and career ready texts**, each grade level requires a **“step” of growth on the “staircase”**. Students read the **central, grade appropriate text** around which instruction is centered. Teachers are **patient**, create **more time and space** in the curriculum for this **close and careful reading**, and provide appropriate and necessary **scaffolding and supports** so that it is possible for students reading below grade level.

6: Academic Vocabulary: Students constantly **build the vocabulary** they need to **access grade level complex texts**. By focusing strategically on **comprehension of pivotal and commonly found words** (such as “discourse,” “generation,” “theory,” and “principled”) and less on esoteric literary terms (such as “onomatopoeia” or “homonym”), teachers **constantly build students’ ability to access more complex texts**

1: Building knowledge through **content-rich nonfiction** and **informational texts**

2: Reading and writing grounded in evidence from text

3: Regular practice with complex text and its **academic vocabulary**

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Crosswalk of Common Core Instructional Shifts: Mathematics

6 Shifts: EngageNY
www.engageny.org

3 Shifts: Student Achievement Partners
www.achievethecore.org

1: Focus: Teachers use the power of the eraser and significantly **narrow and deepen** the **scope** of how time and energy is spent in the math classroom. They do so in order to **focus deeply** on only the **concepts** that are **prioritized in the standards** so that students reach **strong foundational knowledge** and **deep conceptual understanding** and are able to **transfer mathematical skills** and understanding **across concepts and grades**.

1: Focus strongly where the Standards focus

2: Coherence: Principals and teachers **carefully connect** the **learning within and across grades** so that, for example, fractions or multiplication spiral across grade levels and **students can build new understanding onto foundations** built in previous years. Teachers can begin to count on **deep conceptual understanding of core content** and build on it. Each standard is not a new event, but an **extension of previous learning**.

2: Coherence: Think across grades, and **link** to major topics within grades

3: Fluency: Students are expected to have **speed and accuracy** with simple calculations; teachers structure class time and/or homework time for students to **memorize**, through repetition, **core functions** (found in the attached list of fluencies) such as multiplication tables so that they are **more able to understand** and **manipulate more complex concepts**.

4: Deep Understanding: Teachers teach more than “how to get the answer” and instead support students’ ability to **access concepts** from a **number of perspectives** so that students are able to see math as more than a set of mnemonics or discrete procedures. Students **demonstrate deep conceptual understanding** of **core math concepts** by **applying** them to **new situations** as well as **writing and speaking about their understanding**.

5: Application: Students are expected to use math and **choose the appropriate concept for application** even when they are not prompted to do so. Teachers provide opportunities at all grade levels for students to **apply math concepts in “real world” situations**. Teachers in **content areas** outside of math, particularly science, ensure that students are using math – at all grade levels – to **make meaning of and access content**.

3: Rigor: Require **fluency, application, and deep understanding**

6: Dual Intensity: Students are **practicing and understanding**. There is more than a balance between these two things in the classroom – both are occurring with intensity. Teachers create opportunities for students to participate in “drills” and make use of those skills through **extended application of math concepts**. The amount of time and energy spent **practicing and understanding** learning environments is driven by the specific **mathematical concept** and therefore, varies throughout the given school year.