

CITYWIDE INSTRUCTIONAL EXPECTATIONS FOR 2012-13

In 2012-13, schools will deepen and broaden the work of the New York City Department of Education's (DOE's) 2011-12 citywide instructional expectations, including the pedagogical aspects of the special education reform. This work asks school leaders and teachers to adjust their practice as they work together to understand the learning needs of all students, including students with disabilities and English language learners, in order to support them in developing the qualities and skills necessary to enroll, persist, and succeed in college and careers. Schools will continue to share Common Core work and student progress with families.

School leaders will ensure that:

1. Teacher development focuses on supporting all students to meet the Common Core standards.

- Schools will strengthen the common language and understanding of what quality teaching looks like by deepening the school community's comprehension of Charlotte Danielson's *Framework for Teaching*.¹
- Schools will select competencies relevant to teachers' developmental needs and that most support implementation of the Common Core standards. While schools have discretion, they should consider:
 - Designing coherent instruction (1e);
 - Using questioning and discussion techniques (3b);
 - Using assessment in instruction (3d).
- School leaders will conduct frequent formative classroom observations and provide teachers with formative feedback and professional development to support improved practice in identified competencies and across a common framework.

2. Students experience Common Core-aligned instruction across subjects.

Teachers will engage in job-embedded professional learning as they explore ways to implement pedagogical practices that focus on the following instructional shifts:²

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

To this end:

- In grades PK-5, students will experience four Common Core-aligned units of study: two in math and two aligned to the literacy standards in ELA, social studies, and/or science.**
- In grades 6-12, students will experience eight Common Core-aligned units of study: two in math, two in ELA, two in social studies, and two in science.**

Ideally, all teachers in these subjects will implement Common Core-aligned units, but principals have discretion to select the teachers, courses, and number of units to meet this expectation (see [implementation guidance](#)). Each unit will provide points of access for all students and culminate in a performance task aligned 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. 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.

c. In grades PK-8, schools will use guidance from the DOE³ to review their scope and sequence and:

<i>In math</i>	<i>In literacy across content areas</i>
Reorganize math content to teach fewer topics and allow for more time to focus on the major work ⁴ of the grade	Infuse opportunities to read and respond to a combination of literary and informational texts

As a result, all students will engage in more challenging assignments that will accelerate their learning, deepen their conceptual understanding, and strengthen their ability to use textual evidence in writing and discussion.

¹ Schools are strongly encouraged to work with Danielson's *Framework for Teaching* to support teacher practice. Current collective bargaining rules are in effect for the formal observation and evaluation of teachers.

² For further information on instructional shifts, refer to <http://www.achievethecore.org/steal-these-tools> and <http://engageny.org/resource/common-core-shifts/>.

³ For guidance, refer to: <http://schools.nyc.gov/Academics/CommonCoreLibrary/CommonCoreClassroom/Mathematics/default.htm>

⁴ For a listing of content emphases by cluster for K-8 and high school, refer to <http://engageny.org/wp-content/uploads/2012/03/nys-math-emphases-k-hs.pdf>. For additional information, refer to http://www.parcconline.org/sites/parcc/files/PARCCMCFMathematics_August%202012rev2_FINAL.pdf.

CONDITIONS FOR SUCCESSFUL IMPLEMENTATION

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

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

- Set high expectations for all students.
- Plan in advance for multiple access points and ways of demonstrating understanding so that all students engage in rigorous learning experiences. These are two components of Universal Design for Learning (UDL).
- Ensure that all students have access to learn within their least restrictive environment.
- Find opportunities to work with all students on critical academic and personal behaviors necessary for college and career readiness: persistence, engagement, work habits/organization, communication/collaboration, and self-regulation.
- In K-5 reading, make specific plans for screening and provide tiered instruction and interventions for students, as required by New York State's implementation of Response to Intervention (RTI). Note that while schools will be held accountable in the current phase of implementation for K-5 reading only, all schools should consider systems for supporting students across the content areas.

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

Ideally, teachers of math, ELA, science, and social studies, including ESL, bilingual, and special education teachers, will implement two units of study aligned to the Common Core (subject to principal discretion; see [implementation guidance](#)). Teachers may adapt existing units or adapt/adopt units from the [Common Core Library](#) or other external sources; units should include points of access for all students. The culminating task for at least one unit must be aligned to the DOE's selected Common Core standards, which in 2012-13 include the addition of a speaking/listening and a language standard (see page five of this document).

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

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

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

<i>Teachers will</i>	<i>School leaders will</i>
<ul style="list-style-type: none"> • Use a shared understanding of Danielson to identify areas on which to focus and actively pursue professional growth. • Based on actionable feedback, reflect on and shift daily practice as well as the planning and implementation of Common Core-aligned units. • Participate in teacher teams engaging in inquiry to: <ul style="list-style-type: none"> - Analyze student work to adjust teaching practice and instructional planning; - Plan Common Core-aligned units to gain familiarity with key instructional practices; - Plan for shifts in instruction; - Review their scope and sequence in light of changes to the grades 3-8 tests; - Deepen their understanding of Danielson. 	<ul style="list-style-type: none"> • With support from networks, integrate instructional expectations into the school's plan for improving instruction during the 2012-13 school year. • Optimize resources (human, budget, time), data, and systems to support and monitor instructional work. • Build a culture in which the use of a research-based framework is viewed as a formative tool designed to strengthen practice through frequent observations, followed by formative feedback and professional development focused on improved student learning. • Develop a normed understanding of Danielson, together with networks and central staff, to deepen expertise of both administrators and teachers. • Deepen their understanding of the instructional shifts required to meet the Common Core.

ASSESSMENT

Our collective goal is to prepare students to think and read critically, communicate strongly both orally and in writing, and solve complex problems. New York State (NYS) is working to align state assessments with the Common Core standards, and schools should be aware of these changes. However, no single test can capture the full range of knowledge and skills our students are learning in the classroom each day. Schools with the most rigorous instruction infuse test readiness into their lessons in ways that do not disrupt the curriculum; cognitively demanding tasks and assignments do more to prepare students to perform well on tests than prolonged, de-contextualized, and rote practice of sample test questions. In order to ensure teachers and school leaders are well informed of changes to the NYS tests during the transition to the Common Core, the DOE offers the following guidance.

Changes to the New York State tests

Partnership for the Assessment of Readiness for College and Careers (PARCC)⁵: In 2014-15, NYS is planning to adopt new PARCC assessments, designed to measure student learning according to the Common Core. PARCC exams will include two summative components for ELA and math: a performance-based assessment with extended tasks requiring application of knowledge and skills in the spring followed by an end-of-year assessment with shorter questions, including multiple-choice items. In literacy, these assessments will emphasize writing effectively when analyzing texts. In math, these assessments will focus on applying mathematical thinking and solving problems.

Before then, NYS tests will evolve to align to the Common Core.

Grades 3 to 8: In 2012-13, the content of the NYS grades 3-8 ELA and math tests will change to align to the Common Core, but the structure will remain similar to current tests (administration time, paper/pencil format).

In ELA:

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

In math:

- In keeping with the Common Core's emphasis on depth over breadth, tests will emphasize the major work of the grade, a set of key concepts that helps teacher prioritize where to spend most of their instructional time.⁶ Concepts may be assessed at different grade levels from those in the past. For example, the new grade five tests will include more items assessing fractions and no items assessing probability and statistics;
- Tests will include more questions that require students to take multiple steps in order to solve them;
- Questions that in the past have focused on testing mathematical vocabulary will instead require students to apply skills based on their understanding of that vocabulary;
- Questions using tools like rulers or protractors will include prompts that require students to both choose the appropriate tool and apply mathematical concepts in using the tool.

High schools: In 2012-13, the NYS Regents exams will not be modified to align to the Common Core. In 2013-14, the English, Algebra 1/Integrated Algebra, and Geometry Regents exams will align to the Common Core. During the transition, high schools are encouraged to focus on increasing the rigor of their courses. Beginning in fall 2012, the Progress Report will include a new College Readiness section measuring how many students pass college preparatory courses and exams, meet college readiness standards, and enroll in college or a postsecondary program after graduation.⁷

⁵ For more information about PARCC, refer to <http://www.parcconline.org/about-parcc>.

⁶ For a listing of content emphases by cluster for K-8 and high school, refer to <http://engageny.org/wp-content/uploads/2012/03/nys-math-emphases-k-hs.pdf>. For additional information, refer to http://www.parcconline.org/sites/parcc/files/PARCCMCFMathematics_August%202012rev2_FINAL.pdf.

⁷ For a description of the Progress Report College Readiness metrics, refer to http://schools.nyc.gov/NR/rdonlyres/B4D1BD81-1E62-4FAA-B22A-061AF1372235/0/201112FinalChangesHS2012_04_17.pdf

ACCOUNTABILITY

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

Progress Report:

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

Quality Review:

The Quality Review rubric and process will be aligned to the 2012-13 instructional expectations. Schools will need to show evidence that:

- Teachers receive actionable, high-quality feedback and professional development connected to instructional improvement efforts, school goals, and the revision of Common Core-aligned units of study;
- All students experience rigorous, Common Core-aligned units of study, and requisite supports and extensions, including those particular to students with disabilities and English language learners;
- At least during these units, lessons aligned to the selected Common Core literacy standards show evidence of planning with a focus on text-dependent writing, questioning, and discussion;
- At least during these units, lessons aligned to the selected Common Core math standards show evidence of planning with a focus on integrating conceptual understanding and application opportunities for all students, along with working on procedural fluency;
- Principals articulate a clear rationale for their strategic choices, e.g. selecting Danielson competencies to support teacher practice, identifying which teachers will implement Common Core-aligned instruction, and determining how many units each teacher will implement;
- The school uses resources (human, budget, time), data, and systems to monitor and improve organizational and instructional quality in light of the instructional expectations and school, staff, and student needs.

As in past years, reviewers will take the time of year into consideration, as implementation of the 2012-13 instructional expectations will look different in fall, winter, and spring.

Comprehensive Educational Plan (CEP):

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

Principal Performance Review (PPR):

The 2012-13 PPR guidelines will continue to require principals to align some of their goals to the citywide instructional expectations, pending discussions with the Council of Supervisors and Administrators.

Please note:

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

School Survey: New questions on the 2012-13 teacher survey will focus on the quality of formal and informal feedback teachers receive to support their improvement efforts, in particular in the area of understanding and integrating the expectations of the Common Core. Teachers' responses to these questions will not contribute to schools' Progress Report scores and will not be publicly shared.

SELECTED COMMON CORE STANDARDS⁸**Literacy**

To build upon the work done during the 2011-12 school year, one of each teacher's Common Core-aligned units of study in 2012-13 should focus on the standards below. The other unit may focus on the same standards or other key concepts within the literacy standards.

Grade Band	Literacy Focus—Reading, Writing, Speaking/Listening, and Language	
<i>PK-2</i>	Reading Informational Text Standards 1 & 10; Writing Standard 2 Speaking/Listening Standard 1; Language Standard 6	
<i>3-5</i>	Reading Informational Text Standards 1 & 10; Writing Standard 1 Speaking/Listening Standard 1; Language Standard 6	
	Literacy Focus— Reading and Writing	ELA-specific Focus⁹— Speaking/Listening and Language⁹
<i>6-12</i>	Reading Informational Text Standards 1 & 10; Writing Standard 1	Speaking/Listening Standard 1; Language Standard 6

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

Math

To build upon the work done during the 2011-12 school year, one of each teacher's Common Core-aligned units of study in 2012-13 should focus on Mathematical Practices 3 and/or 4 and the selected domain of focus (below). The other unit should also focus on Mathematical Practices 3 and/or 4 as well as on other relevant Mathematical Practices and may center on standards in the same domain or on other major work¹⁰ of the grade.

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

⁸ To view the full Common Core Learning Standards, refer to http://www.p12.nysed.gov/ciai/common_core_standards/.

⁹ The Common Core Learning Standards for grades 6-12 include speaking/listening and language standards in ELA only. Teachers of other disciplines may refer to these standards as they consider ways to improve their ability to engage students in effective classroom discussion.

¹⁰ For a listing of content emphases by cluster for K-8 and high school, refer to <http://engageny.org/wp-content/uploads/2012/03/nys-math-emphases-k-hs.pdf>. For additional information, refer to http://www.parcconline.org/sites/parcc/files/PARCCMCFMathematics_August%202012rev2_FINAL.pdf.