

STRENGTHENING INSTRUCTION IN NYC

Partnering for Teacher Excellence
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THE COMMON CORE STANDARDS

- **Goal:** Provide a clear roadmap for what students should know and be able to do at each grade—from pre-K to 12—to graduate prepared for college and careers
- The Common Core standards will drive changes in:
 - > Curriculum
 - > Assessment
 - > Classroom instruction

Key Changes in Literacy

- Literacy-building as a shared responsibility for all teachers across subjects
- Increased reading of nonfiction texts and more complex texts
- Focus on research skills and incorporating textual evidence
- Emphasis on writing to argue, inform, and explain

Key Changes in Math

- Fewer topics to simplify both understanding the big ideas and making connections between topics
- Emphasis on understanding math concepts deeply, not rushing to get the answer
- Focus on mastery of complex concepts through hands-on learning
- Emphasis on solving “real-world” problems

WE ARE PREPARING OUR STUDENTS TO SUCCEED ON MORE RIGOROUS ASSESSMENTS IN READING...

2009 New York State English Regents Exam Question

According to Matt Donaldson (lines 41 through 44), effective use of computers in the classroom is directly related to a teacher's

- a. knowledge of technology
- b. skill in supervising students
- c. ability to evaluate students
- d. willingness to experiment

Common Core 9th-10th Grade Literacy Task

The Power of New Media

You have read information from several sources, heard from other young people, and done some research and thinking about media in your own life or in world affairs. When you consider what all these different sources say about the effects of media use:

- What are the gains?
- What are the dangers for the lives of young people? And for a larger society?

Write a short (750 words) essay in which you:

- Explain what's at stake: Why does this issue matter?
- Develop and state your own position.
- Defend your position with a range of different types of evidence (interviews, observations, research data, and newspaper reports, etc.).
- Include research that you may have conducted.
- Draw your own conclusions about the effects of media on young people and the world.

AND IN MATH...

2010 New York State 5th Grade Math Question

Randa ate $\frac{3}{8}$ of a pizza, and Marvin ate $\frac{1}{8}$ of the same pizza. What fraction of the pizza did Randa and Marvin eat?

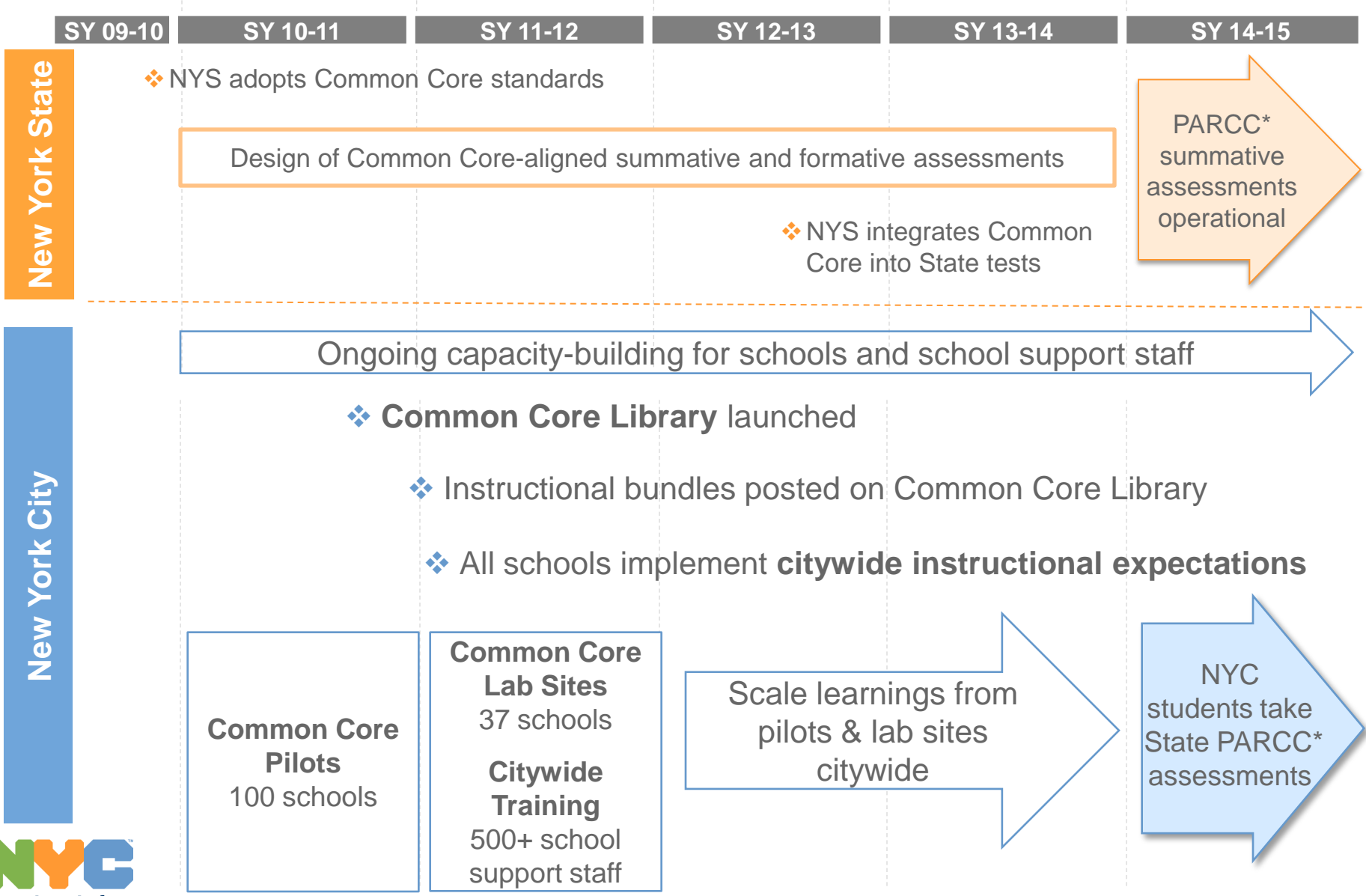
- A $\frac{5}{8}$
- B $\frac{3}{8}$
- C $\frac{1}{4}$
- D $\frac{1}{2}$

Common Core 5th Grade Math Task

Stuffed with Pizza

Tito and Luis are stuffed with pizza! Tito ate one-fourth of a cheese pizza. Tito ate three-eighths of a pepperoni pizza. Tito ate one-half of a mushroom pizza. Luis ate five-eighths of a cheese pizza. Luis ate the other half of the mushroom pizza. All the pizzas were the same size. Tito says he ate more pizza than Luis because Luis did not eat any pepperoni pizza. Luis says they each ate the same amount of pizza. Who is correct? Show all your mathematical thinking.

TRANSITIONING TO THE COMMON CORE IN NEW YORK



*New York is part of a consortium of states, the Partnership for the Assessment of Readiness for College and Careers (PARCC), working together to develop new state assessments.

IN 2011-12, NYC CREATED CITYWIDE INSTRUCTIONAL EXPECTATIONS FOCUSED ON ADOPTING THE COMMON CORE AND A TEACHER PRACTICE RUBRIC

Students

- Complete one literacy and one math task embedded in a Common Core-aligned curriculum unit
 - > **In literacy:** Students will read and analyze nonfiction texts and write opinions and arguments in response
 - > **In math:** Students will engage in a challenging task that requires them to solve “real-world” problems and/or figure out the reasoning behind arguments to get to a solution

Teachers

- Work in teams to review student work and align curriculum, pedagogy, and assessments with the Common Core

School Leaders

- Provide teachers with meaningful feedback tied to an evidence-based rubric of teacher practice
- Consider how teacher practice needs to change to align to the Common Core; provide appropriate support

CITYWIDE INSTRUCTIONAL EXPECTATIONS: STRENGTHENING TEACHER PRACTICE

- In 2011-12, principals and other school leaders are encouraged to:
 - > Use sections of a research-based framework to articulate clear expectations for teacher practice and serve as the focus for teacher development
 - > Engage in short, frequent cycles of classroom observation, collaborative examination of student work, and timely, specific, evidence-based feedback
 - > Strengthen their own capacity to provide high-quality feedback to teachers through professional development and support from network teams

IN MARCH 2011, NYC LAUNCHED THE COMMON CORE LIBRARY TO SHARE RESOURCES ONLINE

Since launch:

- 32,000+ unique users
- 500,000+ page views
- Highest usage on citywide PD days (nearly 5,000 visits on Nov. 8)

Resources to support implementation of NYC instructional expectations:

- Exemplary instructional materials
 - > Performance tasks
 - > Annotated student work
 - > Rubrics
 - > Lesson plans
- Professional learning materials to increase teacher effectiveness
 - > Modules and videos, including an introduction to text complexity
 - > Protocols and other teacher team resources
- Resources for families
- Links to State and other resources

The screenshot shows the NYC Department of Education website for the Common Core Library. At the top left is the NYC logo and the text "Department of Education" with "Cathleen P. Black, Chancellor" below it. To the right is the slogan "Children First. Always." and a navigation bar with "Parents and Families", "Students", and "Employees". A search bar is located below the slogan. The main content area features a large banner titled "Getting Started With Common Core" with a photo of a smiling woman in a library. Below the banner are three featured resources: "Pilot Program Classroom Result" (with a photo of a teacher and student), "Featured Educator's Resource" (with a photo of an open book), and "FYI on NY State Alignment w/ CCSS" (with a photo of a man reading). On the right side, there is a "Common Core" video player with a "Video Title" field and an "Our Mission" section with text about the standards.

INSTRUCTIONAL RESOURCES TO SUPPORT TEACHERS IN ADAPTING THEIR PRACTICE

Scoring guides & rubrics

Supplementary tasks including formative assessments

Instructional supports for students with disabilities and ELLs

Examples of different levels of student work with notes for educators

Unit outline, including learning plan and classroom activities

Culminating performance tasks and supporting curriculum resources in math and literacy, pre-K through high school

