The meeting was called to order at approximately 4:40 pm. Mr. Newman was attending on behalf of Mr. Hoftyzer.

As a returning member of the SLT and former chairperson, Mr. Cera explained the need to select a chairperson for the 2012-2013 school year. After receiving support from several parents and Principal Asher, Mr. Cera was nominated and unanimously approved to continue in the role of SLT Chairperson.

Principal Asher was asked to describe the mission/objectives of the SLT and the role it plays in the school. Mr. Cera agreed to distribute a copy of Chancellors Regulation A-655 and asked the principal to respond. Principal Asher explained the two functions of the SLT are to craft the Comprehensive Education Plan for the school year, and to ensure that the school budget was aligned to meet the CEP objectives defined. Principal Asher agreed to redistribute the 2011-2012 CEP and to bring an updated copy of the budget to the next meeting for discussion.

The principal also explained that although SLT is not empowered to make policy, he used the SLT as an advisory panel to review issues and policies since all of the relevant constituencies were at the table. If consensus could be reached on a new policy or change to an existing policy, communicating that consensus was reached and that the elected members of the participating constituencies were involved in the process would facilitate smoother implementation.

Principal Asher described potential CEP goals as SMART goals. One goal that must be included in the implementation of the Citywide Instructional Expectations for 2012-2013. Copies of the Citywide Instructional Expectations 2012-2013 and Implementation Guidance for the 2012-2013 Citywide Instructional Expectations were distributed for review prior to the next meeting.

There was some discussion about the rollout of a research based framework as another potential goal. The use of the Charlotte Danielson Framework was discussed as was the possible use of the Kim Marshall Framework.

Ms. Morgan stated that the final parent representative for SLT will be determined at the October PTA meeting which precedes the next SLT meeting. Nominations were accepted at the September PTA meeting and there are five candidates interested. Ms. Morgan also stated the September PTA meeting had several hundred attendees and many parents of 9th grade students who want to get involved.

Mr. Cera explained that the student and parent guests in the room were welcome to attend the meeting as all meetings are open to members of the school community but that they were prohibited from participating.

The SLT reached consensus on the next three meeting dates being 10/18/12, 11/15/12, and 12/13/12. It was also agreed that we would set the tentative calendar at the October meeting for the remainder of the year.

The meeting was adjourned at approximately 6:30 pm.

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1 Chancellor’s Regulation A-655 (School Leadership Teams)
2 2011-2012 CEP
3 Citywide Instructional Expectations 2012-2013
4 Implementation Guidance for the 2012-2013 Citywide Instructional Expectations
This regulation supersedes Chancellor's Regulation A-655 dated December 3, 2007.

Changes:

- The SLT is responsible for developing the school's Comprehensive Educational Plan (CEP) and ensuring that it is aligned with the school-based budget. (Page 1, Section II.A.1)

- SLTs must use a consensus-based decision-making process as their primary means of decision-making. (Page 7, Section VIII.)

- The principal is responsible for developing the school-based budget, after consulting with the SLT, and ensuring that it is aligned with the CEP. (Page 1, Section II.A.2.)

- To ensure the alignment of the CEP and the school-based budget, any member of the SLT may request (on behalf of the SLT) the Galaxy Table of Organization Report up to two times per semester and, in response, the principal shall provide this report within 5 school days. In addition, any member may obtain from the DOE website the Galaxy Budget Allocations, which are posted when allocations are issued for the new fiscal year, and the Galaxy Table of Organization Summary Reports, which are posted at the beginning of each academic year. (Page 1, Section II.A.3.)

- The principal determines that the school-based budget is aligned with the CEP and sends a written justification to the superintendent. (Page I, Section II.A.5.)

- SLT members, other than the principal, may provide a written response to the justification within 10 school days if they reach a consensus that they disagree with the principal's justification that the school-based budget is aligned with the CEP, and that the principal's proposed budget is inconsistent with the goals and policies set forth in the CEP. The superintendent must then make a determination. (Page 2, Section II.A.6.)

- SLT members, other than the principal, may dispute any decision made by the principal where members of the SLT (other than the principal) reach a consensus that the decision is inconsistent with the goals and policies set forth in the school's existing CEP, by submitting a written objection to the community or high school superintendent. The superintendent shall provide a written response to the SLT and the principal within 10 school days of receiving the initial complaint, which response shall include the information reviewed and the basis of the superintendent's decision regarding the dispute. (Page 2, Section II.A.8.)

- If the SLT cannot reach agreement on the CEP, it should seek assistance from the District Leadership Team (DLT), and if that is not successful, then the community or high school superintendent. The community or high school superintendent shall try to facilitate consensus among the SLT. If no agreement can be reached following this assistance, then the superintendent makes the final determination on the CEP. However, the superintendent makes the determination only as a last resort, if all of the aforementioned methods of facilitating consensus among the members of the SLT have failed. (Page 1, Section II.A.4; also Page 7, Section VIII.)
- Support is provided to SLTs and DLTs by parent engagement staff or superintendents. (Page 6, Section VI; also Page 7, Section VIII.) The final CEP and the school-based budget shall be posted on the DOE’s or the school’s official website and a copy shall be provided to each SLT member upon request at the school. (Page 2, Section II.A.9.)

- SLT meetings, which must take place at least once a month during the school year, must take place on school or DOE premises. (Page 7, Section VII.)

- Notice of SLT meetings must be provided in a form consistent with the open meetings law. (Page 7, Section VII.)

- The SLT must be consulted prior to the appointment of a principal or assistant principal candidate to the school. (Page 7, Section X.A.)

- The SLT shall provide to the superintendent an annual assessment of the principal’s record of developing an effective shared decision-making relationship with SLT members. (Page 2, Section II.B.2)

- Parent members of the CEC (and in an election year, candidates for the CEC) may serve as parent members of an SLT in the school their child attends. (Page 3, Section III.C.b(i).)

- The SLT may amend its by-laws, if necessary. (Page 4, Section IV.B.)

- The superintendent will consult with the SLT regarding any school restructuring plans. The SLT shall participate in the joint public hearing regarding proposals to close a school or make significant changes in school utilization. (Page 8, Section X.B.)

- The DLT develops the District Comprehensive Educational Plan (DCEP), which includes annual goals and objectives for the district aligned with the Chancellor’s goals. (Page 5, Section V.A.)

- The Central Plan for school-based planning and shared decision making incorporates the individual district 100.11 plans adopted by the DLTs as well as the procedures set forth in this Regulation. The Office of School Improvement is responsible for maintaining copies of each district’s plan and for compiling them into the Central Plan. (Page 5, Section V.A.)

- A citywide high school subcommittee will be formed to meet on a monthly basis to review relevant data and identify issues impacting student performance at the high school level and will report on a monthly basis to the DLTs. (Page 6, Section V.C.)

- Each SLT must provide a list of its members and a copy of its current by-laws to the DLT annually, by October 31. (Page 8, Section XII.)

- Each DLT must provide a list of all SLT member names from the schools in the district and a list of its own members and by-laws to the Chief Family Engagement Officer annually, by November 15. (Page 8, Section XII.)

- Parents may file grievances regarding the election of parents to serve on the SLT in the school their child attends within 7 school days of the election. (Page 9, Section XIV.A and B.)

- Parents may appeal grievance decisions to the Chancellor (c/o The Office of Legal Services) within 10 days of receipt of the superintendent’s decision. (Page 9, Section XIV.C.)
ABSTRACT

This regulation ensures the formation of School Leadership Teams (SLTs) in every New York City Public School and District Leadership Teams (DLTs) in every community school district. It also includes the central plan for school-based planning and shared decision making.

I. INTRODUCTION

There must be an SLT in every New York City Public School. SLTs play a significant role in creating a structure for school-based decision making and shaping the path to a collaborative school culture. SLTs are a vehicle for developing school-based educational policies and ensuring that resources are aligned to implement those policies. Functioning in a collaborative manner, SLTs assist in the evaluation and assessment of a school’s educational programs and their affect on student achievement.

II. SCHOOL LEADERSHIP TEAM RIGHTS AND RESPONSIBILITIES

A. Comprehensive Educational Plan and School-Based Budget

1. Pursuant to State Education Law section 2590-h, the SLT is responsible for developing an annual school Comprehensive Educational Plan (CEP) that is aligned with the school-based budget for the ensuing school year. The school-based budget provides the fiscal parameters within which the SLT will develop the goals and objectives to meet the needs of students and the school’s educational program.

2. The CEP shall be developed concurrently with the development of the school-based budget so that it may inform the decision-making process of the budget and result in the alignment of the CEP and the budget. The principal, who is responsible for developing the school-based budget, shall consult with the SLT during this development process so that the budget will be aligned with the CEP. The principal makes the final determination concerning the school-based budget.

3. To ensure the alignment of the CEP and the school-based budget, any SLT member may request (on behalf of the SLT) the Galaxy Table of Organization Report entitled “Public/SLT View” (with job ID and confidential information redacted) up to two times per semester and, in response, the principal shall provide this report within 5 school days. In addition, any member of the SLT may obtain from the DOE web site the Galaxy Budget Allocations, which are posted when allocations are issued for the new fiscal year, and the Galaxy Table of Organization Summary Reports, which are posted at the beginning of each academic year.

4. The SLT must use consensus based decision-making and must seek assistance if it is unable to reach consensus on the CEP. If it is unable to reach consensus on developing a CEP that aligns with the school-based budget, the SLT shall seek assistance from the District Leadership Team (DLT), and if that is not successful, then it shall seek assistance from the community or high school superintendent. The community or high school superintendent shall try to facilitate consensus among the SLT. If, even after seeking and receiving these forms of assistance, the SLT is still not able to reach consensus on the CEP, then the superintendent shall make the determination on developing the CEP. However, the superintendent makes the determination on the CEP only as a last resort, if all of the aforementioned methods of facilitating consensus among the members of the SLT have failed.

5. The principal must submit the proposed school-based budget to the community or high school superintendent for approval, along with a written explanation justifying that the school-based budget is aligned with the CEP. To become final, the budget must be approved by the community or high school superintendent, who must certify that the budget is aligned with the CEP. The superintendent prescribes the form and manner of submission of the written justification. (A suggested form is attached as Attachment No.1.)
6. If the members of the SLT (other than the principal) agree that the school-based budget is aligned with the CEP, the SLT does not need to submit a response to the principal’s justification. If, however, the SLT members (other than the principal) reach a consensus that they disagree with the principal’s justification that the school-based budget is aligned with the CEP, and that the principal’s proposed budget is inconsistent with the goals and policies set forth in the CEP, the SLT may submit a written response to the justification to the community or high school superintendent within 10 school days. (A suggested form is attached as Attachment No. 1.)

7. If the members of the SLT (other than the principal) submit a response, then the community or high school superintendent shall provide a written response to the SLT within 10 school days. The superintendent’s response shall include a determination regarding the dispute as to whether the school-based budget is aligned with the CEP, a description of the information reviewed and the basis for the decision. (A suggested form is attached as Attachment No. 2.) Following receipt of this decision, the SLT and principal must immediately revise the school-based budget and CEP in accordance with the directives in the superintendent’s response.

8. SLT members, other than the principal, may dispute any decision made by the principal where members of the SLT (other than the principal) reach a consensus that the decision is inconsistent with the goals and policies set forth in the school’s existing CEP, by submitting a written objection to the community or high school superintendent. The superintendent shall provide a written response to the SLT and the principal within 10 school days of receiving the initial complaint, which response shall include a description of the information reviewed and the basis of the superintendent’s decision regarding the dispute.

9. The final CEP and the school-based budget shall be posted on the DOE’s or the school’s official website and a copy shall be provided to each SLT member upon request at the school.

B. Other Responsibilities

1. The SLT is not responsible for the hiring or firing of school staff. However, consistent with Chancellor’s Regulation C-30, the SLT must be consulted prior to the appointment of a principal or assistant principal candidate to the school.

2. The SLT shall provide an annual assessment to the community district or high school superintendent of the principal’s record of developing an effective shared decision-making relationship with the SLT members during the year. (A sample assessment form is attached as Attachment No. 3).

III. COMPOSITION

A. Size of the Team

All SLTs should have a minimum of ten members and a maximum of 17 members. In determining the size of the team, budget allocations must be considered.

B. Mandatory Members

The only three mandatory members of the SLT are the school’s principal, the Parent Association/Parent-Teacher Association (PA/PTA) President\(^1\) and the United Federation of Teachers (UFT) Chapter Leader, or their designees.

C. Non-Mandatory Members

1. In addition to the mandatory members, SLTs must include other parents and staff (pedagogic and/or non-pedagogic) from the school. SLTs must have an equal number of parents and staff.

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\(^{1}\) In the case of co-presidents, the remaining PA/PTA officers shall determine which co-president will serve as the mandatory member of the SLT.
a. Election of Parents and Staff:
To ensure that all members of the school community have the opportunity to be included and to encourage broad participation on the SLT, parents and staff must be elected by their own constituent groups in a fair and unbiased manner determined by each constituent group, and all elections must be advertised widely, with reasonable advance notice given. Elections must be open to all members of the constituent group (e.g., PA/PTA, CSA, UFT, DC 37) and must be held in accordance with the term limits as set forth in the team’s bylaws.

A minimum of ten calendar days’ notice is required prior to the PA/PTA’s election of its SLT parent members. In the case of a PTA, only parent members of the school’s association may vote to elect parent representatives for the SLT. PA/PTAs are encouraged to stagger the terms of the non-mandatory parent members of the SLT.

SLT elections must be held after the PA/PTA elections in the spring (see Chancellor’s Regulation A-660).

b. Eligibility
i. Parents
Parents from the school are eligible to be elected by the school’s PA/PTA to serve on the SLT.
Parents may not serve on the SLT as a parent member in schools in which they are employed, but they may serve in other schools where they have a child in attendance.
Parents may be elected to serve on more than one SLT as long as they meet the requirements set forth in this regulation.
Parent members of the CEC (and in an election year, candidates for the CEC) may serve as parent members of an SLT in the school their child attends.

ii. Staff
Parent coordinators may not serve as members of the SLT in any capacity in the school where they are employed. However, parent coordinators may be invited to attend meetings as observers or presenters in schools in which they are employed. They also may be asked to serve on SLT subcommittees.
Other school staff may not serve as parent members on the SLT in the school(s) where they are employed. Both the parent coordinator and other school staff members may, however, serve as parent members in other schools their children attend.
District office staff may not serve on any SLT as a parent member in the district in which they are employed.
Staff of the School Support Organizations (SSOs) may not serve as parent members on an SLT in any school that purchases services from the SSO.

2. Students and Community Based Organizations
SLTs also may include students (minimum of two students is required in high schools) and representatives of Community Based Organizations (CBOs).

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2 A parent is defined as a parent (by birth or step-parent), legally appointed guardian, foster parent or person in parental relation to a child. A person in parental relation refers to a person who has assumed the care of a child because the child’s parents or guardians are not available, whether due to, among other things, death, imprisonment, mental illness, abandonment of a child, or living outside of the state.
members of the SLT do not count when determining if a team has an equal number of parents and staff (see Section III.C.1).

D. Chairperson/Co-Chairpersons

1. Once the team is constituted, it must select a Chairperson or Co-Chairpersons from among its membership. The Chairperson or Co-Chairpersons need not be mandatory members. SLTs may select members who are not mandatory members as Chairperson or Co-Chairpersons to maximize participation on the SLT.

2. The Chairperson is responsible for scheduling meetings, ensuring that team members have the information necessary to guide their planning, and focusing the team on educational issues of importance to the school. The Chairperson ensures that voices of all team members are heard.

E. Secretary

Each SLT must select a member of the SLT to serve as secretary. The secretary will be responsible for sending SLT meeting notices and for keeping the minutes of SLT meetings. Such minutes must be maintained at the school, with a copy provided to the PA/PTA. The school principal may designate an office staff member to assist the SLT secretary.

F. Community and Citywide Education Councils

Community Education Council (CEC) members act in a liaison capacity with the SLTs of the schools in their respective community school districts. Members of the Citywide Council on High Schools (CCHS) serve in a similar capacity for the high schools throughout the system, as do the members of the Citywide Council of Special Education (CCSE) with regard to District 75 schools. The liaison function includes attending meetings as observers and/or presenters, and participating on SLT committees and subcommittees when invited by members of the SLT.

IV. ESTABLISHING A SCHOOL LEADERSHIP TEAM

A. In a new school:

In order to establish a SLT, a school must first establish a PA/PTA. Chancellor’s Regulation A-660 sets forth the process for doing this. Once the PA/PTA has been established, the school must follow the procedure below.

B. In a school with an existing PA/PTA:

The PA/PTA President or designated Co-President, the Principal and the UFT Chapter Leader or their designees must work together to draft bylaws for the SLT. It is then the responsibility of each of the constituent groups to elect or select its member representatives in accordance with the SLT’s bylaws.

1. In elementary schools, middle/intermediate schools, District 75, and District 79, the mandatory members of the team may contact DOE parent engagement staff and Presidents’ Council, as well as community district superintendents, for technical assistance and guidance through this process (see Section VI below).

2. In high schools, the mandatory members of the team may contact their DOE parent engagement staff and Borough High School Presidents’ Council, as well as high school superintendents, for technical assistance and guidance (see Section VI herein).

Once the entire SLT is in place, it must review and adopt the team’s bylaws and may amend those by-laws, if necessary.

Schools that have multiple sites will have one SLT, but the SLT may create subcommittees to assess the needs of all the sites and to report their findings to the SLT.

3 Parent and staff members must be elected; other members may be selected.
V. DISTRICT LEADERSHIP TEAMS

A. Rights and Responsibilities

Pursuant to Section 100.11 of the Regulations of the Commissioner of Education, each community superintendent must develop a district plan for the participation by teachers, parents, and administrators for school-based planning and decision making. The superintendent is responsible for developing the district plan in collaboration with “a committee composed of administrators selected by the district’s administrative bargaining organization(s), teachers selected by the teachers’ collective bargaining organization(s), and parents (not employed by the district or a collective bargaining organization representing teachers or administrators in the district) selected by school-related organizations.” In New York City, this committee is the District Leadership Team (the DLT).

A DLT must be formed in each community school district consisting of representatives from the elementary, middle, and high schools that are geographically located within that community school district. DLTs fulfill the requirements of Section 100.11 of the Commissioner’s Regulations regarding the district-level plan for the participation of parents and staff in school-based planning and shared decision making.

The DLT will develop the District Comprehensive Educational Plan (DCEP), which includes annual goals and objectives that are aligned with the district’s and the Chancellor’s goals, and also incorporates the following six categories of the district 100.11 plan:

1. the educational issues that will be subject to shared planning at the building level;
2. the manner and extent of the expected involvement of all parties on the SLT;
3. the means and standards by which all parties shall evaluate improvement in student achievement;
4. the means by which all parties will be held accountable for the decisions which they share in making;
5. the process for dispute resolution in the SLTs; and
6. the manner in which state and federal requirements for the involvement of parents in planning and decision making will be met.

DLTs also will provide support, guidance, technical assistance, and conflict resolution to the SLTs in their districts. The Office of School Improvement will provide guidance and technical assistance to the superintendent and the DLT in the development of District Comprehensive Educational Plans (DCEPs).

In addition, DLTs must conduct a biennial review of the district’s 100.11 plan to evaluate the effectiveness of shared decision making in the district. The DLT must complete the Biennial Review Form (Attachment A) and submit it to the Office for Family Engagement and Advocacy by January 15th of each even-numbered calendar year. The outcome of this Biennial Review must be submitted to the New York State Education Department by February 1st of each even-numbered year.

B. Composition

The required members of the DLT are:

- Community superintendent (or designee)
- High school superintendent(s) responsible for high schools that are geographically located within the district (or designee(s))
- CSA representative
- UFT representative
- DC37 representative
- President of the district’s Presidents’ Council (or designee)
• President of the borough high school Presidents’ Council (or designee)
• Chairperson of the Title I District Parent Advisory Council (or designee)

Community based organizations (CBOs), the president of the District CEC (or designee), and a member of the Citywide Council on High Schools whose child attends a high school geographically located within the district also may be included on the DLT.4

C. Citywide High School Subcommittee

To ensure that the needs and special issues impacting high schools and their students are fully represented in DLT discussions, a citywide subcommittee of high school representatives will be formed and will meet monthly to review relevant data and identify issues impacting student performance at the high school level. The outcome of the high school subcommittee meetings will be reported by members of the subcommittee (who will serve as liaisons) to the DLTs during the monthly DLT meetings as a standing agenda item. The DLTs will continue to include any high school-level constituency representatives and will discuss the issues raised by the subcommittee liaisons as part of the district’s overall K-12 strategic planning and problem solving.

The required members of the citywide high school subcommittee are:
• High School Superintendents (or designees)
• District 79 Superintendent (or designee)
• UFT High School representative
• CSA High School representative
• DC 37 High School representative
• One parent representative from each High School President’s Council.

VI. SUPPORT FOR SCHOOL AND DISTRICT LEADERSHIP TEAMS

Every community school district, borough, and District 75 will have a designated member of the Office for Family Engagement and Advocacy (OFEA) staff, who will provide comprehensive services to assist SLTs and DLTs, including professional development and technical support. Further, superintendents may seek the assistance of OFEA in the formation of DLTs.

As appropriate, designated OFEA staff will act as facilitators to assist all team structures in carrying out their roles and responsibilities. They will work closely with their respective district and school teams to facilitate their ability to fulfill their responsibilities as described in this regulation.

The designated OFEA engagement staff will work in coordination with the Community Superintendent to support and assist DLTs. They will provide regular training sessions to the SLTs and DLTs in their districts.

The designated OFEA engagement staff will provide regular training sessions to the SLTs in the high schools.

Key areas for training include, but are not limited to:
• roles and responsibilities
• team operations;
• assessing school-wide needs;
• understanding the school budget; and

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4 A DLT also is required for District 75. The District 75 DLT shall consist of the Superintendent of District 75, a CSA and UFT representative, and the president of the District 75 Presidents’ Council (or designee). CBOs and the president of the Citywide Council on Special Education (or designee) also may be included on the District 75 DLT.
engaging families and communities in the review and development of a comprehensive educational plan, in conjunction with the Office of School Improvement.

Additionally, DLTs will collect information from PAs/PTAs in order to provide the Office for Family Engagement and Advocacy with a quarterly status report on SLT and DLT activities beginning December 1 of each year. A template for the report will be provided by the Office for Family Engagement and Advocacy.

The Office of School Improvement will provide training to SLTs on the development of Comprehensive Educational Plans (CEPs) and responding to Title I program requirements.

VII. SCHEDULING OF MEETINGS

SLTs should meet at least once a month during the school year. Meetings must take place on school or DOE premises and be scheduled at a time convenient to parent members (day or evening). Mandatory members or their designees are expected to attend all meetings of the SLT.

Notice of meetings must be provided in a form consistent with the open meetings law.

VIII. DECISION MAKING/PROBLEM SOLVING

SLTs must use a consensus-based decision-making process as their primary means of making decisions. Teams must develop methods for engaging in collaborative problem solving and solution seeking and, when necessary, effective conflict resolution strategies.

When a team has made every effort to resolve an issue and members cannot reach agreement, the team should seek assistance from the DLT and if that is not successful, then it shall seek assistance from the community or high school superintendent. The community or high school superintendent shall try to facilitate consensus among the SLT. If, after seeking and receiving these forms of assistance from the DLT and the superintendent, the SLT is still not able to reach consensus on the CEP, then the superintendent makes the final determination on developing a CEP. However, the superintendent makes the final determination on the CEP only as a last resort, if all of the aforementioned methods of facilitating consensus among the members of the SLT have failed.

Where team members have difficulty obtaining information or wish to obtain assistance in resolving issues relating to consultation with the school principal, they may seek assistance from the DLT or superintendent or designated OFEA engagement staff.

IX. REMUNERATION/RECORD KEEPING

A. To be eligible to receive the annual remuneration of $300, SLT members, including students and CBO representatives, must complete 30 hours of service on the SLT and attend a mandatory training session relating to CEPs and budget issues each year, which training shall be offered by the Department of Education (DOE). Team members who attend training but serve less than 30 hours may request remuneration on a pro-rata basis.

1. Team members are responsible for ensuring that all records documenting the number of hours served are submitted to the Chairperson for processing.

2. Individual members must choose whether to accept or waive the annual remuneration and donate the funds to be used for other school purposes. Team bylaws may not dictate any specific choice.

B. Attendance and minutes must be recorded at every meeting.

X. SLT RELATIONSHIP WITH OTHER SCHOOL BASED ENTITIES

In its role as the school’s planning and review body, the SLT is the central coordinating team in the school, and it should help to facilitate communication among the various school committees.

A. Chancellor’s Regulation C-30 Level I Committee

1. All members of the SLT shall be consulted prior to the appointment of any principal or assistant principal candidate to the school.
2. SLT members are eligible to serve on the Level I C-30 Committee, subject to the requirements set forth in Chancellor's Regulation C-30. However, if parents from the SLT are not available to serve on the Level I C-30 Committee, the Chairperson of the Level I Committee shall offer the officers of the school's PA/PTA the opportunity to serve.5

B. School Restructuring Plans

The superintendent will consult with the SLT regarding any school restructuring plans for the school. With respect to all proposals to close a school or make a significant change in school utilization, the SLT shall participate in the joint public hearing held at the school. See Chancellor Regulation A-190. For more information about restructuring requirements for schools identified for improvement (SINI and SURRE schools) under NCLB/SED mandates, please contact the Office of School Improvement at OSI@schools.nyc.gov. For more information about school phase-outs and closings, please contact the Office of Portfolio Development at portfolio@schools.nyc.gov.

C. Others Schools in the Building

In buildings that house multiple schools, the SLTs are encouraged to meet at least twice a year to discuss issues of mutual concern.

XI. CONSULTATION WITH PARENTS

To meet No Child Left Behind requirements, School and District Leadership Teams will serve as the vehicle for consultation with parent representatives regarding the use of federal reimbursable funding and program planning (e.g., Title I). School and District Leadership Teams should maintain documentation on file to verify that this required consultation has taken place.6

XII. BYLAWS

Every SLT and DLT must develop bylaws and operating guidelines to provide clear direction about SLT and DLT responsibilities. All bylaws must be consistent with this regulation. A bylaw template is attached as Attachment No. 4. Bylaws should incorporate key decisions about team membership and operations.

All bylaws must address the following areas:

- the roles of team members and Chairperson;
- team composition;
- quorum;
- method of election of parent and staff members;
- method of selection of Chairperson;
- method of selecting CBOs and student members where applicable;
- length of term and term limits;
- process for removal of Chairperson and members;
- method for making decisions (i.e. consensus or majority rule) and procedures to be followed if the team has a need for conflict resolution;
- filling vacancies;
- role of observers during meetings;
- who can speak at meetings;
- how agendas are established;

5 See Chancellor’s Regulation C-30 for additional information.
6 Please refer to the Department of Education Title I Parent Involvement Guidelines memorandum which is disseminated by the Office for Family Engagement and Advocacy.
that the team must meet at least ten times per school year;
- number of meetings that can be missed, and consequences of missing more than the designated number of meetings;
- whether the terms of non-mandatory parent members should be staggered; and
- that there is a secretary.

SLTs and DLTs may require through their bylaws that they meet and coordinate with other school committees such as the Parent Association/Parent Teacher Association and the Title I Committee to ensure that all school-wide committees are working toward the same goals set forth in the CEP.

SLT and DLT bylaws should be reviewed by the team at least biennially. Each SLT must provide a list of its members and a copy of its current bylaws to the DLT annually, by October 31. The DLT must provide a list of all SLT member names from the schools in the district and a list of its own members and bylaws to the Chief Family Engagement Officer (CFEO) annually, by November 15. If the SLT makes changes in its bylaws or there is a change in membership, notice of the changes must be forwarded to the DLT, which will then forward this information to the CFEO.

XIII. CENTRAL PLAN FOR SCHOOL-BASED PLANNING AND SHARED DECISION MAKING

The Central plan for school-based planning and shared decision making incorporates the individual district plans adopted by DLTs in accordance with Section 100.11 of the Regulations of the Commissioner of Education as well as the procedures set forth in this Regulation. The Office of School Improvement is responsible for maintaining copies of each district’s plan and for compiling them into the Central plan. The Citywide Committee that approves the Central plan for school-based planning and shared decision making shall include a senior UFT representative, a senior CSA representative, a senior DC 37 representative, and representatives designated by the Chancellor.

XIV. GRIEVANCES

A. Parents may file a written complaint regarding the election of parents to serve on the SLT in a school their child attends.

B. Such complaint must be filed with the appropriate superintendent within seven (7) school days of the election. A decision will be rendered by the superintendent within seven (7) school days of receipt of the complaint. If a decision cannot be rendered within seven (7) school days because of a continuing investigation or a referral to other authorities, the superintendent must issue a response explaining the reason for the delay within the seven (7) school-day period, and must include a projected date for a final decision. Where interim remedies are appropriate, they should be included in the response.

C. Parents may appeal the decision of the superintendent to the Chancellor. Such appeal must be filed within ten (10) school days of receipt of the superintendent’s decision. Appeals must be sent to the Chancellor c/o The Office of Legal Services, 52 Chambers Street, Room 308, New York, NY 10007. The Chancellor will render a decision within fourteen (14) school days of receipt of the appeal. If a decision cannot be rendered within fourteen (14) school days because of a continuing investigation or a referral to other authorities, the Chancellor must issue a response explaining the reason for the delay within the seven-day period, and must include a projected date for the final decision. Where interim remedies are appropriate, they should be included in the response. The decision of the Chancellor on appeal is final.

7 Complaints regarding community district schools are filed with community superintendent; complaints regarding high schools are filed with the high school superintendent; complaints regarding District 75 schools are filed with the District 75 superintendent.
XV. GUIDANCE AND ASSISTANCE

The Office for Family Engagement and Advocacy will provide guidance and respond to inquiries regarding the implementation of this regulation.

The Office of School Improvement will provide guidance and technical assistance regarding the development and review of school and district level Comprehensive Educational Plans, District 100.11 Plans, Title I programmatic requirements and required federal and state school and district improvement processes. (See Section VI.)

The Office for Family Engagement and Advocacy in consultation with other central offices also may issue guidelines to supplement this regulation.

All other general inquiries pertaining to this regulation should be addressed to:

<table>
<thead>
<tr>
<th>Telephone</th>
<th>Office for Family Engagement and Advocacy</th>
<th>Fax:</th>
</tr>
</thead>
<tbody>
<tr>
<td>212-374-2323</td>
<td>N.Y.C. Department of Education</td>
<td>212-374-0076</td>
</tr>
<tr>
<td></td>
<td>49 Chambers Street – Room 503</td>
<td></td>
</tr>
<tr>
<td></td>
<td>New York, NY 10007</td>
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</tbody>
</table>
SCHOOL-BASED BUDGET AND CEP SUMMARY

The School-Based Budget and CEP Summary describes the major goals of the CEP and demonstrates that the school-based budget is aligned with the CEP. It lists the major goals and programs provided for in the CEP and the budget allocations that support and are aligned with these goals and programs.

I. Overall summary of CEP (educational goals, programs, initiatives to be implemented at the school in the coming year)

This section should provide an outline of the CEP for the coming year in this space; then, in the boxes below, each CEP Goal or Program should be listed separately in each box.

II. Budget Summary

A worksheet should be provided reflecting the overall school-based budget for the coming year (either in this space or attached hereto); then, in the boxes below, the budget allocation (funding source) should be provided for each goal or program in the CEP.

III. Alignment of School-Based Budget with CEP

In this section, the principal must demonstrate using the boxes below whether there is alignment of each CEP goal/program with budget allocations for the coming year.

<table>
<thead>
<tr>
<th>CEP Goal or Program</th>
<th>Budget Allocation (Funding)</th>
</tr>
</thead>
<tbody>
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<tr>
<td>CEP Goal or Program</td>
<td>Budget Allocation (Funding)</td>
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</table>

Submitted by:

_________________________________________
(Signature)

_________________________________________
(Printed name)

Principal of _______________________________

Date: ___________________________
School Leadership Team's Response to the Principal's Justification of the Alignment of the CEP with the School-Based Budget (attach additional sheets, if needed):

________________________________________________________________________
________________________________________________________________________
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________________________________________________________________________

Submitted by:

(Signature)    (Printed Name)    (Date)
SUPERINTENDENT'S DETERMINATION

TO: SLT of [insert school name]

FROM: [insert name]

RE: Determination Regarding Dispute as to whether School-Based Budget Is Aligned with the CEP

DATE: [insert]

In response to the dispute that has arisen between the SLT and the principal of [insert name of school] concerning whether the school-based budget is aligned with the CEP, I have determined that there is [or is not] alignment on the following aspects of the school based budget. [Either state that there is alignment or, alternatively, list each aspect for which there is not alignment and explain why alignment is lacking.]

In reaching this determination, I have reviewed the following materials:
[list all materials that have been submitted by the principal, the SLT, as well as materials that have been reviewed independently.]

If there is not alignment, then state: The SLT and/or principal must make the following revisions in order to create alignment between the CEP and the school-based budget: [list items].

If there is alignment, then certify that there is alignment, stating: I certify that, based on the materials I have reviewed, there is alignment between the school's CEP and the school-based budget for the _____________ school year.

Dated: ______________________________

By: _____________________________________
Superintendent of District _________
### SCHOOL LEADERSHIP TEAM ANNUAL EVALUATION FORM

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Level: ____ ES ____ MS ____ HS</th>
<th>Year:</th>
</tr>
</thead>
</table>

<table>
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<tr>
<th>Parent Representative:</th>
<th>___ Mandatory ___ Elected</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date:</th>
<th>Years Served on SLT: ____ 0-1 ____ 1-3 ____ 4+</th>
</tr>
</thead>
</table>

Please rate the principals’ performance in developing an effective shared decision-making relationship with the School Leadership Team (SLT) during the year based upon your experience as an SLT member.

Excellent ___ Very Good ___ Good ___ Satisfactory ___ Needs Improvement ___

**COMMENTS:**

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

I have read and understand the contents of this document. I certify that the answers are based on my own experiences.

_____________________________ ________________
Parent/Staff Name            Signature/Date

This evaluation has been received by the Department of Education.

_____________________________ ________________
Print Name                    Signature/Date
[School Letterhead]

Bylaws of the School Leadership Team of [Name of School]

Adopted [Date]

Article I – School Leadership Team Mission Statement [and] Educational Vision

The mission of the School Leadership Team of [Name of School] is [Insert collaboratively designed mission statement. Some teams may elect to also include an educational vision statement.]

Article II – Team Composition

Section 1 Size of Team

The total number of members shall be [Insert total number.]. The team shall maintain an equal number of parent and staff members, [Insert number from each constituency] from each constituency.

Section 2 Mandatory Members

The only three mandatory members of the SLT are the school’s principal, the Parent Association/Parent-Teacher Association (PA/PTA) President¹ and the United Federation of Teachers (UFT) Chapter Leader. Mandatory members of the SLT may designate another member of their constituent group to serve in their stead.

Section 3 Members at Large

The remaining members of the team shall consist of:

- [Insert number] elected parent members
- [Insert number] elected UFT member(s)
- [Insert number] elected DC 37 member(s)
- [Insert number - must be at least 2 for high schools] students
- [Insert number - optional] community based organization members(s)

Section 4 Election of Team Members

Parent and staff SLT members must be elected by their own constituent group in a fair and unbiased manner determined by each constituent group. All elections must be advertised widely, with reasonable advance notice given. Elections must be open to all members of the constituent group and must be held in accordance with the term limits set forth in these bylaws.

Parent member elections must be scheduled after PA/PTA elections are held each Spring. Parents must be provided a minimum of ten calendar days notice prior to the election. The PA/PTA is encouraged to stagger the terms of the non-mandatory parent members of the SLT.

[High schools and other teams wishing to include student members must add: Student members will be selected by the student body and shall serve for a period of one year. Student team members will be included in the total number of team members, but will not be counted when determining the balance of parent and staff members.]

¹ In the case of co-presidents, the remaining PA/PTA officers shall determine which co-president will serve as the mandatory member of the SLT.
Community based organizations may also serve on SLTs. The SLT will create a process for the organizations to apply for membership. A member of the team may also recommend an organization for membership. This will be done on an annual basis. Community based organization members will be included in the total number of team members, but will not be counted when determining the balance of parent and staff members.

Elections held to fill vacancies due to resignation, cessation of member eligibility, or removal pursuant to Article ____ will be conducted by the appropriate constituent group prior to the next scheduled team meeting. Team members elected to fill vacancies shall be eligible to serve until the completion of that term.

Section 5 Chairperson/Co-Chairpersons

Selection Method - The Chairperson shall be selected by consensus of the team and shall serve for a period of [Insert Chairperson’s term length] years. If the team opts to elect Co-Chairpersons, they will share the role of Chairperson as outlined in these bylaws. The election shall take place at the September meeting. [The Chairperson is responsible for scheduling meetings, ensuring that team members have the information necessary to guide their planning, and focusing the team on educational issues of importance to the school. The Chairperson ensures that voices of all team members are heard.]

Section 6 Additional Leadership Roles

Secretary – The secretary will be responsible for sending SLT meeting notices and for keeping the minutes of SLT meetings. Such minutes must be maintained at the school, with a copy provided to the PA/PTA. The school principal may designate an office staff member to assist the SLT secretary.

Facilitator – The Facilitator shall advise the Chairperson and other team members on matters of Parliamentary Procedure.

Financial Liaison – The Financial Liaison shall assume responsibility for documenting member participation for the purposes determining eligibility for the annual SLT remuneration.

Timekeeper – The Timekeeper ensures that all agenda items are discussed by monitoring the allotment of time afforded each item.

Selection Method – Additional leadership roles will be filled by consensus of the team at the [Insert month] meeting and shall serve for a period of [Insert term length] years.

Section 7 Length of Term and Term Limits

Team members, with the exception of mandatory members, student members, and community based organization members, are elected for [Insert number of years] year terms. However, all members must remain eligible to serve pursuant to Chancellor’s Regulation A-655 for the duration of their term.

Members may not serve more than [Insert number of terms] consecutive terms. However, if no other willing, eligible candidate is identified for a particular constituent group, a member may be elected for an additional term.

Section 8 Responsibilities of School Leadership Team Members

Team members, including those additional roles outlined in these bylaws, are responsible for developing an annual school Comprehensive Educational Plan (CEP) that is aligned with the school-based budget for the ensuing school year. The school-based budget provides the fiscal parameters within which the SLT will develop the goals and objectives to meet the needs of students and the school’s educational program.
The SLT shall provide an annual assessment to the community or high school superintendent of the principal’s record of developing an effective shared decision-making relationship with the SLT members during the year.

The SLT will serve as the vehicle for consultation with parent representatives regarding federal reimbursable funding (e.g., Title I). The SLT will coordinate with other school committees such as the Parent Association/Parent Teacher Association and the Title I Committee to ensure that all school-wide committees are working toward the same goals set forth in the CEP.

Team members must work collaboratively by sharing their ideas and concerns and listening to the ideas and concerns of others; engaging in collaborative problem-solving and solution-seeking that will lead to consensus-based decisions.

Team members must communicate effectively with their constituent groups and share the views of their constituencies with the team.

**Article III – Team Meetings**

Section 1 Schedule of Meetings

The School Leadership Team shall meet at least once a month during the school year. All meetings shall be shall be held on [Insert day of each month (i.e., first Thursday of every month)] from [start time] to [end time]. Additional meetings will be scheduled by the Chairperson as needed or upon request by the team members. Meetings will be scheduled at a time convenient for parent members on the team. Parent members will be polled each year to determine a convenient time for team meetings.

Members who miss more than two consecutive meetings without rendering in writing a good and valid excuse will be subject to removal from the team.

Section 2 Notice of Team Meetings

The School Leadership Team will establish a yearly calendar which shall be posted in the general office, front security desk, in the parent coordinator’s office and [Insert addition locations as needed (i.e., school website, SLT bulletin board, etc.)] at the beginning of each school year. The calendar shall be distributed at the first meeting of the parent association each school year. The Chairperson will send meeting reminders one week prior to all meetings by school mailbox and backpack, postal mail, email, or telephone.

Section 3 Meeting Attendance

School Leadership Team members are expected to attend all meetings. If team members are unable to attend the meeting, they must contact the Chairperson in advance of the meeting.

Section 4 Quorum

[Insert quorum number or a majority clause such as, “A majority of SLT members including representation from each constituent group”] shall constitute a quorum. Each constituent group shall be responsible for ensuring that their group is adequately represented at each meeting.
Section 5 Order of Business

- Call to Order
- Reading and Approval of the Previous Meeting’s Minutes
- Committee Reports
- Discussion of Unfinished Business Agenda Items
- Discussion of New Business Agenda Items
- Creation of Agenda for the Next Meeting
- Adjournment

Article IV – Removal of a School Leadership Team Member

Section 1 Removal Process

Team members who fail to attend [insert number of meetings] consecutive meetings, fail to perform their roles and responsibilities as outlined in these bylaws, or behave in a manner that is disruptive and undermining to the work of the Team will be removed by consensus of the remaining team members. The School Leadership Team must have a quorum of members present and reach unanimous agreement when deciding to remove a member. The member shall be provided a written notice of the Team’s decision. The letter shall include the reason for the removal and the member’s right to appeal the decision. The letter shall be signed by the Chairperson or Co-Chairpersons and shall be sent by registered return receipt mail delivery to ensure proper notification and receipt.

Section 2 Filling a Vacancy

When a member resigns or is removed, the vacancy will be advertised to the appropriate constituent group and an election will be held in accordance with these bylaws.

Article V – Decision-Making

Section 1 [Consensus-based decision-making must be the primary means of making School Leadership Team decisions. Consensus should be defined as reaching an agreement acceptable to all members. The team should develop methods for engaging in collaborative problem-solving and solution seeking and, when necessary, effective conflict resolution strategies. The agreed upon procedures should be summarized here.]

Article VI – Conflict Resolution

Section 1 Assistance from the District Leadership Team (DLT)

The School Leadership Team will seek assistance from the DLT or appropriate superintendent when members cannot reach agreement on an issue. Where team members have difficulty obtaining information or wish to obtain assistance in resolving issues relating to consultation with the school principal, they may seek assistance from the DLT or superintendent. If after receiving assistance from the DLT or superintendent, the Team still cannot reach agreement on the CEP, the superintendent will make the final determination.
Section 2 Assistance from the Office for Family Engagement and Advocacy (OFEA)

If the DLT or superintendent is unable to resolve such issues to the satisfaction of team members, team members may send a written request for assistance to the designated OFEA engagement staff.

Article VII – Bylaws Review and Amendment

The bylaws may be amended at any regular meeting of the team, provided notice of any proposed changes has been given at a previous meeting. In addition, the bylaws will be reviewed annually, at the start of the school year to ensure that the document’s provisions meet the needs of the team and remain consistent with Chancellor’s Regulation A-655.

These bylaws were amended on [insert date of last amendment] and are on file in the principal’s office.

_______________________________________  ________________________________
Principal Name         Principal Signature

_______________________________________  ________________________________
PA/PTA President Name             PA/PTA President Signature

_______________________________________  ________________________________
UFT Chapter Leader Name          UFT Chapter Leader Signature
Bylaws of the District Leadership Team of [Name of District]

Adopted [Date]

Article I – District Leadership Team Mission Statement [and] Educational Vision

The mission of the District Leadership Team of [Name of District] is [Insert collaboratively designed mission statement. Some teams may elect to also include an educational vision statement.]

Article II – Team Composition

Section 1 Size of Team
The total number of members shall be [Insert total number.].

Section 2 Mandatory Members
The mandatory members of the DLT are:
• Community superintendent (or designee)
• High school superintendent(s) responsible for high schools that are geographically located within the district (or designee(s))
• CSA representative
• UFT representative
• DC 37 representative
• President of the district’s Presidents’ Council (or designee)
• President of the borough high school Presidents’ Council (or designee)
• Chairperson of the Title I District Parent Advisory Council (or designee)
• ELL representative

Section 3 Members at Large
Indicate all other included members in this section.
[The remaining members of the team may consist of representatives of community based organizations, the president of the District CEC (or designee), and a member of the Citywide Council on High Schools whose child attends a high school located within the district.]

Section 4 Citywide High School Subcommittee
A citywide subcommittee of high school representatives will be formed to ensure that the needs and special issues impacting high schools and their students are fully represented in DLT discussions. The high school subcommittee will meet monthly. The results of the meetings will be reported by a member of the subcommittee (who will serve as a liaison) at monthly DLT meetings as a standing agenda item. The DLT will continue to include any high school constituency representatives and will discuss the issues raised by the subcommittee liaisons as part of the district’s overall K-12 strategic planning and problem solving.
Section 5 Chairperson/Co-Chairpersons

Selection Method - The Chairperson shall be selected by consensus of the team and shall serve for a period of [Insert Chairperson's term length] years. If the team opts to elect Co-Chairpersons, they will share the role of Chairperson as outlined in these bylaws. The election shall take place at the September meeting.

Role - The Chairperson is responsible for scheduling meetings, ensuring that team members have the information necessary to guide their planning, and focusing the team on educational issues of importance to the school. The Chairperson ensures that voices of all team members are heard.

Section 6 Additional Leadership Roles

Secretary – The secretary will be responsible for sending DLT meeting notices and for keeping the minutes of DLT meetings. Such minutes must be maintained at the district office. The superintendent may designate an office staff member to assist the SLT secretary.

Facilitator – The Facilitator shall advise the Chairperson and other team members on matters of Parliamentary Procedure.

Financial Liaison – The Financial Liaison shall assume responsibility for documenting member participation for the purposes determining eligibility for the annual SLT remuneration.

Timekeeper – The Timekeeper ensures that all agenda items are discussed by monitoring the allotment of time afforded each item.

Selection Method – Additional leadership roles will be filled by consensus of the team at the [Insert month] meeting and shall serve for a period of [Insert term length] years.

Section 7 Responsibilities

The District Leadership Team will develop the District Comprehensive Educational Plan (DCEP), which includes annual goals and objectives that are aligned with the district’s and the Chancellor’s goals, and incorporates the following six categories of the district 100.11 plan:

1. the educational issues that will be subject to shared planning at the building level;
2. the manner and extent of the expected involvement of all parties on the SLT;
3. the means and standards by which all parties shall evaluate improvement in student achievement;
4. the means by which all parties will be held accountable for the decisions which they share in making;
5. the process for dispute resolution in the SLTs; and
6. the manner in which state and federal requirements for the involvement of parents in planning and decision making will be met.

The DLT will provide support, guidance, technical assistance, and conflict resolution to the SLTs in the district.

The DLT will conduct a biennial review of the district’s 100.11 plan to evaluate the effectiveness of shared decision making in the district and will complete the Biennial Review Form (Attachment No. 1 of Chancellor’s Regulation A-655) and submit it to the Office for Family Engagement and Advocacy by January 15th of each even-numbered year.
Article III – Team Meetings

Section 1 Schedule of Meetings
The District Leadership Team shall meet at least once a month during the school year. All meetings shall be held on [Insert day of each month (i.e., first Thursday of every month)] from [start time] to [end time]. Additional meetings can be scheduled by the Chairperson as needed or upon request by the team members. Meetings will be scheduled at a time convenient for parent members on the team. Parent members will be polled each year to determine a convenient time for team meetings.

Section 2 Notice of Team Meetings
The District Leadership Team will establish a yearly calendar which shall be posted in the district office [Insert addition locations as needed (i.e., doe website, etc.)] at the beginning of each school year. The calendar shall be distributed at the first meeting of the Presidents’ Council each school year. The Chairperson will send meeting reminders one week prior to all meetings by school mailbox and backpack, postal mail, email, or telephone.

Section 3 Meeting Attendance
District Leadership Team members are expected to attend all meetings. If team members are unable to attend the meeting, they must contact the Chairperson in advance of the meeting.

Section 4 Quorum
[Insert quorum number or a majority clause such as, “A majority of DLT members including representation from each constituent group”] shall constitute a quorum. Each constituent group shall be responsible for ensuring that their group is adequately represented at each meeting.

Section 5 Order of Business
- Call to Order
- Reading and Approval of the Previous Meeting’s Minutes
- Committee Reports including High School Subcommittee
- Discussion of Unfinished Business Agenda Items
- Discussion of New Business Agenda Items
- Creation of Agenda for the Next Meeting
- Adjournment

Article IV – Decision-Making

Section 1 Consensus-Based Decision-Making
Consensus-based decision-making must be the primary means of making decisions. Consensus should be defined as reaching an agreement acceptable to all members. [The team should develop methods for engaging in collaborative problem-solving and solution seeking and, when necessary, effective conflict resolution strategies. The agreed upon procedures should be summarized here.]
Article V – Bylaws Review and Amendment

The bylaws may be amended at any regular meeting of the team, provided notice of any proposed changes has been given at a previous meeting. In addition, the bylaws will be reviewed annually, at the start of the school year to ensure that the document's provisions meet the needs of the team and remain consistent with Chancellor’s Regulation A-655.

These bylaws were amended on [insert date of last amendment] and are on file in the principal's office.

<table>
<thead>
<tr>
<th>Position</th>
<th>Signature</th>
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<tbody>
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<td>Superintendent Name</td>
<td>Superintendent Signature</td>
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<tr>
<td>High School Superintendent Name</td>
<td>High School Superintendent Signature</td>
</tr>
<tr>
<td>CSA Representative Name</td>
<td>CSA Representative Signature</td>
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<tr>
<td>UFT Representative Name</td>
<td>UFT Representative Signature</td>
</tr>
<tr>
<td>DC-37 Representative Name</td>
<td>DC-37 Representative Signature</td>
</tr>
<tr>
<td>District Presidents’ Council President Name</td>
<td>District Presidents’ Council President Signature</td>
</tr>
<tr>
<td>High School Presidents’ Council President Name</td>
<td>High School Presidents’ Council President Signature</td>
</tr>
<tr>
<td>Title I DPAC Chairperson Name</td>
<td>Title I DPAC Chairperson Signature</td>
</tr>
<tr>
<td>ELL Representative Name</td>
<td>ELL Representative Signature</td>
</tr>
</tbody>
</table>
2011-2012
COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: ____________________________________________________________
Brooklyn Technical High School

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): _____________________________
13K430

PRINCIPAL: ___________________________ EMAIL: _____________________________
Randy J. Asher       rash@schools.nyc.gov

SUPERINTENDENT: ___________________________________________________________
Karen Watts
SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.

2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

3. Add rows as needed to ensure that all SLT members are listed.

4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature</th>
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</thead>
<tbody>
<tr>
<td>R. Asher</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>D. Baldwin</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>E. Greene</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>DC 37 Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>M. Gorbonosov</td>
<td>Student Representative</td>
<td></td>
</tr>
<tr>
<td>K. Prasannam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M. Mandery</td>
<td>CBO Representative, BTAF</td>
<td></td>
</tr>
<tr>
<td>E. Ludwig</td>
<td>Member/UFT</td>
<td></td>
</tr>
<tr>
<td>J. DiBenedetto</td>
<td>Member/UFT</td>
<td></td>
</tr>
<tr>
<td>K. Cera</td>
<td>Member/PTA</td>
<td></td>
</tr>
<tr>
<td>C. Ying</td>
<td>Member/PTA</td>
<td></td>
</tr>
<tr>
<td>M. Morgan</td>
<td>Member/PTA</td>
<td></td>
</tr>
<tr>
<td>A. Braithwaite</td>
<td>Member/PTA</td>
<td></td>
</tr>
<tr>
<td>J.R. Barclay</td>
<td>Member/CSA</td>
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</tbody>
</table>
DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.
### ANNUAL GOAL #1 AND ACTION PLAN

#### Annual Goal #1
- To increase our College Enrollment Rate from 86.7% to 90% on the 2011-2012 Progress Report.

#### Comprehensive needs assessment
- The Brooklyn Technical High School Parent-Teacher Association identified College Placement as the most significant outcome of the high school experience. The most recent Progress Report data indicates a 97.7% Four Year Graduation Rate, a 97.2% College Readiness Index but a College Enrollment Rate of only 86.7%. We believe this is due to poor data management and requires refinement of our college office services and protocols. We also believe having a graduating class in excess of 1,100 students and headed to 1,400 students in the next two years will increase the importance of accurate data management.

#### Instructional strategies/activities
- The following strategies will be implemented:
  a) Analysis of College Enrollment data by ethnic subgroup and gender; review of guidance and college office protocols
  b) We intend to offer targeted professional development to faculty and staff; external site visits to explore best practices at other selective high schools; offer workshops to students and parents regarding the college process; implementation of new technology (Naviance) with the entire faculty.
  c) This initiative will be supervised by the new Assistant Principal of Pupil Personnel Services and a liaison from the SLT.
  d) Framework will be due January 15, 2012 and site visits will begin February 1, 2012. Workshops will be conducted throughout the late Fall and Spring semesters.

#### Strategies to increase parental involvement
- Regularly scheduled PTA meetings will include College Process as a regular agenda item.
- Parent Engagement Office Monthly Newsletter will include College Process information.
- Special workshops will be conducted to allow parents to better comprehend the college application process including financial aid services.
- Workshop materials and possible videos will be available on the school website as an asynchronous resource for time constrained parents.
- Workshops will be conducted in multiple languages to serve a wide array of families.

#### Strategies for attracting Highly Qualified Teachers (HQT)
- As one of the best high schools in the United States (US News, Newsweek, INTEL, PLTW), we do not have any issues attracting or retaining the highest quality educators available.
- A comprehensive professional development program is available and coordinated by the UFT Teacher Center Site Committee to facilitate faculty growth.

#### Service and program coordination
- As a CTE school, our “MAJORS” program allows students to select a concentration of study in a particular discipline. The program also involves college and career exploration including “Career Day” which involves 90+ alumni speakers and hundreds of students discussing professions and points of entry.

#### Budget and resources alignment
- Per session, per diem, and CTE VATEA granted funds will supplement the instructional program to achieve the aforementioned objectives.
- Supplemental funding through the Brooklyn Tech Alumni Foundation will facilitate professional development opportunities, provide transformational learning experiences for students, and support curriculum alignment with standards set by higher academia and industry as well as the Common Core.
### Annual Goal #2
- To improve the interpersonal environment of Tech amongst all constituencies and increase our Learning Environment Scores by .1 in each area.

### Comprehensive needs assessment
- Though the Learning Environment Survey is biased against large schools, our data indicates that we must continue to improve in specific identified metrics.

### Instructional strategies/activities
The following strategies will be implemented:
- a) All students will be involved.
- b) The use of student representatives by Major, Team Captains, and elected officers of the Student Government will be targeted.
- c) Similar targeted subgroups will be implemented for faculty feedback sessions on schoolwide issues addressed in the LE Survey as well as parent groups.
- d) Winter and Spring 2012.

### Strategies to increase parental involvement
- Targeted workshops, PTA meetings, and comprehensive article in the newsletter produced by the Office of Student and Parent Engagement shall improve parental involvement.

### Strategies for attracting Highly Qualified Teachers (HQT)
- As one of the best high schools in the United States (US News, Newsweek, INTEL, PLTW), we do not have any issues attracting or retaining the highest quality educators available.
- A comprehensive professional development program is available and coordinated by the UFT Teacher Center Site Committee to facilitate faculty growth.

### Service and program coordination
- Standing committees, formal frameworks for feedback such as UFT Consultative Council, informal meeting in the Teacher Cafeteria, parent workshops, and routine meetings with Student Government will facilitate coordination of our efforts.

### Budget and resources alignment
- Per session and per diem funding will help support this initiative.
- Supplemental funding through the Brooklyn Tech Alumni Foundation will facilitate the creation of the new “Modernization Task Force” that will be tasked with addressing some of the identified areas of concern.
## Annual Goal #3
- To have 100% compliance in implementing the required elements of the Common Core Learning Standards in all Regents classes.

### Comprehensive needs assessment
- The tasks are required as per Deputy Chancellor Suransky as part of the rollout of the Common Core Learning Standards.
- The tasks will begin to allow faculty members to incorporate literacy and numeracy skills into all content areas.

### Instructional strategies/activities
- The following strategies will be implemented:
  - a) Data analysis of subgroup performance including gender analysis will be conducted using the “Prosper” software from Scantron.
  - b) Each department has a minimum of two faculty members trained in the use of the software who will facilitate data entry and analysis.
  - c) Each department has an Inquiry Team and a dedicated group of faculty members working on Assessments as a C-6 assignment.
  - d) Assessments will be designed in Fall 2011 and implemented throughout Winter and Spring 2012.

### Strategies to increase parental involvement
- The Common Core learning Standards will be presented as a PTA meeting.
- A summary of statistical results will be posted on the school website.

### Strategies for attracting Highly Qualified Teachers (HQT)
- As one of the best high schools in the United States (US News, Newsweek, INTEL, PLTW), we do not have any issues attracting or retaining the highest quality educators available.
- A comprehensive professional development program is available and coordinated by the UFT Teacher Center Site Committee to facilitate faculty growth.

### Service and program coordination
- The C-6 menu was crafted in collaboration with the UFT to provide time for faculty members to work on curriculum and assessment projects.
- Many of the CTE industry assessments infuse literacy and numeracy skills that exceed the Common Core Learning Standards to meet industry expectations.

### Budget and resources alignment
- Common Core Per Session, Data Specialist funding, per diem, and CTE VATEA granted funds will supplement the instructional program to achieve the aforementioned objectives.
- Supplemental funding through the Brooklyn Tech Alumni Foundation will facilitate professional development opportunities, provide transformational learning experiences for students, and support curriculum alignment with standards set by higher academia and industry as well as the Common Core.
### Annual Goal #4 and Action Plan

**Annual Goal #4**
- To begin implementation of a research based framework for teacher evaluations by requiring administration to focus 100% of the observation process (both formal and informal) on four specific criteria.

**Comprehensive needs assessment**
- The NYSED has adopted Research Based Frameworks as part of the Race to the Top funding initiative.
- Based on historical empirical evidence, the overwhelming majority of the faculty are proficient and satisfactory teachers.
- To continuously improve pedagogical practice, satisfactory teachers often require professional goals to strive for to improve specific skills to the “Mastery” level.

**Instructional strategies/activities**
- The following strategies will be implemented:
  a) Subgroups of faculty members will be identified through Fall 2011 observations to participate in target professional development for Spring 2012. The focus will be on four specific elements that are currently contractually agreed upon elements of the pedagogical rating process:
    - Designing Student Assessments – currently called “Effective Use of Appropriate Methods and Techniques” (B6);
    - Creating an Environment of Respect and Rapport – currently called “Professional Attitude” (A4) and “Maintenance of a Wholesome Classroom Atmosphere” (B3);
    - Engaging Students in Learning – currently called “Skill in Adapting Instruction to Individual needs and Capacities” (B5) and “Skill in Making Class Lessons Interesting to Pupils” (B7);
    - Communicating with Families – currently called “effort to Establish and Maintain good relationships with parents” (D2).
  b) External vendors as well as the UFT teacher Center will provide professional development. Assistant Principals will be trained in writing framework based observations.
  c) Pre and post observation conferences as well as professional development through departmental meetings will increase familiarity with the framework and allow for interactive discussions regarding implementation processes.
  d) Fall 2011-Spring 2012

**Strategies to increase parental involvement**
- The concept of framework based skill development will be presented as a PTA meeting.
- The Office of Student & Parent Engagement will coordinate with respective subject area supervisors to resolve any areas of concern regarding parent interactions with individual teachers.

**Strategies for attracting Highly Qualified Teachers (HQT)**
- As one of the best high schools in the United States (US News, Newsweek, INTEL, PLTW), we do not have any issues attracting or retaining the highest quality educators available.
- A comprehensive professional development program is available and coordinated by the UFT Teacher Center Site Committee to facilitate faculty growth, specifically in these areas.

**Service and program coordination**
- Professional development offered by Brooklyn Technical HS, CFN 2.1, Districts 13/76, and Citywide will be made available to the faculty.
- Participation in Regional and National Conferences such as NCTM will be integrated into our planning.

**Budget and resources alignment**
- Per Session, per diem, and CTE VATEA granted funds will supplement the instructional program to achieve the aforementioned objectives.
- Supplemental funding through the Brooklyn Tech Alumni Foundation will facilitate professional development opportunities, provide transformational learning experiences for students, and support curriculum alignment with standards set by higher academia and industry as well as the Common Core.
**Annual Goal #5**

- 100% of faculty will engage in Inquiry Work.

**Comprehensive needs assessment**

- There is a citywide expectation of teachers engaging in Inquiry Work as per the memo issues by Deputy Chancellor Suransky.
- Many faculty members are operating in a data vacuum and are not aware of systemic instructional issues and collegial best practices.
- Data driven instruction has resulted in improved outcomes for piloted groups at Brooklyn Tech in 2010-2011.

**Instructional strategies/activities**

- The following strategies will be implemented:
  a) Inquiry Groups will be formed for each Major as well as exam based courses (Regents, AP, PLTW)
  b) All staff will engage with Majors facilitated by aligned Guidance Counselor and subject areas facilitated by corresponding Assistant Principals.
  c) Teachers will provide data, participate in data analysis, and determine intervention plans in consultation with Assistant Principals.
  d) Fall 2011 – Spring 2012

**Strategies to increase parental involvement**

- Parental contact regarding student performance is mandated by school policy.
- Inquiry Work will be presented at a PTA meeting and described in great detail via the Student & Parent Engagement Newsletter.
- Workshops regarding the use of digital information systems such as ARIS and SKEDULA will be conducted for parents.
- The Phonemaster will be used to contact families with important messages regarding underachieving students.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- As one of the best high schools in the United States (US News, Newsweek, INTEL, PLTW), we do not have any issues attracting or retaining the highest quality educators available.
- A comprehensive professional development program is available and coordinated by the UFT Teacher Center Site Committee to facilitate faculty growth.

**Service and program coordination**

- NCLB data analysis, Progress Report data, NYSED AOR/CIR reports and HSST/STARS will be sued to track student progress.
- CTE aligned programs and small learning communities will increase awareness of students having difficulty.

**Budget and resources alignment**

- Use of C-6 time will be documented.
- Per Session, per diem, and CTE VATEA granted funds will supplement the instructional program to achieve the aforementioned objectives.
- Supplemental funding through the Brooklyn Tech Alumni Foundation will facilitate professional development opportunities, provide transformational learning experiences for students, and support curriculum alignment with standards set by higher academia and industry as well as the Common Core.
ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

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<tr>
<th></th>
<th>ELA</th>
<th>Mathematics</th>
<th>Science</th>
<th>Social Studies</th>
<th>At-risk Services: Guidance Counselor</th>
<th>At-risk Services: School Psychologist</th>
<th>At-risk Services: Social Worker</th>
<th>At-risk Health-related Services</th>
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<tr>
<td></td>
<td># of Students Receiving AIS</td>
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On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:
1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

<table>
<thead>
<tr>
<th>Name of Academic Intervention Services (AIS)</th>
<th>Description</th>
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<tbody>
<tr>
<td>ELA</td>
<td>Small group and one-to-one tutoring before, during, and after school <a href="http://www.bths.edu/tutoring/tutoring.jsp">http://www.bths.edu/tutoring/tutoring.jsp</a></td>
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<tr>
<td>Mathematics</td>
<td>Small group and one-to-one tutoring before, during, and after school <a href="http://www.bths.edu/tutoring/tutoring.jsp">http://www.bths.edu/tutoring/tutoring.jsp</a></td>
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<tr>
<td>Science</td>
<td>Small group and one-to-one tutoring before, during, and after school <a href="http://www.bths.edu/tutoring/tutoring.jsp">http://www.bths.edu/tutoring/tutoring.jsp</a></td>
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<tr>
<td>Social Studies</td>
<td>Small group and one-to-one tutoring before, during, and after school <a href="http://www.bths.edu/tutoring/tutoring.jsp">http://www.bths.edu/tutoring/tutoring.jsp</a></td>
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<tr>
<td>At-risk Services provided by the Guidance Counselor</td>
<td>Small group and one-to-one counseling before, during, and after school <a href="http://www.bths.edu/tutoring/tutoring.jsp">http://www.bths.edu/tutoring/tutoring.jsp</a></td>
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<tr>
<td>At-risk Services provided by the School Psychologist</td>
<td>Partial evaluative services one day per week <a href="http://www.bths.edu/tutoring/tutoring.jsp">http://www.bths.edu/tutoring/tutoring.jsp</a></td>
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<tr>
<td>At-risk Services provided by the Social Worker</td>
<td>Partial evaluative services two days per week <a href="http://www.bths.edu/tutoring/tutoring.jsp">http://www.bths.edu/tutoring/tutoring.jsp</a></td>
</tr>
<tr>
<td>At-risk Health-related Services</td>
<td>Full time nurse and school health aide – staffed in infirmary</td>
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Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of all students by:

- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

Our school’s Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school’s Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school’s Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school’s Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement and the use of technology to monitor the academic process of the student;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee.
- maintain an Assistant Principal to serve as a liaison between the school and families. The AP of Student & Parent Engagement will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office;
• conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; college admissions and processing college applications, accessing community and support services; and technology training to build parents’ capacity to help their children at home;
• provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
• host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
• schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
• translate all critical school documents and provide interpretation during meetings and events as needed;

Our school will further encourage school-level parental involvement by:

• holding an annual Curriculum Conference;
• hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
• encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
• establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
• encouraging more parents to become trained school volunteers;
• providing access to dynamic online grade books and academic progress reports that are periodically given to keep parents informed of their children’s progress;
• developing and distributing a school newsletter and web publication designed to keep parents informed about school activities and student progress;

**SCHOOL-PARENT COMPACT**

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

### I. School Responsibilities

*Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State’s Standards and Assessments by:*

• using academic learning time efficiently;
• respecting cultural, racial and ethnic differences;
• implementing a curriculum aligned to the Common Core State Learning Standards;
• offering high quality instruction in all content areas;
• providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;
Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child’s achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school’s Title I status and funded programs and their right to be involved;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer in the school;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. **Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.
DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school’s submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the i.

### Part I: School ELL Profile

#### A. School Information

<table>
<thead>
<tr>
<th>Cluster Leader/Network Leader</th>
<th>Charles Amundsen</th>
<th>District</th>
<th>13</th>
<th>Borough</th>
<th>Brooklyn</th>
<th>School Number</th>
<th>430</th>
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<tr>
<td>School Name</td>
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#### B. Language Allocation Policy Team Composition

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
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<tbody>
<tr>
<td>Principal</td>
<td>Randy Asher</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>John Arias</td>
</tr>
<tr>
<td>Coach</td>
<td>Kimberly Henry</td>
</tr>
<tr>
<td>Coach</td>
<td>type here</td>
</tr>
<tr>
<td>ESL Teacher</td>
<td>Li trotter</td>
</tr>
<tr>
<td>Guidance Counselor</td>
<td>Ms. Ming, Ms. Blain,</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Mr. Williams - English</td>
</tr>
<tr>
<td>Parent</td>
<td>Carrie Ho and Elliot Greene</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Mr. Barclay - Physics</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>Ms. Suet Mei Chan</td>
</tr>
<tr>
<td>Related Service Provider</td>
<td>Monti-Wohlpart, Timothy</td>
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<tr>
<td>Other</td>
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<tr>
<td>Network Leader</td>
<td>Jie Zhang</td>
</tr>
<tr>
<td>Other</td>
<td>type here</td>
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</tbody>
</table>

#### C. Teacher Qualifications

Please provide a report of all staff members’ certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

<table>
<thead>
<tr>
<th>Classification</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Number of certified ESL teachers</td>
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<tr>
<td>Number of certified bilingual teachers</td>
<td>0</td>
</tr>
<tr>
<td>Number of certification ESL teachers</td>
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</tr>
<tr>
<td>Number of certified bilingual teachers</td>
<td>0</td>
</tr>
<tr>
<td>Number of special education teachers</td>
<td>0</td>
</tr>
<tr>
<td>ESL teachers with bilingual extensions</td>
<td>0</td>
</tr>
<tr>
<td>Number of special education teachers</td>
<td>0</td>
</tr>
<tr>
<td>ESL teachers with bilingual extensions</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers currently teaching</td>
<td>0</td>
</tr>
<tr>
<td>a self-contained ESL class who hold</td>
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<tr>
<td>both a common branch license and</td>
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</tr>
<tr>
<td>ESL certification</td>
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<td>NLA/foreign language teachers</td>
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<tr>
<td>Number of teachers of ELLs without</td>
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<tr>
<td>ESL/bilingual certification</td>
<td>0</td>
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<td>Total number of students in school</td>
<td>5370</td>
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<tr>
<td>Total Number of ELLs</td>
<td>1</td>
</tr>
<tr>
<td>ELLs as share of total student population (%)</td>
<td>0.02%</td>
</tr>
</tbody>
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#### Part II: ELL Identification Process
Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)

6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

---

Our ELLs are identified through RLER, RLAT, RFLG, and RHSP reports on ATS. The person responsible for the ELL process is Mr. John Arias, A.P. World Languages/ESL. An exam history is done to review and see what exams have been taken by the incoming students to determine their ESL placement, e.g. (LAB-R and or NYSESLAT). If no exam has been taken and no Home Language is indicated, Mr. Arias starts by providing the Home Language Indentification Survey, the LAB-R exam if necessary, interviewing the parents, explaining the ESL program we have available, followed by placement of the student based on initial hand scoring of the LAB-R. If we were to have any Spanish speaking ELL students we would also administer the Spanish LAB, but we have not had any Spanish speaking ELL students attend Bklyn Tech. We then provide our ELLs with a program that meets their needs. All our ELLs are Advanced. They receive 1 period of ELA and 1 period of ESL. All ELLs have approximately 8/9 classes in their programs plus lunch.

We try to complete the placement program for our ELLs within a 10 days period from admission to the school. ELLs follow the same curricula across content areas as any other student at Brooklyn Technical High School. They follow the curricula approved by the State and City of New York. They attend classes the same amount of periods required as any other student in the general education population and take the same exams to meet the course requirements. Parents are notified of their son/daughter continuation in the ESL Program in English and their native language. Brooklyn technical High School honors the choice parents have made for their children when the student is admitted to the school. The Placement letters are sent home via postal service and through the students. If a parent asks for an interview to discuss the ESL program, he or she will meet with Mr. Arias, A.P. for World Languages/ESL. If a translator were to be needed, one would be provided but so far all of our ELL parents have been able to communicate in English. ELL students are given a chance to take the NYSESLAT exam in the Spring. Most of our students score proficient upon taking the exam. We look at the results when they are published. If the student does not score proficient we follow the recommendations given by looking at the results of the examination to see where more support is needed in order to help the student achieve mastery in the particular area(speaking, listening, reading or writing) and provide the student with the necessary ESL class to further assist the student in his/her academic achievement. If the student scores proficient, he/she can continue to receive academic support through our tutorial program during periods 9/10 or during lunch periods. The ESL model used at Brooklyn technical High School is a Freestanding ESL Program and it is aligned with the parent request. We do not offer a Bilingual Program nor a Dual Language program in our school. We do not have the number of students needed to provide these programs. Parents are informed through the interview process and through an interpreter if necessary about our Freestanding ESL Program and we give them the choice to send the student to another site if they were to insist on a Bilingual or Dual language program. This has not happened since most of the students who come to us have been in the system and when they come to us they already speak English pretty well and most of the parents also speak English well enough to converse with the school personnel. A folder is kept by Mr. Arias for each ELL student where all documentation regarding the ELL student can be found in (6w20). Once the student has been placed in the Advanced ESL class the student also receives the rest of his/her program with all the other subject classes needed, level appropriate. If communication with the parents is needed in the native language; it is provided by the school. Most parents request the Freestanding ESL program we have at Bklyn Tech. and or they want their son/daughter out of ESL because they feel their son/daughter can communicate in English pretty well. In the past 4 years since I have been at Tech. the only selection (Aprox. 25) has been Freestanding ESL Program.
### A. ELL Programs

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Yes</th>
<th>No</th>
<th>Language(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program</td>
<td>Yes</td>
<td>No</td>
<td>Language(s)</td>
</tr>
<tr>
<td>Dual language program</td>
<td>Yes</td>
<td>No</td>
<td>Language(s)</td>
</tr>
</tbody>
</table>

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

#### ELL Program Breakdown

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<tr>
<th>Program Type</th>
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<th>2</th>
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<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Total</th>
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<td>Transitional Bilingual Education</td>
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<tr>
<td>(60%-40% → 50%-50% → 75%-25%)</td>
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<tr>
<td>Dual Language</td>
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### B. ELL Years of Service and Programs

#### Number of ELLs by Subgroups

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<th>Subgroup</th>
<th>ELLs receiving service 0-3 years</th>
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<tr>
<td>SIFE</td>
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</tbody>
</table>

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

#### ELLs by Subgroups

<table>
<thead>
<tr>
<th></th>
<th>ELLs (0-3 years)</th>
<th>ELLs (4-6 years)</th>
<th>Long-Term ELLs (completed 6 years)</th>
<th>Total</th>
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<tbody>
<tr>
<td></td>
<td>All SIFE Special Education</td>
<td>All SIFE Special Education</td>
<td>All SIFE Special Education</td>
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</table>
### C. Home Language Breakdown and ELL Programs

#### Transitional Bilingual Education

**Number of ELLs by Grade in Each Language Group**

<table>
<thead>
<tr>
<th>Grade</th>
<th>1</th>
<th>2</th>
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<th>11</th>
<th>12</th>
<th>TOTAL</th>
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#### Dual Language (ELLs/EPs)

**K-8**

**Number of ELLs by Grade in Each Language Group**

<table>
<thead>
<tr>
<th>Grade</th>
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<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
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<td>Spanish</td>
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<tr>
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**9-12**

**Number of ELLs by Grade in Each Language Group**

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<tr>
<th>Grade</th>
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<th>10</th>
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<th>12</th>
<th>TOTAL</th>
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</thead>
</table>

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Number of ELLs in a TBE program who are in alternate placement: 0
### Dual Language (ELLs/EPs)

#### 9-12

**Number of ELLs by Grade in Each Language Group**

<table>
<thead>
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### This Section for Dual Language Programs Only

**Number of Bilingual students (students fluent in both languages):**

**Number of third language speakers:**

**Ethnic breakdown of EPs (Number):**

- African-American: ___
- Asian: ___
- Hispanic/Latino: ___
- Native American: ___
- White (Non-Hispanic/Latino): ___
- Other: ___

### Freestanding English as a Second Language

**Number of ELLs by Grade in Each Language Group**

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### Part IV: ELL Programming

#### A. Programming and Scheduling Information
A. Programming and Scheduling Information

1. How is instruction delivered?
   a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
   b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
   a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.

4. How do you ensure that ELLs are appropriately evaluated in their native languages?

5. How do you differentiate instruction for ELL subgroups?
   a. Describe your instructional plan for SIFE.
   b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
   c. Describe your plan for ELLs receiving service 4 to 6 years.
   d. Describe your plan for long-term ELLs (completed 6 years).

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

---

**Courses Taught in Languages Other than English**

- Chinese
- Italian
- French
- Spanish
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

<table>
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<th>Class/Content Area</th>
<th>Language(s) of Instruction</th>
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| Native Language Arts
Social Studies:
Math:
Science:

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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<td>360 minutes per week</td>
<td>180 minutes per week</td>
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<td>ELA instruction for all ELLs as required under CR Part 154</td>
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<td>FOR TBE/DL PROGRAMS: Native Language Arts</td>
<td>60-90 minutes per day</td>
<td>45-60 minutes per day</td>
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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<td>540 minutes per week</td>
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<tr>
<td>FOR TBE/DL PROGRAMS: Native Language Arts</td>
<td>45 minutes per day</td>
<td>45 minutes per day</td>
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Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

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<td>100%</td>
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<td>75%</td>
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</table>
B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.

10. What new programs or improvements will be considered for the upcoming school year?

11. What programs/services for ELLs will be discontinued and why?

12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)

15. Do required services support, and resources correspond to ELLs’ ages and grade levels?

16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.

17. What language electives are offered to ELLs?

Ell students have equal access as the general education students do to attend after school tutoring or tutoring during lunch periods. The Guidance department is aware that for our ELL population. The ESL teacher maintains contact with ELA and content area teachers. Students are encouraged and made aware that they can continue to receive support through our tutorial program and credit recovery program. Some of the materials used to support ELLs include: College Board (CEEB-College Entrance Examination Board), the official SAT Study Guide for the New SAT (Henry Holt, 2004)< Kaplan K-12 Learning Services, Kaplan Advantage: New York English, Several different editions and grade levels of Warriner's English Language Composition are for reference and as occasional source of exercises. Past ELA Regents exams, Heinle Cengage Learning, Milestone, Longman Keystone, Charles Green Achieving on the NYSESLAT grades 9-12, Attanasio and Associates, Getting Ready for the New NYSESLAT. No native language is used in the delivery of instruction. When a new student is accepted in our school, we provide the following resources to facilitate the transition. An informal and formal student orientation. Freshmen travel together from class to class in order to facilitate social acquaintance and build friendship. Brooklyn Technical High School offers Chinese, French, Italian and Spanish as language electives.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?

2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?

3. How is language separated for instruction (time, subject, teacher, theme)?

4. What Dual Language model is used (side-by-side, self-contained, other)?

5. Is emergent literacy taught in child’s native language first (sequential), or are both languages taught at the same time (simultaneous)?

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)

2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Professional development is provided by school staff and community learning support organizations. Within the school's Professional Development Program, the focus is on: The literacy of our ELL population. Sessions are also given in math and science in scaffolding instruction through the use of manipulatives and experiments. Technology sessions instruct content area teachers to use resources to make instruction more comprehensible. All staff members at Brooklyn Technical High School have attended workshops off-site to promote collaboration between content area and language teachers: Quality Teaching workshops. Technology Workshops. Staff members attend workshops where they learn how to use Smart Board, LCD projectors/computers. Make use of Software programs such as Moodle, Skedula, etc.
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E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

At the two Parent/Teacher conferences per year, Brooklyn Technical High School provides professional interpreters for: Cantonese, Mandarin, Russian and Spanish Speaking parents. At the PTA meetings (one per month), we have members of the Brooklyn Technical community serve as interpreters for parents in the above mentioned languages. In the office od Student and Parent Engagement at BTHS, students serve as facilitators for parents, who speak a language other than English during their lunch periods five days a week. Some of the languages represented are: Cantonese, Mandarin, Russian, Haitian, Bengali, Albanian, Spanish and Fukienese. The parent coordinator provides interpretation services in Cantonese at parent teacher conferences and discipline and suspension hearings. All DOE materials are ordered in languages other than English to be distributed at PTA meetings and Parent/Teacher Conferences. The Guidance and Dean staff have been informed and trained to make use of the DOE phone interpreting services as needed. The main entrance safety officers are provided with DOE language cards for parents who speak a language other than English. The PTA provides written materials in Chinese at PTA meetings. BTHS evaluates the needs of our parents by providing surveys at every meeting in several languages asking: What the parents language needs are for future workshops and what school related matters are of interest to them. We involve our parents in school trips, off-site activities such as: sports activities, academic contests and in fund raising for sports teams in the school. The PTA sponsors a teacher appreciation dinner and a College Fair Day once a year as well as interpreting and translation services. Some of our telephone messages to parents are recorded in different languages.

Part V: Assessment Analysis

A. Assessment Breakdown
Enter the number of ELLs for each test, category, and modality.

| Overall NYSESLAT* Proficiency Results (*LAB-R for new admits) |
|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| K              | 1              | 2              | 3              | 4              | 5              | 6              | 7              | 8              | 9              | 10             | 11             | 12             | TOTAL          |
| Beginner(B)    |                |                |                |                |                |                |                |                |                |                |                |                | 0              |
### Overall NYSESLAT* Proficiency Results (*lab-r for new admits)

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#### NYS Math

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#### NYS Science

<table>
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<tr>
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<th>Level 4</th>
<th>Total</th>
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<tbody>
<tr>
<td></td>
<td></td>
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</table>

Page 24
New York State Regents Exam

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of ELLs Taking Test</th>
<th>Number of ELLs Passing Test</th>
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<tbody>
<tr>
<td>English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NL</td>
<td></td>
<td></td>
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<tr>
<td>Comprehensive English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrated Algebra</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geometry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Algebra 2/Trigonometry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology</td>
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<td>Chemistry</td>
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<td>Earth Science</td>
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<td>Living Environment</td>
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<td>Physics</td>
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</tr>
<tr>
<td>Global History and Geography</td>
<td></td>
<td></td>
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<tr>
<td>US History and Government</td>
<td></td>
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<tr>
<td>Foreign Language</td>
<td></td>
<td></td>
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<tr>
<td>Other</td>
<td></td>
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<tr>
<td>Other</td>
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<tr>
<td>NYSAA ELA</td>
<td></td>
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<tr>
<td>NYSAA Mathematics</td>
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<tr>
<td>NYSAA Social Studies</td>
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<tr>
<td>NYSAA Science</td>
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</table>

Native Language Tests

<table>
<thead>
<tr>
<th>Test</th>
<th># of ELLs scoring at each quartile (based on percentiles)</th>
<th># of ELLs scoring at each quartile (based on percentiles)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Q1 1-25 percentile</td>
<td>Q2 26/50 percentile</td>
</tr>
<tr>
<td>ELE (Spanish Reading Test)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chinese Reading Test</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?

4. For each program, answer the following:
   a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
### Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

---

## Part VI: LAP Assurances

### School Name: Brooklyn Technical High School

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Randy Asher</td>
<td>Principal</td>
<td></td>
<td>10/6/11</td>
</tr>
<tr>
<td>John Arias</td>
<td>Assistant Principal</td>
<td></td>
<td>10/6/11</td>
</tr>
<tr>
<td>Suet Mai Chan</td>
<td>Parent Coordinator</td>
<td></td>
<td>10/6/11</td>
</tr>
<tr>
<td>Li Trotter</td>
<td>ESL Teacher</td>
<td></td>
<td>10/6/11</td>
</tr>
<tr>
<td>Carrie Ho/Elliot Greene</td>
<td>Parent</td>
<td></td>
<td>10/6/11</td>
</tr>
<tr>
<td>M. Williams</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>10/6/11</td>
</tr>
<tr>
<td>J. Braclay</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>10/6/11</td>
</tr>
<tr>
<td>Kimberly Henry</td>
<td>Coach</td>
<td></td>
<td>10/6/11</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
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<tr>
<td>C. Blain</td>
<td>Guidance Counselor</td>
<td></td>
<td>10/6/11</td>
</tr>
<tr>
<td>Jie Zhang</td>
<td>Network Leader</td>
<td></td>
<td>10/06/11</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
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</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
</tbody>
</table>
Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children’s educational options, and parents’ capacity to improve their children’s achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school’s written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

   Analysis of home language survey and comprehensive review of STARS custom report 3.07 (Expanded Student Data).

2. Summarize the major findings of your school’s written translation and oral interpretation needs. Describe how the findings were reported to the school community.

   32.4% English speaking; 6.5% Bengali; 25.2% Cantonese; 4.7% Mandarin; 6.8% Russian; 4.39% Spanish; 1.8% Urdu; the rest are assorted. Findings were reported to the school community at PTA meetings, faculty & staff meetings, and provided to the Student Government Organization.
Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Documents are routinely translated by student volunteers from the National Honor Society, parent volunteers from the PTA, and the office of translation services from the NYCDOE.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral translation services are routinely translated by student volunteers from the National Honor Society, parent volunteers from the PTA, and the office of translation services from the NYCDOE. Faculty members proficient in the appropriate language also facilitate translation services.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor’s Regulations A-663 (Translations) is available via the following link: http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf.

A. Posted on school website in each language as a parent resource.
B. Posted at entrances as required.
C. Integrated as required into the safety plan.
D. Not an issue.
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.**
   a. 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
   b. 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).
   c. 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

<table>
<thead>
<tr>
<th>In math</th>
<th>In ELA, social studies, and science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Require fluency, application, and conceptual understanding</td>
<td>Require students to ground reading, writing, and discussion in evidence from text</td>
</tr>
</tbody>
</table>

   To this end:
   a. **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.
   b. **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.
   c. **In grades PK-8, schools will use guidance from the DOE³ to review their scope and sequence and:**

<table>
<thead>
<tr>
<th>In math</th>
<th>In literacy across content areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reorganize math content to teach fewer topics and allow for more time to focus on the major work⁴ of the grade</td>
<td>Infuse opportunities to read and respond to a combination of literary and informational texts</td>
</tr>
</tbody>
</table>

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](http://www.achievethecore.org/steal-these-tools) and [http://engageny.org/resource/common-core-shifts/](http://engageny.org/resource/common-core-shifts/).
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.

<table>
<thead>
<tr>
<th>Teachers will</th>
<th>School leaders will</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Use a shared understanding of Danielson to identify areas on which to focus and actively pursue professional growth.</td>
<td>● With support from networks, integrate instructional expectations into the school’s plan for improving instruction during the 2012-13 school year.</td>
</tr>
<tr>
<td>● Based on actionable feedback, reflect on and shift daily practice as well as the planning and implementation of Common Core-aligned units.</td>
<td>● Optimize resources (human, budget, time), data, and systems to support and monitor instructional work.</td>
</tr>
<tr>
<td>● Participate in teacher teams engaging in inquiry to:</td>
<td>● 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.</td>
</tr>
<tr>
<td>- Analyze student work to adjust teaching practice and instructional planning;</td>
<td>● Develop a normed understanding of Danielson, together with networks and central staff, to deepen expertise of both administrators and teachers.</td>
</tr>
<tr>
<td>- Plan Common Core-aligned units to gain familiarity with key instructional practices;</td>
<td>● Deepen their understanding of the instructional shifts required to meet the Common Core.</td>
</tr>
<tr>
<td>- Plan for shifts in instruction;</td>
<td></td>
</tr>
<tr>
<td>- Review their scope and sequence in light of changes to the grades 3-8 tests;</td>
<td></td>
</tr>
<tr>
<td>- Deepen their understanding of Danielson.</td>
<td></td>
</tr>
</tbody>
</table>
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): 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. 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.

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5 For more information about PARCC, refer to [http://www.parcconline.org/about-parcc](http://www.parcconline.org/about-parcc).
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 STANDARDS

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.

<table>
<thead>
<tr>
<th>Grade Band</th>
<th>Literacy Focus—Reading, Writing, Speaking/Listening, and Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK-2</td>
<td>Reading Informational Text Standards 1 &amp; 10; Writing Standard 2</td>
</tr>
<tr>
<td></td>
<td>Speaking/Listening Standard 1; Language Standard 6</td>
</tr>
<tr>
<td>3-5</td>
<td>Reading Informational Text Standards 1 &amp; 10; Writing Standard 1</td>
</tr>
<tr>
<td></td>
<td>Speaking/Listening Standard 1; Language Standard 6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Literacy Focus—Reading and Writing</th>
<th>ELA-specific Focus—Speaking/Listening and Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-12</td>
<td>Speaking/Listening Standard 1; Language Standard 6</td>
</tr>
</tbody>
</table>

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 work of the grade.

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

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.
Implementation Guidance for the 2012-13 Citywide Instructional Expectations

Overview
1) Why is New York City establishing instructional expectations for 2012-13?
2) What does it mean to deepen and broaden the citywide instructional expectations from 2011-12?
3) What is the timeline for implementation?
4) How might I begin planning for 2012-13?

Using a Framework for Teaching
5) How can schools develop a shared understanding of what effective instruction looks like?
6) What is norming and why is it important?
7) Why are three specific competencies from Danielson’s Framework for Teaching referred to in the expectations and why were they selected?
8) How can Danielson’s Framework for Teaching (or any four-point scale) be used?

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   b. Elementary schools
   c. Middle and high schools
   d. Other classrooms
10) What does the unit expectation look like in literacy and math?
11) What do the speaking/listening and language standards ask of students and teachers? To what grades and subjects do they apply?
12) In literacy, do all the standards addressed in the unit have to be addressed in the culminating tasks?
13) In math, do all the standards addressed in the unit have to be addressed in the culminating tasks?
14) Which of the instructional shifts required by the Common Core have been selected for focus and why?
15) Do schools have to write new curricula to fulfill the citywide instructional expectations?

Reviewing Scope and Sequences
16) Why are PK-8 teachers expected to review their year-long scope and sequences? When should teachers do this?
17) What resources will be provided to help PK-8 teachers review their scope and sequences?

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

Accountability and Support
20) How will schools be held accountable for implementing the citywide instructional expectations?
21) What is the role of networks and clusters in supporting the citywide instructional expectations?
22) **How will New York State (NYS) assessments, including Regents exams, evolve to align to the NYS Common Core Learning Standards?**

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

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

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

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

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?**

28) **How do schools find the time to do this work and how can they get assistance in this area?**
Implementation Guidance for the
2012-13 Citywide Instructional Expectations
Last Updated: June 1, 2012

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 work\textsuperscript{2} 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;
  o Launch regular cycles of formative observation and feedback aligned to Danielson’s Framework and in support of Common Core alignment;
  o Identify and support pivotal teaching strategies that will help move students toward mastery.
• Launch collaborative inquiry focused on analyzing student work:
  o Administer baseline assessments to understand what students do and do not know;
  o Implement the first round of Common Core-aligned units for the school year;
  o Analyze resulting student work to inform next round of unit planning;
  o 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.
  o Continue regular cycles of formative observation and feedback aligned to Danielson’s Framework and in support of Common Core implementation;
  o Support pivotal teaching strategies that will help move students toward mastery.
• Continue collaborative inquiry focused on analyzing student work:
  o Implement the second round of Common Core-aligned units;
  o Analyze resulting student work to inform future work;
  o 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

<table>
<thead>
<tr>
<th>Component of 2011-12 citywide instructional expectations</th>
<th>Questions to consider for 2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding the gap</td>
<td>• 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?</td>
</tr>
<tr>
<td></td>
<td>• What are the patterns and trends in student work, paying attention to special student groups, such as ELLs and SWDs?</td>
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<tr>
<td></td>
<td>• What are the implications for pedagogical shifts and unit/lesson revisions?</td>
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<tr>
<td></td>
<td>• What structures can be put in place to support these changes?</td>
</tr>
<tr>
<td>Formative observations and formative feedback for teacher</td>
<td>• Is there a common understanding of Danielson’s Framework?</td>
</tr>
<tr>
<td></td>
<td>• What were the school’s areas of focus in 2011-12?</td>
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</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Development</th>
<th>Common Core-aligned units</th>
</tr>
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<tbody>
<tr>
<td>• Where was the school’s significant growth?</td>
<td>• What are areas of strength for teacher teams engaging in cycles of inquiry to look at student work and shift teacher practice?</td>
</tr>
<tr>
<td>• Where does the school need to shift or deepen focus for the upcoming year?</td>
<td>• What supports and resources do teams still need?</td>
</tr>
<tr>
<td>• What were the instances where feedback was most effective in facilitating teacher growth?</td>
<td>• Where did the school see strongly-aligned tasks successfully implemented in classrooms?</td>
</tr>
<tr>
<td>• What successful actions and/or structures can be replicated and strengthened next year?</td>
<td>• What pedagogical practices helped support this success?</td>
</tr>
<tr>
<td>• What were the biggest hurdles and how can they be addressed before the upcoming school year?</td>
<td>• Where do teachers need help upgrading their tasks and units?</td>
</tr>
<tr>
<td>• How is the school leveraging selected teaching competencies to increase student learning, especially towards meeting Common Core standards?</td>
<td>• Which teachers should be involved in 2012-13? Why?</td>
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<tr>
<td></td>
<td>• Which subject areas should implement Common Core-aligned units in 2012-13? Why?</td>
</tr>
</tbody>
</table>
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 recreate 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 work\(^3\) 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

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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. 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:

<table>
<thead>
<tr>
<th>In math</th>
<th>In ELA, social studies, and science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Require fluency, application, and conceptual understanding</td>
<td>Require students to ground reading, writing, and discussion in evidence from text</td>
</tr>
</tbody>
</table>

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

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4 The instructional shifts are articulated by Student Achievement Partners at [http://www.achievethecore.org/steal-these-tools](http://www.achievethecore.org/steal-these-tools) and by the New York State Education Department at [http://engageny.org/resource/common-core-shifts/](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;

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• 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)*

<table>
<thead>
<tr>
<th>Assessment -- Subject / Grade</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
<th>2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA Grades 3-8</td>
<td>Aligned to 2005 Standards</td>
<td>Aligned to the Common Core</td>
<td>PARCC(^1)</td>
<td></td>
</tr>
<tr>
<td>Regents ELA</td>
<td>Aligned to 2005 Standards</td>
<td>Regents exam aligned to the Common Core(^2)</td>
<td>Regents exam aligned to the Common Core/ PARCC(^1,2)</td>
<td></td>
</tr>
<tr>
<td>Math Grades 3-8</td>
<td>Aligned to 2005 Standards</td>
<td>Aligned to the Common Core</td>
<td>PARCC(^1)</td>
<td></td>
</tr>
<tr>
<td>Algebra I</td>
<td>Aligned to 2005 Standards</td>
<td>Aligned to 2005 Standards</td>
<td>Regents exams aligned to the Common Core(^2,3)</td>
<td>Regents exam aligned to the Common Core/ PARCC (^1,2,3)</td>
</tr>
<tr>
<td>Geometry</td>
<td></td>
<td></td>
<td>Aligned to 2005 Standards</td>
<td></td>
</tr>
<tr>
<td>Additional State Assessments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NYSAA(^4)</td>
<td>Aligned to 2005 Standards</td>
<td>Aligned to the Common Core</td>
<td>NCSC(^5)</td>
<td></td>
</tr>
<tr>
<td>NYSESLAT</td>
<td>Aligned to 1998 Standards</td>
<td>Aligned to the Common Core</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\(^1\)The 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.

\(^2\)The 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.

\(^3\)The 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/](http://engageny.org/news/traditional-course-pathway-for-high-school-mathematics-courses-approved/))

\(^4\)The transition plan is specific to the NYSAA in ELA and mathematics

\(^5\)New 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:

<table>
<thead>
<tr>
<th>Across the Disciplines</th>
<th>New York City Department of Education Resources</th>
<th>Availability</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Across the Disciplines</strong></td>
<td><strong>New Common Core-aligned Tasks and Instructional Supports</strong>: 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. <strong>In Common Core Library.</strong></td>
<td>June, July and August</td>
</tr>
<tr>
<td></td>
<td><strong>Upgrading a Unit</strong>: This interactive module will demonstrate how educators can upgrade a unit to be Common Core-aligned. <strong>In Common Core Library.</strong></td>
<td>September</td>
</tr>
<tr>
<td></td>
<td><strong>ARIS Learn</strong>: 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 <strong>ARIS Learn User Guide</strong> to get started on Learn.</td>
<td>Now</td>
</tr>
<tr>
<td></td>
<td><strong>Expectations for Assessment Practice</strong>: 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 &quot;An Introduction to Using Assessment in Instruction.&quot;</td>
<td>Now</td>
</tr>
<tr>
<td></td>
<td><strong>Benchmark Assessments</strong>: 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. <strong>In Acuity.</strong></td>
<td>August/September</td>
</tr>
<tr>
<td></td>
<td><strong>Independent Performance Tasks</strong>: 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 4th-20th. <strong>In Acuity.</strong></td>
<td>Now</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td><strong>Post-test Mathematics Guidance for SY 11-12</strong>: 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. <strong>In Common Core Library.</strong></td>
<td>Now</td>
</tr>
<tr>
<td></td>
<td><strong>Mathematics Overviews</strong>: 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</td>
<td>June</td>
</tr>
</tbody>
</table>
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. *In Common Core Library.*

**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. *In Common Core Library.*

**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. *In Common Core Library.*

**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. *In Acuity.*

**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. *In Common Core Library.*

**‘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. *In Common Core Library.*

**Literacy Pedagogical Strategies Guidance:** These documents outline how educators can adjust common pedagogical strategies to support teaching toward the shifts in the Common Core. *In Common Core Library.*

**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. *In Common Core Library.*

**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. *In Common Core Library.*

**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. *In Common Core Library.*

**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. *In Common Core Library.*
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.

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.

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
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.engage ny.org**

1. **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. **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.

3. **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.

4. **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. **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.

6. **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.

### 3 Shifts: Student Achievement Partners
**www.achievethecore.org**

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

2. **2: Reading and writing grounded in evidence from text**

3. **3: Regular practice with complex text and its academic vocabulary**
Crosswalk of Common Core Instructional Shifts: Mathematics

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**.

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**.

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**.

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.

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**EngageNY**

1: **Focus**: EngageNY

[www.engageny.org](http://www.engageny.org)

**Achieve the Core**

2: **Coherence**: Achieve the Core

[www.achievethecore.org](http://www.achievethecore.org)

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1: **Focus** strongly where the Standards focus

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

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