NYSED
STANDARDS
UPDATE and REVIEW

March 9, 2018
Audience Participation
What standards do you include on your lesson plans?

- AASL Learning Standards: 1st
- Empire State Information Fluency Continuum: 2nd
- NYS Standards (ELA, Math, etc.): 3rd
- I do not have to include standards: 4th

Poll is full and no longer accepting responses.
Next Generation ELA & Mathematics
Next Generation English Language Arts

Roadmap: Suggested Goals & Activities for Rollout

- The Roadmap is being developed in collaboration with BOCES District Superintendents, local school districts, NYSUT, UFT, the Staff & Curriculum Development Network, and other stakeholders
- Breaks down goals for the next three years of the Next Generation Standards Rollout
- NYSED will not oversee district activities from the Roadmap; districts determine their own action steps and specific goals
- Professional organizations are reflected as stakeholders and partners in the work

NYSCEA Presentation: February 9th, 2018
Next Generation English Language Arts


Timeline

**September 2017**: Adoption of NYS Next Generation Learning Standards.

**Phase I: Raise Awareness (Winter 2018-Winter/Spring 2019)**: Professional development on NYS Next Generation Learning Standards; two-day assessments measuring the 2011 P-12 Learning Standards.

**Phase II: Build Capacity (Spring 2019-Summer 2020)**: Professional development continuing on NYS Next Generation Learning Standards; two-day assessments measuring the 2011 P-12 Learning Standards.

**Phase III Full Implementation (September 2020 – ongoing)**: Full implementation of the NYS Next Generation Learning Standards.

**Spring 2021**: New grade 3-8 tests measuring the NYS Next Generation Learning Standards.
# Next Generation English Language Arts

## Introduction to the Next Generation P-12 English Language Arts Learning Standards

### Lifelong Practices of Readers and Writers

<table>
<thead>
<tr>
<th>Lifelong Practices of Readers</th>
<th>Lifelong Practices of Writers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readers</td>
<td>Writers</td>
</tr>
<tr>
<td>- think, write, speak, and listen to understand</td>
<td>- think, read, speak, and listen to support writing</td>
</tr>
<tr>
<td>- read often and widely from a range of global and diverse texts</td>
<td>- write often and widely in a variety of formats, using print and digital resources and tools</td>
</tr>
<tr>
<td>- read for multiple purposes, including for learning and for pleasure</td>
<td>- write for multiple purposes, including for learning and for pleasure</td>
</tr>
<tr>
<td>- self-select texts based on interest</td>
<td>- persevere through challenging writing tasks</td>
</tr>
<tr>
<td>- persevere through challenging, complex texts</td>
<td>- enrich personal language, background knowledge, and vocabulary through writing and communicating with others</td>
</tr>
<tr>
<td>- enrich personal language, background knowledge, and vocabulary through reading and communicating with others</td>
<td>- experiment and play with language</td>
</tr>
<tr>
<td>- monitor comprehension and apply reading strategies flexibly</td>
<td>- analyze mentor texts to enhance writing</td>
</tr>
<tr>
<td>- make connections (to self, other texts, ideas, cultures, eras, etc.)</td>
<td>- strengthen writing by planning, revising, editing, rewriting, or trying a new approach</td>
</tr>
</tbody>
</table>
Introduction to the Next Generation P-12 English Language Arts Learning Standards
Next Generation Mathematics
Next Generation Mathematics

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Next Generation Mathematics

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Science Learning Standards
## New York State P-12 Science Learning Standards

### Timeframe

- **Spring and Summer 2017**
  - Phase I - Initial Transition
    - Engage relevant stakeholder groups to outline a more detailed transition strategy for the new NYS P-12 Science Learning Standards in alignment with the Statewide Strategic Plan for Science.
    - Develop a NYS Comprehensive Science Standards Systems Implementation Plan

- **2017-2018 School Year**
  - Phase I: Raise Awareness, Build Capacity of new NYS P-12 Science Learning Standards;
    - Collaborate with relevant stakeholder groups to build awareness of the new NYS P-12 Science Learning Standards across the state.
    - Develop and propose assessment frameworks for State assessments in science

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### Link

Science Learning Standards

Presented by
Glen Cochrane,
March 5, 2018
Science Learning Standards

Major Innovations of the new Science Standards

   - **Science and Engineering Practices (SEPs)**
     - *How students learn.*
     - Activities students do to gain understandings
   - **Cross Cutting Concepts (CCC’s)**
     - *What students look for.*
     - Concepts that bridge disciplinary boundaries
   - **Disciplinary Core Ideas (DCI’s)**
     - *What students learn.*
     - Physical Sciences; Life Sciences; Earth & Space Sciences; Engineering

Handout from NSTA
### Disciplinary Core Ideas in the Next Generation Science Standards (NGSS) Final Release

<table>
<thead>
<tr>
<th>Topic</th>
<th>Primary School (Grades K-2)</th>
<th>Elementary School (Grades 3-5)</th>
<th>Middle School (Grades 6-8)</th>
<th>High School (Grades 9-12)</th>
</tr>
</thead>
</table>

#### 1. Structure and Properties of Matter

- **Atoms and Molecules:** Different atoms are the building blocks of matter, and their properties can be explored through experiments and simulations. The periodic table helps predict the behavior of elements. (PA 1-2)

#### 2. Life Processes

- **Tissues and Organs:** Cells work together to form tissues and organs, which are the basic units of life. (PA 3-4)

#### 3. Earth and Human Systems

- **Energy in the Earth System:** Energy flows through ecosystems, and human activities can affect these systems. (PA 5-6)

#### 4. History of the Universe

- **Big Bang:** The universe is expanding, and its history can be studied through observations and theories. (PA 7-8)

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**Matrix Developed by NGSS 4/2/2013**

- [Matrix of Disciplinary Core Ideas in NGSS](http://nstahosted.org/pdfs/ngss/20130509/matrixofdisciplinarycoreideasngss-may2013.pdf)
Science Learning Standards
Science Learning Standards

Cross Cutting Concepts

Presented by
Glen Cochrane,
March 5, 2018
Science Learning Standards

New Standards Address Four C’s and STEM

The Four C’s of 21st Century Learning

- **Communication**: Sharing thoughts, questions, ideas, and solutions
- **Collaboration**: Working together to reach a goal — putting talent, expertise, and smarts to work
- **Critical Thinking**: Looking at problems in a new way, linking learning across subjects & disciplines
- **Creativity**: Trying new approaches to get things done equals innovation & invention

Our goal is to provide access to technology and show how to effectively harness its power to prepare students for college and career.

Presented by
Glen Cochrane,
March 5, 2018
Social Studies Framework
Social Studies Framework


Key Components

- Grade-level Key Ideas, Conceptual Understandings, and Content Specifications
- K-12 Social Studies Practices
- K-12 Common Core Literacy Skills
- K-12 Unifying Themes
- Inquiry Arc

These components work interdependently in both instruction and assessment. Through an inquiry-based approach, students develop thematic and conceptual understanding while applying disciplinary practices and literacy skills in the context of content.
Social Studies Framework

Social Studies Practices

1) Gathering, Interpreting and Using Evidence
2) Chronological Reasoning and Causation
3) Comparison and Contextualization
4) Geographic Reasoning
5) Economics and Economic Systems
6) Civic Participation
# Social Studies Framework


## Content Sequence

<table>
<thead>
<tr>
<th>Grade</th>
<th>Content Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>Self and Others</td>
</tr>
<tr>
<td>Grade 1</td>
<td>My Family and Other Families, Now and Long Ago</td>
</tr>
<tr>
<td>Grade 2</td>
<td>My Community and Other United States Communities</td>
</tr>
<tr>
<td>Grade 3</td>
<td>Communities around the World</td>
</tr>
<tr>
<td>Grade 4</td>
<td>Local History and Local Government</td>
</tr>
<tr>
<td>Grade 5</td>
<td>The Western Hemisphere</td>
</tr>
<tr>
<td>Grade 6</td>
<td>The Eastern Hemisphere</td>
</tr>
<tr>
<td>Grade 7</td>
<td>History of the United States and New York – I</td>
</tr>
<tr>
<td>Grade 8</td>
<td>History of the United States and New York – II</td>
</tr>
<tr>
<td>Grade 9</td>
<td>Global History and Geography – I</td>
</tr>
<tr>
<td>Grade 10</td>
<td>Global History and Geography – II</td>
</tr>
<tr>
<td>Grade 11</td>
<td>United States History and Government</td>
</tr>
<tr>
<td>Grade 12</td>
<td>Participation in Government</td>
</tr>
<tr>
<td></td>
<td>Economics, the Enterprise System, and Finance</td>
</tr>
</tbody>
</table>
9. **Inquiries are not all inclusive.** The use of the term “inquiry” in place of “unit” to describe the curriculum work represented in the Toolkit is purposeful in both general and specific ways.

Inquiry, that is, the crafting of questions and the deliberate and thoughtful construction of responses to those questions, can inspire deeper and richer teaching and learning. Using “inquiry” as the descriptor for the curriculum topics portrayed, however, reflects a conscious decision not to produce fully-developed and comprehensive curriculum units or modules. Teachers should find considerable guidance within each inquiry around the key components of instructional design—guiding and supporting questions, formative and summative performance tasks, sources, and activities designed to engage students in taking informed action. What they will not find is a complete set of individual lesson plans. Experience suggests that teachers teach best the material that they mold around their particular students’ needs and the contexts in which they teach. Rather than scripts reflecting generic teaching and learning situations, the IDM encourages teachers to draw
New York State Learning Standards for the Arts
NYS Learning Standards for the Arts

New York State Learning Standards for the Arts

What about School Librarians?
AASL Student Framework for Learners

A wheel chart illustrating the relationship of the components within the AASL Standards framework structure.
Empire State Information Fluency Continuum

GOALS FOR EFFECTIVE LIBRARY PROGRAMS

Students are motivated and independent learners.
- Students successfully employ information literacy, technology, and critical thinking skills in subject-area learning experiences.
- Students are engaged in independent reading and inquiry-based learning.

The library is a powerful intellectual and social space where students and teachers gather ideas, exchange points of view, and learn together.
- Students and teachers have access to certified school library media specialists.
- Students have equitable access to the library and its resources.
- The library provides access to high-quality resources in a variety of formats that support curricular and instructional goals and respond to diverse student needs and interests.
- The library facility is welcoming, with a climate conducive to individual and shared learning.
- Current technology is available and operable to support multiple learning experiences in the library and remote access to library resources.

The library program supports a culture of literacy throughout the school.
- Teachers integrate resources and information-literacy skills into every classroom.
- Teachers collaborate with the librarian and other teachers to optimize instruction and curriculum design.

The library fosters a professional learning community.
- Teachers, principals, and librarians engage in ongoing professional development.
- Librarians facilitate professional dialogue and networking among teachers, principals, and other librarians to support continuous improvement of practice.
SLMPE Rubric

THE STATE EDUCATION DEPARTMENT
SCHOOL LIBRARY MEDIA PROGRAM EVALUATION

District:
Enrollment:
Evaluator:

School:
Grades in School:
Date of Evaluation:

For information on how to use the New York State Education Department School Library Media Program Evaluation, please visit:
http://www.amec.nyed.gov/ctlr/library/SLMPE_rubric/

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Schumacher, City School District, and the New York Library Association

SLMPE Rubric rewrite


NYSED School Library Media Program Evaluation Rubric

Research shows that one of the chief characteristics of a high performing school is a quality Library Media Program. Based upon this research, the New York State Education Department (NYSED) supports the importance of efforts by School Boards, Superintendents, Principals, Library Media Specialists, school districts, and communities throughout the state in helping students learn more, achieve better grades, and score higher through building and supporting strong school library media programs.

In this effort NYSED has developed a self-assessment instrument for use by teachers, librarians, students, administrators, parents, and school community members to assess the Library Media Program across 25 different “Essential Elements.” The School Library Media Program Evaluation (SLMPE) rubric is recommended for use to create Library Media Program self-assessments that include qualitative and quantitative evidence and aid in development of action plans for program improvements that strive to reach "Proficient" or "Distinguished" status in each "Essential Element", meet higher learning standards, and improve student achievement.
Task at hand
Empire State Information Fluency Continuum

IFC Assessments Organized by Skills: Home

These skills link to the writable PDF versions of the IFC Assessments. Please print and/or download the Assessment in order to use. If you need to modify an assessment, the Word versions are available at: http://nycdoe.libguides.com/assessments

[Diagram of skills organized by categories: Connection, Wonder, Express, Construct, Investigate, Reflection]

http://nycdoe.libguides.com/skills
Discussion areas

ELA and the Arts in the Auditorium

Social Studies and the Arts in the Training Room

Science and Mathematics in the Blue Room