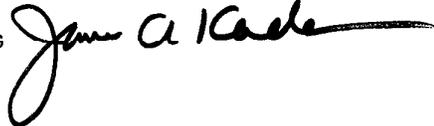




TO: The Honorable the Members of the Board of Regents

FROM: James A. Kadamus 

COMMITTEE: Elementary, Middle, Secondary and Continuing Education

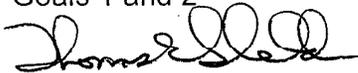
TITLE OF ITEM: Progress Report on Standards Implementation

DATE OF SUBMISSION: January 13, 2003

PROPOSED HANDLING: Discussion

RATIONALE FOR ITEM: Update on key initiatives related to standards implementation

STRATEGIC GOAL: Goals 1 and 2

AUTHORIZATION(S): 

SUMMARY:

The attached report provides the status of the implementation of key initiatives relating to the learning standards. A report on Mathematics Curriculum Guidance is included as Attachment A and the Career and Technical Education Progress Report is included as Attachment B.

Attachments

Report on Key Initiatives Related to Implementation of the Standards

Initiative	Status	Report to Regents	Expected Outcome
Mid-course Review of New York Standards-based Reform	A series of discussions on the 65 passing score on Regents exams has been scheduled on the Regents agenda with approval to reaffirm or modify policy expected in November 2003.	Ongoing	Updated information for review of Regents policy
State Assessment Panel	The next meeting of the State Assessment Panel will be in spring 2003.	Ongoing	Updated information
NYS Reading Initiative, <i>Reading for Results</i>	Training for New York City Coaches on the on-line component continued in January with the assistance of the UFT and Voyager Learning, the contractor. To date, 487 upstate teachers and 1,088 New York City teachers have participated in the on-line courses. The <i>Reading First</i> Reading and Literacy Partnership met on November 13 and received an update on <i>Reading for Results</i> and <i>Reading First</i> .	Ongoing	Updated information
School Accountability System	The Regents approved the conceptual framework to align SASS with NCLB in December.	Ongoing	Updated information
Teleconferences (including PBS Specials)	<i>Access Through Early Literacy</i> will be broadcast on February 12 on PBS from 3-4 PM. The show will focus on professional	Ongoing	Updated information

Initiative	Status	Report to Regents	Expected Outcome
	<p>development for individuals who teach young children to read. <i>Access for Under-Prepared High School Students</i> will be broadcast on March 12 on PBS from 3-4 PM. This show illustrates how some high schools in both large urban settings and smaller cities are serving students who enter high school without the proper background that high school work requires.</p>		
Middle Level Initiative	<p>The Regents reviewed the draft outline for a revised middle-level education policy statement in December. They will review a full draft policy statement in February, to be followed by a public comment period. The Regents will act on the policy statement in April.</p>	<p>February</p> <p>April</p>	<p>Updated information</p> <p>Action by Regents</p>
New York State Virtual Learning Space	<p>A web designer, CGI, Inc., has been engaged to begin work on the NYS Virtual Learning Space. CGI is working on Phase I of the project. The Regents will receive a progress report on CGI's work in April.</p>	<p>Ongoing</p> <p>April</p>	<p>Updated information</p> <p>Updated information</p>

Initiative	Status	Report to Regents	Expected Outcome
Curriculum Initiatives/ Resources	Elementary Social Studies Core Curricula Guide, Science Resource Guide and Core Curricula, and Mathematics Educators' Toolkit: Key Idea Tasks to Enhance Success, are under development. All documents already disseminated to schools are available on the Department's web site.	Ongoing	Updated information

Mathematics Guidance to the Field: The New York State Mathematics Initiative

In recent years, data gathered from international, national, and State assessments have indicated a need for strengthening student performance in mathematics. Results from the Third International Mathematics and Science Study (TIMSS), the National Assessment of Educational Progress (NAEP), and the State-developed assessments at the elementary, intermediate and commencement levels all show that New York State students need to raise their level of achievement in mathematics.

The New York State Mathematics Initiative is a plan designed to improve student achievement in PreK-12 mathematics programs. The initiative will provide curriculum guidance resources and tools that will:

- elevate the importance of mathematics;
- enhance professional development for teachers; and
- encourage students, teachers, administrators, parents, higher education professionals, and community members to work together.

The goals of the New York State Mathematics Initiative are to:

- enable all districts to develop and implement a comprehensive PreK-12 mathematics curriculum;
- improve professional development opportunities for mathematics educators; and
- sharpen the focus of standards-based mathematics instruction and provide tools for enhancing student achievement.

The major components of the "Toolkit for Mathematics Educators" include:

- Key Ideas/Tasks to Enhance Success Module -- a series of classroom activities centered around a unifying theme to illustrate how a mathematics concept expands from one grade level to the next;
- Classroom Assessments Module -- to inform and engage all mathematics educators in creating formal classroom assessments, including multiple-choice items and constructed-response items and rubrics;
- Mathematics Vocabulary Module -- classroom strategies for vocabulary development in mathematics; and
- A Family/Parent Involvement Kit.

The New York State Mathematics Initiative will have the following benefits:

- Students will have engaging, hands-on mathematics activities for better understanding of mathematical concepts.
- Teachers will have tools to enhance classroom instruction.
- Administrators will have clear understanding of the pathways to mathematics achievement with data-driven results.
- Parents/guardians and other family members will become partners in their students' mathematics education.
- Higher education institutions will prepare teachers who are aware of the New York State curriculum and familiar with the resources available to help them.
- Community members will have a clear understanding of the importance of mathematics and the need for a mathematically literate population.

As a follow-up to the Mathematics Urban Forum that was held on September 23-24, 2002, the Department is developing recommendations for a long-term plan for building local capacity to support coordinated mathematics programs at school districts throughout New York State. Although focus will be on the Big 4 school districts, all districts will be able to benefit from this work. Mathematics Institutes will be held in New York City and will cover the same topics and the Regional School Support Centers are identifying mathematics consultants to provide assistance in mathematics instruction to schools in their regions.

The Department is also in the process of making available short-term initiatives to provide classroom teachers with instructional strategies focused on areas of weakness as evidenced by State and local data sources. As a follow-up to the Partnership Agreement with the Rochester City School District, staff, in collaboration with the Eisenhower Regional Alliance for Mathematics and Science, have begun work on a potential model for mathematics assistance to Rochester's teachers. These short-term programs are intended for teachers preparing students for the State intermediate level mathematics assessment.

Career and Technical Education Progress Report

Implementation of the Regents policy on career and technical education (CTE) continues to be a priority initiative. The policy is designed to promote and upgrade career and technical education programs in the State. This action modifies graduation requirements and provides different options for students to reach high standards in CTE and core academic areas. The policy also provides greater flexibility in curriculum courses giving students the time needed to take integrated or specialized classes that combine academic and career/technical skills and content.

The last progress report provided information on the status of the CTE program approval process; the distribution of a survey instrument on curriculum alignment to CTE teachers; the plan for the use of broadcast media to showcase programs that access the learning standards through career and technical education; and work on the Career Plan initiative.

This report provides an update on the status of CTE programs received and approved; the implementation of the media broadcast that showcased programs that access the learning standards through career and technical education; and other public engagement activities, including a recent summit on Career, Technical and Alternative Education (CTAE).

The number of CTE programs received and approved continues to increase. At the last report in September, 321 applications from eight LEAs and 29 BOCES were received and 275 approved. Since then, 70 more applications have been received for a total of 391 and 41 applications were approved for a total of 316. Participation now involves 10 LEAs and 30 BOCES. Below is an updated table of CTE programs/career areas received and approved.

CAREER AREAS	Received	Approved
Arts/Humanities	28	22
Business/Information Systems	53	42
Health Services	55	38
Engineering/Technologies	146	122
Human & Public Services	90	81
Natural & Agricultural Sciences	19	11
TOTAL	391	316

The plan to use broadcast media to showcase programs that access the learning standards through career and technical education was implemented. A documentary entitled "Accessing the New York State Learning Standards through Career and Technical Education" aired through the Public Broadcasting Service (PBS) on December 11, 2002. The program was designed to highlight the changing nature of career and technical education. Video segments showed the CTE revolution in practice, visiting successful program models in three schools: The National Skill Standard Culinary Program at the Ulster County BOCES; the integration of science and research in Tottenville High School's Medical Technology program in Staten Island; and Brooklyn's George Westinghouse High School, a national pilot site for its integrated technology curriculum, and an example of meaningful collaboration between public education and the private business sector.

To assist schools/BOCES, business/industry, parents, community and other public agencies in the future use of the video, the State Education Department developed a facilitator's guide, "Tools for Schools," as a companion document to the video. Schools/BOCES can use these instruments to show that both new CTE programs and traditional courses of technical preparation study have high academic requirements. Schools across the State are integrating CTE classes with core academic subjects to give students access to the skills called for by the State learning standards. Business/industry could use these to enhance knowledge of the type of successful outcome in student achievement that results from meaningful collaborative endeavors involving public education and the private business sector. Parents could use the video to raise awareness in various communities about the changing nature of CTE in schools. The facilitator's guide is on the web site of the Office of Workforce Preparation and Continuing Education (OWPCE) at www.emsc.nysed.gov/workforce, and the video is available through Mike Yates at myates@mail.nysed.gov.

Efforts at other public engagement activities to expand awareness of the career and technical education policy and the CTE program approval process were ongoing from September through December 2002, and included an interactive video conference by several OWPCE staff members with the Long Island School/Business Partnership. Workshops were presented to the New York State School Boards Association, the New York State United Teachers, the New York State Health Occupations Education Association, the Central New York Tech-Prep Conference, and at several smaller staff development conferences and meetings. In 2002, approximately 4,500 individuals participated in the CTE public engagement activities. In addition, the Office of Workforce Preparation and Continuing Education conducted a one-day Career, Technical and Alternative Education (CTAE) Summit at the State Education Department on October 29, 2002. The purpose of the Summit was to share ideas and develop recommendations that will support student achievement. Twenty-eight participants represented a host of networks and organizations. Eighteen SED staff members from various program areas (Vocational and Educational Services for Individuals with Disabilities (VESID), Curriculum, Instruction and Assessment, Postsecondary Career and Technical Education, Technology Education, etc.) participated. Participants addressed specific focus questions and made recommendations to foster ongoing communication to support CTAE initiatives. One recommendation is to conduct a summit in the spring of 2003 to focus on specific CTAE priorities.