



Standards Implementation Update

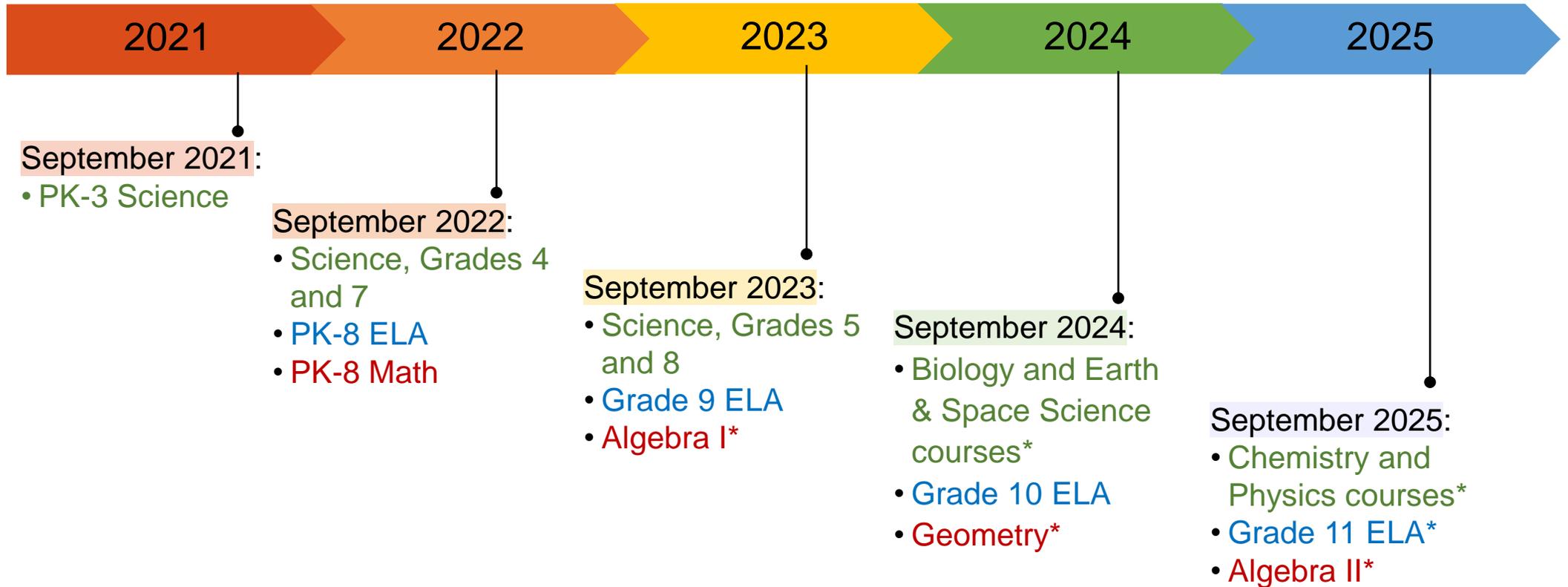
April 2022
Board of Regents Meeting



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

Implementation Timelines

Instruction in New/Revised Standards



* Credit-bearing courses aligned to Regents Exams



Service-Oriented Approach to Standards Implementation



Listening to what educators and students need



Ongoing partnerships with BOCES, Big 5, and statewide professional organizations



Working through solutions together



Live and recorded conferences and webinars teachers and school leaders



Customizable turnkey professional development toolkits



Dedicated email and contact for standards questions (standards@nysed.gov)

Office of State Assessment Resources

Performance Level Descriptions (PLDs)

Next Generation Learning Standards

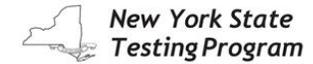
- English Language Arts (Grades 3-8)
- Mathematics (Grades 3-8)

New York State P-12 Science Learning Standards

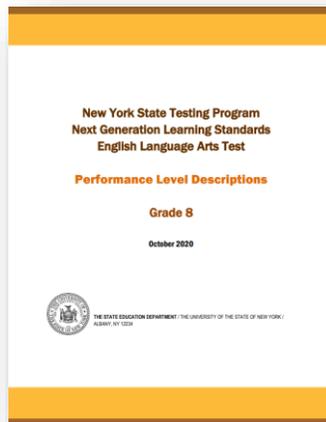
- Elementary (Grades 3-5)
- Intermediate (Grades 6-8)



Educator Guide to
the 2023 Grades 3–8
English Language Arts Tests



Educator Guide to
the 2023 Grades 3–8
Mathematics Tests



| THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12244 | | | | |
|---|---|---|--|---|
| Elementary Science Performance Level Descriptions | | | | |
| Topic and PE | NYS Level 4 | NYS Level 3 | NYS Level 2 | NYS Level 1 |
| Forces and Interactions 3-PS2-1 | Plan and conduct an investigation, using fair tests in which variables are controlled and the number of trials is considered, to collect evidence that shows the effects of balanced and unbalanced forces on the motion of an object. Use the evidence to construct an explanation of this phenomenon. | Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. | Conduct an investigation that identifies the evidence that shows the effects of balanced and unbalanced forces on the motion of an object. | From the data collected during an investigation, identify the given evidence that shows the effects of balanced and unbalanced forces on the motion of an object. |
| Forces and Interactions 3-PS2-2 | Make observations and/or measurements of an object's motion to identify a pattern and use this evidence to construct an explanation for the predicted future motion of the object. | Make observations and/or measurements of an object's motion to identify a pattern and use this evidence to predict future motion. | Make observations and/or measurements of an object's motion to identify a pattern in the object's motion. | Identify the observations that are evidence of an object's motion or pattern in the object's motion. |
| Forces and Interactions 3-PS2-3 | Ask a question and plan an investigation to determine the cause and effect relationship of static electricity or magnetic interactions between two objects not in contact with each other. | Ask a question to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other. | Identify the question being tested involving a cause and effect relationship showing electricity or magnetic interaction between two objects not in contact with each other. | Give a question about an electric or a magnetic interaction between two objects not in contact with each other. Identify a result of this interaction. |
| Forces and Interactions 3-PS2-4 | Using the engineering design process, solve a simple design problem by developing an object, tool, process, or system that includes several criteria for success. Include scientific ideas about magnets, and constraints on materials, time, or cost and refine the design after testing. | Define a simple design problem that can be solved by applying scientific ideas about magnets. | Identify a simple design problem, from those given, that can be solved by applying scientific ideas about magnets. | Give a simple design problem. Identify the appropriate object or tool needed to solve this problem, which includes scientific ideas about magnets. |

COMING SOON – Spring 2022 Educator Guides for 2023 Grades 3-8 Tests

Guides will include:

- ✓ Testing sessions
- ✓ Estimated completion times
- ✓ Question formats
- ✓ Standards-assessed blueprints





Office of Special Education Resources

The Educational Partnership is a coordinated and cohesive network of support focused on enhancing services and supports for students with disabilities.

Specialists provide assistance and training on a variety of topics including early childhood, culturally responsive-sustaining education, academic and behavioral supports, secondary transition, and family engagement.

Training and support in the effective delivery of specially designed instruction and the development of standard-based individualized education programs is available to teachers, administrators, and parents.



New York State Education Department
Office of Special Education

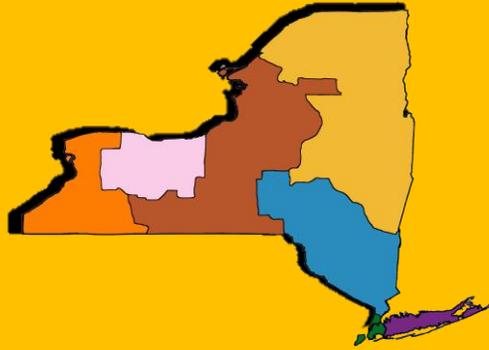
Educational Partnership



Office of Bilingual Education and World Languages



Instructional
Resources for ELLs



Support from
Regional Bilingual
Education Resource
Networks (RBERNs)



World Language
Standards
Resources

Office of Bilingual Education and World Languages

Collaborative Partners



BOCES / Big 5 Staff and Curriculum Development Network



NYSED Curriculum Content Area Advisory Panels



BIG 5 School Districts



New York State Teacher Centers



Content Area Professional Organizations

District Superintendent Update

Jo Anne Antonacci: Monroe 2-Orleans BOCES

District Superintendents:

Provide

Provide leadership as Commissioner's representative by implementing state standards

Lead

Lead local school improvement in closing student performance gaps

Support

As Chief Executive Officer of the BOCES, use BOCES resources effectively to support local reform efforts

District Superintendent Update

Staff/Curriculum Development Network (S/CDN)



- ✓ Instructional arm of 37 BOCES and Big 5 Cities in NYS



- ✓ Mission: Strengthen the capacity of the school districts



- ✓ Promote successful attainment of NYS standards by all schools



- ✓ Collaborate with SED in planning and implementing curriculum, instruction and assessment through capacity initiatives



- ✓ S/CDN statewide framework groups: Arts, English Language Arts (ELA), Early Learning, Math, Science, Social Emotional Learning (SEL), Social Studies, Teacher Leader Effectiveness (TLE)

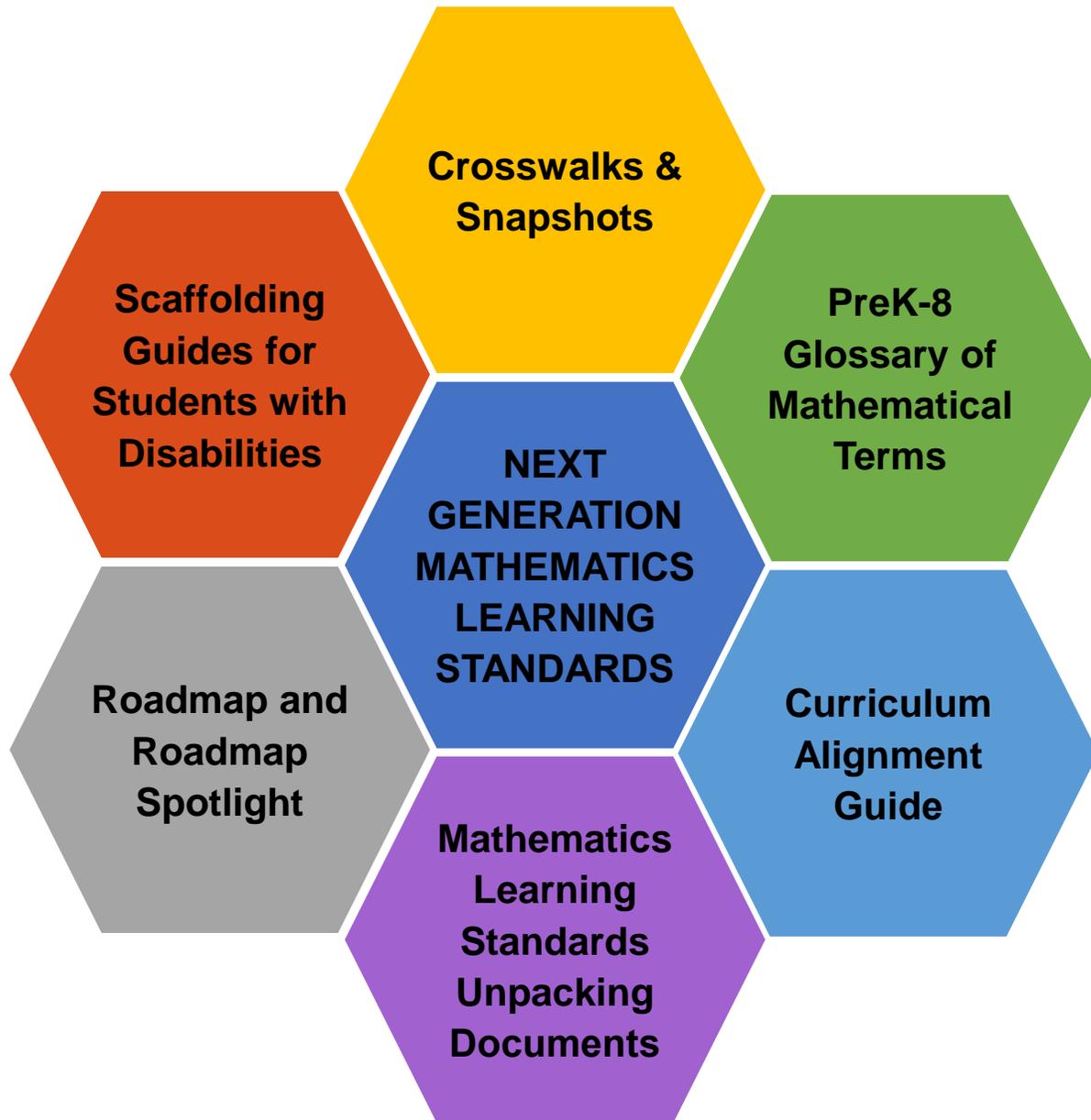
ELA Resources





ELA Update: Improving Local Curriculum to Reflect the Next Generation Learning Standards for ELA

- Utilizing BOCES as a Partner
- Understanding Standards and the Alignment of Learning Intentions, Success Criteria, and Assessments in Curricular Design
- Warsaw CSD Staff's Reflections on the Project



Math Resources



NYC Next Generation Learning Standards: Roll Out

- State Ed Department Guidance and Leadership
- Timeline: 2017- 2023
- Alignment to the Four Pillars of our New Administration



NYC Next Generation Learning Standards: Explicit Highlights on Math

Student Learning Experience

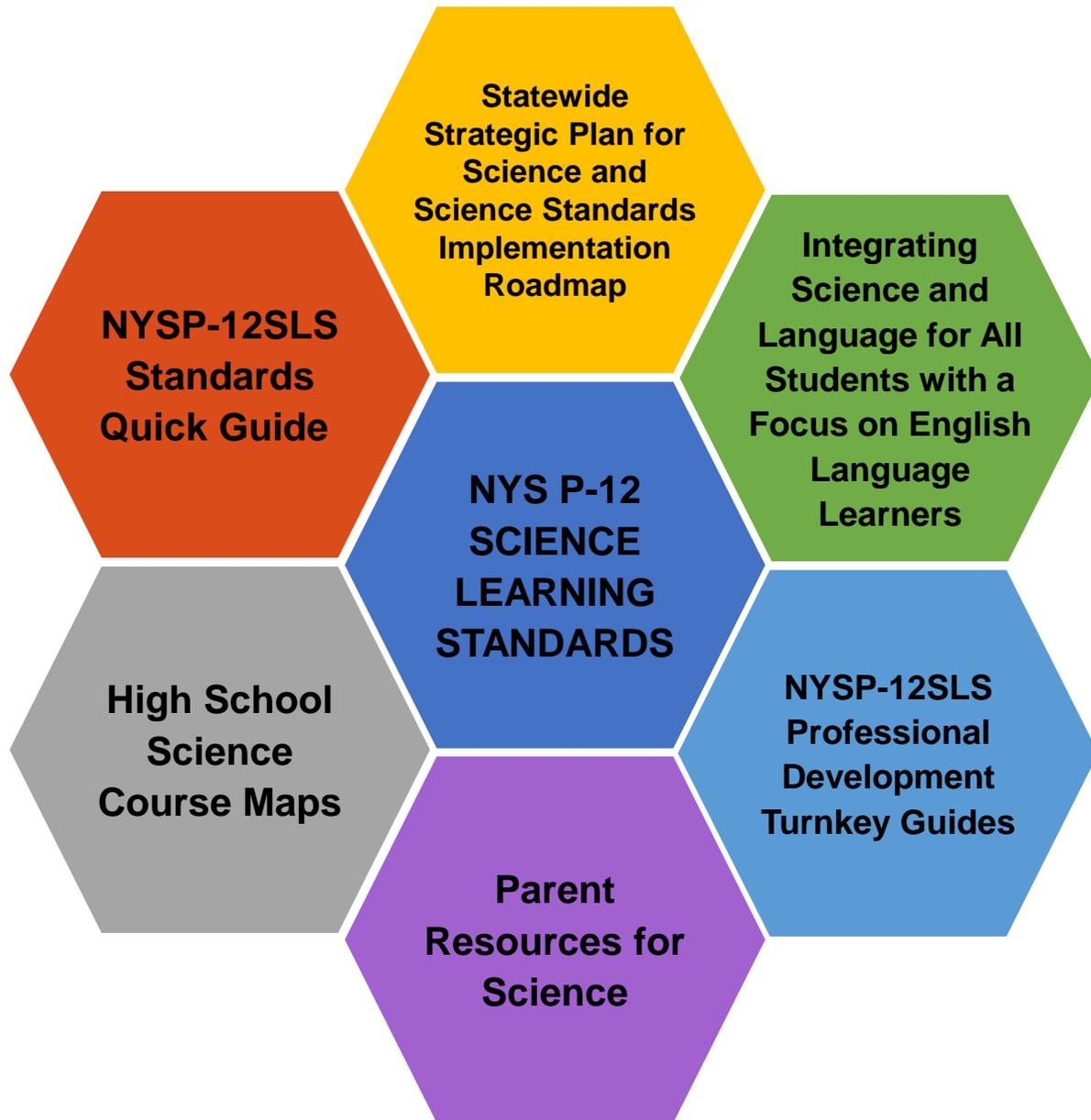
Raise Awareness
(SY 2017-2018)

Build Capacity And
Align Resources
(SY 2018-2020)

Build Capacity
Extended
(SY 2020-2022)

Full Implementation
(SY 2022-2023 and
Beyond)





Science Resources

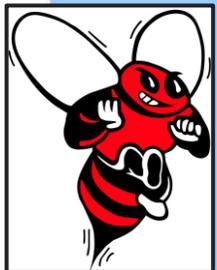


Baldwinsville CSD

NYSSLS Implementation Grades 6-8

1. Established a District Science Transition Team
2. Determined which Performance Expectations would be taught at each grade level (6-8)
3. Created a Performance Expectations Placement Chart & Quarterly Course Maps

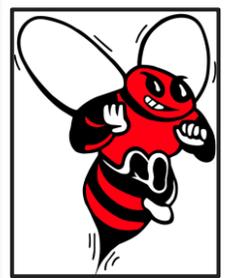
| Conceptual Model PE/ DCI placement in Course 6, 7, & 8 | | | | | | | | | |
|--|-------|--------------------------|-------------|----|----|---|-------------|---|---|
| Subject Area | Title | Performance Expectations | PE Location | | | | Descriptors | Notes | |
| | | | 6 | 7 | 7A | 8 | | | |
| Earth & Space | 1 | Space Systems (ESS1) | ESS1-1 | @@ | | | | Model; Earth-Sun-Moon System; explain patterns, lunar phases, eclipses and seasons | |
| | | | ESS1-2 | @@ | | | | Model; role of gravity in galaxies and solar systems -ellipses, size and scale models | Split between all 3 grade levels (big picture: 7th, math and model building: 8th) |
| | | | ESS1-3 | @@ | | | | Analyze/interpret data; scale properties of objects from telescopes, spacecraft | |



Baldwinsville CSD

Student Engagement and the NYSSLS

- District Curriculum/Smithsonian Units
- Student-centered learning focused on 3-Dimensional Instruction & Assessment



Integrating Science and Language for All Students with a Focus on English Language Learners



INTEGRATING SCIENCE AND LANGUAGE FOR ALL STUDENTS WITH A FOCUS ON ENGLISH LANGUAGE LEARNERS: INTRODUCTION TO WEBINAR AND BRIEF SERIES

OKHEE LEE | NEW YORK UNIVERSITY

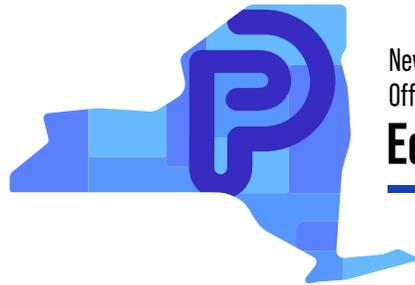
IN COOPERATION WITH

NYS EDUCATION DEPARTMENT OFFICE OF BILINGUAL EDUCATION AND WORLD LANGUAGES

NYS EDUCATION DEPARTMENT OFFICE OF CURRICULUM AND INSTRUCTION

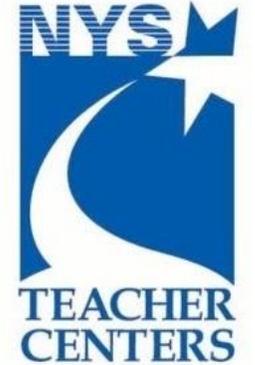
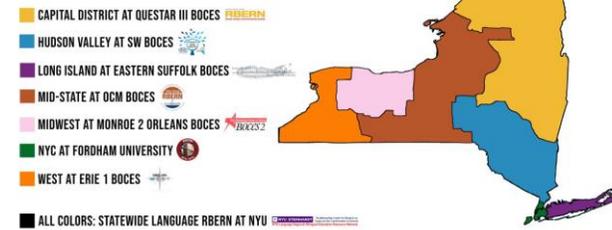


Ongoing Professional Learning Opportunities



New York State Education Department
Office of Special Education
Educational Partnership

NYS RBERN REGIONS



Questions?

