

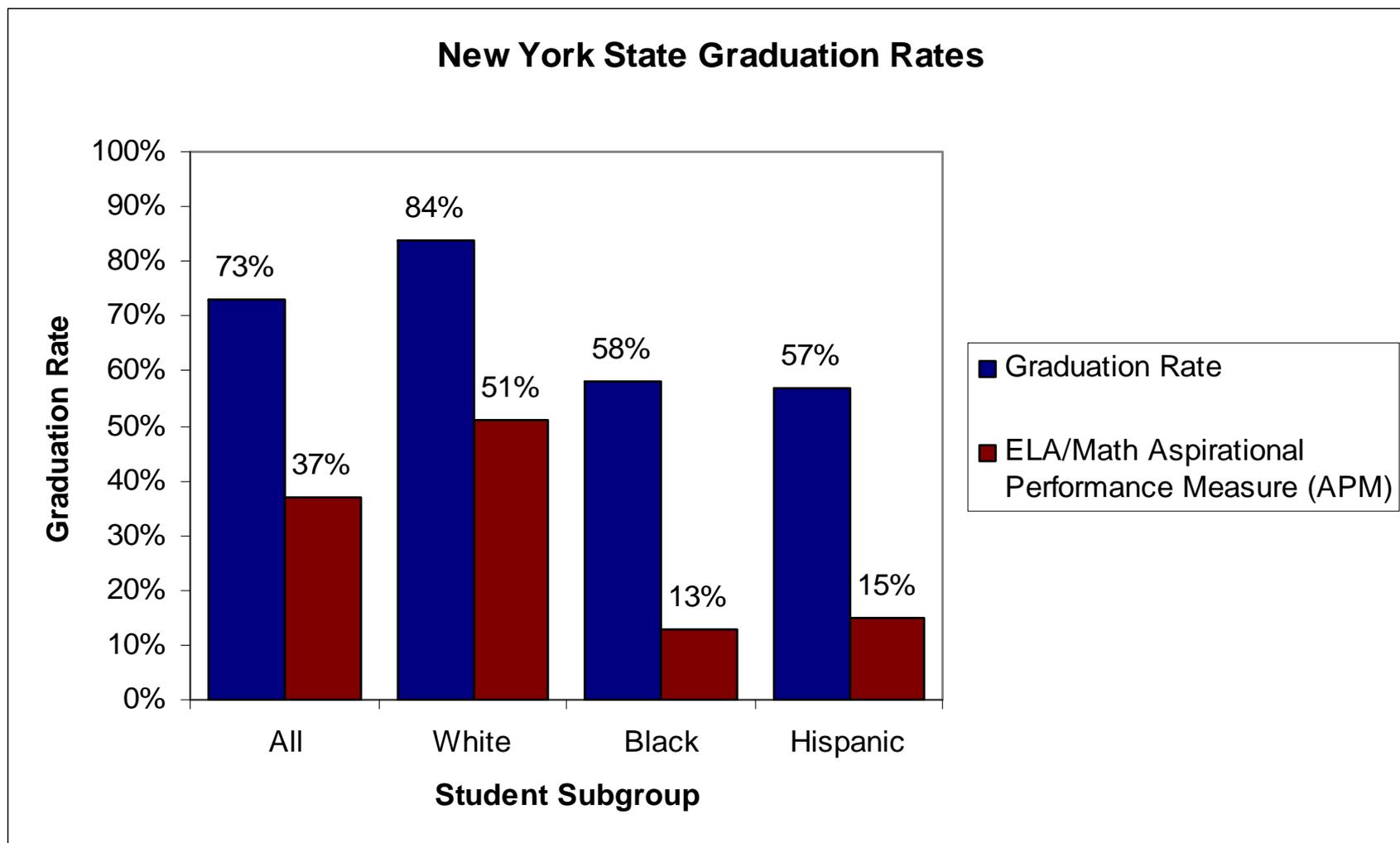
engage^{ny}

Our Students. Their Moment.

The Regents Reform Agenda



Graduation Rates in New York State*



* 2006 cohort, four-year outcomes through June

Source: NYSED Office of Information and Reporting Services

College and Career Readiness

Aspirational Performance Measures

- Regents Diploma with Advanced Designation
- Regents Diploma with Credit-Bearing Course-Ready English Language Arts and Math Scores

Other College and Career Readiness Indicators

- International Baccalaureate Diplomas
- Advanced Placement Courses
- Earning College Credits in High School

Increasing Demands of Economic Competitiveness

The global economy is changing the nature of work and the kinds of jobs our young people will enter.

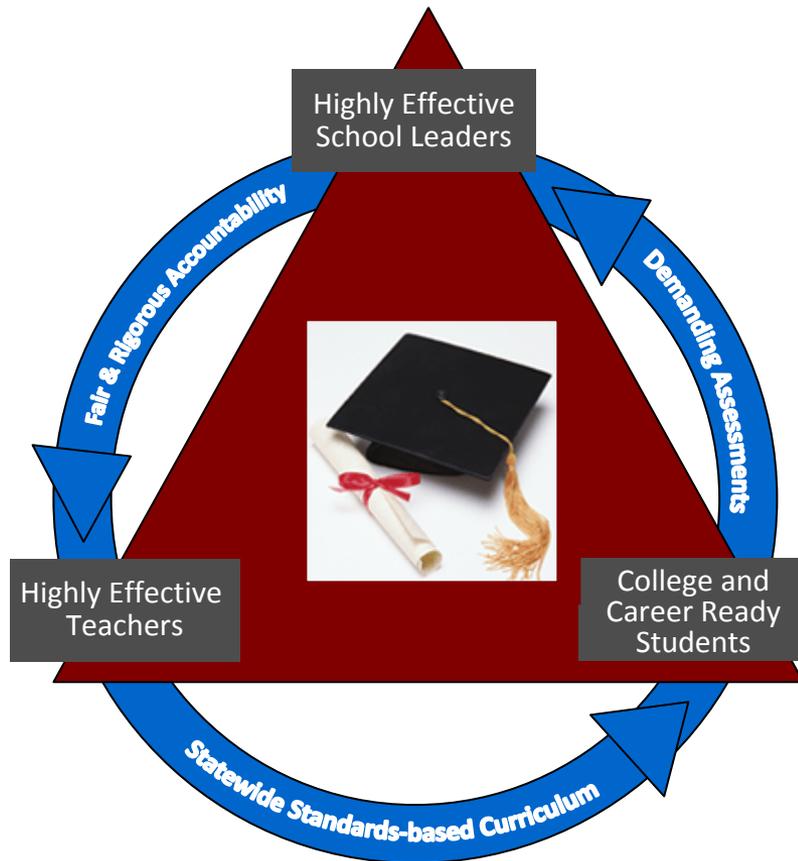
Jobs that once required a high school degree and paid a family-sustaining-wage and included retirement and health benefits are disappearing, and new jobs require more knowledge and skills than ever before.

Today, roughly two-thirds of all new jobs require some form of postsecondary education.

Experts say this percentage only will increase in the future.

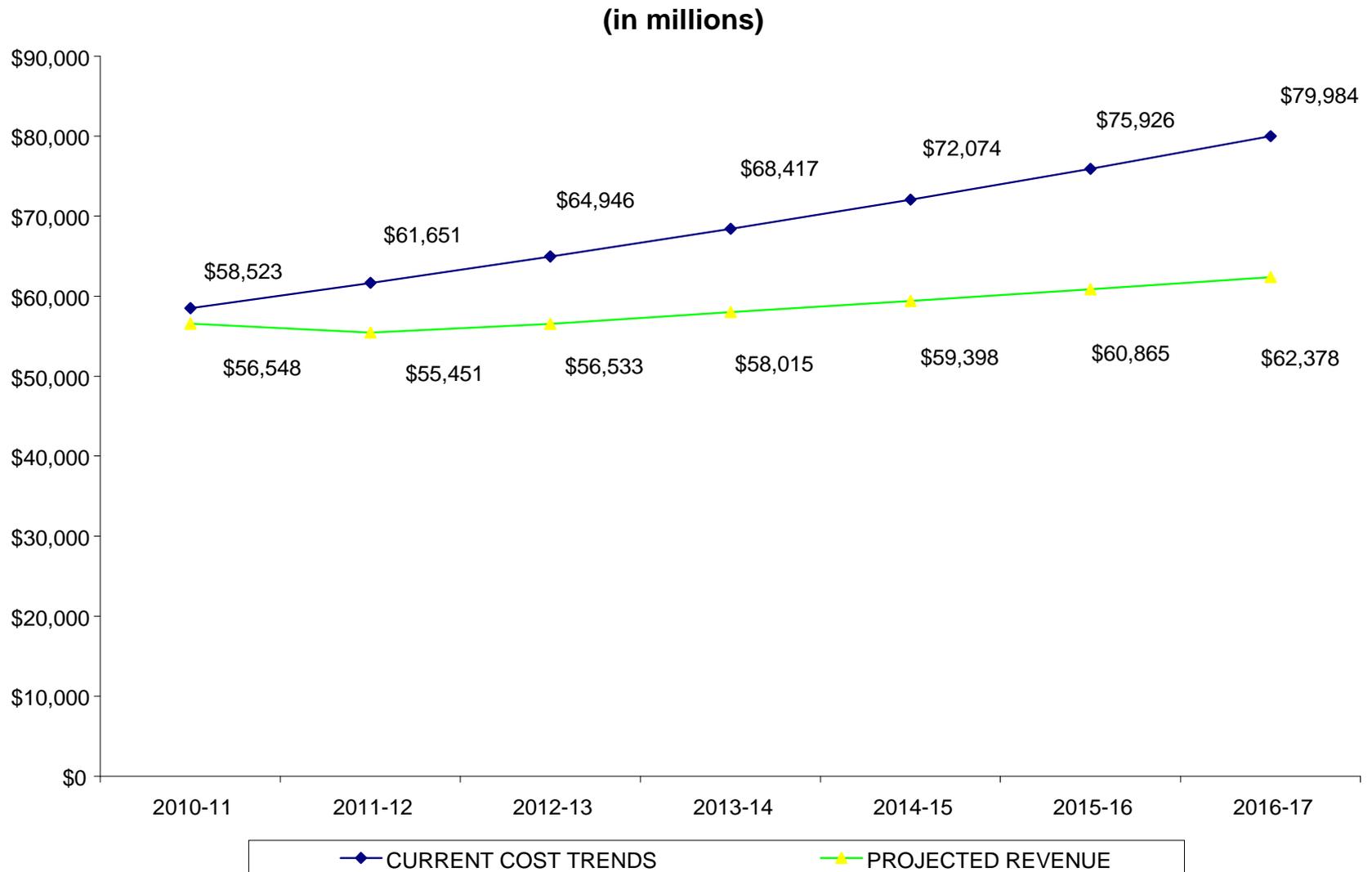
Source: Achieve.org

Regents Reform Agenda



- **Adopting Common Core standards** and developing curriculum and assessments aligned to these standards to prepare students for success in college and the workplace
- **Building instructional data systems** that measure student success and inform teachers and principals how they can improve their practice in real time
- Recruiting, developing, retaining, and rewarding **effective teachers and principals**
- *Turning around the lowest-achieving schools*

Impact of Caps on Local and State Revenues for School Districts



Source: New York State Board of Regents Item. "Development of 2012-13 Regents State Aid Proposal." <http://www.regents.nysed.gov/meetings/2011Meetings/October2011/1011sad1.pdf>

Three Paths Forward

Scenario #1

Slow cuts that work to erode public education

Scenario #2

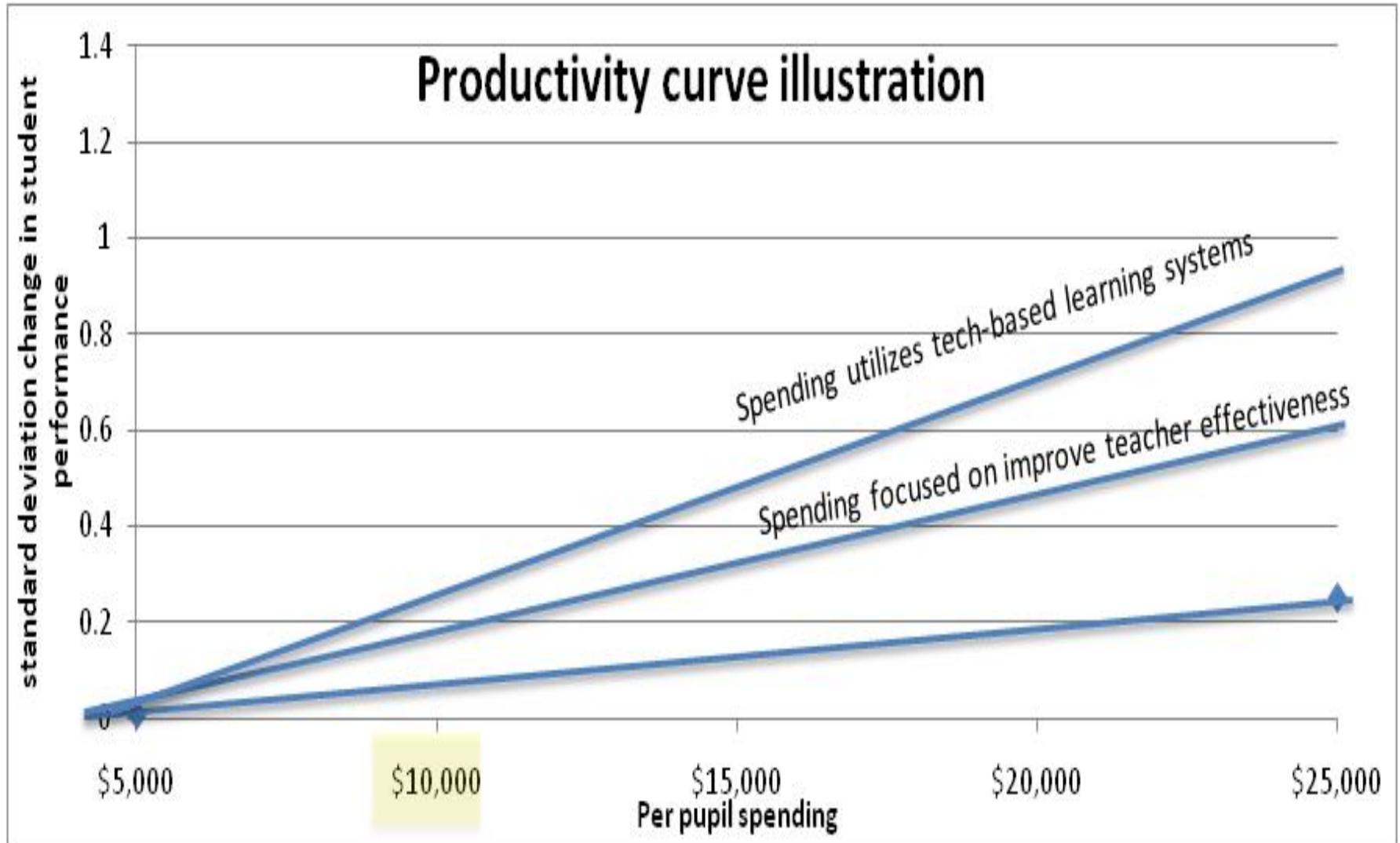
Tinker around the edges, trying to protect students and learning

Scenario #3

Redesign schooling to improve processes and outcomes, and sustainability

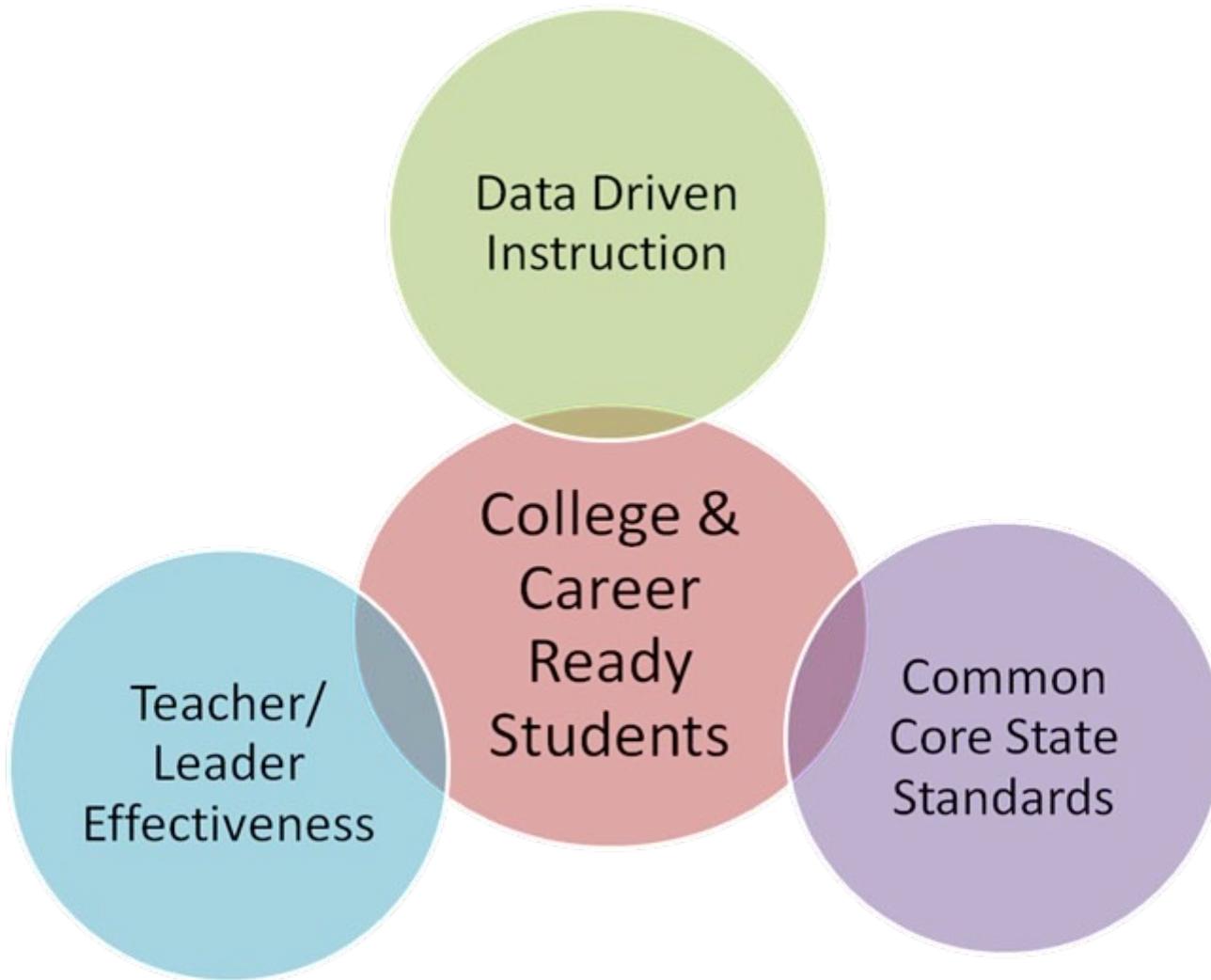
Source: Marguerite Roza, September 13 2011 Presentation to School Finance Symposium hosted by the Board of Regents.

Productivity Curve



Source: Marguerite Roza, September 13 2011 Presentation to School Finance Symposium hosted by the Board of Regents.

3 Initiatives



Common Core State Standards

ELA/ Literacy

Informational Text, Complex Text, Evidence Based Conversation & Writing, Academic Vocabulary



Mathematics

FOCUS on Priorities, Deep Conceptual Understanding for ALL, Dual Intensity of Practice & Application

Instructional Shifts Demanded by the Core

6 Shifts in ELA/Literacy

Balancing Informational and Literary Text
Building Knowledge in the Disciplines
Staircase of Complexity
Text-based Answers
Writing from Sources
Academic Vocabulary

6 Shifts in Mathematics

Focus
Coherence
Fluency
Deep Understanding
Applications
Dual Intensity

ELA/Literacy Shift 1: Balancing Informational and Literary Text

What the Student Does...	What the Teacher Does...
<ul style="list-style-type: none">•Build content knowledge•Exposure to the world through reading•Apply strategies	<ul style="list-style-type: none">•Balance informational & literary text•Scaffold for informational texts•Teach “through” and “with” informational texts

ELA/Literacy Shift 2: 6-12 Knowledge in the Disciplines

What the Student Does...	What the Teacher Does...
<ul style="list-style-type: none">•Build content knowledge through text•Handle primary source documents•Find Evidence	<ul style="list-style-type: none">•Shift identity: “I teach reading.”•Stop referring and summarizing and start reading•Slow down the history and science classroom

ELA/Literacy Shift 3: Staircase of Complexity

What the Student Does...	What the Teacher Does...
<ul style="list-style-type: none">• Re-read• Read material at own level to enjoy meeting• tolerate frustration	<ul style="list-style-type: none">• more complex texts at every grade level• Give students less to read, let them re-read• More time on more complex texts• Provide scaffolding & strategies• Engage with texts w/ other adults

ELA/Literacy Shift 4: Text Based Answers

What the Student Does...	What the Teacher Does...
<ul style="list-style-type: none">•find evidence to support their argument•Form own judgments and become scholars•Conducting reading as a close reading of the text• engage with the author and his/her choices	<ul style="list-style-type: none">•Facilitate evidence based conversations about text•Plan and conduct rich conversations•Keep students in the text•Identify questions that are text-dependent, worth asking/exploring, deliver richly•Spend much more time preparing for instruction by reading deeply.

ELA/Literacy Shift 5: Writing from Sources

What the Student Does...	What the Teacher Does...
<ul style="list-style-type: none">• generate informational texts• Make arguments using evidence• Organize for persuasion• Compare multiple sources	<ul style="list-style-type: none">• Spending much less time on personal narratives• Present opportunities to write from multiple sources• Give opportunities to analyze, synthesize ideas.• Develop students' voice so that they can argue a point with evidence• Give permission to reach and articulate their own conclusions about what they read

ELA/Literacy Shift 6: Academic Vocabulary

What the Student Does...	What the Teacher Does...
<ul style="list-style-type: none">•Use high octane words across content areas•Build “language of power” database	<ul style="list-style-type: none">•Develop students’ ability to use and access words•Be strategic about the new vocab words•Work with words students will use frequently•Teach fewer words more deeply

Mathematics Shift 1: Focus

What the Student Does...	What the Teacher Does...
<ul style="list-style-type: none">• Spend more time on fewer concepts.	<ul style="list-style-type: none">• excise content from the curriculum• Focus instructional time on priority concepts• Give students the gift of time

Priorities in Math

Grade	Priorities in Support of Rich Instruction and Expectations of Fluency and Conceptual Understanding
K–2	Addition and subtraction, measurement using whole number quantities
3–5	Multiplication and division of whole numbers and fractions
6	Ratios and proportional reasoning; early expressions and equations
7	Ratios and proportional reasoning; arithmetic of rational numbers
8	Linear algebra

Mathematics Shift 2: Coherence

What the Student Does...	What the Teacher Does...
<ul style="list-style-type: none">• Build on knowledge from year to year, in a coherent learning progression	<ul style="list-style-type: none">• Connect the threads of math focus areas across grade levels• connect to the way content was taught the year before and the years after• Focus on priority progressions

Mathematics Shift 3: Fluency

What the Student Does...	What the Teacher Does...
<ul style="list-style-type: none">•Spend time practicing, with intensity, skills (in high volume)	<ul style="list-style-type: none">•Push students to know basic skills at a greater level of fluency•Focus on the listed fluencies by grade level•Uses high quality problem sets, in high volume

NY State Test Item 5th Grade Math (2005)

12

Pierre is making an apple crumb pie using the items below.

APPLE CRUMB PIE 	
Crumb	Filling
$\frac{3}{4}$ cup flour	4 cups sliced apples
$\frac{1}{3}$ cup sugar	$\frac{1}{3}$ cup sugar
$\frac{1}{4}$ cup butter	$\frac{1}{2}$ cup raisins

How much total sugar must Pierre use to make the pie crumb and filling?

F $\frac{7}{12}$ cup

G $\frac{2}{6}$ cup

H $\frac{3}{4}$ cup

J $\frac{2}{3}$ cup

Example Common Core Performance Task 5th Grade Math

Stuffed with Pizza

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

Example Annotated Student Work

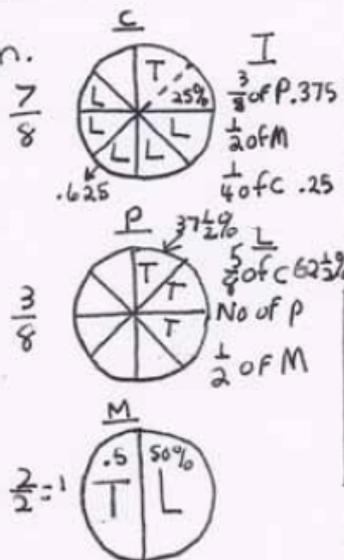
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I will find who is correct, Tito or Luis.

I will make a diagram.

Key	
T	TITO
L	Luis
C	cheese
P	Pepperoni
M	Mushroom
	pizzas



Tito ate

$$\frac{3}{8} + \frac{1}{2} + \frac{1}{4} = ?$$

$$\frac{3}{8} + \frac{4}{8} + \frac{2}{8} = \frac{9}{8} = \boxed{\frac{1}{8}}$$

Luis ate

$$\frac{5}{8} + \frac{1}{2} = ?$$

$$\frac{5}{8} + \frac{4}{8} = \frac{9}{8} = \boxed{\frac{1}{8}}$$

you have to find how to have 8 in the denominator so you add equivalent fractions

Answer: Luis was right because they both ate $\frac{1}{8}$ pizza

The student models with mathematics. The area model/diagram of the pizzas is accurate, labeled, and a key defines Tito, Luis, and the types of pizzas. The student uses the diagram to record some of her/his extended thinking to percents and decimals.

The student is able to make sense and persevere in solving the problem. The student demonstrates correct reasoning of proportional parts of a whole, correctly assigns each boy pizza pieces, and finds the correct equivalent fractions to state a correct answer. The student verifies her/his answer with decimals and percents and brings prior knowledge of statistics to the solution.

Phased State Level Implementation of the Core

Live David Coleman Webinar,
Gettysburg, EngageNY.org
Initial Training, The Shifts,
PBS Video Series & PD Suggestions



EngageNY 1.1, Sample Modules,
Professional Development Kit,
Tri-State Rubric & Jury, Road Show
Ongoing Network Team Training



Intensive Teacher Training, Engage 2.0,
“Effective Teacher” Practice Videos,
“Developing Teacher” Practice Videos,
DDI Cycle Videos, Curricular Modules

Phased School Level Implementation of the Core

Awareness

Capacity Building, Intensive PD,
Problem Solving in Teams,
1 Unit Per Semester

Full Implementation,
Aligned Assessments
(Formative, Interim/ Periodic,
Summative)

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teacher / leader effectiveness

inquiry/DDI

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Our Students. Their Moment.

Teachers

Principals

Network Teams/NTEs

Administrators

Find engageNY resource

Find

Common Core



What does success look like for our students? Common Core standards serve as a guidepost for educators – so that we can ensure that every student across New York is on track for college and career success.

Here you will find resources to guide your implementation:

Learn about the Common Core from a [video series](#) explaining the standards in depth.

Learn about the [shifts](#) in standards and instruction that the Common Core will bring about, as well as ready-to-use [curricular exemplars](#) that will help your students achieve these standards in ELA/Literacy and Math.

Obtain [publishers criteria](#) to help guide curriculum developers and publishers as they work to ensure alignment with Common Core State Standards (CCSS) in developing curricular materials.

We invite you to use these resources and exemplars in your classroom. [Share your feedback](#) with us as you go.

For Teachers

[Common Core Instructional Shifts](#)

[Curriculum Exemplars](#)

For Principals

[Common Core Instructional Shifts](#)

[Common Core Implementation Timeline](#)

For Network Teams/NTEs

[Common Core Instructional Shifts](#)

[Common Core Implementation Timeline](#)

For Administrators

[Common Core Instructional Shifts](#)

[Common Core Implementation Timeline](#)

[Teacher Evaluation Road Map: 2011-12](#)

Engage NY v1.1

Teachers: Get Started with the Common Core

You've heard about the Common Core. You know it's coming to New York. Walk through these simple steps to learn the basics and get ready to make the Common Core work for your students.

Step 1

Get the Big Picture

Read about the Common Core State Standards, why they matter and how they apply to New York State

- Know the basics about Common Core standards
- Learn how New York plans to implement the standards
- Know when your students will be tested on them

Read



Step 2



Understand the New Standards

Become familiar with the New York State Common Core Learning Standards.

- Learn what your students will be expected to know for your subject and grade level

Read

Step 3

Identify the Key Shifts

Understand the major shifts in instruction the NYS Common Core Learning Standards demands compared to the 2005 Standards. Then, watch the video series on your content area to learn, specifically, what actions you can take to implement those shifts.

- Learn how the Common Core Learning Standards differentiate from the current New York State Standards
- Know specific actions to help in implementation



Math Module- First Grade

COMMON CORE MODULE:

Adding and Subtracting Single-Digit Numbers in Grade 1

MODULE SUMMARY

Content area focus: Adding and subtracting single-digit numbers

Priority standards: Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (1.OA.1)

Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). (1.OA.5)

Domain: 1.OA Operations and Algebraic Thinking

There are only 10 digits in our number system: 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9. These digits are often called the Hindu-Arabic numerals because they originated in India and were brought to Europe by Arabic civilizations during the Middle Ages.

In this base-10 number system, there are exactly 55 unique ways to add single-digit numbers (see chart in Appendix I). Students who master these 55 fact families will build the foundation that is required for all future mathematical endeavors, including multiplication, operations involving fractions, algebra, and geometry.

This module has been developed to guide first-grade students and instructors through the crucial skill of adding and subtracting all of the single-digit numbers by asking students to create representational drawings, measure distances, and become fluent with numerical symbols used to represent these

PD Kit

NYSED Common Core State Standards (CCSS)

Professional Development Module for ELA/Literacy & Math

Facilitator's Guide



The Common Core: College & Career Readiness for Every Student

Mathematics Shift 1: Focus

What the Student Does...

- Spend **more time** thinking and working on fewer concepts.
- Being able to **understand concepts** as well as processes (algorithms).

What the Teacher Does...

- Make conscious decisions about what to **excise from the curriculum** and what to focus
- Pay more attention to **high leverage content** and invest the appropriate time for all students to learn before moving onto the next topic.
- Think about how the **concepts connects** to one another
- Build **knowledge, fluency and understanding** of why and how we do certain math concepts.

What the Principal Does...

- Work with groups of math teachers to determine what **content to prioritize** most deeply and what content can be removed (or decrease attention).
- Determine the areas of **intensive focus (fluency)**, determine where to re-think and link (apply to core understandings), sampling (expose students, but not at the same depth).
- Determine not only the what, but at **what intensity**.
- Give teachers enough time, with a focused body of material, to build their own **depth of knowledge**.

Time	Activity	Process	Key Points	What to Expect from Participants
15 minutes	Welcome & Introduction Slides: 1-5	Review: Slides of Graduation Rates, and Career & College Readiness (Participants may have questions. Provide a vehicle for asking questions (paper on tables, etc.)	Statewide - graduation rates are up, however, this isn't the bar we've been aiming for - we have a new and significant achievement gap to close.	Many participants may not have looked at the new Common Core Standards and this information may be new to them. Some participants may be familiar with the PARCC assessments.
30 minutes	Overview of the Shifts Slides: 6-21	Present: A high level overview of the shifts and the role of the student, principal, and teacher in these shifts	NYS and other states have adopted the CCSS - What is going to be needed to meet the Common Core? The argument of, "I covered it, why didn't the students get it?" will have to shift.	This is a lot for teachers to absorb. Practitioners may be overwhelmed and will need some time to discuss and process the new information. Allow participants to share with each other first and then share out with the larger group as a whole. Teachers may have concerns about their ability to reach all students (students with special needs, etc.)
30 minutes	Content Expertise Slides: 22-23	Discuss: Adult Conversations and Content Expertise • Talking points -the critical	Productive adult conversations about content- what is the impact of these types of conversations?	Conversation among participants may reveal that some of these adult content conversations are taking place. Allow participants to

ELA/ Literacy Rubric

DRAFT

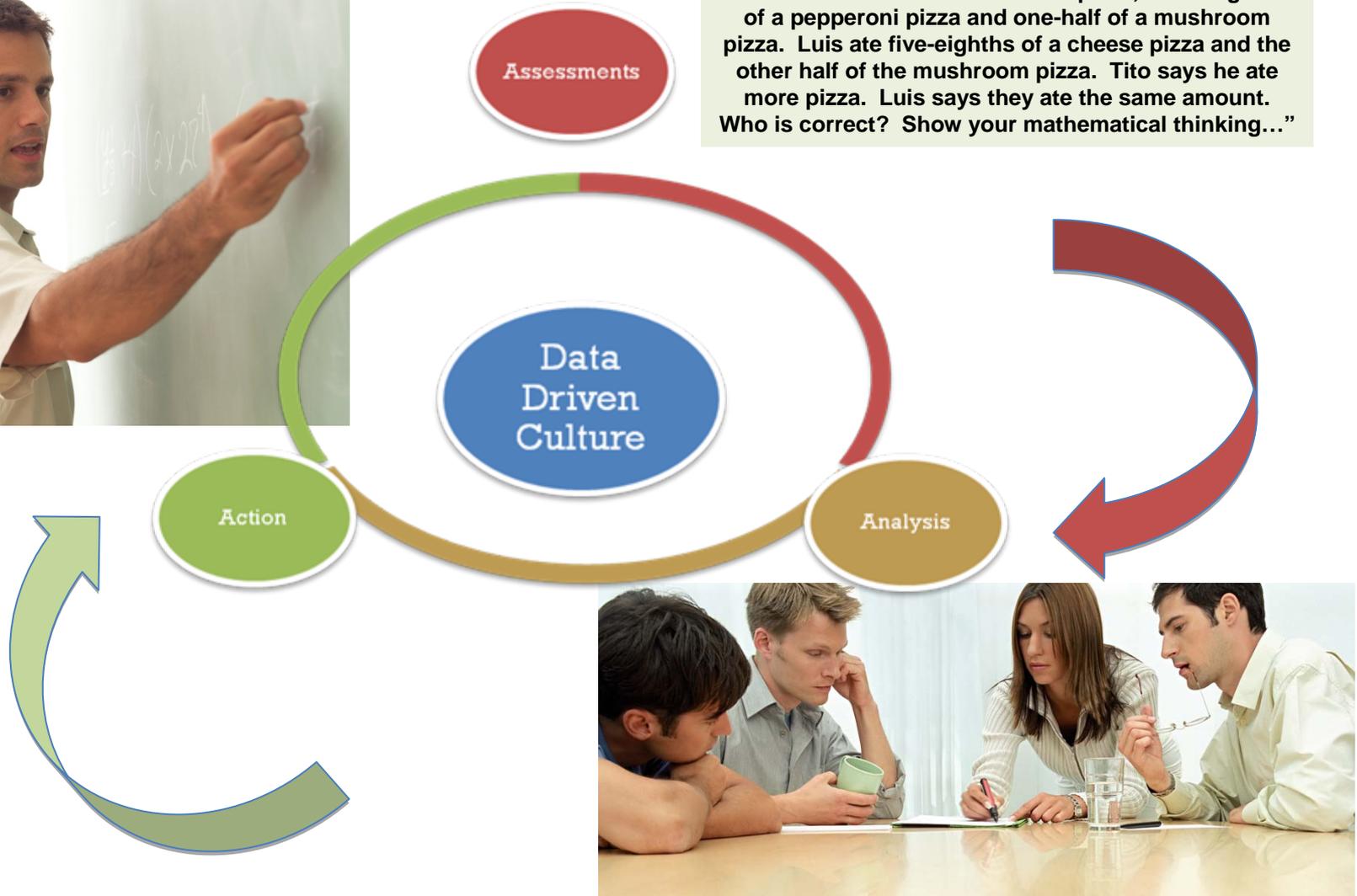
ELA Criteria	Superior (3)
Alignment with CCSS	<ul style="list-style-type: none"> The unit has a clear laser-like focus on a few targeted standards in order to develop deeper conceptual understanding of the knowledge and skills addressed. Major content and performance expectations in the targeted standard(s) are completely addressed in the unit at the level of rigor in the CCSS. The lesson(s) require(s) students to use as well as integrate reading, writing, speaking and listening. In some lessons, technology and media are used as appropriate to support teaching and learning of the targeted CCSS.
Building Disciplinary Knowledge through Informational and Literary Texts	<ul style="list-style-type: none"> The materials require that students be engaged with a balance of domain specific/ informational <i>and</i> literary texts through close analytic readings, comparison and synthesis of information, and evidence-based responses. Selections for the unit should be coherent so that students can build knowledge about a topic or subject and include short and long readings. Short and long readings may be selected from science, social studies, the arts or literature and at grade 6-12 include literary nonfiction.
Staircase of Complexity	<ul style="list-style-type: none"> The unit materials are focused on <u>all</u> students reading the grade level appropriate text around which instruction is centered (identified in Appendix A in the CCSS). The unit provides sufficient time for students reading below grade level to grapple with complex text to build proficiency. The materials provide sufficient scaffolding and the high quality support that are necessary for students reading below grade level.
Text-Based Answers/Evidence-Based Conversations and Writing	<ul style="list-style-type: none"> The unit provides specific, thought-provoking questions that engage students in rich and rigorous conversations that require answers that are supported with evidence from the text. When appropriate, students may be required to compare and contrast (synthesize /integrate) some of the readings as they progress through the unit. Students are required to make evidentiary arguments in conversation as well as construct the same in writing.
Writing from Sources	<ul style="list-style-type: none"> The unit requires that students' writing emphasize use of evidence to inform/ explain or make an argument (in grades 6-12) rather than using a form of de-contextualized prompt such as personal narrative. The lesson requires students to use evidence to inform/explain or make an argument in response to ideas, events, facts, and arguments presented in texts. Students are required to produce a research project in order to demonstrate their ability to write for research. Students' writing must exhibit awareness of audience and multiple points of view. A balance of on-demand and process writing is evident across the unit.
Academic Vocabulary	<ul style="list-style-type: none"> The unit provides the opportunity for students to continually build the vocabulary they need to access the specific grade level complex texts that they are required to read. The unit establishes an expectation that students have experiences/ opportunities to utilize vocabulary throughout writing, speaking & listening. The lesson require students to use pivotal and commonly found academic vocabulary to access complex texts across content areas

What is the Work?

Implementing Data Driven Instruction



“ Tito ate one-fourth of a cheese pizza, three-eighths of a pepperoni pizza and one-half of a mushroom pizza. Luis ate five-eighths of a cheese pizza and the other half of the mushroom pizza. Tito says he ate more pizza. Luis says they ate the same amount. Who is correct? Show your mathematical thinking...”



Principals Driving Teacher Effectiveness



1. The Principal Collects Objective Evidence



2. The Principal Gives “Evidence Based Feedback” to the Teacher

3. The Reflective Teacher Shifts her practice so that more students learn more.



Roles Under the New Paradigm....

What Boards Do	What Superintendents Do	What Principals Do
<ul style="list-style-type: none"> • Educate the community on readiness and the changes needed • Adopt policies that support the focus on college and career readiness • Budget based on values and expectations of the community • Protect human capital investments through professional development • Evaluate the Superintendent based on multiple measures, including student achievement, teacher & leader effectiveness • Focus discussion at Board meetings on student achievement, teaching and learning • Get Smart on the three school-based initiatives in the Regents Reform Agenda 	<ul style="list-style-type: none"> • Build Principals' Capacity and hold them accountable for implementing: <div data-bbox="683 458 1224 689" style="background-color: #c0392b; color: white; padding: 10px; margin: 10px 0;"> <ul style="list-style-type: none"> • The Common Core • Data-Driven Instruction • Evidence based observation </div> • Foster the use of district-wide, common interim assessments aligned to the Common Core • Demand that principals foster systems for test-in-hand analysis of interim assessment data to drive changes in teacher practice • Implement effective & aligned professional development at all levels of the district • Demand and Protect principal time in classrooms 	<ul style="list-style-type: none"> • Build teacher awareness and establish a common language around the Shifts in Instruction demanded by adoption of the Common Core • Protect teacher time to plan units which adhere to the Shifts demanded by the Common Core • Have a laser-like focus on teaching and learning and build a culture of reflection and continuous improvement • Spend as much time as possible in classrooms to collect evidence and artifacts to drive improvements in teacher planning and practice • Engage in evidence-based, action-oriented conversations with teachers; build teacher capacity & hold them accountable • Foster systems for test-in-hand analysis of interim assessment data to drive changes in teacher practice
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Thank You.

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