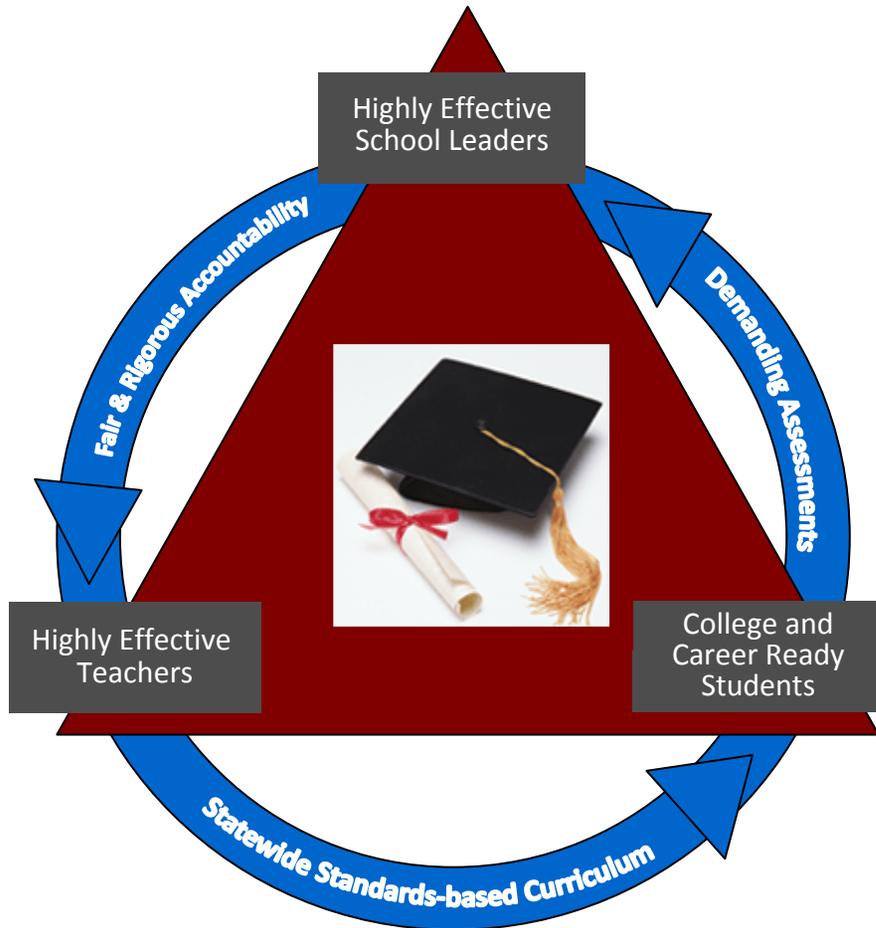


Regents Reform Agenda and the Common Core

NYSED Office of Educational Design and Technology
Lawrence M. Paska, Ph.D. – Coordinator
Tuesday, May 28, 2013



Regents Reform Agenda

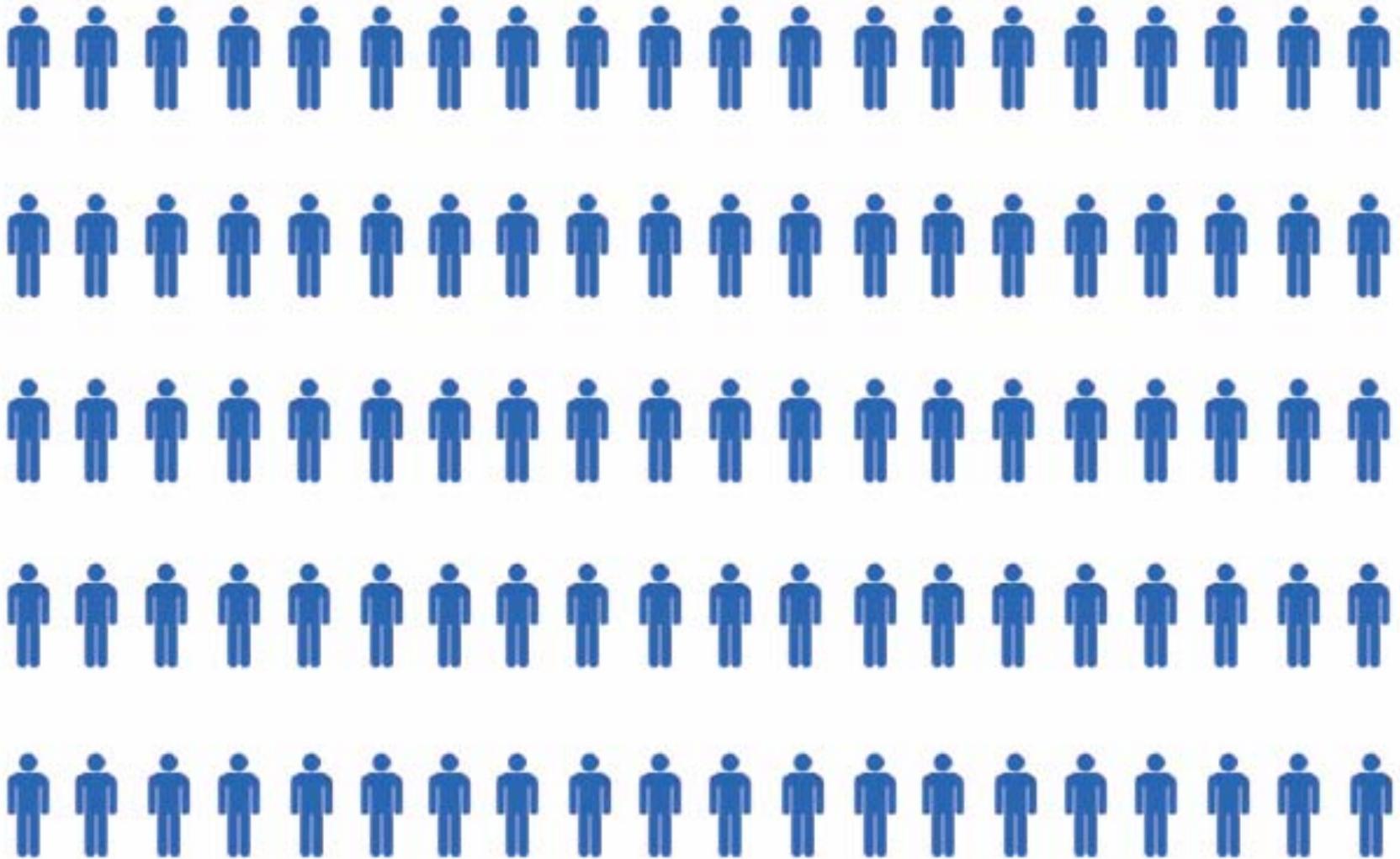


Implementing **Common Core standards** and developing **curriculum and assessments** aligned to these standards to prepare students for success in college and the workplace

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**



Start with **100** middle school students...



93 say they want to go college. (-7% from previous)



70 graduate from high school. (-22% from previous)

Conley, David. 2012, "The Complexities of College and Career Readiness." https://epiconline.org/files/pdf/07102012_Keene_NH.pdf



44 enroll in college. (-37% from previous)

Conley, David. 2012, "The Complexities of College and Career Readiness." https://epiconline.org/files/pdf/07102012_Keene_NH.pdf



***26* earn a college degree** within six years of enrolling.
(-41% from previous)

Conley, David. 2012, "The Complexities of College and Career Readiness." https://epiconline.org/files/pdf/07102012_Keene_NH.pdf

High School Graduation & College Completion

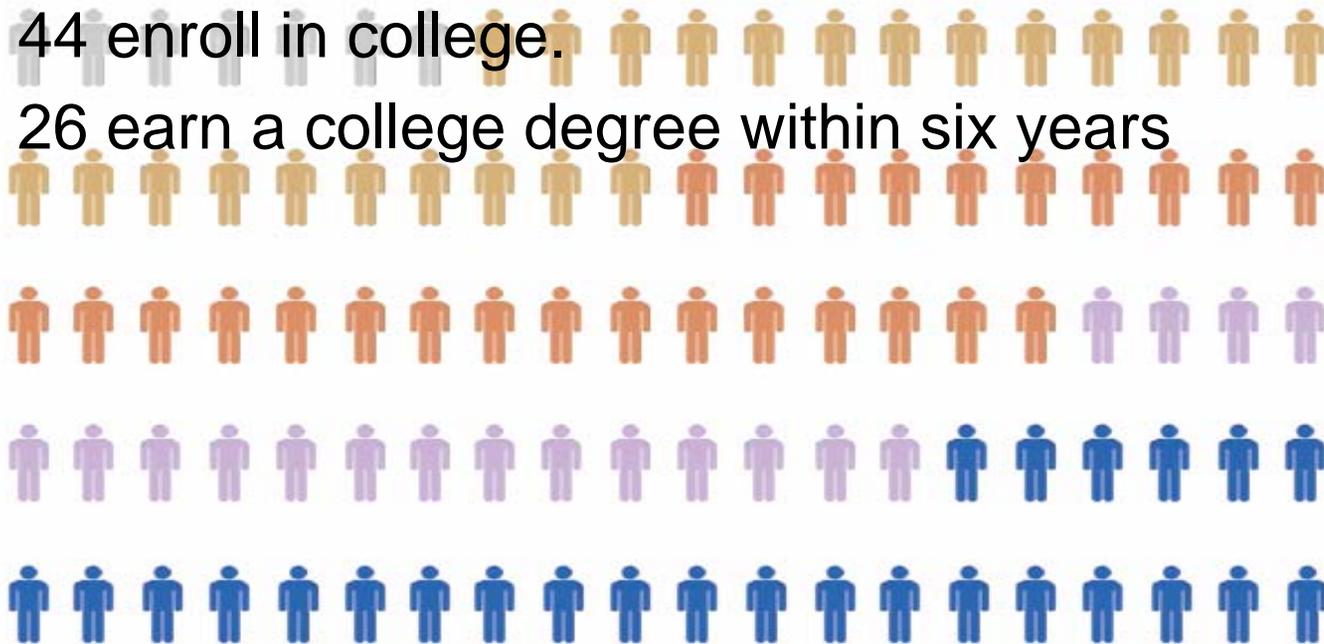
- Nationally, out of 100 middle school students...

93 say they want to go to college.

70 will graduate from high school.

44 enroll in college.

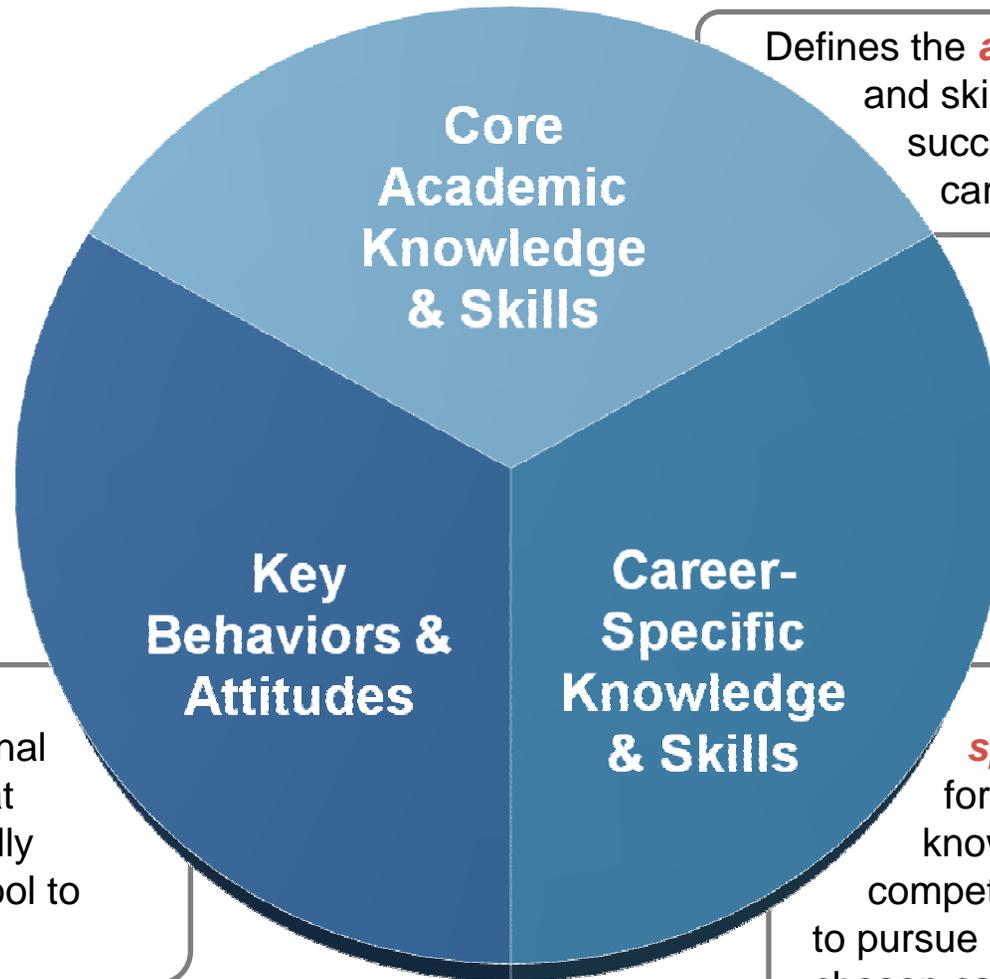
26 earn a college degree within six years



What is College and Career Readiness?

- There is no common definition or one single measure of college and career readiness.
- **Research suggests:**
 - **College and career readiness is defined by the content knowledge, skills, and habits that students need to be successful after high school whether in postsecondary education or training that leads to a career pathway.**

Domains of College and Career Readiness



Defines the **academic** knowledge and skills students need to be successful in college and careers.

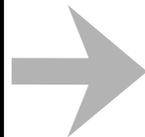
Specifies the **non-cognitive**, socio-emotional knowledge and skills that help students successfully transition from high school to college or careers.

Describes the **career-specific** opportunities for students to gain the knowledge, skills, and competencies they need to pursue and succeed in their chosen career.

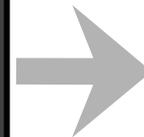
Measuring CCR today in NYS



Aspirational Measures on New York State Regents Exams

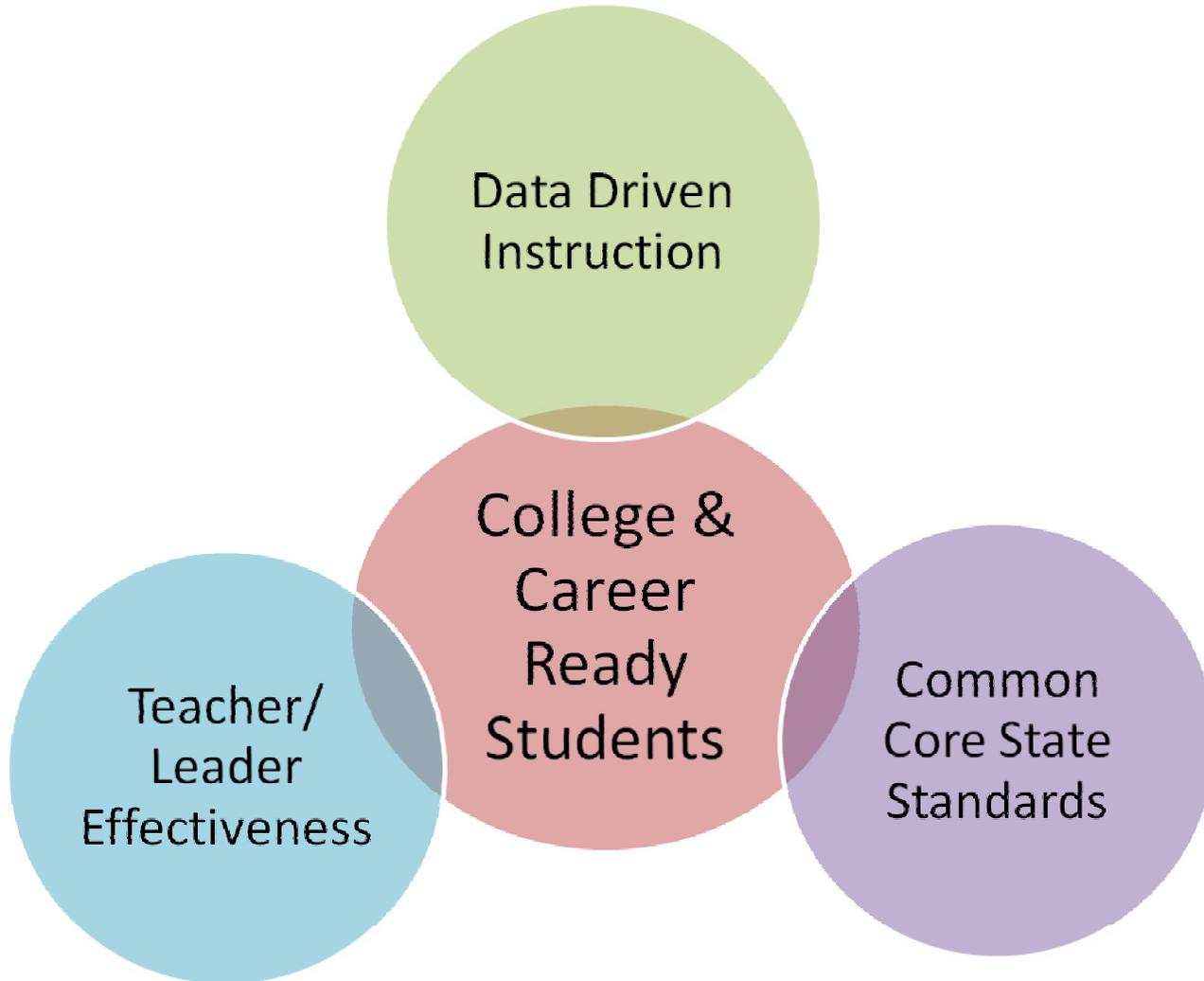


NY Graduates are College and Career Ready



NY HS Grads can enroll and succeed in entry-level, credit-bearing college courses in their 1st semester and/or embark on a career pathway

3 Initiatives



EngageNY – Common Core

<http://www.engageny.org/common-core-curriculum-assessments>

- ✓ New York State Prekindergarten Foundation for the Common Core
- ✓ New York State P-12 Common Core Learning Standards for English Language Arts and Literacy
- ✓ New York State P-12 Common Core Learning Standards for Mathematics
 - ✓ Bilingual Common Core Initiative

Shifts in ELA/ Literacy

Shift 1	Balancing Informational & Literary Text	Students read a true balance of informational and literary texts.
Shift 2	Knowledge in the Disciplines	Students build knowledge about the world (domains/content areas) through TEXT rather than the teacher or activities.
Shift 3	Staircase of Complexity	Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space in the curriculum for close reading.
Shift 4	Text-based Answers	Students engage in rich and rigorous evidence based conversations about text.
Shift 5	Writing from Sources	Writing emphasizes use of evidence from sources to inform or make an argument.
Shift 6	Academic Vocabulary	Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.

Shift 5 – Writing from Sources

Subshift - 5A	Work with sources	Students gather, assess, synthesize, integrate, analyze sources.
Subshift - 5B	Grapple with complex text and content; leverage academic vocabulary	Students apply academic vocabulary and content knowledge they gained through other shifts, but also through gathering, assessing, and synthesizing sources. Research is an integrated process which combines the reading, writing, and language standards.
Subshift - 5C	Emphasize questioning, Inquiry, and explaining understanding rather than defense	Students engage in an iterative and cyclical inquiry process.
Subshift - 5D	Follow inquiry process: questions, sources, information, scope and plan→product	Students' questions lead them to the sources, which lead to information, which lead to the scope of the project, which may lead back to the questions, and so on. This process is iterative and results in a rigorous, grade level appropriate product.
Subshift - 5E	Use technology and other minds	This is the 21st century, and the internet is a research tool, but students do more than a simple Google search; they collaborate productively with other students and adults.
Subshift - 5D	Repeat	Research opportunities should be happening throughout the school year and take varying forms, including (but not limited to) short and more sustained research projects. In secondary, research should happen early and often.

Shifts in Mathematics

Shift 1	Focus	Teachers 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.
Shift 2	Coherence	Principals and teachers carefully connect the learning within and across grades so that students can build new understanding onto foundations built in previous years.
Shift 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.
Shift 4	Deep Understanding	Students deeply understand and can operate easily within a math concept before moving on. They learn more than the trick to get the answer right. They learn the math.
Shift 5	Application	Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so.
Shift 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.

A Peek Inside EngageNY

- ✓ Common Core Curriculum and Assessments
<http://www.engageny.org/common-core-curriculum-assessments>
- ✓ Video Library
<http://www.engageny.org/video-library>
- ✓ Professional Development and Network Teams
<http://www.engageny.org/network-teams>

Vision of Technology for Teaching and Learning

Multiple environments will exist for teaching and learning, unbound by place, time, income, language or disability. The classroom, gymnasium, laboratory, library, theater, and museum will be a workspace for teachers and learners but will not always be a physical space. Students will access learning resources anywhere, anytime through the use of technology.

USNY Statewide Learning Technology Plan, February 2010
<http://www.p12.nysed.gov/technology/techplan/>.



Common Core Learning Standards and Technology

Technology supports the implementation of the Common Core Learning Standards (CCLS)

Key Design Considerations offers a portrait of students who meet the Standards for *English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects*.

Students who are College and Career Ready use technology and digital media strategically and capably.

“Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals”

<http://www.engageny.org/sites/default/files/resource/attachments/nysp12cclsela.pdf> p. 5

Common Core ELA & Literacy

Reading for Informational Texts Standard 7

Grade 4

“Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.” p.21

Reading for Literacy in Science & Technical Subjects-Standard 9 Grade 6-8

“Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.” p.75

<http://www.engageny.org/sites/default/files/resource/attachments/nysp12cclsela.pdf>

Common Core and Mathematics

Standards for Mathematical Practice # 5--Use Appropriate Tools Strategically

“Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software....Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.” p. 6

High School Statistics & Probability

“Technology plays an important role in statistics and probability by making it possible to generate plots, regression functions, and correlation coefficients, and to simulate many possible outcomes in a short amount of time.’ p. 68

<http://engageny.org/sites/default/files/resource/attachments/nysp12cclsmath.pdf>

Questions and Next Steps

[NYSED Office of Educational Design and Technology](#)

Phone: (518) 474-5461

E-Mail: edtech@mail.nysed.gov

Web: <http://www.p12.nysed.gov/technology>

THANK YOU!