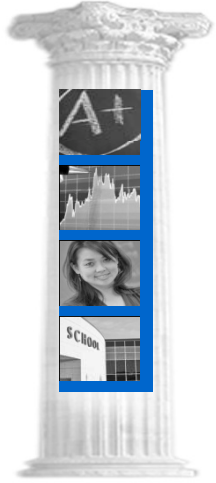




NYSED at a Glance

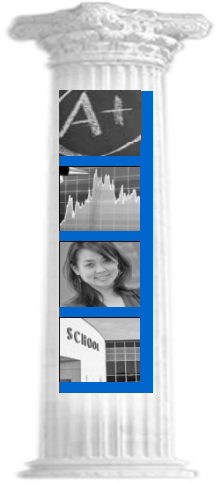
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*Office of District
Services*

**NYSCEA Meeting
February 4, 2011**



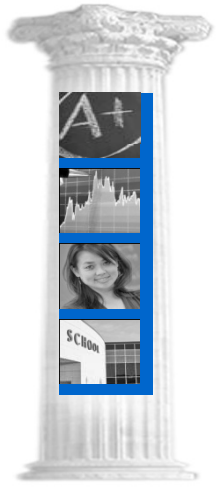
Overview

- ***Acronyms – let's review***
- ***Who we are – our offices***
- ***What we do – our to do list***
- ***Our Agenda – the Regents call to action***
- ***At the end of the day.....***



The Acronyms of Change....

- ***A.P.E – learning from our past***
- ***N.C.L.B – being honest with ourselves***
- ***D.A.M – opening our minds to innovations and new interpretations***
- ***I.C.R.T.A – ongoing, effective communication with first teachers***



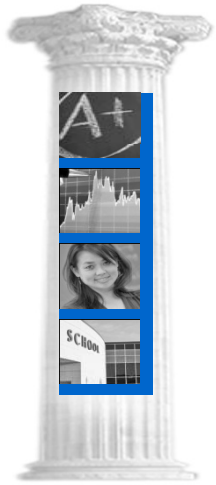
Our Offices....

- ***Educational Design and Technology***
 - ✓ ***Larry Paska - Coordinator of USNY Technology Policy***

- ***Student Support Services***
 - ✓ ***Linda Woodward - Interim Coordinator of Office Initiatives***

- ***RTTT Implementation***
 - ✓ ***Marki Clair-O'Rourke, Jie Zeng, kecia hayes – Project Coordinators***

- ***District Superintendent, BOCES and School District Services***
 - ✓ ***Raymond Kesper - Coordinator***



Our To Do List....

- ***Educational Design and Technology***
 - ✓ ***Implement the USNY technology plan***
 - ✓ ***Virtual Learning and innovative pathways to mastery***

- ***Student Support Services***
 - ✓ ***Student Support Services***
 - ✓ ***School Climate and VADIR***
 - ✓ ***21C and ESD grant implementation***

- ***RTTT Implementation***
 - ✓ ***Professional Development for RTTT Network Teams***
 - ✓ ***Title IIA coordination***
 - ✓ ***Critical Partner communication***

- ***District Superintendent, BOCES and School District Services***
 - ✓ ***District Superintendent Coordination***
 - ✓ ***AIS/Rtl Coordination***



Our Agenda -the Regents Reform Agenda

The call for change

- **Identification of a problem**
 - New York's graduation rates were still the 10th-lowest in the nation in 2008.
 - Of all students who started 9th grade in 2005, 72 percent had earned a diploma after four years — and that percentage was only 48 percent in large city districts.
 - No longer just an academic issue; now it is an economic issue
- **Introduction of solutions**
 - Effective Teachers and Leaders
 - Evaluation system that drives professional development
- RTTT – a means to an end
 - 700M vs. 54B



The Regents Reform Agenda

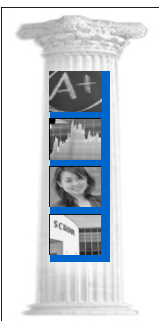
Strategic Goals

- ***Teacher Preparation & Effectiveness*** – Transform the field of teacher preparation from an emphasis solely on inputs (course hours, course titles) to an emphasis on three research-based critical outcomes: (1) content knowledge; (2) pedagogical skills and understanding of effective strategies to meet the needs of diverse students; and (3) measurable impact on student achievement.

- ***Curriculum & Professional Development*** – Provide every student with a world-class curriculum that synthesizes rigorous content and skills to prepare students for college, the global economy, 21st century citizenship, and lifelong learning. Develop the capacity of the NYSED to coordinate effective professional development and provide expert guidance aligned with rigorous, sequenced curricula and formative assessments.

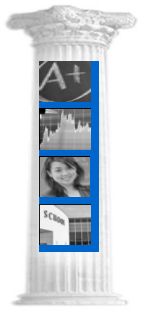
- ***Assessment*** – Ensure that the New York State 3-12 assessment regime: (1) allows teachers, families, administrators, policymakers, and the public to evaluate accurately student preparedness for college, the global economy, 21st century citizenship, and lifelong learning; and (2) provides rich data that facilitates effective decision-making at the classroom, school, district, and state level.

- ***Transform the Field of School Leader Preparation***- From an emphasis solely on inputs (course hours, course titles) to an emphasis on outcomes as measured by a performance-based assessment of leadership and impact on student achievement.



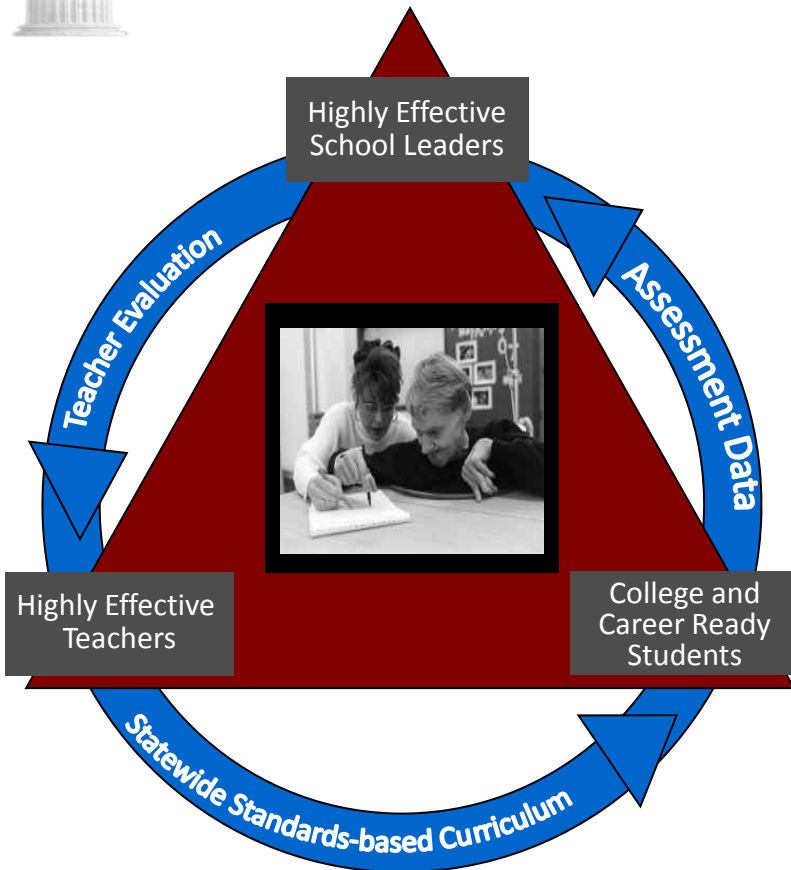
Strategic Goals (continued)

- ***Early Childhood*** - Expand access to high-quality early childhood learning opportunities to provide the academic and social skills foundation students need for success in 3-12 education, college, and the global economy and society of the 21st century.
- ***Raise Graduation Rates for At-Risk Students*** - Through Secondary School Redesign – Raise the graduation rates for at-risk student populations (particularly ELLs, SWDs, low-income students, African-American students, and Latino students) through redesigning secondary schools to increase student engagement and to ensure that secondary schools equip students with the skills they will need to succeed in college and the global economy and society of the 21st century.
- ***Replace Failing Schools*** – Exercise the Commissioner’s school registration authority to intervene and/or close chronically underperforming schools and work with school districts to implement strategies to dramatically improve student outcomes for communities now served by the lowest-performing schools (particularly, the approximately 150 Persistently Lowest Achieving schools identified through the School Improvement Grants program).
- ***Build a P-20 data system*** - Efficiently provide information that will strengthen decision-making at the classroom, school, district, and state policy levels (inc. instructional decision-making and program design).
- ***Transform NYSED*** - From a compliance-oriented agency focused on monitoring inputs to a support-oriented agency focused on helping districts ensure their students are prepared for college, the global economy, 21st century citizenship, and lifelong learning.

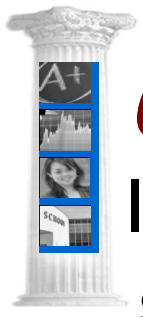


Animating the Reform Agenda

Investing in human capital, supporting with critical tools



- Adopting ***internationally-benchmarked standards and assessments*** that 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
- Recruiting, developing, retaining, and rewarding ***effective teachers and principals***
- ***Turning around the lowest-achieving schools***



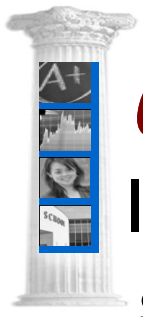
Graduation Requirements

Increase Graduation Requirements*

Strategies for consideration:

- Require four years of math
- Require four years of science
- Require “college and career ready” credit
 - a career and technical education (CTE) course (linked to credential)
 - a college course
 - an advanced course (i.e., AP, IB)
- Require that students pass a second Regents exam in mathematics
- Increase the required passing scores on the English and math Regents exams to a level that is associated with college-readiness (75 in ELA; 80 in Math)
- Extend the school day/school year

* While the local diploma is being phased out for general education students, it remains available to students with disabilities through the “Safety Net” provisions of State regulations. The Safety Net could be extended to apply to new requirements.



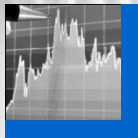
Graduation Requirements

Increase Flexibility

Strategies for consideration:

- Allow students choice in one or more of their five required Regents exams
- Allow the successful completion of a CTE technical assessment (as part of an approved CTE program) to substitute for one of the five required Regents exams
- Allow students to earn credits through demonstration of competency rather than seat time
- Increase the maximum number of academic credits that students can earn through integrated CTE programs and specialized CTE courses
- Provide flexibility in the courses that students may take in middle school

And at the end of the day.....



***Let us put our minds together and
see what life we can make for
our children***

- Sitting Bull