

NYSCEA October 25, 2005 Delegate Meeting Summary  
Submitted by Joan Davidson, NYSCEA Secretary

NYSCEA  
Delegate Meeting  
October 25 2005  
Marriot Hotel, New York

Summary

Welcome by Colleen Corsi, NYSCEA President

**Commissioner Richard P. Mills**, Commissioner of Education of the State of New York, President of the State of New York.

Mills began, "Thank you for the warm welcome. I speak through you."

He referred to the death of Rosa Parks that had been reported on the radio earlier in the morning. He pondered about the extraordinary long walk she walked for justice - 381 days. "In a way," he said, "what we are doing is a long walk and is also extraordinary and important."

"The gaps of student achievement are closing but we have a long way to go. You may say this is about as far as we can bring these youngsters. At this point, we can celebrate when we see the NATE data from the Education Trust ."

He mentioned the following statistics based in the NATE data:

In fourth grade reading:

New York is the 4<sup>th</sup> in the nation for gaining in reading

3<sup>rd</sup> for Latino students

However, Latino students are 2 full years behind White students.

In 4<sup>th</sup> and 8<sup>th</sup> grade Math:

76% of Hispanic students meet the standards

8<sup>th</sup> grade only 35% meet the standards

We need to reflect what caused the improvement-what worked.

The wisdom of practice reveals:

-People paid attention to the data

-Added coaches in writing and math

-Adults show they care about reading and math by doing it in public.

We need to think about:

-Transitions-from lower grades to higher grades.

-Clarity about what is expected

-Alignment based on attention to data

-Attention to practice

- Attention to what young people are getting at home

- Providing extra help

National Academy of Sciences published a report about what is to be done to prepare students for Math and Science-we simply do not have enough math teachers.

We are going to try to offer incentives and talk to in-service students.

We have a gap in student achievement and it is going to take more capacity to fill it.

China is pursuing the same strategies as we are. There gap is in the rural areas our is in the city. They have more people. In 1985 they had no skyscrapers now they have a thousand skyscrapers. Most of what we are wearing is made there –soon our cars will be made there. Their Minister of Education was educated at SUNY Buffalo. Their national strategy is to send people out to other places. They lost the majority of people but now they have leaders that have a massive amount of knowledge. The Chinese students know they must work hard so that their nation can prosper.

We have to find a way to prepare our students to work in global economy

Classes are large as much as 60-teachers only taught two classes but spent a lot of time in professional development-observing other teachers etc.

They create plans by looking at other models and focus on the models they pick. They make sure to have alignment within that plan.

We need to do some follow through. We haven't paid enough attention to what we do in Education to Higher education and to other countries. In the United States urban education is urban education.

We have to pay greater attention to what people are doing. Education is the advantage in our global economy. We are not paying attention to a variety of languages. We have to pay attention on how we are going to have a continuous exchange with other countries.

What advantage do we have, as we try to deal with other countries, who are trying to do what we are doing but with more people?

An Educational Summit is scheduled for Wednesday. This is the first day of the meeting of the Board of Regents.

People who were invited to ask challenging questions:

Katy Haycock

David Gurgin

Geige Kamin, Executive VP of IBM who understands the global economy

The work of the summit is to talk and listen to one another about how we raise achievement and close the gap as we work in this global economy.

We need to come to agreement on aims such as:

-Every child will get a good start

- Family literacy, health
- Pre-natal care
- Universal pre-K
- Every child will learn to read by 2<sup>nd</sup> grade
- Every child who complete high school will be prepared for work
- Every child will finish college if they began.

Real problem is that we are not teaching our children to read.  
Libraries have to get strongly connected to the schools.

We don't follow the students-try to track how students function through the grades.

We need to focus attention on early education, high school and on higher education.

Mills will ask each person in groups he meets with to come with two ideas about each level for example:

If we can take a certain number of high schools and raise the level each year we can watch how that was done. We will focus on a handful of actions and see what happens.

We need to summon everyone and in that way we will learn what each person will do.

Mills will talk on what the Department of Education will do to raise the scores.  
Commissioner Mills when ending his remarks, at the request of Colleen Corsi agreed to take a few questions.

Joan Davidson, NYSCEA, Secretary

"You spoke about Math, Science, Languages, where are the arts in the curriculum?"

Mills response:

The arts are a doorway.

We need to make better use of the arts resources and staff from museums and libraries.

Grace Wilkie, Association of Mathematics Teachers of NYS

We want the professional organizations to be invited to the summit. We want more conversations with you. Will this be possible?

Mills response:

We have a deliberate strategy to engage all the talent we have.

High school doesn't work for a lot of kids. The students are in high school right now. We want to build a community of practice. A place where all of the faculty learns together by studying each other's practice. We need to drop things that don't work and add things that work. We want to make our schools safe and engage the public.

Tom Shiland, President of Science Teachers Association of NYS

He explained he learned a lot about analyzing Regents exam . Suggestion to Mills: Offer to teachers after the exams to come in and analyze the exam. This helps change teaching practices.

Mills response:

This is a good suggestion. We do need to aim the data at your practice.

Bob Winchester, NYSCEA Past President

Chinese students are much more linear thinking than our student.

Mills:

Agreed. They neglect the arts.

**Jim Kadamus**, Deputy Commissioner for Office of Elementary, Middle, Secondary and Continuing Education.

**Leading the Next Generation of Education Reform in NYS**

Set high standards/expectations

Create an assessment and accountability system

Build capacity of system to implement changes

We need to focus on practice-building capacity.

Impact of NCLB on NYS Education reform Strategy

- Reinforced need for clear, consistent standards
- Extended State assessment system to all grades 3-8
- Expanded accountability system to include subgroups of students
- Emphasized State role in school improvement
- Highlighted need to have highly qualified teachers

What we have learned from the first Generation of NYS Education reform?

- Good News:  
Standards work; when curriculum, instruction and assessments are aligned.
- Nearly all students including students with disabilities are taking regents and the majority are able to score 65 or more.
- Career Tech students with integrated academics pass Regents and graduate at high rates.
- Students scoring below basic proficiency (Level 1) are declining
- Minority students have gained the most in ELA and Math over the last 6 years.
- Good research-based reading programs are bringing scores up.

What are the Warning Signs from the first Generation of NYS Education Reform?

- Students who do not read well by grade 3 are in trouble.
- Students who fail their courses in grade 9 are at high risk for not graduating.
- Catching up is hard to do-we do not have an effective system of intervention.

Next Generation of NYS Education Reform

- Standards will remain and may even need to be revised to match international competition (ie. math standards)
- Assessment and accountability will continue

-Capacity building efforts will need to be expanded. We need to work with higher education and cultural institutions. Capacity building will require involvement of more than just the preK-12 system.

-Strategies will be needed to engage the public and build support for education changes

### **Early Childhood Education**

Regents

1. Change compulsory education age from 6 to 5 years old.
2. Require full day kindergarten
3. Expand Pre-K opportunities in order to make the opportunity universal.
4. Expand research-based reading programs (.g. Reading First) to all schools.

### **Regents Middle-Level Policy paper**

1. Gives permission for schools to implement more flexible and integrated educational programs in middle grades.
2. For high performing schools-permits flexibility in units of study

### **High Schools**

Regents have already:

-Adopted a four-year phase-in for all students to achieve 65 on five required Regents exams.

-Established an appeals process. An appeals process is required..

### **High School Learning Community**

Content-literacy skills in all subjects:

-Improve achievement of students with disabilities and English language learners

-Transition from high school to college and careers.

### **SED Role in Capacity Building**

1. Sharpen school improvement strategies-especially using regional networks and DS/BOCES
2. Convene learning communities around practice issues
  - High School initiative
  - Middle school liaison
3. Build 3-8 testing system that informs instruction
4. Implements new student info stat permits longitudinal systems
5. Develop on-line instruction to engage public

### **Systems Integration Makes Strategies More Powerful**

-Connecting 3-8 testing with new student information system provides more detailed information student performance over time.

-Connecting 3-8 score reporting (Grow Net) with VLS and PBS resources gives schools ability to see instructional strengths and weaknesses and access best instructional practices.

### **Local District Role in Capacity Building**

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- Full participation in State assessments.
- Supplement State assessment with local assessments aligned to State Standards.
- Train staff on use of score reports and on-line instructional resources.
- Restructure professional development. Make time for reflection discussion and decisions.
- Partner with Higher Education institutions that are preparing to teach so they know up-to-date instructional practices ie. VLS.
- Develop relationships with community-based and government agencies to support children in need.
- Find ways to make administrative functions more efficient.

Full Powerpoint presentation available at:

<http://www.emsc.nysed.gov/deputy/Documents/jakpresentations.htm>

Grace Wilkie, Association of Mathematics Teachers

Re: Building Capacity

We need to change our student's attitude. Students need to learn that working hard is a good thing.

With change we need our new teachers to model practices that we did not have.

As part of pre-natal care, we need to educate parents about their role in educating their child.

Joan Wagner, Science Teachers Association of NYS

As part of Equity Issue-require Equity training for all teachers.

Teachers need to reach out to students with different cultural backgrounds.

Karl Krauss-Business Teachers Association of NYS

-What efforts have been made by SED to raise budgets for higher poverty districts.

Kadamus response:

-SED has written many papers in support of this and to build awareness.

-There is a significant gap in funding for these high poverty districts

NY is among the highest 3 gaps in the country.

Bob Winchester –NYSCEA, Past President

-What can we do to increase the capacity of the SED to be listened to by the legislators and the Board of Regents.

Jim Kadamus

Made a decision for all day pre-K and a lot of Districts saying they don't have the money to implement that. In addition the legislators are finding it difficult to encourage taxes to be raised.

David Forte-NYS School Counselor Association

Are changes so vast that they will become obsolete by the time the change takes place?

Is there attention to the ability to change in a timely way?

Kadamus

“There is a sense of urgency re: closing the achievement gap.  
I don’t think that we should make big changes in education on a dime.”

**Steve Katz**, Coordinator of Testing Administration in the Office of Standards,  
Assessment and Reporting (substituting for David Abrams)

Re: 3-8 ELA

Distributed: NYS 2005-2006 Testing and Conference Calendar

Technical Advisory Group- Top names nationally in Tests and Measurements  
Our testing program is driven by NCLB and other Federal requirements

We want to demystify the test  
Put sample questions on the website.  
Can get past copies of Regents exams on website from 1997  
[www.nysed.gov](http://www.nysed.gov) type in State Assessments to see sample questions.  
Sample math tests will be posted in a month.

SED is in the process of brailing the tests.  
Nearly all tests are printed at SED for purposes of security.

Looking for using on-line for scoring by having the answers scanned in.

Grace Wilkie, Association of Mathematics Teachers  
There is a problem with the continuation of Math A & B because there are still problems  
with test B.  
How do you make sure the performance indicators that we use are considered when  
companies create the tests?

Steve Katz response:  
NYS Teachers work along with McGraw Hill to make sure the test is aligned with what  
we are teaching.

We have to be careful with cheating-if students use spell check or look on the internet for  
answers.

Grace Wilkie Association of Mathematics Teachers  
Suggested SED show how each question relates to performance indicators.  
Steve Katz responded that was being done.

**Mike Barth**, Associate in the Office of School Improvement and Community Services  
Slide Presentation: What the Data Shows About Progress to Date

## **High School initiative**

Good News

-More students are taking the Regents and more are passing them

Problems:

Gap between white and Asian students and black and Hispanic students.

Need to reach out to the high poverty population.

### Five strategies

1. Build a community of practice in high schools across NYS
  - a. work with the lowest performing HS. We coordinated the first Destination Diploma forum in March 2005 and in NYC, May 05.
  - b. Started with 12 schools and this year expanded it to 22 districts
  
2. Set a clear agenda for the community of practice to work on, including:
  - a. Helping students transition from middle school to high school.
  - b. Providing effective extra help to students who are failing to recover.
  - c. Expanding successful career and technical education models.
  - d. Making sure teachers in all subject areas understand and apply content literacy skills to improve student learning.
  - e. Developing better strategies for students with disabilities and English language learners to improve their achievement and complete high school.
  - f. Developing better strategies for high school students to transition to college and careers.
  
3. Make sure every high school is safe from violence and has a school climate that supports attendance and learning every school day.
  
4. Develop strong high school principals and teacher leaders.
  6. Broadly engage citizens, parents and students in a statewide discussion about the purpose of high school and how to ensure excellence.

-What are the biggest challenges facing states?

1. A lag in public perceptions about the need for all students to take Algebra II
2. Cohesiveness between secondary and post secondary systems:readiness
3. Fight a perception our schools are already great.
4. Resistance from disciplines.

- Reading Next (2004) identifies 15 elements of effective Adolescent literacy Programs

- Ideally schools will draw on a flexible mix of strategies.

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Build Awareness

Create an Awareness program around Mega-trends” See writings by Bill Daggett

1. Globalizations

## 2. Demographics

Note Book: The World is Flat by Tom Friedman

Globalization

World leading Economic Powers

1600-Spain

1700 Dutch

1800-British

1900-USA

1983 "A Nation At Risk"

1989-Berlin Wall Falls

1995 China joins the free enterprise system

2005 In ten years, 16 nations have become direct competitors to the USA not only because of expertise but because of costs.

Global economy is a much more competitive one.

Demographic trends.

America's commitment to equity and excellence is unparalleled at this time.

Richard Mills

This generation of Chinese tells similar stories many of us and our parents and grandparents can tell about hard work and sheer effort.

Kids can do a lot more that we can ever imagined why don't we ask them to/  
Encourage them to do more-take more test?

High school is Not Too late.

-kids do not see the connections that adults see. We need a vision to motivate kids to move beyond

-Develop community partnerships; With allies at the highest level authority in the regions.

-Build instructional capacity: learn from what doesn't work. "Get close to their failure"

-Create an infrastructure that encompass school climate.

We need to sit close to students to understand why they fail and support students higher aspirations.

Shirley Ware, Association of Family and Consumer Science Educators

Asked why teachers were not included in the list of people to dialogue with.

Barth responded:

Teachers are implicitly part of the dialogue process.

Mark Barth

[mbarth@mail.nysed.gov](mailto:mbarth@mail.nysed.gov)

518 486-1736

Handouts: Update on the New York State High School Initiative

Reading Next: A Vision for Action and Research in Middle and  
High School Literacy.

The Fifteen Elements of Effective Adolescent Literacy Programs

**David Payton**, Supervisor Middle Level Program

Contact information: 518 486 7878 [nclbnys@mail.nysed.gov](mailto:nclbnys@mail.nysed.gov)

Link to the Middle Level Education Checklist website:

<http://www.emsc.nysed.gov/rss/mle/clmemo.htm>

Please note: at the bottom of the memo you will see from Jean Stevens, there are links to the various non tested content areas. Just click on a subject area and you will be there.

Handouts:

-Model B Application Package

-Model C-1 Systematic Change Application package

-Model C-2 Program enhancement Application package

(all of the above for implementation Commencing in September 2006)

-Middle Level Education

Implementing the Three-Model Middle Level Education Strategy:

How to Submit a Model B, C-1 or C-2 Application

-Middle-Level Indicators of Achievement Checklists for the Non-Tested Content Areas

-Rubrics to Guide Both the Development and the Evaluation of Model C-2 Applications  
That Propose to Begin Implementation in September 2006

Joan Wagner STANYS

Talked about how difficult the change process as outlined. SED set the bar very high.

We need time and money to explore change possibilities and make a plan to implement these changes.

David Payton

-SED wanted the few people who wanted to invest the time and capital to design a change (come up a different idea) to develop a plan to implement their idea.

-It was discovered that people in reviewing the regulations found opportunities to develop programs based on Model A.

Bonnie Deutsch, New York State art Teachers Association

Bonnie asked "Are Learning Standards allowed to be eliminated?"

Dave Payton response:

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They can be reduced for individual students but not the whole program. No set time on the amount of reduction.

Important that the District support the program in case the Principal leaves. (see III-2)  
Model B Package Application.

What are the next steps:?

Friday January 13 2006 applications are due.

March-Applications are to be reviewed and approved.

Trying to identify on a National level schools that have an outstanding Middle level program.

Examine how students do on the exams.