

Please find your assigned table and introduce yourself to your tablemates

Table Number	Table Mate 1	Table Mate 2	Table Mate 3	Table Mate 4	Table Mate 5	Table Mate 6
1	Jessica Ancona	Caria Cramer-Walter	Jennifer Ladd	Kimberly Davis	Meghan Hacker	Rebecca Tanchak
2	Courtney Bennett	Regina Gabriel	Zachary Miller	Brent Dodge	Sarah Leach	Melissa Smith
3	Tonya Buda	Michel Gipe	Cheryl Moore	Brian Kesel	Lisa Hirt	Kate Vosburg
4	Renee Burnett	Cynthia Hlywa	Sandy Athans	Stepanie Finn	Allison Keiser	Theresa Madden
5	Tony Cardamone	Lori Mancuso	Jenifer Kelly	Susan Prince	Rebecca Decesare	Lynn Ryan
6	James Rena	Patricia Perry	Sally Feinberg Stack	Theodore Love	Brendan Gilligan	Lynne Richer
7	Julie Jones-Beckwith	Colleen O'Hern	Shea Palmer	Steve Garraffo	Sandra Jennison	Sheri Smith
8	Deborah Kirkendall	Erin Scofield	Kerry Uy	Kimberly O'Brien	Kristina Chiarello	Patricia Trabucco
9	Michelle Kuraszewicz	Kathy Southwell	Pamela Walters	Siobhan O'Hora	Amanda Jackson	Belinda Pinkerton
10	Laurie Rayas	Judith Taylor	Asheligh Wilson	Tanya Rosado-Barringer	Allison Kannus	Renee Patterson
11	Kristin Simoneau	Catherine Weiss	Terry Ward	Julie Burhans	Ed Porter	Cynthia Muller
12	Traci Thayer	Dana Ziegler	Lynn Young	Melissa Maccollum	Erica Marciano	
13	Eric Ziegler	Deborah Moriarty	Jeff King	TJ Cowin	Kathy Rein	
14	Karen Ocque	Anna Jarvis	Robin Parente	Deborah Glisson	Kimberly Mathieson	Douglas Rice

# Literacy Leadership

## 2017-2018

### Session 1

# Driving Question

What does it mean for **all** students to be literate according to the Next Generation ELA/Literacy Standards and Lifelong Practices?

# Session Agenda

- Introductions & Learning Outcomes
- NYS Next Generation ELA/Literacy
  - Revision Process, Implementation Timeline, & Highlighted Revisions
  - Deep Dive into Anchor Documents
- District Team Envisioning & Planning

# Learning Outcomes

- Retell the backstory of how we got here
- Identify shifts and implications
- Define literacy
- Envision a culture of literacy
- Determine focus areas, next steps, and need to know questions for future work

# Our Team Resume



# Team Resume

- What is your school district information?
- Who is on your team?
  - Number of years in education, grade level, content area, talents or skills brought to the team
- What does your team hope to achieve as a result of Literacy Leadership?



**10:00**

Stop





## English Language Arts & Literacy

### New York State English Language Arts Standards

In 2015, New York State began a process of review and revision of its current [P-12 Common Core Learning Standards for English Language Arts and Literacy](#). These revisions were adopted in September 2017 at the [Board of Regents meeting](#) and the phase in will take place over the next several years. Full implementation of the [Next Generation English Language Arts Learning Standards](#) is set for September 2020.

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2017-18 Meetings:

- October 2
  - [Shifts & Implications group work](#)
  - [Next Steps & Questions: district work](#)
- February 1,
- March 20




# Governor's Task Force Recommendations

- **Recommendation 1:** Adopt high quality New York education standards with input from local districts, educators, and parents through an open and transparent process.
- **Recommendation 2:** Modify early grade standards so they are age-appropriate.
- **Recommendation 3:** Ensure that standards accommodate flexibility that allows educators to meet the needs of unique student populations, including Students with Disabilities and English Language Learners.
- **Recommendation 4:** Ensure standards do not lead to the narrowing of curriculum or diminish the love of reading and joy of learning.
- **Recommendation 5:** Establish a transparent and open process by which New York standards are periodically reviewed by educators and content area experts.

# THE BACKSTORY

# TRUTH BE TOLD

Next Generation Name Change	Standards Revision Process	Standards & Assessment Timeline
Highlights of ELA Revisions	Changes Since May	Anticipated Questions/Concerns
		

# Revised ELA Standards

## 2011 First Generation

P-12 Common Core Learning Standards for English Language Arts & Literacy

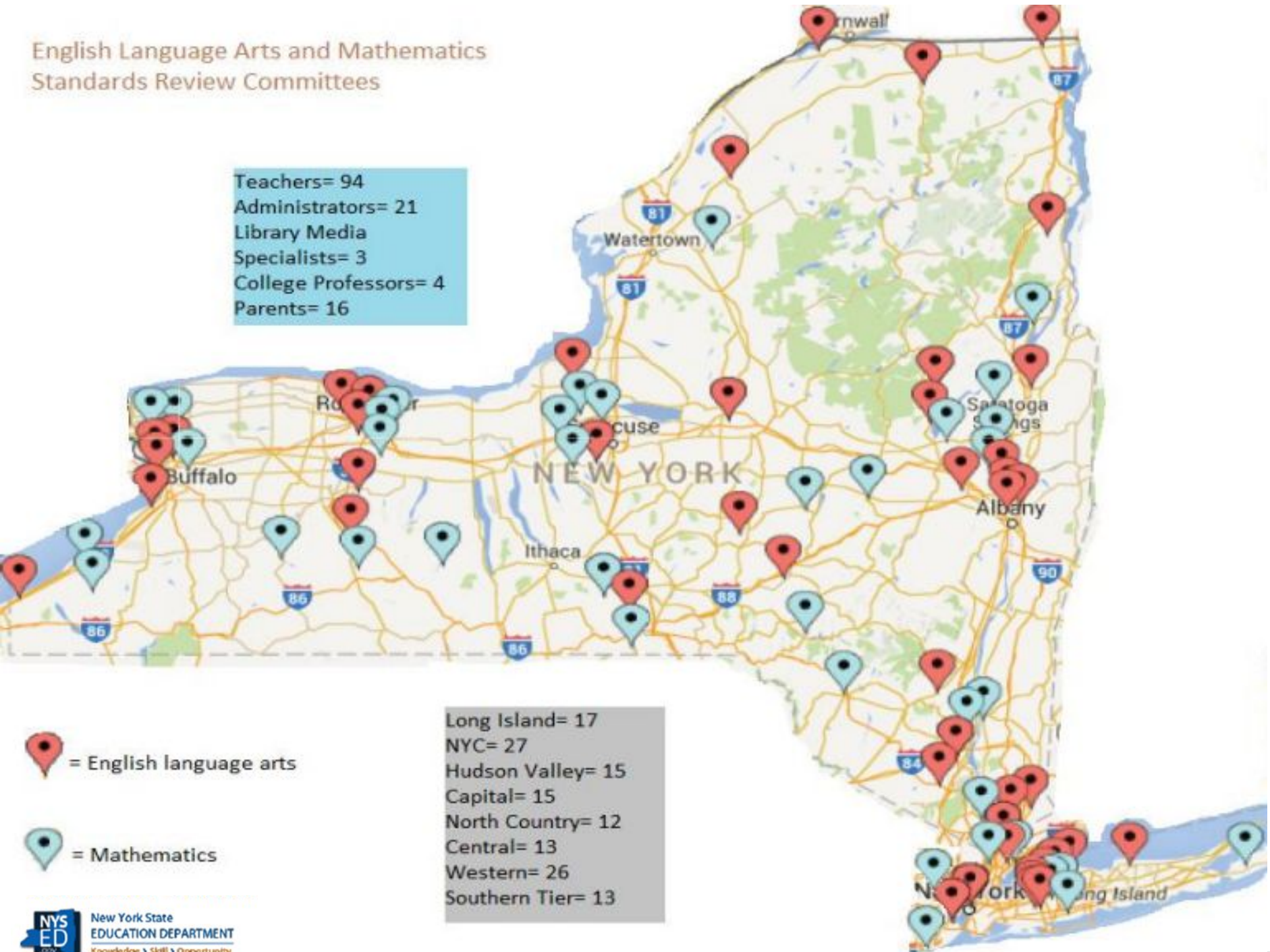
## 2017 Next Generation

New York State Next Generation English Language Arts Learning Standards


Next Generation New York State Next Generation Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects

# English Language Arts and Mathematics Standards Review Committees

Teachers= 94  
Administrators= 21  
Library Media  
Specialists= 3  
College Professors= 4  
Parents= 16



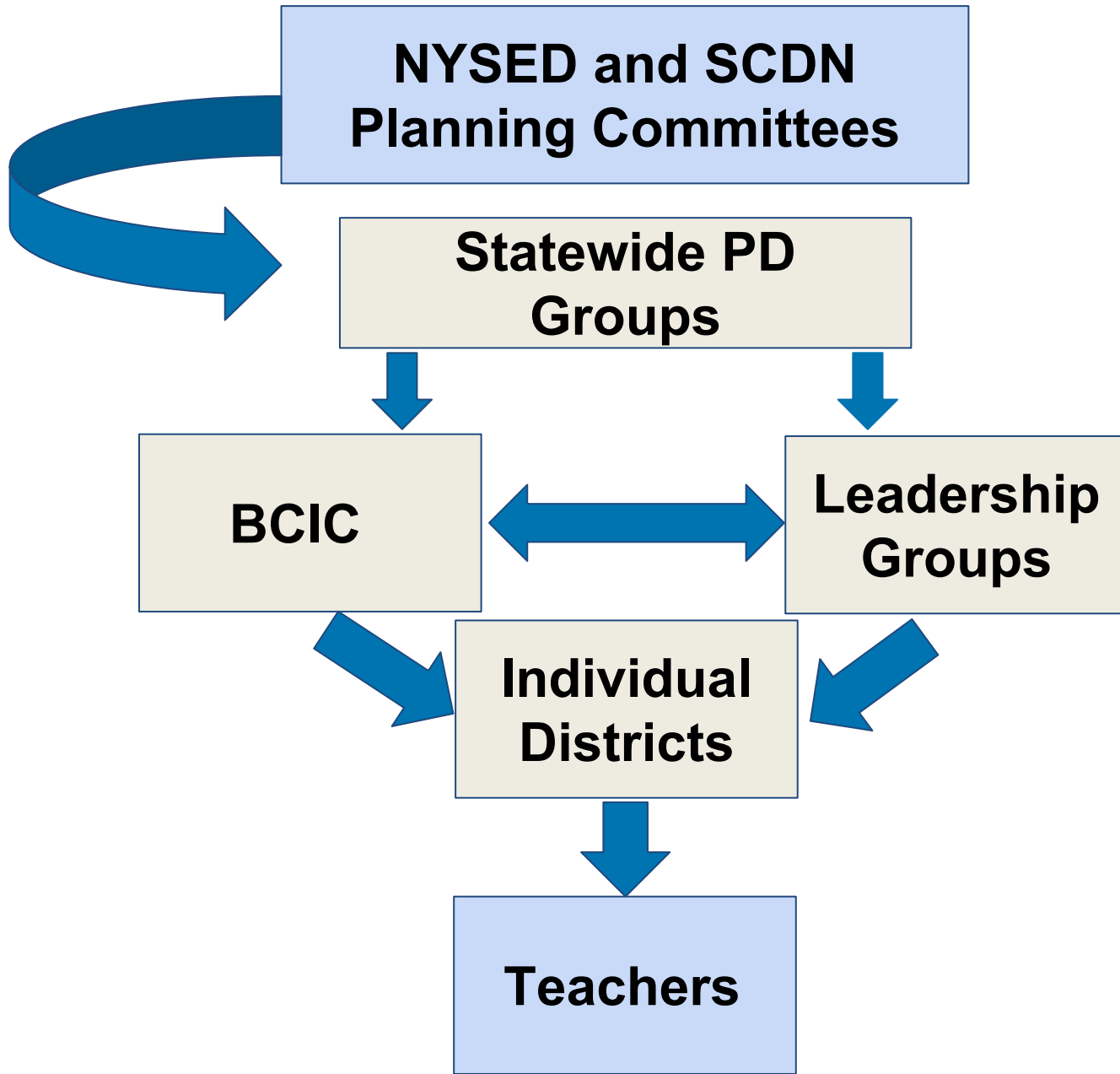
 = English language arts

 = Mathematics

Long Island= 17  
NYC= 27  
Hudson Valley= 15  
Capital= 15  
North Country= 12  
Central= 13  
Western= 26  
Southern Tier= 13

# Standards Revision Process

- **Fall 2015** Public survey on P-12 Common Core
- **July 2016:** Initial Educator review
- **Fall 2016:** Public survey on revised standards
- **January-April 2017:** Revisions and researcher review
- **May 2017:** Board of Regents review and public survey
- **June 2017:** Early Learning Task Force review and revisions
- **June-present:** Additional revisions
- **September 2017:** Board of Regents discussion/adoption (standards adopted)



# Standards/Assessment Timeline

- **September 2017:** Adoption of Next Generation Learning Standards
- **Awareness Building 2017-2018 School Year:** Two-day assessments measuring the current standards; professional development on Next Generation Learning Standards;
- **Capacity Building 2018-2019 School Year:** Two-day assessments measuring the current standards; professional development continuing on Next Generation Learning Standards;
- **Capacity Building 2019-2020 School Year:** Two-day assessments measuring the current standards; professional development continuing on Next Generation Learning Standards;
- **Full Implementation September 2020:** Full implementation of the Next Generation Learning Standards;
- **Spring 2021:** New grade 3-8 tests measuring Next Generation Learning Standards



# Highlights of ELA Revisions

- Added Lifelong Reading & Writing Practices
- Merged Reading for Information and Reading for Literature standards
- Revised Reading Expectations for Text Complexity
- Revised standards for clarity, consistency and conciseness
- Added a glossary of literary terms
- Created a NYS Introduction to inform curriculum and instruction development

# Revisions Made Since May

- Revised PreK-3 standards for appropriate grade-level expectations and the importance of play
- Revised all standards based on feedback from researchers
- Added more guidance for range of reading and text complexity--specifically for P-3 grades
- Updated the Introduction to clarify application of standards for ALL students
- Added a separate Introduction for Early Learning Standards

THE BACKSTORY

TRUTH  
BE TOLD

10:00  
Stop

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# Introduction to NYS Next Generation ELA Standards

- Re-read the Introduction
- Discuss shifts and implications
- Note in [Google Doc Shifts & Implications](#)



Introduction to the New York State Next Generation English Language Arts Learning Standards (Revised 2017)

**Introduction to the NYS Standards Design Process**

In 2015, New York State (NYS) began a process of review and revision of its current English Language Arts (ELA) Learning Standards adopted in January 2011. The New York State Next Generation English Language Arts Learning Standards (Revised 2017) were developed through numerous phases of public comment as well as virtual and face-to-face meetings with committees consisting of NYS educators, teachers of English Language Learners/Multilingual Learners and Students with Disabilities, parents, curriculum specialists, school administrators, college professors, and experts in cognitive research. These revised standards reflect the collaborative efforts and expertise among all constituents involved.

The New York State Next Generation English Language Arts Learning Standards (Revised 2017) consist of revisions, additions, deletions, vertical movement, and clarifications of the current English Language Arts Standards. They are defined as the knowledge, skills, and understanding that individuals can and do habitually demonstrate over time when exposed to high-quality instructional environments and learning experiences.

**Context for Revision of the NYS Next Generation English Language Arts Learning Standards**

*Changing expectations for literacy achievement*

Today's context for English Language Arts instruction and Learning Standards mark an inflection point for NYS and the field of education. Indeed nationally and across the state, districts are increasingly focused on literacy instruction from the earliest years right through adolescence with the goal of developing models

Advanced Literacy: A Call to Prepare Our Students for Life-Long Learning

The rate at which knowledge is generating and shared today, often via technology, is unprecedented in human history. To keep pace, today's children must become tomorrow's lifelong learners, able to marshal reading, writing and thinking skills. Today's children must also become adults who are able to communicate and navigate an increasingly interconnected society—one in which literacy skills are routinely called upon. In other words, all students in NYS classrooms must develop advanced literacies. *Advanced literacies* denote a set of skills and competencies that enable communication, spoken and written, in increasingly diverse ways and with increasingly diverse audiences. This requires writing with precision, reading with understanding and speaking in ways that communicate thinking clearly. Advanced literacies also promote the understanding and use of text for a variety of purposes. Likewise they make way for participation in academic, civic, and professional communities, where knowledge is shared and generated.

Shifts	Implications

**30:00**

# District Team Reflection

- Reflect using Google Doc Shifts & Implications
- Discuss how these Shifts & Implications pertain to your district



**15:00**  
Stop

# Driving Question

What does it mean for **all** students to be literate according to the Next Generation ELA/Literacy Standards and Lifelong Practices?

- Use the anchor documents to formulate an initial answer to our DQ

# Envision a Culture of Literacy



**30:00**



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# District Team Planning

- Identify Focus Areas, Next Steps, and Need to Know Questions for your section of the [Google Doc](#)

District	Focus Areas	Next Steps	Need to Know Questions
Baldwinsville			
Chittenango			
Cazenovia			
Central Square			
Cortland			
Deruyter			
East Syracuse Minoa			
Homer			
Lafayette			
Liverpool			
Lyncourt			
Marcellus			
Marathon			
McGraw			

**30:00**

# District Vision 4-Corner Share

A

Baldwinsville  
Liverpool  
Cazenovia  
Cortland  
Onondaga

C

Chittenango  
West Genesee  
Central Square  
Marcellus  
NY Mills

B

ESM  
OCM BOCES  
Lyncourt  
LaFayette

D

DeRuyter  
Homer  
McGraw  
Marathon

# Culture of Literacy Homework

- How does evidence collected support or differ from your vision for a Culture of Literacy?
- What do you already know you need to work on to implement the revised standards and build a culture of literacy?
- What else do you need to know to understand your current culture of literacy and plan for successful implementation of the revised standards?

# Big Picture Work

- This Year's Focus Areas:
  - Shared Literacy & Lifelong Practices
  - Early Literacy
  - Blueprint For ELL Success
- Next Year's Focus Areas:
  - Deconstruct Standards ELA & Literacy
  - Examine Vertical Progressions
  - Prioritize Standards
  - Text Complexity & Glossary of Terms

**Session 2:**  
**February 1**

**Session 3:**  
**March 20**

## English Language Arts & Literacy

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