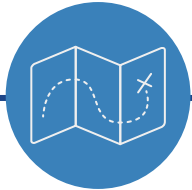


# Literacy Leadership



Session One: October 24, 2018

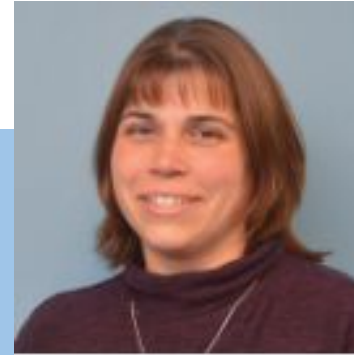
# Our Literacy Team



Frances Malave



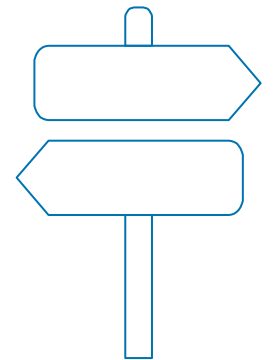
Kristen Purcell

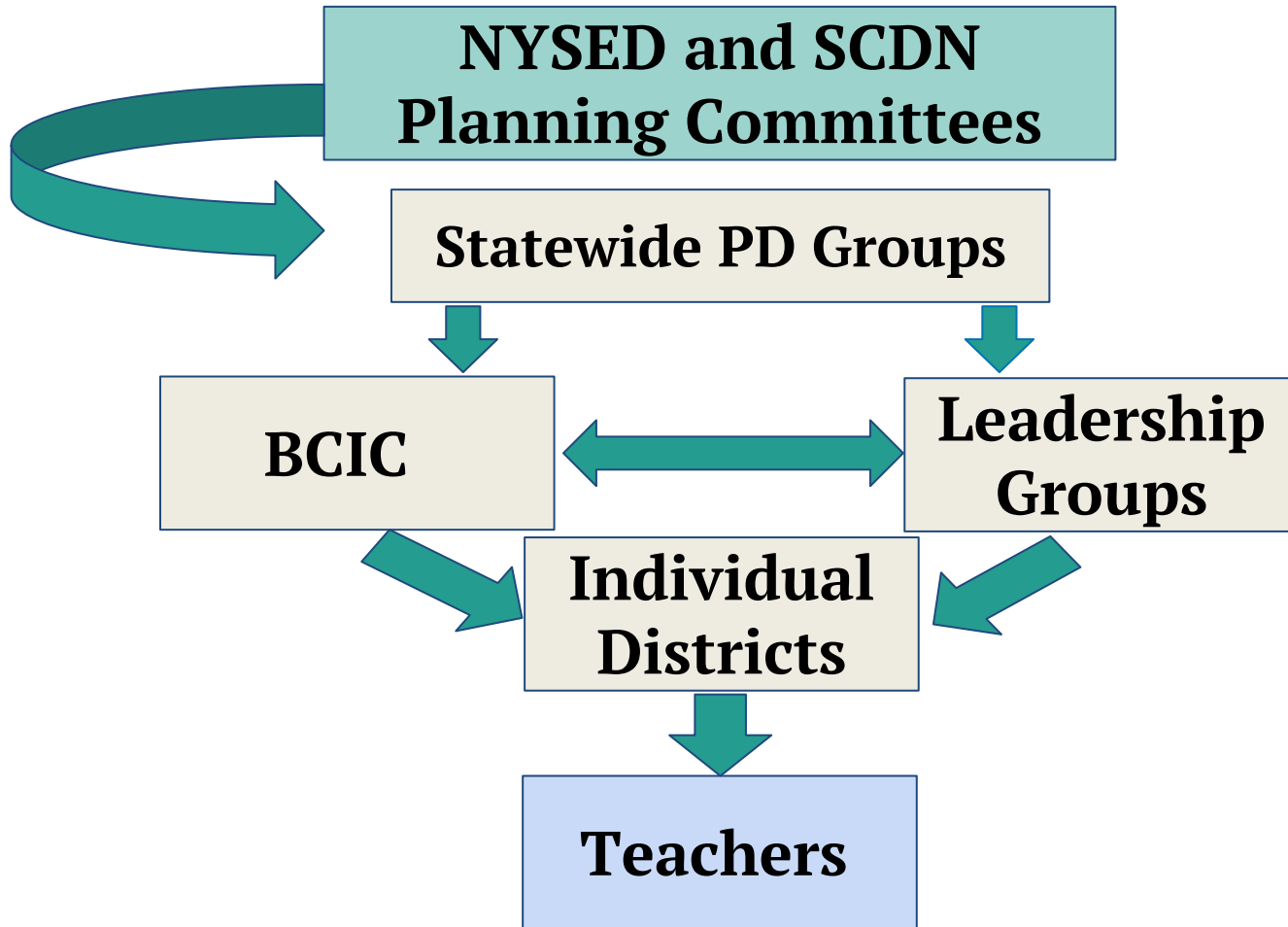


Lisa Schlegel

# Session One Agenda

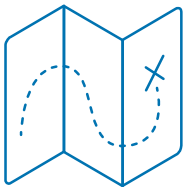
- Leadership Networks Overview
- Focus & Purpose
- Where were are we coming from?
  - Roadmap: Phase I
- What do we need right now?
  - Common Understandings
  - What is Literacy?
- Where are we headed?
- NYSED Resources





# 2018-19 Driving Questions

- How does ensuring a clear understanding of curriculum, instruction, and assessment drive learning for all students?
- How do leaders best support teachers engaged in this work?



# Focus and Purpose

## Why

Opportunity to strengthen our network of literacy leaders to develop the necessary skills and knowledge to work toward full implementation of the Next Generation Standards.

## What

Support the understanding of the complexities of literacy and how to capitalize on students' literacy strengths to support next steps.

## How

Build capacity through discussion; review NYS documents and locate district's place on the roadmap; articulate and distinguish between theory, research and literacy; name and notice next steps

# Your Why:

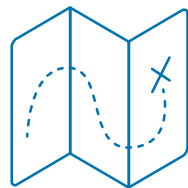
On the blank side  
of your index card  
please respond to:

What are your hopes for the  
Literacy Leadership Network  
sessions this year?



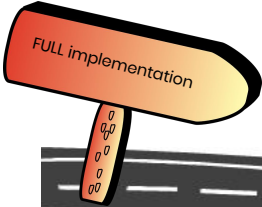
# Implementation Timeline

- **September 2017:** Adoption of NYS Next Generation Learning Standards.
- **Phase I: Raise Awareness (Winter 2018-Winter/Spring 2019):** Professional development on NYS Next Generation Learning Standards; two-day assessments measuring the 2011 P-12 Learning Standards.
- **Phase II: Build Capacity (Spring 2019-Summer 2020):** Professional development continuing on NYS Next Generation Learning Standards; two-day assessments measuring the 2011 P-12 Learning Standards.
- **Phase III Full Implementation (September 2020 – ongoing):** Full implementation of the NYS Next Generation Learning Standards.
- **Spring 2021:** New grade 3-8 tests measuring the NYS Next Generation Learning Standards. The timeline regarding the full-implementation/assessment alignment at the high-school level has not yet been determined and will be forthcoming; however, full-implementation/assessment alignment will not be before the school year 2020-2021.





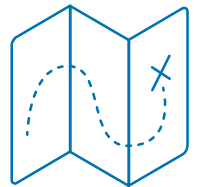
# NYSED Roadmap



# How did we get to this point?

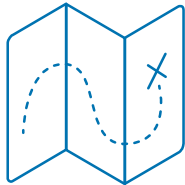
Goal 1: Clearly communicate the adoption and the implementation timeline of the Next Generation ELA and Mathematics Learning Standards.

Key Implementation Activities	NYSED	S/CDN & BOCES	Local School Districts	Other Stakeholder Groups
Conduct presentations on the implementation timeline at district administrative meetings and/or regional/local level meetings. Share information with administrators and teachers.	✓	✓	✓	✓
Utilize electronic communication and social media to inform stakeholders of the timeline for implementation.	✓	✓	✓	✓



# How did we get to this point?

Goal 2: Understand and clearly communicate the changes between the 2011 P-12 Learning Standards and the NYS Next Generation Learning Standards.



Key Implementation Activities	NYSED	S/CDN & BOCES	Local School Districts	Other Stakeholder Groups
Review <a href="#">the Introduction to the New York State Next Generation Early Learning Standards</a> , the <a href="#">Preface to the ELA and Mathematics Standards</a> , and the Next Generation Learning Standards Introductions for both <a href="#">ELA</a> and <a href="#">Mathematics</a> , identifying potential needs for future professional development in Phase II.		✓	✓	✓
Review and discuss Dr. Lesaux's <a href="#">literacy briefs</a> that offer deeper explanation of concepts embedded in the standards. Provide guidance to districts that serve linguistically diverse learning populations. Additional resources: <a href="#">Blueprint for Improved Results for Students with Disabilities</a> and <a href="#">Blueprint for English Language Learner Success</a>		✓	✓	✓
Review the new Lifelong Practices of Readers and Writers and Standards for Mathematical Practices, identifying potential needs for future professional development in Phase II.		✓	✓	✓

# How did we get to this point?

Goal 2: Understand and clearly communicate the changes between the 2011 P-12 Learning Standards and the NYS Next Generation Learning Standards.

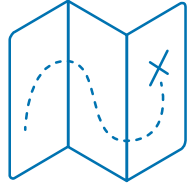


Key Implementation Activities	NYSED	S/CDN & BOCES	Local School Districts	Other Stakeholder Groups
Conduct an analysis of the crosswalks at the regional/local level that can be utilized to drive future curricular adjustments.		✓	✓	✓
Identify experts who can communicate an understanding of the changes between the 2011 P-12 Learning Standards and Next Generation Standards.	✓	✓	✓	✓
Conduct presentations utilizing standards resource documents at the state/regional/local level (including district administrative meetings) which communicate what is reflected in the NYS Next Generation ELA and Mathematics Learning Standards and the impact on curriculum planning.	✓	✓	✓	✓
Develop and deliver professional development for school leaders and teachers that builds understanding of the how the Learning Standards affect the needs of all students, with a focus on developmentally appropriate practice (including play) and best practices for diverse learners.	✓	✓	✓	✓

# Check-In

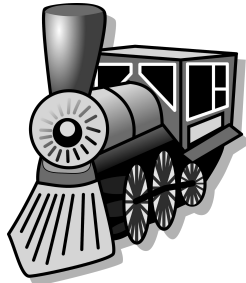
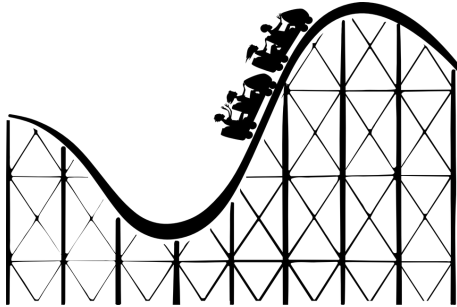
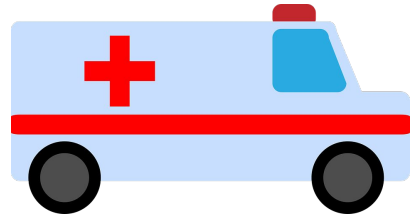
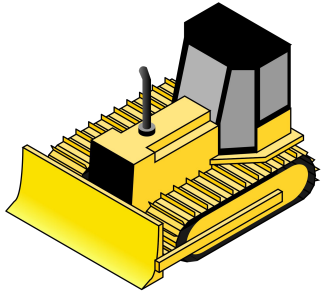


# Tool Talk



With your district team, select a picture that best represents what your district has done up to this point and be prepared to share with the whole group.

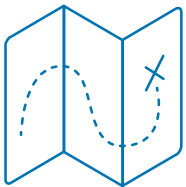






# 2018-19 Driving Questions

- How does ensuring a clear understanding of curriculum, instruction, and assessment drive learning for all students?
- How do leaders best support teachers engaged in this work?





# What's in Our Suitcase?

Common Understanding:

1. Standards
2. Curriculum
3. Instruction
4. Assessment



# Standards: The WHERE

Grade-specific and course-specific learning intentions that state what students are expected to know and be able to do by the end of the grade or course



# Curriculum: The WHAT

The means to the end; the organizational plan and instructional resources teachers use to achieve the intended student learning.



# Instruction: The HOW

Locally-determined approaches and strategies used to teach so students can learn.

Information communicated to students in different ways, combined with learning experiences, to enable them to achieve the learning intentions

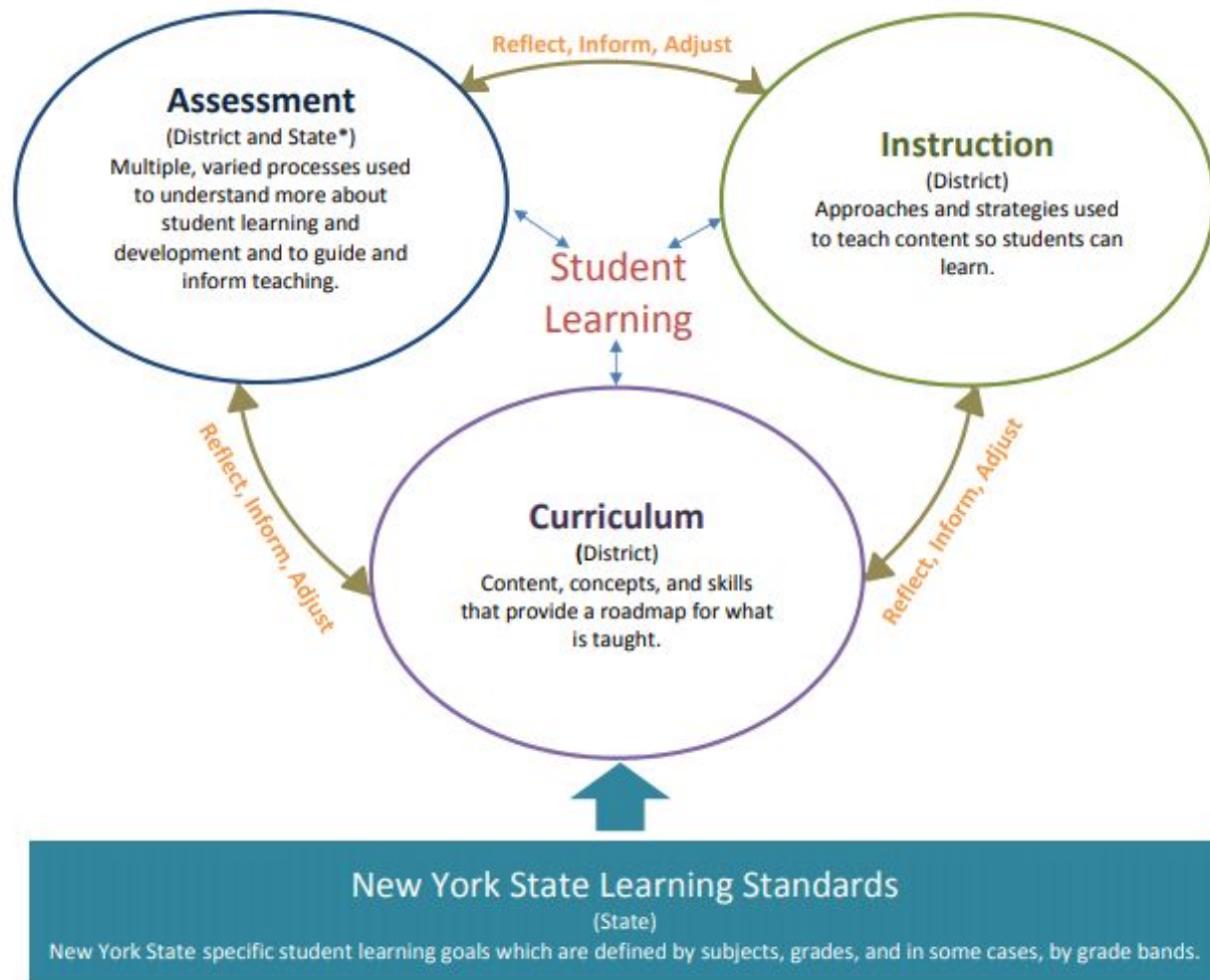


# Assessment: The GAUGE

The varied processes used to understand more about student learning and to guide and inform instruction.

Formative and summative measures that provide credible evidence of student learning





# Partner Talk

Find someone outside of your district to discuss:

“What is my understanding of these terms and how can I support others in developing their understanding?”

# Quad Talk

At prompt, you and your partner will join another pair to discuss this further

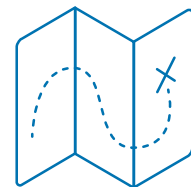






# Session One Focus

Understand the complexities of literacy and capitalize on students' literacy strengths to support next steps



# From “What is Reading?” to What is Literacy?

## Principles

- #1 Reading is a constructive process.
- #2 Reading must be fluent
- #3 Reading must be strategic.
- #4 Reading requires motivation.
- #5 Reading is a continuously developing skill.



## Principles

- #1: Literacy Is a Constructive, Integrative, and Critical Process Situated in Social Practices
- #2: Fluent Reading Is Shaped by Language Processes and Contexts
- #3: Literacy Is Strategic and Disciplinary
- #4: Literacy Entails Motivation and Engagement
- #5: Literacy Is a Continuously Developing Set of Practices





*Some Points to Consider:*

- What counts as literacy?
- What are our “need to knows”?
- What are we currently doing to support this?
- What shifts do we need to make in our thinking?

# Literacy Gallery Walk

I hadn't  
thought  
of this...

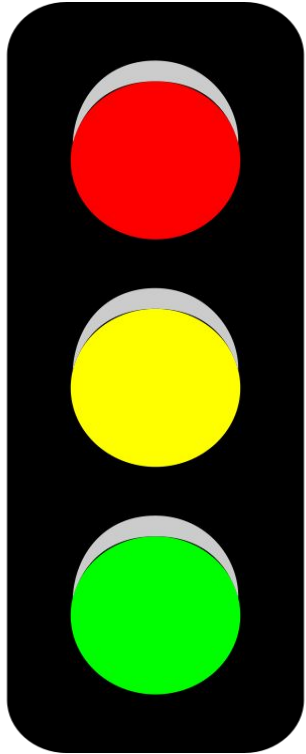
I think it  
is great  
that...

This  
makes me  
think of...

I have a  
question  
about...

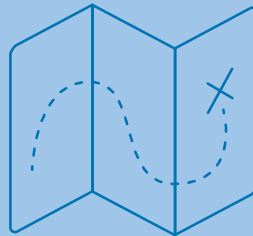
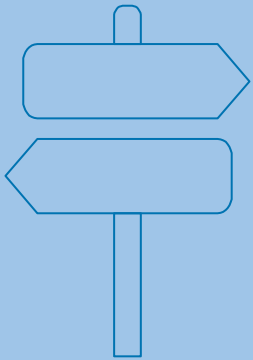
I think I  
could use  
this with...

# Traffic Light Closing

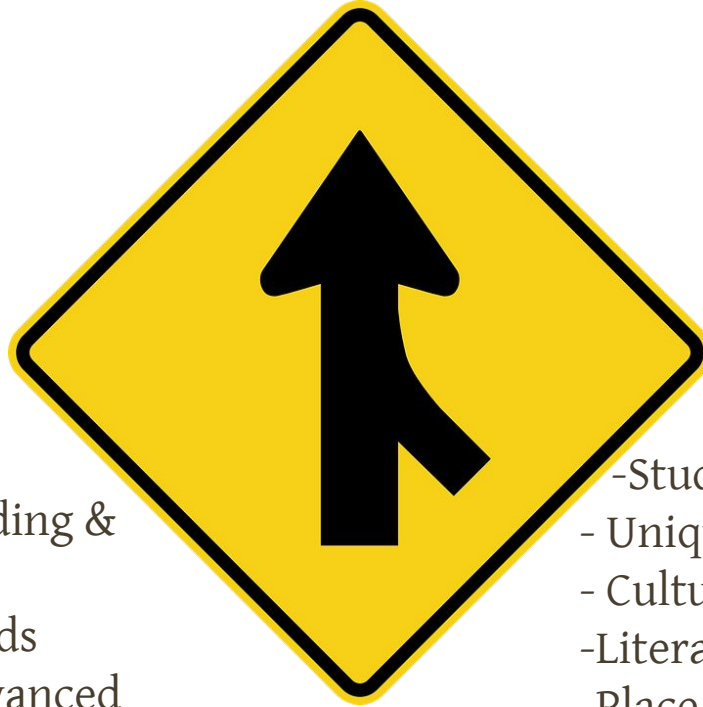


- What challenges might we face?
- What ways might we extend literacy learning?
- What will we continue to do?

# Where Are We Headed?



Examine current ELA curricular materials and resources  
Continue to provide professional development to raise awareness & build capacity



- Complexities of Literacy
- Lifelong Practices of Reading & Writing
- Next Generation Standards
- Current research (ex. advanced literacies, article)

- Student/District Strengths
- Unique District Characteristics
- Culture & Vision of Literacy
- Literacy Shifts needed
- Place on the timeline





# Next Steps

## Revisiting the Roadmap: Phase I

Goal 3: Develop a P-12 district/building/grade level plan to be utilized in Phase II for curriculum development and professional development aligned to the NYS Next Generation ELA and Mathematics Learning Standards.

Key Implementation Activities	NYSED	S/CDN & BOCES	Local School Districts	Other Stakeholder Groups
Build, support, and enhance knowledge of the NYS Next Generation ELA and Mathematics Learning Standards in the public sector (other stakeholders, higher education, parents, and the community) to promote effective implementation.	✓	✓	✓	✓
Identify district-level policies, initiatives, funding, and schedules that will support implementation.	✓	✓	✓	✓
Develop professional learning plan to determine the focus of future professional development and major initiatives for effective implementation of the Next Generation Learning Standards	✓	✓	✓	✓



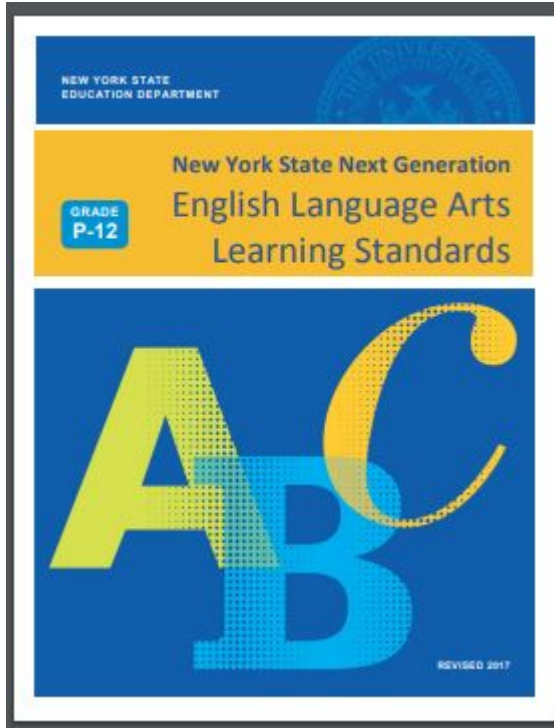
# Next Steps

## Revisiting the Roadmap: Phase I

Goal 4: Support the development of summative assessments at the state level aligned to NYS Next Generation ELA and Mathematics Learning Standards.

Key Implementation Activities	NYSED	S/CDN & BOCES	Local School Districts	Other Stakeholder Groups
Work collaboratively with the Office of State Assessment to analyze the standard changes and implications to the test development cycle/guidance documents. Note: New York State Education Department State Assessment teacher participation opportunities are available on the <a href="#">OSA website</a> .	✓	✓	✓	

# NYSED Resources



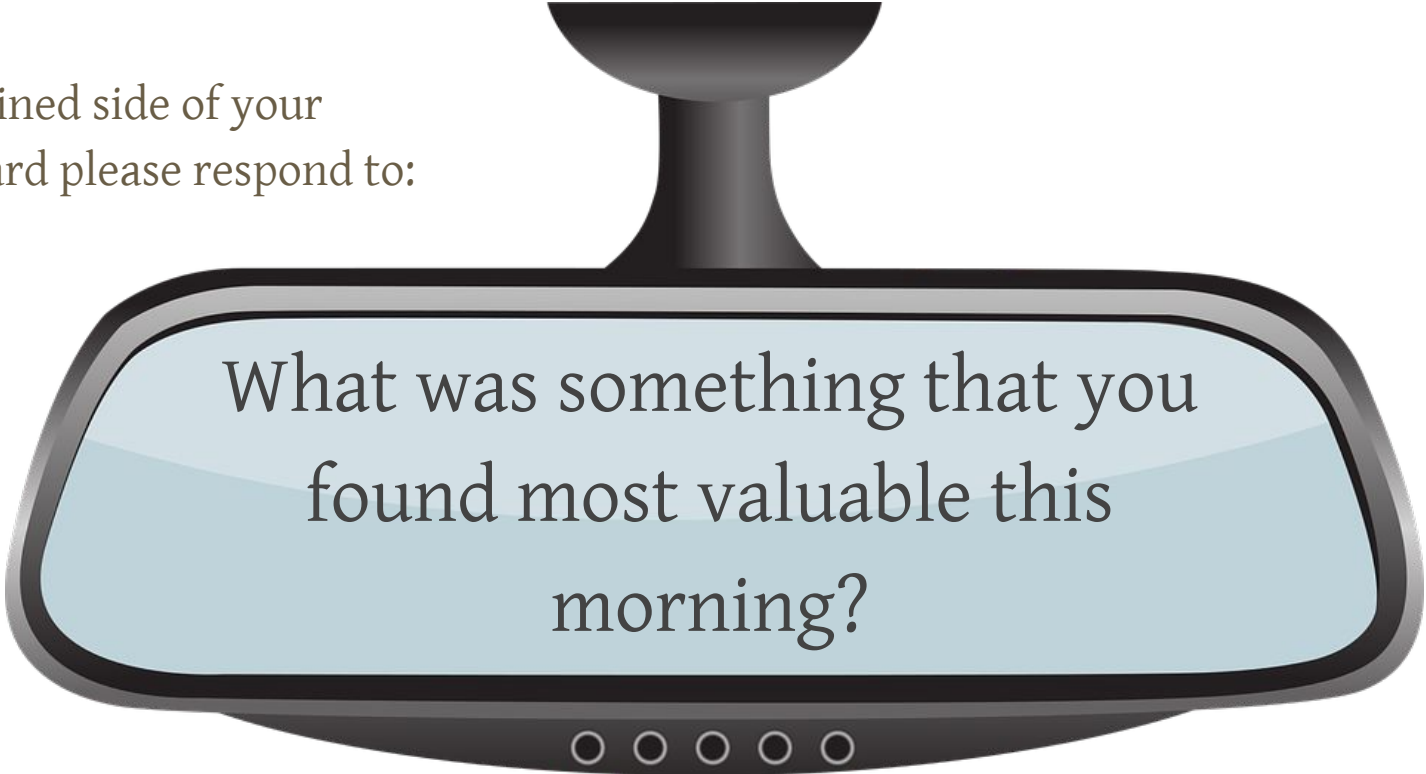
Professional Development Toolkits

Next Generation ELA Standards at a Glance

Supporting all Students Conferences

# Reflection

On the lined side of your index card please respond to:

A black car rearview mirror with a light blue reflection. The reflection contains the text: "What was something that you found most valuable this morning?". At the bottom of the mirror, there are five small white circles.

What was something that you  
found most valuable this  
morning?



Thank You

We've Gone  
**Social**



**<http://bit.ly/iss-social-media>**

