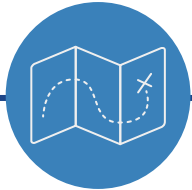


# Literacy Leadership



Session Three: May 7, 2019

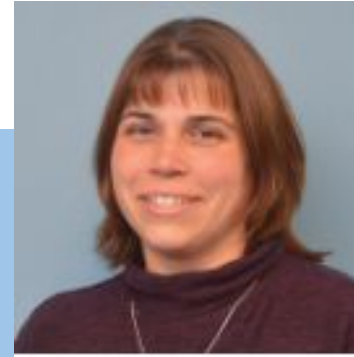
# Our Literacy Team



Frances Malave



Kristen Purcell

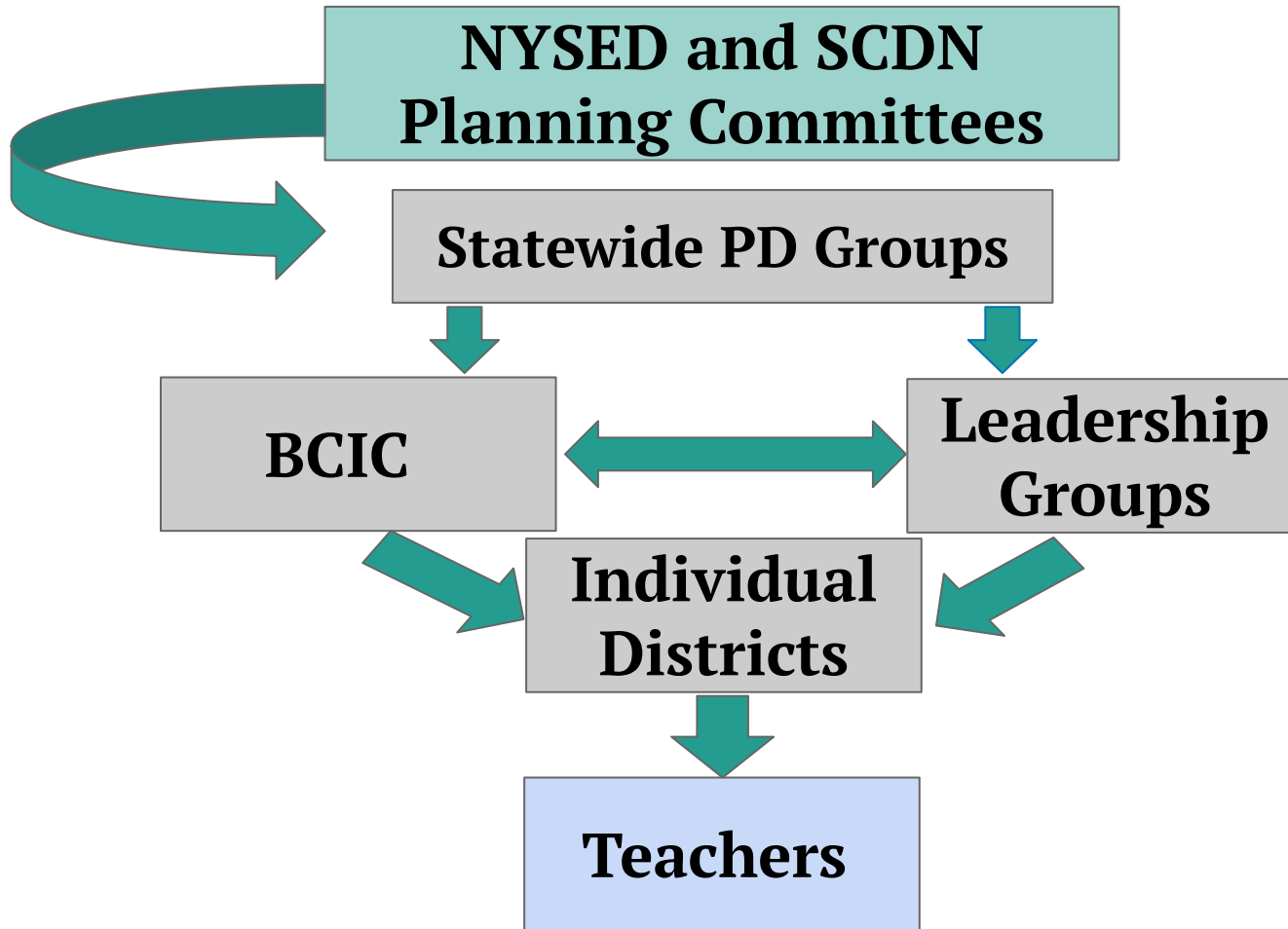


Lisa Schlegel

# Session Three Agenda

- Leadership Networks Overview
- Focus & Purpose
- Where have we gone?
  - Roadmap: Phase I & II Review and Discussion
- What do we need to move forward?
  - Next Generation Standards: Review, Analyze & Prioritize
  - Current Curriculum and Literacy
- Where are we headed?
  - Leadership, Regional and District Focus





# 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 awareness of the changes and shifts needed in curriculum, instruction and assessment and provide opportunities for continued development

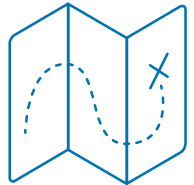
## How

Build capacity through discussion; review NYS documents and locate district's place on the roadmap; review, analyze & prioritize standards; name and notice next steps

# How did we get to this point? Phase I

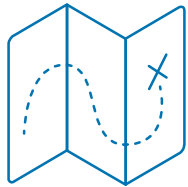
Goal 1: Clearly communicate the adoption and the implementation timeline of the Next Generation ELA and Mathematics Learning Standards.

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? Phase I

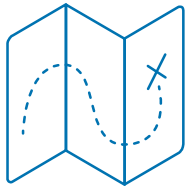
Goal 2: Understand and clearly communicate the changes between the 2011 P-12 Learning Standards and the NYS Next Generation Learning Standards.



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? Phase I

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



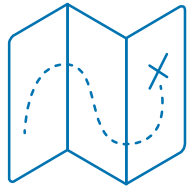
Key Implementation Activities	NYSED	S/CDN & BOCES	Local School Districts	Other Stakeholder Groups
Conduct an analysis of the crosswalks at the regional/local level that can be utilized to drive future curricular adjustments.		✓	✓	✓
Identify experts who can communicate an understanding of the changes 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.	✓	✓	✓	✓



# How did we get to this point? Phase I

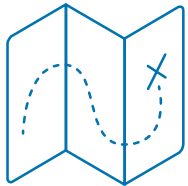
Goal 3: Develop a P-12 district/building/grade level plan to be utilized in Phase II for curriculum development and professional development aligned to NYS Next Generation Standards

Key Implementation Activities	NYSED	S/CDN & BOCES	Local School Districts	Other Stakeholder Groups
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	✓	✓	✓	✓



# Moving Toward Phase II

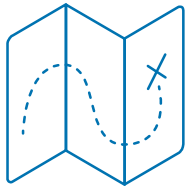
Goal 1: Support local school district needs to integrate the Next Generation Standards into local curriculum



Key Implementation Activities	NYSED	S/CDN & BOCES	Local School Districts	Other Stakeholder Groups
Examine current district curricular materials and resources and determine the changes needed to ensure alignment to the NYS Next Generation ELA and Mathematics Learning Standards.		✓	✓	✓
Based on need, review, revise, or create curricular units or adopt a curriculum program to ensure alignment to the NYS Next Generation ELA and Mathematics Learning Standards.		✓	✓	✓
Pilot and evaluate new/modified curricular units at the classroom level using evidence-based criteria; revise curricular units accordingly.		✓	✓	✓
Coordinate district, local, and regional school collaboration in the design, adaptation, and planning of curriculum. Use technology and other resources as needed.		✓	✓	✓

# Moving Toward Phase II

Goal 2: Support classroom instructional needs to be aligned with the Next Generation Standards

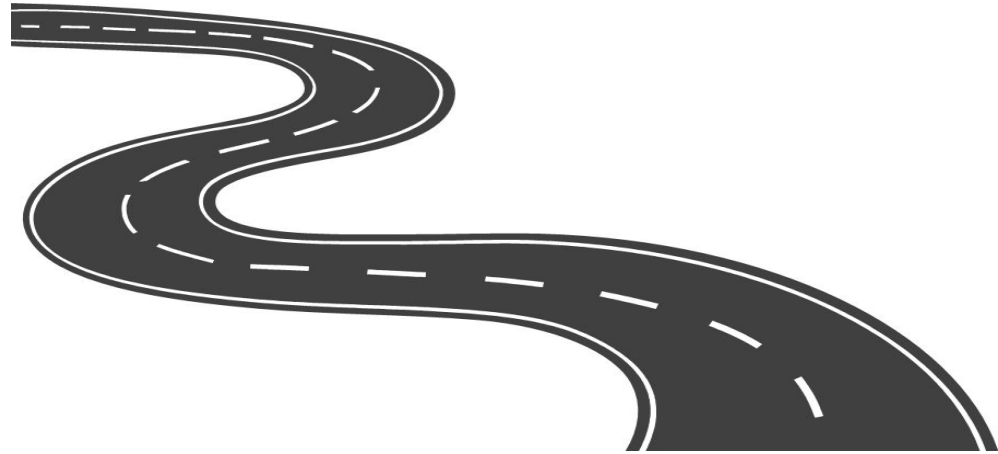


Key Implementation Activities	NYSED	S/CDN & BOCES	Local School Districts	Other Stakeholder Groups
Identify current/new instructional strategies that allow opportunities for students to engage in the Lifelong Practices of Readers and Writers and the Standards for Mathematical Practice.		✓	✓	✓
Examine current classroom instructional strategies and determine changes needed to ensure classroom instruction is research-based and aligned with the standards. For example, using student centered project-based and inquiry-based learning, purposeful play, and other student-focused modes of instruction.	✓	✓	✓	✓
Develop plans and resources to ensure that the instructional needs of <a href="#">Students with Disabilities</a> and <a href="#">English Language Learners/Multilingual Learners</a> will be met as the new NYS Next Generation Standards are implemented.	✓	✓	✓	✓

# Roadmap Implementation:

## Give One to Get One

- Increase Collaboration
- Sharing Ideas
- Gaining Knowledge
- Building Capacity



Survey Results: <https://goo.gl/57zWEK>

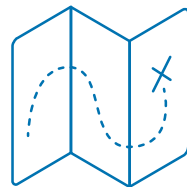
# Session Focus



How do the revised Next Generation Standards help teachers empower **all** learners with the discriminating and enduring skills of proficient thinkers?

# 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?



# Today's Outcomes



Identify Roadmap Progress

- ❑ District Success & Possible Ideas

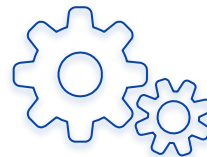


Gain a working knowledge of the Next Generation ELA Learning Standards:

- ❑ **Synthesize** Revised NYS PK-12 Standard 1
- ❑ **Generate** skills and strategies of what to look for in a standard
- ❑ **Review or understand** the purpose for prioritizing Revised NYS P-12 Next Generation Learning Standards and discover a new rationale for prioritizing standards
- ❑ **Review or understand** the purpose for utilizing the criteria R.E.A.L. to apply the prioritizing standards in any content area

# Today's Thinking Experiences

- Headline Thinking Routine
- Task Analysis Tool
- 3, 2, 1, Bridge Thinking Routine
- R.E.A.L. Criteria
- Processes to use with the standards





# Zoom Out Utilizing Headlines Thinking Routine

1. Read Anchor Charts ( overarching big idea)
2. Read and notice how the PK-12 progressions supported and added new learning (details of the strand)
3. Discuss and consider strengths and challenges for this standard
4. List some current literacy practices/tools that help students learn the content



# Use the Headline Thinking Routine to Capture the Essence for Each Grade-Level Band (Reading, Standard 1)

1. Read grade-level reading standard 1 in P-12 Next Generation ELA Standards P-2 3-5 6-8 9-12
2. Synthesize standard 1 for each grade-level band P-2, 3-5, 6-8, 9-12
  - **Ask:** *1. If you were to write a headline for this grade-level band, standard 1 right now that captured the most important aspect that should be remembered, what would that headline be?*
3. Create a headline for each grade-level band

**Debrief:** Think about your reason for why each headline is fitting for this grade-level band. How are these headlines deepening your thinking of the pk-12 standard 1?

# Writing Headline Examples

Read Anchor 1 for Writing

Read and notice how the PK-12 progressions supported and added new learning (details in the strand)

**PK-2 Opinions With Reasons Are Welcomed!**

**3-5 Arguments, Up Ahead!**

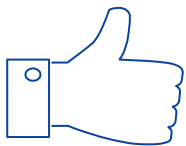
**6-8 Argumentative Classrooms, Show Me The Proof!**

**9-12 ACES!**

## Share Out Headlines

Think about your rationale for why each headline is a fitting one.

**Debrief:** How are these headlines deepening your thinking of the PK-12 standard 1?



**Break**

# Zoom into Performance Skills Using Task Analysis



“What does classroom (pk-12) performance look like and sound like when students are practicing skills that support reading standards?”

## 1. What is Task Analysis?

- Task Analysis: The skills, knowledge, and concepts addressed in the standards often need to be broken down into component parts or “chunks” for planning and implementing instruction and assessment. Task analysis involves breaking a standard down into the building blocks necessary for student mastery of that content standard. It requires the identification of the teachable and measurable sub-skills that lead to proficiency in the skills, knowledge, or concepts of a content standard. The task analysis process provides a road map for sequencing instruction and assessment to fully address the content standard.

# Zoom into Performance Skills Using Task Analysis



Learn about a task analysis

[tool](#)

Task Analysis

Standard:

Knowledge	skills

# Zoom into Performance Skills Using Task Analysis

*“What does classroom (pk-12) performance look like and sound like when students are practicing skills that support reading standards?”*

1. Now divide your grade level band group into grade teams:  
Example: PK-2 grade band divide into a PK, K, 1 and 2 groups
2. Now collectively as a grade level team, create skill sets for your grade level reading standards. (use the following documents to find your grade level P-2 3-5 6-8 9-12) and record on task analysis tool.
  - Discuss, decide, and record what students need to:
    - **Knowledge** (concepts)—the important nouns
    - **Skills** - (*be able to do*) —the verbs

**Debrief: How is the task analysis tool deepening your thinking of the standards?**



# Prioritizing Standards Mini Assessment

What comes to mind when you hear the idea:  
Prioritizing Standards?

Let's use the thinking routine: 3, 2, 1 Bridge to assess our thinking.

On an index card write:

3 words

2 questions

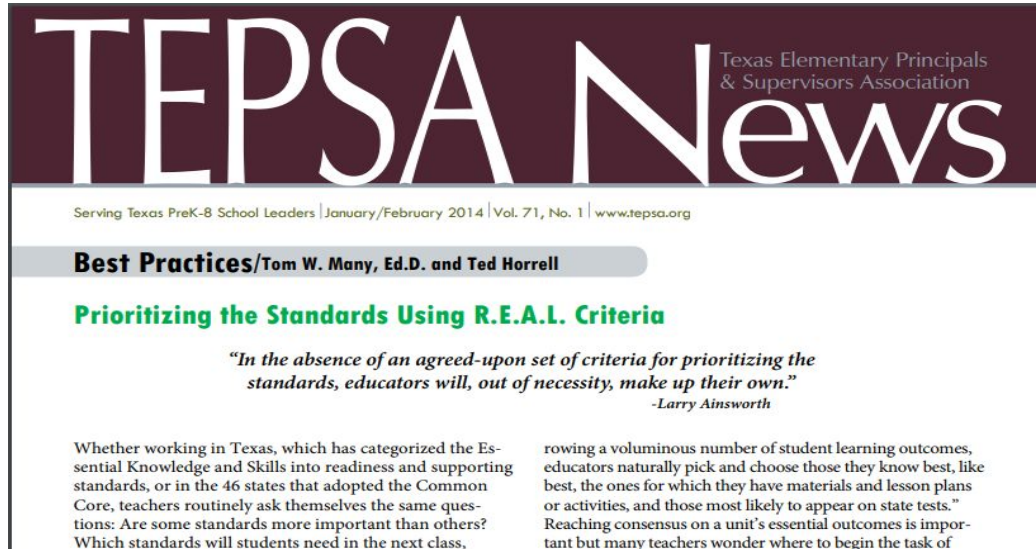
1 metaphor

# ELA Statewides Guest Speaker L. Ainsworth



# ELA Statewides Guest Speaker L. Ainsworth - R.E.A.L Criteria

Read Prioritizing the Standards Using the REAL Criteria



**TEPSA News** Texas Elementary Principals & Supervisors Association

Serving Texas PreK-8 School Leaders | January/February 2014 | Vol. 71, No. 1 | www.tepsa.org

**Best Practices/Tom W. Many, Ed.D. and Ted Horrell**

**Prioritizing the Standards Using R.E.A.L. Criteria**

*"In the absence of an agreed-upon set of criteria for prioritizing the standards, educators will, out of necessity, make up their own."*  
-Larry Ainsworth

Whether working in Texas, which has categorized the Essential Knowledge and Skills into readiness and supporting standards, or in the 46 states that adopted the Common Core, teachers routinely ask themselves the same questions: Are some standards more important than others? Which standards will students need in the next class, rowing a voluminous number of student learning outcomes, educators naturally pick and choose those they know best, like best, the ones for which they have materials and lesson plans or activities, and those most likely to appear on state tests." Reaching consensus on a unit's essential outcomes is important but many teachers wonder where to begin the task of

## Are there benefits to prioritizing the standards?

After viewing the video and reading the article Prioritizing the Standards Using the REAL Criteria, apply the thinking routine 3,2,1 Bridge to reflect again using the other side of the index card.

3 words

2 questions

1 metaphor

**Debrief:** With a colleague, share your initial and new thinking, explaining to your colleague how and why your thinking shifted.

# Priority Standards *Defined*

Carefully selected subset of the total list of the grade-specific and course-specific standards within each content area that students must know and be able to do by the end of each school year in order to be prepared to enter the next grade level or course.

# Supporting Standards *Defined*

Standards that support, connect to, or enhance the Priority Standards. They are taught within the context of the Priority Standards but do not receive the same degree of instruction and assessment emphasis as do the Priority Standards.



# Selection Criteria

## READINESS

(for next level of learning)

**Ask:** Does it help with next level of learning?

## ENDURANCE

(concepts and skills that last over time)

**Ask:** Is there value beyond a test?

## EXTERNAL EXAMS

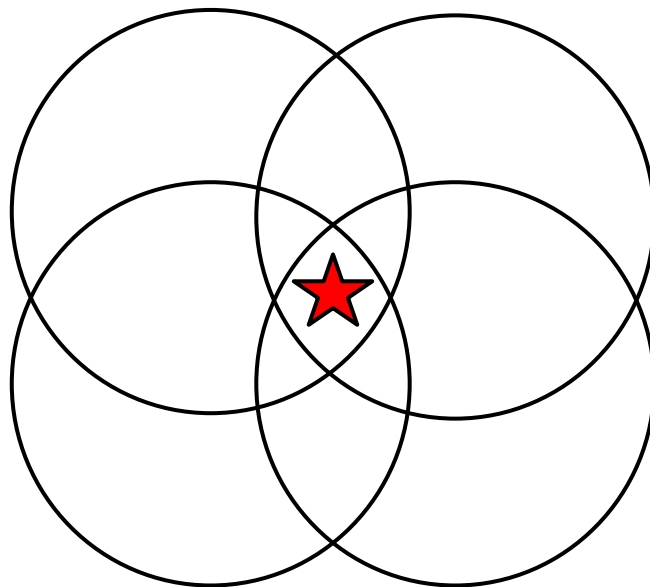
(national, state, college, career)

**Ask:** Will it help with state assessments?

## LEVERAGE

(crossover application to other areas)

**Ask:** Is there value in multiple disciplines?



★ Priority Standards

# Steps to Apply the Process for Prioritizing the Standards Using R.E.A.L. Criteria

- Reread reading standards 1-9 (R1-R9) listed [on this Next Generation ELA Standards and Teaching Points tool](#) and refer to your completed task analysis tools
- While referring to [prioritization criteria](#), independently make initial selections quickly by entering R. E. A. L. in the appropriate box
- Compare/contrast choices with table groups
- Spokesperson from each grade-level group to share out results of consensus (Record results on chart paper) and summary of discussions including how and if they reached consensus





# The Prioritization Process

**STEP 1:** Make initial selections; reach initial consensus.

**STEP 2:** Reference key documents; make changes as needed.

**STEP 3:** Chart selections for each grade.

**STEP 4:** Vertically align Priority Standards; resolve uncertainties; reach group consensus.

**STEP 5:** Revise, publish, distribute.

Ainsworth, Larry (2013). *Prioritizing the Common Core: Identifying Specific Standards to Emphasize the Most*. Englewood: Lead and Learn Press.

# Prioritizing Reminders from L. Ainsworth

This process is one way to narrow our focus so that we broaden our effectiveness.



Prioritization  $\neq$  Eliminate or Lower Expectations

- a. ALL standards must be taught and assessed, and re-taught and re-assessed!
- b. Prioritizing has NOTHING to do with lowering the bar and everything to do with FOCUS.

“For an educator to think it is more important to cover every standard than to focus on teaching high-leverage standards for depth of understanding is faulty reasoning. Students will not benefit from superficial coverage of the standards.”

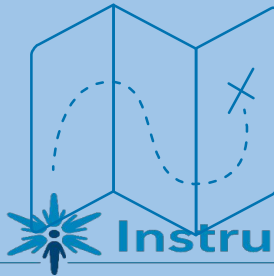
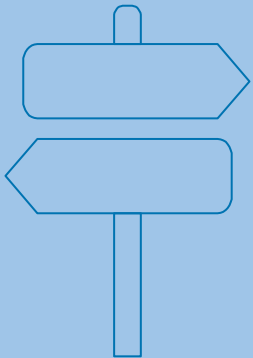
# Debrief:

After today's session, how might you rate your understanding of the process to prioritize the standards?

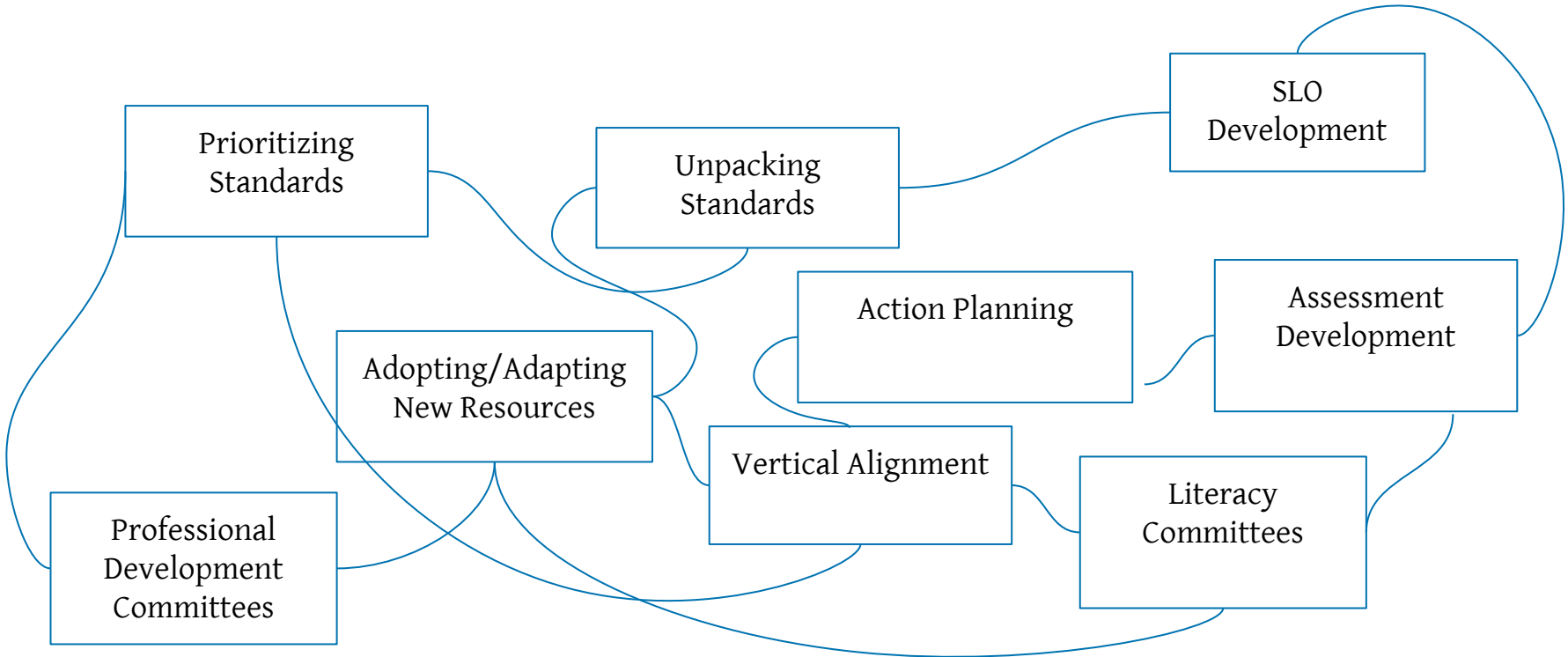
1. Advanced
2. Proficient
3. Basic
4. Below Basic



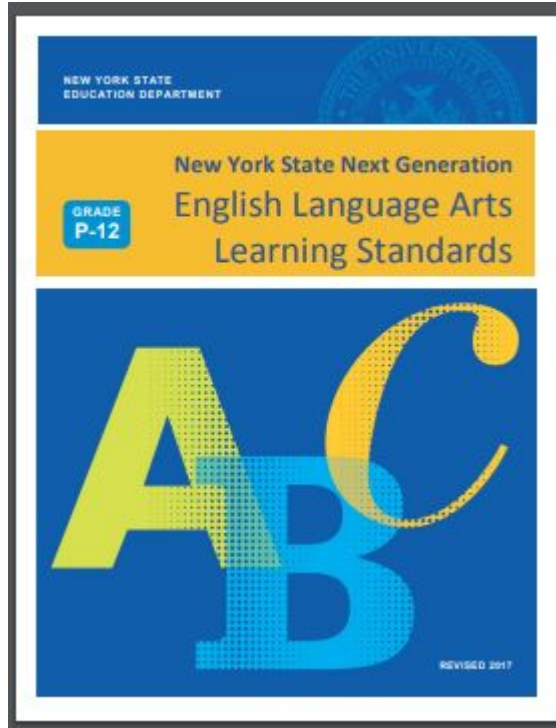
# Wrapping Up



# Leverage Past District Initiatives:



# NYSED Resources



Professional Development Toolkits

ELA Crosswalks

Next Generation ELA Standards at a Glance

Supporting all Students Conferences

NYS Next Generation Roadmap Spotlight

# Today's Outcomes



Identify Roadmap Progress

- ❑ District Success & Possible Ideas



Gain a working knowledge of the Next Generation ELA Learning Standards:

- ❑ **Synthesize** Revised NYS PK-12 Standard 1
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We've Gone  
**Social**



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

