**NYSED**

**New York State Next Generation Learning Standards**

Winter 2018- Spring 2019

Instructional Leadership’s Guide to Support the NYSNGLS

***Purpose: Phase I- Raise Awareness***

Make all educational stakeholders aware of the revised standards and the timeline for implementation; highlight areas of impact with respect to current standards, instruction, and assessment.  **This collaborative phase will help identify the necessary professional development that will occur in Phase II.**

2018-2019 Faculty Meeting or Department Meetings Overview

\* **To support Phase I, each participants will use the following handout to identify the necessary professional development that will occur in Phase II of the Roadmap. Everything will be captured on the “What are we doing now, what do we still need to do” document, which can be used for district future PD as outlined in Phase II and Goal 3 of Phase 1.**

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| --- | --- | --- | --- | --- |
| Month | Documents  | Goal  | Participants  | Activity  |
| **September**  | **-NYSED Roadmap****-NYSNG ELA and Math Standards At-A-Glance-Flyer** **-NYSED Roadmap Overview** **-ELA and Math Standards Preface**  | **2** | **ALL** | **+Review Roadmap Phase I compare it to outline of PD for 18-19 NYSNGLS Sept-June.** **+What do you notice/wonder activity with the documents.** **+ For Preface Activity Count off from 1- 6. Each person will then read their section as outlined on handout and write down 2 statements from the Preface that stuck out the most to you.** **At the end of this PD as a group you would capture “what are we doing well now to support Phase 1, what do we need to still do” Be sure to keep this information for future PD for 2019-2020.**  |
| **October**  | **-Brief 1****-Brief 2**  | **2** | **ALL** | **Intro: Remind everyone that we are doing this because… (look at goal 2****Before Brief 1&2 activity, ask each participant to answer the following questions: This can be done on a shared document, as a whole group or a gallery walk.** 1. What do you think Advanced Literacy is?
2. By 2030, what percentage of the student population do you think will speak a language other than English?
3. True or False- Advanced Literacy is for students after graduation.
4. What do you think is needed for schools or programs to have a strong instructional core?
5. Describe a successful school or program. Be sure to include characteristics.
6. What do you think goes into Effective Reading Comprehension?

*Next Step- Assign the following questions- (You can put post it notes up with the questions on the back of the post it notes and then each person would have to find their partner or group and then answer the questions)* Questions for Briefs 1 and 2 are as follows: Questions should be at the top with space at the bottom for people to write on. Some might want to write on the briefs themselves. B1Q1- What is Advanced Literacies? B1Q2- Why is Advanced Literacies Important? B1Q3- Name 2 of the 4 outdated guiding assumptions and principles and compare them to the 21st century realities and guiding principals. B1Q4- Describe what Advanced Literacy could look like in the Elementary, Middle, and High School Settings. B1Q5- How can we foster advanced literacy in today’s classrooms? B1Q6- What happens in schools that effectively implement the hallmarks? B2Q1- Why is Reading Comprehension Important? (Page 1 of Brief 2) B2Q2- How and when do the reading comprehension skills develop (page 3 of Brief 2) B2Q3- Describe or draw the difference between Code-Based Skills and Meaning- Based Skills. ***Share out as a group all questions. After each share out of questions then give the whole group a minute to think about what are we doing now and what do we still need to do. Be sure to document this information from the presentation on the below Phase II of the Roadmap handout. This will be very important to do, so that ALL PD for 2019-2020 is captured.*** You can also at the end go back and review what people through before Brief 1 and 2.* *You can also let your participants know that during next months PD they will have to write down some information with Briefs 3-6. If they are able to, please skim through those briefs ahead of time and be ready to share out information.*
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| **November** | **-Brief 3 (Hallmark Briefs)****-Brief 4 (Hallmark Briefs)****-Brief 5 (Hallmark Briefs)****-Brief 6 (Hallmark Briefs)**  | **2** | **ALL** | **Step One:** Each participant will be asked to identify 2- 3 main takeaways from the Hallmark Briefs 3-6. A large post it note could be labeled with the 4 Hallmark Briefs in each corner of the room. Participants will then have to with a different colored pen write down 2-3 takeaways next to each brief. This could get sent out as an email prior to the meeting and used as a “bell ringer.” Once everyone has their information, then you can let everyone know that we will be doing a debate with these topics. Depending on the size of the group, you would divide into 4 groups where each person would be a specific brief (3-6). If you had a larger group, you could then have this done twice and then combine the groups in the end. **Step Two:** Scenario: The program you lead has narrowed down four goals that they would like to work on. One is to provide Engaging, Content – Rich Texts (Hallmark 1) the second is to have Stronger Classroom Discussions (Hallmark 2), the third is to Build a Written Language (Hallmark 3), and the last one is to include more Academic Vocabulary and Language into their instruction. As an instructional leader, you have to decide which one is more valuable to your program to use as the main goal for the upcoming school year. Each person will be assigned a roll for this debate **Below are the rolls:** * **Hallmark One through Hallmark Four -** Your job will be to convince everyone else that your Hallmark is the most important Hallmark, and should be set as the programs goal for the upcoming school year.
* **Instructional Leaders–** Your job will be to walk around to ensure everyone is on task and to encourage them to do their best. You will also be asking questions and taking notes during the debate on the below topics.

**Debate Rules:** 1. **The following topics must be shared out during the debate by all parties:**
	1. Why is your Hallmark Important? (Why should we select it as the main goal for the upcoming year?)
	2. What does it look like in a classroom?
	3. Any information about the indicators of the curriculum or instruction should be discussed.
2. **Each person will be given time to share out during the debate.**
3. **All topics must be discussed before the debate is over.**
4. **Instructional Leaders (facilitator and participants) must ask questions during the debate.**
5. **The debate will be over when the Instructional Leaders feel that they have enough information from each category.**
6. **Winner will be decided by the Instructional Leaders.**

**Step Three:** **As a group read the post it notes from the group and then share out what it is. Lastly, capture the information below on the handout to support Phase II of the Roadmap.**  |
| **December**  | **-Brief 7****-Brief 8** | **2** | **ALL** | **Reflect on Brief 1-6** **Complete handout for Brief 7 and Brief 8 with a partner or in a group. Share out information in the end.**  |
| **January**  | **-Blueprint for Improved Results for Students with Disabilities** **-Blueprint for ELL**  | **2** | **ALL** | **Divide up participants by either department, grade level, or in different groups and have them each complete the handout in the packet for the BluePrint and for the ELL** ***One handout per packet should be collected as part of Phase II for the Roadmap. This will count as the Information for Phase II.*** **ELL Activity is not YET included**  |
| **February**  | **-Introduction to the NYSELA PreK-12** **-Lifelong Practices of Readers and Writers** **-Introduction to the NYS Early Learning Standards Pre-K-3** **-Analysis of Crosswalk**  | **2** | **ELA and all teachers connected to the Literacy Standards 6-12.**  | **PowerPoint/ Jigsaw Activity in PowerPoint** **Complete Phase 1 Goal 3 chart as a group**  |
| **March**  | **-NYSNGLS for ELA divided by either Elem/MS/HS Standards.****-Literacy Standards 6-12****-Anchor Standards** **-Analysis of Crosswalk (online)****-Appendix A: Language Standard 1 and 2** **-Appendix B: Glossary of Terms** | **2** | **ELA and all teachers connected to the Literacy Standards 6-12.** | **Compare and Contrast Standards using crosswalk** **Complete Phase 1 Goal 3 chart as a group**  |
| **April**  | **-Introduction to NYSNGLS for Math** **-Mathematical Practices** | **2**  | **Math and all teachers connected to the Math Standards**  | **PowerPoint/ Jigsaw Activity in PowerPoint** **Complete Phase 1 Goal 3 chart as a group**  |
| **May**  | **-Glossary of NYSNGLS Math Terms****-NYSNGLS for Math divided by either Elem/MS/HS Standards** **-Analysis of Crosswalk (online)**  | **2**  | **Math and all teachers connected to the Math Standards** | **Compare and Contrast Standards using crosswalk** **Complete Phase 1 Goal 3 chart as a group** |
| **June**  | **-Analysis of Crosswalk (online)** **-Reflection document (information from below)** **-Phase II for the 2019-2020 school year.**  | **2 and 3** | **All**  | **Complete Crosswalk and make sure everything for each grade level is captured on Phase 1 Goal 3 of chart** **Complete a “what do you notice/wonder” with the information from Phase 1 Goal 3.** **As a group, sort or prioritize PD for 2019-2020 standards.** **As a group, review Phase II for the 2019-2020 school year.**  |

Reflection of Phase I documents to support Goal 3:

**\**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. (The below is an example of what facilitator could use or all reflection from participants could be put on this.)**

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| ***Month******(Use the documents as listed on the months above)***  | ***What are we doing well now?*** | ***What do we still need to do?*** | ***How can our current district –level policies, initiatives, funding, and schedules support the implementation?*** |
| **September**  |  |  |  |
| **October**  |  |  |  |
| **November** |  |  |  |
| **December** |  |  |  |
| **January**  |  |  |  |
| **February**  |  |  |  |
| **March**  |  |  |  |
| **April**  |  |  |  |
| **May**  |  |  |  |
| **June**  |  |  |  |

**It is suggested to put this in the binder for teachers to reflect on and turn in or email it in.**

Other Information to Support the NYSNGLS for Phase I:

1. **Phase 1- Goal 1 – Conduct presentations on the implementation timeline at district administrative meetings and/or regional/ local level meetings. Share information with administrators and teachers.**
	* **Programs, buildings, or districts could use the attached ppt during a conference day.**
2. **Phase 1- Goal 1- Utilize electronic communication and social media to inform stakeholders of the timeline for implementation.**
	* **Examples could be to place it on your program, building, or district website or shared drive.**
3. **Develop and deliver professional development for school leaders and teachers that builds understanding on 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**
	* **Examples of what this will look like in your program, building, or district.**