



NYSED Updates

Standards, Instruction, and Educational Technology

NYSED Guiding Principles



**A foundation of
Diversity, Equity, and
Inclusion**



**Service-oriented approach
through technical
assistance and release of
guidance documents**



**A P-20 Continuum of
Services and
Supports**



Special Appeal Eligibility Criteria

Any student who meets the following eligibility conditions may appeal to earn a diploma with a lower score on a Regents exam. These conditions are specific to the special appeal.

Regents examination taken:

- June 2022,
- August 2022,
- January 2023,
- June 2023, or
- August 2023

Earned a score of **50-64** on the Regents examination that is the subject of the appeal and was taken during one of the above administrations

Passed the course for which the appeal is being sought *

* When making a determination as to whether a student is eligible to apply for a Special Appeal, the grade earned on the Regents examination is not included in the calculation of the course average.

US History & Government (Framework)

For the purpose of meeting the diploma requirements, students shall be exempt from the Regents Examination in US History and Government if they intended to take such exam in June/August 2022 or January 2023 and:

- were enrolled in a course of study that would ordinarily culminate in the taking of the June 2022, August 2022, or January 2023 Regents Examination in US History and Government and earned credit for such course of study by the end of the first semester of the 2022-23 school year; or
- were enrolled in a course of study in grade 7 or grade 8 that would ordinarily culminate in the taking of the June 2022, August 2022, or January 2023 Regents Examination in US History and Government and met the learning standards in such course of study; or
- by the end of the first semester of the 2022-23 school year, successfully completed a make-up program for the purpose of earning course credit in a course that would ordinarily culminate in the Regents Examination in US History & Government; or
- were preparing to take the Regents Examination in US History and Government in order to graduate in June 2022, August 2022, or January 2023; or
- transferred to a NYS high school and earned credit in a course for which they intended to take the Regents Examination in US History and Government in June 2022, August 2022, or January 2023.

Graduation Measures



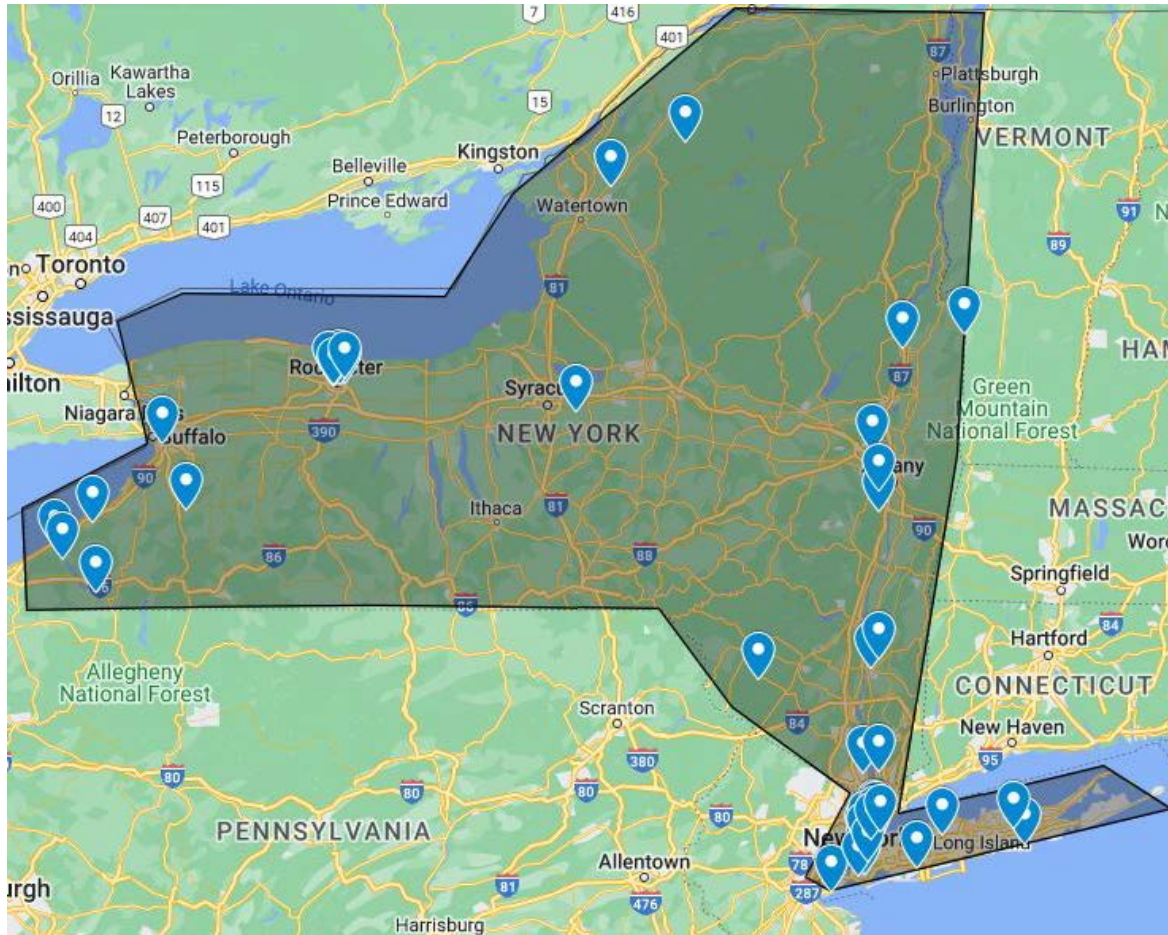
- Blue Ribbon Commission members announced, September 2022
- Graduation Requirements and Measures report presented, November 2022
- Accelerated Timeline, recommendations by Fall 2023
- [Subscribe](#) for Updates!

PLAN Pilot

In support of the **Grad Measures initiative**, the PLAN pilot will look at how performance-based assessment approaches can be **implemented in a diverse range of schools** – urban & rural, large & small, with different student demographics; and **how to support schools** in making that transition.



Individual Arts Assessment Pathway Pilot



Individual Arts Assessment Pathway Three-year Pilot 2022-2025 AY

- 25 School districts and 48 schools
- 2022-2023 enrollment is a diverse group of 1140 9th graders

Next Steps for the IAAP

- This month an IAAP regulatory amendment will be presented to the Board of Regents
- Resources updated based on feedback from the pilot (PD, imp guides, application process)
- Ready and available for 23-24 school year



Computer Science and Digital Fluency Standards

Timeline

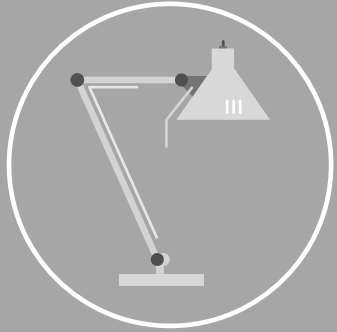
| | | |
|-----------------------------------|------------------------|--|
| Phase I: Awareness-Building | Dec. 2020 – June 2022 | Roll-out and building awareness of the new standards and timeline for implementation. |
| Phase II: Capacity-Building | July 2022 – Aug. 2023 | Focus on curriculum development, resource acquisition, professional development |
| Phase III: Initial Implementation | Sept. 2023 – Aug. 2024 | All credit-bearing Computer Science courses will be aligned with NYS CS&DF Standards. Continued capacity building. |
| Phase IV: Full Implementation | Sept. 2024 – ongoing | CS&DF Learning Standards implemented in all grade bands K-12 |

- Computer Science Certification / SOCE pushed to September 1, 2024
- Computer Science considered a CTE subject area
 - CDOS Option 1 Diploma Pathway
 - Can count towards Middle Level 1.75 units CTE requirement
 - Five-unit CTE sequence leading to Regents Diploma with Advanced Designation

CSDF STANDARDS RESOURCES



**Grade
Banded
and
Sortable
Standards**



**Standards
At-a-Glance
Documents**



**Standards
Examples**



**Standards
Roadmap**



**Smart Start
Resources**



**CS
Certification
Info**

Google: “NYSED CSDF”

Digital Access Survey

- Each school is required to report information on student access to computing devices and access to internet connectivity in their primary place of residence
- Annual Collection
- Due by June 30, 2023





Affordable Connectivity Program

Helping Households Connect

What is the Benefit?

The Affordable Connectivity Program is a Federal Communications Commission (FCC) Program that provides a discount on monthly broadband bills for qualifying low-income households. Eligible households can receive:

- Up to \$30/month discount for broadband service and associated equipment rentals;
- Up to \$75/month discount for households on Tribal lands, and;
- A one-time discount for \$100 for a laptop, desktop, or tablet purchased through a participating provider.
- **GETINTERNET.GOV – For families**
- **OUTREACH TOOLKIT:**

<https://www.fcc.gov/acp-consumer-outreach-toolkit>



Statewide Elementary Mathematics Tournament

WHO & WHAT

- NYSED and FIRST IN MATH (FIM)
- Math Tournament for students in grades 1-5
- Virtual Regional Contest
- In-person Statewide Event

WHEN & WHERE & HOW

- Virtual Regional Contest: ***Thursday March 30, 2023***
- In-person Statewide Event: ***Saturday, May 20, 2023, at The University at Albany.***
- Sign up for the FIM program! Contact Nan Ronis, at nan@firstinmath.com!

AWARDS

- Virtual Regional Contest Winners: the winning school at each grade level receives a plaque and \$1000 award.
- Statewide Event Winners: the winning school at each grade level receives a plaque and \$5000 award.

A group of four students in a science laboratory. They are all wearing safety goggles. A female student in the foreground is looking at a beaker held by a person in a white lab coat and blue gloves. The beaker contains a white, foamy substance. Other students are looking on with interest. The background shows a bright window.

Recent Science Updates

Ø Amendment to Laboratory Experience Required in order to take a Regents Examination in Science (September 2022)

Ø Required Investigations are now available. (October 2022)

SOCIAL EMOTIONAL LEARNING BENCHMARKS – EQUITY REVISIONS

SEL GOALS:

- Young people develop a self-awareness that nurtures and affirms a strong sense of identity, informs decisions about their actions, and builds a sense of agency.
- Young people use social awareness and interpersonal skills to establish, navigate, and maintain mutually supportive relationships with individuals and groups that nurture a strong sense of belonging.
- Young people demonstrate intentional decision-making skills and behaviors that consider social, emotional, and physical safety and well-being in personal, school, and community contexts.

Goal 1: Develop self-awareness that: nurtures and affirms a strong sense of identity, informs decisions about personal actions, and builds a sense of agency.

Knowing and understanding their emotions, interests, strengths and abilities, and having a strong sense of identity, including aspects rooted in culture, ethnicity, race, religion, gender identity or expression, ability, for example, and using those understandings to inform decisions about personal behaviors, habits, and routines. These skills enable young people to respond thoughtfully, affect change, cope with emotions, and motivate themselves to persevere when faced with personal, academic, or work-related obstacles. It is critical for caring adults to support young people in their efforts to establish and monitor their progress toward goals, whether personal, academic, career, or work-related. These social emotional competencies and mindsets, thought processes, and strategies can contribute to a strong sense of identity and promote self-confidence and agency as they provide a strong foundation for thriving in school and life.

| Base Indicator | Adults | Early Elementary (K-2) | Late Elementary (3-5) | Middle School (6-8) | Early HS (9-10) | Late HS (11-12) |
|---------------------------|--|---|---|---|---|---|
| Learners will be able to: | Adults will develop and practice the abilities to: | Adults will support, teach and model for young people as they learn to: | Adults will support, teach and model for young people as they learn to: | Adults will support, teach and model for young people as they learn to: | Adults will support, teach and model for young people as they learn to: | Adults will support, teach and model for young people as they learn to: |
| | | | | 1.A.1a. Experience | | 1.A.5a. Examine how the expression of |

Goal 2: Use social awareness and interpersonal skills to establish and maintain mutually supportive relationships with individuals and groups and nurture a strong sense of belonging.

The ability to recognize and empathize with the thoughts, feelings, and perspectives of other individuals and groups, including ideas and perspectives that are different from their own, is central to forming and maintaining supportive relationships. Equally important to establishing strong and supportive relationships are strategies and skills that enable decisions regarding personal actions, communicating with other people or groups, and navigating conflicts with others, and considering contextual factors.

| Base Indicator | Adults | Early Elementary (K-2) | Late Elementary (3-5) | Middle School (6-8) | Early HS (9-10) | Late HS (11-12) |
|---------------------------|--|---|---|---|---|---|
| Learners will be able to: | Adults will develop and practice the abilities to: | Adults will support, teach and model for young people as they learn to: | Adults will support, teach and model for young people as they learn to: | Adults will support, teach and model for young people as they learn to: | Adults will support, teach and model for young people as they learn to: | Adults will support, teach and model for young people as they learn to: |
| | | | | | | |

Goal 3: Demonstrate intentional decision-making skills and behaviors that consider social, emotional, and physical safety and well-being in personal, family, school, and community contexts.

The ability to make thoughtful and intentional decisions considering their individual and collective well-being is the foundation of an individual's participation in community. Each person needs the ability to solve problems by accurately defining issues and decisions to be made, generating multiple solutions, anticipating the outcomes of each, and having the ability to evaluate and learn from the outcomes of their decision making.

| Base Indicator | Adults | Early Elementary (K-2) | Late Elementary (3-5) | Middle School (6-8) | Early HS (9-10) | Late HS (11-12) |
|--|--|---|--|--|--|--|
| Learners will be able to: | Adults will develop and practice the abilities to: | Adults will support, teach and model for young people as they learn to: | Adults will support, teach and model for young people as they learn to: | Adults will support, teach and model for young people as they learn to: | Adults will support, teach and model for young people as they learn to: | Adults will support, teach and model for young people as they learn to: |
| 3A: Consider individual and collective social, emotional, and physical safety and well-being, as well as social context in making decisions. | 3A.A. Make intentional decisions that consider and support the safety and well-being of self, students, and adult peers. | 3A.1a. Explain how their actions impact self and others. | 3A.2a. Demonstrate consideration for the safety and well-being of self and others. | 3A.3a. Consider how curiosity, honesty, fairness, and compassion enable them to take the needs of others into account when making decisions, including seeking help from an adult for a peer whose well-being may be endangered. | 3A.4a. Demonstrate personal responsibility by making decisions that support the well-being of self and others. | 3A.5a. Apply critical thinking skills to evaluate social context and systems that support the well-being of self and others. |
| | 3A.B. Consider how social context shapes situations and use that understanding to inform decision-making. | 3A.1b. Create, understand, and practice shared classroom expectations that support the well-being of self and others. | 3A.2b. Demonstrate knowledge of how social expectations affect decision making and actions in multiple contexts. | 3A.3b. Analyze the sources and effects of school and societal rules, including those that cause or perpetuate injustice, and their impact on individuals and groups. | 3A.4b. Evaluate how the expectations of different groups, including the expectations of those with social influence, power, and privilege, influence personal decisions and actions. | 3A.5b. Examine how societal expectations shape decisions and actions across groups and cultures. |

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