



New York State  
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

## Plan to Transform New York State's Graduation Requirements



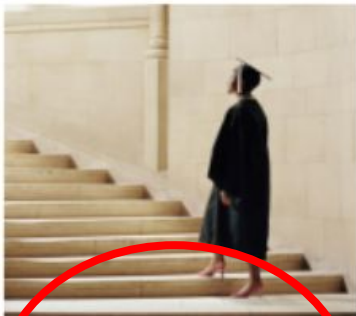
Presented by Syosset CSD

**May 28, 2025 Updates**



New York State  
EDUCATION DEPARTMENT  
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## NYS Proposed Transformations



Adopt a NYS  
Portrait of a  
Graduate



Move to One NYS  
High School  
Diploma



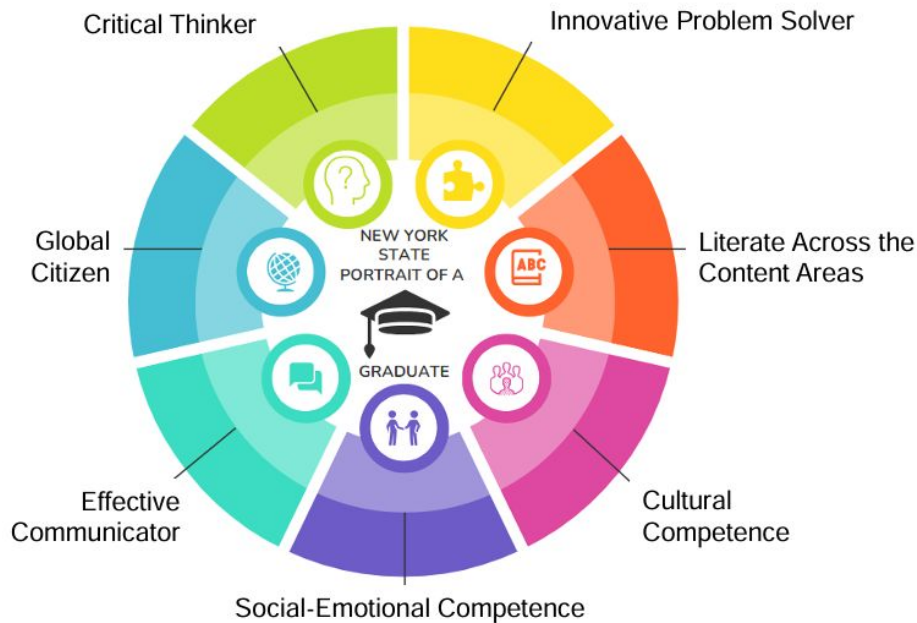
Sunset  
Diploma Assessment  
Requirements



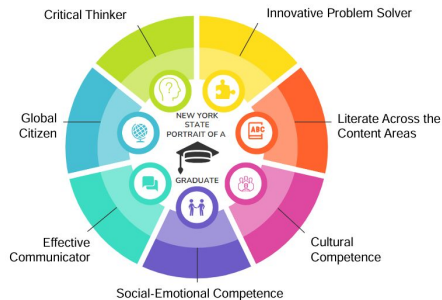
Redefine Credits and  
Learning  
Experiences

[February, 2025 Board Presentation](#)

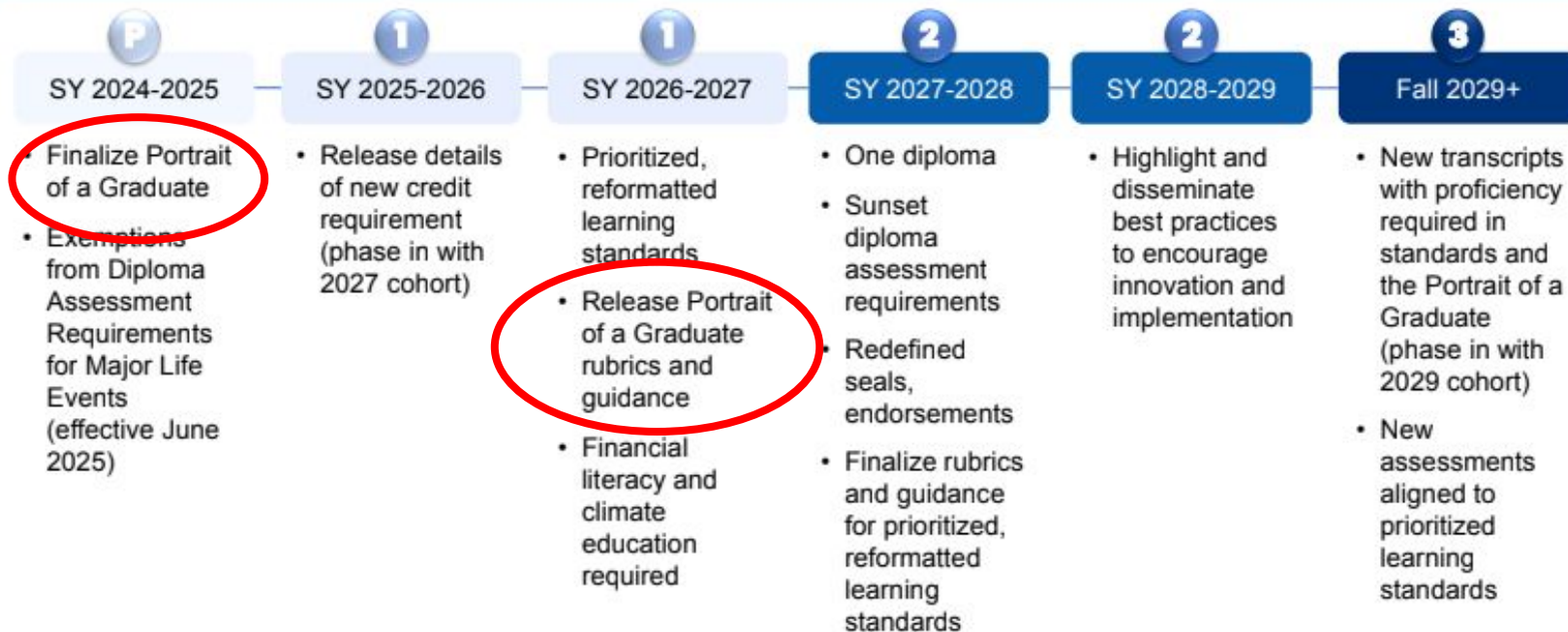
# NYS Portrait of A Graduate



- What do each of the Portrait of a Graduate competencies really mean, and how should they be defined?
- How will the Portrait of a Graduate change what students must do to earn a diploma?
- What support and resources will schools receive from the State to help students grow in these areas?



# NYS Portrait of A Graduate





*Syosset Central School District*

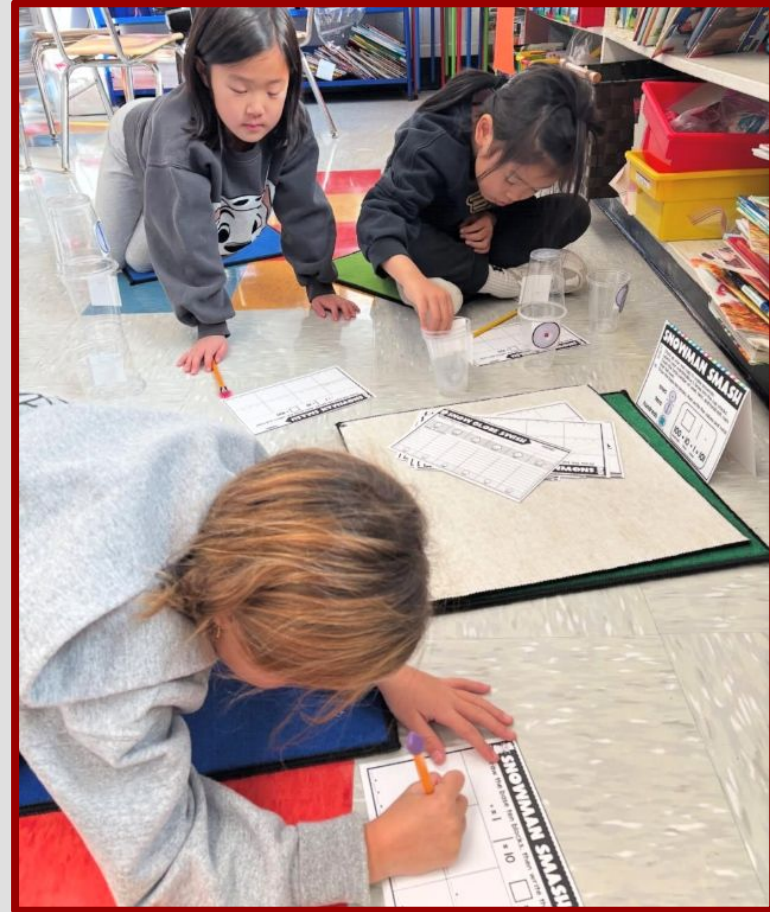
# ***SYO Inspire:*** **Growing Thinkers, Learners, & Leaders**





# Our Mission

*The mission of the Syosset Central School District is to prepare students to thrive in both the future we imagine and one which may evolve in ways yet to be envisioned.*



# BOE Goals



We will:

- Create individualized learning experiences
- Utilize and design experiences that cultivate collaboration skills
- Develop a portrait of a graduate that enables all students to discover their greatest potential and be prepared to contribute to their community
- Foster a deep appreciation for multiple perspectives, empowering students to navigate evolving challenges with confidence and compassion
- Foster a strong, collaborative culture and make meaningful connections

# Our Curricular Journey



2017 BOE Presentation



# Crosscutting Celebrations

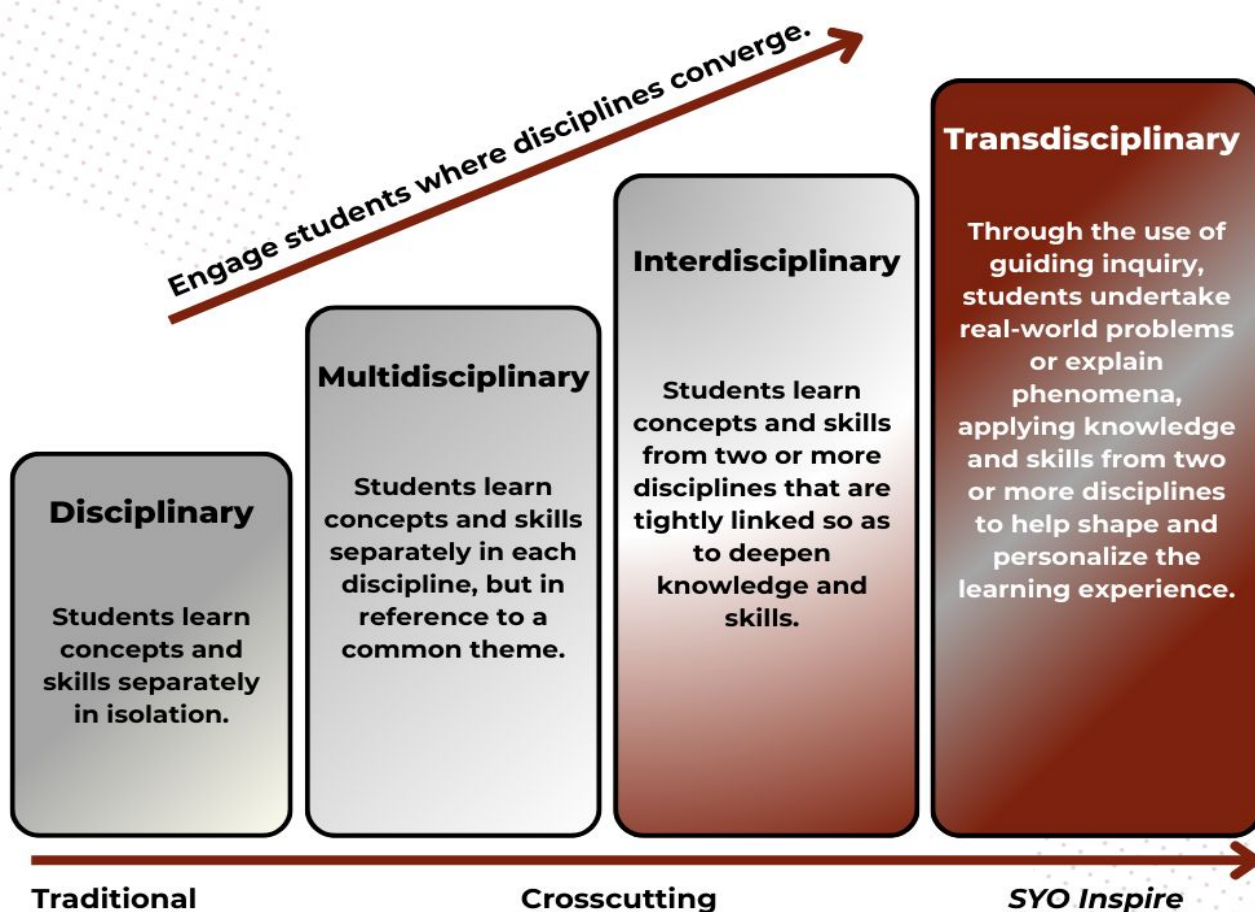


These are just some of the crosscutting projects!

- Build a Wildlife Habitat
- Design a Board Game
- "Engineering" Fairytales
- Food Trucks
- Inclusive Playgrounds
- Pop Up Shops
- Quidditch Games
- Save the Penguins
- Shadow Puppetry
- Shark Tank
- Super Coop
- Tiny Homes



# From Crosscutting to Transdisciplinary



Adapted from  
[Smithsonian Education](#).  
(2022, July 25).

# What Is *SYO Inspire*?



## ***SYO Inspire: Growing Thinkers, Learners, and Leaders***

Building on Syosset's strong tradition of crosscutting learning, *SYO Inspire* represents the next evolution—an integrated approach that transcends content boundaries to nurture critical thinking, creativity, and real-world problem solving, while supporting the development of the whole child.

### ***SYO Inspire:***

- Is an inquiry-driven, student-centered elementary initiative
- Cultivates essential skills students need to succeed in an ever-changing world
- Emphasizes agency, curiosity, and global citizenship





# Goals of *SYO Inspire*

- **Evaluate and identify a core set of skills/dispositions for societal contribution**
  - Development of a *SYO Inspire* Learner Profile
- **Design curriculum opportunities for global citizenship, personal development, and civic engagement**
  - Identify and enhance opportunities for transdisciplinary learning that employ the *SYO Inspire* Learner Profile

# Foundational Frameworks



There are three main foundational frameworks for SYO Inspire:

NYS SEL Competencies

NYS Social Studies Framework

Dr. Tony Wagner's 7 Survival Skills

**SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES**

SELF-AWARENESS	SOCIAL AWARENESS	RESPONSIBLE DECISION-MAKING
<p>The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."</p> <ul style="list-style-type: none"><li>IDENTIFYING EMOTIONS</li><li>ACCURATE SELF-PERCEPTION</li><li>RECOGNIZING STRENGTHS</li><li>SELF-CONFIDENCE</li><li>SELF-EFFICACY</li></ul>	<p>The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.</p> <ul style="list-style-type: none"><li>PERSPECTIVE-TAKING</li><li>EMPATHY</li><li>APPRECIATING DIVERSITY</li><li>RESPECT FOR OTHERS</li></ul>	<p>The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.</p> <ul style="list-style-type: none"><li>IDENTIFYING PROBLEMS</li><li>ANALYZING SITUATIONS</li><li>SOVING PROBLEMS</li><li>EVALUATING</li><li>REFLECTING</li><li>ETHICAL RESPONSIBILITY</li></ul>

SELF-MANAGEMENT	RELATIONSHIP SKILLS
<p>The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.</p> <ul style="list-style-type: none"><li>IMPULSE CONTROL</li><li>STRESS MANAGEMENT</li><li>SELF-DISCIPLINE</li><li>SELF-MOTIVATION</li><li>GOAL SETTING</li><li>ORGANIZATIONAL SKILLS</li></ul>	<p>The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.</p> <ul style="list-style-type: none"><li>COMMUNICATION</li><li>SOCIAL ENGAGEMENT</li><li>RELATIONSHIP BUILDING</li><li>TEAMWORK</li></ul>

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**Social Studies Practices**

<b>Gathering, Using, &amp; Interpreting Evidence</b>	<b>Change &amp; Continuity</b>
<b>Contextualization (time/place)</b>	<b>Causation (cause/effect)</b>
<b>Compare &amp; Contrast</b>	<b>Geographic Reasoning</b>
<b>Economics &amp; Economic Systems</b>	<b>Civic Participation</b>

**7 SKILLS STUDENTS WILL ALWAYS NEED**

<b>Curiosity &amp; Imagination</b>	<b>Initiative &amp; Entrepreneurship</b>	<b>Agility &amp; Adaptability</b>	<b>Critical Thinking &amp; Problem Solving</b>
<b>Effective Oral &amp; Written Communication</b>	<b>Collaboration Across Networks &amp; Leading by Influence</b>	<b>Accessing &amp; Analyzing Information</b>	

teachthought WE GROW TEACHERS



# NYS SEL Benchmarks



## SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

### SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- IDENTIFYING EMOTIONS
- ACCURATE SELF-PERCEPTION
- RECOGNIZING STRENGTHS
- SELF-CONFIDENCE
- SELF-EFFICACY

### SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- IMPULSE CONTROL
- STRESS MANAGEMENT
- SELF-DISCIPLINE
- SELF-MOTIVATION
- GOAL SETTING
- ORGANIZATIONAL SKILLS

### SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- PERSPECTIVE-TAKING
- EMPATHY
- APPRECIATING DIVERSITY
- RESPECT FOR OTHERS

### RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- COMMUNICATION
- SOCIAL ENGAGEMENT
- RELATIONSHIP BUILDING
- TEAMWORK

### RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- IDENTIFYING PROBLEMS
- ANALYZING SITUATIONS
- SOLVING PROBLEMS
- EVALUATING
- REFLECTING
- ETHICAL RESPONSIBILITY



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## Tiny Homes in Action!



# NYS S.S. Framework



**Tiny  
Homes  
in  
Action!**



## Social Studies Practices

Gathering,  
Using, &  
Interpreting  
Evidence



Change  
&  
Continuity



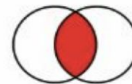
Contextualization  
(time/place)



Causation  
(cause/effect)



Compare  
&  
Contrast



Geographic  
Reasoning



Economics  
&  
Economic  
Systems



Civic  
Participation



# Dr. Tony Wagner's 7 Survival Skills



## 7 SKILLS STUDENTS WILL ALWAYS NEED



Curiosity & Imagination



Initiative & Entrepreneurship



Agility & Adaptability



Critical Thinking & Problem Solving



Effective Oral & Written Communication



Collaboration Across Networks & Leading by Influence



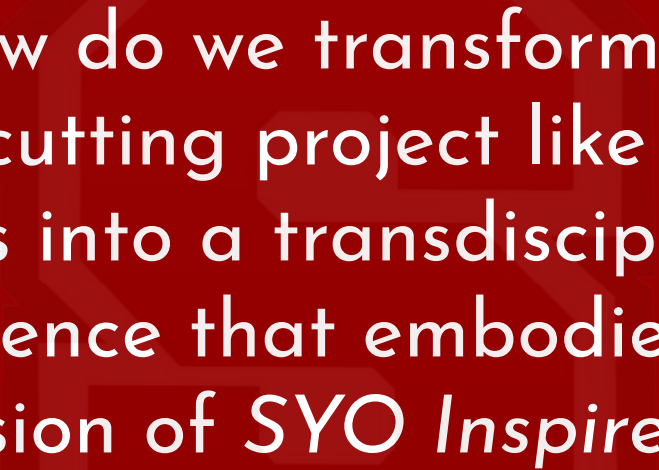
Accessing & Analyzing Information

teachthought  
WE GROW TEACHERS



**Tiny Homes in Action!**

[Dr. Tony Wagner](#) is the founder and co-director of the Change Leadership Group at the Harvard Graduate School of Education and he developed **7 essential skills students need** to succeed in an ever-changing world.



How do we transform a  
crosscutting project like Tiny  
Homes into a transdisciplinary  
experience that embodies the  
vision of *SYO Inspire*?



# Guiding Inquiry

Who am I?



Who am I in my school community?



Who am I in my community?



Who am I in the world?





# Guiding Inquiry



## Who am I?

How am I unique?  
How do my family, culture, values,  
and traditions influence who I am?  
How have I changed over time?  
How do I deal with challenges?

## Who am I in my school community?

How does my identity shape  
my relationships?  
How do I belong and contribute  
to my school community?  
How do my actions affect others?  
How do I show respect and care  
for my school and those in my school?

## Who am I in my community?

How do I connect with and learn  
from people who are different from me?  
How do I belong and contribute  
to my community?  
How do we work together to achieve  
common goals in my community?  
How do I show respect and care for  
those in my neighborhood?

## Who am I in the world?

How are communities around the  
world connected to each other?  
How do I belong and contribute  
as a global citizen?  
How do my actions impact people  
in other parts of the world?  
How can I make a difference  
in a global community?

# *SYO Inspire* Learner Profile

The *SYO Inspire* Learner Profile will be:

- A student profile that embodies a shared set of dispositions that we want all students to possess, developed with input from all learning community members
- Focused on developing holistic learners who demonstrate the **enduring set of skills** and dispositions
- Designed to foster personal growth and cultivate a mindset where students take ownership of their learning journey



# Elementary Curriculum Council



- Reviewed NYS Portrait of a Graduate
- Examined Dr. Tony Wagner's 7 Survival Skills
- Evaluated current curricular opportunities (specifically crosscutting projects) to see what skills students need to accomplish the projects
- Analyze & synthesize materials to determine commonly repeated skills and dispositions, what they look like in elementary students, and which are most essential to develop before middle school



☀ A team of elementary educators ☀ Participation from all 7 elementary schools ☀ Consists of all disciplines ☀

# Next Steps



## Short Term:

- Develop a process to engage community (i.e.: survey/focus groups)
- Identify common themes that emerge from analysis
- Align framework with secondary level
- Define the selected skills and dispositions to develop a common language

## Long Term:

- Finalize *SYO Inspire* Learner Profile
- Analyze and highlight curricular opportunities that will foster these skills and dispositions
- Develop common project-based learning opportunities that demonstrate/assess the learning profile in action to be implemented across all grade levels in all schools

Thank  
you!





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