

ATTACHMENT II

NY INSPIRES: TRANSFORMING EDUCATION, EMPOWERING FUTURES

June 2026
Presentation to the Board of Regents



Agenda

Connecting
Past Work



Setting the
Course



Current
Thinking



Moving Forward
Together



Built for the Future,
Not the Past

Multiple Modes of
Instruction, Learning,
and Assessment to
Support Personalized
Learning

Focused on the Things
New Yorkers Care
About, and Research
Supports

A Transcript
Reflecting Who
Students Are and
What They Can Do

New York Inspires: Transforming Education

In May, we learned...



Schools Are Already
Transitioning



Coherence is Emerging



Implementation Will
Determine Success



The System Must Change

- It is noted that there are individual schools, districts, and BOCES in New York that have already implemented innovative systems aligned more closely to competency-based systems than the current system.
- It is also noted that the current regulations provide some flexibilities that a small number of districts use to provide innovative experiences for a few students.
- The goal is to change the entire State system so that these innovations become the rule, rather than the exception.
- NY Inspires requires change from everyone, at all levels, in all capacities. It requires education meet the demands of the future.



Transforming P-12 into a Competency-Based System



Learning, Not Time



Competencies, Not Credits



Connected, Not Siloed

COMPETENCY-BASED JOURNEY

1

COMPETENCIES

Clear expectations aligned to the Portrait of a Graduate and rooted in NYS standards.



2

LEARNING EXPERIENCES

Students engage in meaningful learning in schools, communities, and real-world settings.



3

EVIDENCE DEMONSTRATIONS

Students show what they know, can do, and care about through a variety of ways.



4

LEARNER PROFILE

Recognition of evidence that student achieved graduate level competencies.



ONE NEW YORK STATE DIPLOMA

Earned through demonstrated **readiness** across required Portrait-aligned competencies.

READINESS INDICATORS

- ✓ I believe I can successfully show I am ready.
- ✓ My demonstration of knowledge, skills, and habits shows I am ready.
- ✓ I embody cultural responsiveness.
- ✓ My academic accomplishments show I am ready.
- ✓ I have multiple sources of evidence from local measures that show I am ready.

NY INSPIRES

Competency-Based Education



COMPETENCY (WORKING DEFINITION)

A measurable and transferable expectation, grounded in the NYS learning standards and aligned to Portrait of a Graduate attributes, that defines what students must demonstrate to show readiness for graduation. Competencies require the application of knowledge and skills in authentic contexts and are validated through evidence of learning rather than instructional time.

WHAT IS COMPETENCY-BASED EDUCATION?

A system in which students advance toward graduation upon demonstrating evidence of learning of clearly defined competencies, rather than solely through completion of required instructional time. It supports personalized learning with flexible opportunities while ensuring consistent, rigorous, and equitable expectations for all learners.

Key Features:



STANDARDS VS COMPETENCIES

Standards

- The knowledge and skill students should know or be able to do within a particular content area at a given grade level/band or in a given course
- Organized by content area, grade level/band, and sometimes course
- Content-area specific
- PK-12 expectations
- **Necessary for students to demonstrate competencies**

Competencies

- A measurable and transferable expectation, grounded in the NYS learning standards and aligned to Portrait of a Graduate attributes, that defines what students must demonstrate to show readiness for graduation
- Can be demonstrated in multiple ways and settings
- Interdisciplinary
- Not fixed to a grade level, course, or moment in time
- **Grounded in NYS Learning Standards**

Current Thinking: NYS COMPETENCIES

Grounded in prioritized learning standards, competencies are clearly defined expectations aligned to the Portrait of a Graduate. They establish the outcomes that matter most for 21st Century success.



BASED ON PRIORITIZED
STANDARDS AND
ALIGNED TO PORTRAIT
OF A GRADUATE



INTERDISCIPLINARY,
MEASURABLE, AND
TRANSFERRABLE



NOT TIME-
BOUND, NOT
CREDITS, AND
NOT COURSES



DEMONSTRABLE
IN MULTIPLE
WAYS



EVALUATED
THROUGH EVIDENCE
AND
DEMONSTRATIONS
OF LEARNING

Current Thinking: Learning Experiences

Students will engage in learning experiences that are meaningful, connected, and allow them to learn and to demonstrate the knowledge, skill, and dispositions that will help them be successful in life.



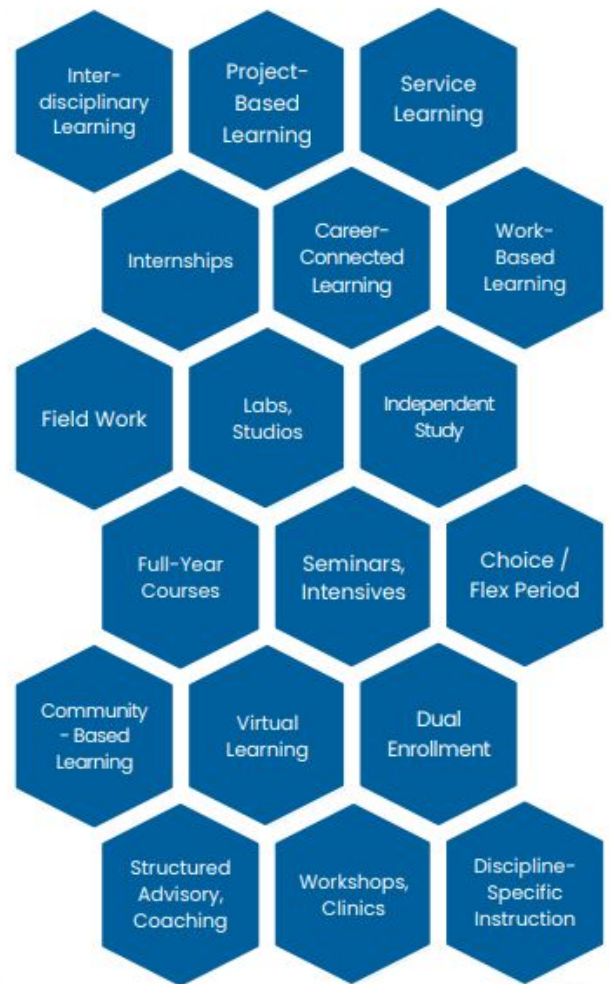
Designed by educators to facilitate growth in, and demonstration of, the NYS Competencies



Schools provide instruction; Students produce evidence of learning



Not required to be identified by a single subject area or measured by time.



Current Thinking: Evidence Demonstrations

Students will demonstrate competencies in multiple ways and will produce evidence of learning.



Evidence includes performances, portfolios, assessments, presentations, or other exhibits of evidence through which a student establishes their readiness in the competencies.



Demonstrations are evaluated against clearly-defined common criteria.



Evidence can be accumulated over time. Assessment of evidence is ongoing, not limited to one learning experience.

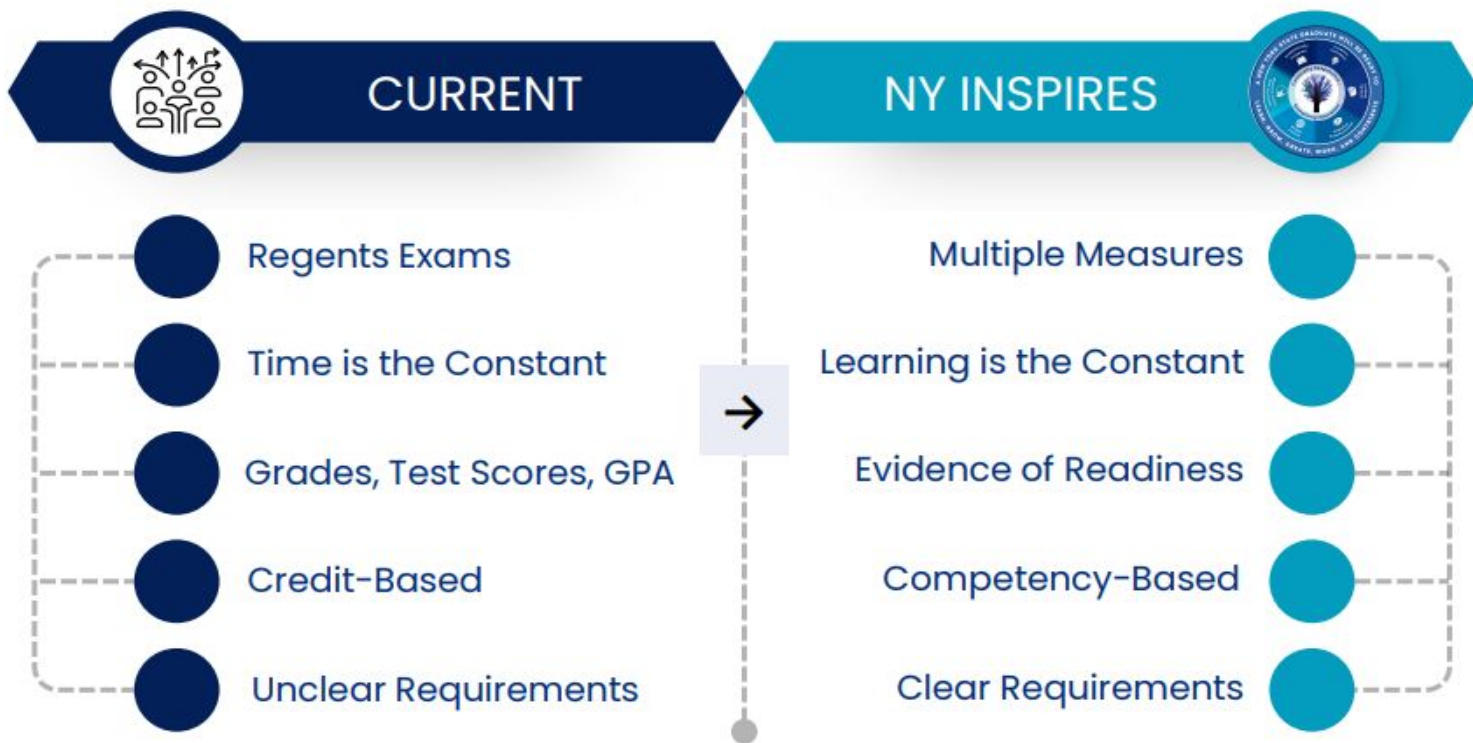
The Vital Role of Teachers

"This transformation asks a great deal of our educators, and we do not take that lightly. New York's teachers are the heart of this work, and the Department is committed to supporting you every step of the way with the guidance, tools, professional learning, and partnership needed to make this vision real for students. At its core, this initiative is about reconnecting education to the very reasons so many of you became teachers: to inspire curiosity, recognize each student's strengths, create meaningful learning experiences, and help young people see what they are capable of achieving. By moving toward a system that values demonstrated learning, real-world application, and the full range of student talent, we have an extraordinary opportunity to make school more relevant, more rigorous, and more powerful for every child in New York State."

Commissioner Betty A. Rosa



SYSTEM COMPARISON



NY INSPIRES: A New System for New York



Competency-Based

Rather than perpetuating antiquated systems based on credits and GPAs, New York will move to a competency-based system that allows students to demonstrate readiness in multiple ways, at their own pace.



Personalized and Focused on the Whole Child

Learning will be more personalized to the needs, strengths, and interests of students, and support students' mental, social, emotional, and physical well-being.



Rigorous and Culturally Responsive

All students will have access to rigorous, high-quality learning experiences and environments grounded in New York's CR-SE Framework.



Meaningful and Connected

The educational program will focus on depth of learning and interdisciplinary, real-world connections, rather than on siloed content or checking boxes.



Multiple Ways to Learn and Demonstrate Learning

Students will graduate high school with a body of evidence demonstrating they have achieved readiness in the competencies necessary for post-secondary success, reflected on a clear, multi-dimensional statewide transcript.