Welcome to

Prioritizing the New York State Next Generation Learning Standards

Presented by

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“We know that developing or prioritizing curriculum is a critical next step for the implementation of the standards. How can we develop our expertise to support this work?”
Part 1: Keynote

Building Strong Foundations ~ *Prioritizing* the Standards

Our Learning Intentions:

- Clarify key terms and definitions.
- See the curriculum “Big Picture” that begins with prioritizing the standards.
- Understand the *rationale* for prioritizing the NYS P-12 Next Generation Learning Standards.
- Learn the *criteria* used to prioritize the standards in any content area.
Part 2: Workshop
Vertical Conversations and Moving the Process Forward

Our Learning Intentions:
• *Experience the process* of prioritizing and vertically aligning the standards in ELA, math, science, or social studies.
• See FAQs and learn strategies for facilitating curriculum development.
• Consider your next steps—how to effectively *implement* the ideas you learn today.
Clarifying *Key Terms and Definitions*

**Standards:** Grade-specific and course-specific learning intentions that state what students are expected to know and be able to do by the end of the grade or course.

**Assessments:** Formative and summative measures that provide credible evidence of student learning.

**Instruction:** Information communicated to students in different ways, combined with learning experiences, to enable them to achieve the learning intentions.

**Curriculum:** The means to the end; the organizational plan and instructional resources teachers use to achieve the intended student learning.
A rigorous curriculum is an inclusive set of intentionally aligned components—clear learning outcomes with matching assessments, engaging learning experiences, and instructional strategies—organized into sequenced units of study that serve as both the detailed road map and the high-quality delivery system for ensuring that all students achieve the desired end: the attainment of their designated grade- or course-specific standards within a particular content area.

A series of specific lessons, learning experiences, and related assessments—based on targeted Priority Standards and related supporting standards—for an instructional focus that may last anywhere from two to six weeks.

Ainsworth, *Rigorous Curriculum Design*, 2010
Priority Standards and Supporting Standards

“Unwrapping” the Standards, Big Ideas, Essential Questions

Common Formative Assessments (Pre- and Post-)

Frequent Progress Monitoring Checks

The PLC Process

High-Impact Instructional Strategies

A Comprehensive Design Model

Engaging Learning Experiences & Scoring Guides
Engaging Learning Experiences

Performance Tasks

Task 1: Recognize, List, Describe

Task 2: Interpret, Summarize, Compare

Task 3: Apply, Model, Analyze

Task 4: Evaluate, Justify, Create

“Unwrapped” Concepts and Skills

Priority Standards

Whole and Small-Group Instruction throughout Tasks 1-4

Tasks Increase in Thinking Skill Rigor to Help Students Discover Big Ideas

Engaging Scenario

Interdisciplinary Connections
21st Century Learning Skills

Research-Based Effective Teaching Strategies

Differentiation, Including Enrichment

Response to Intervention Strategies (Tiers 1, 2, 3)

High-Impact Instructional Strategies

Specially Designed Instruction

English Language Learner Strategies
1. Prioritize the Standards
2. Name the Units of Study
3. Assign the Standards
4. Prepare a Pacing Calendar
5. Construct Unit Planning Organizer

Larry Ainsworth, *Rigorous Curriculum Design*, 2010
An Integrated System That Intentionally Aligns ....

- Standards
- Assessments
- Curriculum
- Data Analysis
- Instruction
Common Formative Pre-Assessment & PLC Process

Effective Teaching Strategies with Quick Progress Checks

Rigorous Curricular Units of Study Based On “Unwrapped” Priority Standards

Enrichment, Remediation, Intervention Prior to Next Curricular Unit

Common Formative Post-Assessment & PLC Process

Scope, Sequence, and Pacing of Curricular Units

Priority NYS Learning Standards and Supporting Standards

NYS P-12 Next Generation Learning Standards

NYSTP; NYS Regents Exams
Why Prioritize?
Assessment of Only the Highest Priority Standards

“It is critical that all of the assessed standards be truly significant. From an instructional perspective, it is better for tests to measure a handful of powerful skills accurately than it is for tests to do an inaccurate job of measuring many skills.”

W. James Popham, Test Better, Teach Better, 2003
“In the current era of standards-driven curriculum, viability means ensuring that the articulated curriculum content for a given course or given grade level can be adequately addressed in the (instructional) time available.”


Larry Ainsworth, *Prioritizing the Common Core*, 2013, p. xx-xxi
Consider These Facts

• 5.6 instructional hours per day X 180 days = 1008 hours per year X 13 years = 13,104 total hours of K-12 instruction

• McREL identified 200 standards and 3093 benchmarks (indicators) in national- and state-level documents across 14 different subject areas

• Classroom teachers estimated a need for 15,465 hours to adequately teach them all


Larry Ainsworth, *Prioritizing the Common Core*, 2013, p. xx-xxi
“To cover all this content, you would have to change schooling from K-12 to K-22! The *sheer number of standards* is the biggest impediment to implementing standards.”


Larry Ainsworth, *Prioritizing the Common Core*, 2013, p. xx-xxi
“The question of national standards is inescapable. The U.S. needs fewer, clearer, and higher national standards.”


Larry Ainsworth, *Prioritizing the Common Core*, 2013, p. 3
What’s *NEW* in the New York State Next Generation Learning Standards?

See Changes in *PREFACE TO THE NEW YORK STATE NEXT GENERATION ENGLISH LANGUAGE ARTS AND MATHEMATICS LEARNING STANDARDS (Revised 2017)*
Does Prioritization Apply to the New York Next Generation ELA Standards?

See Supplemental Handout
Does Prioritization Apply to the New York Next Generation Math Standards?

See Supplemental Handout
Two Essential Questions to Consider:

1. Are all of the NY State P-12 Next Generation Learning Standards in the elementary, middle, and high school grades equally important for students to acquire in order to be ready for the standards at the next level of learning?
Two Essential Questions to Consider:

2. Will the length of the school year – prior to state testing – afford teachers the time needed to adequately teach, assess, re-teach, and reassess students on all of the NY State P-12 Next Generation Learning Standards?
If the answer to either of these two questions is “No,” prioritization is the only logical option.
Prioritizing the Common Core

Identifying Specific Standards to Emphasize the Most
Priority Standards Defined

*Priority Standards* are “a 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 for the standards at the next grade level or course. Priority standards represent the *assured student competencies* that each teacher needs to help every student learn, and demonstrate proficiency in, by the end of the current grade or course.”

Ainsworth, *Prioritizing the Common Core*, 2013, p. xv
Supporting Standards Defined

**Supporting Standards** are “those 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. The supporting standards often become the *instructional scaffolds* to help students understand and attain the more rigorous and comprehensive Priority Standards.”

Ainsworth, *Prioritizing the Common Core*, 2013, p. xv
Key Points
About
Priority
Standards
Priority Standards and Supporting Standards

Priority Standards are like fence *posts*. They “anchor” the unit like a post anchors the fence.

Supporting standards are like fence *rails*. They connect the posts and support the fence.

Larry Ainsworth, *Prioritizing the Common Core*, 2013, p. 18
When prioritizing two similar standards, decide which one is the more comprehensive or rigorous—not the one that is more foundational.
Think of the supporting standards as *instructional scaffolds* to help students attain the more rigorous Priority Standards.

“We would need to teach this standard *first* to help students learn how to do this more rigorous one.”

Larry Ainsworth, *Prioritizing the Common Core*, 2013, p.6
ELA Example: Priority Standard and Supporting Standards

*Informational Text*

RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

(Supporting Standards)

RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 5 topic or subject area.

RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Larry Ainsworth, *Common Formative Assessments 2.0*, 2015
Math Example: Priority Standard and Supporting Standards

6.RP.A.3 USE ratio and rate reasoning to SOLVE real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

(Supporting Standards)

6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.

6.RP.A.2 Understand the concept of a unit rate a/b associated with a ratio a:b with b ≠ 0, and use rate language in the context of a ratio relationship.

Larry Ainsworth, Common Formative Assessments 2.0, 2015
So... **HOW** Do We Prioritize?
Endurance (concepts and skills that last over time)

Readiness (for next level learning)

Leverage (interdisciplinary connections)

External Exams (national, state, college, career)

Criteria For Prioritizing Standards

Larry Ainsworth, *Prioritizing the Common Core*, 2013, p. 26
Ultimate Goal: College and Career Ready
Does Prioritization Apply to the New York Science Standards?

See Supplemental Handout
Does Prioritization Apply to the New York Social Studies Standards?

See Supplemental Handout
Let’s Start Prioritizing
Vertical Conversations and Driving Work Forward
Organizing In Grade-Span Groups:
P-2, 3-5, 6-8, 9-12
<table>
<thead>
<tr>
<th>Priority Standards Steps</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STEP 1:</strong></td>
<td>Make initial selections using selection criteria. Reach initial consensus.</td>
</tr>
<tr>
<td><strong>STEP 2:</strong></td>
<td>Look for connections to state tests. Make changes as needed.</td>
</tr>
<tr>
<td><strong>STEP 3:</strong></td>
<td>Chart selections for each grade.</td>
</tr>
<tr>
<td><strong>STEP 4:</strong></td>
<td>Vertically align Priority Standards K-12. Resolve uncertainties. Reach group consensus.</td>
</tr>
<tr>
<td><strong>STEP 5:</strong></td>
<td>Acquire feedback from all sites.</td>
</tr>
<tr>
<td><strong>STEP 6:</strong></td>
<td>Revise, publish, and distribute. Review annually to make changes or adjustments as needed.</td>
</tr>
</tbody>
</table>

Larry Ainsworth, *Prioritizing the Common Core*, 2013, p. 36
When Prioritizing The Standards

Keep in mind these Priority Standards selection criteria:

• Endurance
• Leverage
• Readiness for the next level of learning
• Most rigorous or comprehensive
• The “fence posts”
frequently asked QUESTIONS
Won’t Prioritizing Eliminate Certain Standards In Favor of Others?

Key Message to Keep In Mind: *Prioritization, Not Elimination!*

Larry Ainsworth, *Prioritizing the Common Core*, 2013, p. 17 and p. 54
Persistent Misconception: Prioritizing is not about “dumbing down” or minimizing what we expect students to learn and how we expect educators to teach. Just the opposite: it’s about identifying the most rigorous standards.

It’s about sharp focus, about “less” being “more.”

Larry Ainsworth, Prioritizing the Common Core, 2013, pp.18-19
Can **ALL** Students Really Be Expected to **Master** These Standards?

- All means all. It’s an **EQUITY** issue.
- By **emphasizing** the Priority Standards in curriculum, instruction, and assessment, the essential learning targets become clear.
- Priority Standards provide a common focus and equitable opportunity for **all** students to achieve.
How Many Do We Choose?

- One-third of the total number of grade-level standards was a proven guideline in state standards prior to the Common Core.
- In prioritizing the entire set of ELA standards, select up to one-half of the total for each grade level.
- In certain strands you will select more priorities than in others.
- In math and other content areas, the one-third guideline usually applies.

Larry Ainsworth, Prioritizing the Common Core, 2013, p. 30
### Sample Chart Format

**Grade Level and Strand or Domain:** Proposed Priority Standards:

<table>
<thead>
<tr>
<th>Number Code</th>
<th>Full Text of Priority Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

- Helps Keep Total Number of Selections
- Within Recommended Fractional Guidelines

# of Priority Standards

Total # of Standards in Strand or Domain

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• Forget the **myth of 100% agreement**—aim for a “super majority” consensus.

• Ask: **“What can we agree on** that all of our students need to know and be able to do by the end of each grade, course, and the high school years?”

• The selection criteria help to **objectify** the process.

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Larry Ainsworth, *Prioritizing the Common Core*, 2013, p. 37
Your initial selections are **not “set in stone.”** Review them each year and revise as needed based on (1) your collective experience teaching them and (2) your state and district assessment results.

Larry Ainsworth, *Prioritizing the Common Core*, 2013, p. 31
Won’t Prioritizing Break the Learning Progressions?

The prioritization process does not “break” or violate the vertical learning progressions intentionally built into the Standards. It respects and maintains fidelity to the integrity of these spiraled progressions.

Larry Ainsworth, Prioritizing the Common Core, 2013, p. 19
Focus on fewer standards for **depth of understanding, not coverage of content**. Prioritizing makes it possible for educators to be more creative and use more of their expertise because they are not continually “running on the standards treadmill,” trying in vain to get everything in.

Larry Ainsworth, *Prioritizing the Common Core*, 2013, p. 19
What Are Effective Strategies For Facilitating Curriculum Development
What Is Our Role In Helping Districts/Schools To Prioritize Standards and Curriculum?

• (1) Experience the process yourself; (2) Study the recommended resources; (3) Clarify any uncertainties. (4) Prepare your presentation and activities.
• Start with the rationale for prioritizing standards and curriculum using the charts of NYS Learning Standards.
• Engage participants in an experience of the process.
• Explain the plan for district/school implementation that includes their key involvement.
In all the districts I’ve worked with across the country over the past almost 20 years, there has never been any pushback from teachers about the need to prioritize the voluminous number of standards. They may initially ask, “Shouldn’t the district do this for us?” until they experience firsthand the process and realize the importance of their own voices, experience, and professional judgment in determining the priorities.
What Are Strategies For Prioritizing *Curriculum*?

• Keep in mind: the *standards* are always the focal point. The curriculum is what teachers use to help all students achieve the standards, not the other way around.

• Referring to the Priority Standards, identify which aspects of the curriculum should receive the *greatest emphasis*. These become the *curriculum priorities*.

• Identify which aspects of the curriculum can serve as *supports* for the curriculum priorities.

• Select those curriculum *activities* that will help students achieve the Priority Standards. Deemphasize time-consuming ones that don’t.
How Is Curriculum Prioritization Enhanced By Defining “Learning Intentions” and “Success Criteria”? 

- Important: Clarity of Learning Intentions and Success Criteria precedes curriculum design and curriculum prioritization.
- First, assign the Priority Standards to the units of study.
- Next, rewrite the Priority Standards for each unit in student-friendly language (Learning Targets)—without losing the rigor.
- Then, write the Success Criteria—specific, objective phrases that describe how students will show they’ve met each Learning Intention.
What Are **Common Pitfalls** When Assisting Districts In Prioritizing Standards and Curriculum?

- Not realizing the need to *first* explain to all staff the what and why of prioritizing—**over-communicate**!
- District or regional leaders doing the prioritizing to “save teachers time”—Make sure it’s *teacher-driven* so there is teacher ownership and buy-in.
- Failure to involve *all* teachers in some way—Ask teachers *not* part of the prioritizing process to review drafts and **provide input** so it’s a *shared* product.
Read How These Districts Prioritized The CCSS

Greenwood SD 50, Greenwood, SC
Lima City SD, Lima, OH
Forsyth County Schools, Cumming, GA
West Hartford PS, West Hartford, CT
Englewood SD, Englewood, CO
Northwest Regional ESD, Hillsboro, OR
How 9 Districts Designed Their Own Curricula Using The RCD Framework

- Bloomfield Public Schools, Connecticut
- Anaheim City School District, California
- Raytown Quality Schools, Missouri
- McMinnville School District, Oregon
- West Hartford Public Schools, Connecticut
- Barstow Unified School District, California
- Hemet Unified School District, California
- Guilford County Schools, North Carolina
- West Haven Public Schools, Connecticut
Leaders’ Stories of District Implementation

- Why They Started
- How They Started
- Where They Are Today
- Where They Are Going
- Successes and Challenges
- Hard Work and Positive Changes
- Survey Results—What Teachers Are Saying
- Recommendations for Getting Started

Reflection--Connect Each Story to Your Setting
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