

CharterSchoolStartup

New York City Charter School Center:
Application Development Program


Constructing the SUNY Curriculum Framework

September 16, 2009

Presented by:
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Charter School Authorizers for New York City



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- The Chancellor of the New York City Department of Education (DOE)
- Charter Schools Institute: The State University of New York (SUNY)
- New York State Board of Regents State Education Department (SED)

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Today's Agenda



1. *Brief* NY Standards Overview
2. Breaking Down the Framework
3. Sample Frameworks
4. Getting Started

It's All Relative



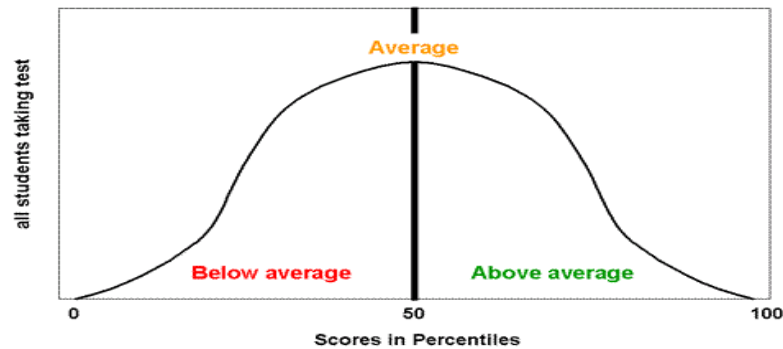
- “Half of my students should be above average and half should be below.”
(bell curve)

Normed Grading



The Bell Curve

Norm-referenced Tests (NRTs) are designed to compare student performance to other students



Knowing Your Target



- “My students and I define what a good answer should look like before they begin, and I compare their work to that scoring guide.”

(standards-based assessment)

What Are Standards?



Standards are what our students should know and be able to do.

- *Content Standards:*

The things (content) students should understand or know

- *Process Standards:*

The skills students are able to demonstrate

- *Learning Standards:*

An established level or degree of quantity, value, or quality demonstrated as a consequence of instruction and experience

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Standards for New York Public Charter Schools



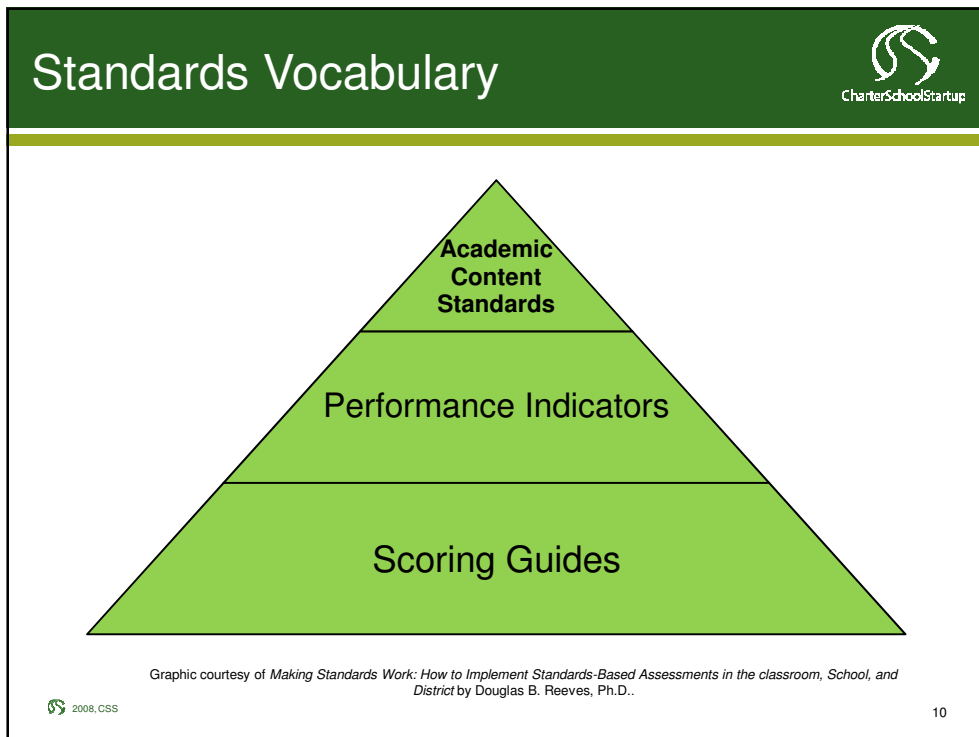
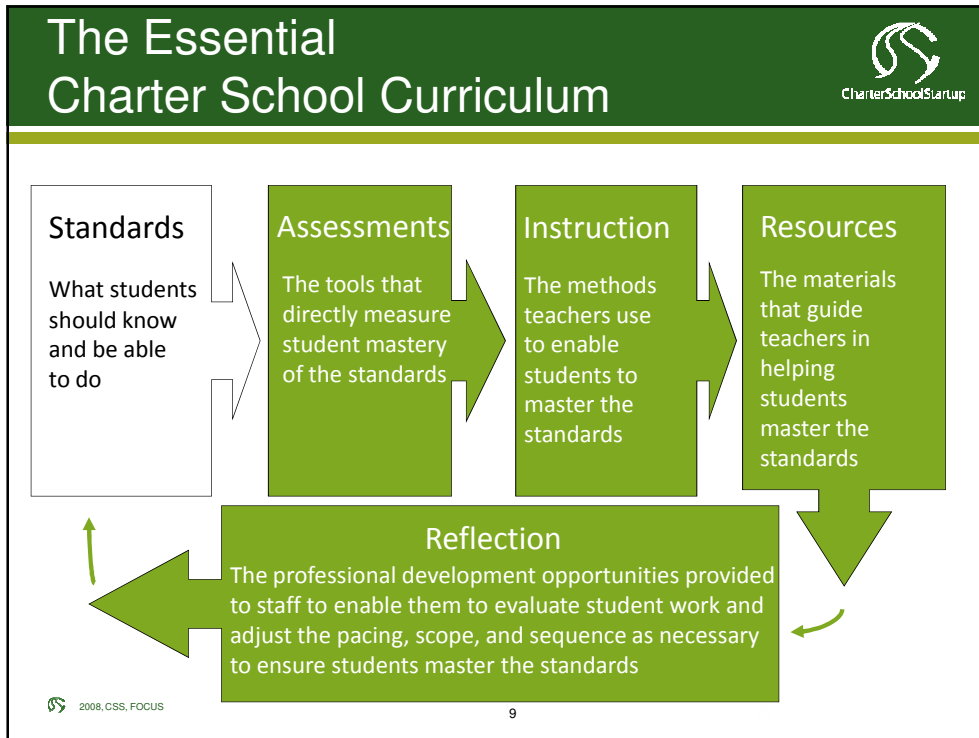
Eleven (11) NY State Learning Standards areas:

- ELA – English Language Arts
- MST – Mathematics, Science and Technology
- SS – Social Studies
- Arts – Dance, Music, Theatre and Visual Arts
- CDOS – Career Development and Occupational Studies
- LOTE – Languages Other Than English
- H, PE, & HE – Health, Physical Education, and Home Economics
(later changed to Family and Consumer Sciences)

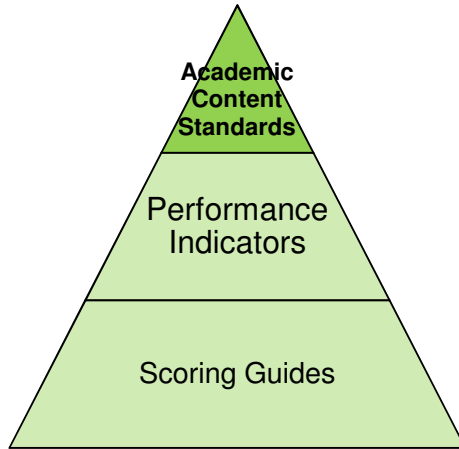
NY Standards online: <http://eservices.nysed.gov/vls/welcome.do>

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Academic Content Standards



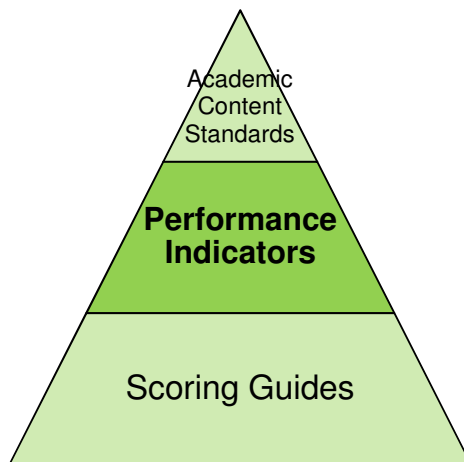
what a student should know and be able to do

These are typically few in number and general in scope:

Students will communicate and reason mathematically.

Students will listen, speak, read, and write for information and understanding.

Performance Indicators



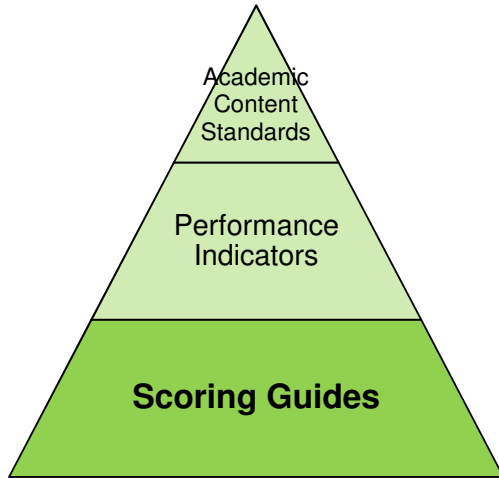
specific grade-level expectations

These are more specific than the content standards but less specific than what teachers and students need to evaluate student work:

Students will use units to give meaning to measurements.

Students will use new vocabulary words to talk about life experiences.

Scoring Guides



very specific descriptions of student proficiency for an individual standards-based assignment

These are typically many in number *and* specific in scope. Often called rubrics, an example of an excerpt is:

To earn a score of “proficient,” the student will create a short story with no spelling, grammar, or punctuation errors that includes two main characters and a well-defined conflict and resolution.

Note: Students will have at least three opportunities to submit work, make revisions, and resubmit it in their pursuit of a “proficient” score.

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A Sample Intermediate ELA Standard



Standard 2 – Language for Literary Response and Expression

2. Speaking and writing for literary response involves presenting interpretations, analyses, and reactions to the content and language of a text. Speaking and writing for literary expression involves producing imaginative texts that use language and text structures that are inventive and often multilayered. **(KEY IDEA)**

Students:

- present responses to and interpretations of literature, making reference to the literary elements found in the text and connections with their personal knowledge and experience
- produce interpretations of literary works that identify different levels of meaning and comment on their significance and effect
- write stories, poems, literary essays, and plays that observe the conventions of the genre and contain interesting and effective language and voice
- use standard English effectively. **(PERFORMANCE INDICATORS)**

This is evident, for example, when students:

- ✓ take part in class productions of short plays
- ✓ write a sequel to a story continuing the development of the characters, plot, and themes
- ✓ write reviews of literature from different cultural settings and point out similarities and differences in that literature
- ✓ write stories or poems for their peers or younger children. **(SAMPLE TASKS)**

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Breaking Down the Standards



- **Key Ideas:**

Major domains (skills, knowledge, or ideas) that define fields of study or areas of learning. The NYSED key ideas define their respective learning standards in specific content areas (e.g., dance, music, theatre, visual arts) or fundamental skills (e.g., reading, writing, listening, speaking).

- **Performance Indicators:**

A description of student achievement expectations on the developmental levels of elementary (grades K-4), intermediate (grades 5-8) and commencement (grades 9-12). LOTE does not use grade levels related to performance indicators but rather proficiency levels.

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Breaking Down the Standards



- **Level:**

A position on any scale of achievement: elementary (grades K-4), intermediate (grades 5-8), commencement (grades 9-12) (general education and major sequence in arts); checkpoint A, B and C (in LOTE); and core, specialized and experiential (in CDOS). On State elementary and intermediate tests, four performance levels are identified: (1) serious academic deficiencies; (2) basic proficiency; (3) proficiency; and (4) exceeds the standards.

- **Sample Tasks:**

An example of student work that suggests evidence of appropriate progress towards a standard at a given level.

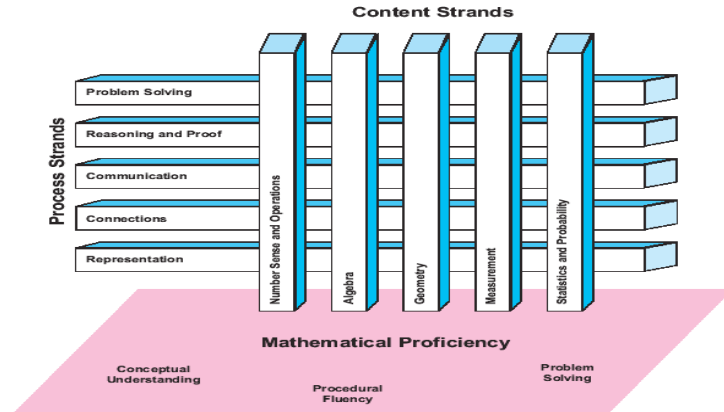
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Mathematics Framework

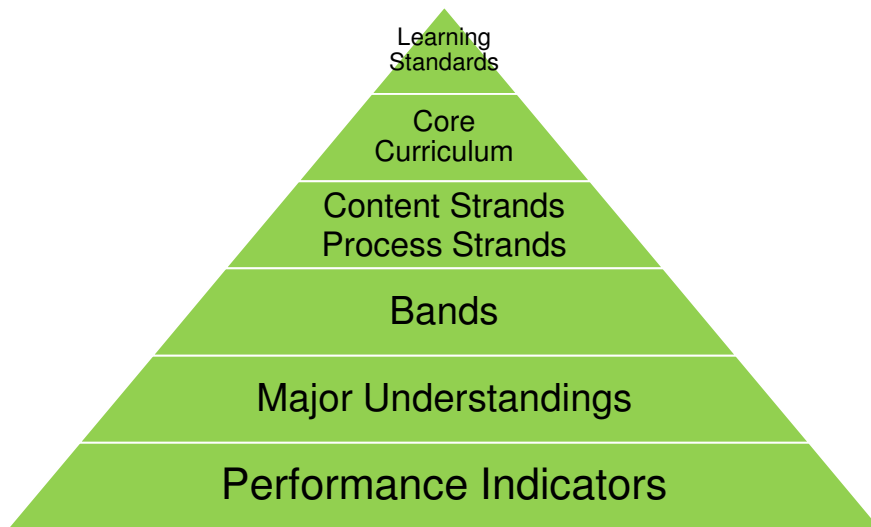


New York State Mathematics Standard 3



Adapted from *Mathematics Framework for the 1996, 2000, and 2003 National Assessment of Educational Progress.*

Mathematics Standards



A Sample Intermediate Math Standard



GRADE 5

Number Sense and Operations

Major Understanding

Content Standard Strand

Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems.

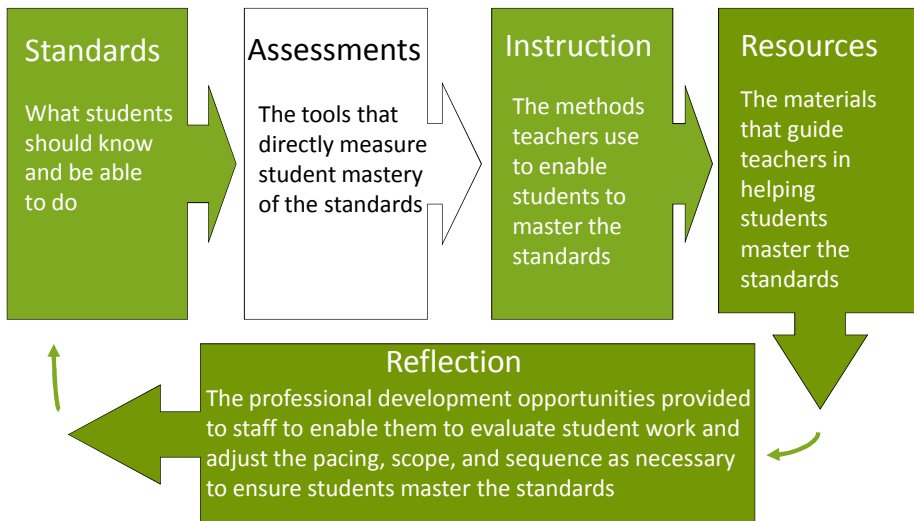
Band

Performance Indicator

Number Systems 5.N.1 Simplify fractions to lowest terms




The Essential Charter School Curriculum



FOCUS FRIENDS OF CHOICE IN URBAN SCHOOLS **Assessment Lingo Bingo** CharterSchoolStartup

What is summative assessment?	What is formative assessment?	What is benchmark assessment?
What is a computer adaptive test?	What is constructed response?	What is a criterion-referenced test?
What is a norm-referenced test?	What is a longitudinal study?	What is performance-based assessment?





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FOCUS FRIENDS OF CHOICE IN URBAN SCHOOLS **Assessment Lingo Bingo** CharterSchoolStartup

What is summative assessment? Occurs at the end of the unit; reports how much was learned	What is formative assessment? Occurs at the beginning or middle of the unit; informs instruction.	What is benchmark assessment? Periodic assessments designed to measure progress
What is a computer adaptive test? The question levels adjust to the student's ability	What is constructed response? A written answer such as an essay or a math open-ended story problem	What is a criterion-referenced test? Measures a student's ability to master a skill set
What is a norm-referenced test? Measures a student's ability against a group	What is a longitudinal study? Measures students' growth over time	What is performance-based assessment? Students do something (e.g., essay, skit, report) to demonstrate understanding

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Formative and
Summative Assessments




Formative assessments:

- Inform instruction (determine what and how)
- Are given repeatedly at the beginning and middle of a unit of study
- Are directly tied to the current content being learned

Summative assessments:

- Used for reporting purposes to share information about student progress on content just taught
- Are used to determine whether a child learned content and/or whether a teacher was successful at teaching the content
- Are given at the end of a unit of study

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Norm- and Criterion-
Referenced Tests


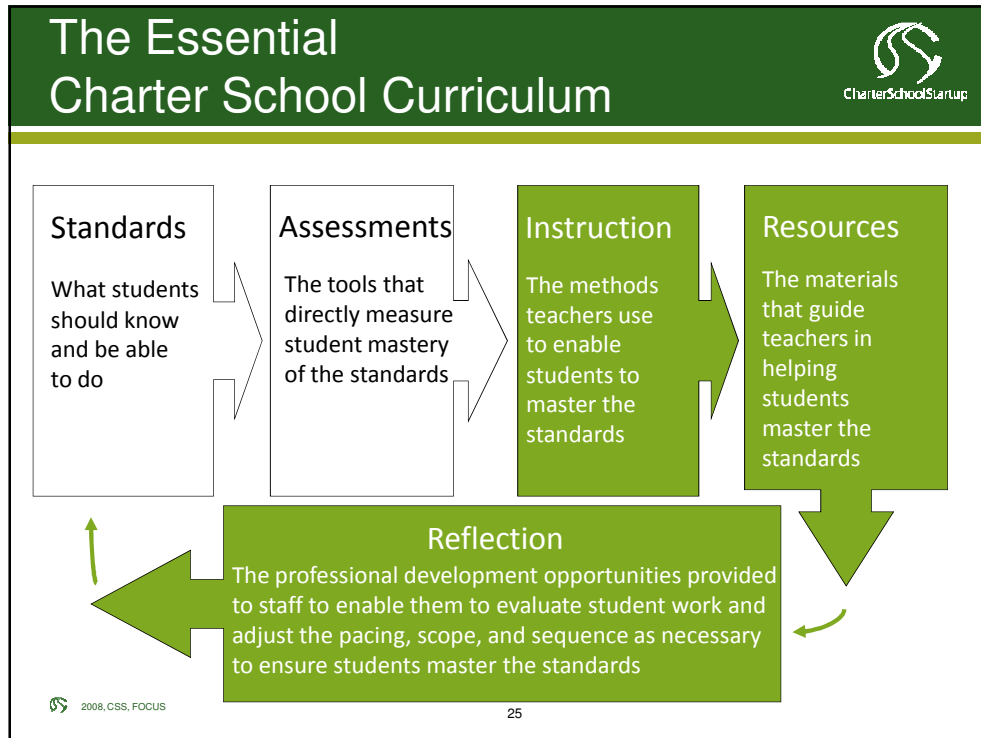
Norm-referenced tests:

- Compare a student's scores against a sample group
- Rank each student, usually by percentile

Criterion-referenced tests:

- Set forth a standard of achievement that students must reach to be considered competent
- Measure the student's progress against the standard, such as by proficiency levels

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SUNY Curriculum Framework

14. Provide evidence that the proposed school's education program (described in the Executive Summary and other responses) would allow students to meet or exceed the performance standards currently established by the Board of Regents. An adequate showing can be made in one of two ways.

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Option 1



Option 1: Submit the curriculum framework for, at least, half of the grade levels for which the proposed school would be authorized to provide instruction in each of the four core content areas (English language arts, mathematics, science and social studies) for which the New York State Board of Regents has established a performance standard or state assessment. In addition, the applicant must provide a brief description of the curriculum in any other content area in which the school would provide instruction, e.g., art, music, foreign language, etc.

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Option 1 Caveat



You should be aware that Option 1 almost certainly ensures that the Board of Regents would not approve the application and proposed charter, since the State Education Department has indicated it believes an applicant must demonstrate the school would provide instruction in and cover comprehensively all 28 New York State learning standards (including learning standards and content areas for which there are no performance standards). However, the State University Trustees can resubmit a proposed charter to the Board of Regents after it has been returned to them by the Board of Regents (and such charter would become operational even if the Board of Regents refused to approve it). This process would require additional time (30-90 days). Applicants that are not building in a planning year should carefully consider this timing issue.

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Option 2



Option 2: Submit the curriculum framework for each grade level for which the proposed school would be authorized to provide instruction, and for each learning standard area established by the Board of Regents (all 28 learning standards). In addition, the applicant should provide a curriculum for any other subject areas for which the school will provide instruction.

Option 2 Caveat



The advantage of Option 2 is that if done well, the applicant would not bar the possibility of approval of the proposed charter by the Board of Regents. Accordingly, the delay occasioned by return of the charter (assuming no other issues) would not be incurred. The disadvantage of this approach, however, is that having laid out the curriculum for all 28 learning standards in the seven learning standards areas, the school would be required to implement that curriculum. In other words, and critically, this is not simply a demonstration of the ability of the applicant(s) and founding team to develop a curriculum in each content area, but also an agreement by the school to provide the time, staff and other resources to teach these areas fully and completely, possibly even at the expense of devoting greater time to literacy, math and other core curriculum areas.

SUNY says to remember that...



First, you are required to set out the proposed school's specific curriculum, consistent with your selected option. In laying out all or part of the curriculum (depending on the option you employ), you must provide the relevant NYS curriculum standards and performance indicators, as well as formal and informal assessments. You may also add any local standards with related performance indicators and assessments. Second, you must demonstrate that the curriculum the proposed school would employ would enable your students to meet the Board of Regents' established performance standards, i.e., students in grades 3-8 would be capable of scoring a "3" or "4" on the State's assessments or, if your school would offer a senior high school program, passing the required Regents high school examinations. The State Learning Standards that correlate to the Regents' assessments are in the following areas: English Language Arts; Mathematics; Science; and Social Studies. For your reference, all 28 State Learning Standards are available at: <http://www.emsc.nysed.gov/ciai/pub/standards.pdf>.

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SUNY says to remember that...



The State Education Department and the Institute disagree on whether the Charter Schools Act requires the education program of a charter school to meet the State's "performance" standards or the "learning" standards. It is the Institute's position that a charter school's program need only provide instruction in those content areas covered by a state assessment, and need not provide instruction in the other learning standards areas for which there are learning standards but no state assessments. The State Learning Standards Areas that currently have no related assessment (and therefore no performance standards) are in the areas of: the Arts; Career Development and Occupational Studies; Health, Physical Education, Family and Consumer Sciences; and, Technology Education. An assessment does exist for Languages Other Than English, however it is only required for an Advanced Regents Diploma.

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SUNY says to remember that...



Finally, whichever option the applicant chooses, he or she should be aware that the proposed curriculum may yet require additional changes based upon the Institute's review. In addition, even after the application has been approved by the State University Trustees, the curriculum may not meet the criteria of the State Education Department without further revisions. However, the extent of the revisions should be significantly reduced.

Regardless of which option is chosen, the curriculum framework should be preceded by the appropriate list of state standards.

NY State Standards: <http://www.emsc.nysed.gov/ciai/pub/standards.pdf>

Curriculum Framework Template



Curriculum Framework Template

_____ Charter School

Subject Area: _____ Grade Level (Please specify): _____

<i>Required</i>	<i>Required</i>	<i>Required</i>	<i>Required</i>	<i>Optional</i>	<i>Optional</i>
New York State Content Standards	New York State Skills Standards	New York State Performance Indicators (if any)	Assessments (formal/informal including state assessments)	Resources	Suggested Pacing
What should students know? (Indicate which content is a benchmark standard that will be assessed at this grade level. For those standards assessed at this grade level, identify the tool to be used in the assessment column. Optional: You can also identify essential questions based on the content standards.)	What should students be able to do? (Indicate which skill is a benchmark standard that will be assessed at this grade level (A), and which skills are introduced (I) and/or practiced (P) at this grade level. For those standards assessed at this grade level, identify the tool to be used in the assessment column.)	Indices of quality – What is the nature of the evidence required to demonstrate the standard has been met and the quality of the performance that will be deemed acceptable?	What specific tools will be used to assess which content standard or skills standard at this grade level?	Provide examples of the types of materials or programs to be used to support instruction in the content area	When and in what order will the standards be taught and assessed?

Curriculum Framework Sample: Math Content Standards



II: Curriculum Framework Template
Brooklyn Prospect Charter School

<i>Required</i>		<i>Required</i>		<i>Required</i>		<i>Required</i>	
New York State Content standards		New York State Process Standards		New York State Performance Indicators		Assessments	
Number Sense and Operations Strand Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. Number Systems				6.N.1 Read and write whole numbers to trillions 6.N.2 Define and identify the commutative and associative properties of addition and multiplication 6.N.3 Define and identify the distributive property of multiplication over addition 6.N.4 Define and identify the identity and inverse properties of addition and multiplication 6.N.5 Define and identify the zero property of multiplication 6.N.6 Understand the concept of rate 6.N.7 Express equivalent ratios as a proportion 6.N.8 Distinguish the difference between rate and ratio 6.N.9 Solve proportions using equivalent fractions 6.N.10 Verify the proportionality using the product of the means equals the product of the extremes 6.N.11 Read, write, and identify percents of a whole (0% to 100%) 6.N.12 Solve percent problems involving percent, rate, and base 6.N.13 Define absolute value and determine the absolute value of		Standardized Assessments: Terra Nova Math level 16 in August and in June NYS Math Grade 6 March Formal Assessment: Teacher developed in-class assessments, including mixed format applied problems. Assessments will contain a variety of problems in "real world" context that require the student to choose the strategy and method. At the end of the Number Sense and Operations Unit, students will take a summative assessment to evaluate their progress on each of the performance indicators. This assessment will be developed from the NYS test, Terra Nova test bank and teacher created problems. School-wide, teacher developed diagnostic assessments. Ongoing formal and informal numeracy assessments. On every teacher developed test and quiz, basic number skills will be assessed and reinforced.	

Curriculum Framework Sample: Math Process Standards



<i>Required</i>		<i>Required</i>		<i>Required</i>		<i>Required</i>	
New York State Content standards		New York State Process Standards		New York State Performance Indicators		Assessments	
		proof.					
		Communication Strand Students will organize and consolidate their mathematical thinking through communication.		6.CM.1 Provide an organized thought process that is correct, complete, coherent, and clear 6.CM.2 Explain a rationale for strategy selection 6.CM.3 Organize and accurately label work		present counter examples for problems involving proportions, ratios and percents.	
		Students will communicate their mathematical thinking coherently and clearly to peers, teachers, and others.		6.CM.4 Share organized mathematical ideas through the manipulation of objects, numerical tables, drawings, pictures, charts, graphs, tables, diagrams, models, and symbols in written and verbal form 6.CM.5 Answer clarifying questions from others			
		Students will analyze and evaluate the mathematical thinking and strategies of others.		6.CM.6 Understand mathematical solutions shared by other students 6.CM.7 Raise questions that elicit, extend, or challenge others' thinking 6.CM.8 Consider strategies used and solutions found by others in		explain their problem solving strategies. critique during class their peer's methods for problem solving.	

Download the Template



1. Download the Curriculum Framework Template:

- a. Go to: <http://www.newyorkcharters.org>
- b. Scroll over the box at the top that says "Open a NYS Charter School" and click on "Application Kit" in the drop down menu
- c. Scroll down to the middle of the page and click on "Appendix B: Updated SUNY Curriculum Framework Template"
- d. Save the document with a new name and delete all pages except the blank template with descriptions of what goes in each column
- e. Delete the two optional columns at the end: "Resources" and "Suggested Pacing"

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Select Option 1 or 2



2. Select Option 1 or 2:

- a. Review advantages and disadvantages of each option
- b. Decide which option you will choose
- c. Follow those guidelines for the standards areas you map on your Curriculum Framework Template

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Download the Standards



3. Download the NY State Standards for the subject areas and grades necessary depending on whether you have chosen option 1 or 2

- a. Go to <http://www.emsc.nysed.gov/ciai/cores.html>
- b. Scroll down to a given subject area
- c. Click on the relevant grade-level standards and copy and paste them into a word document

OR

- a. Go to <http://nylearns.org/standards>
- b. Choose the relevant standards and grade levels from each drop-down menu
- c. Select the relevant grade-level standards and copy and paste them into a word document

***** YOU MUST USE THE MATH STANDARDS FROM 2005, NOT FROM 1996/97. FAILURE TO DO SO WILL RESULT IN THE AUTHORIZER REQUIRING YOU TO REDO THE ENTIRE MATH SECTION.*****

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Input Standards and Performance Indicators into Curriculum Framework Template



4. Input Standards and Performance Indicators into Template:

- a. Select a subject area and grade level based on the option you choose
- b. Read the first standard and decide if it is content (things students must know) or process (skills they must master)
- c. Place standard into appropriate column (either “New York State Content Standards” or “New York State Skills Standards”)
- d. Insert corresponding performance indicators (if any – the non-core subjects do not all have PIs)
- e. Repeat for all necessary subject areas and grade levels

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Add Appropriate Assessments



5. Add Appropriate Assessments:

- a. Consider what the standard/performance indicator is asking students to learn – content or skill
- b. Reflect on what type of assessment would best showcase a student's mastery in this area
- c. Insert appropriate assessments
- d. Repeat for all necessary subject areas and grade levels

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Get Started



1. Download the Curriculum Framework Template
2. Select Option 1 or 2
3. Download the NY State Standards
4. Input standards and performance indicators into Template
5. Add appropriate assessments

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Wrap Up



- Questions

Charter School Startup

Helping Founders Find Their Way

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