New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

Turnkey Guidance for Let's Talk Crosswalk: How to Utilize the NYS Next Generation Mathematics Learning Standards Crosswalk Documents

Goal: To provide educators with an overview of the content changes and modifications that are reflected in the NYS Next Generation Mathematics Learning Standards in comparison to the NYS P-12 CCLS for Mathematics, as well as provide discussion points as to how these changes/modifications will impact student learning, instruction and curriculum planning.

Materials needed:

- Introduction to the NYSED Next Generation Mathematics Learning Standards Crosswalk Documents
- Let's Talk Crosswalk PowerPoint
- Let's Talk Crosswalk Card Sort
- Let's Talk Crosswalk Sort Categories
- Standard Progression Analysis Template

Optional Materials:

- NYS Next Generation Mathematics Learning Standards
- NYS Next Generation Mathematics Learning Standards Crosswalks

Instructions:

- Prior to the presentation, send attendees copies of the Introduction to the NYSED Next Generation Mathematics Learning Standards Crosswalk Documents and any optional materials that you will be using. Encourage all participants to read the materials in advance and bring print/digital copies to the session.
- Included below are notes for each of the steps along the way, as well as links to resources that delve further into each topic.
- Have participants sit in groups based on one of the two following grade bands: PK-5 and MS/HS.

STOP 1: THE TIMELINE

Highlight slide 3, showing the timeline of where we started with respect to the adoption of the NYS Next Generation Learning Standards this past September, and when full-implementation of these standards will take place. Full implementation will begin with the 2020-2021 school year for grades PK-8, meaning that state assessments for grades 3-8 will be aligned to the NYS Next Generation Learning Standards. Information regarding full-implementation/state assessment alignment at the high school level with be forthcoming, however will not take place prior to the school year 2020-2021.

As your participants will see, the transition period to full-implementation has been broken down into three phases: raising awareness, building capacity and full-implementation. The focus of this presentation will be on *raising awareness* in regard to the content modifications and changes that are reflected in the Next Generation Mathematics Learning Standards and how the crosswalk documents can be utilized to support upcoming planning and provide guiding discussion points that might need to be considered as districts move forward with transition work in regard to curriculum and instruction.

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STOP 2: THE NEED FOR CHANGE

Highlight slide 4: The tree relates to the current structure of the NYS P-12 CCLS for Mathematics. We have a solid core of content, strengthened by the embedded Standards for Mathematical Practice. Together, these content and practice standards led to instructional shifts: focus, coherence and rigor.

Focus: Narrow and deepen the scope of how time and energy is spent in the math classroom, allowing time to focus deeply on only the concepts that are prioritized in the standards so that students can reach strong foundational knowledge and conceptual understanding.

Coherence: Connect learning within and across grade levels so that students can build new understanding onto foundations, extending previous learning.

Rigor: A balanced combination of fluency, application and deep understanding.

Highlight slides 5-10: Based on input gathered through all phases of the standards review process, modifications were made to strengthen the instructional shifts described above. Additional notes are provided on the individual slides.

STOP 3: MAJOR CHANGES

Highlight slides 11-16: These slides focus on some of the major changes that have occurred for the grade bands Pk-2, 3-5, 6-8, Algebra I, Geometry and Algebra II.

Highlight slides 17-20. To get a full grasp of all modifications/changes, one needs to take an in-depth look at the crosswalk documents. There are two types of crosswalks for mathematics: the grade-level snapshots and the two-column side-by-side.

Slide 18 shows an example of the grade-level snapshot which provides a condensed one-page summary that lists standards that were added to the grade/course, standards that were moved, and any instructional considerations that need to be highlighted based on new standard clarifications or language modification.

Slides 19 and 20 show the side-by-side crosswalks. These two slides show how strike-through and bolded text were used to highlight content differences and wording modifications between the two sets of standards.

Highlight slides 21-23: Card Sort

Activity: Participants should be in groups that represent either PK-5 or MS/HS. Have each group lay out the card sort categories (clarification, new, removed/moved, explore, notes, and examples/illustrations). Now using the given side-by side crosswalk cards, have participants discuss amongst their group members what type of change/modification is seen and which category best describes that change/modification. A suggested answer key for both grade-level bands is provided in slides 22 and 23.

Highlight slide 24: Stop and Process

Activity: Using the Talking Pen approach or an alternative approach, have group members generate discussion centered around these two questions:

What challenges do you foresee with these changes?

How can we overcome these challenges?

STOP 4: NEXT STEPS AND CONSIDERATIONS

Highlight slide 26: In order to understand the full scope of the modifications/changes that have occurred in the NYS Next Generation Mathematics Learning Standards, districts will need to pull from key resources that include not only the crosswalk documents, but the progression documents, colleagues and the NYS Next Generation Mathematics Learning Standards document itself. Additional notes are provided on this slide.

Highlight slide 27: This slide shows one way of analyzing the impact of a modification/change by doing a standard analysis. After examining a standard utilizing the resources mentioned above the following questions can be discussed:

- What foundational knowledge do students have regarding this standard?
- What content connections can we make within our grade level? Have we been making these connections already?
- How does this standard/skill support student learning of mathematical concepts at future grade levels?
- Will there be any learning gaps that will need to be addressed?
- How impactful is the new standard/change with respect to our current curriculum?