



www.csaanys.org
www.nyscirs.org
csaanys@nycap.rr.com
518-273-1205
518-273-1206 fax

Links and Helpful Information

- NYS Science Standards— <http://www.p12.nysed.gov/ciai/mst/sci/documents/p-12-science-learning-standards.pdf>
- NYS Next Generation Learning Standards— <http://www.nysed.gov/next-generation-learning-standards>
- NYCIRS - www.nyscirs.org has the parent newsletters and information sheets perfect for parent/teacher conferences.



New Standards—Now What?

As you know NYS has adopted the Next Generation Learning Standards for Math and English Language Arts. These standards join the Science and Social Studies, and Arts standards.

Implementation Timeline:

- **September 2017:** Adoption of Next Generation Learning Standards
- **Awareness Building 2017-2018 School Year:** Two-day assessments measuring the current standards; professional development on Next Generation Learning Standards;
- **Capacity Building 2018-2019 School Year:** Two-day assessments measuring the current standards; professional development continuing on Next Generation Learning Standards;
- **Capacity Building 2019-2020 School Year:** Two-day assessments measuring the current standards; professional development continuing on Next Generation Learning Standards;
- **Full Implementation September 2020:** Full implementation of the Next Generation Learning Standards;
- **Spring 2021:** New grade 3-8 tests measuring Next Generation Learning Standards.

What should you do this school year? There are a couple things that will help you begin the transition to the new standards.

1. Go to <http://www.nysed.gov/next-generation-learning-standards> and download and print a new copy of the standards.
2. Next, also at that website is the preface and introduction to the new standards. These are important reads and should be done before diving into the new standards.
3. The Crosswalks. Spend some time going over the crosswalks between the CCLS and the Next Gen Standards. These crosswalks highlight the changes to the standards in a simple and easy to understand fashion.
4. There is a conference on March 28th at the Rochester Riverside Convention Center that is all about the new learning standards. Please consider attending, your principal will have the registration information.
5. Work with your colleagues to plan on how the implementation will look in your school. Spend time discussing the standards, materials and resources so that when the standards are in full force you are prepared.

Please don't hesitate to reach out to CSAANYS if you have any questions or need support.

SETTING UP EFFECTIVE GROUP WORK

By Jeff Knutson

<https://www.edutopia.org/article/setting-effective-group-work>

Everyone loves collaboration. But simply bring up group work and... that's a different conversation. Group work is one of the most common types of student collaboration. It's also complicated and messy, and never quite works out as well as we'd like. Some students feel like they're doing most of the work. Others feel left out. Motivation wanes. Assignments get cobbled together, and nobody feels like they have real ownership of the work. Or worse yet: Nobody feels a strong sense of ownership of the learning. Collaborative group work is complex and messy by nature—it's supposed to be that way. Working through that complexity is part of what we want students to experience. But if we really want to promote and model positive collaboration, it's worth taking a second look at how we structure and assign group work to our students.

PRACTICAL TIPS

If you're designing an activity, lesson, or unit that involves collaborative group work, here are a few ideas to consider.

1. Ask yourself: Does this assignment actually need to involve group work? Can the tasks be broken down into meaningful, equitable parts? Before anything else, decide exactly what you want students to learn and make sure it's suited to group collaboration. If the work doesn't break down easily (and equitably), maybe it's worth considering a different route.

2. Break down the work for students ahead of time. Effective group work takes a lot of scaffolding. Don't expect students to know how to divvy up the work on their own. Working together to break down and delegate responsibilities is one of the most challenging tasks for any group, even for adults. Breaking down tasks ahead of time models for students how it can be done. Over time, consider transferring some of this responsibility to them.

Make sure the distribution of work—what each student's roles and responsibilities will be—is very clear to everyone. Do your best to create tasks that are interdependent—the kind that require kids to work both independently and together.

3. Give students a framework to understand their roles and responsibilities. Traditional group work roles (think: timekeeper or note taker) tend to be administrative. While that division is well-intentioned, the roles don't (usually) serve our learning goals directly and fall short of supporting true collaboration.

What if we structured the roles differently? When students share ownership of what they're learning, everyone should have multiple roles to play: one task to own individually; a role in supporting a peer; and the responsibility to assess both themselves and someone else in their group. Interdependence is key.

The work of collaborating in groups can be difficult to coordinate and challenging to complete. But it's also a great opportunity to practice communication and collaboration skills. Visual brainstorming tools, such as mind maps and virtual corkboards, can help students get organized and comfortable sharing their ideas.

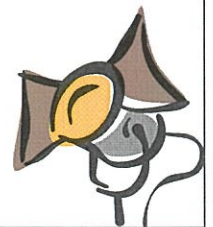
Using a digital tool can be a big help. The three online tools below are specifically for group brainstorming. Kids can add text, videos, and images at any time (remotely or during class). And by organizing group work visually, students will develop valuable presentation skills while working creatively as a part of their team.

Mural: Designed for multiple users to share ideas, Mural allows kids to work together on projects in class or remotely. Students can watch their boards grow as group members add text, videos, and images. In addition, they can move and revise items during the brainstorming process as if they were moving Post-it notes around. The paid version allows teachers to create secure rooms, or folders, to house mural boards and control sharing.

MindMeister: Great for older kids, this mind-mapping website has a simple interface with extensive sharing functionality. Students can browse through premade templates or build their own map by choosing a main theme and building out nodes with notes, images, attachments, and links. Bonus: Any node can contain team assignments, due dates, and email reminders, so groups can easily visualize and organize their interdependent responsibilities.

Stormboard: Students create and add "stickies" to a virtual whiteboard where group members (or a whole class) can comment and vote. These stickies can be text, images, or videos, and users can color-code and rearrange them on the board to easily organize ideas as they brainstorm.

What does your faculty need? Don't forget to do a needs assessment! You can find a template at www.csaanys.org. CSAANYS has been hard at work helping faculties on a variety of topics, some related to implanting the learning standards, as well as training teachers in Backwards Design, Social Emotional Learning, cross curriculum planning, Mindset, and using rubrics across all content areas. Please let us know your needs and together we can figure out a plan.



8

Things every educator should know about New York State's plan for the Every Student Succeeds Act



<p>What is ESSA?</p>	<p>The Every Student Succeeds Act (ESSA) is a federal law that outlines how states can use federal money to support public schools. In September 2017, New York State submitted its plan for the approximately \$1.6 billion New York receives annually under ESSA.</p>
<p>Why does it matter?</p>	<p>New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from. Since fall 2016, New York State has sought feedback to design a plan that advances equity, access, and opportunity for <i>all</i> students.</p>
<p>What do educators need to know?</p>	<p>Below are highlights of important elements for educators in the plan. We encourage you to visit the New York State Education Department's ESSA website to learn more about the plan.</p>

1 New York State values a well-rounded education for all.

New York State's accountability system will use a variety of indicators beyond core academic subjects.

Schools and districts will be measured annually on these indicators:

Future indicators:

For all schools	For high schools	
<ul style="list-style-type: none"> English language arts Math Science Progress in learning English (for those who don't speak it) Chronic absenteeism (absent 18+ days, with exceptions) 	<ul style="list-style-type: none"> Social studies Graduation rate College, career, and civic readiness index: taking advanced coursework, earning technical education certificates, etc. 	<ul style="list-style-type: none"> Out-of-school suspensions (beginning with 2018-19 results) Being ready for high school (once data becomes available) "Learning environment" indicators (e.g., class size, access to arts classes)

2 New York State wants to reduce testing time and improve the testing experience.



Tests in grades 3-8 English and math will be reduced to two days each in 2018.



The state will try ways to assess student knowledge that could ask students to complete and present performance tasks.

95%

The federal law requires 95% of students in each tested grade and subgroup to take the appropriate tests. New York State will work with parents, schools, and districts to increase participation.



New York State will continue to translate math and science tests into more languages, and when funding becomes available, will create a language-arts test in students' native language.

3 New York State will redefine and reimagine the educator preparation experience.



The state will examine changes to field experiences and placement requirements for prospective teachers and school leaders to make sure they are ready on day one.



Working with districts and higher education, the state will create tools and other resources that will increase communication between preparation programs and the districts that employ their graduates.

4

New York State is committed to working with districts to ensure cultural responsiveness.



The state will help ensure that materials are in languages and formats that families understand and can access.



The state will enable teachers and leaders to get support and development in culturally responsive instruction.



Schools will get assistance to write improvement plans that include culturally responsive and linguistically appropriate supports for students and parents.

5

New York State will encourage and foster the ability of districts to advance equity and access for all.



New reports will outline how much each school is spending per student and from what source.



The state will help districts equalize access to experienced, fully prepared, and effective educators.



The state will seek a waiver so newly arrived non-English-speakers' test scores don't count until their third year of enrollment.

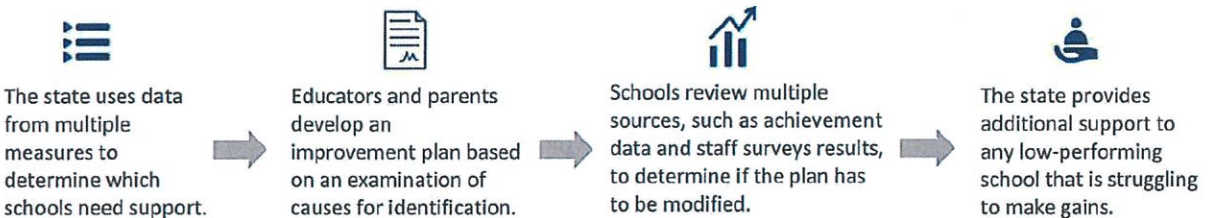
6

New York State will identify schools for support and recognition based on multiple measures.

Comprehensive Support and Improvement	Targeted Support and Improvement	Recognition Schools	Schools in Good Standing
Schools in the bottom 5% of all schools, high schools with 4-, 5-, and 6-year graduation rates of 67% or less, or schools that have not improved after receiving targeted support.	Schools with subgroups that are among the lowest-performing in the state.	Schools that are high-performing or rapidly improving as determined by the Commissioner.	Schools that are not identified in any of the preceding categories.

7

Each school identified for improvement will work with staff, families, and the community to craft a plan that identifies school-specific solutions for areas of need.



8

New York State will award funds to each school district to support a Professional Development Plan developed by educators.



Districts will continue convening their professional development teams which include a majority of educators and one or more administrators.



The team develops, implements, and evaluates the Professional Development Plan which includes, among other things, mentoring for new teachers.

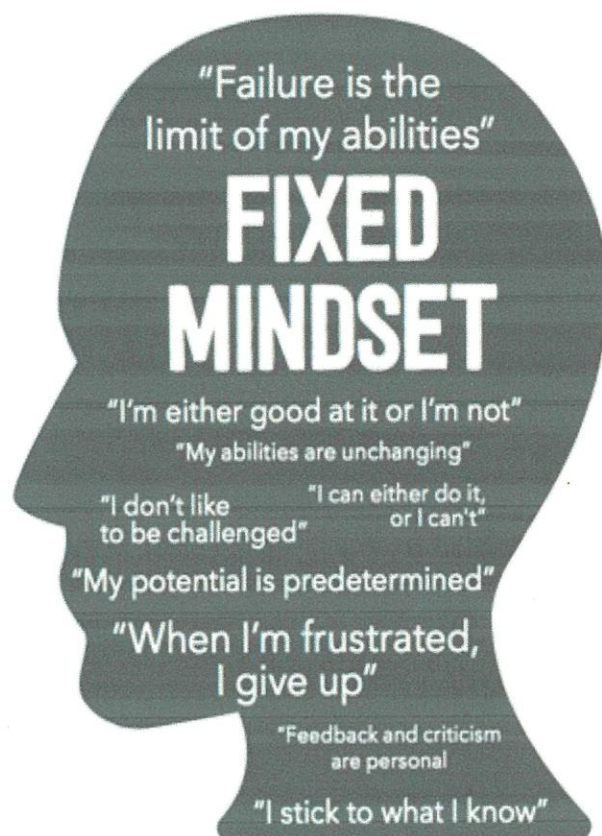
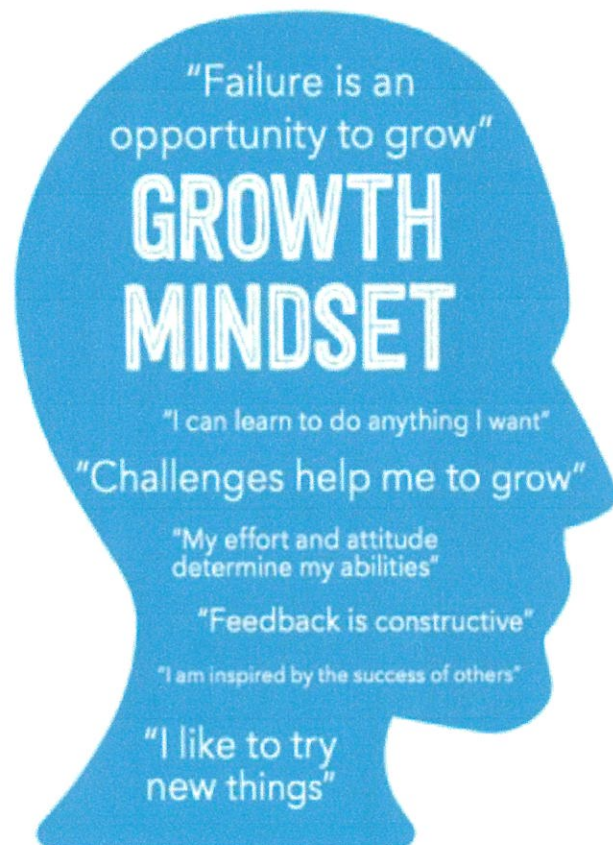


New York State will award Title II funds under ESSA to support local implementation of these plans.

The way parents talk about ability and learning can have powerful effects on their kids' beliefs. Below are three ways parents can instill a growth mindset. And remember, developing a growth mindset in yourself and in your kids is a process that takes time. Have a growth mindset about developing a growth mindset!

- Recognize your own mindset: Be mindful of your own thinking and of the messages you send with your words and actions.
- Praise the process: Praising kids for being smart suggests that innate talent is the reason for success, while focusing on the process helps them see how their effort leads to success.
- Model learning from failure: When parents talk positively about making mistakes, kids start to think of mistakes as a natural part of the learning process.

<https://www.mindsetkit.org/growth-mindset-parents/how-parents-can-instill-growth-mindset/3-ways-parents-can-instill-growth-mindset>





Spotlight for Parents

PARENT'S GUIDE TO A GROWTH MINDSET

Big Life Journal

www.biglifejournal.com

PRAISE

FOR:
EFFORT
STRATEGIES
PROGRESS
HARD WORK
PERSISTENCE

RISING TO A CHALLENGE
LEARNING FROM A MISTAKE

NOT FOR:
BEING SMART
BORN GIFTED
TALENT
FIXED ABILITIES
NOT MAKING MISTAKES

SAY:

"YOU TRIED VERY HARD AND YOU USED THE RIGHT STRATEGY!"

"WHAT A CREATIVE WAY TO SOLVE THAT PROBLEM."

THE POWER OF "NOT YET"

SAY:

"YOU CAN'T DO IT YET."
"YOU DON'T KNOW IT YET."

"BUT IF YOU LEARN AND PRACTICE, YOU WILL!"

GROWTH MINDSET
YOU CAN GROW YOUR INTELLIGENCE

VS

FIXED MINDSET
YOU CAN'T IMPROVE NATURAL ABILITIES YOU WERE BORN WITH

BRAIN CAN GROW

SAY:

"YOUR BRAIN IS LIKE A MUSCLE. WHEN YOU LEARN, YOUR BRAIN GROWS. THE FEELING OF THIS BEING HARD IS THE FEELING OF YOUR BRAIN GROWING!"

FAILURES AND MISTAKES = LEARNING

SAY:

"YOU CAN LEARN FROM YOUR MISTAKES."
"MISTAKES HELP YOU IMPROVE."
"LET'S SEE WHAT OTHER STRATEGIES YOU CAN TRY."

ASK

"WHAT DID YOU DO TODAY THAT MADE YOU THINK HARD?"
"WHAT NEW STRATEGIES DID YOU TRY?"
"WHAT MISTAKE DID YOU MAKE THAT TAUGHT YOU SOMETHING?"
"WHAT DID YOU TRY HARD AT TODAY?"

RECOGNIZE YOUR OWN MINDSET
BE MINDFUL OF YOUR OWN THINKING AND OF THE MESSAGES YOU SEND WITH YOUR WORDS AND ACTIONS.

BASED ON CAROL DWECK'S BOOK "MINDSET: THE NEW PSYCHOLOGY OF SUCCESS"

What is a Growth Mindset?

- The beliefs children have about intelligence, effort, and struggle impact the choices they make about learning.
- People tend to hold one of two different beliefs about intelligence:
- Children with a growth mindset believe that intelligence can be developed. These students see school as a place to develop their abilities and think of challenges as opportunities to grow.
- Children with a fixed mindset believe that intelligence is fixed at birth and doesn't change or changes very little with practice. These students see school as a place where their abilities are evaluated, they focus on looking smart over learning, and they interpret mistakes are a sign that they lack talent.

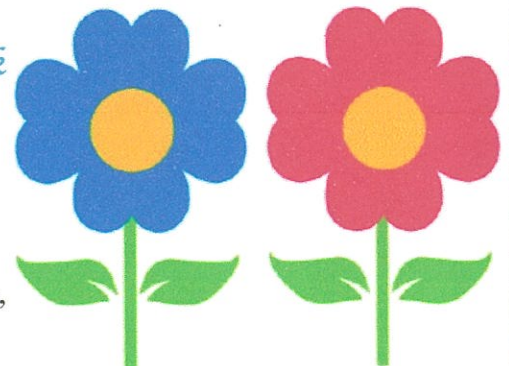
<https://www.mindsetkit.org/growth-mindset-parents/learn-about-growth-mindset/what-is-growth-mindset-parents>

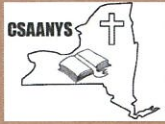
Summer Activities for Principals

The end of the school year is an exciting time for students and teachers looking forward to some time off, but for a principal it simply means turning the page and starting new. A principal's job is never done and a good principal will use the summer to search for and make improvements for the upcoming school year. To begin, sit down and do a comprehensive reflection on the entire school year as a whole. Look for things that worked really well, things that did not work at all, and things you can improve on. The truth is that year in and year out there is room for improvement. A good administrator will search for areas of improvement constantly.

Areas for reflection and action (these are great reflection questions for the last faculty meeting as well):

1. Communication - this is an area that pretty much ALL schools personnel need to improve upon. While websites are good for some communication (a great, comprehensive marketing tool), they are not so great for daily/weekly communication with parents. Remember that parents and community members have to make an active choice to visit a website, and considering the hectic lives many people live, by not putting information directly "in front of" your audience, you are unwittingly causing frustration because of missed information. A weekly email blast, twitter updates, Facebook posts, and website updates work in tandem to keep your community informed.
2. Summer Communication - new families need to know what to expect, what summer learning expectations are, where, when, and how things work. Because these families are new to your community the personal, hands on touch goes a long way to welcome them into the fold. Consider this: a new family registers for 5th grade in July. The teacher has sent home summer work with the children that are already a part of the class. How does the new family know about the summer requirements? Who is responsible for communicating this information?
3. Review assessment practices - gather assessments that teachers have given this year, look for trends, areas that need improvement, and variety. Does each assessment have a balance of fluency, comprehension, application, and transference? This is an area that many teachers need professional development help, assessments rarely reflect the true learning goals of the lesson or unit. Without excellent assessments teachers can't accurately determine student achievement. Watch these two videos for great examples of how assessments can be used to provide comprehensive data: <https://yhoo.it/2qC6yX0>, and <https://www.teachingchannel.org/videos/math-test-grading-tips>
4. Teacher/staff meetings - the teacher evaluation process is one of the most important aspects of the role of the school administrator. This is an on-going process, that includes the daily "pop-in" visits to the classroom, multiple formal assessments, and a summer sit down. During the summer challenge the teachers in areas they need improvement, ask them to stretch themselves, change practices, and improve instruction. Do research on best practices and encourage learning and growth from your teachers.
They way we've always done it, doesn't work here any more!!
5. Your health - summer is an important time to relax and rejuvenate. You need to take time each day to do the things that make you happy and healthy. Summer is also a great time to catch up on web searches, read educational journals, and start planning for your new initiatives. Enjoy!





CSAANYS News

47 Years Serving the Catholic School Administrator

The Catholic School
Administrators Association of
New York State
625 7th Ave. Troy, NY 12182
518-273-1205
518-273-1206 fax

csaanysoffice@nycap.rr.com or
csaanys@nycap.rr.com

Twitter: @CSAANYS
Facebook: CSAANYS
www.scoop.it/t/catholic-education-nys

www.csaanys.org
Password: faith

*O God of Creation, you have blessed us with the changing of the seasons. As we embrace these autumn months, May the earlier setting of the sun remind us to take time to rest. May the crunch of the leaves beneath our feet remind us of the brevity of this earthly life. May the steam of our breath in the cool air remind us that it is you who give us your breath of life. May the scurrying of the squirrels and the migration of the birds remind us that you call us to follow your will. We praise you for your goodness forever and ever.
Amen.*

The Garden Analogy : If we think of students as plants ...

Summative assessment of the plants is the process of simply measuring them. It might be interesting to compare and analyze measurements but, in themselves, these do not affect the growth of the plants.

Formative assessment on the other hand, is the equivalent of feeding and watering the plants appropriate to their needs - directly affecting their growth.

As you begin classroom observations, collecting lesson plans, helping teachers achieve growth in their instruction take some time to consciously note the formative assessments that are happening. Reflect with the teacher on what the purpose of the assessment was, how the data will be used, and if there is a differentiation plan in place. These types of daily assessments will be the ones that have the greatest impact on student achievement. Formative assessments will provide rich information to guide instruction and learning outcomes.

In addition, consider collecting summative assessments and reflect with the teacher on the learning goals, and what is being assessed. When reviewing, look not only at the content, but also the format and layout of the assessment. Often times simple considerations are missed in teacher prepared assessments, for example, ample white space between questions, making sure that there are not too many questions being asked within each question, questions are numbered correctly and sequentially and lastly directions that are clear, and concise.

To review a Power Point presentation by NYSED with the latest curriculum and instruction updates, please go to www.csaanys.org, newsletters in the members only section. Please share with your teachers.

School Website Checkup

Often we have to go to a school's website to find pertinent information for our records. Frequently the information we are looking for is not readily available on the homepage or about page. The Principal's name, school address, phone, principal & office email, fax, etc. should be prominent. Many people would prefer to communicate electronically, and without information a family may pass your school by for one that has current accessible information online. I also can't express enough how important it is for all information on school websites be current and accurate. If you would like an outside "review" of the school's website, please email Amy at csaanysoffice@nycap.rr.com, with the school URL in the message. We are happy to help your school have a prominent online presence.

CSAANYS News

Serving you since 1972

Volume 46, Issue 8

November 2018

Thank you, God of love, for the many gifts you have given us. Help each of us to take time to recognize the gifts you have given us, and work toward developing those gifts. May we be willing to reach out to others and share our blessings. Amen.

SORIS Office Updates

- The submission date for the Math, Science, Technology grant has closed, there were nearly 1,500 applications. Due to the high volume of responses, the anticipated reimbursement date of late fall 2018 may need to be extended.
- Year 5 of the Safety Grant is now open. Please read the guidance before submitting your paperwork. <http://www.p12.nysed.gov/nonpub/>
- Watch the SORIS website for free or low cost PD provided with the SEA Title IIA funds.

Healthy Schools = Healthy Kids

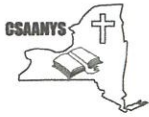
Most people are aware that outdoor air pollution can impact their health, but indoor air quality can also have significant, harmful effects. CSAANYS sits on the Green, Clean, & Healthy Schools steering committee. This committee is chaired by NYS Dept. of Health personnel, and comprised of members from organizations that are interested in ensuring all students are educated in healthy school buildings.

Indoor air contaminants can originate within the building or be drawn in from outdoors. Air pollutants consist of numerous particulates, fibers, mists, bioaerosols, and gases. Factors that effect indoor air quality (IAQ) include: HVAC systems, building occupants, pollutant pathways. The effects of IAQ problems are often not specific symptoms, but may include: headache, fatigue, shortness of breath, sinus congestions, sneezing, cough, increased asthma symptoms, etc.

For information on IAQ and resources to help you determine the air quality in your building please see:

- Harvard has produced an excellent white paper on Foundations for Student Success and IAQ—<https://schools.forhealth.org/Harvard.Schools.For.Health.Foundations.for.Student.Success.pdf>
- Green, Clean & Healthy Schools Network https://www.health.ny.gov/environmental/indoors/healthy_schools/index.htm
- The Green, Clean & Healthy Schools network is looking for schools to participate in a free pilot program. https://www.health.ny.gov/environmental/indoors/healthy_schools/docs/pilotschoolflyer.pdf. Please call Carol if this is something you might be interested in participating.
- *IAQ Tools for Schools* Action Kit shows schools how to carry out a practical plan to improve indoor air problems at little- or no-cost using straightforward activities and in-house staff—<https://www.epa.gov/iaq-schools/indoor-air-quality-tools-schools-action-kit>
- Check the new information box at www.csaanys.org for these and more information and resources to help your school be even healthier!





Carol Geddis,
Executive Director
625 7th Ave.
Troy, NY 12182
518-273-1205 phone
518-273-1206 fax
www.csaanys.org
Password: mercy

New website
password —
case sensitive



csaanys@nycap.rr.com
csaanysoffice@nycap.rr.com
Facebook: CSAANYS
Twitter: @csaanys

Substantial Equivalency

In a nutshell, substantial equivalency has long been in education statute. It is defined as the local superintendent being responsible for determining that students attending our schools are receiving an education equivalent to what is provided in the public school. At this point in time the NYSED has not finalized the guidance or begun the training process for independent and religious school administrators, BOCES personnel, and local superintendents. This is significant because there are schools being contacted to be part of a “pilot”. At this time, until the new guidelines are made public, volunteering to participate in such a pilot is not encouraged. Please reach out to CSAANYS and your Superintendent’s office if you are contacted about participating in a pilot. In the member’s only section you will find a brief reference sheet with the latest updates. We will keep you posted through the listserv and website as this process continues to progress.

Limitations of New Teachers

Although new teachers usually bring with them enthusiasm, high aspirations, and fresh ideas, they lack the expertise that can only come with experience. Reynolds’ (1995) review of research on “learning to teach” identifies four common limitations of beginning teachers that can be addressed and remedied with effective support. These teachers often:

1. Have difficulty seeing the pedagogical implications of student differences and tailoring materials and instruction accordingly;
2. Are not able to “read” a class environment and establish appropriate rules and routines;
3. Do not know a subject in ways that allow them to provide explanations to their students;
4. Analyze their own teaching in ways that appear to be less focused than experienced teachers’ reflections. Confidence is another critical component of successful instruction that new teachers sometimes lack.

Talk with your new teachers about strength and perseverance. “Know what you believe in and what you stand for, and let that hold you fast when forces outside of your control try to dig you up. Dandelions grow everywhere: in cracks in the sidewalk, building foundations, the middle of lawns—wherever the seed lands, they grow and bloom.” (Thomas) Share the article *The Lesson of the Dandelion* by Laura Thomas — <https://www.edutopia.org/article/lessons-dandelion> as a discussion starter at a faculty meeting or in an observation conference. Encourage teachers to share their stories, as you share yours, everyone has the best day ever, and everyone has the day that makes them question why they became a teacher. Through sharing our stories we learn and grow, and discover with time and nurturing every teacher can become as tough and beautiful as the dandelion.



Don’t forget to consult with your LEA on
your school’s Title IV Funds!



CSAANYS News Sponsored by:

At FACTS, we’ve spent over 20 years defining what tuition management should be. Today, we unveil a new vision for serving your school and families. In addition to better helping families manage costs, we also offer expanded flexibility for parents and schools that meets your high expectations—and ours. To experience FACTS Tuition Management for yourself, visit our website to sign up for a free Webinar or give us a call. www.factsmgt.com 877.606.2587.