



New York State Education Department – New York State Next Generation ELA and Mathematics Learning Standards Implementation Roadmap

**NYS NEXT GENERATION ENGLISH LANGUAGE ARTS  
and MATHEMATICS LEARNING STANDARDS**

| <b>Phase I: Raise Awareness</b><br>Make all education stakeholders aware of the revised standards and the timeline for implementation; highlight areas of impact with respect to current standards, instruction, and assessment. This collaborative phase will help identify the necessary professional development that will occur in Phase II.<br><b>Please note: In Spring 2021, the NYS 3-8 assessments will align to the NYS Next Generation Learning Standards. The timeline regarding assessment alignment at the high school level has not been determined and will be forthcoming.</b> |  | Stakeholder Groups * |               |                        |                          | Timeline:<br>Winter 2018-Winter/Spring 2019                |
|---|--|----------------------|---------------|------------------------|--------------------------|--|
| Goal(s)   | Key Implementation Activities  | NYSED                | S/CDN & BOCES | Local School Districts | Other Stakeholder Groups | Action Steps Taken<br>(To be completed by local districts) |
| <b>Goal 1: Clearly communicate the adoption and the <a href="#">implementation timeline</a> of the Next Generation ELA and Mathematics Learning Standards.</b>  | Maintain updated NYSED ELA and Mathematics Curriculum and Instruction website and EngageNY.  | ✓                    |               |                        |                          |  |
|   | Conduct conference calls with Statewide Leaders of Professional Associations/Big 5 Districts.  | ✓                    |               |                        |                          |  |
|   | Conduct presentations on the implementation timeline at major statewide meetings.  | ✓                    | ✓             |                        |                          |  |
|   | Conduct presentations on the implementation timeline at district administrative meetings and/or regional/local level meetings. Share information with administrators and teachers. | ✓                    | ✓             | ✓                      | ✓                        |  |
|   | Utilize electronic communication and social media to inform stakeholders of the timeline for implementation.   | ✓                    | ✓             | ✓                      | ✓                        |  |



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| <p>Make all education stakeholders aware of the revised standards and the timeline for implementation; highlight areas of impact with respect to current standards, instruction, and assessment. This collaborative phase will help identify the necessary professional development that will occur in Phase II.</p> <p><b>Please note: In Spring 2021, the NYS 3-8 assessments will align to the NYS Next Generation Learning Standards. The timeline regarding assessment alignment at the high school level has not been determined and will be forthcoming.</b></p> |  |                      |               |                        |                          |  |
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| <b>Goal 2: Understand and clearly communicate the changes between the 2011 P-12 Learning Standards and the NYS Next Generation Learning Standards.</b>  | Review <a href="#">the Introduction to the New York State Next Generation Early Learning Standards</a> , the <a href="#">Preface to the ELA and Mathematics Standards</a> , and the Next Generation Learning Standards Introductions for both <a href="#">ELA</a> and <a href="#">Mathematics</a> , identifying potential needs for future professional development in Phase II.                     |                      | ✓             | ✓                      | ✓                        |  |
|   | Review and discuss Dr. Lesaux’s <a href="#">literacy briefs</a> that offer deeper explanation of concepts embedded in the standards. Provide guidance to districts that serve linguistically diverse learning populations.<br>Additional resources: <a href="#">Blueprint for Improved Results for Students with Disabilities</a> and <a href="#">Blueprint for English Language Learner Success</a> |                      | ✓             | ✓                      | ✓                        |  |
|   | Review the new Lifelong Practices of Readers and Writers and Standards for Mathematical Practices, identifying potential needs for future professional development in Phase II.  |                      | ✓             | ✓                      | ✓                        |  |
|   | Create and release crosswalks that show the differences between the 2011 P-12 Learning Standards and 2017 NYS Next Generation ELA and Mathematics Standards.   | ✓                    |               |                        |                          |  |



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| <b>Goal 2: Understand and clearly communicate the <a href="#">changes</a> between the 2011 P-12 Learning Standards and the NYS Next Generation Learning Standards.</b>  | Conduct an analysis of the crosswalks at the regional/local level that can be utilized to drive future curricular adjustments.  |                      | ✓             | ✓                      | ✓                        |  |
|   | Identify experts who can communicate an understanding of the changes between the 2011 P-12 Learning Standards and Next Generation Standards.  | ✓                    | ✓             | ✓                      | ✓                        |  |
|   | Conduct presentations utilizing standards resource documents at the state/regional/local level (including district administrative meetings) which communicate what is reflected in the NYS Next Generation ELA and Mathematics Learning Standards and the impact on curriculum planning.  | ✓                    | ✓             | ✓                      | ✓                        |  |
|   | Develop and deliver professional development for school leaders and teachers that builds understanding of the how the Learning Standards affect the needs of all students, with a focus on developmentally appropriate practice (including play) and best practices for diverse learners. | ✓                    | ✓             | ✓                      | ✓                        |  |



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| <b>Phase I: Raise Awareness</b><br>Make all education stakeholders aware of the revised standards and the timeline for implementation; highlight areas of impact with respect to current standards, instruction, and assessment. This collaborative phase will help identify the necessary professional development that will occur in Phase II.<br><b>Please note: In Spring 2021, the NYS 3-8 assessments will align to the NYS Next Generation Learning Standards. The timeline regarding assessment alignment at the high school level has not been determined and will be forthcoming.</b> |  | Stakeholder Groups * |               |                        |                          | Timeline:<br>Winter 2018-Winter/Spring 2019                |
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| <b>Goal 2: Understand and clearly communicate <a href="#">the changes</a> between the 2011 P-12 Learning Standards and the NYS Next Generation Learning Standards.</b>  | Build, support, and enhance knowledge of the NYS Next Generation ELA and Mathematics Learning Standards in the public sector (other stakeholders, higher education, parents, and the community) to promote effective implementation.   | ✓                    | ✓             | ✓                      | ✓                        |  |
| <b>Goal 3: Develop a P-12 district/building/grade level plan to be utilized in Phase II for curriculum development and professional development aligned to the NYS Next Generation ELA and Mathematics Learning Standards.</b>  | Identify district-level policies, initiatives, funding, and schedules that will support implementation.  | ✓                    | ✓             | ✓                      | ✓                        |  |
|   | Develop professional learning plan to determine the focus of future professional development and major initiatives for effective implementation of the Next Generation Learning Standards  | ✓                    | ✓             | ✓                      | ✓                        |  |
| <b>Goal 4: <a href="#">Support the development of summative assessments</a> at the state level aligned to NYS Next Generation ELA and Mathematics Learning Standards.</b>   | Work collaboratively with the Office of State Assessment to analyze the standard changes and implications to the test development cycle/guidance documents.<br>Note: New York State Education Department State Assessment teacher participation opportunities are available on the <a href="#">OSA website</a> . | ✓                    | ✓             | ✓                      |                          |  |



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| Phase II: Capacity Building<br>Provide guidance and support for districts with regards to the professional development needs identified in Phase I, with the focus on the integration of the Next Generation ELA and Mathematics Learning Standards into curriculum, instruction, and assessment design.<br><b>Please note: In Spring 2021, the NYS 3-8 assessments will align to the NYS Next Generation Learning Standards. The timeline regarding assessment alignment at the high school level has not been determined and will be forthcoming.</b> |   | Stakeholder Groups * |               |                        |                          | Timeline:<br>Spring 2019-Summer 2020                       |
|---|---|----------------------|---------------|------------------------|--------------------------|--|
| Goal(s)   | Key Implementation Activities   | NYSED                | S/CDN & BOCES | Local School Districts | Other Stakeholder Groups | Action Steps Taken<br>(To be completed by local districts) |
| <b>Goal 1: Support local school district needs to integrate the Next Generation ELA and Mathematics Learning Standards into local curriculum.</b>   | Examine current district curricular materials and resources and determine the changes needed to ensure alignment to the NYS Next Generation ELA and Mathematics Learning Standards. |                      | ✓             | ✓                      | ✓                        |  |
|   | Based on need, review, revise, or create curricular units or adopt a curriculum program to ensure alignment to the NYS Next Generation ELA and Mathematics Learning Standards.      |                      | ✓             | ✓                      | ✓                        |  |
|   | Pilot and evaluate new/modified curricular units at the classroom level using evidence-based criteria; revise curricular units accordingly.   |                      | ✓             | ✓                      | ✓                        |  |
|   | Coordinate district, local, and regional school collaboration in the design, adaptation, and planning of curriculum. Use technology and other resources as needed.                  |                      | ✓             | ✓                      | ✓                        |  |



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| <b>Phase II: Capacity Building</b><br>Provide guidance and support for districts with regards to the professional development needs identified in Phase I, with the focus on the integration of the Next Generation ELA and Mathematics Learning Standards into curriculum, instruction, and assessment design. |  | Stakeholder Groups * |               |                        |                          | Timeline:<br>Spring 2019-Summer 2020                       |
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| <b>Goal 2: Support classroom instructional needs to be aligned with the Next Generation ELA and Mathematics Learning Standards.</b>   | Identify current/new instructional strategies that allow opportunities for students to engage in the Lifelong Practices of Readers and Writers and the Standards for Mathematical Practice.  |                      | ✓             | ✓                      | ✓                        |  |
|   | Examine current classroom instructional strategies and determine changes needed to ensure classroom instruction is research-based and aligned with the standards. For example, using student centered project-based and inquiry-based learning, purposeful play, and other student-focused modes of instruction. | ✓                    | ✓             | ✓                      | ✓                        |  |
|   | Develop plans and resources to ensure that the instructional needs of <a href="#">Students with Disabilities</a> and <a href="#">English Language Learners/Multilingual Learners</a> will be met as the new NYS Next Generation Standards are implemented.   | ✓                    | ✓             | ✓                      | ✓                        |  |



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| <b>Goal 3: Support local school district professional development needs and ensure alignment with the Next Generation ELA and Mathematics Learning Standards.</b>   | Establish networks of educators, local, regional, and state organizations, and other stakeholders to collaborate and share professional development/implementation plans and resources that will enhance professional learning.                                 | ✓                    | ✓             | ✓                      | ✓                        |  |
|   | Implement professional development to understand how current research and best practice for curriculum and instruction support the development of advanced literacies. Please see Dr. Lesaux's <a href="#">literacy briefs</a> as a resource for this activity. | ✓                    | ✓             | ✓                      | ✓                        |  |
|   | Partner with interested experts in the arts, cultural centers, and community stakeholders, to feature workshops that enhance the teaching and learning of the NYS Next Generation ELA and Mathematics Learning Standards.                                       | ✓                    | ✓             | ✓                      | ✓                        |  |



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| <b>Goal 4: Support development of local and state assessments to be aligned to the NYS Next Generation ELA and Mathematics Learning Standards.</b>  | Design and collaborate in the test development cycle for the NYSED Grades 3-8 NYS English Language Arts and Mathematics Tests that are aligned with the NYS Next Generation ELA and Mathematics Learning Standards. Office of State Assessment <a href="#">Test Development Cycle</a> resources and <a href="#">teacher participation recruitment page</a> are available on the NYSED website. | ✓                    | ✓             | ✓                      | ✓                        |  |
|   | Provide professional development on the use of assessments (formative, as well as summative) and data driven instruction at the local level to encourage and promote student growth and produce valid data relevant to the achievement of the NYS Next Generation ELA and Mathematics Learning Standards.  |                      |               | ✓                      | ✓                        |  |





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| <b>Goal 4: Support development of local and state assessments to be aligned to the NYS Next Generation ELA and Mathematics Learning Standards.</b>  | Create/adjust local school district assessment(s), ensuring alignment to NYS Next Generation ELA and Mathematics Learning Standards.   |                      | ✓             | ✓                      |                          |  |
|   | Develop new aligned Regents Examinations in English Language Arts and Mathematics that reflect the expectations in the NYS Next Generation ELA and Mathematics Learning Standards.<br><br>Office of State Assessment <a href="#">Test Development Cycle</a> resources and <a href="#">teacher participation recruitment page</a> are available on the NYSED website. | ✓                    | ✓             | ✓                      | ✓                        |  |



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| <b>Phase III: Implementation</b><br>Local school districts implement the NYS Next Generation Mathematics and ELA Learning Standards in classrooms for Prekindergarten-Grade 12.<br><b>Please note: In Spring 2021, the NYS 3-8 assessments will align to the NYS Next Generation Learning Standards. The timeline regarding assessment alignment at the high school level has not been determined and will be forthcoming.</b> |   | Stakeholder Groups * |               |                        |                          | Timeline:<br>September 2020 - ongoing                   |
| Goal(s)  | Key Implementation Activities   | NYSED                | S/CDN & BOCES | Local School Districts | Other Stakeholder Groups | Action Steps Taken (To be completed by local districts) |
| <b>Goal 1: Align instruction and curriculum to the Next Generation ELA and Mathematics Learning Standards.</b>   | Put into practice new local curricular units at the local level (school year 2020-21).  |                      | ✓             | ✓                      |                          |   |
|  | Align instructional scaffolds to enable access to the standards for English Language Learners and Students with Disabilities.   |                      |               | ✓                      |                          |   |
|  | Continue to implement appropriate professional development for teachers that links current research and best practices to instruction, as it relates to the Learning Standards.   |                      | ✓             | ✓                      | ✓                        |   |
|  | Administrators or curriculum specialists organize local programming to allow for collaborative planning, assessment, and inquiry. Educators engage in collaborative planning to ensure <i>all</i> students receive effective standards-based instruction.                                   |                      | ✓             | ✓                      | ✓                        |   |
|  | Continue to develop and deliver embedded professional development for school leaders and teachers that enhances understanding of the NYS Next Generation ELA and Mathematics Learning Standards with regards to student learning environment, instruction, and curriculum/program planning. | ✓                    | ✓             | ✓                      | ✓                        |   |



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| <b>Goal 2: Provide support and structure for educators to gauge and track progress of implementation.</b>  | Educators and district leaders discuss and reflect on implementation of local district curricular units.   |                      | ✓             | ✓                      | ✓                        |  |
|  | Analyze local and State assessment data (formative and summative) and student work to improve implementation efforts and overall student achievement.  | ✓                    | ✓             | ✓                      | ✓                        |  |
|  | Identify district level policies, initiatives, funding, and schedules to continue to support implementation.   |                      | ✓             | ✓                      | ✓                        |  |
|  | Provide educators with opportunities for feedback and to share ideas, successes, challenges, resources and assessments, with local districts as well as NYSED.   | ✓                    | ✓             | ✓                      | ✓                        |  |
|  | Continue to collaboratively design the Grades 3-8 NYS ELA and Mathematics Tests to ensure alignment with the NYS Next Generation ELA and Mathematics Learning Standards. Develop new Regents Examinations in ELA and Mathematics (administration dates to be determined) that align to the NYS Next Generation ELA and Mathematics Learning Standards.<br><br>Office of State Assessment <a href="#">Test Development Cycle</a> resources and <a href="#">teacher participation recruitment page</a> are available on the NYSED website. | ✓                    | ✓             | ✓                      | ✓                        |  |