

# **NYSED Science Update – Fall 2020**

## **Talking Points**

***UPDATED 01/04/2021***

Associated Presentation: [Fall - Science Update presentation from SED](#)

### **SLIDE 1: NYSED Science Update**

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- We hope you and your school community are adjusting to the new norm during this unprecedented time. We also want to express our gratitude for your courage and the timeless hours you have devoted to your staff, colleagues, students, and their families.
- This Science Update presentation will highlight important information and resources specifically related to the impact of COVID -19 Reopening Guidance during the 2020-21 school year pertaining to science education.

### **SLIDE 2: QR Code**

- Please feel free to use the QR code above to access the NYSED Office of Curriculum and Instruction Science webpage.

### **SLIDE 3: Contact Us**

- Questions related to Curriculum & Instruction, Assessment, and/or Grad requirements for science, should be submitted directly to the appropriate email box(es) listed on this slide.
- You can also reference the Reopening Guidance doc that is available on the Department's website. More detailed information and changes pertaining to science due to COVID – 19 will be highlighted in forthcoming slides.
- The email addresses are also provided again at the end of the presentation.

### **SLIDE 4: Office of State Assessment Update**

- The NYSED's Office of State Assessment (OSA) will provide an update and information about the new science assessments under development.

### **SLIDE 5: Providing Laboratory Activities for Living Environment Part D**

- The Department has just released information about providing laboratory activities for the LE Part D component of the LE Regents examination given widespread use remote instruction provided by schools.
- The Department is removing the restrictions for the 2020-21 school year so that schools can now reproduce, the Student Laboratory Packet, and Student Answer Packet electronically (i.e. scanned) in limited quantities for local use.

### **SLIDE 6: Tentative Dates for the 2021 Regents Examination Periods**

- At this time, the primary focus of the New York State Education Department (NYSED) and the Board of Regents is to guide schools and school districts across the State in planning for the safe and orderly return to schools.
- NYSED is mindful of the many uncertainties faced statewide. We will continuously monitor the situation and provide updated guidance, policies, and regulatory changes as the situation requires. This will include closely monitoring the feasibility and fairness of administering the

June and August 2021 Regents Examinations. At this time, no final decision regarding the 2021 Regents Examination administrations has been made.

- Provided that it is deemed safe for the Regents Examinations to be administered in school buildings across the State at these times, the examination periods will be scheduled as follows:
  - Dates for the January 2021 Regents Examination period:
    - Tuesday, January 26 through Friday, January 29 have been cancelled. Please see the Memo and FAQ for more details.
  - Dates for the June 2021 Regents Examination period:
    - Wednesday, June 2\* (the first administration of the new Regents Examination in U.S. History and Government has been rescheduled for 2021)
  - For Tuesday, June 15 through Friday, June 25:
    - No State examinations will be administered on Friday, June 18 to allow for the weekday observance of the Juneteenth holiday.
    - Friday, June 25 will be a Rating Day; no State examinations will be administered on this date.
  - Dates for the August 2021 Regents Examination period:
    - Thursday, August 12 and Friday, August 13

#### **SLIDE 7: Cancellation of the January 2021 Regents Exams**

- On November 5th, the Board of Regents and State Education Department announced the cancellation of the January 2021 Regents exams.
- Additional information can be referenced in the associated [memo](#) and [FAQ](#).
- [Press Release: January 2021 Regents Exams](#)

#### **SLIDE 8: [Science Laboratory Requirements Waiver](#)**

- On December 17<sup>th</sup>, 2020 NYSED released the *Flexibility in the 1,200 Minute Science Laboratory Requirement* memo.
- The Department is cognizant that fulfilling the 1,200-minute requirement for admission to a Regents Examination may be extremely challenging given the current inconsistencies in student access to laboratory materials and experiences, so the following waiver was issued.
- Schools may waive the requirement that students complete 1,200 minutes of successful laboratory experiences in order to be admitted into a Regents Examination in science for the following administration dates: January 2021, June 2021, and August 2021.
- Additionally, with respect to the January 2021 administration that has been canceled and in the event of the cancellation of future Regents Examination administrations, schools will be permitted to waive the requirement that students complete 1,200 minutes of successful laboratory experiences to meet eligibility conditions for exemption from a Regents Examination in science.
- Districts should still ensure that students are receiving quality science education that to the greatest extent possible includes laboratory experiences that prepare students for the performance components of the Regents exams.
- Currently, there is not a form districts need to submit to request a waiver from the 1,200-minute science laboratory requirement. Any updates will be posted on the Department's Coronavirus (COVID-19): P-12 School Guidance webpage.
- [Flexibility in the 1,200 Minute Science Laboratory Requirement](#) memo

#### **SLIDE 9: New Assessments**

- The updated (April 2020) assessment time-line for the NYS P-12 Science Learning Standards aligned assessments can be found on the Curriculum and Instruction website at

<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/science-timeline.pdf>

- New science standards are grade by grade now K-5; (No longer Grade-band K-4)
  - NOTE: last administration of Grade 4 Science 6/2021;
  - No Grade 4 Science test administration in June 2022;
  - Last administration of the 8<sup>th</sup> grade science test aligned to the 1996 standards June 2022.
- In May/June 2023:
  - New Elementary Science Test, will assess grades 3-5 science standards (w/a foundation of the preK-2).
  - New Intermediate Science Test, will assess grades 6-8 will be administered.
- In June of 2024 – the Regents Exams in Earth and Space Sciences and Biology will be administered.
- In June of 2025 – the Regents Exams in Chemistry and Physics will be administered.

### **SLIDE 10: Science Timeline Map**

- The Implementation Science Timeline MAP was updated in April 2020; It provides a summary or “snapshot” of important milestones for development of standards and new science assessments, transitions for instruction and curriculum programming, and ‘tentative’ dates for the first administration of new science assessments.
- All timelines for implementation of science standards and assessments have been extended by 1 year. If this changes in the future, we will update the timeline map again.

### **SLIDE 11: Projected Release Dates For Resource Materials**

- This is a challenging time for the world of education, for State Ed, as well as all the educators and students we serve.
- The altered time-line for the new assessments slightly delayed materials related to the new Elementary and Intermediate Science Tests. However, OSA has released the Performance Level Descriptions (PLDs) and are available at <http://www.nysed.gov/state-assessment/nys-grades-3-8-science-learning-standards>.
- The Claims and Evidence have more bearing on the test itself while the PLDs are instructionally-focused, so we wanted to prioritize the latter. We will plan to issue the other supporting materials as soon as possible and during the 2020-21 school year.
- We expect to follow similar plans for the release of Regents Exam development materials, relative to their first administration dates.

### **SLIDE 12: Release of the ELS and ILS Performance Level Descriptions (PLDs)**

- The ELS and ILS PLDs can be found on the OSA website, under the “Elementary and Intermediate Science Level” portion of the site.
  - \*Please note that they are under the NYS P-12 Science Learning Standards “Heading” to clarify to the field that these PLDs pertain to the New NYS P-12 Science Standards, not the older Core Curriculum Guides in Science.
- There is guidance accompanied with the PLDs which includes:
  - How they were developed
  - How can the PLDs be used by educators and in Instruction
  - How are the PLDs used in Assessment

### **SLIDE 13: Grade Level/Domain Status**

- With these setbacks, OSA will provide a grade level/domain assessment process status update to ensure the field, that we are doing our best to continue to move forward.
- Elementary and Intermediate Science:
  - Items are being written by NYS educators for field testing
  - Curriculum embedded Performance Investigations are being crafted by NYS educators – more details will be provided later in the presentation
- Biology, Earth and Space Sciences:
  - Domain Analysis and Performance Level Descriptions (PLDs) are being workshopped by NYS educators
- Chemistry, Physics:
  - Claims are being workshopped by NYS educators and our plan is to begin crafting the Evidence in the fall of this year.

**SLIDE 14: Updated Assessment Design Presentation**

- Many of you may be aware of NYSED’s Assessment Design Process, however for those of you that are not and for those that are, there is an updated version located on the Curriculum and Instruction Website.
- The updated Assessment Design Presentation is meant to provide an overview of our process and to provide a snapshot of what resources are going to be released. This gives examples of:
  - What expected resources will look like
  - Ensuring the field that OSA is working towards building a 3-dimensional NYSSLS aligned assessment using research-based approaches. These are not intended to be used as instructional tools for they are in draft form.
- The presentation provides updated examples of:
  - DRAFT claims, evidence, domain analysis, and performance level descriptions that are addressed in more detail in the next few slides.
  - Also included, are references of the two major guiding research documents used to escort the process.

### **SLIDE 15: Example Draft Claim for Intermediate Science**

- Claims identify the key things a student should be able to do at the end of instruction. These are overarching statements, think of them as a larger grain size than the standards.
  - What do we want to be able to say about a student based on how he or she performs on this assessment? *[Read the claim off the slide]*
- A student can apply scientific practices, principles and technologies related to the cyclic patterns and scale properties of objects in the solar system and the role of gravity in the motions of objects within space systems, the evidence from geoscience processes and plate tectonics at varying scales to explain the history of Earth, the flow of energy that drives the cycling of Earth's materials resulting in an uneven distribution of resources, the causes for the change in weather and climate patterns, and the impact humans have on Earth's systems and the mitigation of the effects of natural hazards on humans.
- Note: This claim covers all Earth and Space Sciences (ESS) topics for grades 6-8; 15 total Performance Expectations (PEs)
- Versus 4-5 PEs pertaining to Claims for specific high school science courses that culminate in Regents examinations.

### **SLIDE 16: Example Draft Evidence**

- Identify evidence that indicates what a student can essentially do. Can they do the things we are asking for ...“What does a student need to do to show that he or she is meeting the goals outlined?”
- These are a similar in grain size to the claims, broad statements.  
*[Read the evidence from the slide]*
- Excerpt from Claim: “...the evidence from geoscience processes and plate tectonics at varying scales to explain the history of Earth...”
- Evidence: A student demonstrates understanding of the “History of Earth” through application, evaluation, analysis, and/or synthesis using science and engineering practices, core ideas, and crosscutting concepts related to:
  - Scientific explanations using geologic evidence to organize the 4.6-billion-year-old history of Earth [MS-ESS1-4]
  - Scientific explanations based on evidence for how Earth's surface has changed at varying temporal and spatial scales [MS-ESS2-2]
  - Data using geologic evidence to provide support for past plate motions [MS-ESS2-3]

\*Please note: The brackets indicate which Performance Expectation the evidence correlates too.  
\*\*These are not to be confused with the “Evidence Statements” put out by NGSS.

### **SLIDE 17: Example of Draft Domain Analysis: MS-ESS1.C (DCI)**

- Domain Analysis allows us to identify the essential components of the performance expectations, to understand what the standard really means and pinpoint the subject-area knowledge that students need to demonstrate proficiency by:
- Unpacking the skills that a student must demonstrate and the subject-area knowledge they must acquire
- Subject-area knowledge typically must be unpacked beyond the PLD and is handled differently based on the course...The NYS P-12 Science Learning Standards include 3 – Dimensions of learning (DCI, SEP, CCC), so each dimension is unpacked.
- *[Read other domain elements from the slide]*
- Other domain analysis elements for the DCI include:
  - Defining expectations for understanding (within the target grade band)
  - Assessment Boundaries

- Prerequisite Knowledge
- Challenges for Students (Preconceptions/Misconceptions)
- Relevant Phenomena

**SLIDE 18: Example of Draft Domain Analysis: MS-ESS1.C (CCC)**

- Cross Cutting Concepts (CCC) is another dimension included in the science standards.
- These are examples still being workshopped and are under development but are also modeled after the current research conducted by Harris, Krajcik, Pellegrino, and McElhaney.

**SLIDE 19: Example of Draft Domain Analysis: MS-ESS1.C (SEP)**

Science and Engineering Practices (SEP) is the third dimension to unpack.

- The nature of the NYS P-12 SLS document is to provide one SEP to focus on, however, multiple science practices are intertwined, and other practices influence the main SEP in order to meet the Performance Expectation.
- Understanding that these intersections are not in the document as it would be too long, it is important to know these intersections exist instructionally.

**SLIDE 20: Example: Performance Level Descriptions (PLDs)**

- Performance Level Descriptors (PLDs) parse knowledge and skills across the range of performance.
  - “What are the specific knowledge and skills differentiated by performance level, that students to demonstrate?”
  - PLD’s define performance in terms of what a student CAN do, not what (s)he cannot do.
- ELS/ILS PLD levels are 1-4, level 3 being the Performance Expectation (PE)= meets grade level expectation
- Regents – levels 1-5, level 4 being the Performance Expectation (PE) = meets grade level expectation

**SLIDE 21: Stackable, Instructionally Embedded, Portable Science (SIPS) Assessments  
A Grant for State Assessments from the U.S. Department of Education**

NYSED – Office of State Assessment, along-side several other states, has been awarded a competitive grant from the US. Dept of Education.

- The grant focuses on building Stackable, Instructionally-embedded, Portable Science assessment tasks (SIPS) to address, some states’ needs for large-scale science assessments and the needs of educators, parents, and students for resources that support science learning throughout the school year.
- Many states are struggling to implement science assessments that adequately reflect their science standards and meet professional technical quality standards. This problem has been exacerbated by the circumstances necessitated during the COVID-19 pandemic; states were unable to administer assessments in spring 2020 and, therefore, unable to collect pilot and field test data from newly developed science items or otherwise continue the necessary transition from older tests to newer ones.

Built upon the strong theoretical and research-based foundation established in two current projects:

- Strengthening Claims-based Interpretations and Uses of Local and Large-scale Science Assessment Scores (SCILLSS)
- The Next Generation Science Assessment project (NGSA) ,

Both follow the National Research Council’s (NRC; 2014) recommendations for developing systems of assessments

- SIPS will apply the SCILLSS development approach to the creation of tasks that are administered across, rather than at the end of the school year
- “Common tasks,” yielding cumulative evidence would be embedded within curriculum maps that include resources to support instruction related to the tasks
- SIPS will be established with funding from the U.S. Department of Education’s Competitive Grants for State Assessments (CGSA) program
- Each SIPS state would contribute to the design and development of the SIPS tasks in ways that leverage and honor state-specific perspectives as well as support important cross-pollination

\*\*Some states may opt to use SIPS as a large-scale assessment, NYSED will not. Instead, the SIPS assessment tasks can be part of the curriculum and will connect naturally with formative assessment strategies.

Of course, local school districts retain their local control as they can choose to adopt the SIPS curriculum maps, modify these maps to suit their own contexts, or build their own entirely separate instructional approaches

### **SLIDE 22: SIPS Assessments**

Our lead state, Nebraska, was awarded the SIPS grant in October 2020. NYSED will:

- Ensure that the project is implemented in accordance with states’ needs, including state-specific assessment characteristics, needs, and contexts
- Review and approve project planning materials, and provide final approval on all project deliverables
- Support coordination with districts and implementation of project meetings and engage local educators

NOTE: Reinforce - SIPS would not be replacing any of the NYSED new science assessments under design, “in-house” by NYSED.

- NYSED/OSA will begin designing SIPS with our partner states.

### **SLIDE 23: Performance Component for New Assessments - ELS/ILS**

- Domain/Grade level status update slide about the embedded performance component for the ELS/ILS assessments. This performance component was a topic that was strongly discussed when we worked with the Science CAP – from that discussion, OSA has brainstormed the following, concerning the new performance investigations
- **No longer be administered during a specified window prior to the written assessment**
- **Curriculum embedded investigations must be completed during the same year as the written assessment**
- **Investigations will be sent to schools at the beginning of the year**
- **Completed Investigations contribute points to the total score of the end of year assessment (Teachers will not be grading or scoring the investigations, they will be based on student completion).**
- **Would like to pilot in 2022 school year, with feedback via survey/email**
- **Assess Performance Expectations (PEs) that cannot be measured on the written assessment**
- **Curriculum embedded Investigations designed by New York State Educators is underway**
- NYSED/OSA is mindful of the impact that changes to the performance component will have on schools and is taking that under consideration when designing the curriculum embedded investigations. The idea is to design a finite amount of investigations aligned to multiple PE’s and OSA would like your input for ideas.

- Again, I would like to clarify that the performance components for the ELS/ILS assessment will be crafted in-house at SED, by NYS educators, and are separate and different from the SIPS “common tasks” associated with the grant that was previously presented.

#### **SLIDE 24: Item Review Check List**

- OSA has developed an Item Review Checklist used for the design of new test questions. Each test item is assessed on a 14 pt. criteria using this checklist. The summary chart is used for item clusters, which gives item writers a snapshot of the PLDs and PEs to balance the development of the test.

#### **SLIDE 25: Educator Opportunities**

- NYSED/OSA is always looking for educators to provide feedback and new ideas pertaining to assessment development.
- If you are interested in partnering with other colleagues on the test development process, and to be considered, please complete and submit the application available on the Department's website above.

#### **SLIDE 26: References**

- The two major guiding research documents in the presentation that have been referenced are provided above for your reading pleasure.

#### **SLIDE 27: Reopening Guidance**

- NYSED released the Recovering, Rebuilding and Renewing: The Spirit of New York’s Schools Reopening Guidance in July in an effort to provide school districts (LEA’s) an additional resource for planning and implementing instruction in-person, remotely or in combination of the two.

#### **SLIDE 28: Reopening Guidance (continued)**

- Please note, that the P-12 program office is developing a second version to the Reopening Guidance. However, it has not been released yet. Please check the website periodically for the most updated information.
- Questions #14 & #15 address Science/Laboratory Requirements as included in the reopening guidance. We will address them specifically in upcoming slides.

#### **SLIDE 29: FAQ on School Reopening Regarding teaching and Learning Released September 2020**

- The New York State Education Department’s (NYSED) Office of Curriculum, Instruction and Early Learning (CIEL) has compiled the following answers to questions collected from the field regarding NYSED’s July 2020 School Reopening Guidance: Recovering, Rebuilding and Renewing the Spirit of New York’s Schools (“reopening guidance”).

On page 8 of the FAQ, questions #14 and #15 address science:

- Q14. What experiences can fulfill the laboratory requirements during the 2020-21 School Year?  
A. Per Commissioner’s Regulations §100.5(b)(7), courses that culminate in a Regents examination in science must include 1,200 minutes of laboratory experiences. Due to the possibility of a hybrid or fully remote model of instruction as a result of COVID-19, the 1,200-minute lab requirement can be met through hands-on laboratory experiences, virtual laboratory experiences, or a combination of virtual and hands-on laboratory experiences coupled with



satisfactory lab reports for the 2020-21 school year. This laboratory requirement is in addition to the course requirement and entitles a student to admission to a culminating Regents Exam.

- Question #15: What is a school district's responsibility regarding laboratory instruction during the COVID19 time period? A. The school district is responsible for aligning laboratory experiences specific to each science course; determining the mode or modes of instruction; and identifying a viable vetted list of acceptable virtual labs or a combination of virtual and hands-on labs that a student would need to complete for each science course that culminates in a Regents examination. Schools must determine a method for students to record laboratory experiences and satisfactory lab reports. In a virtual environment, emphasis should be placed on the quality of the experience and the satisfactory completion of each laboratory experience rather than the time spent in completing such laboratory experience. Any student who has completed all laboratory experiences in accordance with teacher expectations shall be deemed to have met the 1,200-minute requirement.

### **SLIDE 30: Unit of Study Requirements**

Please refer to the information found on page 97 of the Reopening Guidance regarding the UNIT OF STUDY Requirements for grades 7-12 for the 2020-21 school year. In summary, (*read underlined text*):

- The 180 minutes of instruction per week or the equivalent has stayed the same.
- The delivery of instruction can be a traditional face-to-face model or through alternative instructional experiences, including but not limited to through digital technology or blended learning, that represents standards-based learning under the guidance and direction of an appropriately certified teacher.
- Schools and districts should focus on whether “the instructional experiences, when considered as a whole, are comparable in rigor, scope, and magnitude to a traditionally delivered unit of study?”
- Also see FAQ # 2 Unit of Study/Instruction/Credit Requirements

### **SLIDE 31: Science-Additional Information Regarding Laboratory Experiences & Assessments**

- Additional information has been developed between the Office of Curriculum and Instruction and the Office of State Assessment regarding laboratory experiences and assessments. Due to different reopening plans in districts, our offices are fielding questions regarding the following concerns. This slide clarifies some of the most common concerns.
- READ slide or paraphrase
- This information can assist districts and science educators in planning labs whether virtual, hands-on or in-person.

### **SLIDE 32: Science Initiatives**

A few updates on following resources and initiatives:

- The Office of Curriculum and Instruction & Office of Bilingual Education and World Languages and Dr. Okhee Lee and her team at New York University have completed a series of 7 webinars and briefs- *Integrating Science and Language for All Students With a Focus on English Language Learners*. These resources have been internally reviewed. More information will be released once these resources are posted.
- The NYSED is announcing one grant award and one possible grant initiative:
  - In October 2020 our state was awarded the SIPS or Stackable, Instructionally-embedded, Portable Science assessment tasks grant from the US Department of Education. These resources that will be available to support and assist science curriculum, instruction, and assessment practices at the classroom level. This project will establish high-quality, culturally-relevant curriculum and assessment resources and build state and local

- educators' capacity to create and use those resources to implement effective 3-D science instruction and assessment.
- Smithsonian/NYSED is collaborating with the Smithsonian Science Education Center and districts served by the OCM-BOCES to support their efforts to examine students' academic achievement outcomes provided in the NYS P-12 Science Learning Standards and support NYSED's Computer Science and Digital Fluency Learning standards. More information about these two grants will be forthcoming.

### **SLIDE 33: [NYSED COVID-19 Webpage](#)**

In response to the pandemic closures back in March 2020, the Department dedicated a COVID-19 webpage in order to give the field one place to access all important documents (including guidance and resources). A QR code is provided to give you direct access to this webpage.

<http://www.nysed.gov/coronavirus>

This webpage has the latest updates in dedicated sections: P-12 School Guidance, Reopening Guidance, Additional Guidance, and Cultural Education.

- [P-12 School Guidance:](#)

The Board of Regents and the New York State Education Department (NYSED) are providing important information to P-12 schools in response to the Novel Coronavirus (COVID-19). Information included on this webpage – guidance and resources from several sources including: Guidance from NYSED (includes a link to the School Reopening Guidance document; Additional Memos and Resources from NYSED (memos and information date back to March 2020); Guidance from the U.S. Department of Education & the Federal Government; Guidance from the CDC; and Information from the NYS Center for School Health.

- [Reopening Guidance:](#)

A link is provided (on the NYSED COVID-19 webpage) to the NYSED Reopening Guidance webpage (where the NYSED reopening guidance document is housed) [Additional Guidance:](#) Guidance is available for teachers, colleges & universities, licensed professionals, adult education programs.

- [Cultural Education:](#)

Links about new projects, initiatives, and resources related to COVID-19 from the State Museum, State Library, and State Archives.

### **SLIDE 34: Science Sponsored Programs**

OCI sponsors 3 science sponsored programs each year for science teachers and students. They are PAEMST, NYSC, and ARC/ORNL:

- The 2020-2021 PAEMST program is now accepting nominations for eligible exemplary mathematics and science (including computer science) 7-12th grade teachers
- The PAEMST is the highest honor in the Nation that teachers of mathematics and science (including computer science) may receive for outstanding teaching and leadership in their respective fields. These teachers serve as models for colleagues and are leaders in the improvement of science and mathematics education.
- The nomination period is open from November 1, 2020 - March 1st, 2021. The deadline to submit an application is April 1st, 2021.
- For more information pertaining to the PAEMST (2020-2021) nomination and application process visit the [PAEMST website](#) or e-mail [info@PAEMST.org](mailto:info@PAEMST.org)
- The Appalachian Regional Commission (ARC), in collaboration with the Oak Ridge National Laboratory (ORNL), is an annually sponsored two-week residential hands-on

learning institute focusing on math, science, and technology for high school students and teachers, and middle school students from **New York State's Appalachian Region (Allegany, Broome, Cattaraugus, Chautauqua, Chemung, Chenango, Cortland, Delaware, Otsego, Schoharie, Schuyler, Steuben, Tioga, and Tompkins counties)**. As soon as the dates for the ARC/ORNL Summer 2021 Math-Science-Technology Institute for STEM Teachers and High School Students and STEM Academy for Middle School Student are announced information will be updated on the Department's web site.

- The National Youth Science Camp (NYSCamp) is an annual residential science education program for young STEM enthusiasts the summer after they graduate from high school. Two Students from each state around the country are selected to represent their state to participate. The camp will be announcing its dates and deadlines soon for upcoming seniors. Visit <https://nysf.smapply.io/>.
- Please visit the websites for more information.

### **SLIDE 35: PAEMST Announcement 2019**

2019 Awardee slide

- 2019 PAEMST Awardee in Science is a teacher from one of the largest urban districts in the State!
- CONGRATULATIONS Kelly Jakab-Muller, Riverside High School; Yonkers Public Schools, Yonkers, New York!

### **SLIDE 36: PAEMST Announcement 2020-2021**

- The 2020-2021 application cycle is now accepting application from math and science teachers grades 7-12. Please visit PAEMST.org for more information on how to nominate or apply.

### **SLIDE 37: Diploma Requirements Resource Updates**

- Please visit the [NYSED Diploma Requirements](#) page for updates. Parent resources are in the work and should be coming soon. Minor updates to include information pertaining to Regents exam exemptions.

**SLIDE 38: Staying Connected: Your Stories**

- The Continuity of Learning webpage highlights your efforts in “Staying Connected-Your Stories”.
- You will find examples of local inspirational projects. NYSED encourages you to share your story.
- Information on how to submit articles is available on the website.

**SLIDE 39: Thank You!**

- Finally - Thank you again for your valuable time.
- As a reminder, the New York State Education Department’s Office of Curriculum and Instruction has developed an email notification service to directly provide educators important information relevant to their area of certification and assignment.
- Information shared through this service will include content area standards updates, resources, professional development opportunities, regulatory or requirement changes, etc. The service will only be used as needed and only information that is relevant to your content area and has been previously released to school and district leaders will be shared.
- To subscribe to the service, provide your email on the link above and choose from the content areas you would like to join; multiple subscriptions are welcome.
- If you have specific questions from today’s update, please e-mail of them to the appropriate e-mail addresses above. That way the Department can provide consistent responses and develop broader guidance to the field.
- We want to continue to assist and support our science colleagues around the state this school year and will keep you informed as new information and resources develop. Thank you.