

Office of Standards & Instruction Newsletter

A quarterly newsletter from the NYS Education Department's Office of Standards and Instruction

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Computer Science Standards and Instruction

To ensure New York State students are fully prepared to engage in 21st century life, work, and citizenship, the Board of Regents created a new computer science certification and tenure area in 2018 and adopted the NYS K-12 Computer Science and Digital Fluency (CSDF) Learning Standards in 2020. The related areas of computer science and digital fluency have been combined under one umbrella to create a comprehensive, cohesive set of learning standards that represents the essential knowledge and skills that students should possess upon graduation in order to be

Computer Science Certificate Eligibility

To be eligible to teach a standalone computer science course after September 1, 2024, teachers must hold the Computer Science certificate or a Computer Science Statement of Continued Eligibility (SOCE). The SOCE is an additional flexibility developed by NYSED to allow teachers who have previously taught computer science courses to continue teaching beyond September 2024. Information for applying for the SOCE and can be found on the [Office of Teaching Initiatives' SOCE webpage](#).

successful in college, careers, and citizenship in the 21st century. The CSDF Standards' vision is for every student to live safely and productively in a digitally demanding world. This includes understanding the essential features of digital technologies, their inner workings, and how to communicate and create using those technologies.

To assist with implementation of the CSDF Standards, NYSED developed a [Computer Science and Digital Fluency Learning Standards webpage](#) that includes an Implementation Roadmap outlining how schools can prepare for implementation, as well as a group of resources—from lesson plans to professional learning activities developed by New York State educators—focusing on CSDF implementation in Grades K-8. Schools may determine how best to integrate the Standards into their existing curriculum. NYSED encourages schools to plan for equitable access to digital tools and an interdisciplinary approach to curricular integration.

Please visit the [NYSED CSDF webpage](#) for more information on the standards, and the [Office of Teaching Initiatives' SOCE webpage](#) for more information on Computer Science certification options. Any further questions can be sent via email to [Office of Education Design & Technology](#) at edtech@nysed.gov or the Office of Career and Technical Education at emsccte@mail.nysed.gov.

Career and Technical Education: Computer Science

Computer Science can now be used for the following: to meet the 1.75 unit CTE requirement at the middle school level; as CTE coursework to meet Option 1 requirements for the [CDOS Commencement Credential/CDOS 4+1 Pathway](#); and as part of a five-unit sequence in CTE toward a Regents Diploma with Advanced Designation. Additionally, computer science teachers can teach [Career and Financial Management](#), and schools can create NYSED-approved programs in computer science taught by computer science teachers. This change does NOT mean that schools must consider computer science as CTE or that computer science will or should only be accessible to students in a CTE program.

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NYSED Hosts Statewide Elementary Math Tournament

The New York Education Department is providing access to First in Math, an online program with standards-based math games and activities, **at no cost to NYS districts or students**. As part of the program, First in Math will host a statewide mathematics tournament. The upcoming 2023 tournament is comprised of 10 virtual regional contests and one statewide event. The regional events will consist of challenging, grade-level problems that assess math fluency, and will take place across all regions on Thursday, March 30th, 2023. The qualifying round will take approximately fifteen minutes to complete and will be available between 10am and 2pm to provide flexibility during school hours. All students in grades 1 to 5 enrolled in First in Math will receive an invitation to compete. Regional winners earn a spot at the NY State event at SUNY Albany on Saturday, May 20th, 2023, and will be provided reimbursement for student and adult travel, accommodations, and meals.

Participation is not required. The use of this optional program is flexible. For more information regarding the First in Math and the Expanded Math Access Program, visit the [Expanded Mathematics Access Program \(EMAP\) webpage](#).

Individual Arts Assessment Pathway

Beginning in September 2022 and continuing until June 2025, approved pilot high schools across the state will offer the first unit of study toward the Individual Arts Assessment Pathway (IAAP). The IAAP is a graduation pathway option in which students complete a locally determined three-unit sequence and—through a collection of creative works—demonstrate growth over time that meets the HSII Accomplished level in the [New York State Learning Standards for the Arts](#). The artistic method(s), media, or form(s) students use to meet the appropriate state-developed IAAP criteria are based on their artistic and research interests in consultation with their arts teachers. Applications are open for all districts interested in offering the IAAP based on student and community interest and programmatic offerings. More information, including implementation guides in Visual/Media Arts, Music, Theater and Dance, and professional development modules, can be found on the Department's [IAAP webpage](#).

Did you know?...

Translated materials to support students' and families' understanding of the NYS Diploma Requirements are now available on the NYSED website. Resources translated in the following languages can be found on the [Translated Diploma and Graduation Resources](#) webpage: Arabic, Bengali, Chinese (Simplified), French, Haitian Creole, Korean, Russian, Spanish, Urdu, and Uzbek (Latin). Questions pertaining to diploma requirements can be directed to our Office of Standards and Instruction at emscgradreq@nysed.gov or (518) 474-5922.

Test Development Opportunities with the Office of State Assessment

Interested in participating in the test development process for New York State exams? The Department offers many opportunities for certified teachers and administrators. Visit the Office of State Assessment's [Test Development Opportunities page](#) for more information.

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April is the Month of the Military Child

April is designated as the *Month of the Military Child* or *Purple Up! For Military Kids*. Across the nation, states and school districts will *Purple Up* (wear the color purple) and host special events to celebrate the important role military children play while their service member parents serve our country.

The Military Interstate Children's Compact Commission (MIC3) selected **Wednesday, April 19, 2023** as the official *Purple Up! For Military Kids* day! The New York State Education Department wishes to highlight local *Month of the Military Child* and *Purple Up! Day* celebrations. Additional information including story submission guidelines, *Purple Up!* celebration ideas, and a [memo from Commissioner Rosa](#) can be referenced on the [Month of the Military Child webpage](#).

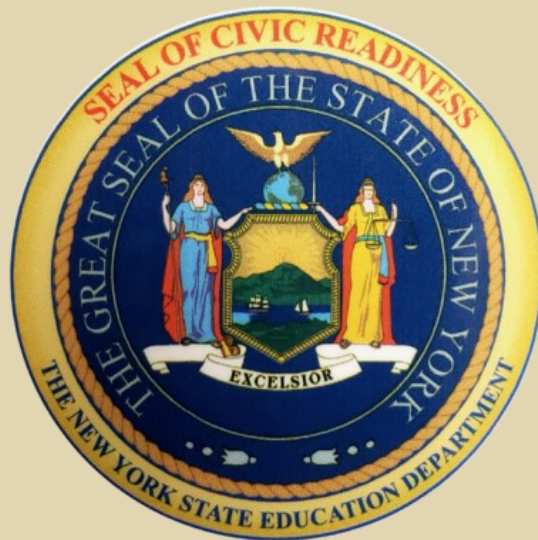
Please join the MIC3 and the New York State Education Department in celebrating military children throughout the month of April. *Questions pertaining to the Month of the Military Child or the [Interstate Compact](#) can be directed to MilitaryCompact@nysed.gov.*



Now Accepting Seal of Civic Readiness Applications

Applications for the Seal of Civic Readiness for the 2023-2024 school year are open.

The Seal of Civic Readiness is a formal recognition that a student has attained a high level of proficiency in terms of civic knowledge, skills, mindset, and experiences. Schools and BOCES interested in offering the Seal must apply by August 31st. Applications will be accepted on a rolling basis. Schools who have already applied do not need to reapply. More information can be found on the [Seal of Civic Readiness](#) webpage.



Let's hear from you...

The Board of Regents and State Education Department have undertaken a thoughtful and inclusive review of the State high school graduation measures. The ultimate goal is to ensure educational excellence and equity for all students in New York State by exploring what it means to obtain a New York State high school diploma and what that diploma should signify. To help inform the Blue Ribbon Commission tasked with developing recommendations for the Board of Regents, the Education Department has developed a [ThoughtExchange](#) to gather your input and ideas through questions relating to graduation requirements. Different questions will be posted to the ThoughtExchange periodically. The current question is

Foundational skills, like initiative, time management, and collaboration, are shown to prepare students for school, college, career, civic engagement, and life, and are priorities of the business world. How can these skills be fostered and encouraged in K-12 education?

Participate in the discussion by [following this link!](#)

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Teacher Spotlight

Donald Mattoon is a welding instructor at the Capital Region BOCES Career and Technical Education Center

Donald Mattoon struggled as a high school student. Traditional education left him with little direction, motivation, and guidance. He felt unseen, and consigned to frustration and insecurity. That is, until the life-altering day he enrolled in the welding program at Capital Region BOCES. Today, Mattoon enjoys professional fulfillment in a career that has come unpredictably full circle: he teaches welding at the Capital Region BOCES's Career and Technical Education Center in Albany, the very same program he passed through sixteen years ago.

The Albany Campus of the Career and Technical Education Center opened the doors of its new facility in September 2022. The sprawling, 167,000 square foot, three-story facility features state-of-the-art, industry-level equipment for the 25 programs it offers to students of Capital Region BOCES's component districts. Mattoon describes the facility as having the "latest and greatest," and his colleague Brian Lacroix, an automotive technician instructor, explains that the modern technology is necessary. "We're not preparing the students for the jobs of today," explains Lacroix, "we have to prepare them for the jobs of tomorrow."

After graduating high school Mattoon searched different career paths before using his welding experience to begin a career. Before long, he was travelling throughout the Northeast and servicing turbines at

power stations while honing his craft in search of what he calls "the perfect weld." Then the unexpected: Mattoon became the father of triplets, and life on the road lost its luster. Not wanting to miss his daughters' childhoods, he grabbed the opportunity to become a welding instructor and make a difference in the lives of the students the same way his instructors made a difference in his.

Mattoon endorses a singular objective: put his students on a path to happiness. He explains that the programs at the CTE center reach far beyond the skills and know-how of their respective fields. They develop confidence, professionalism, work ethic to go along with transferable technical skills. With new students, he prioritizes the importance of dignity and pride. "I stress respect and equality. I tell everyone in the program that when they walk around the building, anywhere they go, they are representing the welding program." In addition to integrated science and ELA, his courses encourage personal development and individual responsibility, much of it stemming from the authenticity of the experience. Safety measures go hand-in-hand with personal development. "A welding arc is over 6,000 degrees. You can't fly off the handle or lose your cool when you're in here. I need to teach these kids skills to self-regulate." For that, communication is key. "My students talk to

me, they tell when they're having a bad day, and we talk about how we can work through it."

Mattoon believes students need choices, the ability to experiment with different career paths and options, the chance to see themselves and their skills as valued and respected. The CTE program is uniquely positioned to provide that. Students have the opportunity to experiment in career fields that may be cost prohibitive after graduation. For example, a modern welding school charges nearly \$20,000. The CTE center provides the same experience to students risk free. If a student decides not to be a welder, the student has nevertheless developed a variety of soft skills as well as technical skills, such as measuring, metal cutting and processing, and working with machines. Mattoon and his colleagues see an opportunity to provide more students direction and fulfillment. "The education support system needs to be more aware of pathways. Our administrators, counselors, teachers need to work together to provide students a stronger sense of career pathways. How can we help these kids get on the right path and stay on that path?"

Mattoon will oft repeat that the ultimate goal is happiness. And he designs his course with that in mind, helping students develop the perspective and knowledge to find a proper path to happiness, and the personal skills and strengths to navigate it. Mattoon lives the lessons he teaches, always reflecting and guiding by example as he travels down his own path in search of the perfect weld.