

Discussion Resolution: New Jersey Student Learning Standards

Division of Academics and Performance

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State Board of Education Meeting

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**Please note that this Powerpoint Presentation has been
modified to be more accessible.**

Vision for the New Jersey Student Learning Standards Review

Design and implement a coherent, transparent and systematic approach to the standards review process using evidence-based practices.



New Jersey Student Learning Standards (NJSLS)

Adopted in 2014

- Comprehensive Health and Physical Education
- Science
- Social Studies
- Technology
- Visual and Performing Arts
- World Languages
- 21st Century Life and Careers

Adopted in 2016

- English Language Arts
- Mathematics

Goal: Adopt Standards to Prepare Our Students for the Next Decade

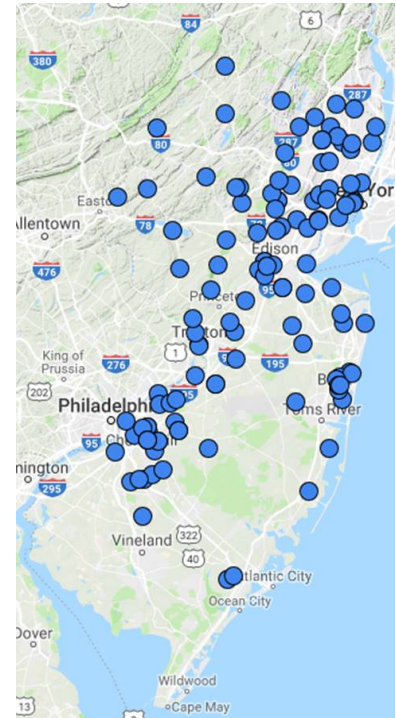
- To be effective thinkers, problem-solvers and communicators in a global community;
- With skills for high-skilled, high-demand jobs;
- To be successful in credit-bearing courses in college; and
- Adaptable to transition into careers that are not yet imagined.

Adoption: State Board Steps

- Provide draft NJSLS to State Board of Education
 - December
 - Science and Visual Performing Arts
 - January and February
 - Comprehensive Health and Physical Education, Social Studies, Technology, World Languages, 21st Century Life and Careers
- Seek feedback during public hearing sessions
 - February 24 (Warren County Technical School), March 4 (NJDOE), March 10 (Camden County College)
- Revise NJSLS based on feedback received
- Share final version of NJSLS with State Board of Education
- Present resolution to State Board of Education for adoption of NJSLS

Educator Teams with Diverse Experiences

- New Jersey Department of Education (NJDOE) October 18 broadcast announced the NJSLS review and revision initiative and invited educators to apply to participate in the process
- 130 individuals with diverse backgrounds representing teachers, administrators and higher education faculty from 19 counties including public, non-public and charter schools from rural, urban and suburban districts
- Over 100 districts, non-profit organizations, agencies and military represented
- 88% participants have Master's degree or higher



Comparison of Current and Recommended Versions of NJSLS

Current Version

- Some, but not all content area standards, have a vision and mission
- Not all content areas had a section in the introduction called New Jersey Legislative Statutes Summary
- Knowledge and skills within a content area were implicit

Recommended Version

- All content area standards have a mission and vision
- All content area standards have an introduction with a section called New Jersey Legislative Statutes Summary
- Knowledge and skills within a content area are explicit

Comparison of Current and Recommended Versions of NJSLS

Current Version

- No explicit focus on K to 12 alignment
- NJDOE Social and Emotional Competencies and equity were not addressed

Recommended Version

- Intentional focus on K to 12 alignment
- Explicit connections to NJDOE Social and Emotional Competencies (SEL) and equity are addressed in the curricular support materials being developed

Recommendations for NJSLS – Science and Visual and Performing Arts

Recommendation from Science Standards Review Team

Based on a comprehensive review of the 2014 NJSLS – Science using the holistic and individual-indicator criteria, the Science Review team recommends no changes be made to the current version of the NJSLS – Science standards.

Structure of Proposed Science Standards

- Introduction
 - Vision, mission, New Jersey statutes and administrative code summary
- Three domains
 - Physical Sciences, Life Sciences, Earth and Space Sciences
- Expectations
 - Grade specific for grades K to 5
 - Grade band for grades 6 to 8
 - By standards for grades 9 to 12
- Content-specific practices

Recommendation from Visual and Performing Arts Standards Review Team

Based on a comprehensive review of the 2014 NJSLS – Visual and Performing Arts using the holistic and individual-indicator criteria, the Visual and Performing Arts Standards Review team recommends that the State Board of Education adopt the National Core Arts standards with adaptations.

Structure of Proposed Visual and Performing Arts Standards

- Introduction
 - Vision, mission, New Jersey statutes and administrative code summary
- Five art disciplines
 - Dance, Theatre, Visual Arts
 - Media Arts is new
 - Music specialization
- Expectations
 - Grade bands K to 2, 3 to 5, 6 to 8, 9 to 12
- Content-specific practices
- Two levels of standards at high school to guide the creation of curricula for elective courses

Timelines

NJDOE Multiyear Strategic Plan

- **Design two-way communication strategy**
- **Provide professional development**
- **Create high-quality standards**
- **Engage in State Board approval process**
- **Build Capacity**
- **Reflect and Refine**



NJSLS Adoption Timeline

Proposed Activity	Dec 2019	Jan 2020	Feb 2020	March 2020	April 2020	June 2020	Sept 2020-Sept 2022
SBOE committee updates							as needed
Draft standards presented to SBOE							
Present discussion resolution for NJSLS							
Public hearings							
Present revised NJSLS to SBOE based on feedback							
Present resolution for adoption							
Curriculum implementation phased in							

Question for State Board Discussion

Frequency of Standards Review

- Current New Jersey Administrative Code (*N.J.A.C. 6A:8-2.1*) requires:
 - The [standards review and revision] process will be repeated every five years thereafter, based on recommendations by the Commissioner

To what degree is the adoption of new NJSLS every five years a burden to districts?

Appendix

Criteria for High-Quality Standards/Indicators

Holistic Criteria

- Coherence/Progression
- Focus/Manageability
- Equity/Diversity
- Analysis
- Disciplinary Concepts
- Connections to Other Disciplines

Indicator-Specific Criteria

- Rigor
- Specificity
- Clarity/Accessibility
- Measurability

Questions for Holistic Review: Do the 2014 NJSLS

- Connect to other content areas?
- Show understanding of the fundamental ideas relevant to the content area?
- Ask students to demonstrate thinking with content?
- Allow students to demonstrate performance in multiple ways?
- Show a meaningful progression of content across the grades?
- Convey a unified vision of the discipline?
- Establish connections among the major areas of study?
- Reflect what is most important for students to learn?
- Set expectations for all students?
- Reflect content and skills that are manageable at grade-band levels?

Science: Middle School Example

- Disciplinary core ideas and performance expectations

Disciplinary Core Idea	Performance Expectation
Patterns of the apparent motion of the sun, the moon, and stars in the sky can be observed, described, predicted, and explained with models.	Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons

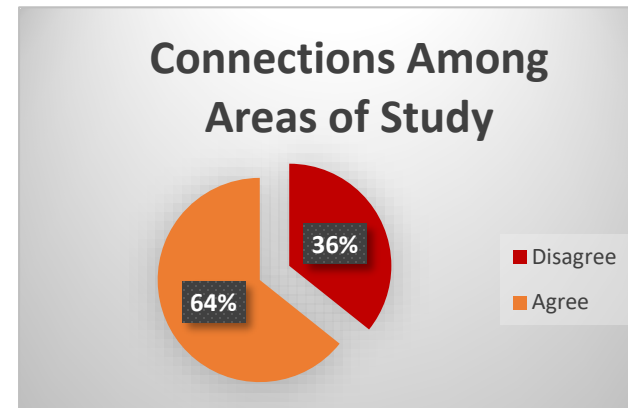
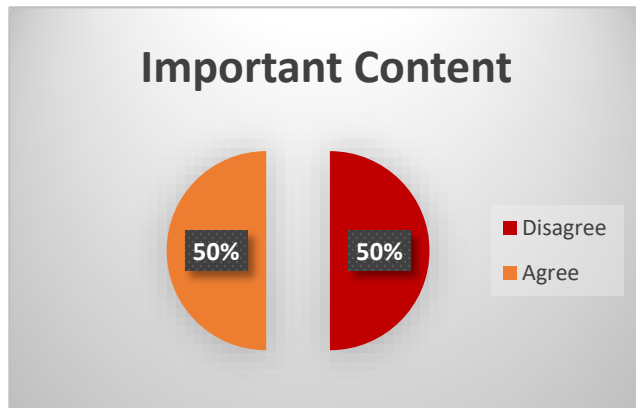
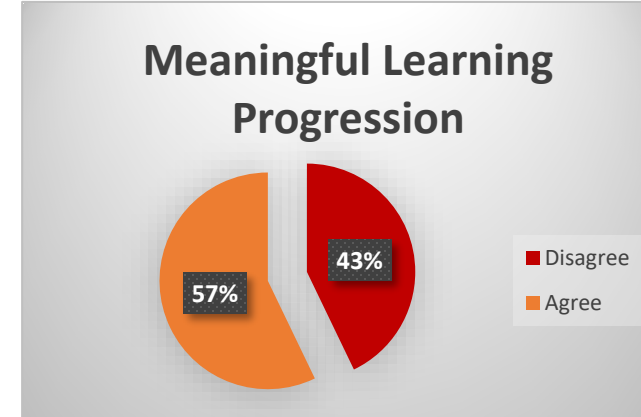
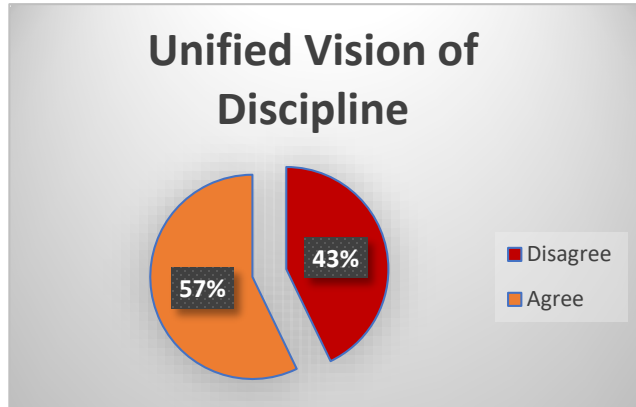
- Science and engineering practices

Develop and use a model to describe phenomena.

- Cross-cutting concepts

Scale, Proportion, and Quantity	Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small.
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Visual and Performing Arts Data from Holistic and Individual Indicator Review



Visual and Performing Arts: Middle School Example

- Essential question and enduring understanding

Visual Arts: How do artists work?	
Enduring Understanding	Performance Expectation
Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.	Demonstrate persistence and willingness to experiment and take risks during the artistic process.

- Practices

Planning: Given art making is often an iterative process, students in the arts need to plan and refine artistic investigations, often in response to the materials. Willingness and ability to refine ideas over time in an essential component inherent to successful art making.