

**The New York State Technology Education Association Response to the
NYSESED Strategy to Implement the Regents Policy Statement on Middle-Level Education Dated Dec. 1, 2004**

Reference	Proposal Item or Statement	Recommendation	Rationale
Model A-Specifics: Bullet 2	<ul style="list-style-type: none"> Unit of study requirements in grades 7 and 8 may be reduced but not eliminated for students determined to need academic intervention services. 	<p>Reword the statement:</p> <ul style="list-style-type: none"> Unit of study requirements in grades 7 and 8 may be reduced but not eliminated for students determined to need academic intervention services in accordance with regulation 100.4 b (4). <p>Add the statement: If seat time is reduced in a given course for students to receive AIS, an option should be provided that would focus the AIS strategies on the content of that class.</p>	Schools must be encouraged to move toward compliance in a timely manner.
Model A-Specifics: Bullet 4	<ul style="list-style-type: none"> The requirements for technology education, home and career skills and library and information skills may be met by the integration of State learning standards into other courses. 	<p>Reword the statement:</p> <ul style="list-style-type: none"> The requirements for technology education, home and career skills and library and information skills may be met by the integration of State learning standards into other courses in accordance with the criteria specified in regulation 100.4 b (2)– (6). 	Clarification is needed because as written, the statement misrepresents the intent and restrictions of the regulation. It may be misinterpreted by districts, which intend to “integrate” learning standards into other courses that will not meet the unit time requirements and/or are not taught by a certified teacher.
Reference	Proposal Item or Statement	Recommendation	Rationale
Model B-Application and Sign-off	A district must submit with its application a report from the district’s shared decision-making team...that provides evidence that consultation took place at the district and building levels and identifies any concerns expressed by constituents.	<p>Add the statement: The shared decision making team must include a certified teacher from each content area affected by alternative program proposals.</p>	Only certified teachers of a content area can ensure that a program offers students receive quality instruction that meets the State learning standards for that area.
Model B-Regulatory Compliance	Districts and schools comply with all existing regulations with the exception of the prescribed time requirements for units of study in exploratory courses.	<p>Add the statement: Exceptions in time requirements should be considered temporary, and the school should provide a plan to move towards compliance with units of study regulations.</p>	Schools must be encouraged to move toward compliance in a timely manner.

<p>Model B- Educational Program (Curriculum)</p>	<p>Reinforce the importance of student learning in the middle grades in English language arts, mathematics, social studies, science, art/music, and that addresses the State learning standards in technology education, health, home and career skills, career and occupational studies, and library and information skills.</p>	<p>Reward the statement: Reinforce the importance of student learning in the middle grades in English language arts, mathematics, social studies, science, art/music, technology education, health, and home and career skills, and that addresses the State learning standards in career and occupational studies, and library and information skills.</p>	<p>The State has identified 28 learning standards. The term “exploratory” no longer accurately describes any area of study (or program) that has defined content standards and performance indicators, such as MST Standard 5- Technology.</p>
<p>Model B Model Implementation:</p>	<p>Continuation of regulatory relief will be contingent upon monitored and publicly reported progress on:</p>	<p>Reward the statement: Continuation of regulatory relief will be contingent upon monitored and publicly reported progress to the State on: Add the statement: Model B schools should by default move towards compliance plan when performance improves.</p>	<p>Public reporting that is limited to the local level such as at a local Board of Education meeting; does not ensure accountability.</p>
<p>Model B Specifics: Educational Program and Structure Bullet 1</p>	<p>◆ Ensure that all students are given opportunities to receive instruction in exploratory areas such as technology education, home and career skills...</p>	<p>Reward the statement: ◆ Ensure that all students given opportunities to receive a minimum of one-half the mandated instruction in technology education, home and career skills ...</p>	<p>The State must ensure all students are given a minimal opportunity to achieve all State learning standards.</p>
<p>Reference</p>		<p>Rationale</p>	
<p>Model C Application and Sign-off</p>	<p>A district must submit with its application a report from the district’s shared decision-making team...that provides evidence that consultation took place at the district and building levels and identifies and identifies any concerns expressed by constituents.</p>	<p>Add the statement: The shared decision making team must include a certified teacher from each content area affected by alternative program proposals.</p>	<p>Only certified teachers of a content area can ensure that a program offers students quality instruction that meets the State learning standards for that area.</p>
<p>Model C Model Implementation:</p>	<p>Continuation of regulatory relief will be contingent upon monitored and publicly reported progress on:</p>	<p>Reward the statement: Continuation of regulatory relief will be contingent upon monitored and publicly reported progress to the State on: Add the statement: Schools that do not demonstrate achievement/improvement within five years should revert to Model A compliance.</p>	<p>Public reporting that is limited to the local level such as at a local Board of Education meeting; does not ensure accountability.</p>

<p>Model C Model Implementation: Bullet 4</p>	<ul style="list-style-type: none"> the State-developed checklists of knowledge and skills or alternative assessments in those area where there are no State assessments. 	<p>Add the statement: Schools proposing alternative Technology education programs should use the existing State developed middle-level Technology assessments as the alternative assessment in lieu of State developed checklists.</p>	<p>The State has established State assessments as a measure of student achievement. Students should be held to a consistently high standard of competence in all disciplines, especially those in alternative programs proposed under Model C which may not require recommended seat time or follow State curriculum guides.</p>
<p>Model C Specifics: Paragraph 1</p>	<p>Under this Model, districts interested in proposing systemic changes that either target or impact program areas in which there are either mandated State assessments or specific graduation requirements will be required to submit an application on behalf of a school or group of schools to the State Education Department.</p>	<p>Reword the statement: Under this Model, districts interested in proposing systemic changes or program refinements that either target or impact programs that are currently mandated under Commissioner’s Regulations 100.4 will be required to submit an application on behalf of a school or group of schools to the State Education Department.</p>	<p>The State must review, approve and monitor all alternative programs if the programs are to be considered for addition to the Commissioner’s Regulations.</p>
<p>Model C Specifics: Paragraph 4</p>	<p>Districts only interested in proposing selective program refinements that target specific standards areas not measured by mandated State ... They would submit the application to the District Superintendent to review and to make a recommendation concerning approval to the State Education Department.</p>	<p>Delete the statements.</p>	<p>If the State does not have the capacity to adequately review, approve and monitor all alternative programs, perhaps the limit should be set lower than the current 50 applications.</p>
<p>Model C Specifics: Paragraph 4</p>	<p>The types of approved program refinements would be monitored over time to determine if any should be added to the flexibility provisions currently allowed in regulations listed under Model A.</p>	<p>Reword and move to paragraph 1. The types of approved program refinements would be monitored over time to identify those that are replicable and sustainable. Such programs would be considered viable for addition to the flexibility provisions currently allowed in regulations listed under Model A.</p>	<p>Not all programs may be replicable and sustainable and in the long term, could actually be a disadvantage to students who have not been provided equal opportunity in middle-level experiences.</p>

Revised 12/28/04 ajl

Please direct questions or comments concerning the NYSTEA Response to
Alta Jo Longware, President NYSTEA 2004-05.

E-mail: ajlatnystea@westelcom.com

Phone: 518-962-2890