# D28 CEC: NYC Solves Overview

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# Our Reality

"We are currently preparing students for jobs that don't yet exist…using technologies that have yet to be invented…in order to solve problems we don't even know are problems yet."

*The Jobs Revolution*
Richard Riley, 2017

"By 2030, employers expect core skills such as **analytical and creative thinking**, **resilience**, **flexibility and agility**, and leadership and social influence to be among the most important for workers — underscoring the need for skills like **critical thinking, collaboration, adaptability and innovative problem-solving**."
*World Economic Forum, Future of Jobs Report 2025.*

The world our children are growing into looks very different.
Schools must prepare students for ***thinking***, **not just remembering.**

# NYC Solves Aims to …

## Center Student Thinking

### Grade-Level Content, Every Child, Every Day

**Away** from mathematics as a series of established procedures that must be demonstrated and explained

**Toward** mathematics as a discoverable, meaningful, and connected collection of big ideas and disciplinary practices

# Why Shift Instructional Practice?

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# The Ways We Have Traditionally Taught Math Do Not Work When Across NYC…

1. The majority of middle school and high school students are not meeting grade level proficiency in math
2. Two-thirds of Black and Latino students are not performing at grade level in math
3. Students in temporary housing and other students who have formal gaps in their education are falling behind
4. Students of color, our students living in poverty, our students with disabilities and our multilingual learners are scoring well below our citywide average, which wasn't high to begin with
5. Our own leaders and educators profess “they are not math people”

# NYCPS Shifts in Mathematics

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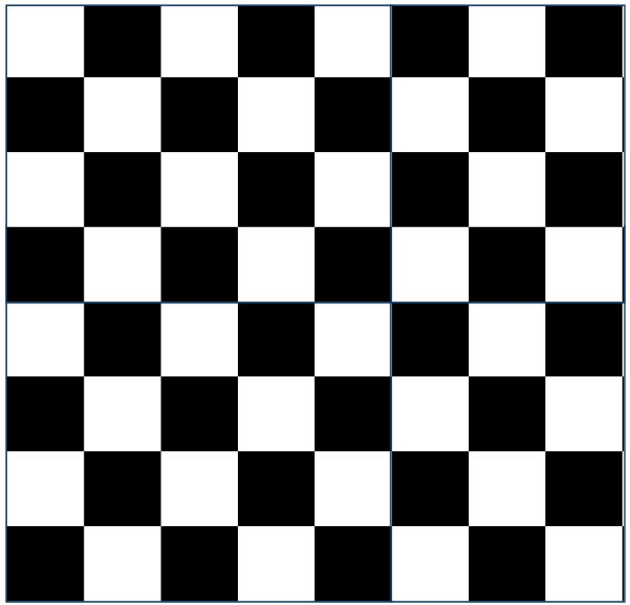
# Let’s Do Some Math!



How many squares are on this checkerboard?

How did you approach this?

# K-12 MATHEMATICS SHIFTS

| | From: | To: |
|---|---|---|
| 1 | Beginning with modeling | Beginning with sensemaking |
| 2 | Different tasks based on prior performance | Shared, Low-floor, High-ceiling Tasks |
| 3 | Discourse to demonstrate understanding | Discourse to develop understanding |
| 4 | Deficit-based support | Asset-based support |
| 5 | Using lesson materials from a variety of sources | Shared High-Quality Instructional Materials |

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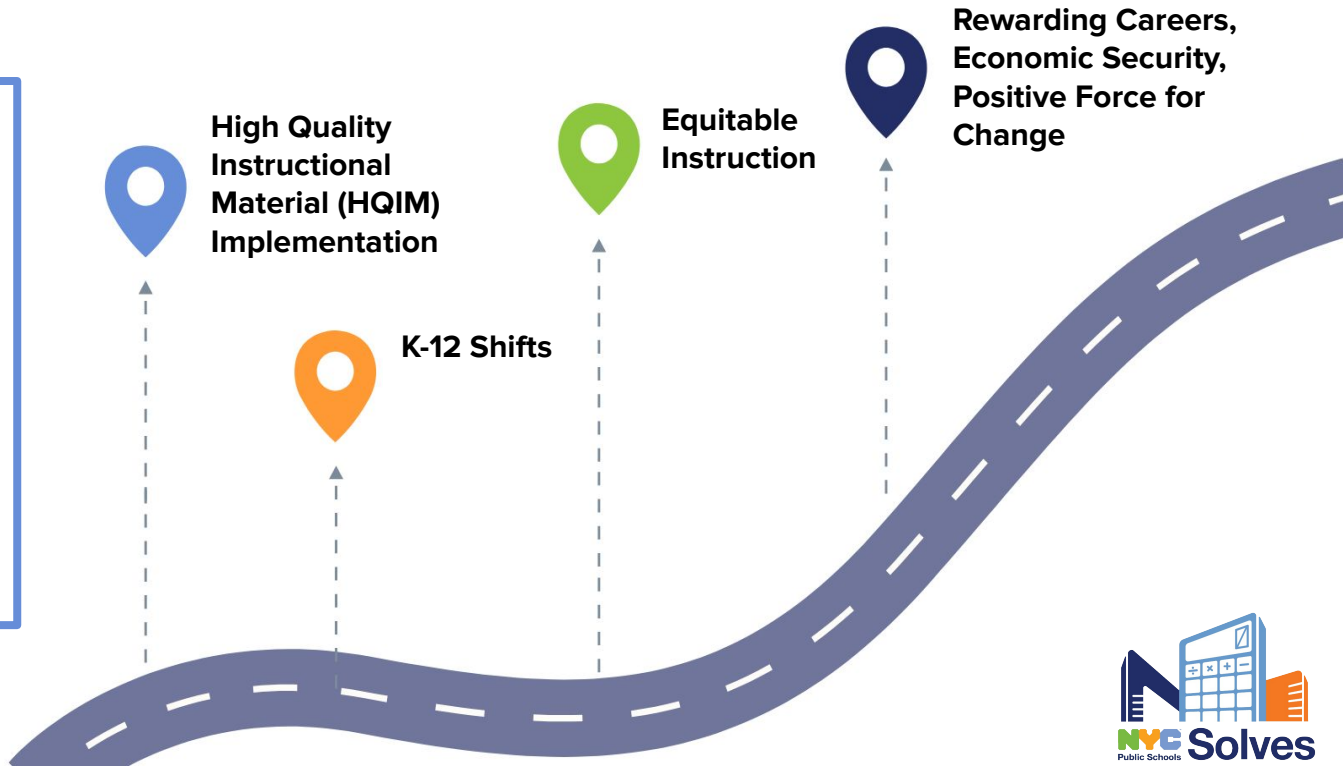
# The Road to Mathematics for Educational, Career and Life Long Success

The goal isn't the curriculum, the goal is to **deliver rigorous academics and real-world learning experiences to ensure all students graduate with the knowledge, skills, and confidence to succeed in their career and communities.**

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# Skills That Go Beyond Math

- ✅ Critical thinking
- ✅ Collaboration
- ✅ Flexibility
- ✅ Problem-solving
- ✅ Communication

- ❌ Abandoning basics
- ❌ Removing teacher guidance
- ❌ Lowering standards

# Anticipated NYC Solves Initiative Components SY26-27

## Professional Learning & Job-embedded supports



| | | | |
|---|---|---|---|
| Teachers new to the curriculum<br><br>In-person<br><br>Facilitated by Curriculum Provider<br><br>Unit-based<br><br>Beginning in Spring | All Teachers<br><br>In-person<br><br>Co-Facilitated by Math JES Provider, and district math leads | Job-embedded support Coaching Partner<br><br>Cycles of support for teachers and math supervisors | Quarterly principal sessions & assistant principals/leaders of math<br><br>Supervising Implementation<br><br>Co-facilitated by NYCPS Math Team, JES Provider, & district leads |

# Family and Community Support

**Ask your child open-ended questions like…**

- How did you solve it?
- What strategy did you try?
- What did someone else think?

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# We are shifting math instruction so every student can think, engage in grade-level content everyday, contribute, and succeed.

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