



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

TO: Higher Education Committee
FROM: Joseph P. Frey
SUBJECT: Teaching Standards
DATE: December 31, 2010
AUTHORIZATION(S):

SUMMARY

Issue for Discussion

Should the Board of Regents approve the attached Draft of New York State Teaching Standards, Elements and Performance Indicators?

Reason(s) for Consideration

Review of Policy.

Proposed Handling

This item will come before the Higher Education Committee for action at its January 2011 meeting.

Procedural History

At the Board of Regents November 2009 through February 2010 meetings, the Regents endorsed actions related to several broad initiatives for improving teaching and learning in New York State including initiatives in teacher certification, evaluation, and professional development. After reviewing data presented by the Department on research-based national, state, and city teaching standards' models and frameworks, at its February 2010 meeting the Board requested that the Department develop, in consultation with Board of Regents members and other key stakeholders, a preliminary draft of New York State Teaching Standards to form a framework for the initiatives.

After consulting with key stakeholders and the Board of Regents during February and March 2010, the Department presented the "Preliminary Draft of New York State Teaching Standards and Elements" to the Board at its April 2010 meeting. The Board approved releasing the preliminary draft Standards and Elements to the field for review

and comment, and approved forming a Teaching Standards Work Group (Work Group) composed of representatives of stakeholder groups impacted by the new teaching standards. Representatives of the Work Group include, but are not limited to, teachers, principals, superintendents, faculty from teacher preparation institutions, content area organizations, the National Board for Teachers, and parent-teacher groups. Following the Board's April 2010 approval to release the preliminary draft of the New York State Teaching Standards and Elements (Standards) for comment, the Work Group had its first meeting in May 2010.

In June and July 2010, the Work Group revised the preliminary draft Teaching Standards approved by the Board, and the Work Group's Preliminary Draft New York State Standards and Elements was released to the field for comment during July and August 2010 through an on-line survey process. In August 2010, the Work Group convened for two intensive two-day sessions to review the survey comments along with the recently released revised Interstate Teacher Assessment and Support Consortium (InTASC) draft Standards. The Work Group's review produced a revised Standards and Elements document that was used by the Work Group to draft Performance Indicators for the Elements under the seven Standards. In September 2010, the Work Group completed a first draft of the Performance Indicators.

Between the April Regents meeting where the Board reviewed a draft format for the Teaching Standards and the completion of the first public comment period, new legislation (Chapter 103 of the laws of 2010) was enacted that prescribes an annual professional performance review system for classroom teachers and school building leaders. The new evaluation system includes a requirement that 40 percent of evaluations be based on student achievement. The legislation also requires that the Commissioner promulgate regulations needed to implement the new legislation in consultation with an advisory committee (known as the "Regents Task Force on Teacher and Principal Effectiveness").

The development and/or identification of Rubrics to measure the extent to which each Performance Indicator has been achieved was reviewed by the Teaching Standards Work Group in the above context. The most frequent use of the rubric portion of the Teaching Standards will be for classroom observations as part of teacher performance evaluations. Chapter 103 of the Laws of 2010 authorizes the Regents Task Force to advise the Commissioner and the Regents on certain aspects of the new performance evaluation system, including standards for the remaining 60 percent of a teacher's evaluation.

Given the scope of responsibility of the Regents Task Force regarding Teacher Performance Evaluations, the Teaching Standards Work Group concluded that the Regents Task Force is the appropriate entity to make recommendations to the Commissioner and the Regents regarding the standards and criteria for appropriate rubrics to be used with the NYS Teaching Standards.

At the Board's October 2010 meeting, the Department presented the revised draft of the New York State Teaching Standards, including Standards, Elements, and Performance Indicators. The Department further recommended that the Draft Standards be shared with the Regents Task Force, which will advise the Regents on regulations related to implementing the new law, including regulations related to Teaching Standards and recommending criteria and/or standards for rubrics to be used in teacher evaluations.

At the October meeting, the Board requested that the Standards be released to the field for final review and input. The Department, with participation from NYSUT, developed a second online survey on the Draft Standards and released it in November 2010. A total of 420 respondents logged onto the second survey with 245 completing the entire survey. The majority of respondents were teachers, school leaders, and teacher educators (including faculty.) The response to the second survey was overwhelmingly supportive of the revised draft Teaching Standards. In over four-fifths of the Elements or Performance Indicators the respondents agreed that the Elements or Performance Indicators were clear and understandable at an approval rate of 80 percent or higher. Respondents, however did indicate concerns about whether ten of the 172 Elements or Performance Indicators were sufficiently clear and/or measurable.

The Teaching Standards Work Group convened in December 2010 to review the survey results and to discuss whether any revisions were required to the October 2010 Draft Standards document based on the survey results and comments. The Work Group made minor revisions to the October 2010 Draft based on the field's review and input.

Attachment A shows the Work Group's latest Draft New York State Teaching Standards, Elements and Performance Indicators, with minor revisions from the October 2010 Draft. Attachment B is a Glossary of terms found in the Standards document. Attachment C is a Question and Answer document (Q&A) that answers and clarifies questions the Department has received from the field.

The NYS Teaching Standards will serve as an important foundation for initiatives currently underway to improve teaching and learning in NYS:

- The preparation of teachers, by identifying the knowledge and skills that new teachers are expected to have before they enter the classroom.
- The development of new performance-based assessments for teachers in order to receive their initial certification.
- Forming the basis for rubrics that will be identified or developed and used in the Annual Professional Performance Review process.
- Establishing benchmarks for teacher career ladders and professional development.

The Regents Task Force is in the process of developing recommendations that it will make to the Board and Commissioner regarding student growth measures and other

factors to be used in teacher evaluations. We expect that, once the Task Force makes its recommendations and evaluation criteria have been established, the Annual Professional Performance Review process will be amended to reflect the changes adopted by the Board. To the extent that Commissioner's Regulations relating to teacher evaluation and professional development require changes, the Department will make recommendations in future Regents' meetings, as appropriate. In addition, based on recommendations that the Regents Task Force makes regarding teacher evaluations related to other measures (e.g., developing and/or recommending rubrics for classroom observations), the Department will make recommendations related to teacher preparation program registration and teacher certification examinations, as appropriate.

Recommendation

It is recommended that the Board of Regents adopt the draft New York State Teaching Standards, Elements, and Performance Indicators shown in Attachment A, that were developed by a Work Group of forty-three individuals representing twenty-two stakeholder groups, and that reflect review and input from the field. In addition, it is recommended that the Board of Regents approve the companion Glossary and Question and Answer (Q&A) documents, shown as Attachments B and C, respectively, as integral to the NYS Teaching Standards document. A final set of Teaching Standards will facilitate the implementation of the other initiatives that are relying on these standards as a base.

New York State Teaching Standards Work Group
Teaching Standards, Elements, and Performance Indicators

December 20, 2010

**Recommended Draft of the
New York State Teaching Standards**

- I. Knowledge of Students and Student Learning
- II. Knowledge of Content and Instructional Planning
- III. Instructional Practice
- IV. Learning Environment
- V. Assessment for Student Learning
- VI. Professional Responsibilities and Collaboration
- VII. Professional Growth

Standard I: Knowledge of Students and Student Learning

Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.

- Element I.1:

Teachers demonstrate knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels.

Performance Indicators:

- a. Teachers describe orally or in writing an understanding of the developmental characteristics of their students.
- b. Teachers create developmentally appropriate lessons that address students' learning differences and needs.
- c. Teachers implement lessons and modify instruction based upon students' developmental needs.

- Element I.2:

Teachers demonstrate knowledge of current research in learning and language acquisition theories and processes.

Performance Indicators:

- a. Teachers design lesson plans and adjust instruction to include a variety of strategies that support the learning needs of each student.
- b. Teachers design lesson plans and adjust instruction to include a variety of strategies that support the language acquisition needs of each student.
- c. Teachers explain their instructional decisions citing current research.

- Element I.3:

Teachers demonstrate knowledge of and are responsive to diverse learning needs, strengths, interests, and experiences of all students.

Performance Indicators:

- a. Teachers vary and modify instruction to meet the diverse learning needs of each student.
- b. Teachers create, deliver, and adapt instruction to address each student's strengths, interests, and experiences.

- Element I.4:

Teachers acquire knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning.

Performance Indicators:

- a. Teachers utilize strategies that enable two-way communication with each student's parents, guardians, and/or caregivers.
- b. Teachers use a variety of techniques to accommodate the communication needs of each student's parents, guardians, and/or caregivers.

- Element I.5:

Teachers demonstrate knowledge of and are responsive to the economic, social, cultural, linguistic, family, and community factors that influence their students' learning.

Performance Indicators:

- a. Teachers incorporate a knowledge and understanding of the school community when planning and implementing instruction.
- b. Teachers incorporate an understanding of their students' strengths and limitations, and the environmental factors that influence their students' learning.
- c. Teachers attend to an individual student's personal and family experiences by incorporating multiple perspectives.

- Element I.6:

Teachers demonstrate knowledge and understanding of technological and information literacy and how they affect student learning.

Performance Indicators:

- a. Teachers use technological tools and a variety of communication strategies to engage each student.
- b. Teachers assist students to become knowledgeable and critical consumers and users of quality information.

Standard II: Knowledge of Content and Instructional Planning

Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.

- Element II.1

Teachers demonstrate knowledge of the content they teach, including relationships among central concepts, tools of inquiry, structures and current developments within their discipline(s).

Performance Indicators:

- a. Teachers incorporate key concepts during instruction through the use of multiple representations and explanations.
- b. Teachers engage students to use key disciplinary language with comprehension through instruction.
- c. Teachers demonstrate the effective use of current developments in pedagogy and content.
- d. Teachers design learning experiences that foster student understanding of key disciplinary themes.
- e. Teachers demonstrate knowledge of the learning standards and their application throughout their instruction and practice.

- Element II.2

Teachers understand how to connect concepts across disciplines, and engage learners in critical and innovative thinking and collaborative problem-solving related to real world contexts.

Performance Indicators:

- a. Teachers facilitate students' ability to develop diverse social and cultural perspectives.
- b. Teachers incorporate perspectives from varied disciplines and interdisciplinary skills in their instruction.
- c. Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.
- d. Teachers model and encourage effective use of interpersonal communication skills to build student capacity for collaboration.
- e. Teachers create opportunities for students to apply disciplinary and cross-disciplinary knowledge to personal experiences and real world problems.

- Element II.3

Teachers use a broad range of instructional strategies to make subject matter accessible.

Performance Indicators:

- a. Teachers design instruction that reflects the multiple experiences, strengths, and learning needs of students.
- b. Teachers adapt instruction in response to various levels of student understanding.
- c. Teachers make meaningful connections between content and students' life experiences.
- d. Teachers create opportunities for students to engage in self-directed learning.

- Element II.4

Teachers establish goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement.

Performance Indicators:

- a. Teachers design learning experiences that are aligned with learning standards.
- b. Teachers articulate clear learning objectives that align with learning standards.
- c. Teachers include opportunities for students' to achieve learning goals in a variety of ways.

- Element II.5

Teachers design relevant instruction that connects students' prior understanding and experiences to new knowledge.

Performance Indicators:

- a. Teachers determine current levels of students' understanding and knowledge of content through questioning techniques, discussion, and other methods.
- b. Teachers address common misconceptions in the content area through instructional methods.
- c. Teachers design learning experiences that connect students' prior knowledge and instruction to new content.

- Element II.6

Teachers evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals.

Performance Indicators:

- a. Teachers organize physical space to reflect an awareness of learner needs and curricular goals.
- b. Teachers incorporate a knowledge and understanding of technology in their lessons to enhance student learning.
- c. Teachers organize and effectively use time to achieve learning goals.
- d. Teachers select and adapt curricular materials to align with state standards and meet diverse learning needs.
- e. Teachers access appropriate resources to meet specific learning differences or needs.

Standard III: Instructional Practice

Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.

- Element III.1

Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning.

Performance indicators:

- a. Teachers align instruction to standards.
- b. Teachers implement instruction proven to be effective in prior research.
- c. Students are actively and cognitively engaged through teacher facilitation of student-to-student and student-to-teacher interactions.

- Element III.2

Teachers communicate clearly and accurately with students to maximize their understanding and learning.

Performance indicators:

- a. Students understand directions and procedures.
- b. Teachers use a variety of questioning techniques to advance student learning and reflection.
- c. Students' comments and questions are acknowledged and utilized to advance learning.
- d. Students understand lesson content through a teacher's use of multiple modalities, such as oral, written, graphic, kinesthetic, and/or tactile methods.
- e. Teachers adjust communication in response to student needs.

- Element III.3

Teachers set high expectations and create challenging learning experiences for students.

Performance indicators:

- a. Teachers articulate high expectations for all students.
- b. Students have a clear understanding of measures of success.
- c. Teachers challenge and support all students by incorporating various instructional strategies, experiences, and resources.

- Element III.4

Teachers explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students, and promote achievement.

Performance indicators:

- a. Teachers use an understanding of students' diverse backgrounds to individualize interactions and differentiate instruction.
- b. Teachers incorporate instructional approaches and technologies to provide students with opportunities to demonstrate mastery of learning outcomes.
- c. Teachers incorporate motivating and meaningful opportunities in instruction to engage students in learning experiences.

- Element III.5

Teachers engage students in the development of multidisciplinary skills, such as communication, collaboration, critical thinking, and use of technology.

Performance Indicators:

- a. Students synthesize and express ideas both in written and oral formats.
- b. Students work effectively with others, including those from diverse groups and with opposing points of view.
- c. Students make decisions, solve problems, and take actions as appropriate.
- d. Students solve problems and/or acquire new knowledge through creative and innovative approaches to learning.
- e. Students utilize technologies and resources to solve real world problems.

- Element III.6

Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs.

Performance Indicators:

- a. Teachers utilize various types of formative assessment during instruction to monitor and check for student understanding and assess progress.
- b. Teachers seek and provide feedback during and after instruction.
- c. Teachers adjust the pace of instruction, focus of instruction, and method of delivery based on students' progress.

Standard IV: Learning Environment

Teachers work with all students to create a dynamic learning environment that supports achievement and growth.

- Element IV.1

Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student.

Performance Indicators:

- a. Teachers are caring and respectful in their interactions with students.
- b. Teachers embrace student diversity as an asset in the classroom.
- c. Teachers recognize and reinforce positive interactions among students.
- d. Teachers create a climate of acceptance and respect.
- e. Teachers create an environment where students show responsibility to and for one another.

- Element IV.2

Teachers create an intellectually challenging and stimulating learning environment.

Performance Indicators:

- a. Teachers encourage students to set high standards and expectations for their own performance.
- b. Teachers motivate students to initiate their own learning and strive to achieve challenging learning goals.
- c. Teachers promote students' curiosity and enthusiasm for learning.
- d. Students are actively engaged in learning.
- e. Students openly express their ideas.
- f. Students show pride in their work and accomplishments.

- Element IV.3

Teachers manage the learning environment for the effective operation of the classroom.

Performance Indicators:

- a. Teachers establish, communicate, and maintain clear standards and expectations for student behavior.
- b. Teachers develop, implement, and adapt routines and procedures to manage activities and transitions.
- c. Teachers facilitate instructional groupings to maximize student participation, cooperation, and learning.
- d. Students exhibit respectful classroom interactions.

- Element IV.4

Teachers organize and utilize available resources (e.g., physical space, time, people, technology) to create a safe and productive learning environment.

Performance Indicators:

- a. Teachers arrange and adapt the physical environment to accommodate individual and group learning needs and to celebrate student accomplishments.
- b. Teachers ensure that all students have equitable access to available resources and technologies.
- c. Teachers effectively use the services and skills of available volunteers and paraprofessionals.
- d. Teachers know and implement policies and procedures to ensure student safety.

Standard V: Assessment for Student Learning

Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.

- Element V.1

Teachers design, adapt, select, and use a range of assessment tools and processes to measure and document student learning and growth.

Performance Indicators:

- a. Teachers use appropriate diagnostic and ongoing assessment to establish learning goals and inform instruction.
- b. Teachers use formative assessment to inform teaching and learning.
- c. Teachers use summative assessment to measure and record student achievement.
- d. Teachers design assessments that are aligned with curricular and instructional goals.
- e. Teachers design and adapt assessments that accurately determine mastery of student skills and knowledge.
- f. Teachers use multiple measures and multiple formats, including available technology, to assess and document student performance.
- g. Teachers implement required assessment accommodations and modifications.

- Element V.2

Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction.

Performance Indicators:

- a. Teachers analyze data accurately.
- b. Teachers provide timely feedback to engage students in self-reflection and self-improvement.
- c. Teachers use assessment data to set goals and design and differentiate instruction.
- d. Teachers engage students in self-assessment of their learning goals, strategies, and outcomes.

- Element V.3

Teachers communicate information about various components of the assessment system.

Performance Indicators:

- a. Teachers provide access to information on student assessments.
- b. Teachers provide appropriate information and interpretation of various assessment data.

- Element V.4

Teachers reflect upon and evaluate the effectiveness of their comprehensive assessment system to adjust assessment and plan instruction accordingly.

Performance Indicators:

- a. Teachers demonstrate an understanding of assessment measures, grading, and procedures.
- b. Teachers develop a plan for their overall assessment system.
- c. Teachers use their plans and assessment data to adjust teaching and assessment practices.

- Element V.5

Teachers prepare students to understand the format and directions of assessments used and the criteria by which the students will be evaluated.

Performance Indicators:

- a. Teachers communicate the purposes of the assessments they use.
- b. Teachers prepare all students for the demands of particular assessment formats, and appropriately modify assessments or testing conditions for students with exceptional learning needs.
- c. Teachers articulate assessment criteria to students and provide parameters for success.
- d. Teachers equip students with assessment skills and strategies.
- e. Students practice various formats of assessments using authentic curriculum.

Standard VI: Professional Responsibilities and Collaboration

Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.

- Element VI.1

Teachers uphold professional standards of practice and policy as related to students' rights and teachers' responsibilities.

Performance Indicators:

- a. Teachers demonstrate a high standard of honesty, integrity, ethical conduct, and confidentiality when interacting with students, families, colleagues, and the public.
- b. Teachers are proactive and advocate to meet the needs of students.
- c. Teachers use self-reflection and stakeholders' feedback to inform and adjust professional behavior.
- d. Teachers advocate, model, and manage safe, legal, and ethical use of information and technology, including respect for intellectual property and the appropriate documentation of sources.
- e. Teachers complete training in response to state and local requirements and jurisdictions.

- Element VI.2

Teachers engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning.

Performance Indicators:

- a. Teachers support and promote the shared school and district vision and mission to support school improvement.
- b. Teachers participate actively as part of an instructional team.
- c. Teachers share information and best practices with colleagues to improve practice.
- d. Teachers demonstrate an understanding of the school as an organization within a historical, cultural, political, and social context.
- e. Teachers collaborate with others both within and outside the school to support student growth, development, and learning.
- f. Teachers collaborate with the larger community to access and share learning resources.

Element VI.3

Teachers communicate and collaborate with families, guardians, and caregivers to enhance student development and success.

Performance Indicators:

- a. Teachers invite families, guardians, and caregivers to share information to enhance and increase student development and achievement.
- b. Teachers communicate in various ways student performance, progress, and expectations for student growth, and provide opportunities for discussion.
- c. Teachers suggest strategies and ways in which families can participate in and contribute to their students' education.

- ### Element VI.4

Teachers manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations.

Performance Indicators:

- a. Teachers collect required data and maintain timely and accurate records (e.g., plan books, lunch counts, attendance records, student records, etc.)
- b. Teachers manage time and attendance in accordance with established guidelines.
- c. Teachers maintain classroom and school resources and materials.
- d. Teachers participate in school and district events.

- Element VI.5

Teachers understand and comply with relevant laws and policies as related to students' rights and teachers' responsibilities.

Performance Indicators:

- a. Teachers communicate relevant regulations and policies to stakeholders.
- b. Teachers maintain confidentiality regarding student records and information.
- c. Teachers report instances of child abuse, safety violations, bullying, and other concerns in accordance with regulations and policies.
- d. Teachers adhere to board policies, district procedures, and contractual obligations.
- e. Teachers access resources to gain information on standards of practice, relevant law, and policy that relate to students' rights and teachers' responsibilities.

Standard VII: Professional Growth

Teachers set informed goals and strive for continuous professional growth.

- Element VII.1

Teachers reflect on their practice to improve instructional effectiveness and guide professional growth.

Performance Indicators:

- a. Teachers examine and analyze formal and informal evidence of student learning.
- b. Teachers recognize the effect of their prior experiences and possible biases on their practice.
- c. Teachers use acquired information to identify personal strengths and weaknesses and to plan professional growth.

- Element VII.2

Teachers set goals for, and engage in, ongoing professional development needed to continuously improve teaching competencies.

Performance Indicators:

- a. Teachers set goals to enhance personal strengths and address personal weaknesses in teaching practice.
- b. Teachers engage in opportunities for professional growth and development.

- Element VII.3

Teachers communicate and collaborate with students, colleagues, other professionals, and the community to improve practice.

Performance Indicators:

- a. Teachers demonstrate a willingness to give and receive constructive feedback to improve professional practice.
- b. Teachers participate actively as part of an instructional team to improve professional practice.
- c. Teachers receive, reflect, and act on constructive feedback from others in an effort to improve their own professional practice.

- Element VII.4

Teachers remain current in their knowledge of content and pedagogy by utilizing professional resources.

Performance Indicators:

- a. Teachers benefit from, contribute to, or become members of appropriate professional organizations.
- b. Teachers access and use professional literature and other professional development opportunities to increase their understanding of teaching and learning.
- c. Teachers expand their knowledge of current research as it applies to curriculum, instruction, and assessment methods.

NEW YORK STATE TEACHING STANDARDS GLOSSARY

Authentic Curriculum: Curriculum based on materials and activities that students encounter in their daily lives. It is curriculum that has relevance to the students' age, life, community, culture, etc. (See Element V.5)

Collaboration: When two or more individuals within the education community bring their knowledge and experiences together and interact toward a common goal in the best interest of students' needs and for the betterment of student educational success.

Communication: The skillful expression, transmission, and interpretation of knowledge and ideas.

Comprehensive Assessment System: Comprised of the formative, interim, through-course, and summative assessments teachers use during the course of their instruction (e.g., lesson, unit, quarter, semester, year, etc.) to evaluate student progress, and plan and adjust instruction and assessment accordingly. (See Element V.4)

Critical Thinking: The cognitive process of using content knowledge and comprehension to analyze, synthesize, and evaluate information to guide judgment, beliefs, and/or actions. Critical thinking may include, but is not limited to, skills of metacognition, self reflection, logic, testing hypotheses, drawing conclusions, and creativity. (See Elements II.2 and III.5)

Developmentally Appropriate: The alignment of appropriate instruction, curriculum, activities, and assessments to varied stages of child learning and development, including cognitive, language, social, emotional, and physical development. These may include, but are not limited to, student reasoning, communication, interpretation skills, ability to focus, interactions with others, student maturation, and growth. (See Elements I.1 and III.1)

Diagnostic Assessment: Assessment conducted prior to the introduction of new learning. Diagnostic assessment provides a teacher with information on the prior knowledge and skills a student brings to a learning experience. Diagnostic assessment

NEW YORK STATE TEACHING STANDARDS GLOSSARY

may identify strengths and specific learning needs of individual students and/or groups of students, and is used by the teacher to adapt and modify instruction. (See Element V.1)

Diversity, All students: Terms that are all-encompassing and include gifted students and advanced learners, students regardless of gender or sexual orientation, students with limited English proficiency and English Language Learners, students with disabilities, students with various cultural, ethnic, racial, socioeconomic, and family backgrounds, and students with varying cognitive strengths and needs and at all levels of academic proficiency.

Elements: Statements that describe the desired knowledge, skills, actions, and behavior of teachers for each Standard.

Environmental Factors: Economic, social, cultural, linguistic, family, and community surroundings and conditions that are unique to a student or group of students. (See Element I.5)

Formative Assessment: A process used by teachers during instruction involving students that provides teachers with feedback to adjust ongoing teaching and learning. Formative assessment allows the teacher and students to improve the students' achievement of intended instructional outcomes by continually informing teachers and students of levels of student understanding. Examples of formative assessment may include, but are not limited to, student observation, questioning, and student peer and self-assessment. (See Element V.1)

Intellectual Property: Any product resulting from a person's intellect or original ideas that may have commercial value, such as copyrighted material, patents, and trademarks. If this property is borrowed and/or used without appropriate permission or credit given to the source, it could be viewed as plagiarism. (See Element VI.1)

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Language Acquisition: Process by which students develop the ability to recognize, distinguish, construct, and use words to understand, learn, and communicate. Language acquisition involves the development of these skills within each content area. (See Element I.2)

Learning Environment – Classroom: The terms “learning environment” and “classroom” are used interchangeably and refer to all settings where P-12 learning occurs. These settings may include, but are not limited to, a library, museum, school gymnasium, school auditorium, laboratory, classroom, metal shop, kitchen, stage, music room, and field trip destination.

Performance Outcomes: Observable, measurable actions that provide evidence of the application of a teacher’s knowledge and skills in practice. Performance Outcomes may be measured through various methods, including, but not limited to, principal and/or peer observations, teacher evidence binders, classroom observation, and student artifacts.

School Community: In this document, School Community refers to the community within the school and the community in which the students learn and live that surrounds the school. (See Element I.5)

Standards: Overarching goals and themes, representing broad areas of knowledge and skills that provide a framework for what teachers should know and be able to do.

Summative assessment: Assessment that is given to students at the end of a defined period of learning (e.g., lesson, unit, semester, quarter, year) to gain measurable data on student knowledge and progress. Summative assessments may include, but are not limited to, end-of-chapter tests, end-of-term tests, district benchmark exams, and New York State exams. (See Element V.1)

Technology: A broad term that encompasses electronic and/or computing tools, techniques, and skills that are used to promote student learning. These may include,

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GLOSSARY**

but are not limited to, digital cameras, video recorders, ELMO, document cameras, LCD projectors, computers, websites, blogs, wikis, microphones, personal digital assistants (PDAs), cellular phones, interactive whiteboards, internet access, software, and electronic spellers. Access to technology will vary by school and district due to availability and other factors.

DRAFT

QUESTIONS AND ANSWERS ON THE NYS TEACHING STANDARDS

1. Q. Why Does New York State Need Teaching Standards?

A. At its November 2009 through February 2010 meetings, the Board of Regents endorsed new initiatives for improving teaching and learning in New York State that included:

- Implementing performance-based assessments for initial certification as a teacher.
- Enhancing the Annual Professional Performance Review (APPR) process for teachers.
- Creating a teacher career ladder and opportunities for additional compensation based on performance.

The New York State (NYS) Teaching Standards, Elements and Performance Indicators will provide a common foundation for these important initiatives. They will enhance the preparation of teachers by identifying the knowledge and skills that new teachers are expected to have before they enter the classroom. These knowledge and skills will be used to develop new performance-based assessments for teachers to receive Initial certification. The Teaching Standards, Elements, and Performance Indicators will be used to develop and/or identify rubrics to be used to enhance the APPR process for teachers. The NYS Teaching Standards will also help to establish benchmarks for teacher career ladders and teacher professional development.

2. Q. What Was the Process Used to Develop the Draft NYS Teaching Standards?

A. The Draft NYS Teaching Standards were developed by an external Workgroup representing a broad range of stakeholders that met on twelve separate occasions from May through December 2010. The Workgroup, comprised of representatives from NYSUT, individuals from various stakeholder groups, and New York State Education Department (SED) staff members, worked on a draft standards' document. In October 2010, a Draft New York State Teaching Standards, Elements and Performance Indicators document was presented to the Board of Regents for review.

The Workgroup was comprised of thirty-three participants outside the Department from twenty-two different stakeholder groups, each bringing an understanding of the research findings that impact teaching and learning, the voice of their particular stakeholder group, and a unique personal perspective. The thirty-three Workgroup members included ten members from school districts selected as pilots for the New York State United Teachers (NYSUT) Innovation Fund project (I3 grant). Also represented were SED staff from the P-12 Offices of Curriculum and Instruction and Teacher Quality and Professional Development, and the Higher Education Offices of College and University Evaluation and Teaching Initiatives.

3. Q. What is the Research Basis for the Draft New York State Teaching Standards?

A. The Draft NYS Teaching Standards, Elements, and Performance Indicators are grounded in educational and developmental research, in cognitive and psychosocial theories of child and adolescent development and learning, and are informed by best practices in teaching, student learning, and creating learning environments to optimize student potential and achievement. The Draft NYS Teaching Standards reflect elements from prominent, research-based standards and assessments frameworks, including:

- The Classroom Assessment Scoring System (CLASS) developed at the University of Virginia for use with its teacher candidates. CLASS has an extensive video library and has been widely researched at the early childhood and childhood education levels.
- Charlotte Danielson’s updated Framework for Teaching (2007). The Danielson Framework is one of the most widely used.
- The recently released draft Interstate Teacher Assessment Support Consortium (InTASC), revised to remove the emphasis on new teachers and to reflect practitioners at all levels across the teaching continuum. The InTASC Standards were developed by a broad array of practitioners and educators.
- The National Board for Professional Teaching Standards (NBPTS).
- Doug Lemov’s taxonomy of teaching, used successfully in Uncommon Schools.
- The Measures of Effective Teaching (MET) project, a Gates’ Foundation study that is reviewing a range of teacher effectiveness measures to identify and develop fair, reliable, and multiple measures that can accurately predict student achievement gains. The MET project is evaluating the predictive ability of CLASS and Danielson along with that of several other teacher observation frameworks.

In addition, the Teaching Standards Workgroup reviewed other materials on teaching standards including, but not limited to:

- The New York State United Teachers (NYSUT) Standards Framework developed through the AFT Innovation Fund Grant to be piloted in several NYS school districts and representing a partnership with the Rhode Island Federation of Teachers and Health Professionals (RIFTHP).
- Teacher competency rubrics developed by The New Teacher Project and New Teacher Center;
- Standards frameworks from other states, including California, Connecticut, Illinois, Kentucky, Massachusetts, New Jersey, New Mexico, North Carolina, Ohio, Rhode Island, Tennessee, Texas, Vermont, and Virginia, among others;
- Teacher preparation, teacher performance, and education systems in countries with students who perform well on international exams; and

- Research articles and studies on teaching standards, models and frameworks, teacher effectiveness, performance-based evaluation, and other related topics.

4. Q. How are the Draft NYS Teaching Standards Structured?

A. The Draft NYS Teaching Standards are structured around seven core Standards, a set of Elements under each Standard that further defines each Standard, and a set of Performance Indicators under each Element. Each Standard represents a broad area of knowledge and skills that research and best practices in the classroom have shown to be essential to effective teaching and to positively contribute to student learning and achievement. Each Standard is defined by Elements that describe the desired knowledge, skills, actions, and behaviors of teachers for that Standard. The Elements define “what” teachers do and the Performance Indicators describe “how” teachers accomplish the actions or behaviors.

5. Q. Why Do Some Performance Indicators Describe Student Actions and Behavior Instead of Teacher Actions and Behavior?

A. Performance Indicators are the observable and measurable aspects of teaching practice under each Standard. They define “how” teachers accomplish actions or behaviors. Look at the following two Performance Indicators. One describes teacher actions/behavior, the other describes student actions/behavior.

Performance Indicators:

- Teachers implement instruction that has been proven to be effective in prior research.
- Students are actively and cognitively engaged through teacher facilitation of student-to-student and student-to-teacher interactions.

Performance Indicator “a”, which describes actions/behavior of the teacher, is referred to as a high-inference indicator. Inference refers to the level at which criteria are tied to student outcomes. While we know that the teacher’s behavior under Performance Indicator “a” impacts student outcomes (i.e., the effect of implementing instruction), observing and measuring the effect, such as by reviewing lesson plans and other artifacts, for example, is less direct and so must be inferred from the measures. Performance Indicator “b”, on the other hand, is referred to as a “low-inference” indicator because behavior related to student outcomes (i.e., active, cognitive engagement by students through the teacher’s facilitation of interactions) is directly observable from this Performance Indicator. Performance Indicators that describe teachers’ actions, behaviors, or effects on students are further removed from observable student behavior/actions/outcomes and so are considered higher inference indicators. Changing the lens of the performance indicator to directly observe student actions or behaviors decreases the level of inference

required. Some research has suggested that lower-inference criteria are preferable because they are closer to student achievement, which is the desired outcome.

6. Q. How Was Feedback from the Field Collected and Reflected in the NYS Teaching Standards Document?

A. It was very important to the Workgroup that interested individuals and/or groups in the field had ample opportunity to review and comment on drafts of the NYS Teaching Standards. The first draft of the New York State Teaching Standards developed by the Workgroup was completed in July 2010 and released to the field for review and comment between July 21 and August 16, 2010 through an on-line survey process. The survey asked both closed and open-ended questions on each Standard and Element, and questions on the survey as a whole. Two-hundred sixteen teachers, administrators, and others responded to the survey. To facilitate review by Workgroup members, comments were organized into one of eleven categories (e.g., “relates to budgetary concerns”; “requires a definition”; “suggested rewrite”; “will be addressed in performance indicators”; “general complaint”.) Each comment was copied verbatim by Standard and category into a single 63-page document that was reviewed by each Workgroup member for potential incorporation into the draft Standards’ document as edits and rewrites, and to begin the drafting of the Performance Indicators.

A second draft of the NYS Standards, Elements and Performance Indicators was presented to the Board of Regents at its October 2010 meeting. Before the NYS Teaching Standards were presented to the Board of Regents for formal approval, the Teaching Standards were released to the field a second time in November 2010 for final review and field input. Questions that were asked on the second survey focused on the perceived level of clarity and measurability of each Element and Performance Indicator. The response to the survey showed that about 85% of the Elements and Performance Indicators were clear, understandable, and measurable to a majority of respondents. About ten Performance Indicators were identified by more than 50% of respondents as being unclear and/or non-measurable or non-observable, and these were identified for review by the Workgroup. After the response period on the second survey was closed, the Workgroup came together one last time to review all responses and to determine what, if any, changes were warranted to the NYS Standards document as a result of the second survey. Edits were made to five Performance Indicators and one Element as a result of the Workgroup’s review of the second survey.

7. Q. How Will the NYS Teaching Standards Be Used To Improve Teaching and Learning in NYS?

A. The NYS Teaching Standards are designed to be used across the continuum of a teacher’s career. The continuum begins with the teacher’s preparation in a college, university, or approved provider program. The Standards will inform teacher preparation programs about the skills and knowledge teachers should

have before entering the classroom. The Standards will inform teacher candidates of the expectations of being a teacher (e.g., teaching skills, content knowledge, knowledge of students and schools, professional responsibilities, etc.)

The Standards will form the foundation for teacher evaluation through the APPR process and, as such, will inform schools and districts where to focus effort and funds on teacher induction and teacher mentoring. Areas identified during the evaluation process as needing improvement will be highlighted for teacher professional development and, through partnerships with teacher preparation, will be used to inform and modify teacher education programs as needed. The Standards are meant to be used and useful throughout a teacher's career -- preparation, induction, mentoring, evaluation, professional development and movement through a career ladder.

- 8. Q. How Will Programs Preparing Teachers Use the NYS Teaching Standards to Improve the Practice of Teaching?**

A. The NYS Teaching Standards will establish the knowledge and skills that teachers will need before they enter the classroom. NYS is moving away from certifying teachers based solely on paper and pencil examinations. The NYS Teaching Standards will form the basis for performance-based assessments that eventually all NYS teachers will be required to take and pass to receive their Initial teacher certification. The new performance-based assessments will require teacher candidates to provide evidence of successful teaching (e.g., student artifacts, teaching video, portfolio). The NYS Teaching Standards establish the foundational knowledge and skills needed to be successful in the classroom.
- 9. Q. How Will P-12 Schools Use the NYS Teaching Standards to Improve Teaching and Learning in New York?**

A. The NYS Teaching Standards lay out the foundational knowledge and skills that teachers need in order to be effective the classroom. Schools and districts can use these Standards for teacher induction, mentoring, evaluation, and professional development. A draft of the NYS Teaching Standards was used in the development of a draft of NYS mentoring standards which are being developed for review by the Board of Regents. The NYS Teaching Standards will help schools and districts establish teacher evaluation plans and systems to be used during the APPR process and to meet the requirements of the new statute on teacher and principal evaluations. The NYS Teaching Standards will assist schools and districts in developing teacher professional development plans by identifying growth areas.
- 10. Q. Will Rubrics Be Developed Specifically for the NYS Teaching Standards?**

A. As described in the April 2010 Regents item, it was envisioned initially that in addition to Standards, Elements, and Performance Indicators, the NYS Teaching Standards would include a set of rubrics to define, at a more granular level, the observable teacher actions under each Performance Indicator. This

granularity would better allow for performance evaluations to be made along a continuum (i.e., ineffective, developing, effective, highly effective).

Between the April Regents meeting where the Board reviewed a draft format for the Teaching Standards and the completion of the first public comment period, new legislation (Chapter 103 of the laws of 2010) was enacted that prescribes an annual evaluation process for classroom teachers and school building leaders. The new annual professional performance review includes a requirement that 40% of the evaluation be based on student achievement. The legislation also requires that the Commissioner promulgate regulations needed to implement the new legislation in consultation with an advisory committee (known as the “Regents Task Force on Teacher and Principal Effectiveness”).

The development and/or identification of Rubrics to measure the extent to which each Performance Indicator has been achieved was reviewed by the Teaching Standards Workgroup in the above context. The most frequent use of the rubric portion of the Teaching Standards will be for classroom observations as part of teacher performance evaluations. Chapter 103 of the Laws of 2010 provided for the Regents Task Force to advise the Commissioner and the Regents on certain aspects of the new evaluation system, including the criteria and/or standards for the remaining 60% of the evaluation.

Given the scope of responsibility of the Regents Task Force regarding Teacher Performance Evaluations, the Teaching Standards Work Group concluded that the Regents Task Force is the appropriate entity to make a recommendation to the Commissioner and the Regents regarding the criteria and standards for appropriate rubrics to be used with the NYS Teaching Standards.

- 11. Q. Is there a separate standard for a teacher's use of technology?**
- A.** The ability of educators to use a variety of technological tools, techniques, and skills to inform and enhance teaching, learning, and other aspects of professional performance is crucial to their effectiveness in today’s learning environment. Since technology is such a prevalent factor in today’s world and is included in so many aspects of teaching and student learning, a decision was made to infuse technology throughout all of the Standards rather than to isolate it in a single Standard. Therefore, references to the use of technological resources, knowledge, and skills are found throughout the Teaching Standards (e.g. Elements I.6; II.6; III.4; III.5; etc.).
- 12. Q. Is there a separate Standard on students with disabilities, English language learners (ELLs), gifted and talented students, and other students with special and/or different educational needs?**
- A.** The Workgroup discussed at length whether to have a separate Standard for students with disabilities and other students with special

needs, including gifted and talented students, given the sheer number of students currently classified with a disability in New York schools, and those receiving specialized educational services. In making its decision, the Workgroup reviewed national teaching standards including the National Board for Professional Teaching Standards (NBPTS) and the Interstate Teacher Assessment and Support Consortium (InTASC) Standards, teaching standards from other states, and other frameworks such as CLASS and Danielson's Framework for Teaching. These national and state standards and frameworks guided the Workgroup's discussion and its ultimate decision not to separate any one group of students but to incorporate all students, including those with disabilities and others with specialized educational needs, throughout the New York State Teaching Standards. In reviewing other standards and current research, the Workgroup concluded that the NYS Teaching Standards must reflect all students in every Standard, including students with disabilities, gifted students, ELLs, bilingual students, etc.

The NYS Teaching Standards reflect the knowledge and skills needed to effectively teach to *all students*. New York's P-12 student population represents a wide range of learners and their diversity is a strength and an important component to becoming an effective teacher.