

New York State Teaching Standards



No. 11-23

Introduction

July 2011

The Board of Regents adopted the New York State Teaching Standards at its January 2011 meeting. Teaching Standards establish a set of expectations about professional practice. The New York State Teaching Standards give teachers and schools the tools to define and measure teaching excellence.

The NYS Teaching Standards will have a significant impact on each stage of a teacher’s preparation and career development. They apply to all teachers and reflect all students in every standard (including students with disabilities, students who are English language learners, and students who are gifted and talented):

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“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” (NYSED, “Questions and Answers”).

The Teaching Standards (see Attachment A) are comprised of seven Standards—each with Elements and Performance Indicators. The areas of the seven Standards are:

- 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



SED uses the following definitions (See Attachment B, Question 4):

STANDARDS: “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.”

ELEMENTS: “Each Standard is defined by Elements that describe the desired knowledge, skills, actions, and behaviors of teachers for that Standard.”

PERFORMANCE INDICATORS: “The Elements define ‘what’ teachers do and the Performance Indicators describe ‘how’ teachers accomplish the actions or behaviors.”

To access the most recent information that the State Education Department has posted related to the NYS Teaching Standards, go to [NYSed.gov/Office of Teaching Initiatives/Educator Resources/Teaching Standards](http://www.nysed.gov/Office of Teaching Initiatives/Educator Resources/Teaching Standards)— or <http://www.highered.nysed.gov/tcert/resteachers/teachingstandards1.html>
A Glossary for the Teaching Standards is being finalized by SED.

Examples of a Standard, one of its Elements, and that Element’s Performance Indicators:

Standard 1: 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 1.1:

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.

For up-to-date resources that NYSUT has developed related to the NYS Teaching Standards, rubrics, and the teacher evaluation process, go to www.NYSUT.org

How Were the Teaching Standards Developed?

At its February 2010 meeting, the Board of Regents requested that SED develop, in consultation with stakeholders, a preliminary draft for teaching standards. SED presented the “Preliminary Draft of New York State Teaching Standards and Elements” to the Board at its April 2010 meeting. This draft was approved for releasing to the field for comments. A Teaching Standards Work Group was formed.

Prior to this, NYSUT’s Innovation Initiative was already in the process of developing Teaching Standards. This Initiative, funded by the American Federation of Teachers’ Innovation Fund and a federal Investing in Innovation (I3) grant, consists of six pilot school district labor/management teams that have built and will be piloting a comprehensive teacher evaluation and development process. This evaluation system is designed to structure a fair evaluation process that provides teachers with constructive, objective feedback, and ongoing professional growth. School district teams developed rubrics aligned with the NYS teaching standards. Throughout the development process, the team members worked with national research experts on teacher evaluation, studied existing teaching standards and rubrics, and continued to have conversations with teachers and administrators in their districts.

Members involved in this group joined the SED Teaching Standards Work Group in 2010, and served as major contributors to SED's efforts to define what teachers should know and be able to do.

The Work Group's Draft of New York State Standards and Elements was released to the field through an online survey for comment during July and August 2010. Performance Indicators for the Elements were added. The standards were released for final review in November 2010, and revisions were made. The Board of Regents adopted the NYS Teaching Standards in January 2011. For information related to the research base of the NYS Teaching Standards, see Attachment B (Question Three.)

Teaching Standards and Their Impact on Teacher Preparation and Career Development

Teaching Standards affect teacher preparation, the Annual Professional Performance Review/Teacher Evaluation process, and career development.

How Teaching Standards Affect Teacher Preparation

The Teaching Standards will inform teacher preparation by delineating the knowledge and skills that are expected of new teachers. Examination requirements for initial and professional certificates are changing in NYS. Exam development committees were established by SED in the summer of 2010 to develop new performance-based assessments for the initial certificate. The NYS Teaching Standards are the foundation for these assessments—which will be a component of the new examinations. The projected implementation date for requiring success on performance-based assessments in order to obtain the initial certificate is May, 2013. There is a formative component (i.e., a form of structured digital portfolio) that occurs during the teacher preparation process--before candidates submit their final assessments to SED. Teacher preparation programs in NYS are in the process of modifying their curricula and assessment plans to prepare candidates for these new standards and assessments. These performance-based assessments will require teacher candidates to provide evidence of successful teaching (e.g., student artifacts, teaching video, lesson plans). For more information see "Memorandum: New Teacher & School Building Leader Performance-Based Assessment for Initial Certification" (NYSED, November 17, 2010) available at: <http://www.highered.nysed.gov/tcert/resteachers/memo111710.html>

How Teaching Standards Affect the Annual Professional Performance Review/Teacher Evaluation Process

Last year, legislation was enacted (Chapter 103 of the Laws of 2010), adding Section 3012-c of Education Law, prescribing changes to the annual professional performance reviews of all classroom teachers and principals. Under the law, and Part 30-2 of the Rules of the Board of Regents, school districts and BOCES are required to conduct an Annual Professional Performance Review (APPR) on each teacher and principal, resulting in a single composite effectiveness score and a rating of "highly effective," "effective," "developing," or "ineffective." The composite score will be determined as follows:

- 20 percent: Student growth on state assessments or a comparable measure of student growth (increased to 25 percent upon implementation of a value-added growth model);
- 20 percent: Other locally selected measures of student achievement that are determined to be rigorous and comparable across classrooms (decreased to 15 percent upon implementation of a value-added growth model); and
- 60 percent: Other measures of teacher/principal effectiveness.

The new evaluation system is grounded in the New York State Teaching Standards. The results of evaluations will be a significant factor in employment decisions such as promotion, retention, tenure determination, termination, supplemental compensation, and professional development.

Because teaching is such a complex activity, and the success of individual schools, students or teachers cannot be attributed to any one factor, evaluation systems across the United States are overwhelmingly adopting a multiple measures approach—a strategy that looks not only at evidence obtained through measures of student learning (both state and local/district tests and assessments), but rigorously employs measures of classroom practice through classroom observations, self-assessments and goal setting, and the presentation of other evidence (as generated by portfolios or student surveys, for example). Evidence can be quantitative (expressed numerically) or qualitative (expressed narratively). A teacher must provide evidence relative to each of the seven NYS Teaching Standards every year.

The Teaching Standards form the basis for rubrics that will be used in the Annual Professional Performance Review (APPR) process. SED solicited proposals from Teacher Practice Rubric providers and has prepared a list of Approved Teacher Practice Rubrics that local educational agencies (LEA's) can select for use in their teacher evaluation system. This list will be updated at least annually. (New rubrics can also be submitted in the future.) Rubrics must broadly cover the New York State teaching standards, and their related elements, and meet a list of additional criteria. LEA's will select teacher practice rubrics from the list and may enter into an agreement with the rubric provider for services. Districts with existing rubrics they would like to use will need to revise them to align with the new teaching standards, meet additional criteria, and obtain a variance from SED. The ***NYSUT Teacher Practice Rubric*** has been approved by SED for inclusion on the Department's list of rubrics.

The ***NYSUT Teacher Practice Rubric*** is aligned to the Teaching Standards and describes specific, measurable and/or observable behaviors in and out of the classroom. For an excerpt of NYSUT's rubric, see Attachment C. For the entire rubric, go to NYSUT.org. This rubric clearly defines the expectations for various levels of each Performance Indicator in order to determine a rating category and uses clear and precise language to facilitate common understanding. It was specifically designed by practitioners to assess the classroom effectiveness of teachers and is applicable to all grades and subjects. This rubric provides a framework for targeting professional development aimed at improving practice. It also provides teachers and evaluators (and others) with a vocabulary and structure for articulating the more complex and subtle dimensions of teaching practice.

[How Teaching Standards Affect Development Across the Teaching Career](#)

Teaching Standards are intended to affect teacher development throughout the career. The New York State Teaching Standards and the ***NYSUT Teacher Practice Rubric*** provide important prerequisites for integrating evaluation and professional development—and thus present a coherent vision for effective teaching that is detailed enough to provide teachers with a roadmap toward excellence in each standard. Evaluation results can be used by the teacher, and those supporting professional development to that teacher, to continuously improve practices in any particular performance indicator.

Advice to Local Leaders

- Assist your members in familiarizing themselves with the Teaching Standards. Consider contract language that addresses training for teachers. The regulations are silent on the need for training of teachers. NYSUT recommends that all teachers have access to high-quality written information and be trained on the new teacher evaluation system and its components, including the teaching standards and performance rubrics prior to implementation. Teachers need to know the specifics of the process and what teachers are expected to know and be able to do.

- ❑ Consider the use of *NYSUT's Teacher Practice Rubric* which is now available at http://www.nysut.org/cps/rde/xchg/nysut/hs.xsl/nysutunited_16745.htm
- ❑ Stay apprised of the work of NYSUT's **Innovation Initiative** for information on teacher evaluation. This project models local labor/management "best practice" on evaluations and professional development. A NYSUT website dedicated to teacher evaluations will be active soon. Included in this website will be a process for identifying local measures of student achievement, sample measures and a handbook that describes the Innovation Initiative's model teacher evaluation system.
- ❑ Review related materials on the **Leader Access** site at NYSUT.org
- ❑ Review your district's Professional Development Plan (PDP) to see how it should be aligned with information on the Teaching Standards. Professional development plans under §100.2 (dd) of the Regulations are intended to guide all professional development in the school district or BOCES.
- ❑ Explore how the Network Team with which your district is affiliated plans to roll out information regarding the Teaching Standards and the NYS teacher evaluation system.
- ❑ Explore NYSUT Education & Learning Trust for courses and workshops related to the Teaching Standards and the new teacher evaluation system at <http://www.nysut.org/cps/rde/xchg/nysut/hs.xsl/elt.htm>
- ❑ Familiarize yourself with the training required of teacher evaluators. To ensure that individuals who are responsible for conducting teacher evaluations are appropriately trained to assess teacher performance, NYSUT recommends that this training include specific components, which are based on the model used in the NYSUT Innovation Initiative.

Attachments

Attachment A: *New York State Teaching Standards, Elements and Performance Indicators*. Also available on-line: <http://www.highered.nysed.gov/tcert/resteachers/teachingstandards1.html>

Attachment B: *Questions and Answers on the NYS Teaching Standards* (NYSED) (current as of July, 2011). Also available on-line: <http://www.highered.nysed.gov/tcert/resteachers/teachingstandards1.html>

Attachment C: Excerpt from *NYSUT's Teacher Practice Rubric*. Go to NYSUT.org for entire rubric.

Attachment A

The New York State Teaching Standards January 11, 2011

□ **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.

Attachment B

QUESTIONS AND ANSWERS ON THE NYS TEACHING STANDARDS

(This document was developed by NYSED and is current as of July, 2011)

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 and researched models of teaching.
- 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:

- a. Teachers implement instruction that has been proven to be effective in prior research.
- b. 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 process 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 provided for the Regents Task Force to advise the Commissioner and the Regents on all aspects of the new performance evaluation programs.

In addition there are currently several research efforts underway to determine which performance evaluation rubrics are valid predictors of student achievement gains. The Measures of Effective Teaching (MET) project funded by the Gates Foundation is underway in six predominantly urban school districts in the United States. New York City is engaged in the Teacher Effectiveness Project Pilot. Also the New York State United Teachers (NYSUT) and the Rhode Island Federation of Teachers and Health Professionals have worked in cooperation with the NYS Education Department as they implement an Innovation Grant from the American Federation of Teachers. The NYSUT Innovation Grant Project Team has developed a rubric for use with the current draft of the NYS Teaching Standards.

Given the research underway and 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 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 (In TASC) 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.

Attachment C: Excerpt from “NYSUT Teacher Practice Rubric”

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.

A teacher translates instructional outcomes into learning experiences for students through the design of instruction. Even in classrooms where students assume considerable responsibility for their learning, teachers must design instruction that is coherent and balanced between careful planning and flexibility in execution. Teachers design instruction that reflects the needs of 21st century learners and include opportunities to collaborate, innovate, create and solve problems using high-level cognitive processes and communication tools and media.

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).

NYSED Indicators: *Incorporate key concepts during instruction through the use of multiple representations and explanations. Engage students to use key disciplinary language with comprehension through instruction. Demonstrate the effective use of current developments in pedagogy and content. Design learning experiences that foster student understanding of key disciplinary themes. Demonstrate knowledge of the learning standards and their application throughout their instruction and practice.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Understands key concepts and themes in the discipline</i>	Teacher does not understand key concepts or themes in the discipline.	Teacher has a rudimentary understanding of key concepts and/or themes in the discipline.	Teacher understands key concepts and themes in the discipline and can relate them to one another.	Teacher understands key concepts and themes in the discipline and how they relate within and outside of the discipline.
B.	<i>Understands key disciplinary language</i>	Teacher does not understand the importance of students using and comprehending key disciplinary language.	Teacher understands the importance of students using and comprehending key disciplinary language.	Teacher understands the importance of students being cognitively engaged in their use and comprehension of key disciplinary language.	Teacher understands the importance of students being cognitively engaged in the use and comprehension of key disciplinary language in order to enrich learning experiences in the discipline.
C.	<i>Uses current developments in pedagogy and content</i>	Teacher is not current on content-related pedagogy.	Teacher has a limited understanding of current content-related pedagogy.	Teacher understands current content- related pedagogy.	Teacher understands current content- related pedagogy and seeks out new developments to enhance practice.
D.	<i>Understands learning standards</i>	Teacher does not understand the learning standards.	Teacher has a limited understanding of the learning standards.	Teacher understands the learning standards and relates standards to one another.	Teacher understands the learning standards, relates standards to one another, and connects them to 21 st Century skills.