

This document provides a table correlating sample national, state, and local teacher standards with topics commonly addressed by the standards. Please note that for some models, a standard may be correlated with more than one topic, or a topic may be addressed by more than one standard. The text of each set of standards is taken directly from the official standards document, but may not include the complete text of each standard. This table also indicates the section of the New York State Part 52 regulation that addresses each topic.

Attachment 1: Correlation of Sample National, State, and Local Teacher Standards with Commonly Addressed Topics

Topic of Standard	NYS Part 52.21(b) Regulation	INTASC Standards	NBPTS Propositions	California Standards for the Teaching Profession	Ohio Standards for the Teaching Profession	Connecticut Common Core of Teaching	New Mexico Competencies for (Teacher) Licensure	Massachusetts Professional Standards for Teachers	Rochester (New York) Teacher Standards
Delivering Instruction	(1)(v) Curriculum development, instructional planning, and instructional strategies (1)(iii) Students with disabilities and special health-care needs (1)(vi) Instructional and assistive technology, and teaching students to use technology	Std 1 Content Pedagogy; Std 4: Multiple Instructional Strategies	Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students. Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.	Std. 1 Engaging and Supporting All Students in Learning	Std. 4 Instruction: Teachers plan and deliver effective instruction that advances the learning of each individual student.	Std II. Teachers apply knowledge by <i>Pedagogy:</i> 5. Know how to design and deliver instruction 6. Recognize need to vary instruction. <i>Instructing:</i> 4. Create instructional opportunities	Std. 2 The teacher appropriately utilizes a variety of teaching methods and resources for each area taught.	Std. (b) Delivers Effective Instruction Std. (c) Manages Classroom Climate and Organization <i>1. Creates an environment that is conducive to learning.</i>	Std. 1 Pedagogy: Teachers are committed to their students and provide for effective, worthwhile, student-centered learning.
Learning Environment	(1)(ii) Learning processes, motivation, communication, classroom management (1)(xii) Prevention of and intervention in school violence; promoting a safe, nonviolent school climate	Std 5: Motivation and Management	Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.	Std. 2 Creating and Maintaining Effective Environments for Student Learning	Std. 5 Learning Environment: Teachers create learning environments that promote high levels of learning and achievement for all students.	Std I. Teachers have knowledge of <i>Students</i> 1. Understand how students learn and develop. 2. Understand how students differ in approaches to learning. Std II. Teachers apply knowledge	Std. 6 The teacher manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.	Std. (b) Delivers Effective Instruction, 1.a.d 2.b,d,f,g. 3.c., Examples: <i>2.d. Employs various reading and writing strategies for addressing learning objectives.</i> <i>f. Uses instructional technology</i>	Std. 1 Pedagogy: Teachers are committed to their students and provide for effective, worthwhile, student-centered learning.

Attachment 1: Correlation of Sample National, State, and Local Teacher Standards with Commonly Addressed Topics

Topic of Standard	NYS Part 52.21(b) Regulation	INTASC Standards	NBPTS Propositions	California Standards for the Teaching Profession	Ohio Standards for the Teaching Profession	Connecticut Common Core of Teaching	New Mexico Competencies for (Teacher) Licensure	Massachusetts Professional Standards for Teachers	Rochester (New York) Teacher Standards
						by <i>Instructing:</i> 3. Teachers establish and maintain appropriate behavior standards and create positive learning environments that show commitment to their students and their successes.		<i>appropriately.</i> Std. (c) Manages Classroom Climate and Organization <i>1. Creates an environment that is conducive to learning.</i> <i>2. Creates a physical environment appropriate to range of learning activities.</i>	
Planning Instruction	(1)(v) Curriculum development, instructional planning, and instructional strategies	Std 7 Planning	Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning	Std. 4 Planning Instruction and Designing Learning Experiences for All Students	Std. 4 Instruction: Teachers plan and deliver effective instruction that advances the learning of each individual student.	Std II. Teachers apply knowledge by: <i>Planning</i> 1. Plan instruction based on knowledge of subject, students, curriculum and community. 2. Select/create learning tasks to make subject matter more meaningful. <i>Instruction:</i> 4. Create	Std. 1 The teacher accurately demonstrates knowledge of the content area and approved curriculum.	Std. (a) Plans Curriculum and Instruction. 1-8 Std. (b) Delivers Effective Instruction. <i>3. Communicates high standards and expectations when extending and completing the lesson:</i>	Std. 2 Content: Teachers know the subjects they teach and how to develop content-related skills, knowledge, understanding and attitudes in students.

Attachment 1: Correlation of Sample National, State, and Local Teacher Standards with Commonly Addressed Topics

Topic of Standard	NYS Part 52.21(b) Regulation	INTASC Standards	NBPTS Propositions	California Standards for the Teaching Profession	Ohio Standards for the Teaching Profession	Connecticut Common Core of Teaching	New Mexico Competencies for (Teacher) Licensure	Massachusetts Professional Standards for Teachers	Rochester (New York) Teacher Standards
						instructional opportunities 6. Employ variety of instructional strategies.			
Student Assessment	(1)(vii) Formal and informal assessment	Std 8 Assessment	Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning	Std. 5 Assessing Students for Learning	Std. 3 Assessment: Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.	Std II. Teachers apply knowledge by: <i>Assessing and Adjusting:</i> 7. Teachers use various assessment techniques to evaluate student learning and modify instruction.	Std. 5 The teacher effectively utilizes student assessment techniques and procedures.	Std. (a) Plans Curriculum and Instruction. 2. <i>draws on results of formal/informal assessments...to identify appropriate teaching strategies and learning activities for age, language abilities, and cognitive levels</i> Std. (b) Delivers Effective Instruction. 4. <i>Communicates high standards and expectations when evaluating student learning: a, b.</i>	Std. 2 Content: Teachers know the subjects they teach and how to develop content-related skills, knowledge, understanding and attitudes in students.
Professional Development	(1)(ix) Means for updating knowledge and skills (professional	Std 9 Reflective Practice: Professional Development	Proposition 4: Teachers Think Systematically about Their Practice and Learn	Std. 6 Developing as a Professional Educator	Std. 7 Professional Responsibility and Growth: Teachers assume responsibility for	Std. III. Teachers demonstrate professional responsibility through	Std. 8 The teacher demonstrates a willingness to examine and implement change,	Std. (e) Meets Professional Responsibilities 3. <i>Maintains interest in current</i>	Std. 4 Professional Development and School Quality: Teachers think systematically

Attachment 1: Correlation of Sample National, State, and Local Teacher Standards with Commonly Addressed Topics

Topic of Standard	NYS Part 52.21(b) Regulation	INTASC Standards	NBPTS Propositions	California Standards for the Teaching Profession	Ohio Standards for the Teaching Profession	Connecticut Common Core of Teaching	New Mexico Competencies for (Teacher) Licensure	Massachusetts Professional Standards for Teachers	Rochester (New York) Teacher Standards
	development)		from Experience		professional growth, performance and involvement as individuals and as members of a learning community.	<i>Reflection and continuous Learning:</i> 3. Continually engage in self-evaluation of the effects of their choices and actions on students and the community. 4. Seek out opportunities to grow professionally.	as appropriate.	<i>theory, research, and developments in their academic discipline(s).</i> 6. <i>Reflects critically on teaching practice, identifies areas for further prof. dev.</i>	about their practice, are members of learning communities, are professional and acknowledge a professional, collegial responsibility to the improvement of school quality and to student learning.
Child Development/ Learning	(1)(i) Human developmental processes and variations (1)(ii) Learning processes, motivation, communication, and classroom management	Std 2 Student Development	Proposition 1: Teachers are Committed to Students and Their Learning Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience	Std.4 Planning Instruction and Designing Learning Experiences for All Students	Std. 1 Students: Teachers understand student learning and development and respect the diversity of the students they teach.	Std I. Teachers have knowledge of <i>Students:</i> 1. Understand how students learn and develop. 2. Understand how students differ in approaches to learning. Std II. Teachers apply knowledge by <i>Instructing</i> 4. Create	Std. 4 The teacher comprehends the principles of student growth, development and learning, and applies them appropriately.	Std. (a) Plans Curriculum and Instruction. <i>1, 2. Draws on...knowledge of human development to identify teaching strategies</i> Std. (c) Manages Classroom Climate and Organization: <i>1. Creates an environment conducive to learning.</i>	--

Attachment 1: Correlation of Sample National, State, and Local Teacher Standards with Commonly Addressed Topics

Topic of Standard	NYS Part 52.21(b) Regulation	INTASC Standards	NBPTS Propositions	California Standards for the Teaching Profession	Ohio Standards for the Teaching Profession	Connecticut Common Core of Teaching	New Mexico Competencies for (Teacher) Licensure	Massachusetts Professional Standards for Teachers	Rochester (New York) Teacher Standards
						instructional opportunities that support students' academic, social and personal development.		2. <i>Creates a physical environment appropriate to range of learning activities.</i>	
Communication and Collaboration	(1)(viii) History, philosophy, role of education; rights and responsibilities of teachers and others; productive relationships and interactions among school, home and community	Std 10 School and Community Involvement	Proposition 5: Teachers are Members of Learning Communities	Std. 6 Developing as a Professional Educator	Std. 6 Collaboration and Communication: Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.	Std II. Teachers apply knowledge by <i>Instructing:</i> 5. Use effective verbal, nonverbal and media communication techniques to foster individual and collaborative inquiry. Std. III. Teachers demonstrate professional responsibility through <i>Leadership and Collaboration:</i> 5. Serve as leaders in the school community.	Std. 9 The teacher works productively with colleagues, parents and community members.	Std. (a) Plans Curriculum and Instruction. 6. <i>Draws on resources from colleagues, families and the community to enhance learning.</i> Std. (e) Meets Professional Responsibilities 4. <i>Collaborates with colleagues to improve instruction, assessment and student achievement.</i> 5. <i>Works actively to involve parents and communicate clearly with them.</i>	Std. 3(parents only) Home Involvement: Teachers reach beyond the school to make connections with students' homes and families in order to provide a school experience that addresses the needs of each child.
Classroom Communication	(1)(ii) Learning processes,	Std 6: Communication	Proposition 3: Teachers are	Std. 2 Creating and Maintaining	Std. 6 Collaboration and	Std II. Teachers apply knowledge	Std. 3 The teacher communicates with	Std. (b) Delivers Effective	Std. 1 Pedagogy: Teachers are

Attachment 1: Correlation of Sample National, State, and Local Teacher Standards with Commonly Addressed Topics

Topic of Standard	NYS Part 52.21(b) Regulation	INTASC Standards	NBPTS Propositions	California Standards for the Teaching Profession	Ohio Standards for the Teaching Profession	Connecticut Common Core of Teaching	New Mexico Competencies for (Teacher) Licensure	Massachusetts Professional Standards for Teachers	Rochester (New York) Teacher Standards
n	motivation, communication, and classroom management	and Technology	Responsible for Managing and Monitoring Student Learning	Effective Environments for Student Learning	Communication: Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.	by <i>Instructing</i> 5. Use effective verbal, nonverbal and media communication techniques to foster individual and collaborative inquiry.	and obtains feedback from students in a manner that enhances student learning and understanding.	Instruction. 2. <i>Communicates high standards and expectations when carrying out the lesson:</i> Std. (d) Promotes Equity	committed to their students and provide for effective, worthwhile, student-centered learning.
Student Diversity	(1)(i) human developmental processes and variations (1)(iii) Students with disabilities and special health-care needs	Std. 3 Diverse Learners	Proposition 1: Teachers are Committed to Students and Their Learning	Std. 1 Engaging and Supporting All Students in Learning; Std. 2 Creating and Maintaining Effective Environments for Student Learning; Std. 3 Understanding and Organizing Subject Matter for Student Learning; Std. 4 Planning Instruction and Designing Learning Experiences for All Students	Std. 1 Students: Teachers understand student learning and development and respect the diversity of the students they teach.	Std I. Teachers have knowledge of <i>Students</i> 2. Understand how students differ in approaches to learning.	Std. 7 The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.	Std. (d) Promotes Equity 3. <i>Assesses the significance of student differences... and uses professional judgment to add instructional adjustments.</i>	Std. 1 Pedagogy: Teachers are committed to their students and provide for effective, worthwhile, student-centered learning.
Professional	(1)(viii) History,	Std 9 Reflective	Proposition 5:	Std. 6 Developing	Std. 7 Professional	Std. III. Teachers	Std. 8 The teacher	Std. (c) Manages	Std. 4 Professional

Attachment 1: Correlation of Sample National, State, and Local Teacher Standards with Commonly Addressed Topics

Topic of Standard	NYS Part 52.21(b) Regulation	INTASC Standards	NBPTS Propositions	California Standards for the Teaching Profession	Ohio Standards for the Teaching Profession	Connecticut Common Core of Teaching	New Mexico Competencies for (Teacher) Licensure	Massachusetts Professional Standards for Teachers	Rochester (New York) Teacher Standards
Conduct/ Leadership	philosophy, role of education; rights and responsibilities of teachers and others; productive relationships and interactions among school, home and community	Practice: Professional Development; Std 10: School and Community Involvement	Teachers are Members of Learning Communities	as a Professional Educator	Responsibility and Growth: Teachers assume responsibility for professional growth, performance and involvement as individuals and as members of a learning community.	demonstrate professional responsibility through <i>Professional and Ethical Practice:</i> 1. Conduct themselves as professionals in accord with CT Professional code for teachers. <i>Leadership and Collaboration:</i> 5. Serve as leaders in the school community	demonstrates a willingness to examine and implement change, as appropriate; Std. 9 The teacher works productively with colleagues, parents and community members.	Classroom Climate and Organization: <i>3. Maintains appropriate standards of behavior, mutual respect.</i> Std. (e) Meets Professional Responsibilities <i>1. Understand legal and moral responsibilities.</i> <i>2. Understands ethical and legal issues related to Internet use and other resources.</i>	Development and School Quality: Teachers think systematically about their practice, are members of learning communities, are professional and acknowledge a professional, collegial responsibility to the improvement of school quality and to student learning.
Understanding / Organizing Content	(k)(ii)(b) <u>Content core</u> . Candidates complete study in the subject(s) to be taught which shall prepare candidates with the knowledge base to teach the subject(s), in accordance with the State learning standards for	Std. 1 Content Pedagogy	Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students	Std. 3 Understanding and Organizing Subject Matter for Student Learning	Std. 2 Content: Teachers know and understand the content area for with they have instructional responsibility.	Std I. Teachers have knowledge of <i>Content:</i> 3. Are proficient in reading, writing and mathematics. 4. Understand the central concepts and skills, tools of inquiry, and structures of the disciplines they	Std. 1 The teacher accurately demonstrates knowledge of the content area and approved curriculum.	Std. (a) Plans Curriculum and Instruction. <i>1. Draws on content standards of the relevant curriculum frameworks.</i> Std. (b) Delivers Effective Instruction. <i>1. Communicates high standards and</i>	Std. 2 Content: Teachers know the subjects they teach and how to develop content-related skills, knowledge, understanding and attitudes in students.

Attachment 1: Correlation of Sample National, State, and Local Teacher Standards with Commonly Addressed Topics

Topic of Standard	NYS Part 52.21(b) Regulation	INTASC Standards	NBPTS Propositions	California Standards for the Teaching Profession	Ohio Standards for the Teaching Profession	Connecticut Common Core of Teaching	New Mexico Competencies for (Teacher) Licensure	Massachusetts Professional Standards for Teachers	Rochester (New York) Teacher Standards
	students					teach. Std II. Teachers apply knowledge by <i>Planning</i> 1. Plan instruction based on knowledge of subject, students, curriculum and community.		<i>expectations when beginning the lesson.</i> 2. <i>Communicates high standards and expectations when carrying out the lesson.</i>	
TOTAL NUMBER OF STANDARDS	10	10	5	6	7	3 General 9 Sub-level	9	5	4