



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

To: Higher Education Committee
From: Joseph P. Frey
Subject: New York State Teaching Standards Development
Date: October 7, 2010
Authorizations:

SUMMARY

Issue for Discussion

Should the Board of Regents approve the attached Draft of 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 discussion at its October 2010 meeting.

Background Information

At its November 2009 through February 2010 meetings, the Board of Regents endorsed three broad initiatives for improving teaching and learning in New York State:

- implementing a performance-based assessment system for initial certification as a teacher;
- revising the Annual Professional Performance Review (APPRAISAL) for teachers based on the new teaching standards; and
- creating a teacher career ladder structure districts can use to compensate teachers based on new standards of teacher effectiveness.

At the Board's February 2010 meeting, the Department presented a review of research-based national, State, and city teaching standards' models and frameworks, a comparison of New York's Part 52.21(b) teacher program regulations with standards for teaching from several countries, and a review of the educational policies of several countries whose students are top performers on recent Program for International Student Assessment (PISA) and Trends in International Mathematics and Sciences Study (TIMSS) examinations. After reviewing these data, 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. After consulting with key stakeholders and the Board of Regents during February and March 2010, the Department developed a preliminary draft of the New York State Teaching Standards and Elements, and presented it to the Board at its April 2010 meeting.

At the April 2010 meeting, the Board of Regents approved releasing to the field for review and comment the preliminary draft of the New York State Teaching Standards and Elements, and approved forming an external work group to receive comments on the draft Standards and Elements and moving forward with completing the drafting of the New York State Teaching Standards. The attached draft New York State Teaching Standards includes Standards, Elements and Performance Indicators (Attachment A). These New York State Teaching Standards will serve as the basis to move the Department forward with several key Board of Regents initiatives:

- aligning new and existing teacher preparation programs;
- assessing the performance and preparedness of candidates for teacher certification;
- guiding the performance evaluation of practicing teachers under their APPR;
- identifying practice-based professional development; and
- providing the basis for defining the various roles in the teacher career ladder and for defining the knowledge, skills and behaviors needed at each level.

The New York State Teaching Standards Work Group Process

In May 2010, following the Board's approval to release the preliminary draft of the New York State Teaching Standards for comment, a New York State Teaching Standards Work Group (Work Group) was convened. The Work Group consists of 23 participants outside the Department representing 22 stakeholder groups, each bringing a unique personal perspective, an understanding of research foundations that impact teaching and learning, and a stakeholder voice. Ten members from school districts selected to be pilots for the New York State United Teachers Innovation Fund project have been actively involved in the Work Group since its formation in April 2010. Attachment B lists the Work Group members and the groups they represent. In addition to the external Work Group members, Department staff from the P-12 Offices of Curriculum and Instruction and Teacher Quality and Professional Development and from the Higher Education Offices of College and University Evaluation and Teaching Initiatives were part of the Work Group.

The New York State Teaching Standards Work Group held a two-day kick-off meeting in May 2010 to begin the task of reviewing the preliminary draft Standards document to send out for public comment. In June and July 2010, the Work Group revised the preliminary draft under the joint facilitation of the Department's Offices of

Higher Education and P-12 Teacher Quality and Professional Development. The process was structured to give a voice to each individual stakeholder participant. Rotating teams worked in small groups to confer on each standard and element. Each team had a designated "historian" to record and to maintain fidelity of the participants' voices. Teams were then reorganized and twelve to fifteen member sub-groups reviewed and made changes to the drafts. The whole group reconvened and connected the revisions of the sub-groups into a unified draft.

The first draft of the Work Group's New York State Teaching Standards was released to the field for review and comment between July 21 and August 16, 2010 through an on-line survey process. The survey asked specific questions on each Standard and each Element. It also allowed for open-ended comments on each Standard and Element and for open-ended comments on the Standards' document as a whole. Two hundred sixteen teachers, administrators, and others responded to the survey. As one might expect, the comments from the field varied. Each comment was organized into one of eleven categories designed to best describe the survey respondent's intended outcome (e.g. "comment relates to budgetary concerns," "requires a definition," "suggested rewrite," "will be addressed in performance indicators," "positive comment," "general complaint," etc.) Each comment was recorded verbatim by Standard and by category into a 36-page document for the Work Group to review and use during editing. These comments from the field impacted changes made in subsequent drafts of the Standards and Elements, and also impacted the writing of the Performance Indicators.

In August 2010, the Work Group convened for two two-day sessions to review the survey comments and the revised Interstate Teacher Assessment and Support Consortium (InTASC) draft Standards. Using the survey comments and InTASC draft Standards, the Work Group revised the Standards and Elements that had been issued for comment and began writing Performance Indicators for the Elements under the seven Standards. Multiple interactive processes were used to provide each Work Group participant the opportunity to participate for his or her constituency. During the two-day meetings, the Standards and Elements were revised, Performance Indicators for Standards I through IV were completed, and Performance Indicators for Standards V through VII were partially completed.

In early September, the Work Group convened to complete the writing of Performance Indicators for the remaining Standards V through VII. After a draft of all Standards, Elements, and Performance Indicators was completed, in late September the Department held two Webinars to allow each Work Group member the opportunity to review the completed draft Standards' document. After making changes based on comments received during the two Webinars, a final draft of the New York State Teaching Standards, Elements and Performance Indicators was circulated to the full Work Group for a last review before being submitted in this item to the Board of Regents.

The April 2010 Regents item envisioned that the New York State Teaching Standards would include a set of rubrics that will be added to the Standards, Elements

and Performance Indicators included in this document.¹ After the Teaching Standards Work Group began to review and revise the Standards based on comments from the field on the Draft Teaching Standards issued for comment, the Department learned that its second application for Race to the Top (RTTT) funds was approved. In addition, new legislation was enacted in New York State that prescribes an annual evaluation process for classroom teachers and school building leaders, which 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 new legislation also requires that any regulations developed to implement the new law take into consideration, among other things, professional teaching standards.

The development and/or identification of Performance Assessments and Rubrics to measure the specific ways in which the Performance Indicators have been achieved will be the next step in this process.

Recommendation

Because the new legislation charges the Regents Task Force to advise the Regents on regulations related to implementing the new law, which includes regulations related to Teaching Standards, it is recommended that the Board of Regents 1) authorize sharing the draft New York State Teaching Standards, Elements, and Performance Indicators with the Regents Task Force; and 2) review the Draft Standards document again in December 2010, with recommendations, if any, from the Regents Task Force, for action and adoption.

The New York State Teaching Standards will inform teacher preparation, teacher assessments for certification, teacher evaluation, and teacher professional development. To the extent that Commissioner’s Regulations relating to teacher preparation program registration, teacher examinations for certification, and teacher evaluation and professional development require changes, the Department will recommend changes in future Regents meetings, as appropriate.

¹ In the April 2010 Regents Item, the term “Performance Outcome” was used. However, the Work Group changed the term to “Performance Indicator” because the Group felt it is more commonly used in the teaching standards’ literature and that the term “outcome” is more closely associated with student growth and student achievement than with teacher performance.

Information in Support of Recommendation

Theoretical and Research Framework of the New York State Teaching Standards

The draft New York State 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 New York State Teaching Standards reflect elements from a number of 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 reflect practitioners at all levels across the teaching continuum. These have been 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 Work Group 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 New York State 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.

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

Structure of the New York State Teaching Standards

The New York State Teaching Standards are structured around Seven Standards, a set of Elements further defining 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 further defined by Elements that describe the desired knowledge, skills, actions, and behaviors of teachers for that Standard. Performance Indicators are the observable and measurable aspects of teaching practice under each Standard.

In the April 2010 Regents item, the Board was presented with seven Standards and 37 Elements, and approved the Standard-Element-Performance framework. After the Work Group completed its review and revisions over the spring and summer, the draft New York State Teaching Standards have a total of 36 elements and 136 Performance Indicators. (This compares to the revised InTASC Draft Standards, which include 10 Standards, 119 Performances and Essential Knowledge, and an additional 44 Critical Dispositions.)

The New York State Teaching Standards

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

The full New York State Teaching Standards, Elements, and Performance Indicators are found in Attachment A.

Performance Indicators

The Elements define “what” teachers do and the Performance Indicators describe “how” teachers accomplish the actions or behaviors. For example, Standard III, Instructional Practice, Element III.1, states “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.” There are three Performance Indicators under this Element:

- a. Teachers align instruction to standards.
- b. Teachers implement instruction that has been proven to be effective in prior research.

- c. Students are actively and cognitively engaged through teacher facilitation of student-to-student interactions and student-to-teacher interactions.

These three Performance Indicators are observable and can be measured through a classroom evaluation instrument or through some other evaluative tool. These indicators also represent the two types of indicators found in the draft New York State Teaching Standards – those that represent teacher actions or behaviors, and those that show student actions or behaviors that result from a teacher's actions, behaviors, or effect on students. Performance indicators "a." and "b." are observable and measurable through teacher action and behavior, whereas performance indicator "c." is directly observable through student action and behavior. Inference refers to the extent to which criteria rely directly on student outcomes. Performance indicator "c." is referred to as "low-inference" because it refers to student outcomes instead of teacher inputs. Some research suggests that lower-inference criteria are preferable because they are closer to the desired outcome, which is student achievement.

Terminology

When the New York State Teaching Standards were first drafted, the Department made several preliminary decisions about their content at the Standard Level in several key areas, pending review and approval by the Standards Work Group. These decisions are informed by research on performance-based teaching standards and existing standards frameworks, and include **technology**, **student diversity**, and **communication and collaboration**.

The ability of teacher educators to know of and adeptly use a variety of technological tools, techniques, and skills to inform and enhance their teaching practice, student learning, and other aspects related to professional performance is crucial to their effectiveness in today's learning environment. Since technology is present in every aspect of teaching, it is referenced and infused throughout the seven Standards. The term *all students* when used in the New York State Teaching Standards is an all-encompassing term. It is used throughout the draft New York State Teaching Standards because New York's learners represent a wide range of students and their diversity is an important component to teaching and being an effective teacher in New York. A third critical component of teachers' effectiveness is the ability to communicate and collaborate with colleagues, students' families, caregivers and/or guardians, school leadership and administration, the community, and others. Collaboration and communication are integral to teaching practice and are infused throughout the Draft Teaching Standards. The terms "learning environment" and "classroom" are generally used interchangeably throughout the Standards documents, and refer to any P-12 setting where learning occurs, such as a library, museum, gymnasium, laboratory, classroom, etc. A glossary of terms including these and others will be included with the December 2010 Regents item.

Attachments

Attachment A

New York State Teaching Standards Work Group
Teaching Standards, Elements, and Performance Indicators
October 4, 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 student learning differences and needs.
- c. Teachers implement lessons and modify instruction based upon student 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 communicate directly 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 individual students' personal and family experiences by incorporating multiple perspectives when discussing content.*
- 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, [and] 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 student 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.
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- **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 teachers' use of oral, written and graphic 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 into instruction motivating and meaningful opportunities to engage students in learning experiences.

- Element III.5

Teachers engage students in the development of multi-disciplinary 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 student 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, 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.
- 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 stakeholder 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 student performance and progress in various ways and provide opportunities for discussion.
- c. Teachers suggest strategies and ways in which families can participate in and contribute to their student's 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. planbooks, 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 about standards of practice, relevant law, and policy as they 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.
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- 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
NEW YORK STATE TEACHING STANDARDS WORKGROUP

Name	Organization
Ann Sanzone	Big 5 Conference
Joan Lucariello	City University of New York (CUNY)
Beth Peller	Council of School Supervisors & Administrators
Vito Borello	EPIC- Every Person Influences Children
Kathleen DaBoll-Lavoie	New York Association of Colleges for Teacher Education
Kirsten Busch Johnson	NYCDOE Office of Teacher Effectiveness
Julius G. Adams	NYS Association of Teacher Educators (NYSATE)
Colleen Corsi	NYS Council of Educational Associations (NYSCEA)
Grace Wilkie	NYS Council of Educational Associations (NYSCEA)
Phyllis Glassman	NYS Council of School Superintendents (NYSCOSS)
Dan White	NYS District Superintendents
Richard Longhurst	NYS Parent Teacher Association (NYS PTA)
Allison Cugini	NYS Professional Standards and Practices Board for Teaching (PSPB)
Gale Sookdeo	NYS Professional Standards and Practices Board for Teaching (PSPB)
Andrew Bodden	NYS School Boards Association (NYSSBA)
Mike Bakatsias	NYSUT Innovation Initiative
Maria Cady	NYSUT Innovation Initiative
Debra Clinton	NYSUT Innovation Initiative
Cathy Corbo	NYSUT Innovation Initiative
James Grove	NYSUT Innovation Initiative
Colleen O'Connor	NYSUT Innovation Initiative
Linda Rudnick	NYSUT Innovation Initiative
Katherine Schadewald	NYSUT Innovation Initiative
Claudine Selzer	NYSUT Innovation Initiative
Carolyn Williams	NYSUT Innovation Initiative
Joanna Valente Orr	School Administrators Association of NYS (SAANYS)
Laurie Hedges	Staff/Curriculum Development Network
Pamela Sandoval	State University of New York (SUNY)
Mark LaCelle-Peterson	National Council for Accreditation of Teacher Education/ Teacher Education Accreditation Council (NCATE/TEAC)
Drey Martone	The College of St. Rose
Lori Quigley	The Sage Colleges
Catalina Fortino	United Federation of Teachers (UFT)
Phylliss Walker	United Federation of Teachers (UFT)