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

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 NYS Teaching Standards Structured?

A.   The 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

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

A.   The ability of educators to use a variety of technological tools, techniques, and skills to inform and enhance teaching, learning, and other aspects of professional performance is crucial to their effectiveness in today's learning environment. Since technology is such a prevalent factor in today's world and is included in so many aspects of teaching and student learning, a decision was made to infuse technology throughout all of the Standards rather than to isolate it in a single Standard. Therefore, references to the use of technological resources, knowledge, and skills are found throughout the Teaching Standards (e.g. Elements I.6; II.6; III.4; III.5; etc.).

12.   Q.   Is there a separate Standard on students with disabilities, English language learners (ELLs), gifted and talented students, and other students with special and/or different educational needs?

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

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