

Regents Initiatives to Improve Teaching

- Teaching Standards
- Reform Teacher Preparation and Certification Assessments
- New Performance Evaluation Systems and Targeted Professional Development
- Teacher Career Ladder

The New York State Teaching Standards

January 11, 2011

- 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

Benefits of Reforming Teacher Preparation

- Improve teacher preparation and the practice of teaching in New York State
- Promote alignment of preparation programs, student internships, and student evaluation with practice-based New York State Teaching standards
- Explicitly communicate the New York State Teaching standards to candidates and faculty
- Require that candidates apply knowledge and skills through authentic, practice-based tasks, in the context of their unique school, classroom, or individual student needs.
- Provide opportunities for New York State teachers and faculty to participate as scorers and learn how to apply standardized rubrics for portfolio artifacts

Teacher Preparation and Certification Assessments Additional Benefits to Candidates

- More faculty involvement in the student teaching practice experience
- Promote candidate development over time
- Encourage candidate reflection on their practice
- Provide valuable learning materials, including preparation materials, exemplary responses, and interpretive materials to help candidates recognize effective practice
- Provide candidate feedback at the task level for tasks not passed

Teacher Preparation and Certification Assessments

Additional Benefits to Program Faculty

- Promote dialogue between faculty and students on elements of effective teaching practice
- Promote the use of video-recording in all educator preparation programs
- Provide scoring rubrics, grounded in standards, for evaluating candidate practice
- Promote partnerships with cooperating teachers, schools, and school districts
- Provide individual and aggregate performance data to institutions, including comparisons to the sector and state
- Provide data to institutions to determine strengths and weaknesses of programs and make refinements

Chapter 103 of the Laws of 2010

What Does the New Law Require?

- New performance evaluation system for teachers and principals
 - 20% - State student growth data or comparable measure of student growth (increased to 25% upon implementation of a value-added growth model)
 - 20% - Locally selected measures of student achievement that are determined to be rigorous and comparable across classrooms in accordance with regulations of Commissioner (decreased to 15% upon implementation of value-added model)
 - 60% - Multiple measures of teacher/principal effectiveness based on standards prescribed in the Regulations of the Commissioner
- Four rating categories: highly effective; effective; developing; ineffective
- Resulting in a single composite score of teacher or principal effectiveness

Chapter 103 of the Laws of 2010

What Does the New Law Require, continued

- Appropriate training for all evaluators
- Teacher/Principal Improvement Plans (developing/ineffective)
- Utilize evaluation results as a factor in career ladder decisions and other recognition
- Locally-developed appeal process
- Expedited 3020a process (single hearing officer/after two consecutive ineffective ratings)

Timelines in Chapter 103 of the Laws of 2010

- **July 2010** – New collective bargaining agreements must be consistent with the requirements of Chapter 103 of the Laws of 2010
- **July 2011** – New performance evaluation system takes effect for classroom teachers of common branch subjects, ELA or math in grades 4-8 along with their respective building principals
- **July 2012** – New performance evaluation system goes into effect for remaining teachers and building principals
- **2012-2013 school year and thereafter** – Implementation of teacher and principal improvement plans and implementation of a value-added growth model to be used within the teacher and principal performance evaluation system

Teacher 60%: Setting Clear, High Expectations

- Starting point: new NYS Teaching Standards, adopted by Regents in January
- Teacher practice rubrics required to expand on NYS Teaching Standards
 - Describe differences in performance levels (Highly Effective, Effective, Developing, Ineffective)
 - Articulate specific, observable behaviors of students and teachers as evidence
- Rubric options:
 - Single, state-wide rubric
 - State provides menu of rubric options that meet state-determined criteria with district variance procedure for other choices
 - Districts choose or develop own rubrics

Teacher 60%: Multiple Measures – Classroom Observations

- **Principal and other administrator observation** of classroom practice (using a rubric) is usually a major part of teacher evaluation
- **Independent observers**, usually expert teachers, not based in schools, are becoming more common
 - Examples: Denver, Hillsborough, New Haven, D.C., Cincinnati, Toledo
- **School-based peer observers** are more common for development than evaluation
- **Training and ongoing monitoring** of all evaluators' accuracy and reliability is very important

Teacher 60%: Multiple Measures—Beyond Classroom Observation

NYS Standards cover practices that are not observable in the classroom visits. Examples of tools*:

- Structured review of **student work** and/or **teacher documents**
 - E.g. NYSUT districts piloting “evidence binders” with a variety of performance tasks that are individually assigned based on need and scored by rubric
- **Mid-year and year-end conferences** address other domains of standards
 - E.g., D.C. and NYC pilot
- **Student surveys** like the Tripod surveys from Ron Ferguson at Harvard and Cambridge Education (www.tripodproject.org), which generated initial strong correlation to student outcomes in initial Gates METS research results (www.metproject.org)
- **Teacher attendance**

* Goe, Bell, and Little (2008) provide a synthesis of other options (www.tqsource.org)

Principal 60%: Standards, Rubrics and Assessment Tools

- ISLLC or local adaptations are the most common **leadership standards** used
 - The ISLLC Standards have helped guide leadership policy and practice in more than 40 states since they were released in 1996
 - Recently updated version used to inform leadership standards in DE, FL, RI, OH, MD, NC
- **Rubrics** that differentiate performance levels include:
 - 360 degree survey tools like Val-Ed from Vanderbilt University (www.valed.com)
 - New Leaders for New Schools recently-released rubric (www.nlins.org)
 - School-wide practices rubric for inspection visits like NYC Quality Review modeled on Ofsted (UK) (<http://schools.nyc.gov/Accountability/tools/review>)
 - State and/or local developed (FL, RI, MA, OH, HI, MD, NC)
- Parent, teacher and student **surveys** (independent of a 360 degree feedback instrument)
 - E.g. New Teacher Center Working Conditions survey of teachers, in Gates METS study; NYC teacher, student, parents surveys
 - Used by DE, GA, HI, MD, OH

Principal 60%: Other Options

- Measures of principal impact on **teacher effectiveness**:
 - Inputs like timely and thorough teacher evaluations, development plans
 - Outcomes like teacher attendance, effectiveness of teachers offered tenure; alignment of ratings with student learning results; retention of more effective teachers
 - Examples: FL, GA, HI, LA, MA, MD; D.C., Hillsborough
- **Operations**:
 - Budget, compliance, safety metrics
 - Examples: HI, NC, RI; D.C., Hillsborough, NYC, Rochester

New York State Teacher Career Development Continuum

Role	Criteria for Eligibility	Roles and Responsibilities
Novice Teacher	<ul style="list-style-type: none"> Initial Certification 	<ul style="list-style-type: none"> Classroom teacher Formally mentored by trained mentors Professional development
Professional Teacher	<ul style="list-style-type: none"> Professional Certificate Earned Master's Degree appropriate for the Professional Certificate Performance based assessment using multiple measures of effectiveness Performance-based assessment including at least 2 years of data evidencing the achievement and growth of their students 	<ul style="list-style-type: none"> Classroom teacher Eligible for increased responsibilities Actively participates in cohort teams for relevant, research based professional development led by a Mentor teacher May participate on shared decision making committee Progress toward required professional development Increased recognition Opportunities to co-teach

Teacher Leadership options.
Professional teachers may choose to move to one or both of the options below.



Master Teacher

- Earned Master's degree appropriate to certification
- Master Teacher Annotation
- Performance based assessment using multiple measures of effectiveness
- At least 1 year of satisfactory experience as a Professional teacher
- At least 3 years of data showing significant achievement and growth of their students

- Classroom teacher
- Trained to provide observation and feedback to peer teachers
- Mentors novice teachers
- Provides classroom support
- Demonstrates teaching methods
- Conducts professional development school wide and district wide



Teacher Leader

- Earned Master's degree appropriate to certification
- Teacher Leader Annotation
- Performance based assessment using multiple measures of effectiveness
- At least 2 years satisfactory experience as a Professional teacher
- At least 4 years of data showing significant & consistent achievement & growth of their students.

- Classroom teacher
- Participation in professional organization activities on state and/or national level
- Increased community responsibilities within the shared decision making committee effecting curriculum and programs for school improvement
- Knows educational research and analyzes school based data
- Develops and implements curriculum to improve student achievement
- Develops and conducts professional development district wide as well as school wide
- Models effective teaching methods