



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK

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Dear Colleagues,

I hope that your school year is off to a great start. I know that you are incredibly busy continuing to lay the groundwork for a successful new school year, but I want to share a few timely initiatives that are occurring in Higher Education which will directly relate to your work this year, and beyond. These initiatives will enable us to move closer to our shared goal of ensuring that all teachers and leaders are able to successfully prepare our students to be college and career ready.

The current realities of the P-12 system are, in fact, informing much of the work in Higher Education. These efforts are evidence of our shared work as educators in New York State. The importance of your role in this work cannot be overstated.

The Department is currently implementing changes across all educator preparation programs which will assure that graduates are more effective teachers when they arrive in your classrooms. Schools of education are transforming and enhancing their programs to support and complement the Regents Reform Agenda. Examples of these efforts include: faculty professional development on the Common Core Learning Standards (CCLS), data-driven instruction, and annual professional performance reviews (APPR), along with significant increases in clinically rich preparation in teacher education programs.

New and rigorous certification exams accompany the implementation of these reforms. Candidates will be required to pass certification exams that, among other things, assess their knowledge of the CCLS and better assess their clinical skills. In 2014, the Department will begin issuing data profiles for each school of education, incorporating information about the impact of its graduates upon student academic growth. All of these initiatives reflect our commitment to ensure a better alignment between educator preparation programs and the needs of our schools and districts.

In my visits across the State, I have seen excellent examples of P-20 partnerships that are maximizing student learning, producing high school graduates who are college and career ready, and equipping new teachers and principals to succeed in 21st century classrooms and schools. It is critically important that we forge meaningful P-20 partnerships as we implement higher standards in support of student achievement. With this goal in mind, allow me to share a few ideas about how schools can foster such partnerships.

You can assist these efforts by offering a high level of support for the implementation of one of our new teacher certification requirements, a performance assessment called the edTPA (formerly known as the Teacher Performance Assessment). The edTPA is on the cutting edge of teacher candidate assessment practices nationally. It was developed by the Stanford Center for Assessment, Learning, and Equity. It has been reviewed by P-12 educators, higher education faculty, and other experts who also helped establish the National Board for Professional Teaching Standards (NBPTS). Additionally, the edTPA has been endorsed by the Teacher Performance Assessment Consortium (TPAC), which represents over 28 states.

In order for a teacher candidate to fully demonstrate his/her readiness to become a teacher, the edTPA requires the candidate to submit a video-recorded instruction component featuring 15-20 minutes of uninterrupted instruction, alongside his/her documentation of lesson planning and evidence of student assessment. The edTPA aligns seamlessly with our important state initiatives including the NYS Teaching Standards, CCLS, and data-driven instruction and inquiry. This assessment requires teacher candidates to demonstrate proficiency in both the theory and practice of delivering effective instruction. This is the type of teacher who will be best prepared to teach the students in your building.

Additionally, I am seeking your support for and commitment to the following activities:

- Consider the value of having a well-trained student teacher in your building and encourage teachers to maximize opportunities for teaching candidates to participate in a variety of instructional contexts like co-teaching, small group and differentiated instruction, which have been shown to benefit students.
- Meet with schools of education to learn more about the edTPA examination, the process and procedures for videotaping, the security measures currently in place, and how some schools and districts have modified videotaping permissions, when needed, to accommodate this new certification requirement.
- Speak with principals who have experienced videotaped lessons either through participation in the edTPA pilot examination or through support of teachers seeking National Board certification, to learn about their perspectives on the various components involved. Ask about the benefits, and the possibilities, including the far-reaching benefits of video as a tool for professional development opportunities for the entire faculty. Consider partnering with schools of education as an inclusive resource for professional development.
- Watch video testimonies of teachers across the U.S. who have taken the edTPA to see and hear their description of how participation in this component has positively impacted their practice as teachers:
<http://www.youtube.com/watch?v=l88aPg2o3v0?modestbranding=1>

As a state, we are committed to strengthening teacher and leader effectiveness across the career continuum, which is why we are focused on building stronger

relationships between our schools of education and our P-12 schools and districts. Your support of the edTPA implementation will help schools of education enhance their teacher preparation programs. It will also provide opportunities for current teachers to see, reflect upon, and discuss how video can be used as a tool to support professional growth in effective educator practice. Additionally, experience with the edTPA may assist teachers and building leaders as they implement the APPR in your schools and districts.

If you have any questions or need additional information, please do not hesitate to contact our certification team at edcertpolicy@mail.nysed.gov.

It is an honor to work alongside you.

Sincerely,



John B. King, Jr.
Commissioner

- c: Big Five Conference
- Commissioner's Advisory Council on Higher Education (CACHE)
- Commission on Independent Colleges and Universities (clcu)
- Council of School Supervisors & Administrators - New York City (CSA-NYC)
- Deans and Directors of Schools of Education
- District Superintendents
- New York State Council of School Superintendents (NYSCOSS)
- New York State School Boards Association (NYSSBA)
- New York State United Teachers (NYSUT)
- Professional Standards and Practices Board (PSPB)
- School Administrators Association of New York State (SAANYS)
- Teacher Education Advisory Group (TEAG)