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Higher Education Forums

New York State Education Department

November 2011



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Agenda

- Overview of the Regents Reform Agenda
- Educator Effectiveness Strategies
- Focus on Educator Certification Exams

College and Career Ready Data in NYS

High School Graduation Rate	
73%	
ELA/Math Aspirational Performance Measure (APM)	
37%	
College Graduation Rate	
<i>Associate Degree Earned Within 3 Years</i>	<i>Baccalaureate Degree Earned Within 6 Years</i>
22.4%	63.9%
College Remediation Rate	
<i>2-Year Institutions</i>	<i>4-Year Institutions</i>
47%	12%
College Persistence of First-Time, Full-Time Students into the Next Fall	
<i>2-Year Institutions</i>	<i>4-Year Institutions</i>
61.3%	81.6%

Sources: NYSED Office of Information and Reporting Services; NYSED Office of Research and Information Systems

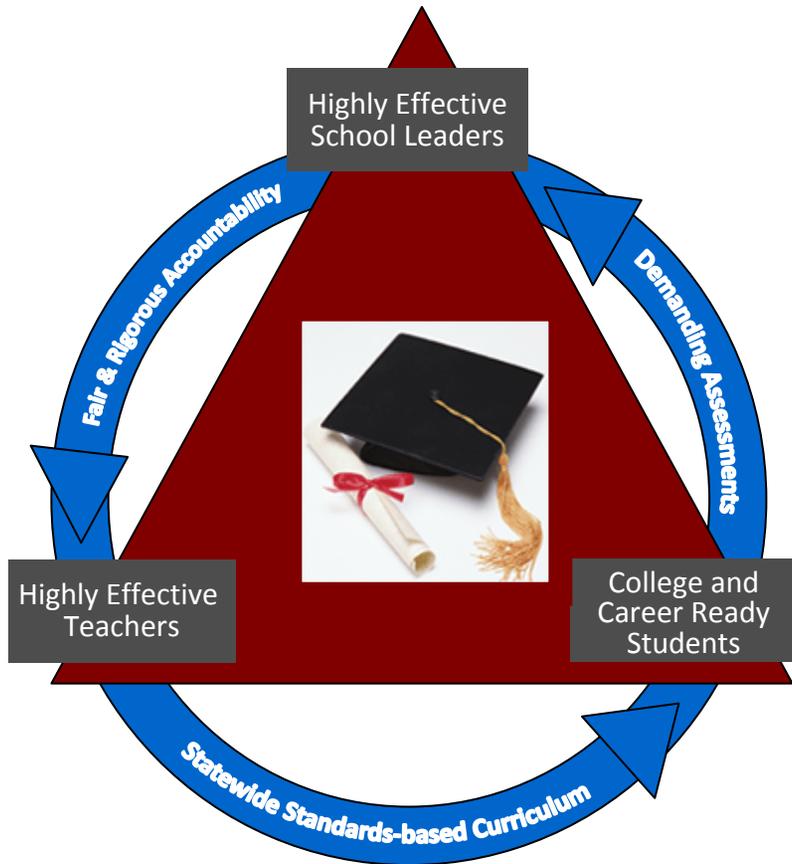
Where the Jobs Are

7 of the Top 10 Fastest-Growing Occupations Require a Post-Secondary Degree

Education or training level for fastest growing occupations, 2008 to 2018		
Rank	Title	Education or training level
1	Biomedical engineers	Bachelor's degree
2	Network systems analysts	Bachelor's degree
3	Home health aides	Short-term on-the-job training
4	Personal and home care aides	Short-term on-the-job training
5	Financial examiners	Bachelor's degree
6	Medical scientists	Doctoral degree
7	Physician assistants	Master's degree
8	Skin care specialists	Postsecondary vocational award
9	Biochemists and biophysicists	Doctoral degree
10	Athletic trainers	Bachelor's degree

Source: Employment Projections Program, U.S. Department of Labor, U.S. Bureau of Labor Statistics

Regents Reform Agenda



- Adopting Common Core standards and developing curriculum and assessments aligned to these standards to prepare students for success in college and the workplace
- Building instructional data systems that measure student success and inform teachers and principals how they can improve their practice in real time
- Recruiting, developing, retaining, and rewarding effective teachers and principals
- Turning around the lowest-achieving schools

Common Core Standards: 12 Shifts

6 *Shifts* in ELA/Literacy

Balancing Informational and Literary Text
Building Knowledge in the Disciplines
Staircase of Complexity
Text-based Answers
Writing from Sources
Academic Vocabulary

6 *Shifts* in Mathematics

Focus
Coherence
Fluency
Deep Understanding
Applications
Dual Intensity

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Teachers: Get Started with the Common Core

You've heard about the Common Core. You know it's coming to New York. Walk through these simple steps to learn the basics and get ready to make the Common Core work for your students.

Step 1

Get the Big Picture

Read about the Common Core State Standards, why they matter and how they apply to New York State

- Know the basics about Common Core standards
- Learn how New York plans to implement the standards
- Know when your students will be tested on them

Read



Step 2



Grade 4 Overview

- Operations and Algebraic Thinking**
 - Use the four operations with whole numbers to solve problems.
 - Work flexibly with factors and multiples.
 - Generate and analyze patterns.
- Number and Operations in Base Ten**
 - Generate pairs of whole numbers for multiplication.
 - Use place value understanding and properties of operations to perform multi-digit arithmetic.
- Number and Operations—Fractions**
 - Extend understanding of fractions to multiplication and division.
 - Build fractions from unit fractions by applying and extending previous understanding of operations to whole numbers.
 - Use decimal notation for fractions and vice versa.

The Common Core State Standards are copyright © 2010 by the National Academy of Education. All rights reserved.

Understand the New Standards

Become familiar with the New York State Common Core Learning Standards.

- Learn what your students will be expected to know for your subject and grade level

Read

Step 3

engage ^{ny}		Common Core "Shifts"
There are twelve shifts that the Common Core requires of us if we want to truly align with it in terms of curricula, materials and classroom practices. There are six shifts in Mathematics and six shifts in ELA/Literacy.		
Shifts in ELA/Literacy		
Shift 1	Reading, Informational & Literacy	Students read the history or social studies texts. Emphasis on informational texts.
Shift 2	Writing	Common core requires students of the ELA discipline to write frequently in response to their reading and research. Students have strong opportunities to write and share their ideas.
Shift 3	Speaking & Listening	In order to prepare students for the complexity of college and career ready work, each grade level requires a "year of public speaking." Students use the common core standards to prepare for public speaking.

Identify the Key Shifts

Understand the major shifts in instruction the NYS Common Core Learning Standards demands compared to the 2005 Standards. Then, watch the video series on your content area to learn, specifically, what actions you can take to implement those shifts.

- Learn how the Common Core Learning Standards differentiate from the current New York State Standards

Data Driven Instruction



“Tito ate three-eighths of a pepperoni pizza. Luis ate five-eighths of a cheese pizza. All pizzas were the same size. Tito says he ate more pizza than Luis because Luis didn’t eat any pepperoni pizza. Luis says he ate more. Who is correct? Show your mathematical thinking.”



Data Driven Instruction

A culture of inquiry in which teachers ...

- examine what students know and don't yet know against the standards
- examine what the common misconceptions and obstacles are to student learning
- talk to each other about teaching practice and collaborate on solutions for student learning
- create action plans for informed re-teaching and formative assessment
- provide students with teaching aligned to their particular needs, misconceptions, orientations

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Teachers

Principals

Network Teams/NTEs

Administrators

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Common Core



What does success look like for our students? Common Core standards serve as a guidepost for educators – so that we can ensure that every student across New York is on track for college and career success.

Here you will find resources to guide your implementation:

Learn about the Common Core from a [video series](#) explaining the standards in depth.

Learn about the [shifts](#) in standards and instruction that the Common Core will bring about, as well as ready-to-use [curricular exemplars](#) that will help your students achieve these standards in ELA/Literacy and Math.

Obtain [publishers criteria](#) to help guide curriculum developers and publishers as they work to ensure alignment with Common Core State Standards (CCSS) in developing curricular materials.

We invite you to use these resources and exemplars in your classroom. [Share your feedback](#) with us as you go.

For Teachers

[Common Core Instructional Shifts](#)

[Curriculum Exemplars](#)

For Principals

[Common Core Instructional Shifts](#)

[Common Core Implementation Timeline](#)

For Network Teams/NTEs

[Common Core Instructional Shifts](#)

[Common Core Implementation Timeline](#)

For Administrators

[Common Core Instructional Shifts](#)

[Common Core Implementation Timeline](#)

[Teacher Evaluation Road Map: 2011-12](#)

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Educator Effectiveness



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Great Teachers and Leaders



Frameworks for managing human capital in schools: see for example: Rachel E. Curtis, Teaching Talent: A visionary Framework for Human Capital in Education, Harvard Education Press, Chapter 9; Herbert Heneman and Anthony Milanowski, Assessing Human Resource Alignment: The Foundation for Building Total Teacher Quality Improvement.

Educator Workforce Trends

Shrinking Job Market

- More than 7,000 of the state's teachers laid off this year (almost 3% of teachers)
- 20,000 teaching positions lost over the past 3 years (almost 10%)

Persistent Shortages

In some certificate areas (e.g., Special Education, Bilingual Education, ESL, Science, Math) and in highest poverty locations

New Teaching Certificates Issued

In 2010-11, NYSED issued 62,000 new classroom teaching certificates

- 13,500 in Childhood Education (Grades 1-6)
- 5,850 in Early Childhood Education (Birth-Grade 2)

Educator Workforce Trends

Attrition and Retention

- Attracting and retaining principals, especially in high-need schools, is problematic. Leadership is critical to teacher retention. (Leithwood K., Jantzi D., 2000)
- Schools serving poor and minority students have higher attrition rates than others. (Ingersoll, R., 2001)
- Several researchers have found that about the same percentage of effective teachers as ineffective teachers leave their schools each year. However:
 - Among those leaving low-performing schools, teachers who are more effective tend to transfer to higher-achieving schools with fewer poor, Black, and Hispanic students
 - Less-effective teachers tend to transfer to other low-performing schools.

(West, M., Chingos, M., 2008; Boyd, Grossman et .al. 2007)

Educator Workforce Trends

Diversity

Attracting and maintaining a diverse corps of effective educators remains challenging.

- 15% of NYS educators are Black and Hispanic, compared with 40% of students.

(NYSED Office of Research and Information Systems)

Inequitable Distribution

1st-year elementary and middle school teachers tend to get students who are less prepared academically than teachers with 4+ years of teaching experience.

(Harvard University Center for Education Policy Research, Strategic Data Project Human Capital Diagnostics; unpublished data analysis of five U.S. urban districts)

Federal policy focus on outcomes

In Our Future, Our Teachers: The Obama Administration's Plan for Teacher Education Reform and Improvement (2011)
the USDE signaled its plans to change state reporting requirements about educator preparation programs

- Focus on student results and educator effectiveness in addition to certification pass rates
- Strengthened standards for preparation programs, based on outcomes
 - Learning growth of students taught by program graduates
 - Job placement and retention rates, to gauge program effectiveness in preparing, placing, and supporting educators in alignment with district needs
 - Surveys of program graduates and their principals, to gather data for informing program improvements

Louisiana and Educator Preparation Reporting

Louisiana has been measuring and reporting a variety of teacher and leader preparation statistics, including since 2005-06, the value-added student learning results of program graduates

- Besides certification pass rates, teacher survey results and other measures, programs are compared to same license area programs using “value-added measures” of their graduates’ effect on student achievement that account for differences in students and classrooms across the state
- Some teacher preparation programs in La. are now preparing new teachers whose effectiveness is significantly higher than the *average experienced teacher* in Louisiana
- Preparation program results on these measures vary considerably, even across programs within an IHE

Source: Goerge Noell et al, Value-added Assessment Teacher Preparation in Louisiana ■ 2009

New Data Profiles for NY Educator Prep Programs

- In our Race to the Top application, New York committed to creating “institutional performance profiles” for all teacher and principal preparation programs (traditional and alternative) in the State.
- The profile reports will be designed with Higher Education input and will include program by program information about:
 - Effectiveness of program graduates, as measured by new teacher and principal evaluation system
 - Performance of graduates on certification exams (as NYSED does today)
 - % of graduates certified/employed overall and in shortage subjects and high-need schools
 - Retention rates of graduates

Teacher and Principal Evaluation Design Principles

Annual evaluations with regular feedback

- Required for all teachers and principals

Clear Rigorous Expectations

- NY State Teaching Standards
- ISLLC for principals

Multiple Measures

- 40% Student Achievement (growth and locally-selected measures)
- 60% Other (observations, school visits, surveys, etc)

Multiple Rating Levels

- Highly Effective; Effective; Developing; Ineffective

Regular Feedback

- Frequent, ongoing and linked to development opportunities

Significant

- Factors into employment decisions, supplemental compensation

Source: The New Teacher Project, Teacher Evaluation 2.0, October 2010

Future: Teacher Career Ladder

Teacher Leader and Master Teacher Titles

- NY State plans to develop criteria and assessments for a State-provided advanced designation based on coaching skill and teaching mastery
- Districts may choose to use this advanced designation in selecting teachers for district-created career ladder titles with additional responsibilities and compensation.
 - e.g., supervising student teaching

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Focus on Educator Certification



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Educator Certification Exam Pass Rates

2009-10		State-wide pass rates for program completers*	
Elementary Assessment of Teaching Skills (Written)		97%	
Secondary Assessment of Teaching Skills (Written)		98%	
Liberal Arts and Sciences Test		94%	
Selected Content Tests			
Multi-Subject	93%	Biology	95%
Math	91%	French	88%
English Language Arts	86%	Italian	75%

* Individuals who completed all requirements of a NYS registered teacher preparation program in 2009-10. These data include program completers' pass rates on exams required for their particular program. Each program completer's highest test score within the past 5 years is the only score included in the pass rate.

Source: <http://www.highered.nysed.gov/ocue/TitleIIData/>

Educator Certification Exam Pass Rates

2009-10		State-wide pass rates for all first-time test takers*	
Elementary Assessment of Teaching Skills (Written)		96%	
Secondary Assessment of Teaching Skills (Written)		97%	
Liberal Arts and Sciences Test		92%	
Selected Content Tests			
Multi-Subject	83%	Biology	90%
Math	83%	French	65%
English Language Arts	76%	Italian	59%

* The examinees who first attempt a test in the specified time frame.

Source: NYSTCE

Regents Policy on Educator Certification Exams

In November 2009, the Board of Regents directed the Department to develop:

- performance-based assessments for initial and professional certification of teachers and principals
- more rigorous Content Specialty Tests, to assess new teachers' mastery of knowledge in content area they will be teaching
- a test of literacy and writing skills

In May, 2010, the Board reaffirmed the conceptual design and included a test about “Educating All Students”

- English language learners
- Students with disabilities
- Diverse student populations

Certification Exam Development Process

NYSED is leading development of the new exams.

- Exam committees made up of practicing educators and faculty from preparation programs review exam designs and provide detailed input
- Input from experts in assessment, Common Core standards, data-driven instruction, and educator evaluation
- Contractor Pearson Evaluation Systems focuses on ensuring psychometric validity

Exam Committees

For written certification assessments, NYSED solicits nominees (no self-nominees) and selects typically:

- 9-16 people with content expertise in area of exam
- Up to 4 representatives from IHEs who are usually junior faculty

For teacher performance assessment, committee has 20 representatives.

- 8 from IHEs (senior faculty, deans)
- One from national accrediting body

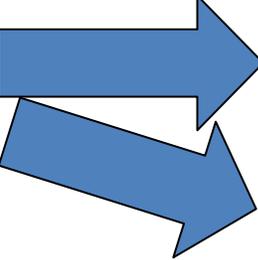
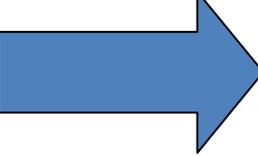
Involvement of prep programs in pilot/field testing

Higher education institutions and faculty have also been active participants in pilot and field testing

- 44 institutions participated in pilot and field tests of teacher performance assessment (29 Independent, 10 SUNY, and 5 CUNY)
- 21 institutions participated in pilot and field tests of school building leader performance assessment (15 Independent, 5 SUNY, and 1 CUNY)
- Across those institutions, 359 candidates participated under the supervision of 175 faculty members

Results of Fall 2010 pilot test and Spring 2011 field test have led to improvements in exams for this fall's field testing and are informing implementation planning

Initial Certification for Teachers

Current Exams		New Exams
Assessment of Teaching Skills -Written		Performance Assessment (Portfolio)
		Educating All Students Test
Liberal Arts And Science Test		Academic Literacy Skills Test
Content Specialty Test		Revised Content Specialty Test

Educating All Students Test

- Rationale: Persistent achievement gaps for English language learners, students with disabilities, and black and Latino students
- Test is designed to ensure all teachers and school building leaders understand how to address the learning needs of diverse student populations

Academic Literacy Skills Test

- NYS Common Core learning standards in ELA/Literacy require teachers across the disciplines to:
 - be critical readers
 - engage with informational texts
 - reason using evidence
- Test will focus on more than just writing skills
 - Reading comprehension and analysis
 - Written analysis and expression

Content Specialty Tests

- Will be aligned with NYS Learning Standards, including Common Core
- Will be revised in batches, starting with the Multi-Subject CSTs for early childhood (B-2) and childhood (1-6) teachers
- For Multi-Subject CST, candidate must separately pass each subtest (ELA/Literacy, Math, Arts & Sciences), to ensure elementary teachers have the content knowledge to be effective teaching to the Common Core standards
- Test frameworks, including content areas and performance standards, for all written tests will be public when finalized.

Content Specialty Tests: Rationale for Change

Research demonstrates the link between teacher content knowledge in math and student achievement.

- Heather Hill, Brian Rowan and Deborah Ball link elementary teacher mathematical content knowledge to elementary student achievement (American Educational Research Journal, 2005)
- Liping Ma's 1999 book, *Knowing and Teaching Elementary Mathematics*, documents gaps in math knowledge of elementary teachers in U.S. compared to China.

Massachusetts overhauled their teacher content tests, raising the level of content knowledge required in general and requiring multi-subject teachers to pass both math and ELA content knowledge.

- First-time taker pass rates fell from around 80% to under 40% initially but have since rebounded to about 60%.
- Note: Massachusetts just posted the nation's highest NAEP scores again in both Reading and Math, 4th and 8th grades.

Teacher Performance Assessment

Teachers submit portfolio of work through an electronic portfolio system:

- Evaluates practice-based skills proven to have a positive impact on student achievement, aligned to NY State Teaching Standards
- Requires 2 videos, each of a 15-20 minute lesson (for B-6 teachers, one video must be of a math lesson)
- Lesson plan demonstrating planned outcomes and understanding of context of class and their student achievement data
- Post-lesson analysis of student learning data and reflection on lesson, outcomes and future lessons

Teacher Performance Assessment (cont'd)

Scoring

- Rubric developed by exam committee and Pearson based on NY State Teaching Standards
 - Rubric will be public when completed in Spring 2012
- The assessment provider (Pearson) will train and compensate qualified NYS educators—including preparation program faculty—to evaluate the performance of candidates using standardized rubrics
- Candidates who are unsuccessful on either task of the assessment will receive feedback indicating specific weaknesses

Teacher Performance Assessment (cont'd)

Technology requirements

- NYSED, through Pearson, provides web-based platform accessible through high-speed internet.
 - No software purchase is required
 - No interface with existing systems is required
 - Institutions may choose to use this platform for formative work in their courses.
 - If Institutions have adopted another platform, they may continue to use it in coursework. In this case, candidates will access NYSED system from any web-enabled computer when submitting certification exam materials..
- Can use almost any digital video camera. *Cameras will not be provided by Pearson.*

Teacher Performance Assessment (cont'd)

Cost

- Candidates will pay to take the exams, just as they currently do.
- As always, candidate fees cover all exam development and scoring costs, including use of the portfolio platform.
- NYSED is committed to ensuring the new exams cost in the same ballpark as the old exams.
- Cost of cameras is new. Programs may wish to provide cameras for candidates' use.

Teacher Performance Assessment (cont'd)

What is the role of preparation programs and faculty in implementing the exam?

- Candidates may complete the portfolio in the context of their student teaching/internship assignment
- Prior to submitting completed portfolio to Pearson for scoring, candidates can submit their work to faculty for feedback
- Faculty may review candidates' work and annotate videos
- Based on feedback, candidates may decide to record a new video or otherwise revise their work

Initial Certification for School Building Leaders

Current Exams	New Exams
Written Assessment	Written Assessment
<ul style="list-style-type: none"> ● Developing an Educational Vision; Managing Change ● Leading the Educational Program; Managing School Resources 	<ul style="list-style-type: none"> ● Visionary Leadership, the Change Process and the Educational program ● Accountability, Management, and Compliance
	Performance Assessment (Computer Simulation)
	<ul style="list-style-type: none"> ● School Improvement Plan ● Teacher Observation and Feedback ● Professional Development to Enhance Data-Driven Instruction

School Building Leader Performance Assessment

- Based on ISLLC 2008 standards, will evaluate practice-based skills proven to have a positive impact on student achievement
- Will be computer simulation test, instead of a portfolio submission:
 - Analyzing a case study with student assessment data and describing instructional plans for these students
 - Viewing a video of a classroom teacher's lesson and providing feedback using a rubric based on NYS Teaching Standards

Transition Timeline--Considerations

- New York's Race to the Top application commits the state to implementing the new certification exams for May 2013 preparation program graduates
- Platform will be ready for preparation programs to begin using in 2012
- Department is considering preparation program input about timeline

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