



Our Students. Their Moment.

P-12 & Higher Ed Partnering to Prepare Teachers to Prepare Students: College and Career Readiness

NYSATE-NYACTE

October 18, 2012



www.engageNY.org

Our Challenge: Graduating *All* Students College & Career Ready

New York's 4-year high school graduation rate is 74% for All Students
However, the gaps are disturbing.

June 2011 Graduation Rate

Graduation under Current Requirements

	% Graduating
All Students	74.0
American Indian	59.6
Asian/Pacific Islander	82.4
Black	58.4
Hispanic	58.0
White	85.1
English Language Learners	38.2
Students with Disabilities	44.6

Calculated College and Career Ready*

	% Graduating
All Students	34.7
American Indian	16.8
Asian/Pacific Islander	55.9
Black	11.5
Hispanic	14.5
White	48.1
English Language Learners	6.5
Students with Disabilities	4.4

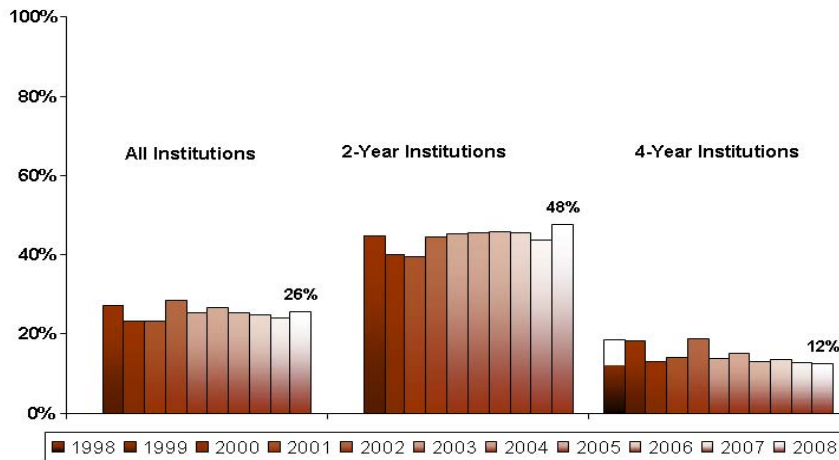
*Students graduating with at least a score of 75 on Regents English and 80 on a Math Regents, which correlates with success in first-year college courses.

Source: NYSED Office of Information and Reporting Services

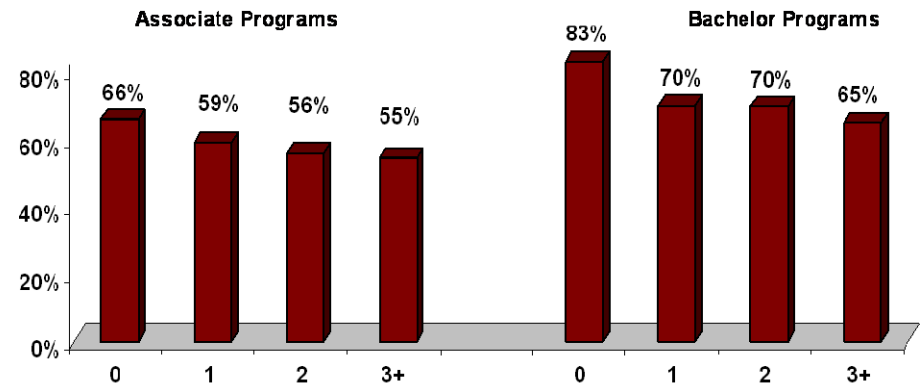
College Graduation and Remediation Rates

The more remedial classes students take, the less likely they are to stay in college.

**New York State
First-time Students Taking Remedial Coursework
By Type of Institution, 1998-2008**



**NYS Fall 2009 to Fall 2010
Persistence of Full-time first-time Students
By Number of Remedial courses Taken**



Source: NYSED, Higher Education Data System (HEDS)

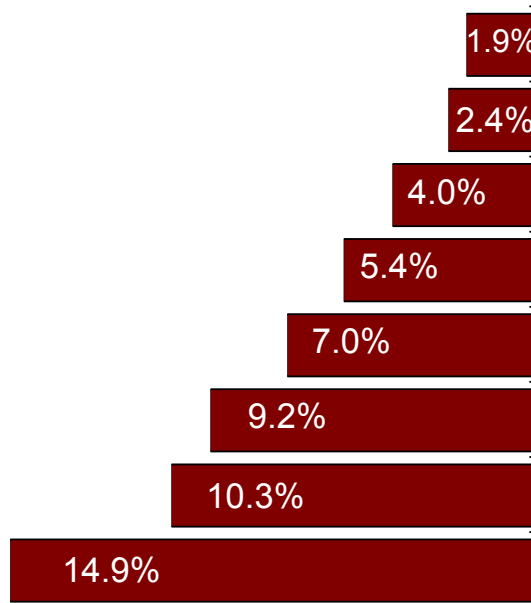
High School Graduation & College Completion

- Nationally, out of 100 middle school students...
 - 93 say they want to go to college.
 - 70 will graduate from high school.
 - 44 enroll in college.
 - 26 earn a college degree within six years

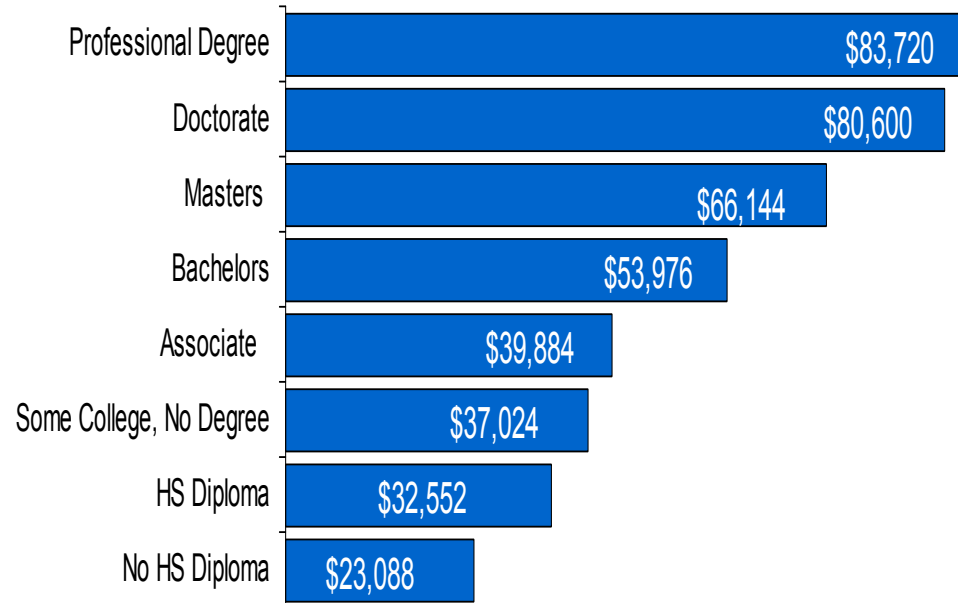


Higher Education Has Never Mattered More

Unemployment Rate By Degree: 2010



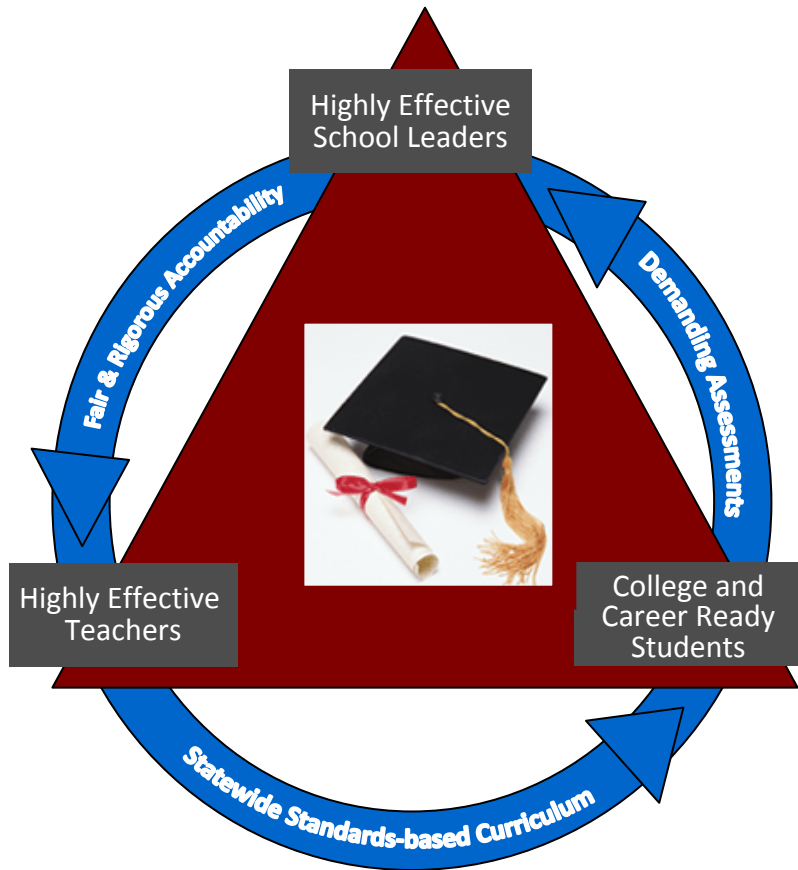
Median Annual Earnings by Educational Degree: 2010



Education pays in higher overall earnings and lower unemployment rates.

SOURCE: 2010 Bureau of Labor Statistics, Current Population Survey

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

Instructional Shifts Demanded by the Core

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

ELA Shifts and Research

“**Knowledge** is the prepotent determinant of **reading comprehension**. In theory... the greatest cognitive and literacy benefits of text-based expertise depend on **reading deeply** in **multiple domains** and about multiple topics. We can and must do a better job of leading—and enabling—our students to do so. If education is the key to opportunity, then their options, in school and beyond, depend on it.”

Marilyn Jager Adams

<http://www.childrenofthecode.org/library/MJA-ChallengeofAdvancedTexts.pdf>

What the research tells us about rigor in ELA:

Shift 1: Balancing Literary & Informational Text

“Although high school English standards and courses tend to emphasize literature, most of the reading students will encounter in college or on the job is informational in nature (e.g., textbooks, manuals, articles, briefs and essays).”

Achieve, Inc. <http://www.achieve.org/files/50-state-07-Final.pdf>

Students need sustained exposure to expository text to develop important reading strategies

Afflerbach, Pearson, & Paris, 2008; Kintsch, 1998, 2009; McNamara, Graesser, & Louwerson, in press; Perfetti, Landi, & Oakhill, 2005; van den Broek et al., 2001; van den Broek et al., 1995

Shift 3: Staircase of Complexity

“Students are not currently engaging in independent reading [of] sufficiently complex texts that prepare them for college and career.”

Hoffman, et al., 2006

Math Shifts and Research

“What is clear in the research is that the Common Core State Standards for Mathematics are an **important improvement** over the state standards that they replaced ...the CCSS **are coherent, focused and rigorous**, key attributes of math standards from countries that outperform the U.S. on international assessments.”

Bill Schmidt, *Common Core State Standards Math: The Relationship Between High Standards, Systemic Implementation and Student Achievement.*

What the research tells us about rigor in Mathematics:

Shift 4: Deep Conceptual Understanding

Research has shown that learners become more engaged in the learning process when they are asked to explain and reflect on their thinking processes.

-Surbeck, 1994; Good & Whang, 1999; Hettich, 1976

Researchers have found that students' conceptual understanding and problem-solving skills improve when they are encouraged to make sense of mathematics by writing about... their mathematical thinking.

-Putnam, 2003

“...students should have many opportunities to use language to communicate mathematical ideas... Opportunities to explain, conjecture and defend one's ideas orally and in writing about mathematics is an integral part of learning mathematics”

-NCTM, 1989, p. 78

www.EngageNY.org

The screenshot shows the EngageNY.org website interface. At the top, there is a dark red navigation bar with "Sign up To Engage" and "Log in" links. Below this is the EngageNY logo and a menu with links for "about", "common core", "inquiry/DDI", "teacher / leader effectiveness", "news & events", and "contact us". The tagline "Our Students. Their Moment." is displayed. A navigation bar below the menu includes tabs for "Teachers", "Principals", "Network Teams/NTEs", and "Administrators", along with a search box labeled "Find engageNY resources" and a "Find" button. The main content area features a large image of a smiling teacher with the quote: "I want my students to have everything they need to learn and succeed." Below the image is a "Find Teacher Resources" button. To the right of the image is a "Sign up to engage" button with the text: "Sign up now to post a comment and receive alerts on the latest news at EngageNY.org". Below the main content area, there are two columns of news and resources. The left column is titled "Latest News & Events" and contains two articles: "State Textbook Aid for the Reproduction of the New York State Common Core ELA/Literacy and Mathematics Curriculum Modules" (dated September 20, 2012) and "NY Common Core K-8 Social Studies Framework is Now Posted for Public Review and Comment" (dated September 13, 2012). The right column is titled "Featured Resources" and contains two articles: "Interpreting And Using Your NYS-Provided 2011-12 Growth Score Reports" and "Year Long Draft Curricular Maps In ELA And Mathematics".

Available Now:

- Professional Development Videos & Materials (inc. videos on Common Core shifts developed with Common Core authors)
- Curriculum Exemplars
- Sample Assessment Items

Items in Production:

- P -12 ELA & Math Curriculum Modules
- Video Exemplars of Instructional Practice

Great Teachers and Leaders



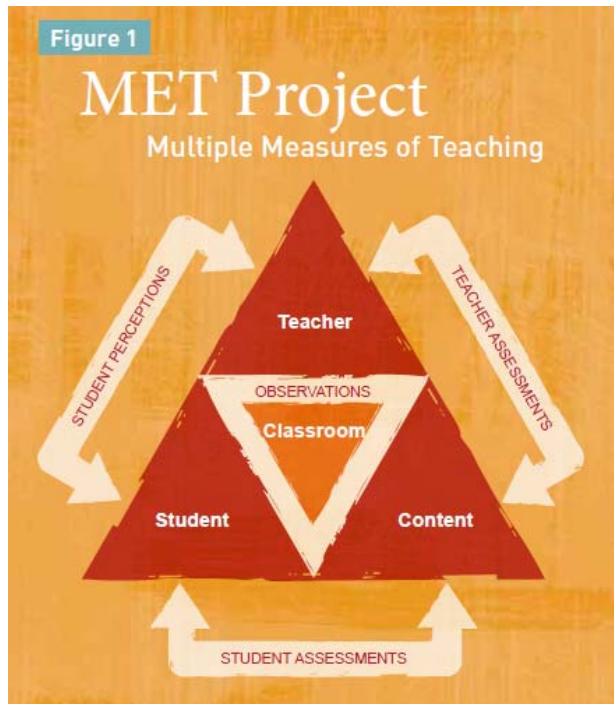
Frameworks for managing human capital in schools: see for example: Rachel E. Curtis, Teaching Talent: A visionary Framework for Human Capital in Education, Harvard Education Press, Chapter 9; Herbert Heneman and Anthony Milanowski, Assessing Human Resource Alignment: The Foundation for Building Total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

Effective Teachers and Principals

- We know that having a great teacher matters* for classroom success and long-term impacts on a student's life, including:
 - Likelihood of attending college (UP)
 - Likelihood of teen pregnancy (DOWN)
 - Lifelong income (UP)
 - Retirement savings (UP)
- Because great teachers are key to a student's success we are changing how:
 - Teachers and principals are certified to ensure that new educators have the skills required by the Common Core and today's diverse classrooms
 - Teachers and principals are evaluated to incorporate multiple measures of student academic growth to support more targeted professional development

*Source: The Long-Term Impacts of Teachers: Teacher Value-added and Student Outcomes in Adulthood (Chetty, Friedman & Rockoff).

Measures of Effective Teaching



- All **the observation rubrics** are positively associated with student achievement gains
- Using **multiple observations** per teacher is VERY important (and ideally using multiple observers)
- The **student feedback survey** tested is ALSO positively associated with student achievement gains
- **Combining** observation measures, student feedback and value-added growth results on state tests was more reliable and a better predictor of a teacher's value-added on State tests with a different cohort of students than:
 - Any Measure alone
 - Graduate degrees
 - Years of teaching experience
- Combining “measures” is also a strong predictor of student performance on **other kinds of student tests.**

Effect of Teacher Evaluation on Teacher Performance

Evaluations improve teachers' impact on student learning results

- In years where mid-career teachers receive classroom observations and full evaluations, teacher value-added improves over previous years in math.
- Gains in value-added persist after the evaluation year.
- More research is needed to understand causes

Cincinnati

2011: Taylor (Harvard) and Tyler (Brown)

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

Aligned Clinically Rich Preparation

- As a part of clinically rich preparation, students should have opportunities to:
 - observe and reflect upon **highly effective practice** (both in-person and via video)
 - receive feedback based on a rubric, adapt their instruction in response to the feedback, and then receive new feedback (i.e., experience the **continuous instructional improvement cycle**)
 - understand the process of setting meaningful goals for academic courses and determining appropriate measures for those goals (i.e., the **Student Learning Objectives** process)
 - play a **range of roles** in the classroom and school beyond student teaching (e.g., tutor, teaching assistant, small group instructor, co-teacher, etc.) that **positively contribute to student learning**
- **New teachers should be familiar with the New York State Teaching Standards and the evaluation rubrics selected by their districts/bargaining units (Danielson, NYSUT, etc.)**

Studies: Principal Leadership matters

Principals are by far the most important school context factor influencing **teachers' decisions to stay or leave a school**

Boyd, D., Grossman, P., Ing M., Lankford H., (2011) The Influence of school administrators on teacher retention decisions. American Educational Research Journal.

School turnarounds are highly unlikely without an effective school leader.

Bryk, A.S., Sebring, P., Allensworth, E., Luppescu, S. & Easton, J.Q. (2010). Organizing Schools for Improvement: Lessons from Chicago. Chicago, IL: The University of Chicago Press

States and Districts struggle to build pipelines of effective leaders

Half of superintendents (61% in urban areas) told researchers they have **difficultly finding qualified candidates** for principal jobs.

Darling-Hammond, L., LaPointe, M., Meyerson, D., Orr, M.T., & Cohen, C. (2007). Preparing School Leaders for a Changing World: Lessons from Exemplary Leadership Development Programs. Stanford, CA: Stanford University, Stanford Educational Leadership Institute.

Other studies show **high principal turnover** in minority schools with turnover increasing in the last decade.

RAND Corporation (2010). Research Brief: The Careers of Public School Administrators--Policy Implications from an Analysis of State-Level Data.

Changing Roles for Principals

Leadership of Instructional change:

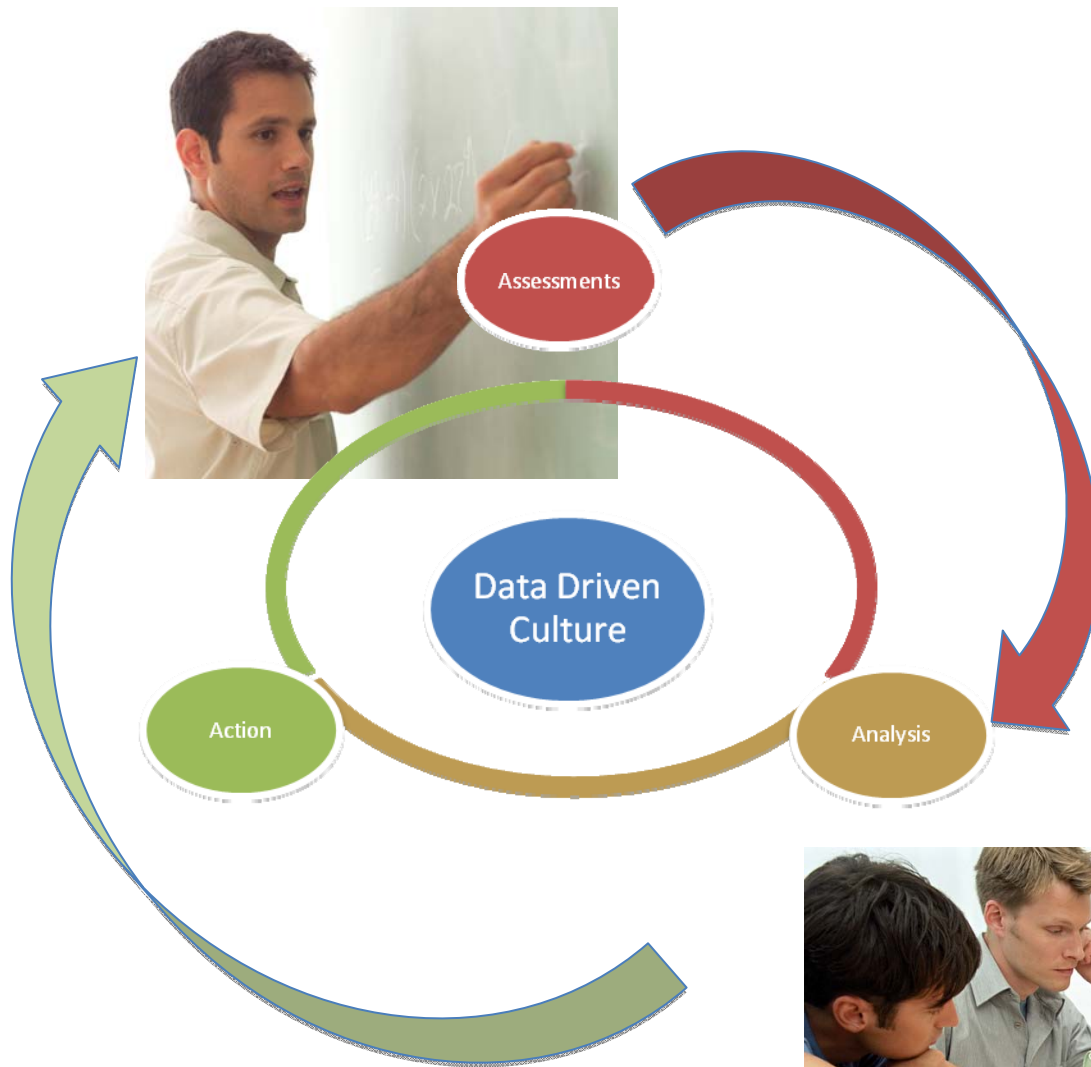
- Common Core
- Data-driven instruction
- Evidence-based observation and feedback to teachers

New performance-based assessment for principal certification

Shift time away from other administrative duties

- Delegation
- Time management
- Leverage district and shared service resources

Data Driven Instruction Gets Results



- Creating and using formative and interim assessments
- Experiencing the routines of the data driven instruction/inquiry process (including careful examination of student work)

Bambrick-Santoyo (2010)

Chang, Y. et al. (1992)

Collins, J. (2001)

DuFour, R. (2002)

Fullan, M. (1991, 1996, 2000)

Calhoun, E. (1993)

Reeves, D. (2000)

Schaffer, R. H. (1988)

Schmoker, M. (1999)



Linking P-12 & Higher Education Data



Sample High School High School Report

This report provides information about your former high school students' outcomes at CUNY. You can use the fields to the right to select a 4-year graduation cohort as well as subpopulations to compare. To see additional subpopulations, click on the "Data" tab.

1. Select Graduation Cohort:

I (2007)

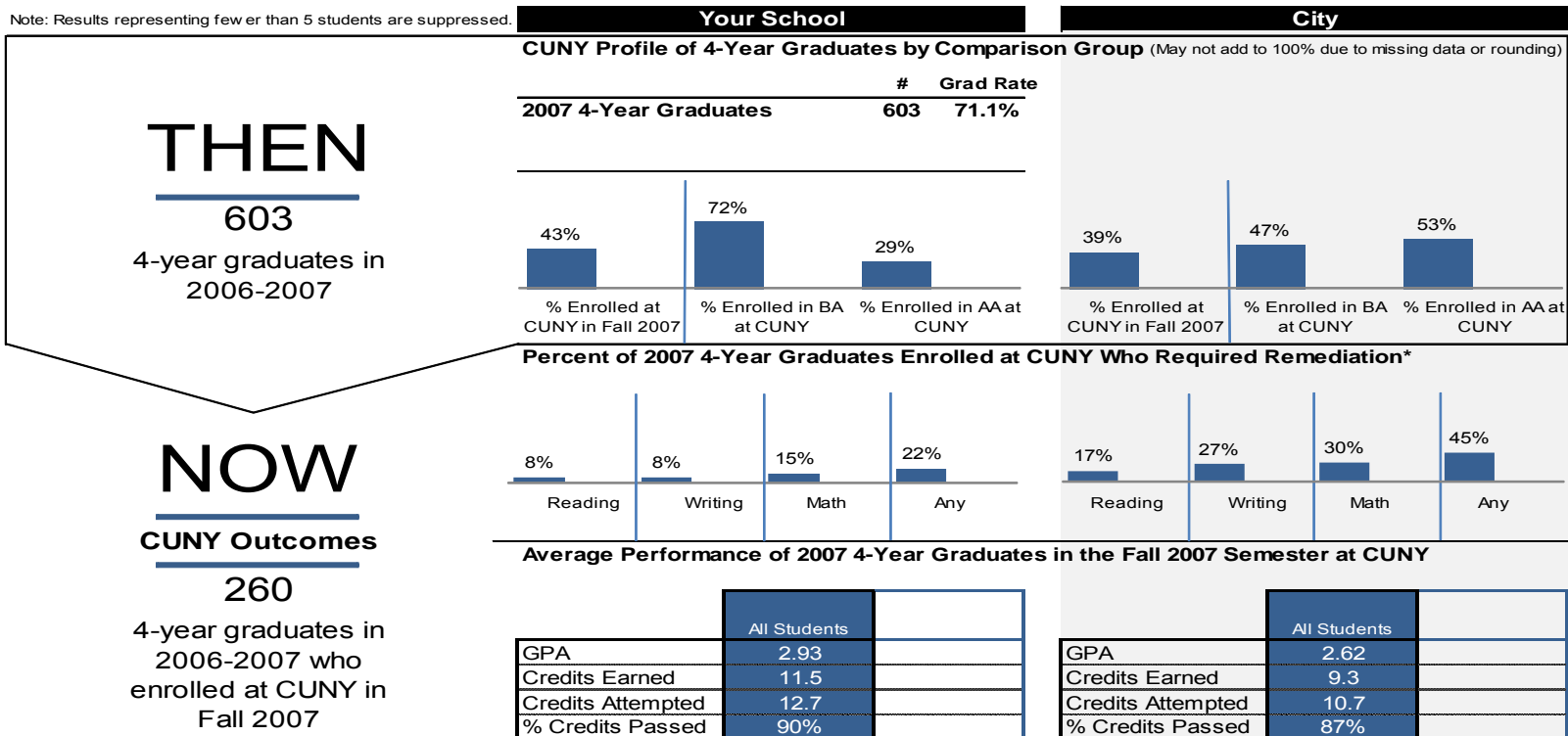
2. Select Comparison Group:

All Students

3. View Outcomes by Comparison Group (outcomes presented are for graduates with these characteristics):

All Students

Note: Results representing fewer than 5 students are suppressed.



THEN

603

4-year graduates in 2006-2007

NOW

CUNY Outcomes

260

4-year graduates in 2006-2007 who enrolled at CUNY in Fall 2007

***Note on Remediation:** Students who require remediation are not fully prepared for college and must take (and pay for) remedial courses for which they receive no credit. Citywide, these students on average accumulate fewer credits, have lower persistence, and lower GPAs.


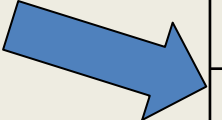
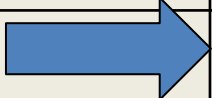
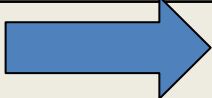
For the years represented in this report, CUNY's proficiency standards required: a 75+ on the relevant Regents exam (Math A or B, English) OR 480+ on the relevant SAT exam (Math, Critical Reading) OR 20+ on the relevant ACT exam (Math, English) OR passing the relevant CUNY basic skills exam (Pre-Algebra, Reading, Writing). For details on CUNY's current proficiency standards, visit www.cuny.edu/academics/testing/cuny-assessment-tests/faqs.html.

Certification Examination Changes

Overview of Certification Exam Changes

- Certification examination changes were included in NYS successful Race to the Top application in 2010
- These changes were communicated to colleges of education in 2010
- The new examinations will be implemented for those applying for certification and/or completing certification requirements after May 1, 2014
- The Academic Literacy Skill Test, Educating All Students Test and new School Building Leader Tests will be available in Fall 2013
- Frameworks for the ALST, EAS, SBL and TPA were posted Spring 2012
- The edTPA will be available in the fall of 2012 for formative use; it will be used for certification purposes starting in Fall 2013

Shifts in Educator Certification Exams for Teachers (Traditional)

Current Assessments for Teacher Certification		Planned Assessments for Teacher Certification
Assessment of Teaching Skills -Written		edTPA
		Educating All Students Test
Liberal Arts And Science Test		Academic Literacy Skills Test
Content Specialty Test		Revised Content Specialty Test

Shifts in Educator Certification Exams for School Building Leaders

Current Assessments for School Building Leader Certification		Planned Assessments for School Building Leader Certification
School Building Leader – Part I		New School Building Leader certification examination
School Building Leader – Part I		
NEW		Educating All Students

Written Assessment for Teachers

Tests for Candidates Content Knowledge and Communication Skills

Content Specialty Tests

- Aligned with NYS Common Core Learning Standards
- 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
 - Part 1: ELA/Literacy
 - Part 2: Mathematics
 - Part 3: Arts, Science and Social Studies (2 phase roll out)

Academic Literacy Skills Test

Focuses on candidates academic literacy and writing skills, Common Core based.

Assessment for Teachers Cont.

Tests of Pedagogical Knowledge and Skills founded on the NYS Teaching Standards

- Educating All Students Test
- Teacher Performance Assessment

Educating All Students Test

This test compliments the TPA covering topics of specific pedagogical interest.

- *Diverse Student Populations*
- *English Language Learners*
- *Students with Special Learning Needs, Including Students with Disabilities and Students Who Are Gifted and Talented*
- *Rights and Responsibilities*
- *School-Home Relationships*

edTPA

NYS Adoption of the edTPA

In March 2012, the NYS Board of Regents adopted the edTPA as the NYS performance assessment for initial certification for the following reasons:

- Because of the intended multi-state administration, the edTPA potentially offers more data to determine field credibility, validity analysis, and ongoing rigor.
- The edTPA will have been field tested with a much larger number of candidates, increasing the reliability and validity of the assessment.
- The potential multi-state administration will provide a larger data set to benchmark New York against other states - both at the outset, when we set passing scores for initial certification, and in the future, as we monitor the effectiveness of certification policies in practice.

Shifting the Definition of Effective Teaching

SCALE

Stanford Center for Assessment, Learning, & Equity

FROM

- Successfully delivering the curriculum

“We got through the material.”

TO

- An obligation to demonstrate the proficiency the curriculum intends
- *“See, I can teach.”*

Shifting the Business of Teacher Preparation

S C A L E

Stanford Center for Assessment, Learning, & Equity

FROM

- License as entitlement for completing a curriculum
- *“But I’ve always wanted to be a teacher.”*

TO

- Having a positive impact on student learning
- *“How have I affected student learning?”*

edTPA Components

- ▶ edTPA, asks candidates to compile a Portfolio
 - ▶ Featuring a learning segment: a 3-5 lesson unit
 - ▶ Broken down into 3 tasks
 1. Planning Instruction & Assessment
 2. Instructing & Engaging Students in Learning
 3. Assessing Student Learning
 - *Attention to academic language and analyzing teaching throughout*
 - ▶ Documented with evidence
 - ▶ Candidate commentaries
 - ▶ Instructional artifacts, including student work
 - ▶ 1-2 unedited video clips of teacher-student interaction

Subject Specific Handbooks

SCALE

Stanford Center for Assessment, Learning, & Equity

- Elementary Education (Literacy edTPA with Mathematics Assessment Task)
- Secondary Mathematics
- Secondary English/Language Arts
- Secondary History/Social Studies
- Secondary Science
- Early Childhood
- Middle Childhood (Math, HSS, Science and English/Language Arts)
- Physical Education
- Performing Arts (music, dance, theater)
- Visual Arts
- World Language
- Special Education

edTPA Resources

- edTPA online
 - General information: <http://edtpa.aacte.org/>
 - Questions: TPA-support@aacte.org
 - Join TPAC Online for implementation support:
<http://tpaconline.ning.com/>
 - Requires invitation: TPA-support@aacte.org
- NYS Policy questions:
edcertpolicy@mail.nysed.gov
- NYSTCE:
http://www.nystce.nesinc.com/NY_annTPA.asp

Ten Ideas from the Field: How to Prepare

- 1. Incorporate common core into your curriculum**
- 2. Collaborate with arts and science faculty on common core learning standards**
- 3. Provide opportunities for candidates to become familiar with video equipment usage**
- 4. Practice assessing simulated teaching videos**
- 5. Compare your program objectives and goals with the new requirements: Where are you aligned? Where might you need to add more experiences?**
- 6. Look for ways to embed smaller pieces of the required skills into courses across the program**

Ten Ideas from the Field: How to Prepare

7. Include adjuncts and supervisors in discussions about the new certification examinations to ensure awareness of the shifts required in order to prepare candidates
8. Pilot the edTPA on your own
9. Cross-walk the edTPA with the teacher practice rubric used in the districts where your graduates are typically employed
10. Work with P-12 supervising teachers or National Board certified teachers to help prepare candidates for what they will need to demonstrate in their classrooms with video *and* explain how this supports student achievement

Thank You.
Follow the Commissioner on Twitter

@JohnKingNYSED