

New York State Teaching Standards And Elements

Standard 1: Knowledge of Students & Student Learning

- 1.1 Knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical development levels.
- 1.2 Knowledge of current, research-based knowledge of learning and language acquisition theories and processes
- 1.3 Knowledge of and responsive to diverse learning needs, interests, and experiences of all students
- 1.4 Knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning
- 1.5 Knowledge of and responsive to the economic, social, cultural, linguistics, family, and community factors that influences their students' learning
- 1.6 Knowledge and understanding of technological and information literacy and how they affect student learning

Standard 2: Knowledge of Content and Instructional Planning

- 2.1 Knowledge of the content they teach, including relationships among central concepts, tools of inquiry, and structures and current developments within their discipline(s)
- 2.2 Teachers understand how to connect concepts across disciplines and engage learners in critical and innovative thinking and collaborative problem solving related to real world contexts
- 2.3 Uses a broad range of instructional strategies to make subject matter accessible
- 2.4 Establishes goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement
- 2.5 Designs relevant instruction that connects students' prior understanding and experiences to new knowledge
- 2.6 Evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals

Standard 3: Instructional Practice

- 3.1 Uses research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning
- 3.2 Communicate clearly and accurately with students to maximize their understanding and learning
- 3.3 Set high expectations and create challenging learning experiences for students
- 3.4 Explores and uses a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students and promote achievement
- 3.5 Monitors and assesses student progress, seeks and provides feedback, and adapts instruction to students needs

Standard 4: Learning Environment

- 4.1 Creates a mutually respectful, safe, and supportive learning environment that is inclusive of every student
- 4.2 Creates an intellectually challenging and stimulating learning environment
- 4.3 Manages the learning environment for the effective operation of the classroom
- 4.4 Organize and utilize available resources (e.g., physical space, time, people, technology) to create a safe and productive learning environment

Standard 5: Assessment for Student Learning

- 5.1 Design, adapt, select, and use a range of assessment tools and processes to measure and document student learning and growth
- 5.2 Understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction
- 5.3 Communicate information about various components of the assessment system
- 5.4 Reflect upon and evaluate the effectiveness of their comprehensive assessment system to adjust assessment and plan instruction accordingly
- 5.5 Prepare students to understand the format and directions of assessment used and the criteria by which the students will be evaluated

Standard 6: Professional Responsibilities and Collaboration

- 6.1 Upholds professional standards of practice and policy as related to students' rights and teachers' responsibilities
- 6.2 Engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning
- 6.3 Communicate and collaborate with families, guardians, and caregivers to enhance student development and success
- 6.4 Manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations
- 6.5 Understand and comply with relevant laws and policies as related to students' rights and teachers' responsibilities

Standard 7: Professional Growth

- 7.1 Reflect on their practice to improve instructional effectiveness and guide professional growth
- 7.2 Set goals for and engage in on-going professional development needed to continuously improve teaching competencies
- 7.3 Communicate and collaborate with students, colleagues, other professionals, and the community to improve practices
- 7.4 Remain current in their knowledge of content and pedagogy by utilizing professional resources

A Framework for Teaching
Charlotte Danielson

Domain 1
Planning and Preparation

- A. Demonstrating Knowledge of Content and Pedagogy**
Knowledge of Content and the Structure of the Discipline
Knowledge of Prerequisite Relationships
Knowledge of Content-Related Pedagogy
- B. Demonstrating Knowledge of Students**
Knowledge of Child and Adolescent Development
Knowledge of the Learning Process
Knowledge of Students' Skills, Knowledge, and Language Proficiency
Knowledge of Students' Interests and Cultural Heritage
Knowledge of Students' Special Needs
- C. Selecting Instructional Outcomes**
Value, Sequence, and Alignment
Clarity
Balance
Suitability for Diverse Learners
- D. Demonstrating Knowledge of Resources**
Resources for Classroom Use
Resources for Extend Content Knowledge and Pedagogy
Resources for Students
- E. Designing Coherent Instruction**
Learning Activities
Instructional Materials and Resources
Instructional Groups
Lesson and Unit Structure
- F. Designing Student Assessment**
Congruence with Instructional Outcomes
Criteria and Standards
Design of Formative Assessments

Domain 2
The Classroom Environment

- A. Creating an Environment of Respect and Rapport**
Teacher Interaction with Students
Student Interaction with One Another
- B. Establishing a Culture for Learning**
Importance of the Content
Expectations for Learning and Achievement
Student Pride in Work
- C. Managing Classroom Procedures**
Management of Instructional Groups
Management of Transitions
Management of Materials and Supplies
Performance of Non-Instructional Duties
Supervision of Volunteers and Paraprofessionals
- D. Managing Student Behavior**
Expectations
Monitoring of Student Behavior
Response to Student Misbehavior
- E. Organizing Physical Space**
Safety and Accessibility
Arrangement of Furniture and Use of Physical Resources

Domain 4
Professional Responsibilities

- A. Reflecting on Teaching**
Accuracy
Use in Future Teaching
- B. Maintaining Accurate Records**
Student Completion of Assignments
Student Progress in Learning
Non-instructional Records
- C. Communicate with Families**
Information about the Instructional Program
Information about Individual Students
Engagement of Families in the Instructional Program
- D. Participating in a Professional Community**
Relationships with Colleagues
Involvement in a Culture of Professional Inquiry
Service to the School
Participation in School and District Projects
- E. Growing and Developing Professionally**
Enhancement of Content Knowledge and Pedagogical Skill
Receptivity to Feedback from Colleagues
Service to the Profession
- F. Demonstrating Professionalism**
Integrity and Ethical Conduct
Service to Students
Advocacy
Decision Making

Domain 3
Instruction

- A. Communicating with Students**
Expectations for Learning
Directions and Procedures
Explanations of Content
Use of Oral and Written Language
- B. Using Questioning and Discussion Techniques**
Quality of Questions
Discussion Techniques
Student Participation
- C. Engaging Students in Learning**
Activities and Assignments
Grouping of Students
Instructional Materials and Resources
Structure and Pacing
- D. Using Assessment in Instruction**
Assessment Criteria
Monitoring of Student Learning
Feedback to Students
Student Self-Assessment and Monitoring of Progress
- E. Demonstrating Flexibility and Responsiveness**
Lesson Adjustment
Response to Students
Persistence