



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

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Dear Colleagues,

Many of you have expressed the need for our teacher and leader preparation pathways to reflect the increased expectations new teachers and principals face in our schools. As a result, the Department has undertaken a number of reform initiatives with our institutions of higher education:

- the Department provided funding from our Race to the Top grant to the State University of New York (SUNY), The City University of New York (CUNY), and the Commission on Independent Colleges and Universities (pending approval) to provide comprehensive ongoing professional development to faculty on the components of the Regents Reform Agenda;
- we are partnering closely with our higher education institutions as they redesign their teacher and school building leader preparation programs to align with the Regents Reform Agenda, including the Common Core;
- we have encouraged colleges of education to engage in ongoing dialogue with local schools and districts regarding the development of realistic placement requests that consider district capacity, preparation program needs, and local teacher supply and demand forecasts;
- we are implementing new and revised teacher and school building certification examinations for all candidates graduating after May 1, 2014 to ensure that new teachers and principals have the knowledge, skills and dispositions to enter schools ready to teach and lead;
- beginning in the fall of 2014, NYSED will publish transparent data profiles for all institutions that prepare teachers and principals that focus on the performance of the students in the public schools where their graduates are employed.

I write now to ask for your support and assistance in implementing our new teacher performance assessment, the edTPA.

The edTPA is a multiple-measure assessment system aligned to state and national standards, including the Common Core State Standards and the Interstate Teacher Assessment and Support Consortium (InTASC). Most importantly, the edTPA is on the cutting edge of teacher candidate assessment practices nationally and has been adopted by 25 states. The assessment is based on the National Board for Professional Teaching Standards (NBPTS) and, in order for a teacher candidate to fully demonstrate his/her readiness to become a teacher, a teacher candidate must submit a video-recorded instruction component featuring 15-20 minutes of instruction, alongside planning and assessment documentation. We believe that the edTPA can help guide the development of curriculum and practice in our colleges of education in ways that support our common goal of ensuring all students are college and career ready.

In December, the Board of Regents amended Section 80-1.5 of the Regulations of the Commissioner of Education and effective this month, schools and school systems are required to allow those students they

accept as student teachers to videotape a classroom “for the purpose of meeting the requirements of the teacher performance assessment for certification... A videotape made for this purpose shall be a confidential record of the department and as such, is not subject to viewing or disclosure to any individual or entity other than the applicant for certification, appropriate departmental personnel, and others engaged by the department to evaluate the videotape for purposes of determining the candidate’s eligibility for certification.”

As you know, there is nothing more impactful to a teacher’s practice than high-quality, evidence-based feedback. The candidates’ videos will be scored by trained higher education faculty and P-12 teachers. It will provide developing teacher candidates with high quality feedback using rubrics aligned with the New York State Teaching Standards and New York State-approved rubrics. The edTPA process itself provides teacher candidates with multiple opportunities for self-reflection, evidence-based feedback from peers and mentors, and continual professional growth. Field testing of the edTPA will begin in the Spring of 2013.

I ask that schools and school districts support teacher candidates in preparing for licensure by reviewing, if necessary, policies for the use of videotape in classrooms. Like NBPTS, the video process is a critical component of the edTPA.

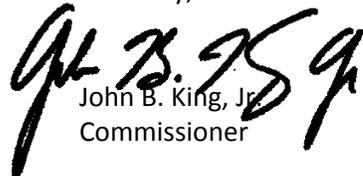
I also ask that our schools and districts work collaboratively with our teacher and leader preparation programs to create well-designed student teaching placements in which teacher candidates and cooperating teachers combine efforts to increase student achievement. Teacher candidates can support ongoing instruction in classrooms, work with small groups and tutor students – all of which can result in improved student learning and performance. Please keep in mind that the Department also provided the opportunity for cooperating teachers to receive additional points on the “other measures” portion of Annual Professional Performance Review to acknowledge this professional contribution to the field. (See H11: <http://engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>)

Ensuring teacher effectiveness is at the core of the Regents Reform Agenda. With your help, we can strengthen the connections between our teacher and leader preparation system and our P-12 system.

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

It is an honor to work alongside you.

Sincerely,



John B. King, Jr.
Commissioner

- c: Council of School Administrators – New York City (CSA-NYC)
- New York State Council of School Superintendents (NYSCOSS)
- New York State School Boards Association (NYSSBA)
- New York State United Teachers (NYSUT)
- United Federation of Teachers (UFT)
- School Administrators Association of New York State (SAANYS)
- Big Five Conference