



Our Students. Their Moment.

Our Shared Work: College and Career Readiness for New York's Students

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Commissioner of Education

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Graduating College and Career Ready

New York's 4-year high school graduation rate is 74% for All Students. However, the percent graduating college and career ready is significantly lower.

June 2012 Graduation Rate

Graduation under Current Requirements

	% Graduating
All Students	74.0
American Indian	58.5
Asian/Pacific Islander	81.6
Black	58.1
Hispanic	57.8
White	85.7
English Language Learners	34.3
Students with Disabilities	44.7

Calculated College and Career Ready*

	% Graduating
All Students	35.3
American Indian	18.8
Asian/Pacific Islander	56.5
Black	12.5
Hispanic	15.7
White	48.5
English Language Learners	7.3
Students with Disabilities	4.9

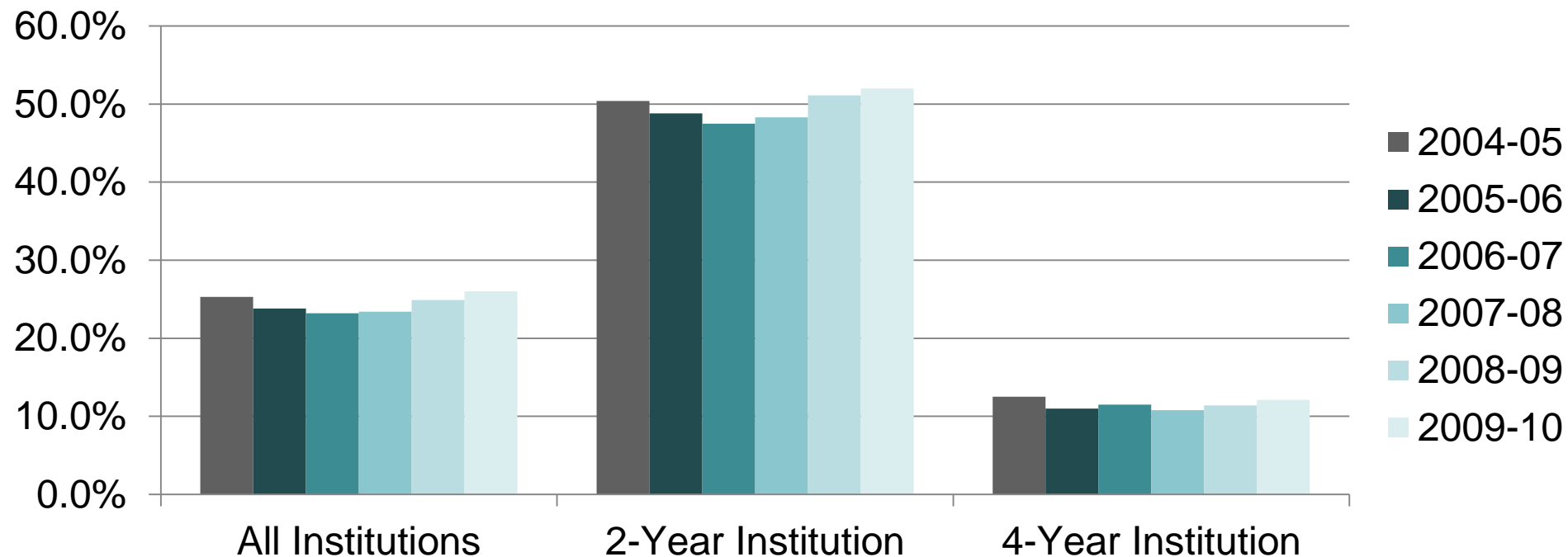
*Students graduating with at least a score of 75 on Regents English and 80 on a Math Regents, which correlates with success in first-year college courses.

Source: NYSED Office of Information and Reporting Services

Why Readiness Matters – College Remediation in NYS

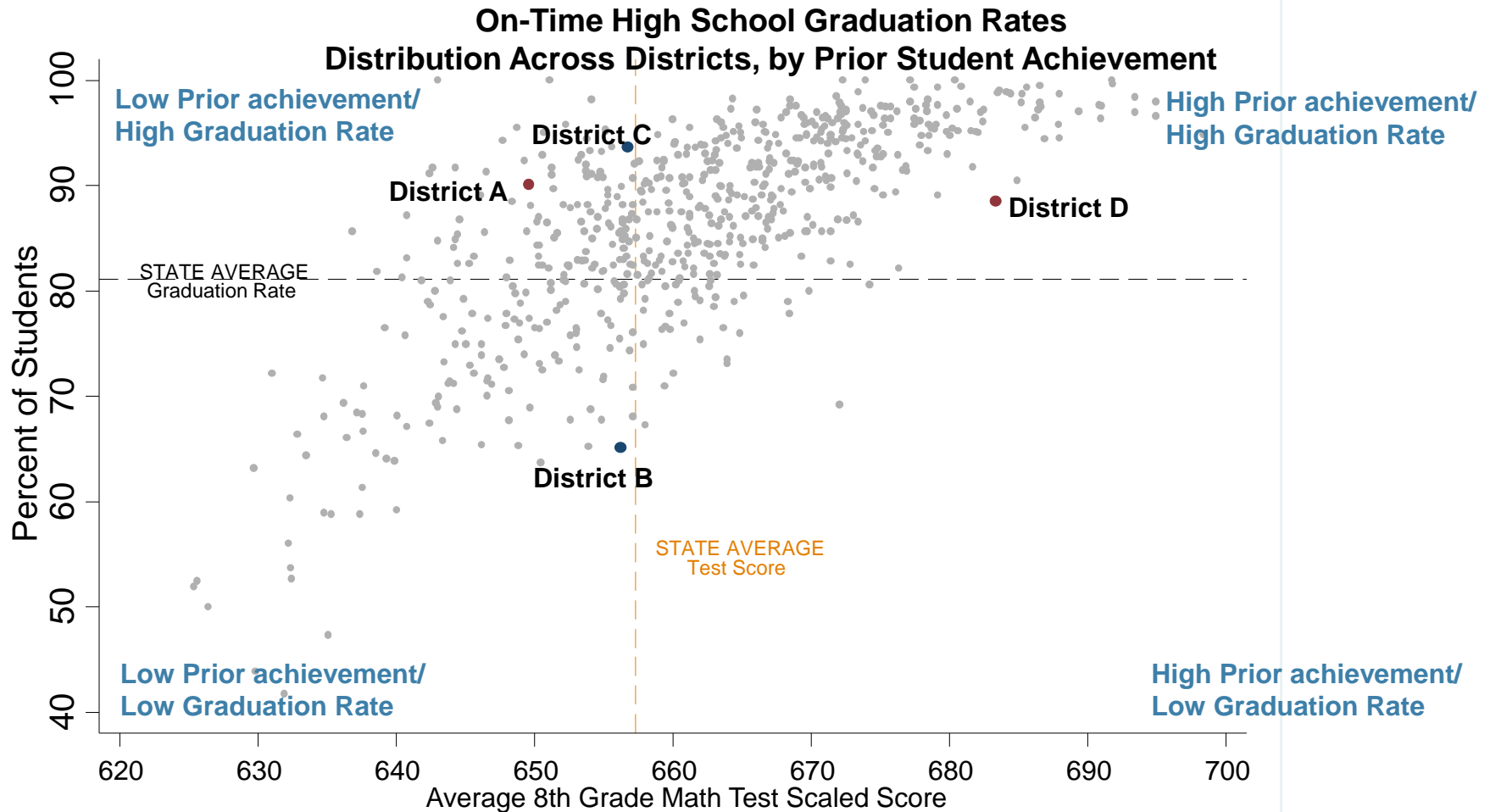
Over 50% of students in NYS two-year institutions of higher education take at least one remedial course.

Remediation Rates for First-time, Full-time Undergraduates



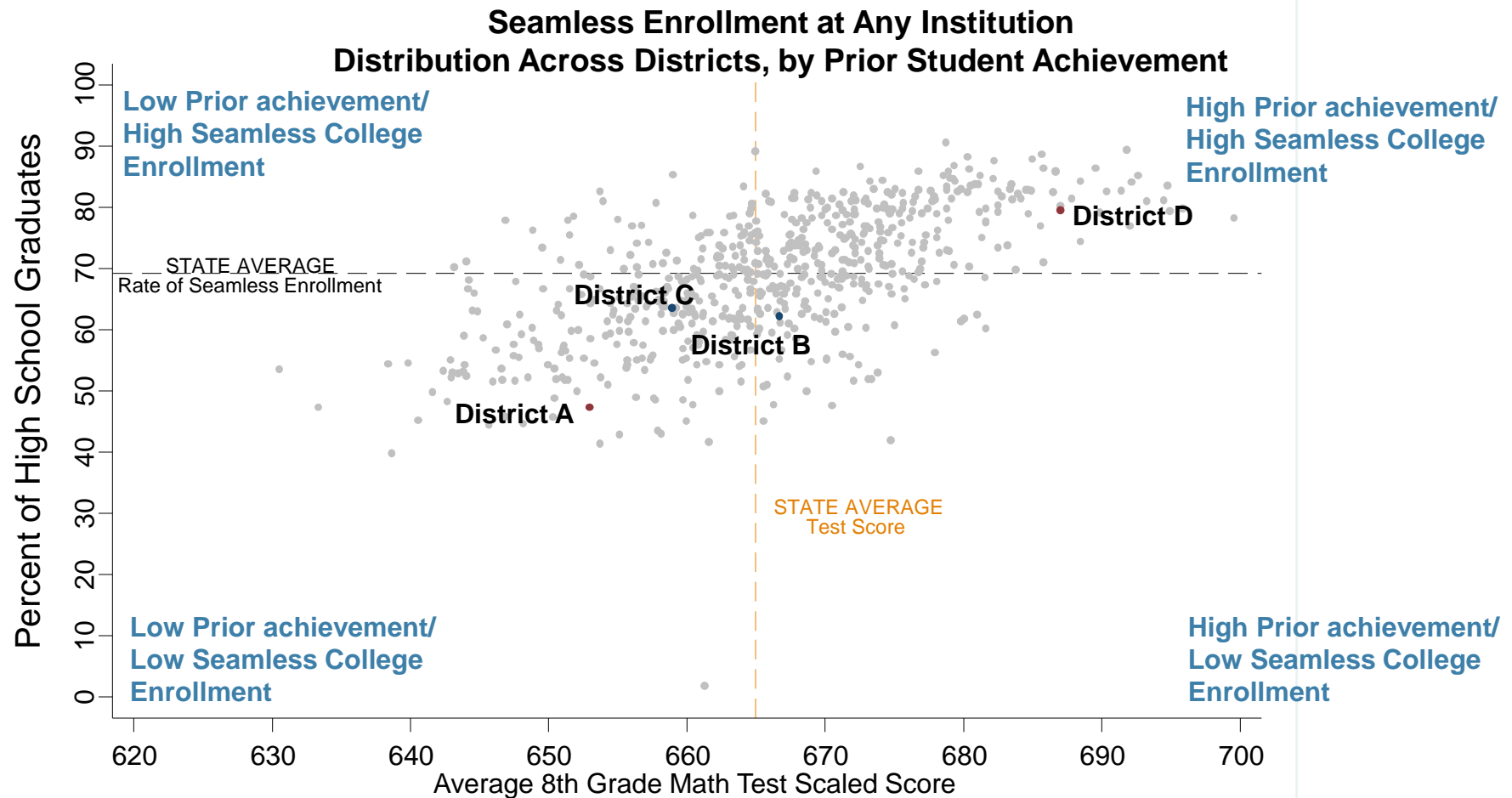
Source: NYSED Administrative Data for all Public, Independent and Proprietary 2- and 4-year institutions of higher education

Some districts are achieving high rates of on-time high school graduation with students with low prior achievement



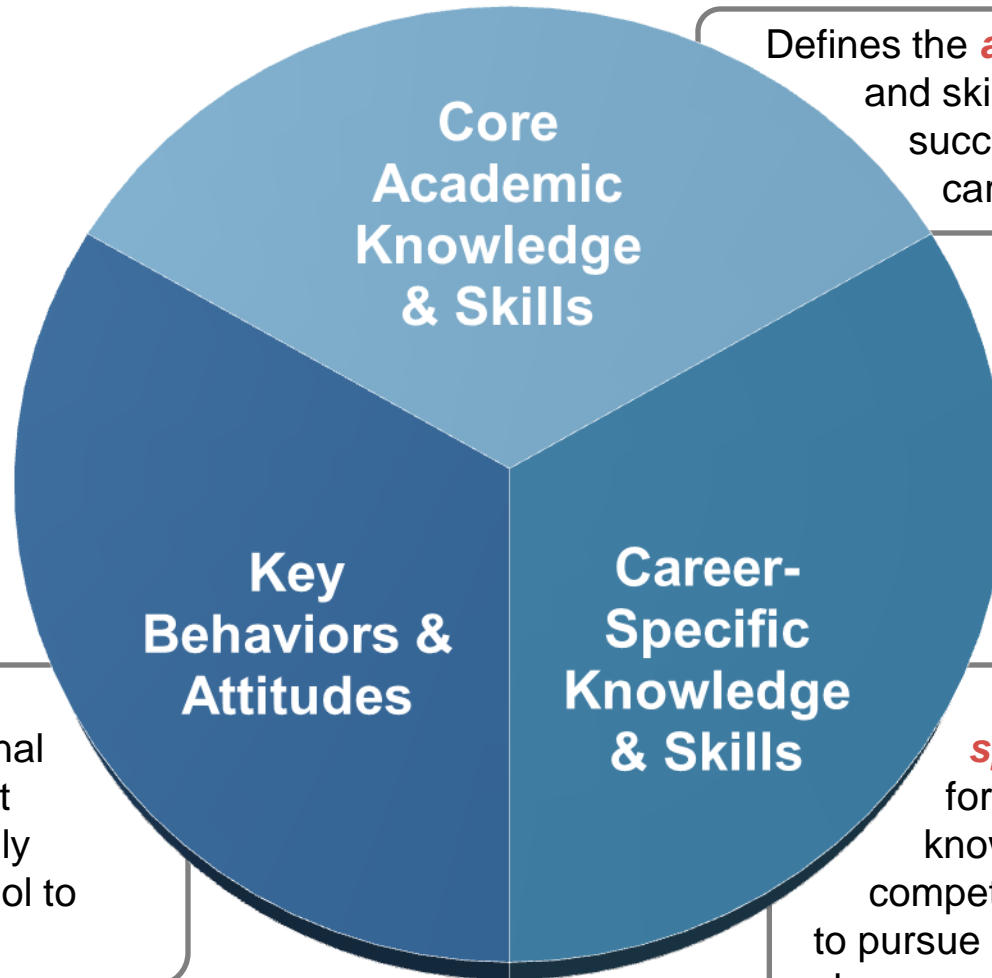
Sample: 2007-08 first-time ninth graders with valid scores on the NYSED 8th grade math test.
Sample size: 185,627 students in 659 districts. Districts with fewer than 20 students excluded.
All data from state administrative records.

Similarly, some districts are achieving high rates of seamless college enrollment with students with low prior achievement



Sample: 2010-11 high school graduates with valid scores on the NYSED 8th grade math test.
Sample size: 149,223 students in 650 districts. Districts with fewer than 20 students excluded.
Post-secondary enrollment outcomes from NSC match records. All other data from state administrative records.

Domains of College and Career Readiness

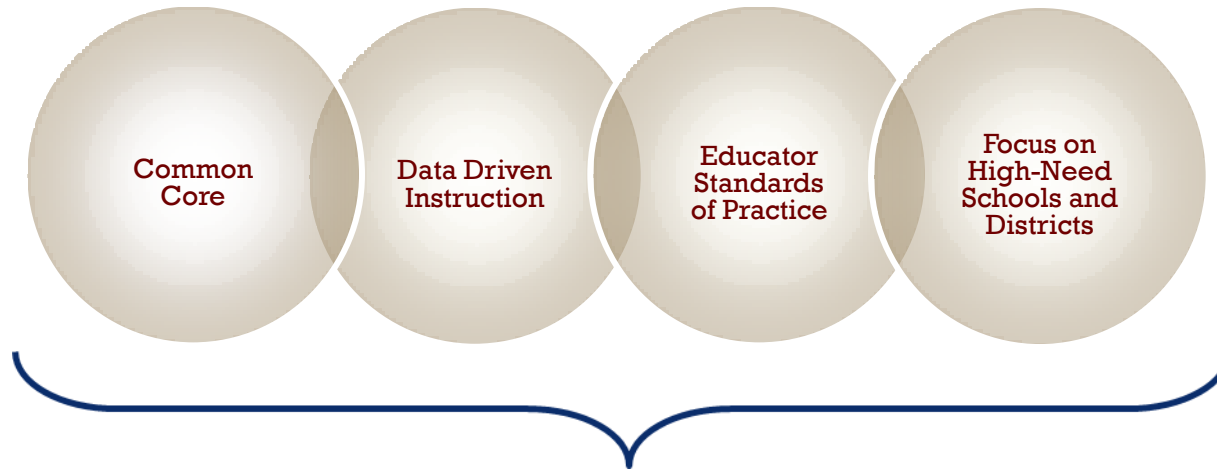


Defines the **academic** knowledge and skills students need to be successful in college and careers.

Specifies the **non-cognitive**, socio-emotional knowledge and skills that help students successfully transition from high school to college or careers.

Describes the **career-specific** opportunities for students to gain the knowledge, skills, and competencies they need to pursue and succeed in their chosen career.

Aligning Systems: P-20



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.

P-12 Common Core Implementation

- 2010:** Board of Regents adopts Common Core State Standards
- 2011:** EngageNY.org launched with Common Core tools and resources; first Network Team Institute held
- 2013:** Common Core Assessments in Grades 3 – 8 ELA and Math are administered
- 2014:** Roll-out of Common Core Regents Exams begins
- June 2014: ELA and Algebra I
 - June 2015: Geometry
 - June 2016: Algebra II

Class of 2017: First cohort of high school graduates required to pass Common Core Regents Exams for graduation
Transition to New York Common Core Assessments is a seven year phase-in.

Aligning Systems: Teacher and Leader Preparation

- In 2009, the Board of Regents approved a number of initiatives to transform teaching and learning and school leadership in New York State. One of those initiatives was to strengthen the examinations for the certification of teachers and school leaders
- Certification examination changes were included in NYS's successful Race to the Top application in 2010
- These changes were communicated to schools of education in 2010
- In April 2012, the Office of Higher Education announced the creation of a set of agreements with SUNY, CUNY and the Commission on Independent Colleges and Universities ("clcu")

Aligning Systems: Teacher and Leader Preparation

- Through new certification exams, every teacher will demonstrate:
 - **Common Core literacy skills**
 - **More advanced content knowledge in his/her chosen subject**
 - **Understanding of the needs of English Language Learners, Students with Disabilities and other students with special needs**
- And every teacher will show he/she can plan and deliver effective classroom instruction through a new “portfolio” assessment of teaching skills in action.
- NYSED has made a \$10 million Race to the Top investment to support SUNY, CUNY and the Commission on Independent Colleges and Universities in providing faculty professional development

Aligning Systems: Teacher and Leader Certification Assessments

New and Revised Assessments for Teacher Certification

Teacher Performance Assessment (edTPA) *NEW

Educating All Students *NEW

Academic Literacy Skills Test *NEW

Revised Content Specialty Test

New and Revised Assessments for School Building Leaders

School Building Leader (2 part) performance-based certification examination *NEW

Educating All Students) *NEW

Our Shared Work: Curriculum

To what extent are candidates aware of the Common Core Instructional Shifts?

Tri-State Quality Review Rubric for Lessons & Units: ELA/Literacy (Grades 3-5) and ELA (Grades 6-12) – Version 5

Grade: Literacy Lesson/Unit Title:

Overall Rating:

I. Alignment to the Depth of the CCSS	II. Key Shifts in the CCSS	III. Instructional Supports	IV. Assessment
<p><i>The lesson/unit aligns with the letter and spirit of the CCSS:</i></p> <ul style="list-style-type: none"> Targets a set of grade-level CCSS ELA/Literacy standards. Includes a clear and explicit purpose for instruction. Selects text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose. (i.e., presents vocabulary, syntax, text structures, levels of meaning/purpose, and other qualitative characteristics similar to CCSS grade-level exemplars in Appendices A & B) <p><i>In addition, for units:</i></p> <ul style="list-style-type: none"> Integrates reading and listening so that students can synthesize and apply skills. (Grades 3-5) Build knowledge and the reading and writing skills through the coherent texts. 	<p><i>The lesson/unit addresses key shifts in the CCSS:</i></p> <ul style="list-style-type: none"> Reading Text Closely: Makes reading text(s) closely, examining textual evidence, and discerning deep meaning a central focus of instruction. Text-Based Evidence: Facilitates rich and rigorous evidence-based discussions and writing about common texts through a sequence of specific, thought-provoking, and text-dependent questions (including, when applicable, questions about illustrations, charts, diagrams, audio/video, and media). Writing from Sources: Routinely expects that students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms (notes, summaries, short responses, or formal essays). Academic Vocabulary: Introduces and uses academic vocabulary in context. <i>In addition, for units:</i> Increasing Text Complexity: Progressively increases the complexity of texts. 	<p><i>The lesson/unit is responsive to varied student learning needs:</i></p> <ul style="list-style-type: none"> Cultivates student interest and engagement in reading, writing, and speaking about texts. Addresses instructional expectations and is easy to understand and use. Provides all students with multiple opportunities to engage with text of appropriate complexity for the grade level; includes appropriate scaffolding so that students directly experience the complexity of the text. Focuses on challenging sections of text(s) and engages students in a productive struggle through discussion questions and other supports that build toward independence. Integrates appropriate supports in reading, writing, listening and speaking for students who are ELL, have disabilities, or read well below the grade level. 	<p><i>The lesson/unit regularly assesses whether students are mastering standards-based content and skills:</i></p> <ul style="list-style-type: none"> Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade level CCSS standards with appropriately complex text(s). Assesses student proficiency using methods that are unbiased and accessible to all students.



Grade: Mathematics

– Version 4.2

Overall Rating:

I. Alignment to the Rigor of the CCSS	II. Key Areas of Focus in the CCSS
<p><i>The lesson/unit aligns with the letter and spirit of the CCSS:</i></p> <ul style="list-style-type: none"> Targets a set of grade level mathematics standard(s) at the level of rigor in the CCSS for teaching and learning. ** Standards for Mathematical Practice that are central to the lesson are identified, handled in a grade-appropriate way, and well connected to the content being addressed.** Presents a balance of mathematical procedures and deeper conceptual understanding inherent in the CCSS. 	<p>Observations and Comments:</p> <p>Suggestions for Improvement:</p> <p><i>The lesson/unit reflects evidence of key shifts that are reflected in the CCSS:</i></p> <ul style="list-style-type: none"> Focus: Centers on the concepts, foundational knowledge, and level of rigor that are prioritized in the standards. ** Coherence: Makes connections and provides opportunities for students to transfer knowledge and skills within and across domains and learning progressions. <p>Rigor: Requires students to engage with and demonstrate challenging mathematics in the following ways:</p> <ul style="list-style-type: none"> Application: Provides opportunities for students to independently apply mathematical concepts in real-world situations and problem solve with persistence, choosing and applying an appropriate model or strategy to new situations. Conceptual Understanding: Requires students to demonstrate conceptual understanding through complex problem solving, in addition to writing and speaking about their understanding. Procedural Skill and Fluency: Expects, supports, and provides guidelines for procedural skill and fluency with core calculations and mathematical procedures (when called for in the standards for the grade) to be performed quickly and accurately. <p>Suggestions for Improvement:</p>

Curriculum Modules

English Language Arts

- P-2 English Language Arts: Core Knowledge
- 3-8 English Language Arts: Expeditionary Learning
- 9-12 English Language Arts: Odell & PCG


Mathematics

- P-12 Common Core, Inc.


Tracking Module Updates

www.engageny.org/resource/curriculum-module-updates


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engage^{ny}
Our Students. Their Moment.




Common Core
Curriculum &
Assessments




Teacher/Leader
Effectiveness




Data Driven
Instruction



Video Library



Professional
Development &
Network Teams



Parent & Family
Resources

Curriculum Module Updates

[Home](#) » [Curriculum Module Updates](#)

New and Updated Modules and Curricular Resources

New and fully updated curricular materials are now ready for your classroom. The charts below reflect [Mathematics](#) and [English Language Arts](#) curricular materials and resources that have been updated or are posted for the 2013-14 school year. As additional materials are updated or posted, these charts will be updated. All other materials that are currently on EngageNY are ready for instructional use.

Printing Materials

The chart below will indicate when updates are made to curricular materials. Updates are generally in the form of design and format changes and the addition of supporting materials (such as Word versions of materials or student handouts). When content changes have been made, we will make that note. The chart shows two document statuses:

- **Posted Date** (date the resource was originally posted on EngageNY)
- **Updated Date(s)** (date(s) the resource was updated on EngageNY)

Curriculum Module Updates

Mathematics

Grade	Module	Status	Link	Changes Made
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Our Shared Work: Instruction

To what extent are candidates prepared to deliver instruction that reflects the Common Core Instructional Shifts?

INSTRUCTIONAL PRACTICE EVIDENCE GUIDE FOR COMMON CORE STATE STANDARDS
English Language Arts and Literacy, Grades K-2

The Instructional Practice Evidence Guide for English Language Arts and Literacy, Grades K-2 provides instructional leaders with the shifts required by Common Core State Standards for English Language Arts and Literacy. When the shifts are evident in an individual lesson and

Teacher: _____

Lesson Focus: _____

EVIDENT IN DAILY

1. Lessons include the

- A. The skill(s) being taught are foundational skills.
- B. Every student is present and engaged in the learning.
- C. There is evidence of the skills of each student being assessed.
- D. There is evidence of ongoing assessment.

2. A high quality text

NEW YORK STATE CCSS EVIDENCE GUIDE FOR PLANNING AND PRACTICE IN A SINGLE LESSON – English Language Arts and Literacy, Grades 3-5

The Shifts required by the Common Core State Standards for English Language Arts and Literacy, Grades 3-5

- Shift 1: Background knowledge
- Shift 2: Knowledge of language
- Shift 3: Reading and content
- Shift 4: Text-based
- Shift 5: Writing
- Shift 6: Academic

Date: _____

When the Common Core State Standards for English Language Arts and Literacy, Grades 3-5 are evident in a lesson

When observing

PLANNING EXPECTATION

- 1. A high quality text is the center of the lesson.
- A. Lesson plan includes appropriate

INSTRUCTIONAL PRACTICE EVIDENCE GUIDE FOR COMMON CORE STATE STANDARDS
English Language Arts, Grades 6-12

NEW YORK STATE CCSS EVIDENCE GUIDE FOR PLANNING AND PRACTICE IN A SINGLE LESSON – Mathematics, Grades K-8

The Instructional Practice Evidence Guide for English Language Arts, Grades 6-12 provides instructional leaders with the shifts required by Common Core State Standards for English Language Arts, Grades 6-12. When the shifts are evident in an individual lesson

Teacher: _____

Lesson Focus: _____

EVIDENT IN

1. A high quality

- A. The major speaking and listening skills are used.
- B. The text is appropriate for the grade and content.
- C. The text provides a clear focus for the lesson.
- D. Every student is engaged in the learning.

Evidence Collection Tools

- Shift 1: Focus:** Focus strongly where the Standards focus
- Shift 2: Coherence:** Think across grades, and link to major topics within grades
- Shift 3: Fluency:** Speed and accuracy with calculations, memorize core functions
- Shift 4: Deep Understanding:** Learn more than the tricks to get the right answer, learn the math
- Shift 5: Application:** Use math and choose appropriate concepts
- Shift 6: Dual Intensity:** Practicing and understanding occurring with intensity

instructional planning and practice. It is designed as a developmental tool for teachers and those who support teachers.

- Use only sections 2 and 3 for learning walks
- Use sections 1, 2 and 3 when the observer either meets with the teacher ahead of the lesson and/or reviews the lesson plan in depth before viewing the lesson

Date: _____ Teacher: _____ Class: _____ Lesson Focus: _____

When observing math lessons, bring with you: a copy of the grade-appropriate [Standards](#), the [Mathematical Practices](#), and the [major work of the grade](#).

PLANNING

EVIDENCE OBSERVED OR GATHERED

1. The lesson focuses on the Common Core State Standards.

These expectations should be evident in planning and observable in instruction. Sample artifacts and observables include: lesson plan, problems and exercises, and tasks and assessments.

- A. The lesson focuses on grade-level cluster(s), grade-level content standard(s) or part(s) thereof.

No (does not address work of the grade)	Yes
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Evidence and Ideas for Improvement:

- B. The lesson's problems sets, exercises, tasks

CCSS Instructional Videos

Teaching is the Core

Home » Teaching is the Core



Common Core Instruction: Making a Claim Using Two Texts with Similar Themes

Home » Common Core Instruction: Making a Claim Using Two Texts with Similar Themes



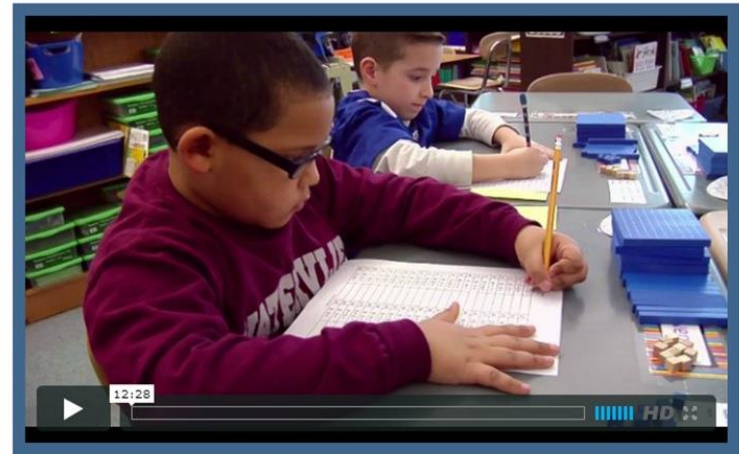
A Portrait of a District Getting Smarter about the Core: Webster Central School District

Home » A Portrait of a District Getting Smarter about the Core: Webster Central School District



Common Core Instruction: Use Modeling and Tools to Solve Three Digit Subtraction Problems

Home » Common Core Instruction: Use Modeling and Tools to Solve Three Digit Subtraction Problems



NEW LANGUAGE ARTS PROGRESSIONS

Common Core Anchor Standard (SL.2): Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Common Core Grade 9-10 Standard (SL.9-10.2): Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

MAIN ACADEMIC DEMAND:
Compare/Contrast, Synthesize and Evaluate the Credibility of Information Presented in Various Formats

GRADE LEVEL ACADEMIC DEMAND:
Synthesize and Evaluate the Reliability of Different Sources of Information Presented in Diverse Media or Formats

5 Levels of Language Progressions	Entering	Emerging	Transitioning	Expanding	Commanding
When acquiring a new language, student performance of the standard using grade level text/media and with proper supports at each level demonstrates that they are:					
RECEPTIVE Oracy and Literacy Links	<p>L. Able to compare and contrast <i>two or more</i> sources of information by organizing <i>pre-identified key words</i> into a <i>Venn Diagram</i> that targets similarities and differences, as sources are read aloud in class, or in <i>partnership and/or teacher lead small group</i> discussions, in <i>new and/or home language</i>.</p> <p>R. Able to evaluate the credibility of <i>two or more</i> sources by rating each source (<i>authority and/or currency</i>) in a <i>provided scoring rubric</i> and justifying the ratings by choosing from a <i>pre-identified list of words</i>, when reading sources in <i>new and/or home language</i>. (See CCLS RI. 3.7)</p>	<p>L. Able to compare and contrast <i>two or more</i> sources of information by organizing <i>pre-identified key phrases and short sentences</i> into a <i>Venn Diagram</i> that targets similarities and differences, as sources are read aloud in class, or in <i>partnership and/or small group</i> discussions, in <i>new and/or home language</i>.</p> <p>R. Able to evaluate the credibility of <i>two or more</i> sources by rating each source (<i>authority and/or currency</i>) in a <i>provided scoring rubric</i>, and justifying the ratings by choosing from a <i>pre-identified list of phrases and short sentences</i>, when reading sources in <i>new and/or home language</i>. (See CCLS RI. 3.7)</p>	<p>L. Able to compare and contrast <i>multiple</i> sources of information by organizing <i>similarities and differences into a partially completed evaluative graphic organizer</i>, as sources are read aloud in class, or in <i>partnership, small group, and/or whole class</i> discussions, in <i>new and occasionally in home language</i>.</p> <p>R. Able to evaluate the credibility of <i>multiple</i> sources by rating each source (<i>authority, currency and/or objectivity</i>) in a <i>provided scoring rubric</i>, and justifying the ratings <i>after teacher modeling</i>, when reading sources in <i>new and occasionally in home language</i>. (See CCLS RI. 3.7)</p>	<p>L. Able to compare and contrast <i>multiple</i> sources of information by <i>independently</i> organizing <i>similarities and differences into an evaluative graphic organizer</i>, as sources are read aloud in class, or in <i>partnership, small group, and/or whole class</i> discussions, in <i>new language</i>.</p> <p>R. Able to evaluate the credibility of <i>multiple</i> sources by rating each source (<i>authority, currency and/or objectivity</i>) in a <i>provided scoring rubric</i> and justifying the ratings <i>independently</i>, when reading sources in <i>new language</i>. (See CCLS RI. 3.7)</p>	<p>L. Able to compare and contrast <i>multiple</i> sources of information by organizing <i>similarities and differences into a note taking guide or taking notes independently</i>, as sources are read aloud in class, or in <i>partnership, small group, and/or whole class</i> discussions, in <i>new language</i>.</p> <p>R. Able to evaluate the credibility of <i>multiple</i> sources by rating each source (<i>authority, currency and/or objectivity</i>) in a <i>note taking guide or taking notes independently</i> and justifying the ratings <i>independently</i>, when reading sources in <i>new language</i>. (See CCLS RI. 3.7)</p>

Our Shared Work: Assessment

To what extent are candidates familiar with local assessments and performance tasks that reflect the Common Core Instructional Shifts?

New York State Item Review Criteria for Grade 3-8 Mathematics Tests

Home » New York State Item Review Criteria for Grade 3-8 Mathematics Tests

Latest Updates

- SLO Results Analysis Webinar
- Message from Commissioner King: Teaching is the Core
- Designing Career Ladder Programs for Teachers and Principals
- Teaching is the Core
- Grade 2 ELA Domain 6: Cycles in Nature

New York State Item Review Criteria for Grade 3-8 English Language Arts Tests

Home » New York State Item Review Criteria for Grade 3-8 English Language Arts Tests

NYSED Assessment Design Documents

- Message from Commissioner King: Teaching is the Core
- Designing Career Ladder Programs for Teachers and Principals
- Teaching is the Core
- Grade 2 ELA Domain 6: Cycles in Nature

With the transition to the New York P12 Common Core State Standards (CCSS) significant changes have been made to the New York State Assessment Design Documents. These documents measure the performance of students from past years using resources that

The CCSS for ELA clearly require an increased depth in analysis of text. Most standards require that students move well beyond straightforward comprehension and move towards insightful analysis of various aspects of complex texts. To guide item development and to help ensure that NYS tests are measuring the CCSS for ELA with fidelity, the New York State Education Department (NYSED) has developed an Item Review Criteria.

Item Review Criteria

The Item Review Criteria is a framework used by assessment developers and reviewers to help ensure that NYSTP ELA tests have high-quality questions that measure the CCSS for ELA. The Item Review Criteria articulate the four major item characteristics required for quality questions. NYSED uses the Item Review Criteria to help ensure that each item:

1. is clear;
2. is fair;
3. measures a specific Common Core standard (or standards) with fidelity; and
4. conforms to the specifications for the item type.

Materials to Support Test Score Interpretation and Use

Released Annotated Items

- Select Items from 2013 Tests with annotations

Performance Level Descriptions

- Descriptions of the knowledge and skills required for each performance level

Appropriate Use of Test Score Data

- Suggested analysis of test score data to further interpret student performance

Annotated Score Report

- Annotated score report to help parents and students interpret scores

The DDI Implementation Rubric Informs & Supports

IMPLEMENTATION RUBRIC DATA-DRIVEN INSTRUCTION & ASSESSMENT

Paul Bambrick-Santoyo & New Leaders for New Schools

The rubric is intended to be used to assess the present state of data-driven instruction and assessment in a school. The rubric specifically targets interim assessments and the key drivers leading to increased student achievement.

4 = Exemplary Implementation 3 = Proficient Implementation 2 = Beginning Implementation 1 = No Implementation

DATA-DRIVEN CULTURE		
1. Highly active Leadership Teams facilitate teacher-leader data analysis meetings after each interim assessment and maintain focus on the process throughout the year		/4
2. Introductory Professional Development: teachers and leaders are effectively introduced to data-driven instruction—they understand how interim assessments define rigor and experience the process of analyzing results and adapting instruction		/4
3. Implementation Calendar: Begin school year with a detailed calendar that includes time for assessment creation/adaptation, implementation, analysis, planning meetings, and re-teaching (flexible enough to accommodate district changes/mandates)		/4
4. Ongoing Professional Development: PD calendar is aligned with data-driven instructional plan; includes modeling assessment analysis/action planning and is flexible to adapt to student learning needs		/4
5. Build by Borrowing: Identify and implement best practices from high-achieving teachers & schools; visit schools/classrooms, share & disseminate resources/strategies		/4
ASSESSMENTS		Lit. Math
1. Common Interim Assessments 4-6 times/year		/4 /4
2. Transparent Starting Point: teachers see the assessments at the beginning of each cycle; they define the roadmap for teaching		/4 /4
3. Aligned to state tests and college readiness		/4 /4
4. Aligned to instructional sequence of clearly defined grade level/content expectations		/4 /4
5. Re-Assess previously taught standards		
ANALYSIS		
1. Immediate turnaround of assessment results (ideally 48hrs)		/4
2. User-friendly, succinct data reports include: item-level analysis, standards-level analysis & bottom line results		/4
3. Teacher-owned analysis facilitated by effective leadership preparation		/4
4. Test-in-hand analysis between teacher(s) & instructional leader		/4
5. Deeper moves beyond "what" students got wrong and answers "why" they got it wrong		/4
ACTION		
1. Plan new lessons collaboratively to develop new strategies based on data analysis		/4
2. Implement explicit teacher action plans in whole-class instruction, small groups, tutorials, and before/after-school supports		/4
3. Ongoing assessment: utilize in-the-moment checks for understanding and in-class assessment to ensure student progress between interim assessments		/4 /4
4. Accountability: instructional leaders review lesson/unit plans and give observation feedback driven by the action plan and student learning needs		/4
5. Engaged Students know the end goal, how they did, and what actions they are taking to improve		

TOTAL: /100

Revised: November 10, 2008

To what extent are candidates familiar with Student Learning Objectives (SLOs) and the need for SLOs to reflect College & Career Ready rigor and drive continuous improvement in instruction?

Race to the Top Support Network: Multi-State SLO Rubric

Draft Criteria/Standards for SLO Approval

All items must be checked in order for the SLO to be considered as "meeting expectations."

<u>Check to indicate if SLO meets expectation</u>	<u>Domain/Expectation</u>	<u>Where to find in NYS SLO Template</u>
	Domain 1: Priority of Standard	
	1. Standard(s) identified aligns to common core, international, national, state, local or industry recognized standards	Learning Content
	2. Selected standards/content are appropriate for the instructional interval defined	Learning Content
	3. SLO justifies the selection of standard(s) by explaining how it aligns to common core or other standards, addresses critical content or skills and is appropriate for the defined instructional interval	Learning Content, Rationale

Multi-State SLO Rubric

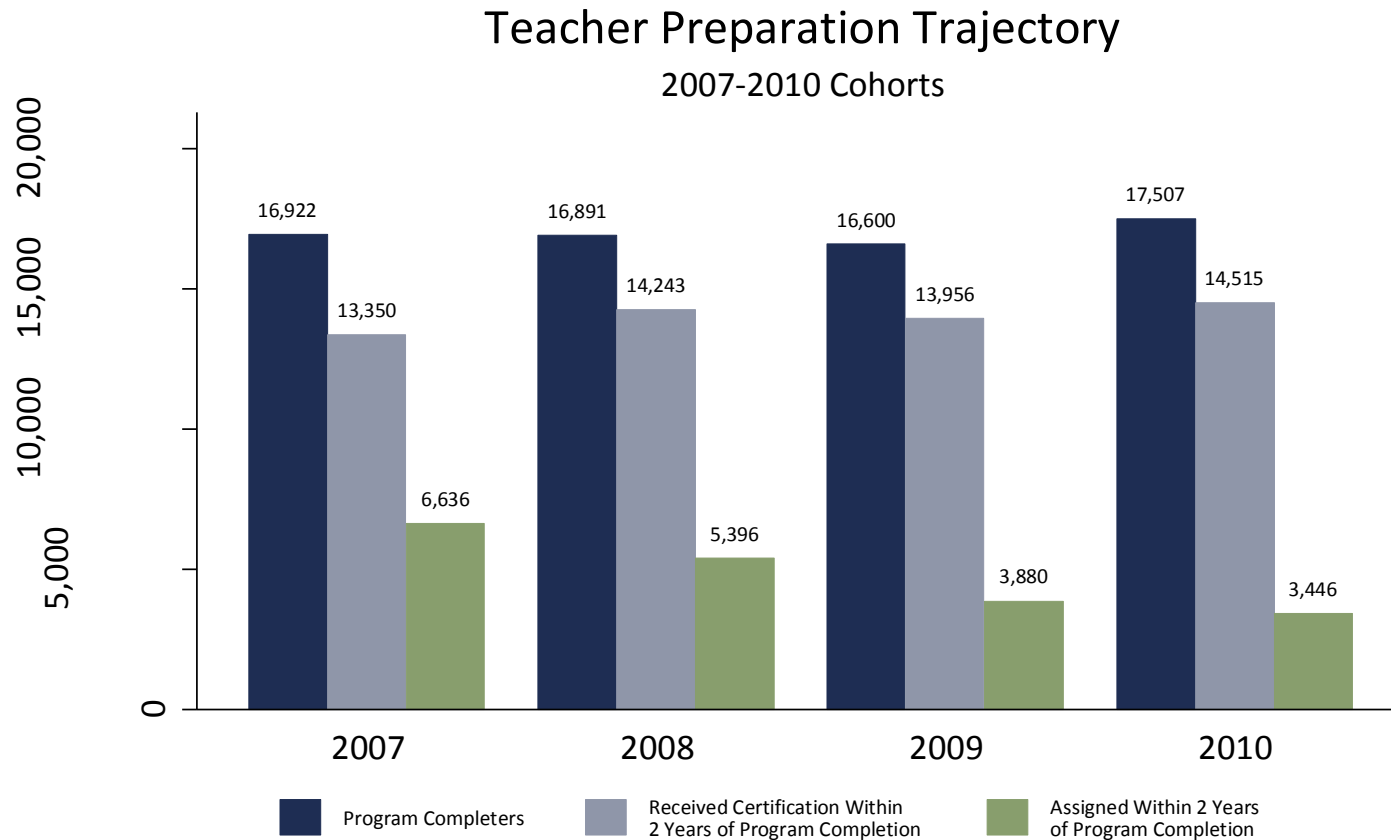
Rubric designed to ensure:

- all students are included;
- quality standards;
- evidence and baseline directly inform the target;
- target is rigorous - yet attainable - and differentiated to meet students' needs;
- target is based on multiple measures and anchored in data; and
- rationale explains how all of the SLO elements fit together to ensure educator thoughtfully focused on improving student achievement and preparing students for the next level of learning.

Our Shared Work: Teacher Supply and Demand

All data analytics in this section and some in the College-going section were completed by the Strategic Data Project from Harvard University using source data from New York State Education Department

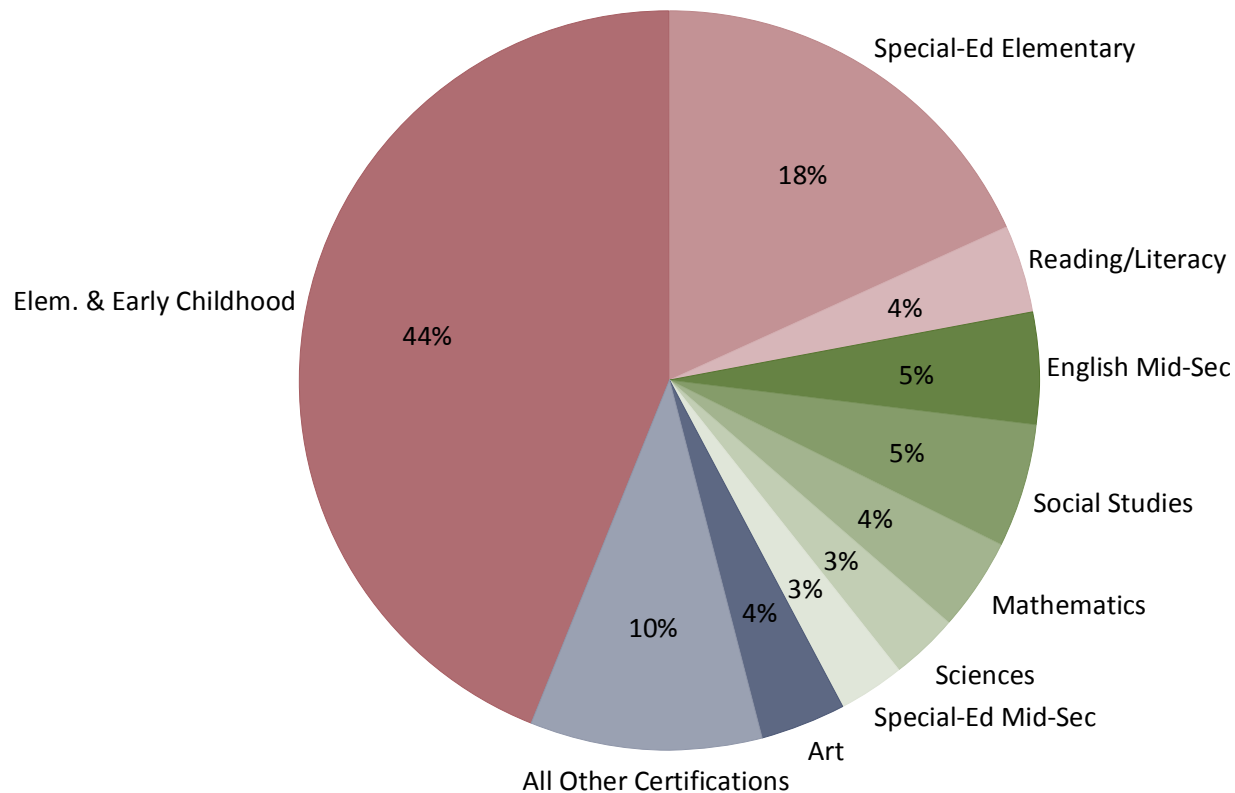
The number of new teacher candidates hired by NY public and charter schools fell sharply from 2007 to 2010



Sample includes teacher preparation program completers of New York State institutions of higher education who were not employed as teachers in NYS public or charter schools prior to program completion. Program completers who received Transitional B or Transitional C certificates are excluded from the analysis. Data source: New York State Education Department records.

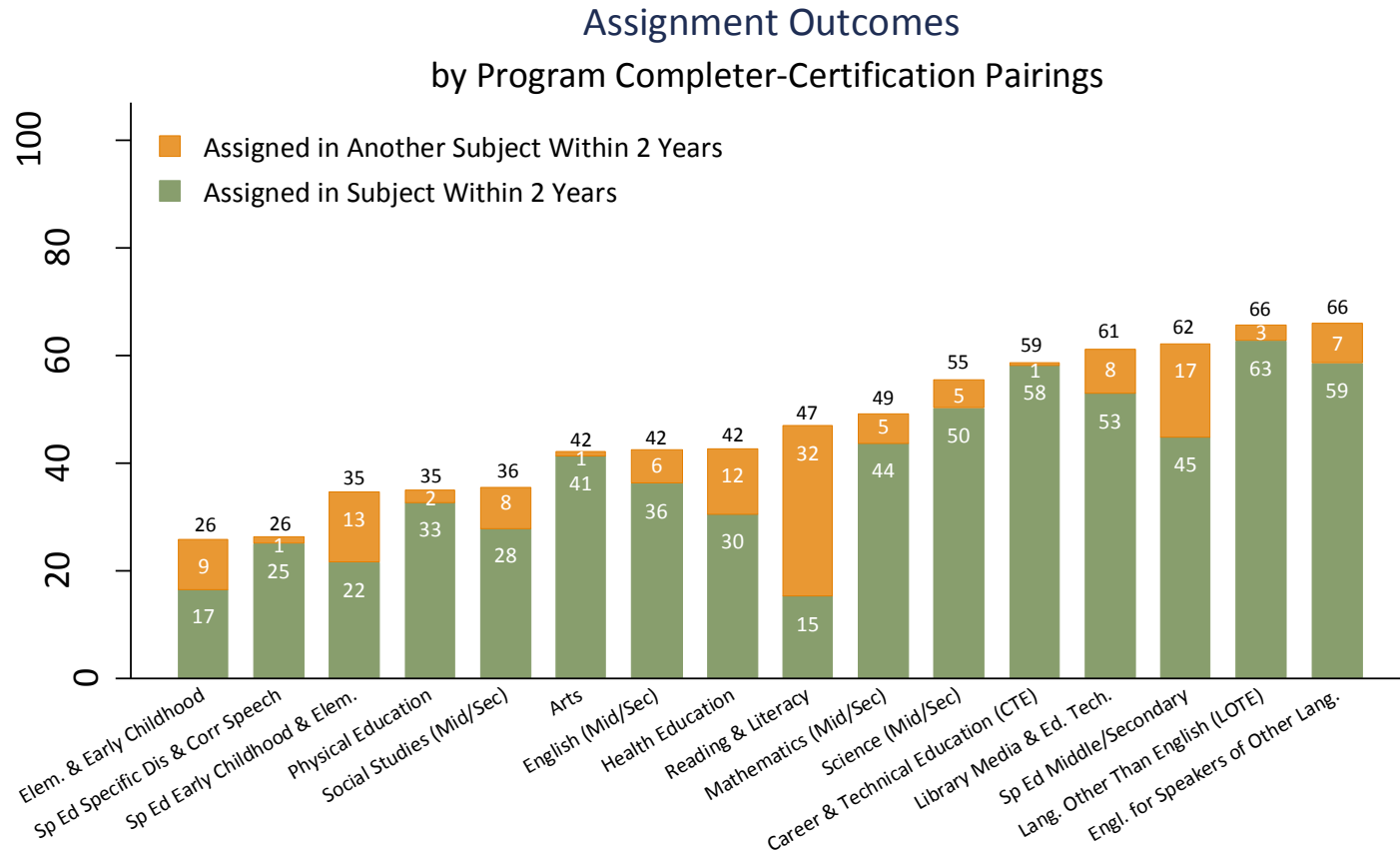
Nearly one-half of certificates granted to new teacher candidates were in elementary education

Initial Certifications Received by Program Completers
by Subject, 2007-10



Sample includes certifications received within two years of graduation by teacher preparation program completers from New York State institutions of higher education who were not employed as teachers in NYS public or charter schools prior to program completion, including 88,354 certificates and 57,428 individuals. Program completers who received Transitional B or Transitional C certificates are excluded from the analysis. Data source: New York State Education Department records.

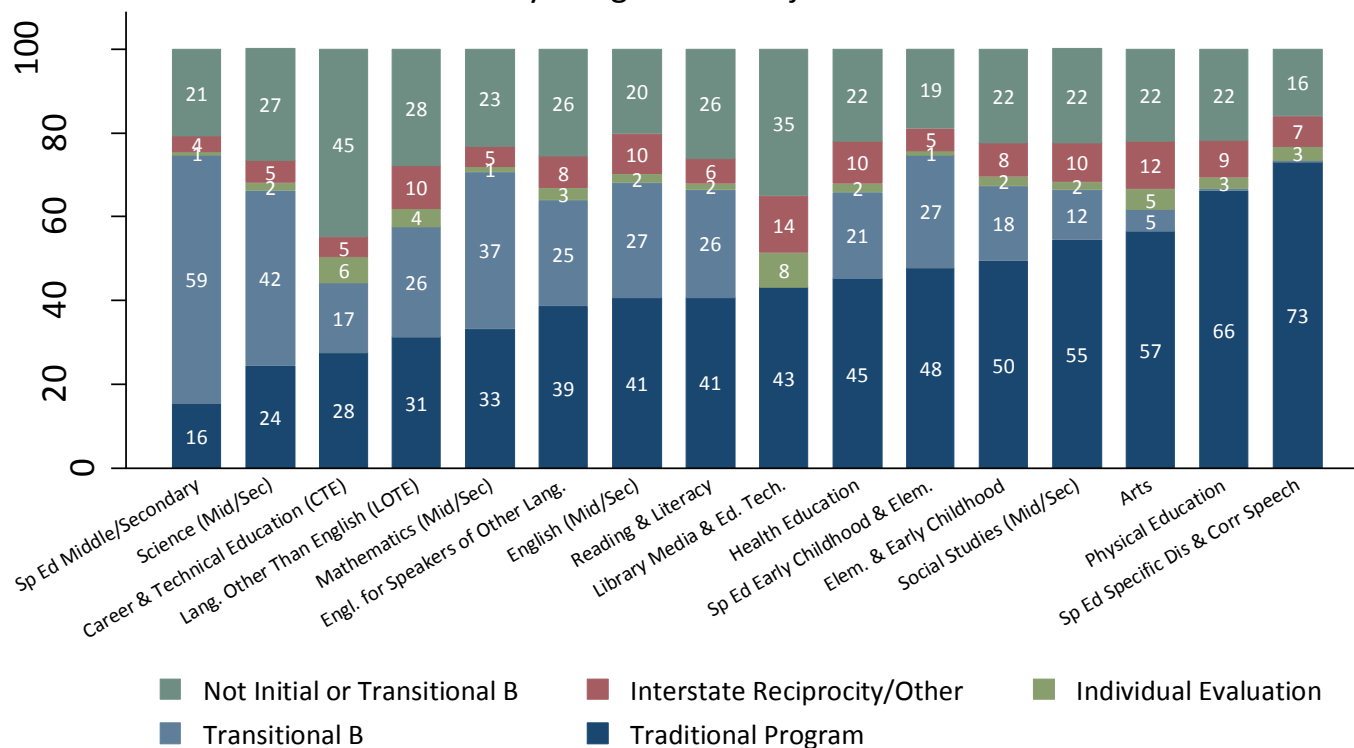
The likelihood of attaining employment varied dramatically by certification subject



Each subject category sample includes certificate-holding new teacher candidates who completed NYS teacher preparation programs in the subject in 2006-07 through 2009-10 and were not employed as NYS public or charter school teachers prior to program completion. Full sample includes 67,199 program completer-subject pairings. Program completers who received Transitional B or Transitional C certificates are excluded from the analysis. Data source: New York State Education Department records.

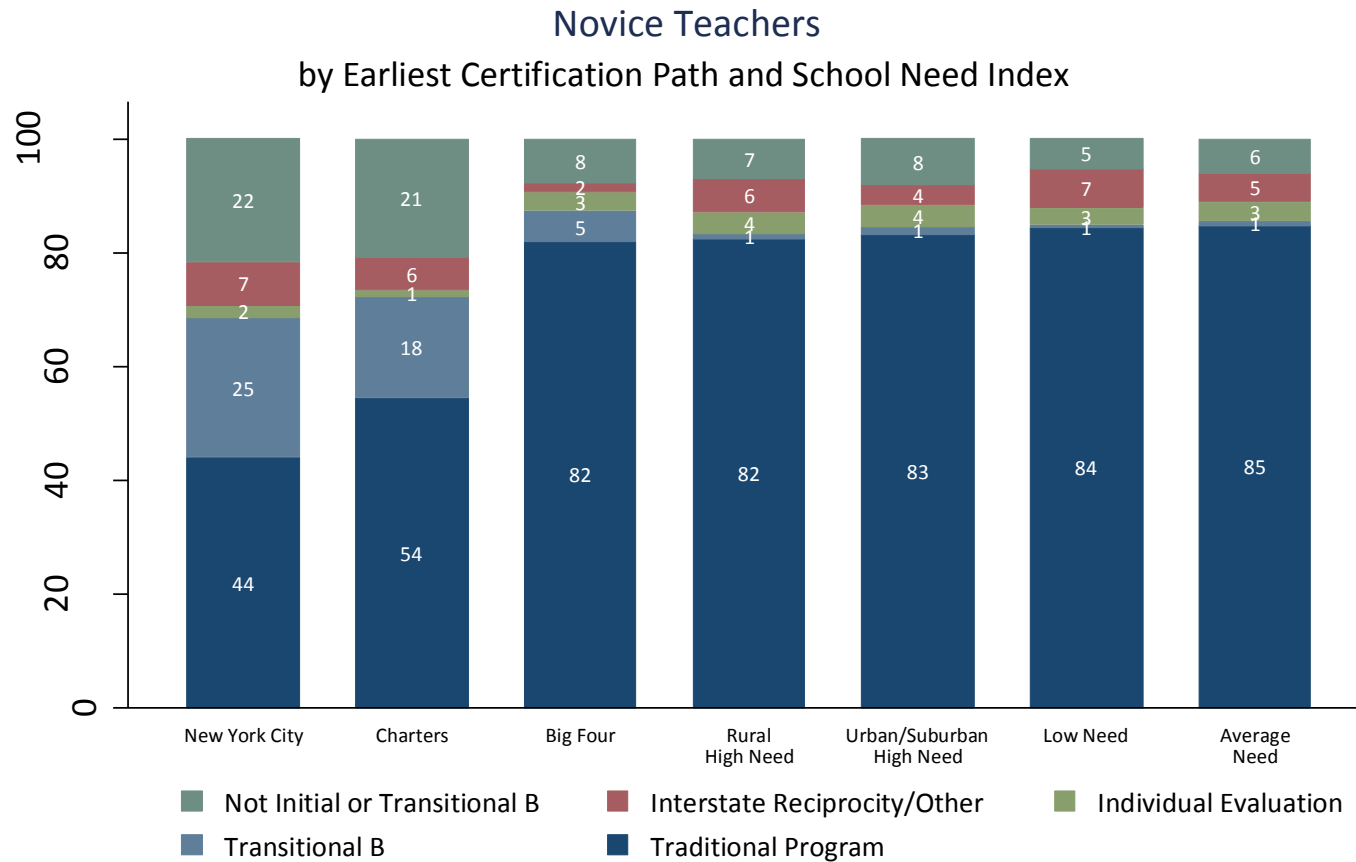
In New York City, alternative certification pathways are used to fill shortage shortage subject area roles

Certification Paths for Novice Teachers in New York City
by Assignment Subjects



Sample includes novice teachers with teacher job codes in New York City public schools in the 2007-08 to 2010-11 school years. Novice teachers were in their first teaching year in NYS public and charter schools and reported having zero teaching experience. Full sample includes 15,740 teacher-assignment pairs. Certification path is based on first Initial or Transitional B certificates received before hire and after 2004. Data source: New York State Education Department records.

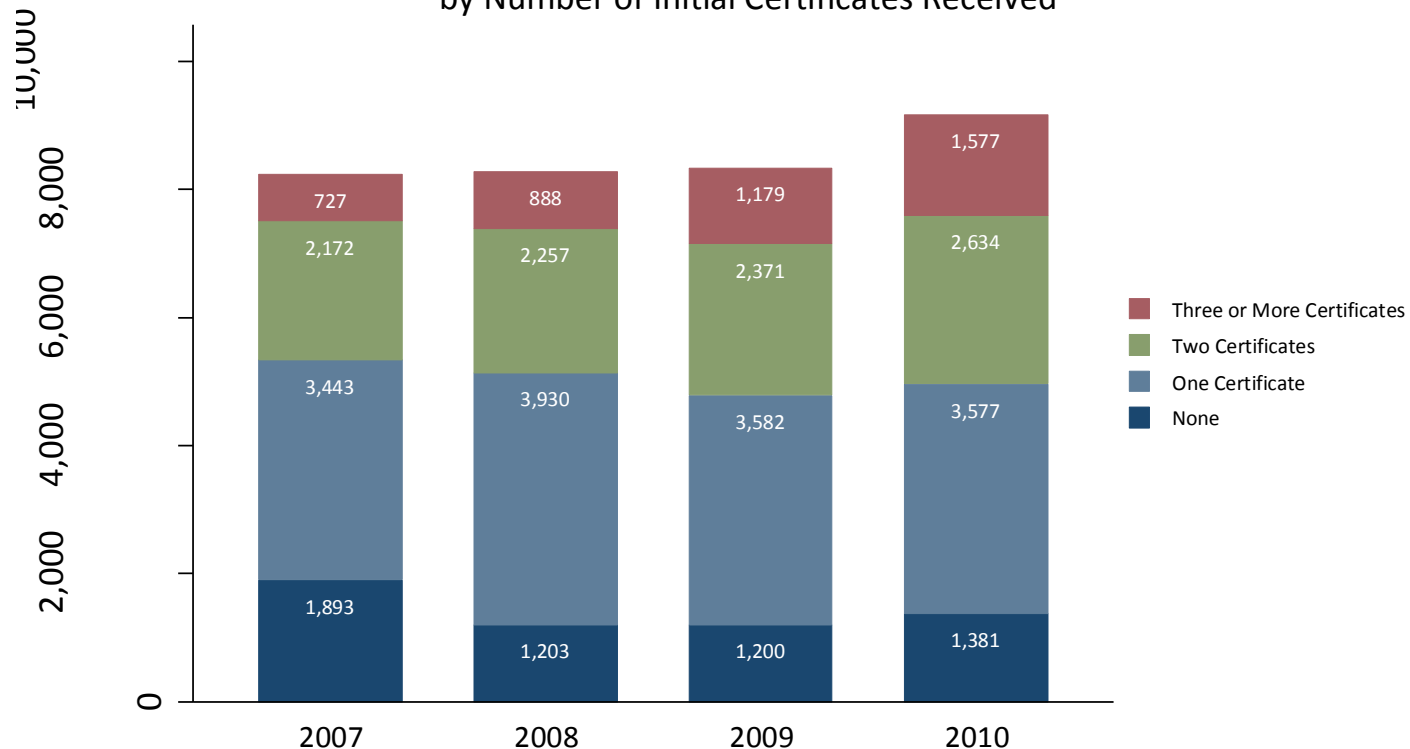
Outside NYC and Charter schools, alternative certification pathways are not utilized



Sample includes 29,028 novice teachers with teacher job codes in New York State public and charter schools in the 2007-08 to 2010-11 school years. Novice teachers were in their first teaching year in NYS public and charter schools and reported having zero teaching experience. Certification path is based on first Initial or Transitional B certificates received before hire and after 2004. Data source: New York State Education Department records.

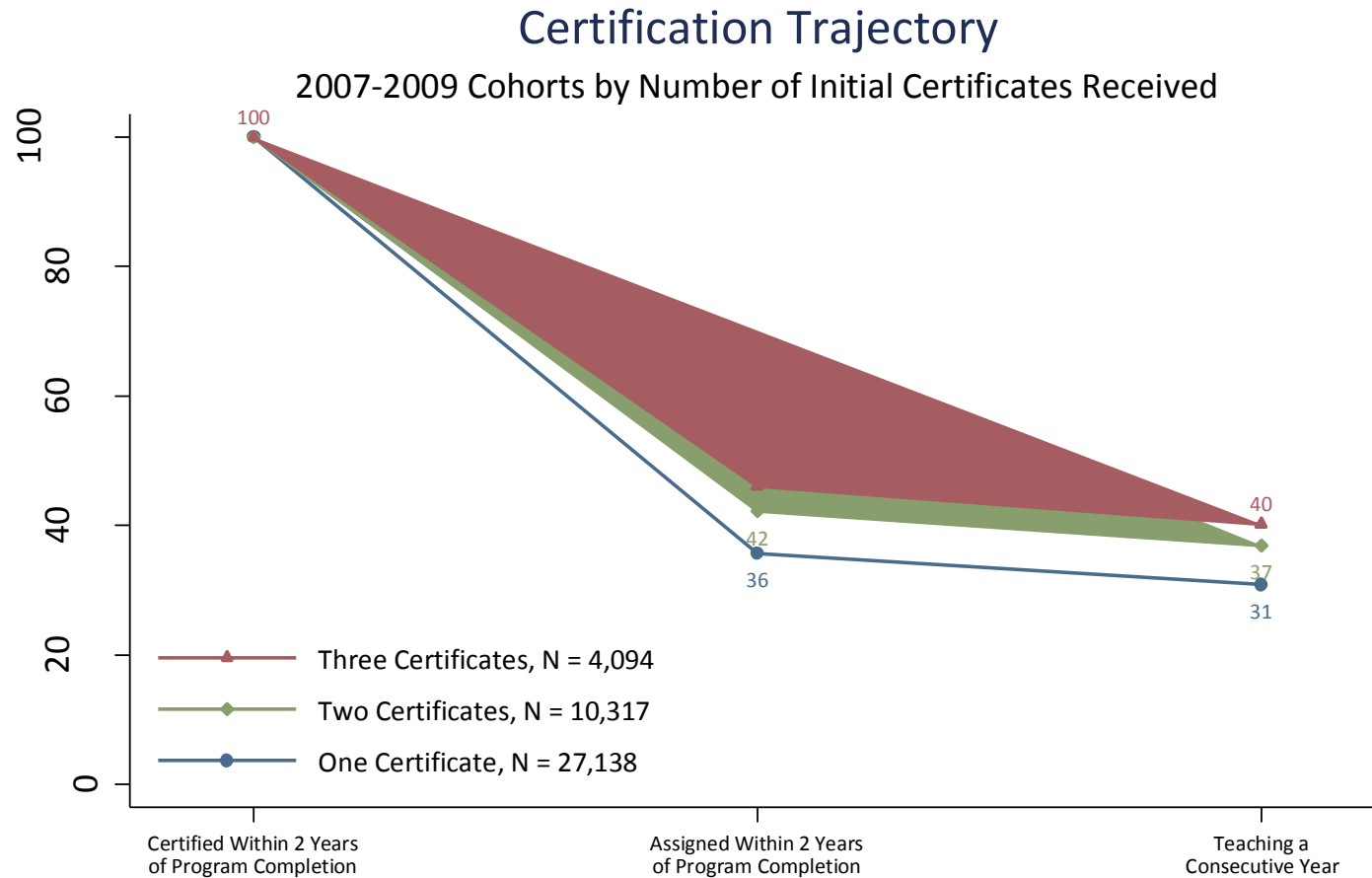
The number of elementary teacher candidates with multiple certifications has been increasing

Elementary & Early Childhood Program Completers
by Number of Initial Certificates Received



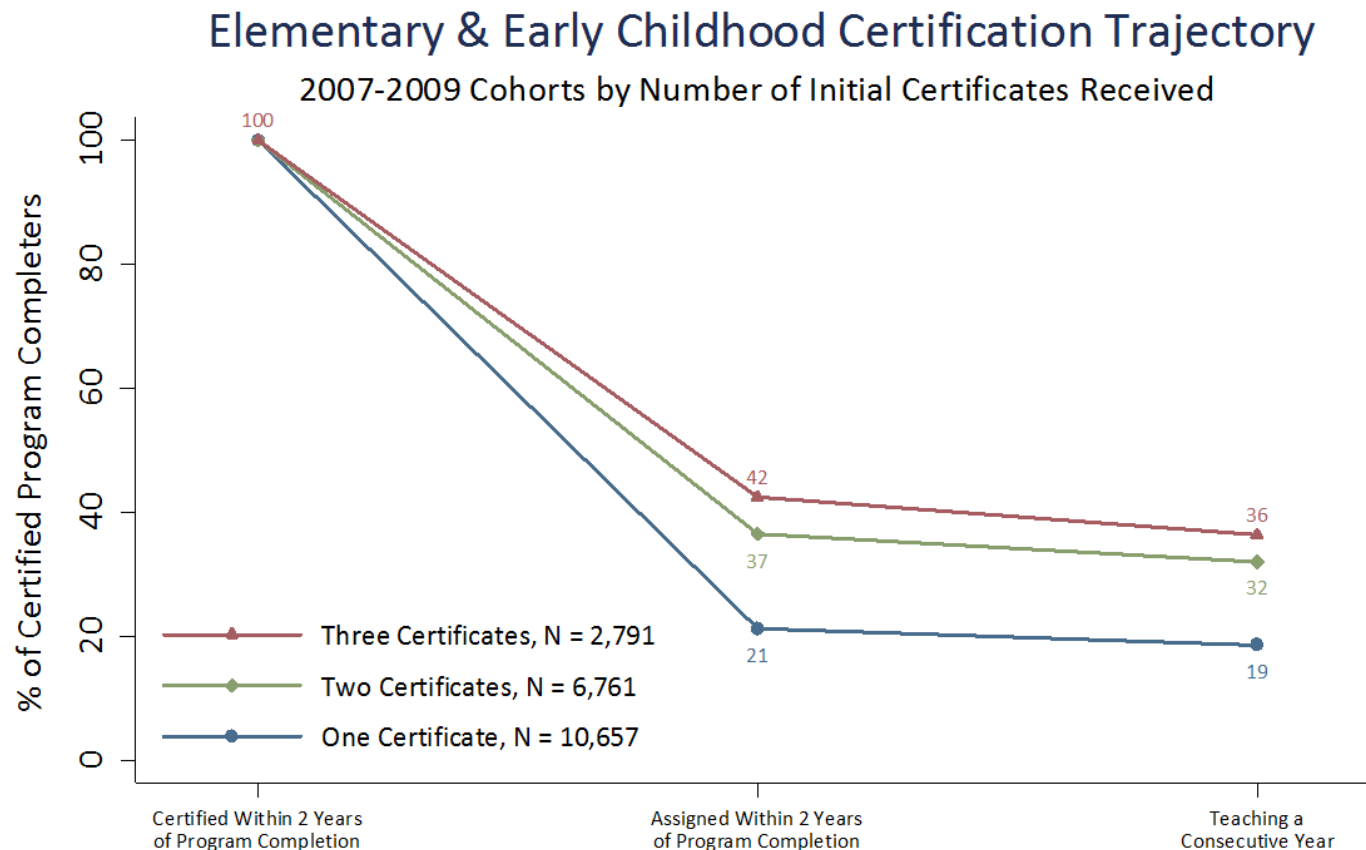
Sample includes individuals who completed elementary and early childhood teacher preparation programs at New York State institutions of higher education in 2006-07 to 2009-10 and who were not employed as teachers in NYS public or charter schools prior to program completion. Sample includes 5,677 individuals with no certificates, 14,532 individuals with one certificate, 9,434 individuals with two certificates, and 4,371 individuals with three or more certificates. Program completers who received Transitional B or Transitional C certificates are excluded from the analysis. Data source: New York State Education Department records.

Graduates with multiple certificates are more likely to be hired



Sample includes certificate-holding individuals who completed teacher preparation programs at New York State institutions of higher education in 2006-07 to 2008-09 and who were not employed as teachers in NYS public or charter schools prior to program completion. Program completers who received Transitional B or Transitional C certificates are excluded from the analysis. Data source: New York State Education Department records.

Elementary education graduates with multiple certificates are substantially more likely to find jobs



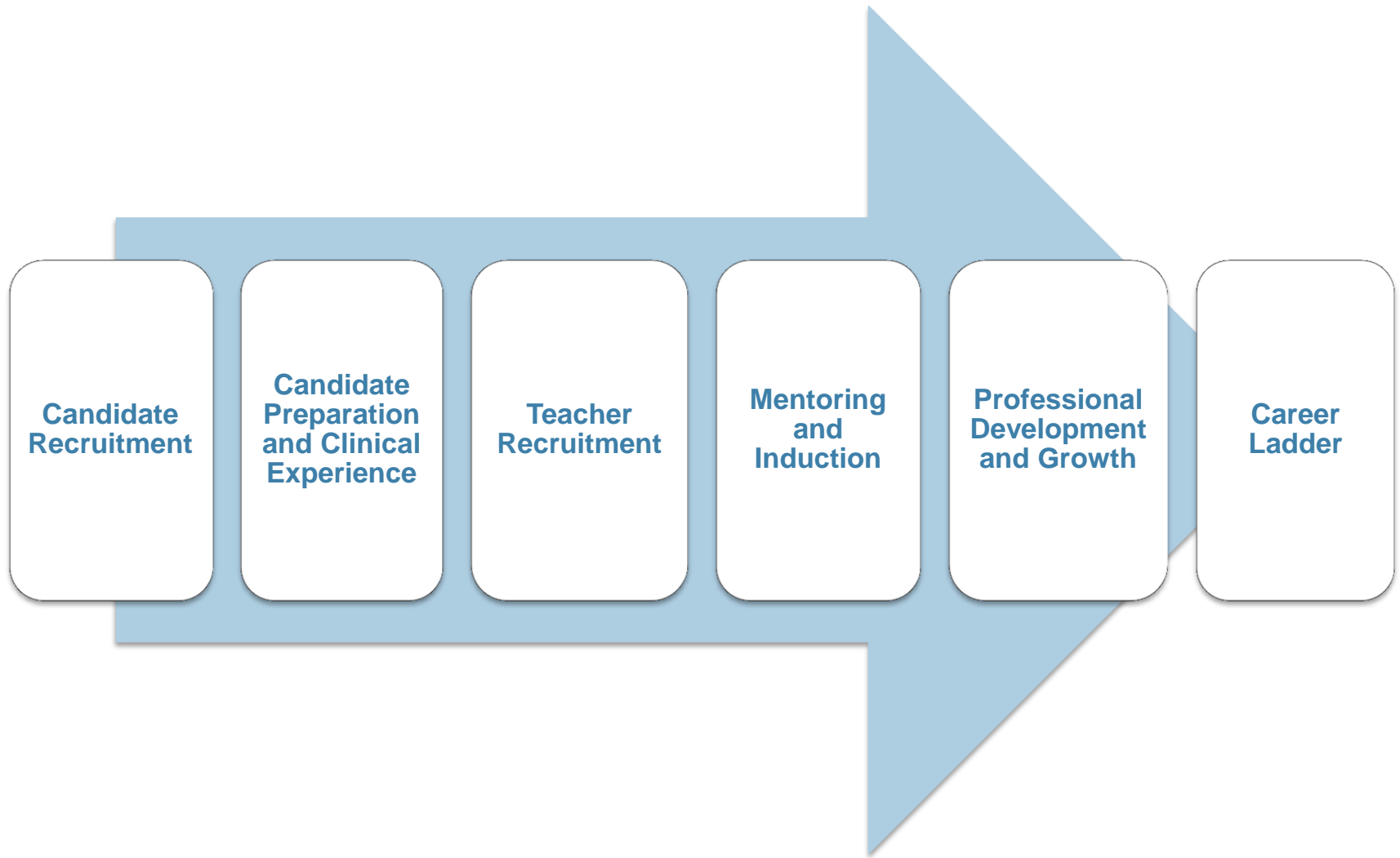
Sample includes certificate-holding individuals who completed elementary & early childhood teacher preparation programs at New York State institutions of higher education in 2006-07 to 2008-09 and who were not employed as teachers in NYS public or charter schools prior to program completion. Program completers who received Transitional B or Transitional C certificates are excluded from the analysis. Data source: New York State Education Department records.

Our Shared Work: Key Questions

Key Question

- Do all faculty members and candidates in schools of education have needed information about the Regents Reform Agenda and changes to the certification examinations?
- Are faculty members in the colleges of arts and sciences aware of the adoption of the CCLS and the need to fundamentally shift the way in which subject matter expertise is taught?
- Is there sufficient time in faculty schedules to participate in faculty development initiatives?
- Are candidates knowledgeable of the diversity of students and able to provide an effective education for all learners?
- Are schools and districts aware of the work you are doing in your teacher and leader preparation program to align with the reforms?
- In what ways are your programs advising candidates about employment opportunities?

P-20 Collaboration Continuum





Thank You.

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