NYS Teaching Standards with Indicators in Actionable Language

The *NYS Teaching Standards* are skills and knowledge all teachers are expected to demonstrate in the classroom, and beyond.

This chart provides actionable language for each standard and element of the **NYS Teaching Standards** and can be used as a planning tool in the NYSED STEPS Plan Workshop: "Using a Needs Analysis to Select Teacher Measures" and in the development of your STEPS plan to:

- Increase familiarity with the standards
- Identify which indicators align with instructional priorities that will support the goals from the LEA's needs assessment
- Determine what types of evidence would be appropriate to evaluate the selected indicators
- Allow for clear documentation of the selected indicators and provide transparency in evaluation

Teaching Standard	Performance Indicators
Standard 1: Knowledge of Students and Student Learning	Describes an understanding of the developmental characteristics of their students.
	Designs lesson plans and adjusts instruction to include a variety of strategies that support the learning needs of each student.
	Incorporates their students' strengths and limitations, and the environmental factors that influence their students' learning.
	Attends to an individual student's personal and family experiences by incorporating multiple perspectives.
	Incorporates knowledge of the school community when planning and implementing instruction.
	Explains their instructional decisions, citing current research.
	Tailors all technology and communication to a student's current ability and understanding.
	Understands a student's current and future misconceptions when assessing information to assist students in becoming knowledgeable and critical consumers and users of quality information.
	Shows an understanding of a student's unique family situation, tailoring communications to meet their preferences in an understandable fashion.
Standard 2: Knowledge of Content and Instructional Planning	Articulates clear learning objectives that align with the learning standards and applies those standards throughout their instruction and practice.
	Designs and adapts instruction to include multiple content representations and explanations; provides opportunities for students to achieve learning goals in a variety of ways to meet their diverse needs.
	Organizes and effectively uses time and physical space to reflect an awareness of learner needs and curricular goals.
	Determines current levels of students' understanding and knowledge of content through questioning techniques, discussion, and other methods, and uses this knowledge to inform instructional objectives.
	Demonstrates effective use of current developments in pedagogy, content, curricular materials, and technology to align with state standards and enhance student learning.
	Designs learning experiences that engage students to use key disciplinary language and themes with comprehension, while addressing common misconceptions through instructional methods.
	Plans for instructional experiences to allow students to develop diverse social and cultural perspectives.
	Creates opportunities for students to apply disciplinary and cross-disciplinary knowledge to new content, personal experiences, and real-world problems.
	Models and encourages effective use of interpersonal communication skills and provides opportunities for students to engage in collaborative critical thinking and problem solving.
	Creates opportunities for students to engage in self-directed learning.

STEPS Planning Tool

Teaching Standard	Performance Indicators
Standard 3: Instructional Practice	Implements instruction that is aligned to learning standards through research-based methods.
	Articulates high expectations and clear measures of success for all students.
	Creates individualized interactions and builds differentiated instruction into lessons.
	Supports students through challenging classroom experiences using various instructional strategies, reflexive communication, and multiple modalities to enhance student understanding.
	Communicates clearly and accurately, using a variety of formative assessments and student responses to check for understanding, assesses progress, and advance learning.
	Adjusts the pace of instruction, focus of instruction, and method of delivery based on students' progress.
	Facilitates opportunities for students to work effectively with others, including those from diverse groups and those with opposing points of view.
	Provides students with opportunities to synthesize and express ideas both in written and oral formats to demonstrate mastery of learning outcomes.
	Provides motivating and meaningful opportunities for students to make decisions, act, and utilize technologies and resources to solve real world problems through creative and innovative approaches to learning.
	Seeks and provides feedback during and after instruction.
Standard 4: Learning Environment	Understands safety policies to develop, implement, manage, and adapt activity procedures and transitions to ensure student safety.
	Develops, implements, and adapts safety procedures and transitions to ensure student safety.
	Fosters a climate of acceptance and respect, and recognizes and reinforces positive interactions among students, where students show responsibility to and for one another.
	Demonstrates care and respect in interactions with students, valuing diversity as an asset
	Arranges and adapts the physical environment to meet diverse learning needs and ensure equitable access to resources and technologies.
	Encourages students to set and pursue high standards for their own performance and learning goals.
	Creates an intellectually challenging and stimulating learning environment to promote students' curiosity, enthusiasm, and active engagement for learning, where they openly express their ideas and show pride in their work and accomplishments.
	Facilitates instructional groupings to maximize student participation, cooperation, and learning.
	Utilizes the skills of volunteers and paraprofessionals effectively to support student learning.
Standard 5: Assessment for Student Learning	Demonstrates an understanding of assessment measures, grading, and procedures, and communicates the purposes of the assessments they use.
	Designs a plan for an overall assessment system that is aligned with curricular and instructional goals and accurately determines mastery of student skills and knowledge.
	Uses appropriate diagnostic, formative, summative, and ongoing assessments to establish learning goals, inform and adapt instruction, and measure and record student achievement.
	Uses multiple measures and formats, including available technology, to assess student performance.
	Analyzes assessment data to set goals, design differentiated instruction and adjust teaching practices.
	Clearly articulates assessment criteria and provides timely feedback to support student reflection and improvement.
	Prepares all students for the demands of assessment formats and implements required assessment accommodations and modifications for students with exceptional learning needs.
	Equips students with assessment skills, strategies, and opportunities to practice various formats of assessments using authentic curriculum.
	Engages students in self-assessment of their learning goals, strategies, and outcomes.
	Provides access to appropriate information on student assessments and interpretation of various assessment data.

Teaching Standard	Performance Indicators
Standard 6: Professional Responsibilities and Collaboration	Demonstrates a high standard of honesty, integrity, ethical conduct, and confidentiality when interacting with students, families, colleagues, and the public.
	Adheres to federal and state law, district procedures, board policies, and contractual obligations, including reporting instances of child abuse, safety violations, and bullying, and completing all required training.
	Advocates for student needs by staying informed about relevant laws and policies and communicates these effectively.
	Advocates, models, and manages safe, legal, and ethical use of information and technology, including confidentiality for student records and information, respect for intellectual property, and appropriate documentation of sources.
	Demonstrates an understanding of the school as an organization within a historical, cultural, political, and social context and support and promote the shared school and district vision and mission to support school improvement and participates in school and district events.
	Collaborates with others, both as an active participant on instructional teams and with the larger community, to access and share best practices and learning resources to improve practice and support student growth, development, and learning.
	Collects required data, maintains timely and accurate records, and communicates in various ways student performance, progress, and expectations for student growth, and provides opportunities for discussion.
	Invites families, guardians, and caretakers to share information to enhance student development and achievement; suggests strategies for families, guardians, and caretakers to participate in and contribute to their students' education.
	Uses self-reflection and stakeholders' feedback to inform and adjust professional behavior.
	Manages time and attendance by established guidelines and maintains classroom and school resources and materials.
Standard 7: Professional Growth	Demonstrates a willingness to give, receive, reflect, and act on constructive feedback from others to improve their professional practice.
	Reflects on their instructional effectiveness utilizing formal and informal evidence of student learning.
	Uses acquired information to identify personal strengths and weaknesses and set goals to enhance strengths, address weaknesses, and plan professional growth in their teaching practice.
	Recognizes the effect of their prior experiences and possible biases on their practice.
	Actively participates as part of an instructional team to improve professional practice.
	Benefits from, contributes to, or becomes a member of appropriate professional organizations to engage in opportunities for professional growth and development.
	Accesses and uses professional literature and other professional development opportunities to expand their knowledge of current research as it applies to curriculum, instruction, and assessment methods.