



NEW YORK STATE  
TEACHER  
CERTIFICATION  
EXAMINATIONS™

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**Assessment of Teaching  
Skills—Performance  
(Video)**

**Information Guide  
2009–2010**

The University of the State of New York  
NEW YORK STATE EDUCATION DEPARTMENT  
Office of Teaching Initiatives, Albany, New York 12234

## NEW *Approved Video Submission Formats*

Beginning with the 2009–2010 program year, video recordings for the Assessment of Teaching Skills—Performance (ATS–P) may be submitted in one of the following video formats:

- ▶ standard ½-inch VHS videotape
- ▶ DVD or mini DVD

See the ATS–P requirements on page 4 for more information about video format requirements.

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## For Further Information

If you have questions after reading this *ATS–P Information Guide*, you may contact the offices listed below.

If you have questions regarding teacher certification, contact:

NEW YORK STATE EDUCATION  
DEPARTMENT  
OFFICE OF TEACHING INITIATIVES  
ALBANY, NY 12234  
TELEPHONE: 1-518-474-3901  
Call Monday–Friday, 9:00 a.m.–4:30 p.m.  
eastern time. For automated information, call  
anytime.  
Teletypewriter (TTY) within New York State:  
1-800-421-1220  
Nationwide AT&T Teletypewriter (TTY):  
1-800-855-2880  
New York State Education Department Web  
site: <http://OHE32.nysed.gov/tcert/>

If you have questions regarding the ATS–P (video), contact:

NYSTCE  
EVALUATION SYSTEMS  
PEARSON  
P.O. BOX 660  
AMHERST, MA 01004-9008  
TELEPHONE: 1-413-256-2882  
9:00 a.m.–5:00 p.m. eastern time,  
Monday–Friday, excluding holidays  
Teletypewriter (TTY): 1-413-256-8032

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# Introduction

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The Assessment of Teaching Skills—Performance (ATS–P) is a component of the New York State Teacher Certification Examinations™ (NYSTCE®). Individuals holding provisional New York State teaching certificates in PreK–6, secondary academic titles (7–12), or ESOL, with effective dates between September 2, 1993, and February 1, 2004, are required to achieve a passing score on the ATS–P as part of the requirements to receive a permanent certificate. Candidates who are issued an initial certificate effective on or after February 2, 2004, are not required to take the ATS–P. The ATS–P provides a candidate the opportunity to demonstrate his or her teaching skills in an actual classroom setting. It is typically the culminating assessment that a candidate takes in order to receive a permanent certificate. This guide provides general information about the ATS–P for the 2009–2010 NYSTCE program year. Candidates who wish to take the ATS–P must follow the procedures described in the *ATS–P Procedures Manual* sent to them upon registration.

The ATS–P has been developed by the New York State Education Department (NYSED) with the assistance of the Evaluation Systems group of Pearson.

The ATS–P assesses teaching skills that are based on the five Assessment of Teaching Skills—Performance objectives. (Examples of the range and types of content for each objective are provided on pages 16–17.)

## **ATS–P Objectives**

- 1. Understand principles and procedures for organizing and implementing lessons, and use this knowledge to help learners construct meaning and achieve intended outcomes.*
- 2. Understand multiple approaches to instruction, and use this knowledge to facilitate learning in various situations.*
- 3. Understand how motivational principles and practices can be used to promote student achievement and active engagement in learning.*
- 4. Understand how to use a variety of communication modes to promote student learning and to foster a climate of trust and support in the classroom.*
- 5. Understand how to structure and manage a classroom to create a climate that fosters a safe and productive learning environment.*

The ATS–P requires a candidate to submit a 20- to 30-minute video-recorded sample of his or her teaching performance in a classroom of students who are part of the candidate’s regular teaching assignment in a public or nonpublic PreK, elementary, middle, or secondary school. If the candidate does not have a regular teaching assignment, the candidate may arrange to conduct a lesson in a public or nonpublic school classroom. However, the classroom must not be the candidate’s student teaching assignment.

The ATS–P passing standards assume a level of teaching ability that may be achieved by most teachers only after one or more years of teaching experience. If you are required to take the ATS–P, it is recommended that you wait until you have acquired one to two years of teaching experience

to allow sufficient time for your teaching skills to develop. Before preparing an ATS–P video submission, a candidate should not only have knowledge of teaching skills but should be able to apply those skills effectively as well.

The successful ATS–P candidate will be expected to submit a video recording that is consistent with the ATS–P objectives and that reflects the following goals:

- learners who are actively engaged in the learning process,
- a learning climate in which all students can be successful, and
- variety in the methods of instruction to facilitate learner mastery of desired learning outcomes.

Effective teachers are adept at integrating learner-directed, learner-centered, and teacher-directed instructional activities within the same lesson. It is expected that ATS–P candidates will show evidence of integrated instructional strategies that promote active learning. For this reason, **candidates' video submissions must include a minimum of 10 minutes of non-whole-group instruction (see pages 6–7) to support the goal of teachers creating environments that result in actively engaged learners.**

It is recommended that the candidate show the video recording and Context of Instruction Form to several professionally or permanently certified teachers to obtain their feedback before submitting the video recording for scoring.

Candidates are advised to submit their video recording no later than one year before the expiration date of their provisional certificate to allow time for scoring the video submission and processing their permanent certificate application.

## *Amendment to Regulations of the Commissioner of Education*

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In February 1995 the Regulations of the Commissioner of Education, Section 80.2, was amended to indicate the following: A school or school system shall not prohibit an employee, who is a current or prospective applicant for permanent certification, from recording a video of a classroom presentation for the purpose of meeting the performance assessment of teaching skills requirement for permanent certification, transmitting such video recording to the NYSED, or otherwise fulfilling this classroom presentation requirement. A video recording made for this purpose shall be a confidential record of the NYSED and, as such, is not subject to viewing by or disclosure to any individual or entity other than the applicant for certification, appropriate NYSED personnel, and those engaged by the NYSED as scorers of ATS–P video submissions.

# Registering for the ATS–P

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Candidates may register for the ATS–P on the Internet by selecting "Register Now" on the NYSTCE Web site at [www.nystce.nesinc.com](http://www.nystce.nesinc.com). Candidates may also register by completing and mailing the registration form, which can be ordered by selecting "Print Bulletin and Forms (PDF)" on the NYSTCE Web site. The ATS–P schedule is based on submission deadlines: dates by which completed assessments must be received in order for candidates to be mailed their score reports on the associated score report date. Refer to the table below for a schedule of submission deadlines and their associated registration deadlines and score report dates for the 2009–2010 program year.

**ATS–P (VIDEO) 2009–2010 SCHEDULE**

Registration Deadline	Submission Deadline	Score Report Date
October 30, 2009	December 4, 2009	January 22, 2010
February 12, 2010	March 19, 2010	April 30, 2010
May 14, 2010	June 11, 2010	August 6, 2010

Evaluation Systems will send an *ATS–P Procedures Manual* and related documentation to candidates within approximately two weeks after Internet registration is completed, or after the correctly completed registration form is received. The *ATS–P Procedures Manual* provides detailed instructions for preparing the video submission and includes the Context of Instruction Form to be completed by the candidate and the Candidate Identification Form to be completed by the candidate and a certified teacher.

## Steps in Completing the ATS–P

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This section describes the steps a candidate should take before, during, and after the video-recording session.

### *Before the Video-Recording Session*

#### *I. Read the ATS–P objectives.*

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The candidate should read the five ATS–P objectives listed in detail on pages 16–17. These are the objectives on which the scoring of the video submission will be based.

#### *2. Know the requirements.*

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Before recording the video, the candidate should become familiar with the ATS–P requirements on page 4. **Submitted ATS–P materials that do not meet all of the requirements may be rated as "Requirements Not Met."** If a candidate's video submission is rated as "Requirements Not Met," he or she will need to reregister for the ATS–P and submit a new registration fee.

## ATS–P Requirements

**CONTEXT OF INSTRUCTION FORM.** The candidate must submit a properly completed Context of Instruction Form with the video recording.

**CANDIDATE IDENTIFICATION FORM.** The candidate and a certified teacher must complete and sign the Candidate Identification Form. This form must be submitted with the video recording.

**VIDEO SUBMISSION.** The candidate must submit a sample of his or her teaching performance in a classroom that is part of his or her regular teaching assignment in a public or nonpublic school (grades PreK–12). If the candidate does not have a regular teaching assignment, the candidate may arrange to conduct a lesson in a public or nonpublic school classroom. However, the classroom must not be the candidate's student teaching assignment.

**ORIGINALITY OF WORK AND VALIDITY OF VIDEO SUBMISSION.** The video submission must represent the candidate's own original work and not copies or paraphrases of someone else's work. The video-recorded instruction must be delivered to an actual class in a real classroom setting (not simulated or staged). The video-recorded instruction must represent an actual teaching situation in which student actions and responses have not been scripted or rehearsed. If there is adequate reason to question the originality of a candidate's work or the validity or legitimacy of a candidate's video submission, the candidate's score may be voided pursuant to the Rules for Assessment of Teaching Skills—Performance (ATS–P) (Video) Participation that the candidate agreed to abide by when the candidate registered and when the candidate submitted his or her video recording. If a candidate's video submission is substantially similar to another candidate's submission, the validity of both candidates' work will be in question.

**POLICY ON VIDEO EDITING.** The candidate's instruction must be recorded with a single video camera. The recording must be continuous and must use a single video and audio input. Once the video camera is started, the camera must be actively recording the candidate's performance throughout the entire 20–30 minutes of instruction without stopping, restarting, or other interruptions in the recording. Once the video camera is stopped, there must not be any enhancement or editing of the 20–30 minutes of instruction recorded. Any breaks, interruptions, or edits in the recording, including deleting audio or adding subtitles, freeze-frames, or other special effects, will result in a "Requirements Not Met" rating.

**INSTRUCTIONAL ACTIVITIES.** Within the 20–30 minutes of video-recorded instruction, the candidate must include at least 10 minutes of non-whole-group instruction as defined on pages 6–7 of this guide. The non-whole-group instruction must be designed to give individual learners or small groups of learners a central and active role in their own learning.

**LENGTH OF VIDEO RECORDING.** The video-recorded instruction must be at least 20 minutes long and should be no longer than 30 minutes. Submissions containing less than 20 minutes of video-recorded instruction will be rated as "Requirements Not Met." Scorers will view only the first 30 minutes of a video recording.

**SUFFICIENT EVIDENCE OF TEACHING SKILLS.** The submitted video recording must provide sufficient evidence of the candidate's teaching skills so that scorers can judge the candidate's performance according to the ATS–P objectives. Instruction must be seen, heard, and understood. A video recording that consists of student activities with little or no direct, explicit instruction may not provide enough evidence for scorers to judge the candidate's instructional delivery teaching skills. Significant time spent on administrative duties (e.g., proctoring tests, collecting homework), presentations by others (e.g., guest speakers, DVD/video/film presentations), or other activities with little opportunity for direct, explicit instruction (e.g., reading to the class, Internet research, satellite/online instruction) may not provide sufficient evidence of the candidate's teaching skills. Other teachers and/or educational support personnel may be present but must not interfere with scorers' ability to judge the candidate's teaching skills according to the ATS–P objectives.

**CLARITY OF VIDEO RECORDING.** The audio and video recordings must be clear and of a quality that enables scorers to rate the candidate's performance (i.e., scorers must be able to clearly view the candidate's instruction and hear him or her and the students).

**APPROVED VIDEO FORMATS.** The video recording must be submitted in one of the following approved video formats:

- (1) a standard ½-inch VHS videotape that can be played in a standard VCR
- (2) a DVD or mini DVD

A "Requirements Not Met" rating will be assigned to a video submission that is in any format other than the approved video formats specified above (e.g., mini digital videocassette [DV], CD, 8mm, VHS-C, S-VHS, ¾-inch VHS, Beta) or that cannot be played (e.g., a videotape that is broken or damaged; a DVD that has not been finalized).

**POLICY ON UNRELATED MATERIAL.** The submitted videotape or DVD must have the classroom instruction to be scored and nothing else recorded on the first 30 minutes.

**BLANK RECORDING.** A submitted videotape or DVD that does not have any visual image or audio recorded on the first 30 minutes will be considered blank.

### 3. *Arrange for equipment.*

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It is the candidate's responsibility to obtain the equipment needed to prepare his or her video recording. (Candidates who do not have their own equipment may wish to check with the school where the recording will take place, since most schools have appropriate equipment.)

For the best video and audio recording, it is recommended that candidates use the following:

- a new videotape or DVD (see the ATS–P requirements on page 4 for information about approved video formats);
- a tripod or other camera stabilization device, as well as electronic stabilization in the camera, if available;
- an AC power source to operate the video camera. Battery packs may also be used as a power source, but if the battery charge is low, the quality of the video recording may be adversely affected.

The candidate should check that all equipment is in proper working order. To make sure that the video equipment is in proper working order and to become familiar with the video camera's controls, the candidate may wish to make one or more practice recordings.

### 4. *Select a class.*

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The candidate is free to select the subject, the date, and the time for the video recording, as long as the candidate records a class that is part of his or her regular teaching assignment in a public or nonpublic school (grades PreK–12). If the candidate does not have a regular teaching assignment, the candidate may arrange to conduct a lesson in a public or nonpublic school classroom. However, the classroom must not be the candidate's student teaching assignment. The instructional setting selected for the video recording should reflect the teaching area for which the candidate will be seeking a permanent New York State teaching certificate. Teachers who work in a team-teaching setting should record a lesson for which they are primarily responsible for the instruction. The candidate may wish to inform students in advance that a video recording of their class will be made so that they become more comfortable with the video-recording process.

It is not necessary for the candidate to obtain permission from students' parents/guardians before video-recording a classroom for the purpose of the ATS–P.

### 5. *Plan the instruction.*

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The candidate should carefully plan the objectives and content of his or her instruction to make sure that the lesson is appropriate for the purpose of assessing his or her teaching skills for permanent certification. The submitted video recording must provide clear evidence of the candidate's teaching skills so that scorers can judge his or her performance according to the ATS–P objectives. **It is recommended that the candidate:**

- (a) **record a discrete lesson, with a planned beginning and end** within the 30-minute time constraint. (If the class is longer than 30 minutes, the candidate should select the 20- to 30-minute portion of the lesson that best demonstrates his or her active teaching and record and submit only that portion.)

- (b) **involve as many of his or her regularly scheduled students as possible in the lesson** in order to demonstrate more easily his or her ability to manage a classroom, actively engage students, and develop a learning climate in which all students can be successful.
- (c) **conduct the lesson so that there is clear evidence of his or her non-whole-group instruction** (at least 10 minutes of the 20- to 30-minute lesson). A description of activities in which learners have a central and active role in their own learning is provided below.
- (d) **plan a lesson in which he or she provides students with *direct, explicit instruction*** designed to increase their knowledge and/or skills. Classroom instruction that is based primarily upon a review lesson, quiz, guest speaker, book readings, or Internet research may not allow the candidate to provide direct, explicit instruction that demonstrates his or her instructional delivery teaching skills.
- (e) **design his or her own original (self-generated) lesson** that allows the candidate to demonstrate his or her ability to organize and implement a lesson; use multiple approaches to facilitate learning; motivate, engage, and communicate with students; and structure and manage a classroom.
- (f) **plan his or her instruction so that he or she is clearly visible and audible.** A lesson in which the candidate is generally out of camera view, or consisting entirely of student activities with no, or little, introduction and summation, may not allow the candidate to sufficiently demonstrate his or her instructional delivery teaching skills.
- (g) **provide sufficient evidence of *his or her teaching skills*.** Other teachers and/or educational support personnel may remain in the room during the video recording, but they should not be involved in providing a substantial portion of the instruction (more than about a minute).
- (h) **limit administrative duties** (e.g., taking attendance, proctoring tests, collecting homework) **and use of instructional media** (e.g., film, slide, or audiotape presentation) to no more than about 5 minutes of instruction.
- (i) **clearly capture information** on chalkboards, flipcharts, or overhead screens if it is an integral part of the lesson.
- (j) **plan to record the instruction in as quiet a location as possible** so that he or she and the students can be heard in the video recording. Be aware that video camera microphones often amplify sounds from heating pipes, air conditioners, fans, playground and street noises, etc.

### ***Non-Whole-Group Instruction***

**Non-whole-group instruction must be designed to give individual learners or small groups of learners a central and active role in their own learning.**

The type of instruction provided, not just the size of the group, defines non-whole-group instruction. It is characterized by instructional activities in which the teacher, after helping to establish a framework and conditions for learning, encourages substantial individual and/or small-group autonomy in the learning process. The teacher continues to play an active role in monitoring the experiences of the learners and responding to student questions and concerns, but the learning should NOT be primarily teacher directed.

Non-whole-group instruction may take many forms. It may include, but is not limited to, students engaged in small-group projects, discussions or presentations, peer tutoring, or cooperative learning activities. It may also include students actively engaged in individual learning activities, as long as the teacher provides individual monitoring and feedback. A small group of learners engaged in instruction explicitly provided by the teacher, however, is NOT non-whole-group instruction, as defined for this assessment. Students must have a chance to be actively engaged in their own learning.

**There needs to be clear evidence of the candidate’s ability to deliver non-whole-group instruction, so instructional activities that encourage the learners to have a central and active role in their own learning must total at least 10 minutes within the first 30 minutes of the submitted video recording.** As noted on page 2 of this guide, effective teachers often integrate different instructional strategies throughout their lessons, so there need not be one continuous segment of non-whole-group instruction.

#### 6. *Review the Context of Instruction Form.*

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The candidate should review the Context of Instruction Form before beginning the video recording. The form may be completed either before or after the recording. This form will assist scorers in the review of the video submission. **The Context of Instruction Form itself will not be scored.** A sample of a completed Context of Instruction Form is provided on pages 19–20.

#### 7. *Decide on a self-recording or a camera-operator recording.*

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The candidate will have the option of preparing the video recording either by **self-recording** or by having another person in his or her school (e.g., teacher, teaching intern, paraprofessional, student, school district staff member) serve as the **camera operator**.

In *self-recorded* video recording, the video camera is set up in a fixed position in the classroom, and no camera operator is needed. Because the camera lens is in a fixed position, only teacher and student behavior within the field of view of the lens is recorded. No other teacher or student behavior is recorded, although sounds originating out of view may be recorded by the camera microphone. During the recording, the candidate may move the camera to a new position, if needed, to better record student-teacher interactions **but should not turn the camera off at any time during the recording.**

In *camera-operator-recorded* video recording, the camera operator moves the camera lens both horizontally and vertically (panning) and may also move the camera lens in and out (zooming) to best record the instruction that is occurring. With a camera operator, the teacher is free to move about the classroom, and student movement may also be recorded, since the camera lens can be rotated to record teacher and student actions. In addition, the camera operator may move the camera from one location to another, if needed, to better record student-teacher interactions. For a camera-operator recording, the camera operator should be told to **record continuously once the recording is started, because any stops during the recording that result in a break or interruption in the recording, even accidental ones, will cause the video submission to receive a rating of "Requirements Not Met."** In addition, the camera operator should be advised not to interact with students during the recording or to otherwise influence student behavior.

Included in a later section of this guide are diagrams showing a variety of fixed-camera arrangements and camera-operator arrangements (see Video Camera Arrangements on pages 14–15).

## 8. *Practice as desired.*

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Candidates are encouraged to record a number of different lessons before creating a video recording for submission. Making practice video recordings may help the candidate, the students, and the camera operator (if applicable) become more comfortable with the video-recording equipment and process. This may help the candidate produce a final video submission that better reflects teacher and student performance that is representative of the classroom and that meets the passing standards of the ATS–P.

## *When Conducting the Video-Recording Session*

### I. *Set up equipment.*

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Before the start of the instructional recording session the candidate should:

- review the video camera arrangements on pages 14–15.
- secure the camera onto the tripod or other stabilization device.
- connect the camera to an appropriate power source (AC outlet or fully charged battery pack).
- turn on the AUTOFOCUS function.
- turn off the DATE/TIME display to avoid having this permanently embedded into the video recording.
- check to ensure that all recording equipment is in proper working order by recording, then viewing, a trial video segment.

### 2. *Begin recording.*

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The candidate should use a timer or ask the camera operator to keep track of recording time in order to ensure that the video recording conforms to the required minimum of 20 minutes and maximum of 30 minutes, with a minimum of 10 minutes of non-whole-group instruction. It is recommended that the video recording be made so as **not** to display the date and time when it is being played.

### 3. *Communicate clearly.*

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The candidate should communicate clearly to enhance the quality of the recording.

#### 4. *Make appropriate transitions in instruction if appropriate.*

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In order to include at least 10 minutes of non-whole-group instruction as defined on pages 6–7, it may be necessary at one or more points in the video-recorded instruction to make a change in instructional activities. Whether the candidate is making a self-recording or using a camera operator, it may be necessary to move the camera to a new position when there is a change in instructional activities so as to record as much of the student-teacher interactions as possible. If the camera is moved, it should be done as smoothly as possible **with the camera turned on. If there is evidence that the recording has stopped during this transition, or at any time before the end of the video-recorded instruction, the ATS–P video submission will receive a rating of "Requirements Not Met."**

#### 5. *Finish recording.*

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The candidate should make sure that the video recording has 20–30 minutes of instruction recorded. All recording equipment should be turned off when the recording session is completed. The video recording should not be edited or electronically enhanced or altered (e.g., deleting sounds; adding subtitles, freeze-frames, or other special effects).

## *After the Video-Recording Session*

### I. *Check the recording.*

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After the recording session is completed, the candidate should view the first 30 minutes of recorded instruction. The candidate should make sure that:

- the video recording meets all ATS–P requirements indicated on page 4.
- there are **no** breaks, interruptions, stops/starts, or edits of any kind in the recording.
- the video recording conforms to the required minimum of 10 minutes of non-whole-group instruction as defined on pages 6–7. This instruction may occur at one or more places during the recorded instruction.
- viewers can clearly see and hear the instruction and any relevant interactions that occur during instruction.
- **only** the intended instruction appears on the video recording.
- the video recording conforms to the required minimum of 20 minutes of recorded instruction. Any submission that contains less than 20 minutes of video-recorded instruction will be rated as "Requirements Not Met."
- the instruction to be viewed by scorers is within the first 30 minutes of the video recording. Scorers will be instructed to stop viewing submitted videotapes and DVDs after they have run for 30 minutes. If the recorded instruction is longer than 30 minutes and the entire recording is submitted, the candidate's score will be based on the first 30 minutes of the recorded instruction.
- the video recording is not edited in any way (no audio deletions, subtitles, freeze-frames, or other special effects).

2. *Show the video recording to others.*

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The candidate should evaluate whether the video recording shows instruction that meets the standards expected of a permanently certified teacher in New York State as elaborated by the five ATS–P objectives detailed on pages 16–17. **It is recommended that the candidate show the video recording and Context of Instruction Form to several professionally or permanently certified teachers to obtain their feedback before submitting the video recording for scoring.** This may help the candidate produce a final video submission that better demonstrates whether the teaching skills are consistent with the ATS–P objectives. The professional feedback of other teachers may also help the candidate improve future instruction, even if he or she decides not to redo the video submission. If the candidate elects to show the video recording to others, the video recording should be treated as a confidential classroom assessment record.

3. *Finalize the video recording for submission.*

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The candidate should finalize the video recording for submission by following the instructions below for his or her video format. Detailed instructions for finalizing video recordings are provided in the *ATS–P Procedures Manual* sent to the candidate upon registration.

**A. ½-inch VHS Videotape**

The candidate should remove the record-enabling tab located on the spine of the videotape. This will prevent accidental recording over the video-recorded instruction.

The candidate should also make sure that the videotape is completely rewound before submitting it.

**B. DVD or Mini DVD**

In order for the DVD or mini DVD to play in a standard DVD player, it must be finalized. The candidate should refer to the instruction manual for the video camera, computer software, or DVD for finalization procedures. If a candidate's DVD cannot be played because it is not properly finalized, the candidate's video submission will receive a rating of "Requirements Not Met" and the candidate will not pass the ATS–P.

4. *Make a copy if desired.*

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It is recommended that the candidate make a copy of the video recording to retain for his or her records. **The submitted video recording will not be returned to the candidate.**

5. *Complete the Context of Instruction Form.*

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The Context of Instruction Form must be completed by the candidate. Care should be taken in completing this form, as it will assist scorers in the review of the video submission. **The completed Context of Instruction Form will not be scored.** The candidate must indicate on the form the level of the classroom recorded or the submitted materials will be returned to the candidate. **The candidate should not attach any supplemental sheets to this form or provide any information that is not requested.** A sample of a completed Context of Instruction Form is provided on pages 19–20.

## 6. *Complete the Candidate Identification Form.*

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The candidate and a witness must complete the information requested on the Candidate Identification Form. The candidate completes Side 1 of the form, certifying that he or she is the person whose teaching is recorded on the video recording and that the video-recorded instruction is part of his or her regular teaching assignment. The witness completes Side 2 of the form. The witness selected by the candidate must:

- have a professional or permanent New York State teaching certificate and be employed in the same public or nonpublic school or school district in which the candidate is employed, OR
- be a permanently certified teacher in a state other than New York and be employed in the school in which the candidate is employed, and which is in the same state in which the witness is certified, OR
- be a school administrator employed in the school in which the candidate is employed, and which is not a New York State public or nonpublic school.

The witness must view a segment of the candidate's video-recorded instruction and certify that the video recording and the Candidate Identification Form reflect the candidate's identity.

**Note:** The candidate must select a witness who can either (a) provide his or her own social security number on the Candidate Identification Form or (b) provide the Candidate Identification Form and identifying evidence to a notary who will complete the Notary Acknowledgment section of the form, which includes affixing an official seal. If the witness does not include his or her social security number on the form, the Notary Acknowledgment section of the form must be completed, or the video submission will not be scored and the candidate will need to reregister for the ATS-P and submit a new registration fee.

## 7. *Prepare the video submission for mailing.*

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The candidate should follow the instructions that will be provided to him or her for preparing the video submission for mailing.

If the candidate's materials are complete, he or she will be sent an acknowledgment of receipt of materials.

If the video submission for the 2009–2010 program year is not received by Evaluation Systems by the final submission deadline of June 11, 2010, the candidate will no longer be registered for the 2009–2010 ATS-P and will not receive a refund or credit of any kind. ATS-P submissions received after June 11, 2010, will be returned to the candidates. Candidates may withdraw their ATS-P registration by completing and mailing the Withdrawal/Refund Request Form found in the *2009–2010 NYSTCE Registration Bulletin*. To receive a partial refund, a candidate must submit a completed Withdrawal/Refund Request Form by June 11, 2010.

## Scoring of the ATS–P Submission

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ATS–P video submissions will be independently evaluated by qualified certified New York State educators. Candidates' scores will be based on a holistic rating (an overall judgment) of teaching skills, using a scoring scale based on the five ATS–P objectives, detailed on pages 16–17 of this guide. Candidates' scores will not be based on the quality (audio or video) of the recording, but on the quality of teaching performance. The ATS–P descriptions of "Pass," "Not Pass," and "Requirements Not Met" ratings are shown below. A candidate's video-recorded performance will not necessarily reflect all statements for the rating.

<b>Pass</b>	<p><b>A teaching performance given a rating of "Pass" reflects satisfactory teaching skills as described by the ATS–P objectives.</b> The candidate delivers an adequately organized lesson that demonstrates satisfactory application of principles and procedures that help learners construct meaning and achieve intended outcomes. The instructional approaches employed are appropriate for facilitating student learning in the learning situations shown. The candidate uses motivational strategies that are satisfactory for promoting student achievement and active engagement in learning. The candidate employs questioning and other communication techniques that are adequate for promoting student learning and encouraging student respect for self and others. The candidate structures and manages the learning environment adequately, creating a satisfactory learning climate where appropriate rules and standards of behavior are maintained.</p>
<b>Not Pass</b>	<p><b>A teaching performance given a rating of "Not Pass" does not reflect the teaching skills described by the ATS–P objectives.</b> The candidate delivers a poorly organized lesson that does not demonstrate satisfactory application of principles and procedures that help learners construct meaning and achieve intended outcomes. The instructional approaches employed are not appropriate for facilitating student learning in the learning situations shown. The candidate fails to use motivational strategies that satisfactorily promote student achievement or actively engage students in learning. The candidate does not employ appropriate questioning or other communication techniques that promote student learning or encourage student respect for self and others. The candidate structures and/or manages the learning environment inadequately, creating a climate that may not be conducive to learning.</p>
<b>RNM</b>	<p><b>A teaching performance given a rating of "RNM" reflects a "Requirements Not Met" performance.</b> The candidate provides insufficient evidence to judge his or her teaching skills; or the audio and/or video production and/or playback quality of the video recording is such that the candidate's teaching skills cannot be rated; or the policies and procedures in the <i>ATS–P Procedures Manual</i> were not followed; or the video submission is blank with no visual image and audio track.</p>

## Requirements Not Met (RNM)

A video submission must meet the requirements stated in the *ATS-P Procedures Manual* and may be rated as "Requirements Not Met" if any of the following applies:

- The recording has breaks, interruptions, or edits of any kind.
- The recording does not include a minimum of 10 minutes of non-whole-group instruction, as defined on pages 6–7.
- The recording does not reflect the candidate's original work or represent an actual teaching situation.
- The recording is less than 20 minutes in length. (If the video recording is longer than 30 minutes, only the first 30 minutes will be viewed by scorers.)
- The recorded instruction does not provide sufficient evidence to judge the candidate's teaching skills according to the ATS-P objectives.
- The audio production, video production, or playback quality of the video recording is such that it cannot be rated.
- The video recording is not in an approved format (i.e., VHS videotape, DVD, or mini DVD) as described on page 4.
- The videotape or DVD has something other than the candidate's recorded instruction on the first 30 minutes (i.e., after any leader tape on a VHS videotape).
- The videotape or DVD does not have any visual image or audio recorded on the first 30 minutes.

If a candidate's video submission is rated as "Requirements Not Met," he or she will need to reregister for the ATS-P and submit the appropriate registration fee. Once the candidate is registered, he or she will need to submit a video recording containing a new sample of teaching performance that complies with the ATS-P requirements.

# Video Camera Arrangements

This section of the guide provides suggestions for setting up the video camera to make a self-recorded or a camera-operator-recorded video recording. For either type of recording, the camera lens should be directed away from windows or other sources of light for best results.

## Self-Recording

If the candidate chooses to self-record, the candidate will need to set up the camera and lens in the fixed position that is best for recording his or her planned instructional activities. Through trial-and-error experimentation with camera placement and depth of field, the candidate will need to identify the area of the classroom that will be visible in the recording.

Figure 1 presents a variety of fixed-camera arrangements that the candidate may wish to consider.

### KEY

T = Teacher

C = Camera

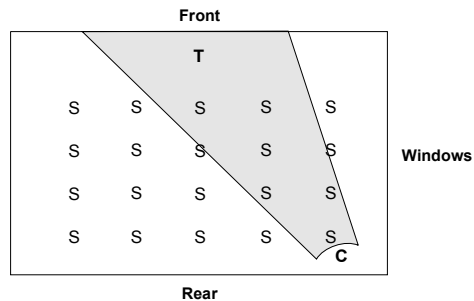
S = Student

 = Camera Field of View

Figure 1. Some Self-Recording Camera Arrangements

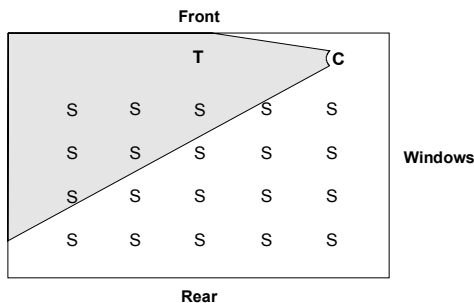
**A. Rear-View Camera Arrangement (Row Seating)**

Camera is set up in rear corner of classroom. Teacher and some students are in field of view.



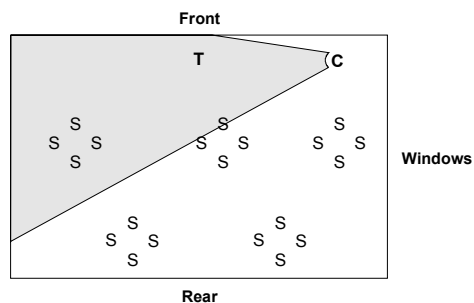
**B. Front-View Camera Arrangement (Row Seating)**

Camera is set up in front corner of classroom. Teacher and some students (facial shots) are in field of view.



**C. Front-View Camera Arrangement (Group Seating)**

Camera is set up in front corner of classroom to record teacher and one or more groups of students.



# Camera-Operator Recording

Figure 2 presents various camera arrangements that the candidate may wish to consider when planning to record instruction with the assistance of a camera operator.

## KEY

T = Teacher

C = Camera

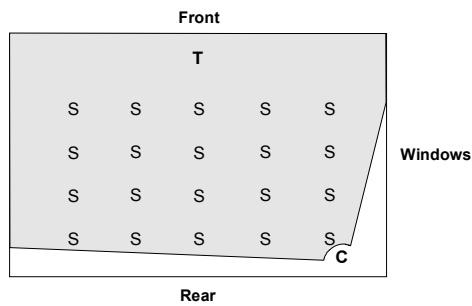
S = Student

 = Camera Field of View

Figure 2. Some Camera-Operator Camera Arrangements

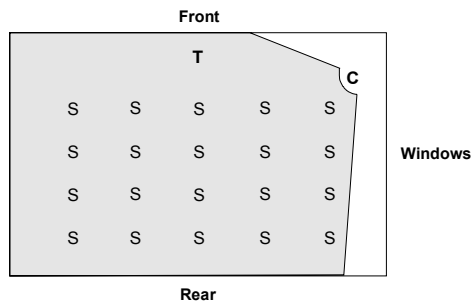
**A. Rear-View Camera Arrangement (Row Seating)**

Camera operator pans side to side to record teacher and students from rear corner of classroom.



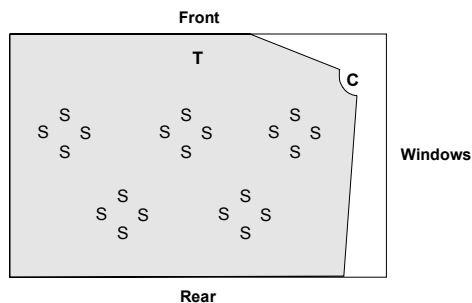
**B. Front-View Camera Arrangement (Row Seating)**

Camera operator pans side to side to record teacher and students (facial shots) from front corner of classroom.



**C. Front-View Camera Arrangement (Group Seating)**

Camera operator pans side to side to record teacher and students (facial shots) from front corner of classroom.



# ATS–P Objectives

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The ATS–P assesses teaching skills that are based on five objectives. The objectives are listed below. Each objective is followed by focus statements that provide examples of the range and type of content encompassed by the objective.

**1. Understand principles and procedures for organizing and implementing lessons, and use this knowledge to help learners construct meaning and achieve intended outcomes.**

- For example:
- evaluating strengths and weaknesses of various strategies for organizing and implementing a given lesson (e.g., in relation to introducing and closing a lesson, using inductive and deductive instruction, using learning contracts, using students' prior knowledge and experiences)
  - applying methods for adjusting lessons in response to student feedback (e.g., responding to student comments regarding relevant personal experiences, changing the pace of instruction as appropriate in given contexts)
  - analyzing advantages and disadvantages of having students acquire information and concepts through a variety of modes and formats
  - evaluating various instructional resources (e.g., textbook, guest speaker, film) in relation to given learners (including those with special needs) or goals

**2. Understand multiple approaches to instruction, and use this knowledge to facilitate learning in various situations.**

- For example:
- analyzing the uses, benefits, or limitations of a specific instructional approach (e.g., direct instruction, cooperative learning, interdisciplinary instruction, independent study, lectures, hands-on activities, peer tutoring, technology-based approach) in relation to given purposes or learners (including those with special needs)
  - recognizing appropriate strategies for varying the role of the teacher (e.g., working with students as instructor, coach, observer; working with other adults in the classroom) in relation to the situation and the instructional approach used
  - applying procedures for promoting positive and productive small-group interactions (e.g., establishing rules for working with other students in cooperative learning situations)
  - comparing instructional approaches in terms of teacher and student responsibilities, expected student outcomes, usefulness for achieving instructional purposes, etc.

**3. Understand how motivational principles and practices can be used to promote student achievement and active engagement in learning.**

- For example:
- applying procedures for enhancing student interest and helping students find their own motivation (e.g., relating concepts presented in the classroom to students' everyday experiences, encouraging student-initiated activities, highlighting connections between academic learning and the workplace)
  - analyzing the effects of using various motivational strategies (e.g., intrinsic and extrinsic) in given situations
  - recognizing factors (e.g., expectations, value systems, methods of providing specific feedback) and situations that tend to promote or diminish student motivation

**4. Understand how to use a variety of communication modes to promote student learning and to foster a climate of trust and support in the classroom.**

- For example:
- applying strategies for adjusting communication to enhance student understanding (e.g., by providing examples, simplifying a complex problem, using verbal and nonverbal modes of communication, using audiovisual and technological tools of communication)
  - recognizing effective questioning methods for specific purposes (e.g., encouraging risk taking and problem solving, maintaining student engagement, facilitating factual recall)
  - analyzing how cultural and gender differences can affect communication in the classroom (e.g., eye contact, use of colloquialisms, interpretation of body language) and recognizing effective methods for enhancing communication
  - analyzing teacher-student interactions with regard to communication issues (e.g., those related to communicating expectations, providing feedback, building student self-esteem, modeling appropriate communication techniques for specific situations)

**5. Understand how to structure and manage a classroom to create a climate that fosters a safe and productive learning environment.**

- For example:
- analyzing relationships between classroom management strategies (e.g., in relation to discipline, student decision making, establishing and maintaining standards of behavior) and student learning, attitudes, and behaviors
  - recognizing issues related to the creation of a classroom climate (e.g., with regard to shared values, shared experiences, patterns of communication)
  - evaluating various methods for managing transitions (e.g., between lessons, when students enter and leave the classroom) and handling routine classroom tasks and unanticipated situations
  - analyzing the effects of different spatial arrangements on the learning environment



# Sample Completed Context of Instruction Form 2009–2010



New York State Teacher  
Certification Examinations™



SSN: 123-45-6789    09-10    ID: # 12345678

## Assessment of Teaching Skills—Performance

Please complete this form and submit it along with your video recording. Do NOT attach any additional sheets or provide any information that is not requested. Please print or type your responses clearly, as an illegible form may delay the scoring of your video submission. Please affix the Video Identification Label in the box provided at the top of this page.

Level of Video-Recorded Class:

- Early Childhood (PreK–K)
- Elementary (1–6)
- Secondary (7–12)

Primary Language Used in Video-Recorded Instruction:

- English
- Language Other Than English (including sign language)  
Please specify: \_\_\_\_\_

Grade Level(s) of Students Appearing in Video-Recorded Class: Grade 8

Subject Taught in Video-Recorded Class (e.g., Social Studies): Social Studies

Social Security Number: 123-45-6789

How many students are regularly in the video-recorded class? 24

How many students are in the video-recorded lesson submitted? 22

(It is recommended that you include as many of the students in the class as possible.)

If other adults are present, what are their roles? a parent volunteer and a one-on-one special education teacher

1. What do you expect students to *learn* or *be able to do* as a result of the instruction that you provided on your video recording?

As a result of this lesson students will:

- a. identify the primary mineral resources of Africa.
- b. understand the link of past European colonialism to mineral resources of Africa.
- c. analyze future economic growth of Africa in relation to its mineral resources.
- d. prepare an oral report with another student on an African country and the best ways the country could use its mineral resources to promote economic development.

**continued on reverse side**

## Context of Instruction Form (continued)

2. What instruction/preparation did you provide prior to your recorded instruction that prepared students for the video-recorded instruction?

*We spent last week on the geography of Africa and its abundant natural and mineral resources. Most students can locate the countries of Africa on a map.*

3. What instruction do you plan to provide after your video-recorded instruction to build upon or extend what you taught?

*Students will begin working in class on their oral reports on mineral resources of an African country. They will present their reports to the class by the end of the week.*


4. Are there factors that are not easily observed on the video recording that may have affected your recorded instruction?

*Students are heterogeneously grouped, resulting in a wide range of reading levels in each class, with some students having difficulty in reading textbook materials associated with the lesson.*

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