2/20/13 NYSUT's Teacher Practice Rubric * 2012 Edition *
Aligned with the New York State Teaching Standards

Standard 1: Knowledge of Students and Student learning

Teachers acquire knowledge of each student and demonstrate knowledge of student development and learning to promote achievement for all students.

It is not enough for teachers to know and understand childhood or adolescent developmental norms. Teachers must also know their students: their strengths and weaknesses, their interests, their readiness levels and skill sets, and the outside influences that affect their learning: family dynamics, cultural customs, and socio-economic status. Furthermore, teachers must demonstrate this knowledge and understanding and also incorporate appropriate 21st Century Skills in the planning and preparation of their lessons.

Element I.1: Teachers demonstrate knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels.
NYSED Indicators: *Describe orally and in writing an understanding of the developmental characteristics of their students; Create developmentally appropriate lessons that address student learning differences and needs; Teachers implement lessons and modify instruction based upon student developmental needs.*

Indicators	Ineffective	Developing	Effective	Highly Effective
A. *Describes and plans using knowledge of developmental characteristics of students*	Teacher is unable to describe orally or apply in planning, the developmental characteristics of the age group.	Teacher describes orally and applies in planning, some knowledge of the developmental characteristics of the age group.	Teacher describes orally and applies in planning, an accurate knowledge of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group, and exceptions to the general patterns, teacher describes orally and applies in planning the extent to which individual students follow the general patterns and how 21st Century Skills fit into this knowledge base.
Considerations for ELLs:	• For classrooms that include ELLs, developmental characteristics of students include their first and second language development.			
Considerations for SWDs:				

Element I.2: **Teachers demonstrate current, research-based knowledge of learning and language acquisition theories and processes.**
NYSED Indicators: *Design lesson plans and adjust instruction to include a variety of strategies that support the learning needs of each student. Design lesson plans and adjust instruction to include a variety of strategies that support the language acquisition needs of each student. Teachers explain their instructional decisions citing current research.*

Indicators	Ineffective	Developing	Effective	Highly Effective
A. Uses strategies to support learning and language acquisition	Teacher designs lessons with few strategies that support student learning and language acquisition needs. Teacher does not adjust instruction.	Teacher designs lessons to include some instructional strategies that support the learning and language acquisition needs of some students. Teacher is able to adjust by implementing one or two additional strategies.	Teacher designs lessons to include several instructional strategies that support the learning and language acquisition needs of most students. Teacher is able to adjust by adapting and/or adding strategies to meet the needs of specific students.	Teacher designs lessons to include several instructional strategies that support the learning and language acquisition needs of each student. Teacher is able to adjust by adapting and/or adding strategies to meet the needs of specific students. Students suggest specific strategies that help them achieve the outcomes of the lesson and teacher supports the students' suggestions.
Considerations for ELLs:	• Students suggest specific strategies to support their own learning as appropriate			
Considerations for SWDs:	• Students suggest specific strategies to support their own learning as appropriate			

Indicators	Ineffective	Developing	Effective	Highly Effective
B. Uses current research	Teacher is unable to cite current research to plan or explain instructional decisions.	Teacher cites limited or dated research to plan and explain instructional decisions.	Teacher cites current research to plan and explain instructional decisions.	Teacher cites current research to plan and explain instructional decisions and seeks out additional research to inform practice.
Considerations for ELLs:	• Teachers will need to have access to specialists or support personnel knowledgeable about ESL.			
Considerations for SWDs:	• Teachers will need to have access to specialists or support personnel knowledgeable about disabilities.			

Element I.3: **Teachers demonstrate knowledge of and are responsive to diverse learning needs, interests, and experiences of all students.**
NYSED Indicators: *Vary and modify instruction to meet the diverse learning needs of each student. Create, deliver, and adapt instruction to address each student's strengths, interests, and experiences.*

Indicators	Ineffective	Developing	Effective	Highly Effective
A. Plans for student strengths, interests, experiences to meet diverse learning needs of each student.	Teacher's plans do not vary or modify instruction to meet the strengths, interests, experiences, or diverse learning needs of students.	Teacher's plans vary or modify instruction to meet the strengths, interests, experiences, and diverse learning needs of some students.	Teacher's plans vary or modify instruction to meet the strengths, interests, experiences, diverse learning needs of most students.	Teacher's plans vary or modify instruction to meet the strengths, interests, experiences, diverse learning needs of each student. Students suggest ways in which the lesson might be modified to advance their own learning and teacher acknowledges the suggestion.
Considerations for ELLs:	- As necessary, teacher varies or modifies instruction to ensure that ELLs develop English proficiency and acquire grade-level content knowledge. - Teachers will need to have access to specialists or support personnel knowledgeable about ESL. - Students suggest specific strategies to support their own learning as appropriate			
Considerations for SWDs:	- Students suggest specific strategies to support their own learning as appropriate - Teachers will need to have access to specialists or support personnel knowledgeable about disabilities.			

Element I.4: **Teachers acquire knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning.**
NYSED Indicators: *Communicate directly with each student's parents, guardians, and/or caregivers. Use a variety of techniques to accommodate the communication needs of each student's parents, guardians, and/or caregivers.*

Indicators	Ineffective	Developing	Effective	Highly Effective
A. Communicates with parents, guardians, and/or caregivers	Teacher does not communicate directly with student's parents, guardians, and/or caregivers to enhance student learning and/or does not accommodate the communication needs of the family.	Teacher occasionally communicates directly with student's parents, guardians, and/or caregivers to enhance student learning. Communication is occasionally modified to meet the needs of the family.	Teacher regularly communicates directly with student's parents, guardians, and/or caregivers to enhance student learning. Communication is frequent and uses multiple modes of contact to accommodate the needs of the family.	Teacher communicates directly with student's parents, guardians, and/or caregivers to enhance student learning. Multiple modes of contact are used to accommodate the needs of the family. Students and parents/guardians initiate communication.
Considerations for ELLs:	For children who come from homes where a language other than English is spoken, multiple modes of contact include communicating in students' home language if necessary.			
Considerations for SWDs:				

Element I.5: **Teachers demonstrate knowledge of and are responsive to the economic, social, cultural, linguistic, family, and community factors that influence their students' learning.**
NYSED Indicators: *Incorporate a knowledge and understanding of the school community when planning and implementing instruction. Incorporate an understanding of their students' strengths and limitations and the environmental factors that influence their students' learning. Attend to individual students' personal and family experiences by incorporating multiple perspectives when discussing content.*

Indicators	Ineffective	Developing	Effective	Highly Effective
A. Incorporates the knowledge of school community and environmental factors	Teacher does not incorporate knowledge and understanding of the school community when designing or implementing instruction.	Teacher incorporates general knowledge of the school community when planning and implementing instruction.	Teacher incorporates detailed and specific knowledge of the school community when planning and implementing instruction reflecting a deep understanding of the school community.	Teacher incorporates detailed and specific knowledge of the school community when planning and implementing instruction, reflecting a deep understanding of the school community. Teacher continuously seeks additional information to impact instruction.
Considerations for ELLs:				
Considerations for SWDs:				

Indicators	Ineffective	Developing	Effective	Highly Effective
B. Incorporates multiple perspectives	Teacher does not consider students' personal and family experiences when planning delivery of content.	Teacher considers students' personal and family experiences when planning delivery of content by incorporating more than one perspective.	Teacher considers students' personal and family experiences when planning delivery of content by incorporating multiple perspectives.	Teacher considers students' personal and family experiences when planning delivery of content by incorporating multiple perspectives. Students offer their personal perspective as it relates to the content and the teacher incorporates those perspectives in planning.
Considerations for ELLs:				
Considerations for SWDs:				

Element I.6: **Teachers demonstrate knowledge and understanding of technological and information literacy and how they affect student learning.**
NYSED Indicators: *Use technological tools and a variety of communication strategies to engage each student.*
Assist students to become knowledgeable and critical consumers and users of quality information.

Indicators	Ineffective	Developing	Effective	Highly Effective
A. Understands technological literacy and its impact on student learning	Teacher does not plan the use of available technological tools or a variety of communication strategies to engage students or assist them in becoming critical users of quality information. Teacher is unaware of 21st Century Skills.	Teacher plans the use of available technological tools and communication strategies to engage some students and/or to assist them in becoming critical users of quality information. Teacher's knowledge of 21st Century Skills is rudimentary.	Teacher plans the use of available technological tools and communication strategies to engage most students, and to assist them in becoming critical users of quality information. Teacher's knowledge of 21st Century Skills is current and embedded in the communication strategies.	Teacher plans the use of available technological tools and communication strategies to engage each student. Teacher's knowledge of 21st Century Skills is current and embedded in the communication strategies. Students contribute to the variety of technological strategies used to engage them in their own learning and become critical users of quality information.
Considerations for ELLs:				
Considerations for SWDs:	• Teachers should receive information on instructional and assistive technology for students with disabilities. • Teachers will need to have access to specialists or support personnel knowledgeable about disabilities.			

Standard II: Knowledge of Content and Instructional Planning

Teachers know the content they are responsible for teaching and plan instruction that ensures growth and achievement for all students.

A teacher translates instructional outcomes into learning experiences for students through the design of instruction. Even in classrooms where students assume considerable responsibility for their learning, teachers must design instruction that is coherent and balanced between careful planning and flexibility in execution. Teachers design instruction that reflects the needs of 21st century learners and include opportunities to collaborate, innovate, create and solve problems using high-level cognitive processes and communication tools and media.

Element II.1 Teachers demonstrate knowledge of the content they teach, including relationships among central concepts, tools of inquiry, [and] structures and current developments within their discipline(s).
NYSED Indicators: *Incorporate key concepts during instruction through the use of multiple representations and explanations. Engage students to use key disciplinary language with comprehension through instruction. Demonstrate the effective use of current developments in pedagogy and content. Design learning experiences that foster student understanding of key disciplinary themes. Demonstrate knowledge of the learning standards and their application throughout their instruction and practice.*

Indicators	Ineffective	Developing	Effective	Highly Effective
A. *Understands* key discipline concepts, themes, learning standards and key disciplinary language	Teacher does not understand or use in planning the key discipline concepts, themes or learning standards and does not plan for students to use and comprehend key disciplinary language.	Teacher has a rudimentary understanding and use in planning of the key discipline concepts and/or themes and occasionally plans instruction that allows students to use and comprehend key disciplinary language.	Teacher understands and plans key discipline concepts and themes in the discipline and can relate them to one another. Teacher plans instruction that allows students to be cognitively engaged in their use and comprehension of key disciplinary language	Teacher understands and purposefully plans key discipline concepts and themes in the discipline and how they relate within and outside of the discipline. Teacher plans instruction that allows students to be cognitively engaged in the use and comprehension of key disciplinary language in order to enrich learning experiences in the discipline.
Considerations for ELLs:	- For teachers with ELLs in their class, "outside the discipline" refers to knowledge of first and second language acquisition and how they influence content-area learning in a second language. - Teachers will need to have access to specialists or support personnel knowledgeable about ESL.			
Considerations for SWDs:				

Indicators	Ineffective	Developing	Effective	Highly Effective
B. Uses current developments in pedagogy and content	Teacher is not current on content-related pedagogy and is unable to cite current research to explain planned instructional decisions.	Teacher has a limited understanding of current content-related pedagogy and cites limited or dated research to explain planned instructional decisions.	Teacher understands current content-related pedagogy and cites current research to explain planned instructional decisions.	Teacher understands current content- related pedagogy and cites current research to explain planned instructional decisions. Teacher seeks out new developments to enhance practice.
Considerations for ELLs:	- For teachers of ELLs, teacher understands pedagogy related to how to ensure ELLs access grade-appropriate content as well as further the development of their English proficiency. - Teachers will need to have access to specialists or support personnel knowledgeable about ESL.			
Considerations for SWDs:	- For teachers of students with disabilities, teacher understands pedagogy related to how to ensure students with disabilities access grade-appropriate content. - Teachers will need to have access to specialists or support personnel knowledgeable about disabilities.			

Element II.2: **Teachers understand how to connect concepts across disciplines and engage learners in critical and innovative thinking and collaborative problem solving related to real world contexts.**
NYSED Indicators: *Facilitate students' ability to develop diverse social and cultural perspectives. Incorporate perspectives from varied disciplines and interdisciplinary skills in their instruction. Provide opportunities for students to engage in individual and collaborative critical thinking and problem solving. Teachers model and encourage effective use of interpersonal communication skills to build student capacity for collaboration. Create opportunities for students to apply disciplinary and cross-disciplinary knowledge to personal experiences and real world problems.*

Indicators	Ineffective	Developing	Effective	Highly Effective
A. Incorporates diverse social and cultural perspectives	Teacher does not plan instruction that facilitates students' ability to develop diverse social and cultural perspectives. Instruction is not aligned with 21st Century skills.	Teacher plans some instruction to facilitate students' ability to develop diverse social and cultural perspectives. Instruction may or may not be aligned with 21st Century skills.	Teacher plans most instruction to facilitate students' ability to develop diverse social and cultural perspectives. Teacher incorporates perspectives from a variety of disciplines and embeds interdisciplinary skills in instruction to align with 21st Century Skills.	Teacher plans all instruction to facilitate students' ability to develop diverse social and cultural perspectives. The perspectives are connected to a sequence of learning both in the discipline and related disciplines and align with 21st Century Skills.
Considerations for ELLs:				
Considerations for SWDs:				

Indicators	Ineffective	Developing	Effective	Highly Effective
B. Incorporates individual and collaborative critical thinking and problem solving	Teacher does not plan opportunities for students to engage in individual and collaborative critical thinking and problem solving.	Teacher plans occasional opportunities for students to engage in individual and collaborative critical thinking and problem solving.	Teacher plans frequent opportunities for students to engage in individual and collaborative critical thinking and problem solving that align with 21st Century Skills. The teacher models effective interpersonal skills.	Teacher plans on-going opportunities for students to engage in individual and collaborative critical thinking and problem solving that align with 21st Century Skills. The teacher models and encourages effective use of interpersonal skills to build student capacity for collaboration.
Considerations for ELLs:	- Teachers need to be aware that interpersonal skills vary based on cultural background. - Teachers will need to have access to specialists or support personnel knowledgeable about ESL.			
Considerations for SWDs:				

Indicators	Ineffective	Developing	Effective	Highly Effective
C. Incorporates disciplinary and cross-disciplinary learning experiences	Teacher does not create learning experiences for students to apply disciplinary and cross-disciplinary knowledge to personal experiences and real world problems.	Teacher creates occasional learning experiences for students to apply disciplinary and cross-disciplinary knowledge to personal experiences and real world problems.	Teacher creates regular learning experiences for students to apply disciplinary and cross-disciplinary knowledge to personal experiences and real world problems.	Teacher creates regular opportunities for students to apply disciplinary and cross-disciplinary knowledge to personal experiences and real world problems. Teacher seeks student input prior to planning such learning experiences.
Considerations for ELLs:				
Considerations for SWDs:				

Element II.3: **Teachers use a broad range of instructional strategies to make subject matter accessible.**
NYSED Indicators: *Design instruction that reflects the multiple experiences, strengths, and learning needs of students. Adapt instruction in response to various levels of student understanding. Make meaningful connections between content and students' life experiences. Create opportunities for students to engage in self-directed learning.*

Indicators	Ineffective	Developing	Effective	Highly Effective
A. Designs learning experiences that connect to students' life experiences	Teacher designs learning experiences that do not make connections between content and students' life experiences or the connections are insensitive and/or inappropriate. Connections to 21st Century skills are absent.	Teacher attempts to design learning experiences that make connections between the content and students' life experiences; some connections may be inappropriate. Occasional connections to 21st Century skills are included.	Teacher frequently designs learning experiences that make appropriate connections between the content and students' life experiences. There are frequent connections to 21st Century skills.	Teacher frequently designs learning experiences that make appropriate connections between the content and students' life experiences. Teacher includes suggestions offered by students. 21st Century skills are embedded into each lesson.
Considerations for ELLs:	For some students, their life experiences reflect their knowledge and skills in their first language, as well as their experiences in their native countries.			
Considerations for SWDs:				

Indicators	Ineffective	Developing	Effective	Highly Effective
B. Designs self-directed learning experiences	Teacher does not design learning experiences that engage students in self-directed learning.	Teacher designs limited learning experiences that engage students in self-directed learning.	Teacher designs frequent learning experiences that engage students in challenging, self-directed learning.	Teacher designs frequent learning experiences that engage students in challenging, self-directed learning. Teacher seeks student input from students in the design of such experiences.
Considerations for ELLs:				
Considerations for SWDs:				

Element II.4: **Teachers establish goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement.**
NYSED Indicators: *Design learning experiences that are aligned with learning standards. Articulate clear learning objectives that align with learning standards. Include opportunities for students to achieve learning goals in a variety of ways.*

Indicators	Ineffective	Developing	Effective	Highly Effective
A. Articulates learning objectives/goals with learning standards	Teacher is unable to design learning experiences or articulate how learning objectives are aligned with learning standards and/or how students will achieve the learning goals.	Teacher is able to design learning experiences and articulate how some learning objectives are aligned with learning standards and has designed some opportunities for students to achieve the learning goals.	Teacher is able to design learning experiences and articulate how the learning objectives align with learning standards and includes several different opportunities for students to achieve the learning goals including application of 21st Century Skills.	Teacher is able to design all learning experiences and articulate how the learning objectives are aligned with learning standards and includes several different opportunities for students to achieve the learning goals including application of 21st Century Skills. Students suggest additional ways in which to demonstrate their learning.
Considerations for ELLs:	• Learning objectives should be clear and measurable and include language acquisition objectives • Teachers will need to have access to specialists or support personnel knowledgeable about ESL.			
Considerations for SWDs:	• Learning Objectives should be clear and measurable. • Teachers will need to have access to specialists or support personnel knowledgeable about disabilities.			

Element II.5: Teachers design relevant instruction that connects students' prior understanding and experiences to new knowledge.

NYSED Indicators: *Determine current levels of student understanding and knowledge of content through questioning techniques, discussion, and other methods. Address common misconceptions in the content area through instructional methods. Design learning experiences that connect students' prior knowledge and instruction.*

Indicators	Ineffective	Developing	Effective	Highly Effective
A. Designs instruction using current levels of student understanding	Teacher does not use students' responses to questions, discussion or other work nor considers possible misconceptions when planning instruction.	Teacher uses students' responses to questions, discussion or other work, and may or may not consider common misconceptions when planning instruction.	Teacher uses students' responses to questions, discussion, and other work, and considers common misconceptions when planning instruction.	Teacher uses individual students' responses to questions, discussion, and other work, and routinely considers common misconceptions when planning instruction.
Considerations for ELLs:				
Considerations for SWDs:				

Indicators	Ineffective	Developing	Effective	Highly Effective
B. Designs learning experiences using prior knowledge	Teacher does not design learning experiences that connect students' prior content knowledge to new learning.	Teacher designs some learning experiences that connect prior content knowledge to new learning.	Teacher designs learning experiences that connect prior content knowledge to new learning within and across disciplines.	Teacher designs learning experiences that connect prior content knowledge to new learning. Teacher plans opportunities for students themselves to make connections to prior learning within and across disciplines.
Considerations for ELLs:	- For some students, this prior knowledge will be in a language other than English and the teacher is able to find ways to help students draw on this first language knowledge. - Teachers will need to have access to specialists or support personnel knowledgeable about ESL.			
Considerations for SWDs:				

Element II.6: **Teachers evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals.**
NYSED Indicators: *Organize physical space to reflect an awareness of learner needs and curricular goals. Incorporate a knowledge and understanding of technology in their lessons to enhance student learning. Organize and effectively use time to achieve learning goals. Select and adapt curricular materials to align with state standards and meet diverse learning needs. Access appropriate resources to meet specific learning differences or needs.*

Indicators	Ineffective	Developing	Effective	Highly Effective
A. Organizes time	Teacher does not consider time allocations to achieve learning goals.	Teacher considers time allocations but those times may be either too long or too short to achieve the learning goals.	Teacher assigns reasonable time allocations to achieve the learning goals and adjusts if students need more or less time.	Teacher assigns reasonable time allocations to achieve the learning goals and adjusts if students need more or less time. Students may request additional or less time to achieve learning goals.
Considerations for ELLs:				
Considerations for SWDs:				

Indicators	Ineffective	Developing	Effective	Highly Effective
B. Selects materials and resources	Teacher is unaware of curricular materials and resources that align with student learning standards or is aware but chooses not to use or adapt materials and resources to meet diverse learning needs.	Teacher selects curricular materials and resources that align with student learning standards. Teacher occasionally adapts materials and resources to meet diverse learning needs.	Teacher selects curricular materials and resources that align with student learning standards. Teacher regularly adapts materials and resources to meet diverse learning needs.	Teacher selects a variety of curricular materials and resources that align with student learning standards. Teacher regularly adapts materials to meet diverse learning needs and seeks out additional materials and resources to support student learning.
Considerations for ELLs:				
Considerations for SWDs:				

Standard III: Instructional Practice

Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.

Effective instruction is the critical interactive work that teachers undertake when they bring complex content to life for students. Teachers design instruction to integrate content areas and weave together knowledge of students, content, assessment, and reflection in the instructional process. Teachers use available technologies to scaffold student learning. There is an emphasis on teacher facilitation and fostering student ownership, problem solving, inquiry, real-life connections and relevance. Teachers prepare students for the future by fostering creativity, critical thinking, communication, and collaboration.

Element III.1: Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning.
NYSED Indicators: *Align instruction to standards. Implement instruction proven to be effective in prior research. Students are actively and cognitively engaged through teacher facilitation of student-to-student and student-to-teacher interactions.*

Indicators	Ineffective	Developing	Effective	Highly Effective
A. Aligns instruction to standards	Teacher does not implement learning experiences that are aligned with learning standards. Students are unaware of the learning standards.	Teacher implements some learning experiences that are aligned with learning standards. Students are aware of the learning standards, but may be unable to clearly convey their relation to the learning experiences.	Teacher implements most learning experiences that are aligned with learning standards. Students are aware of the learning standards and can convey how they relate to the learning experiences.	Teacher implements all learning experiences that are aligned with learning standards. Students are aware of the learning standards and can convey how they relate to the learning experiences. Students are able to make connections between different learning experiences and learning standards.
Considerations for ELLs:				
Considerations for SWDs:				

Indicators	Ineffective	Developing	Effective	Highly Effective
B. Uses research-based instruction	Teacher does not implement research-based instructional practices.	Teacher implements some research-based instructional practices.	Teacher implements multiple research-based instructional practices.	Teacher implements multiple research-based instructional practices. Teacher seeks out the newest research to deepen and expand instruction.
Considerations for ELLs:				
Considerations for SWDs:				

Indicators	Ineffective	Developing	Effective	Highly Effective
C. Engages students	Teacher's instructional practices engage students at a low level of cognitive challenge. Students have little interaction with the teacher or with peers.	Teacher's instructional practices engage students at an insufficient level of cognitive challenge. Students have occasional opportunities to interact with the teacher and/or with peers.	Teacher's instructional practices engage students at an appropriately high level of cognitive challenge. Students have regular and ongoing opportunities to interact with the teacher and with peers.	Teacher's instructional practices engage students at an appropriately high level of cognitive challenge. Students have regular and ongoing opportunities to interact with the teacher and with peers. Students initiate interactions to deepen cognitive engagement.
Considerations for ELLs:	- For teachers of ELLs, these practices include using evidence-based ESL methods to help students access grade-level content. For bilingual teachers these practices include using students' first languages for instruction. Interaction with native English speaking peers is very important for helping ELLs become English-proficient. - Teachers will need to have access to specialists or support personnel knowledgeable about ESL.			
Considerations for SWDs:				

Element III.2: **Teachers communicate clearly and accurately with students to maximize their understanding and learning.**
NYSED Indicators: *Students understand directions and procedures. Use a variety of questioning techniques to advance student learning and reflection. Students' comments and questions are acknowledged and utilized to advance learning. Students understand lesson content through teachers' use of oral, written and graphic methods. Adjust communication in response to student needs.*

Indicators	Ineffective	Developing	Effective	Highly Effective
A. Provides directions and procedures	Teacher directions and procedures are confusing to students. Teacher does not adjust explanation to meet student needs.	Teacher directions and procedures are clarified after initial student confusion. Teacher attempts to adjust explanations to meet student needs.	Teacher directions and procedures are clear to students. Teacher adjusts explanations to meet student needs.	Teacher directions and procedures are clear, complete, and anticipate possible student misunderstanding. Teacher adjusts explanations to meet the needs of individual students.
Considerations for ELLs:				
Considerations for SWDs:				

Indicators	Ineffective	Developing	Effective	Highly Effective
B. Uses questioning techniques	Teacher's questions are largely closed in nature. Questions do not invite a thoughtful response or further discussion. Techniques result in few students having an opportunity to respond.	Teacher's questions are a combination of open and closed questions. Some questions invite a thoughtful response and/or further discussion. Techniques result in most students having an opportunity to respond.	Most of teacher's questions are open in nature and engage students in deeper thinking and further discussion. Techniques require all students to respond	Teacher's questions are open in nature and challenge students to think and demonstrate reasoning. Techniques require all students to respond. Students formulate many questions to advance their understanding.
Considerations for ELLs:	- For ELLs, students need questions that help them understand content in a second language and these questions are not always open-ended, and can include, for example, questions that require students to understand details, as well as the meanings of word, phrases, and sentences. - Teachers will need to have access to specialists or support personnel knowledgeable about ESL.			
Considerations for SWDs:				

Indicators	Ineffective	Developing	Effective	Highly Effective
C. Responds to students	Teacher ignores students' questions/comments and/or provides a response that shuts down student learning.	Teacher responds to some students' questions/comments. Response gives students the answer rather than challenge student thinking.	Teacher responds to students' questions/comments. Responses challenge student thinking.	Teacher and students respond to students' questions/comments. Responses challenge all students' thinking.
Considerations for ELLs:	- In responding to ELLs, teachers also model standard English grammar and elaborate on students' responses. - Teachers will need to have access to specialists or support personnel knowledgeable about ESL.			
Considerations for SWDs:				

Indicators	Ineffective	Developing	Effective	Highly Effective
D. Communicates content	Teacher's spoken language is inaudible, and/or written language is illegible. Spoken or written language contains content or serious grammatical errors. Graphic methods are not used or used ineffectively.	Teacher's spoken language is audible, and written language is legible. Content is accurate and grammatical errors are insignificant to student understanding. Graphic methods are used occasionally.	Teacher's spoken and written language is clear. Content and grammar are accurate. Graphic methods are used regularly to enhance content understanding.	Teacher's spoken and written language is clear and expressive. Content and grammar are accurate. Various graphic methods are used regularly to enhance content understanding. Students offer their own graphic representation of the content.
Considerations for ELLs:	• For teachers of ELLs, besides graphic methods, teachers use other evidence-based ESL techniques to enhance student understanding. • Teachers will need to have access to specialists or support personnel knowledgeable about ESL.			
Considerations for SWDs:				

Element III.3: **Teachers set high expectations and create challenging learning experiences for students.**
NYSED Indicators: *Articulate high expectations for all students. Students have a clear understanding of measures of success. Challenge and support all students by incorporating various instructional strategies, experiences and resources.*

Indicators	Ineffective	Developing	Effective	Highly Effective
A. Articulates measures of success	Teacher does not articulate how success will be measured; students are unaware of the criteria for success.	Teacher articulates how success will be measured; students may be confused about the criteria for success.	Teacher articulates how success will be measured. Students can articulate how their success will be measured and have scoring criteria as a guide.	Teacher articulates how success will be measured. Students can articulate how their success will be measured and have scoring criteria and exemplars as models. Students have created or analyzed the success criteria with the teacher.
Considerations for ELLs:				
Considerations for SWDs:				

Indicators	Ineffective	Developing	Effective	Highly Effective
B. Implements challenging learning experiences	Teacher articulates low student expectations and does not challenge or support all students through instructional strategies, learning experiences and/or resources.	Teacher articulates moderate expectations for most or all students and attempts to challenge and support all students through instructional strategies, learning experiences and/or resources, but efforts are ineffective or limited.	Teacher articulates high expectations for all students and persists in seeking approaches to challenge and support all students, drawing on a broad repertoire of strategies, learning experiences, and resources.	Teacher articulates high expectations for all students and persists in seeking approaches to challenge and support all students, drawing on a broad repertoire of strategies, experiences, and resources, soliciting additional resources from colleagues and/or the community.
Considerations for ELLs:	• These should be geared to helping ELLs access grade-level content and enhance their second-language acquisition. • Teachers will need to have access to specialists or support personnel knowledgeable about ESL.			
Considerations for SWDs:				

Element III.4: **Teachers explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students and promote achievement.**
NYSED Indicators: *Use an understanding of students' diverse backgrounds to individualize interactions and differentiate instruction. Incorporate instructional approaches and technologies to provide students with opportunities to demonstrate mastery of learning outcomes. Incorporate into instruction motivating and meaningful opportunities to engage students in learning experiences.*

Indicators	Ineffective	Developing	Effective	Highly Effective
A. Differentiates instruction	Teacher uses instructional strategies that are not appropriate to students or to instructional purposes, and do not motivate or cognitively challenge students. There is no attention to 21st Century skills.	Teacher uses only some differentiated instructional strategies that are appropriate to students or to the instructional outcomes. Some strategies motivate and represent a moderate cognitive challenge. There is occasional attention to 21st Century skills.	Teacher uses differentiated instructional strategies that are appropriate to groups of students and to the instructional outcomes. Strategies motivate and represent significant cognitive challenge and promote 21st Century Skills.	Teacher uses differentiated instructional strategies that motivate and engage each student in high-level cognitive activities that reflect instructional outcomes, 21st Century Skills, and are appropriate, for individual and diverse learners.
Considerations for ELLs:				
Considerations for SWDs:				

Indicators	Ineffective	Developing	Effective	Highly Effective
B. Implements strategies for mastery of learning outcomes	Teacher adheres rigidly to an instructional approach, even when a change is clearly needed to allow students to demonstrate mastery of learning outcomes.	Teacher attempts to incorporate instructional approaches and technologies to allow students to demonstrate mastery of learning outcomes, with only partially successful results.	Teacher seamlessly incorporates instructional approaches and technologies to allow students to demonstrate mastery of learning outcomes.	Teacher seamlessly incorporates instructional approaches and technologies to allow students to demonstrate mastery of learning outcomes. Students suggest instructional strategies that will help them demonstrate their own learning.
Considerations for ELLs:				
Considerations for SWDs:				

Element III.5: Teachers engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking, and use of technology.
NYSED Indicators: *Students synthesize and express ideas both in written and oral formats. Students work effectively with others, including those from diverse groups and with opposing points of view. Students make decisions, solve problems, and take actions as appropriate.*

Indicators	Ineffective	Developing	Effective	Highly Effective
A. Provides opportunities for collaboration	The teacher provides few opportunities for students to collaborate with others.	The teacher provides occasional opportunities for students to collaborate with others from diverse groups and/or with opposing points of view.	The teacher provides regular opportunities for students to collaborate with others from diverse groups and with opposing points of view. The teacher models effective interpersonal skills to promote collaborative student learning.	The teacher provides regular opportunities for students to collaborate with others from diverse groups and with opposing points of view. The teacher transparently models and encourages effective use of interpersonal skills to build student capacity for collaboration. Students themselves ensure that all voices and ideas are heard in the discussion.
Considerations for ELLs:	- Students will express or build on their ideas, as appropriate. - Teachers will need to have access to specialists or support personnel knowledgeable about ESL.			
Considerations for SWDs:	- Students will express or build on their ideas, as appropriate. - Teachers will need to have access to specialists or support personnel knowledgeable about disabilities.			

Indicators	Ineffective	Developing	Effective	Highly Effective
B. Provides synthesis, critical thinking, and problem-solving	Teacher provides few opportunities in written or oral format for students to synthesize, think critically, or problem solve. The teacher does not use the available technology to support instruction.	Teacher provides occasional opportunities in written or oral format for students to synthesize, think critically, and problem solve. Teacher and students use the available technology with limited effectiveness.	Teacher provides regular opportunities in written and oral format for students to synthesize, think critically, problem solve and to use available technology in alignment with 21st Century skills.	Teacher provides regular opportunities in written and oral format for students to synthesize, think critically, problem solve and use available technology in alignment with 21st Century skills. Students initiate collaborative, problem-solving opportunities.
Considerations for ELLs:				
Considerations for SWDs:				

Element III.6: **Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs.**

NYSED Indicators: *Utilize various types of formative assessment during instruction to monitor and check for student understanding and assess progress. Seek and provide feedback during and after instruction. Adjust the pace of instruction, focus of instruction, and method of delivery based on student progress.*

Indicators	Ineffective	Developing	Effective	Highly Effective
A. *Uses formative assessment to monitor and adjust pacing*	Teacher does not use formative assessment during instruction to monitor student learning. Teacher does not adjust the pace, focus, or delivery of instruction.	Teacher occasionally uses formative assessment to monitor student learning. Teacher occasionally uses student progress to adjust the pace, focus, or delivery of instruction with uneven results	Teacher frequently uses formative assessment to monitor student learning. Teacher uses student progress to immediately adjust the pace, focus, or delivery of instruction.	Teacher always uses a variety of formative assessment to monitor the progress of individual students. Teacher uses student progress to immediately adjust the pace, focus, or delivery of instruction. Students self-assess progress and suggest adjustments to instruction.
Considerations for ELLs:	- Formative assessments must be in a format accessible to ELLs so that they are able to demonstrate their content knowledge. - Teachers will need to have access to specialists or support personnel knowledgeable about ESL.			
Considerations for SWDs:	- Formative assessments must be in a form accessible to students with disabilities so that they are able to demonstrate their content knowledge. - Teachers will need to have access to specialists or support personnel knowledgeable about disabilities.			

Indicators	Ineffective	Developing	Effective	Highly Effective
B. Provides feedback during and after instruction	Teacher's feedback to students is limited, infrequent and/or irrelevant.	Teacher's feedback to students is inconsistent in timeliness, frequency and/or relevance. Feedback inconsistently advances student learning.	Teacher's feedback to students is timely, frequent, and relevant. Feedback frequently advances student learning.	Teacher's feedback to students is timely, frequent, and relevant. Feedback consistently advances student learning. Students use the feedback to advance their own learning.
Considerations for ELLs:	- Relevant feedback would include information and knowledge that enhances their English language proficiency and content knowledge. - Teachers will need to have access to specialists or support personnel knowledgeable about ESL.			
Considerations for SWDs:				

Standard IV: Learning Environment

Teachers work with all students to create a dynamic learning environment that supports achievement and growth.

The classroom environment is a critical aspect of a teacher's skill in promoting learning. Students can't concentrate on academic content if they don't feel comfortable in the classroom. If the atmosphere is negative, if students fear ridicule, if the environment is chaotic, no one – neither students nor teacher – can focus on learning. Teachers who excel in Standard 4 create an atmosphere of excitement about the importance of learning and the significance of the content. Skills in Standard 4 are demonstrated through classroom interactions and observations.

Element IV.1: Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student.
NYSED Indicators: *Caring and respectful in interactions with students. Embrace student diversity as an asset in the classroom. Recognize and reinforce positive interactions among students. Create a climate of acceptance and respect. Create an environment where students feel a sense of responsibility to one another.*

Indicators	Ineffective	Developing	Effective	Highly Effective
A. Interactions with students	Teacher interactions, with at least some students, are inappropriate to the age or culture of the students. The classroom climate is not conducive to feeling accepted or free to take learning risks.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Only some students feel accepted and free to take learning risks.	Teacher-student interactions demonstrate general caring and respect. Interactions are appropriate to the ages and cultures of the students. Teacher creates a safe learning environment where students feel accepted and free to take learning risks.	Teacher-student interactions reflect genuine respect, caring, and cultural understanding for individuals as well as groups of students. Teacher creates a safe learning environment where all students feel accepted and free to take learning risks.
Considerations for ELLs:				
Considerations for SWDs:				

Indicators	Ineffective	Developing	Effective	Highly Effective
B. Supports student diversity	Teacher ignores diversity in the classroom and does not use it to support the learning environment.	Teacher acknowledges diversity in the classroom but is inconsistent in using it to enrich the learning environment.	Teacher acknowledges student diversity and uses it as an opportunity to enrich the learning environment.	Teacher acknowledges student diversity and uses it as an opportunity to enrich the learning environment. Students take initiative to respect and support diversity.
Considerations for ELLs:				
Considerations for SWDs:				

Indicators	Ineffective	Developing	Effective	Highly Effective
A. Reinforces positive interactions among students	Teacher does not address student interactions that are inappropriate and disrespectful.	Teacher inconsistently addresses inappropriate student interactions.	Teacher ensures that student interactions are generally polite and respectful. Such interactions are appropriate to the age and cultures of the students.	Teacher ensures that students demonstrate respect for one another and monitor one another's treatment of peers. Students correct classmates respectfully when needed, and demonstrate personal responsibility.
Considerations for ELLs:				
Considerations for SWDs:				

Element IV.2: **Teachers create an intellectually challenging and stimulating learning environment.**
NYSED Indicators: *Encourage students to set high standards and expectations for their own performance. Motivate students to initiate their own learning and strive to achieve challenging learning goals. Promote students' curiosity and enthusiasm for learning. Students are actively engaged in learning. Students openly express their ideas. Students show pride in their work and accomplishments.*

Indicators	Ineffective	Developing	Effective	Highly Effective
A. Promotes student pride in work and accomplishments	Teacher does not promote a sense of pride in student work or accomplishment, discourages students from expressing their ideas, and/or initiating their own learning and achievement. Students are not motivated to complete work or are unwilling to persevere.	Teacher inconsistently promotes a sense of pride in student work or accomplishment creates an environment where students express their ideas, take initiative and have high expectations for their own learning and achievement. Students minimally accept the responsibility to "do good work" but invest little of their energy into its quality.	Teacher consistently promotes a sense of pride in student work or accomplishment, creates an environment where students are encouraged to express their ideas, take initiative and have high expectations for their own learning and achievement. Students accept the teacher's insistence on work of high quality and demonstrate perseverance.	Teacher consistently promotes a sense of pride in student work or accomplishment and creates an environment where all students are expected to express their ideas, take initiative and have high expectations and pride for their own learning and achievement. Students monitor their own progress as they strive to meet challenging learning goals with innovation, flexibility and originality.
Considerations for ELLs:	- Students will monitor their own progress, as appropriate. - Teachers will need to have access to specialists or support personnel knowledgeable about ESL.			
Considerations for SWDs:	- Students will monitor their own progress, as appropriate. - Teachers will need to have access to specialists or support personnel knowledgeable about disabilities.			

Indicators	Ineffective	Developing	Effective	Highly Effective
B. Promotes student curiosity and enthusiasm	Teacher conveys a negative attitude, suggesting that learning is not important or has been mandated. Students are not cognitively engaged or enthusiastic about learning.	Teacher conveys importance of learning, but with little conviction and only minimal apparent buy-in by the students. Some students are cognitively engaged and enthusiastic.	Teacher conveys enthusiasm for learning, and students demonstrate consistent commitment to its value. Students are cognitively engaged and enthusiastic about appropriately challenging learning.	Teacher conveys genuine enthusiasm for learning. Students— through their curiosity, initiative, and active participation— demonstrate enthusiasm for learning. Students are cognitively engaged and strive to meet challenging learning goals.
Considerations for ELLs:	- Learning goals are appropriately challenging and specifically set for each ELL. - Teachers will need to have access to specialists or support personnel knowledgeable about ESL.			
Considerations for SWDs:	- Learning goals are appropriately challenging and specifically set for him/her. - Teachers will need to have access to specialists or support personnel knowledgeable about disabilities.			

Element IV.3: **Teachers manage the learning environment for the effective operation of the classroom.**
NYSED Indicators: *Establish, communicate, and maintain clear standards and expectations for student behavior. Develop, implement, and adapt routines and procedures to manage activities and transitions. Facilitate instructional groupings to maximize student participation, cooperation, and learning. Students exhibit respectful classroom interactions.*

Indicators	Ineffective	Developing	Effective	Highly Effective
A. *Establishes routines/ procedures/transitions and expectations for student behavior*	The teacher's routines/ procedures/ transitions and standards of conduct, are chaotic, with much instructional time being lost between activities or lesson segments. Students are confused	The teacher's routines/ procedures/ transitions and standards of conduct are somewhat efficient, resulting in some loss of instructional time. Most students seem to understand them.	Teacher's routines/ procedures/ transitions and standards of conduct occur smoothly, with little loss of instructional time. Students assume some responsibility under teacher direction	The teacher and students have established seamless routines/ procedures/ transitions and standards of conduct. They are clear to all students and appear to be internalized. Students assume responsibility in developing routines and standards of conduct, and in ensuring their efficient operation.
Considerations for ELLs:				
Considerations for SWDs:				

Indicators	Ineffective	Developing	Effective	Highly Effective
A. Establishes instructional groups	Teacher's grouping results in students who are not working with the teacher, are not productively engaged in learning and/or exhibit disrespect to the teacher and/or other students.	Teacher's grouping results in students in only some groups being productively engaged in learning while unsupervised by the teacher. Student interactions are generally appropriate but occasionally may reflect disrespect for one another.	Teacher's grouping results in small group work being well organized and most students are productively engaged in learning while unsupervised by the teacher. Student interactions are generally polite and respectful.	Teacher's grouping results in small group work being well organized and students are productively engaged at all times, with students assuming responsibility for productivity. Students work independently and collaboratively to accomplish goals. Student interactions are consistently polite and respectful.
Considerations for ELLs:	• ELLs benefit from interacting with English-proficient peers and when appropriate, ELLs should be paired with English-proficient peers. • When grouping ELLs for content instruction, they should be grouped according to their content knowledge level and not solely their levels of English language proficiency. • Teachers will need to have access to specialists or support personnel knowledgeable about ESL.			
Considerations for SWDs:	• Learning goals are appropriate for each student. • Student engagement "at all times" and assuming responsibilities for productivity may look different for students with disabilities • Teachers will need to have access to specialists or support personnel knowledgeable about disabilities.			

Element IV.4: **Teachers organize and utilize available resources (e.g. physical space, time, people, technology) to create a safe and productive learning environment.**
NYSED Indicators: *Arrange and adapt the physical environment to accommodate individual and group learning needs. Ensure that all students have equitable access to available resources and technologies. Effectively use the services and skills of available volunteers and paraprofessionals. Know and implement policies and procedures to ensure classroom safety.*

Indicators	Ineffective	Developing	Effective	Highly Effective
A. Organizes learning environment	Teacher has not organized the learning environment to meet student learning needs, or the teacher makes poor or inequitable use of physical resources.	Teacher has organized the learning environment to adequately accommodate student learning needs. Available resources, time and technologies are accessible to most students. The resources may be adjusted for a lesson, but with limited effectiveness.	Teacher has organized the learning environment to accommodate all student learning needs. Available resources, time and technologies are equally accessible to all students. The resources are adjusted to support the learning activities.	Teacher has organized the learning environment to accommodate all student learning needs. Available resources, time and technologies are equally accessible to all students. Students adjust the resources to advance their learning.
Considerations for ELLs:				
Considerations for SWDs:	- Teachers should receive information on instructional and assistive technology for students with disabilities. - Teachers will need to have access to specialists or support personnel knowledgeable about disabilities.			

Indicators	Ineffective	Developing	Effective	Highly Effective
B. Manages volunteers and/or paraprofessionals	Teacher does not effectively use the services and skills of available paraprofessionals and/or volunteers. Their presence is disruptive to the learning environment.	Teacher attempts to use the services and skills of available paraprofessionals and/or volunteers. Their presence may be distracting to the learning environment.	Teacher effectively uses the services and skills of available paraprofessionals and/or volunteers. Their presence supports the learning environment.	Teacher effectively uses the services and skills of available paraprofessionals and/or volunteers, resulting in a productive and proactive learning environment.
Considerations for ELLs:	- For children and youth who are especially limited in English proficiency, it is helpful if volunteers and paraprofessionals speak the native languages of the children and youth with whom they are working. - Volunteers and paraprofessionals should provide supplemental instruction that helps ELLs acquire grade appropriate content.			
Considerations for SWDs:	- Volunteers and paraprofessionals should provide services that also result in greater student independence. - Paraprofessionals are included in instructional decision-making.			

Indicators	Ineffective	Developing	Effective	Highly Effective
C. Establishes classroom safety	Teacher does not know, or knows but does not implement, classroom safety procedures.	Teacher inconsistently implements classroom safety procedures.	Teacher consistently implements classroom safety procedures.	Teacher knows and implements classroom safety procedures consistently. Students have internalized the safety procedures.
Considerations for ELLs:				
Considerations for SWDs:				

Standard V: Assessment for Student Learning

Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.

Assessment is an integral part of the instructional process. The design of instruction must account for a range of assessment strategies: formative and summative, formal and informal. High quality assessment practice makes students fully aware of criteria and performance standards, informs teacher's instructional decisions, and leverages both teacher and student feedback. Further, these practices also incorporate student self-assessment and teacher analysis and reflection to inform instruction.

Element V.1: **Teachers design, adapt, select, and use a range of assessment tools and processes to measure and document student learning and growth.**

NYSED Indicators: *Use appropriate diagnostic and ongoing assessment to establish learning goals and inform instruction. Use formative assessment to inform teaching and learning. Use summative assessment to measure and record student achievement. Design assessments that are aligned with curricular and instructional goals. Design and adapt assessments that accurately determine mastery of skills and knowledge. Use multiple measures and multiple formats, including available technology, to assess and document student performance. Implement required assessment accommodations and modifications.*

Indicators	Ineffective	Developing	Effective	Highly Effective
A. Design and/or selects assessments to establish learning goals and inform instruction	Teacher does not design or select appropriate, accessible diagnostic or ongoing formative assessment to establish learning goals or to inform instruction.	Teacher occasionally designs or selects appropriate, accessible diagnostic and ongoing formative assessment to establish learning goals and inform instruction.	Teacher frequently designs or selects appropriate, accessible diagnostic and ongoing formative assessment to establish learning goals and inform instruction.	Teacher regularly and skillfully designs and selects appropriate, accessible diagnostic and ongoing formative assessment to establish learning goals and inform instruction.
Considerations for ELLs:				
Considerations for SWDs:				

Indicators	Ineffective	Developing	Effective	Highly Effective
B. Measures and records student achievement	Teacher does not use multiple measures to determine a summative assessment of student achievement. Teacher rarely and/or ineffectively uses multiple formats, including available technology, to document student performance.	Teacher uses limited measures to determine a summative assessment of student achievement. Teacher inconsistently uses multiple formats, including available technology, to document student performance.	Teacher uses multiple measures to determine a summative assessment of student achievement. Teacher consistently uses multiple formats, including available technology, to document student performance.	Teacher uses multiple measures to determine a summative assessment of student achievement. Teacher consistently uses multiple formats, including available technology, to document student performance. Students participate in documenting their own performance.
Considerations for ELLs:				
Considerations for SWDs:	- Teachers should receive information on instructional and assistive technology for students with disabilities. - Teachers will need to have access to specialists or support personnel knowledgeable about disabilities.			

Indicators	Ineffective	Developing	Effective	Highly Effective
C. Aligns assessments to learning goals	Teacher designs assessments that are not aligned with curricular and instructional goals and do not accurately determine mastery of student skills and knowledge.	Teacher designs some assessments that are aligned with curricular and instructional goals and accurately determine mastery of student skills and knowledge.	Teacher designs most assessments to align with curricular and instructional goals and to accurately determine mastery of student skills and knowledge.	Teacher designs all assessments to align with curricular and instructional goals and to accurately determine mastery of each student's skills and knowledge.
Considerations for ELLs:				
Considerations for SWDs:				

Element V.2: **Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction.**
NYSED Indicators: *Analyze data accurately. Provide timely feedback to students to engage them in self-reflection and self-improvement. Use assessment data to set goals and design and differentiate instruction. Engage students in self-assessment of their learning goals, strategies, and outcomes.*

Indicators	Ineffective	Developing	Effective	Highly Effective
A. *Uses assessment data as feedback to set goals with students*	Teacher does not use assessment data as formative feedback to set goals with students or to design differentiated instruction.	Teacher occasionally uses assessment data as formative feedback to set goals with students and to design differentiated instruction.	Teacher frequently uses assessment data as formative feedback to set goals with students and to design differentiated instruction.	Teacher regularly uses assessment data as formative feedback to set goals with students and to design differentiated instruction; students monitor their progress towards their goals.
Considerations for ELLs:				
Considerations for SWDs:				

Indicators	Ineffective	Developing	Effective	Highly Effective
B. Engages students in self-assessment	Teacher does not engage students in self-assessment of their learning goals, strategies, or outcomes.	Teacher occasionally engages students in self-assessment of their learning goals, strategies, and outcomes.	Teacher frequently engages students in self-assessment of their learning goals, strategies, and outcomes.	Teacher regularly engages students in self-assessment of their learning goals, strategies, and outcomes and suggests next steps for achieving the learning goals.
Considerations for ELLs:				
Considerations for SWDs:				

Element V 3: **Teachers communicate information about various components of the assessment system**
NYSED Indicators: *Provide access to information on assessments. Provide appropriate information and interpretation of various assessment data.*

Indicators	Ineffective	Developing	Effective	Highly Effective
A. Accesses, analyses and interprets assessments	Teacher does not analyze or provide accurate information about or interpretation of various assessment data.	Teacher analyzes data accurately, provides appropriate information; interpretation of various assessment data may be rudimentary.	Teacher analyzes data accurately, provides appropriate information about and accurate interpretation of various assessment data to monitor student progress and inform instruction.	Teacher analyzes data accurately, provides appropriate information about and accurate interpretation of various assessment data to monitor student progress and design differentiated instruction. Students contribute information and participate in the interpretation of data.
Considerations for ELLs:	• For ELLs and families of ELLs, information regarding assessments and assessment outcomes must be provided in an accessible form (e.g., native language, in spoken form through an interpreter if parents are not literate, etc.). • Students will contribute information and participate in the interpretation of data, as appropriate. • Teachers will need to have access to specialists or support personnel knowledgeable about ESL.			
Considerations for SWDs:	• Students will contribute information and participate in the interpretation of data, as appropriate • Teachers will need to have access to specialists or support personnel knowledgeable about disabilities.			

Element V.4: Teachers reflect upon and evaluate the effectiveness of their comprehensive assessment system to adjust assessment and plan instruction accordingly.

NYSED Indicators: *Demonstrate an understanding of assessment measures, grading, and procedures. Teachers develop a plan for their overall assessment system. Use their plans and assessment data to adjust teaching and assessment practices.*

Indicators	Ineffective	Developing	Effective	Highly Effective
A. Understands assessment measures and grading procedures	Teacher demonstrates little understanding of student assessment measures, or grading procedures.	Teacher demonstrates limited understanding of student assessment measures or grading procedures.	Teacher demonstrates understanding of student assessment measures and grading procedures as a means of monitoring student progress.	Teacher demonstrates understanding of student assessment measures and grading procedures as means of monitoring progress for individual students.
Considerations for ELLs:				
Considerations for SWDs:				

Indicators	Ineffective	Developing	Effective	Highly Effective
B. Establishes an assessment system	Teacher does not have an overall assessment system in which formative and/or summative data is used to inform instruction.	Teacher develops a rudimentary plan for an overall assessment system in which formative and summative data can be used to inform instruction	Teacher develops a plan for an overall assessment system in which formative and summative data is used to inform instruction	Teacher develops a comprehensive plan for an overall assessment system in which formative and summative data is used to inform instruction. The system is reviewed regularly, and adjustments are made as needed.
Considerations for ELLs:	• For ELLs, the teacher needs to provide accommodations to standard assessments of content area knowledge so that the assessment results provide meaningful information about students' knowledge and skills. To fully understand ELLs outcomes and progress, factors such as students' first and second language knowledge and skills, time in US schools, and history of instructional programming need to be considered. • Teachers will need to have access to specialists or support personnel knowledgeable about ESL.			
Considerations for SWDs:				

Element V.5: **Teachers prepare students to understand the format and directions of assessments used and the criteria by which the students will be evaluated.**

NYSED Indicators: *Communicate the purposes of the assessments they use. Prepare all students for the demands of particular assessment formats and appropriately modify assessments or testing conditions for students with exceptional learning needs. Articulate assessment criteria to students and provide parameters for success. Students practice various formats of assessments using authentic curriculum. Equip students with assessment skills and strategies.*

Indicators	Ineffective	Developing	Effective	Highly Effective
A. Communicates purposes and criteria	Teacher does not communicate purposes of assessments, the assessment criteria or the parameters for success to students.	Teacher communicates purposes of assessments, the assessment criteria or the parameters for success to students, but for some students, the explanation is unclear.	Teacher communicates purposes of assessments, the assessment criteria, and the parameters for success, and the explanation is clear to most students.	Teacher communicates purposes of assessments, the assessment criteria, and the parameters for success clearly to all students. Students are able to explain purposes and criteria to others.
Considerations for ELLs:	• For ELLs, the teacher needs to use evidence-based ESL methods and students' first languages if possible and appropriate to help ensure students understand the purposes of the assessments, assessment criteria, and parameters for success. The extent to which ELLs can explain purposes and criteria in English will depend on their ELP level. If possible and appropriate students might use their first language to explain purposes and criteria to others. • Teachers will need to have access to specialists or support personnel knowledgeable about ESL.			
Considerations for SWDs:				

Indicators	Ineffective	Developing	Effective	Highly Effective
B. Provides preparation and practice	Teacher does not prepare students for assessment formats by using authentic curriculum, skills and strategies, and/or does not provide appropriate accommodations/testing conditions for students with exceptional learning needs. Teacher rarely seeks out specialists to ensure accommodations meet individual student needs.	With limited success, teacher prepares students for assessment formats by using authentic curriculum, skills, and strategies, and appropriate accommodations/testing conditions for students with exceptional learning needs. Teacher occasionally seeks out specialists to ensure accommodations meet individual student needs.	Teacher prepares students for assessment formats by using authentic curriculum, skills, and strategies, and appropriate accommodations/testing conditions for students with exceptional learning needs. Teacher frequently seeks out specialists to ensure accommodations meet individual student needs.	Teacher prepares students for assessment formats by using authentic curriculum, skills, and strategies, and appropriate accommodations/ testing conditions for students with exceptional learning needs. Teacher consistently seeks out specialists/resources to ensure accommodations meet individual student needs.
Considerations for ELLs:				
Considerations for SWDs:				

Standard VI: Professional Responsibilities and Collaboration

Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.

Teaching professionals display the highest standards of integrity and ethical conduct; they are intellectually honest and conduct themselves in ways consistent with a comprehensive moral code. Educators recognize that the purpose of schools is to educate students and embrace a responsibility to ensure, that to the best of their ability, every student will learn. Teachers are keenly alert to and advocate for the needs of their students. Educators demonstrate a commitment to professional standards, problem solving and decision-making. Professional educators comply with school, district, state and federal regulations and procedures.

Element VI.1: **Teachers uphold professional standards of practice and policy as related to students' rights and teachers' responsibilities.**

NYSED Indicators: *Demonstrate a high standard for honesty, integrity, ethical conduct, and confidentiality when interacting with students, families, colleagues, and the public. Are proactive and advocate to meet the needs of students. Use self-reflection and stakeholder feedback to inform and adjust professional behavior. Advocate, model, and manage safe, legal, and ethical use of information and technology, including respect for intellectual property and the appropriate documentation of sources. Complete training in response to State and local requirements and jurisdictions.*

Indicators	Ineffective	Developing	Effective	Highly Effective
A. Demonstrates ethical, professional behavior	Teacher interactions with colleagues, students, families and the public are characterized by dishonesty and/or unethical, self-serving conduct. Teacher is not self-reflective and/or unreceptive to feedback as a way to adjust professional behavior.	Teacher interactions with colleagues, students, families and the public are usually characterized as honest and ethical. Teacher occasionally self- reflects and/or accepts feedback as a way to adjust professional behavior.	Teacher interactions with colleagues, students, families and the public are consistently characterized by high standards of honesty, integrity, and ethics. Teacher is self-reflective and uses feedback as a way to adjust professional behavior.	Teacher interactions with colleagues, students, families and the public consistently model the highest standards of honesty, integrity, and ethics. Teacher is self-reflective and uses feedback as a way to adjust professional behavior. Teacher seeks out stakeholder feedback on his/her own initiative.
Considerations for ELLs:	• Parents and other family members of ELLs constitute stakeholders. For stakeholders whose first language isn't English, they need to be included appropriately. Teacher needs to consider cultural norms of the population.			
Considerations for SWDs:				

Indicators	Ineffective	Developing	Effective	Highly Effective
B. Advocates for students	Teacher does not advocate to meet the needs of students resulting in some students or groups being ill served.	Teacher sometimes advocates to meet the needs of students efforts.	Teacher consistently advocates to meet the students' needs.	Teacher is proactive in advocating for students' needs, and in seeking out resources when necessary.
Considerations for ELLs:	Teachers of ELLs need to understand Commissioner Regulations 154, as well as other civil rights laws and regulations relevant to second language acquisition, access to equitable education.			
Considerations for SWDs:	Teachers of students with disabilities need to understand civil rights laws and regulations relevant to students with disabilities, access to equitable education.			

Indicators	Ineffective	Developing	Effective	Highly Effective
C. Demonstrates ethical use of information technology	Teacher does not comply with or advocate for the ethical use of information or information technology.	Teacher sometimes complies with and advocates for the ethical use of information and information technology.	Teacher consistently complies with and advocates for the ethical use of information and information technology.	Teacher consistently models ethical use of information and information technology, and ensures respect for intellectual property rights, credits sources, and adheres to safe and legal use guidelines.
Considerations for ELLs:				
Considerations for SWDs:				

Indicators	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
D. Complete training to Comply with state and local requirements and jurisdictions	Teacher does not complete trainings to meet State and local requirements.	Teacher inconsistently completes trainings to meet State and local requirements.	Teacher consistently completes trainings to meet State and local requirements.	Teacher seeks out training opportunities to meet or exceed State and local requirements, and contributes positively to student achievement.
Considerations for ELLs:	• Training includes professional development relevant to ELLs and how to help them succeed in grade-appropriate content area coursework delivered in English.			
Considerations for SWDs:	• Training includes professional development relevant to students with disabilities and how to help them succeed in grade appropriate content area coursework.			

Element VI.2: Teachers engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning.
NYSED Indicators: *Support and promote the shared school and district vision and mission to support school improvement. Participate actively as a part of an instructional team. Share information and best practices with colleagues to improve practice. Demonstrate an understanding of the school as an organization within a historical, cultural, political, and social context. Collaborate with others both within and outside the school to support student growth, development, and learning. Collaborate with the larger community to access and share learning resources*

Indicators	Ineffective	Developing	Effective	Highly Effective
A. Supports the school as an organization with a vision and mission	Teacher fails to understand or acknowledge the school's historical, cultural, political or social context. Teacher does not support the school and district vision and mission and/or engages in practices that are explicitly contrary to the vision and mission.	Teacher has a general understanding of the school as an organization with an historical, cultural, political and social context, and has a general awareness of the school and district mission and vision, but is inconsistent in supporting or promoting the vision and mission.	Teacher understands the school as an organization with an historical, cultural, political and social context that influences school policy practices, and the school and district mission and vision. The teacher supports the vision and mission for the purpose of school improvement.	Teacher understands the school as an organization with an historical, cultural, political and social context that influences school policy, practices and the school and district mission and vision. The teacher is aware of and actively promotes the school and district mission and vision, and strives to help others understand them.
Considerations for ELLs:				
Considerations for SWDs:				

Indicators	Ineffective	Developing	Effective	Highly Effective
B. Participates on an instructional team	Teacher makes no effort to collaborate with teammates, paraprofessionals and volunteers or to share information and/or best practices with colleagues to support high expectations for student learning.	Teacher inconsistently collaborates with teammates, paraprofessionals and volunteers to fulfill duties. Teacher shares limited information and/or best practices with colleagues to support high expectations for student learning.	Teacher collaborates with teammates, paraprofessionals and volunteers to support high expectations for student learning. Teacher regularly shares information and/or best practices with colleagues to improve practice and to support high expectations for student learning.	Teacher proactively collaborates with teammates, paraprofessionals and volunteers to support high expectations for student learning. Teacher consistently shares information and/or best practices with colleagues.
Considerations for ELLs:	• For general education teachers, it is important that these teammates include ESL/bilingual ed specialists and special educators with expertise in ELLs.			
Considerations for SWDs:	• For general education teachers, it is important that these teammates include special education specialists and special educators with expertise in disabilities.			

65

Indicators	Ineffective	Developing	Effective	Highly Effective
C. Collaborates with the larger community	Teacher does not collaborate with the larger community to access and/or share learning resources.	Teacher occasionally collaborates with the larger community to access and share learning resources when invited or required to do so.	Teacher frequently collaborates with the larger community to access and share learning resources.	Teacher regularly and willingly leads efforts to collaborate with the larger community to access and share learning resources.
Considerations for ELLs:	• Collaboration with non-English speakers in the community requires adjustments to communication (e.g., use of bilingual interpreters).			
Considerations for SWDs:				

Element VI.3: **Teachers communicate and collaborate with families, guardians, and caregivers to enhance student development and success.**

NYSED Indicators: *Invite families, guardians and caregivers to share information to enhance and increase student development and achievement. Communicate student performance and progress in various ways and provide opportunities for discussion. Suggest strategies and ways in which families can participate in and contribute to their student's education.*

Indicators	Ineffective	Developing	Effective	Highly Effective
A. *Communicates student performance to families*	Teacher does not or rarely communicates expectations, student performance, or progress, with family's guardians/caregivers to enhance student development and achievement and/or discussions are addressed in a manner that is insensitive, negative, or blaming.	Teacher occasionally communicates expectations, student performance, or progress with families, guardians/caregivers to share information and strategies to involve families in the instructional program and to enhance student development and achievement. Discussions are intended to be respectful of and sensitive to cultural norms, but may not be entirely effective.	Teacher frequently communicates expectations, student performance, or progress with families, guardians/caregivers to share information and strategies to involve families in the instructional program and to enhance student development and achievement. Discussions are frequent, respectful, and sensitive to cultural norms.	Teacher establishes processes that enable and encourage regular, two-way communication with individual families, guardians/caregivers to share information and strategies to involve families in the instructional program and to enhance student development and achievement. Students facilitate communication and contribute ideas that encourage family participation. Discussions are frequent, respectful, and sensitive to cultural norms.
Considerations for ELLs:				
Considerations for SWDs:				

Element VI.4: **Teachers manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations.**
NYSED Indicators: *Collect required data and maintain timely and accurate records (e.g. plan books, lunch counts, attendance records, student records etc). Manage their time and attendance in accordance with established guidelines. Maintain classroom and school resources and materials. Participate in school and district events.*

Indicators	Ineffective	Developing	Effective	Highly Effective
A. Maintains records	Teacher does not collect required data and/or records are in disarray, incomplete, or error-filled.	Teacher collects required data, monitoring is required to maintain accuracy.	Teacher collects required data that is timely and accurately maintained.	Teacher's system for collecting and maintaining required data is highly effective and accurate with students contributing to its operation and maintenance as appropriate.
Considerations for ELLs:				
Considerations for SWDs:				

Indicators	Ineffective	Developing	Effective	Highly Effective
B. Manages time and attendance	Teacher does not manage time and/or attendance in adherence with district guidelines, negatively impacting student learning.	Teacher usually manages time and/or attendance in adherence with district guidelines. Student learning is not negatively impacted.	Teacher always manages time and attendance in adherence with district guidelines. Teacher attendance is regular and professional, ensuring uninterrupted student learning.	Teacher always manages time and attendance in adherence with district guidelines. Teacher attendance is exemplary; ensuring that student learning is always a priority.
Considerations for ELLs:				
Considerations for SWDs:				

Indicators	Ineffective	Developing	Effective	Highly Effective
C. Maintains classroom and school resources and materials	Teacher does not maintain classroom and/or school resources and materials.	Teacher usually maintains classroom and/or school resources and materials.	Teacher regularly maintains classroom and school resources.	Teacher always maintains classroom and school resources and materials. Students contribute to their maintenance as appropriate.
Considerations for ELLs:				
Considerations for SWDs:				

Indicators	Ineffective	Developing	Effective	Highly Effective
D. Participates in school and district events	Teacher does not participate in school and district events.	Teacher occasionally participates in school and district events or does so only when specifically asked or required.	Teacher regularly participates in school and district events.	Teacher actively volunteers to participate in school and district events, and sometimes assumes a leadership role.
Considerations for ELLs:				
Considerations for SWDs:				

Element VI.5: Teachers understand and comply with relevant laws and policies as related to students' rights and teachers' responsibilities.

NYSED Indicators: *Communicate relevant regulations and policies to stakeholders. Maintain confidentiality regarding student records and information. Report instances of child abuse, safety violations, bullying, and other concerns in accordance with regulations and policies. Adhere to board policies, district procedures, and contractual obligations. Access resources to gain information about standards of practice, relevant law, and policy as they relate to students' rights and teachers' responsibilities.*

Indicators	Ineffective	Developing	Effective	Highly Effective
A. Communicates policies	Teacher does not communicate relevant regulations and policies to stakeholders or is unaware of such policies.	Teacher communicates relevant regulations and policies to stakeholders, but may have limited understanding of such policies.	Teacher knowledgably communicates relevant regulations and policies to stakeholders.	Teacher is proactive and knowledgeable in communicating relevant regulations and policies to stakeholders.
Considerations for ELLs:	• Teachers communicate in a manner that is accessible and understandable to non-English speakers.			
Considerations for SWDs:				

Indicators	Ineffective	Developing	Effective	Highly Effective
B. Maintains confidentiality	Teacher does not maintain confidentiality regarding student records or information.	Teacher inconsistently maintains confidentiality regarding student records and information.	Teacher maintains confidentiality regarding student records and information in a professional manner.	Teacher models the maintenance of confidentiality regarding student records and information in a professional manner.
Considerations for ELLs:				
Considerations for SWDs:				

Indicators	Ineffective	Developing	Effective	Highly Effective
C. Reports concerns	Teacher does not report instances of child abuse, safety violations, bullying or other concerns.	Teacher reports instances of child abuse, safety violations, bullying and other concerns but may not be fully aware of regulations and policies.	Teacher always reports instances of child abuse, safety violations, bullying and other concerns.	Teacher always reports instances of child abuse, safety violations, bullying and other concerns, and models appropriate reporting.
Considerations for ELLs:				
Considerations for SWDs:				

Indicators	Ineffective	Developing	Effective	Highly Effective
D. Adheres to policies and contractual obligations and accesses resources	Teacher does not adhere to or access information about board policies, district procedures, and/or contractual obligations as they relate to students' rights and teachers' responsibilities.	Teacher usually adheres to and accesses some board policies, district procedures, and contractual obligations as they relate to students' rights and teachers' responsibilities. Teacher may not be fully aware of policies, obligations and all available resources.	Teacher adheres to and accesses information about board policies, district procedures, and contractual obligations, as they relate to students' rights and teachers' responsibilities.	Teacher always adheres to and accesses information about board policies, district procedures, and contractual obligations, and actively advocates compliance as they relate to students' rights and teachers' and serves as a resource to others.
Considerations for ELLs:				
Considerations for SWDs:				

Standard VII: Professional Growth

Teachers set informed goals and strive for continuous professional growth.
In a world of rapidly expanding access to information, opportunity, and technology, educators have a responsibility to continually prepare themselves to align instruction with transforming student needs. Continued professional growth and development is essential to creating dynamic learning environments. Teachers use information from a variety of sources to inform their professional development and practice.

Element VII.1: **Teachers reflect on their practice to improve instructional effectiveness and guide professional growth.**
NYSED Indicators: *Examine and analyze formal and informal evidence of student learning. Recognize the effect of their prior experience and possible biases on practice. Use acquired information to identify strengths and weaknesses and to plan professional growth.*

Indicators	Ineffective	Developing	Effective	Highly Effective
A. Reflects on evidence of student learning	Teacher does not examine and/or analyze formal and informal evidence of student learning to inform professional growth.	Teacher occasionally examines and/or analyzes formal and informal evidence of student learning; professional growth is only loosely aligned with the needs of students.	Teacher regularly examines and analyzes formal and informal evidence of student learning; professional growth is aligned with the needs of students.	Teacher engages in an ongoing examination and analysis of formal and informal evidence of student learning; professional growth is aligned with the needs of students. The teacher reviews the impact of professional learning on student achievement.
Considerations for ELLs:	• Student learning for ELLs includes content area learning, as well as development of their second language proficiency (academic language necessary to master content standards in a second language) and first-language skills and knowledge if instruction is delivered in native language. • Teachers will need to have access to specialists or support personnel knowledgeable about ESL.			
Considerations for SWDs:				

Indicators	Ineffective	Developing	Effective	Highly Effective
B. Plans professional growth	Teacher rarely uses reflection or other information to identify strengths and weaknesses or bias to plan professional growth.	Teacher occasionally uses reflection and other information to identify strengths and weaknesses or bias to plan professional growth. Teacher may need guidance selecting appropriate professional opportunities.	Teacher uses reflection and other information to identify strengths and weaknesses and bias to plan professional growth.	Teacher regularly uses reflection and other information to identify strengths and weaknesses and bias, to plan professional growth. Teacher seeks out professional growth opportunities to address areas of weakness.
Considerations for ELLs:	• Areas of weakness generally include lack of knowledge and skills in helping ELLs access grade-level content and develop second language proficiency (academic language necessary to master content standards in a second language). • Teachers will need to have access to specialists or support personnel knowledgeable about ESL.			
Considerations for SWDs:	• Areas of weakness generally include lack of knowledge and skills in helping students with disabilities access grade-level content. • Teachers will need to have access to specialists or support personnel knowledgeable about disabilities.			

Element VII.2: **Teachers set goals for and engage in ongoing professional development needed to continuously improve teaching competencies.**
NYSED Indicators: *Set goals to enhance personal strengths and address personal weaknesses in teaching practice. Engage in opportunities for professional growth and development.*

Indicators	Ineffective	Developing	Effective	Highly Effective
A. Sets goals	Teacher does not set goals to enhance personal strengths or address personal weaknesses in teaching practice.	Teacher sets goals to enhance areas of personal strengths or address areas of personal weaknesses in practice, however goals are poorly formulated and do not improve teaching and learning.	Teacher sets goals to enhance areas of personal strengths or address areas of personal weaknesses in practice. Goals are well formulated and improve teaching and learning.	Teacher sets goals to enhance areas of personal strengths or address areas of personal weaknesses in practice. Personal goals are well formulated and improve teaching and learning. Goals are well formulated with specific student learning needs.
Considerations for ELLs:				
Considerations for SWDs:				

Indicators	Ineffective	Developing	Effective	Highly Effective
B. Engages in professional growth to expand knowledge base	Teacher does not engage in professional growth to expand knowledge of current research in curriculum, instruction, and assessment methods.	Teacher occasionally engages in professional growth acquiring minimal knowledge of current research in curriculum, instruction, and assessment methods, but does not apply the knowledge to improve practice.	Teacher regularly engages in professional growth expanding knowledge of current research in curriculum, instruction, and assessment methods and applies the knowledge to improve practice.	Teacher regularly seeks out and engages in professional growth expanding knowledge of current research in curriculum, instruction, and assessment methods and applies the knowledge to improve practice. Teacher engages in research based upon new learning and/or provides professional development and/or support for others.
Considerations for ELLs:	• Professional growth activities should include seeking information, resources and preparation relevant to ELLs and how to help them succeed in grade-appropriate content area coursework delivered in English.			
Considerations for SWDs:	• Professional growth activities should include seeking information, resources and preparation relevant to students with disabilities and how to help them succeed in grade-appropriate content area coursework.			

Element VII.3: **Teachers communicate and collaborate with students, colleagues, other professionals, and the community to improve practice.**

NYSED Indicators: *Demonstrate a willingness to give and receive constructive feedback to improve professional practice. Participate actively as part of an instructional team to improve professional practice. Receive, reflect and act on constructive feedback from others in an effort to improve their own professional practice.*

Indicators	Ineffective	Developing	Effective	Highly Effective
A. Gives and receives constructive feedback	Teacher does not give or receive constructive feedback to improve professional practice.	Teacher inconsistently gives or receives constructive feedback to improve professional practice.	Teacher regularly gives, receives and acts upon constructive feedback to improve professional practice. Feedback to colleagues is conveyed in a professional and supportive manner.	Teacher regularly gives, receives, and reflects upon constructive feedback to improve professional practice. Feedback to colleagues is conveyed in a professional and supportive manner. Teacher encourages and engages in peer assessment to improve professional practice.
Considerations for ELLs:				
Considerations for SWDs:				

Indicators	Ineffective	Developing	Effective	Highly Effective
B. Collaborates	Teacher does not collaborate with peers, or interactions are negative.	Teacher inconsistently collaborates with peers to improve professional practice.	Teacher regularly collaborates with peers to improve professional practice.	Teacher actively and consistently collaborates with peers to improve professional practice. Teacher assumes leadership roles and works to improve practice on the team.
Considerations for ELLs:	For general education teachers, it is important that these teammates include ESL/bilingual ed specialists and special educators with expertise in ELLs.			
Considerations for SWDs:	For general education teachers, it is important that these teammates include special education specialists and special educators with expertise in disabilities.			

Element VII.4: **Teachers remain current in their knowledge of content and pedagogy by utilizing professional resources.**
NYSED Indicators: *Benefit from, contribute to, or become members of appropriate professional organizations. Access and use professional literature and other professional development opportunities to increase their understanding of teaching and learning. Expand their knowledge of current research as it appears to curriculum, instruction, and assessment methods.*

Indicators	Ineffective	Developing	Effective	Highly Effective
A. Accesses professional memberships and resources	Teacher does not belong to any relevant professional organizations. Teacher does not access and/or use professional resources to increase understanding of teaching and learning.	Teacher belongs to relevant professional organizations. Teacher occasionally accesses and/or uses professional resources to increase understanding of teaching and learning.	Teacher belongs to relevant professional organizations and demonstrates new knowledge in professional practice. Teacher regularly accesses and/or uses professional resources to increase understanding of teaching and learning.	Teacher belongs to relevant professional organizations and demonstrates new knowledge in professional practice. Teacher regularly accesses and/or uses professional resources to increase understanding of teaching and learning. Teacher plays leadership role with peers in promoting relevant resources.
Considerations for ELLs:	• Professional memberships and resources should include those dedicated to ELLs and understanding language acquisition theories and methods to help ELLs acquire English proficiency and grade-appropriate content knowledge aligned with high standards.			
Considerations for SWDs:	• Professional memberships and resources should include those dedicated to students with disabilities and understanding theories and methods to help students with disabilities acquire grade-appropriate content knowledge aligned with high standards.			