

*NYSUT's Teacher Practice Rubric * 2014 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 development. Teachers must also know their students: their strengths and weaknesses, their interests, their reading levels and skill sets, and the influences that affect their learning: family dynamics, cultural customs, and socio-economic status. Furthermore, teachers demonstrate this knowledge and understanding and incorporate appropriate 21st Century Skills * (such skills as critical thinking, problem solving, creativity, collaboration, communication, information literacy, global and cultural awareness) in the planning and preparation of their lessons.

Element 1.1: Teachers demonstrate knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical

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Element 1.2: Teachers demonstrate 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 to include a variety of strategies that support the language acquisition needs of each student. Teachers explain their instructional decisions identifying 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 designs lessons to include some instructional strategies that support the learning and language acquisition needs of some students.	Teacher designs lessons to include several instructional strategies that support the learning and language acquisition needs of most students.	Teacher designs lessons to include several instructional strategies that support the learning and language acquisition needs of each student.
B.	Uses research.	Teacher is unable to identify research to plan or explain instructional decisions.	Teacher can identify research to plan but not explain instructional decisions.	Teacher can identify research to plan and explain instructional decisions.	Teacher can identify research to plan and explain instructional decisions and seeks out additional research to inform practice.

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Element 1.3: Teachers demonstrate knowledge of and are responsive to diverse learning needs, strengths, 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 planning does not vary or modify instruction to meet diverse learning needs of students using student strengths, interests or experiences.	Teacher planning varies or modifies instruction to meet diverse learning needs of some students using student strengths, interests, experiences.	Teacher planning varies or modifies instruction to meet diverse learning needs of most students using student strengths, interests, experiences.	Teacher planning varies or modifies instruction to meet diverse learning needs of each student using student strengths, interests or experiences. Teacher plans for students to suggest ways in which instruction or lessons might be modified to advance their own learning and teacher acknowledges the suggestions.

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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, guardian 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.

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Element 1.5: 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 abilities and the environmental factors that influence their students' learning. Attend to individual students' personal and family experiences by incorporating multiple perspectives when discussing content.



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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
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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 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 includes 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, 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 effective use of current developments in pedagogy and content. Design learning experiences that foster student understanding of key disciplinary themes. Demonstrate knowledge of 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.

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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 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.

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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 goals. 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 does not design learning experiences or articulate how objectives are aligned with standards and/or how students will achieve the learning goals.	Teacher designs learning experiences and articulate how some objectives are aligned with standards and has designed some opportunities for students to achieve the learning goals.	Teacher designs learning experiences and articulates how most objectives align with standards. Teacher includes several different opportunities for most students to achieve the learning goals.	Teacher designs all learning experiences and articulates how objectives are aligned with standards. Teacher

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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 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 sources to determine student understanding and knowledge of content nor considers possible misconceptions when planning instruction.	Teacher use of students' responses to questions, discussion or other sources is limited in determining student understanding and knowledge of content and may or may not consider common misconceptions when planning instruction.	Teacher use of students' responses to questions, discussion, and other sources is appropriate and determines student understanding and knowledge of content and considers common misconceptions when planning instruction.	Teacher use of individual students' responses to questions, discussion, and other sources is appropriate to determine current levels of knowledge and understanding of content and routinely considers common misconceptions when planning instruction.
B.	Designs learning experiences using prior knowledge.	Teacher does not design learning experiences that connect students' prior content knowledge and student life experiences to new learning.	Teacher designs some learning experiences that connect prior content and student life experiences knowledge to new learning.	Teacher designs learning experiences that connect prior content knowledge and student life experiences to new learning within and across disciplines.	Teacher designs learning experiences that connect prior content knowledge and student life experiences to new learning. Teacher plans opportunities for students themselves to make connections to prior learning within and across disciplines.

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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 learners 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 occasionally considers time allocations but those times may be either too long or too short to achieve the learning goals.	Teacher frequently assigns reasonable time allocations to achieve the learning goals and adjusts if students need more or less time.	Teacher always assigns reasonable time allocations to achieve the learning goals and adjusts if students need more or less time.
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 to meet diverse learning needs.

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Standard III: Instructional Practice

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Element III.2: Teachers communicate clearly and accurately with students to maximize their understanding and learning.

NYSED Indicators: Students understand directions and procedures. Teachers 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.
B.	Uses questioning techniques to engage students.	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 some 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 most 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 questions to advance their understanding.
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.

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	Indicators	Ineffective	Developing	Effective	Highly Effective
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Element III.3: Teachers set high expectations and create challenging learning experiences for students.

NYSED Indicators: Articulate high expectations for all students. Students have clear understanding of measures of success. Teachers 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. Teacher and students analyze or create success criteria. Students can articulate how their success will be measured and have scoring criteria and exemplars as models.
B.	Implements challenging learning experiences.	Teacher is unable to articulate student expectations and does not challenge or support all students through instructional strategies, learning experiences and/or resources.	Teacher articulates low expectations for some 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 most 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.

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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 in learning experiences.

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	Differentiates instruction.	Teacher uses strategies that do not motivate and/or cognitively engage students and are not appropriate to students' instructional levels. Few students achieve the instructional outcomes.	Teacher uses only some differentiated strategies that motivate and cognitively engage students at their instructional levels, allowing some students to achieve the instructional outcomes.	Teacher uses differentiated strategies that motivate and cognitively engage groups of students at their instructional levels, allowing students to achieve the instructional outcomes.	Teacher uses differentiated strategies that motivate and cognitively engage each student at their instructional level, allowing all students to achieve the instructional outcomes. Teacher supports students' suggestions of strategies that will help them demonstrate their own learning.

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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 synthesis, critical thinking, problem-solving and opportunities for collaboration.	Teacher provides few opportunities in written or oral format for students to synthesize, think critically, problem solve or engage students in multi-disciplinary and other 21st Century Skills*.	Teacher provides occasional opportunities in written or oral format for students to synthesize, think critically, problem solve or engage students in multi-disciplinary and other 21st Century Skills*.	Teacher provides frequent opportunities in written and oral format for students to synthesize, think critically, problem solve or engage students in multi-disciplinary and other 21st Century Skills*.	Teacher provides regular opportunities in written and oral format for students to synthesize, think critically, problem solve or engage students in multi-disciplinary and other 21st Century Skills*. Students initiate collaborative, problem-solving opportunities and ensure that all voices and ideas are heard.

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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 pacing 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			

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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 role 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 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 have a sense of responsibility to one another.

Indicators	Ineffective	Developing	Effective	Highly Effective
A. Interactions with students	Teacher-student			

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Element IV.2: Teachers create an intellectually challenging and stimulating learning environment.

NYSED Indicators: Encourage students to set high standards and expectations for their performance. Motivate students to initiate their own learning and strive to achieve challenging learning goals. Promote students' curiosity and enthusiasm for learning. Students actively engaged in learning. Students openly express their ideas. Students show pride in their work and accomplishments.

Indicators

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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. Use instructional groupings to maximize student participation, cooperation, and learning. Students exhibit respect for 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. They are not clear to students and require repeated prompting.	The teacher's routines/procedures/ transitions and standards of conduct are somewhat efficient, resulting in some loss of instructional time. They are clear to some students and may require repeated prompting.	Teacher's routines/procedures/ transitions and standards of conduct occur smoothly, with little loss of instructional time. They are clear to most students and require little prompting. 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 require no prompting. Students assume responsibility in reinforcing routines and standards of conduct, and in ensuring their efficient operation.
B.	Manages instructional groups.	Teacher's grouping/managing results in students who are not working with the teacher, are not productively engaged in learning.	Teacher's grouping/managing results in some students being productively engaged in learning while independent of the teacher.	Teacher's grouping /managing results in work being well organized and most students are productively engaged in learning while independent of the teacher.	Teacher's grouping/man and

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Standard V: Assessment for Student Learning

Teachers use multiple measures to assess and document student learning, 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, 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 assessment accommodations.

Indicators	Ineffective	Developing	Effective	Highly Effective
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Element V.2: Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate

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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, analyzes 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. Teacher supports students to contribute information and participate in the interpretation of data.

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	Indicators	Ineffective	Developing	Effective	Highly Effective
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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 have a responsibility to ensure, that to the best of their ability, every student will learn. Teachers are keenly alert to and advocate 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 the needs of students. Use self-reflection and stakeholder feedback to inform and adjust professional behavior. Advocate, model, and engage in 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. Teachers 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	

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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 member 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
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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			

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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,

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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
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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 in 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.
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.

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Element VII.2: Teachers set goals for and engage in ongoing professional development needed to continuously improve teaching competencies.

NYSED Indicators:

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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 as 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 collaboration to improve professional practice. a t

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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 applies 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 shares and promotes relevant resources.