

## New York State Teacher Standards Rubrics

### 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 1.1: 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
<i>Describes developmental characteristics of students</i>  <b>SR, EB, SS, AA</b> <i>Pre</i>	Teacher is unable to explain orally or in writing the developmental characteristics of the age group.	Teacher describes orally and in writing for partial knowledge of the developmental characteristics of the age group.	Teacher describes orally and in writing an accurate understanding 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 in writing the extent to which individual students follow the general patterns and how 21 <sup>st</sup> century skills fit into this knowledge base.
<i>Creates developmentally appropriate lessons</i>  <b>SR, EB, SS, AA</b> <i>Pre</i>	Teacher does not create lessons that are developmentally appropriate or that address individual student learning needs.	Teacher creates lesson plans that are generally appropriate to the developmental needs of students and meet the student learning needs of groups of students.	Teacher creates lesson plans that are appropriate to the developmental needs of students and meet the student learning differences and needs of groups of students.	Teacher creates lesson plans that are appropriate to the developmental needs of students and meet the student learning differences and needs of each individual student.

**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.*

<b>Indicators</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<i>Uses strategies to support learning and language acquisition</i> <b>SR, EB, SS, AA</b> <i>Pre</i>	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.
<i>Uses current research</i> <b>SR, EB, SS, AA</b> <i>Pre</i>	Teacher is unable to explain instructional decisions citing current research.	Teacher explains instructional decisions citing limited or dated research.	Teacher explains instructional decisions citing current research.	Teacher explains instructional decisions citing current research and seeks out additional research to inform practice.

**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.*

<b>Indicators</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<i>Meets diverse learning needs</i> <b>SR, EB, SS, AA, V</b> <i>Pre</i>	Teacher does not vary or modify instruction to meet diverse learning needs of students.	Teacher varies or modifies instruction to meet the diverse learning needs of some students.	Teacher varies or modifies instruction to meet the diverse learning needs of most students.	Teacher varies or modifies instruction to meet the diverse learning needs of each student. Students suggest ways in which the lesson might be modified to advance their own learning and teacher is open to the suggestion.
<i>Plans for student strengths, interests, and experiences</i> <b>SR, EB, SS, AA, V</b> <i>Pre</i>	Teacher does not plan instruction to address the strengths, interests, and experiences of students.	Teacher attempts to plan instruction to address the strengths, interests, and experiences of some students.	Teacher plans instruction to address the strengths, interests, and experiences of most students.	Teacher plans instruction to address the strengths, interests, and experiences of each student and is able to adapt the lesson as needed.

**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
<p><i>Communicates with parents, guardians, and/or caregivers.</i></p> <p><b>SR, EB, SS, AA, Pre</b></p>	<p>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.</p>	<p>Teacher occasionally communicates directly with student’s parents, guardians, and/or caregivers to enhance student learning. Communication is occasionally accommodated to meet the needs of the family.</p>	<p>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.</p>	<p>Teacher communication directly with student’s parents, guardians, and/or caregivers to enhance student learning is regular and ongoing. Multiple modes of contact are used to accommodate the needs of the family. Students and parents/guardians are comfortable initiating communication.</p>

**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
<p><i>Understands the school community and environmental factors</i></p> <p><b>SR, EB, SS, AA, Pre</b></p>	<p>Teacher does not incorporate knowledge of understanding of the school community when designing or implementing instruction.</p>	<p>Teacher incorporates general knowledge of the school community when planning and implementing instruction reflecting a superficial understanding of the school community.</p>	<p>Teacher incorporates detailed and specific knowledge of the school community when planning and implementing instruction reflecting a deep understanding of the school community.</p>	<p>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.</p>
<p><i>Incorporates multiple perspectives</i></p> <p><b>SR, EB, SS, AA, Pre</b></p>	<p>Teacher does not consider students’ personal and family experiences when discussing content.</p>	<p>Teacher considers students’ personal and family when discussing content by incorporating more than one perspective.</p>	<p>Teacher considers students’ personal and family when discussing content by incorporating multiple perspectives.</p>	<p>Teacher considers students’ personal and family when discussing content by incorporating multiple perspectives. Students are supported by the teacher to share their personal perspective as it relates to the content.</p>

**Element L.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
<p><i>Understands technological literacy</i></p> <p><b>SR, EB, SS, AA</b> <i>Pre</i></p>	<p>Teacher does not use 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 21<sup>st</sup> century skills.</p>	<p>Teacher uses some 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 21<sup>st</sup> century skills is rudimentary.</p>	<p>Teacher uses a variety of technological tools and communication strategies to engage most students, and to assist them in becoming critical users of quality information. Teacher’s knowledge of 21<sup>st</sup> century skills is current and embedded in the communication strategies.</p>	<p>Teacher uses a variety of technological tools and communication strategies to engage each student, Teacher’s knowledge of 21<sup>st</sup> 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.</p>

## 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 21<sup>st</sup> 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
<i>Understands key concepts and themes in the discipline</i> <b>SR, EB, AA</b> <i>Pre</i>	Teacher has does not understand key concepts or themes in the discipline.	Teacher has a superficial understanding of key concepts and/or themes in the discipline.	Teacher understands key concepts and themes in the discipline and can relate them to one another.	Teacher understands key concepts and themes in the discipline and how they relate within and outside of the discipline.
<i>Understands key disciplinary language</i> <b>SR, EB, AA</b> <i>Pre</i>	Teacher does not understand the importance of students using and comprehending key disciplinary language.	Teacher understands the importance of students using and comprehending key disciplinary language.	Teacher understands the importance of students being cognitively engaged in their use and comprehension of key disciplinary language.	Teacher understands the importance of students being cognitively engaged in the use and comprehension of key disciplinary language in order to meet their unique learning needs.
<i>Understands current developments in pedagogy and content.</i> <b>SR, EB, AA</b> <i>Pre</i>	Teacher does not current on content related pedagogy.	Teacher has a limited understanding of current content related pedagogy.	Teacher understands current content related pedagogy.	Teacher understands current content related pedagogy and seeks out new developments to enhance their practice.
<i>Understands learning standards</i> <b>SR, EB, AA</b> <i>Pre</i>	Teacher does not understand the learning standards.	Teacher has a limited understanding of the learning standards.	Teacher understands the learning standards and relates standards to one another.	Teacher understands the learning standards, relates standards to one another, and connects them to 21 <sup>st</sup> Century skills.

**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.*

<b>Indicators</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<i>Incorporates diverse social and cultural perspectives</i> <b>SR, EB, AA</b> <i>Pre</i>	Teacher does not plan instruction that facilitates students’ ability to develop diverse social and cultural perspectives. Instruction is not aligned with 21 <sup>st</sup> 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 21 <sup>st</sup> 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 21 <sup>st</sup> 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 21 <sup>st</sup> Century Skills.
<i>Incorporates collaborative critical thinking and problem solving</i> <b>SR, EB, AA</b> <i>Pre</i>	Teacher does not provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.	Teacher provides occasional opportunities for students to engage in individual and collaborative critical thinking and problem solving.	Teacher provides frequent opportunities for students to engage in individual and collaborative critical thinking and problem solving that align with 21 <sup>st</sup> Century Skills. The teacher models effective interpersonal skills.	Teacher provides on-going opportunities for students to engage in individual and collaborative critical thinking and problem solving that align with 21 <sup>st</sup> Century Skills. The teacher models and encourages effective use of interpersonal skills to build student capacity for collaboration
<i>Incorporates disciplinary and cross-disciplinary learning experiences</i> <b>SR, EB, AA</b> <i>Pre</i>	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.

**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
<p><i>Designs instruction to meet learning needs of students</i>  <b>SR, EB, AA</b>  <i>Pre</i></p>	<p>Teacher does not use a range of instructional strategies to design learning experiences that reflect the multiple experiences, strengths, and learning needs of students. Teacher does not plan alternate strategies to adapt instruction if needed.</p>	<p>Teacher uses a few different instructional strategies to design learning experiences that reflect the experiences, strengths, and learning needs of students. Teacher includes an alternate strategy to adapt instruction if needed.</p>	<p>Teacher uses several different instructional strategies to design learning experiences that reflect the experiences, strengths, and learning needs of students with some differentiation for different groups of students and awareness of 21<sup>st</sup> Century Skills. Teacher includes a few alternate strategies to adapt instruction as needed.</p>	<p>Teacher uses several different instructional strategies to design learning experiences that reflect the experiences, strengths, and learning needs of all students. Instruction is differentiated, as appropriate, for individual learners and incorporate 21<sup>st</sup> Century Skills. Teacher plans alternative strategies to adapt instruction in anticipation of various levels of student understanding.</p>
<p><i>Designs learning experiences that connect to students' life experiences</i>  <b>SR, EB, AA</b>  <i>Pre</i></p>	<p>Teacher does not make connections between content and students' life experiences or the connections are insensitive and/or inappropriate.</p>	<p>Teacher attempts to make connections between the content and students' life experiences; some connections may be inappropriate.</p>	<p>Teacher makes frequent, appropriate connections between the content and students' life experiences.</p>	<p>Teacher makes frequent and appropriate connections between the content and students' life experiences. Teacher includes suggestions offered by students.</p>
<p><i>Designs self-directed learning experiences</i>  <b>SR, EB, AA</b>  <i>Pre</i></p>	<p>Teacher does not design learning experiences that engage students in self-directed learning.</p>	<p>Teacher designs limited learning experiences that engage students in self-directed learning.</p>	<p>Teacher designs frequent learning experiences that engage students in appropriately challenging, self-directed learning.</p>	<p>Teacher designs frequent learning experiences that engage students in appropriately challenging, self-directed learning. Teacher seeks student input in the design of such experiences.</p>

**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
<i>Aligns learning standards</i> <b>EB, SR, AA</b> <i>Pre</i>	Teacher does not design learning experiences that are aligned with learning standards.	Teacher designs some learning experiences that are aligned with learning standards.	Teacher designs most learning experiences that are aligned with learning standards.	Teacher designs all learning experiences to be aligned with learning standards.
<i>Aligns learning objectives/goals with learning standards</i> <b>EB, SR, AA</b> <i>Pre</i>	Teacher is unable to articulate how learning objectives are aligned with learning standards and/or how students will achieve the learning goals.	Teacher is able to articulate how some learning objectives are aligned with learning standards and has designed opportunities for students to achieve the learning goals.	Teacher is able to articulate how the learning objectives align with learning standards and includes several different opportunities for students to achieve the learning goals including application of 21 <sup>st</sup> Century Skills.	Teacher is able to articulate how the learning objectives are aligned with learning standards and includes several different opportunities for individual students to achieve the learning goals including application of 21 <sup>st</sup> Century Skills.

**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
<i>Designs instruction using current levels of student understanding</i> <b>EB, SR, AA</b> <i>Pre</i>	Teacher does not use students' responses to questions, discussion or other work nor does the teacher consider 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 considers common misconceptions when planning instruction.
<i>Designs learning experiences using prior knowledge</i> <b>EB, SR, AA</b> <i>Pre</i>	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 make connections to prior learning within and across disciplines.



**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.*

<b>Indicators</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<i>Organizes physical space</i> <b>EB, SR, AA</b> <i>Pre</i>	Teacher does not plan the use of physical space to meet learner needs and curricular goals.	Teacher plans the use of physical space to meet learner needs and curricular goals.	Teacher plans the use of physical space to meet all learner needs and curricular goals.	Teacher plans the use of physical space to meet all learner needs and curricular goals. Teacher plans for flexibility to encourage student suggestions.
<i>Incorporates technology</i> <b>EB, SR, AA</b> <i>Pre</i>	Teacher does not understand how technology can enhance student learning or chooses not to use technology even when aware of the benefits.	Teacher occasionally incorporates technology in lessons to enhance student learning or technology is used for communication and relatively rote activities.	Teacher regularly incorporates technology in lessons to enhance student learning. Technology is used to extend and apply learning in the lesson beyond communication and completion of classroom assignments.	Teacher regularly incorporates technology in lessons to enhance student learning. Technology is used to support complex understanding of subject matter.
<i>Organizes time</i> <b>EB, SR, AA</b> <i>Pre</i>	Teacher does not consider time allocations when planning.	Teacher considers time allocations but those times may be either to 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.
<i>Selects materials and resources</i> <b>EB, SR, AA</b> <i>Pre</i>	Teacher is unaware of curricular materials and resources that align with state 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 state standards. Teacher occasionally adapts materials and resources to meet diverse learning needs.	Teacher selects curricular materials and resources that align with state standards. Teacher regularly adapts materials and resources to meet diverse learning needs.	Teacher selects a variety of curricular materials and resources that align with state standards. Teacher regularly adapts materials to meet diverse learning needs and seeks out additional materials and resources to support student learning.

### 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
<p><i>Aligns instruction to standards</i> <b>OB, EB, SR, AA, V</b> <i>During</i></p>	Teacher does not implement learning experiences that are aligned with learning standards.	Teacher implements some learning experiences that are aligned with learning standards.	Teacher implements most learning experiences that are aligned with learning standards.	Teacher implements all learning experiences that are aligned with learning standards.
<p><i>Uses research-based instruction</i> <b>OB, EB, SR, AA, V</b> <i>During</i></p>	Teacher does not use research-based instructional practices.	Teacher uses some research-based instructional practices.	Teacher uses only research-based instructional practices.	Teacher uses only research-based instructional practices. Teacher seeks out the newest research to deepen and expand implementation.
<p><i>Engages students</i> <b>OB, EB, SR, AA, V</b> <i>During</i></p>	Teacher's instructional practices do not cognitively engage students. Students have little interaction with the teacher or with peers.	Teacher's instructional practices engage students at a low to mid cognitive level. 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 cognition. Students have regular and on-going opportunities to interact with the teacher and with peers.	Teacher's instructional practices engage students at an appropriately high level of cognition. Students have regular and on-going opportunities to interact with the teacher and with peers. Students initiate interactions to deepen cognitive engagement.

**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.*

<b>Indicators</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<i>Directions and procedures</i> <b>OB, EB, SR, AA, V</b> <i>During</i>	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.
<i>Uses Questioning techniques</i> <b>OB, EB, SR, AA, V</b> <i>During</i>	Teacher's questions are largely closed in nature. Questions do not invite a thoughtful response or further discussion.	Teacher's questions are a combination of open and closed questions. Only some invite a thoughtful response and/or further discussion.	Most of teacher's questions are open in nature and engage students in deeper thinking and further discussion.	Teacher's questions are open in nature and challenge students to think and demonstrate reasoning. Students formulate many questions to advance their understanding.
<i>Responds to students</i> <b>OB, EB, SR, AA, V</b> <i>During</i>	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 challenges 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.
<i>Communicates content</i> <b>OB, EB, SR, AA, V</b> <i>During</i>	Teacher's spoken language is inaudible, and/or written language is illegible. Spoken or written language contains errors of grammar or syntax. Graphic methods are not used or used ineffectively.	Teacher's spoken language is audible, and written language is legible. Both are used correctly. Graphic methods are used occasionally.	Teacher's spoken and written language is clear and correct. Graphic methods are used regularly to enhance content understanding.	Teacher's spoken and written language is correct and expressive. Graphic methods are used regularly to enhance content understanding. Students offer their own graphic representation of the content.

**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.*

<b>Indicators</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<i>Establishes high expectations</i> <b>OB, EB, SR, AA, V</b> <i>During</i>	Teacher articulates low expectations for most or all students.	Teacher articulates moderate expectations for most or all students or articulates different expectations for different groups of students.	Teacher articulates high expectations for all students.	Teacher articulates high expectations for all students differentiating instruction to ensure that all students meet the expectations.
<i>Articulates measures of success</i> <b>OB, EB, SR, AA, V</b> <i>During</i>	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 deconstructed the success criteria with the teacher.
<i>Implements challenging learning experiences</i> <b>OB, EB, SR, AA, V</b> <i>During</i>	Teacher gives up or places blame on other factors when unable to challenge or support all students through instructional strategies, learning experiences and/or resources.	Teacher attempts to challenge and support all students through instructional strategies, learning experiences and/or resources, but efforts are ineffective or limited.	Teacher persists in seeking approaches to challenge and support all students, drawing on a broad repertoire of strategies, learning experiences, and resources.	Teacher 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.

**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
<i>Differentiates instruction</i> <b>OB, EB, SR, AA, V</b> <i>During</i>	Teacher uses instructional strategies that are not suitable to students or to instructional purposes, and do not motivate or cognitively challenge students.	Teacher uses only some instructional strategies that are suitable to students or to the instructional outcomes. Some motivate and represent a moderate cognitive challenge, but with no differentiation for different students.	Teacher uses instructional strategies that are suitable to all students and to the instructional outcomes, and most motivate and represent significant cognitive challenge, with some differentiation for different groups of students and awareness of 21 <sup>st</sup> Century Skills.	Teacher uses instructional strategies that motivate and engage all students in high-level cognitive activities that reflect 21 <sup>st</sup> Century Skills, and are differentiated, as appropriate, for individual and diverse learners.
<i>Implements strategies for mastery of learning outcomes</i> <b>OB, EB, SR, AA, V</b> <i>During</i>	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.

**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
<i>Provides collaboration</i> <b>OB, EB, SR, AA, V</b> <i>During</i>	The teacher provides few if any 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 provides regular opportunities for students to collaborate with others from diverse groups and with opposing points of view. Students themselves ensure that all voices and ideas are heard in the discussion.
<i>Provides synthesis, critical thinking, and problem-solving</i> <b>OB, EB, SR, AA, V</b> <i>During</i>	Teacher provides few if any oral or written opportunities for students to synthesize, think critically, or problem solve. The teacher does not allow students to use the available technology.	Teacher provides occasional oral or written opportunities for students to synthesize think critically, and problem solve. The teacher allows students to use the available technology.	Teacher provides regular oral and written opportunities for students to synthesize, think critically, problem solve and to use available technology in alignment with 21 <sup>st</sup> Century Skills.	Teacher provides regular oral and written opportunities for students to synthesize, think critically, problem solve and use available technology in alignment with 21 <sup>st</sup> Century Skills. Students initiate collaborative, problem solving opportunities.

**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.

<b>Indicators</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<p><i>Uses formative assessment</i>  <b>OB, EB, SR, AA, V</b>  <i>During</i></p>	<p>Teacher does not use formative assessment during instruction and does not monitor student learning.</p>	<p>Teacher occasionally uses formative assessment                      Teacher monitors student learning unevenly.</p>	<p>Teacher frequently uses formative assessment to immediately inform instruction.                      Teacher monitors the progress of students, making use of assessment data.</p>	<p>Teacher always uses formative assessment to immediately inform instruction. Teacher monitors the progress of individual students and uses a variety of formative assessments to adjust and differentiate instruction to meet individual needs.</p>
<p><i>Provides feedback during and after instruction</i>  <b>OB, EB, SR, AA, V</b>  <i>During</i></p>	<p>Teacher's feedback to students is limited, infrequent and/or irrelevant.</p>	<p>Teacher's feedback to students is inconsistent in timeliness, frequency and/or relevance. Feedback does not move student learning forward.</p>	<p>Teacher's feedback to students is timely, frequent, and relevant.                      Feedback moves student learning to the next appropriate level.</p>	<p>Teacher's feedback to students is timely, frequent, and relevant.                      Feedback moves student learning to the next appropriate level.                      Students make use of the feedback in their learning.</p>
<p><i>Adjusts pacing</i>  <b>OB, EB, SR, AA, V</b>  <i>During</i></p>	<p>Teacher does not use student progress to adjust the pace, focus, or method of delivery of instruction.</p>	<p>Teacher occasionally uses student progress to adjust the pace, focus, or method of delivery of instruction.</p>	<p>Teacher uses student progress to immediately adjust the pace, focus, or method of delivery of instruction.</p>	<p>Teacher uses student progress to immediately adjust the pace, focus, or method of delivery of instruction. Students self-assess progress and suggest adjustments to instruction.</p>

## 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
<i>Interactions with students</i> <b>OB, EB, SR, AA, V</b> <i>During</i>	Teacher interaction with at least some students is negative, demeaning, sarcastic, or 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 comfortable to take learning risks.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Teacher creates a safe learning environment where most students feel accepted and comfortable taking learning risks.	Teacher's interactions with students 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 comfortable taking learning risks.
<i>Supports diversity</i> <b>OB, EB, SR, AA, V</b> <i>During</i>	Teacher ignores diversity in the classroom and sees it as a barrier to the learning environment.	Teacher acknowledges diversity in the classroom but is inconsistent in using it to enrich the learning environment.	Teacher embraces student diversity and sees it as an opportunity to enrich the learning environment.	Teacher embraces student diversity and sees it as an opportunity to enrich the learning environment. Students take initiative to respect and support diversity.
<i>Interactions among students</i> <b>OB, EB, SR, AA, V</b> <i>During</i>	Teacher allows student interactions that are characterized by conflict, sarcasm, or put-downs.	Teacher allows student interactions that are generally appropriate but may reflect occasional inconsistencies or disregard for one another.	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 genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed, and assume and demonstrate personal responsibility.

**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
<p><i>Establishes high expectations for achievement</i>  <b>OB, EB, SR, AA, V</b>  <i>During</i></p>	<p>Teacher controls the learning environment and/or students are discouraged from expressing their ideas, and/or initiating their own learning and achievement.</p>	<p>Teacher attempts to create an environment where students express their ideas, take initiative and have high expectations for their own learning and achievement with limited success.</p>	<p>Teacher creates an environment where students are encouraged to express their ideas, take initiative and have high expectations for their own learning and achievement. Most students take the initiative.</p>	<p>Teacher creates an environment where all students are expected to express their ideas, take initiative and have high expectations for their own learning and achievement. Students monitor their own progress as they strive to meet the challenging learning goals.</p>
<p><i>Expectations for curiosity and enthusiasm</i>  <b>OB, EB, SR, AA, V</b>  <i>During</i></p>	<p>Teacher conveys a negative attitude toward the learning objectives, suggesting that it is not important or has been mandated by others. Students are not cognitively engaged in learning.</p>	<p>Teacher conveys importance of the learning, but with little conviction and only minimal apparent buy-in by the students. Some students are cognitively engaged in learning, but others are not.</p>	<p>Teacher conveys genuine enthusiasm for the learning, and students demonstrate consistent commitment to its value. Most students are cognitively engaged in appropriately challenging learning.</p>	<p>Teacher conveys genuine enthusiasm for the learning. Students demonstrate through their active participation, curiosity, and taking initiative, that they value the learning, are cognitively engaged in learning and striving to meet appropriately challenging learning goals.</p>
<p><i>Promotes student pride in work and accomplishments</i>  <b>OB, EB, SR, AA, V</b>  <i>During</i></p>	<p>Teacher does not promote a sense of pride in student work or accomplishment. Students are motivated to complete a task rather than to do high-quality work.</p>	<p>Teacher inconsistently promotes a sense of pride in student work or accomplishment. Students minimally accept the responsibility to “do good work” but invest little of their energy into its quality.</p>	<p>Teacher consistently promotes a sense of pride in student work or accomplishment. Students accept the teacher’s insistence on work of high quality and demonstrate willingness to persevere.</p>	<p>Teacher consistently promotes a sense of pride in student work or accomplishment. Students themselves demonstrate attention to detail while showing innovation, flexibility, originality, and perseverance in their work.</p>



**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.*

<b>Indicators</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<i>Establishes expectations for student behavior</i> <b>OB, EB, SR, AA, V</b> <i>During</i>	The teacher has not established standards of conduct, or students are confused as to what the standards are.	The teacher has established standards of conduct, and most students seem to understand them.	The teacher has established standards of conduct and they are clear to all students.	The teacher and students have established standards of conduct. They are clear to all students and appear to be internalized.
<i>Establishes routines, procedures and transitions</i> <b>OB, EB, SR, AA, V</b> <i>During</i>	The teacher's routines, procedures, and transmissions are chaotic, with much instructional time being lost between activities or lesson segments.	The teacher's routines and procedures and transitions are somewhat efficient, resulting in some loss of instructional time.	Teacher's routines, procedures, and transitions occur smoothly, with little loss of instructional time. Students assume some responsibility under teacher direction.	Teacher's routines, procedures, and transitions are seamless, with students assuming responsibility in ensuring their efficient operation.
<i>Establishes instructional groups</i> <b>OB, EB, SR, AA, V</b> <i>During</i>	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 behavior is generally appropriate but may reflect occasional 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 behavior is 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 behavior is consistently polite and respectful.

**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.*

<b>Indicators</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<p><i>Organizes the physical environment</i>  <b>OB, EB, SR, AA, V</b>  <i>During</i></p>	<p>Teacher has not organized the physical environment to meet student-learning needs, or the teacher makes poor or inequitable use of physical resources.</p>	<p>Teacher has organized the physical environment to adequately accommodate student-learning needs. Available resources and technologies are accessible to most students. The furniture may be adjusted for a lesson, but with limited effectiveness.</p>	<p>Teacher has organized the physical environment to accommodate all student- learning needs. Available resources and technologies are equally accessible to all students. The furniture arrangement is a resource for learning activities.</p>	<p>Teacher has organized the physical environment to accommodate all student- learning needs. Available resources and technologies are equally accessible to all students. Students adjust the furniture to advance their learning.</p>
<p><i>Manages volunteers and/or paraprofessionals</i>  <b>OB, EB, SR, AA, V</b>  <i>During</i></p>	<p>Teacher does not effectively use the services and skills of available volunteers and/or paraprofessionals.</p>	<p>Teacher attempts to use the services and skills of available volunteers and/or paraprofessionals with limited effectiveness.</p>	<p>Teacher effectively uses the services and skills of available volunteers and/or paraprofessionals.</p>	<p>Teacher effectively uses the services and skills of available volunteers and/or paraprofessionals. Volunteer/paraprofessional contributes to a productive learning environment.</p>
<p><i>Establishes classroom safety</i>  <b>OB, EB, SR, AA, V</b>  <i>During</i></p>	<p>Teacher does not know, or knows but does not implement, classroom safety procedures.</p>	<p>Teacher knows and implements classroom safety procedures with inconsistencies.</p>	<p>Teacher knows and implements classroom safety procedures consistently.</p>	<p>Teacher knows and implements classroom safety procedures consistently. Students have internalized the safety procedures.</p>

## 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
<i>Uses assessments to establish learning goals and inform instruction</i> <b>OB, EB, SR, AA, V</b> <i>Pre, Post</i>	Teacher does not use appropriate diagnostic or ongoing formative assessment to establish learning goals or to inform instruction.	Teacher occasionally uses appropriate diagnostic or ongoing formative assessment to establish learning goals and inform instruction.	Teacher regularly uses appropriate diagnostic and ongoing formative assessment to establish learning goals and inform instruction.	Teacher regularly uses appropriate diagnostic and ongoing formative assessment to establish learning goals and inform instruction for individual students.
<i>Measures and records student achievement</i> <b>OB, EB, SR, AA, V</b> <i>Pre,, Post</i>	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.
<i>Aligns to learning goals</i> <b>OB, EB, SR, AA, V</b> <i>Pre</i>	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 all 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.
<i>Implements accommodations and modifications</i> <b>OB, EB, SR, AA, V</b> <i>Pre, During</i>	Teacher does not implement required assessment accommodations and/or modifications.	Teacher inconsistently implements required assessment accommodations and/or modifications.	Teacher consistently implements required assessment accommodations and/or modifications.	Teacher consistently implements required assessment accommodations and/or modifications. Teacher works with specialists, as necessary to ensure accommodations and/or modifications meet student needs.

**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.*

<b>Indicators</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<i>Analyzes assessment data</i> <b>OB, EB, SR, AA, V</b> <i>Post</i>	Teacher does not analyze assessment data or is inaccurate in the analysis.	Teacher attempts to analyze data accurately but has a superficial understanding of the data.	Teacher analyzes data accurately to monitor student progress and inform instruction.	Teacher analyzes data accurately to monitor student progress and design differentiated instruction.
<i>Uses assessment data to set goals</i> <b>OB, EB, SR, AA, V</b> <i>Post</i>	Teacher does not use feedback or assessment data to set goals with students or to design differentiated instruction.	Teacher occasionally uses feedback and assessment data to set goals with students and to design differentiated instruction.	Teacher regularly uses feedback and assessment data to set goals with students and to design differentiated instruction.	Teacher regularly uses feedback and assessment data to set goals with students and to design differentiated instruction; students self-monitor their progress towards their goals.
<i>Engages students in self-assessment</i> <b>OB, EB, SR, AA, V</b> <i>During</i>	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 always engages students in self-assessment of their learning goals, strategies, and outcomes and suggests next steps for achieving the learning goals.

**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.*

<b>Indicators</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<i>Accesses and interprets assessments</i> <b>OB, EB, SR, AA, V</b> <i>Multiple Measures</i>	Teacher is not able to provide appropriate information or interpretation of various assessment data.	Teacher is able to provide appropriate information; interpretation of various assessment data may be superficial.	Teacher is able to provide appropriate information and accurate interpretation of various assessment data.	Teacher is able to provide appropriate information and accurate interpretation of various assessment data. Students contribute information and interpretation of the records.

**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.*

<b>Indicators</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<i>Understands assessment measures and grading procedures</i> <b>OB, EB, SR, AA, V</b> <i>Multiple Measures</i>	Teacher is unaware of relevance of student assessment measures, and grading procedures.	Teacher shows limited understanding of the relevance of student assessment measures and grading procedures.	Teacher understands the relevance of student assessment measures and grading procedures as a means of tracking student progress.	Teacher understands the relevance of student assessment measures and grading procedures as means of tracking progress for individual students.
<i>Establishes an assessment system</i> <b>OB, EB, SR, AA, V</b> <i>Multiple Measures</i>	Teacher does not have an overall assessment system by which formative and/or summative data is used to inform instruction.	Teacher develops a rudimentary plan for an overall assessment system by which formative and summative data can be used to inform instruction	Teacher develops a comprehensive assessment system by which formative and summative data is used to inform instruction	Teacher develops a comprehensive assessment system by which formative and summative data is used to inform instruction. The system is reviewed regularly, making adjustments as needed.

**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.*

<b>Indicators</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<p><i>Communicates purposes and criteria</i></p> <p><b>OB, EB, SR, AA, V</b> <i>Multiple Measures</i></p>	Teacher does not communicate the 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 some students are unclear.	Teacher clearly communicates the purposes of assessments, the assessment criteria, and the parameters for success to students.	Teacher clearly communicates the purposes of assessments, the assessment criteria, and the parameters for success to students. Students are able to explain purposes and criteria to others.
<p><i>Provides preparation and practice</i></p> <p><b>OB, EB, SR, AA, V</b> <i>Multiple Measures</i></p>	Teacher does not prepare students for assessment formats using authentic curriculum and/or does not appropriately modify assessments or testing conditions for students with exceptional learning needs.	Teacher attempts, with limited success, to prepare students for assessment formats using authentic curriculum and appropriately modify assessments and/or testing conditions for students with exceptional learning needs.	Teacher prepares students for assessment formats using authentic curriculum and appropriately modifies assessments and/or testing conditions for students with exceptional learning needs.	Teacher prepares students for assessment formats using authentic curriculum and appropriately modifies assessments and/or testing conditions for students with exceptional learning needs. Teacher seeks out specialists to ensure modifications meet individual student needs.
<p><i>Provides assessment skills and strategies</i></p> <p><b>OB, EB, SR, AA, V</b> <i>Multiple Measures</i></p>	Teacher does not equip students with assessment skills and/or strategies.	Teacher equips students with a limited number of assessment skills and/or strategies. Some students apply the skills and/or strategies when coached by teacher.	Teacher equips students with several assessment skills and strategies. Students apply the skills and strategies when coached by teacher.	Teacher equips students with several assessment skills and strategies. Students independently apply the skills and strategies.

## 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
<p><i>Demonstrates ethical, professional behavior</i></p> <p><b>OB, SS, V</b></p> <p><i>Multiple Measures</i></p>	<p>Teacher interactions with colleagues, students, families and the public are characterized by dishonesty and/or unethical, self-serving conduct. Teacher is not reflective and/or unreceptive to feedback, as a way to adjust professional behavior.</p>	<p>Teacher interactions with colleagues, students, families and the public are usually characterized as honest, and ethical. Teacher occasionally reflects and/or accepts feedback as a way to adjust professional behavior.</p>	<p>Teacher interactions with colleagues, students, families and the public are consistently characterized by high standards of honesty, integrity, and ethics. Teacher is reflective and understands the value of using feedback as a way to adjust professional behavior.</p>	<p>Teacher interactions with colleagues, students, families and the public consistently model the highest standards of honesty, integrity, and ethics. Teacher is reflective and understands the value of using feedback as a way to adjust professional behavior. Teacher actively seeks out stakeholder feedback on his/her own initiative.</p>
<p><i>Advocates for students</i></p> <p><b>OB, SR, EB, AA</b></p> <p><i>Multiple Measures</i></p>	<p>Teacher is unaware of and/or unconcerned about the needs of students resulting in some students or groups being ill served.</p>	<p>Teacher demonstrates an awareness of students’ needs, but attempts to address those needs are inconsistent.</p>	<p>Teacher is aware of students’ needs and is active in advocating for and serving students to address the needs.</p>	<p>Teacher is explicitly aware of and articulates the needs of students, is highly proactive in advocating for and serving students to meet those needs, and in seeking out resources when necessary.</p>
<p><i>Demonstrates ethical use of information technology</i></p> <p><b>EB, SR</b></p> <p><i>Multiple Measures</i></p>	<p>Teacher does not comply with or advocate for the ethical use of information or information technology and fails to ensure respect for property rights, appropriate documentation of sources and adherence to safe and legal use guidelines.</p>	<p>Teacher complies with and advocates for the ethical use of information and information technology and inconsistently ensures respect for property rights, appropriate documentation of sources and adherence to safe and legal use guidelines.</p>	<p>Teacher complies with and advocates for the ethical use of information and information technology, and ensures respect for intellectual property rights, credits sources and adheres to safe and legal use guidelines.</p>	<p>Teacher models, and advocates for the ethical use of information and information technology, and ensures respect for intellectual property rights, credits sources and adheres to safe and legal use guidelines.</p>
<p><i>Complies with state and local requirements and jurisdictions.</i></p> <p><b>EB, SR</b></p> <p><i>Multiple Measures</i></p>	<p>Teacher fails or refuses to comply or participate in training to meet state and local requirements.</p>	<p>Teacher complies with trainings to meet state and local requirements.</p>	<p>Teacher willingly participates in trainings to meet state and local requirements, and contributes to the work.</p>	<p>Teacher seeks out training opportunities for state and local requirements, contributes positively and assists or leads when appropriate.</p>

**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*

<b>Indicators</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<p><i>Supports the school as an organization with a vision and mission</i></p> <p><b>EB, SR</b></p> <p><i>Multiple Measures</i></p>	<p>Teacher fails to understand or acknowledge the organization’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.</p>	<p>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 unclear on how to support or promote the vision and mission.</p>	<p>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 works to support the vision and mission for the purpose of school improvement.</p>	<p>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 those contexts as they relate to the organization.</p>
<p><i>Participates on an instructional team.</i></p> <p><b>SR, EB</b></p> <p><i>Multiple Measures</i></p>	<p>Teacher makes no effort to collaborate with teammates or to share information and/or best practices with colleagues to support high expectations for student learning.</p>	<p>Teacher attempts to collaborate with teammates to fulfill duties, but may not recognize the benefits to student learning. Teacher shares limited information and/or best practices with colleagues to support high expectations for student learning..</p>	<p>Teacher actively collaborates with teammates to support high expectations for student learning. Teacher regularly and willingly shares information and/or best practices with colleagues to improve practice and to support high expectations for student learning..</p>	<p>Teacher actively collaborates with teammates to support high expectations for student learning. Teacher regularly and willingly shares information and/or best practices with colleagues to improve practice and to support high expectations for student learning. Teacher initiates the sharing and encourages colleagues to participate.</p>
<p><i>Collaborates with the larger community</i></p> <p><b>EB, SR</b></p> <p><i>Multiple Measures</i></p>	<p>Teacher refuses to collaborate with the larger community to access and/or share learning resources.</p>	<p>Teacher collaborates with the larger community to access and share learning resources when invited or required to do so.</p>	<p>Teacher regularly and willingly collaborates with the larger community to access and share learning resources.</p>	<p>Teacher regularly and willingly leads efforts to collaborate with the larger community to access and share learning resources.</p>



**Element VL3: 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
<p><i>Engages families</i>  <b>SR, EB, AA, SS</b>  <i>Multiple Measures</i></p>	<p>Teacher makes no effort to invite families guardians / caregivers to share information to engage families in the instructional program and to enhance student development and achievement.</p>	<p>Teacher occasionally invites families guardians / caregivers to share information to engage families in the instructional program and to enhance student development and achievement.</p>	<p>Teacher frequently invites families guardians / caregivers to share information to engage families in the instructional program and to enhance student development and achievement.</p>	<p>Teacher regularly invites individual families guardians / caregivers to share information to engage families in the instructional program and to enhance student development and achievement. Students contribute ideas that encourage family participation.</p>
<p><i>Communicates student performance</i>  <b>SR, EB, AA</b>  <i>Multiple Measures</i></p>	<p>Teacher rarely or does not communicate expectations, student performance or progress and/or discussions are addressed in a manner that is insensitive, negative, or blaming.</p>	<p>Teacher occasionally communicates expectations, student performance or progress. Opportunities for discussions are limited.</p>	<p>Teacher regularly communicates expectations, student performance or progress. Opportunities for discussions are frequent, respectful of and sensitive to cultural norms.</p>	<p>Teacher establishes processes that enable and encourage regular, two-way communication. Students themselves maintain communication between the family and school. Discussions are frequent, respectful of and sensitive to cultural norms.</p>

**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.*

<b>Indicators</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<p><i>Maintains records</i> <b>SR, EB, AA</b> <i>Multiple Measures</i></p>	Teacher does not collect required data and/or records are in disarray, resulting in errors and confusion.	Teacher collects required data, but they require monitoring to maintain accuracy.	Teacher collects required and timely data that is 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.
<p><i>Manages time and attendance</i> <b>SR, EB, AA</b> <i>Multiple Measures</i></p>	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. Attendance is regular and professional, ensuring uninterrupted student learning.	Teacher always manages time and attendance in adherence with district guidelines. Attendance is exemplary; ensuring that student learning is always a priority.
<p><i>Maintains classroom and school resources and materials</i> <b>SR, EB</b> <i>Multiple Measures</i></p>	Teacher does not maintain classroom and/or school resources and materials.	Teacher usually maintains classroom and/or school resources and materials, but may require monitoring.	Teacher always maintains classroom and school resources.	Teacher always maintains classroom and school resources and materials. Students contribute to their maintenance as appropriate.
<p><i>Participates in school and district events.</i> <b>SR, EB</b> <i>Multiple Measures</i></p>	Teacher avoids or refuses to 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 assumes a leadership role in various school or district events.

**Element VL5: 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.*

<b>Indicators</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<i>Communicates policies</i> <b>EB, SR</b> <i>Multiple Measures</i>	Teacher does not communicate relevant regulations and policies to stakeholders or is unaware of such policies.	Teacher attempts to communicate relevant regulations and policies to stakeholders, but may have limited understanding of such policies.	Teacher communicates relevant regulations and policies to stakeholders, understanding when it is appropriate to do so.	Teacher is proactive in communicating relevant regulations and policies to stakeholders, anticipating when they will need the information.
<i>Maintains confidentiality</i> <b>EB, SR</b> <i>Multiple Measures</i>	Teacher fails to maintain confidentiality regarding student records and information.	Teacher usually maintains confidentiality regarding student records and information, but may need to be reminded and/or corrected.	Teacher maintains confidentiality regarding student records and information in a professional manner.	Teacher maintains confidentiality regarding student records and information in a professional manner, reminding others as needed.
<i>Reports concerns</i> <b>EB, SR</b> <i>Multiple Measures</i>	Teacher does not report instances of child abuse, safety violations, bullying and other concerns.	Teacher usually reports instances of child abuse, safety violations, bullying and other concerns. Teacher 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 helps others understand and follow the appropriate reporting requirements.
<i>Adheres to policies and contractual obligations</i> <b>EB, AA</b> <i>Multiple Measures</i>	Teacher does not adhere to board policies, district procedures, and/or contractual obligations.	Teacher usually adheres to board policies, district procedures, and contractual obligations. Teacher may not be fully aware of policies and obligations.	Teacher always adheres to board policies, district procedures, and contractual obligations.	Teacher always adheres to board policies, district procedures, and contractual obligations, and actively advocates compliance throughout the school.
<i>Accesses resources</i> <b>EB, SR</b> <i>Multiple Measures</i>	Teacher fails to access resources to gain information about standards of practice, relevant law, and policy as they relate to students’ rights and teachers’ responsibilities.	Teacher accesses some resources to gain information about standards of practice, relevant law, and policy as they relate to students’ rights and teachers’ responsibilities. Teacher may be unaware of all available resources.	Teacher accesses resources to gain information about standards of practice, relevant law, and policy as they relate to students’ rights and teachers’ responsibilities.	Teacher accesses resources to gain information about standards of practice, relevant law, and policy as they relate to students’ rights and teachers’ responsibilities, and serves as a resource to others.

## 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
<i>Reflects on evidence of student learning</i> <b>SR, EB</b> <i>Post</i>	Teacher does not examine and / or analyze formal and informal evidence of student learning to inform professional growth.	Teacher occasionally and/or superficially 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 deeply analyzes formal and informal evidence of student learning; professional growth is aligned with the needs of students.	Teacher engages in an ongoing examination and deep 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.
<i>Reflects on biases</i> <b>SR, EB</b> <i>Post</i>	Teacher does not recognize or acknowledge how prior experiences may bias their professional practice.	Teacher reflects on prior experiences, however may not recognize how those experiences may bias professional practice.	Teacher reflects on prior experiences, and recognizes and acknowledges how those experiences may bias professional practice.	Teacher reflects on prior experiences and recognizes and acknowledges how those experiences may bias professional practice, and what steps need to be taken to address any biases.
<i>Plans professional growth</i> <b>SR, OB, EB</b> <i>Post</i>	Teacher does not use reflection or other information to identify strengths and weaknesses and/or to plan professional growth.	Teacher uses reflection and some other information to identify strengths and weaknesses and/or to plan professional growth. Teacher may need guidance selecting appropriate professional opportunities.	Teacher regularly uses reflection and other information to identify strengths and weaknesses to plan professional growth.	Teacher regularly uses reflection and other information to identify strengths and weaknesses to plan professional growth. Teacher seeks out professional growth opportunities to address areas of weakness.

**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
<p><i>Sets goals</i> <b>SR, EB</b> <i>Multiple Measures</i></p>	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 not measurable and do not improve teaching and learning.	Teacher sets goals to enhance areas of personal strengths or address areas of personal weaknesses in practice. Personal goals are measurable 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 measurable and improve teaching and learning. Goals are aligned with specific student learning needs.
<p><i>Engages in professional growth</i> <b>SR, EB</b> <i>Multiple Measures</i></p>	Teacher does not engage in opportunities for professional growth and development.	Teacher engages in opportunities for professional growth and development as required.	Teacher regularly engages in opportunities for professional growth and development.	Teacher regularly seeks out and engages in opportunities for professional growth and development. Teacher provides professional development and/or support for others.

**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
<p><i>Gives and receives constructive feedback</i> <b>SR, EB</b> <i>Multiple Measures</i></p>	Teacher is not receptive to giving, receiving, or reflecting on constructive feedback to improve professional practice.	Teacher is minimally receptive to giving, receiving, or reflecting on constructive feedback to improve professional practice.	Teacher is receptive to and regularly gives, receives and reflects upon constructive feedback to improve professional practice. Feedback to colleagues is conveyed in a professional and supportive manner.	Teacher is receptive to and 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 invites peers to engage in a process of peer assessment to improve professional practice.
<p><i>Collaborates</i> <b>SR, EB</b> <i>Multiple Measures</i></p>	Teacher refuses to collaborate / participate with peers, or interactions are negative.	Teacher collaborates/ participates with peers to fulfill school and/or district requirements. Teacher may not recognize how collaboration improves professional practice.	Teacher actively collaborates/ participates with peers to improve professional practice. Teacher recognizes the value of collaboration to improve the team's professional practice.	Teacher actively collaborates/ participates with peers to improve professional practice. Teacher recognizes the value of collaboration to improve the team's professional practice. Teacher assumes leadership roles within the team, and works to improve practice among the team.

**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.*

<b>Indicators</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<p><i>Accesses professional memberships and literature</i>  <b>SR, EB, AA</b>  <i>Multiple Measures</i></p>	<p>Teacher does not belong to any appropriate professional organizations. Teacher does not access and/or use professional literature to increase understanding of teaching and learning.</p>	<p>Teacher belongs to appropriate professional organizations as required or suggested, but does not contribute to or benefit from the membership. Teacher occasionally accesses and/or uses professional literature to increase understanding of teaching and learning.</p>	<p>Teacher belongs to appropriate professional organizations and contributes to and/or benefits by demonstrating new knowledge in professional practice. Teacher regularly accesses and/or uses professional literature to increase understanding of teaching and learning.</p>	<p>Teacher belongs to appropriate professional organizations and contributes to and/or benefits by demonstrating new knowledge in professional practice. Teacher is seen as a leader / mentor in the professional organization. Teacher regularly accesses and/or uses professional literature to increase understanding of teaching and learning. Teacher plays leadership role with peers in promoting relevant literature.</p>
<p><i>Remains current</i>  <b>SR, EB, AA</b>  <i>Multiple Measures</i></p>	<p>Teacher does not expand knowledge of current research as it applies to curriculum, instruction, and assessment methods.</p>	<p>Teacher acquires a basic knowledge of current research in curriculum, instruction, and assessment, but does not apply the knowledge to improve practice</p>	<p>Teacher works to expand his/her knowledge of current research in curriculum, instruction, and assessment and applies the knowledge to improve practice.</p>	<p>Teacher works to expand his/her knowledge of current research in curriculum, instruction, and assessment and applies the knowledge to improve practice. Teacher engages in action research based upon new learning.</p>