

Standard 6: 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 6.1: Teachers uphold professional standards of practice and policy as related to students' rights and teachers' responsibilities.

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

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Demonstrates ethical, professional behavior</i>	Teacher interactions with colleagues, students, families and the public are characterized by dishonesty and/or unethical, self-serving conduct. Teacher is not self-reflective and/or unreceptive to feedback as a way to adjust professional behavior.	Teacher interactions with colleagues, students, families and the public are usually characterized as honest and ethical. Teacher occasionally self-reflects and/or accepts feedback as a way to adjust professional behavior.	Teacher interactions with colleagues, students, families and the public are consistently characterized by high standards of honesty, integrity, and ethics. Teacher is self-reflective and uses feedback as a way to adjust professional behavior.	Teacher interactions with colleagues, students, families and the public consistently model the highest standards of honesty, integrity, and ethics. Teacher is self-reflective and uses feedback as a way to adjust professional behavior. Teacher seeks out stakeholder feedback on his/her own initiative.
B.	<i>Advocates for students</i>	Teacher does not advocate to meet the needs of students resulting in some students or groups being ill served.	Teacher sometimes advocates to meet the needs of students efforts.	Teacher consistently advocates to meet the students' needs.	Teacher is proactive in advocating for students' needs, and in seeking out resources when necessary.
C.	<i>Demonstrates ethical use of information and information technology</i>	Teacher does not comply with or advocate for the ethical use of information or information technology.	Teacher sometimes complies with and advocates for the ethical use of information and information technology.	Teacher consistently complies with and advocates for the ethical use of information and information technology.	Teacher consistently models ethical use of information and information technology, and ensures respect for intellectual property rights, credits sources, and adheres to safe and legal use guidelines.
D.	<i>Completes training to comply with State and local requirements and jurisdictions.</i>	Teacher does not complete trainings to meet State and local requirements.	Teacher inconsistently completes trainings to meet State and local requirements.	Teacher consistently completes trainings to meet State and local requirements.	Teacher seeks out training opportunities to meet or exceed State and local requirements, and contributes positively to student achievement.

Element 6.2: Teachers engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning.

NYSED Indicators: *Support and promote the shared school and district vision and mission to support school improvement. Participate actively as a part of an instructional team. Share information and best practices with colleagues to improve practice. Demonstrate an understanding of the school as an organization within a historical, cultural, political, and social context. Collaborate with others both within and outside the school to support student growth, development, and learning. Collaborate with the larger community to access and share learning resources*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Supports the school as an organization with a vision and mission</i>	Teacher fails to understand or acknowledge the school's historical, cultural, political or social context. Teacher does not support the school and district vision and mission and/or engages in practices that are explicitly contrary to the vision and mission.	Teacher has a general understanding of the school as an organization with an historical, cultural, political and social context, and has a general awareness of the school and district mission and vision, but is inconsistent in supporting or promoting the vision and mission.	Teacher understands the school as an organization with an historical, cultural, political and social context that influences school policy practices, and the school and district mission and vision. The teacher supports the vision and mission for the purpose of school improvement.	Teacher understands the school as an organization with an historical, cultural, political and social context that influences school policy, practices and the school and district mission and vision. The teacher is aware of and actively promotes the school and district mission and vision, and strives to help others understand them.
B.	<i>Participates on an instructional team.</i>	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.	Teacher inconsistently collaborates with teammates to fulfill duties. Teacher shares limited information and/or best practices with colleagues to support high expectations for student learning.	Teacher collaborates with teammates to support high expectations for student learning. Teacher regularly shares information and/or best practices with colleagues to improve practice and to support high expectations for student learning.	Teacher proactively collaborates with teammates to support high expectations for student learning. Teacher consistently shares information and/or best practices with colleagues.
C.	<i>Collaborates with the larger community</i>	Teacher does not to collaborate with the larger community to access and/or share learning resources.	Teacher occasionally collaborates with the larger community to access and share learning resources when invited or required to do so.	Teacher frequently collaborates with the larger community to access and share learning resources.	Teacher regularly and willingly leads efforts to collaborate with the larger community to access and share learning resources.

Element 6.3: Teachers communicate and collaborate with families, guardians, and caregivers to enhance student development and success.

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

	Indicators	Ineffective	Developing	Effective	Highly Effective
<i>A.</i>	<i>Engages families</i>	Teacher does not engage with family's guardians/caregivers to share information to involve families in the instructional program or to enhance student development and achievement.	Teacher occasionally engages with families, guardians/caregivers to share information and strategies to involve families in the instructional program and to enhance student development and achievement.	Teacher frequently engages with families, guardians/caregivers to share information and strategies to involve families in the instructional program and to enhance student development and achievement.	Teacher regularly engages individual families, guardians/caregivers to share information and strategies to involve families in the instructional program and to enhance student development and achievement. Students contribute ideas that encourage family participation.
<i>B.</i>	<i>Communicates student performance</i>	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.	Teacher occasionally communicates expectations, student performance, or progress. Discussions are occasionally respectful of and sensitive to cultural norms.	Teacher regularly communicates expectations, student performance or progress. Discussions are frequent, respectful, and sensitive to cultural norms.	Teacher establishes processes that enable and encourage regular, two-way communication. Students facilitate communication between the family and school. Discussions are frequent, respectful, and sensitive to cultural norms.

Element 6.4: Teachers manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations.

NYSED Indicators: *Collect required data and maintain timely and accurate records (e.g. plan books, lunch counts, attendance records, student records, etc.). Manage their time and attendance in accordance with established guidelines. Maintain classroom and school resources and materials. Participate in school and district events.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
<i>A.</i>	<i>Maintains records</i>	Teacher does not collect required data and/or records are in disarray, incomplete, or error-filled.	Teacher collects required data, monitoring is required to maintain accuracy.	Teacher collects required data that is timely and accurately maintained.	Teacher's system for collecting and maintaining required data is highly effective and accurate with students contributing to its operation and maintenance as appropriate.
<i>B.</i>	<i>Manages time and attendance</i>	Teacher does not manage time and/or attendance in adherence with district guidelines, negatively impacting student learning.	Teacher usually manages time and/or attendance in adherence with district guidelines. Student learning is not negatively impacted.	Teacher always manages time and attendance in adherence with district guidelines. Teacher attendance is regular and professional, ensuring uninterrupted student learning.	Teacher always manages time and attendance in adherence with district guidelines. Teacher attendance is exemplary; ensuring that student learning is always a priority.
<i>C.</i>	<i>Maintains classroom and school resources and materials</i>	Teacher does not maintain classroom and/or school resources and materials.	Teacher usually maintains classroom and/or school resources and materials.	Teacher regularly maintains classroom and school resources.	Teacher always maintains classroom and school resources and materials. Students contribute to their maintenance as appropriate.
<i>D.</i>	<i>Participates in school and district events</i>	Teacher does not participate in school and district events.	Teacher occasionally participates in school and district events or does so only when specifically asked or required.	Teacher regularly participates in school and district events.	Teacher actively volunteers to participate in school and district events, and sometimes assumes a leadership role.

Element 6.5: Teachers understand and comply with relevant laws and policies as related to students’ rights and teachers’ responsibilities.

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

	Indicators	Ineffective	Developing	Effective	Highly Effective
<i>A.</i>	<i>Communicates policies</i>	Teacher does not communicate relevant regulations and policies to stakeholders or is unaware of such policies.	Teacher communicates relevant regulations and policies to stakeholders, but may have limited understanding of such policies.	Teacher knowledgeably communicates relevant regulations and policies to stakeholders.	Teacher is proactive and knowledgeable in communicating relevant regulations and policies to stakeholders.
<i>B.</i>	<i>Maintains confidentiality</i>	Teacher does not maintain confidentiality regarding student records or information.	Teacher inconsistently maintains confidentiality regarding student records and information.	Teacher maintains confidentiality regarding student records and information in a professional manner.	Teacher models the maintenance of confidentiality regarding student records and information in a professional manner.
<i>C.</i>	<i>Reports concerns</i>	Teacher does not report instances of child abuse, safety violations, bullying or other concerns.	Teacher reports instances of child abuse, safety violations, bullying and other concerns but may not be fully aware of regulations and policies.	Teacher always reports instances of child abuse, safety violations, bullying and other concerns.	Teacher always reports instances of child abuse, safety violations, bullying and other concerns, and models appropriate reporting.
<i>D.</i>	<i>Adheres to policies and contractual obligations</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 adheres to board policies, district procedures, and contractual obligations.	Teacher always adheres to board policies, district procedures, and contractual obligations, and actively advocates compliance.
<i>E.</i>	<i>Accesses resources</i>	Teacher does not access information about standards of practice, relevant law, and policy as they relate to students’ rights and teachers’ responsibilities.	Teacher accesses some 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 information about standards of practice, relevant law, and policy as they relate to students’ rights and teachers’ responsibilities.	Teacher accesses 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 7: 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 7.1: Teachers reflect on their practice to improve instructional effectiveness and guide professional growth.

NYSED Indicators: *Examine and analyze formal and informal evidence of student learning. Recognize the effect of their prior experience and possible biases on practice. Use acquired information to identify strengths and weaknesses and to plan professional growth.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Reflects on evidence of student learning</i>	Teacher does not examine and/or analyze formal and informal evidence of student learning to inform professional growth.	Teacher occasionally examines and/or analyzes formal and informal evidence of student learning; professional growth is only loosely aligned with the needs of students.	Teacher regularly examines and analyzes formal and informal evidence of student learning; professional growth is aligned with the needs of students.	Teacher engages in an ongoing examination and analysis of formal and informal evidence of student learning; professional growth is aligned with the needs of students. The teacher reviews the impact of professional learning on student achievement.
B.	<i>Reflects on biases</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 acknowledges how those experiences may bias professional practice.	Teacher reflects on prior experiences and acknowledges how those experiences may bias professional practice, and identifies necessary steps to address any biases.
C.	<i>Plans professional growth</i>	Teacher rarely uses reflection or other information to identify strengths and weaknesses to plan professional growth.	Teacher occasionally uses reflection and other information to identify strengths and weaknesses to plan professional growth. Teacher may need guidance selecting appropriate professional opportunities.	Teacher 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 7.2: Teachers set goals for and engage in ongoing professional development needed to continuously improve teaching competencies.

NYSED Indicators: *Set goals to enhance personal strengths and address personal weaknesses in teaching practice. Engage in opportunities for professional growth and development.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Sets goals</i>	Teacher does not set goals to enhance personal strengths or address personal weaknesses in teaching practice.	Teacher sets goals to enhance areas of personal strengths or address areas of personal weaknesses in practice, however goals are poorly formulated and do not improve teaching and learning.	Teacher sets goals to enhance areas of personal strengths or address areas of personal weaknesses in practice. Goals are well formulated and improve teaching and learning.	Teacher sets goals to enhance areas of personal strengths or address areas of personal weaknesses in practice. Personal goals are well formulated and improve teaching and learning. Goals are well formulated with specific student learning needs.
B.	<i>Engages in professional growth</i>	Teacher does not engage in opportunities for professional growth and development.	Teacher occasionally engages in opportunities for professional growth and development.	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 7.3: 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
<i>A.</i>	<i>Gives and receives constructive feedback</i>	Teacher does not give or receive constructive feedback to improve professional practice.	Teacher inconsistently gives or receives constructive feedback to improve professional practice.	Teacher regularly gives, receives and acts upon constructive feedback to improve professional practice. Feedback to colleagues is conveyed in a professional and supportive manner.	Teacher regularly gives, receives, and reflects upon constructive feedback to improve professional practice. Feedback to colleagues is conveyed in a professional and supportive manner. Teacher encourages and engages in peer assessment to improve professional practice.
<i>B.</i>	<i>Collaborates</i>	Teacher does not collaborate with peers, or interactions are negative.	Teacher inconsistently collaborates with peers to improve professional practice.	Teacher regularly collaborates with peers to improve professional practice.	Teacher actively and consistently collaborates with peers to improve professional practice. Teacher assumes leadership roles and works to improve practice on the team.

Element 7.4: Teachers remain current in their knowledge of content and pedagogy by utilizing professional resources.

NYSED Indicators: *Benefit from, contribute to, or become members of appropriate professional organizations. Access and use professional literature and other professional development opportunities to increase their understanding of teaching and learning. Expand their knowledge of current research as it applies to curriculum, instruction, and assessment methods.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Accesses professional memberships and resources</i>	Teacher does not belong to any relevant professional organizations. Teacher does not access and/or use professional resources to increase understanding of teaching and learning.	Teacher belongs to relevant professional organizations. Teacher occasionally accesses and/or uses professional resources to increase understanding of teaching and learning.	Teacher belongs to relevant professional organizations and demonstrates new knowledge in professional practice. Teacher regularly accesses and/or uses professional resources to increase understanding of teaching and learning.	Teacher belongs to relevant professional organizations and demonstrates new knowledge in professional practice. Teacher regularly accesses and/or uses professional resources to increase understanding of teaching and learning. Teacher plays leadership role with peers in promoting relevant resources.
B.	<i>Expands knowledge base</i>	Teacher does not expand knowledge of current research in curriculum, instruction, and assessment methods.	Teacher acquires a minimal knowledge of current research in curriculum, instruction, and assessment methods, but does not apply the knowledge to improve practice	Teacher regularly expands knowledge of current research in curriculum, instruction, and assessment methods and applies the knowledge to improve practice.	Teacher regularly expands knowledge of current research in curriculum, instruction, and assessment methods and applies the knowledge to improve practice. Teacher engages in research based upon new learning.