Detailed List of Specific Changes to the 2014 NYSUT Rubric

Standard I: Knowledge of Students and Student Learning (7 indicators)

I.1A Demonstrates and plans using knowledge of developmental characteristics of students. This performance indicator changes the verb *describe to demonstrate* and deletes *orally and applies* in order to accommodate multiple forms of evidence indicating use of knowledge of developmental characteristics. Characteristics of *the age group* was changed to characteristics of *their students* to clarify the specific group of students assigned to the teacher. The phrase *21st Century Skills* fit into this knowledge base in the Highly Effective category has been deleted to create continuity across the ratings; teacher expectations relating to 21st Century Skills* are specifically addressed in performance indicators II.2A and II.2B.

I.2A Uses strategies to support learning. This performance indicator deletes the words *Teacher does not* (is able) to adjust instruction by adapting instruction or adding instruction . . . . Evidence for a teacher adjusting instruction is observable and can be captured in Standard 3. Delete in Highly Effective category *students suggest specific strategies* . . . . Evidence capture for this indicator is observable and is addressed in Standard IV.

I.2B Uses current research. Change the performance indicator to Uses research. This performance indicator changes the verb *cite to identify* to clarify evidence collection. Deletes “*current and or dated*” to support a broad range of available research.

I.3A Plans for student strengths, interests, experiences to meet diverse learning needs of each student. The word *plans* has been changed to *planning*. Organized text to focus on teacher planning to meet learning needs of students using student strengths, interests, experiences. The Highly Effective category deletes *Students suggest* and inserts *Teacher planning* in order to strengthen evidence collection for planning for student suggestions.

I.5A Incorporates knowledge of school community. This performance indicator deletes the word *implementing* since implementation is implicit in the phrase *Teacher incorporates* language of the rubric. The wording *reflecting a deep understanding of the school community* has been deleted. Deep understanding is reflected in the wording *detailed and specific*.

I.5B Incorporates multiple perspective. Change the performance indicator language from *Incorporates multiple perspectives* to *Attends to students’ personal and family experiences* to focus evidence collection on family and personal experience. Deleted the language *delivery of content by incorporating multiple perspectives* and insert *instruction*. Add the word *inappropriately* to the Developing rating.

I.6A Understands technological literacy and its impact on student learning. This performance indicator deletes *Teacher’s knowledge of 21st Century Skills*...as this evidence collection does not belong with technological literacy and creates confusion about distinctions between the two areas.
Standard II: Knowledge of Content and Instructional Planning (10 indicators)

II.1B Uses current developments in pedagogy and content. The word *current* has been deleted from the performance indicator since it is inherent in the wording “developments in pedagogy and content”. The language of the descriptors has been changed from *cite* to *identify* and deletes the word *current* preceding research in order to align with I.2B (new wording) and provides a broader platform for content related research. Add *does not understand* to the Ineffective rating category.

II.2C Incorporates individual and collaborative critical thinking and problem solving. This performance indicator has been deleted from the rubric since evidence can be captured under performance indicators II.1A, II.2A and II.3A.

II.3A Designs learning experiences that connect to students’ life experiences. This performance indicator has been deleted from the rubric since evidence can be captured under the new wording of indicator II.5B Designs learning experiences using prior knowledge.

II.3B Re-label II.3B performance indicator II.3A Design Self-directed learning experiences.

II.4A Articulates learning objectives/goals with learning standards. The language *Unable to and learning* has been deleted for clarity and to focus on the action word *design*. In the Effective and Highly Effective categories insert the word *Teacher* before *includes several opportunities* to clarify sentence structure, the wording *including application of 21st Century Skills* has been deleted since that evidence is captured in indicators II.2A and II.2B. Add *most* prior to the words *objective* and *students* in Effective. In Highly Effective category delete *suggest* and insert *have opportunities to suggest* to clarify evidence collection.

II.5A Designs instruction using current levels of student understanding. Delete the word *use* and insert *use of*; delete the word *work* and insert *sources appropriate determines student understanding and knowledge of content* to clarify evidence collection.

II.5B Designs learning experiences using prior knowledge. Add the wording *and student life experiences* to more accurately reflect the language of Element II.5. Add to each rating category the words *and student life experiences* to guide evidence collection.

II.6A Organizes time. The words *occasionally, frequently and always* have been added to the rating categories to guide evidence collection and its alignment to the appropriate performance descriptor. The phrase *Students may request additional or less time* . . . has been deleted from the indicator to guide evidence collection on teacher behavior.
Standard III: Instructional Practice (13 Indicators)

III.1A Aligns instruction to standards. Change the word standards to objectives in all rating categories to clarify evidence collection. In the Developing through Highly Effective categories after the words learning objective add but may be unable to clearly convey/demonstrate the purpose of the learning experience and delete its relation to the learning experiences in order to clarify the connection to purpose of objectives. Delete students are able to make connections between different learning experiences . . . since the addition of the above language to each rating category makes this sentence redundant.

III.1B Uses research-based instruction. Delete this performance indicator since evidence collected is related to I.2B and II.1B for identification and use of research based practice.

III.1C Engages Students. Re-order III.1C to be III.1B due to deletion of previous performance indicator III.1B.

III.2B Uses questioning techniques. Add the words to engage students to the performance indicator. In the Developing rating category change most to some; in the Effective change most to all to target student response techniques; in the Highly Effective delete many.

III.2D Communicates content. In the Highly Effective category description the phrase Teacher supports has been inserted before the word students in order to guide evidence collection related to teacher actions.

III.3A Articulates measures of success. In the Highly Effective category the phrase Students have created or analyzed the success criteria with the teacher has been deleted and replaced by the wording Teacher and students analyze or create success criteria, to support collaborative development of success criteria.

III.3B Implements challenging learning experiences. In the Ineffective category articulates low has been replaced by the phrase unable to articulate. In the Developing category insert low and delete moderate insert some and delete most or all; Effective category delete all and insert most students. In Highly Effective category the phrase soliciting additional resources from colleagues and/or the community has been deleted since this is not observable and evidence is captured in VI.1B Advocates for students.

III.4A Differentiates instruction. Move the word instructional to read student instructional levels and delete all text following. Both cognitive challenge and 21st Century Skills* evidence is duplicative and captured in other performance indicators such as III.5A Provides synthesis critical thinking problem solving and opportunities for collaboration.

III.4B Implements strategies for mastery of learning outcomes. This performance indicator has been deleted and language merged with III.4A Differentiates Instruction.
III.5A  **Provides opportunities for collaboration.** This performance indicator has been deleted since language is now merged with III.5B and newly numbered to III.5A which is **Provides synthesis, critical thinking and problem-solving.**

III.5B  **Provides synthesis, critical thinking and problem-solving.** This performance indicator has been merged with previous III.5A **Provide opportunities for collaboration** and relabeled as III.5A. In all rating categories delete language regarding use available technology in alignment with 21st Century Skills and add or engage students in multi-disciplinary and other 21st Century Skills* to clarify evidence collection. In the Effective rating category the word regular is replaced by the word frequent is inserted.

**Standard IV: Learning Environment (10 indicators)**

**IV.1A Interactions with students.** In the Ineffective rating category the word - students has been added to Teacher; and the phrase with at least some students has been deleted. In Effective and Highly Effective categories the word safe learning has been replaced by the word supportive to target teacher behavior. In the Highly Effective category the word students has been added after individual.

**IV.1C Reinforces positive interactions.** In the Developing category add the phrase that are inappropriate and disrespectful after students interactions to create consistency of rubric language. In Effective delete the words age and culture of the in order to broaden the scope of interactions.

**IV.2A Promotes student pride in work and accomplishments.** In the Developing category the words “do good work” have been replaced with the phrase complete quality work or to persevere and delete but invest little of their energy into its quality in order to guide evidence collection. In Highly Effective delete the phrase with innovation, flexibility and originality in order to broaden evidence collection.

**IV.2B Promotes student curiosity and enthusiasm.** In the Developing category the phrase and only minimal apparent buy-in by the students has been deleted. In Highly Effective category insert and students, delete genuine, add are committed to its value to guide evidence collection. Delete the phrase - through their curiosity, initiative, and active participation – demonstrate enthusiasm for learning since this is repetitious of enthusiasm and commitment.

**IV.3A Establishes routines/procedures/transitions and expectations for student behavior.** In Ineffective delete the phrase students are confused; and the phrase between activities or lesson segments and add the phrase They are not clear to students and require repeated prompting. In the Developing delete the word Most and add the phrase They are clear to some students delete seem to understand them and insert the phrase may require repeated prompting. In Effective delete the phrase All students seem to understand them and insert the phrase They are clear to most students and require little prompting. In Highly Effective delete the phrase appear to be internalized and insert the phrase require no prompting (appear is high inference); delete developing and insert reinforcing since it is not always possible to observe the developing routines. These changes clarify language to guide evidence collection.
IV.3B Establishes instructional groups. Change the word Establishes to Manages in the performance indicator to focus on teacher behavior and its alignment to the Element. In all rating categories add the word managing to grouping and delete language regarding the phrase student interactions are . . . this is duplicative since this behavior evidence is captured in IV.1C Reinforces Positive Interactions. In the Developing category insert some students delete the phrase in only some groups. In the Effective category delete the words small group and in Highly Effective delete the word small. In Highly Effective insert the word all students and delete at all times. In Effective through Highly Effective delete the words unsupervised by and insert the phrase independent of the teacher.

IV.4A Organizes the learning environment. This performance indicator added descriptors to clarify the extent of modification of the environment. In all rating categories delete the phrase physical, time and technologies to provide a broader platform for evidence collection of resources. In the Ineffective rating category add inadequately delete the word not. In the Developing category add the word adequately and delete most insert some. In the Effective category add the word most and delete the phrase all and equally are. In the Highly Effective category add the word modified and add the phrase Teacher supports students in adjusting in order to guide evidence collection.

IV.4C Establishes classroom safety. In this performance indicator text adjustments have been made to focus on implementation to guide evidence collection. In the Ineffective rating category delete the phrase know or knows but does not. In Effective category delete the word consistently and insert the word regularly. In Highly Effective insert the word students and delete the word knows.

Standard V: Assessment for Student Learning (8 indicators)

V.1A Designs and/or selects assessments. This performance indicator has been modified to read as follows: Designs an assessment system and selects assessments and a grading system to establish learning goals and inform instruction to reflect the context of selection of assessments. V.1A now incorporates V.4A Understands assessment measures and grading procedures and V.4B Establishes an assessment system. In Developing category delete the word occasionally. In the Effective category delete the word frequently and insert the words and aligns; In the Highly Effective category delete the phrase regularly and skillfully and insert the word always.

V.1B Measures and records student achievement. In this performance indicator delete the phrase including available technology in all rating categories since it is inherent in multiple formats.

V.1C Aligns assessment to learning goals. This performance indicator is deleted as evidence related to this indicator is collected in newly worded V.1A. Determination of mastery is implied in assessments as evidenced in V.1A Designs and assessment system and selects assessments and a grading system to establish learning goals and inform instruction.

V.3A Accesses, analyzes ad interprets assessments. In the Highly Effective category delete the sentence Students contribute information and participate in the interpretation of data. Add the sentence: 
Teacher supports student’s contribution of information and participation in the interpretation of data. This language focuses on teacher behavior.

V.4A **Understands assessment measures and grading procedures.** Delete this performance indicator since it is now merged with V.1A Designs and assessment systems and selects assessment and a grading system to establish learning goals and inform instruction.

V.4B **Establishes an assessment system.** Delete this performance indicator since it is now merged with V.1A Designs and assessment systems and selects assessment and a grading system to establish learning goals and inform instruction.

V.5A **Communicates purposes and criteria.** In the Developing through Highly Effective rating categories for this performance indicator delete the phrase *students explanation is clear/unclear* and insert the phrase *checks for student understanding* in order to guide evidence collection. In the Developing category insert the word *occasionally*, in the Effective category insert the word *frequently*, in the Highly Effective category insert the word *regularly* and delete the word *all*. Insert the sentence *Teacher supports student explanation of purposes and criteria to others in the Highly Effective Category.*

V.5B **Provides preparation and practice.** In this performance indicator a distinction is made between preparation and practice and providing accommodations and the support of specialists. The rubric language regarding providing accommodations and seeking specialists is now described in a new performance indicator **V.5B Provides accommodations.**

In the Developing category delete the phrase *With Limited success* and insert the word *minimally*. In the Effective category insert the word *adequately*; in the Highly Effective category insert the word *thoroughly*.

V.5C **Provides accommodations.** This new performance indicator assesses the extent to which the teacher provides required accommodations and work with specialists to ensure accommodations meet the needs of students.

**Standard VI: Professional Responsibilities (14 indicators)**

VI.3A **Communicates student performance to families.** In all rating categories delete the word *discussions* and insert the word *communication* to accommodate multiple modalities of providing information to parents. In the Developing category, the phrase *are intended to be* is replaced with the phrase *may not be* and the phrase *but may not be entirely effective* is deleted. In Effective and Highly Effective the word *frequent* is deleted and in Highly Effective the words *facilitate communication* are deleted. In all rating categories delete the word *involve* and insert the words *collaborate with.*

VI.4A **Maintains records.** In the Highly Effective rating category the phrase *with students contributing to its operation and maintenance as appropriate* is deleted in order to focus evidence collection on teacher behavior.

VI.4B **Manages time and attendance.** In all rating categories, insert the words *his/her* to clarify evidence collection in all rating categories.
VI.4D Participates in school and district events. In the Highly Effective category insert the phrase regularly and willingly and delete the phrase sometimes assumes a leadership role and insert the phrase contributes to its success to support broader evidence collection.

VI.5B Maintains confidentiality. Delete this performance indicator since the evidence is collected in VI.1C Demonstrates ethical use of information.

VI.5C Reports concerns is re-labeled as VI.5B from VI.5C.

VI.5D Adheres to policies and contractual obligations. Re-label as VI.5C. In all rating categories, insert the words school / district to include school building policies. In all rating categories delete the phrase as they relate to students rights and teachers responsibilities. This provides a broader platform for evidence collection and accommodate all board, district or school policies.

Standard VII: Professional Growth (5 indicators)

VII.2A Sets goals. In all rating categories delete the word personal since it is redundant. In the Highly Effective category delete the sentence Personal goals are well formulated and improve teaching and learning since it is redundant.

VII.2B Engages in professional growth. In all rating categories delete the words professional growth and current as the intent is embedded in the descriptors. In the Highly Effective category delete the phrase based upon new learning.

VII.3A Gives and receives constructive feedback. In the Highly Effective rating category delete the words peer assessment and insert collaboration to include multiple modalities of teachers working with their peers.

VII.3B Collaborates. In the Highly Effective category delete the phrase assumes a leadership role and insert the phrase makes significant contributions to broaden evidence collection.

VII.4A Accesses professional memberships and resources. In the Highly Effective category delete the phrase plays leadership role with peers in promoting and insert the words shares and promotes relevant resources.