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 i*dentify* 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 *inappropriate*ly 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 indicates **II.1A**, **II.2A** and **II.3A**.

II.3A **Designs learning experiences that connect to students' life experiences. T**his 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.IB**.

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** P**rovide 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.