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Aligned with the  
New York State Teaching Standards

	Indicators	Ineffective	Developing		



Aligned with the  
New York State Teaching Standards

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:

Develop Diverse Social and Cultural Perspectives. Incorporate perspectives from varied disciplines and use and model 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.

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	Incorporates diverse social and cultural perspectives	Teacher does not plan instruction that facilitates develop diverse social and cultural perspectives. Instruction is not aligned with 21st Century skills.	Teacher plans some instruction to facilitate develop diverse social and cultural perspectives. Instruction may or may not be aligned with 21st Century skills.	Teacher plans most instruction to develop diverse social and cultural perspectives. Teacher incorporates perspectives from a variety of disciplines and embeds interdisciplinary skills in instruction to align with 21st Century Skills.	Teacher plans all instruction to develop diverse social and cultural perspectives. The perspectives are connected to sequence of learning both in the discipline and related discipline and align with 21st Century Skills.
B.	Incorporates individual and collaborative critical thinking and problem solving	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	



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 Aligned with the  
 New York State Teaching Standards

Element II.5:

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 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.  
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	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	Designs instruction using current levels of student				

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Teachers create an intellectually challenging and stimulating learning env



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Aligned with the  
New York State Teaching Standards

Standard V: Assessment for Student Learning

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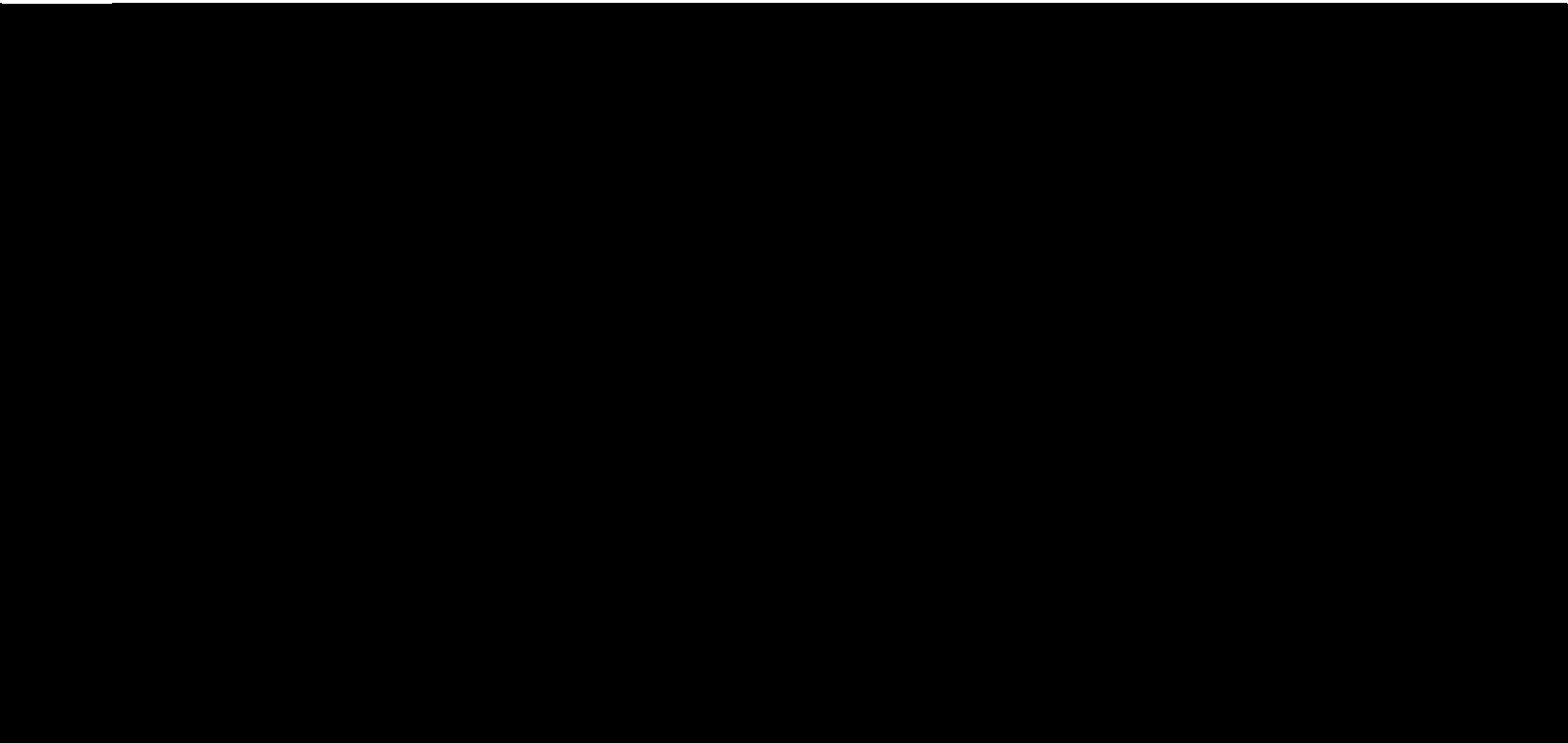
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Aligned with the  
New York State Teaching Standards

Element VI.3: Teachers communicate and collaborate with families, guardians, and caregivers to enhance student development and success.

NYSED Indicators: Invite families, guardians and caregivers to share information to enhance and increase student development and achievement. Communicate student performance and progress in various ways and provide opportunities for discussion  
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	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	Engages families	Teacher does not engage guardians/caregivers to share information to			







*NYSUT's Teacher Practice Rubric \* 2011 Edition \**  
 Aligned with the  
 New York State Teaching Standards

	<b>Indicators</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<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.

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