



NYSUT Teacher Practice Rubric

Comparative terms in descriptors

The terms most commonly used to quantitatively differentiate the four teacher effectiveness rating categories (Highly Effective, Effective, Developing, Ineffective) based on the evidence collected by the evaluator are: *rarely*, *occasionally*, *frequently*, and *always*. These terms and others are defined below, in alphabetical order.

All/Always. These terms mean the greatest possible or in every instance. These terms are used only in descriptors for the **highly effective** rating as in *Standard 4, Learning Environment Element 3: The teacher and students have established standards of conduct. They are clear to all students and appear to be internalized.* They do not require perfection, as a literal definition might imply. They represent teacher practice that meets the criteria of a preponderance of evidence, as defined below. Always is substantiated by many data sources (e.g., multiple observations, artifacts, conversations) that the evaluator is confident it is embedded throughout the teacher's practice. The emphasis for all students is that all available data show the teacher to be inclusive and equitable.

Appropriate/Inappropriate. This term refers to a suitable or good fit for a condition, action, or for a particular situation. It is used widely throughout all rating categories as indicating evidence of skill or judgment such as *Standard 4, Learning Environment Element 1: Reinforces positive interactions among students ... Such interactions are appropriate to the age and cultures of the students ...* where it is used to describe a range of student/teacher interactions.

Authentic. This descriptive term means conforming to an original so as to reproduce essential features; made or done the same way as an original as in *Standard 5 Assessment, Element 5: Provides preparation and practice ... Teacher adequately prepares students for assessment formats by using authentic curriculum, skills, and strategies.*

Few/few or no. This term means not many but more than one. It refers to the absence of needed teacher/student action or behavior and is associated with the **ineffective** performance level as in *Standard 3, Instructional Practice Element 5: The teacher provides few opportunities for students to collaborate with others.*

Frequently. This term means often or many times and is primarily used in descriptors for the **effective** performance level, where it conveys that evidence of the indicator has been observed and or documented on a regular basis. In *Standard 6, Professional Collaboration Element 3: Teachers communicate and collaborate with families frequently ...* it is used to describe **effective**, referring to a desirable pattern of ongoing communication.

Insufficient. This term means lacking in what is necessary or required. It addresses a lack of adequacy, as in *Standard 3, Instructional Practice Element 1: Engages students ... at an insufficient level of cognitive challenge* where it lowers the rating to developing.

Leadership. This term describes a process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task. Efforts to lead can involve the assumption of responsibility, coordination, motivation, effort expenditure, or task strategy to create situations and events that lead to progress toward goals. *Standard 6 Professional Responsibilities and Collaboration Element 2: Collaborates with the larger community ... Teacher regularly and willingly leads efforts to collaborate with the larger community to access and share learning resources.*

Limited. This term means narrow or lacking scope. The term *limited* is used with descriptors of **developing** performance, except in one indicator for *Standard 3, Instructional Practice Element 6: Provides feedback during and after instruction... feedback to students is limited* where it lowers the performance rating to **ineffective**. *Limited* is similar to *occasionally*, where there has been evidence of the indicator, but it has also been missing in situations.

Little or no. The term refers to very limited or no evidence of the desired teacher/student action and is associated with the **ineffective** level as in *Standard 5, Assessment Element 4: Teacher demonstrates little understanding of student assessment measure.*

Most. The term most means in the greatest number of instances as in *Standard 4, Learning Environment Element 4: The teacher has established standards of conduct, and most students*



seem to understand them. Similar to *frequently*, the term *most* is used in descriptors of **effective** performance. It conveys that evidence of the indicator has been observed in the greatest number of instances, but not all instances.

Occasionally. This term means on occasion or now and then. It is used in descriptors for the **developing** performance level as in *Standard 1, Element 4: Teacher occasionally communicates directly with student's parents, guardians. Occasionally indicates that there has been some evidence of this indicator, but that it is not present in all situations where it is needed.*

Preponderance of evidence. This term is used in two ways: (1) to explain *all/always* in the **highly effective** category and (2) to assist the evaluator when struggling to decide between **any two contiguous** performance levels. The greater weight (value) of the evidence, based on multiple measures of teaching practice and student learning, for the evaluator to decide in favor of one of the four rating categories. This preponderance is based on the more convincing evidence and its truth or accuracy, and not on the amount of evidence. The evaluation is able to provide evidence that the teacher's performance is more likely than not the correct rating category.

Relative to **highly effective** ratings that refer to *all/always*, *preponderance of evidence* means looking at all the available data from observations, artifacts and conversations with the teacher, and concluding that the descriptors of the **highly effective** performance level are more likely than not embedded in the teacher's practice and that she or he can be a role model for others.

When an evaluator is weighing an assortment of information to decide between **any two** performance levels for the summative rating of the indicator, *preponderance of evidence* means that the higher rating would not be used just because some aspects were observed. The higher performance level would be used only if there was such strong evidence that the higher rating is "more likely than not" to be accurate. It is more growth-oriented to give a lower rating that is truly supported with a preponderance of evidence.

Rarely. This term means infrequently or seldom. *Rarely* means that evidence of the indicator is seldom observed or quantified in the teacher's practice. The term is associated with the **ineffective** performance level as in *Standard 7, Professional Growth Element 2: Teacher rarely seeks out specialists.*

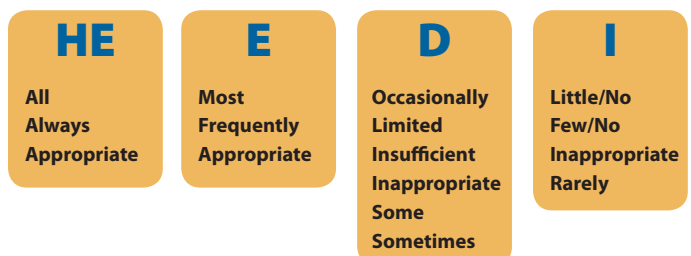
Significant. This term means having or likely to have sufficient influence or effect to be worthy of attention or important; noteworthy or having consequence and is associated with the **highly effective** level as in *Standard 7, Professional Growth Element 3: Collaborates with Peers... Teacher makes significant contributions to improve practice on the team.*

Some. This term means of a certain unspecified number, amount, degree. The term *some* is used in relationship to **developing** performance, such as *Standard 1, Knowledge of Students and Student Learning Element 1: Teachers demonstrate knowledge of child and adolescent development. Teacher describes orally and applies in planning, some knowledge of the developmental characteristics of the age group. Some indicates that there is evidence of this indicator, but it was not present in the majority of situations.*

Sometimes. This term means that the evidence is present now and then or occasionally and is associated with **developing** performance for most ratings as in *Standard 6 Professional Responsibilities and Collaboration Element 1: Teachers uphold professional standards of practice and policy. Teacher sometimes complies with and advocates for the ethical use of information and information technology.*

21st Century Skills. 21st Century Skills refers to a subset of skills including critical thinking, problem solving, creativity, collaboration, communication, information literacy, global and cultural awareness. These skills can be applied in all academic subject areas, and in all settings throughout a student's education career. This term is associated with many performance indicators. For example *Standard 2, Element 2: Incorporates individual and collaborative critical thinking and problem solving ... Teacher plans frequent opportunities for students to engage in individual and collaborative critical thinking and problem solving that align with 21st Century Skills.*

Continuum of Quantitative Descriptors



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