



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.

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 Instructional Practice Element 1: Engages students ... at an **insufficient** level of cognitive challenge where is lowers the rating to **developing**.*

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.*

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.

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 teachers 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 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.*

Some. This terms means of a certain unspecified number, amount, degree. The term *some* is used in relationship to **developing** performance, except for a few instances such as *Standard 2, Knowledge of Content Element 3: Designs instruction to meet diverse learning needs of students in addressing differentiation* and elevates the rating to **effective**. *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 4, Learning Environment Element 2: Some students are cognitively engaged* except for *Standard 6, Professional Collaboration Element 4: Participates in school and district events* addressing leadership roles where it elevates the rating to **highly effective**.

Continuum of Quantitative Descriptors



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