

Understanding State Model Evaluation System Teacher Rubric Revision Shifts



STATE MODEL EVALUATION SYSTEM TEACHER RUBRIC - OVERALL CHANGES

Reduction in Quantity

The revised teacher rubric has undergone significant reductions in Standards, Elements and Professional Practices. The chart below highlights the reductions at all levels.

	Former Teacher Rubric	Current Teacher Rubric
Number of Standards	5	4
Number of Elements	27	17
Number of Professional Practices	309 <i>(for an elementary teacher of literacy and mathematics)</i>	165

A primary goal in reducing the length of the State Model Evaluation System teacher rubric was to maintain the rubric’s conceptual integrity. The Technical Working Group, determined to reduce redundancies of similar practices, focused on the high leverage practices identified in quantitative and qualitative data from the initial State Model Evaluation System teacher rubric pilot and incorporated feedback from educators. In addition, the team focused on clarifying language, ensuring that practices appeared in the appropriate rating levels and considered current research on best practices to modify, add or delete professional practices. Thus similar elements were combined and rewritten to reflect changes made to professional practices. As a result, major shifts in the location of elements and professional practices occurred. In addition, Quality Standards IV and V were combined to expand the concept of professionalism and now include elements of ethical conduct, reflection and leadership.



Category Labels Change

In addition to reducing and changing rubric content, feedback from the field also indicated a negative impression of the label “Basic” on the rubric. With the help of focus group and Technical Working Group feedback, the five rubric categories that indicate the level of professional practices from the most foundational to the more complex have been changed to better reflect a focus on educator instructional practices and allow evaluators to better focus feedback conversations on instructional practices at the element level. The rating levels of Basic, Partially Proficient, Proficient, Accomplished, and Exemplary, will still be utilized to determine standard and overall professional practice ratings. The chart below highlights these changes:

Former Teacher Rubric	Revised Teacher Rubric
Basic	Level 1 Practices
Partially Proficient	Level 2 Practices
Proficient	Level 3 Practices
Accomplished	Level 4 Practices
Exemplary	Level 5 Practices

The revised rubric indicates the *practices that may be observable during a classroom observation*. This language was changed to reflect that certain practices *may or may not* be observable during a given classroom observation.

Former:

- Professional Practice is **Observable** during a classroom observation.
- Professional Practice is Not Observable during a classroom observation.

Revised:

Professional Practice may be **Observable** during a classroom observation.
 Professional Practice may NOT be Observable during a classroom observation.



Rubric Content Changes

The chart below provides a comparison of the changes made from the former version of the teacher rubric to the revised version of the teacher rubric. This comparison is provided at the Teacher Quality Standard and Element level in order to offer clarity of the shifts and changes to the evaluation tool. The chart indicates the where changes occurred and an explanation of each change provided by the Technical Working Group.

Note: All Elements listed in the revised and former rubrics are from the same Quality Standard unless otherwise noted.

Quality Standard I			
Revised Rubric	Former Rubric	Changes	Explanation
ELEMENT A: Teachers provide instruction that is aligned with the Colorado Academic Standards and their district’s organized plan of instruction.	ELEMENT A: Teachers provide instruction that is aligned with the Colorado Academic Standards; their district’s organized plan of instruction; and the individual needs of their students.	<p>Changed high level practices to communicating objectives, demonstrating skills, and connecting standards to the real world.</p> <p>Removed student expectations around content, performance and learning needs.</p>	<p>Teacher and student expectations changed to reflect importance of students’ ability to articulate and demonstrate understanding of the standards.</p> <p>Challenging content, student learning needs and student advocacy for learning needs are present in other elements.</p>
ELEMENT B: Teachers develop and implement lessons that connect to a variety of content areas/disciplines and emphasize literacy and mathematical practices.	<p>ELEMENT B: Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening.</p> <p>ELEMENT C: Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry and measurement and data analysis and probability.</p> <p>ELEMENT E: Teachers develop lessons that reflect the interconnectedness of content areas/disciplines.</p>	<p>Eliminated expanded professional practices for elementary, secondary language arts and secondary math teachers.</p> <p>Combined Elements B, C and E so that the new element could apply to all teachers.</p> <p>Added an emphasis on literacy and numeracy application and transfer.</p>	<p>Expanded professional practices for different content areas had negative unintended consequences for the 70% of teachers who were not responsible for teaching literacy or math.</p> <p>Research indicates that all teachers should be responsible for supporting students in applying and transferring literacy and numeracy skills as appropriate in their content.</p>



<p>ELEMENT C: Teachers demonstrate knowledge of the content, central concepts, inquiry, appropriate evidence-based instructional practices and specialized characteristics of the disciplines being taught.</p>	<p>ELEMENT D: Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught.</p>	<p>Put emphasis on the importance of questioning and disciplinary inquiry rather than “tools of inquiry” for more in depth learning.</p> <p>Eliminated “accurate, clear, concise, comprehensive” and redundant practices.</p>	<p>The current language of “tools of inquiry” was often interpreted merely as questioning strategies. Placed greater emphasize on the need for authentic and deep exploration of concepts in each content area.</p> <p>Data showed overuse of accurate, clear, concise and comprehensive; feedback was that if one was checked, often others were checked too because they could not discriminate between them.</p>
	<p>ELEMENT F: Teachers make instruction and content relevant to students and take actions to connect students’ background and contextual knowledge with new information being taught.</p>	<p>Eliminated due to redundancy.</p>	<p>Selection of instruction materials, prior learning and making connections to prior learning, background and contextual knowledge and transfer of knowledge are present in other rubrics.</p>

Quality Standard II

Revised Rubric	Former Rubric	Changes	Explanation
<p>ELEMENT A: Teachers foster a predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.</p>	<p>ELEMENT A: Teachers foster a predictable learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers.</p> <p>ELEMENT F: Teachers create a learning environment characterized by acceptable student behavior, efficient use of time and appropriate intervention strategies.</p>	<p>Combined Elements A and F.</p> <p>Replaced broad language “environment conducive to learning” with specific features of a classroom environment such as procedures and routines, behavioral expectations and positive interactions.</p>	<p>Elements A and F were both focused on learning environments; combining them eliminated redundancies.</p> <p>Providing specific practices that create a classroom environment conducive to learning increases the clarity and objectivity of the rubric.</p>
<p>ELEMENT B: Teachers demonstrate an awareness of, a commitment to and a respect for multiple aspects of diversity, while working toward common goals as a community of learners.</p>	<p>ELEMENT B: Teachers demonstrate a commitment to and respect for diversity, while working toward common goals as a community and as a country.</p>	<p>Placed greater emphasis on diversity and its value.</p> <p>Eliminated the “common goals...as a country.”</p>	<p>Diversity was emphasized to respond to the changing student demographics.</p> <p>Feedback indicated it was almost impossible to implement and a focus on the community or school level would lead to more authentic implementation -- which would lead to better goals as a country.</p>
<p>ELEMENT C: Teachers engage students as individuals, including those with diverse needs and</p>	<p>ELEMENT C: Teachers engage students as individuals with unique interests and strengths.</p>	<p>Combined Elements C and D.</p> <p>Removed professional practices on</p>	<p>Both Elements C and D were focused on the individual student; combining them streamlined the rubric.</p>



<p>interests, across a range of ability levels by adapting their teaching for the benefit of all students.</p>	<p>ELEMENT D: Teachers adapt their teaching for the benefit of all students, including those with special needs, across a range of ability levels.</p>	<p>questioning.</p> <p>Added focus on inclusion in instruction and participation.</p> <p>Added integrating self-advocacy skills into instruction to teacher practices.</p>	<p>Questioning is covered in the pilot version under Quality Standard I, Element C, keeping it in this section of the rubric would have created redundancies.</p> <p>Due to the increasing diversity of the student population, language was added to emphasize the importance of tailoring practices to all students, regardless of their backgrounds or abilities.</p> <p>Self-advocacy previously was mentioned only as a student practice, but since self-advocacy is a learned behavior, instruction on self-advocacy was added to teacher practices.</p>
<p>ELEMENT D: Teachers work collaboratively with the families and/or significant adults for the benefit of students.</p>	<p>ELEMENT E: Teachers provide proactive, clear and constructive feedback to families about student progress and work collaboratively with the families and significant adults in the lives of their students.</p>	<p>Removed the reference to feedback.</p> <p>Changed the language to “families and/or significant adults” in the element and practices.</p> <p>Added language stating the need to remove obstacles to facilitate family and/or adult participation.</p>	<p>Feedback is referenced in Quality Standard III, Element C of the revised version; keeping it in this section of the rubric would have created redundancies.</p> <p>Colorado has students who are adults, emancipated, etc. and their teachers don’t have access to the family.</p> <p>Added to recognize the increasing challenges to participation faced by families and/or significant adults and to assert teachers’ responsibility to collaborate in order to find solutions.</p>



Quality Standard III

Revised Rubric	Former Rubric	Changes	Explanation
<p>ELEMENT A: Teachers demonstrate knowledge about the ways in which learning takes place, including the levels of intellectual, physical, social and emotional development of their students.</p>	<p>ELEMENT A: Teachers demonstrate knowledge of current developmental science, the ways in which learning takes place and the appropriate levels of intellectual, social and emotional development of their students.</p> <p>ELEMENT C: Teachers demonstrate a rich knowledge of current research on effective instructional practices to meet the developmental and academic needs of their students.</p>	<p>Combined Elements A and C.</p> <p>Changed development science to “ways in which learning takes place.”</p> <p>Added “physical” to the list of students’ developmental needs.</p>	<p>Both Elements A and C discuss the developmental needs of students; combining them eliminated redundancies.</p> <p>Feedback revealed confusion about what “developmental science” means; the language was changed to increase clarity.</p> <p>Added because of the importance of physical development on other aspects of development.</p>
<p>ELEMENT B: Teachers use formal and informal methods to assess student learning, provide feedback and use results to inform planning and instruction.</p>	<p>ELEMENT B: Teachers plan and consistently deliver instruction that draws on results of student assessments, is aligned to academic standards and advances students’ level of content knowledge and skills.</p> <p>ELEMENT H: Teachers use appropriate methods to assess what each student has learned, including formal and informal assessments and use results to plan further instruction.</p> <p>Quality Standard IV, ELEMENT A: Teachers demonstrate that they analyze student learning, development and growth and apply what they learn to improve their practice.</p>	<p>Combined Elements B and H and Element A from Quality Standard IV.</p> <p>Added language to include teacher provision of opportunities for students to revise based on feedback.</p> <p>Added student communication of performance to family and/or significant adults.</p>	<p>Both Elements B and H and Element A from Quality Standard IV were about using assessments to drive instruction; the professional practices from each element were combined and condensed to streamline the rubric.</p> <p>Added to emphasize the importance of not just teaching students how to use feedback but also encouraging students to revise their work based on feedback.</p> <p>Emphasizes the important role of families and/or significant adults in student learning.</p>



<p>ELEMENT C: Teachers integrate and utilize appropriate available technology to engage students in authentic learning experiences.</p>	<p>ELEMENT D: Teachers thoughtfully integrate and utilize appropriate available technology in their instruction to maximize student learning.</p>	<p>Changed the language to focus on appropriate available use of technology to drive higher level thinking skills.</p> <p>Added modeling of responsible and ethical use.</p> <p>Replaced broad student practices (e.g. accelerate their learning) with more concrete practices (e.g. create artifacts and design tools).</p>	<p>Because not all districts have the same technology available, the rubric now emphasizes that teachers appropriately use whatever technology is available to drive higher level thinking skills.</p> <p>Responsible and ethical use was added because of the current issues with technology use.</p> <p>The language of high level student practices was changed to provide a clear understanding of desired student practices.</p>
<p>ELEMENT D: Teachers establish and communicate high expectations and use processes to support the development of critical-thinking and problem-solving skills.</p>	<p>ELEMENT E: Teachers establish and communicate high expectations for all students and plan instruction that helps students develop critical-thinking and problem-solving skills.</p>	<p>Changed the language of the element to emphasize teaching and applying critical-thinking and problem-solving skills.</p>	<p>Critical-thinking and problem-solving skills must be taught and practiced.</p>
<p>ELEMENT E: Teachers provide students with opportunities to work in teams and develop leadership.</p>	<p>ELEMENT F: Teachers provide students with opportunities to work in teams and develop leadership qualities.</p>	<p>Professional practices were moved among rating levels. Increased the emphasis on matching the purpose for group work and collaboration and on student accountability within the group.</p>	<p>Based on feedback, practices were rearranged to reflect complexity and a focus on individual accountability was added.</p>
<p>ELEMENT F: Teachers model and promote effective communication.</p>	<p>ELEMENT G: Teachers communicate effectively, making learning objectives clear and providing appropriate models of language.</p>	<p>Professional practices were rewritten to be more explicit about the expectations.</p>	<p>Feedback indicated that the practices were too broad and open to interpretation.</p>



Quality Standard IV			
Revised Rubric	Former Rubric	Changes	Explanation
ELEMENT A: Teachers demonstrate high standards for professional conduct.	Quality Standard V, ELEMENT D: Teachers demonstrate high ethical standards.	<p>Included responsible, reliable and ethical behavior as part of professional conduct.</p> <p>Changed the Exemplary column from a student expectation to a teacher expectation.</p>	<p>Added to focus this element on professional conduct with ethics as a part of it, instead of focusing only on ethical behavior.</p> <p>Changed because this standard deals with professionalism, which should be demonstrated in teacher practices. Additionally, this allowed practices to become more concrete examples of expected conduct.</p>
ELEMENT B: Teachers link professional growth to their professional goals.	ELEMENT B: Teachers link professional growth to their professional goals.	<p>Changed language from professional development to professional learning.</p> <p>Placed more emphasis on the alignment of professional goals with a professional learning plan in the service of student growth.</p>	<p>Feedback was that professional development was seen as something more formal and outside of the regular setting.</p> <p>Feedback was that often goals were written and shelved, so the language was clarified to encourage an authentic use of goals.</p>
ELEMENT C: Teachers respond to a complex, dynamic environment.	ELEMENT C: Teachers are able to respond to a complex, dynamic environment.	<p>Changed the language of practices to explain the meaning of a dynamic environment and being able to work positively with change.</p> <p>Added contributions toward school and district improvement planning.</p>	<p>Feedback was that educators didn't understand what was meant by the dynamic environment; language was added to make it clearer.</p> <p>Added to ensure that teachers respond to the larger context of school and district.</p>



ELEMENT D: Teachers demonstrate leadership in the school, the community and the teaching profession.

Quality Standard V, ELEMENT A: Teachers demonstrate leadership in their schools.

Quality Standard V, ELEMENT B: Teachers contribute knowledge and skills to educational practices and the teaching profession.

Quality Standard V, ELEMENT C: Teachers advocate for schools and students, partnering with students, families and communities as appropriate.

Combined Quality Standard V, Elements A, B, and C and added it as an Element of Quality Standard IV.

Eliminated redundant practices.

Professional practices were broadened.

Changed language to provide more concrete examples of expected practices.

Combined to reflect a wider conception of professionalism (see overall changes section)

Practices around collaboration with colleagues, supporting school goals and initiatives, professional growth and development, and advocacy and leadership were removed because they are already addressed in other sections of the rubric.

Feedback revealed that not all teachers have the opportunity to be a part of decision-making or advocacy as previously written, so the practices were broadened to ensure all teachers have the opportunity to demonstrate high level practices.

Changed to increase clarity and minimize opportunities for misunderstanding.