

Colorado State Model Evaluation System

Overview of the 2014-15 school year teacher rubric changes



COLORADO
Department of Education

In an effort to continuously improve the Colorado State Model Evaluation System, the CDE Educator Effectiveness team gathered feedback on the teacher rubric from both pilot and non-pilot districts during the 2013-14 school year. The feedback received on the teacher rubric guided improvements to the new version of the rubric such as clarifying and deleting elements. This document provides an overview of the changes made for the 2014-15 teacher rubric. For questions about this document, please contact Paul Jebe at jebe_p@cde.state.co.us.

Key - the categories of changes made	
D	Deleted
A	Added
M	Meaning change
C	Clarify language/format
R	Relocated

Comparison of 2013-14 to 2014-15 School Year Rubrics

Std. & elemt.	Rating	Practice number	2013-14 School Year Version	2014-15 School Year Version
1.a	B	1	THE TEACHER uses lesson plans that reflect: Daily review and revision.	THE TEACHER uses lesson plans that reflect: Opportunities to review prior learning.
		3	...Explicit connections to specific learning objectives and approved curriculum.	...Connections to specific learning objectives and approved curriculum.
		4	... and THE TEACHER implements lesson plans based on: State Learning Objectives.	<i>(deleted)</i>
	A	1	... and STUDENTS: Interact with the rigorous and challenging content in meaningful ways.	... and STUDENTS: Interact with the rigorous and challenging content.
1.b	B	2	THE TEACHER: Emphasizes literacy connections while teaching content.	<i>(deleted)</i>
		all	P	1
	E	1	... and STUDENTS apply literacy skills: Across academic content areas	<i>(deleted)</i>
		2	... and STUDENTS apply literacy skills: To understand complex materials.	... and STUDENTS: Apply literacy skills to understand complex materials.
elem	B	1	THE TEACHER: Emphasizes literacy connections while teaching content other than reading, English, or language arts.	THE TEACHER: Integrates literacy connections into lessons regardless of content being taught.
	PP	1	... and THE TEACHER integrates skills into lessons and assignments across subject areas, including: and THE TEACHER integrates skills into lessons and assignments, including: ...
	A	1	... and STUDENTS apply literacy skills (reading, writing, speaking, and listening): Across academic content areas.	<i>(deleted)</i>
		3	(same stem as above) To understand complex materials.	<i>(deleted)</i>
		5	(same stem as above) Outside the classroom.	<i>(deleted)</i>
sec	A	1	... and STUDENTS apply literacy skills (reading, writing, speaking, and listening): Across academic content areas.	<i>(deleted)</i>



		3	(same stem as above) To understand complex materials.	<i>(deleted)</i>
		5	(same stem as above) Outside the classroom.	<i>(deleted)</i>
1.c	B	1	THE TEACHER: Includes relevant math concepts in discussions that do not have math as the primary focus.	<i>(deleted)</i>
		2	THE TEACHER: Promotes and encourages students to make explicit math connections across content.	THE TEACHER: Encourages students to make math connections across content.
	P	2	...and THE TEACHER: Models mathematical thinking.	<i>(Relocated to math teachers, PP 5)</i>
math	PP	4	...Provide a balance of teaching for conceptual understanding and teaching for procedural fluency.	...Provides a balance of teaching for conceptual understanding and teaching for procedural fluency.
		5	<i>(added)</i>	...and THE TEACHER: Models mathematical thinking.
	E	2	...and STUDENTS: Expand their learning by using mathematical concepts in subjects other than math.	<i>(deleted)</i>
1.e	A	1	...and STUDENTS make connections between: Prior learning and the current lesson.	<i>(deleted)</i>
		2	...and STUDENTS make connections between: Other disciplines and/or content areas and the current lesson.	...and STUDENTS: Make connections between other disciplines and/or content areas and the current lesson.
		3	...and STUDENTS: Apply literacy (reading, writing, speaking and listening) and math skills across academic content areas.	...and STUDENTS: Apply literacy skills across academic content areas.
		4	<i>("math skills" moved to a new practice)</i>	...and STUDENTS: Apply math skills across academic content areas.
1.f	B	1	THE TEACHER selects instructional materials and strategies based on their: Relevance.	THE TEACHER selects instructional materials and strategies based on their: Relevance to students.
	PP	1	...and THE TEACHER delivers lessons and units and uses instructional strategies that: Help students connect to their learning by linking curriculum with prior knowledge, experiences, and/or cultural contexts.	...and THE TEACHER delivers lessons and units and uses instructional strategies that: Help students connect to their learning by linking the current lesson with prior knowledge, experiences, and/or cultural contexts.
2.a	B	1	THE TEACHER: Creates a classroom environment conducive to learning. <i>(moved to PP 1)</i>	THE TEACHER creates a classroom environment that facilitates: Mutual respect. <i>(moved from PP 1)</i>
		2		(same stem as above) Positive relationships between and among students. <i>(moved from PP 2)</i>
		3		(same stem as above) Empathy for each student. <i>(moved from PP 3)</i>
	PP	1	The Teacher creates a classroom environment that features: <i>(all three practices moved to B 1,2,3)</i>	...and THE TEACHER: Creates a classroom environment conducive to learning. <i>(moved from B 1)</i>
	E	1	...and THE STUDENTS: Engage in respectful and open dialogue with each other and their teacher(s).	...and THE STUDENTS interactions with the teacher(s) and each other: Are respectful.
		2	<i>(added)</i>	(same stem as above) Demonstrate mutual support.
2.b	B	1	THE TEACHER creates a classroom environment in which diversity is: Respected.	<i>(deleted)</i>
		2	(same stem as above) Used to further student learning.	THE TEACHER: Creates a classroom environment in which diversity is used to further student learning.



	PP	1	...and THE TEACHER: Uses instructional approaches and materials that reflect students' backgrounds.	...and THE TEACHER: Uses instructional approaches and materials that reflect diverse backgrounds and experiences.
	E	1	...and STUDENTS: Actively seek a variety of perspectives to complete group assignments.	...and STUDENTS: Seek a variety of perspectives to complete group assignments.
2.c	PP	1	...and THE TEACHER Uses results of student interest inventories to design lessons and materials.	<i>(deleted)</i>
	E	2	...Actively engage in collaborative learning and group processes.	...Engage in collaborative learning and group processes.
2.d	B	1	THE TEACHER: Adapts lesson plans to address individual student needs.	THE TEACHER: Adapts learning environment to address individual student needs.
		2	THE TEACHER: Implements recommendations of specialists and colleagues to address student needs.	<i>(moved to PP 3)</i>
	PP	3	<i>(moved from B 2)</i>	THE TEACHER: Implements recommendations of specialists and colleagues to address student needs.
	P	1	...and THE TEACHER: Solicits input from colleagues to understand students' learning needs.	...and THE TEACHER: Solicits additional input from colleagues to better understand students' learning needs.
		2	...and THE TEACHER: Uses multiple strategies to teach and assess students.	<i>(deleted)</i>
	A	1	...and STUDENTS: Advocate for themselves.	...and STUDENTS advocate for themselves by: Articulating their learning needs to their teacher and/or parent.
		2	...and STUDENTS: Articulate their learning needs to their teacher and/or parent. <i>(combined with A 1)</i>	(same stem as above) Communicating freely and openly with teachers about circumstances that affect their classroom performance. <i>(added)</i>
	E	1	...and STUDENTS: Apply coping skills to classroom situations.	...and STUDENTS: Apply coping skills such as self-reflection, self-regulation and persistence to classroom situations.
		2	...and STUDENTS: Share coping strategies with fellow students.	<i>(deleted)</i>
2.e	A	1	...and STUDENTS: Communicate freely and openly with teachers.	<i>(deleted)</i>
		2	FAMILIES AND SIGNIFICANT ADULTS: Discuss student performance with the teacher.	...and FAMILIES AND SIGNIFICANT ADULTS: Discuss student performance with the teacher.
2.f	A	2	...and THE STUDENTS: Work without interruption.	<i>(deleted)</i>
3.a	B	1	THE TEACHER: Differentiates instruction.	<i>(deleted)</i>
	P	1	...and THE TEACHER: Applies knowledge of current developmental science to address student needs. <i>(P1 & 2 were flipped)</i>	...and THE TEACHER: Collaborates with colleagues with expertise in developmental science to improve instruction.
		2	...and THE TEACHER: Collaborates with colleagues with experience in developmental science to improve the quality of lessons.	...and THE TEACHER: Applies knowledge of current developmental science to address student needs.
3.b	B	2	THE TEACHER: Has explicit student outcomes in mind for each lesson.	THE TEACHER: Has specific student outcomes in mind for each lesson.
	A	2	...and STUDENTS: Confer with the teacher to achieve learning targets.	...and STUDENTS: Confer with the teacher to achieve learning objectives.
	E	1	...and STUDENTS initiate activities to: Address their learning strengths and next steps.	...and STUDENTS: Initiate activities to address their learning strengths and next steps.
3.d	PP	2	...and THE TEACHER: Monitors the use of technology in the classroom.	...and THE TEACHER: Monitors the use of available technology in the classroom.



	A	1	...and STUDENTS : Engage in virtual or face-to-face learning activities enhanced by appropriate use of available technology.	...and STUDENTS use available technology to engage in: Virtual or face-to-face learning activities.
		2	...and STUDENTS : Produce creative and innovate products.	(same stem as above) Real world applications.
3.e	P	2	...and THE TEACHER : Explicitly teaches higher-order thinking and problem-solving skills.	...and THE TEACHER : Teaches higher-order thinking and problem-solving skills.
	E	2	...and STUDENTS : Seek opportunities to test their problem-solving and higher-order skills.	...and STUDENTS : Seek opportunities to expand and enhance their problem-solving and higher-order skills.
3.f	P	2	...and THE TEACHER : Adjusts team composition based on lesson objectives and student needs.	...and THE TEACHER : Adjusts team composition based on learning objectives and student needs.
	A	2	...and STUDENTS : Assume leadership roles in their teams whenever possible.	...and STUDENTS : Assume leadership roles in their teams.
3.h	B	1	THE TEACHER : Provides actionable feedback to students, families, and significant adults.	<i>(deleted)</i>
	P	1	...and THE TEACHER : Uses a variety of assessment methods.	<i>(deleted)</i>
		2	...and THE TEACHER : Provides actionable, timely, specific and individualized feedback about the quality of student work. <i>(used in the stem of the new P 1)</i>	...and THE TEACHER : Provides actionable, timely, specific and individualized feedback about the quality of student work to: Students.
		3		<i>(added)</i> (same stem as above) Families and significant adults.
		4		<i>(added)</i> (same stem as above) Other professionals who work with students.
4.a	P	1	...and THE TEACHER applies knowledge of student learning, development, and growth to the development of: Lesson plans.	...and THE TEACHER applies knowledge of how students learn and their prior knowledge to the development of: Lesson plans.
4.c	P	1	...and THE TEACHER initiates and leads collaborative activities with colleagues to: Analyze student data and interpret results.	...and THE TEACHER initiates collaborative activities with colleagues to: Analyze student data and interpret results.
		3	(same stem as above) Support struggling and/or advanced/above grade level students.	<i>(deleted)</i>
5.a	A	2	...and THE TEACHER : Confers with school administrators to improve teacher working and student learning conditions.	...and THE TEACHER : Confers with school administrators, other school leaders and/or decision making teams to improve teacher working and student learning conditions.
	E	2	...and THE TEACHER initiates and leads collaborative activities that: Share ideas to improve teaching and learning.	...and THE TEACHER initiates and leads collaborative activities that: Implement ideas to improve teaching and learning.
5.c	B	1	THE TEACHER : Partners with every family to support student success.	THE TEACHER : Advocates for students with families and other significant adults using a variety of communication tools and strategies.
	E	1	...and THE TEACHER : Collaborates with professional, governmental, and/or community agencies to advocate for curricular, school, and instructional improvements.	...and THE TEACHER : Advocates for improvements to teaching, learning and leadership through collaboration with professional organizations or local, state, and/or national entities.