

## CEL 5D+ Teacher Evaluation Glossary

This glossary is provided to support shared understanding of the language used in CEL’s Teacher Evaluation Rubric.

### RUBRIC FORMAT TERMS

In this section, the terms are listed in the order in which they appear on a page of the rubric.

**Dimension.** The Teacher Evaluation Rubric is in six sections, described as dimensions. The top header on each page states the dimension. The first five dimensions align with the 5 Dimensions of Teaching and Learning and are focused on instruction. *Professional Practice* is based on activities and relationships outside of the classroom.

**Sub-dimension.** The words before the colon on the second line show the sub-dimension that the indicator addresses.

**Indicator.** Each dimension includes from four to seven indicators, which follow the sub-dimension. For example, page one states the dimension as *Purpose*, followed by the sub-dimension of *Standards*, followed by the indicator *Connection to standards, broader purpose and transferable skills*.

**Performance Levels.** Four performance levels are provided for each indicator. These levels are: *Unsatisfactory, Basic, Proficient* and *Distinguished*.

**Descriptors.** Each performance level includes narrative explanations that create a continuum of practice from *Unsatisfactory* to *Distinguished*. Moving from left to right, the descriptors increase in specificity of practice, cognitive demand, roles of students, and/or frequency of use.

**Observables.** To help teachers and principals identify the performance level, examples of possible observable teacher and student language, actions and artifacts are provided. These are representative, not exhaustive. They are *not to be used as a checklist* and are *not to be counted* as a numerical basis for rating the teacher.

### CONCEPTUAL TERMS IN INDICATORS

These terms reflect concepts described in CEL’s Teacher Evaluation Rubric. These terms are defined in alphabetical order.

**High cognitive demand.** This term is related to the sub-dimension of *Intellectual Work* within the 5 Dimensions of Teaching and Learning. It emphasizes solving complex tasks through the use of higher-level thinking (e.g. inferential, analytical and meta-cognitive) across all subject areas.

**Quality talk.** This term is related to the sub-dimension of *Talk* within the 5 Dimensions of Teaching and Learning. The adjective “quality” means that effective student conversations are not simply

about the frequency of verbal participation, but have specific attributes. Quality talk is equitable, purposeful and supports the construction of new meaning. It focuses on the rigor of student and teacher discourse, including articulating thinking and reasoning using discipline-specific academic language and content knowledge. Students share their thinking with one another, build and reflect upon their own and one another's analysis and argument in order to create new learning.

## COMPARATIVE TERMS IN DESCRIPTORS

The most terms most commonly used to quantitatively differentiate the four performance levels are: *rarely*, *occasionally*, *frequently*, and *always*. These terms and others are defined below, in alphabetical order.

**All** The emphasis for *all* students is that a preponderance of evidence from the available data show the teacher to include all students. See the criteria for a *preponderance of evidence* below.

**Always.** These terms are used only in descriptors for the **Distinguished** rating. 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. The emphasis for *always* is that the indicator is observable from so many data sources (e.g., multiple observations, artifacts, conversations) that the evaluator is confident it is embedded throughout the teacher's practice. Another way to think about *always* is the teacher doesn't miss opportunities to utilize the concept in the indicator.

**Few / few or no.** Absence of needed teacher action is associated with the **unsatisfactory** performance level.

**Frequently.** This term conveys that evidence of the indicator has been observed more than once. In **proficient** indicators, it is not consistently used when needed. In the **unsatisfactory** performance level, it refers to behavior problems being observed more than once, and/or related to an ongoing need for reminders and support.

**Little or no.** Absence of needed teacher action is associated with the **unsatisfactory** level.

**Limited.** The term *limited* is used with descriptors of **Basic** performance. It is similar to *occasionally*, where there has been evidence of the indicator, but it has also been missing in situations where it was needed.

**Most.** Similar to *frequently*, the term *most* is used in descriptors of **proficient** performance. It conveys that evidence of the indicator has been observed more than once, but is not consistently used when needed.

**Occasionally.** This term is used in descriptors for the **Basic** performance level, except in one indicator of *Purpose* where it represents an added practice and raises the performance rating to **proficient**. *Occasionally* indicates that there has been evidence of this indicator, but that it was not present in all situations where it was needed.

**Often.** Similar to *frequently* and *most*, the term *often* is used in descriptors of **proficient** performance. It conveys that evidence of the indicator has been observed more than once, but is not consistently used when needed.

**Preponderance of evidence.** This term is used to assist the evaluator when struggling to decide between **any two** performance levels. The burden of proof in criminal trials requires that the jury render a guilty verdict only if the evidence presented is so strong that it meets the criteria of “beyond a reasonable doubt.” The burden of proof in a civil case is much easier to meet, and is described by a judge as “based on the preponderance of evidence, it is more likely than not” that the situation occurred as the plaintiff described. Teacher evaluation is not about finding anyone guilty. It is about an assumption of will and skill and an intent to improve and grow. Relative to **Distinguished** ratings for an individual lesson that refer to all/always, *preponderance of evidence* indicates the teacher utilized all opportunities addressed by the indicator. In terms of final evaluation; looking at all the available data from observations, artifacts and conversations with the teacher, the descriptors of the **Distinguished** 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. The higher performance level is used when there is strong evidence that the higher rating is “more likely than not” to be accurate.

**Rarely.** *Rarely* means that it is unusual to see evidence of the indicator in the teacher’s practice. The term is associated with the **unsatisfactory** performance level, except in two situations. *Rarely* appears in the Basic level in two indicators of *Purpose*, because it is accompanied by additional descriptors that would lift the performance out of the **unsatisfactory** level. For two indicators related to student behavior, *rarely* is linked with **proficient** because misbehavior is rare in the well-managed classroom.

**Some.** The term *some* is used in relationship to **Basic** performance. It indicates that there has been evidence of this indicator, but it was not present in all situations where it was needed.

**Sometimes.** This term is associated with **proficient** performance in the dimension of *Student Engagement*, where it refers to the development of the students’ role.