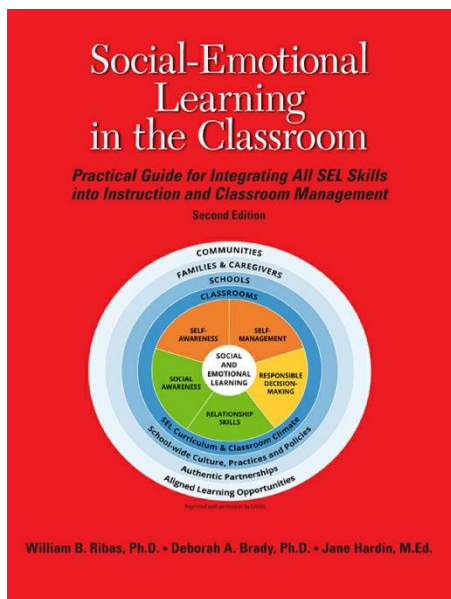


MA ESE 2024 Rubric with the Teacher Competencies for Developing SEL Skills for Each Rubric Element Aligned with the Pages and Sections in the Book *Social-Emotional Learning in the Classroom (Ribas, Brady, Hardin)*.

This guide is designed to identify the specific, observable behaviors of teacher social-emotional learning instruction that represent the elements in the 2024 Massachusetts Department of Elementary and Secondary Education Teacher Performance Rubric that directly connect to the book *Social-Emotional Learning in Your Classroom*. **This book is listed on the CASEL website as a recommended resource.** [Click here to learning more about this book.](#)



The research on creating positive change in student performance, by changing teacher performance, stresses the importance of giving teachers specific, observable recommendations for improvement. The cited pages tell teachers “what” to do and “how” to do it. When those observable behaviors are tied to a teacher’s evaluation that level can increase substantially and measurably.

The four-level teacher performance rubric created by the Massachusetts DESE was designed to be general enough for local districts to assign their own specific observable behaviors to represent each of the elements. The standards document allows local districts to select and target the observable behaviors that represent the essential focus for their district, school, and teachers. This guide provides many possible behaviors linked directly to the rubric.

This connection document also provides support for calibration of ratings. Administrators can collaboratively select specific teacher strategies to represent successful practice in each of the rubric elements. This *inter-rater reliability* insures that a teacher’s performance rating is based on clear and measurable behaviors.

Why is it only aligned with the exemplary and proficient description? Each district is unique in the level and type of professional learning it has provided to its staff. This is due to district priorities and/or district resources. Therefore, the identification of the specific strategies that represent **proficient** and what constitutes less than proficient varies by district. We therefore put in all the strategies related to the element thus allowing districts to make their own determinations as to what strategies represent each rating.

Using the Rubric and Its Specific Connected Strategies from the book *Social-Emotional Learning in the Classroom* in the Educator Evaluation Process

Rubrics are designed to help educators and evaluators (1) develop a consistent, shared understanding of what Proficient performance looks like in practice, (2) develop a common terminology and structure to organize evidence, and (3) make informed professional judgments about Formative and Summative Performance Ratings on each Standard and overall.

The right column of this document provides educators with very specific, observable, research based practices that can be used in the following processes.

1. **Self-Assessment:** Educators use the rubric to examine their own practice and to identify areas of strength as well as areas for further growth and development.
2. **Analysis, Goal Setting, and Plan Development:** Educators and evaluators together review the rubric and agree on Indicators that will be the focus of their attention during the evaluation cycle. In addition, educators and their evaluators develop goals for improving professional practice and student learning. The rubric helps to paint a clear picture of what it will look like to move practice from Proficient to Exemplary in one Indicator or from Needs Improvement to Proficient in another. These distinctions are the starting point for conversation about setting specific, measurable, actionable, equity-focused goals.
3. **Implementation of the Educator Plan:** Educators and evaluators use the rubric to ensure that they are gathering evidence from multiple sources that will support a fair and comprehensive assessment of the educator’s practice on each Standard. The elements of effective practice defined in each Proficient descriptor can be used as a guide for feedback, professional learning, and the collection of evidence. Given the breadth and depth of practices represented, it is recommended that educators and evaluators prioritize certain Indicators aligned to educator, school, and district goals for professional learning, feedback, support, and evidence collection.

Note: The rubrics are written to support educators and evaluators in making judgments about evidence gathered across multiple measures – not from a single observation. Observations are a valuable way to gather evidence on educators’ performance against many, but not all, of the Standards and Indicators, and should be paired with other sources of evidence, such as artifacts of practice, student and family feedback, and evidence of student learning. The model rubrics were not designed to be observation tools and should not be used for that purpose.

4. **Formative Assessment/Evaluation and Summative Evaluation:** The rubric serves as the organizing framework for these conferences and reports as evaluators assess the educator’s performance on the continuum of practice described by the rubric.

For each Standard, there are Indicators that describe specific knowledge, skills, and performance at four levels.⁴ Distinctions by performance level are determined based on variations in quality (the ability to perform the skill, action, or behavior), scope (the scale of impact), and consistency (the frequency that skill, action, or behavior is demonstrated with quality). Continued growth and reflection are expected across all levels of performance, as described below:

Proficient		
The educator’s performance fully meets the requirements. This is the expected, rigorous yet attainable level of performance for most educators.		
Unsatisfactory	Needs Improvement	Exemplary
The educator’s performance is consistently below the requirements and has not shown improvement.	The educator’s performance is below the requirements but not considered to be Unsatisfactory at this time. Improvement is necessary and expected.	The educator’s performance exceeds requirements and consistently demonstrates high-quality practice with impact in the classroom or beyond.

Classroom Teacher Rubric – At-a-Glance

Standard I: Curriculum, Planning, and Assessment	Standard II: Teaching All Students	Standard III: Family and Community Engagement	Standard IV: Professional Culture
<p>A. Curriculum and Planning</p> <ol style="list-style-type: none"> 1. Subject Matter Knowledge 2. Knowledge of Students 3. Curriculum Literacy <p>B. Assessment</p> <ol style="list-style-type: none"> 1. Purposeful Assessment 2. Accessible Assessment <p>C. Analysis</p> <ol style="list-style-type: none"> 1. Analysis and Conclusions 2. Adjustments to Practice 3. Sharing Progress with Students and Families 4. Sharing Progress with Colleagues 	<p>A. Instruction</p> <ol style="list-style-type: none"> 1. High Expectations and Support 2. Engaging Instruction 3. Inclusive Instruction <p>B. Learning Environment</p> <ol style="list-style-type: none"> 1. Positive Relationships 2. Safe Learning Environment 3. Collaborative Learning Environment 4. Student Ownership of Learning 5. Critical Thinking <p>C. Student Learning</p> <ol style="list-style-type: none"> 1. Academic Student Outcomes 2. Non-Academic Student Outcomes 	<p>A. Communication</p> <ol style="list-style-type: none"> 1. Communication with Families <p>B. Engagement</p> <ol style="list-style-type: none"> 1. Family Engagement <p>C. Collaboration</p> <ol style="list-style-type: none"> 1. Collaboration on Student Learning and Well-being 	<p>A. Reflective Practice and Professional Growth</p> <ol style="list-style-type: none"> 1. Reflective Practice 2. Goal-Setting 3. Professional Learning and Growth <p>B. Shared Responsibility, Collaboration, and Decision-Making</p> <ol style="list-style-type: none"> 1. Shared Responsibility 2. Professional Collaboration 3. Decision-Making <p>C. Professional Responsibilities</p> <ol style="list-style-type: none"> 1. Judgment 2. Professional Responsibilities

NOTE: Some Indicators (such as Reflective Practice and Professional Growth) are grouped together where and when they represent similar or complementary practices. Practices associated with the Cultural Proficiency Indicator are represented throughout the rubric as integral to performance across the Standards.

STANDARD I: Curriculum, Planning, and Assessment

The teacher promotes the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.

I-A: Curriculum & Planning

Proficient

1. **Subject Matter Knowledge:** Demonstrates sound knowledge of the subject matter by:
 - Using evidence-based pedagogical practices that enable all students to develop and apply grade-level knowledge and skills in relevant and real-world contexts.
 - Supporting all students to make connections between the subject matter and real-world issues with impact on their communities and the world.
2. **Knowledge of Students:** Builds on and draws from knowledge of their students' identities, skills, developmental levels, cultures, languages, and communities to provide relevant and differentiated learning experiences that enable all students to develop and exercise social-emotional skills (e.g. self-management and making responsible decisions) and progress towards grade-level standards.
3. **Curriculum Literacy:** Skillfully uses curricular materials by:
 - Determining strengths and weaknesses of materials and adapting as necessary to plan evidence-based, inclusive, and culturally sustaining instruction, including identifying opportunities to create meaningful, relevant connections rooted in the local context.
 - Identifying necessary supplemental resources and/or tiered supports to provide all students access to grade-level instruction.
 - Utilizing a coherent instructional approach that builds student learning towards grade-level standards and individual learning goals over time through aligned lesson goals, scope, sequence, and tasks.

Exemplary

Exceeds *Proficient* expectations through consistent high-quality practice with impact in the classroom or beyond, e.g.,

- Demonstrates expertise in content-specific, culturally sustaining pedagogy that deepens students' learning of the subject.
- Advances students' progress towards meeting or exceeding grade-level standards by routinely and skillfully tailoring planning and implementation of curricular materials to students' needs, based on student data and feedback
- Contributes to the professional growth of other educators in the skillful use of curricular materials

SEL in the Classroom

1. The "I Can" statements found in table 2.2 on p. 54 may be used to determine a teacher's level of knowledge of the five areas of SEL and their accompanying skills of successful people.
2. Cultural Awareness p. 20
3. Implicit or Unconscious Bias p. 35-36
4. Academic Purpose of Questions Table 6 p. 22
5. SEL behavior descriptions aligned with the classroom practices that develop them Tables, 1,2,3,4,5 pp. 17-18
6. The role of "beliefs" in constructing curriculum for student success p. 23-41
7. Monitoring our own Self-Awareness and Self-Management when working with low motivation students p. 41-42
8. CASEL's SEL Framework definitions and related competencies p. 11
9. Skills related to responsible decision making 185
10. Questions that develop responsible decision-making p. 185
11. Skills related to self-management 17
12. Questions that develop self-management p. 183
13. Habits of successful students pp. 53-55
14. The Skills of Successful Adults Related to the Five Areas of Social-Emotional Learning- Appendix C p. 189-202
15. Contributes to the professional growth of other educators in the use of the skills above.

Proficient

1. **Purposeful Assessment:** Uses a variety of formal and informal assessments for specific instructional purposes, including to:
 - Understand each student’s strengths and areas for growth.
 - Measure and monitor all students’ understanding throughout instruction and their progress toward grade-level standards and/or individual learning goals.
 - Actively inform instructional decisions.

2. **Accessible Assessment:** Implements assessments that are accessible to all students by:
 - Providing multiple ways and opportunities for students to demonstrate their learning.
 - Creating opportunities for students to be able to draw from their cultural and linguistic knowledge and personal experiences.
 - Ensuring that assessment tasks, methods and instruments maintain the rigor and high expectations outlined in the grade-level standards and do not perpetuate racial, cultural, or linguistic bias.

I-B: Assessment	Exemplary	Alignment with pages, sections, and figures in the book <i>Social Emotional Learning in the Classroom</i> and other resources.
	<p>Exceeds <i>Proficient</i> expectations through consistent high-quality practice with impact in the classroom or beyond, e.g.,</p> <ul style="list-style-type: none"> ○ Strategically uses a wide range of purposeful assessments to gain information about each students’ progress towards academic as well as non-academic learning outcomes and adjusts instruction as needed ○ Consistently employs strategies to ensure assessment practices are accessible and culturally relevant; builds students’ awareness of potential biases in assessments <p>Contributes to the professional growth of other educators in the effective use of assessments</p>	<ol style="list-style-type: none"> 1. Self-assessment that can be used with students to check their level of growth mindset- Figure 1.2 on p. 24 2. Goal-Setting Habits of a Successful Student- Figure 2.1 on page 53 3. “I can” statements aligned with all five SEL areas that students can use to assess their level of mastery on skills of successful people associated with each of the five SEL skill areas- Table 2.2 on p. 54 and 55 4. A rubric teachers can use to assess student SEL skill during classroom presentations or other times students are expected to be an audience for some activity- Table 2.5 on page 58 5. Student Self-Assessments of Student Group Participation. - Figures 4.5, 4.6, 4.7, 4.8, 4.9 on p. 87 and 92 6. Items 4 and 5 may also be used by teachers to assess student presentation skills and student audience attendance skills 7. Habits of a Successful Student-Rubric for Student Self-Assessment p. 122-123 8. Self-Assessment in Science- Mid-Quarter 1: Figure 6.1 p. 125-126 9. Teacher questions that develop and assess SEL skills pp. 188 10. Self-Awareness of My Skills Working on a Team – A Self-Assessment for Students and Adults p. 198 11. Contributes to the professional growth of other educators in the effective use of the skills above

Proficient	
I-C: Analysis	<p>1. Analysis and Conclusions: Analyzes disaggregated data from a wide range of assessments to:</p> <ul style="list-style-type: none"> ● Gain information about students’ progress towards grade-level standards and/or individual learning goals, including trends across students or student groups. ● Reflect on instruction and identify actions to reduce disparate outcomes and improve learning for all students. <p>2. Adjustments to Practice: Uses analysis and conclusions from a wide range of assessment data and feedback from colleagues, students, and families to adjust practice and implement differentiated and scaffolded supports for improved and more equitable student learning outcomes.</p> <p>3. Sharing Progress with Students and Families: Collaborates with students and their families, in an accessible format and language, to:</p> <ul style="list-style-type: none"> ● Communicate specific, timely, and asset-based feedback on student progress towards grade-level or proficiency standards. ● Identify ways to build on students’ strengths and support further growth. <p>4. Sharing Progress with Colleagues: Collaborates with appropriate colleagues (e.g., special education teachers, English learner education teachers, paraeducators, general education teachers, and specialists) to:</p> <ul style="list-style-type: none"> ● Share conclusions about student progress towards grade-level standards and/or individual learning goals to identify ways to build on students’ strengths and support further growth. ● Seek feedback about instructional or assessment practices that will support student learning.
	Exemplary
<p>Exceeds <i>Proficient</i> expectations through consistent high-quality practice with impact in the classroom or beyond, e.g.,</p> <ul style="list-style-type: none"> ○ Routinely draws appropriate, actionable conclusions from a thorough analysis of a wide range of assessment data to inform short and long-term instructional decisions ○ Proactively shares conclusions and insights about student progress with colleagues, students, and families, and regularly applies their feedback about instructional and assessment practices to support improved student learning <p>Contributes to the professional growth of other educators in the effective analysis of student data</p>	<p style="background-color: #4a7ebb; color: white; padding: 2px;">Alignment with pages, sections, and figures in the book <i>Social Emotional Learning in the Classroom</i> and other resources.</p> <ol style="list-style-type: none"> 1. Self and collegial analysis questions for educators for the content in chapter 1- Beliefs p. 43-45 2. Self and collegial analysis questions for educators for the content in chapter 2-Teacher-Student, Student-Student Relationships p. 62-63 3. Self and collegial analysis questions for educators for the content in chapter 3- Creating Physically and Emotionally Safe Spaces p.74-75 4. Self and collegial analysis questions for educators for the content in chapter 4-Developing Classroom Community Using Group Work, and Effective Classroom Routines to Support Social-Emotional Learning p. 111-113 5. Self and collegial analysis questions for educators for the content in chapter 5- Engaging Students p.120 6. Self and collegial analysis questions for educators for the content in chapter 6- Habits of Successful Students p. 128-129 7. Self and collegial analysis questions for educators for the content in chapter 7- Restorative Practices 141-142 8. Self and collegial analysis questions for educators for the content in chapter 8- Engaging Teaching p.156 9. Self and collegial analysis questions for educators for the content in chapter 9- The Classroom Management Plan: Social, Emotional, and Academic p. 167 10. Self and collegial analysis questions for educators for the content in chapter 10- SEL Classroom Meetings/Advisories: Blending Skills and Academics K-12 p.182 11. Self-Awareness of My Skills Working on a Team – A Self-Assessment for Students and Adults p. 198

STANDARD II: Teaching All Students

The teacher promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, demonstrate cultural proficiency.

II-A: Instruction

Proficient

1. **High Expectations and Support:** Supports all students to meet or exceed high expectations for grade-appropriate, standards-aligned learning, produce high-quality work, and develop self-awareness and skills for independent learning by:
 - Using evidence-based, culturally and linguistically sustaining instructional practices to provide equitable opportunities for grade-level learning.
 - Providing flexible and responsive supports, scaffolds, and tools to meet students' needs.
 - Communicating clear criteria for success (e.g., models, rubrics, exemplars).
 - Reinforcing perseverance and effort with challenging content and tasks.
2. **Engaging Instruction:** Engages all students as active participants in learning experiences that are relevant, real-world, and interactive by:
 - Providing opportunities for students to make choices, explore topics and apply learning in culturally and linguistically sustaining ways, and through real-world, interactive contexts.
 - Building on students' strengths, interests, cultural and linguistic backgrounds, and prior knowledge to support and motivate learning.
 - Facilitating purposeful student-to-student academic discourse with equitable student participation in discussion.
 - Integrating digital tools and educational technology that enhance learning experiences and promote the development of digital literacy skills.
3. **Inclusive Instruction:** Accommodates and supports individual differences in all students' learning needs, abilities, interests, and levels of readiness, including those of students with disabilities (in accordance with relevant IEPs or 504 plans), English learners and former English learners, academically advanced students, and students who have been historically marginalized, by:
 - Using appropriate inclusive practices, such as tiered supports, educational and assistive technologies, scaffolded instruction, and leveraging of students' native language and linguistic resources, to make grade-level content accessible and affirming for all students.
 - Providing students with multiple ways to learn content and demonstrate understanding, as appropriate.

Exemplary

Exceeds *Proficient* expectations through consistent high-quality practice with impact in the classroom or beyond, e.g.,

- Consistently uses evidence-based, inclusive, and engaging instructional practices that support all students to meet or exceed grade-level standards
- Routinely incorporates student and family feedback into instructional decision-making
- Contributes to the professional growth of other educators'

Alignment with pages, sections, and figures in the book *Social Emotional Learning in the Classroom* and other resources.

1. Nine measures to develop positive relationships with students p. 51
2. Questioning to support SEL learning p. 52
3. Questions That Develop SEL Skills Appendix A p. 183-185
4. Student-to-student relationships p. 56
5. Routines and expectations for group work p. 84
6. Eleven areas of effective group work p. 84
7. Taping students' discussions for student and educator analysis of their SEL skills p. 93
8. Homework routines p. 95
9. Maintaining and monitoring motivation p. 95
10. The SEL and Academic purposes of group work p. 106
11. Specific social-emotional skills developed by group work p. 106
12. Accountable group work pp. 106-110.
13. Defining engagement p. 115
14. Gaining and maintaining students' attention p. 116-119

II-A:
Instruction
continued

instructional practice

15. Effective praise p. 131-135
16. Types of praise p. 195
17. Creating an engaging classroom p. 143
18. Increasing motivation by changing student thinking from a deficit mindset to a growth mindset p. 40-41
19. Frustrated and bored students pp. 144-147
20. Motivating and engaging all students p. 148
21. Levels of engagement Table 6.1 p. 146
22. Connecting information and skills to students' lives p. 148
23. Differentiating and supporting all learners p. 149
24. Mastery learning and transfer and the stages of student mastery pp. 150-152
25. Socratic seminars and engagement p. 153
26. The SEL classroom management plan pp. 157-167
27. SEL classroom meetings/Advisories pp. 169-181
28. Cultural Awareness p. 20
29. Implicit or Unconscious Bias p. 35-36
30. Effective Praise and Growth Mindset Statements to Support Social-Emotional Learning- Appendix B p. 187-188
31. **See I-B above to find the assessments components that should be used during instruction to make decisions for differentiating based on level of mastery.**
32. Contributes to the professional growth of other educators in the areas noted above

II-B: Learning Environment	Proficient	<ol style="list-style-type: none"> 1. Positive Relationships: Builds positive, caring relationships to help all students feel valued, respected, equitably supported, and a sense of belonging in the classroom community. 2. Safe Learning Environment: Creates and maintains a safe, supportive, and inclusive environment by: <ul style="list-style-type: none"> • Establishing, with student input, classroom routines and systems to support student learning. • Modeling and reinforcing respect for and affirmation of differences related to background, identity, language, strengths, and challenges (self- and social awareness). • Supporting student accountability for the impact of their actions. • Enabling students to take academic risks and share ideas freely. • Seeking feedback from students on their experience of the classroom learning environment and making aligned adjustments to practice. 3. Collaborative Learning Environment: Develops students’ relationship and communication skills by: <ul style="list-style-type: none"> • Providing students with frequent opportunities to interact with peers, make sense of complex ideas together, and develop language. • Supporting students to engage with differences and diverse perspectives, respectfully challenge each other’s thinking, and address interpersonal conflicts as they arise. 4. Student Ownership of Learning: Guides students to self-assess, problem-solve, ask for support, access resources when needed, and demonstrate leadership and/or positively contribute to the classroom and school community. 5. Critical Thinking: Develops students’ abilities to think critically, ask questions, and analyze sources, perspectives, and biases in order to deepen learning and make connections between the content and real-world problems and events (e.g., issues of identity, equity, power, and justice).
	Exemplary	Alignment with pages, sections, and figures in the book <i>Social Emotional Learning in the Classroom</i> and other resources.
	<p>Exceeds <i>Proficient</i> expectations through consistent high-quality practice with impact in the classroom or beyond, e.g.,</p> <ul style="list-style-type: none"> ○ Sustains systems and routines that promote a safe and collaborative learning environment for all students, as measured by student feedback ○ Consistently empowers all students to take ownership of their learning and exercise critical thinking ○ Contributes to the professional growth of other educators in the development of effective learning environments 	<ol style="list-style-type: none"> 1. Creating Physically and Emotionally Safe Spaces p. 65-73 2. Teacher-Student, Student-Student Relationships p. 47-60 3. Nine measures to develop positive relationships with students p. 51 4. Developing grit and growth mindset pp. 31-34 5. Eliminating bias in students and educators p. 35 6. School culture p. 38 7. Student and educator beliefs about intelligence pp. 37-39 8. Impact of classroom management and SEL p. 47 9. Resolving conflicts to support social-emotional learning p. 57 10. Conflict resolution protocol p. 59 11. Creating emotionally safe classrooms p. 20, p. 68-69 12. Creating Emotionally Safe Places p. 68 13. Emotional Safety and Cultural Awareness: Acculturating English Language Learners p. 68-69 14. Launching Points for Teachers to Understand the school culture in the students’ Home Country p. 70 15. A Safe Environment and Cultural Awareness: A Special Education Teacher’s Perspective p. 70-71 16. Safe Spaces in Which All Students Can Grow, Learn, and Thrive p. 73 17. Teaching routines and expectations p.79

II-B:
 Learning
 Environment
 continued

18. Managing group and partner work to support SEL pp. 84-110
19. Restorative practices pp. 131-140
20. The SEL classroom management plan development pp. 157-167
21. SEL classroom meetings and advisories pp. 169-188
22. Routines and expectations for group work and the Eleven areas of effective group work p. 84
23. Higher-order thinking and partner work p. 94
24. Accountable group work pp. 106-110
25. An SEL classroom management plan pp. 157-167
26. Habits of Successful Students p. 121-128
27. SEL Skills Developed When Implementing the Classroom Management Plan p. 165-166
28. Contributes to the professional growth of other educators in the development of the skills above

II-C:
 Student
 Learning

1. **Academic Student Outcomes:** Demonstrates expected impact on academic student outcomes based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available.
2. **Non-Academic Student Outcomes:** Demonstrates expected impact on non-academic student outcomes, such as student engagement and sense of belonging, based on student feedback and local measures of engagement where available.⁵

The model rubrics describe educator practice and provide clear criteria across four performance levels that focus on the educator's actions and behaviors. The Student Learning Indicator is about the impact of those actions relative to student learning. Did students learn as much as educators set out to teach?

For teachers, evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account by the evaluator when determining a performance rating for Standard II. An educator's impact on non-academic outcomes is also important to consider given the relationship between non-academic experiences and outcomes (e.g., student engagement, participation, and grade progression) and academic outcomes.

Because evaluators are not required to make a rating determination for any individual Indicator, this allows them to consider evidence of impact alongside evidence of practice when determining a rating for Standard II. There are no associated performance descriptors for the Student Learning Indicator.

Evaluators and educators should identify the most appropriate measures and assessments of academic and non-academic outcomes and anticipated gains associated with those measures when developing the Educator Plan.

STANDARD III: Family and Community Engagement

The teacher promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.

**III-A:
 Communication**

Proficient	
<p>1. Communication With Families: Establishes regular, two-way communication with families that:</p> <ul style="list-style-type: none"> • Is culturally and linguistically sustaining and aligned with family preferences, in language(s) that families understand, and in approachable language and formats. • Shares timely information about student learning and performance. 	
Exemplary	Alignment with pages, sections, and figures in the book <i>Social Emotional Learning in the Classroom</i> and other resources.
<p>Exceeds <i>Proficient</i> expectations through consistent high-quality practice with impact in the classroom or beyond, e.g.,</p> <ul style="list-style-type: none"> ○ Frequently and proactively communicates with families in a manner that demonstrates understanding of and appreciation for different families’ home language, culture, and values ○ Regularly seeks out and uses family feedback to inform communication methods ○ Contributes to the professional growth of other educators in effective communication with families 	<ol style="list-style-type: none"> 1. Parents and Guardians Beliefs (about intelligence and learning) p. 42 2. Empowering parents to be partners in the development of social-emotional learning skills: <i>Social-Emotional Learning in the Home: Ribas, Brady, Hardin, Gumlaw</i>. Ribas Associates and Publications, Inc. Norwood, MA 3. Questions That Develop Social Emotional Skills Appendix A p. 183-185 (these may be used by educators or parents/care givers as a focus of discussion about a student). 4. The Skills of Successful Adults Related to the Five Areas of Social Emotional Learning Appendix C p. 189-202 (these may be used by educators or parents/care givers as a focus of discussion about a student) 5. Readers may also wish to read Working Effectively with Parents and Guardians found in chapter 8 of the book <i>Instructional Practices That Maximize Student Achievement (Ribas, Brady, Tamerat, Deane, Billings, Greer)</i>.

Standard III: Family and Community Engagement

III-B: Engagement	Proficient	
	<p>1. Family Engagement: Engages with families in a way that is equitable and collaborative by:</p> <ul style="list-style-type: none"> • Building positive relationships with families characterized by mutual trust and respect. • Providing a variety of frequent, inclusive, and culturally and linguistically responsive opportunities for all families to engage as partners in the classroom community. • Clearly and accessibly communicating information about family engagement opportunities. 	
	Exemplary	Alignment with pages, sections, and figures in the book <i>Social Emotional Learning in the Classroom</i> and other resources.
	<p>Exceeds <i>Proficient</i> expectations through consistent high-quality practice with impact in the classroom or beyond, e.g.,</p> <ul style="list-style-type: none"> ○ Engages all families using a variety of culturally and linguistically responsive practices and communication strategies that result in increased and/or more meaningful participation in the classroom and/or school community. ○ Seeks out and uses family feedback to inform engagement strategies and approach ○ Analyzes inequitable engagement patterns and mitigates barriers ○ Contributes to the professional growth of other educators in the practice of family engagement 	<ol style="list-style-type: none"> 1. Empowering parents to be partners in the development of social-emotional learning skills: <i>Social-Emotional Learning in the Home: Ribas, Brady, Hardin, Gumlaw</i>. Ribas Associates and Publications, Inc. Norwood, MA 2. Questions That Develop Social Emotional Skills Appendix A p. 183-185. 3. The Skills of Successful Adults Related to the Five Areas of Social Emotional Learning Appendix C p. 189-202 4. Readers may also wish to read <i>Working Effectively with Parents and Guardians</i> found in chapter 8 of the book <i>Instructional Practices That Maximize Student Achievement</i> 5. Contributes to the professional growth of other educators in the areas above.

Standard III: Family and Community Engagement

III-C: Collaboration	Proficient	
	<p>1. Collaboration on Student Learning and Well-Being: Partners with families to support students’ learning and well-being by:</p> <ul style="list-style-type: none"> • Leveraging families’ cultural and linguistic knowledge and expertise as assets. • Engaging with families about what students are learning in the classroom and expectations for student success. • Collaboratively identifying, and seeking family input on, strategies and resources for supporting student learning and growth in and out of school. 	
	Exemplary	Alignment with pages, sections, and figures in the book <i>Social Emotional Learning in the Classroom</i> and other resources.
<p>Exceeds <i>Proficient</i> expectations through consistent high-quality practice with impact in the classroom or beyond, e.g.,</p> <ul style="list-style-type: none"> ○ Regularly and meaningfully collaborates with families as partners to support student learning and well-being ○ Contributes to the professional growth of other educators in effective collaboration with families 	<ol style="list-style-type: none"> 1. Parents and Guardians Beliefs (about intelligence and learning) p. 42 2. Empowering parents to be partners in the development of social-emotional learning skills: <i>Social-Emotional Learning in the Home: Ribas, Brady, Hardin, Gumlaw</i>. Ribas Associates and Publications, Inc. Norwood, MA 3. Cultural Awareness p. 20 4. Parent and Guardian Beliefs p. 23-24 5. Understanding our unconscious and conscious about “intelligence” as it relates to various races, religions, countries or origin, and English language skill levels p. 24-32 6. Emotional Safety and Cultural Awareness: Acculturating English Language Learners (MLs) p. 68-70 7. The Skills of Successful Adults Related to the Five Areas of Social-Emotional Learning p. 189-202 8. Contributes to the professional growth of other educators in developing the skills above 	

STANDARD IV: Professional Culture

The teacher promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.

IV-A: Reflection & Professional Growth	Proficient	
	<p>1. Reflective Practice: Reflects on the effectiveness of instruction and how one’s identities, biases, and practices impact student learning and well-being; and works to improve practice and eliminate learning inequities across race, gender, ethnicity, language, disability and ability, and other aspects of student identities, such that all students can meet or exceed grade-level standards.</p> <p>2. Goal-Setting: Sets professional practice and student learning goals that:</p> <ul style="list-style-type: none"> • Are challenging, standards-aligned and measurable. • Are based on thorough self-assessment, analysis of student learning data, and feedback from students and families. • Promote more inclusive and equitable learning experiences and outcomes for all students. <p>3. Professional Learning and Growth: Seeks out and engages in ongoing cycles of professional learning to strengthen equitable practice and improve student learning, applies new knowledge and skills into practice, and monitors impact on student outcomes.</p>	
	Exemplary	Alignment with pages, sections, and figures in the book <i>Social Emotional Learning in the Classroom</i> and other resources.
<p>Exceeds <i>Proficient</i> expectations through consistent high-quality practice with impact in the classroom or beyond, e.g.,</p> <ul style="list-style-type: none"> ○ Continuously reflects on impact on student learning and well-being, individually and with colleagues, and uses insights gained to improve practice and student learning ○ Sets and monitors challenging goals that elevate practice and student learning ○ Regularly seeks out and applies ideas for improving practice from supervisors, colleagues, professional learning activities, and other resources in a way that deepens expertise and improves student learning ○ Contributes to the reflection and professional growth of other educators 		
<p>1. The Adult SEL skills that align with each of CASEL’s five areas. Professional collaboration entails collaboration with colleagues and the administration. You will see specific descriptions of adult behaviors that lead to effective professional collaboration Appendix C pp. 189-202. Self-assessing and reflecting on our SEL Skills</p> <p>2. The tables and resources noted in 1 above may be used by individual and small groups of educators by reviewing each skill and the observable behaviors aligned with each skill to determine their own next steps in developing <u>their</u> SEL Skills when working with students, colleagues, and families.</p> <p>3. Contributes to the reflection and professional growth of other educators on the skills noted above.</p>		

Proficient

1. **Shared Responsibility:** Shares responsibility for schoolwide culture and learning expectations that promote an equitable and culturally and linguistically sustaining school community.
2. **Professional Collaboration:** Collaborates and communicates with colleagues, including special education, paraeducators, English learner education, general education, specialists, and support staff, on tasks in support of shared goals for student learning such as adapting and implementing instructional materials, examining student work, analyzing student performance, and planning appropriate scaffolds, interventions, and supports.
3. **Decision-Making:** Contributes ideas and expertise to planning and decision making at the school, department, and/or grade level to advance effective, equitable, inclusive and digitally appropriate instruction for all students.

<p style="text-align: center;">IV-B: Shared Responsibility, Collaboration, & Decision- Making</p>	<p>Exemplary</p>	<p>Alignment with pages, sections, and figures in the book <i>Social Emotional Learning in the Classroom</i> and other resources.</p>
	<p>Exceeds <i>Proficient</i> expectations through consistent high-quality practice with impact in the classroom or beyond, e.g.,</p> <ul style="list-style-type: none"> ○ Individually and collaboratively develops strategies and actions that support and reinforce schoolwide culture and learning expectations, within and beyond the classroom ○ Effectively collaborates and communicates with all appropriate colleagues to foster trusting relationships and meet shared goals for student learning ○ Demonstrates leadership in planning and decision making at the school, department, and/or grade level that advances effective, equitable and inclusive instruction for all students 	<ol style="list-style-type: none"> 1. The Adult SEL skills that align with each of CASEL’s five areas. Professional collaboration entails collaboration with colleagues and the administration. You will see specific descriptions of adult behaviors that lead to effective professional collaboration Appendix C pp. 189-202. Self-assessing and reflecting on our SEL Skills 2. The tables and resources noted in 1 above may be used by groups of educators by reviewing each skill and the observable behaviors aligned with each skill to norms for working collaboratively on projects and/or working collaboratively to make shared decisions. 3. Those interested in learning more about collaborative collegial work groups and collaborative decisions making will want to read chapter 11 Job-Embedded Professional Development found in the <i>Instructional Practices That Maximize Student Achievement</i>. The chapter includes groups norms, a conflict resolution protocol, and templates for the effective operation of data teams, student work examination, lesson study, peer observation, examination of professional literature, and other educator to educator peer professional learning. 4. Demonstrates the ability to lead others in the development of these skills to raise the quality of collaborative collegial work.

Standard IV: Professional Culture

IV-C: Professional Responsibilities	Proficient	
	<p>1. Judgment: Adheres to the school or district’s existing code of ethics and protects student confidentiality appropriately, including student data privacy related to digital tools.</p> <p>2. Professional Responsibilities: Fulfills all routine professional responsibilities, including:</p> <ul style="list-style-type: none"> • Performing duties of the role in accordance with school and district guidelines. • Connecting students to needed academic and social-emotional supports as available. • Engaging with all colleagues with respect and civility. • Adhering to district attendance policies. 	
	Exemplary	
	<p>Exceeds <i>Proficient</i> expectations through consistent high-quality practice with impact in the classroom or beyond, e.g.,</p> <ul style="list-style-type: none"> ○ Models sound professional judgment ○ Fulfills all professional responsibilities to high standards and models this practice for others, including students 	<ol style="list-style-type: none"> 1. The Adult SEL skills that align with each of CASEL’s five areas. Professional collaboration entails collaboration with colleagues and the administration. You will see specific descriptions of adult behaviors that lead to effective professional collaboration Appendix C pp. 189-202. Self-assessing and reflecting on our SEL Skills 2. The tables and resources noted in 1 above may be used by individual educators to complete their professional responsibilities with actions that maximize their relationships with other staff, students, families and make the best decisions. By reviewing each skill and the observable behaviors aligned with each skill the educator is able to self-assess their SEL skills and implement them at the highest level. 3. Demonstrates the ability and willingness to model for others the skills above to raise the quality of their completion of professional responsibilities. .

Acknowledgements

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Regional Public Schools

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Glossary of Terms

Academic Achievement: Attainment of academic skills and knowledge to meet or exceed grade-level standards in a comprehensive and diverse range of subjects with ability to apply competencies in relevant, real world contexts.

All Students: This rubric frequently references “all students,” which represents *each and every student*, with particular focus on students who have been historically marginalized or underserved by our education systems, including but not limited to, those who identify as Black, Hispanic/Latino, Asian, Indigenous, and Multiracial students, students with disabilities, English learners, LGBTQIA+ students, students experiencing homelessness and/or financial insecurity, and students who are undocumented.

Anti-racist Teacher and Leader: Believes racial groups are equals in all their differences and continually engages in self-reflective work that leads to educational policies, practices, conditions, and cultures that resist and dismantle inequities due to individual and systemic racism to advance racial equity. ([Guidelines for the Preparation of Administrative Leaders](#))

Asset-Based: Asset-based approaches intentionally build on the strengths and capacities that learners bring to school, including their languages, cultures and experiences versus deficit-based thinking that views differences as weaknesses.

Bias: A disproportionate weight that may be created intentionally or unintentionally in favor of or against an idea, thing, individual, or group. ([Guidelines for the Preparation of Administrative Leaders](#))

Cultural Broker: Individuals who act as bridges between schools and diverse families and collaborate with families to support the school’s goals to improve student achievement ([Massachusetts Family, School, and Community Partnership Fundamentals 2.0](#)).

Cultural Competence: Individuals’ affirmation in their own culture and identity and respect and understanding for different cultures and identities.

Culturally Responsive Practice: Cultural responsiveness is an approach to viewing students’ culture and identity (including race, ethnicity, multilingualism, and other characteristics) as assets, and creating learning experiences and environments that value and empower them. ([Supporting Culturally and Linguistically Sustaining Practices](#))

Culturally Relevant: Aligned with and affirming to students’ cultures, backgrounds, and identities. Culturally relevant pedagogy promotes students’ academic achievement, cultural competence, and sociopolitical awareness. ([Supporting Culturally and Linguistically Sustaining Practices](#))

Culturally and Linguistically Sustaining: Affirming and valuing students’ prior experiences and supporting them to sustain their cultures and linguistic resources to make learning more relevant and effective, promote academic achievement, cultural competence, and sociopolitical awareness; valuing multilingualism as an asset. ([Supporting Culturally and Linguistically Sustaining Practices](#))

Curricular materials are resources teachers use to facilitate sequences of learning experiences (e.g., lesson and unit plans, texts); also called adopted or written curriculum, or instructional materials. ([Curriculum Matters](#))

Curriculum: a sequence of student learning experiences teachers facilitate, may use curricular materials as a foundation; also called enacted or taught curriculum. ([Curriculum Matters](#))

Digital Literacy: The ability to use digital technology, communication tools or networks to locate, evaluate, use, and create information; the ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers; and the ability to perform tasks effectively in a digital environment. Literacy

includes the ability to read and interpret media, reproduce data and images through digital manipulation, and evaluate and apply new knowledge gained from digital environments ([Digital Literacy and Computer Science Framework](#)).

Equity: Placing a heightened focus on groups, particularly racial groups, experiencing disproportionate impact through the development of systems to remediate disparities in their experiences and outcomes.

Evidence-based: Practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented as supported by valid and reliable research. ([US Department of Education, Every Student Succeeds Act](#))

Historically Marginalized Groups: Groups and communities that systematically experience discrimination and exclusion (social, political, economic and financial) because of unequal power relationships across economic, political, social, and cultural dimensions. These groups include but are not limited to race, culture, language, LGBTQ+, gender, and ability. Significant disparities exist for marginalized people.

High-quality Instructional Materials: High-quality materials exhibit a coherent sequence of target skills and knowledge, empirical evidence of efficacy, and other characteristics such as engaging content and inclusive design. Some factors in quality are nonnegotiable, while others vary by context: for example, compatibility with a school's technology infrastructure or cultural relevance to its student population. ([Curriculum Matters](#))

Inclusive Practices: Pursuing deliberate actions to create welcoming environments and ensure differences are actively sought and heard, and that every individual feels a sense of belonging and a role in impacting decision-making, practices, and policies.

Linguistically Responsive: Aligned with and affirming to students' and families' linguistic backgrounds and skills. This includes use of high-quality translation and interpretation, as well as translanguaging (see below). ([The Massachusetts Blueprint for English Learner Success](#))

Non-Academic Student Outcomes: Outcomes associated with students' capacity to understand and value self (know their own strengths, interests, and areas of growth, be self-aware, be a self-advocate, and make responsible decisions), understand and value others (understand differences and multiple perspectives, empathize with others, and build connections with peers and adults), and engage with the world (understand and think critically about local, national, and world events and societal systems; and create positive change through civic action).

Restorative Practice: A framework of processes that schools can use to prevent and address conflict and poor behavior, including, but not limited to, restorative circles, family group conferences, social and emotional learning, and informal practices such as affective questioning. Rather than implementing a program, restorative practices focus on building and maintaining healthy relationships among individuals and maintaining a sense of community. In the case of a disciplinary infraction, restorative practices allow individuals to take full responsibility for their behavior by addressing the individual(s) affected by the behavior. Through these practices, individuals come to understand how their behavior affected others, recognize that their behavior was harmful to others, move toward repairing the harm, and work on not repeating that behavior again. ([National Center on Safe and Supportive Learning Environments](#))

Sociopolitical Awareness: The ability to identify, analyze, and work to solve real-world problems by thinking critically and drawing conclusions about complex issues related to equity, identity, power, or bias.

Translanguaging: The process whereby multilingual speakers utilize all of their languages as an integrated communication system to learn. ([The Massachusetts Blueprint for English Learner Success](#))

Universal Design for Learning (UDL) is intended to increase access and engagement in learning by reducing physical, cognitive, intellectual, and organizational barriers, and other obstacles. It includes providing learners with multiple means of engagement, representation, action and expression. ([Multi-Tiered System of Support](#))

Appendix: Effective Practice from Preparation through Employment

The [Standards of Effective Practice](#) establish a statewide definition of effective teaching and leadership for PK-12 educators and guide professional learning and evaluation throughout the state.

The Standards of Effective Practice (and related indicators and elements) also serve as the [Professional Standards for Teachers \(PSTs\)](#), which define the pedagogical and professional knowledge and skills required of all pre-service teachers who complete Massachusetts-based educator preparation programs. The PSTs guide educator preparation programs on which practices to emphasize and evaluate in coursework and field-based experiences.

All teacher candidates are required to complete the [Candidate Assessment of Performance \(CAP\)](#) to be endorsed for Initial licensure. CAP measures teacher candidates' practice across a subset of key elements from the PSTs determined to be most essential for beginning teachers to well-serve all students, particularly those from systemically marginalized groups and communities. CAP is structured to provide all candidates with high-quality feedback to support their growth, assess essential knowledge and skills, and prepare them for the educator evaluation process as early teachers.

In order to be considered “ready to teach” by the conclusion of their preparation program, teacher candidates must demonstrate proficiency through CAP in the following essential elements. Candidates are expected to demonstrate these practices with quality but may still be developing in terms of scope and consistency of their practice.

CAP Essential Elements:

- 1-A-1 Subject Matter Knowledge
- I-C-2 Adjustments to Practice
- II-A-1 High Expectations and Support
- II-B-2 Safe Learning Environment
- III-C-1 Collaboration on Student Learning and Well-Being
- IV-A-2 Reflective Practice

Considerations for School and District Leaders

Because CAP is a required performance assessment for all teacher candidates in the Commonwealth, school and district leaders should expect that novice teachers entering the field through Massachusetts educator preparation programs will be able to proficiently demonstrate the essential elements with quality. Ongoing growth and development may be expected with regards to scope and consistency of practice, as well as in other Indicators and elements with which candidates were introduced or practiced during their preparation. Novice teachers may benefit from additional support and professional learning in these areas through high-quality induction and mentoring programming and meaningful evaluation supports. DESE encourages PK-12 schools and districts to consider collaborative partnerships with preparation programs to strengthen cohesion across all phases of teachers' development.

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