This document aligns the ESE 2018 teacher rubric with the Fourth Edition of the book *Instructional Practices That Maximize Student Achievement: For Teachers, By Teachers (Ribas, Deane, Tamerat, Greer, Brady, and Billings* 2027*).*

STANDARD I: Curriculum, Planning, and Assessment	STANDARD II: Teaching All Students	STANDARD III: Family and Community Engagement	STANDARD IV: Professional Culture
A. Curriculum and Planning Indicator 1. Subject Matter Knowledge 2. Child and Adolescent Development 3. Well-Structured Units and Lessons	**A. Instruction Indicator** 1. Quality of Effort and Work 2. Student Engagement 3. Meeting Diverse Needs	**A. Engagement Indicator** 1. Family Engagement	**A. Reflection Indicator** 1. Reflective Practice 2. Goal Setting
B. Assessment Indicator 1. Variety of Assessment Methods 2. Adjustments to Practice	**B. Learning Environment Indicator** 1. Safe Learning Environment 2. Collaborative Learning Environment 3. Student Motivation	**B. Collaboration Indicator** 1. Learning Expectations 2. Curriculum Support	**B. Professional Growth Indicator** 1. Professional Learning and Growth
C. Analysis Indicator 1. Analysis and Conclusions 2. Sharing Conclusions With Colleagues 3. Sharing Conclusions With Students	**C. Student Learning Indicator**	**C. Communication Indicator** 1. Culturally Proficient Communication	**C. Collaboration Indicator** 1. Professional Collaboration
	D. Cultural Proficiency Indicator 1. Creates and Maintains a Respectful Environment		**D. Decision-Making Indicator** 1. Decision-making
	E. Expectations Indicator 1. High Expectations 2. Access to Knowledge		**E. Shared Responsibility Indicator** 1. Shared Responsibility **F. Professional Responsibilities Indicator** 1. Judgment 2. Reliability and Responsibility

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.

Indicator I-A. Curriculum & Planning

Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.

	Exemplary	
I-A-1. Subject Matter Knowledge	Demonstrates expertise in subject matter and the pedagogy it requires by consistently engaging all students in learning experiences that enable them to acquire, synthesize, and apply complex knowledge and subject-specific skills and vocabulary, such that they are able to make and assess evidence-based claims and arguments. Models this practice for others.	1. Teaches the content found in the state/district curriculum frameworks and/or the Common Core. 2. Teaches the district prescribed content/curriculum for the population (e.g., ACE) 3. Can explain the information and skills contained in the Massachusetts Curriculum Frameworks and the Common Core during discussions with supervisors and colleagues and in the district prescribed curriculum 4. Can describe the specific pedagogy (in addition to the universal pedagogy found later in this standard and in Standard II) for his or her student population.

Indicator I-A. Curriculum & Planning

Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.

	Exemplary	
I-A-2. Child and Adolescent Development	Demonstrates expert knowledge of the developmental levels of students in this grade or subject and uses this knowledge to differentiate and expand learning experiences that enable their own students to exercise self-management, make responsible decisions, and make significant progress toward meeting intended outcomes. Models this practice for others.	1. Child development reference TBD 2. Levels of Mastery gb. 2-3 3. (Chapter 8) See The Brain and Student Learning 4. See the Rubric Alignment Document for the book *Social-Emotional Learning in the Classroom* for practices that assess and develop self-management and responsible decision making.

Indicator I-A. Curriculum & Planning

Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.

Exemplary

I-A-3. Well-Structured Units and Lessons	Adapts as needed and implements standards-based units comprised of well-structured lessons with challenging tasks and measurable outcomes; appropriate student engagement strategies, pacing, sequence, resources, and grouping; purposeful questioning; and strategic use of technology and digital media; such that all students are able to learn and apply in authentic contexts the knowledge and skills defined in state standards/local curricula. Models this practice for others.	1. Uses standards-based planning and teaching (Chapter 1): Note: see the Essay on Students with Disabilities gb 37-39 to assure inclusive planning 2. Uses standards-based unit planning gb 20-27 3. Uses essential questions (important concepts) gb 20, 56 4. Can explain how the skills taught in school transfer to life outside of school 5. Includes appropriate levels of understanding from recall to comprehension to higher order skills in lesson planning gb 319- 321 6. Plans lessons that include differentiated instruction gb 276-321, including planning for special education, ELL, and other special population students (essays on special education and ELL at the end of each chapter) 7. Uses mastery objectives in each lesson gb. 11-13, 45-46 Mastery objectives are clearly posted, in student friendly, observable, measurable. Plans for bringing them to students' attention at the outset of the lesson, at appropriate times during the lesson, and at the end of the lesson. Students can tell you what they are learning and why 8. Uses activators to gain students' attention gb 49-54 9. Uses summarizers to assure that students understand the lesson gb 67-72 10. Uses techniques to engage and motivate students student engagement in gb 121 and student motivation gb 5 11. Uses all 11 components of effective group work gb. 95-99 12. Uses flexible grouping to support all students gb 309 13. Carefully provisions materials gb 95 14. Uses appropriate technology to increase student motivation and mastery

Indicator I-B. Assessment

Uses a variety of informal and formal methods of assessments to measure student learning, growth, and understanding to develop differentiated and enhanced learning experiences and improve future instruction.

Exemplary

I-B-1. **Variety of Assessment Methods**	Designs and administers a comprehensive system of informal and formal assessments, including common interim assessments and ongoing progress monitoring methods, to measure each student's learning, growth, and progress toward achieving state/local standards. Models this practice for others.	1. Uses all types of assessments to inform instruction, teacher-made, local, state/provincial, and national 2. Uses formative assessments to target mastery: questioning, dipsticking, "in-the-moment," and short-cycle assessments (Chapter 5) Developing questions before class that focus on the lesson's purpose gb 217-220 3. Uses an appropriate blend of recall, comprehension, and higher order questions to support learning gb 220-221; gb 228-229 4. Creates a safe classroom for asking questionsgb 225 5. Use wait time I and I to increase student comprehension and engagement gb 229-231 6. Uses dipsticking techniques to maintain ongoing assessment and support of students gb 216-217 7. Manages space and proximity to check understanding gb 88-90 8. Avoids asking multiple questions in quick succession gb 227 9. Provides extra wait time and/or pre-alerts for ELL students or special education students who have auditory processing issues 10. Provides effective corrective feedback gb 232-234 11. Uses effective praise gb 231-232 12. Includes all students in discussions Q and A gb 215-216 13. Creates group work accountability standards for the group and all individuals gb 235-238 14. Prompts students to answer thoroughly gb 235-236 (students who don't volunteer), gb 235-236 (students who answer "I don't know"), gb 225-226 (pushing students t answer thoroughly) gb 227-228 15. Supports students' use of accountable talk gb 248-250 16. Uses clear, focused language gb 226 17. Avoids repeating students' responses (unless to clarify or if the teacher believes other students did not hear the response) gb 232 [*insert here the names of the district's assessments teacher are expected to use in their practice.]*

Indicator I-B. Assessment

Uses a variety of informal and formal methods of assessments to measure student learning, growth, and understanding to develop differentiated and enhanced learning experiences and improve future instruction.

Exemplary

I-B-2. **Adjustments to Practice**	Regularly organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice in real-time and in upcoming lessons or units by (a) identifying and/or implementing appropriate differentiated interventions and enhancements for all students, and (b) making appropriate modifications to lessons and units. Models this practice for others.	1. Uses teacher-made, local, state/provincial, and national assessments to inform instruction and planning(Chapter 4) 2. Differentiates instruction using Universal Design for Learning principles (chapter 6) 3. Note: There are essays on teaching English language learners and special education students at the end of each chapter [*insert here: 1. the names of the district's assessments teacher are expected to use in their practice 2. Descriptions of observable behaviors that will indicate the teacher is using the data from these assessments to adjust practice]*

Indicator I-C. Analysis

Analyzes data from assessments, draws conclusions, and shares them appropriately.

Exemplary

I-C-1. **Analysis and Conclusions**	Draws appropriate, actionable conclusions from a thorough analysis of a wide range of assessment data to inform short- and long-term instructional decisions that improve learning for all students. Models this practice for others.	1. Knows which assessments to analyze to understand student performance and the impact of his or her teaching on student performance. 2. Can explain the assessment data to individuals and groups of students for whom he or she is responsible and explain specific actions for students to improve student performance. 3. When communicating with colleagues about student assessment data respects team norms and stages of group development (see gb 522) works to bring the group to the highest stages of Collegial Professional Development Groups.

Indicator I-C. Analysis

Analyzes data from assessments, draws conclusions, and shares them appropriately.

Exemplary

I-C-2. Sharing Conclusions With Colleagues	Proactively and regularly shares conclusions and insights about student progress with all appropriate colleagues. Seeks and applies feedback from them about instructional and assessment practices that will support improved student learning.	1. When communicating with colleagues, respects team norms (see sample team norms and stages of group development on gb 522) to bring the group to the highest stages of Collegial Professional Development Groups. 2. Accomplishes the goals of this element using appropriate collegial professional development activities such as peer reflection teams (gb 532-535), peer facilitated classroom research (gb. 535-541), lesson study (gb. 542-544), peer observation (gb. 544-559), examining student work (gb. 564-568), and professional reading study groups (gb 569).
I-C-3. Sharing Conclusions With Students	Establishes regular feedback loops with students that support constructive conversation about student performance, progress, and improvements based on assessment data. Models this practice for others.	1. Insert here the district systems for reporting to parents] 2. Students can tell an observer what components of the information and skills they are learning they have mastered and what remains for them to master. 3. Teacher interacts with students in ways that assist students in understanding their levels of mastery on the information and skills being taught (see levels of mastery gb. 2-3) 4. Demonstrates the characteristics of effective communication and conferencing with parents and guardians (see gb. 420-426). 5. Cultivates an environment of student self-advocacy (gb. 573)

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, and demonstrate cultural proficiency.

Indicator II-A. Instruction

Uses instructional practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.

Exemplary

II-A-1. **Quality of Effort and Work**	Consistently demonstrates high expectations for the quality of student work and the perseverance and effort required to produce it; supports students to set high expectations for themselves and for each other to produce high-quality work. Models this practice for others.	1. District developed rubrics and other scoring guides that clearly articulate quality of work. 2. Rubrics, criteria sheets, anchor papers that clearly describe work and behavior expectations gb 180-195 3. Student self-assessment gb 164-189 4. Graphics explaining how to shift students from a deficit mindset to a growth mindset gb 342-343 5. Levels of engagement and possible interventions gb. 595 6. Student understanding of the levels of mastery gb. 2-3 7. Teacher understanding of the difference between high standards and high expectations gb. 4-5 8. Breaking the cycle of deficit mind-set and developing growth mindset gb 342-343 9. Growth Mindset 359-362 10. Helps student understand that intelligence is developed rather than innate gb 347-362 11. See the Rubric Alignment Document for the book *Social-Emotional Learning in the Classroom* for practices that assess and develop self-management and responsible decision making.

Indicator II-A. Instruction

Uses instructional practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.

Exemplary

II-A-2. Student Engagement	Consistently uses instructional practices that motivate and engage all students in the content of the lesson and independent work. Models this practice for others.	7. Student to student interactions • Effective turn and talk (embedded and monitored) • Effective processing partners gb. 222-223, 236, 258 (embedded and monitored) • All 11 components of effective group work gb. 95-99 • Questioning strategies that lead to students interacting with one and other during Q and A sessions. (processing partners, wait time gb 222-223, gb 229-231) • Students are respectful of other students comments and ideas gb 87 8. Effective praise gb 231-232 9. Levels of engagement gb. 595 10. Establishing a homework routines gb 99-109 11. Communicating agenda gb 46-48 12. Agenda is posted 13. Has enough specific steps 14. Is communicated orally at the outset, 15. Is tied to the mastery objective 16. Is referred to at each step of the lesson 17. Issues directions one step at a time gb 64-65 18. Strategies for assigning relevant homework and for assisting student with successfully completing homework gb 48, 98-109, 278 19. Manages space and proximity to monitor engagement and facilitate student to student contact gb 88-90 20. Uses questioning strategies that engage students and maintain their attention gb. 224-225 21. Growth Mindset gb 342-243,359-362

Indicator II-A. Instruction

Uses instructional practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.

Exemplary

II-A-3. **Meeting Diverse Needs**	Uses a variety of appropriate inclusive practices, such as tiered supports and scaffolded instruction, to address specific differences in individual students' learning needs, abilities, interests, and levels of readiness, creating structured opportunities for each student to meet or exceed state standards/local curriculum and behavioral expectations. Models this practice for others.	1. Essays on teaching English language learners at the end of each chapter 2. Essays on teaching students with special needs at the end of each chapter 3. (Chapter 6) Differentiating instruction and Universal Design for Learning 4. (Chapter 8)The Brain and Learning 5. (Chapter 10) Co-Teaching 6. Succeeding with students from poverty gb. 340-341, 349-350 7. Growth Mindset gb 342-243, 359-362 8. Wait time I and II gb. 229-231 for students who need more time to process 9. Appropriate questioning based on child development gb 238 10. Supporting shy, anxious, and introverted students in the classroom gb 235-237

Indicator II-B. Learning Environment

Creates and maintains a safe and collaborative learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning.

Exemplary

II-B-1. **Safe Learning Environment**	Uses rituals, routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role—individually and collectively—in preventing behaviors that interfere with learning. Models this practice for others.	1. Demonstrates all nine components of effective classroom management (Chapter 3) 2. Creates a safe intellectual and emotional environment by doing the following: • Supportive responses to incorrect answers gb. 232-234 • Builds supportive student to student relationships gb. 87-88 • Appropriate questioning based on child development gb 238 • Inviting student-generated questions and grade levels gb 238 • Supporting shy, anxious, and introverted students in the classroom gb 235-237Understanding how and why linguistically diverse students struggle 375-378 3. Growth Mindset gb 342-243,359-362 4. Common Learning Disorders That Contribute to Challenging Behaviors 134-136 5. English Language Learners and Classroom Management gb. 136-138

Indicator II-B. Learning Environment

Creates and maintains a safe and collaborative learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning.

Exemplary

II-B-2. Collaborative Learning Environment	Develops and reinforces students' relationship and communication skills by providing opportunities for students to learn in groups with diverse peers and facilitating meaningful academic discourse, such that students regularly seek out their peers as resources. Models this practice for others.	1. Student to student interactions 2. Effective turn and talk (embedded and monitored) 3. Effective processing partners gb. 222-223, 236, 258 (embedded and monitored) 4. All 11 components of effective group work gb. 95-99 5. Questioning strategies that lead to students interacting with one and other during Q and A sessions. (processing partners, wait time) 6. Students are respectful of other students comments and ideas gb 87 7. Creates a space that facilitate student to student contact gb 88- 90 8. Wait time II gb. 229-231 to encourage more student to student interaction during question and answer sessions 9. Supporting shy, anxious, and introverted students in the classroom gb 235-237 10. Assisting students with accepting and understanding students with special needs- essays on special education at end of each chapter 11. Assisting students with accepting and understanding students with from other cultures and English Language Learners- essays on English Language Leaners at end of each chapter

Indicator II-B. Learning Environment

Creates and maintains a safe and collaborative learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning.

Exemplary

II-B-3. Student Motivation	Consistently supports all students to identify strengths, interests, and needs; set and pursue learning goals; ask for support when appropriate; take academic risks; problem-solve; challenge themselves; and monitor their own progress. Models this practice for others.	1. Chapter 7 Student Motivation and Succeeding with Students from Poverty (including the seven components for increasing motivation listed on gb 341-346) 2. Classroom assessment that encourages student self-reflection gb.151-152, 165-177 3. Effective response to incorrect answer gb. 232-234 4. Affirms correct responses with specific praise gb.231-232 5. Calling on pattern and prompts that includes all students in the Q and A pp. 224-226 6. Appropriate questioning based on child development gb 238 7. Inviting student-generated questions and grade levels gb 238 8. Supporting shy, anxious, and introverted students in the classroom gb 235-237 9. Does not allow a single or small group of students to answer a disproportionate number of questions pp.225-226 10. Prompting that pushes students to answer thoroughly 212 (students who don't volunteer), gb 225 (students who answer "I don't know"), gb 225-226 (pushing students t answer thoroughly) 11. Students are respectful of other students' responses p. 87 12. No "happy talk" pp. 226 13. Avoids repeating students' responses (unless to clarify or if the teacher believes other students did not hear the response) gb 232 14. Learning styles inventory gb 289 15. Connecting to students own lives and the real world pp. 61-62 the teacher connects what the students will know and be able to do in the lesson to its real world application and the students own lives early in the lesson, at appropriate times during the lesson, and at the end of the lesson 16. Wait time I and II gb. 229-231 to avoid discouraging students who process more slowly or ELLs.

Indicator II-C. Student Learning

Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement. For teachers who are responsible for direct instruction, these measures must include student progress on common assessments and, where available, statewide student growth measures.

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. 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 elements or performance descriptors for the Student Learning Indicator.**

Evaluators and educators should identify the most appropriate assessments of student learning and anticipated student learning gains associated with those measures when developing the Educator Plan.

Chapter 4 Using Teacher-Made, Local, State/Provincial, and National Assessments to Inform Instruction gb. 139-212

Chapter 5 Questioning, Dipsticking, and In-the Moment "Short Cycle" Formative Assessments That Target Mastery gb. 213-266

Indicator II-D. Cultural Proficiency

Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.

Exemplary

II-D-1. **Creates and Maintains a Respectful Environment**	Establishes an environment in which students respect and affirm their own (self-awareness) and others' (social awareness) differences and are supported to share, explore, and initiate dialogue about differences and similarities related to background, identity, language, strengths, and challenges. Responds appropriately if/when conflicts or misunderstandings arise related to such differences. Models this practice for others.	1. Essays on English language learning at the end of each chapter 2. Essays on special education at the end of each chapter 3. Strategies for closing the achievement gap (pp. 294-299) 4. English language learners (pp. 299-300) 5. Gender differences (pp. 291-293) 6. The gifted learner (pp. 300-301) 7. Wait time I and II gb. 229-231 to support ELLs and students who process more slowly 8. Appropriate questioning based on child development gb 238 9. Inviting student-generated questions and grade levels gb 238 10. Supporting shy, anxious, and introverted students in the classroom gb 235-237 11. Students from poverty: Cycle that Creates Deficit Mindset p. 342, Cycle that Creates Growth Mindset 343. 12. Myths about Families from Poverty p.349-350 13. Attribution Theory p. 359 14. Students with Disabilities: Classroom Management p. 134-136 15. See the Rubric Alignment Document for the book *Social-Emotional Learning (Ribas, Brady, Hardin) in the Classroom* for practices that assess and develop self-management and responsible decision making.

Indicator II-E. Expectations

Plans and implements lessons that set clear and high expectations and also make knowledge accessible for all students.

Exemplary

II-E-1. **High Expectations**	Effectively communicates high standards for student work, effort, and behavior such that students take ownership of meeting them; models and reinforces ways that students can master challenging material through effective effort, and successfully challenges misconceptions about innate ability. Models this practice for others.	1. The teacher can articulate the relationship between high standards and high expectations (pp. 4-5) 2. Establishes clear rules, routines, and expectations related to academic expectations (pp. 90-109) 3. Chapter 7 Student Motivation and Succeeding with Students from Poverty 4. Student behavioral and academic self-assessment gb 112-117 and gb 164-189 5. Myths about Families from Poverty p.349-350 6. Attribution Theory p. 359 7. Growth Mindset gb 342-243,359-362
II-E-2. **Access to Knowledge**	Individually and with colleagues, consistently adapts instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities; models approaches that lead students to access knowledge on their own as well. Models this practice for others.	1. Chapter 6 Differentiating Instruction to With a Connection to Universal Design for Learning 2. Essays on English language learning at the end of each chapter 3. Essays on special education at the end of each chapter 4. Wait time I and II gb. 229-231 5. (Chapter 5) Questioning, Dipsticking, and In-the-Moment “Short Cycle” Formative Assessment That Target Mastery gb. 213

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.

Indicator III-A. Engagement

Welcomes and encourages every family to become active participants in the classroom and school community.

	Exemplary	
III-A-1. Family Engagement	Engages all families using a variety of culturally responsive practices and communication strategies that result in increased and/or more meaningful participation in the classroom and/or school community. Models this practice for others.	1. Conducts effective parent conferences gb 420-426 2. Uses strategies to involve the uninvolved parent gb 426-429 3. Uses the stages of listening to increase parent involvement gb 429-431 4. Uses strategies for difficult parent conferences (including case studies) gb 431-432 5. Provides resources to parents for successful conferences and school-family collaboration (Tips for Success for Parents) gb 432-433 6. Provides parents with tips to reduce the "summer slide" (gb 434-435) 7. Gives high quality curriculum night presentations to parents (gb 437-440) 8. Uses email effectively to communicate with parents 449-450) 9. Social-Emotional Learning (SEL) in the Home: A Practical Guide for Integrating the Development of Social-Emotional Skills into Your Parenting (Ribas, Brady, Hardin, Gumlaw)

Indicator III-B. Collaboration

Collaborates with families to create and implement strategies for supporting student learning and development both at home and at school.

	Exemplary	
III-B-1. Learning Expectations	Successfully communicates to families student learning and behavior expectations and their purposes, such that they can be readily reinforced at home. Models this practice for others.	1. Provides students with study guides to assist with home preparation for tests and quizzes 2. Provides and explains to parents the appropriate rubrics and criteria sheets used to assess student performance 3. See III-A-1 for parent communication expectations

Indicator III-B. Collaboration

Collaborates with families to create and implement strategies for supporting student learning and development both at home and at school.

	Exemplary	
III-B-2. Curriculum Support	Regularly updates families on curriculum throughout the year, and prompts most families to use one or more suggested strategies for supporting learning at school and home. Consistently seeks out feedback and evidence of impact. Models this practice for others.	1. Informs parents of their impact on student learning by explaining the impact of year around learning on student achievement gb 433-434 2. Informs parents of the top 10 List or How Can I Help My Child Keep Learning This Summer strategies gb 434-435 3. Communicates impact of home and family on learnable intelligence gb 352-353 4. See also III-A-1 for parent communication expectations

Indicator III-C. Communication

Engages in regular, two-way, and culturally proficient communication with families about student learning and performance.

	Exemplary	
III-C-1. Culturally Proficient Communication	Regularly uses a two-way system that supports frequent, proactive, and personalized communication with families about student learning and performance, while demonstrating understanding of and appreciation for different families' home language, culture, and values. Models this practice for others.	1. Supports and facilitates student lead parent conferences for special education teachers (and general education teachers) gb 455-461 2. Works effectively with the parents of ELL students gb 462-465 3. Effectively demonstrates an understanding both the myths and impacts of family differences (income, nature and nurture) on student learning, intelligence, and family engagement gb 349 – 352 4. Supports and facilitates student lead parent conferences for special education teachers (and general education teachers) gb 417-419 5. Effectively demonstrates an understanding both the myths and impacts of family differences (income, nature and nurture) on student learning, intelligence, and family engagement gb 349 – 352 6. Engages parent involvement with homework gb 99-104 7. Conducts successful curriculum nights (a.k.a. back to school nights or coffees, etc.) for parents gb 436-440 8. Uses newsletters and/or websites to communicate expectations to parents gb 440-448 9. Uses student portfolios as a means of communicating expectations and achievement to parents gb 449 10. See also III-A-1 for parent communication expectations 11. See the Rubric Alignment Document for the book *Social-Emotional Learning (Ribas, Brady, Hardin) in the Classroom* for practices that assess and develop self-management and responsible decision making.

STANDARD IV: Professional Culture

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

Indicator IV-A. Reflection

Demonstrates the capacity to reflect on and improve the educator's own practice, using informal means as well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve teaching and learning.

Exemplary

IV-A-1. Reflective Practice	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues; uses and shares back with colleagues insights gained to improve practice and student learning.	1. Is able to design and carry out peer facilitated action research (chapter 11 for comprehensive action research description, chapter 11 pp. 517-541, with special education students pp. 574-578, with ELL students pp. 578-579). 2. Is able to design and carry out peer facilitated lesson study (pp. 542-544) 3. Is able to effectively implement peer observations as either the observer or the teacher being observed (pp. 544-562). 4. Is able to design and carry out peer facilitated examining student work study groups (p. 564-569) 5. Is able to design and carry out peer facilitated professional reading study groups (p. 569) 6. Table showing the collegial professional development activities that are best aligned with curriculum, lesson, and unit development, instruction, assessment, and whole school or whole district focus (pp. 518) 7. Read pages 387-413 the explain how to develop reflective practitioners found in *Supervision and Evaluation of Teachers, School Clinicians, and Administrators: Four Essential Components- Educational, Social, Emotional, and Procedural*
IV-A-2. Goal Setting	Individually and with colleagues proposes and monitors challenging, measurable goals that are based on thorough self-assessment and analysis of student learning data, and that elevate educator practice as well as student learning. Models this practice for others.	1. Is able to explain to colleagues the reason why working with colleagues in peer facilitated professional development groups is a very effective means of professional development. 2. When appropriate, is able to implement peer facilitated professional development group activities into the action plan of his or her educator plan (pp. 525-528). 3. Collegial work represents level four of the stages of collegial group work (pp. 522) *Supervision and Evaluation of Teachers, School Clinicians, and Administrators: Four Essential Components- Educational, Social, Emotional, and Procedural* 1. SMART goals pp. 264-265 2. Sample educator goal plans with SMART goals and action plans pp. 284-290

Indicator IV-B. Professional Growth

Actively pursues professional development and learning opportunities to improve quality of practice or build the expertise and experience to assume different instructional and leadership roles.

Exemplary

IV-B-1. Professional Learning and Growth	Consistently seeks out and applies, when appropriate, ideas for improving practice from supervisors, colleagues, professional development activities, and other resources in a way that builds expertise of self and other educators, and improves student learning; assumes different instructional and leadership responsibilities.	Chapter 11 contains multiple structures for teacher directed and collegial professional development. It includes the use of professional learning communities, examining student work (gb. 526-530 and 564-569)) team analysis of student performance data gb. 530-533), lesson study (gb. 542 544), peer facilitated action research pp.535-541), peer observation (gb. 536-541 and 544-562) developing common assessments (gb. 562-564), and professional literature study groups (gb. 569).

Indicator IV-C. Collaboration

Collaborates effectively with colleagues on a wide range of tasks.

Exemplary

IV-C-1. Professional Collaboration	Effectively leads peer collaboration in areas such as implementing standards-based units and well-structured lessons, examining student work, analyzing student performance, and planning appropriate intervention.	1. Research documenting the positive effects of job embedded educator collaboration (pp. 518-526) 2. Support colleagues by following the principles of effective group norms when working with peer facilitated professional development groups (gb. 522, Group Team Norms) 3. Can describe the stages of group development for peer facilitated professional development groups (gb. 522) and help develop those stages when working in peer facilitated professional development groups. 4. Exhibits the characteristics of effective peer teams when working in a peer facilitated professional development groups (gb. 534-535) 5. Maintains appropriate confidentiality when working in peer facilitated professional development groups (gb. 523) 6. Paraprofessional meeting survey (gb. 488) 7. (Chapter 10) Co-Teaching- effective practice.

Indicator IV-D. Decision-Making

Becomes involved in schoolwide decision making, and takes an active role in school improvement planning.

Exemplary

IV-D-1. Decision-Making	Consistently contributes relevant ideas and expertise to planning and decision making at the school, department, and/or grade level that are critical to school improvement efforts.	Read the section on developing the social-emotional skills of staff on pages 73-96 of *Supervision and Evaluation of Teachers, School Clinicians, and Administrators: Four Essential Components- Educational, Social, Emotional, and Procedural*

Indicator IV-E. Shared Responsibility

Shares responsibility for the performance of all students within the school.

Exemplary

IV-E-1. Shared Responsibility	Individually and with colleagues, develops strategies and actions that contribute to the learning and productive behavior of all students at the school, within and beyond the classroom.	1. Chapter 3 Social, Emotional, and Instructional Components of Classroom Management 2. Growth mindset, grit, and deficit mindset (gb. 339-370) 3. Essays on special education found at the end of each chapter 4. Improvement cycle for all collaborative inquiry groups gb. 525 5. Professional Learning Communities gb. 529 6. Data team inquiry groups gb. 530 7. Peer facilitated classroom research groups gb. 535 8. Lesson study inquiry groups gb. 542 9. Peer-Observation inquiry groups gb. 544 10. Creating common assessments inquiry groups gb. 562 11. Student work inquiry groups gb. 564 12. Professional reading study groups 569

Indicator IV-F. Professional Responsibilities

Is ethical and reliable, and meets routine responsibilities consistently.

Exemplary

IV-F-1. Judgment	Models sound, professional judgment, adheres to the school or district's existing code of ethics, and protects student confidentiality appropriately.	Read the section on developing the social-emotional skills of staff on pages 73-96 of *Supervision and Evaluation of Teachers, School Clinicians, and Administrators: Four Essential Components- Educational, Social, Emotional, and Procedural*
IV-F-2. Reliability & Responsibility	Consistently fulfills all professional responsibilities to high standards. Models this practice for others, including students.	Read the section on developing the social-emotional skills of staff on pages 73-96 of *Supervision and Evaluation of Teachers, School Clinicians, and Administrators: Four Essential Components- Educational, Social, Emotional, and Procedural*