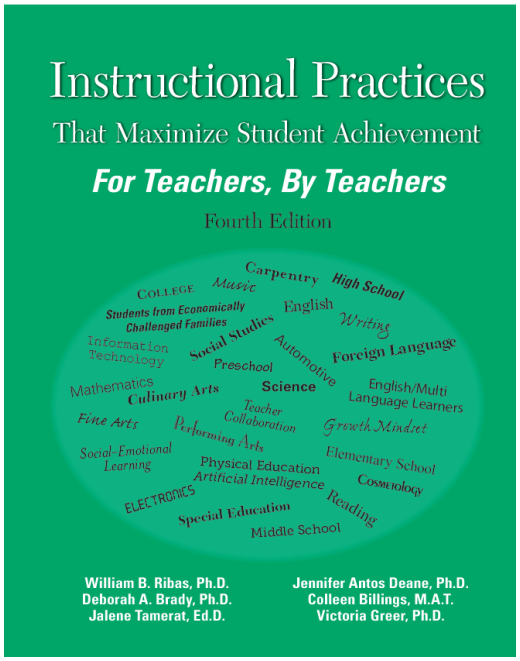
Updated 10- 2026

MA DESE Model Rubric for Classroom Teacher Evaluation 2024 Version

This document aligns the rubric with the research based, high leverage teaching strategies found in the book *Instructional Practices That Maximize Student Achievement* *(Ribas, Brady, Tamerat, Antos Deane, Greer, Billings)*. Please note that a few of the suggested practices are not in the scope of this book. In those cases, we provided a description of educator actions.



How to use the document: You will note that the proficient and exemplary description for each element of the rubric are included. However, these descriptions do not contain the specific actions teachers take to demonstrate "proficiency" in the element. In the right column, next to the exemplary description, we have noted the specific, observable strategies and the page numbers where the associated strategies can be found in the book *Instructional Practices That Maximize Student Achievement: For Teachers, By Teachers.* Teachers are able to use this document to complete their self-assessments and to construct their educator plans with specific, observable SMART goals. It also enables them to more effectively work in PLCs, co-planning, or independently developing their skills on specific elements because of the specificity of practices provided. Administrators are able to use this document to have meetings with staff that focus on implementing specific elements. Administrators are also able to use it to create consistency across a school or district as to which teaching strategies represent each element of the rubric.

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.

The model rubrics for educator evaluation are grounded in DESE's Educational Vision for effective teaching and leadership, and reflect input[1] from educators, students, and families across Massachusetts on antiracist, inclusive, and equitable practices that support *all students* to attain academic knowledge and skills, understand and value themselves and others, and engage with the world.[2]

The Classroom Teacher Rubric describes elements of effective and culturally and linguistically sustaining practice across four Standards of Teaching:

- Standard I: Curriculum, Planning, and Assessment
- Standard II: Teaching All Students
- Standard III: Family and Community Engagement
- Standard IV: Professional Culture

These four Standards guide the development of Massachusetts educators from preparation through employment, articulating the key knowledge, skills, and behaviors essential of all teachers in public schools in Massachusetts to disrupt patterns of inequity and well serve richly diverse student bodies with varied educational needs.[3]

NOTE: In this rubric, **"all students"** 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, multilingual learners, LGBTQIA+ students, students experiencing homelessness and/or financial insecurity, and students who are undocumented.

Note from Bill Ribas: Please note that at the end of each chapter on effective teaching is an essay that tells the reader how to implement what is in the chapter with students with learning challenges.

Culturally and linguistically sustaining practices affirm and value students' cultures, prior experiences, and linguistic resources to make learning more relevant and effective, promote academic achievement, cultural competence, and sociopolitical awareness, and value multilingualism as an asset. These practices are essential for all students in the classroom, regardless of their background, culture, or identity. All students benefit from an approach that is intended to meet the needs of diverse learners; from expanded cultural competence and sociopolitical consciousness; and from explicit instruction in the functions of language.

Note from Bill Ribas: Please note that at the end of each chapter on effective teaching is an essay that tells the reader how to implement what is in the chapter with students ML/ELL and/or students from different cultures.

Using the Rubric 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. As a result, rubrics play a part in all components of the evaluation cycle.

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
A. Curriculum and Planning 1. Subject Matter Knowledge 2. Knowledge of Students 3. Curriculum Literacy **B. Assessment** 1. Purposeful Assessment 2. Accessible Assessment **C. Analysis** 1. Analysis and Conclusions 2. Adjustments to Practice 3. Sharing Progress with Students and Families 4. Sharing Progress with Colleagues	**A. Instruction** 1. High Expectations and Support 2. Engaging Instruction 3. Inclusive Instruction **B. Learning Environment** 1. Positive Relationships 2. Safe Learning Environment 3. Collaborative Learning Environment 4. Student Ownership of Learning 5. Critical Thinking **C. Student Learning** 1. Academic Student Outcomes 2. Non-Academic Student Outcomes	**A. Communication** 1. Communication with Families **B. Engagement** 1. Family Engagement **C. Collaboration** 1. Collaboration on Student Learning and Well-being	**A. Reflective Practice and Professional Growth** 1. Reflective Practice 2. Goal-Setting 3. Professional Learning and Growth **B. Shared Responsibility, Collaboration, and Decision-Making** 1. Shared Responsibility 2. Professional Collaboration 3. Decision-Making **C. Professional Responsibilities** 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

C. Subject Matter Knowledge: Demonstrates sound knowledge of the subject matter by:

1. Using evidence-based pedagogical practices that enable all students to develop and apply grade-level knowledge and skills in relevant and real-world contexts.
2. Supporting all students to make connections between the subject matter and real-world issues with impact on their communities and the world.

D. 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.

E. Curriculum Literacy: Skillfully uses curricular materials by:

1. 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.
2. Identifying necessary supplemental resources and/or tiered supports to provide all students access to grade-level instruction.
3. 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	Strategies from the book *Instructional Practices That Maximize…*
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	**Subject Matter Knowledge** 1. Teaches the content found in the state/district curriculum frameworks and/or the Common Core p.6-7 2. Teaches the district prescribed content/curriculum for the population p.6-7 3. Explains with expertise the information and skills contained in the Massachusetts Curriculum Frameworks and in the district prescribed curriculum during discussions with supervisors and colleagues (Chapter 1 Standards-based Planning and Teaching) 4. Explains the stages of language acquisition ELL/ML students- Introduction p. 12 5. Describes the content specific pedagogy (in addition to the universal pedagogy found later in this standard and in Standard II) for his or her content area(s) **Knowledge of Students** 1. Uses child development references such as the Stages of Language Acquisition found in the Introduction p. 12 Figure I-3 and ELL/ML Practice Levels Figure 5.23 p. 267. 2. Identifies Levels of Mastery for all students p. 2-3

I-A: Curriculum & Planning continued		3. Assessment that builds knowledge of all See Component I-B Assessment for areas in the book specifically related to assessment. 4. Understands The Brain and Student Learning (Chapter 8) 5. Knows students' level of social emotional learning development p. 589-590 and 593 **Curriculum Literacy:** 1. Ensures that the concepts and skills that are taught are indeed in the district's curriculum standards p. 7 2. Reviews curriculum and related materials to ensure that concepts and skills can be adapted for evidence-based planning that is inclusive for all students (Chapter 6 Differentiated Instruction with Universal Design for Learning) 3. Specifies which standards and benchmarks students must master by the end of the teaching time by following the Five Basic Steps for Standards Based Teaching p.6 4. Plans teaching that will lead to students' mastery of standards p. 6-21 5. Differentiates curriculum content (information and skills), process, and product for all students p.308-309 6. Formulates language learning objectives for English Language Learners p 39-42 7. Compacts the curriculum p.312-314 for students who have demonstrated they have application mastery p. 2-3 information and skills to move to alternative activities. 8. Works collaboratively to assess curriculum standards p.562-564 **Plans in ways that promote Subject Matter Knowledge, Knowledge of Students, and Curriculum Literacy** 1. Uses standards-based planning (Chapter 1) and DI/UDL teaching (Chapter 6) planning and teaching Note: See end of chapter essays on Students with Disabilities p. 37-39 and English Language Learners/ML and Teach Collaboration to ensure inclusive planning p.39-42 2. Coordinates with special education teachers to plan Specially Designed Instruction (SDI) and methods used with students with disabilities based on individual needs and impact of their disabilities (Chapter 1 essay, Students with Disabilities: Standards-Based Education) p.37-39 3. Uses standards-based unit planning p. 20-27 4. Uses essential, questions (important concepts) of the curriculum p. 20, 21 5. Explains how the concepts and skills taught in school curriculum connect to students' lives and the real world p. 51-64 6. Includes appropriate levels of understanding from recall to comprehension to higher order skills in lesson planning p . 319-321 7. Plans clear and engaging (see levels of engagement p. 595) lessons that include differentiated instruction and Universal Design for Learning (Chapter 6) including planning for special education, ELL, and other special population students (see essays on special education and

I-A: Curriculum & Planning continued		ELL at the end of each chapter) Chapter 6 Differentiated Instruction with Universal Design Planning p. 276 8. Uses differentiated instruction/ UDL strategies such as flexible grouping p. 309, anchor activities p.308, learning centers p.314, learning contracts p. 315-316, "at least", tiered assignments p. 311-312, and co-teaching (Chapter), to effectively teach all students p.309-311 9. Plans mastery objectives for each lesson p. 11-13, 45-46 10. Posts mastery objectives in student friendly, observable, and measurable language 11. Brings mastery objectives 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 12. Formulates language learning objectives for English Language Learners p.6 13. Plans include activators to gain students' attention and connect to previous learning p 49-54 14. Plans include summarizers to assure that students understand the lesson p . 67-72 15. Uses techniques to engage and motivate students' (Chapter 7), levels of engagement p. 595. 16. Plans include the use of all 11 components of effective group work p. 95-99 17. Plans include flexible grouping to support all students p. 309 and/or partner work p. 222-223, 236, 258 18. Carefully provisions materials p. 95 19. Uses appropriate technology to increase student motivation and mastery p.275 20. Plans includes questions that will be asked to achieve the desired purpose p. 214-216 21. Where appropriate plans learning centers P. 314 and uses learning contracts p. 315-315 to teach students at the various levels of mastery p. 2-4

	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	Strategies from the book *Instructional Practices That Maximize…*
	Exceeds *Proficient* expectations through consistent high-quality practice with impact in the classroom or beyond*,* e.g., ○ 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 ○ Contributes to the professional growth of other educators in the effective use of assessment	The book contains two comprehensive chapters on assessment. One is Chapter 4 Using Teacher-Made, Local, State, and National Assessments to inform instruction. The other is Chapter 5 Questioning, Dipsticking, and In-the-Moment, "Short-Short Cycle" Formative Assessments that Targe Mastery. Below we have chosen specific areas from these chapters that align with the two areas noted above. **Purposeful Assessment -** 1.Chooses purposeful assessments that measure students' levels of mastery of the objectives before, during and at the conclusion of the lesson or unit (chapter 1, p. 13] 2. Uses a *variety* of assessments which serve multiple purposes: diagnostic/pre-assessment, formative and summative assessment (chapter 4) p. 144 – 147 3. Uses frequent, formative and in-the-moment assessments to inform and adjust instruction Chapter 5 4. Assesses knowledge and skills contained in the essential questions (Important concepts) 5. Uses authentic performance and product assessments with guidelines for success p. 157 – 160 6. Gathers information about learning (data collection) p.160 7. Uses data-driven dialogue and collaborative inquiry p.521 8. Generates teacher-made assessments along with checklists, goal setting, reflective questions and student self-assessments p.164 – 170 9. Ensures that assessment tasks are meaningful, purposeful, and connect to students' everyday lives (p.148) through authenticity, credibility, validity, reliability, feasibility, user-friendliness, fairness, and rigor p.148, figure 4.4 10. Develops and implements holistic and analytic rubrics and uses rubrics for planning, goal setting, teacher assessment, and students' self- and peer assessment p. 181 – 189. See specific examples or rubrics that assess skills other than content such as the Presentation Rubric p. 182. the Audience Response rubric p. 183, and the SEL rubric p. 593. 11. Uses portfolios to document student work, determine students' and strengths and weaknesses, thus, informing instruction, and helping students determine their own strengths and weaknesses p. 176-179 12. Collaborates with colleagues to examine student work data p. 526-

I-B: Assessment continued		530,, develop common assessments 562-564, and examine student assessment data p. 530-535 13. Uses anchor papers, exemplars, criteria sheets, and models to support and assess learning p. 193-195 **Accessible Assessment** 1. Assessment Chapters 4 and 5 2. SEL levels rubric 593 3. Essays on succeeding with students with learning disabilities/challenges: Introduction p. 10, p.37, p. 75, p.134, p. 208, p. 264, p. 332, p. 373, p. 409, p. 453, p. 508, p. 573 4. Essay on succeeding with ELL/ML students p. Introduction 11, p. 39, p. 77, p. 136, p. 210, p. 265, p. 334, p. 375, p. 412, p. 462, p. 512, p. 579 5. Using *description feedback* that compares the present performance with the desired performance and helps students generate a plan to get from where they are to where they want to be. 6. Difference between *assessment **of** learning and assessment **for** learning p. 140-142* 7. Myths about Families Living in Poverty p. 349-350 8. Promotes continuous student self-assessment p. 164-175.

I-C: Analysis

Proficient

1. **Analysis and Conclusions:** Analyzes disaggregated data from a wide range of assessments to:
   - 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.
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.
3. **Sharing Progress with Students and Families:** Collaborates with students and their families, in an accessible format and language, to:
   - 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.
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:
   - 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	Strategies from the book *Instructional Practices That Maximize…*
Exceeds *Proficient* expectations through consistent high-quality practice with impact in the classroom or beyond, e.g., ○ 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 ○ Contributes to the professional growth of other educators in the effective analysis of student data	**Analysis and Conclusions, Adjustments to Practice, Sharing Progress with Students and Families, Sharing Progress with Colleagues** Chapter 6 *Job Embedded Professional Development: Teacher-Led Collaborative Inquiry Groups and Professional Learning Communities (PLC*) describes all the structures for educators to do collegial analysis of all facets of their practice. It includes structures of setting up effective teams such as protocols, norms, and specific activities. Item 6 below identifies the pages where descriptions of specific collaborative analysis activities can be found. Chapter 9 *Working Effectively With Parents and Guardians: With a Section on Working With Economically Challenged Families* contains a variety of strategies for sharing progress with students and families. Specific practices are and their respective pages can be found in Standard 3. 1. Uses teacher-made, state/provincial, national to inform instruction and planning (Chapter 4). 2. Analyzes disaggregated data from a wide variety of assessments to gain information and draw conclusions about students' progress towards grade-level standards and/or learning goals along with trends across students or student groups p. 200-205 3. Uses data as feedback for actionable, continual as described in Table 11.2 Shifts in Professional Group Practice p. 521 4. Uses the strategies in is Chapter 5 Questioning, Dipsticking, and In-the-Moment, "Short-Short Cycle" Formative Assessments that

		Target Mastery. Then, adjusts strategies and content by differentiating instruction using Universal Design for Learning principles (chapter 6). Note: There are essays on working effective with ELL/ML students and special education students at the end of each chapter. 5. Explains assessment data and shares conclusions to individuals/ groups of students for whom they are responsible and explains specific actions for students to improve student performance. 6. Accomplishes the goals of this element using collegial professional development activities such as peer reflection teams (p. 532-535), peer facilitated classroom research (p. 535-541), lesson study (p. 542-544), peer observation (p. 544-559), examining student work (p. 564-568), data teams p. 530-533 and professional reading study groups (p. 569).

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	Strategies from the book *Instructional Practices That Maximize …*
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' ○ instructional practice	**High Expectations and Support** **1.** Sets high expectations using a two-step process: a) believes that students can master the standard at the highest level; and b.) employs those teaching methods that result in the highest level of mastery p. 3 figure 1.1, p. 4 figure 1.2 **2.** Teaches lessons that contain rigorous mastery objectives that hold students accountable for high standards p. 4 and p.148 **3.** Teaches in ways that maximize the rate at which all students move through the levels of mastery p.3 figure 1.1. **4.** Constantly assesses students' learning during the teaching and differentiating instruction to extend or remediate as needed p.4 **5.** Supplies supports and scaffolds transfer activities by leading students in think-alouds and models how previously acquired learning can be applied to new context Chapter 5 **6.** Uses engaging teaching strategies that allow students to make choices and explore topics through real-world, interactive contexts p. 60-66 **7.** Implements effective, classroom management (Chapter 3) and

II-A: Instruction continued		establishes teacher-student, student-student relationships p.85 – 87. **8.** Uses evidence-based, differentiated/UDL instructional strategies with all students (Chapter 6) including essays Students with Disabilities p.332-334; English Language Learners, p.334-337. **9.** Arranges the classroom space and teacher's proximity to students p. 88-90 **10.** Establishes rules, routines, and expectations and creates plan to teach, practice, and test the routines p.90-101 **Engaging Instruction** 1. Levels of engagement p. 595 2. Theories of Intelligence and their Connection to Motivation p. 340, Deficit Intelligence Perspective vs. Growth Mindset and Learnable Intelligence Perspectives 342-343 figures 7.1 and 7.2 and 347-354 3. Seven Components for Increasing Motivation p. 341-347 4. Strategies for Motivating Students by Developing and Incremental Belief about Intelligence (Growth Mind-Set) p.355-386 **Inclusive Instruction** 1. Essays on succeeding with students with learning disabilities/challenges: Introduction p. 10, p.37, p. 75, p.134, p. 208, p. 264, p. 332, p. 373, p. 409, p. 453, p. 508, p. 573 2. Essay on succeeding with ELL/ML students p. Introduction 11, p. 39, p. 77, p. 136, p. 210, p. 265, p. 334, p. 375, p. 412, p. 462, p. 512, p. 579 3. Using *description feedback* that compares the present performance with the desired performance and helps students generate a plan to get from where they are to where they want to be. 4. Difference between *assessment **of** learning and assessment **for** learning p. 140-142* 5. Myths about Families Living in Poverty p. 349-350

II-B: Learning Environment

Proficient

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:
   - 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:
   - 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	**Strategies from the book *Instructional Practices That… (gb)***
Exceeds *Proficient* expectations through consistent high-quality practice with impact in the classroom or beyond, e.g., ○ 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	**Positive Relationships and Safe Learning Environment** 1. Implements effective classroom management that includes Social, Emotional, and Instructional Components found in the Nine Components of Effective Classroom (student) Management (Chapter 3) 2. Creates a safe intellectual and emotional environment by modeling and reinforcing respect between teacher-students and student-student pp. 85-88 3. Provides supportive responses to incorrect answers pp. 232-234 4. Uses appropriate questioning strategies based on child development p. 238 5. Invites student-generated questions using both "one system questions" that call for clear, concrete answers and "multi-system questions" which call for higher-order responses pp. 238-239 6. Supports shy, anxious, and introverted students in the classroom pp. 235-237 7. Seeks feedback from students on their experience of the classroom learning environment using student surveys, students' self-assessment and group- assessment rubrics,

II-B: Learning Environment Continued

along with student conferencing pp.164-170
8. Peer Conflict Resolution Protocol p. 591-592

Collaborative Learning Environment

1. Ensures student to student interactions within each lesson by teaching students to engage in conversations with one another to acquire information about students' thoughts, understandings, and feelings about their learning by implementing the 11 areas of Group Work Expectations p. 95-99 effective turn and talk (embedded and monitored) p. 258, paired verbal fluency p. 258, processing partners pp. 222-223, 236, 258 (embedded and monitored), think-pair-share p. 258, think-pair-share-square p. 258, snow balling p. 258.
2. Uses questioning strategies that lead to students interacting with one and other during Q and A sessions (from Chapter 5 Questioning, Dipsticking, and In-the-Moment "short cycle" Formative Assessments that Target Mastery) p. 139-210
3. Provides a learning environment in which students are respectful of other students' comments, ideas, and diverse perspectives p. 87
4. Creates a space that facilitates student to student contact pp. 88- 90
5. Provides wait time II to encourage more student-to-student interaction (a.k.a. student discourse) during question and answer sessions pp. 229-231
6. Supports shy, anxious, and introverted students in the classroom pp. 235-237
7. Assists students with accepting and understanding students with from other cultures and English Language/ Multi-Lingual Learners, Essays on succeeding with ELL/ML students p. Introduction 11, p. 39, p. 77, p. 136, p. 210, p. 265, p. 334, p. 375, p. 412, p. 462, p. 512, p. 579
8. Develops social emotional learning classroom strategies that help students work together effectively -Introduction p. 4-5, p. 593
9. Promotes the Growth Mindset with students p. 342-243,359-362
10. Identifies common learning challenges that contribute to challenging behaviors p. 134-136
11. Explains how and why linguistically diverse students struggle Essays on succeeding with ELL/ML students p. Introduction 11, p. 39, p. 77, p. 136, p. 210, p. 265, p. 334, p. 375, p. 412, p. 462, p. 512, p. 579

Student Ownership of Learning

1. Rubric for student self-assessment of academic and SEL progress p. 593-594, Oral Presentation Rubric p. 182, Audience Responsibilities Rubric to self monitor behavior when listening to the presentations of other students p.183.
2. Wait time 1 and 2 to increase number of students responding to teacher and other students p. 229
3. Student to Student problem solving and task completion 11 areas of Group Work Expectations p. 95-99, effective turn and talk (embedded and monitored) p. 258, paired verbal fluency

II-B: Learning Environment continued		p. 258, processing partners pp. 222-223, 236, 258 (embedded and monitored), think-pair-share p. 258, think-pair-share-square p. 258, snow balling p. 258. **Critical Thinking** 1. Elevating levels of student responses p. 255-257 2. Taxonomy of Questioning Levels p. 319-321 3. Use of comprehension and higher order thinking questions p. 219-222 4. Uses the CASEL skills related to students interacting with one another p. 489-490 and rubric for student self-assessment of SEL skills p. 593

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

1. **Communication With Families:** Establishes regular, two-way communication with families that:
   - 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	Strategies from the book *Instructional Practices That Maximize…*
Exceeds *Proficient* expectations through consistent high-quality practice with impact in the classroom or beyond, e.g., ○ 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	**Communication with Families** 1. Understands the stages of language acquisition and uses that knowledge to ensure parent/care givers received communication a their stage Introduction p. 12 2. Implements early and timely, proactive communication to establish positive relationships with parents/care givers p. 420-421 3. Obtains relevant information about parents/care givers and students to determine family preferences for language preferences and communication from the teacher/school p. 421-422 4. Provides (through the school) translation services to support a strong start in developing effective communication p 462-465 5. Facilitates active outreach through introductions and gentle connections with parents/care givers by being visible at locations such drop-up, pick-up, and after-school activities p.463-464 6. Initiates communication with linguistically, diverse parents/care givers to invite students to participate in after-school programs, and through grant opportunities such as extended-day, or -year programs p.464-465 7. Uses the stages of passive and active listening when conferencing with parents/care givers p.429-431 8. Collaborates with colleagues such as specialists, a parent outreach worker, and administrators p. 418-419 to create a list of essential documents (e.g. registration, student handbooks, report cards, progress reports, welcome letters, health forms, etc.) which are translated into commonly spoken home languages p. 464-465 9. Engages in making personal connections with parents/care givers and communicate ways in which they can support their students from home- *Top 10 List, How I can Help My Child Keep Up with Learning this Summer* P. 34 10. Listens to and obtains feedback from parents/care givers who are linguistically diverse and willing to share stories, opinions, and ideas so that staff gain insights to culture, belief systems, values and linguistic factors p 462-463 11. Implements strategies found in "Working Effectively with Parents and Care givers" (Chapter 9)

III-A: Communication continued		12. Facilitates successful curriculum-nights for parents/care givers p.437-440 13. Uses effective means of communication such as email, texting, newsletters, websites, student portfolios, and social media for parents/care givers p.440-450, 14. Strategies for Increasing Success in a Difficult Parent/Guardian Conference p.420-424 15. Facilitating a three way conference between a parent/guardian and another staff member or social service provider p. 425-426 16. Strategies for Engaging Uninvolved Parents/Care Givers p. 427-432

III-B: Engagement

Proficient

1. **Family Engagement:** Engages with families in a way that is equitable and collaborative by:
   - 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	**Strategies from the book *Instructional Practices That Maximize…***
Exceeds *Proficient* expectations through consistent high-quality practice with impact in the classroom or beyond, e.g., ○ 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	**Family Engagement** 1. Conducts effective parent/care giver conferences pp. 420-426 2. Uses strategies to involve the uninvolved parents/care givers pp. 426-429 3. Uses the stages of listening to increase parent/care givers involvement pp. 429-431 4. Uses strategies for difficult parent/care giver conferences (including case studies) pp. 431-432 5. Provides resources to parents/care givers for successful conferences and school-family collaboration (Tips for Success for Parents) pp. 432-433 6. Provides parents/care givers with tips to reduce the "summer slide" pp. 434-435) 7. Gives high quality curriculum night presentations to parents/care givers pp. 437-440 8. Uses email and text messaging to effectively to communicate with parents/care givers pp. 449-459 9. References the text, *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) 10. Communicates effectively with parents/care givers of students with disabilities (Chapter 9- "Working Effectively with Parents and Care givers") p. 453-461

III-C: Collaboration

Proficient

1. **Collaboration on Student Learning and Well-Being:** Partners with families to support students' learning and well-being by:
   - 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	**Strategies from the book *Instructional Practices That Maximize …***
Exceeds *Proficient* expectations through consistent high-quality practice with impact in the classroom or beyond, e.g., ○ 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	**Collaboration on Student-Learning and Well-Being** 1. Uses a broad repertoire of strategies for increasing the probabilities of positive interactions and collaboration with parents/care givers talking about their student(s), etc.) **See III-B Engagement** 2. Impacts of educator and parent/care giver collaboration p. 417-419 3. ELL/ML Home-School Communication p. 462-466 4. Collaborates effectively with parents/care givers by knowing the culture of the community- Differentiating Instruction for Subgroups of EL/ML students p. 334-338, Myths About Families from Poverty p. 349-350 5. Uses the stages of listening to increase parent/care givers involvement feelings of being a partner in their child's education pp. 429-431 6. Provides parents/care givers with "conference tips" pp.432-433 7. Seeks parents/care givers' input on what they would like to see in terms of change regarding their student's goals and progress- Conducts effective parent/care giver conferences pp. 420-426 8. Uses strategies to involve the uninvolved parents/care givers pp. 426-429 9. Shares resources including contact information and numbers for social services, guidance, school nurse, social worker, adjustment counselor with parents/care givers 10. Participates in team and IEP meetings, as applicable, to share insights on students' progress toward learning and/or behavioral goals

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

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.
2. **Goal-Setting:** Sets professional practice and student learning goals that:
   - 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.
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.

Exemplary	**Strategies from the book *Instructional Practices That Maximize Student Achievement***
Exceeds *Proficient* expectations through consistent high-quality practice with impact in the classroom or beyond, e.g., ○ 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	**Reflective Practice** 1. Engages in ongoing cycles of professional learning to ensure equity in practice and improve student learning across race, gender, language, disability, and ability Introduction p. 9 2. Participates in peer-reflection teams to improve on their own practice by examining their own practice- The Power of Collaboration p. 518-520 3. Develops and maintains the belief that all students are capable of high levels of achievement- Intelligence Theory and Its Connection to Motivation p. 340-341, moving from Deficit Perspective to Growth Mindset p. 342-343, moving from the belief the Intelligence is a Fixed Entity to a belief in Learnable Intelligence p. 347-370 4. Collaborates with colleagues and has ongoing dialogue about race, class, and privilege Principles of Success: Group Interdependence in professional Learning p. 521-524 5. Uses structural strategies for brain-compatible learning to improve practice and student learning- Chapter 8 The Brain and Student Learning 6. Implements culturally proficient responses to diversity and embeds the instructional strategies that will ensure that English Language Learners (Essays on succeeding with ELL/ML students p. Introduction 11, p. 39, p. 77, p. 136, p. 210, p. 265, p. 334, p. 375, p. 412, p. 462, p. 512, p. 579) and all learners with disabilities and abilities have equitable opportunities for learning (Essays on succeeding with students with learning disabilities/challenges: Introduction p. 10, p.37, p. 75, p.134, p. 208, p. 264, p. 332, p. 373, p. 409, p. 453, p. 508, p. 573) 7. Collaborative examination of student work 526-531

IV-A: Reflection & Professional Growth continued

8. Collaborative examination of student assessment data 530-531
9. Peer Coaching, Mentoring, and Teaming p. 532-536
10. Peer Facilitated Classroom Research p. 535-541
11. Collaborative Lesson Study p. 542-544
12. Peer Observation Inquiry Group 544-562

Goal-Setting

1. Collaborates with colleagues to assess student work
2. Uses results from reviewing student work and other assessment data to modify or make shifts in both professional and student goals- **Chapter 4** Using Teacher Made, Local, State/Provincial, and National Assessments to inform instruction

Professional Learning and Growth

1. Engages in ongoing cycles of professional learning to ensure equity in practice and improve student learning across race, gender, language, disability, and ability Introduction p. 9
2. Seeks out collaborative work with colleagues and creates an environment for continuous improvement known as the professional development change cycle Introduction p. 9- **See above Reflective Practice items 7-12**
3. Uses the findings from research and best practices in conjunction with previous experiences to inform instructional decisions in the classroom- **Review Chapter by Chapter Overview** found at Introduction p. 4 to determine where to find the research and best practices for each area of teaching- Introduction 6-8
4. Researches and shares the positive effects of job embedded educator collaboration with colleagues **See above Reflective Practice items 7-12**
5. Explains the stages of group development for peer facilitated professional development groups and help develop those stages when working in peer facilitated professional development groups -Collegial Professional Development Groups: Stages of Group Growth p. 522-53
6. Exhibits the characteristics of effective peer teams when working in a peer-facilitated professional development groups pp. 534-535
7. Maintains appropriate confidentiality when working in peer-facilitated professional development groups p. 523
8. Paraprofessional Meeting Survey Table 10.6 p. 488
9. Co-Teaching Developing High-Performing Teams **Chapter 10-** Research Base for Co-teaching p. 468-469, What Co-Teaching is and is Not and the Essentials of Co-Teaching and Consequences of Its Absence p. 469-473 (see the comparison chart in figure 10.1), Models of Co-Teaching p. 474-485, Roles of Paraprofessional and Co-Teacher p. 486-488, Planning for Co-Teaching 490-506

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.

	Exemplary	**Strategies from the book *Instructional Practices That… (gb)***
IV-B: Shared Responsibility, Collaboration, & Decision-Making	Exceeds *Proficient* expectations through consistent high-quality practice with impact in the classroom or beyond, e.g., ○ 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	**Shared Responsibility** 1. Ensures that learning expectations align with school-wide culture expectations that promote equity both culturally and linguistically p. 4-5, p. 84-85, pp. 293-294 2. Implements an effective, classroom management plan that aligns with school-wide behavior routines and expectations for all students- Chapter 3: "The Social, Emotional, and Instructional Components of Classroom Management" 3. Develops teacher-student and student-student relationships as strong motivators for positive behavior inside and outside the classroom pp.85 – 88 **Professional Collaboration** 1. Effectively collaborates with colleagues to establishes group norms, sets goals, collects and analyzes data about students using the input from specialists, department staff, teaching teams, co-teaching teams, special educators, paraeducators, English Language Learner specialists, and support staff (**Chapter3:** Social, Emotional, and Instructional Components of Classroom Management) and (**Chapter 10:** Co-Teaching – Developing High Performing Teams) 2. Collaboratively participates and collegial professional learning activities such as: a. examination of student work 526-531 b. examination of student assessment data 530-531 c. Peer Coaching, Mentoring, and Teaming p. 532-536 d. Peer Facilitated Classroom Research p. 535-541 e. Lesson Study p. 542-544 f. Peer Observation Inquiry Group 544-562 3. Collaborates with colleagues to teach students about growth mindset, grit, and learnable intelligence differences since these must be

IV-B: Shared Responsibility, Collaboration, & Decision-Making continued		consistently developed over all grade levels and content areas (pp. 339-370) 4. Collaboratively shares responsibility for ML, special education, 504 students, and those with other learning challenges: a. **Essays on succeeding with ELL/ML students** p. Introduction 11, p. 39, p. 77, p. 136, p. 210, p. 265, p. 334, p. 375, p. 412, p. 462, p. 512, p. 579) and b. **Essays on succeeding with students with learning disabilities/challenges:** Introduction p. 10, p.37, p. 75, p.134, p. 208, p. 264, p. 332, p. 373, p. 409, p. 453, p. 508, p. 573) 5. Works collaboratively with co-teachers, paraprofessionals, and other educators demonstrating the SEL skills in Self Management p. 589, Social Awareness, and Relationships p. 590. Collaborates effectively with when working with students as a team- **Chapter 10** Co-Teaching Developing High-Performing Teams 6. Co-Teaching Developing High-Performing Teams **Chapter 10-** Research Base for Co-teaching p. 468-469, What Co-Teaching is and is Not and the Essentials of Co-Teaching and Consequences of Its Absence p. 469-473 (see the comparison chart in figure 10.1), Models of Co-Teaching p. 474-485, Roles of Paraprofessional and Co-Teacher p. 486-488, Planning for Co-Teaching 490-506 **Decision-Making** 1. Contributes ideas and expertise in planning and decision-making for areas such as: department meetings, peer collaboration inquiry groups, school initiatives and/or for grade level(s) (Chapter 11 Job-Embedded Professional Development) 2. 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 p. 589-590, p. 593. 3. Demonstrates the SEL skills related to Responsible Decision Making p. 589.

IV-C: Professional Responsibilities

Proficient

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.

2. **Professional Responsibilities:** Fulfills all routine professional responsibilities, including:
   - 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	**Strategies from the book *Instructional Practices That Maximizes…***
Exceeds *Proficient* expectations through consistent high-quality practice with impact in the classroom or beyond, e.g., ○ Models sound professional judgment ○ Fulfills all professional responsibilities to high standards and models this practice for others, including students	As noted at the outset of the document, the book *Instructional Practices That Maximize Student Achievement* has 580 pages in 11 chapters. The focus of that book is on teacher knowledge of research based instructional strategies and knowledge of their students and how they learn. In that book we have above noted areas related to working effectively with colleagues during collaborative professional learning as is discussed in-depth in Chapter 11. As noted above we have identified specific protocols and measurements of success of how effectively teachers work with one another developing their skills. In chapter 9 we have identified in-depth the effective practices for successfully completing professional responsibilities as they relate to working with parents and care givers. IV-C Professional Responsibilities is an essential element that moves beyond these two areas. Fifty years of work on educator evaluation has shown us that a proficient or exemplary teacher also complete organizational responsibilities that are vital to a school or district's mission. Some of these include: 1. Serving on curriculum committees 2. Professionally resolving disagreements and/or conflicts with colleagues or parents/care givers 3. Appropriate deportment and participation in faculty meetings, teacher meetings, professional learning sessions, and other adult collaboration meetings. 4. Chapter 5 of our book *Supervision and Evaluation of Teachers, School Clinical Staff, and Administrators: The Educational, Social, Emotional, and Procedural* we identify 25 categories of teacher and S.I.S.P. responsibilities that can be categorized under professional responsibilities (not directly to servicing students). Chapter 2 of our book *Supervision and Evaluation of Teachers, School Clinical Staff, and Administrators: The Educational, Social, Emotional, and Procedural* p. 77-101 describes specific behaviors that can be observed in teachers who are demonstrating the five **adult** social emotional learning skills important to be a successful teacher, S.I.S.P. administrator, or in any work environment.

Acknowledgements

Principal and Teacher Advisory Cabinet, 2021-2022

Dr. Jorge Allen, Director of English Learner Programs, Wellesley Public Schools
Damian Aufiero, History Teacher, Boston Public Schools
Lakia Baymon, Principal, Springfield Public Schools
Rebecca Bell, Fifth Grade Teacher, Arlington Public Schools
Maya Birks, Special Education Teacher, Holyoke Public Schools
Michelle Charles, ESL Teacher, Woburn Public Schools
Dr. E. Orlando Darlington, Spanish Teacher, Stoneham Public Schools
Monique DeBarros, Director of Student Support Services, Boston Preparatory Charter School
Purnima DeMorais, Interim Principal, Tewksbury Public Schools
Ricardo Dobles, Principal, Waltham Public Schools
Christopher Dodge, Principal, Orange Public Schools
Kate Dormeus, Head of School, Excel Academy Charter Schools
Timothy Eagan, Grade 6-12 World Languages Department Head, Wellesley Public Schools
Julie Feeney, Spanish World Language Teacher, Worcester Public Schools
Marta García, Teacher of Multilingual Students, Salem Public Schools
Stephen Guerriero, Social Studies Teacher, Needham Public Schools
Lisa Hanifan, First Grade Teacher, Malden Public Schools
Amy Heffernan, Wellness Teacher, Scituate Public Schools
Reuben Howard, Instructional Coach, Boston Public Schools
Frederick Hurst, Associate Principal, Springfield Public Schools
Gabrielle Jackson, Resident Principal, Springfield Empowerment Zone
Sarah Marie Jette, Fourth Grade Teacher, Arlington Public Schools
Jessica Johnson, Math Instructional Leadership Specialist, Springfield Public Schools
Dr. Tasha Jones, Dean of Curriculum and Instruction, Springfield Public Schools
Peter Lantaigne, Assistant Principal, Pathfinder Regional Vocational Technical High School
Ruby Maestas, Principal, Carver Public Schools
Steven Martin, Interim Principal, Woburn Public Schools
Sarah McLaughlin, Principal, Lawrence Public Schools
Vivian McNeeley, ELL Teacher, Andover Public Schools
Antonelli Mejia, Assistant Principal, Boston Public Schools
Tamy-Feé Meneide, Director of College and Career Pathways, Neighborhood House Charter School
Jayashree Pillai, Math Teacher, Natick Public Schools
Desiree Robinson, Mathematics Instructional Leadership Specialist, Springfield Public Schools
Caitlan Sheehan, Director of Diversity, Equity, and Inclusion, Duxbury Public Schools
Gavin Smith, Principal, Boston Public Schools
Dr. Paula Starnes, ELA and Special Education Teacher, Springfield Public Schools
María Valarezo, Early Childhood Special Education and ESL Teacher, Boston Public Schools
Dr. Sonya White Hope, Music Teacher, Boston Public Schools
Dr. Jedediyah Williams, Mathematics and Computer Science Teacher, Nantucket Public Schools
Gerald Yung, Principal, Cambridge Public Schools

Family Roundtable Participants

Donna Alvarez, Brockton Public Schools
Adrienne Berry, Orange Public Schools
Darryl Bullock, Arlington Public Schools
Dr. Angela Burke, Brockton Public Schools
Linda Calkins, Springfield Public Schools
Eugenia Corbo, Boston Public Schools
Geraldine Dagraca, Brockton Public Schools
Mallory L. Ellis, Orange Public Schools
Jennifer Gabriel, Springfield Public Schools
Michèle Harris, Brockton Public Schools
Patricia Hernandez, Springfield Public Schools
Mercedes Hernandez-Rondon, Lawrence Public Schools
Cathy Lange-Mazanec, Springfield Public Schools
Tatiana Lara Melendez, Leominster Public Schools
Stephany Lazzaro, Brockton Public Schools
Maria Gomes, Brockton Public Schools
Blanca Marroquin, Boston Public Schools
Xiomaily Medina, Brockton Public Schools
Meredith Nelson, Scituate Public Schools
Jorge Nuñez, Brockton Public Schools
Lisa Olivar, Brockton Public Schools
Felismina Palma, Brockton Public Schools
Ryan A. Racette, Carver Public Schools
Brenda Ramsey, Boston Public Schools
Limary Rivera, Springfield Public Schools
Ysmael Rondon, Lawrence Public Schools
Kathleen Saltis, Hampshire Public Schools
Nikki SandersSmead, Scituate Public Schools
James T. Samuel, Springfield Public Schools
Ellen Subramaniam, Wellesley Public Schools
New Bedford Public Schools Family Members
With support from
Julia Blanchette, Registration Specialist, Brockton Public Schools
Elizangela DePina, Community Liaison, Brockton Public Schools
Jennifer Ferland, Executive Director of Strategic Initiatives & Partnerships, New Bedford Public Schools
Nicole Ferreira, Wrap Manager, New Bedford Public Schools
Barbara Lora, English Language Acquisition Coach, Brockton Public Schools
Dr. Soraya Présumé Calixte, Specialist of Parent Engagement, Brockton Public Schools
Dr. Karen L. Spaulding, Director of Hiring, Educator Evaluation & Supervision, Brockton Public Schools

Student Roundtables

Amherst-Pelham Regional High School, Amherst-Pelham Regional Public Schools
With support from
Sara Barber-Just, English Department Head

Andover High School, Andover Public Schools
With support from
Joanna Ganci, ELA Program Coordinator 6-12
Hannah Tolla, Director of Data, Accountability & Financial Analytics

Lawrence High School, Lawrence Public Schools
With support from
Nelson Butten, Director of Family, Student and Community Partnerships
Cynthia Paris, Superintendent

Springfield Honors Academy, Springfield Public Schools
with support from
Grace Howard-Donlin, Principal
Kristy Synnott, Director of Student Life
Michelle Rodriguez, Principal's Clerk

DESE thanks The Nellie Mae Education Foundation *for their generous support of the Principal and Teacher Advisory Cabinet and Student and Family Roundtables.*

MA Department of Elementary and Secondary Education

Claire Abbott, Director of Educator Effectiveness, Center for Instructional Support
Siobhan Allen, Educator Effectiveness Specialist, Center for Instructional Support
Andréa Coté, Assistant Director of Educational Technology **Shannon Clancy,** Educator Effectiveness Coordinator, Center for Instructional Support
Martha Daigle, Family Engagement Coordinator, Office of Special Education Planning and Policy
Anne DeMallie, Digital Literacy and Computer Science Content Lead, Center for Instructional Support
Shay Edmond, Senior Associate Commissioner, Center for Strategic Initiatives
Russell Fenton, Adult & Community Learning Services Team Leader, Center for Educational Options
Susan Fischer, Access and Equity Associate, Statewide System of Support
Erin Hashimoto-Martell, Associate Commissioner, Center for Instructional Support
Esther Jeong, Coordinator of Accountability Monitoring, Center for Educational Options
Elana McDermott, Research and Policy Analyst, Office of Planning and Research
Holly-Anne Neal, Special Education Systems Improvement Supervisor, Office of Special Education Planning and Policy **Woodly Pierre-Louis**, ELA/Literacy Content Support Lead, Center for Instructional Support
Michelle Ryan, Associate Commissioner, Kaleidoscope Collective for Learning
David Valade, Language Acquisition Support Lead, Office of Language Acquisition
Craig Waterman, Assistant Director of Instructional Policy, Center for Instructional Support
Lisa Weinstein, College, Career & Technical Education Liaison, Center for Educational Options
Anna Zannetos, Educator Effectiveness Specialist, Center for Instructional Support
Lindsay Zorich, Assistant Director of Educator Preparation, Center for Instructional 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.