



MASSACHUSETTS

Department of Elementary
and Secondary Education

Model Rubric for Classroom Teacher Evaluation

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CLASSROOM TEACHER RUBRIC for EDUCATOR EVALUATION

The model rubrics for educator evaluation are grounded in DESE's Educational Vision for effective teaching and leadership, and reflect input¹ 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.

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.

¹ DESE partnered with educators on the 2021-22 Principal and Teacher Advisory Cabinets as the key advisory group for this project. We also received input and feedback from students and families through a series of Student and Family Roundtables. For more information about these contributors, please see [Acknowledgements](#).

² See DESE's Educational Vision: <https://www.doe.mass.edu/commissioner/vision/>.

³ See [Appendix](#).

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 five 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.

⁴ This rubric includes examples of ways that educators may demonstrate Exemplary, Needs Improvement, or Unsatisfactory performance of each Indicator (indicated after "e.g."). This is meant to illustrate, not prescribe, evidence that an educator "exceeds Proficient expectations," "demonstrates some progress towards meeting Proficient expectations," or "demonstrates performance consistently below the standard."

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

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

STANDARD I: Curriculum, Planning, and Assessment

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

I-A: Curriculum & Planning

Proficient

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

Unsatisfactory

Does not demonstrate adequate progress towards meeting *Proficient* expectations, or performance is consistently below the standard, e.g.,

- Demonstrates limited knowledge of the subject matter and/or its pedagogy
- Rarely provides grade-level appropriate, relevant, and differentiated learning experiences for all students
- Inadequately implements curricular materials to support evidence-based, inclusive and culturally sustaining instruction

Needs Improvement

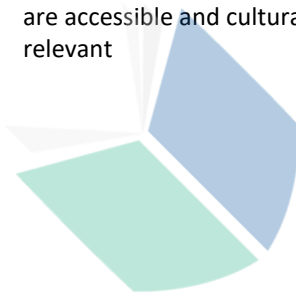
Demonstrates some progress towards meeting *Proficient* expectations, with areas for growth in quality, scope, or consistency, e.g.,

- Demonstrates developing knowledge of the subject matter and/or its pedagogy
- Provides learning experiences that are not consistently grade-level appropriate, relevant or differentiated to enable all students to be successful
- Demonstrates some elements of curriculum literacy, but does not consistently implement curricular materials to support evidence-based, inclusive and culturally sustaining instruction

Exemplary

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

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

I-B: Assessment	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.		
	Unsatisfactory	Needs Improvement	Exemplary
	Does not demonstrate adequate progress towards meeting <i>Proficient</i> expectations, or performance is consistently below the standard, e.g., - Administers required assessments only; or may not adequately measure or track student growth or progress towards meeting or exceeding grade-level standards and/or individual learning goals - Rarely employs strategies to ensure assessment practices are accessible and culturally relevant 	Demonstrates some progress towards meeting <i>Proficient</i> expectations, with areas for growth in quality, scope, or consistency, e.g., - Administers assessments to measure student learning but may not consistently check for individual student understanding or measure progress towards meeting or exceeding grade-level standards and/or individual learning goals - Sometimes employs strategies to ensure assessment practices are accessible and culturally relevant	Exceeds <i>Proficient</i> 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 assessments

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.		
	Unsatisfactory	Needs Improvement	Exemplary
	Does not demonstrate adequate progress towards meeting <i>Proficient</i> expectations, or performance is consistently below the standard, e.g., - Does not draw conclusions or make adjustments to practice based on student data beyond minimal requirements - Rarely shares conclusions about student progress with appropriate colleagues - Provides limited or inappropriate feedback to students and families on student progress	Demonstrates some progress towards meeting <i>Proficient</i> expectations, with areas for growth in quality, scope, or consistency, e.g., - Analyzes assessment data for whole-group trends but may not yet routinely notice patterns for individual students or student groups - Makes occasional or minor adjustments to practice or modifications to future instruction based on analysis of assessment data - Occasionally shares conclusions about student progress with colleagues, students, and families and/or occasionally seeks feedback about practices that will support improved student learning	Exceeds <i>Proficient</i> 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

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.

Unsatisfactory

Does not demonstrate adequate progress towards meeting *Proficient* expectations, or performance is consistently below the standard, e.g.,

- Establishes low expectations for some or all students
- Rarely delivers engaging and inclusive instruction that supports all students to meet grade-level standards
- Uses limited or inappropriate practices to accommodate and support individual differences

Needs Improvement

Demonstrates some progress towards meeting *Proficient* expectations, with areas for growth in quality, scope, or consistency, e.g.,

- May state high expectations but provides few or limited supports for students to meet them
- Uses instructional practices that engage some students but leaves others uninvolved and/or passive participants
- Uses some appropriate inclusive practices

Exemplary

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

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

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).

Unsatisfactory

Does not demonstrate adequate progress towards meeting *Proficient* expectations, or performance is consistently below the standard, e.g.,

- Does not adequately establish systems to promote a safe and collaborative learning environment for all students
- Provides few opportunities for students to take ownership of their learning or exercise critical thinking

Needs Improvement

Demonstrates some progress towards meeting *Proficient* expectations, with areas for growth in quality, scope, or consistency, e.g.,

- Establishes some systems and routines that promote a safe and collaborative learning environment, but implementation is inconsistent or ineffective
- Provides some opportunities for students to take ownership of their learning and exercise critical thinking, but may not develop these skills for all students

Exemplary

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

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.

⁵ This element is included based on a growing body of research that broadens the definition of teacher efficacy beyond test outcomes. See Gershenson, S. (2016); Jackson, C. K. (2018); Kraft, M. A. (2019); Liu, J., & Loeb, S. (2021); Backes, B., Cowan, J., Goldhaber, D., & Theobald, R. (2022a and 2022b).

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.		
	Unsatisfactory	Needs Improvement	Exemplary
	Does not demonstrate adequate progress towards meeting <i>Proficient</i> expectations, or performance is consistently below the standard, e.g., - Infrequently communicates with families - Communications are inappropriate or culturally insensitive	Demonstrates some progress towards meeting <i>Proficient</i> expectations, with areas for growth in quality, scope, or consistency, e.g., - Relies primarily on one-way communication methods - Inconsistently uses culturally and linguistically responsive methods and formats for communications with families	Exceeds <i>Proficient</i> 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

Standard III: Family and Community Engagement

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.		
	Unsatisfactory	Needs Improvement	Exemplary
	Does not demonstrate adequate progress towards meeting <i>Proficient</i> expectations, or performance is consistently below the standard, e.g., ○ Does not meet the school's minimum expectations for family engagement ○ Rarely welcomes families to engage as partners in the classroom and school community	Demonstrates some progress towards meeting <i>Proficient</i> expectations, with areas for growth in quality, scope, or consistency, e.g., ○ Demonstrates some effort to engage families as partners in the classroom or school community but may not provide an adequate variety of opportunities	Exceeds <i>Proficient</i> 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

Standard III: Family and Community Engagement

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.		
	Unsatisfactory	Needs Improvement	Exemplary
	Does not demonstrate adequate progress towards meeting <i>Proficient</i> expectations, or performance is consistently below the standard, e.g., Does not collaborate with families as partners to support student learning and well-being	Demonstrates some progress towards meeting <i>Proficient</i> expectations, with areas for growth in quality, scope, or consistency, e.g., Collaborates with families on a limited basis and/or may not fully leverage families' knowledge and expertise as assets	Exceeds <i>Proficient</i> 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



STANDARD IV: Professional Culture

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

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.

IV-A: Reflection & Professional Growth

Unsatisfactory

Does not demonstrate adequate progress towards meeting *Proficient* expectations, or performance is consistently below the standard, e.g.,

- Demonstrates limited reflection on practice and/or use of insights gained to improve practice
- Sets goals that are vague and/or unrelated to one's self-assessment or analysis of student data
- Does not participate in professional learning opportunities and/or fails to apply new learning to practice

Needs Improvement

Demonstrates some progress towards meeting *Proficient* expectations, with areas for growth in quality, scope, or consistency, e.g.,

- Sometimes reflects on effectiveness of instruction but may not consider how one's identities, biases, or practices impact student learning and well-being
- Sets goals that are vague and/or based on a limited self-assessment or analysis of student data
- Participates only in required professional learning activities and/or inconsistently or inappropriately applies new learning to improve practice

Exemplary

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

Standard IV: Professional Culture

IV-B:
Shared
Responsibility,
Collaboration,
& Decision-
Making

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.

Unsatisfactory

Does not demonstrate adequate progress towards meeting *Proficient* expectations, or performance is consistently below the standard, e.g.,

- Rarely reinforces schoolwide culture and learning expectations
- Rarely and/or ineffectively collaborates with colleagues
- Does not contribute relevant ideas and expertise to planning and decision-making at the school, department, and/or grade-level

Needs Improvement

Demonstrates some progress towards meeting *Proficient* expectations, with areas for growth in quality, scope, or consistency, e.g.,

- Inconsistently reinforces schoolwide culture and learning expectations, within and beyond the classroom
- Collaborates and communicates with some appropriate colleagues in support of shared goals for student learning
- Occasionally contributes relevant ideas and expertise to planning and decision-making at the school, department, and/or grade-level

Exemplary

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

Standard IV: Professional Culture

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.		
	Unsatisfactory	Needs Improvement	Exemplary
	Does not demonstrate adequate progress towards meeting <i>Proficient</i> expectations, or performance is consistently below the standard, e.g., - Demonstrates poor professional judgment, fails to adhere to the school or district code of ethics, and/or discloses confidential student information inappropriately - Frequently fails to meet professional responsibilities	Demonstrates some progress towards meeting <i>Proficient</i> expectations, with areas for growth in quality, scope, or consistency, e.g., - Sometimes demonstrates questionable professional judgment or insufficient knowledge of the school or district's existing code of ethics, and/or inadvertently shares confidential information - Meets professional responsibilities with some inconsistency	Exceeds <i>Proficient</i> 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

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Amy Heffernan, Wellness Teacher, Scituate Public Schools
Reuben Howard, Instructional Coach, Boston Public Schools
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Gabrielle Jackson, Resident Principal, Springfield Empowerment Zone
Sarah Marie Jette, Fourth Grade Teacher, Arlington Public Schools
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Peter Lantaigne, Assistant Principal, Pathfinder Regional Vocational Technical High School
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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
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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

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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
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Mercedes Hernandez-Rondon, Lawrence Public Schools
Cathy Lange-Mazanec, Springfield Public Schools
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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
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Brenda Ramsey, Boston Public Schools
Limary Rivera, Springfield Public Schools
Ysmael Rondon, Lawrence Public Schools
Kathleen Saltis, Hampshire Public Schools
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Ellen Subramaniam, Wellesley Public Schools
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Student Roundtables

Amherst-Pelham Regional High School, Amherst-Pelham
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Andover High School, Andover Public Schools

With support from

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Grace Howard-Donlin, Principal

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Glossary of Terms

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



Appendix: Effective Practice from Preparation through Employment

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

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

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

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

CAP Essential Elements:

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

Considerations for School and District Leaders

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