Fall River Public Schools

Educator Evaluation Handbook

September 2013

Table of Contents

Overview **2**

Evaluation Cycle **4**

Definitions **5**

Evaluation Training and Orientation **8**

Educator Plan Cycle:

- **Self- Assessment** **9**
- **Goal setting** **10**
- **Plan Development** **11**
- **Collection of Evidence** **14**
- **Observations** **16**
- **Evidence Used In Evaluation** **19**
- **Formative Evaluation** **20**
- **Summative Evaluation** **22**

Short-Term Intervention **25**

Timelines **26**

General Provisions **27**

Forms:

- **Self-Assessment** **28**
- **Educator Plan Development (Section 1- Goals)** **29**
- **Educator Plan Development (Section 2-Planned Activities)** **30**
- **Collection of Evidence** **31**
- **Unannounced Observation** **32**
- **Pre-Observation (Announced) Conference** **33**
- **Post-Observation (Announced) Conference** **35**
- **Formative Evaluation Report** **36**
- **Summative Evaluation Report** **39**
- **Short-Term Intervention (Section 1- Intervention Action Steps)** **42**
- **Short-Term Intervention (Section 2- Progress)** **43**
- **Educator Response** **44**
- **Setting SMART Goals Guide** **45**
- **Teacher Rubric** **48**
- **Specialized Instructional Support Personnel Rubric** **63**

Overview

On June 28, 2011, the Massachusetts Board of Elementary and Secondary Education (ESE) adopted new regulations to guide the evaluation of all educators serving in positions requiring a license (e.g., teachers, principals, superintendents and other administrators) (ESE, School-Level Planning and Implementation Guide, January 2012). The regulations are designed to:

- Promote leaders' and teachers' growth and development; place student learning at the center of the process using multiple measures of student learning, 603 CMR 35.01(2)(a);
- Provide a record of facts and assessments for personnel decisions, 35.01(2)(b);
- Ensure every school committee has a system to enhance the professionalism and accountability of teachers and administrators that will enable them to assist all students perform at high levels, 35.01(3); and
- Assure effective teaching and administrative leadership 35.01(3).

The regulations called on the Elementary and Secondary Education (ESE) to develop a model comprehensive educator evaluation system to be used as an exemplar for use by districts. School districts have the option to adopt the model system, adapt it to their local context, or revise their existing system so that it conforms to the educator evaluation regulations.

The regulations also require local district and associated local unions to approve contract language that is based on M.G.L., c71§ 38; M.G.L.c150E, the Educator Evaluation regulations, 603 CMR 35.00 et seq.; and the ESE Model System. In the event of a conflict between this collective bargaining agreement and the governing laws and regulations, the laws and regulations will prevail.

The Educator Evaluation Work Group

A work group consisting of teachers and administrators from all levels of the Fall River Public Schools joined together to develop the Educator Evaluation Handbook. The work group elected to adapt the Massachusetts Department of Elementary and Secondary Education (ESE) Model System for Educator Evaluation.

Work Group members are:

Brian Bennett, Teacher, Durfee H.S.
Sheryl Biss, Principal, Henry Lord M.S.
Pauline Botelho, Teacher, Morton, M.S.
Meg Christ, Principal, Viveiros Elementary
Maureen Crisafulli, Vice Principal, Kuss M.S.
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Maria Pontes, Principal, Doran Elementary
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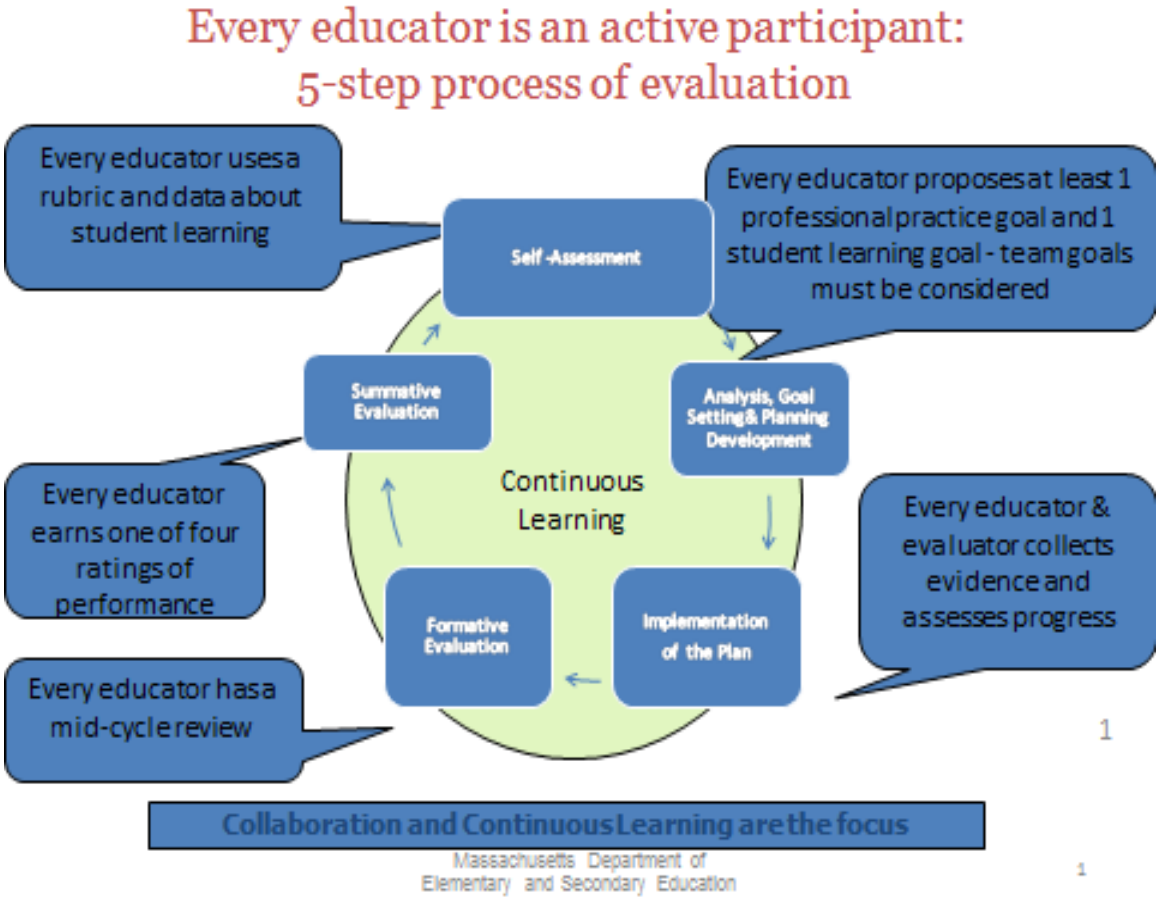
Ann Marie Savaria, Teacher, Morton M.S.
Mary Ellen Shaw, Principal, Stone Day School
Jason Souza, Redesign Coach, Henry Lord M.S.
Kenneth Ward, Department Head, Kuss M.S.
Work Group Advisers are:
Phil Katz, Massachusetts Teachers Association
Linelle Clark-Brown, Center for Collaborative Education
Dan French, Center for Collaborative Education

The Educator Evaluation Work Group will remain a standing work group in order to review and refine the evaluation procedures, forms, and process outlined within this handbook as they are implemented. On a periodic basis, and not less than once per year over the next three years, the Joint Work Group will meet to review the evaluation system and determine whether changes are needed to address ESE direction, changes in statutory requirements, and/or lessons learned from local implementation. A formal mechanism for gathering feedback and information from both teachers and administrators will be designed and implemented to gain local teacher feedback on the educator evaluation system. Any changes to the handbook will be recommended by the Joint Work Group and subject to ratification by the members of the Fall River Educators' Association and the Fall River Public School Committee.

EVALUATION CYCLE

The ESE regulations require all educators to participate in an ongoing 5-step continuous improvement cycle, resulting in educators receiving a summative rating based on both their performance against the standards and indicators within the regulations. The FRPS Educator Evaluation Model adapted the ESE model system which includes the five-component process that all Educators follow consisting of 1) Self-Assessment; 2) Goal-setting and Educator Plan development; 3) Implementation of the Plan; 4) Formative Evaluation and 5) Summative Evaluation.



DEFINITIONS

A) **Artifacts of Professional Practice**: Products of an Educator's work and student work samples that demonstrate the Educator's knowledge and skills with respect to specific performance standards

B) **Caseload Educators**: Educators who teach or counsel individuals or small groups of students through consultation with the regular classroom teacher, for example, speech and language pathologist, occupational therapist, physical therapist and content coaches.

C) **Classroom teacher**: Educators who teach prek-12 whole classes, and teachers of special subjects such as art, music, library, computer technology and physical education. Classroom teachers may also include special education teachers, interventionist and reading specialists who teach whole classes.

D) **Categories of Evidence:** Multiple measures of student learning, growth, and achievement; examples of evidence include observations and artifacts of professional practice, and additional evidence relevant to one or more Standards of Effective Teaching Practice.

E) **District-Determined Measures**: Measures of student learning, growth and achievement related to the Massachusetts Curriculum Frameworks, Massachusetts Vocational Technical Education Frameworks, or other relevant frameworks, that are comparable across grade or subject level district-wide. These measures may include, but shall not be limited to: portfolios approved commercial assessments, district-developed pre and post unit and course assessments, and capstone projects.

F) **Educator(s)**: Inclusive term that applies to classroom teachers and caseload educators.

G) **Educator Plan**: The growth or improvement actions identified as part of each Educator's evaluation. The type of plan is determined by the Educator's career stage, overall performance rating, and the rating of impact on student learning, growth and achievement. (Reference- Educator Plan Development section of this document for detailed explanation)

H) **ESE:** The Massachusetts Department of Elementary and Secondary Education.

I) **Evaluation:** The ongoing process of defining goals and identifying, gathering, and using information as part of a process to improve professional performance (the "formative evaluation") and to assess total job effectiveness and make personnel decisions (the "summative evaluation").

J) **Evaluator:** Any person designated by a superintendent who has responsibility for observation and evaluation. In the Fall River Public Schools, each person will have one evaluator who is responsible for determining performance ratings. Educators assigned to more than one building will be evaluated by the appropriate administrator at the site where the individual is assigned most of the time. The Educator shall be notified in writing the name of his/her assigned evaluator.

K) **Evaluation Cycle:** A five-component process that all Educators following consisting of 1) Self-Assessment; 2) Goal-setting and Educator Plan development; 3) Implementation of the Plan; 4) Formative Evaluation; and 5) Summative Evaluation.

L) **Experienced Educator:** An educator with Professional Teacher Status (PTS).

M) **Family:** includes students' parents, legal guardians, foster parents, or primary caregivers.

N) **Formative Evaluation**: The process used to assess progress towards attaining goals set forth in the Educator plans, performance on standards, or both. This process may take place at any time(s) during the cycle of evaluation, but typically takes place at mid-cycle.

O) **Goal:** A specific, actionable, and measurable area of improvement as set forth in an Educator's plan. A goal may pertain to any or all of the following: Educator practice in relation to Performance Standards, Educator practice in relation to indicators, or specified improvement in student learning, growth and achievement. [Reference Goal Setting section of this document for detailed explanation]

P) **Measurable:** That which can be classified or estimated in relation to a scale, rubric, or standards.

Q) **Multiple Measures of Student Learning:** Measures must include a combination of classroom, school and district assessments, student growth percentiles on state assessments, if state assessments are available, and student MEPA gain scores. This definition may be revised as required by regulations or agreement of the parties upon issuance of ESE guidance.

R) **Observation:** A data gathering process that includes notes and judgments made during one or more classroom or worksite visits(s). There are two types of observations, unannounced and announced. [Reference Observation section of this document for detailed explanation]

S) **Parties:** The parties to this agreement are the Fall River School Committee and the Fall River Educators Association.

T) **Performance Rating**: Describes the Educator's performance on each performance standard and overall performance rating. There shall be four performance ratings:

i. **Exemplary:** the Educator's performance consistently and significantly exceeds the requirements of a standard or overall. The rating of exemplary on a standard indicates that practice significantly exceeds proficient and could serve as a model of practice on that standard district-wide.

ii. **Proficient:** the Educator's performance fully and consistently meets the requirements of a standard or overall. Proficient practice is understood to be fully satisfactory.

iii. **Needs Improvement:** the Educator's performance on a standard or overall is below the requirements of a standard or overall, but is not considered to be unsatisfactory at this time. Improvement is necessary and expected.

iv. **Unsatisfactory:** the Educator's performance on a standard or overall has not significantly improved following a rating of needs improvement, or the Educator's performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

U) **Professional Teacher Status**: PTS is the status granted by an Educator pursuant to M.G.L. c.71, section 41.

V) **Rating Impact on Student Learning:** A rating of high, moderate or low based on trends and patterns on state assessments and district-determined measures. The parties will negotiate the process for using state and district-determined measures to arrive at an Educator's rating of impact on student learning, growth and achievement, using guidance and model contract language from the ESE.

W) **Rating of Overall Educator Performance:** The Educator's overall performance rating is based on the Evaluator's professional judgment and examination of evidence of the Educator's performance against the four Performance Standards and the Educator's attainment of goals set forth in the Educator Plan, as follows:

i. Standard 1: Curriculum, Planning and Assessment
ii. Standard 2: Teaching All Students
iii. Standard 3: Family and Community Engagement
iv. Standard 4: Professional Culture
v. Attainment of Professional Practice Goal(s)
vi. Attainment of Student Learning Goal(s)

X) **Rubric:** The rubrics are a scoring tool used for the Educator's self-assessment, the formative and summative evaluation. The parties adopted the ESE model rubrics for Classroom Teachers exactly as published in January 2012; and the ESE rubric for Specialized Instructional Support Personnel exactly as published in March 2012 [Reference Rubrics section of this document for detailed explanation]. The rubrics are used to rate Educators on Performance Standards which consist of:

i. Standards: Describes broad categories of professional practice
ii. Indicators: Describes aspects of each standard
iii. Elements: Defines the individual components under each indicator
iv. Descriptors: Describes practice at four levels of performance for each element

Y) **Self-Assessment:** Educators analyze student data to reflect on their performance in order to propose a minimum of one student learning goal and one professional practice goal individually and/or in teams. [Reference Self-Assessment section of this document for detailed explanation]

Z) **Short-Term Intervention:** A short-term intervention may be implemented any time during the evaluation cycle if an evaluator determines that the educator's performance is of concern in a specific standard or goal. [Reference Short-term Intervention section of this document for detailed explanation]

AA) **Summative Evaluation:** An evaluation used to arrive at a rating on each standard, an overall rating, and as a basis to make personnel decisions. [Reference Summative Evaluation section of this document for detailed explanation]

BB) **Trends in student learning:** At least two years of data from the district-determined measures and state assessments used in determining the Educator's rating on impact on student learning as high, moderate or low.

EVALUATION TRAINING AND ORIENTATION

By November 1st of the first year of this agreement, all Educators shall complete a professional learning activity/training about self-assessment and goal-setting satisfactory to the superintendent and principal. Any Educator hired after the November 1st date and who has not previously completed such an activity, shall complete such a professional learning activity about self-assessment and goal-setting within three months of the date of hire. The district through the superintendent shall determine the type and quality of the learning activity based on guidance provided by ESE.

At the start of each school year, the superintendent, principal or designee shall conduct a meeting for Educators and Evaluators focused substantially on educator evaluation. The superintendent, principal, or designee shall:

i. Provide an overview of the evaluation process, including goal setting and the educator plans and the district's vision, mission, and core values.
ii. Provide all Educators with directions for obtaining a copy of the forms used by the district.
iii. The faculty meeting may be digitally recorded to facilitate orientation of Educators hired after the beginning of the school year.

SELF-ASSESSMENT

The first task of the educator on the evaluation system is to complete a self-assessment and propose goals. Educators who have their plan changed in the middle of a school year will skip the Self-Assessment phase and start with Goal Setting and Plan Development. Using the Educator Self-Assessment Form, the educator is to assess his/her past practice, noting strengths and areas of concern. This is to be completed solely by the educator and shared with his/her evaluator by **October 1st or within four weeks of the start of their employment at the school.**

There are three parts to the self-assessment: "Analysis of Evidence of Student Learning, Growth and Achievement", "Assessment of Practice against Performance Standards," and the drafting of proposed goals.

Part 1: Analysis of Evidence of Student Learning, Growth and Achievement

In this section, briefly summarize areas of strength and high-priority concerns around the learning, growth and achievement of the students under your responsibility. Where possible, you should support your assessment with evidence including results from assessments, disaggregating data on specific populations as needed.

Part 2: Assessment of Practice Against Performance Standards - Performance Ratings

In this section, briefly summarize an assessment of practice for each of the four Performance Standards of effective practice using the Rubric. Focus your summary on 1-2 areas of strength and 1-2 high-priority areas for growth. Areas for growth can target specific sub-indicators or generalize across multiple sub-indicators. Where possible, you should support your assessment with evidence including prior evaluations and performance reports and teaching artifacts.

Part 3: Proposed Goals

Each educator shall draft a minimum of two proposed goals to focus on for the school year:

- At least one goal directly related to improving the Educator's own professional practice.
- At least one goal directly related to improving student learning.

Both student learning and professional practice goals may be individual or team goals.

GOAL SETTING

Description

a. Each educator shall draft a minimum of two proposed goals to focus on for the school year:
   - At least one goal directly related to improving the Educator's own professional practice.
   - At least one goal directly related to improving student learning.
b. Both student learning and professional practice goals may be individual or team goals.
c. Educators shall consider team goals for grade-level, subject area, department teams, or other groups of Educators who share responsibility for student learning and results.
d. Teachers in their first year of practice must include induction and mentoring activities.
e. Unless the Evaluator indicates otherwise, an Educator in his/her second or third years of practices should continue to address induction and mentoring goals.
f. Educators with PTS and ratings of proficient or exemplary may include individual professional practice goals that address enhancing skills that enable the Educator to share proficient practices with colleagues or develop leadership skills.
g. Educators with ratings of needs improvement or unsatisfactory shall meet with the Evaluator to develop professional practice goal(s) that address specific standards and indicators identified for improvement.
h. Goals are to be developed in accordance with the SMART Goals Guide [Reference SMART Goals section within this document].
i. The total number of goals may depend on the team/department of which the educator is a member, the professional judgment of the educator, and guidance from the evaluator.
j. For Professional Practice goals relevant performance standards on the Educator Rubric should be cited.
k. Goals shall be consistent with the school goals, the district's vision, mission, core values and goals.

Proposing Goals

For Educators in their first year of practice, the Evaluator or his/her designee will meet with the Educator by October 1st (or within four weeks of the Educator's first day of employment if the Educator begins employment after September 15th) to assist the Educator in completing the self-assessment and drafting the professional practice and student learning goals. The Educator will submit to the Evaluator on Oct 1st proposed goals on section-1 of the Goal Setting, Educator Plan Development Form.

Setting Goals

In setting goals, evaluators shall use evidence of educator performance and impact on student learning, growth, and achievement based on the educator's self-assessment and other sources that the evaluator shares with the educator. It is the responsibility of the Educator to attain the goals in the Plan [Reference Plan Development section within this document]. The evaluator will review the proposed goals, meet with the Educator if appropriate, and approve the goals on the Educator Plan Development Form by October 8th. The evaluator retains final authority over goals to be included in an educator's plan.

PLAN DEVELOPMENT

Description

An Educator Plan is the specific actions/strategies, timeline, resources and evidence of success used to meet an educator's goals and achievement against the four standards and two goals. Educator Plans shall be designed to provide Educators with feedback for improvement, professional growth, and leadership; and to ensure Educator effectiveness and overall system accountability. The Plan must be aligned to the standards and indicators and be consistent with district goals, vision, mission core values and school goals.

The Educator Plan specifies actions/strategies, timeline, and evidence of success used to meet the approved goals. The Plan also details specified professional development and learning activities the Educator will participate in as a means of obtaining the goals, as well as other support suggested by the Evaluator or provided by the school or district. Examples may include but are not limited to coursework, self-study, action research, curriculum development, study groups with peers, and implementing new programs.

The type of plan an Educator is placed on is determined by the Educator's career stage, overall performance rating, and the rating of impact on student learning, growth and achievement. There are four types of Educator Plans:

Developing Educator Plan

a. Applies to educators without Professional Teaching Status (PTS), and at the discretion of the Principal or Director this plan may be used for educators working in the first year under a different license.
b. The Educator shall be placed on a Developing Educator Plan for one year or until the end of the school year if the plan started after the beginning of the school year.

Self-Directed Growth Plan

a. A Two-year Self-Directed Growth Plan is for those Educators with PTS who have an overall rating of proficient or exemplary, and after 2012-2014 whose impact on student learning is moderate or high. A formative evaluation report is completed at the end of year one and a summative evaluation report at the end of year two.
b. A One-year Self-Directed Growth Plan is for those Educators with PTS who have an overall rating of proficient or exemplary, and after 2013-2014 whose impact on student learning is low. In this case, the Evaluator and Educator shall analyze the discrepancy between the summative evaluation rating and the rating for impact on student learning to seek to determine the cause(s) of the discrepancy.

Directed Growth Plan

A Directed Growth Plan is for those Educators with PTS whose overall rating is needs improvement. An educator may be placed on a Directed Growth Plan of between ninety school days to one year.

Improvement Plan

a. An Improvement Plan is for those Educators with PTS whose overall rating is unsatisfactory. Educators may be placed on an Improvement Plan of no fewer than 45 days and no more than one school year.
b. Within ten schools days of notification to the Educator he/she is being placed on an Improvement Plan, the Evaluator shall schedule a meeting with the Educator to discuss the plan. The Educator has the opportunity to invite union representation to this meeting, upon prior request. If the Educator consents, the FREA will be informed that an Educator is receiving a rating of unsatisfactory.

c. In the case of an Educator receiving a rating of unsatisfactory near the close of the school year, the Improvement Plan may include activities that occur during the summer before the next school year begins.
d. The Improvement Plan shall:
   i. Define the improvement goals directly related to the performance standard(s) and/or student learning outcomes that must be improved;
   ii. Describe the activities and work products the Educator must complete as a means of improving performance;
   iii. Describe the assistance the district will make available to the Educator;
   iv. Articulate the measurable outcomes that will be accepted as evidence of improvement;
   v. Detail the timeline for completion of each component of the Plan, including at a minimum a mid-cycle formative evaluation report of the relevant standard(s) and indicator(s);
   vi. Identify the individuals assigned to assist the Educator which must include minimally the Evaluator; and,
   vii. Include the signatures of the Educator and Evaluator.
e. If the Evaluator determines at the conclusion of the Improvement Plan the Educator has improved his/her practice to the level of proficiency, the Educator will be placed on a Self- Directed Growth Plan. If the Evaluator determines the Educator is making substantial progress towards proficiency, the Evaluator shall place the Educator on a Directed Growth Plan. If the Evaluator determines the Educator's practice remains at the level of unsatisfactory, the Evaluator may recommend to the superintendent that the Educator be dismissed or remain on an Improvement Plan for another evaluation cycle. All determinations must be made no later than June 1.

The table below outlines the plan type, who goes on which plan and the length of plan

Plan Type	Who Goes on Plan	Length of Plan
Two-year Self-Directed	Overall rating of Exemplary or Proficient and high or moderate impact on student learning	2 years
One-year Self-Directed	Overall rating of Exemplary or Proficient and low impact on student learning	1 year
Directed	Overall rating of Needs Improvement	90 school days to 1 yr.
Improvement	Overall rating of Unsatisfactory	45 school days to 1 yr.
Developing	Non-PTS, or at the discretion of the Principal or Director, educators in the first year working under a different license	1 year (or to the end of the school year

Plan Proposal

Educators on Self-Directed, Directed or Developing Plans will develop a Plan individually or in collaboration with the Evaluator detailing how he/she will accomplish the Evaluator approved goals. The Educator must include the elements of the plan described above. The Educator shall consider the information provided by the Evaluator and all other relevant information. Educators on Improvement Plans do not propose plans.

The Educator shall submit his/her proposed plan on the Educator Plan Development Form by October 20th and no less than two weeks after his/her Evaluator approves his/her goals. For those Educators new to the school, the meeting with the Evaluator to establish the Educator Plan must occur by October 1st or within six weeks of the start of their assignment in that school.

Plan Setting

The Evaluator shall consider the information provided by the educator and all relevant information. The Evaluator will review the proposed plan, meet with the Educator if appropriate, and approve the goals on the Educator Plan Development Form by October 28th. The Evaluator retains final authority over the content of the Educator's Plan.

The Evaluator will present to the Educator the approved plan, along with the approved goals on the Educator Plan Development Form. The Educator shall sign the Educator Plan Development Form within 5 school days of its receipt. The Educator's signature indicates that the Educator received the plan. The signature does not indicate agreement or disagreement with its contents. The Educator may reply in writing to the Educator Plan Development Form within ten (10) school days of receiving the form, which will become a part of the Educators' evaluation plan.

Educators shall not be expected to meet during the summer hiatus.

Plan Modification

The educator or evaluator may initiate a conversation with the other regarding modification(s) to the Educator Plan if:

a. The School or District has changed teaching policies,
b. Enough data has been collected to show that, with adherence to the plan, that the educator will not be able to meet the goal; or
c. Any other mutually agreed upon reasons.

COLLECTION OF EVIDENCE

Description

Under the new educator evaluation regulations, educators are required to submit artifacts of professional practice for each of the four standards and two or more goals by which the Educator will be evaluated, while evaluators may also choose to collect evidence for the formative and summative evaluations. The Educator is free to collect evidence for the formative and summative evaluations in whatever manner or format he/she chooses. However, following are guidelines that we recommend educators and evaluators use in collecting this evidence.

Working Folders

At the beginning of the school year, create six working folders (or binder, all of which could be electronic), one for each of the four standards by which teachers are evaluated (curriculum, planning, and evaluation; effective teaching practice; family and community engagement; and professional culture), and one each for your professional practice goal (individual or team) and student learning goal (individual or team). Keep them accessible in your classroom. Review the list below of sample artifacts for each standard, and keep them in mind. Throughout the year, as you notice an artifact that you have developed that provides evidence of one of the four standards, make a copy and place it in the respective working folder. In this way, you will ease the burden of preparing your final set of artifacts to present to your evaluator.

Itinerant teachers (who teach in more than one school) should collect data for all of their school assignments. Each itinerant teacher will be evaluated by one evaluator, usually from the school in which the itinerant teacher spends the most time, who will invite prior input from the respective evaluators in the other schools in which the itinerant teacher works.

Creating a Portfolio

Prior to one week before the formative evaluation or summative evaluation is to occur, sort through your artifacts:

- Select the best pieces that reflect work that meets the respective standard. **It is suggested 3-5 pieces for each standard and goal would be appropriate.**
- Document each artifact that you have selected for a standard or goal on the *FRPS Collection of Evidence Form*, and include any notes that explain the rationale for your selection. Evaluators may also choose to collect artifacts for the educator evaluation.

Sample Artifacts for Standards

These are examples of possible artifacts; they are not meant to be all-inclusive.

Standard I: Curriculum, Planning, and Assessment

- Standards-based curriculum unit and examples of well-structured lesson plans that exemplify one or more of the following:
  - Clear goals and objectives
  - Use of higher order thinking skills

  - Appropriate scaffolding in teaching a new concept
  - Culturally relevant instructional materials
  - Engaging to students
  - Application of new concepts learned
  - Differentiation for students with varying skills or achievement levels
  - Diverse student needs or learning styles
- Varied assessments, including paper and pencil test, research paper, portfolio, oral presentation, exhibition/demonstration, multi-media
- Video clip of a teacher's instruction
- Use and analysis of data that leads to change in curriculum or instruction
- Use and analysis of data with students to set individual goals
- Description of how the classroom reflects a culturally competent learning environment

Standard II: Effective Teaching Practice

- Lesson plan, assignment, or rubric which demonstrates one or more of the following:
  - High expectations for the quality and standard of work produced
  - Varied instructional strategies to accommodate diverse learning needs and styles
  - Gradual release of responsibility (e.g., mini-lecture, modeling, group practice)
- Student portfolio of work
- Example of classroom ritual, routine, or lesson that demonstrates one or more of the following:
  - Creating a personalized culture
  - Cultural proficiency (respect and affirmation of cultures)
- Example of resources, lesson plans, and instructional materials that demonstrate making content accessible to English language learners and students with disabilities

Standard III: Family and Community Engagement

- Communication to parents informing them of learning expectations for a course, classroom, or assignment, and/or provides parents with suggestions for supporting learning at home
- Lesson plan that includes parent presentation or participation in the classroom
- Example of assistance to parents to help with their children's learning
- Communication to individual parents regarding a commendation or concern about their child
- Communication to parents that demonstrate cultural understanding and appreciation
- Parent surveys regarding the interests, strengths, and challenges of their child(ren)
- Log of in-person and phone conversations with parents

Standard IV: Professional Culture

- Examples of journaling or other modes of reflection and self-assessment on lessons, units, or interactions with students and families that lead to new insights about instruction and student learning
- Professional development agendas in which you have participated
- Team-developed curriculum units
- Team agendas that involve looking at student work and teacher assignments
- Evidence of contribution to a school/district committee or Leadership Team
- Work products developed as a result of team work or professional development

OBSERVATIONS

Description

Observations of teacher practice are a significant portion of collecting evidence for the formative and summative evaluations. This document provides guidance to educators and administrators for how to collect data in observations.

It is understood that not all of the indicators articulated on the Performance Rubric or on educators' goals may be observed during any one observation.

There are two kinds of observations: unannounced observations and announced observations.

A) Unannounced observations are intended to be an observation of the teacher's classroom culture, instruction, student learning and assessment, lasting ten minutes or longer and can include multiple visits in one school day. **Unannounced observations shall result in written feedback provided to the teacher.** The following process shall be used to conduct an unannounced observation:
   a. The administrator shall provide the teacher with written feedback of the unannounced observation within two school days of the visit, using the approved FRPS Unannounced Observation Report Form. The written feedback shall be delivered to the Educator in person, by email, placed in the Educator's mailbox or mailed to the Educator's home.
   b. No other observations may take place until the day after the feedback has been provided. The teacher and administrator are encouraged to have conversations on feedback.

Any recommendations, if any, shall: include specific, observable and measurable recommendations that the teacher should take to improve his/her performance; and identify resources available, when applicable.

Any observations or series of observations resulting in one or more standards judged to be unsatisfactory or needs improvement for the first time must be followed by at least one announced observation of at least 30 minutes in duration within 30 school days.

B) Announced observations are intended to be a thorough observation of the teacher's classroom culture, instruction, student learning and assessment. An announced observation is a planned visit by the evaluator of at least 40 minutes. The following process shall be used to conduct an announced observation:
   a. Initial Meeting: The evaluator and teacher shall meet to:
      i. review the observation process;
      ii. select the dates and times of the pre-observation conference, observation, and post-observation conference; and
      iii. discuss any specific goal(s) for the observation.

   b. Pre-observation conference: Teacher completes the FRPS Pre-Observation Announced Conference Form and conferences with the evaluator within five school days prior to the scheduled observation. At this meeting the teacher and evaluator will review the Pre-Observation Announced Observation Form, the lesson plan, copies of expected handouts and any other information that will enable the evaluator to assess the performance.

c. The Educator will be notified as soon as possible if the Evaluator will not be able to attend the scheduled observation. The observation will be rescheduled with the Educator as soon as reasonably practical.

d. Classroom Observation: Evaluator documents classroom observation using a written narrative and/or notes, and gives a copy to the teacher ideally within one (1) school day, but no more than two days of the observation.

e. Post-Observation Conference: Within four (4) school days of the observation and at least one (1) school day after the evaluator provides the teacher with the narrative/notes, the evaluator and teacher will conference about the classroom observation. At this meeting, the evaluator and the educator shall review the Pre-Observation Form, the written narrative/ notes and any additional documentation. This timeframe may be extended due to unavailability on the part of either the Evaluator or the Educator, but shall be rescheduled within 24 hours if possible.

f. The evaluator shall provide the teacher with a copy of a completed FRPS Post-Observation Announced Conference Form within seven (7) school days after the Post- Observation conference.

g. Within two (2) school days of receiving the Post-Observation Announced Conference Form, the teacher shall sign and return the FRPS Post-Observation Form indicating he/she has seen it. The teacher's signature does not indicate agreement or disagreement with the contents.
    i. The teacher may request a meeting to discuss possible changes in the Post- Observation Form write up.
    ii. The teacher shall have the right to make a written statement which shall become part of the Post-Observation Form.

h. There will be a minimum of twenty (20) school days between formal observations, unless the teacher and evaluator mutually agree that a better understanding of the observed class may be achieved by an immediate follow-up observation.

i. Evaluators shall have completed the first announced observation process for every teacher no later than December 20th; if a second announced observation occurs, it must be completed by May 15th.

j. Any recommendations shall:
    i. cite the indicator(s) from the Performance Rubric and/or Personal Goal(s) that are not being met, and the basis for the Evaluator's judgment;
    ii. include specific, observable and measurable recommendations that the teacher should take to improve his/her performance;
    iii. specify how the required improvement will be measured or observed;
    iv. identify the resources the school or district will invest in the teacher's improvement; and
    v. schedule two observations focusing on the areas of recommendation

Teachers will be observed a minimum number of times per educator plan cycle as follows:

Educator Plan	Number of Unannounced Observations	Number of Announced Observations
Two-Year Self-Directed Plan	2	1
One-Year Self-Directed Plan:	2	1
Directed Plan	3	1
Improvement Plan	4	2
Developing Educator Plan	4	1

The Educator's first observation (whether announced or unannounced) should take place by November 15th. Educators on a Developing or Directed Plan may request a second observation. As well, following the mid-year formative evaluation educators on a Developing or Directed Plan can request another observation with a different evaluator. Additional observations may occur over the minimum at the evaluator's discretion. All observations shall be concluded by May 15th.

Walk-throughs and Learning Walks are intended to gauge the overall climate, culture, and instruction within a school, program, or department, and entail walking into multiple classrooms. Observations from walk-throughs and learning walks summarize the aggregate climate, culture, and instruction, rather than commenting on individual teachers and are used to talk about observed patterns and trends across classrooms. Walk-throughs are not intended to result in specific feedback given to individual teachers. A walk-through can be announced or unannounced. There are no limits on the number of walk-throughs /learning walks that can be conducted, provided that all teachers in a school shall have a similar number of such visits. Walk-throughs/ Learning Walks may result in non-evaluative feedback provided to the teacher on observed practice.

EVIDENCE USED IN EVALUATION

The following categories of evidence shall be used in evaluating each Educator:

A) Multiple measures of student learning, growth, and achievement, which shall include:
   i. Measures of student progress on classroom assessments that are aligned with the Massachusetts Curriculum Frameworks or other relevant frameworks and are comparable within grades or subjects in a school;
   ii. At least two district-determined measures of student learning related to the Massachusetts Curriculum Frameworks or the Massachusetts Vocational Technical Education Frameworks or other relevant frameworks that are comparable across grades and/ or subjects district-wide. These measures may include: portfolios, approved commercial assessments and district-developed pre and post unit and course assessments, and capstone projects. One such measure shall be the MCAS Student Growth Percentile (SGP) or Massachusetts English Proficiency Assessment gain scores, if applicable, in which case at least two years of data is required.
   iii. Measures of student progress and/or achievement toward student learning goals set between the Educator and Evaluator for the school year or some other period of time established in the Educator Plan.
   iv. For Educators whose primary role is not as a classroom teacher, the appropriate measures of the Educator's contribution to student learning, growth, and achievement set by the district.

B) Judgments based on observations and artifacts of practice including:
   i. Unannounced observations of practice as described in this document.
   ii. Announced observations as described in this document.
   iii. Examination of Educator work products.
   iv. Examination of student work samples.

C) Evidence relevant to one or more Performance Standards, including but not limited to evidence compiled and presented by the Educator, including:
   i. Evidence of fulfillment of professional responsibilities and growth such as self-assessments, peer collaboration, professional development linked to goals in the Educator plans, contributions to the school community and professional culture;
   ii. Evidence of progress towards professional practice goal(s);
   iii. Evidence of progress toward student learning outcome goal(s).
   iv. Any other relevant evidence from any source that the Evaluator shares with the Educator. Other relevant evidence could include information provided by other administrators such as the superintendent.

FORMATIVE EVALUATION

Description

A specific purpose for evaluation is to promote student learning, growth and achievement by providing educators with feedback for improvement. The formative evaluation is when evaluators assess educator progress towards attaining goals set forth in Educator Plans and with performance on performance standards. This step ensures an opportunity for educators to receive feedback and suggestions for improvement. Formative evaluation should be a mid-cycle opportunity of taking stock, implemented through a review of evidence collected by both the educator and the evaluator. Evaluators are expected to give targeted constructive feedback to educators based on their observations of practice, examination of artifacts, and analysis of multiple measures of student learning, growth and achievement in relation to the Standards and Indicators of Effective Teaching Practice. The Formative Evaluation Report Form provides written feedback and ratings to the Educator about his/her progress towards attaining the goals set forth in the Educator Plan, performance on Performance Standards and overall, or both. **If there are patterns of evidence that demonstrate performance that is either *unsatisfactory* or *in need of improvement*, this is a critical time for evaluators to discuss this evidence so there are "no surprises" during the summative evaluation and more importantly, to provide the educator with the opportunity to address areas of concern.** Educators on one-year and two-year plans will receive formative evaluation ratings at roughly the midpoint of their cycle.

Timeframe

The formative review can occur at any time during the evaluation cycle however, it typically occurs at the midpoint of an educator's plan. For example, an educator on a one-year Development Plan is likely to participate in a formative evaluation in December or January. Educators on a two-year Self-Directed Growth Plan participate in a formative evaluation in May or June, the midpoint of their evaluation cycle.

Formative Evaluation Steps

- **Scheduling.** Formative evaluation conferences should be scheduled at least two weeks in advance to allow for preparation.
- **Educator evidence.** No less than one week before the due date for the Formative Evaluation conference, the Educator shall provide the Evaluator evidence of meeting the four standards and two performance goals. The evaluator should review the collected evidence prior to the formative conference.
- **Formative Evaluation conferences.** At the conference, the educator and evaluator review the educator's collection of evidence for each standard and goal. This is a time where the evaluator may also present evidence on any of the standards or goals. The combined evidence is reviewed and discussed by the educator and evaluator, and the evaluator shares his/her thoughts with the educator on commendations, questions, and areas in which to improve. In formative evaluation conferences, the evaluator shares his/her rating of each standard and goal, as well as an overall rating, which are then discussed by the educator and evaluator. The educator has the opportunity to invite union representation to this meeting, upon prior request.
- **Formative Evaluation report**. The Evaluator shall complete the Formative Evaluation report and provide a copy to the Educator. All Formative Evaluation reports must be signed by the Evaluator and delivered face-to-face, by email or to the Educator's school mailbox or home. The Educator shall sign

the Formative Evaluation report within five (5) school days of receiving the report. The signature indicates the Educator received the Formative Evaluation report. The signature does not indicate agreement or disagreement with its contents. The Educator may reply in writing to the Formative Evaluation report within ten (10) school days of receiving the report; the Educators' response will become a part of the Formative Evaluation Report.

- **Weights.** Each of the standards and the goals (considered as one) will be weighted at 20%. The five ratings will be averaged to determine the overall rating (although if an educator's average rating is Proficient or Exemplary, and the educator was not rated at least Proficient in both Standards 1 and 2, the educator will be rated as Needs Improvement).

Revising and Changing the Plan

The Educator's performance rating for that year shall be assumed to be the same as the previous summative rating unless evidence demonstrates a significant change in performance. If an educator receives a formative evaluation that differs from the summative rating the educator had received at the beginning of the evaluation cycle, the evaluator may revise the plan or place the educator on a different educator plan with goals, appropriate to the new rating. Alternatively, the evaluator could place the educator on a short-term intervention that specifies the changes that need to be made in order to maintain the current summative rating. [See Short-Term Intervention within this document for detailed description].

The chart below, details the types of plans an educator may be placed on and the associated numbers of observations.

Plan Type	Who Goes On Plan	Length of Plan	Number of Unannounced Observations	Number of Announced Observations
Two-year Self-Directed	Overall rating of Exemplary or Proficient and high or moderate impact on student learning	2 years	2	1
One-year Self-Directed	Overall rating of Exemplary or Proficient and low impact on student learning	1 year	2	1
Directed	Overall rating of Needs Improvement	90 school days to 1 yr.	3	1
Improvement	Overall rating of Unsatisfactory	45 school days to 1 yr.	4	2
Developing	Non-PTS, or at the discretion of the Principal or Director, educators in the first year working under a different license	1 year (or to the end of the school year	4	1

SUMMATIVE EVALUATION

Description

The summative evaluation occurs at the end of each educator's individualized Educator Plan and guides plan development for the subsequent cycle. During the summative evaluation, evaluators analyze evidence that demonstrates the educator's performance against Performance Standards and evidence of the attainment of the goals in the Educator Plan. This analysis of evidence is used to arrive at a rating on each standard and goal, based on the evaluator's professional judgment. The overall rating should be the average rating of the four standards and goals. Evidence and professional judgment inform the evaluator's determination.

The process is similar to that of formative evaluation: evaluators review and analyze evidence, and issue performance ratings on each standard as well as an overall rating.

There are several key differences between the formative evaluation and summative evaluation:

- The summative evaluation involves a separate rating of educators' impact on student learning, based on trends and patterns in statewide and district-determined measures that are comparable across grade and/or subject.
- The summative evaluation results determine the type and duration of an educator's subsequent Educator Plan, as well as consequences around rewards and recognition and local personnel decisions.
- In the formative evaluation, educators are rated on their progress; in summative evaluations, educators are rated on outcomes.

Please note: Evaluators will not rate educators' impact on student learning until at least 2013-2014.

The summative evaluation is used to arrive at a rating on each standard and goal, determine an overall rating, and serve as a basis for making personnel decisions. Every educator must be rated as Exemplary, Proficient, Needs Improvement, or Unsatisfactory on the standards, and must be rated as Exceeded, Met, Progress, and No Progress on the professional practice and student learning goals. In rating educators on Performance Standards for the purposes of summative evaluation, the Evaluator will use the parties' agreed-upon rubrics.

Summative Evaluation Steps

Timeframe

Most educators will receive a summative evaluation near the end of a school year, although educators on a Directed Growth Plan or Improvement Plan may have more than one summative evaluation in a single year. For Educators on a one or two year Educator Plan, the summative report must be written and provided to the educator by May 24th.

- **Scheduling.** Summative evaluation conferences should be scheduled at least two weeks in advance to allow for preparation.
- **Educator evidence.** No less than one week before the due date for the Summative Evaluation conference, the Educator shall provide the Evaluator evidence of meeting the four standards and two performance goals. The evaluator should review the collected evidence prior to the formative conference.

- **Summative conferences.** At the conference, the educator and evaluator review the educator's collection of evidence for each standard and goal. This is a time where the evaluator may also present evidence on any of the standards or goals [Reference Evidence Used in Evaluation section within this document]. The combined evidence is reviewed and discussed by the educator and evaluator, and the evaluator shares her thoughts with the educator on commendations, questions, and areas in which to improve. The evaluator shares her rating of each standard and goal, as well as an overall rating (Exemplary, Proficient, Needs Improvement, or Unsatisfactory), which are then discussed by the educator and evaluator. As well, the length of the plan to be developed is communicated. The educator has the opportunity to invite union representation to this meeting, upon prior request.

    - For an educator whose overall performance rating is exemplary or proficient and whose impact on student learning is low, the evaluator's supervisor shall discuss and review the rating with the evaluator and the supervisor shall confirm or revise the educator's rating. In cases where the superintendent serves as the primary evaluator, the superintendent's decision on the rating shall not be subject to review.

    - The summative evaluation rating must be based on evidence from multiple categories of evidence.

- **Summative Evaluation report.** The Summative Evaluation report should recognize areas of strength as well as identify recommendations for professional growth.
  The Evaluator shall deliver a signed copy of the Summative Evaluation report to the Educator face-to-face, by email or to Educator's school mailbox or home no later than May 24th. The Evaluator shall meet with any Educator rated needs improvement or unsatisfactory to discuss the summative evaluation. The Evaluator may meet with the Educator rated proficient or exemplary to discuss the summative evaluation, if either the Educator or the Evaluator requests such a meeting. Any and all such meetings shall occur no later than June 10th.
  The Educator shall sign the final Summative Evaluation report within five (5) days of receipt. The signature indicates the Educator received the Summative Evaluation report. The signature does not indicate agreement or disagreement with its contents. The Educator may reply in writing on the Educator Response Form within ten (10) days of receiving the report. A copy of the signed final Summative Evaluation report and Educator Response Form (if applicable) shall be filed in the Educator's personnel file.

Weights

The summative evaluation rating must be based on evidence from multiple categories of evidence. MCAS growth scores cannot be the sole basis for a summative evaluation rating. Each of the standards and the goals (considered as one) will be weighted at 20%. The five ratings will be averaged to determine the overall rating (although if an educator's average rating is Proficient or Exemplary, and the educator was not rated at least Proficient in both Standards 1 and 2, the educator will be rated as Needs Improvement).

Professional Teacher Status

Professional teacher status should be granted only to educators who have achieved ratings of proficient or exemplary on each Performance Standard and overall. A principal considering making an employment decision that would lead to professional teacher status for any educator who has not been rated proficient or exemplary

on each Performance Standard and overall on the most recent evaluation, shall confer with the superintendent of schools by May 1. The principal's decision is subject to review and approval by the superintendent.

Moving Forward

The summative evaluation step marks the end of one evaluation cycle and kicks off a new cycle of self-assessment, goal setting, and plan development. When well-implemented, educators will leave the summative evaluation conference with a good idea of their next steps for the following evaluation cycle. The new cycle will coincide with the new school year for educators on a Development Plan or Self-Directed Growth Plan, but it may begin midyear for educators on a Directed Growth Plan or Improvement Plan.

Ultimately, both the summative performance rating and the rating of impact on student learning will jointly determine the next Educator Plan for each educator. The *Summative Rating* categories can guide evaluators in determining the appropriate Educator Plan for each educator. Educators without Professional Teacher Status (PTS) and those teaching under a different license than the prior year (at the discretion of the evaluator) will be on a Developing Educator Plan.

The following chart displays the type of plan an Educator will be assigned based on his/her Summative Evaluation rating, and associated numbers of observations.

Plan Type	Who Goes On Plan	Length of Plan	Number of Unannounced Observations	Number of Announced Observations
Two-year Self-Directed	Overall rating of Exemplary or Proficient and high or moderate impact on student learning	2 years	2	1
One-year Self-Directed	Overall rating of Exemplary or Proficient and low impact on student learning	1 year	2	1
Directed	Overall rating of Needs Improvement	90 school days to 1 yr.	3	1
Improvement	Overall rating of Unsatisfactory	45 school days to 1 yr.	4	2
Developing	Non-PTS, or at the discretion of the Principal or Director, educators in the first year working under a different license	1 year (or to the end of the school year	4	1

SHORT-TERM INTERVENTION

Description

An Evaluator may at any time during the evaluation cycle elect to utilize a short-term intervention process if the evaluator determines that the educator's performance is of concern in a specific standard or goal identified during an observation and/or examination of an educator's work product. The purpose of the short-term intervention process is to specify the changes that need to be made in the educator's practice in order to address the concerns.

Short-term Intervention Steps:

A) **Evaluator and Educator Conference and Intervention Action Steps**

The evaluator will verbally bring the issue to the attention of the educator by:

a. Stating specifically the practice that is of concern, and the evidence substantiating the concern
b. Specifying the changes that need to be made in order to maintain the current evaluation rating
c. Stating the length of time by which progress is to be made, the support that will be provided to the educator to assist in making the specified changes, and evidence needed to signal that the changes have been made

Based on this conference, the evaluator will develop action steps on Section 1 of the Short-Term Intervention Form and give it to the educator for review. The action steps will include meeting dates to assess whether the specified progress has been made. The educator will then either sign off on the action steps or schedule a meeting with the evaluator to discuss and agree on the action steps. The educator has the opportunity to invite union representation to this meeting, upon prior notice.

B) **Meeting to Assess Progress**

At the end of the agreed upon timeline for the short-term intervention action steps, the evaluator and educator will meet to assess progress, and ascertain whether the specified changes have been accomplished. The Evaluator will use Section 2 of the Short-Term Intervention Form to memorialize the assessment of progress. Based on this assessment, the evaluator can decide:

a. The educator has made the specified changes and the intervention has been completed.
b. The educator has made progress but has not attained all the specified changes; the intervention time period will be extended for a specified date.
c. The educator has not made progress; the Evaluator may initiate a formative evaluation which may result in a new Educator Plan.

TIMELINE

A) **Educators with PTS on One Year Plan**

Activity:	**Completed By:**
Superintendent, principal or designee meets with evaluators and educators to explain evaluation process	The end of the first week of the school year
Educator Evaluation Training (e.g., SMART Goals, Goal Setting and Plan Development, etc.)	September 20th
Educator conducts Self-Assessment and submits proposed goals to Evaluator	October 1st
Evaluator reviews and approves Educators' goals	October 8th
Educator submits Educator Plan Development Form	October 20th
Evaluator reviews and approves Educator Plan	October 28th
Evaluator should complete first announced observation of each Educator	December 20th
Educator submits standards and goals evidence for mid-cycle formative evaluation	One week before scheduled Formative Evaluation Conference
Evaluator should complete Formative Evaluation Reports	Dec or Jan (no later than 1/31)
Evaluator should complete second announced observation of each (applicable) Educator	May 15th
Educator submits standards and goals evidence for summative evaluation	One week before schedule Summative Evaluation Conference
Evaluator completes Summative Evaluation Report	May 24th
Evaluator meets with Educators whose overall Summative Evaluation ratings are Needs Improvement or Unsatisfactory	June 10th
Evaluator meets with Educators whose ratings are proficient or exemplary at request of Evaluator or Educator	June 10th
Educator signs Summative Evaluation Report and adds response, if any within 5 school days of receipt	Within 5 days of receipt of Report
Educator submits written response (if any)	Within 10 days of receipt of Report

B) **Educators with PTS on Two Year Plan**

Activity:	**Completed By:**
Educator completes observations	Any time during the 2-year evaluation cycle
Educator submits standards and goals evidence for mid-cycle formative evaluation	One week before scheduled Formative Evaluation Conference
Evaluator completes Formative Evaluation Report	June 1 of Year 1
Educator submits standards and goals evidence for summative evaluation	One week before schedule Summative Evaluation Conference
Evaluator completes Summative Evaluation Report	May 24th of Year 2

C) **Educators on Plans of Less than One Year**

The timeline for educators on Plans less than one year will be established in the Educator Plan

GENERAL PROVISIONS

A) **Only Administrators who are licensed may serve as Evaluators of Educators**.

B) Evaluators shall not make negative comments about the Educator's performance, or comments of a negative evaluative nature, in the presence of students, parents or other staff, except in the unusual circumstance where the Evaluator concludes that s/he must immediately and directly intervene. Nothing in this paragraph is intended to limit an administrator's ability to investigate a complaint, or secure assistance to support an Educator.

C) The superintendent shall insure that Evaluators have training in supervision and evaluation, including the regulations and standards and indicators of effective teaching practice promulgated by ESE (35.03), and the evaluation Standards and Procedures established in this Agreement.

D) Should there be a serious disagreement between the Educator and the Evaluator regarding an overall summative performance rating of unsatisfactory, the Educator may meet with the Evaluator's supervisor to discuss the disagreement. Should the Educator request such a meeting, the Evaluator's supervisor must meet with the Educator. The Evaluator may attend any such meeting at the discretion of the superintendent.

E) The parties agree to establish a joint labor-management evaluation team which shall review the evaluation processes and procedures annually through the first three years of implementation and recommend adjustments to the parties.

F) Violations of this article are subject to the grievance and arbitration procedures. The arbitrator shall determine whether there was substantial compliance with the totality of the evaluation process. Substantial compliance addresses the specific timelines in the contract. Where the evaluation process has resulted in a fair evaluation, but the evaluator has missed deadlines that do not impact the fairness of the evaluation, that type of misstep shall not undo an otherwise fair evaluation process. When the evaluation process results in the termination or non-renewal of an Educator, then no financial remedy or reinstatement shall issue if there was substantial compliance

G) No educator shall be disciplined or penalized for:
   i. The content on his/her self-assessment, goal proposal or plan proposal;
   ii. Disagreeing, either in writing or orally, with an evaluator, including but not limited to the evaluator's goals, plans, observations, decisions, judgments and evaluations.
   iii. Missing timeline(s) in unusual or unanticipated circumstances (in these cases, the educator and evaluator will mutually extend the timelines to an appropriate timeframe);

Fall River Public Schools
Educator Self- Assessment Form

Educator:	School Year:
Evaluator:	School(s):
Grade(s):	Subject(s):

Analysis of Evidence of Student Learning, Growth, and Achievement

In this section, you are to briefly summarize areas of strength and high-priority concerns around the learning, growth and achievement of the students under your responsibility. Where possible, you should support your assessment with evidence, including results from assessments, disaggregating data on specific populations as needed (e.g. English Language Learners or students with disabilities).

Assessment of Practice Against Performance Standards

Citing specific indicators on the Standards and Indicators for Effective Practice: Teaching Rubric, briefly summarize 1-2 areas of strength and 1-2 high-priority areas for growth. Areas for growth can target specific sub-indicators or generalize across multiple sub-indicators. Where possible, you should support your assessment with evidence including prior evaluations and performance reports and teaching artifacts.

Fall River Public Schools
Educator Plan Development Form (Section 1- Goals)

Educator:		School Year:	
Evaluator:		School(s):	
Assignment:		Previous Plan and Duration:	
Date Initiated:		Date(s) Reviewed:	
Self Directed Plan □ One- Year □ Two- Year for PTS educators rated Exemplary or Proficient*	□ Directed Growth Plan _____ Months for PTS educators rated Needs Improvement*	□ Improvement Plan _____ Months for PTS educators rated Unsatisfactory*	□ Developing Educator Plan (1 year) for Non-PTS educators or those in first year of a new licensure area

* performance rating in most recent evaluation

GOALS

Educator plans shall include a minimum of one student learning goal and one professional practice goal. The total number of goals may depend on the team/department of which the educator is a member, the professional judgment of the educator, and guidance from the evaluator. Attach additional pages for more than two goals. For each goal, mark goal as an individual or team/dept. goal and record team/dept. name if applicable. Give each a unique name to reference in the planned activities section. For Professional Practice goals, cite relevant performance standard on Educator Rubric. Refer to the Guide on developing SMART Goals.

Student Learning SMART Goals	Professional Practice SMART Goals
☐ Individual ☐ Team/Dept. Name: _____ Goal Name: _____	☐ Individual ☐ Team/Dept. Name: _____ Goal Name: _____

Fall River Public Schools
Educator Plan Development Form (Section 2- Planned Activities)

Outline actions the educator must take to attain these goals. **Use one page per goal.**

Educator:	School Year:
Date Plan Developed:	Goal Name:

Action/Strategies	Timeline or frequency	Resources and Support	Indicators/Evidence

Additional Notes

Signature of Evaluator_____ Date_____

Signature of Educator*_____Date_____

*Signature of the educator indicates acknowledgement of this report; it does not necessarily denote agreement with the contents of the report. The Educator has the opportunity to respond to this report in writing and may use the Educator Response Form.

Fall River Public Schools
Educator Evaluation: Collection of Evidence Form

Educator:	Plan Type:
Evaluator:	Plan Dates: from to
This evidence collected by:	Date of submission:

Label	**Date** Record date, duration if applicable	**Source of Evidence** e.g., parent conference, observation	**Standard(s) and/or Goals** Standard(s) and/or goal(s) to which evidence is tied	**Notes** Optional. Explain why included, specifics on what the evidence shows, context, etc.
ex. 1	*ex: 11/8/11*	*ex: unit plans, benchmark data*	*ex: I, Student Goal*	*ex: unit plans modification reflect student performance at mid-point of semester*

Attach additional sheets as needed
Attach overview comments (optional)

Fall River Public Schools
Unannounced Observation Report Form

Educator Name/ Title _____
Educator/ Observer Name/Title_____
School/ Class/Activity_____ Date and Timeframe_____

Assessing progress toward (check all that apply)

☐ Student learning goal(s)
☐ Professional practice goal(s)

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

Observation Report
Provide notes and judgments made during the observation resulting in targeted and constructive feedback. It may include examination of artifacts of practice including student work. Attach artifacts if appropriate. Any recommendations shall: include observable and measurable recommendations the teacher should take to improve his/her performance; and reasonable resources when applicable will be identified.

☐ Check here if this observation results in one or more standards judged to be unsatisfactory or needs improvement for the first time. If so, it must be followed by at least one observation of at least 30 minutes in duration within 30 days.

Receipt of this report does not necessarily denote agreement with the contents of the report. The Educator has the opportunity to respond to this report in writing and may use the Educator Response Form.

Fall River Public Schools
Pre- Observation Announced Conference Form
To be filled out by educator prior to conference

Educator: _____ Date _____

Pre-observation Conference Date _____

Date of Observation: _____

Evaluator: _____

1. Describe lesson and how it fits into the unit you are teaching:

2. List the academic and behavioral objectives for the lesson that will be observed:

Fall River Public Schools
Pre- Observation Announced Conference Form (Continuation)

3. Name the correlating Massachusetts Curriculum Framework Standards and if appropriate individual student, practice or school learning goals:

4. Identify how you will assess learning.

5. Provide any additional information you would like the evaluator to know if appropriate:

Note: Please provide a lesson plan and any handouts.

Fall River Public Schools
Post- Observation Announced Conference Form

Educator: _____ Date _____

Post-observation Conference Date _____

Date of Observation: _____

Evaluator: _____

Claims, evidence, interpretation should reflect pre- observation goals and rubrics.
Attach notes taken during observations- attach additional sheets as needed.
Summary of lesson observed:

Claims:

Evidence :

Interpretation:

Commendations:

Recommendations:

Other Areas of Consideration:

Next Evaluation Step:
____ Additional observation before next evaluation conference
____ Formative Evaluation Conference
_____ Summative Evaluation before year-end

Signatures
*Educator _____Date _____

Evaluator _____ Date _____

* Signature of the educator indicates acknowledgement of this report; it does not necessarily denote agreement with the contents of the report. The Educator has the opportunity to respond to this report in writing and may use the Educator Response Form.

Formative Evaluation Report Form

Educator—Name/Title: _____

Evaluator—Name/Title: _____

School(s): _____

Assessing:

☐ Progress toward attaining goals ☐ Performance on Standards

Progress Toward Student Learning Goal(s)

Attach additional pages as needed.

(Circle One)

☐ Did not meet ☐ Some progress ☐ Significant Progress ☐ Met / Exceeded

Rationale, evidence, and feedback for improvement:

Progress Toward Professional Practice Goal(s)

Attach additional pages as needed.

(Circle One)

☐ Did not meet ☐ Some progress ☐ Significant Progress ☐ Met/ Exceeded

Rationale, evidence, and feedback for improvement:

Formative Evaluation Report Form (Continuation)
Performance on Each Standard

I: Curriculum, Planning, & Assessment ☐ Unsatisfactory ☐ Needs Improvement ☐ Proficient ☐ Exemplary Rationale, evidence, and feedback for improvement:	
II: Teaching All Students ☐ Unsatisfactory ☐ Needs Improvement ☐ Proficient ☐ Exemplary Rationale, evidence, and feedback for improvement:	
III: Family/Community Engagement ☐ Unsatisfactory ☐ Needs Improvement ☐ Proficient ☐ Exemplary Rationale, evidence, and feedback for improvement:	
IV: Professional Culture ☐ Unsatisfactory ☐ Needs Improvement ☐ Proficient ☐ Exemplary Rationale, evidence, and feedback for improvement:	

Describe performance and feedback for improvement. Attach additional pages as needed.

Formative Evaluation Report Form (Continuation) Overall Performance

Educator—Name/Title: _____

Overall Performance Rating
☐ Unsatisfactory ☐ Needs Improvement ☐ Proficient ☐ Exemplary Rationale, evidence, and feedback for improvement:

Plan Moving Forward
☐ Evaluator is assigning same ratings as prior Summative Evaluation; no comments needed ☐ Evaluator is assigning ratings that differ from prior Summative Evaluation; comments required ☐ Educator is being placed on a new Plan; Identify the new Plan type_____

Signature of Evaluator _____ Date Completed: _____

Signature of Educator* _____ Date Received: _____

* Signature of the educator indicates acknowledgement of this report; it does not necessarily denote agreement with the contents of the report. Educators have the opportunity to respond to this report in writing and may use the Educator Report Form.

Summative Evaluation Report Form

Educator—Name/Title: _____

Evaluator—Name/Title: _____

School(s): _____

Current Plan_____

Progress Toward Student Learning Goal(s) *Attach additional pages as needed.*
☐ No Progress ☐ Some progress ☐ Met ☐ Exceeded Rationale, evidence, and feedback for improvement:
Progress Toward Professional Practice Goal(s) *Attach additional pages as needed.*
☐ No Progress ☐ Some progress ☐ Met ☐ Exceeded Rationale, evidence, and feedback for improvement:

Summative Evaluation Report Form (Continuation) Rating on Each Standard

I: Curriculum, Planning, & Assessment ☐ Unsatisfactory ☐ Needs Improvement ☐ Proficient ☐ Exemplary

Rationale, evidence, and feedback for improvement:

II: Teaching All Students ☐ Unsatisfactory ☐ Needs Improvement ☐ Proficient ☐ Exemplary

Rationale, evidence, and feedback for improvement:

III: Family/Community Engagement ☐ Unsatisfactory ☐ Needs Improvement ☐ Proficient ☐ Exemplary

Rationale, evidence, and feedback for improvement:

IV: Professional Culture ☐ Unsatisfactory ☐ Needs Improvement ☐ Proficient ☐ Exemplary

Rationale, evidence, and feedback for improvement:

Summative Evaluation Report Form (Continuation) Overall Performance

Educator—Name/Title: _____

Overall Performance Rating
☐ Unsatisfactory ☐ Needs Improvement ☐ Proficient ☐ Exemplary Rationale, evidence, and feedback for improvement:
Plan Moving Forward
☐ Self-Directed Plan ☐ Directed Growth Plan ☐ Improvement Plan ☐ Developing Educator Plan

Signature of Evaluator_____Date Completed:_____

Signature of Educator* _____Date Received: _____

* Signature of the educator indicates acknowledgement of this report; it does not necessarily denote agreement with the contents of the report. Educators have the opportunity to respond to this report in writing and may use the Educator Report Form.

Fall River Public Schools

Short-Term Intervention Action Form (Section 1- Reasons)

Educator	School Year:
Evaluator:	School (s):
Grade(s)	Subject(s):

Reasons for Short-Term Intervention

In this section, state specifically the concerns that led to the short-term intervention. Provide evidence for the concern.

Intervention Action Step(s)

In this section, state (1) the specified changes in practice that must be made, (2) the support that will be provided to the educator, and (3) the timeline by which the changes should be made.

Signature of Evaluator_____ Date_____

Signature of Educator*_____Date_____

*Signature of the educator indicates acknowledgement of this report; it does not necessarily denote agreement with the contents of the report. The Educator has the opportunity to respond to this report in writing and may use the Educator Response Form.

Short-Term Intervention Form (Section 2- Progress)

Intervention Action Step(s) Progress Meeting

Based on the assessment of progress, the educator has (check one):

- € Made the specified changes and the intervention is completed
- € Made progress but has not attained all the specified changes; the time period will be extended
- € Not made progress; the Evaluator may initiate a Formative Evaluation which may result in a new Educator Plan.

Comments:

Signature of Evaluator_____ Date_____

Signature of Educator*_____Date_____

*Signature of the educator indicates acknowledgement of this report; it does not necessarily denote agreement with the contents of the report. The Educator has the opportunity to respond to this report in writing and may use the Educator Response Form.

Fall River Public Schools
Educator Response Form

Educator—Name/Title: _____

Evaluator—Name/Title: _____

School(s): _____

Response to: (check all that apply)

☐ Educator Plan, including goals and activities
☐ Evaluator collection and/or analysis of evidence
☐ Unannounced Observation
☐ Announced Observation
☐ Formative Evaluation Report
☐ Summative Evaluation Report
☐ Other: _____

Educator Response *Attach additional pages as needed*

☐ Attachment(s) included_____

SETTING SMART GOALS

(Source: ESE, School-Level Planning and Implementation Guide, January 2012)

Good goals help educators, schools, and districts improve. That is why the educator evaluation regulations require educators to develop goals that are specific, actionable, and measurable. They require, too, that goals be accompanied by action plans with benchmarks to assess progress.

This "SMART" Goal framework is a useful tool that individuals and teams can use to craft effective goals and action plans:

S	=	**S**pecific and **S**trategic
M	=	**M**easurable
A	=	**A**ction Oriented
R	=	**R**igorous, **R**ealistic, and **R**esults-Focused (**the 3 Rs**)
T	=	**T**imed and **T**racked

Goals with an action plan and benchmarks that have these characteristics are "SMART."

A practical example some of us have experienced in our personal lives can make clear how this SMART goal framework can help turn hopes into actions that have results.

First, an example of *not* being "SMART" with goals: *I will lose weight and get in condition.*

Getting SMARTer: *Between March 15 and Memorial Day, I will lose 10 pounds and be able to run 1 mile nonstop.*

The **hope** is now a **goal**, that meets most of the SMART Framework criteria:

It's **S**pecific and Strategic	= 10 pounds, 1 mile
It's **M**easurable	= pounds, miles
It's **A**ction-oriented	= lose, run
It's got the 3 Rs	= weight loss and running distance
It's **T**imed	= 10 weeks

SMART enough: To make the goal really "SMART," though, we need to add an action plan and benchmarks. They make sure the goal meets that final criteria, "Tracked." They also strengthen the other criteria, especially when the benchmarks include "process" benchmarks for tracking progress on the key actions and "outcome" benchmarks that track early evidence of change and/or progress toward the ultimate goal.

Key Actions

- Reduce my daily calorie intake to fewer than 1,200 calories for each of 10 weeks.
- Walk 15 minutes per day; increase my time by 5 minutes per week for the next 4 weeks.
- Starting in week 5, run and walk in intervals for 30 minutes, increasing the proportion of time spent running instead of walking until I can run a mile, non-stop, by the end of week 10.

Benchmarks:

- For process, maintaining a daily record of calorie intake and exercise
- For outcome, biweekly weight loss and running distance targets (e.g., After 2 wks: 2 lbs/0 miles; 4 wks: 4 lbs/0 miles; 6 wks: 6lbs/.2 mi; 8 wks: 8 lbs/.4 miles)

S = Specific and Strategic
Goals need to be straightforward and clearly written, with sufficient specificity to determine whether or not they have been achieved. A goal is strategic when it serves an important purpose of the school or district as a whole and addresses something that is likely to have a big impact on our overall vision.

M = Measurable
If we can't measure it, we can't manage it. What measures of quantity, quality, and/or impact will we use to determine that we've achieved the goal? And how will we measure progress along the way? Progress toward achieving the goal is typically measured through "benchmarks." Some benchmarks focus on the process: are we doing what we said we were going to do? Other benchmarks focus on the outcome: are we seeing early signs of progress toward the results?

A = Action Oriented
Goals have active, not passive verbs. And the action steps attached to them tell us "who" is doing "what." Without clarity about what we're actually going to do to achieve the goal, a goal is only a hope with little chance of being achieved. Making clear the key actions required to achieve a goal helps everyone see how their part of the work is connected—to other parts of the work and to a larger purpose. Knowing that helps people stay focused and energized, rather than fragmented and uncertain.

R = Rigorous, Realistic, and Results-Focused (the 3 Rs)
A goal is not an activity: a goal makes clear what will be different as a result of achieving the goal. A goal needs to describe a realistic, yet ambitious result. It needs to stretch the educator, team, school, or district toward improvement but not be out of reach. The focus and effort required achieving a rigorous but realistic goal should be challenging but not exhausting. Goals set too high will discourage us, whereas goals set too low will leave us feeling "empty" when it is accomplished and won't serve our students well.

T = Timed
A goal needs to have a deadline. Deadlines help all of us take action. For a goal to be accomplished, definite times need to be established when key actions will be completed and benchmarks achieved. Tracking the progress we're making on our action steps (process benchmarks) is essential: if we fall behind on doing something we said we were going to do, we'll need to accelerate the pace on something else. But tracking progress on process outcomes isn't enough. Our outcome benchmarks help us know whether we're on track to achieve our goal and/or whether we've reached our goal. Benchmarks give us a way to see our progress and celebrate it. They also give us information we need to make mid-course corrections.

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Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

Massachusetts Model System for Educator Evaluation

Part III: Guide to Rubrics and Model Rubrics for Superintendent, Administrator, and Teacher

Appendix C. Teacher Rubric

January 2012

Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street, Malden, MA02148-4906
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Guide to Teacher Rubric

Rubrics – defined in the regulations as "scoring tool[s] that describe characteristics of practice or artifacts at different levels of performance" (603 CMR 35.02) – are a critical component of the Massachusetts educator evaluation framework and are required for every educator. 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. This appendix contains the ESE Model Teacher Rubric.

Structure of the Teacher Rubric

- **Standards:** Standards are the broad categories of knowledge, skills, and performance of effective practice detailed in the regulations. There are four Standards for teachers: *Curriculum, Planning, and Assessment; Teaching All Students; Family and Community Engagement;* and *Professional Culture.*
- **Indicators:** Indicators, also detailed in the regulations, describe specific knowledge, skills, and performance for each Standard. For example, there are three Indicators in Standard I of the teacher rubric: *Curriculum and Planning*; *Assessment*; and *Analysis*.
- **Elements:** The elements are more specific descriptions of actions and behaviors related to each Indicator. The elements further break down the Indicators into more specific aspects of educator practice and provide an opportunity for evaluators to offer detailed feedback that serves as a roadmap for improvement.
- **Descriptors:** Performance descriptors are observable and measurable statements of educator actions and behaviors aligned to each element and serve as the basis for identifying the level of teaching or administrative performance in one of four categories: *Unsatisfactory, Needs Improvement, Proficient,* or *Exemplary*.

Use of the Teacher Rubric

This rubric describes teaching practice. It is intended to be used throughout the 5 step evaluation cycle for all teachers, including teachers of whole classrooms, small groups, individual students, or any combination of the above. The rubric is designed to be applicable to general education teachers from pre-K through Advanced Placement, as well as teachers with specialized classes or knowledge, including teachers of English Language Learners, and special education teachers; districts may also choose to use this rubric for educators in other roles such as specialists.

The responsibilities of teachers to whom this rubric will be applied may vary. ESE encourages educators and evaluators to use the rubric strategically by discussing and agreeing upon certain Indicators and Elements that should be high priorities according to that educator's role and responsibilities as well as his/her professional practice and student learning needs. There are a variety of ways to emphasize these components throughout the evaluation cycle. For example, high priority Indicators and/or elements can be analyzed in greater depth during self-assessment, targeted during goal setting, a focus for more comprehensive evidence collection, or all of the above. However, the expectation is that by the end of the evaluation cycle, educators and evaluators have gathered and shared a reasonable amount of evidence on every Indicator to support a rating for each Standard.

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

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 Indicator 1. Subject Matter Knowledge 2. Child and Adolescent Development 3. Rigorous Standards-Based Unit Design 4. Well-Structured Lessons	**A. Instruction Indicator** 1. Quality of Effort and Work 2. Student Engagement 3. Meeting Diverse Needs	**A. Engagement Indicator** 1. Parent/Family Engagement	**A. Reflection Indicator** 1. Reflective Practice 2. Goal Setting
B. Assessment Indicator 1. Variety of Assessment Methods 2. Adjustments to Practice	**B. Learning Environment Indicator** 1. Safe Learning Environment 2. Collaborative Learning Environment 3. Student Motivation	**B. Collaboration Indicator** 1. Learning Expectations 2. Curriculum Support	**B. Professional Growth Indicator** 1. Professional Learning and Growth
C. Analysis Indicator 1. Analysis and Conclusions 2. Sharing Conclusions With Colleagues 3. Sharing Conclusions With Students	**C. Cultural Proficiency Indicator** 1. Respects Differences 2. Maintains Respectful Environment	**C. Communication Indicator** 1. Two-Way Communication 2. Culturally Proficient Communication	**C. Collaboration Indicator** 1. Professional Collaboration
	D. Expectations Indicator 1. Clear Expectations 2. High Expectations 3. Access to Knowledge		**D. Decision-Making Indicator** 1. Decision-making
			E. Shared Responsibility Indicator 1. Shared Responsibility
			F. Professional Responsibilities Indicator 1. Judgment 2. Reliability and Responsibility

How to reference parts of the rubric:

Indicator terminology: under the “Teaching All Students**”** Standard (II), the "Instruction Indicator**”** (A) can be referred to as *Indicator II-A*

Element terminology: under the Instruction Indicator (A), the Student Engagement Element (2) can be referred to as *Element II-A-2*

Standards and Indicators of Effective Teaching Practice:

Teacher Rubric

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

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

I-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A-1. Subject Matter Knowledge	Demonstrates limited knowledge of the subject matter and/or its pedagogy; relies heavily on textbooks or resources for development of the factual content. Rarely engages students in learning experiences focused on complex knowledge or skills in the subject.	Demonstrates factual knowledge of subject matter and the pedagogy it requires by sometimes engaging students in learning experiences around complex knowledge and skills in the subject.	**Demonstrates sound knowledge and understanding of the subject matter and the pedagogy it requires by consistently engaging students in learning experiences that enable them to acquire complex knowledge and skills in the subject.**	Demonstrates expertise in subject matter and the pedagogy it requires by engaging all students in learning experiences that enable them to synthesize complex knowledge and skills in the subject. Is able to model this element.
I-A-2. Child and Adolescent Development	Demonstrates little or no knowledge of developmental levels of students this age or differences in how students learn. Typically develops one learning experience for all students that does not enable most students to meet the intended outcomes.	Demonstrates knowledge of developmental levels of students this age but does not identify developmental levels and ways of learning among the students in the class and/or develops learning experiences that enable some, but not all, students to move toward meeting intended outcomes.	**Demonstrates knowledge of the developmental levels of students in the classroom and the different ways these students learn by providing differentiated learning experiences that enable all students to progress toward meeting intended outcomes.**	Demonstrates expert knowledge of the developmental levels of the teacher's own students and students in this grade or subject more generally and uses this knowledge to differentiate and expand learning experiences that enable all students to make significant progress toward meeting stated outcomes. Is able to model this element.

Note: At the *Exemplary* level, an educator's level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

Standards and Indicators of Effective Teaching Practice:

Teacher Rubric

I-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A-3. Rigorous Standards-Based Unit Design	Plans individual lessons rather than units of instruction, or designs units of instruction that are not aligned with state standards/ local curricula, lack measurable outcomes, and/or include tasks that mostly rely on lower level thinking skills.	Designs units of instruction that address some knowledge and skills defined in state standards/local curricula, but some student outcomes are poorly defined and/or tasks rarely require higher-order thinking skills.	**Designs units of instruction with measurable outcomes and challenging tasks requiring higher-order thinking skills that enable students to learn the knowledge and skills defined in state standards/local curricula.**	Designs integrated units of instruction with measurable, accessible outcomes and challenging tasks requiring higher-order thinking skills that enable students to learn and apply the knowledge and skills defined in state standards/local curricula. Is able to model this element.
I-A-4. Well-Structured Lessons	Develops lessons with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping for the intended outcome or for the students in the class.	Develops lessons with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping.	**Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.**	Develops well-structured and highly engaging lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every student's needs. Is able to model this element.

Note: At the *Exemplary* level, an educator's level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

Standards and Indicators of Effective Teaching Practice:

Teacher Rubric

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

I-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-B-1. Variety of Assessment Methods	Administers only the assessments required by the school and/or measures only point-in-time student achievement.	May administer some informal and/or formal assessments to measure student learning but rarely measures student progress toward achieving state/local standards.	**Designs and administers a variety of informal and formal methods and assessments, including common interim assessments, to measure each student's learning, growth, and progress toward achieving state/local standards.**	Uses an integrated, comprehensive system of informal and formal assessments, including common interim assessments, to measure student learning, growth, and progress toward achieving state/local standards. Is able to model this element.
I-B-2. Adjustment to Practice	Makes few adjustments to practice based on formal and informal assessments.	May organize and analyze some assessment results but only occasionally adjusts practice or modifies future instruction based on the findings.	**Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for students.**	Organizes and analyzes results from a comprehensive system of assessments to determine progress toward intended outcomes and frequently uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for individuals and groups of students and appropriate modifications of lessons and units. Is able to model this element.

Note: At the *Exemplary* level, an educator's level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

Standards and Indicators of Effective Teaching Practice:

Teacher Rubric

Indicator I-C. Analysis: Analyzes data from assessments, draws conclusions, and shares them appropriately.

I-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-C-1. Analysis and Conclusions	Does not draw conclusions from student data beyond completing minimal requirements such as grading for report cards.	Draws conclusions from a limited analysis of student data to inform student grading and promotion decisions.	**Individually and with colleagues, draws appropriate conclusions from a thorough analysis of a wide range of assessment data to improve student learning.**	Individually and with colleagues, draws appropriate, actionable conclusions from a thorough analysis of a wide range of assessment data that improve short- and long-term instructional decisions. Is able to model this element.
I-C-2. Sharing Conclusions With Colleagues	Rarely shares with colleagues conclusions about student progress and/or rarely seeks feedback.	Only occasionally shares with colleagues conclusions about student progress and/or only occasionally seeks feedback from them about practices that will support improved student learning.	**Regularly shares with appropriate colleagues (e.g., general education, special education, and English learner staff) conclusions about student progress and seeks feedback from them about instructional or assessment practices that will support improved student learning.**	Establishes and implements a schedule and plan for regularly sharing with all appropriate colleagues conclusions and insights about student progress. Seeks and applies feedback from them about practices that will support improved student learning. Is able to model this element.
I-C-3. Sharing Conclusions With Students	Provides little or no feedback on student performance except through grades or report of task completion, or provides inappropriate feedback that does not support students to improve their performance.	Provides some feedback about performance beyond grades but rarely shares strategies for students to improve their performance toward objectives.	**Based on assessment results, provides descriptive feedback and engages students and families in constructive conversation that focuses on how students can improve their performance.**	Establishes early, constructive feedback loops with students and families that create a dialogue about performance, progress, and improvement. Is able to model this element.

Note: At the *Exemplary* level, an educator's level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

Standards and Indicators of Effective Teaching Practice:

Teacher Rubric

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

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

II-A. Elements	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Exemplary**
II-A-1. Quality of Effort and Work	Establishes no or low expectations around quality of work and effort and/or offers few supports for students to produce quality work or effort.	May states high expectations for quality and effort, but provides few exemplars and rubrics, limited guided practice, and/or few other supports to help students know what is expected of them; may establish inappropriately low expectations for quality and effort.	**Consistently defines high expectations for the quality of student work and the perseverance and effort required to produce it; often provides exemplars, rubrics, and guided practice.**	Consistently defines high expectations for quality work and effort and effectively supports students to set high expectations for each other to persevere and produce high-quality work. Is able to model this element.
II-A-2. Student Engagement	Uses instructional practices that leave most students uninvolved and/or passive participants.	Uses instructional practices that motivate and engage some students but leave others uninvolved and/or passive participants.	**Consistently uses instructional practices that are likely to motivate and engage most students during the lesson.**	Consistently uses instructional practices that typically motivate and engage most students both during the lesson and during independent work and home work. Is able to model this element.
II-A-3. Meeting Diverse Needs	Uses limited and/or inappropriate practices to accommodate differences.	May use some appropriate practices to accommodate differences, but fails to address an adequate range of differences.	**Uses appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.**	Uses a varied repertoire of practices to create structured opportunities for each student to meet or exceed state standards/local curriculum and behavioral expectations. Is able to model this element.

Note: At the *Exemplary* level, an educator's level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

Standards and Indicators of Effective Teaching Practice:

Teacher Rubric

Indicator II-B. Learning Environment: Creates and maintains a safe and collaborative learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning.

II-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-B-1. Safe Learning Environment	Maintains a physical environment that is unsafe or does not support student learning. Uses inappropriate or ineffective rituals, routines, and/or responses to reinforce positive behavior or respond to behaviors that interfere with students' learning.	May create and maintain a safe physical environment but inconsistently maintains rituals, routines, and responses needed to prevent and/or stop behaviors that interfere with all students' learning.	**Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.**	Uses rituals, routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role—individually and collectively—in preventing behaviors that interfere with learning. Is able to model this element.
II-B-2. Collaborative Learning Environment	Makes little effort to teach interpersonal, group, and communication skills or facilitate student work in groups, or such attempts are ineffective.	Teaches some interpersonal, group, and communication skills and provides some opportunities for students to work in groups.	**Develops students' interpersonal, group, and communication skills and provides opportunities for students to learn in groups with diverse peers.**	Teaches and reinforces interpersonal, group, and communication skills so that students seek out their peers as resources. Is able to model this practice.
II-B-3. Student Motivation	Directs all learning experiences, providing few, if any, opportunities for students to take academic risks or challenge themselves to learn.	Creates some learning experiences that guide students to identify needs, ask for support, and challenge themselves to take academic risks.	**Consistently creates learning experiences that guide students to identify their strengths, interests, and needs; ask for support when appropriate; take academic risks; and challenge themselves to learn.**	Consistently supports students to identify strengths, interests, and needs; ask for support; take risks; challenge themselves; set learning goals; and monitor their own progress. Models these skills for colleagues.

Note: At the *Exemplary* level, an educator's level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

Standards and Indicators of Effective Teaching Practice:

Teacher Rubric

Indicator II-C. Cultural Proficiency: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.

II-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-C-1. Respects Differences	Establishes an environment in which students demonstrate limited respect for individual differences.	Establishes an environment in which students generally demonstrate respect for individual differences	**Consistently uses strategies and practices that are likely to enable students to demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.**	Establishes an environment in which students respect and affirm their own and others' differences and are supported to share and explore differences and similarities related to background, identity, language, strengths, and challenges. Is able to model this practice.
II-C-2. Maintains Respectful Environment	Minimizes or ignores conflicts and/or responds in inappropriate ways.	Anticipates and responds appropriately to some conflicts or misunderstandings but ignores and/or minimizes others.	**Anticipates and responds appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages, and identities.**	Anticipates and responds appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages, and identities in ways that lead students to be able to do the same independently. Is able to model this practice.

Note: At the *Exemplary* level, an educator's level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

Standards and Indicators of Effective Teaching Practice:

Teacher Rubric

Indicator II-D. Expectations: Plans and implements lessons that set clear and high expectations and also make knowledge accessible for all students.

II-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-D-1. Clear Expectations	Does not make specific academic and behavior expectations clear to students.	May announce and post classroom academic and behavior rules and consequences, but inconsistently or ineffectively enforces them.	**Clearly communicates and consistently enforces specific standards for student work, effort, and behavior.**	Clearly communicates and consistently enforces specific standards for student work, effort, and behavior so that most students are able to describe them and take ownership of meeting them. Is able to model this element.
II-D-2. High Expectations	Gives up on some students or communicates that some cannot master challenging material.	May tell students that the subject or assignment is challenging and that they need to work hard but does little to counteract student misconceptions about innate ability.	**Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability.**	Effectively models and reinforces ways that students can consistently master challenging material through effective effort. Successfully challenges students' misconceptions about innate ability. Is able to model this element.
II-D-3. Access to Knowledge	Rarely adapts instruction, materials, and assessments to make challenging material accessible to all students.	Occasionally adapts instruction, materials, and assessments to make challenging material accessible to all students.	**Consistently adapts instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities.**	Individually and with colleagues, consistently adapts instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities. Is able to model this element.

Note: At the *Exemplary* level, an educator's level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

Standards and Indicators of Effective Teaching Practice:

Teacher Rubric

Standard III: Family and Community Engagement. *The teacher promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.*

Indicator III-A.	**Engagement: Welcomes and encourages every family to become active participants in the classroom and school community.**			
III-A. Elements	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Exemplary**
III-A-1. Parent/Family Engagement	Does not welcome families to become participants in the classroom and school community or actively discourages their participation.	Makes limited attempts to involve families in school and/or classroom activities, meetings, and planning.	**Uses a variety of strategies to support every family to participate actively and appropriately in the classroom and school community.**	Successfully engages most families and sustains their active and appropriate participation in the classroom and school community. Is able to model this element.

Indicator III-B.	**Collaboration: Collaborates with families to create and implement strategies for supporting student learning and development both at home and at school.**			
III-B. Elements	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Exemplary**
III-B-1. Learning Expectations	Does not inform parents about learning or behavior expectations.	Sends home only a list of classroom rules and the learning outline or syllabus for the year.	**Consistently provides parents with clear, user-friendly expectations for student learning and behavior.**	Successfully conveys to most parents student learning and behavior expectations. Is able to model this element.
III-B-2. Curriculum Support	Rarely, if ever, communicates with parents on ways to support children at home or at school.	Sends home occasional suggestions on how parents can support children at home or at school.	**Regularly updates parents on curriculum throughout the year and suggests strategies for supporting learning at school and home, including appropriate adaptation for students with disabilities or limited English proficiency.**	Successfully prompts most families to use one or more of the strategies suggested for supporting learning at school and home and seeks out evidence of their impact. Is able to model this element.

Note: At the *Exemplary* level, an educator's level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

Standards and Indicators of Effective Teaching Practice:

Teacher Rubric

Indicator III-C. Communication: Engages in regular, two-way, and culturally proficient communication with families about student learning and performance.

III-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-C-1. Two-Way Communication	Rarely communicates with families except through report cards; rarely solicits or responds promptly and carefully to communications from families.	Relies primarily on newsletters and other one-way media and usually responds promptly to communications from families.	**Regularly uses two-way communication with families about student performance and learning and responds promptly and carefully to communications from families.**	Regularly uses a two-way system that supports frequent, proactive, and personalized communication with families about student performance and learning. Is able to model this element.
III-C-2. Culturally Proficient Communication	Makes few attempts to respond to different family cultural norms and/or responds inappropriately or disrespectfully.	May communicate respectfully and make efforts to take into account different families' home language, culture, and values, but does so inconsistently or does not demonstrate understanding and sensitivity to the differences.	**Always communicates respectfully with families and demonstrates understanding of and sensitivity to different families' home language, culture, and values.**	Always communicates respectfully with families and demonstrates understanding and appreciation of different families' home language, culture, and values. Is able to model this element.

Note: At the *Exemplary* level, an educator's level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

Standards and Indicators of Effective Teaching Practice:

Teacher Rubric

Standard IV: Professional Culture. *The teacher promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.*

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

IV-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A-1. Reflective Practice	Demonstrates limited reflection on practice and/or use of insights gained to improve practice.	May reflect on the effectiveness of lessons/ units and interactions with students but not with colleagues and/or rarely uses insights to improve practice.	**Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning.**	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues; and uses and shares with colleagues, insights gained to improve practice and student learning. Is able to model this element.
IV-A-2. Goal Setting	Generally, participates passively in the goal-setting process and/or proposes goals that are vague or easy to reach.	Proposes goals that are sometimes vague or easy to achieve and/or bases goals on a limited self-assessment and analysis of student learning data.	**Proposes challenging, measurable professional practice, team, and student learning goals that are based on thorough self-assessment and analysis of student learning data.**	Individually and with colleagues builds capacity to propose and monitor challenging, measurable goals based on thorough self-assessment and analysis of student learning data. Is able to model this element.

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Indicator IV-B. Professional Growth: Actively pursues professional development and learning opportunities to improve quality of practice or build the expertise and experience to assume different instructional and leadership roles.				
IV-B. Elements	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Exemplary**
IV-B-1. Professional Learning and Growth	Participates in few, if any, professional development and learning opportunities to improve practice and/or applies little new learning to practice.	Participates only in required professional development activities and/or inconsistently or inappropriately applies new learning to improve practice.	**Consistently seeks out and applies, when appropriate, ideas for improving practice from supervisors, colleagues, professional development activities, and other resources to gain expertise and/or assume different instruction and leadership responsibilities.**	Consistently seeks out professional development and learning opportunities that improve practice and build expertise of self and other educators in instruction and leadership. Is able to model this element.

Indicator IV-C. Collaboration: Collaborates effectively with colleagues on a wide range of tasks.				
IV-C. Elements	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Exemplary**
IV-C-1. Professional Collaboration	Rarely and/or ineffectively collaborates with colleagues; conversations often lack focus on improving student learning.	Does not consistently collaborate with colleagues in ways that support productive team effort.	**Consistently and effectively collaborates with colleagues in such work as developing standards-based units, examining student work, analyzing student performance, and planning appropriate intervention.**	Supports colleagues to collaborate in areas such as developing standards-based units, examining student work, analyzing student performance, and planning appropriate intervention. Is able to model this element.

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Indicator IV-D. Decision-Making: Becomes involved in schoolwide decision making, and takes an active role in school improvement planning.				
IV-D. Elements	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Exemplary**
IV-D-1. Decision-Making	Participates in planning and decision making at the school, department, and/or grade level only when asked and rarely contributes relevant ideas or expertise.	May participate in planning and decision making at the school, department, and/or grade level but rarely contributes relevant ideas or expertise.	**Consistently contributes relevant ideas and expertise to planning and decision making at the school, department, and/or grade level.**	In planning and decision-making at the school, department, and/or grade level, consistently contributes ideas and expertise that are critical to school improvement efforts. Is able to model this element.

Indicator IV-E. Shared Responsibility: Shares responsibility for the performance of all students within the school.				
IV-E. Elements	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Exemplary**
IV-E-1. Shared Responsibility	Rarely reinforces schoolwide behavior and learning expectations for all students and/or makes a limited contribution to their learning by rarely sharing responsibility for meeting their needs.	Within and beyond the classroom, inconsistently reinforces schoolwide behavior and learning expectations for all students, and/or makes a limited contribution to their learning by inconsistently sharing responsibility for meeting their needs.	**Within and beyond the classroom, consistently reinforces schoolwide behavior and learning expectations for all students, and contributes to their learning by sharing responsibility for meeting their needs.**	Individually and with colleagues develops strategies and actions that contribute to the learning and productive behavior of all students at the school. Is able to model this element.

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Standards and Indicators of Effective Teaching Practice:

Teacher Rubric

Indicator IV-F. Professional Responsibilities: Is ethical and reliable, and meets routine responsibilities consistently.				
IV-F. Elements	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Exemplary**
IV-F-1. Judgment	Demonstrates poor judgment and/or discloses confidential student information inappropriately.	Sometimes demonstrates questionable judgment and/or inadvertently shares confidential information.	**Demonstrates sound judgment reflecting integrity, honesty, fairness, and trustworthiness and protects student confidentiality appropriately.**	Demonstrates sound judgment and acts appropriately to protect student confidentiality, rights and safety. Is able to model this element.
IV-F-2. Reliability & Responsibility	Frequently misses or is late to assignments, makes errors in records, and/or misses paperwork deadlines; frequently late or absent.	Occasionally misses or is late to assignments, completes work late, and/or makes errors in records.	**Consistently fulfills professional responsibilities; is consistently punctual and reliable with paperwork, duties, and assignments; and is rarely late or absent from school.**	Consistently fulfills all professional responsibilities to high standards. Is able to model this element.

Note: At the *Exemplary* level, an educator's level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

Massachusetts Model System for Educator Evaluation

Part III: Guide to Rubrics and Model Rubrics for Superintendent, Administrator, and Teacher

Appendix D. Specialized Instructional Support Personnel Rubric

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Guide to Specialized Instructional Support Personnel (SISP) Rubric

Rubrics – defined in the regulations as "scoring tool[s] that describe characteristics of practice or artifacts at different levels of performance" (603 CMR 35.02) – are a critical component of the Massachusetts educator evaluation framework and are required for every educator. 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. This appendix contains the ESE Model "SISP" Rubric.

Structure of the Specialized Instructional Support Personnel (SISP) Rubric

- **Standards:** Standards are the broad categories of knowledge, skills, and performance of effective practice detailed in the regulations. There are four Standards for teachers: *Curriculum, Planning, and Assessment; Teaching All Students; Family and Community Engagement;* and *Professional Culture.*
- **Indicators:** Indicators, also detailed in the regulations, describe specific knowledge, skills, and performance for each Standard. For example, there are three Indicators in Standard I of the SISP rubric: *Curriculum and Planning*; *Assessment*; and *Analysis*.
- **Elements:** The elements are more specific descriptions of actions and behaviors related to each Indicator. The elements further break down the Indicators into more specific aspects of educator practice and provide an opportunity for evaluators to offer detailed feedback that serves as a roadmap for improvement.
- **Descriptors:** Performance descriptors are observable and measurable statements of educator actions and behaviors aligned to each element and serve as the basis for identifying the level of teaching or administrative performance in one of four categories: *Unsatisfactory, Needs Improvement, Proficient,* or *Exemplary*.

Use of the Specialized Instructional Support Personnel (SISP) Rubric

This rubric describes practice that is common across educators in professional support roles such as school counselors, school psychologists, school nurses, and others defined in the recognition clause of the appropriate collective bargaining agreement. It is intended to be used throughout the 5 step evaluation cycle for educators who provide direct services such as education, therapy, counseling, assessment, and diagnosis to a caseload of students, as well as educators who may provide indirect support to students through consultation to and collaboration with teachers, administrators, and other colleagues.

The roles and responsibilities of educators to whom this rubric will be applied will vary. ESE encourages educators and evaluators to use the rubric strategically by discussing and agreeing upon certain Indicators and Elements that should be high priorities according to that educator's role and responsibilities as well as his/her professional practice and student learning needs. There are a variety of ways to emphasize these components throughout the evaluation cycle. For example, high priority Indicators and/or elements can be analyzed in greater depth during self-assessment, targeted during goal setting, a focus for more comprehensive evidence collection, or all of the above. However, the expectation is that by the end of the evaluation cycle, educators and evaluators have gathered and shared a reasonable amount of evidence on every Indicator to support a rating for each Standard.

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

Specialized Instructional Support Personnel (SISP) 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 Indicator 1. Professional Knowledge 2. Child and Adolescent Development 3. Plan Development 4. Well-Structured Lessons	**A. Instruction Indicator** 1. Quality of Effort and Work 2. Student Engagement 3. Meeting Diverse Needs	**A. Engagement Indicator** 1. Parent/Family Engagement	**A. Reflection Indicator** 1. Reflective Practice 2. Goal Setting
B. Assessment Indicator 1. Variety of Assessment Methods 2. Adjustments to Practice	**B. Learning Environment Indicator** 1. Safe Learning Environment 2. Collaborative Learning Environment 3. Student Motivation	**B. Collaboration Indicator** 1. Learning Expectations 2. Student Support	**B. Professional Growth Indicator** 1. Professional Learning and Growth
C. Analysis Indicator 1. Analysis and Conclusions 2. Sharing Conclusions With Colleagues 3. Sharing Conclusions With Students and Families	**C. Cultural Proficiency Indicator** 1. Respects Differences 2. Maintains Respectful Environment	**C. Communication Indicator** 1. Two-Way Communication 2. Culturally Proficient Communication	**C. Collaboration Indicator** 1. Professional Collaboration 2. Consultation
	D. Expectations Indicator 1. Clear Expectations 2. High Expectations 3. Access to Knowledge		**D. Decision-Making Indicator** 1. Decision-making
			E. Shared Responsibility Indicator 1. Shared Responsibility
			F. Professional Responsibilities Indicator 1. Judgment 2. Reliability and Responsibility

Note: The SISP rubric is designed to have close alignment with the teacher rubric to emphasize commonalities across educators. Please see Appendix E addressing "Role-Specific Indicators" for additional guidance and samples of how to strategically supplement this rubric to further differentiate by role.

How to reference parts of the rubric:

Indicator terminology: under the "Teaching All Students**"** Standard (II), the" Instruction Indicator**"** (A) can be referred to as *Indicator II-A*

Element terminology: under the Instruction Indicator (A), the Student Engagement Element (2) can be referred to as *Element II-A-2*

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

Standards and Indicators of Effective Teaching Practice:
Specialized Instructional Support Personnel Rubric

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

Indicator I-A. Curriculum and Planning: Has strong knowledge specific to subject matter and/or professional responsibility, has a good grasp of child development and how students learn, and designs effective and rigorous plans for support consisting of well-structured lessons with measurable outcomes.

I-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A-1. Professional Knowledge	Demonstrates limited professional knowledge; relies heavily on outdated practices as opposed to current practices supported by research. Rarely engages students in academic, behavioral, and social/emotional learning experiences through the use of educational and/or clinical practices.	Demonstrates factual knowledge of the professional content and delivery and sometimes applies it to engage students in academic, behavioral, and social/emotional learning experiences through the use of educational and/or clinical practices.	**Demonstrates sound knowledge and understanding of professional content and delivery by consistently engaging students in academic, behavioral, and social/emotional learning experiences through the use of educational and/or clinical practices that enable students to acquire knowledge and skills.**	Demonstrates mastery of professional content and its delivery by engaging all students in academic, behavioral, and social/emotional learning experiences, through the use of educational and/or clinical practices, that enable students to synthesize knowledge and skills. Is able to model this element.
I-A-2. Child and Adolescent Development	Demonstrates little or no knowledge of child and adolescent development; typically develops one learning experience, and/or type of support or assistance for all students that does not adequately address intended outcomes.	Demonstrates general knowledge of child and adolescent development but does not apply this knowledge when providing differentiated learning experiences, support, and/or assistance that would enable all students—as opposed to just some—to move toward meeting intended outcomes.	**Demonstrates knowledge of students' developmental levels and the different ways these students learn or behave by providing differentiated learning experiences, support, and/or assistance that enable all students to progress toward meeting intended outcomes.**	Demonstrates expert knowledge of the developmental levels of individual students and students in the grade or subject more generally and uses this knowledge to differentiate and expand learning experiences, supports, and/or types of assistance, enabling all students to make significant progress toward meeting stated outcomes. Is able to model this element.

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Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

Standards and Indicators of Effective Teaching Practice:
Specialized Instructional Support Personnel Rubric

I-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
1-A-3 Plan Development[1]	Develops or contributes to the development of plans that are not timely and/or not tailored to the needs of individual students; or, plans do not include appropriate supports or measurable outcomes that would enable students to meet the goals and objectives of the plan.	Develops or contributes to the timely development of plans that respond to some but not all relevant individual student needs, and/or plans that lack sufficient measurable outcomes or supports that enable students to meet all goals and objectives of the plan.	**Develops or contributes to the timely development of well-structured plans with measurable outcomes that respond to all relevant individual student needs, and include supports that enable students to meet the goals or objectives of the plan.**	Develops or contributes to the timely development of comprehensive, well-structured plans with measurable outcomes that respond to all relevant individual student needs, are coordinated with other plans relevant to those students, and include supports that enable students to meet all goals or objectives of the plan. Is able to model this element.
I-A-4. Well-Structured Lessons	Develops lessons (which may include individual and group activities or sessions) with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping.	Develops lessons (which may include individual and group activities or sessions) with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping.	**Develops well-structured lessons (which may include individual and group activities or sessions) with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.**	Develops well-structured and highly engaging lessons (which may include individual and group activities and sessions) with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every student's needs. Is able to model this element.

[1] "Plan" is used throughout this document to refer to a variety of plans, including but not limited to: lesson plans, unit plans, Individualized Education Programs (IEPs), Individualized Health Care Plans (IHCPs), Career Plans, and 504 Plans. The type of plan that an educator is responsible for depends on the educator being evaluated; both the educator and evaluator should understand and agree upon the definition relevant to the educator's role.

Note: At the *Exemplary* level, an educator's level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

Standards and Indicators of Effective Teaching Practice:
Specialized Instructional Support Personnel Rubric

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

I-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-B-1. Variety of Assessment Methods	Administers assessments and/or collects only the data required by the school and/or measures only point-in-time student achievement or development.	May design and administer assessments and/or collect some data to measure student learning, growth, or development, but uses a limited range of methods.	**Designs and administers assessments and/or collects data to measure student learning, growth, and/or development through a variety of methods, including informal and formal assessments and common interim assessments where applicable.**	Uses an integrated, comprehensive assessment system, including informal and formal assessment methods and common interim assessments where applicable, to measure student learning, growth, and development. Is able to model this element.
I-B-2. Adjustment to Practice	Makes few adjustments to practice by identifying and/or implementing appropriate differentiated interventions, supports, and programs based on formal and informal assessments.	May organize and analyze some assessment results but only occasionally adjusts practice and identifies and/or implements appropriate differentiated interventions, supports, and programs for students.	**Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions, supports, and programs for students.**	Organizes and analyzes results from a comprehensive system of assessments to determine progress toward intended outcomes and frequently uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions, supports, or programs for individuals and groups of students and appropriate modifications of plans. Is able to model this element.

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Standards and Indicators of Effective Teaching Practice:
Specialized Instructional Support Personnel Rubric

Indicator I-C. Analysis: Analyzes data from assessments, draws conclusions, and shares them appropriately.

I-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-C-1. Analysis and Conclusions	Does not analyze data and/or draw conclusions from data beyond completing minimal requirements.	Draws conclusions from a limited analysis of data to inform student learning, growth, and development.	**Individually and with colleagues, draws appropriate conclusions about programs, plans, and practices from a thorough analysis of a wide range of data to improve student learning, growth, and development.**	Individually and with colleagues, draws appropriate, actionable conclusions about programs, plans, and practices from a thorough analysis of a wide range of data that improve short- and long-term planning decisions. Is able to model this element.
I-C-2. Sharing Conclusions With Colleagues	Rarely shares with colleagues conclusions about student progress and/or rarely seeks feedback from them about practices that will support improved student learning and/or development.	Only occasionally shares with colleagues conclusions about student progress and/or seeks feedback from them about practices that will support improved student learning and/or development.	**Regularly shares with appropriate colleagues (e.g., classroom teachers, administrators, and professional support personnel) conclusions about student progress and seeks feedback from them about practices that will support improved student learning and/or development.**	Establishes and implements a schedule and plan for regularly sharing with all appropriate colleagues (e.g., classroom teachers, administrators, and professional support personnel) conclusions and insights about student progress. Seeks and applies feedback from them about practices that will support improved student learning and/or development. Is able to model this element.
I-C-3. Sharing Conclusions With Students and Families	Provides little or no feedback on student growth or progress except through minimally required reporting or provides inappropriate feedback that does not support students to grow and improve.	Provides some feedback about student growth or progress beyond required reports but rarely shares strategies for students to grow and improve.	**Based on assessment results and/or other data, provides descriptive feedback and engages students and families in constructive conversation that focuses on student growth and improvement.**	Establishes early, constructive feedback loops with students and families that create a dialogue about student growth, progress, and improvement. Is able to model this element.

Note: At the *Exemplary* level, an educator's level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

Standards and Indicators of Effective Teaching Practice:
Specialized Instructional Support Personnel Rubric

Standard II: Teaching All Students. *Promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.*

Indicator II-A.	**Instruction: Uses instructional and clinical practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.**			
II-A. Elements	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Exemplary**
II-A-1. Quality of Effort and Work	Establishes no or low expectations for student work and behavior and/or offers few supports to help students know what is expected of them.	May state high expectations for student work and behavior, but provides few exemplars and rubrics, or limited guided practice, and/or few other supports to help students know what is expected of them.	**Consistently defines high expectations for student work and behavior, and the perseverance and effort required to produce it; often provides exemplars, rubrics, or guided practice, and/or models appropriate behaviors.**	Consistently defines high expectations for student work and behavior and effectively supports students to set high expectations for each other to persevere and produce high-quality work. Is able to model this element.
II-A-2. Student Engagement	Uses instructional and/or clinical practices that leave most students uninvolved and/or passive.	Uses instructional and/or clinical practices that motivate and engage some students but leave others uninvolved and/or passive.	**Consistently uses instructional and clinical practices that are likely to motivate and engage most students during the lesson, activity, or session.**	Consistently uses instructional and clinical practices that typically motivate and engage most students during the lesson, activity, or session, and during independent work. Is able to model this element.
II-A-3. Meeting Diverse Needs	Uses limited and/or inappropriate practices and/or supports to accommodate differences.	May use some appropriate practices and/or supports to accommodate differences, but fails to address an adequate range of differences.	**Uses appropriate practices, including tiered instruction, scaffolds, and other supports, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.**	Uses a varied repertoire of practices and/or supports to create structured opportunities for each student to meet or exceed expectations for growth and development. Is able to model this element.

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Standards and Indicators of Effective Teaching Practice:
Specialized Instructional Support Personnel Rubric

Indicator II-B. Learning Environment: Creates and maintains a safe and collaborative learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning.

II-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-B-1. Safe Learning Environment	Maintains a physical environment that is unsafe or does not support student learning. Uses inappropriate or ineffective rituals, routines, and/or responses to reinforce positive behavior or respond to behaviors that interfere with students' learning.	May create and maintain a safe physical environment but inconsistently maintains rituals, routines, and responses needed to prevent and/or stop behaviors that interfere with all students' learning.	**Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.**	Uses rituals, routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role—individually and collectively—in preventing behaviors that interfere with learning. Is able to model this element.
II-B-2. Collaborative Learning Environment	Makes little effort to teach interpersonal, group, and communication skills or facilitate student work in groups, or such attempts are ineffective.	Teaches some interpersonal, group, and communication skills and provides some opportunities for students to work in groups.	**Develops students' interpersonal, group, and communication skills and provides opportunities for students to learn in groups with diverse peers.**	Teaches and reinforces interpersonal, group, and communication skills so that students seek out their peers as resources. Is able to model this practice.
II-B-2. Student Motivation	Directs all learning experiences, providing few, if any, opportunities for students to take risks or challenge themselves.	Creates some learning experiences that guide students to identify needs, ask for support, and challenge themselves to take risks.	**Consistently creates learning experiences that guide students to identify their strengths, interests, and needs; ask for support when appropriate; take risks; and challenge themselves to succeed.**	Consistently supports students to identify their strengths, interests, and needs; ask for support; take risks; challenge themselves; set learning goals; and monitor their own progress. Is able to model this element.

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Standards and Indicators of Effective Teaching Practice:
Specialized Instructional Support Personnel Rubric

Indicator II-C. Cultural Proficiency: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.

II-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-C-1. Respects Differences	Establishes an environment in which students demonstrate limited respect for individual differences.	Establishes an environment in which students generally demonstrate respect for individual differences.	**Consistently uses strategies and practices that are likely to enable students to demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.**	Establishes an environment in which students respect and affirm their own and others' differences and are supported to share and explore differences and similarities related to background, identity, language, strengths, and challenges. Is able to model this element.
II-C-2. Maintains Respectful Environment	Minimizes or ignores conflicts and/or responds in inappropriate ways.	Anticipates and responds appropriately to some conflicts or misunderstandings but ignores and/or minimizes others.	**Anticipates and responds appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages, and identities.**	Anticipates and responds appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages, and identities in ways that lead students to be able to do the same independently. Is able to model this element.

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Standards and Indicators of Effective Teaching Practice:
Specialized Instructional Support Personnel Rubric

Indicator II-D. Expectations: Plans and implements lessons and/or supports that set clear and high expectations and also make knowledge, information, and/or supports accessible for all students.

II-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-D-1. Clear Expectations	Does not make specific standards for student work, effort, interactions, and behavior clear to students.	May communicate specific standards for student work, effort, interactions, and behavior, but inconsistently or ineffectively enforces them.	**Clearly communicates and consistently enforces specific standards for student work, effort, and behavior.**	Clearly communicates and consistently enforces specific standards for student work, effort, interactions, and behavior so that most students are able to describe them and take ownership of meeting them. Is able to model this element.
II-D-2. High Expectations	Gives up on some students or communicates that some cannot accomplish challenging goals. .	May tell students that a goal is challenging and that they need to work hard but does not model ways students can accomplish the goal through effective effort. .	**Effectively models and reinforces ways that students can set and accomplish challenging goals through effective effort, rather than having to depend on innate ability.**	Effectively models and reinforces ways that students can consistently accomplish challenging goals through effective effort. Successfully challenges students' misconceptions about innate ability. Is able to model this element.
II-D-3. Access to Knowledge	Rarely adapts instruction, services, plans, communication, and/or assessments to make curriculum/supports accessible to all students for whom the educator has responsibility.	Occasionally adapts instruction, services, plans, communication, and/or assessments to make curriculum/supports accessible to all students for whom the educator has responsibility.	**Consistently adapts instruction, services, plans, communication, and/or assessments to make curriculum/ supports accessible to all students for whom the educator has responsibility, including English learners and students with disabilities.**	Individually and with colleagues, consistently adapts instruction, services, plans, communication, and/or assessments to make curriculum/supports accessible to all students for whom the educator has responsibility, including English learners and students with disabilities. Is able to model this element.

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Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

Standards and Indicators of Effective Teaching Practice:
Specialized Instructional Support Personnel Rubric

Standard III: Family and Community Engagement. *Promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.*

Indicator III-A.	**Engagement: Welcomes and encourages every family to become active participants in the classroom and school community.**			
III-A. Elements	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Exemplary**
III-A-1. Parent/Family Engagement	Does not welcome families to become participants in the classroom and school community or actively discourages their participation.	Makes limited attempts to involve families in school and/or classroom activities, meetings, and planning.	**Uses a variety of strategies to support families to participate actively and appropriately in the classroom and school community.**	Successfully engages most families and sustains their active and appropriate participation in the classroom and school community. Is able to model this element.

Indicator III-B.	**Collaboration: Collaborates with families to create and implement strategies for supporting student learning and development both at home and at school.**			
III-B. Elements	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Exemplary**
III-B-1. Learning Expectations	Does not inform parents about learning, behavior, and/or wellness expectations.	Sends home only a list of rules/expectations and an outline of the student learning, behavior, or wellness plan for the year.	**Consistently provides parents with clear, user-friendly expectations for student learning, behavior, and/or wellness.**	Successfully conveys to most parents clear, user-friendly student learning, behavior, and wellness expectations. Is able to model this element.
III-B-2. Student Support	Rarely, if ever, communicates with parents on ways to support learning and development at home or at school.	Sends home occasional suggestions on how parents can support learning and development at home or at school.	**Regularly communicates with parents to create, share, and/or identify strategies for supporting learning and development at school and home.**	Regularly communicates with parents to share and/or identify strategies for supporting learning and development at school and home, successfully encourages most families to use at least one of these strategies, and seeks out evidence of their impact. Is able to model this element.

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Standards and Indicators of Effective Teaching Practice:
Specialized Instructional Support Personnel Rubric

Indicator III-C. Communication: Engages in regular, two-way, and culturally proficient communication with families about student learning, behavior and wellness.

III-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-C-1. Two-Way Communication	Rarely communicates with families except through required reports; rarely solicits or responds promptly to communications from families.	Relies primarily on sharing general information and announcements with families through one-way media and usually responds promptly to communications from families.	**Regularly uses two-way communication with families about student learning, behavior, and wellness; responds promptly and carefully to communications from families.**	Regularly uses a two-way system that supports frequent, proactive, and personalized communication with families about individual student learning, behavior, and wellness. Is able to model this element.
III-C-2. Culturally Proficient Communication	Makes few attempts to respond to different family cultural norms and/or responds inappropriately or disrespectfully.	May communicate respectfully and make efforts to take into account different families' home language, culture, and values, but does so inconsistently or does not demonstrate understanding and sensitivity to the differences.	**Always communicates respectfully with families and demonstrates understanding of and sensitivity to different families' home language, culture, and values.**	Always communicates respectfully with families and demonstrates understanding and appreciation of different families' home language, culture, and values. Is able to model this element.

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Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

Standards and Indicators of Effective Teaching Practice:
Specialized Instructional Support Personnel Rubric

Standard IV: Professional Culture. *Promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.*

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

IV-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A-1. Reflective Practice	Demonstrates limited reflection on practice and/or use of insights gained to improve practice.	May reflect on the effectiveness of instruction, supports, and interactions with students but not with colleagues and/or rarely uses insights gained to improve practice.	**Regularly reflects on the effectiveness of instruction, supports, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student outcomes.**	Regularly reflects on the effectiveness of instruction, supports, and interactions with students, both individually and with colleagues; and uses and shares with colleagues insights gained to improve practice and student outcomes. Is able to model this element.
IV-A-2. Goal Setting	Participates passively in the goal-setting process and/or proposes goals that are vague or easy to reach.	Proposes one goal that is vague or easy to achieve and/or bases goals on a limited self-assessment and analysis of student data.	**Proposes challenging, measurable professional practice, team, and student learning goals that are based on thorough self-assessment and analysis of student data.**	Individually and with colleagues builds capacity to propose and monitor challenging, measurable goals based on thorough self-assessment and analysis of student data. Is able to model this element.

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Standards and Indicators of Effective Teaching Practice:
Specialized Instructional Support Personnel Rubric

Indicator IV-B. Professional Growth: Actively pursues professional development and learning opportunities to improve quality of practice or build the expertise and experience to assume different instructional and leadership roles.				
IV-B. Elements	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Exemplary**
IV-B-1. Professional Learning and Growth	Participates in few, if any, professional development and learning opportunities to improve practice and/or applies little new learning to practice.	Participates only in required professional development and learning activities and/or inconsistently or inappropriately applies new learning to improve practice.	**Consistently seeks out and applies, when appropriate, ideas for improving practice from supervisors, colleagues, professional development activities, and other resources to gain expertise and/or assume different instruction and leadership responsibilities.**	Consistently seeks out professional development and learning opportunities that improve practice and build expertise of self and other educators in instruction, academic support, and leadership. Is able to model this element.

Indicator IV-C. Collaboration: Collaborates effectively with colleagues on a wide range of tasks.				
IV-C. Elements	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Exemplary**
IV-C-1. Professional Collaboration	Rarely and/or ineffectively collaborates with colleagues; conversations often lack focus on student performance and/or development.	Does not consistently collaborate with colleagues in ways that support productive team effort.	**Consistently and effectively collaborates with colleagues through shared planning and/or informal conversation in such work as: analyzing student performance and development and planning appropriate interventions at the classroom or school level.**	Facilitates effective collaboration among colleagues through shared planning and/or informal conversation in such work as analyzing student performance and development and planning appropriate, comprehensive interventions at the classroom and school level. Is able to model this element.
IV-C-2. Consultation	Regularly provides inappropriate advice; does not provide advice and expertise to general education teachers or other colleagues unless prompted to do so; and/or fails to offer advice when appropriate.	Provides advice and expertise to support general education teachers and other colleagues to create appropriate and effective academic, behavioral, and social/emotional learning experiences for only some students for whom responsibility is shared, or sometimes provides advice that is inappropriate or poorly customized.	**Regularly provides appropriate advice and expertise that is customized to support general education teachers and other colleagues to create appropriate and effective academic, behavioral, and social/emotional learning experiences for students for whom responsibility is shared.**	Utilizes a variety of means to regularly provide advice and expertise that is customized to support general education teachers and other colleagues to successfully create appropriate and effective academic, behavioral, and social/emotional learning experiences for students. Is able to model this element.

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Indicator IV-D. Decision-Making: Becomes involved in schoolwide decision making, and takes an active role in school improvement planning.				
IV-D. Elements	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Exemplary**
IV-D-1. Decision-Making	Participates in planning and decision making at the school, department, and/or grade level only when asked and rarely contributes relevant ideas or expertise.	May participate in planning and decision making at the school, department, and/or grade level but rarely contributes relevant ideas or expertise.	**Consistently contributes relevant ideas and expertise to planning and decision making at the school, department, and/or grade level.**	In planning and decision-making at the school, department, and/or grade level, consistently contributes ideas and expertise that are critical to school improvement efforts. Is able to model this element.

Indicator IV-E. Shared Responsibility: Shares responsibility for the performance of all students within the school.				
IV-E. Elements	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Exemplary**
IV-E-1. Shared Responsibility	Rarely reinforces schoolwide behavior and learning expectations for all students and/or makes a limited contribution to their learning by rarely sharing responsibility for meeting their needs.	Within and beyond the classroom, inconsistently reinforces schoolwide behavior and learning expectations for all students, and/or makes a limited contribution to their learning by inconsistently sharing responsibility for meeting their needs.	**Within and beyond the classroom, consistently reinforces school-wide behavior and learning expectations for all students, and contributes to their learning by sharing responsibility for meeting their needs.**	Individually and with colleagues, develops strategies and actions that contribute to the learning and productive behavior of all students at the school. Is able to model this element.

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Standards and Indicators of Effective Teaching Practice:
Specialized Instructional Support Personnel Rubric

Indicator IV-F. Professional Responsibilities: Is ethical and reliable, and meets routine responsibilities consistently.				
IV-F. Elements	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Exemplary**
IV-F-1. Judgment	Demonstrates poor judgment and/or discloses confidential student information inappropriately.	Sometimes demonstrates questionable judgment and/or inadvertently shares confidential information.	**Demonstrates sound judgment reflecting integrity, honesty, fairness, and trustworthiness and protects student confidentiality appropriately.**	Demonstrates sound judgment and acts appropriately to protect student confidentiality, rights and safety. Is able to model this element.
IV-F-2. Reliability & Responsibility	Frequently misses or is late to assignments, makes errors in records, and/or misses paperwork deadlines; frequently late or absent.	Occasionally misses or is late to assignments, completes work late, and/or makes errors in records.	**Consistently fulfills professional responsibilities; is consistently punctual and reliable with paperwork, duties, and assignments; and is rarely late or absent from school.**	Consistently fulfills all professional responsibilities to high standards. Is able to model this element.

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