PERFORMANCE STANDARD ELEMENT LOOK FOR'S

Evidence of educator proficiency on the four Performance Standards of Effective Teaching Practice may be collected through observation or artifacts that reflect an educator's practice. Below, please find possible suggestions, of how competency in different elements of the Performance Standards ***may*** look for teachers, students, and parents/families. These documents shall be used as a guide to discuss instructional practice, and to collect and/or review evidence. Please note that the suggestions below do ***NOT*** include all possible suggestions of instructional practice and strategies. Schools, teams, and departments are encouraged to modify and/or add to these lists where appropriate.

I-A-4.Well-Structured Lessons

Unsatisfactory	Needs Improvement	Proficient	Exemplary
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.
For TEACHERS this may look like:			
1. Teacher fails to display and/or communicate objectives to students.	1. Teacher presents objectives are either not in clear and student accessible language, not aligned to lesson content and activities, or are too challenging or not challenging enough for students.	1. Teacher displays and communicates student accessible, lesson-aligned objectives.	1. Teacher explicitly refers to student accessible, lesson-aligned, objectives that are designed to address specific student needs and interests.
2. Teacher plans or delivers lessons that lack a clear structure with reasonable time allocation.	2. Teacher plans or delivers lessons with either too much or insufficient time allocated to activities, or timing and content that is not suitably differentiated.	2. Teacher plans and delivers lessons that are logically structured, well-scaffolded, reasonably paced, with differentiated content and timing, as necessary.	2. Teacher consistently plans and delivers lessons that are logically structured, well-scaffolded, reasonably paced, with differentiated content and timing, to meet student needs.
3. Teacher may use student groups, however groupings do not appear to be designed to support student learning.	3. Teacher may use student groups, however groupings rarely appear to be designed to support student learning.	3. Teacher divides students into groups that support student learning and build on students' strengths.	3. Teacher regularly divides students into groups that maximize student-to-student interaction, facilitate collaboration, and support student learning.
4. Teacher provides minimal learning activities, which are not challenging or well aligned to instructional goals.	4. Teacher provides only a few challenging learning activities, which may not be fully aligned to lesson objectives.	4. Teacher provides challenging learning activities and materials that prompt higher-level thinking.	4. Teacher routinely provides a variety of challenging learning activities and materials that prompt higher-level thinking and connect to other subjects.
5. Teacher offers insufficient materials, or materials are not prepared, engaging, or matched to lesson objectives.	5. Teacher provides materials, however materials are inadequate or poorly organized.		
For STUDENTS this may look like:			
1. When prompted, students are unable to summarize or describe lesson objectives.	1. When prompted, students may be able to partially describe lesson objectives.	1. When prompted, students identify and explain lesson objectives.	1. Students identify lesson objectives and explain their relevance to unit learning objectives.
2. When prompted, students are unable to explain expectations or rationale for lesson activities.	2. When prompted, students may be able to partially describe how to complete the learning task.	2. When prompted, students describe how to complete the learning task, and identify relationships to real-world knowledge or skills.	2. Students detail how to complete the learning task, and identify relationships to real-world knowledge or skills.
3. Students are off-task and display minimal effort for most of the lesson.	3. Students display low levels of focus, effort, or participation during the lesson.	3. Students are focused and display high levels of effort the majority of lesson.	3. Students consistently are focused and display high levels of effort.
4. If placed in groups, students do not work collaboratively or equitably with peers.	4. If placed in groups, students rarely work collaboratively or equitably with peers.	4. If placed in groups, students work collaboratively and equitably.	4. If placed in groups, students work collaboratively and equitably while respectfully monitoring each other's focus and participation.

Credit: Boston Public Schools

I-B-2 Adjustments to Practice

Unsatisfactory	Needs Improvement	Proficient	Exemplary
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.*
For TEACHERS this may look like:			
1. Teacher rarely assesses student understanding, or assessments are rarely aligned to instructional goals.	1. Teacher inconsistently assess student understanding during lessons, and primarily relies on limited assessment data; or assessments only partially reflect lesson objectives.	1. Teacher frequently assesses student understanding during lessons and throughout units.	1. Teacher uses a comprehensive system to assess student understanding during lessons and throughout units.
2. Teacher provides students with little useful feedback or clarification.	2. Teacher provides students with feedback, however feedback may not be timely or fully address misunderstandings.	2. Teacher generally provides timely feedback that clarifies misunderstood content.	2. Teacher consistently provides timely feedback that clarifies misunderstood content and extends student thinking.
3. Teacher generally does not use student assessment data to inform future student groups, objectives, and lesson activities.	3. Teacher records some student assessment data, and occasionally uses this data to design future student groups, objectives, and lesson activities.	3. Teacher frequently uses student assessment data to plan and, when necessary, make during lesson adjustments to student groups, lesson objectives, lesson activities.	3. Teacher consistently uses up-to-date student assessment data to plan and, when necessary, adjust student groups, lesson objectives, and lesson activities.
4. Teacher rarely attempts to adapt explanations or materials based on informal assessment.	4. Teacher sometimes attempts to adapt explanations or materials based on informal assessment.	4. Teacher often adapts and differentiates lessons based on informal assessments of student understanding or misconception.	4. Teacher provides ample opportunities for supportive student interventions and challenging extension activities.
5. Teacher infrequently provides opportunities for additional intervention or enhancement support for students.	5. Teacher provides few opportunities for additional intervention or enhancement support for students.	5. Teacher creates additional opportunities for students to practice difficult-to-master areas in the curriculum as well as extension activities.	5. Teacher frequently anticipates typical student understanding or misconceptions and is prepared with alternative and differentiated lesson activities and materials.
For STUDENTS this may look like:			
1. Students do not practice skills that need further development or take on challenging extension activities.	1. Students rarely practice skills that need further development or take on challenging extension activities.	1. Students are provided in-class opportunities to practice skills that need further development and take on challenging extension activities.	1. Students are consistently provided in-class and pursue out of class opportunities to practice skills that need further development and take on challenging extension activities.

Credit: Boston Public Schools

II-A-1. Quality of Effort and Work

Unsatisfactory	Needs Improvement	Proficient	Exemplary
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 state 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.
For TEACHERS this may look like:			
1. Teacher does not refer to criteria for exemplary work, or criteria are not rigorous.	1. Teacher may communicate characteristics of high quality work, however, teacher does not refer to criteria when modeling tasks or rarely reminds students of the criteria for high quality work.	1. Teacher defines criteria for high quality work by using examples, rubrics, and models high quality work with guided practice.	1. Teacher defines criteria for high quality work by crafting detailed, comprehensive exemplars and rubrics with students, and models quality work with guided practice.
2. Teacher does not explain or model expectations for quality effort, or expectations are low.	2. Teacher rarely explains or models expectations for quality effort, such as students' participation, time management, attention, and integration of feedback into work.	2. Teacher explains or models expectations for quality effort, such as students' participation, time management, attention, and integration of feedback into work.	2. Teacher regularly explains and models expectations for quality effort, such as students' participation, time management, attention, and integration of feedback into work.
3. Teacher does not provide students with strategies to persevere in completing challenging tasks.	3. Teacher may evaluate student work and effort, but does so inconsistently or does not hold uniformly high expectations for all students.	3. Teacher evaluates student work and effort against specified criteria and expectations, and often provides students and parents with feedback.	3. Teacher routinely evaluates student work and effort against specified criteria and expectations, and provides students and parents with feedback.
4. Teacher communicates low expectations for student ability to complete	4. Teacher provides few resources or strategies that support students to persevere in completing challenging tasks.	4. Teacher explains to students how and when to utilize resources and strategies to persevere in completing challenging tasks and holds students accountable for doing so.	4. Teacher consistently explains to students how and when to utilize resources and strategies to persevere in completing challenging tasks, and students hold each other accountable for doing so.
For STUDENTS this may look like:			
1. When prompted, students are unable to articulate criteria for exemplary work and effort.	1. When prompted, students may be able to articulate certain criteria for exemplary work or effort.	1. When prompted, students articulate the criteria for exemplary work and effort.	1. Students contribute to defining criteria for exemplary work and effort.
2. Students do not conduct self or peer assessments of work or effort.	2. Students rarely conduct self or peer assessments of work or effort, or assessments are not linked to exemplary criteria.	2. Students use criteria for exemplary work and effort to conduct self and/or peer assessments.	2. Students routinely use criteria for exemplary work and effort to conduct rigorous self and peer assessments.
3. Students do not use additional resources or strategies for support when faced with a challenging task, or when asked, are unable to identify learning resources or strategies.	3. Students rarely use additional resources or strategies for support when faced with a challenging task, or use resources and strategies that are not relevant to instructional goals.	3. Students use additional resources or strategies for support when faced with a challenging task	3. Students use and create additional resources and strategies for support when faced with a challenging task.

Credit: Boston Public Schools

II-D-2. High Expectations

Unsatisfactory	Needs Improvement	Proficient	Exemplary
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.
For TEACHERS this may look like:			
1. Teacher uses questioning techniques that are not challenging enough, and do not require an explanation of student thinking.	1. Teacher infrequently uses challenging and varied questioning techniques to stimulate thinking, but does not require students to explain their thinking.	1. Teacher typically uses challenging and varied questioning techniques to stimulate thinking, and encourages all students to participate and explain their thinking.	1. Teacher consistently uses challenging and varied questioning techniques to stimulate thinking, and encourages all students to participate and explain their thinking.
2. Teacher uses instructional practices that convey low expectations for student learning and mastery.	2. Teacher communicates expectations for student learning, but does not reinforce expectations or provide encouragement to students.	2. Teacher typically communicates and reinforces high expectations for student learning, and encourages students to work hard and give their best effort.	2. Teacher consistently communicates and reinforces high expectations for learning, and encourages students to work hard and give their best effort.
3. Teacher uses instructional strategies that do not support students' mastery of material, and accessibility to knowledge.	3. Teacher uses instructional strategies to support students' mastery of material; however knowledge is not made accessible for all students.	3. Teacher frequently uses instructional strategies to support students' mastery of challenging material, and makes knowledge accessible for all students.	3. Teacher consistently uses instructional strategies to support students' mastery of challenging material, and makes knowledge accessible for all students.
4. Teacher assigns work that is either too challenging for students, or is not rigorous enough.	4. Teacher infrequently assigns work that appropriately challenges students to apply their knowledge and skills.	4. Teacher routinely assigns work that appropriately challenges students to apply their knowledge and skills.	4. Teacher consistently assigns work that appropriately challenges students to apply their knowledge and skills.
For STUDENTS this may look like:			
1. Few if any students ask questions. Answers to questions reveal rudimentary knowledge, and/or a lack of understanding of material.	1. Some students answer questions, and make comments that reveal basic knowledge, and/or a lack of understanding of the material.	1. Students ask questions and make comments that reveal a depth of knowledge, and engagement with the material.	1. Students routinely ask and answer questions that reveal a depth of knowledge, and engagement with the material.
2. If asked, students are unable to indicate a capacity to complete assigned tasks.	2. If asked, students indicate little capacity to complete assigned tasks.	2. If asked, students indicate a capacity to complete assigned tasks and may offer a rationale for their capacity.	2. If asked, students indicate a capacity to complete assigned tasks and offer a well-evidenced rationale for their capacity.
3. If asked, students are unable to communicate learning expectations.	3. If asked, students can partially communicate what is expected of them.	3. If asked, students can communicate what is expected of them, and may indicate the effort required to meet such expectations.	3. If asked, students can communicate what is expected of them and why, and the effort required to meet or exceed such expectations.
4. Students do not utilize resources and supports for they are not made available, or students do not know how to use them properly.	4. Students partially utilize resources to assist them with completing a task.	4. Students utilize resources to assist them with completing a task and mastering material.	4. Students fully utilize a variety of resources and classroom supports to assist them with completing a task and mastering material.
5. Students are off-task and display minimal effort for most of the lesson.	5. Students display low levels of focus and effort.	5. Most students are on task, focused and display high levels of effort for most of the lesson.	5. Nearly all students are consistently on task, focused and display high levels of effort.

Source: Lowell Public Schools Office of Personnel & Recruitment

II-A-3. Meeting Diverse Needs

Unsatisfactory	Needs Improvement	Proficient	Exemplary
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.
For TEACHERS this may look like:			
1. Teacher does not maintain record of student IEPs and English language proficiency, student learning styles, interests, and needs.	1. Teacher may maintain basic record of student IEPs and English language proficiency, but has little information on student learning styles, interests, and needs.	1. Teacher maintains records of student IEPs, English language proficiency, learning styles, interests, and needs.	1. Teacher maintains up-to-date records of student IEPs, English language proficiency, learning styles, interests, and needs.
2. Teacher rarely plans or delivers lessons or assessments designed to reach students with diverse, learning styles, and needs.	2. Teacher inconsistently plans or delivers lessons or assessments designed to reach students with diverse, learning styles, and needs.	2. Teacher frequently uses students' learning styles, interests, and needs to plan lesson and homework tasks, design assessments, group students, and differentiate the timing and content of assigned tasks.	2. Teacher consistently uses students' learning styles, interests, and needs to plan diverse, standards-aligned lesson and homework tasks, design varied types of standards-aligned assessments, group students, and differentiate the timing and content of assigned tasks.
3. Teacher does not identify clear behavioral expectations.	3. Teacher may state behavioral expectations, but expectations are either not well defined, developmentally inappropriate, or students are not supported in meeting them.	3. Teacher frequently supports students in meeting developmentally appropriate academic and behavioral expectations.	3. Teacher consistently supports students in meeting rigorous and developmentally appropriate behavioral expectations.
4. Teacher does not follow previously established classroom routines or procedures.	4. Teacher provides classroom resources that are not fully accessible to all students.	4. Teacher ensures that all students can access all classroom resources.	4. Teacher ensures that all students can access all classroom resources.
For STUDENTS this may look like:			
1. Most students are off-task, unfocused and displaying minimal effort for most of the lesson.	1. Some students are on-task, focused or displaying high levels of effort for parts of the lesson.	1. Most students are on-task, focused and displaying high levels of effort for most of the lesson.	1. Nearly all students are on-task, focused and displaying high levels of effort for nearly the entire lesson.
2. When prompted, students are unable to articulate more than one method to demonstrate knowledge or access information.	2. When prompted, some students articulate multiple methods to demonstrate knowledge and access information..	2. When prompted, most students articulate multiple methods to demonstrate knowledge and access information.	2. When prompted, students accurately articulate multiple methods to demonstrate knowledge and access information.
3. Students generally receive all necessary in-class supports or modifications as outlined in IEPs or ELL guidelines.	3. Students inconsistently receive all necessary in-class supports or modifications as outlined in IEPs or ELL guidelines.	3. Students generally receive all necessary in-class supports or modifications as outlined in IEPs or ELL guidelines.	3. Students consistently receive all necessary in-class supports or modifications as outlined in IEPs or ELL guidelines.

Credit: Boston Public Schools

II-B-1. Safe Learning Environment

Unsatisfactory	Needs Improvement	Proficient	Exemplary
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.
For TEACHERS this may look like:			
1. Teacher allows the classroom to be cluttered, uncomfortable, or dangerous, students have limited access to learning activities.	1. Teacher physically arranges the classroom so that clutter is minimized, pathways are clear, and most students have unobstructed access to learning materials.	1. Teacher physically arranges the classroom to support the instructional goals and learning activities, and all students have unobstructed access to learning materials.	1. Teacher physically arranges the classroom in complete alignment with the learning activities such that all students have unobstructed access to learning materials.
2. Teacher does not use clear procedures for getting students' attention, managing transitions, or the distribution and collection of materials.	2. Teacher uses established procedures for getting students' attention, managing transitions, or the distribution and collection of materials, but they do not function smoothly.	2. Teacher uses established effective and smooth procedures for getting students' attention, managing transitions, and the distribution and collection of materials.	2. Teacher uses established routines that gradually transfer responsibility for smooth transitions and procedures to students.
3. Teacher addresses students in a disrespectful or unfriendly manner and fails to address disrespectful interactions between students.	3. Teacher attempts to promote respectful interactions between teacher and students, and among students, but with occasional disrespect or insensitivity.	3. Teacher ensures that interactions with and among students and are uniformly respectful.	3. Teacher ensures that interactions with and among students are kind, supportive, and respectful
4. Teacher does not monitor student behavior, enforce standards of conduct, or respond effectively to disruptions.	4. Teacher sometimes attempts to maintain order in the classroom, but often responds inconsistently to similar student misbehaviors sometimes harsh, other times lenient.	4. Teacher frequently monitors behavior in accordance with established standards of conduct, reinforcing positive behavior and responding consistently and effectively to inappropriate behavior.	4. Teacher monitors behavior quietly and subtly, reinforcing positive academic effort and responding quickly to any inappropriate behavior.
5. Teacher creates an intellectual environment where only a few students are encouraged to attempt challenging tasks.	5. Teacher creates an intellectual environment where students only some students are encouraged to attempt challenging tasks.	5. Teacher creates an intellectual environment where students take academic risks by attempting challenging tasks.	5. Teacher creates an intellectual environment where students take academic risks by attempting challenging tasks.
For STUDENTS this may look like:			
1. If asked, students are unable to describe classroom procedures, and instructional time is lost because students do not follow procedures.	1. If asked, students are unable to fully describe classroom procedures, or students inconsistently follow procedures.	1. Students generally follow procedures with minimal prompting from the teacher.	1. Students consistently follow all classroom routines and procedures without prompting from the teacher.
2. Students are often disruptive or disrespectful to the teacher and/or each other.	2. Students are occasionally disruptive or disrespectful to the teacher and/or each other.	2. Students are rarely disruptive and use a respectful tone to address peers and the teacher.	2. Students consistently behave appropriately and use a respectful tone to address peers and the teacher.
	3. Students participate only if called on, and are often hesitant to offer their ideas in front of classmates.	3. The majority of students participate willingly; however, some students appear to be somewhat hesitant to offer their ideas in front of classmates.	3. Nearly all students participate frequently; there is no indication that students limit participation due to fears of being mocked

Credit: Boston Public Schools

III.A.I-Parent/Family Engagement

Unsatisfactory	Needs Improvement	Proficient	Exemplary
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 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.
For TEACHERS this may look like:			
1. Teacher does not communicate with families about student performance and learning.	1. Teacher inconsistently communicates with families about student performance and learning.	1. Teacher typically utilizes different engagement methods to communicate expectations, curriculum, study strategies, and praise for quality student work and behavior- to families throughout the school year.	1. Teacher consistently utilizes different engagement methods to communicate expectations, curriculum, study strategies, and praise for quality student work and behavior- to families throughout the school year.
2. Teacher makes no attempt to provide options for parents to engage and participate in student learning in the classroom and/or at home.	2. Teacher provides few options for parents to engage and participate in student learning in the classroom and/or at home.	2. Teacher frequently provides multiple options and means for parents to engage and participate in student learning in the classroom and/or at home throughout the school year.	2. Teacher consistently provides multiple options and means for parents to engage and participate in student learning in the classroom and/or at home throughout the school year.
3. Teacher makes few attempts to assign work that encourages students to engage and collaborate with their families.	3. Teacher infrequently assigns work that encourages students to engage and collaborate with their families.	3. Teacher routinely assigns work that encourages students to engage and collaborate with their families and/or communities.	3. Teacher consistently assigns work that encourages students to engage and collaborate with their families and/or communities throughout the school year.
For PARENTS/FAMILIES this may look like:			
1.If asked, families express that the teacher does not provide different options for them to be involved in the student learning experience at school (even if their work hours, or other restraints, places limitations on their participation).	1.If asked, families express that the teacher provides limited options for them to be involved in the student learning experience at school (even if their work hours, or other restraints, places limitations on their participation).	1. If asked, families can attest to the different ways that their child's teacher has routinely attempted to involve them in the student learning experience at school (even if their work hours, or other restraints, places limitations on their participation).	1. If asked, families can attest to the different ways that their child's teacher has consistently attempted to involve them in the student learning experience at school (even if their work hours, or other restraints, places limitations on their participation).
2. If asked, families express that they do not receive strategies from the teacher to help them support their child's learning at home.	2. If asked, families express that they infrequently receive strategies from the teacher to help them support their child's learning at home.	2. If asked, families can attest to frequently receiving strategies from the teacher to help them support their child's learning at home.	2. If asked, families can attest to consistently receiving strategies from the teacher to help them support their child's learning at home.

Source: Lowell Public Schools Office of Personnel & Recruitment

III.C.I-Two-Way Communication

Unsatisfactory	Needs Improvement	Proficient	Exemplary
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 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.
For TEACHERS this may look like:			
1. Teacher does not communicate with families about student performance and learning.	1. Teacher uses one-way methods to communicate with families about student performance and learning.	1. Teacher typically uses two-way communication methods (telephone, email, home visits, meetings, letters home with specific questions to be answered) to inform families of, and inquire about student performance and learning and to keep families abreast of school and classroom related events and activities.	1. Teacher consistently uses two-way communication methods (telephone, email, home visits, meetings, letters home with specific questions to be answered) to inform families of, and inquire about their child's performance and learning and to keep families abreast of school and classroom related events and activities.
2. Teacher conveys that there is only one way that families can demonstrate involvement in their child's learning experience.	2. Teacher discusses minimal ways that families can be involved in their child's learning experience.	2. Teacher frequently discusses with families various ways that they can be involved in their child's learning experience.	2. Teacher consistently discusses with families various ways and opportunities that they can be involved and participate in their child are learning experience.
3. Teacher demonstrates no effort to respond to and follow-up with families in a prompt and respectful manner.	3. Teacher usually demonstrates effort to respond to and follow-up with families in a prompt and respectful manner.	3. Teacher routinely demonstrates effort to respond to and follow-up with families in a prompt and respectful manner.	3. Teacher consistently responds to and follows-up with families in a prompt and respectful manner.
4. Teacher does not communicate with families in a manner that demonstrates cultural proficiency.	4. Teacher inconsistently communicates with families in a manner that demonstrates cultural proficiency.	4. Teacher routinely communicates with families in a manner that demonstrates cultural proficiency.	4. Teacher consistently communicates with families in a manner that demonstrates cultural proficiency.
For PARENTS/FAMILIES this may look like:			
1. If asked, families express that they do not receive promptly responses to their questions via email, phone calls, in person, and/or letter.	1. If asked, families express that they usually receive promptly responses to their questions via email, phone calls, in person, and/or letter.	1. If asked, families can attest to routinely receiving promptly responses to their questions via email, phone calls, in person, and/or letter.	1. If asked, families can attest to consistently receiving promptly responses to their questions via email, phone calls, in person, and/or letter.
2. If asked, families express that they do not receive communication from the teacher in different forms about their child's performance as well as school and classroom activities and events.	2.If asked, families express that they infrequently receive communication from the teacher in different forms informing them about their child's performance as well as school and classroom activities and events	2. If asked, families can attest that they frequently receive communication from the teacher in different forms informing them about their child's performance as well as school and classroom activities and events.	2. If asked, families can attest that they consistently receive communication from the teacher in different forms informing them about their child's performance as well as school and classroom activities and events.
3. If asked, family's express that communication from the teacher is not respectful, and does not demonstrates an understanding and/or appreciation of different cultures.	3. If asked, families express that communication from the teacher is not always respectful, or demonstrates a lack of understanding and/or appreciation of different cultures.	3. If asked, families can attest that communication from the teacher is often respectful, demonstrates an understanding and/or appreciation of different cultures.	3. If asked, families can attest that communication from the teacher is respectful, demonstrates an understanding and/or appreciation of different cultures.
4. If asked, families express that communication from the teacher is minimal and does not require them to respond.	4. If asked, families express that communication from the teacher is one-way and does not require them to respond.	4. If asked, families can attest that communication from the teacher typically requires them to respond back to the teacher in some way.	4. If asked, families can attest that communication from the teacher consistently requires them to respond back to the teacher in some way.

Source: Lowell Public Schools Office of Personnel & Recruitment

IV.A.2 Goal Setting

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Generally, participates passively in the goal-setting process and/or proposes goals that are vague.	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.
	For TEACHERS this may look like:		
1. Teacher does not develop goals, and/or develops goals that are incomplete.	1. Teacher utilizes one data source to develop professional practice and student learning goals, and/or develops goals that are not strategic, measurable, action-oriented, realistic, and/or tracked.	1. Teacher utilizes data sources to develop professional practice and student learning goals that are S.M.A.R.T (strategic, measurable, action-oriented, realistic, and tracked).	1. Teacher utilizes multiple data sources to develop professional practice and student learning goals that are S.M.A.R.T (strategic, measurable, action-oriented, realistic, and tracked) and assists colleagues with goal-setting process.
2.Teacher makes no attempt to monitor and/or document progress on proposed goals throughout the year	2. Teacher infrequently monitors and documents progress on proposed goals throughout the school year.	2. Teacher frequently monitors and documents progress on proposed goals throughout the school year.	2. Teacher consistently monitors and documents progress on proposed goals throughout the school year.
3. Teacher does not modify or make adjustments to goals when data and evidence indicate that it is necessary and beneficial to do so.	3. Teacher makes partial modifications or adjustments to goals, though data and evidence suggest more adjustments are necessary.	3. Teacher makes adjustments to goals when necessary based on data and evidence.	3. Teacher modifies and makes adjustments to goals when necessary based on data and evidence.

Source: Lowell Public Schools Office of Personnel & Recruitment

IV.C.I Professional Collaboration

Unsatisfactory	Needs Improvement	Proficient	Exemplary
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.	Support 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.
For TEACHERS this may look like:			
1. Teacher rarely or ineffectively collaborates with colleagues in areas such as developing standards-based units and assessments, examining student work, analyzing student performance, school/department events, and planning appropriate intervention.	1. Teacher inconsistently collaborates with colleagues in areas such as developing standards-based units and assessments, examining student work, analyzing student performance, school/department events, and planning appropriate intervention.	1. Teacher collaborates effectively with colleagues in areas such as developing standards-based units and assessments, examining student work, analyzing student performance, school/department events, and planning appropriate intervention.	1. Teacher effectively facilitates, leads, or coordinates collaboration efforts with colleagues in areas such as developing standards-based units and assessments, examining student work, analyzing student performance, school/department events, and planning appropriate intervention.
2. Teacher makes no attempt to demonstrate or present (individually or with other colleagues) a project, instructional strategy or method, to an audience of colleagues, parents, and/or students with the purpose of sharing information to enhance instructional practice and student learning.	2. Teacher infrequently or ineffectively demonstrates or presents (individually or with other colleagues) a project, instructional strategy or method, to an audience of colleagues, parents, and/or students with the purpose of sharing information to enhance instructional practice and student learning.	2. Teacher frequently and effectively demonstrates or presents, with other colleagues) a project, instructional strategy or method, to an audience of colleagues, parents, and/or students with the purpose of sharing information to enhance instructional practice and student learning.	2. Teacher consistently and effectively presents or demonstrates with other colleagues, a project, instructional strategy or method, to an audience of colleagues, parents, and/or students, with the purpose of sharing information to support instructional practice and student learning.
3. Teacher rarely, or does not provide professional supports to other colleagues intended to enhance instructional practice and student learning.	3. Teacher infrequently provides professional supports to other colleagues intended to enhance instructional practice and student learning.	3. Teacher routinely provides professional supports to other colleagues intended to enhance instructional practice and student learning.	3. Teacher consistently provides professional supports to other colleagues that are intended to enhance instructional practice and student learning.

Source: Lowell Public Schools Office of Personnel & Recruitment