

**Pedagogical Skill/Knowledge & Examples of Possible Evidence**

**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. Element	Proficient Level	Pedagogical Skill/Knowledge	Examples of Possible Evidence
<i>I-A-4. Well-Structured Lessons</i>	Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.	<ul style="list-style-type: none"> <li>• Know district curriculum of unpacked common core standards for grade and content</li> <li>• Use a Launch-Explore-Summary in unit and/or lesson design</li> <li>• Able to design lesson plans that include clearly defined, measurable objectives and lesson benchmarks</li> <li>• Engaging activities matched to students' developmental level and learning styles</li> <li>• Apply a variety of instructional materials and/or technology appropriate for content and grade level to lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Plans show alignment with common core standards, Massachusetts state frameworks, district curriculum guides, thoughtful sequential lessons, smooth transitions, appropriate groupings, and projected time on task for each activity</li> <li>• Appropriate pacing and transitions in lesson that are differentiated for the needs of the group and/or class</li> <li>• Agenda or anchor chart with measurable objectives for lesson is posted</li> <li>• Measurable objectives used to launch lesson, to monitor student progress during lesson, and to summarize learning at close of lesson</li> <li>• Actively engages all students in learning by using appropriate instructional activities, materials and/or technology</li> </ul>

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**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.**

<b>I-B. Elements</b>	<b>Proficient Level</b>	<b>Pedagogical Skill/Knowledge</b>	<b>Examples of Possible Evidence</b>
<i>I-B-2.Adjustment to Practice</i>	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.	<ul style="list-style-type: none"> <li>• Use of data to identify students' performance levels and define access points and expectations for instruction and learning outcomes</li> <li>• Understanding of how to use formative student data to identify if and when to re-teach, modify or extend current lesson</li> <li>• Uses formative assessments to make necessary adjustments during instruction to improve student performance and student learning</li> </ul>	<ul style="list-style-type: none"> <li>• Collect and analyze data utilizing a variety of assessment tools to identify individual student needs and class progress</li> <li>• Use ongoing formative assessment during lessons to gauge progress</li> <li>• Use results of formative and summative assessments to design/redesign various lesson components, ( e.g., adjustments made to activities based on pre-and post-tests, extensions noted in plans related to specific individuals/classes based on test results)</li> <li>• Refine instruction/materials based on data for interventions/extensions</li> </ul>

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**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.

Element	Proficient Level	Pedagogical Skill/Knowledge	Examples of Possible Evidence
II-A-1. <i>Quality of Effort and Work</i>	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.	<ul style="list-style-type: none"> <li>• Establishes class routines that promote high expectations for all students to produce quality work and effort</li> <li>• Demonstrates use of a variety of questioning techniques and opportunities for discussion</li> <li>• Provides concise directions/expectations for all assignments</li> <li>• Knows and understands how to group students flexibly and intentionally (by interest and by academic need) for cooperative learning</li> <li>• Conveys an expectation to students that they will revise and improve work when it does not meet expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates evidence of clarity of rules and expectations for quality work and class expectations</li> <li>• Uses and shares rubrics with students when appropriate for scoring</li> <li>• Has a plan in place to group students efficiently without impacting instructional time</li> <li>• Uses class time to build a community atmosphere where each student is valued</li> <li>• On-going variety of opportunities for student discourse related to the lessons (Think, Pair, Share; Turn and Talk; oral reports, etc.)</li> <li>• Provides exemplars that show work that meets or exceeds performance standards</li> <li>• Provides opportunities for students to redo and revise work that does not meet expectations</li> </ul>

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**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.**

Element	Proficient Level	Pedagogical Skill/Knowledge	Examples of Possible Evidence
<i>II-A-3.Meeting Diverse Needs</i>	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 language learners.	<ul style="list-style-type: none"> <li>• Understands tiered and sheltered instruction</li> <li>• Knows and follows 504 plans, IEP's and ELL proficiency levels</li> <li>• Uses teaching approaches suitable for second language learners</li> <li>• Recognizes ways to differentiate instruction by changing materials, activities, presentation, space, time, trials, etc. to make tasks appropriate to meet the diverse needs.</li> <li>• Understands and uses various teaching styles and models to meet the needs of the students</li> <li>• Is very flexible and easily adapts lesson as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Organizes and groups students purposefully</li> <li>• Use gradual release method to model, practice, and support learning</li> <li>• Implement various visual and auditory methods of instruction</li> <li>• Individualize instruction by providing a list of progressive tasks that allows each student to start at an appropriate level.</li> <li>• Provide adaptations and multiple access points to meet needs of all learners</li> <li>• Modify and extend activities, materials, and assessments</li> <li>• Activities are scaffolded providing progressions from simple to complex</li> </ul>

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**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.**

Element	Proficient Level	Pedagogical Skill/Knowledge	Examples of Possible Evidence
<i>II-B-1.Safe Learning Environment</i>	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.	<ul style="list-style-type: none"> <li>• Understands routines as integral to learning</li> <li>• Sets appropriate limits</li> <li>• Uses strategies to refocus off-task behaviors</li> <li>• Maximizes teaching time and student safety through effective transitions between activities</li> <li>• Recognizes escalating behaviors and applies appropriate deescalating actions</li> <li>• Utilizes positive, specific and corrective feedback to encourage students to improve academic, social and behavioral skills.</li> <li>• Addresses inappropriate peer responses</li> <li>• Responds to mistakes appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes routines for entering class, beginning work, taking attendance, etc.</li> <li>• Posted class rules/expected behaviors or school-wide behavior/good citizen program.</li> <li>• Maintains awareness of class, even when working with small group</li> <li>• Appropriate use of time-out</li> <li>• Follows through on behavior modifications</li> <li>• Recognizes good behavior</li> <li>• Transitions efficiently, effectively and safely</li> <li>• Uses appropriate consequences</li> <li>• All students are comfortable volunteering</li> <li>• Regular use of wait time, sentence stems, and verbal events such as rephrasing to provide opportunities for all learners</li> </ul>

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

Element	Proficient Level	Pedagogical Skill/Knowledge	Examples of Possible Evidence
<i>II-D-2.High Expectations</i>	Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability.	<ul style="list-style-type: none"> <li>• Recognizes that effort/hard work provide results</li> <li>• Applies Bloom’s taxonomy to challenge students</li> <li>• Uses a progression of higher-order thinking questions and skills in lesson design</li> <li>• Effectively assists students’ mastery and application of content knowledge (e.g., writing about texts, estimation, problem-solving strategies, developing and evaluating hypotheses, etc) to real-life applications and other content areas</li> </ul>	<ul style="list-style-type: none"> <li>• Uses questioning techniques to stimulate thinking, and encourages all to respond</li> <li>• Modifies activities to motivate students to use effective learning strategies</li> <li>• Provides specific feedback</li> <li>• Uses effective instructional actions such as gradual release, re-teaching, and reinforcement to ensure mastery of objectives</li> <li>• Regular use of wait time, sentence stems, and verbal events such as rephrasing to provide opportunities for all learner to participate</li> <li>• Assigns work that challenges students to apply their knowledge</li> <li>• Peer interaction, accountable talk, and academic discourse to facilitate learned concepts</li> </ul>

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

**Pedagogical Skill/Knowledge & Examples of Possible Evidence**

**Indicator: III-A. Engagement: Welcomes and encourages every family to become active participants in the classroom and school community.**

Element	Proficient Level	Pedagogical Skill/Knowledge	Examples of Possible Evidence
<p><i>III-A-1. Parent/Family Engagement</i></p>	<p>Uses a variety of strategies to support every family to participate actively and appropriately in the classroom and school community.</p>	<ul style="list-style-type: none"> <li>• Utilizes feedback from parents to enhance communication and student progress</li> <li>• Communicates with parents to build effective school and family relationships that enhance student learning</li> <li>• Informs parents of the learning expectations of each class</li> <li>• Guides families on how to engage students in activities at home that support student learning</li> <li>• Extends invitations to families to attend and/or participate in classroom and school activities throughout the year</li> <li>• Understands the importance of communicating with a wide variety of methods and modalities that are responsive to the intended audience</li> <li>• Understands that engagement and involvement can be expressed and displayed by parents in different ways depending on culture, context, and circumstance</li> </ul>	<ul style="list-style-type: none"> <li>• Resources, information, and strategies provided and/or demonstrated for parents to help them support their child’s learning at home</li> <li>• Descriptions of the different ways that you have invited and encouraged parents to be involved in the classroom and school community, and the roles that they played</li> <li>• Descriptions of how you have partnered with parents to plan and organize different events/activities</li> <li>• Descriptions of how you have engaged with the local community as a resource to enrich student learning</li> </ul>

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

Element	Proficient Level	Pedagogical Skill/Knowledge	Examples of Possible Evidence
<i>III-C-1.Two-Way Communication</i>	Regularly uses two-way communication with families about student performance and learning and responds promptly and carefully to communications from families.	<ul style="list-style-type: none"> <li>• Teacher regularly uses two-way communication that supports frequent, proactive, and personalized communication with families about student performance and learning</li> <li>• Teacher recognizes parents as partners in students' school success</li> <li>• Respects importance of timely responses to all parent communications</li> </ul>	<ul style="list-style-type: none"> <li>• Descriptions of topics discussed during phone call w/parent, and/or home visit</li> <li>• Descriptions of emails/electronic communication</li> <li>• Documents of clear and culturally proficient communication with families that invites them to respond in some form to the information provided (i.e. student learning and performance)</li> <li>• Provides updates and communicates with families regarding curriculum, conferences, school and classroom events, open houses, etc.</li> <li>• Method for collecting feedback and input from parents</li> <li>• Sample of a timely report of progress (pre- and post-test growth), not just report cards and progress reports made available to parents</li> </ul>



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**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.**

Element	Proficient Level	Pedagogical Skill/Knowledge	Examples of Possible Evidence
IV-A-2. Goal Setting	Proposes challenging, measurable professional practice, team, and student learning goals that are based on thorough self-assessment and analysis of student learning data.	<ul style="list-style-type: none"> <li>• Uses data to analyze student growth and reflect on professional practice and set appropriate goals</li> <li>• Professional and student learning goals are measurable, actionable, timed, and tracked.</li> <li>• Constructs an effective Educator Plan for student learning and professional growth based on the assessment of student performance data</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher’s professional development plan is current and reflects goals of the district, school, department, and individual</li> <li>• Analyzes data to set goals for improving instruction and student learning based on identified needs from data analysis</li> <li>• Goals are clearly the result of careful consideration of what’s working and what’s not.</li> <li>• Actions steps are timed and tracked</li> <li>• Choice of professional development activities</li> <li>• Modifications made to goal or action steps during evaluation cycle based on new data</li> </ul>

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

**Indicator IV-C. Collaboration: Collaborates effectively with colleagues on a wide range of tasks.**

Element	Proficient Level	Pedagogical Skill/Knowledge	Examples of Possible Evidence
IV-C-1. Professional Collaboration	Consistently and effectively collaborates with colleagues in such work as developing standards-based units, examining student work, analyzing student performance, and planning appropriate intervention.	<ul style="list-style-type: none"> <li>• Respects team planning as integral to improvement</li> <li>• Demonstrates the ability to seek out appropriate collegial resources to enhance professional growth</li> <li>• Demonstrates effective collaboration with other teachers and specialists (e.g., school nurse, prior year’s classroom teacher, SPED/ELL teacher, art and/or music teacher)</li> </ul>	<ul style="list-style-type: none"> <li>• Actively participate in team meetings/PLCs</li> <li>• Shares best practices/current research with colleagues</li> <li>• Review student work (e.g. fitness journals/portfolios) with colleagues</li> <li>• Work with colleagues to strengthen the delivery of educational services to all students including high-needs populations</li> <li>• Collaborates with colleagues to make curricular changes based on the analysis of student performance</li> <li>• Collaborates with colleagues to plan, design, and integrate instruction across disciplines</li> <li>• Targets instruction and support strategically based on data analysis and discussions during team meeting/PLC time</li> <li>• Facilitates, leads, and/or coordinates meetings, presentations with colleagues</li> </ul>