

***I. Curriculum, Planning, & 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 on-going basis, and continuously refining learning objectives. (Italics indicates quotes from 603 CMR 35.00 Final Regulations on Evaluation of Educators, MA)***

	Exemplary (almost always)	Proficient (most of the time)	Needs Improvement (inconsistently)	Unsatisfactory (fails to...)
<b><i>Curriculum/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></b>				
Subject matter knowledge	Always demonstrates and applies expertise in the specific, current subject matter, skills, and practices.	Most of the time demonstrates and applies current knowledge of current subject matter, skills, and practices.	Demonstrates gaps and inconsistent application in current knowledge of subject matter, skills, and practices.	Demonstrates only minimal knowledge of current subject matter, skills, and practices.
Child & adolescent development	Always demonstrates and applies expertise and extensive knowledge of typical developmental characteristics of age group as well as exceptions to general patterns.	Most of the time demonstrates and applies thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns.	Demonstrates occasional inaccuracies in the knowledge of development characteristics of the age group.	Demonstrates minimal knowledge of development characteristics of age group.
Standards-based Unit plans	Always demonstrates expertise and extensive knowledge and implementation of standards-based unit development aligned to the current MA Curriculum Frameworks including application of skills across subjects and/or real world applications.	Most of the time implements standards-based curriculum units that are tightly aligned to the current MA Curriculum Frameworks and that includes curricula accessible to all students.	Usually implements standards-based curriculum units that are not consistently aligned with current MA Curriculum Frameworks, not accessible to all students.	Little evidence of implementation of standards-based curriculum units aligned with current MA Curriculum Frameworks, not accessible to all students.
Lesson plans with measureable outcomes	Always expertly designs and implements well-constructed lessons that are aligned, include clear and achievable goals using Bloom’s taxonomy, engaging learning activities that are standards-based, and include assessments to measure student outcomes.	Most of the time designs and implements aligned lessons with clear, achievable goals guided by Bloom’s taxonomy, engaging learning activities, and focused on measurable student outcomes.	Lessons inconsistently aligned and includes vague goals, an array of learning activities, and some defined student outcomes.	Fails to consistently plan lessons; lessons are primarily aimed at entertaining students.

	Exemplary (almost always)	Proficient (most of the time)	Needs Improvement (inconsistently)	Unsatisfactory (fails to...)
<b>Assessment: Uses a variety of informal and formal methods of assessment to measure student learning, growth, and understanding, develop differentiated and enhanced learning experiences, and improve future instruction.</b>				
Array of assessment methods	Always demonstrates knowledge and application of a wide range of formative and summative assessments.	Most of the time demonstrates knowledge and application of a wide range of a formative and summative assessments.	Inconsistently uses a range of formative and summative assessments.	Fails to use a range of formative and summative assessments.
Tiered Instruction	Always demonstrates knowledge and applies tiered and differentiated instruction.	Most of the time demonstrates knowledge and applies tiered and differentiated instruction.	Inconsistently uses tiered and differentiated instruction.	Fails to tier or differentiate instruction.
Uses Data in Instructional Decision Making	Always exhibits extensive knowledge in the use of meaningful and detailed information on student progress that informs future instructional planning.	Most of the time collects and applies meaningful information on student progress that informs future instructional planning.	Inconsistently maintains information on student progress and then does not use this information to inform future instruction.	Fails to maintain and use information on student progress to inform future instruction.
<b>Analysis: Analyzes data from assessments, draws conclusions, and shares them appropriately.</b>				
Data analysis	Always demonstrates and applies extensive knowledge of assessment data analysis to inform instruction.	Most of the time demonstrates and applies knowledge of analyzing assessment data.	Inconsistently analyzes grades to determine general patterns for future reference.	Fails to use data for instructional decisions or reference.
Drawing conclusions	Always demonstrates extensive knowledge in drawing appropriate conclusions about student performance from data analysis.	Most of the time draws appropriate conclusions about student performance from data analysis.	Inconsistently draws appropriate conclusions about student performance from data analysis.	Rarely uses data to draw appropriate conclusions about student performance.
Shared practice	Always shares information, practice, and data analysis findings with colleagues.	Most of the time shares information, practice and data analysis findings with colleagues.	Inconsistently shares information, practice and data analysis findings with colleagues.	Fails to share information, practice and data analysis findings with colleagues.
Communicating with students	Always exhibits expertise and extensive skill in sharing findings with students.	Most of the time demonstrates ability and skill in sharing findings with students.	Inconsistently shares findings with students.	Rarely shares findings with students.

**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.**

	Exemplary (almost always)	Proficient (most of the time)	Needs Improvement (inconsistently)	Unsatisfactory (fails to...)
<b>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.</b>				
Purpose of Instruction	Always has students summarize and makes connections to prior knowledge and the learning objective.	Most of the time makes the purpose of the lesson or unit clear, makes connections to prior knowledge, experience, reading, and future learning.	Inconsistently brings closure to lessons, does not ensure that students are making connections.	Fails to utilize prior knowledge and moves on at the end of lessons without the opportunity for students to connect learning.
Differentiation and Learner's Needs	Always challenges every child using appropriate content, pedagogy, scaffolds instruction, and uses flexible groupings. Work is appropriately matched to the learning needs of every student.	Most of the time scaffolds instruction and uses flexible groupings with some success. Work is often appropriately matched to the learning needs of each student.	Inconsistently tries to differentiate and scaffold instruction. Occasionally uses flexible groupings. Work is appropriately matched to the learning needs of some, but not all students.	Fails to differentiate or scaffold instruction. Work is not matched to the learning needs of most students.
Learning Expectations and Quality of Work	Always post unit's essential questions, objectives, or learning goals. Always defines expectations for the quality of student work and the effort required, always accompanied by exemplars or models. All students can explain what is expected.	Most of the time post unit's essential questions, objectives, or learning goals. Most of the time defines expectations for the quality of student work and the effort required, often accompanied by exemplars or models. Most students can explain what is expected.	Inconsistently post unit's essential questions, objectives, or learning goals. Expectations for the quality of student work and the effort required is sometimes accompanied by exemplars or models. Some students can explain what is expected.	Fails to post unit's essential questions, objectives, or learning goals. Expectations for the quality of student work and the effort required is not accompanied by exemplars or models. Students cannot explain what is expected.

	Exemplary (almost always)	Proficient (most of the time)	Needs Improvement (inconsistently)	Unsatisfactory (fails to...)
Clarity	Always presents material clearly, utilizing effective questions and well-chosen examples. Differentiates language as needed and checks for understanding to ensure clarity across all students. Always anticipates students' misconceptions and confusions, develops strategies to prevent them, and always adapts instruction mid-lesson to correct misunderstandings and take advantage of teachable moments.	Most of the time uses effective questions, clear explanations, and relevant examples to present material. Often checks understanding to ensure clarity across most students. Often anticipates students' misconceptions and confusions, addresses them mid-lesson, and is flexible about modifying lessons to take advantage of teachable moments.	Sometimes presents material with inaccuracies and with few relevant examples, or rarely checks for understanding to ensure clarity. Responds to students' misconceptions and confusions during a lesson and sometimes takes advantage of teachable moments as they arise.	Fails to present material in a clear, precise manner. Does not check for understanding. Fails to respond when misconceptions or confusion arise. Does not take advantage of teachable moments.
Student Engagement	Always uses multiple teaching strategies, materials, and classroom practices that engage and motivate students as active learners and problem solvers. Methods of delivery consistently complement the content and demand higher-order thinking skills.	Most of the time uses multiple strategies, materials, and classroom practices to engage student learning. Students explore, discuss, and apply ideas being taught. Methods of delivery often complement the content and demand higher-order thinking.	Uses a limited range of classroom strategies, materials, and practices with mixed success. Some students are disengaged. Does not consider if the means of delivery is appropriate to the content.	Fails to use multiple teaching strategies and materials, lessons fail to engage most students. Students often sit passively or work exclusively with textbooks or worksheets.
<b>Learning Environment: <i>Creates and maintains a safe and collaborative learning environment that values diversity and motivates students to take academic risks, challenge themselves, and claim ownership of their learning.</i></b>				
Safe, collaborative relationships	Always shows caring, respect, and fairness for all students and builds strong rapport with most students. Establishes appropriate boundaries with all students.	Most of the time shows caring, respect, and fairness for all students and builds rapport with most students. Establishes appropriate boundaries with all students.	Inconsistently shows caring, respect, and fairness for all students and builds rapport with some students. Occasionally blurs the boundary between friend and teacher.	Is sometimes unfair and disrespectful to students.

	Exemplary (almost always)	Proficient (most of the time)	Needs Improvement (inconsistently)	Unsatisfactory (fails to...)
Social Emotional Growth	Always deliberately develops students' social-emotional skills, self-discipline, and sense of responsibility. Teaches students to demonstrate positive peer interactions and avoid bullying behavior.	Most of the time deliberately develops students' social-emotional skills, self-discipline, and sense of responsibility. Fosters positive interactions amongst students and thwarts bullying behavior.	Does not deliberately develop social-emotional skills and positive interactions amongst students. Often deals ineffectively with bullying behavior.	Fails to develop social-emotional skills and positive interactions amongst students. Deals ineffectively with bullying behavior and makes or accepts student excuses.
Behavior Management	Has a highly effective discipline repertoire and can always capture and hold students' attention, using class rules and routines that most students understand and honor.	Has a repertoire of discipline strategies and most of the time can capture and maintain most students' attention, using class rules and routines that most students understand and honor.	Has a limited disciplinary repertoire and students are frequently not paying attention.	Has ineffective discipline strategies and constantly struggles to get students' attention.
Cognitive Demand	Always designs lessons that include higher order thinking skills and challenge all students to take risks and "own" their learning.	Most of the time designs lessons that engage all students to take risks and "own" their learning.	Inconsistently designs lessons that challenge students to take risks.	Plans unchallenging lessons that are inappropriate for students' age, background, or skill.
<b>Cultural Proficiency: <i>Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.</i></b>				
Respects diversity, differences	Classroom is always a "safe space" where students respect and affirm individual differences with regard to students' diverse backgrounds within the learning environment.	Most of the time the classroom is a "safe space" where students respect and affirm individual differences with regard to students' diverse backgrounds within the learning environment.	Individual differences with regard to students' diverse background are not consistently respected and affirmed.	Shows disrespect to individual differences with regard to students' diverse backgrounds.
<b>Expectations: <i>Plans and implements lessons that set clear and high expectations and make knowledge accessible for all students.</i></b>				
High Expectations	Always sets high expectations for all instruction and communicates the belief that all students can master the material.	Most of the time sets high expectations for instruction and communicates the belief that all students can master the material.	Sets expectations aimed at the middle and communicates the belief that some students cannot master the material.	Fails to set expectations for instruction and often communicates that some students cannot master the material.

	Exemplary (almost always)	Proficient (most of the time)	Needs Improvement (inconsistently)	Unsatisfactory (fails to...)
Access to Knowledge	Always plans and implements lessons that ensure learning is equally accessible to all.	Most of the time plans and implements lessons with clear, high expectations in which learning is equally accessible to all.	Inconsistently plans and implements lessons that ensure essential learning is accessible to most students.	Fails to articulate expectations or makes essential learning accessible to most students.

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

	Exemplary (almost always)	Proficient (most of the time)	Needs Improvement (inconsistently)	Unsatisfactory (fails to...)
<b>Engagement: Welcomes and encourages every family to become active participants in the classroom and school community.</b>				
Outreach	Always uses various means of communication to give caregivers clear, succinct expectations for student learning and behavior for the year, typically providing materials that are accessible to most families.	Most of the time, uses various means of communication to give caregivers clear, succinct expectations for student learning and behavior for the year, typically providing materials that are accessible to most families.	Inconsistently uses various means of communication to give caregivers clear, succinct expectations for student learning and behavior for the year, typically providing materials that are accessible to most families.	Fails to use various means of communication to give caregivers clear, succinct expectations for student learning and behavior for the year, typically providing materials that are accessible to most families.
Cultural sensitivity	Always communicates respectfully with caregivers and is sensitive to families' culture and values.	Most of the time communicates respectfully with caregivers and is sensitive to families' culture and values.	Inconsistently communicates respectfully with caregivers and is inconsistently sensitive to families' culture and values.	Fails to communicate respectfully with caregivers and fails to be sensitive to families' culture and values.
<b>Collaboration: Collaborates with families to create and implement strategies for supporting student learning and development both at home and at school.</b>				
Academic involvement	Always updates caregivers on the curriculum and suggests ways to support learning at home.	Most of the time, updates caregivers on the curriculum and suggests ways to support learning at home.	Inconsistently updates caregivers on the curriculum and inconsistently suggests ways to support learning at home.	Fails to update caregivers on the curriculum and fails to suggest ways to support learning at home.
<b>Communication: Engages in regular, two-way, and culturally proficient communication with families about student learning and performance.</b>				
Reporting	Always uses multiple methods to communicate with the home about student performance and classroom activities.	Most of the time uses multiple methods to communicate with the home about student performance and classroom activities.	Inconsistently uses multiple methods to communicate with the home about student performance and classroom activities.	Fails to use multiple methods to communicate with the home about student performance and classroom activities.
Parental concerns	Always responds promptly to caregiver concerns appropriate to the cultural norms of the home.	Most of the time responds promptly to caregiver concerns appropriate to the cultural norms of the home.	Inconsistently responds promptly to caregiver concerns appropriate to the cultural norms of the home.	Fails to respond promptly to caregiver concerns appropriate to the cultural norms of the home.

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

	Exemplary (almost always)	Proficient (most of the time)	Needs Improvement (inconsistently)	Unsatisfactory (fails to...)
<b>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.</b>				
Reflective practice	Always reflects on the effectiveness of lessons and units and continuously works to improve them.	Most of the time reflects on the effectiveness of lessons and units and continuously works to improve them.	Inconsistently reflects on the effectiveness of lessons and units and works to improve them.	Fails to reflect on the effectiveness of lessons and units or works to improve them.
Goal-setting	Almost always participates in and occasionally leads the discussion with colleagues on goal setting by the team, grade or subject area.	Most of the time participates in discussion with colleagues on goal setting by the team, grade or subject area.	Inconsistently participates in discussion with colleagues on goal setting by the team, grade or subject area.	Fails to participate in discussion with colleagues on goal setting by the team, grade or subject area.
<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.</b>				
Professional learning	Always seeks out effective teaching ideas from supervisors, colleagues, workshops, reading and the Internet.	Most of the time seeks out effective teaching ideas from supervisors, colleagues, workshops, reading and the Internet.	Inconsistently seeks out effective teaching ideas from supervisors, colleagues, workshops, reading and the Internet.	Fails to seek out effective teaching ideas from supervisors, colleagues, workshops, reading and the Internet.
Develops expertise	Always participates in professional learning to improve the quality of practice and the level of expertise.	Most of the time participates in professional learning to improve the quality of practice and the level of expertise.	Inconsistently participates in professional learning to improve the quality of practice and the level of expertise.	Fails to participate in professional learning to improve the quality of practice and the level of expertise.
<b>Collaboration: Collaborates effectively with colleagues on a wide range of tasks.</b>				
Collaboration	Always collaborates with colleagues to plan units, share teaching ideas, and look at student work.	Most of the time collaborates with colleagues to plan units, share teaching ideas, and/or look at student work.	Inconsistently collaborates with colleagues to plan units, share teaching ideas, and/or look at student work.	Fails to collaborate with colleagues to plan units, share teaching ideas, and/or look at student work.

	Exemplary (almost always)	Proficient (most of the time)	Needs Improvement (inconsistently)	Unsatisfactory (fails to...)
<b>Decision-making: <i>Becomes involved in school-wide decision-making, and takes an active role in school improvement planning.</i></b>				
School decision-making	Always participates in decision making at the school, department and/or grade level; contributes ideas, expertise, and time to the overall school mission and improvement plan.	Most of the time participates in decision making at the school, department, and/or grade level; contributes ideas, expertise, and time to the overall school mission and improvement plan.	Inconsistently participates in decision making at the school, department and/or grade level; contributes ideas, expertise, and time to the overall school mission and improvement plan.	Fails to participate in decision making at the school, department and/or grade level; contributes ideas, expertise, and time to the overall school mission and improvement plan.
<b>Shared responsibility: <i>Shares responsibility for the performance of all students within the school.</i></b>				
Collaborative practices	Always communicates with specialists as needed to improve classroom practice for all students, including but not limited to those with an IEP, ELLs or those with behavior challenges.	Most of the time communicates with specialists as needed to improve classroom practice for all students, including but not limited to those with an IEP, ELLs or those with behavior challenges.	Inconsistently communicates with specialists as needed to improve classroom practice for all students, including but not limited to those with an IEP, ELLs or those with behavior challenges.	Fails to communicate with specialists as needed to improve classroom practice for all students, including but not limited to those with an IEP, ELLs or those with behavior challenges.
<b>Professional responsibilities: <i>Is ethical and reliable, and meets routine responsibilities consistently.</i></b>				
Attendance	Has very good attendance. Always gives ample notice to administration and teaching team whenever possible.	Has good attendance. Most of the time gives ample notice to administration and teaching team whenever possible.	Has poor attendance. Inconsistently gives ample notice to administration and teaching team whenever possible.	Has poor attendance. Fails to give ample notice to administration and teaching team whenever possible.
Reliability and responsibility	Is always punctual and reliable with paperwork, duties and assignments; almost always keeps accurate records. Almost always leaves directions and lessons for substitutes.	Most of the time is punctual and reliable with paperwork, duties and assignments; most of the time keeps accurate records. Most of the time leaves directions and lessons for substitutes.	Inconsistently punctual and reliable with paperwork, duties and assignments; less than half the time keeps accurate records. Inconsistently leaves directions and lessons for substitutes.	Fails to be punctual and reliable with paperwork, duties and assignments; fails to keep accurate records. Fails to leave directions and lessons for substitutes.
Judgment and ethics	Is ethical; always uses good judgment and maintains confidentiality.	Is ethical; most of the time uses good judgment and maintains confidentiality.	Is ethical; inconsistently uses good judgment and maintains confidentiality.	Fails to demonstrate ethical behavior; rarely uses good judgment and fails to maintain confidentiality.