

**Power Elements for Inclusive Practice—Massachusetts Model System School-Level Administrator Rubric<sup>1</sup>**

Standard	Indicator	Element	Description (Proficiency Level)
<b>Standard I: Instructional Leadership</b>	Curriculum (I-A)	<i>Lesson Development Support (I-A-2)</i>	Supports educators to develop well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, technologies, and grouping.
	Instruction (I-B)	<i>Diverse Learners' Needs (I-B-3)</i>	While observing practice and reviewing unit plans, looks for and identifies a variety of teaching strategies and practices that are effective with diverse learners.
	Assessment (I-C)	<i>Variety of Assessments (I-C-1)</i>	Supports educator teams to use a variety of formal and informal methods and assessments, including common interim assessments that are aligned across grade levels and subject areas.
<b>Standard II: Management and Operations</b>	Environment (II-A)	<i>Student Safety, Health, and Social and Emotional Needs (II-A-3)</i>	Demonstrates high expectations for student behavior and provides appropriate training for staff to uphold these expectations. Establishes schoolwide routines and consequences, including policies and systems to prevent and address bullying and other behaviors that threaten students' social and emotional well-being.
	Scheduling & Management Information Systems (II-C)	<i>Time for Teaching and Learning (II-C-1)</i>	Creates a master schedule and related systems to maximize blocks of uninterrupted instructional time and eliminate unnecessary interruptions to instruction.
<b>Standard III: Family &amp; Community Engagement</b>	Sharing Responsibility (III-B)	<i>Student Support (III-B-1)</i>	Supports educators to identify each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners. Collaborates with families to address student needs, utilizing resources within and outside of the school.
	Sharing Responsibility (III-B)	<i>Family Collaboration (III-B-2)</i>	Sets clear expectations for and supports educators to regularly engage families in supporting learning at school and home, including appropriate adaptation for students with disabilities or limited English proficiency.
<b>Standard IV: Professional Culture</b>	Shared Vision (IV-E)	<i>Shared Vision Development (IV-E-1)</i>	At all grade levels, continuously engages staff, students, families, and community members in developing a vision focused on student preparation for college and career readiness, civic engagement, and community contributions.

<sup>1</sup> These Power Elements were identified by Massachusetts stakeholders as being most directly related to successful inclusive instruction. They may provide a useful frame for conversation around inclusive practices. They do not represent a narrowing of the Model Rubrics on the part of ESE, nor should they necessarily supplant focus elements that districts have identified as most aligned with their priorities.