Power Elements for Inclusive Practice—Massachusetts Model System Superintendent Rubric[1]

Standard	Indicator	Element	Description (Proficiency Level)
Standard I: Instructional Leadership	Curriculum (I-A)	*Lesson Development Support (I-A-2)*	Supports administrators to learn and establish effective strategies for ensuring that educators develop well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, technologies, and grouping.
	Instruction (I-B)	*Diverse Learners' Needs (I-B-3)*	While observing principal practice, ensures that principals look for and identify a variety of teaching strategies and practices that are effective with diverse learners when they observe practices and review unit plans.
	Assessment (I-C)	*Variety of Assessments (I-C-1)*	Supports administrator 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.
Standard II: Management and Operations	Environment (II-A)	*Student Safety, Health, and Social and Emotional Needs (II-A-3)*	Supports administrator teams in developing systems and procedures for positive student behavior; models high expectations for student behavior and provides appropriate training for administrators to uphold these expectations. Establishes district-wide 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)	*Time for Teaching and Learning (II-C-1)*	Creates schedules, procedures and related systems that maximize instructional time and minimize school day disruptions and distractions for school-level staff, including principals; and consistently monitors the extent to which these systems are effective.
Standard III: Family & Community Engagement	Sharing Responsibility (III-B)	*Student Support (III-B-1)*	Provides resources and support to enable administrators and educators to identify each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners. Collaborates with administrators to support families to address student needs, utilizing resources within and outside of the district.
	Sharing Responsibility (III-B)	*Family Collaboration (III-B-2)*	Sets clear expectations for and supports administrators to regularly engage families in supporting learning at school and home, including appropriate adaptation for students with disabilities or limited English proficiency
Standard IV: Professional Culture	Shared Vision (IV-E)	*Shared Vision Development (IV-E-1)*	At all grade levels, continuously engages administrators, staff, students, families, and community members in developing a vision focused on student preparation for college and career readiness, civic engagement, and community contributions.

[1] 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.