

Power Elements for Inclusive Practice—Massachusetts Model System Classroom Teacher Rubric¹

Standard	Indicator	Element	Description (Proficiency Level)
Standard I: Curriculum, Planning, and Assessment	Curriculum & Planning (I-A)	<i>Child and Adolescent Development (I-A-2)</i>	Demonstrates knowledge of the developmental levels of students in the classroom and the different ways these students learn by providing differentiated learning experiences that enable all students to progress toward meeting intended outcomes.
	Assessment (I-B)	<i>Variety of Assessment Methods (I-B-1)</i>	Designs and administers a variety of informal and formal methods and assessments, including common interim assessments, to measure each student's learning, growth, and progress toward achieving state/local standards.
	Assessment (I-B)	<i>Adjustment to Practice (I-B-2)</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.
Standard II: Teaching All Students	Instruction (II-A)	<i>Meeting Diverse Needs (II-A-3)</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 learners.
	Learning Environment (II-B)	<i>Safe Learning Environment (II-B-1)</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.
	Expectations (II-D)	<i>Access to Knowledge (II-D-3)</i>	Consistently adapts instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities.
Standard III: Family & Community Engagement	Communication (III-C)	<i>Two Way Communication (III-C-1)</i>	Regularly uses two-way communication with families about student performance and learning and responds promptly and carefully to communications from families.
Standard IV: Professional Culture	Reflection (IV-A)	<i>Reflective Practice (IV-A-1)</i>	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning.
	Shared Responsibility (IV-E)	<i>Shared Responsibility (IV-E-1)</i>	Within and beyond the classroom, consistently reinforces schoolwide behavior and learning expectations for all students, and contributes to their learning by sharing responsibility for meeting their needs.

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.