

MODEL CLASSROOM TEACHER RUBRIC – 2018 UPDATE

The 2018 [Model Rubric for Classroom Teachers](#) reflects updates to the original model rubric that streamline, clarify, and align language throughout the [Standards for Effective Teaching Practice](#). These changes are the result of a rigorous, two-year process of studying the rubric, engaging in rounds of input and feedback from educators, identifying language to refine or remove, and piloting proposed refinements. All proposed changes emerged out of the following review cycle:

1. First, a **working group** of 18 teachers and principals from ESE's Principal and Teacher Advisory Cabinets reviewed the rubric and recommended specific refinements.
2. Second, a **DESE internal working group** reviewed proposed refinements to ensure coherence and alignment with the rubric's internal structure.
3. Third, an **external advisory group** of practitioners with expertise in the rubric reviewed proposed refinements and provided additional feedback.
4. Fourth, **DESE project leaders** from educator effectiveness and educator preparation confirmed proposed refinements.
5. Finally, teachers and administrators across **seven districts piloted** the DRAFT rubric for an entire year and provided multiple rounds of feedback on proposed refinements, while educators throughout the state shared their feedback through an **online feedback survey**.

The [updated model rubric](#) reflects the following:

- ✓ **Streamlined content.** There are fewer elements due to the consolidation or removal of redundant content.
- ✓ **Clarified descriptors.** Language is clearer. This makes it easier to develop a shared understanding of performance expectations and provide meaningful, actionable feedback to educators about their practice.
- ✓ **Stronger alignment to teaching and leading.** Updated descriptions align the model rubric more closely to the model rubric for school-level administrators and strengthen connections to critical instructional practices in Massachusetts (e.g. standards-based instruction, social-emotional learning, and culturally responsive teaching and leading).

Districts may adopt or adapt the new model rubric, or use a comparably rigorous and comprehensive rubric, including the original model rubric.

This document provides an overview of the specific changes along with short rationales for the revisions. As you will see throughout this document, we provide both the updated and original language for specific comparison. Educators may use this resource to better understand and communicate the purpose behind updates to specific elements. Please direct any questions about the implementation of this updated model rubric or any other component of the Educator Evaluation Model System to EducatorEvaluation@doe.mass.edu.

General Changes

Evidence language: In order to (a) address inconsistencies in evidence collection practices throughout the state, and (b) support evidence collection practices that promote quality over quantity, language in the Overview of the updated rubric shifts the focus of evidence collection from the Indicator to the Standard.

UPDATED	Original
“The expectation is that by the end of the evaluation cycle, educators and evaluators have gathered and shared a reasonable amount of evidence related to practice in all four Standards, sufficient to support a rating for each Standard. Evaluators may request additional evidence as needed.”	“[T]he expectation is that by the end of the evaluation cycle, educators and evaluators have gathered and shared a reasonable amount of evidence on every Indicator to support a rating for each Standard.”

Modeling language: In order to address confusion and inconsistent application of the modeling expectation associated with Exemplary practice, the updated rubric does the following:

- Removes modeling language from seven elements where modeling is either (a) redundant, or (b) inappropriate for that practice.
- Restates the modeling language to clarify the expectation.

UPDATED	Original
“Models this practice for others.”	“Is able to model this element.”

Modeling expectation: Clarifies the meaning of “models this practice” in the footnote of the rubric to reinforce the fact that an educator may model practice in formal ways (e.g. leading professional development, serving as a supervising practitioner or mentor, etc.) and/or informal ways (e.g. making practice visible by sharing resources, allowing practice to be observed by others, etc.).

Updated Footnote	Original Footnote
“Exemplary practice in many elements includes the expectation that an educator model the practice for other educators. Modeling can occur in formal and informal ways, including but not limited to training, teaching, coaching, assisting, sharing, and/or demonstrating good practice. Where and when this expectation is appropriate, this level of expertise is denoted by ‘Models this practice for others.’”	“Note: At the Exemplary level, an educator’s level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by ‘Is able to model.’”

Reduction in Quantity/Fewer Redundancies

A primary goal in reducing the length of the model rubric was to increase the usability of the tool while maintaining its conceptual integrity. As such, there were no revisions to the four Standards or sixteen Indicators as outlined in the educator evaluation regulations ([603 CMR 35.00](#)). Instead, the focus was on combining and/or clarifying individual *elements*, as reflected in the following updates:

1. Refinements to four elements improve clarity and actionability ([I-C-1](#), [IV-C-1](#), [IV-F-1](#), [IV-F-2](#)).
2. Eight elements are collapsed into four:
 - ★ **[I-A-3](#): Well-Structured Units & Lessons** (Standards-Based Unit Design + Well-Structured Lessons)
 - ★ **[II-D-1](#): Creates & Maintains Respectful Environment** (Respects Differences + Maintains Respectful Environment)
 - ★ **[II-E-1](#): High Expectations** (Clear Expectations + High Expectations)
 - ★ **[III-C-1](#): Culturally Proficient Communication** (Two-Way Communication + Culturally Proficient Communication)

Clarification and Alignment

In addition, revisions focused on clarifying and aligning language throughout the rubric in order to:

- a) ensure that practices appeared in the appropriate rating levels (reinforcing the horizontal alignment of quality, scope, and consistency of practice across four performance levels), and
- b) strengthen connections to critical instructional practices in Massachusetts. As schools and districts throughout the Commonwealth engage in [standards-based instruction](#) that supports [culturally-responsive teaching and social-emotional and learning](#), it is imperative that the evaluation rubric reinforces these very skills and practices that teachers are being asked to teach.

This improved clarity and alignment not only creates important coherence between expectations and evaluation, it allows the rubric itself to support the high quality feedback that is at the heart of an evaluation process that promotes the growth and development of effective educators.

Rubric Content Changes

The following table provides a visual comparison of elements from the updated rubric to the original rubric. This comparison is provided at the element level in order to offer clarity of the updates described above. The table identifies where changes occurred and provides an explanation of each change.

Note: All elements listed below are represented by the “Proficient” or “Exemplary” definition, depending on the descriptor that reflects the most substantive update. Parallel changes were made to all performance descriptors to maintain coherence and alignment.

Standard I: Curriculum, Planning, and Assessment			
UPDATED RUBRIC	Original Rubric	Changes	Explanation
<p>I-A-1: Subject Matter Knowledge (Proficient). Demonstrates sound knowledge and understanding of the subject matter and the pedagogy it requires by consistently engaging students in learning experiences that enable them to acquire complex knowledge and subject-specific skills and vocabulary, such that they are able to make and assess evidence-based claims and arguments.</p>	<p>(Proficient): Demonstrates sound knowledge and understanding of the subject matter and the pedagogy it requires by consistently engaging students in learning experiences that enable them to acquire complex knowledge and skills in the subject.</p>	<ul style="list-style-type: none"> Embedded related student skills articulated in the state curriculum frameworks (“subject-specific vocabulary” and “evidence-based claims and arguments”) 	<p>Clarify and Align. Updates more clearly articulate expectations related to subject matter knowledge that reflect the importance of ensuring students’ ability to not only acquire but also articulate complex knowledge appropriate to that subject.</p> <p>Aligned to expectations embedded within the MA curriculum frameworks.</p>
<p>I-A-2: Child and Adolescent Development (Proficient). Demonstrates knowledge of the developmental levels of students in this grade or subject and the different ways they learn by providing differentiated learning experiences that enable all students to exercise self-management, make responsible decisions, and progress toward meeting intended outcomes.</p>	<p>(Proficient): 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.</p>	<ul style="list-style-type: none"> Embedded two evidence-based SEL competencies that emerge from this practice: self-management and responsible decision-making. 	<p>Clarify and Align. Updates align practice related to child and adolescent development to evidence-based social emotional learning outcomes for students.</p>

Standard I: Curriculum, Planning, and Assessment			
UPDATED RUBRIC	Original Rubric	Changes	Explanation
<p>I-A-3: Well-Structured Units and Lessons (Proficient). Adapts as needed and implements standards-based units comprised of well-structured lessons with challenging tasks and measurable outcomes; appropriate student engagement strategies, pacing, sequence, resources, and grouping; purposeful questioning; and strategic use of technology and digital media; such that students are able to learn the knowledge and skills defined in state standards/local curricula.</p>	<p>I-A-3: Rigorous Standards-Based Unit Design (Proficient): Designs units of instruction with measurable outcomes and challenging tasks requiring higher-order thinking skills that enable students to learn the knowledge and skills defined in state standards/local curricula.</p>	<ul style="list-style-type: none"> • Combined I-A-3 and I-A-4. • Emphasis placed on “adapts as needed” and “implements” standards-based units and well-structured lessons • Removed “higher-order thinking skills” and “activities, materials,” and “technologies” • Embedded related instructional practices articulated in the state curriculum frameworks (“purposeful questioning” and “strategic use of technology and digital media”) 	<p>Streamline, Clarify, and Align. Updates streamline content by combining two elements into one, reflecting feedback that practice associated with both was inherently intertwined.</p> <p>The shift from “designs” to “adapts as needed and implements” acknowledges the work teachers do in making curriculum—whether designed or adopted—meet the needs of students.</p> <p>Updates align this practice to expectations embedded within the MA curriculum frameworks (“purposeful questioning” and “strategic use of technology and digital media”), creating stronger alignment between effective units and lessons and the curriculum frameworks.</p>
	<p>I-A-4: Well Structured Lessons (Proficient): Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.</p>	<ul style="list-style-type: none"> • Folded into the previous element. 	<p>Combining these two elements allows educators to approach implementation of units and lessons more coherently.</p>
<p>I-B-1: Variety of Assessment Methods (Exemplary). Designs and administers a comprehensive system of informal and formal assessments, including common interim assessments and ongoing progress monitoring methods, to measure each student’s learning, growth, and progress toward achieving state/local standards. Models this practice for others.</p>	<p>(Exemplary). Uses an integrated, comprehensive system of informal and formal assessments, including common interim assessments, to measure student learning, growth, and progress toward achieving state/local standards. Is able to model this element.</p>	<ul style="list-style-type: none"> • “Designs and administers” moved to Exemplary and “Uses” moved to Proficient. • Added “ongoing progress monitoring methods” and “each” to Exemplary 	<p>Clarify. Updates to the Exemplary descriptor more clearly differentiate it from Proficient practice.</p>

Standard I: Curriculum, Planning, and Assessment

UPDATED RUBRIC	Original Rubric	Changes	Explanation
<p>I-B-2: Adjustments to Practice (Exemplary). Regularly organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice in real-time and in upcoming lessons or units by (a) identifying and/or implementing appropriate differentiated interventions and enhancements for all students, and (b) making appropriate modifications to lessons and units. Models this practice for others.</p>	<p>(Exemplary). Organizes and analyzes results from a comprehensive system of assessments to determine progress toward intended outcomes and frequently uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for individuals and groups of students and appropriate modifications of lessons and units. Is able to model this element.</p>	<ul style="list-style-type: none"> Added “Regularly” to Exemplary to indicate consistency of practice; removed “frequently” Replaced “a comprehensive system of assessments” with “a variety of assessments” Added “in real time and in upcoming lessons or units” 	<p>Clarify. Updates to the Exemplary descriptor more clearly differentiate it from Proficient practice and clarify what it looks like to make adjustments to one’s practice.</p>
<p>I-C-1: Analysis and Conclusions (Proficient). Draws appropriate conclusions from a thorough analysis of a wide range of assessment data to inform instructional decisions and improve student learning.</p>	<p>(Proficient). Individually and with colleagues, draws appropriate conclusions from a thorough analysis of a wide range of assessment data to improve student learning.</p>	<ul style="list-style-type: none"> Removed “individually and with colleagues” Added “to inform instructional decisions” 	<p>Streamline and Align. Updates remove redundancy (collaborating with colleagues is sufficiently captured in I-C-2), isolate the practice to analyzing and drawing conclusions from data, and better align the Proficient and Exemplary descriptors.</p>
<p>I-C-2: Sharing Conclusions with Colleagues (Exemplary). Proactively and regularly shares conclusions and insights about student progress with all appropriate colleagues. Seeks and applies feedback from them about instructional and assessment practices that will support improved student learning.</p>	<p>(Exemplary). Establishes and implements a schedule and plan for regularly sharing with all appropriate colleagues conclusions and insights about student progress. Seeks and applies feedback from them about practices that will support improved student learning. Is able to model this element.</p>	<ul style="list-style-type: none"> Replaced “establishes and implements a schedule and plan for regularly sharing...” with “Proactively and regularly shares” Added “instructional and assessment” Removed modeling language 	<p>Clarify and Align. Updates clarify language to make it more actionable to all educators, and better align the element to the Indicator.</p> <p>Modeling language removed as redundant.</p>

Standard I: Curriculum, Planning, and Assessment

UPDATED RUBRIC	Original Rubric	Changes	Explanation
<p>I-C-3: Sharing Conclusions with Students (Proficient). Based on assessment data, provides descriptive feedback to students, engages them in constructive conversation, and seeks feedback that focuses on how students can improve their performance.</p>	<p>(Proficient). Based on assessment results, provides descriptive feedback and engages students and families in constructive conversation that focuses on how students can improve their performance.</p>	<ul style="list-style-type: none"> Replaced “results” with “data” Removed “and families” Added “and seeks feedback” 	<p>Clarify and Align. Updates clarify language and aligns the descriptors more closely to the Indicator definition. Removing the reference to families also isolates the practice to communication with students, while allowing other elements in Standard III to represent family communication.</p> <p>The reference to feedback aligns this practice with other elements within this Indicator.</p>

Standard II: Teaching All Students

UPDATED RUBRIC	Original Rubric	Updates	Explanation
<p>II-A-1: Quality of Effort and Work (Exemplary). Consistently demonstrates high expectations for the quality of student work and the perseverance and effort required to produce it; supports students to set high expectations for themselves and for each other to produce high-quality work. Models this practice for others.</p>	<p>(Exemplary). Consistently defines high expectations for quality work and effort and effectively supports students to set high expectations for each other to persevere and produce high-quality work. Is able to model this element.</p>	<ul style="list-style-type: none"> Replaced “defines” replaced with “demonstrates” Replaced “quality work and effort” with “the quality of student work and the perseverance and effort required to produce it” Added “for themselves and” 	<p>Clarify and Align. Updates more clearly differentiate Exemplary from Proficient practice and clarify expectations.</p>
<p>II-A-2. Student Engagement (Proficient). Consistently uses instructional practices that are likely to motivate and engage most students in the content of the lesson.</p>	<p>(Proficient). Consistently uses instructional practices that are likely to motivate and engage most students during the lesson.</p>	<ul style="list-style-type: none"> Replaced “during the lesson” with “in the content of the lesson” in Proficient and Exemplary descriptors Added “all” to the Exemplary descriptor 	<p>Clarify. Update more clearly associates effective student engagement with engagement in the content of the lesson, reinforcing the importance of “content and quality” with regard to instructional practice.</p> <p>The addition of “all” in Exemplary denotes the expectation that all students are engaged.</p>

Standard II: Teaching All Students

UPDATED RUBRIC	Original Rubric	Updates	Explanation
<p>II-A-3: Meeting Diverse Needs (Proficient). Uses appropriate inclusive practices, such as tiered supports and scaffolded instruction, to accommodate differences in students’ learning needs, abilities, interests, and levels of readiness, including those of academically advanced students, students with disabilities, and English learners.</p>	<p>(Proficient). 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.</p>	<ul style="list-style-type: none"> • Added focus on “inclusive” practices • Added “academically advanced students” • Replaced “styles” with “abilities” • Clarified language (changed “tiered instruction and scaffolds” to “tiered supports and scaffolded instruction”) 	<p>Clarify and Align. Updates clarify language and align expectations associated with meeting diverse needs to evidence-based inclusive practices.</p> <p>Updates emphasize the importance of meeting the diverse learning needs of all students, regardless of their backgrounds or abilities.</p> <p>All updates are reflected in the Exemplary descriptor.</p>
<p>II-B-1: Safe Learning Environment (Exemplary). Uses rituals, routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role—individually and collectively—in preventing behaviors that interfere with learning. Models this practice for others.</p>	<p>(Exemplary). Uses rituals, routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role—individually and collectively—in preventing behaviors that interfere with learning. Is able to model this element.</p>	<ul style="list-style-type: none"> • Modeling language updated 	<p>Clarify. Updates are limited to new modeling language.</p>
<p>II-B-2: Collaborative Learning Environment (Proficient). Develops students’ relationship and communication skills by providing opportunities for students to learn in groups with diverse peers and facilitating meaningful academic discourse.</p>	<p>(Proficient). Develops students’ interpersonal, group, and communication skills and provides opportunities for students to learn in groups with diverse peers.</p>	<ul style="list-style-type: none"> • Replaced “interpersonal, group” with related SEL competency (“relationship” skill) • Embedded related instructional practice articulated in the state curriculum frameworks (“facilitating meaningful academic discourse”) 	<p>Clarify and Align. Updates align this practice with the evidence-based social emotional learning competency, relationship skills, and the content-agnostic instructional practice associated with the MA curriculum frameworks, facilitating academic discourse.</p>

Standard II: Teaching All Students

UPDATED RUBRIC	Original Rubric	Updates	Explanation
<p>II-B-3: Student Motivation (Proficient). Regularly creates learning experiences that guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; take academic risks; and challenge themselves to learn.</p>	<p>(Proficient). Consistently creates learning experiences that guide students to identify their strengths, interests, and needs; ask for support when appropriate; take academic risks; and challenge themselves to learn.</p>	<ul style="list-style-type: none"> Replaced “consistently” with “regularly” (moved ‘consistently’ to the Exemplary descriptor) Embedded related student skill articulated in the state curriculum frameworks (“problem-solve”) to the list of student actions 	<p>Align. Updates better differentiate between Proficient and Exemplary practice and embed the important student skill of problem-solving into the element.</p> <p>Corresponding updates to the Exemplary descriptor align Proficient and Exemplary.</p>
<p>II-D-1: Creates and Maintains a Respectful Environment (Proficient). Establishes an environment in which students demonstrate respect for and affirm their own (self-awareness) and others’ (social awareness) differences related to background, identity, language, strengths, and challenges, and responds appropriately if/when conflicts or misunderstandings arise related to such differences.</p>	<p>II-C-1: Respects Differences (Proficient). Consistently uses strategies and practices that are likely to enable students to demonstrate respect for and affirm their own and others’ differences related to background, identity, language, strengths, and challenges.</p>	<ul style="list-style-type: none"> Combined II-C-1 and II-C-2. Embedded related SEL competencies, “self-awareness” and “social awareness” 	<p>Streamline and Align. Updates align this practice with evidence-based SEL competencies and combine related practices from two elements into one.</p>
	<p>II-C-2: Maintains Respectful Environment (Proficient). Anticipates and responds appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages, and identities.</p>	<ul style="list-style-type: none"> Added “strengths and challenges” 	<p>See above.</p>
<p>II-E-1: High Expectations (Proficient). Clearly communicates high standards for student work, effort, and behavior, and consistently reinforces the expectation that all students can meet these standards through effective effort, rather than innate ability.</p>	<p>II-D-1: Clear Expectations (Proficient). Clearly communicates and consistently enforces specific standards for student work, effort, and behavior.</p>	<ul style="list-style-type: none"> Combined II-D-1 and II-D-2. 	<p>Streamline and Align. Updates combine related practices from two elements into one, recognizing that an educator cannot be Proficient in one without being Proficient in the other (i.e. high expectations are useless if they aren’t clear).</p>
	<p>II-D-2: High Expectations (Proficient). Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability.</p>	<ul style="list-style-type: none"> Replaced “challenging material” with “high standards” 	<p>See above.</p>

Standard II: Teaching All Students

UPDATED RUBRIC	Original Rubric	Updates	Explanation
II-E-2: Access to Knowledge (Exemplary). Individually and with colleagues, consistently adapts instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities; models approaches that lead students to access knowledge on their own as well. Models this practice for others.	(Exemplary). Individually and with colleagues, consistently adapts instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities. Is able to model this element.	<ul style="list-style-type: none"> Added “models approaches that lead students to access knowledge on their own as well” to Exemplary 	Clarify. Updates more clearly differentiate Exemplary from Proficient practice by articulating the importance of building students’ capacity to access knowledge.

Standard III: Family and Community Engagement

UPDATED RUBRIC	Original Rubric	Changes	Explanation
III-A-1: Family Engagement (Exemplary). Engages all families using a variety of culturally responsive practices and communication strategies that result in increased and/or more meaningful participation in the classroom and/or school community. Models this practice for others.	(Exemplary): Successfully engages most families and sustains their active and appropriate participation in the classroom and school community. Is able to model this element.	<ul style="list-style-type: none"> Changed element name from Parent/Family Engagement to Family Engagement Removed “Successfully” Changed “most families” to “all families” in the Exemplary descriptor Added “using a variety of culturally responsive practices and communication strategies” to Proficient and Exemplary descriptors Clarified the definition of participation 	Clarify and Align. Updates to the Exemplary descriptor more clearly define different types of engagement by families. The reference to “culturally responsive practices and communication strategies” emphasizes the necessity of engaging with families in a culturally responsive manner.

Standard III: Family and Community Engagement

UPDATED RUBRIC	Original Rubric	Changes	Explanation
<p>III-B-1: Learning Expectations (Exemplary). Successfully communicates to families student learning and behavior expectations and their purposes, such that they can be readily reinforced at home. Models this practice for others.</p>	<p>(Exemplary): Successfully conveys to most parents student learning and behavior expectations. Is able to model this element.</p>	<ul style="list-style-type: none"> Replaced “conveys” with “communicates” Added “such that they can be readily reinforced at home” Replaced “parents” with “families” in all descriptors 	<p>Clarify and Align. Updates differentiate Exemplary from Proficient practice by articulating the objective of the communication.</p> <p>Replacing “parents” with “families” acknowledges different family structures and more appropriately aligns the practice with the Indicator.</p>
<p>III-B-2: Curriculum Support (Exemplary). Regularly updates families on curriculum throughout the year, and prompts most families to use one or more suggested strategies for supporting learning at school and home. Consistently seeks out feedback and evidence of impact. Models this practice for others.</p>	<p>(Exemplary). Successfully prompts most families to use one or more of the strategies suggested for supporting learning at school and home and seeks out evidence of their impact. Is able to model this element.</p>	<ul style="list-style-type: none"> Added “Regularly updates families on curriculum” Added “feedback” alongside “evidence of impact” 	<p>Clarify and Align. Updates better differentiate Exemplary from Proficient, align the two descriptors more clearly, and reinforce the importance of communicating with families about curriculum as well as learning strategies.</p>
<p>III-C-1: Culturally Proficient Communication (Proficient). Regularly communicates with families about student learning and performance, and invites and responds promptly to communications from families while demonstrating understanding of and respect for different home languages, cultures, and values.</p>	<p>III-C-1: Two-Way Communication (Proficient). Regularly uses two-way communication with families about student performance and learning and responds promptly and carefully to communications from families.</p>	<ul style="list-style-type: none"> Combined III-C-1 and III-C-2 into one element titled “Culturally Proficient Communication” 	<p>Streamline and Align. Updates combine related practices from two elements into one, recognizing that an educator cannot be Proficient in one without being Proficient in the other (i.e. two-way communication is unlikely to be effective unless it is culturally proficient).</p>
	<p>III-C-2: Culturally Proficient Communication (Proficient). Always communicates respectfully with families and demonstrates understanding of and sensitivity to different families’ home language, culture, and values.</p>	<ul style="list-style-type: none"> Replaced “Always” with “Regularly” Replaced “sensitivity to” with “respect for” 	<p>See above.</p>

Standard IV: Professional Culture

UPDATED RUBRIC	Original Rubric	Changes	Explanation
<p>IV-A-1: Reflective Practice (Exemplary). Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues; uses and shares back with colleagues insights gained to improve practice and student learning.</p>	<p>(Exemplary). Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues; and uses and shares with colleagues, insights gained to improve practice and student learning. Is able to model this element.</p>	<ul style="list-style-type: none"> Modeling language removed from Exemplary. 	<p>Streamline. Modeling language removed as redundant given the language of the descriptor.</p>
<p>IV-A-2: Goal Setting (Exemplary). Individually and with colleagues proposes and monitors challenging, measurable goals that are based on thorough self-assessment and analysis of student learning data, and that elevate educator practice as well as student learning. Models this practice for others.</p>	<p>(Exemplary). Individually and with colleagues builds capacity to propose and monitor challenging, measurable goals based on thorough self-assessment and analysis of student learning data. Is able to model this element.</p>	<ul style="list-style-type: none"> Removed “builds capacity to” Clarified language about the intended outcome, “and that elevate educator practice as well as student learning” Added “and monitors” to Proficient descriptor 	<p>Clarify and Align. Updates better align and clarify expectations in Proficient and Exemplary.</p>
<p>IV-B-1: Professional Learning and Growth (Exemplary): Consistently seeks out and applies, when appropriate, ideas for improving practice from supervisors, colleagues, professional development activities, and other resources in a way that builds expertise of self and other educators, and improves student learning; assumes different instructional and leadership responsibilities.</p>	<p>(Exemplary): Consistently seeks out professional development and learning opportunities that improve practice and build expertise of self and other educators in instruction and leadership. Is able to model this element.</p>	<ul style="list-style-type: none"> Added “and applies, when appropriate, ideas for improving practice from supervisors, colleagues, professional development activities, and other resources...” Added “and improves student learning” Replaced “in instruction and leadership” with “assumes different instructional and leadership responsibilities” 	<p>Clarify and Align. Updates to this element reflect feedback that Exemplary was not well differentiated from Proficient. Updates clarify practice in Exemplary, strengthen alignment between Proficient and Exemplary, and better differentiate the two performance levels from one another.</p> <p>Updates also broaden the approaches to professional learning and growth beyond formal professional development and learning opportunities.</p>

Standard IV: Professional Culture

UPDATED RUBRIC	Original Rubric	Changes	Explanation
<p>IV-C-1: Professional Collaboration (Proficient). Consistently and effectively collaborates with colleagues on a wide range of tasks such as implementing standards-based units and well-structured lessons, examining student work, analyzing student performance, and planning appropriate interventions.</p>	<p>(Proficient). Consistently and effectively collaborates with colleagues in such work as developing standards-based units, examining student work, analyzing student performance, and planning appropriate intervention.</p>	<ul style="list-style-type: none"> Replaced “in such work as” with “on a wide range of tasks such as” Replaced “developing standards-based units” with “implementing standards-based units and well-structured lessons” In the Exemplary descriptor, replaced “Supports colleagues to collaborate” with “Effectively leads peer collaboration” 	<p>Streamline, Clarify and Align. The updated reference to both standards-based units and well-structured lessons aligns the element to I-A-3.</p> <p>Parallel updates to Exemplary both align and better differentiate performance across the two levels.</p>
<p>IV-D-1: Decision-Making (Exemplary). Consistently contributes relevant ideas and expertise to planning and decision making at the school, department, and/or grade level that are critical to school improvement efforts.</p>	<p>(Exemplary). In planning and decision-making at the school, department, and/or grade level, consistently contributes ideas and expertise that are critical to school improvement efforts. Is able to model this element.</p>	<ul style="list-style-type: none"> Shifted the position of the phrase, “[i]n planning and decision-making at the school, department, and/or grade level,” to later in the descriptor. Removed modeling language from Exemplary. 	<p>Clarify and Streamline. Updates clarify performance expectations.</p> <p>Modeling language removed as redundant given the language of the descriptor.</p>
<p>IV-E-1: Shared Responsibility (Exemplary). Individually and with colleagues, develops strategies and actions that contribute to the learning and productive behavior of all students at the school, within and beyond the classroom.</p>	<p>(Exemplary). Individually and with colleagues develops strategies and actions that contribute to the learning and productive behavior of all students at the school. Is able to model this element.</p>	<ul style="list-style-type: none"> Added “within and beyond the classroom” Modeling language removed from Exemplary. 	<p>Clarify and Streamline. Updates address feedback that Exemplary wasn’t clearly differentiated from Proficient and clarified the expectation that shared responsibilities extend to influence both within and beyond the classroom.</p> <p>Modeling language removed as redundant given the language of the descriptor.</p>

Standard IV: Professional Culture

UPDATED RUBRIC	Original Rubric	Changes	Explanation
<p>IV-F-1: Judgment (Proficient). Demonstrates sound, professional judgment, adheres to the school or district’s existing code of ethics, and protects student confidentiality appropriately.</p>	<p>(Proficient). Demonstrates sound judgment reflecting integrity, honesty, fairness, and trustworthiness and protects student confidentiality appropriately.</p>	<ul style="list-style-type: none"> • Added “professional” • Removed “reflecting integrity, honesty, fairness, and trustworthiness” • Added “adheres to the school or district’s code of ethics” 	<p>Clarify and Align. Updates reflect feedback that the practice as originally described was too subjective; revisions reflect more objective criteria for professional conduct, grounded in the district’s stated expectations.</p> <p>Parallel updates were made to all performance descriptors.</p>
<p>IV-F-2: Reliability and Responsibility (Proficient). Consistently fulfills all professional responsibilities; is punctual and reliable; and adheres to district attendance policies.</p>	<p>(Proficient). Consistently fulfills professional responsibilities; is consistently punctual and reliable with paperwork, duties, and assignments; and is rarely late or absent from school.</p>	<ul style="list-style-type: none"> • Removed references to “paperwork, duties, and assignments” • Replaced “is rarely late or absent from school” with “adheres to district attendance policies.” 	<p>Clarify and Align. Updates reflect feedback that the practice as originally described was too subjective; revisions reflect more objective criteria reliability and responsibility grounded in the district’s stated policies.</p> <p>Parallel updates were made to all performance descriptors.</p>