Model Rubric for Specialized Instructional Support Personnel (SISP) Evaluation:

School Psychologists

DRAFT - June 2025

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SISP RUBRIC for EDUCATOR EVALUATION

The model rubrics for educator evaluation are grounded in DESE's Educational Vision for effective teaching and leadership, and reflect input from educators, students, and families across Massachusetts on antiracist, inclusive, and equitable practices that support *all students* to attain academic knowledge and skills, understand and value themselves and others, and engage with the world.[1]

Role-specific Model SISP Rubrics were developed by representatives from state-level professional associations[2] in consultation with DESE and will be piloted during the 2025-26 school year. These role-specific Model SISP Rubrics support educators in the following roles:
- School Counselor
- School Librarian
- School Nurse
- School Psychologist
- School Social Worker/School Adjustment Counselor
- Speech and Language Pathologists

Each rubric includes evidence-based, culturally and linguistically sustaining practices across four Standards:
- Standard I: Curriculum, Planning, and Assessment
- Standard II: Teaching All Students
- Standard III: Family and Community Engagement
- Standard IV: Professional Culture

These four Standards guide the development of Massachusetts educators from preparation through employment, articulating the key knowledge, skills, and behaviors essential of all educators in public schools in Massachusetts to disrupt patterns of inequity and well serve richly diverse student bodies with varied educational needs.

> NOTE: In this rubric, **"all students"** represents *each and every student,* with particular focus on students who have been historically marginalized or underserved by our education systems, including but not limited to those who identify as Black, Hispanic/Latino, Asian, Indigenous, and Multiracial students, students with disabilities, multilingual learners, LGBTQIA+ students, students experiencing homelessness and/or financial insecurity, and students who are undocumented.
>
> **Culturally and linguistically sustaining practices** affirm and value students' cultures, prior experiences, and linguistic resources to make learning more relevant and effective, promote academic achievement, cultural competence, and sociopolitical awareness, and value multilingualism as an asset. These practices are essential for all students in the classroom, regardless of their background, culture, or identity. All students benefit from an approach that is intended to meet the needs of diverse learners; from expanded cultural competence and sociopolitical consciousness; and from explicit instruction in the functions of language.

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[1] DESE's Educational Vision: https://www.doe.mass.edu/commissioner/vision/.

[2] Massachusetts School Counselors Association (MASCA), Massachusetts School Library Association (MSLA), Massachusetts School Nurse Organization (MSNO), Massachusetts School Psychologists Association (MSPA), Massachusetts Speech-Language Hearing Association (MSHA). For a list of educators who supported the development of this rubric, please see *Acknowledgements*.

Using the SISP Rubric in the Educator Evaluation Process

The Model SISP rubrics are designed to elevate and highlight effective practices in specific SISP roles in order to guide a meaningful and supportive evaluation process. Evaluators should identify and use the rubric most closely aligned with the role of the educator. As SISP educators work in different contexts and undertake different responsibilities (e.g., a school counselor in one school may be responsible for career counseling whereas another may focus on social-emotional support), districts may consider further customizing the rubric by emphasizing and prioritizing certain Indicators and elements.

Rubrics are designed to help educators and evaluators (1) develop a consistent, shared understanding of what Proficient performance looks like in practice, (2) develop a common terminology and structure to organize evidence, and (3) make informed professional judgments about Formative and Summative Performance Ratings on each Standard and overall. As a result, rubrics play a part in all five components of the evaluation cycle.

1. **Self-Assessment:** Educators use the rubric to examine their own practice and to identify areas of strength as well as areas for further growth and development.

2. **Analysis, Goal Setting, and Plan Development:** Educators and evaluators together review the rubric and agree on Indicators that will be the focus of their attention during the evaluation cycle. In addition, educators and their evaluators develop goals for improving professional practice and student learning. The rubric helps to paint a clear picture of what it will look like to demonstrate proficiency. This description is the starting point for conversations about specific, measurable, actionable, and equity-focused goals.

3. **Implementation of the Educator Plan:** Educators and evaluators use the rubric to ensure that they are gathering evidence from multiple sources that will support a fair and comprehensive assessment of the educator's practice on each Standard. The elements of effective practice defined in each Proficient descriptor can be used as a guide for feedback, professional learning, and the collection of evidence. Given the breadth and depth of practices represented, it is recommended that educators and evaluators prioritize certain Indicators aligned to educator, school, and district goals for professional learning, feedback, support, and evidence collection.

   Note: The rubrics are written to support educators and evaluators in making judgments about evidence gathered across multiple measures, such as observations, artifacts of practice, student and family feedback, and evidence of student learning. The model rubrics were not designed to be observation tools and should not be used for that purpose.

   In addition, in some cases, SISP educators' work activities are protected by privacy laws that prohibit an evaluator without the appropriate licensing from directly observing certain activities. For these educators, observations of practice can occur in settings such as classroom presentations, IEP/504 meetings, faculty or team meetings, and public settings. For further information, please consult the section on this [Commonwealth of Massachusetts webpage](#) on "Heightened Duty of Confidentiality in Mental Health."

4. **Formative Assessment/Evaluation and Summative Evaluation:** The rubric serves as the organizing framework for these conferences and reports as evaluators assess the educator's performance on the continuum of practice described by the rubric.

For each Standard, there are Indicators that describe specific knowledge, skills, and performance at four levels. Distinctions by performance level are determined based on variations in quality (the ability to perform the skill, action, or behavior), scope (the scale of impact), and consistency (the frequency that skill, action, or behavior is demonstrated with quality). Continued growth and reflection are expected across all levels of performance, as described below:

Proficient		
The educator's performance fully meets the requirements. This is the expected, rigorous yet attainable level of performance for most educators.		
Unsatisfactory	**Needs Improvement**	**Exemplary**
The educator's performance is consistently below the requirements and has not shown improvement.	The educator's performance is below the requirements but not considered to be Unsatisfactory at this time. Improvement is necessary and expected.	The educator's performance exceeds requirements and consistently demonstrates high-quality practice with impact in the classroom, clinical setting, or beyond.

The SISP Rubric for School Psychologists was informed by and aligned to the 2020 National Association of School Psychologists (NASP) Professional Standards.

SISP Rubric: School Psychologists – At-a-Glance

Standard I: Curriculum, Planning, and Assessment	Standard II: Teaching All Students	Standard III: Family and Community Engagement	Standard IV: Professional Culture
A. Curriculum and Planning 1. Professional Knowledge 2. Knowledge of Students 3. Curriculum Literacy **B. Assessment** 1. Purposeful Assessment 2. Accessible Assessment **C. Analysis** 1. Analysis and Conclusions 2. Adjustments to Practice 3. Sharing Progress with Students and Families 4. Sharing Progress with Colleagues	**A. Instruction** 1. High Expectations and Support 2. Engaging Instruction 3. Inclusive Instruction **B. Learning Environment** 1. Positive Relationships 2. Safe Learning Environment 3. Collaborative Learning Environment 4. Student Ownership of Learning 5. Critical Thinking	**A. Communication** 1. Communication with Families **B. Engagement** 1. Family Engagement **C. Collaboration** 1. Collaboration on Student Learning and Well-being	**A. Reflective Practice and Professional Growth** 1. Reflective Practice 2. Goal-Setting 3. Professional Learning and Growth **B. Shared Responsibility, Collaboration, and Decision-Making** 1. Shared Responsibility 2. Professional Collaboration 3. Decision-Making **C. Professional Responsibilities** 1. Judgment 2. Professional Responsibilities

NOTE: Some Indicators (such as Reflective Practice and Professional Growth) are grouped together where and when they represent similar or complementary practices. Practices associated with the Cultural Proficiency Indicator are represented throughout the rubric as integral to performance across the Standards.

STANDARD I: Curriculum, Planning, and Assessment

The educator 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 ongoing basis, and continuously refining learning objectives.

	Proficient
I-A: Curriculum & Planning	1. **Professional Knowledge:** Demonstrates sound knowledge and understanding of professional content and delivery through the use of evidence-based educational and/or clinical practices that enable all students to develop and apply grade-level knowledge and skills in relevant and real-world contexts. 2. **Knowledge of Students:** Builds on and draws from knowledge of their students' identities, skills, developmental levels, cultures, languages, and communities to apply culturally responsive data collection practices and provide relevant and differentiated learning experiences and individualized and systemic supports that enable all students to develop and exercise social-emotional skills (e.g. self-management and making responsible decisions) and progress towards grade-level standards. 3. **Curriculum Literacy**: Skillfully uses curricular materials, when applicable, by: • Determining strengths and weaknesses of materials and adapting as necessary to plan evidence-based, inclusive, and culturally sustaining instruction (which may include individual or group activities or sessions), including identifying opportunities to create meaningful, relevant connections rooted in the local context. • Identifying necessary supplemental resources and/or tiered supports to provide all students access to grade-level instruction. • Utilizing a coherent instructional approach that builds student learning towards grade-level standards and individual learning goals over time through aligned lesson goals, scope, sequence, and tasks. • Incorporating assessment data to align curricular decisions with student needs and progress-monitoring data to adjust instruction and supports accordingly.

Unsatisfactory	**Needs Improvement**	**Exemplary**
Does not demonstrate adequate progress towards meeting *Proficient* expectations, or performance is consistently below the standard.	Demonstrates some progress towards meeting *Proficient* expectations, with areas for growth in quality, scope, or consistency.	Exceeds *Proficient* expectations through consistent high-quality practice with impact in the classroom or clinical setting or beyond.

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I-B: Assessment	**Proficient**		
	1. **Purposeful Assessment:** Uses a variety of formal and informal assessments and/or collects data for specific purposes, including to: ● Understand each student's strengths and areas for growth. ● Measure and monitor all students' understanding throughout instruction and their progress toward grade-level standards and/or individual learning goals. ● Actively inform instructional and clinical decisions, including the design and implementation of evidence-based interventions, services, and programs. ● Evaluate the impact of interventions within a multitiered system of supports (MTSS). 2. **Accessible Assessment:** Implements assessments that are accessible to all students by: ● Providing multiple ways and opportunities for students to demonstrate their learning**.** ● Creating opportunities for students to be able to draw from their cultural and linguistic knowledge and personal experiences. ● Ensuring that assessment tasks, methods and instruments maintain the rigor and high expectations outlined in the grade-level standards and do not perpetuate racial, cultural, or linguistic bias. ● Utilizing culturally responsive and linguistically appropriate assessment practices to ensure accurate interpretation of student needs and equitable access to supports.		
	Unsatisfactory	**Needs Improvement**	**Exemplary**
	Does not demonstrate adequate progress towards meeting *Proficient* expectations, or performance is consistently below the standard.	Demonstrates some progress towards meeting *Proficient* expectations, with areas for growth in quality, scope, or consistency.	Exceeds *Proficient* expectations through consistent high-quality practice with impact in the classroom or clinical setting or beyond.

I-C: Analysis	**Proficient**

Proficient

1. **Analysis and Conclusions:** Analyzes disaggregated data from a wide range of assessments to:

   ● Gain information about students' progress towards grade-level standards and/or individual learning goals, including trends across students or student groups.

   ● Reflect on instruction and identify actions to reduce disparate outcomes and improve learning for all students.

   ● Apply research-informed data analysis techniques to interpret patterns and evaluate effectiveness of academic, behavioral, and social-emotional supports at individual and group levels.

   ● Utilize evidence-based tools and methodologies to inform decision-making and guide continuous improvement efforts.

2. **Adjustments to Practice:** Engages in ongoing data review cycles using a wide range of assessment data and feedback from colleagues, students, and families, as well as current research findings and program evaluation methods, to adjust practice, refine strategies and implement differentiated and scaffolded supports for improved and more equitable student outcomes.

3. **Sharing Progress with Students and Families:** Collaborates with students and their families, in an accessible format and language, to:

   ● Communicate specific, timely, and asset-based feedback on student progress towards individual student learning goals and/or grade-level or proficiency standards.

   ● Identify ways to build on students' strengths and support further growth.

4. **Sharing Progress with Colleagues:** Collaborates with appropriate colleagues (e.g., special education teachers, English learner education teachers, paraeducators, general education teachers, and specialists) to:

   ● Share conclusions about student progress towards grade-level standards and/or individual learning goals to identify ways to build on students' strengths and support further growth.

   ● Seek feedback about instructional or assessment practices that will support student learning.

   ● Use collaborative data inquiry and evidence-based dialogue to inform instructional adjustments and promote shared accountability for student outcomes.

Unsatisfactory	Needs Improvement	Exemplary
Does not demonstrate adequate progress towards meeting *Proficient* expectations, or performance is consistently below the standard.	Demonstrates some progress towards meeting *Proficient* expectations, with areas for growth in quality, scope, or consistency.	Exceeds *Proficient* expectations through consistent high-quality practice with impact in the classroom or clinical setting or beyond.

STANDARD II: Teaching All Students

The educator 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.

	Proficient
II-A: Instruction[3]	1. **High Expectations and Support:** Supports all students to meet or exceed high expectations for grade-appropriate, standards-aligned learning, produce high-quality work, and develop self-awareness and skills for independent learning by:

1. **High Expectations and Support:** Supports all students to meet or exceed high expectations for grade-appropriate, standards-aligned learning, produce high-quality work, and develop self-awareness and skills for independent learning by:

- Using evidence-based, culturally and linguistically sustaining instructional and clinical practices to provide equitable opportunities for grade-level learning.

- Providing flexible and responsive supports, scaffolds, and tools to meet students' needs.

- Communicating clear criteria for success (e.g., models, rubrics, exemplars).

- Reinforcing perseverance and effort with challenging content and tasks.

- Demonstrating awareness of how individual differences, such as ability, disability, language, race, gender identity, and socioeconomic status, may impact learning and engagement, and using that understanding to implement developmentally appropriate, affirming supports.

2. **Engaging Instruction:** Engages all students as active participants in learning experiences that are relevant, real-world, and interactive by:

- Providing opportunities for students to make choices, explore topics and apply learning in culturally and linguistically sustaining ways, and through real-world, interactive contexts.

- Building on students' strengths, interests, cultural and linguistic backgrounds, and prior knowledge to support and motivate learning.

- Facilitating purposeful student-to-student academic discourse with equitable student participation in discussion.

- Integrating digital tools and educational technology that enhance learning experiences and promote the development of digital literacy skills.

- Ensuring that learning opportunities reflect and affirm students' diverse identities, values, and lived experiences, and promote inclusivity across instructional settings.

3. **Inclusive Instruction**: Accommodates and supports individual differences in all students' learning needs, abilities, interests, and levels of readiness, including those of students with disabilities (in accordance with relevant IEPs or 504 plans), English learners and former English learners, academically advanced students, and students who have been historically marginalized, by:

- Using appropriate inclusive practices, such as tiered supports, educational and assistive technologies, scaffolded instruction, and leveraging of students' native language and linguistic resources, to make grade-level content accessible and affirming for all students.

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[3] Note: In this rubric, instruction and instructional practices may refer to individual or group activities, sessions, interventions, or clinical practices.

- Providing students with multiple ways to learn content and demonstrate understanding, as appropriate.

- Recognizing and addressing systemic barriers to equity by intentionally designing instruction that meets the diverse developmental and cultural needs of all learners.
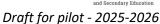
Unsatisfactory	Needs Improvement	Exemplary
Does not demonstrate adequate progress towards meeting *Proficient* expectations, or performance is consistently below the standard.	Demonstrates some progress towards meeting *Proficient* expectations, with areas for growth in quality, scope, or consistency.	Exceeds *Proficient* expectations through consistent high-quality practice with impact in the classroom or clinical setting or beyond.

II-B:
Learning
Environment

Proficient

1. **Positive Relationships**: Builds positive, caring relationships to help all students feel valued, respected, equitably supported, and a sense of belonging, such as by:

   - Supporting the social-emotional well-being of students by fostering resilience, building trust, and using evidence-based strategies to enhance positive student connections.

   - Recognizing and addressing risk factors that may impact students' mental health, academic achievement, and overall development.

2. **Safe Learning Environment:** Creates and maintains a safe, supportive, and inclusive environment by:

   - Establishing, with student input, routines and systems to support student learning.

   - Modeling and reinforcing respect for and affirmation of differences related to background, identity, language, strengths, and challenges (self- and social awareness).

   - Supporting student accountability for the impact of their actions.

   - Enabling students to take academic risks and share ideas freely.

   - Seeking feedback from students on their experience of the learning environment and making aligned adjustments to practice.

   - Promoting mental and behavioral health through the implementation of evidence-based practices that support a positive, safe, and inclusive school climate for all students.

   - Collaborating with educators, families, and community partners to address safety concerns and respond effectively to potential crises, while ensuring all students are emotionally supported.

3. **Collaborative Learning Environment:** Develops students' relationship and communication skills by:

   - Providing students with frequent opportunities to interact with peers, make sense of complex ideas together, and develop language.

   - Supporting students to engage with differences and diverse perspectives, respectfully challenge each other's thinking, and address interpersonal conflicts as they arise.

   - Creating a climate that emphasizes mental health awareness and resilience-building, encouraging students to be supportive of one another and communicate effectively to resolve conflicts.

   - Integrating social-emotional learning into collaborative activities, helping students navigate differences with empathy, respect, and open-mindedness.

4. **Student Ownership of Learning:** Guides students to self-assess, problem-solve, ask for support, access resources when needed, and demonstrate leadership and/or positively contribute within the classroom or clinical setting.

   - Fosters an environment of psychological safety where students feel supported in taking risks, reflecting on their progress, and seeking help when needed to build self-awareness and resilience.

5. **Critical Thinking:** Develops students' abilities to think critically, ask questions, and analyze sources, perspectives, and biases in order to deepen learning and make connections between the content and real-world problems and events (e.g., issues of identity, equity, power, and justice).

- Incorporates discussions about mental and behavioral health, equity, and justice into critical thinking activities, empowering students to make informed decisions about their learning and well-being.

- Encourages students to analyze complex social issues through diverse perspectives and apply critical thinking to problem-solving in real-world contexts.

Unsatisfactory	Needs Improvement	Exemplary
Does not demonstrate adequate progress towards meeting *Proficient* expectations, or performance is consistently below the standard.	Demonstrates some progress towards meeting *Proficient* expectations, with areas for growth in quality, scope, or consistency.	Exceeds *Proficient* expectations through consistent high-quality practice with impact in the classroom or clinical setting or beyond.

STANDARD III: Family and Community Engagement
The educator promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.

III-A: Communication

Proficient

1. **Communication With Families:** Establishes regular, two-way communication with families that:

   ● Is culturally and linguistically sustaining and aligned with family preferences, in language(s) that families understand, and in approachable language and formats.

   ● Shares timely information about student learning and performance.

   ● Incorporates evidence-based strategies to engage families in supporting their child's academic, social, and emotional development.

   ● Empowers families, builds on their strengths, and supports them in fostering a positive learning environment both at home and in collaboration with the school.

Unsatisfactory	Needs Improvement	Exemplary
Does not demonstrate adequate progress towards meeting *Proficient* expectations, or performance is consistently below the standard.	Demonstrates some progress towards meeting *Proficient* expectations, with areas for growth in quality, scope, or consistency.	Exceeds *Proficient* expectations through consistent high-quality practice with impact in the classroom or clinical setting or beyond.

III-B: Engagement

Proficient

1. **Family Engagement:** Engages with families in a way that is equitable and collaborative by:

   ● Building positive relationships with families characterized by mutual trust and respect.

   ● Providing a variety of frequent, inclusive, and culturally and linguistically responsive opportunities for all families to engage as partners in the learning community.

   ● Clearly and accessibly communicating information about family engagement opportunities.

   ● Recognizing and valuing the diverse strengths and contributions families bring to the learning community, and supporting their active role in fostering their children's academic, social, and emotional development.

Unsatisfactory	Needs Improvement	Exemplary
Does not demonstrate adequate progress towards meeting *Proficient* expectations, or performance is consistently below the standard.	Demonstrates some progress towards meeting *Proficient* expectations, with areas for growth in quality, scope, or consistency.	Exceeds *Proficient* expectations through consistent high-quality practice with impact in the classroom or clinical setting or beyond.

III-C: Collaboration	**Proficient**
	1. **Collaboration on Student Learning and Well-Being:** Partners with families to support students' learning and well-being to:
	• Develop and evaluate services and supports that are culturally relevant, responsive to their needs, and aligned with their values, thereby enhancing academic and behavioral outcomes for children.
	• Leverage families' cultural and linguistic knowledge and expertise as assets.
	• Engage with families about student performance and expectations for student success.
	• Collaboratively identify, and seek family input on, strategies and resources for supporting student learning and growth in and out of school.
	• Promote and facilitate family involvement in ways that honor cultural and linguistic diversity, ensuring all families feel welcome, respected, and empowered to engage in their child's learning.
	• Co-create plans and interventions that align with their values, needs, and goals for their children's education.

Unsatisfactory	**Needs Improvement**	**Exemplary**
Does not demonstrate adequate progress towards meeting *Proficient* expectations, or performance is consistently below the standard.	Demonstrates some progress towards meeting *Proficient* expectations, with areas for growth in quality, scope, or consistency.	Exceeds *Proficient* expectations through consistent high-quality practice with impact in the classroom or clinical setting or beyond.

STANDARD IV: Professional Culture
The educator promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.

IV-A: **Reflection & Professional Growth**	**Proficient** 1. **Reflective Practice:** Reflects on the effectiveness of instruction and how one's identities, biases, and practices impact student learning and well-being, ensuring ethical and professional decision-making aligned with legal and professional standards. Works to improve practice and eliminate learning inequities across race, gender, ethnicity, language, disability and ability, and other aspects of student identities, such that all students can meet or exceed grade-level standards. 2. **Goal-Setting:** Sets professional practice and student learning goals that: ● Are challenging, standards-aligned and measurable, ● Are based on thorough self-assessment, analysis of student learning data, and feedback from students and families, ● Promote more inclusive and equitable learning experiences and outcomes for all students, ● Reflect an understanding of systems theory and implementation science to develop and evaluate effective practices that foster a safe, supportive, and high-performing learning environment. 3. **Professional Learning and Growth:** Seeks out and engages in ongoing cycles of professional learning to strengthen equitable practice and improve student learning, applies new knowledge and skills into practice, and monitors impact on student outcomes, such as by: ● Pursuing continuous professional development that focuses on enhancing competence in areas such as ethical decision-making, advocacy for social justice, and creating inclusive educational environments. ● Applying new knowledge and strategies learned through professional development to improve practice and contribute to a positive school climate, while ensuring all students have access to equitable educational opportunities. ● Collaborating with colleagues and other professionals to share best practices, monitor progress, and adjust interventions to maximize the effectiveness of services provided to students and families.

	Unsatisfactory	Needs Improvement	Exemplary
	Does not demonstrate adequate progress towards meeting *Proficient* expectations, or performance is consistently below the standard.	Demonstrates some progress towards meeting *Proficient* expectations, with areas for growth in quality, scope, or consistency.	Exceeds *Proficient* expectations through consistent high-quality practice with impact in the classroom or clinical setting or beyond.

IV-B: Shared Responsibility, Collaboration, & Decision- Making	**Proficient**
	1. **Shared Responsibility:** Shares responsibility for schoolwide culture and learning expectations that promote an equitable and culturally and linguistically sustaining school community, such as by: • Collaborating with staff, families, and community members to create a school culture that is inclusive, affirming, and responsive to the diverse identities of students, ensuring an environment that fosters academic success and social-emotional well-being. 2. **Professional Collaboration:** Collaborates and communicates with colleagues, including special education, paraeducators, English learner education, general education, specialists, and support staff, on tasks in support of shared goals for student learning such as: • Examining student performance and planning appropriate scaffolds, interventions, and supports. • Supporting the development and implementation of schoolwide initiatives that prioritize equitable opportunities for all students, incorporating culturally and linguistically sustaining practices. • Using a multitiered system of supports (MTSS) framework to address academic, behavioral, and social-emotional needs across all students, ensuring that interventions and services are accessible and responsive to the diversity of the student population. 3. **Decision-Making:** Contributes ideas and expertise to planning and decision making at the school, department, and/or grade level to advance effective, equitable, inclusive and digitally appropriate instruction for all students, such as by: • Applying a data-driven, problem-solving approach to decision-making, using multiple data sources to inform the development of interventions, programs, and supports tailored to student needs. • Considering ecological factors (e.g., classroom, family, and community characteristics) when making decisions to ensure that interventions and supports are contextually relevant and equitable for all students. • Collaborating with stakeholders to promote the use of evidence-based, culturally sustaining practices and strategies that enhance academic, behavioral, and mental health outcomes, ensuring that decision-making processes are inclusive, transparent, and focused on equity.

Unsatisfactory	Needs Improvement	Exemplary
Does not demonstrate adequate progress towards meeting *Proficient* expectations, or performance is consistently below the standard.	Demonstrates some progress towards meeting *Proficient* expectations, with areas for growth in quality, scope, or consistency.	Exceeds *Proficient* expectations through consistent high-quality practice with impact in the classroom or clinical setting or beyond.

IV-C: **Professional Responsibilities**	**Proficient**
	1. **Judgment:** Adheres to the school or district's existing code of ethics and protects student confidentiality appropriately, including demonstrating strong professional judgment when utilizing digital tools, ensuring that all student data is handled securely, and that students' privacy is prioritized in both educational and clinical contexts.
	• Applies ethical decision-making to foster a safe, inclusive, and respectful learning environment for all students, while remaining accountable to professional guidelines and legal obligations.
	2. **Professional Responsibilities:** Fulfills all routine professional responsibilities, including:
	• Performing duties of the role in accordance with school and district guidelines.
	• Connecting students to needed academic and social-emotional supports as available.
	• Engaging with all colleagues with respect and civility.
	• Adhering to district attendance policies.
	• Demonstrating technological competence by applying digital tools and resources in an ethical manner, supporting student learning and well-being while safeguarding privacy and data security.
	• Advocating for equitable, inclusive, and effective practices, promoting social justice and providing leadership within the school community to enhance educational experiences and outcomes for all students.

Unsatisfactory	**Needs Improvement**	**Exemplary**
Does not demonstrate adequate progress towards meeting *Proficient* expectations, or performance is consistently below the standard.	Demonstrates some progress towards meeting *Proficient* expectations, with areas for growth in quality, scope, or consistency.	Exceeds *Proficient* expectations through consistent high-quality practice with impact in the classroom or clinical setting or beyond.

Acknowledgements

DESE would like to extend our gratitude to the following educators who supported the development of this rubric:

Glossary of Terms

Academic Achievement: Attainment of academic skills and knowledge to meet or exceed grade-level standards in a comprehensive and diverse range of subjects with ability to apply competencies in relevant, real world contexts.

All Students: This rubric frequently references "all students," which represents *each and every student*, with particular focus on students who have been historically marginalized or underserved by our education systems, including but not limited to, those who identify as Black, Hispanic/Latino, Asian, Indigenous, and Multiracial students, students with disabilities, English learners, LGBTQIA+ students, students experiencing homelessness and/or financial insecurity, and students who are undocumented.

Anti-racist Teacher and Leader: Believes racial groups are equals in all their differences and continually engages in self-reflective work that leads to educational policies, practices, conditions, and cultures that resist and dismantle inequities due to individual and systemic racism to advance racial equity. (Guidelines for the Preparation of Administrative Leaders)

Asset-Based: Asset-based approaches intentionally build on the strengths and capacities that learners bring to school, including their languages, cultures and experiences versus deficit-based thinking that views differences as weaknesses.

Bias: A disproportionate weight that may be created intentionally or unintentionally in favor of or against an idea, thing, individual, or group. (Guidelines for the Preparation of Administrative Leaders)

Cultural Broker: Individuals who act as bridges between schools and diverse families and collaborate with families to support the school's goals to improve student achievement (Massachusetts Family, School, and Community Partnership Fundamentals 2.0).

Cultural Competence: Individuals' affirmation in their own culture and identity and respect and understanding for different cultures and identities.

Culturally Responsive Practice: Cultural responsiveness is an approach to viewing students' culture and identity (including race, ethnicity, multilingualism, and other characteristics) as assets, and creating learning experiences and environments that value and empower them. (Supporting Culturally and Linguistically Sustaining Practices)

Culturally Relevant: Aligned with and affirming to students' cultures, backgrounds, and identities. Culturally relevant pedagogy promotes students' academic achievement, cultural competence, and sociopolitical awareness. (Supporting Culturally and Linguistically Sustaining Practices)

Culturally and Linguistically Sustaining: Affirming and valuing students' prior experiences and supporting them to sustain their cultures and linguistic resources to make learning more relevant and effective, promote academic achievement, cultural competence, and sociopolitical awareness; valuing multilingualism as an asset. (Supporting Culturally and Linguistically Sustaining Practices)

Curricular materials are resources teachers use to facilitate sequences of learning experiences (e.g., lesson and unit plans, texts); also called adopted or written curriculum, or instructional materials. (Curriculum Matters)

Curriculum: a sequence of student learning experiences teachers facilitate, may use curricular materials as a foundation; also called enacted or taught curriculum. (Curriculum Matters)

Digital Literacy: The ability to use digital technology, communication tools or networks to locate, evaluate, use, and create information; the ability to understand and use information in multiple formats from a wide range of sources

when it is presented via computers; and the ability to perform tasks effectively in a digital environment. Literacy includes the ability to read and interpret media, reproduce data and images through digital manipulation, and evaluate and apply new knowledge gained from digital environments (Digital Literacy and Computer Science Framework).

Equity: Placing a heightened focus on groups, particularly racial groups, experiencing disproportionate impact through the development of systems to remediate disparities in their experiences and outcomes.

Evidence-based: Practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented as supported by valid and reliable research. (US Department of Education, Every Student Succeeds Act)

Historically Marginalized Groups: Groups and communities that systematically experience discrimination and exclusion (social, political, economic and financial) because of unequal power relationships across economic, political, social, and cultural dimensions. These groups include but are not limited to race, culture, language, LGBTQ+, gender, and ability. Significant disparities exist for marginalized people.

High-quality Instructional Materials: High-quality materials exhibit a coherent sequence of target skills and knowledge, empirical evidence of efficacy, and other characteristics such as engaging content and inclusive design. Some factors in quality are nonnegotiable, while others vary by context: for example, compatibility with a school's technology infrastructure or cultural relevance to its student population. (Curriculum Matters)

Inclusive Practices: Pursuing deliberate actions to create welcoming environments and ensure differences are actively sought and heard, and that every individual feels a sense of belonging and a role in impacting decision-making, practices, and policies.

Linguistically Responsive: Aligned with and affirming to students' and families' linguistic backgrounds and skills. This includes use of high-quality translation and interpretation, as well as translanguaging (see below). (The Massachusetts Blueprint for English Learner Success)

Multi-Tiered System of Supports - MTSS is a framework to provide targeted support to all students based on their individual needs. It integrates academic, behavioral, and social/emotional interventions into a layered approach to help students succeed. It promotes early identification, intervention, and continuous monitoring (Multi-Tiered Systems of Supports).

Non-Academic Student Outcomes: Outcomes associated with students' capacity to understand and value self (know their own strengths, interests, and areas of growth, be self-aware, be a self-advocate, and make responsible decisions), understand and value others (understand differences and multiple perspectives, empathize with others, and build connections with peers and adults), and engage with the world (understand and think critically about local, national, and world events and societal systems; and create positive change through civic action).

Restorative Practice: A framework of processes that schools can use to prevent and address conflict and poor behavior, including, but not limited to, restorative circles, family group conferences, social and emotional learning, and informal practices such as affective questioning. Rather than implementing a program, restorative practices focus on building and maintaining healthy relationships among individuals and maintaining a sense of community. In the case of a disciplinary infraction, restorative practices allow individuals to take full responsibility for their behavior by addressing the individual(s) affected by the behavior. Through these practices, individuals come to understand how their behavior affected others, recognize that their behavior was harmful to others, move toward repairing the harm, and work on not repeating that behavior again. (National Center on Safe and Supportive Learning Environments)

Sociopolitical Awareness: The ability to identify, analyze, and work to solve real-world problems by thinking critically and drawing conclusions about complex issues related to equity, identity, power, or bias.

Translanguaging: The process whereby multilingual speakers utilize all of their languages as an integrated communication system to learn. ([The Massachusetts Blueprint for English Learner Success](#))

Universal Design for Learning (UDL) is intended to increase access and engagement in learning by reducing physical, cognitive, intellectual, and organizational barriers, and other obstacles. It includes providing learners with multiple means of engagement, representation, action and expression. ([Multi-Tiered System of Support](#))