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

Speech-Language Pathologists

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 Speech-Language Pathologists was informed by:

- [2020 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology (ASHA)](#)
- [Rules and Regulations Governing Speech-Language Pathologists and Audiologists (MA State Board)](#)

SISP Rubric: Speech and Language – 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. Intervention Planning and Curriculum Alignment **B. Assessment** 1. Purposeful and Diagnostic 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** Positive Relationships Safe Learning Environment Collaborative Learning Environment Student Self-Advocacy 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 service delivery by applying evidence-based practices in speech-language pathology that enable students to develop communication skills, ensuring students can make progress towards individualized goals and educational objectives in relevant and real-world contexts. 2. **Knowledge of Students:** Builds on and draws from knowledge of their students' identities, skills, developmental levels, communication profiles, cultures, languages, and communities to provide targeted, individualized, and differentiated therapeutic services that enable students to develop communication skills and make measurable progress towards individualized goals and educational objectives. 3. **Intervention Planning and Curriculum-Alignment**: Designs and implements therapeutic service plans that are aligned with students' IEP goals while integrating curriculum objectives, when applicable, by: ● Determining strengths and limitations of materials and adapting as necessary to plan evidence-based, inclusive, and culturally responsive therapeutic activities, including identifying opportunities to connect activities to the students' academic curriculum, communication goals, and local context. ● Identifying necessary supplemental resources and/or tiered supports to provide students with access to services that align with their communication needs and academic goals. ● Implementing a cohesive, student-centered approach that supports student progress toward individual goals and access to the academic curriculum through well-organized therapeutic service plans, strategies, and techniques that target students' areas of need, including but not limited to articulation, expressive/receptive language in the context of speaking, listening, reading, and writing, fluency, or pragmatic language skills, in alignment with the academic and social curriculum.		
	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-B: Assessment	**Proficient**

1. **Purposeful and Diagnostic Assessment:** Uses a variety of formal, dynamic, and informal assessments along with ongoing data collection to:

   ● Conduct comprehensive assessments to identify specific communication difficulties (e.g., speech, language, fluency, social communication, etc.) and evaluate how these impact the student's academic learning and participation in the classroom and/or school environment.

   ● Monitor and analyze student progress in relation to IEP goals and access to the academic curriculum, ensuring that assessment data is used to inform instructional and therapeutic decisions.

   ● Identify each student's strengths and areas for growth within the scope of practice of speech-language pathologists.

2. **Accessible Assessment:** Implements assessments that are accessible to all students by:

   ● Providing multiple ways and opportunities for students to demonstrate their learning based on their unique communication profile.

   ● Selecting and adapting assessment tools, tasks, and instruments that account for cultural, linguistic, racial, physical, sensory, and neurodiverse differences.

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
	
	1. **Analysis and Conclusions:** Analyzes disaggregated data from a wide range of assessments to:
	
	   ● Identify the presence, absence, and/or degree of communication disorder and its impact on the students' ability to access the academic curriculum and participate in the school environment.
	
	   ● Analyze data from assessments, therapy, observations, and consultation to assess students' progress toward individual communication goals as outlined in their IEP objectives.
	
	   ● Gain information about students' progress towards grade-level standards and/or individual learning goals and generate relevant recommendations.
	
	   ● Reflect on the effectiveness of intervention and instructional strategies toward ensuring equitable outcomes for students with communication needs.
	
	2. **Adjustments to Practice:** Uses analysis and conclusions from a wide range of assessment data and feedback from colleagues, students, and families to adjust therapeutic plans and implement therapy that is effective, individualized, and scaffolded to support equitable outcomes for students with communication needs.
	
	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 individualized communication goals.
	
	   ● 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 individualized objectives and academic performance to collaborate on ways to build on students' strengths and support further growth.
	
	   ● Seek feedback about instructional or assessment practices that will enhance the student's communication development and overall learning 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 communication abilities, the development of self-awareness, and skills for independent learning by: ● Using evidence-based, culturally and linguistically sustaining interventions to provide equitable opportunities for students to develop communication skills that align with IEP objectives and grade-level standards ● Providing flexible and responsive supports, scaffolds, strategies, and tools to meet students' unique communication needs. ● Communicating clear criteria for success (e.g., models, rubrics, exemplars). ● Reinforcing perseverance and effort with challenging content and tasks. 2. **Engaging Instruction:** Engages students as active participants in speech-language therapy and learning experiences that are relevant, real-world, and interactive by: ● Providing opportunities for students to make choices, explore topics and apply communication skills in culturally and linguistically sustaining and neurodiversity-affirming ways, and through real-world, interactive contexts. ● Building on students' strengths, interests, cultural and linguistic backgrounds, and prior knowledge to create engaging activities that motivate students and support their learning. ● When applicable, fostering student-to-student interaction by creating opportunities for equitable participation in discussion, role-play, peer feedback, and collaborative activities to enhance communication skills and academic discourse. ● Integrating digital tools and educational technology that enhance communication development, learning experiences, and promote the development of digital literacy skills. 3. **Inclusive Instruction**: Accommodates and supports individual differences in students' learning needs, abilities, interests, and levels of readiness, specifically including 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 facilitate access to grade-level content. ● Providing students with multiple ways to learn content, demonstrate understanding, and express a variety of communicative intents through the use of assistive technology and AAC systems as appropriate.

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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.

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 students feel valued, respected, equitably supported, and gain a sense of belonging.
	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 communication style, neurotype, background, identity, language, strengths, and challenges by promoting self and social awareness. ● Supporting student accountability for the impact of their actions within the context of their communication profile. ● 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.
	3. **Collaborative Learning Environment:** Develops students' relationship and communication skills by: ● Building students' skills and facilitating successful opportunities for them to interact with peers, exchange ideas, and collaborate on academic, vocational, and/or social tasks. ● Supporting students to engage with and respect diverse perspectives, helping them to develop strategies for solving conflicts and collaborating effectively with others with consideration to their unique communication profile and areas of strength and need.
	4. **Student Self-Advocacy:** Guides students to self-assess, problem-solve, ask for support, access resources when needed, and self-advocate within the classroom and beyond (e.g., issues of identity, equity, power, and justice).
	5. **Critical Thinking:** Develops students' abilities to think critically, ask questions, and analyze information, perspectives, and biases by applying problem-solving strategies as appropriate based on their unique communication profile in academic, vocational, and social 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, progress, and performance.

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.

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' communication development and performance by:

- Leveraging families' cultural and linguistic knowledge and expertise as assets.

- Engaging with families about student performance and expectations for student success.

- Collaboratively identifying and seeking family input on strategies and resources for supporting student learning and communication growth in school and beyond.

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 assessment and therapeutic practices by: • Considering how personal identities, biases, and practices impact student learning and well-being. • Working to improve practice and eliminate learning inequities across race, gender, ethnicity, language, neurotype, disability and ability, and other aspects of student identities, such that all students can make effective progress. 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 students. 3. **Professional Learning and Growth:** Seeks out and engages in ongoing cycles of professional learning to improve student outcomes that: • Enhances evidence-based, culturally responsive, and equitable practices. • Applies professional development into assessment and therapeutic practices. • Improves collaboration with colleagues to facilitate and monitor the generalization of skills across all settings.

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 promoting an equitable and culturally and linguistically sustaining school community. 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 progress such as examining student performance and planning appropriate scaffolds, interventions, and supports. 3. **Decision-Making:** Contributes ideas and expertise within the scope of speech-language pathology to promote planning and decision making at the school, department, grade, and/or individual student level to advance effective, equitable, inclusive and digitally appropriate instruction for 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.

IV-C: Professional Responsibilities	**Proficient**		
	1. **Judgment:** Adheres to the ASHA Code of Ethics, school or district's existing code of ethics, and protects student confidentiality appropriately, including student data privacy. 2. **Professional Responsibilities:** Fulfills all routine professional responsibilities, including: • Adhering to the regulations set forth by the Massachusetts Board of Registration for Speech Language Pathology and Audiology. • 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.		
	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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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)

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](#))