

# MA Reference - Teacher Rubric

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## Standard I: Curriculum, Planning, and Assessment

The teacher 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.

### I-A-1. Subject Matter Knowledge

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Demonstrates expertise in subject matter and the pedagogy it requires by engaging all students in learning experiences that enable them to synthesize complex knowledge and skills in the subject. Is able to model this element.	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.	Demonstrates factual knowledge of subject matter and the pedagogy it requires by sometimes engaging students in learning experiences around complex knowledge and skills in the subject.	Demonstrates limited knowledge of the subject matter and/or its pedagogy; relies heavily on textbooks or resources for development of the factual content. Rarely engages students in learning experiences focused on complex knowledge or skills in the subject.

### I-A-2. Child and Adolescent Development

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Demonstrates expert knowledge of the developmental levels of the teacher's own students and students in this grade or subject more generally and uses this knowledge to differentiate and expand learning experiences that enable all students to make significant progress toward meeting stated outcomes. Is able to model this element.	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.	Demonstrates knowledge of developmental levels of students this age but does not identify developmental levels and ways of learning among the students in the class and/or develops learning experiences that enable some, but not all, students to move toward meeting intended outcomes.	Demonstrates little or no knowledge of developmental levels of students this age or differences in how students learn. Typically develops one learning experience for all students that does not enable most students to meet the intended outcomes.

### I-A-3. Rigorous Standards-Based Unit Design

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Designs integrated units of instruction with measurable, accessible outcomes and challenging tasks requiring higher-order thinking skills that enable students to learn and apply the knowledge and skills defined in state standards/local curricula. Is able to model this element.	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.	Designs units of instruction that address some knowledge and skills defined in state standards/local curricula, but some student outcomes are poorly defined and/or tasks rarely require higher-order thinking skills.	Plans individual lessons rather than units of instruction, or designs units of instruction that are not aligned with state standards/ local curricula, lack measurable outcomes, and/or include tasks that mostly rely on lower level thinking skills.

#### I-A-4. Well-Structured Lessons

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Develops well-structured and highly engaging lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every student's needs. Is able to model this element.	Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.	Develops lessons with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping.	Develops lessons with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping for the intended outcome or for the students in the class.

#### I-B-1. Variety of Assessment Methods

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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.	Designs and administers a variety of informal and formal methods and assessments, including common interim assessments, to measure each student's learning, growth, and progress toward achieving state/local standards.	May administer some informal and/or formal assessments to measure student learning but rarely measures student progress toward achieving state/local standards.	Administers only the assessments required by the school and/or measures only point-in-time student achievement.

#### I-B-2. Adjustment to Practice

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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.	Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for students.	May organize and analyze some assessment results but only occasionally adjusts practice or modifies future instruction based on the findings.	Makes few adjustments to practice based on formal and informal assessments.

#### I-C-1. Analysis and Conclusions

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Individually and with colleagues, draws appropriate, actionable conclusions from a thorough analysis of a wide range of assessment data that improve short- and long-term instructional decisions. Is able to model this element.	Individually and with colleagues, draws appropriate conclusions from a thorough analysis of a wide range of assessment data to improve student learning.	Draws conclusions from a limited analysis of student data to inform student grading and promotion decisions.	Does not draw conclusions from student data beyond completing minimal requirements such as grading for report cards.

### I-C-2. Sharing Conclusions With Colleagues

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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.	Regularly shares with appropriate colleagues (e.g., general education, special education, and English learner staff) conclusions about student progress and seeks feedback from them about instructional or assessment practices that will support improved student learning.	Only occasionally shares with colleagues conclusions about student progress and/or only occasionally seeks feedback from them about practices that will support improved student learning.	Rarely shares with colleagues conclusions about student progress and/or rarely seeks feedback.

### I-C-3. Sharing Conclusions With Students

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Establishes early, constructive feedback loops with students and families that create a dialogue about performance, progress, and improvement. Is able to model this element.	Based on assessment results, provides descriptive feedback and engages students and families in constructive conversation that focuses on how students can improve their performance.	Provides some feedback about performance beyond grades but rarely shares strategies for students to improve their performance toward objectives.	Provides little or no feedback on student performance except through grades or report of task completion, or provides inappropriate feedback that does not support students to improve their performance.

## Standard II: Teaching All Students

The teacher 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.

### II-A-1. Quality of Effort and Work

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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.	Consistently defines high expectations for the quality of student work and the perseverance and effort required to produce it; often provides exemplars, rubrics, and guided practice.	May state high expectations for quality and effort, but provides few exemplars and rubrics, limited guided practice, and/or few other supports to help students know what is expected of them; may establish inappropriately low expectations for quality and effort.	Establishes no or low expectations around quality of work and effort and/or offers few supports for students to produce quality work or effort.

### II-A-2. Student Engagement

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Consistently uses instructional practices that typically motivate and engage most students both during the lesson and during independent work and home work. Is able to model this element.	Consistently uses instructional practices that are likely to motivate and engage most students during the lesson.	Uses instructional practices that motivate and engage some students but leave others uninvolved and/or passive participants.	Uses instructional practices that leave most students uninvolved and/or passive participants.

### II-A-3. Meeting Diverse Needs

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Uses a varied repertoire of practices to create structured opportunities for each student to meet or exceed state standards/local curriculum and behavioral expectations. Is able to model this element.	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.	May use some appropriate practices to accommodate differences, but fails to address an adequate range of differences.	Uses limited and/or inappropriate practices to accommodate differences.

### II-B-1. Safe Learning Environment

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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.	Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.	May create and maintain a safe physical environment but inconsistently maintains rituals, routines, and responses needed to prevent and/or stop behaviors that interfere with all students' learning.	Maintains a physical environment that is unsafe or does not support student learning. Uses inappropriate or ineffective rituals, routines, and/or responses to reinforce positive behavior or respond to behaviors that interfere with students' learning.

### II-B-2. Collaborative Learning Environment

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Teaches and reinforces interpersonal, group, and communication skills so that students seek out their peers as resources. Is able to model this practice.	Develops students' interpersonal, group, and communication skills and provides opportunities for students to learn in groups with diverse peers.	Teaches some interpersonal, group, and communication skills and provides some opportunities for students to work in groups.	Makes little effort to teach interpersonal, group, and communication skills or facilitate student work in groups, or such attempts are ineffective.

### II-B-3. Student Motivation

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Consistently supports students to identify strengths, interests, and needs; ask for support; take risks; challenge themselves; set learning goals; and monitor their own progress. Models these skills for colleagues.	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.	Creates some learning experiences that guide students to identify needs, ask for support, and challenge themselves to take academic risks.	Directs all learning experiences, providing few, if any, opportunities for students to take academic risks or challenge themselves to learn.

### II-C-1. Respects Differences

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Establishes an environment in which students respect and affirm their own and others' differences and are supported to share and explore differences and similarities related to background, identity, language, strengths, and challenges. Is able to model this practice.	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.	Establishes an environment in which students generally demonstrate respect for individual differences	Establishes an environment in which students demonstrate limited respect for individual differences.

## II-C-2. Maintains Respectful Environment

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Anticipates and responds appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages, and identities in ways that lead students to be able to do the same independently. Is able to model this practice.	Anticipates and responds appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages, and identities.	Anticipates and responds appropriately to some conflicts or misunderstandings but ignores and/or minimizes others.	Minimizes or ignores conflicts and/or responds in inappropriate ways.

## II-D-1. Clear Expectations

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Clearly communicates and consistently enforces specific standards for student work, effort, and behavior so that most students are able to describe them and take ownership of meeting them. Is able to model this element.	Clearly communicates and consistently enforces specific standards for student work, effort, and behavior.	May announce and post classroom academic and behavior rules and consequences, but inconsistently or ineffectively enforces them.	Does not make specific academic and behavior expectations clear to students.

## II-D-2. High Expectations

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Effectively models and reinforces ways that students can consistently master challenging material through effective effort. Successfully challenges students' misconceptions about innate ability. Is able to model this element.	Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability.	May tell students that the subject or assignment is challenging and that they need to work hard but does little to counteract student misconceptions about innate ability.	Gives up on some students or communicates that some cannot master challenging material.

## II-D-3. Access to Knowledge

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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.	Consistently adapts instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities.	Occasionally adapts instruction, materials, and assessments to make challenging material accessible to all students.	Rarely adapts instruction, materials, and assessments to make challenging material accessible to all students.

## Standard III: Family and Community Engagement

The teacher promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.

### III-A-1. Parent/Family Engagement

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Successfully engages most families and sustains their active and appropriate participation in the classroom and school community. Is able to model this element.	Uses a variety of strategies to support every family to participate actively and appropriately in the classroom and school community.	Makes limited attempts to involve families in school and/or classroom activities, meetings, and planning.	Does not welcome families to become participants in the classroom and school community or actively discourages their participation.

### III-B-1. Learning Expectations

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Successfully conveys to most parents student learning and behavior expectations. Is able to model this element.	Consistently provides parents with clear, user-friendly expectations for student learning and behavior.	Sends home only a list of classroom rules and the learning outline or syllabus for the year.	Does not inform parents about learning or behavior expectations.

### III-B-2. Curriculum Support

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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.	Regularly updates parents on curriculum throughout the year and suggests strategies for supporting learning at school and home, including appropriate adaptation for students with disabilities or limited English proficiency.	Sends home occasional suggestions on how parents can support children at home or at school.	Rarely, if ever, communicates with parents on ways to support children at home or at school.

### III-C-1. Two-Way Communication

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Regularly uses a two-way system that supports frequent, proactive, and personalized communication with families about student performance and learning. Is able to model this element.	Regularly uses two-way communication with families about student performance and learning and responds promptly and carefully to communications from families.	Relies primarily on newsletters and other one-way media and usually responds promptly to communications from families.	Rarely communicates with families except through report cards; rarely solicits or responds promptly and carefully to communications from families.

### III-C-2. Culturally Proficient Communication

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Always communicates respectfully with families and demonstrates understanding and appreciation of different families' home language, culture, and values. Is able to model this element.	Always communicates respectfully with families and demonstrates understanding of and sensitivity to different families' home language, culture, and values.	May communicate respectfully and make efforts to take into account different families' home language, culture, and values, but does so inconsistently or does not demonstrate understanding and sensitivity to the differences.	Makes few attempts to respond to different family cultural norms and/or responds inappropriately or disrespectfully.

## Standard IV: Professional Culture

The teacher promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.

#### IV-A-1. Reflective Practice

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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.	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning.	May reflect on the effectiveness of lessons/ units and interactions with students but not with colleagues and/or rarely uses insights to improve practice.	Demonstrates limited reflection on practice and/or use of insights gained to improve practice.

#### IV-A-2. Goal Setting

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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.	Proposes challenging, measurable professional practice, team, and student learning goals that are based on thorough self-assessment and analysis of student learning data.	Proposes goals that are sometimes vague or easy to achieve and/or bases goals on a limited self-assessment and analysis of student learning data.	Generally, participates passively in the goal-setting process and/or proposes goals that are vague or easy to reach.

#### IV-B-1. Professional Learning and Growth

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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.	Consistently seeks out and applies, when appropriate, ideas for improving practice from supervisors, colleagues, professional development activities, and other resources to gain expertise and/or assume different instruction and leadership responsibilities.	Participates only in required professional development activities and/or inconsistently or inappropriately applies new learning to improve practice.	Participates in few, if any, professional development and learning opportunities to improve practice and/or applies little new learning to practice.

#### IV-C-1. Professional Collaboration

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Supports colleagues to collaborate in areas such as developing standards-based units, examining student work, analyzing student performance, and planning appropriate intervention. Is able to model this element.	Consistently and effectively collaborates with colleagues in such work as developing standards-based units, examining student work, analyzing student performance, and planning appropriate intervention.	Does not consistently collaborate with colleagues in ways that support productive team effort.	Rarely and/or ineffectively collaborates with colleagues; conversations often lack focus on improving student learning.

#### IV-D-1. Decision-Making

Exemplary	Proficient	Needs Improvement	Unsatisfactory
I 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.	Consistently contributes relevant ideas and expertise to planning and decision making at the school, department, and/or grade level.	May participate in planning and decision making at the school, department, and/or grade level but rarely contributes relevant ideas or expertise.	Participates in planning and decision making at the school, department, and/or grade level only when asked and rarely contributes relevant ideas or expertise.

#### IV-E-1. Shared Responsibility

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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.	Within and beyond the classroom, consistently reinforces schoolwide behavior and learning expectations for all students, and contributes to their learning by sharing responsibility for meeting their needs.	Within and beyond the classroom, inconsistently reinforces schoolwide behavior and learning expectations for all students, and/or makes a limited contribution to their learning by inconsistently sharing responsibility for meeting their needs.	Rarely reinforces schoolwide behavior and learning expectations for all students and/or makes a limited contribution to their learning by rarely sharing responsibility for meeting their needs.

#### IV-F-1. Judgment

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Demonstrates sound judgment and acts appropriately to protect student confidentiality, rights and safety. Is able to model this element.	Demonstrates sound judgment reflecting integrity, honesty, fairness, and trustworthiness and protects student confidentiality appropriately.	Sometimes demonstrates questionable judgment and/or inadvertently shares confidential information.	Demonstrates poor judgment and/or discloses confidential student information inappropriately.

#### IV-F-2. Reliability & Responsibility

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Consistently fulfills all professional responsibilities to high standards. Is able to model this element.	Consistently fulfills professional responsibilities; is consistently punctual and reliable with paperwork, duties, and assignments; and is rarely late or absent from school.	Occasionally misses or is late to assignments, completes work late, and/or makes errors in records.	Frequently misses or is late to assignments, makes errors in records, and/or misses paperwork deadlines; frequently late or absent.