



WESTBOROUGH PUBLIC SCHOOLS

Examples of Proficient Teaching Practices That Link to The Supervision and Evaluation System's Teacher Rubric

Four major themes that span across the rubric

1. Well-structured lessons that ensure that every student can access the content (I-A-2, I-A-4, II-A-2, and II-D-3)
2. Clear expectations, exemplars, rubrics, and models (II-A-1, II-A-3, II-D-3, and III-B-1)
3. High expectations for every student (I-B-I, II-A-1, II-A-2, II-B-3, and II-D-2)
4. Continually assessing student understanding of the material and adjusting delivery as necessary (I-A-4, I-B-1, I-B-2, I-C-1, II-A-2, II-D-3, IV-A-1, and IV-A-2)

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.*

Indicator I-A. Curriculum and Planning: Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.		
I-A. Elements	Proficient	Examples of Proficient Teaching Practices
I-A-1. Subject Matter Knowledge	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.	1. Teaches the content found in the Massachusetts Curriculum Frameworks, the Common Core, and/or other agreed upon national or local standards (e.g., the guaranteed curriculum). 2. Explains or demonstrates the information and skills contained in the Massachusetts Curriculum Frameworks and the Common Core during discussions with supervisors and colleagues. 3. Explains or demonstrates the content specific pedagogy (in addition to the universal pedagogy found later in this standard and in Standard II) for his or her discipline.
I-A-2. Child and Adolescent Development	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.	1. Develops objectives, questions, and activities that reflect higher and lower level cognitive skills as appropriate for the content and the students. 2. Uses multimodal approaches: a. Auditory (vocal variety, modeling thinking aloud) b. Visual (charts, graphic organizers, mental imagery) c. Kinesthetic (manipulatives, recording sheets) 3. Incorporates knowledge of student attention spans and developmental levels. 4. Providing Processing Time. Chunking input and student processing time. For example, the 10-2 rule holds that students should not listen to more than 10 minutes of lecture without being given 2 minutes to actively process the information.

I-A. Elements	Proficient	Examples of Proficient Teaching Practices
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I-A-3. Rigorous Standards-Based Unit Design	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.	1. Plans standards-based lessons and units 2. Plans units based on essential questions 3. Asks questions and provides students with tasks that require them to utilize higher order thinking skills such as analyzing, synthesizing, evaluating and creating.
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I-A. Elements	Proficient	Examples of Proficient Teaching Practices
I-A-4. Well-Structured Lessons	Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.	1. Anchors prior to instruction a. Communicating objectives/outcomes of the lesson b. Sharing the itinerary of the day/period c. Activating students' current knowledge 2. Maximizes student concentration during instruction a. Uses multimodel approaches i. Auditory (vocal variety, modeling thinking aloud) ii. Visual (charts, graphic organizers, mental imagery) iii. Kinesthetic (manipulatives, recording sheets) b. Provides processing time i. Chunking input and student processing time. For example, the 10-2 rule holds that students should not listen to more than 10 minutes of lecture without being given 2 minutes to actively process the information. c. Structures the processing i. Cooperative learning structures ii. Alone or in small group (pairs, trios) iii. Graphic organizers iv. Writing to learn d. Checks for understanding i. Frequently, during instruction, with all students (“dipsticking”) ii. Asks a mix of recall, comprehension, open ended and higher order thinking questions e. Orchestrates smooth transitions and keeps classroom momentum moving f. Has necessary materials and supplies prepared in advance and makes sure they are available without disrupting the flow of the lesson 3. Maximizes student retention following instruction a. Summarizes by the instructor i. Key ideas, concepts at the conclusion of a lesson ii. Uses visuals and manipulatives to accompany words b. Structures student summarization c. Assigns meaningful practice or application tasks to bridge between current learning experience and prior and future ones

Indicator I-B. Assessment: Uses a variety of informal and formal methods of assessments to measure student learning, growth, and understanding to develop differentiated and enhanced learning experiences and improve future instruction.		
I-B. Elements	Proficient	Examples of Proficient Teaching Practices
I-B-1 Variety of Assessment Methods	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.	1. Uses data and variety of assessments (including district determined measures) to inform instruction. 2. Uses questioning practices that improve student performance 3. Designs questions prior to the start of the lesson based on the learning objectives 4. Asks a mix of recall, comprehension, open ended and higher order thinking questions 5. Provides constructive feedback to student answers 6. Allows for appropriate wait time 7. Encourages students to explain their thinking
I-B-2. Adjustment to Practice	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.	1. Provides supports so that all students have an opportunity to achieve mastery or extend learning 2. Anticipates potential confusion when planning the lesson 3. Uses questions to isolate points of confusion 4. Adjusts lesson when confusion is identified 5. Encourages students to explain their thinking

Indicator I-C. Analysis: Analyzes data from assessments, draws conclusions, and shares them appropriately.		
I-C. Elements	Proficient	Examples of Proficient Teaching Practices
I-C-1. Analysis and Conclusions	Individually and with colleagues, draws appropriate conclusions from a thorough analysis of a wide range of assessment data to improve student learning.	1. Analyzes multiple assessments to identify specific actions he or she can take to improve student performance and consults with colleagues as needed.

I-C. Elements	Proficient	Examples of Proficient Teaching Practices
I-C-2. Sharing Conclusions With Colleagues	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.	1. Communicates with colleagues about student assessment data in order to make informed instructional decisions 2. Participates in informal and formal collegial professional development activities
I-C-3. Sharing Conclusions With Students	Based on assessment results, provides descriptive feedback and engages students and families in constructive conversation that focuses on how students can improve their performance.	1. Provides students and families with specific meaningful feedback 2. Interacts with students in ways that assist students in understanding their levels of mastery on the information and skills being taught 3. Cultivates an environment of student self-advocacy

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.

Indicator II-A. Instruction: Uses instructional practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.		
II-A. Elements	Proficient	Examples of Proficient Practices
II-A-1. Quality of Effort and Work	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.	1. Communicates overall high expectations toward improvement and growth in the classroom 2. Emphasizes student responsibility and accountability in meeting expectations and provides the means to get there 3. Provides exemplars, rubrics, and guided practice 4. Provides students with opportunities to self-assess
II-A-2. Student	Consistently uses instructional practices that are likely to motivate	1. Promotes active participation of all students 2. Leads students to make relevant, real-world connections to the content

Engagement	and engage most students during the lesson.	3. Leads, directs, and paces student activities to maintain lesson momentum 4. Anchors prior to instruction a. Communicating objectives/outcomes of the lesson b. Sharing the Itinerary of the day/period c. Activating students' current knowledge 5. Maximizes student concentration during instruction a. Uses multimodel approaches i. Auditory (vocal variety, modeling thinking aloud) ii. Visual (charts, graphic organizers, mental imagery) iii. Kinesthetic (manipulatives, recording sheets) b. Provides processing time Chunking input and student processing time. For example, the 10-2 rule holds that students should not listen to more than 10 minutes of lecture without being given 2 minutes to actively process the information. c. Structures the processing i. Cooperative learning structures ii. Alone or in small group (pairs, trios) iii. Graphic organizers iv. Writing to learn d. Checks for understanding i. Frequently, during instruction, with all students ("dipsticking") ii. Recall and comprehension e. Orchestrates smooth transitions and keeps classroom momentum moving. f. Has necessary materials and supplies prepared in advance and makes sure they are available without disrupting the flow of the lesson
II-A-3. Meeting Diverse Needs	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.	1. Knows and treats students as individuals and learners 2. Provides modifications and accommodations as listed in support plans 3. Models and scaffolds content when needed

Indicator II-B. Learning Environment: Creates and maintains a safe and collaborative learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning.

II-B. Elements	Proficient	Examples of Proficient Practices
II-B-1. Safe Learning Environment	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.	- Shows concern for students' emotional and physical well-being - Displays interest in and concern about the students' lives outside of school - Implements and consistently reinforces rules, routines, and expectations - Focuses classroom time on teaching and learning - Uses consistent and proactive discipline - Orchestrates smooth transitions and continuity of classroom momentum
II-B-2. Collaborative Learning Environment	Develops students' interpersonal, group, and communication skills and provides opportunities for students to learn in groups with diverse peers.	- Uses turn and talk - Uses processing partners - Uses questioning strategies to encourage interaction - Creates situations for students to learn and interact in diverse groups
II-B-3. Student Motivation	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.	- Connects content to students own lives and the real world - Creates an environment of empathy and enthusiasm for learning - Provides effective responses to incorrect answers - Affirms correct responses with specific praise - Provides opportunities for all students to participate in discussions and activities - Conveys belief that all students can learn through hard work and perseverance - Prompts and encourages all students to provide thorough answers - Promotes mutual respect among students

Indicator II-C. Cultural Proficiency: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.		
II-C. Elements	Proficient	Examples of Proficient Practices
II-C-1. Respects Differences	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.	1. Models fair treatment of all students 2. Uses materials and activities that represent the diversity of the classroom 3. Creates situations for students to learn and interact in diverse groups 4. Promotes mutual respect among students
II-C-2. Maintains Respectful Environment	Anticipates and responds appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages, and identities.	1. Shows concern for students' emotional and physical well-being 2. Creates an environment of empathy and enthusiasm for learning 3. Creates a supportive and warm classroom environment 4. Displays interest in and concern about the students' lives outside of school 5. Implements and consistently reinforces rules, routines, and expectations 6. Uses consistent and proactive discipline

Indicator II-D. Expectations: Plans and implements lessons that set clear and high expectations and also make knowledge accessible for all students.		
II-D. Elements	Proficient	Examples of Proficient Practices
II-D-1. Clear Expectations	Clearly communicates and consistently enforces specific standards for student work, effort, and behavior.	1. Establishes clear rules, routines, and instructions related to academic and behavioral expectations 2. Fosters student behavioral and academic self assessment 3. Communicates overall high expectations toward improvement and growth in the classroom and provides the means to get there

II-D. Elements	Proficient	Examples of Proficient Practices
II-D-2. High Expectations	Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability.	1. Conveys belief that all students can learn through hard work and perseverance 2. Teaches study strategies 3. Provides supports so that all students have an opportunity to achieve mastery or extend learning 4. Emphasizes student responsibility and accountability in meeting expectations
II-D-3. Access to Knowledge	Consistently adapts instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities.	1. Models and scaffolds content when needed 2. Uses Multimodel Approaches: a. Auditory (vocal variety, modeling thinking aloud) b. Visual (charts, graphic organizers, mental imagery) c. Kinesthetic (manipulatives, recording sheets) 3. Uses formative assessments and adapts lessons as needed 4. Analyzes multiple assessments to identify specific actions he or she can take to improve student performance and consults with colleagues as needed 5. Provides modifications and accommodations as listed in support plans

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.*

Indicator III-A. Engagement: Welcomes and encourages every family to become active participants in the classroom and school community.		
III-A. Elements	Proficient	Examples of Proficient Practices
III-A-1. Parent/Family Engagement	Uses a variety of strategies to support every family to participate actively and appropriately in the classroom and school community.	1. Initiates communication with parents 2. Responds constructively to parents 3. Conducts parent conferences 4. Uses strategies to involve and inform parents 5. Promotes family involvement in school events

Indicator III-B. Collaboration: Collaborates with families to create and implement strategies for supporting student learning and development both at home and at school.		
III-B. Elements	Proficient	Examples of Proficient Practices
III-B-1. Learning Expectations	Consistently provides parents with clear, user-friendly expectations for student learning and behavior.	1. Communicates classroom expectations 2. Communicates the criteria used to assess student performance
III-B-2. Curriculum Support	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.	1. Updates parents on curriculum throughout the year 2. Suggests strategies for supporting learning at school and home 3. When needed, provides parents with translated documents

Indicator III-C. Communication: Engages in regular, two-way, and culturally proficient communication with families about student learning and performance.		
III-C. Elements	Proficient	Examples of Proficient Practices
III-C-1. Two-Way Communication	Regularly uses two-way communication with families about student performance and learning and responds promptly and carefully to communications from families.	1. Uses two-way communication with families about student performance and learning 2. Conducts successful curriculum nights or open houses 3. Uses newsletters and/or websites to communicate expectations to parents 4. Uses student work as a means of communicating expectations and achievement to parents
III-C-2. Culturally Proficient Communication	Always communicates respectfully with families and demonstrates understanding of and sensitivity to different families' home language, culture, and values.	1. When needed, provides parents with translated documents 2. Provides translators when necessary

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

Indicator IV-A. Reflection: Demonstrates the capacity to reflect on and improve the educator’s own practice, using informal means as well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve teaching and learning.		
IV-A. Elements	Proficient	Examples of Proficient Practices
IV-A-1. Reflective Practice	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.	1. Uses self-evaluation to improve teaching 2. Engages in reflective practice with colleagues
IV-A-2. Goal Setting	Proposes challenging, measurable professional practice, team, and student learning goals that are based on thorough self-assessment and analysis of student learning data.	• See teacher’s educator plan

Indicator IV-B. Professional Growth: Actively pursues professional development and learning opportunities to improve quality of practice or build the expertise and experience to assume different instructional and leadership roles.		
IV-B. Elements	Proficient	Examples of Proficient Practices
IV-B-1. Professional Learning and Growth	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.	1. Participates in professional development opportunities 2. Serves on committees 3. Adopts new strategies and approaches

Indicator IV-C. Collaboration: Collaborates effectively with colleagues on a wide range of tasks.		
IV-C. Elements	Proficient	Examples of Proficient Practices
IV-C-1. Professional Collaboration	Consistently and effectively collaborates with colleagues in such work as developing standards-based units, examining student work, analyzing student performance, and planning appropriate intervention.	1. Supports colleagues 2. Participates in peer facilitated professional development groups 3. Contributes in a meaningful and constructive way 4. Follows agreed upon group norms and professional expectations 5. Respects the decisions that are made

Indicator IV-D. Decision-Making: Becomes involved in school-wide decision making, and takes an active role in school improvement planning.		
IV-D. Elements	Proficient	Examples of Proficient Practices
IV-D-1. Decision-Making	Consistently contributes relevant ideas and expertise to planning and decision making at the school, department, and/or grade level.	1. Participates actively in meetings 2. Shares ideas at grade, department, and school level meetings 3. Incorporates ideas from grade, department, and school level meetings

Indicator IV-E. Shared Responsibility: Shares responsibility for the performance of all students within the school.		
IV-E. Elements	Proficient	Examples of Proficient Practices
IV-E-1. Shared Responsibility	Within and beyond the classroom, consistently reinforces school wide behavior and learning expectations for all students, and contributes to their learning by sharing responsibility for meeting their needs.	1. Enforces adherence to school policies and expectations within and outside the classroom

Indicator IV-F. Professional Responsibilities: Is ethical and reliable, and meets routine responsibilities consistently.		
IV-F. Elements	Proficient	Examples of Proficient Practices
IV-F-1. Judgment	Demonstrates sound judgment reflecting integrity, honesty, fairness, and trustworthiness and protects student confidentiality appropriately.	1. Demonstrates professionalism 2. Implements rules fairly and consistently for all students 3. Protects student confidentiality
IV-F-2. Reliability & Responsibility	Consistently fulfills professional responsibilities; is consistently punctual and reliable with paperwork, duties, and assignments; and is rarely late or absent from school.	1. Is consistently punctual and reliable with paperwork, duties, and assignments 2. Is rarely late for school