



WRSD Educator Evaluation

Appendix A. Teacher Rubric

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**Based on the Model the Model System developed by the
Massachusetts Department of Elementary and Secondary Education**
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Guide to the Rubric

Rubrics – defined in the regulations as “scoring tool[s] that describe characteristics of practice or artifacts at different levels of performance” ([603 CMR 35.02](#)) – are a critical component of the Massachusetts educator evaluation framework and are required for every educator. 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. This appendix contains the WRSD/WREA agreed upon Teacher Rubric.

Structure of the Teacher Rubric

- **Standards:** Standards are the broad categories of knowledge, skills, and performance of effective practice detailed in the regulations. There are four Standards for teachers: *Curriculum, Planning, and Assessment*; *Teaching All Students*; *Family and Community Engagement*; and *Professional Culture*.
- **Indicators:** Indicators, also detailed in the regulations, describe specific knowledge, skills, and performance for each Standard. For example, there are three Indicators in Standard I of the teacher rubric: *Curriculum and Planning*; *Assessment*; and *Analysis*.
- **Elements:** The elements are more specific descriptions of actions and behaviors related to each Indicator. The elements further break down the Indicators into more specific aspects of educator practice and provide an opportunity for evaluators to offer detailed feedback that serves as a roadmap for improvement.
- **Descriptors:** Performance descriptors are observable and measurable statements of educator actions and behaviors aligned to each element and serve as the basis for identifying the level of performance in one of four categories: *Unsatisfactory*, *Needs Improvement*, *Proficient*, or *Exemplary*.

Teacher Rubric At-A-Glance

Standard I: Curriculum, Planning, and Assessment	Standard II: Teaching All Students	Standard III: Family and Community Engagement	Standard IV: Professional Culture
<p>A. Curriculum and Planning Indicator</p> <ol style="list-style-type: none"> 1. Subject Matter Knowledge 2. Child and Adolescent Development 3. Standards-Based Unit Design 4. Well-Structured Lessons 	<p>A. Instruction Indicator</p> <ol style="list-style-type: none"> 1. High Expectations 2. Student Engagement 3. Instructional Differentiation 	<p>A. Collaboration Indicator</p> <ol style="list-style-type: none"> 1. Learning Expectations 	<p>A. Reflection Indicator</p> <ol style="list-style-type: none"> 1. Reflective Practice 2. Goal Setting
<p>B. Assessment Indicator</p> <ol style="list-style-type: none"> 1. Variety of Assessment Methods 2. Adjustments to Practice 	<p>B. Learning Environment Indicator</p> <ol style="list-style-type: none"> 1. Safe Learning Environment 2. Collaborative Learning Environment 	<p>B. Communication Indicator</p> <ol style="list-style-type: none"> 1. Two-Way Communication 2. Culturally Proficient Communication 	<p>B. Professional Growth Indicator</p> <ol style="list-style-type: none"> 1. Professional Learning and Growth
<p>C. Analysis Indicator</p> <ol style="list-style-type: none"> 1. Analysis and Conclusions 2. Providing Student Feedback 	<p>C. Cultural Proficiency Indicator</p> <ol style="list-style-type: none"> 1. Respects Differences 		<p>C. Collaboration Indicator</p> <ol style="list-style-type: none"> 1. Professional Collaboration
	<p>D. Expectations Indicator</p> <ol style="list-style-type: none"> 1. Clear Expectations 2. Access to Knowledge 		<p>D. Professional Responsibilities Indicator</p> <ol style="list-style-type: none"> 1. Professional Responsibilities

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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.*

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 standards-based units of instruction consisting of well-structured lessons with measurable outcomes.				
I-A. Elements	Exemplary	Proficient	Needs Improvement	Unsatisfactory
I-A-1. Subject Matter Knowledge	Demonstrates expertise in subject matter and the pedagogy that enables students to synthesize complex knowledge and skills in the subject, and is able to model this element.	Demonstrates sound knowledge and understanding of the subject matter and the pedagogy that enables students to acquire complex knowledge and skills in the subject.	Demonstrates some factual knowledge of the subject matter and the pedagogy that does not always enable students to acquire the knowledge and skills in the subject.	Demonstrates limited knowledge of the subject matter and/or its pedagogy so that it rarely enables students to acquire the knowledge or skills in the subject.
I-A-2. Child and Adolescent Development	Demonstrates expert knowledge of the developmental levels of students in this grade and/or subject and uses this knowledge to differentiate and expand learning experiences that enable all students to make significant progress toward meeting intended 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 students to progress toward meeting intended outcomes.	Demonstrates knowledge of developmental levels of students but does not identify developmental levels and ways of learning among the students and/or develops learning experiences that enable some students to move toward meeting intended outcomes.	Demonstrates little or no knowledge of developmental levels of students 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. Standards-Based Unit Design	Designs units of instruction with measurable outcomes and tasks that require higher order thinking skills that enable students to learn and apply the knowledge and skills defined in state standards/local curricula, and is able to model this element.	Designs units of instruction with measurable outcomes and tasks requiring higher order thinking skills that enable students to learn and apply 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	Creates well-structured lessons with measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to most student's needs, and is able to model this element.	Creates well-structured lessons with measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.	Creates lessons with some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping.	Creates 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.

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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	Exemplary	Proficient	Needs Improvement	Unsatisfactory
I-B-1. Variety of Assessment Methods	Designs and administers a wide variety of effective informal and formal assessments, including common interim assessments, to measure student's learning, growth, and progress toward achieving state/local standards, and is able to model this element.	Designs and administers a variety of informal and formal assessments to measure student's learning, growth, and progress toward achieving state/local standards.	Designs and administers some informal and/or formal assessments to measure student learning but rarely measures student progress toward achieving state/local standards.	Designs and administers only the assessments required by the school and/or the measures do not show progress toward achieving state/local standards.
I-B-2. Adjustments to Practice	Organizes and analyzes results from a variety of formative and summative methods to determine student understanding, identifies appropriate intervention strategies for students, and adjusts instructional practices accordingly. The educator is able to model this element.	Organizes and analyzes results from a variety of assessment methods to determine student understanding, identifies appropriate intervention strategies for students, and adjusts instructional practices accordingly.	Inconsistently organizes and analyzes some assessment methods, but only occasionally adjusts practices or modifies future instruction based on the findings.	Rarely organizes and analyzes assessment methods, and seldom makes adjustments to practice based on formal and informal assessment methods.

Indicator I-C. Analysis: Analyzes data from assessments, draws conclusions, and shares them appropriately				
I-C. Elements	Exemplary	Proficient	Needs Improvement	Unsatisfactory
I-C-1. Analysis and Conclusions	Analyzes a wide variety of assessment data both individually and with colleagues, to draw conclusions and use these findings to improve student learning. The educator is able to model this element.	Analyzes a variety of assessment data both individually and with colleagues to draw conclusions and use these findings to improve student learning.	Inconsistently analyzes assessment data and sometimes draws conclusions, and may not use these findings to improve student learning.	Does not analyze assessment data and therefore does not draw conclusions to improve student learning.
I-C-2. Providing Student Feedback	Based on assessment results, provides descriptive feedback to students on an ongoing basis that communicates performance, progress, and provides strategies for improvement. The educator is able to model this element.	Based on assessment results, provides descriptive feedback to students and/or families that communicates performance, progress, and strategies for improvement.	Provides some feedback about performance, but rarely shares progress, and/or strategies for improvement.	Provides little or no feedback on student performance, progress, and/or strategies for improvement and/or does not inform students of ways to improve.

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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	Exemplary	Proficient	Needs Improvement	Unsatisfactory
II-A-1. High Expectations	Consistently defines and models high expectations for the quality of work and effort and effectively supports students to set high expectations to persevere and produce high-quality work. Effectively provides exemplars, rubrics, and guided practice. The educator is able to model this element.	Consistently defines and models high expectations for the quality of work and effort and effectively supports students to set high expectations to persevere and produce high-quality work. 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	Consistently uses instructional practices that typically motivate and engage most students during the lesson, independent work and homework. The educator 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. Instructional Differentiation	Effectively uses innovative and varied practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness to make knowledge accessible to all students. The educator 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 to make knowledge accessible to all students.	Uses a limited range of practices to accommodate differences that fails to address an adequate range of student differences.	Uses limited and/or inappropriate practices to accommodate student differences.

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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	Exemplary	Proficient	Needs Improvement	Unsatisfactory
II-B-1. Safe Learning Environment	Uses procedures, 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 encouraging behaviors that enhance learning. The educator is able to model this element.	Uses procedures, 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.	Creates and maintains a safe physical environment, but inconsistently maintains procedures, routines, and responses needed to prevent and/or stop behaviors that interfere with students' learning.	Maintains a physical environment that is unsafe or does not support student learning. Uses inappropriate or ineffective procedures, routines, and/or responses to reinforce positive behavior and/or respond to behaviors that interfere with students' learning.
II-B-2. Collaborative Learning Environment	Effectively establishes and maintains a learning environment that reinforces collaborative, interpersonal, group, and communication skills so that students access their peers as resources. The educator is able to model this practice.	Establishes and maintains a learning environment that reinforces collaborative, interpersonal, group, and communication skills so that students access their peers as resources.	Attempts to establish a learning environment with some interpersonal, group, and communication skills that provides some opportunities for students to work in groups.	Makes little effort to establish a learning environment with interpersonal, group, and communication skills or facilitate student work in groups, or such attempts are ineffective.

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	Exemplary	Proficient	Needs Improvement	Unsatisfactory
II-C-1. Respects Differences	Effectively uses strategies and practices that create and maintain an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected. The educator anticipates conflict and enables students to do the same. The educator is able to model this element.	Consistently uses strategies and practices that create and maintain an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected. The educator responds appropriately to conflict.	Establishes an environment in which students generally demonstrate respect for individual differences and responds appropriately to some conflicts or misunderstandings but ignores and/or minimizes others.	Establishes an environment in which students demonstrate limited respect for individual differences. Minimizes or ignores conflicts and/or responds in inappropriate ways.

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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	Exemplary	Proficient	Needs Improvement	Unsatisfactory
II-D-1. Clear Expectations	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. The educator is able to model this element.	Clearly communicates and consistently enforces specific standards for student work, effort, and behavior.	Inconsistently or ineffectively communicates clear standards for student work, effort, and behavior.	Does not make specific academic and behavior expectations clear to students.
II-D-2. Access to Knowledge	Individually and collaboratively, effectively adapts instruction, materials, and assessments to make materials accessible to all students. The educator is able to model this element.	Effectively adapts instruction, materials, and assessments to make materials accessible to all students.	Inconsistently adapts instruction, materials, and assessments to make materials accessible to all students.	Rarely and/or ineffectively adapts instruction, materials, and assessments to make material accessible to all students.

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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. Collaboration: Collaborates with families to create and implement strategies for supporting student learning and development both at home and at school.				
III-A. Elements	Exemplary	Proficient	Needs Improvement	Unsatisfactory
III-A-1. Learning Expectations	Successfully prompts parents and/or students to use one or more strategies suggested to support learning at school and home and monitors effectiveness. The educator is able to model this element.	Consistently provides parents and/or students with clear, user-friendly expectations for student learning and behavior. Regularly updates parents and/or students on curriculum throughout the year, and suggests strategies for supporting learning at school and home.	Inconsistently provides parents and/or students with clear, user-friendly expectations for student learning and behavior, and occasionally suggests how parents and/or students can support children at home or at school.	Little or no attempt to provide parents and/or students with behavior expectations, and rarely, if ever, communicates ways to support children at home or at school.

Indicator III-B. Communication: Engages in regular, two-way, and culturally proficient communication with families about student learning and performance.				
III-B. Elements	Exemplary	Proficient	Needs Improvement	Unsatisfactory
III-B-1. Two-Way Communication	Regularly uses a two-way system that supports proactive, and personalized communication with parents and/or students about student performance and learning. The educator is able to model this element.	Regularly uses two-way communication with parents and/or students about student performance and learning and responds promptly and carefully to communications from parents and/or students.	Relies primarily on one-way communication and inconsistently responds promptly to communications from parents and/or students.	Rarely communicates with parents and/or students, and/or fails to respond promptly and carefully to communications from parents and/or students.
III-B-2. Culturally Proficient Communication	Always communicates respectfully with families and demonstrates understanding and sensitivity to different families' home language, culture, and values. The educator is able to model this element.	Always communicates respectfully with families and demonstrates understanding 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 inconsistently demonstrates understanding and sensitivity to the differences.	Makes few attempts to respond to different family cultural norms and/or responds inappropriately or disrespectfully.

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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	Exemplary	Proficient	Needs Improvement	Unsatisfactory
IV-A-1. Reflective Practice	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. The educator 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	Individually and with colleagues builds capacity to propose and monitor challenging, measurable professional practice and student learning goals based on thorough self-assessment and/or analysis of student learning data. The educator is able to model this element.	Proposes appropriate, measurable professional practice and student learning goals that are based on thorough self-assessment and/or analysis of student learning data.	Proposes professional practice and student learning goals that are sometimes vague or easy to achieve and/or bases goals on a limited self-assessment and/or analysis of student learning data.	Proposes professional practice and student learning goals that are vague or easy to reach with little or no regard for self-assessment and/or analysis of student learning data.

Educator Response Form

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	Exemplary	Proficient	Needs Improvement	Unsatisfactory
IV-B-1. Professional Learning and Growth	Effectively seeks out and applies professional development and learning opportunities that improve practice and build expertise of self and other educators in instruction and leadership.	Consistently seeks out and applies professional development and learning opportunities, when appropriate, from supervisors, colleagues, professional development activities, and other resources to gain expertise.	Participates in professional development activities, but inconsistently or ineffectively applies new learning to improve practice.	Participates in few, if any, professional development and learning opportunities to improve practice and/or inappropriately applies new learning to practice.

Indicator IV-C. Collaboration: Collaborates effectively with colleagues on a wide range of tasks.

IV-C. Elements	Exemplary	Proficient	Needs Improvement	Unsatisfactory
IV-C-1. Professional Collaboration	Supports colleagues to effectively collaborate in areas such as developing standards-based units, examining student work, analyzing student performance, and planning appropriate intervention. The educator 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.

Indicator IV-D. Professional Responsibilities: Is ethical and reliable, and meets routine responsibilities consistently.

IV-D. Elements	Exemplary	Proficient	Needs Improvement	Unsatisfactory
IV-D-1. Professional Responsibilities	Consistently fulfills professional responsibilities to high standards, and demonstrates sound judgment and acts appropriately to protect student confidentiality, rights, and safety. The educator is able to model this element.	Consistently fulfills professional responsibilities, and demonstrates sound judgment and acts appropriately to protect student confidentiality, rights, and safety.	Inconsistently fulfills professional responsibilities, and sometimes demonstrates questionable judgment and/or inadvertently shares confidential information.	Frequently does not fulfill professional responsibilities, and demonstrates poor judgment and/or discloses confidential student information inappropriately.