Standard I			
Curriculum Planning and Assessment			
Element	**Description**	**Observed Indicators** *Adapted from the Massachusetts Classroom Teacher Rubric Inclusive Practice tool and the Danielson Framework for Teaching with Critical Attributes and Examples*	**ePortfolio Evidence** *The items listed are items that samples but is not considered exhaustive.* *Adapted from the Massachusetts Classroom Teacher Rubric Inclusive Practice tool*
1.A.1*	**Subject Matter Knowledge** 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.	• The teacher identifies important concepts of the discipline, and their relationships to one another. • The teacher consistently provides clear explanations of the content. • Lessons that support instructional outcomes and reflect important concepts • Instructional maps that indicate relationships to prior learning • Activities that represent high-level thinking • Opportunities for student choice • Identifies and removes curricular and/or instructional barriers to student learning (i.e., text complexity, lesson delivery format, physical environment, etc.). • Designs instruction that allows students to engage in learning through a variety of approaches and developmentally appropriate tasks with a variety of resources. • Identifies criteria for mastery based on curricular/lesson objectives and integrates opportunities for enhanced learning. • Offers multiple means to present key concepts and express understanding (include the use of technology, assistive technology,	Current Unit Plans with samples activities • Workshops attended on standards, writing objectives, • List of curricula used for instruction • Annotation of Lesson from curriculum • Lesson materials that provide students with information in a variety of modalities • Assignments or activities that activate prior knowledge • Templates or graphic organizers used to assist processing, visualization, and manipulation of information • Lessons that reflect a balance of collaborative learning and direct instruction • Lessons that offer students choices of how they demonstrate mastery • Lessons that incorporate competence building (e.g., modeling, practicing, feedback, and coaching) • Behavioral data collection tools (e.g., ABC charts, frequency

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		Standard I **Curriculum Planning and Assessment**	
		options for response, tools and resources to support learning) based on students' diverse learning needs. • Strategically plans to secure student engagement and interest by using multiple opportunities to connect to students' prior knowledge, experiences, and interests. • Designs the learning environment to support all students' learning by facilitating various learning activities (e.g., small group, learning centers) and integrating multiple opportunities for student feedback and collaboration with peers. • Embeds interpersonal and social-emotional skills within student learning activities. • Utilizes clear and effective displays of information, tools, resources, prompts, etc., such that perceptual features such as size, contrast, and color can be varied. Units include: District provided materials • Range of texts • Guest speakers • Internet resources	counts, momentary time sampling)

Performance Review Program for Initial Licensure (PRPIL)
PORTFOLIO OBSERVED INDICATORS AND EVIDENCE LIST

	Standard I Curriculum Planning and Assessment		
Element	**Description**	**Observed Indicators** *Adapted from the Massachusetts Classroom Teacher Rubric Inclusive Practice tool and the Danielson Framework for Teaching with Critical Attributes and Examples*	**ePortfolio Evidence** *The items listed are items that samples but is not considered exhaustive.* *Adapted from the Massachusetts Classroom Teacher Rubric Inclusive Practice tool*
		• Materials provided by professional organizations • Teacher continuing professional education courses or professional groups • Community resources	
1.A.3*	**Well Structured Lessons** Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.	• Provides clear academic objectives and behavioral expectations. • Objectives are written in terms of what students will learn rather than do. --Statements of student learning, not student activity • Objectives represent high expectations and rigor. • Objectives are related to "big ideas" of the discipline. • Objectives represent a range of outcomes: factual, conceptual understanding, reasoning, social, management, communication. • Objectives are suitable to groups of students in the class, differentiated where necessary. Permit assessment of student attainment. Differentiation for students of varied ability. • High levels of student participation in discussion Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and	Lesson plan with essential components: Topic, Standards, EQ, Objectives, Outcomes, Assessment, Activities/Strategies, Closure, Debriefing, Exit ticket • Templates or graphic organizers used to assist processing, visualization, and manipulation of information • Nonlinguistic supports such as pictures or videos to support instruction • Use of text-to-speech options to allow students multiple ways to gain knowledge and demonstrate their mastery • Visual imagery to activate prior knowledge • Templates to provide examples and non-examples to build vocabulary • Checklists, organizers, sticky notes, electronic reminders • Use of analogy or metaphor and dramatization to imbed new ideas into familiar ideas

	Standard I Curriculum Planning and Assessment		
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		discourse, and promote meta-cognition. • Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.	• Visual schedule or routine with variations in pacing of tasks
1.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.	• Conducts frequent checks for student understanding. • Provides multiple and varied options for student communication and expression to demonstrate understanding and build fluency (such as assistive technology, digital resources, and concrete objects). • Assessment types are suitable to the style of outcome • Variety of performance opportunities for students • Modified assessments are available for individual students as needed • Assessment is fully integrated into instruction, through extensive use of formative assessment. • Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria.	• Templates for student self-assessment, self-reflection, goal setting, and progress monitoring • Observation checklist for informal assessments (academic, behavioral, social- emotional) • Assessments that have options for multiple forms of expression such as presentations, posters, and essays • Assessments with options for paper-and-pencil or computer-based tasks • Exit slips, with details of how responses were used to adjust instruction • Peer conferencing form or peer feedback sheet used by students to provide feedback to peers • Alternative assessments and work samples, including those aligned with IEPs

		Standard I	
		Curriculum Planning and Assessment	
Element	**Description**	**Observed Indicators** *Adapted from the Massachusetts Classroom Teacher Rubric Inclusive Practice tool and the Danielson Framework for Teaching with Critical Attributes and Examples*	**ePortfolio Evidence** *The items listed are items that samples but is not considered exhaustive.* *Adapted from the Massachusetts Classroom Teacher Rubric Inclusive Practice tool*
		• Students self-assess and monitor their progress. • A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. • Questions/prompts/assessments are used regularly to diagnose evidence of learning by individual students.	
1.B.2*	**Adjustments 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.	• Ensures assessments are accessible such that all students' knowledge can be demonstrated and accurately captured. • Assesses student knowledge and growth based on criteria for mastery using a predetermined rubric or exemplar. • Develops (or uses validated) assessments that measure students' growth in both academic and social and emotional skills. • Provides frequent and varied feedback and positive reinforcements to student responses. • Assesses students to determine growth on identified social and emotional standards (e.g., assessing students' self-regulation skills, personal coping skills, and self-reflection). • Incorporation of student interests and events of the day into a lesson	• Samples of: • Data analyzation with written responses to how data was used • Grouping charts with plans • Reteach lesson plans with annotations • List on interventions used to enhance students and how used in the lesson • Data charts to monitor progress across a variety of assessments in a specific area • A whole-classroom improvement goal to support specific areas of focus and recognize or celebrate improvements (e.g., project based, social-emotional, behavioral improvements) • Multiple examples of student annotated work • Graphs and charts showing progress over time • Process portfolios

		Standard I	
		Curriculum Planning and Assessment	
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		• Visible adjustment in the face of student lack of understanding. • Teacher seizing on a "teachable moment" • Teacher uses assessment results to plan future instruction for individual students/groups	• Review of practice to assess fidelity of implementation
1.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.	• Uses data and student response to differentiate instruction and support. • Identifies achievement gaps and specific student needs using formative • assessment. • Demonstrates regular and systematic use of formative data to inform instructional practice. • Works with teams at the grade, school, and district level to analyze disaggregated data and plan interventions where appropriate. • The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. • Teacher's explanation/feedback of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students.	Samples of: • Progress Reports • Notes to Parents about student progress • Feedback to students

CLASS MEASURES

Standard I

Curriculum Planning and Assessment

Element	Description	Observed Indicators *Adapted from the Massachusetts Classroom Teacher Rubric Inclusive Practice tool and the Danielson Framework for Teaching with Critical Attributes and Examples*	ePortfolio Evidence *The items listed are items that samples but is not considered exhaustive.* *Adapted from the Massachusetts Classroom Teacher Rubric Inclusive Practice tool*
		• Teacher's spoken and written language is descriptive, expressive, and the teacher finds opportunities to extend students' learning on how to improve their performance	

Starred indicators are part of the 7 Essential Elements required by CAP

Standard II

Teaching All Students

Element	Description	Observed Indicators *Adapted from the Massachusetts Classroom Teacher Rubric Inclusive Practice tool and the Danielson Framework for Teaching with Critical Attributes and Examples*	ePortfolio Evidence *The items listed are items that samples but is not considered exhaustive.* *Adapted from the Massachusetts Classroom Teacher Rubric Inclusive Practice tool*
2.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	• Differentiates instruction to present and scaffold student access to key concepts. Includes accommodations and modifications based on student need. • Facilitates comprehension by activating background knowledge, highlighting big ideas, critical features, patterns and	• Identified flexible small instructional groupings and flexible partners or pairings that are regularly used • Lessons involving cooperative groupings • Tiered interventions that offer varying levels of support to students based on need

		Standard II **Teaching All Students**	
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	of students with disabilities and English learners.	relationships (e.g., using multi-modal strategies to activate background knowledge prior to lessons). • Provides explicit instruction and modeling of social and emotional learning. • Supports student use of tools, resources, and scaffolding to promote student development of executive functioning skills (e.g., visual schedules, agenda, charts, cues, prompts, timers, graphic organizers, etc.). • Provides options for student engagement, persistence, and self-regulation. • Differentiates the degree of difficulty or complexity with which core activities can be completed. • Provides options for language and expressions by clarifying vocabulary and syntax. • Provides opportunities for students to make connections between new content, prior knowledge, and real-world applications, which maximizes transfer and generalization of information. • Presents curriculum content through multiple means and	• Goal setting sheets used to develop collective accountability and individual accountability • Timelines to guide appropriate goal setting Lessons that include the use of technology (e.g., assistive devices, computers, • projectors, laptops, tablets) • Note-taking templates provided to students that can be accessed in multiple ways (e.g., computer, tablet, paper) • Special education tracking data and IEP progress reports

		Standard II Teaching All Students	
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		providing scaffolds and support for metacognitive processing (e.g., using visual imagery, think-alouds, concept anchoring, or concept mastery routines). • Supports a variety of tasks and learning formats, and guides information processing through multi-modal means (e.g., kinesthetic, auditory, tactile, visual). • Uses comprehension scaffolds such as graphic organizers and interactive writing to maximize understanding, transfer, and generalization.	
2.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.	• Defines, posts, teaches, and models positive classroom expectations and routines to increase, clarify, and reemphasize behavioral expectations. • Models and reinforces positive behavioral expectations. • Acknowledges and reinforces appropriate social and academic behavior (e.g., behavior-specific verbal praise, social/peer reinforcement, class-wide incentives or student choice of reward). • Develops and reinforces students' self-advocacy skills. • Fosters collaboration and community by creating an	• Posted daily schedule or schedule of use of centers or stations—explicitly taught then • reinforced using an acknowledgment system • Posted positively stated behavioral expectations—explicitly taught then reinforced using an acknowledgment system • Classroom recognition system to provide positive reinforcement for expected and modeled behaviors • A bulletin board or visual of the shared norms and values of the classroom • Reflection form or checklist for students to reflect on their assignments (self-assessment)

Standard II			
Teaching All Students			
Element	**Description**	**Observed Indicators** *Adapted from the Massachusetts Classroom Teacher Rubric Inclusive Practice tool and the Danielson Framework for Teaching with Critical Attributes and Examples*	**ePortfolio Evidence** *The items listed are items that samples but is not considered exhaustive.* *Adapted from the Massachusetts Classroom Teacher Rubric Inclusive Practice tool*
		accepting and supportive classroom climate that is sensitive to individual learner profiles (e.g., academic, social-emotional, and behavioral). • Encourages and supports opportunities for peer interactions and supports (e.g., peer-tutors), in which students collaborate with peers and demonstrate appropriate behavior during group and individual work. • Sets up the physical environment to allow for smooth physical movement of students and educators. • Sets up the physical classroom environment to provide for flexibility for multiple groupings, ease of transitions, and space to accommodate varied ways of learning and encourage physical movement. • Minimizes stressors and distractions by using charts, calendars, schedules, visible timers, cues, etc., that can increase the predictability of daily activities and transitions. • Creates a nonthreatening, positive, and academically rigorous atmosphere. • Effective use of physical resources, including computer	• Class schedule that offers and allows for a variety of whole-class, small-group, partner, and individual instructional options

		Standard II Teaching All Students	
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		technology, by both teacher and students • The classroom is safe, and learning is accessible to all students including those with special needs. • Teacher makes effective use of physical resources, including computer technology. • The teacher ensures that the physical arrangement is appropriate to the learning activities. • Students contribute to the use or adaptation of the physical environment to advance learning	

CLASS MEASURES

	Standard II Teaching All Students		
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2.D.1	**Creates and Maintains Respectful Environment** Anticipates and responds appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages.	• Models, encourages, and practices respect for diversity in background, identity, preferences, and all other areas. • Creates an environment that is safe and respectful of all cultures and backgrounds. • Supports and encourages a diverse learning community engaged in common interests or activities. • Considers students' diverse backgrounds, identities, strengths, and challenges during lesson planning, instruction, assessment, and classroom management. • Varies the social demands required for learning or performance depending on student comfort level. • Involves all participants in whole-class discussions in a supportive, encouraging way, allowing students to "take a pass" or to "recover" as necessary. • Models and practices appropriate responses to peer contributions and interactions during discussion and during group and partner work. • Optimizes and appreciates individual choice and autonomy. • When appropriate, invites students to share unique experiences, backgrounds, and histories and models active	• Copies of student reflections • Photos of areas in classroom like reflection corner • Reflection Sheets • Sample lesson on expectations • Class rules • Copy of class contracts • Video of teacher teaching class expectation • School letter to parents with expectations • Syllabus

		Standard II Teaching All Students	
Element	**Description**	**Observed Indicators** *Adapted from the Massachusetts Classroom Teacher Rubric Inclusive Practice tool and the Danielson Framework for Teaching with Critical Attributes and Examples*	**ePortfolio Evidence** *The items listed are items that samples but is not considered exhaustive.* *Adapted from the Massachusetts Classroom Teacher Rubric Inclusive Practice tool*
		listening and positive, responsive questioning, commenting, and giving and receiving feedback. • Patterns of classroom interactions, both between the teacher and students and among students are highly respectful reflecting genuine warmth, caring, and sensitivity to students as individuals. • Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. • Respect for students' background and lives outside of the classroom • Teacher and student body language • Encouragement • Active listening • Fairness • Instructional time is maximized due to efficient classroom routines and procedures. • Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. • Students and teacher demonstrate skills associated with positive expectations resulting in an enriched learning environment. • Teacher maintains a low tolerance with high expectations for appropriate behaviors.	

CLASS MEASURES

		Standard II **Teaching All Students**	
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		• Empathy is shown to individual students. Students take an active role in monitoring their own behavior and that of others.	
2.E.1*	**High Expectations**	• Differentiates core activities in degree of difficulty or complexity.	• Photos of Anchor charts

Standard II			
Teaching All Students			
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	Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability. **Clear Expectations** Clearly communicates and consistently enforces specific standards of 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.	• Supports a variety of tasks and learning formats that allow for active participation, exploration, and experimentation. • Communicates expectations in a variety of ways (e.g., verbally, in writing, graphically, pictorially, websites, through web platforms). • Demonstrates appropriately high academic and behavioral expectations for all students. • Heightens salience of goals and objectives by using prompts or requiring learners to explicitly formulate or restate goal. • Uses prompts, scaffolds, or models for visualizing desired outcome. • Provides opportunities for students to demonstrate self-regulation strategies by monitoring their own thinking, setting goals, and monitoring and reflecting on progress. • Provides opportunities for students to demonstrate autonomy and self-advocacy by choosing appropriate learning tools and supports. • Provides differentiated models of self-assessment strategies (e.g., role-playing, video reviews, peer feedback). • Uses assessment checklists, scoring rubrics, and multiple	• Photos of exemplar student work posted throughout the class • Rubrics used in the lesson

Standard II
Teaching All Students

Element	Description	**Observed Indicators** *Adapted from the Massachusetts Classroom Teacher Rubric Inclusive Practice tool and the Danielson Framework for Teaching with Critical Attributes and Examples*	**ePortfolio Evidence** *The items listed are items that samples but is not considered exhaustive.* *Adapted from the Massachusetts Classroom Teacher Rubric Inclusive Practice tool*
		exemplars of annotated student work and performance. • Engages learners in assessment discussions of what constitutes excellence and generates relevant examples that connect to students' cultural backgrounds and interests. • Provides opportunities for students to build positive strategies for future success based on feedback and other evidence, including identifying patterns of errors and wrong answers. • Involves learners, wherever and whenever possible, in setting their own personal academic and behavioral goals. • Confidence in ability is evidenced by teacher and student's language and behaviors • Learning tasks that require high-level student thinking and are aligned with lesson objectives • Students highly motivated to work on all tasks and are persistent even when the tasks are challenging • The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. • The teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for	

	Standard II		
	Teaching All Students		
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		high quality by initiating improvements, making revisions, adding detail and/or helping peers.	

Starred indicators are part of the 7 Essential Elements required by CAP

	Standard III		
	Family and Community Engagement		
Element	**Description**	**Observed Indicators** *Adapted from the Massachusetts Classroom Teacher Rubric Inclusive Practice tool and the Danielson Framework for Teaching with Critical Attributes and Examples*	**ePortfolio Evidence** *The items listed are items that samples but is not considered exhaustive.* *Adapted from the Massachusetts Classroom Teacher Rubric Inclusive Practice tool*
3.A.1	**Family Engagement** Uses a variety of strategies to support every family to participate actively and appropriately in the	• Regular teacher participation in school/family initiatives • Regular teacher participation and support of community/family initiatives. • Uses multimedia tools such as classroom websites, social media,	• Parent Teacher sign in sheets • Parent Newsletters • School wide invitations for activities • Screenshots of multimedia tools

Standard III
Family and Community Engagement

Element	Description	**Observed Indicators** *Adapted from the Massachusetts Classroom Teacher Rubric Inclusive Practice tool and the Danielson Framework for Teaching with Critical Attributes and Examples*	**ePortfolio Evidence** *The items listed are items that samples but is not considered exhaustive.* *Adapted from the Massachusetts Classroom Teacher Rubric Inclusive Practice tool*
	classroom and school community.	scheduling and reminder apps, homework calendars, flipped classroom, e-mail, and phone conversations to communicate regularly with parents, guardians, and caregivers. • Engages with families through a variety of approaches, demonstrating awareness of appropriate cultural considerations. • Communicates and collaborates with student services personnel (guidance, special education, social workers, etc.) in order to better understand family dynamics and unique circumstances that may impact student learning, behavior, and social-emotional health.	
3.B.1	**Learning Expectations** Consistently provides parents with clear, user-friendly expectations for student learning and behavior.	• Articulates to parents expectations of student performance, giving criteria for mastery and student capacity. • Provides guidance on how students learn and on each child's learning needs; helps parents understand the various ways students engage with content. • Consults with team members and student services staff as required to consider accommodations and modifications to content and curriculum (when appropriate) in order to provide optimal	• Class expectation contract with parents • Letters home to parents • Weekly behavior logs to parents with parent signatures • Web sites with lessons (Google Classrooms) • Web links to assignments • Syllabus

Standard III		
Family and Community Engagement		
Element	**Description**	**Observed Indicators** *Adapted from the Massachusetts Classroom Teacher Rubric Inclusive Practice tool and the Danielson Framework for Teaching with Critical Attributes and Examples*	**ePortfolio Evidence** *The items listed are items that samples but is not considered exhaustive.* *Adapted from the Massachusetts Classroom Teacher Rubric Inclusive Practice tool*
		opportunities for success for each student. • Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. • Response to family concerns is handled with professional and cultural sensitivity. • Teacher's efforts to engage families in the instructional program are frequent and successful.	
3.C.1	**Culturally Proficient Communication** Regularly uses two-way communication with families about student performance and learning and responds promptly and carefully to communications from families.	• Uses all available resources for communication, including e-mail, phone calls, and text messaging (when appropriate). • Listens to parents'/guardians' requests and insights regarding student instruction and possible antecedents for student behaviors. • Considers and is sensitive to cultural and other demographic considerations when communicating with families. • Is sensitive and aware of times of student conflict and crisis; provides supports and resources when necessary • Frequent and culturally appropriate information sent home regarding the instructional program, and student progress • Two-way communication between the teacher and families	• Parent or guardian survey at the beginning of the year to determine preferred forms of communication • Biweekly or monthly e-mails to families sharing class updates and tips for reinforcing lessons at home • E-mail or phone log documenting conversations regarding student performance • E-mails or notices in families' native languages • Log of efforts made to ensure that meetings and calls were conducted in families' home languages (e.g., using interpreters) • Agenda from a parent, family, and teacher meeting (e.g., PTO) during which the educator made a presentation or facilitated a discussion

CLASS MEASURES

Standard III

Family and Community Engagement

Element	Description	Observed Indicators	ePortfolio Evidence
		Adapted from the Massachusetts Classroom Teacher Rubric Inclusive Practice tool and the Danielson Framework for Teaching with Critical Attributes and Examples	The items listed are items that samples but is not considered exhaustive. Adapted from the Massachusetts Classroom Teacher Rubric Inclusive Practice tool
		• Frequent opportunities for families to engage in the learning process	

Starred indicators are part of the 7 Essential Elements required by CAP

Standard IV

Professional Culture

Element	Description	Observed Indicators	ePortfolio Evidence
		Adapted from the Massachusetts Classroom Teacher Rubric Inclusive Practice tool and the Danielson Framework for Teaching with Critical Attributes and Examples	The items listed are items that samples but is not considered exhaustive. Adapted from the Massachusetts Classroom Teacher Rubric Inclusive Practice tool
4.A.1*	**Reflective Practice** Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses	• Can identify formalized routines to reflect on and improve practice. • Uses a variety of approaches to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve inclusive practices.	• Teacher reflection: What worked well? What is an area in need of improvement? • Student reflection: What worked well? What is an area in need of improvement? • Lesson or intervention reflection: Was this lesson research based? How do I know?

Portfolio Indicators/Evidence August 2020/Updated 01/2021

CLASS MEASURES

		Standard IV	
		Professional Culture	
Element	**Description**	**Observed Indicators** *Adapted from the Massachusetts Classroom Teacher Rubric Inclusive Practice tool and the Danielson Framework for Teaching with Critical Attributes and Examples*	**ePortfolio Evidence** *The items listed are items that samples but is not considered exhaustive.* *Adapted from the Massachusetts Classroom Teacher Rubric Inclusive Practice tool*
	insights gained to improve practice and student learning.	• Seeks out and participates in aligned professional learning opportunities to improve inclusive practices, applying those professional learning experiences in the classroom. • Regularly assesses all student performance—with specific attention to struggling learners—to determine effectiveness of instructional practice. • Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. • Drawing on an extensive repertoire of skills, teacher offers specific alternative actions. •	• Meeting agenda documenting efforts to share strategies for reflection at faculty, grade-level, or department meetings • Classroom contract or behavioral strategy implemented in classroom and shared with colleagues via e-mail or at faculty, grade-level, or department meeting • Student surveys to gather actionable feedback about inclusive practice • Inclusive Practice Tool 5a: Lesson Plan Artifact Review
4.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	• Focuses on best inclusive practices when conducting self-assessments and developing professional practice goals. • Seeks and participates in professional development and other learning opportunities to broaden understanding of best practices for inclusion (including principles of Universal Design for Learning [UDL], Positive Behavioral Supports and	*Must show consistency* • Coaching notes • Meeting Agenda from PCS • Certificate for workshop attendance • List of Leadership Roles • Photos of yourself at trainings with training agendas

Standard IV Professional Culture			
Element	**Description**	**Observed Indicators** *Adapted from the Massachusetts Classroom Teacher Rubric Inclusive Practice tool and the Danielson Framework for Teaching with Critical Attributes and Examples*	**ePortfolio Evidence** *The items listed are items that samples but is not considered exhaustive.* *Adapted from the Massachusetts Classroom Teacher Rubric Inclusive Practice tool*
	gain expertise and/or assume different instruction and leadership responsibilities.	Interventions [PBIS], and Social and Emotional Learning [SEL]). • Applies new learning about best practices to improve the quality of inclusive practices or to build upon existing expertise and experience in order to expand or alter school-wide and individual inclusive practices. • Frequent teacher attendance in courses and workshops; regular academic reading • Participation in learning networks with colleagues; feedback freely shared • Participation in professional organizations supporting academic inquiry • Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. • Teacher seeks out feedback on teaching from both supervisors and colleagues. • Teacher initiates important activities to contribute to the profession.	
4.C.1	**Professional Collaboration** Consistently and effectively collaborates with colleagues in such	• Collaborates actively when other adults are in the room. • Shares ideas relating to, identifies, and models inclusive practices in order to improve educator capacity to facilitate all student learning.	• Lesson plans that target school-wide initiatives and best practices • Lesson or unit plans that culminate in a school-wide or grade-level demonstration or product (e.g., mural, collage, science fair, etc.)

		Standard IV	
		Professional Culture	

Element	Description	Observed Indicators *Adapted from the Massachusetts Classroom Teacher Rubric Inclusive Practice tool and the Danielson Framework for Teaching with Critical Attributes and Examples*	ePortfolio Evidence *The items listed are items that samples but is not considered exhaustive.* *Adapted from the Massachusetts Classroom Teacher Rubric Inclusive Practice tool*
	work as developing standards-based units, examining student work, analyzing student performance, and planning appropriate intervention.	• Seeks out and applies expertise of grade-level, content-area, and student services professionals to help broaden understanding of best practices (UDL, PBIS, and SEL). • Seeks out opportunities to engage with colleagues as both mentor and mentee, supporting improved inclusive practices • Collaborates with peers to ensure alignment on instructional plans and academic and behavioral expectations. For example, collaborates with professionals to align practices, routines, and vocabulary for behavior in common areas of the building such as hallways, cafeteria, bathrooms, playground, etc. • Shares responsibility for planning, instructing, and assessing all student performance. • Shares and discusses student data and problem-solves collaboratively. • Supports and participates in school-wide positive behavior systems inside and outside the classroom. • Shares accountability for student learning goals and results. • Regular teacher participation with colleagues to share and plan for student success	• Collaborative meeting notes to discuss specific areas of strength and areas in need of improvement with action plan (academic, behavioral, social-emotional) • Action plans for school-wide positive behavior celebrations School-wide character education texts, assignments, or activities • Correspondence with families to introduce interdisciplinary initiatives or events

		Standard IV	
		Professional Culture	
Element	**Description**	**Observed Indicators** *Adapted from the Massachusetts Classroom Teacher Rubric Inclusive Practice tool and the Danielson Framework for Teaching with Critical Attributes and Examples*	**ePortfolio Evidence** *The items listed are items that samples but is not considered exhaustive.* *Adapted from the Massachusetts Classroom Teacher Rubric Inclusive Practice tool*
		• Regular teacher participation in professional courses or communities that emphasize improving practice	

Starred indicators are part of the 6 Essential Elements required by CAP