



Ribas Associates and Publications
596 Pleasant Street, Norwood, MA 02062
Phone: 781-551-9120
Email: wribas@ribasassociates.com
Website: ribasassociates.com
William B. Ribas, Ph.D., President

Alignment Between the MA ESE Standards and Indicators of Effective Teaching with the book *Social-Emotional Learning in the Classroom (2017 Ribas, Brady, Hardin)*.

This guide is designed to identify the specific, observable behaviors that represent the Indicator II elements in the Massachusetts Department of Elementary and Secondary Education Teacher Performance Rubric that directly connect to the book *Social-Emotional Learning in Your Classroom*. The standards included are:

- II-A-2. Student Engagement
- II-A-3. Meeting Diverse Needs
- II-B-2. Collaborative Learning Environment
- II-B-1. Safe Learning Environment
- I-B-3. Student Motivation
- II-C-1. Respects Differences
- II-C-2. Maintains Respectful Environment
- II-D-1. Clear Expectations
- II-D-2. High Expectations

The research on creating positive change in student performance, by changing teacher performance, stresses the importance of giving teachers specific, observable recommendations for improvement. The cited pages tell teachers “what” to do and “how” to do it. When those observable behaviors are tied to a teacher’s evaluation that level can increase substantially and measurably.

The four-level teacher performance rubric created by the Massachusetts DESE was designed to be general enough for local districts to assign their own specific observable behaviors to represent each of the elements. The standards document allows local districts to select and target the observable behaviors that represent the essential focus for their district, school, and teachers. This guide provides many possible behaviors linked directly to the rubric.

The connection document also provides support for calibration of ratings. Administrators can collaboratively select specific teacher strategies to represent successful practice in each of the 33 elements. This *inter-rater reliability* insures that a teacher’s performance rating is based on clear and measurable behaviors.

Embedded Professional Development that results in Permanent, Positive Change

<p>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.</p>	
<p>II-A. Elements</p>	<p>Aligned pages in the book <i>Social-Emotional Learning in the Classroom</i></p>
<p>II-A-2. Student Engagement</p> <p>Exemplary</p> <p>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.</p>	<ol style="list-style-type: none"> 1. Nine measures to develop positive relationships with students p. 51 2. Questioning to support SEL learning p. 52 3. Student-to-student relationships p. 56 4. Routines and expectations for group work p. 84 5. Eleven areas of effective group work p. 84 6. Taping students’ discussions p. 93 7. Homework routines p. 95 8. Maintaining and monitoring motivation p. 95 9. The SEL and Academic purposes of group work p. 106 10. Specific social-emotional skills developed by group work p. 106 11. Accountable group work pp. 106-110. 12. Defining engagement p. 115 13. Gaining students’ attention pp. 116-119 14. Effective praise pp. 131-135 15. Creating an engaging classroom p. 143 16. Frustrated and bored students pp. 144-147 17. Motivating and engaging all students p. 148 18. Connecting to students’ lives p. 148 19. Differentiating and supporting all learners p. 149 20. Mastery learning, transfer and engagement pp. 150-152 21. Socratic seminars and engagement p. 153 22. The SEL classroom management plan pp. 157-167 23. SEL classroom meetings pp. 169-188
<p>II-A-3. Meeting Diverse Needs</p> <p>Exemplary</p> <p>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.</p>	<ol style="list-style-type: none"> 1. Defining intelligence p. 25-31 2. Growth mindset pp. 31-35 3. Girls’ minds p. 35 4. Boys’ minds p. 36 5. Fixed mindset perspective p. 36 6. School culture p. 38 7. Student beliefs pp. 39-40 8. Teacher beliefs p. 41 9. Create physically and emotionally safe spaces pp.65-68 10. Cultural awareness: the English learner’s experiences 70 11. Cultural awareness: special education students’ experiences pp. 70-73 12. Effective rules, routines, and expectations pp.71-83 13. Routines and expectations for group work p. 84 14. Eleven areas of effective group work p. 84 15. Higher-order thinking and partner work p. 94 16. Accountable group work pp. 106-110. 17. Goal setting and reflection pp. 121-127 18. Individual contingency plan pp. 135-140

	<p>19. Differentiating and supporting all learners p. 149</p> <p>20. The SEL classroom management plan pp. 157-167</p> <p>21. SEL classroom meetings pp. 169-188</p>
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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	Aligned pages in the book <i>Social-Emotional Learning in the Classroom</i>
<p>II-B-1. Safe Learning Environment Exemplary</p> <p>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.</p>	<ol style="list-style-type: none"> 1. Developing grit and growth mindset pp. 31-34 2. Eliminating bias in students and educators p. 35 3. School culture p. 38 4. Student and educator beliefs pp. 37-39 5. Impact of classroom management and SEL p. 47 6. Nine measures to develop positive relationships with students p. 51 7. Resolving conflicts to support social-emotional learning p. 57 8. Conflict resolution protocol p. 59 9. Creating emotionally safe classrooms p. 20, pp. 68-69 10. Emotional safety for ELL and poverty students pp. 68-69, 11. Teaching routines and expectations p.79 12. Managing group and partner work to support SEL pp. 84-110 13. Restorative discipline pp. 131-140 14. The SEL classroom management plan pp. 157-167 15. SEL classroom meetings pp. 169-188

<p>II-B-2. Collaborative Learning Environment</p> <p>Exemplary</p> <p>Teaches and reinforces interpersonal, group, and communication skills so that students seek out their peers as resources. Is able to model this practice.</p>	<ol style="list-style-type: none"> 1. Routines and expectations for group work p. 84 2. Eleven areas of effective group work p. 84 3. Higher-order thinking and partner work p. 94 4. Accountable group work pp. 106-110 5. The SEL classroom management plan pp. 157-167 6. SEL classroom meetings pp. 169-188.
<p>I-B-3. Student Motivation</p> <p>Exemplary</p> <p>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.</p>	<ol style="list-style-type: none"> 1. Nine measures to develop positive relationships with students p. 51 2. Questioning to support SEL learning p. 52 3. Student-to-student relationships p. 56 4. Routines and expectations for group work p. 84 5. Eleven areas of effective group work p. 84 6. Homework routines p. 95 7. Maintaining and monitoring motivation p. 95 8. The SEL and Academic purposes of group work p. 106 9. Specific social-emotional skills developed by group work p. 106 10. Accountable group work pp. 106-110. 11. Defining engagement p. 115 12. Gaining students' attention pp. 116-119 13. Effective praise pp. 131-135 14. Creating an engaging classroom p. 143 15. Frustrated and bored students pp. 144-147 16. Motivating and engaging all students p. 148 17. Connecting to students' lives p. 148 18. Differentiating and supporting all learners 149 19. Mastery learning, transfer and engagement pp. 150-152 20. Socratic seminars and engagement p. 153 21. The SEL classroom management plan pp. 157-167 22. SEL classroom meetings pp. 169-188

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	Aligned pages in the book <i>Social-Emotional Learning in the Classroom</i>
<p>II-C-1. Respects Differences</p> <p>Exemplary 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.</p>	<ol style="list-style-type: none"> 1. Defining intelligence pp. 25-31 2. Growth mindset pp. 31-35 3. Girls' minds p. 35 4. Boys' minds p. 36 5. Fixed mindset perspective p. 36 6. School culture p. 38 7. Student beliefs pp. 39-40 8. Teacher beliefs p. 41 9. Create physically and emotionally safe spaces pp. 65-68 10. Cultural awareness: English learners' experiences p. 70 11. Cultural awareness: special education students' experiences pp. 70-73 12. Goal setting and reflection pp. 121-127 13. Mastery learning, transfer and engagement pp. 150-152
<p>II-C-2. Maintains Respectful Environment</p> <p>Exemplary 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.</p>	<ol style="list-style-type: none"> 1. Girls' minds p. 35 2. Boys' minds p. 36 3. School culture p. 38 4. Student beliefs pp. 39-40 5. Teacher beliefs p. 41 6. Create physically and emotionally safe spaces pp. 65-68 7. Cultural awareness: the English learner's experiences p. 70 8. Cultural awareness: special education students' experiences pp. 70-73 9. The SEL classroom management plan pp. 157-167 10. SEL classroom meetings pp. 169-188 11. Restorative discipline pp. 131-140

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	Aligned pages in the book <i>Social-Emotional Learning in the Classroom</i>
II-D-1. Clear Expectations Exemplary 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.	<ol style="list-style-type: none"> 1. Establishes clear rules, routines, and expectations related to both SEL and academic expectations pp. 169-188 2. Mastery learning, transfer and engagement pp. 150-152 3. Restorative discipline pp. 131-140 4. Goal setting: student behavioral and academic self-assessment pp. 121-127 5. The SEL classroom management plan pp. 157-167 6. SEL classroom meetings pp. 169-188.
II-D-2. High Expectations Exemplary 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.	<ol style="list-style-type: none"> 1. Defining intelligence pp. 25-31 2. Growth mindset pp. 31-35 3. Girls' minds p. 35 4. Boys' minds p. 36 5. Fixed mindset perspective p. 36 6. Establishes clear rules, routines, and expectations related to both SEL and academic expectations pp. 169-188 7. Mastery learning, transfer and engagement pp. 150-152

Five SEL Areas and Their Alignment to Teacher and S.I.S.P. Standards
in Social-Emotional Learning in the Classroom

Self-awareness	Self-management	Social Awareness	Relationship skills	Responsible decision-making
<ul style="list-style-type: none"> • Developing grit and growth mindset (and eliminating deficit perspective) to encourage academic risk-taking pp. 31-34 • Student and educator beliefs pp. 37-39 	<ul style="list-style-type: none"> • Developing grit and growth mindset (and eliminating deficit perspective) to encourage academic risk-taking pp. 31-34 • Teaching routines and expectations to maximize social-emotional learning p.79 • Managing group and partner work in ways that develop social emotional learning skills in students pp. 84-110 	<ul style="list-style-type: none"> • Eliminating implicit and unconscious bias and confirmation bias in students and educators p. 35 • School culture p. 38 • Conflict resolution protocol for use by teachers resolving student conflicts and/or peer mediators resolving student conflicts p. 59 • Restorative discipline p. 131-140 • Emotional safety for ELL and poverty students by increasing educator cultural awareness pp. 68-69 	<ul style="list-style-type: none"> • Nine measures to develop positive relationships with students p. 51 • Resolving conflicts in ways that develop social-emotional learning p. 57 • Conflict resolution protocol for use by teachers resolving student conflicts and/or peer mediators resolving student conflicts p. 59 • Restorative discipline pp. 131-140 	<ul style="list-style-type: none"> • Resolving conflicts in ways that develop social-emotional learning p. 57 • Conflict resolution protocol for use by teachers resolving student conflicts and/or peer mediators resolving student conflicts p. 59
<ul style="list-style-type: none"> • Developing your socially, emotionally, and academically supportive classroom management plan pp. 169-182 (encompasses all areas) • Impact of classroom management and SEL p. 47 (Research basis for SEL work) • SEL classroom meetings pp. 169-188. 				