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## Connection Document of Observable Behaviors to the MA ESE Teacher Performance Rubric

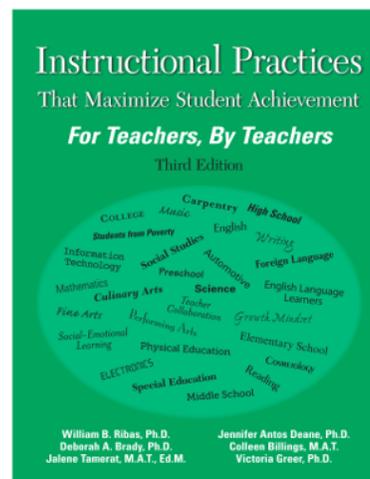
This guide is designed to identify the specific, observable behaviors that represent each of the elements in the Massachusetts Department of Elementary and Secondary Education Teacher Performance Rubric. The research on creating positive change in student performance, by changing teacher performance, stresses the importance of giving teachers specific, observable recommendations for improvement. Recommendations that tell teachers “what” to do and “how” to do it. When those observable behaviors are tied to a teacher’s evaluation that level increases exponentially.

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. Unlike some state rubrics, which have 50 or 60 pages of specific elements, the ESE rubric is only 15 pages long. The advantage to a more general document is that local districts have more control in deciding the observable behaviors that represent the elements. *The challenge for districts when there is a general rubric is that they now need to connect the elements to specific observable behaviors to insure there is complete transparency of expectations across the district and inter-rater reliability among the evaluators.* Ribas Associates has now done that difficult work for you.

The connection document also makes for easy within and across building calibration of ratings. All administrators can now expect the same 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 objective performance and not dependent who is doing the evaluation.

To assist districts with this task we have connected the elements in the rubric with resources that are universal to all Massachusetts School Districts. These include the Massachusetts Common Core, the MCAS, and the book *Instructional Practices That Maximize Student Achievement* (Ribas, Brady, Tamerat, Deane, Greer, & Billings 2017).

[Click here for more information about the book, its authors, and to read the Introduction and table of contents.](#)



**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.*

<b>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.</b>		
<b>I-A. Elements</b>	<b>Exemplary</b>	<b>Observable Behaviors</b>
I-A-1. Subject Matter Knowledge	Demonstrates expertise in subject matter and the pedagogy it requires by engaging all students in learning experiences that enable them to synthesize complex knowledge and skills in the subject. Is able to model this element.	<ol style="list-style-type: none"> <li>1. Teaches the content found in the Massachusetts Curriculum Frameworks and the Common Core.</li> <li>2. Teaches the district prescribed content/curriculum for the population (e.g., ACE)</li> <li>3. Can explain the information and skills contained in the Massachusetts Curriculum Frameworks and the Common Core during discussions with supervisors and colleagues and in the district prescribed curriculum.</li> <li>4. Can describe the specific pedagogy (in addition to the universal pedagogy found later in this standard and in Standard II) for his or her student population.</li> </ol>
I-A-2. Child and Adolescent Development	Demonstrates expert knowledge of the developmental levels of the teacher's own students and students in this grade or subject more generally and uses this knowledge to differentiate and expand learning experiences that enable all students to make significant progress toward meeting stated outcomes. Is able to model this element.	<ol style="list-style-type: none"> <li>1. Child development reference TBD</li> <li>2. (Chapter 8) See The Brain and Student Learning</li> </ol>

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I-A. Elements	Exemplary	Observable Behaviors
I-A-3. Rigorous Standards-Based Unit Design	Designs integrated units of instruction with measurable, accessible outcomes and challenging tasks requiring higher-order thinking skills that enable students to learn and apply the knowledge and skills defined in state standards/local curricula. Is able to model this element.	<ol style="list-style-type: none"> <li>1. Uses standards-based planning and teaching (Chapter 1): Note: see the Essay on Students with Disabilities gb 37-39 to assure inclusive planning</li> <li>2. Uses standards-based unit planning gb 20-27</li> <li>3. Uses essential questions (important concepts) gb 20, 56</li> <li>4. Can explain how the skills taught in school transfer to life outside of school</li> <li>5. Includes appropriate levels of understanding from recall to comprehension to higher order skills in lesson planning gb 319-321</li> </ol>
I-A-4. Well-Structured Lessons	Develops well-structured and highly engaging lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every student's needs. Is able to model this element.	<ol style="list-style-type: none"> <li>1. Plans lessons that include differentiated instruction gb 276-321, including planning for special education, ELL, and other special population students (essays on special education and ELL at the end of each chapter)</li> <li>2. Uses mastery objectives in each lesson gb. 11-13, 45-46 Mastery objectives are clearly posted, in student friendly, observable, measureable. Plans for bringing them to students' attention at the outset of the lesson, at appropriate times during the lesson, and at the end of the lesson. Students can tell you what they are learning and why</li> <li>3. Uses activators to gain students' attention gb 49-54</li> <li>4. Uses summarizers to assure that students understand the lesson gb 67-72</li> <li>5. Uses techniques to engage and motivate students student engagement in gb 121 and student motivation gb 5</li> <li>6. Uses all 11 components of effective group work gb. 95-99</li> <li>7. Uses flexible grouping to support all students gb 309</li> <li>8. Carefully provisions materials gb 95</li> <li>9. Uses appropriate technology to increase student motivation and mastery</li> </ol>

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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	Observable Behaviors
<p><b>I-B-1</b> Variety of Assessment Methods</p>	<p>Uses an integrated, comprehensive system of informal and formal assessments, including common interim assessments, to measure student learning, growth, and progress toward achieving state/local standards. Is able to model this element.</p>	<ol style="list-style-type: none"> <li>1. Uses all types of assessments to inform instruction, teacher-made, local, state/provincial, and national</li> <li>2. Uses formative assessments to target mastery: questioning, dipsticking, "in-the-moment," and short-cycle assessments (Chapter 5) Developing questions before class that focus on the lesson's purpose gb 217-220</li> <li>3. Uses an appropriate blend of recall, comprehension, and higher order questions to support learning gb 220-221; gb 228-229</li> <li>4. Creates a safe classroom for asking questionsgb 225</li> <li>5. Use wait time I and I to increase student comprehension and engagement gb 229-231</li> <li>6. Uses dipsticking techniques to maintain ongoing assessment and support of students gb 216-217</li> <li>7. Manages space and proximity to check understanding gb 88-90</li> <li>8. Avoids asking multiple questions in quick succession gb 227</li> <li>9. Provides extra wait time and/or pre-alerts for ELL students or special education students who have auditory processing issues</li> <li>10. Provides effective corrective feedback gb 232-234</li> <li>11. Uses effective praise gb 231-232</li> <li>12. Includes all students in discussions Q and A gb 215-216</li> <li>13. Creates group work accountability standards for the group and all individuals gb 235-238</li> <li>14. Prompts students to answer thoroughly gb 235-236 (students who don't volunteer), gb 235-236 (students who answer "I don't know"), gb 225-226 (pushing students t answer thoroughly) gb 227-228</li> <li>15. Supports students' use of accountable talk gb 248-250</li> <li>16. Uses clear, focused language gb 226</li> <li>17. Avoids repeating students' responses (unless to clarify or if the teacher believes other students did not hear the response) gb 232</li> </ol> <p><i>[insert here the names of the district's assessments teacher are expected to use in their practice.]</i></p>

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<p>I-B-2. Adjustment to Practice</p>	<p>Organizes and analyzes results from a comprehensive system of assessments to determine progress toward intended outcomes and frequently uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for individuals and groups of students and appropriate modifications of lessons and units. Is able to model this element.</p>	<ol style="list-style-type: none"> <li>1. Uses teacher-made, local, state/provincial, and national assessments to inform instruction and planning(Chapter 4)</li> <li>2. Differentiates instruction using Universal Design for Learning principles (chapter 6)</li> <li>3. Note: There are essays on teaching English language learners and special education students at the end of each chapter</li> </ol> <p><i>[insert here: 1. the names of the district's assessments teacher are expected to use in their practice 2. Descriptions of observable behaviors that will indicate the teacher is using the data from these assessments to adjust practice]</i></p>
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<b>Indicator I-C. Analysis: Analyzes data from assessments, draws conclusions, and shares them appropriately.</b>		
<b>I-C. Elements</b>	<b>Exemplary</b>	<b>Observable Behaviors</b>
I-C-1. Analysis and Conclusions	Individually and with colleagues, draws appropriate, actionable conclusions from a thorough analysis of a wide range of assessment data that improve short- and long-term instructional decisions. Is able to model this element.	<ol style="list-style-type: none"> <li>1. Knows which assessments to analyze to understand student performance and the impact of his or her teaching on student performance.</li> <li>2. Can explain the assessment data to individuals and groups of students for whom he or she is responsible and explain specific actions for students to improve student performance.</li> <li>3. When communicating with colleagues about student assessment data respects team norms and stages of group development (see gb 522) works to bring the group to the highest stages of Collegial Professional Development Groups.</li> </ol>
I-C-2. Sharing Conclusions With Colleagues	Establishes and implements a schedule and plan for regularly sharing with all appropriate colleagues conclusions and insights about student progress. Seeks and applies feedback from them about practices that will support improved student learning. Is able to model this element.	<ol style="list-style-type: none"> <li>1. When communicating with colleagues, respects team norms (see sample team norms and stages of group development on gb 522) to bring the group to the highest stages of Collegial Professional Development Groups.</li> <li>2. Accomplishes the goals of this element using appropriate collegial professional development activities such as peer reflection teams (gb 532-535), peer facilitated classroom research (gb. 535-541), lesson study (gb. 542-544), peer observation (gb. 544-559), examining student work (gb. 564-568), and professional reading study groups (gb 569).</li> </ol>
I-C-3. Sharing Conclusions With Students	Establishes early, constructive feedback loops with students and families that create a dialogue about performance, progress, and improvement. Is able to model this element.	<ol style="list-style-type: none"> <li>1. [Insert here the district systems for reporting to parents]</li> <li>2. Students can tell an observer what components of the information and skills they are learning they have mastered and what remains for them to master.</li> <li>3. Teacher interacts with students in ways that assist students in understanding their levels of mastery on the information and skills being taught (see levels of mastery gb. 2-3)</li> <li>4. Demonstrates the characteristics of effective communication and conferencing with parents and guardians (see gb. 420-426).</li> <li>5. Cultivates an environment of student self advocacy (gb. 573)</li> </ol>

**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	Observable Behaviors
II-A-1. Quality of Effort and Work	Consistently defines high expectations for quality work and effort and effectively supports students to set high expectations for each other to persevere and produce high-quality work. Is able to model this element.	Rubrics and other scoring guides that clearly articulate quality of work. <ol style="list-style-type: none"> <li>1. Rubrics, criteria sheets, anchor papers that clearly describe work and behavior expectations gb 180-195</li> <li>2. Student self assessment gb 164-189</li> </ol>

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II-A. Elements	Exemplary	Observable Behaviors
II-A-2. Student Engagement	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.	<ol style="list-style-type: none"> <li>1. Student to student interactions <ul style="list-style-type: none"> <li>• Effective turn and talk (embedded and monitored)</li> <li>• Effective processing partners gb. 222-223, 236, 258 (embedded and monitored)</li> <li>• All 11 components of effective group work gb. 95-99</li> <li>• Questioning strategies that lead to students interacting with one and other during Q and A sessions. (processing partners, wait time gb 222-223, gb 229-231)</li> <li>• Students are respectful of other students comments and ideas gb 87</li> </ul> </li> <li>2. Effective praise gb 231-232</li> <li>3. Establishing a homework routines gb 99-109</li> <li>4. Communicating agenda gb 46-48 <ul style="list-style-type: none"> <li>• Agenda is posted</li> <li>• Has enough specific steps</li> <li>• Is communicated orally at the outset,</li> <li>• Is tied to the mastery objective</li> <li>• Is referred to at each step of the lesson</li> </ul> </li> <li>5. Issues directions one step at a time gb 64-65</li> <li>6. Strategies for assigning relevant homework and for assisting student with successfully completing homework gb 48, 98-109, 278</li> <li>7. Manages space and proximity to monitor engagement and facilitate student to student contact gb 88-90</li> <li>8. Uses questioning strategies that engage students and maintain their attention gb. 224-225</li> </ol>
II-A-3. Meeting Diverse Needs	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.	<ol style="list-style-type: none"> <li>1. Essays on teaching English language learners at the end of each chapter</li> <li>2. Essays on teaching students with special needs at the end of each chapter</li> <li>3. (Chapter 6) Differentiating instruction</li> <li>4. (Chapter 8) The Brain and Learning</li> <li>5. Wait time I and II gb. 229-231 for students who need more time to process</li> <li>6. Appropriate questioning based on child development gb 238</li> <li>7. Supporting shy, anxious, and introverted students in the classroom gb 235-237</li> </ol>

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<b>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.</b>		
<b>II-B. Elements</b>	<b>Exemplary</b>	<b>Observable Behaviors</b>
II-B-1. Safe Learning Environment	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.	<ol style="list-style-type: none"> <li>1. Demonstrates all nine components of effective classroom management (Chapter 3)</li> <li>2. Creates a safe intellectual and emotional environment by doing the following: <ul style="list-style-type: none"> <li>• Supportive responses to incorrect answers gb. 232-234</li> <li>• Builds supportive student to student relationships gb. 87-88</li> <li>• Appropriate questioning based on child development gb 238</li> <li>• Inviting student-generated questions and grade levels gb 238</li> <li>• Supporting shy, anxious, and introverted students in the classroom gb 235-237</li> <li>• Understanding how and why linguistically diverse students struggle 375-378</li> </ul> </li> </ol>
II-B-2. Collaborative Learning Environment	Teaches and reinforces interpersonal, group, and communication skills so that students seek out their peers as resources. Is able to model this practice.	<ol style="list-style-type: none"> <li>1. Student to student interactions</li> <li>2. Effective turn and talk (embedded and monitored)</li> <li>3. Effective processing partners gb. 222-223, 236, 258 (embedded and monitored)</li> <li>4. All 11 components of effective group work gb. 95-99</li> <li>5. Questioning strategies that lead to students interacting with one and other during Q and A sessions. (processing partners, wait time)</li> <li>6. Students are respectful of other students comments and ideas gb 87</li> <li>7. Creates a space that facilitate student to student contact gb 88-90</li> <li>8. Wait time II gb. 229-231 to encourage more student to student interaction during question and answer sessions</li> <li>9. Supporting shy, anxious, and introverted students in the classroom gb 235-237</li> </ol>

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II-B. Elements	Exemplary	Observable Behaviors
II-B-3. Student Motivation	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.	<ol style="list-style-type: none"> <li>1. Chapter 7 Student Motivation and Succeeding with Students from Poverty (including the seven components for increasing motivation listed on page 341-346)</li> <li>2. Effective response to incorrect answer pp. 232-234</li> <li>3. Affirms correct responses with specific praise pp.231-232</li> <li>4. Calling on pattern and prompts that includes all students in the Q and A pp. 224-226</li> <li>5. Appropriate questioning based on child development gb 238</li> <li>6. Inviting student-generated questions and grade levels gb 238</li> <li>7. Supporting shy, anxious, and introverted students in the classroom gb 235-237</li> <li>8. Does not allow a single or small group of students to answer a disproportionate number of questions pp.225-226</li> <li>9. Prompting that pushes students to answer thoroughly 212 (students who don't volunteer), gb 225 (students who answer "I don't know"), gb 225-226 (pushing students to answer thoroughly)</li> <li>10. Students are respectful of other students' responses p. 87</li> <li>11. No "happy talk" pp. 226</li> <li>12. Avoids repeating students' responses (unless to clarify or if the teacher believes other students did not hear the response) gb 232</li> <li>13. Learning styles inventory gb 289</li> <li>14. Connecting to students own lives and the real world pp. 61-62 the teacher connects what the students will know and be able to do in the lesson to its real world application and the students own lives early in the lesson, at appropriate times during the lesson, and at the end of the lesson</li> <li>15. Wait time I and II gb. 229-231 to avoid discouraging students who process more slowly or ELLs.</li> </ol>

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<b>Indicator II-C. Cultural Proficiency: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.</b>		
<b>II-C. Elements</b>	<b>Exemplary</b>	<b>Observable Behaviors</b>
II-C-1. Respects Differences	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.	<ol style="list-style-type: none"> <li>1. Essays on English language learning at the end of each chapter</li> <li>2. Essays on special education at the end of each chapter</li> <li>3. Strategies for closing the achievement gap (pp. 294-299)</li> <li>4. English language learners (pp. 299-300)</li> <li>5. Gender differences (pp. 291-293)</li> <li>6. The gifted learner (pp. 300-301)</li> <li>7. Wait time I and II gb. 229-231 to support ELLs and students who process more slowly</li> <li>8. Appropriate questioning based on child development gb 238</li> <li>9. Inviting student-generated questions and grade levels gb 238</li> <li>10. Supporting shy, anxious, and introverted students in the classroom gb 235-237</li> </ol>
II-C-2. Maintains Respectful Environment	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.	<ol style="list-style-type: none"> <li>1. English language learners and classroom management pp. 136-138</li> <li>2. Working with students from poverty</li> <li>3. Students from poverty: Cycle that Creates Deficit Mindset p. 342, Cycle that Creates Growth Mindset 343.</li> <li>4. Myths about Families from Poverty p.349-350</li> <li>5. Attribution Theory p. 359</li> <li>6. Students with Disabilities: Classroom Management p. 134-136</li> </ol>

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<b>Indicator II-D. Expectations: Plans and implements lessons that set clear and high expectations and also make knowledge accessible for all students.</b>		
<b>II-D. Elements</b>	<b>Exemplary</b>	<b>Observable Behaviors</b>
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. Is able to model this element.	<ol style="list-style-type: none"> <li>1. The teacher can articulate the relationship between high standards and high expectations (pp. 4-5)</li> <li>2. Establishes clear rules, routines, and expectations related to academic expectations (pp. 90-109)</li> <li>3. Student behavioral and academic self assessment gb 112-117 and gb 164-189</li> </ol>
II-D-2. High Expectations	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.	Chapter 7 Student Motivation and Succeeding with Students from Poverty
II-D-3. Access to Knowledge	Individually and with colleagues, consistently adapts instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities. Is able to model this element.	<ol style="list-style-type: none"> <li>1. Chapter 6 Differentiating Instruction to With a Connection to Universal Design for Learning</li> <li>2. Essays on English language learning at the end of each chapter</li> <li>3. Essays on special education at the end of each chapter</li> <li>4. Wait time I and II gb. 229-231</li> </ol>

**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.*

<b>Indicator III-A. Engagement: Welcomes and encourages every family to become active participants in the classroom and school community.</b>		
<b>III-A. Elements</b>	<b>Exemplary</b>	
III-A-1. Parent/Family Engagement	Successfully engages most families and sustains their active and appropriate participation in the classroom and school community. Is able to model this element.	<ol style="list-style-type: none"> <li>1. Conducts effective parent conferences gb 420-426</li> <li>2. Uses strategies to involve the uninvolved parent gb 426-429</li> <li>3. Uses the stages of listening to increase parent involvement gb 429-431</li> <li>4. Uses strategies for difficult parent conferences (including case studies) gb 431-432</li> <li>5. Provides resources to parents for successful conferences and school-family collaboration (Tips for Success for Parents) gb 432-433</li> <li>6. Provides parents with tips to reduce the “summer slide” (gb 434-435)</li> <li>7. Gives high quality curriculum night presentations to parents (gb 437-440)</li> <li>8. Uses email effectively to communicate with parents 449-450)</li> </ol>

<b>Indicator III-B. Collaboration: Collaborates with families to create and implement strategies for supporting student learning and development both at home and at school.</b>		
<b>III-B. Elements</b>	<b>Exemplary</b>	
III-B-1. Learning Expectations	Successfully conveys to most parents student learning and behavior expectations. Is able to model this element.	<ol style="list-style-type: none"> <li>1. Provides students with study guides to assist with home preparation for tests and quizzes</li> <li>2. Provides and explains to parents the appropriate rubrics and criteria sheets used to assess student performance</li> <li>3. See III-C-1 for parent communication expectations</li> </ol>
III-B-2. Curriculum Support	Successfully prompts most families to use one or more of the strategies suggested for supporting learning at school and home and seeks out evidence of their impact. Is able to model this element.	<ol style="list-style-type: none"> <li>1. Informs parents of their impact on student learning by explaining the impact of year around learning on student achievement gb 433-434</li> <li>2. Informs parents of the top 10 List or How Can I Help My Child Keep Learning This Summer strategies gb 434-435</li> <li>3. Communicates impact of home and family on learnable intelligence gb 352-353</li> </ol>

**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.*

<b>Indicator III-C. Communication: Engages in regular, two-way, and culturally proficient communication with families about student learning and performance.</b>		
<b>III-C. Elements</b>	<b>Exemplary</b>	
III-C-1. Two-Way Communication	Regularly uses a two-way system that supports frequent, proactive, and personalized communication with families about student performance and learning. Is able to model this element.	<ol style="list-style-type: none"> <li>1. Engages parent involvement with homework gb 99-104</li> <li>2. Conducts successful curriculum nights (a.k.a. back to school nights or coffees, etc.) for parents gb 436-440</li> <li>3. Uses newsletters and/or websites to communicate expectations to parents gb 440-448</li> <li>4. Uses student portfolios as a means of communicating expectations and achievement to parents gb 449</li> <li>5. Effectively uses email for parents communication gb 449-450</li> <li>6. Supports and facilitates student lead parent conferences for special education teachers (and general education teachers) gb 417-419</li> </ol>
III-C-2. Culturally Proficient Communication	Always communicates respectfully with families and demonstrates understanding and appreciation of different families' home language, culture, and values. Is able to model this element.	<ol style="list-style-type: none"> <li>1. Supports and facilitates student lead parent conferences for special education teachers (and general education teachers) gb 455-461</li> <li>2. Works effectively with the parents of ELL students gb 462-465</li> <li>3. Effectively demonstrates an understanding both the myths and impacts of family differences (income, nature and nurture) on student learning, intelligence, and family engagement gb 349 – 352</li> </ol>

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

<b>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.</b>		
<b>IV-A. Elements</b>	<b>Exemplary</b>	<b>Observable Behaviors</b>
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. Is able to model this element.	(See element IV-C-1 to learn the characteristics and norms for peer facilitated professional development) 1. Is able to design and carry out peer facilitated action research (chapter 11 for comprehensive action research description, chapter 11 pp. 517-541, with special education students pp. 574-578, with ELL students pp. 578-579). 2. Is able to design and carry out peer facilitated lesson study (pp. 542-544) 3. Is able to effectively implement peer observations as either the observer or the teacher being observed (pp. 544-562). 4. Is able to design and carry out peer facilitated examining student work study groups (p. 564-569) 5. Is able to design and carry out peer facilitated professional reading study groups (p. 569) 6. Table showing the collegial professional development activities that are best aligned with curriculum, lesson, and unit development, instruction, assessment, and whole school or whole district focus (pp. 518)
IV-A-2. Goal Setting	Individually and with colleagues builds capacity to propose and monitor challenging, measurable goals based on thorough self-assessment and analysis of student learning data. Is able to model this element.	1. Is able to explain to colleagues the reason why working with colleagues in peer facilitated professional development groups is a very effective means of professional development. 2. When appropriate, is able to implement peer facilitated professional development group activities into the action plan of his or her educator plan (pp. 525-528). 3. Collegial work represents level four of the stages of collegial group work (pp. 522)

## Standards and Indicators of Effective Teaching Practice: Rubric

<b>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.</b>		
<b>IV-B. Elements</b>	<b>Exemplary</b>	<b>Observable Behaviors</b>
IV-B-1. Professional Learning and Growth	Consistently seeks out professional development and learning opportunities that improve practice and build expertise of self and other educators in instruction and leadership. Is able to model this element.	Chapter 11 contains multiple structures for teacher directed and collegial professional development. It includes the use of professional learning communities, examining student work (pp. 526-530 and 564-569)) team analysis of student performance data 530-533), lesson study (pp. 542 544), peer facilitated action research pp.535-541), peer observation (pp. 536-541 and 544-562) developing common assessments (pp. 562-564), and professional literature study groups (pp. 569).

<b>Indicator IV-C. Collaboration: Collaborates effectively with colleagues on a wide range of tasks.</b>		
<b>IV-C. Elements</b>	<b>Exemplary</b>	<b>Observable Behaviors</b>
IV-C-1. Professional Collaboration	Supports colleagues to collaborate in areas such as developing standards-based units, examining student work, analyzing student performance, and planning appropriate intervention. Is able to model this element.	<ol style="list-style-type: none"> <li>1. Research documenting the positive effects of job embedded educator collaboration (pp. 518-526)</li> <li>2. Support colleagues by following the principles of effective group norms when working with peer facilitated professional development groups (p. 522, Group Team Norms</li> <li>3. Can describe the stages of group development for peer facilitated professional development groups (pp. 522) and help develop those stages when working in peer facilitated professional development groups.</li> <li>4. Exhibits the characteristics of effective peer teams when working in a peer facilitated professional development groups (p. 534-535)</li> <li>5. Maintains appropriate confidentiality when working in peer facilitated professional development groups (p. 523)</li> <li>6. Paraprofessional meeting survey (p. 488)</li> <li>7. Co-Teaching effective practice chapter 10.</li> </ol>

**Note:** At the *Exemplary* level, an educator's level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

## Standards and Indicators of Effective Teaching Practice: Rubric

<b>Indicator IV-D. Decision-Making: Becomes involved in school-wide decision making, and takes an active role in school improvement planning.</b>		
<b>IV-D. Elements</b>	<b>Exemplary</b>	<b>Observable Behaviors</b>
IV-D-1. Decision-Making	In planning and decision-making at the school, department, and/or grade level, consistently contributes ideas and expertise that are critical to school improvement efforts. Is able to model this element.	

<b>Indicator IV-E. Shared Responsibility: Shares responsibility for the performance of all students within the school.</b>		
<b>IV-E. Elements</b>	<b>Exemplary</b>	<b>Observable Behaviors</b>
IV-E-1. Shared Responsibility	Individually and with colleagues develops strategies and actions that contribute to the learning and productive behavior of all students at the school. Is able to model this element.	<ol style="list-style-type: none"> <li>1. Chapter 3 Social, Emotional, and Instructional Components of Classroom Management</li> <li>2. Growth mindset, grit, and deficit mindset (pp. 339-370)</li> </ol>

**Note:** At the *Exemplary* level, an educator's level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

## Standards and Indicators of Effective Teaching Practice: Rubric

Indicator IV-F. Professional Responsibilities: Is ethical and reliable, and meets routine responsibilities consistently.		
IV-F. Elements	Exemplary	Observable Behaviors
IV-F-1. Judgment	Demonstrates sound judgment and acts appropriately to protect student confidentiality, rights and safety. Is able to model this element.	
IV-F-2. Reliability & Responsibility	Consistently fulfills all professional responsibilities to high standards. Is able to model this element.	

**Note:** At the *Exemplary* level, an educator's level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."



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