Alignment of the MA ESE 2018 Rubric with the Book the Teacher Competencies in Developing SEL Skills Found in the book *Social-Emotional Learning in the Classroom (2017 Ribas, Brady, Hardin).*

This guide is designed to identify the specific, observable behaviors of teacher social-emotional learning instruction that represent the elements in the 2018 Massachusetts Department of Elementary and Secondary Education Teacher Performance Rubric that directly connect to the book *Social-Emotional Learning in Your Classroom.*

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.

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

STANDARD I: Curriculum, Planning, and Assessment	STANDARD II: Teaching All Students	STANDARD III: Family and Community Engagement	STANDARD IV: Professional Culture
A. Curriculum and Planning Indicator 1. Subject Matter Knowledge 2. Child and Adolescent Development 3. Well-Structured Units and Lessons	**A. Instruction Indicator** 1. Quality of Effort and Work 2. Student Engagement 3. Meeting Diverse Needs	**A. Engagement Indicator** 1. Family Engagement	**A. Reflection Indicator** 1. Reflective Practice 2. Goal Setting
B. Assessment Indicator 1. Variety of Assessment Methods 2. Adjustments to Practice	**B. Learning Environment Indicator** 1. Safe Learning Environment 2. Collaborative Learning Environment 3. Student Motivation	**B. Collaboration Indicator** 1. Learning Expectations 2. Curriculum Support	**B. Professional Growth Indicator** 1. Professional Learning and Growth
C. Analysis Indicator 1. Analysis and Conclusions 2. Sharing Conclusions With Colleagues 3. Sharing Conclusions With Students	**C. Student Learning Indicator**	**C. Communication Indicator** 1. Culturally Proficient Communication	**C. Collaboration Indicator** 1. Professional Collaboration
	D. Cultural Proficiency Indicator 1. Creates and Maintains a Respectful Environment		**D. Decision-Making Indicator** 1. Decision-making
	E. Expectations Indicator 1. High Expectations 2. Access to Knowledge		**E. Shared Responsibility Indicator** 1. Shared Responsibility
			F. Professional Responsibilities Indicator 1. Judgment 2. Reliability and Responsibility

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 & 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.

Exemplary[1]

I-A-1. Subject Matter Knowledge	Demonstrates expertise in subject matter and the pedagogy it requires by consistently engaging all students in learning experiences that enable them to acquire, synthesize, and apply complex knowledge and subject-specific skills and vocabulary, such that they are able to make and assess evidence-based claims and arguments. Models this practice for others.	The "I Can" statements found in table 2.2 on p. 54 may be used to determine a teachers level of knowledge of the five areas of SEL and their accompanying skills of successful people.

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[1]Exemplary practice in many elements includes the expectation that an educator model the practice for other educators. Modeling can occur in formal and informal ways, including but not limited to training, teaching, coaching, assisting, sharing, and/or demonstrating good practice. Where and when this expectation is appropriate, this level of expertise is denoted by "Models this practice for others."

Indicator I-A. Curriculum & 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.

Exemplary[1]

I-A-2. **Child and Adolescent Development**	Demonstrates expert knowledge of the developmental levels of students in this grade or subject and uses this knowledge to differentiate and expand learning experiences that enable their own students to exercise self-management, make responsible decisions, and make significant progress toward meeting intended outcomes. Models this practice for others.	1. Definitions of self-management and responsible decision making pp. 17-18 2. Skills related to responsible decision making 185 3. Questions that develop responsible decision making p. 185 4. Skills related to self-management 17 5. Questions that develop self-management p. 183 6. " I can" statements for self-management and responsible decision making pp. 54-55 7. Peer conflict resolution protocol of developing self- management and responsible decision making.
I-A-3. **Well-Structured Units and Lessons**	Adapts as needed and implements standards-based units comprised of well-structured lessons with challenging tasks and measurable outcomes; appropriate student engagement strategies, pacing, sequence, resources, and grouping; purposeful questioning; and strategic use of technology and digital media; such that all students are able to learn and apply in authentic contexts the knowledge and skills defined in state standards/local curricula. Models this practice for others.	It is suggested that when developing or revising units or lessons the book *Social-Emotional Learning in the Classroom* be skimmed. Since all 200 pages contain classroom strategies that can align with all content areas it would not be possible to list them all here. For example, chapter 4 contains a comprehensive explanation of the ways in which group and partner work can be integrated into any lesson to enhance the teaching of both the subject content and the social-emotional learning skills.

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.

Exemplary

I-B-1. **Variety of** **Assessment** **Methods**	Designs and administers a comprehensive system of informal and formal assessments, including common interim assessments and ongoing progress monitoring methods, to measure each student's learning, growth, and progress toward achieving state/local standards. Models this practice for others.	1. Figure 1.2 on page 24 contains a self-assessment that can be used with students to check their level of growth mindset. 2. Figure 2.1 on page 53 contain a student self-assessment titled Goal-Setting Habits of a Successful Student. 3. Table 2.2 on pp. 54 and 55 contains a set of "I can" statements aligned with all five SEL areas that students can use to assess their level of mastery on skills of successful people associated with each of the five SEL skill areas. 4. Table 2.5 on page 58 contains a rubric teachers can use to assess student SEL skill use during classroom presentations or other times students are expected to be an audience for some activity. 5. Figure 4.5 on pp. 87 and 89 contain the Student Self-Assessments of Group Participation. These assessments may also be used by teachers to assess students' use of SEL skills when working in groups. 6. Pp. 88-89 contains an assessment that can be used to evaluate student SEL competencies during a group discussion. 7. P. 90 contains a rubric teachers can use to assess student SEL skills during group and partner work. 8. P. 91 contains a rubric students can use to self-assess their SEL skill implementation during group and partner work. 9. P. 62 contains written self-assessment students use after working in a group to assess their skills as a cooperative group member. 10. Pp. 122-123 Figure 6.1 Habits of a Successful Student-Rubric for Student Self-Assessment 11. Pp. 125-126 Mid-Quarter 1: Self-Assessment in Science 12. Teacher questions that develop and assess SEL skills pp. 188

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.

Exemplary

I-B-2. Adjustments to Practice	Regularly organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice in real-time and in upcoming lessons or units by (a) identifying and/or implementing appropriate differentiated interventions and enhancements for all students, and (b) making appropriate modifications to lessons and units. Models this practice for others.	1. Please see the list of SEL assessments in the element above. This element is used to assess how teachers used the information gathered from those assessments to determine the extent to which their goals for student SEL development have been met. 2. The levels of student mastery of content and SEL skills can be found on p. 150

Indicator I-C. Analysis

Analyzes data from assessments, draws conclusions, and shares them appropriately.

Exemplary

I-C-1. Analysis and Conclusions	Draws appropriate, actionable conclusions from a thorough analysis of a wide range of assessment data to inform short- and long-term instructional decisions that improve learning for all students. Models this practice for others.	1. Please see the list of SEL assessments in the element above. This element is used to assess how teachers used the information gathered from the SEL to develop SEL instructional goals based on students' level of SEL mastery. 2. The levels of student mastery of content and SEL skills can be found on p. 150

Indicator I-C. Analysis

Analyzes data from assessments, draws conclusions, and shares them appropriately.

Exemplary

I-C-2. Sharing Conclusions With Colleagues	Proactively and regularly shares conclusions and insights about student progress with all appropriate colleagues. Seeks and applies feedback from them about instructional and assessment practices that will support improved student learning.	Please see elements I-B-1, I-B-2, and I-C-1.
I-C-3. Sharing Conclusions With Students	Establishes regular feedback loops with students that support constructive conversation about student performance, progress, and improvements based on assessment data. Models this practice for others.	1. Uses the information in elements I-B-1, I-B-2, and I-C-1 to insure evidence based constructive conversations with students about SEL skill development. 2. Using effective praise pp. 132-134

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.

Exemplary

II-A-1. **Quality of Effort and Work**	Consistently demonstrates high expectations for the quality of student work and the perseverance and effort required to produce it; supports students to set high expectations for themselves and for each other to produce high-quality work. Models this practice for others.	1. Chapter 1 Teacher, student, and parent beliefs about the role of perseverance and effort in student success o\pp. 23-24 and 37-42 2. Growth mindset and fixed mindset as it relates to perseverance and effort. P=pp. 25-36 3. Habits of successful students pp. 53-55

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.

Exemplary

II-A-2. Student Engagement	Consistently uses instructional practices that motivate and engage all students in the content of the lesson and independent work. Models this practice for others.	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

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.

Exemplary

II-A-3. Meeting Diverse Needs	Uses a variety of appropriate inclusive practices, such as tiered supports and scaffolded instruction, to address specific differences in individual students' learning needs, abilities, interests, and levels of readiness, creating structured opportunities for each student to meet or exceed state standards/local curriculum and behavioral expectations. Models this practice for others.	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 Differentiating and supporting all learners p. 149 19. The SEL classroom management plan pp. 157-167 20. SEL classroom meetings pp. 169-188

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.

Exemplary

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. Models this practice for others.	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
II-B-2. **Collaborative Learning Environment**	Develops and reinforces students' relationship and communication skills by providing opportunities for students to learn in groups with diverse peers and facilitating meaningful academic discourse, such that students regularly seek out their peers as resources. Models this practice for others.	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.

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.

Exemplary

II-B-3. Student Motivation	Consistently supports all students to identify strengths, interests, and needs; set and pursue learning goals; ask for support when appropriate; take academic risks; problem-solve; challenge themselves; and monitor their own progress. Models this practice for others.	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 SEL classroom meetings pp. 169-188

Indicator II-C. Student Learning

Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement. For teachers who are responsible for direct instruction, these measures must include student progress on common assessments and, where available, statewide student growth measures.

The model rubrics describe *educator practice* and provide clear criteria across four performance levels that focus on the educator's actions and behaviors.

The Student Learning Indicator is about the *impact of those actions relative to student learning*. Did students learn as much as educators set out to teach?

For teachers, evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account by the evaluator when determining a performance rating for Standard II. Because evaluators are not required to make a rating determination for any individual Indicator, this allows them to consider evidence of impact alongside evidence of practice when determining a rating for Standard II. **There are no associated elements or performance descriptors for the Student Learning Indicator.**

Evaluators and educators should identify the most appropriate assessments of student learning and anticipated student learning gains associated with those measures when developing the Educator Plan.

Indicator II-D. Cultural Proficiency

Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.

Exemplary

II-D-1. Creates and Maintains a Respectful Environment	Establishes an environment in which students respect and affirm their own (self-awareness) and others' (social awareness) differences and are supported to share, explore, and initiate dialogue about differences and similarities related to background, identity, language, strengths, and challenges. Responds appropriately if/when conflicts or misunderstandings arise related to such differences. Models this practice for others.	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 14. The SEL classroom management plan pp. 157-167 15. SEL classroom meetings pp. 169-188 16. Restorative discipline pp. 131-140

Indicator II-E. Expectations

Plans and implements lessons that set clear and high expectations and also make knowledge accessible for all students.

Exemplary

	Exemplary	
II-E-1. **High Expectations**	Effectively communicates high standards for student work, effort, and behavior such that students take ownership of meeting them; models and reinforces ways that students can master challenging material through effective effort, and successfully challenges misconceptions about innate ability. Models this practice for others.	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. 7. Defining intelligence pp. 25-31 8. Growth mindset pp. 31-35 9. Girls' minds p. 35 10. Boys' minds p. 36 11. Fixed mindset perspective p. 36
II-E-2. **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; models approaches that lead students to access knowledge on their own as well. Models this practice for others.	1. The teacher knows the content found in the book *Social-Emotional Learning in the Classroom.* S/he uses that content to adapt instructional materials , strategies, and assessments to maximize SEL skill development. 2. Pp. 70-71 contain knowledge and strategies that specifically apply to English language learners and students on IEPs or 504s.

STANDARD III: Family and Community Engagement

The teacher promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.

Indicator III-A. Engagement

Welcomes and encourages every family to become active participants in the classroom and school community.

Exemplary

III-A-1. Family Engagement	Engages all families using a variety of culturally responsive practices and communication strategies that result in increased and/or more meaningful participation in the classroom and/or school community. Models this practice for others.	*Social-Emotional Learning in the Home: Ribas, Brady, Hardin, Gumlaw 2018.* Ribas Associates and Publications, Inc. Norwood, MA

Indicator III-B. Collaboration

Collaborates with families to create and implement strategies for supporting student learning and development both at home and at school.

Exemplary

III-B-1. Learning Expectations	Successfully communicates to families student learning and behavior expectations and their purposes, such that they can be readily reinforced at home. Models this practice for others.	See the connections to teacher SEL skills found in the Ribas Associates books *Teacher Evaluation That Works* and *Low Performing Educations: Essential Skills for Teacher, School Clinician, and Administrator Supervision.*

Indicator III-B. Collaboration

Collaborates with families to create and implement strategies for supporting student learning and development both at home and at school.

Exemplary

III-B-2. Curriculum Support	Regularly updates families on curriculum throughout the year, and prompts most families to use one or more suggested strategies for supporting learning at school and home. Consistently seeks out feedback and evidence of impact. Models this practice for others.	See the connections to teacher SEL skills found in the Ribas Associates books *Teacher Evaluation That Works* and *Low Performing Educations: Essential Skills for Teacher, School Clinician, and Administrator Supervision.*

Indicator III-C. Communication

Engages in regular, two-way, and culturally proficient communication with families about student learning and performance.

Exemplary

III-C-1. Culturally Proficient Communication	Regularly uses a two-way system that supports frequent, proactive, and personalized communication with families about student learning and performance, while demonstrating understanding of and appreciation for different families' home language, culture, and values. Models this practice for others.	See the connections to teacher SEL skills found in the Ribas Associates books *Teacher Evaluation That Works* and *Low Performing Educations: Essential Skills for Teacher, School Clinician, and Administrator Supervision.*

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.

	Exemplary	
IV-A-1. Reflective Practice	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues; uses and shares back with colleagues insights gained to improve practice and student learning.	See the connections to teacher SEL skills found in the Ribas Associates books *Teacher Evaluation That Works* and *Low Performing Educations: Essential Skills for Teacher, School Clinician, and Administrator Supervision.*
IV-A-2. Goal Setting	Individually and with colleagues proposes and monitors challenging, measurable goals that are based on thorough self-assessment and analysis of student learning data, and that elevate educator practice as well as student learning. Models this practice for others.	See the connections to teacher SEL skills found in the Ribas Associates books *Teacher Evaluation That Works* and *Low Performing Educations: Essential Skills for Teacher, School Clinician, and Administrator Supervision.*

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.

Exemplary

IV-B-1. Professional Learning and Growth	Consistently seeks out and applies, when appropriate, ideas for improving practice from supervisors, colleagues, professional development activities, and other resources in a way that builds expertise of self and other educators, and improves student learning; assumes different instructional and leadership responsibilities.	See the connections to teacher SEL skills found in the Ribas Associates books *Teacher Evaluation That Works* and *Low Performing Educations: Essential Skills for Teacher, School Clinician, and Administrator Supervision.*

Indicator IV-C. Collaboration

Collaborates effectively with colleagues on a wide range of tasks.

Exemplary

IV-C-1. Professional Collaboration	Effectively leads peer collaboration in areas such as implementing standards-based units and well-structured lessons, examining student work, analyzing student performance, and planning appropriate intervention.	See the connections to teacher SEL skills found in the Ribas Associates books *Teacher Evaluation That Works* and *Low Performing Educations: Essential Skills for Teacher, School Clinician, and Administrator Supervision.*

Indicator IV-D. Decision-Making

Becomes involved in schoolwide decision making, and takes an active role in school improvement planning.

Exemplary

IV-D-1. Decision-Making	Consistently contributes relevant ideas and expertise to planning and decision making at the school, department, and/or grade level that are critical to school improvement efforts.	See the connections to teacher SEL skills found in the Ribas Associates books *Teacher Evaluation That Works* and *Low Performing Educations: Essential Skills for Teacher, School Clinician, and Administrator Supervision.*

Indicator IV-E. Shared Responsibility

Shares responsibility for the performance of all students within the school.

Exemplary

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, within and beyond the classroom.	See the connections to teacher SEL skills found in the Ribas Associates books *Teacher Evaluation That Works* and *Low Performing Educations: Essential Skills for Teacher, School Clinician, and Administrator Supervision.*

Indicator IV-F. Professional Responsibilities

Is ethical and reliable, and meets routine responsibilities consistently.

	Exemplary	
IV-F-1. Judgment	Models sound, professional judgment, adheres to the school or district's existing code of ethics, and protects student confidentiality appropriately.	See the connections to teacher SEL skills found in the Ribas Associates books *Teacher Evaluation That Works* and *Low Performing Educations: Essential Skills for Teacher, School Clinician, and Administrator Supervision.*
IV-F-2. Reliability & Responsibility	Consistently fulfills all professional responsibilities to high standards. Models this practice for others, including students.	See the connections to teacher SEL skills found in the Ribas Associates books *Teacher Evaluation That Works* and *Low Performing Educations: Essential Skills for Teacher, School Clinician, and Administrator Supervision.*