

**Crosswalk *The Skillful Teacher: Building Your Teaching Skills* (6th ed.) and
The Skillful Leader III: Strengthening Teacher Evaluation
 Aligned to Massachusetts Model System For Teacher Evaluation**

Standards and Indicators of Effective Teaching Practice: Teacher Rubric

Standard I: Curriculum, Planning, and Assessment. The teacher promotes the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.

Indicator I-A. Curriculum and Planning: Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.			
Elements	Proficient Performance	<i>The Skillful Teacher</i>	<i>The Skillful Leader III</i> and
I-A-1. Subject Matter Knowledge	Demonstrates sound knowledge and understanding of the subject matter and the pedagogy it requires by consistently engaging students in learning experiences that enable them to acquire complex knowledge and skills in the subject.	Chapter 10 – Principles of Learning Chapter 11 – Models of Teaching Chapter 18 – Learning Experiences www.RBTeach.com , Videos Planning: Content Planning Conference – “The Respiratory System” Instructional Strategies: Models of Teaching – “Division by a Fraction” Clarity – “Modeling Thinking Aloud – Elementary and High School”	<div style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> • <i>Example 6C.3: Planning Curriculum Standards Not Being Used, p. 118</i> </div>
I-A-2. Child and Adolescent Development	Demonstrates knowledge of the developmental levels of students in the classroom and the different ways these students learn by providing differentiated learning	Chapter 11 – Models of Teaching Chapter 18 – Learning Experiences www.RBTeach.com , Videos Planning: Learning Experiences – “Differentiation – My Favorite Part”	<div style="border: 1px solid black; padding: 5px;"> SL III: NA </div>



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	experiences that enable all students to progress toward meeting intended outcomes.	Instructional Strategies: Clarity – “Connections”
I-A-3. Rigorous Standards-Based Unit Design	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.	<p>Chapter 9 – Clarity, pp. 204-215 Chapter 15 – Curriculum Design Chapter 16 – Objectives, pp. 380-394</p> <p>www.RBTeach.com, Videos</p> <p>Instructional Strategies: Clarity</p> <ul style="list-style-type: none"> • “Making Thinking Visible in Small Groups” • “Making Thinking Visible and Classroom Climate”
I-A-4. Well-Structured Lessons	Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.	<p>Chapter 9 – Clarity (especially p. 163) Chapter 10 – Principles of Learning Chapter 16 – Objectives Chapter 17 – Planning</p> <p>www.RBTeach.com, Videos</p> <p>Planning: Content Planning Conference – “The Respiratory System”</p>



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		<p>Planning: Objectives – “Word Problems – Gr. 3”</p> <p>Instructional Strategies: Clarity</p> <ul style="list-style-type: none"> • “Framing the Learning – Mastery Objectives • “Framing the Learning – Itinerary” • “Making Thinking Visible in Small Groups” • “Checking for Understanding II – The One Question Quiz” • “Making Thinking Visible and Classroom Climate” • “Checking for Understanding” • “Checking for Understanding, Modeling Thinking Aloud – Elementary and High School” • “Connections” <p>Planning: Learning Experiences – “Differentiation – My Favorite Part”</p>	<ul style="list-style-type: none"> • Ch. 4B: Teaching Focused Data Sources • Ch. 5C: Diagnosing Problems in Instruction • Ch. 5E: Diagnosing Problems in Planning; Lesson and Unit Plans, pp. 37-38 • Example 6B.2: Purpose for Learning: Lesson Objective Not Communicated, p. 110 • Example 6D.6: Ineffective Planning, p. 135 • Example 7D.6: Recommendation re Assessment and Planning, p. 165
<p>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.</p>			
<p>Elements</p>	<p>Proficient Performance</p>	<p align="center"><i>The Skillful Teacher</i> and</p>	<p align="center"><i>The Skillful Leader III</i></p>



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<p>I-B-1. Variety of Assessment Methods</p>	<p>Designs and administers a variety of informal and formal methods of assessments, including common interim assessments, to measure each student’s learning, growth, and progress toward achieving state/local standards.</p>	<p>Chapter 9 – Clarity, pp. 190-204 Chapter 19 – Assessment www.RBTeach.com, Videos Planning: Assessment: “Effective Feedback During Instruction –Ceramics” Planning: Learning Experiences – “Differentiation – My Favorite Part” Instructional Strategies: Clarity -“Checking for Understanding II – The One Question Quiz”</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <ul style="list-style-type: none"> • Ch. 4B: Teaching Focused Data Sources; Grading Criteria, pp. 40-41 • Ch. 4C: Learning Focused Data; Performance on Formative Assessment, pp. 46-47 • Ch. 5F: Diagnosing Problems in Assessment • Example 6B.4: Student Performance: Poor Results on Interim Assessments, p. 112 • Example 6D.3: Assessment: Failure to Provide Timely and Effective, p. 130 • Example 7D.3: Recommendation re Assessment and Feedback to Students, p. 165 </div>
<p>I-B-2.</p>	<p>Organizes and analyzes results from a variety of</p>	<p>Chapter 9 – Clarity, (especially pg. 163) Chapter 19 – Assessment</p>



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<p>Adjustment to Practice</p>	<p>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.</p>	<p>www.RBTeach.com, Videos</p> <p>Planning: Error Analysis and Re-Teaching</p> <ul style="list-style-type: none"> • “Landmark Numbers” • “Coordinate Pictures” <p>Planning: Learning Experiences – “Differentiation – My Favorite Part”</p>	<p>• Example 6D.7: Data not collected or used to modify Instruction, p. 137</p>
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Indicator I-C. Analysis: Analyzes data from assessments, draws conclusions, and shares them appropriately.			
Elements	Proficient Performance	<i>The Skillful Teacher</i> and	<i>The Skillful Leader III</i>
I-C-1. Analysis and Conclusions	Individually and with colleagues, draws appropriate conclusions from a thorough analysis of a wide range of assessment data to improve student learning.	Chapter 19 – Assessment www.RBTeach.com , Videos Planning: Error Analysis and Re-Teaching <ul style="list-style-type: none"> • “PLC/Content Teams” • “Students Giving Reasons” 	<ul style="list-style-type: none"> • Ch. 5C: Diagnosing Problems in Instruction
I-C-2. Sharing Conclusions With Colleagues	Regularly shares with appropriate colleagues (e.g., general education, special education, and English learner staff) conclusions about student progress and seeks feedback from them about instructional or assessment practices that will support improved student learning.	Chapter 19 – Assessment www.RBTeach.com , Videos Planning: Error Analysis and Re-Teaching <ul style="list-style-type: none"> • “PLC/Content Teams” • “Students Giving Reasons” 	<ul style="list-style-type: none"> • Ch. 5G: Diagnosing Problems in Professionalism • Example 6B.5: Professionalism: Department Agreement Not Implemented, p. 113 • Example 7B.1: Professional Responsibilities: Poor Collaboration, p. 138 • Example 7D.7 Recommendation re Meeting Professionalism Standard: p. 169



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<p>I-C-3. Sharing Conclusions With Students</p>	<p>Based on assessment results, provides descriptive feedback and engages students and families in constructive conversation that focuses on how students can improve their performance.</p>	<p>Chapter 10 – Principles of Learning Chapter 19 – Assessment, pp. 460-473 www.RBTeach.com, Videos Assessment: Effective Feedback During Instruction – “Ceramics” Expectations: “Feedback and Building Confidence that Mistakes are Normal – Learning is Messy” Motivation: Class Climate – “Highlighting Things I Heard” Expectations – “Teaching Effective Effort: Motivational Structures – Weekly Quizzes, Student Goal-Setting and Required Re-Takes”</p>
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Standard II: Teaching All Students. The teacher promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.

Indicator II-A. Instruction: Uses instructional practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.		<i>The Skillful Teacher</i> and <i>The Skillful Leader III</i>	
Elements	Proficient Performance		
II-A-1. Quality of Effort and Work	Consistently defines high expectations for the quality of student work and the perseverance and effort required to produce it; often provides exemplars, rubrics, and guided practice.	Chapter 12 – Expectations, pp. 263-268 Chapter 16 – Objectives, p. 378 Chapter 19 – Assessment, pp. 438-453 www.RBTeach.com , Videos Instructional Strategies – Clarity: Framing the Learning – “Criteria for Success”	<ul style="list-style-type: none"> • Ch. 5D: Diagnosing Problems in Expectations • Example 6D.5: Expectation: Low Standards for Students, p.133 • Expectation 7D.5: Recommendation re Expectations for Student Performance, p.167
II-A-2. Student Engagement	Consistently uses instructional practices that are likely to motivate and engage most students during the lesson.	Chapter 9 – Clarity Chapter 10 – Principles of Learning www.RBTeach.com , Videos Expectations – “Persevere and Return” Site Videos: Jon Saphier on the Framework for Skillful Teaching – “What Accounts for Student Engagement”	<ul style="list-style-type: none"> • Ch. 5C: Diagnosing Problems in Instruction • Example 6C.1: No visuals or Explanatory Devices, p. 116



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<p>II-A-3. Meeting Diverse Needs</p>	<p>Uses appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.</p>	<p>Chapter 18 – Learning Experiences</p> <p>www.RBTeach.com, Videos</p> <p>Planning: Learning Experiences – “Differentiation – My Favorite Part”</p>	
<p>Indicator II-B. Creates and maintains a safe and collaborative learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning.</p>			
<p>Elements</p>	<p>Proficient Performance</p>	<p align="center"><i>The Skillful Teacher and</i></p>	<p align="center"><i>The Skillful Leader III</i></p>
<p>II-B-1. Safe Learning Environment</p>	<p>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.</p>	<p>Chapter 3 – Attention Chapter 4 – Momentum Chapter 5 – Space Chapter 6 – Time Chapter 7 – Routines Chapter 8 – Discipline</p> <p>www.RBTeach.com, Videos</p> <p>Expectations – “Stimulating Effective Effort”</p> <p>Management: Routines – “Entering Class and Opening Exercise”</p>	<p>Chapter 13 – Personal Relationship Building Chapter 14 – Classroom Climate</p> <div style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> • Ch. 5B: Diagnosing Problems in Management • Example 6B.1: Management: Students Off Task, p. 110 • Example 6D.1: Management: Ineffective Procedures and Routines, p. 126 • Example 7D.2: Recommendation re Establishing Effective Procedures and Routines, p. 164 </div>



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<p>II-B-2. Collaborative Learning Environment</p>	<p>Develops students’ interpersonal, group, and communication skills and provides opportunities for students to learn in groups with diverse peers.</p>	<p>Chapter 12 – Expectations, pp. 262-268 Chapter 13 – Personal Relationship Building Chapter 14 – Classroom Climate Chapter 18 – Learning Experiences, pp. 414-417</p> <p>www.RBTeach.com, Videos</p> <p>Motivation – Class Climate: Teaching Group Skills – “Highlighting Things I Heard”</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <ul style="list-style-type: none"> • Ch. 5G: Diagnosing Problems in Professionalism </div>
<p>II-B-3. Student Motivation</p>	<p>Consistently creates learning experiences that guide students to identify their strengths, interests, and needs; ask for support when appropriate; take academic risks; and challenge themselves to learn.</p>	<p>Chapter 12 – Expectations, pp. 291-294 Chapter 13 – Personal Relationship Building Chapter 14 – Classroom Climate Chapter 18 – Learning Experiences</p> <p>www.RBTeach.com, Videos</p> <p>Expectations</p> <ul style="list-style-type: none"> • “Teaching Effective Effort: Motivational Structures – Weekly Quizzes, Student Goal Setting and Required Re-Takes” • “Teaching Effective Effort: Explicit Teaching of Strategies – High School Japanese” <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <ul style="list-style-type: none"> • Ch. 5D: Diagnosing Problems in Personal Relationship Building • Example 6D.4: Learning Environment: Negative Relationship with Students, p. 131 • Example 7D.1: Recommendation re Increasing Student Engagement, p. 162 </div>



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Indicator II-C. Cultural Proficiency: Actively creates and maintains an environment in which students’ diverse backgrounds, identities, strengths, and challenges are respected.			
Elements	Proficient Performance	<i>The Skillful Teacher and</i>	<i>The Skillful Leader III</i>
II-C-1. Respects Differences	Consistently uses strategies and practices that are likely to enable students to demonstrate respect for and affirm their own and others’ differences related to background, identity, language, strengths, and challenges.	Chapter 14 – Classroom Climate	<ul style="list-style-type: none"> • Ch. 5G: Diagnosing Problems in Professionalism • Cultural Proficiency: p. 99 • Example 6C.5: Climate: Disrespectful Treatment of Students, p.120
II-C-2. Maintains Respectful Environment	Anticipates and responds appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages, and identities.	Chapter 14 – Classroom Climate www.RBTeach.com , Videos Expectations: Three Expectations Messages – “Hallway Conversations”	<ul style="list-style-type: none"> • Ch. 5D: Diagnosing Problems in Class Climate • Example 7D.4: Recommendation re Building a Positive Climate, p. 166
Indicator II-D. Expectations: Plans and implements lessons that set clear and high expectations and also make knowledge accessible for all students.			
Elements	Proficient Performance	<i>The Skillful Teacher and</i>	<i>The Skillful Leader III</i>
II-D-1. Clear Expectations	Clearly communicates and consistently enforces specific standards for student work, effort, and behavior.	Chapter 12 – Expectations www.RBTeach.com , Videos	



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		<p>Instructional Strategies – Clarity: Framing the Learning – “Criteria for Success”</p>	<ul style="list-style-type: none"> • Ch. 5: Diagnosing Problems in Expectations • Example 7D.5: Recommendation re Expectation for Student Performance, p.167
<p>II-D-2. High Expectations</p>	<p>Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability.</p>	<p>Chapter 2 – Teacher Beliefs</p> <p>Chapter 12 – Expectations www.RBTeach.com, Videos</p> <p>Expectations</p> <ul style="list-style-type: none"> • “High Expectations Teaching” • “Persevere and Return” • “Hallway Conversations” • “Giving Help with Tenacity and Making Thinking Visible” • “Feedback and Building Confidence that Mistakes are Normal – Learning is Messy” • “History of Intelligence, Part I – Unraveling the Myth of the Bell Curve” • “History of Intelligence Part II – Unraveling the Myth of the Bell Curve” • “Teaching Effective Effort: Motivational Structures – Weekly Quizzes, Student Goal Setting and Required Re-Takes” • “Teaching Effective Effort: Explicit Teaching of Strategies – High School Japanese” • “Stimulating Effective Effort” • “Communicating ‘You Can Do It’ – Asa Saves the World” 	<ul style="list-style-type: none"> • Ch. 5: Diagnosing Problems in Expectations • Example 7D.5: Recommendation re Expectation for Student Performance, p. 167



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<p>II-D-3. Access to Knowledge</p>	<p>Consistently adapts instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities.</p>	<p>Chapter 2 – Teacher Beliefs Chapter 9 – Clarity Chapter 10 – Principles of Learning</p>
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Standard III: Family and Community Engagement. The teacher promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.

Indicator III-A. Engagement: Welcomes and encourages every family to become active participants in the classroom and school community.		
Elements	Proficient Performance	<i>The Skillful Teacher</i>
III-A-1. Parent/Family Engagement	Uses a variety of strategies to support every family to participate actively and appropriately in the classroom and school community.	
Indicator III-B. Collaboration: Collaborates with families to create and implement strategies for support of student learning and development both at home and at school.		
Elements	Proficient Performance	<i>The Skillful Teacher</i>
III-B-1. Learning Expectations	Consistently provides parents with clear, user-friendly expectations for student learning and behavior.	



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III-B-2. Curriculum Support	Regularly updates parents on curriculum throughout the year and suggests strategies for supporting learning at school and home, including appropriate adaptation for students with disabilities or limited English proficiency.	
Indicator III-C. Communication: Engages in regular, two-way, and culturally proficient communication with families about student learning and performance.		
Elements	Proficient Performance	<i>The Skillful Teacher</i> and <i>The Skillful Leader III</i>
III-C-1. Two-Way Communication	Regularly uses two-way communication with families about student performance and learning and responds promptly and carefully to communications from families.	<ul style="list-style-type: none"> • Ch. 5G: Diagnosing Problems in Professionalism • Example 6B.3: Climate: Parent complaint about student discomfort, p. 111
III-C-2. Culturally Proficient Communication	Always communicates respectfully with families and demonstrates understanding of and sensitivity to different families' home language,	<ul style="list-style-type: none"> • Ch. 5G: Diagnosing Problems in Professionalism



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

Indicator IV-A. Reflection: Demonstrates the capacity to reflect on and improve the educator’s own practice, using informal means as well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve teaching and learning.			
Elements	Proficient Performance	<i>The Skillful Teacher</i> and	<i>The Skillful Leader III</i>
IV-A-1. Reflective Practice	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning.		
IV-A-2. Goal Setting	Proposes challenging, measurable professional practice, team, and student learning goals that are based on thorough self-assessment and analysis of student learning data.		<ul style="list-style-type: none"> • Ch. 7C: Influencing Goal Setting • Example 7C.1: Ineffective Goals, p. 157 • Example 7C.2: Revising Ineffective to make them Smart Goals, p. 158



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Indicator IV-B. Professional Growth: Actively pursues professional development and learning opportunities to improve quality of practice or build the expertise and practice to assume different instructional and leadership roles.		
Elements	Proficient Performance	<i>The Skillful Teacher</i> and <i>The Skillful Leader III</i>
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 to gain expertise and/or assume different instruction and leadership responsibilities.	<ul style="list-style-type: none"> • Ch. 5G: Diagnosing Problems in Professionalism
Indicator IV-C. Collaboration: Collaborates effectively with a wide range of tasks.		
Elements	Proficient Performance	<i>The Skillful Teacher</i> and <i>The Skillful Leader III</i>
IV-C-1. Professional Collaboration	Consistently and effectively collaborates with colleagues in such work as developing standards-based units, examining student work, analyzing student performance, and planning appropriate intervention.	<ul style="list-style-type: none"> • Ch. 5G: Diagnosing Problems in Professionalism



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Indicator IV-D. Decision-Making: Becomes involved in school-wide decision-making, and takes an active role in planning.		
Elements	Proficient Performance	<i>The Skillful Teacher</i> and <i>The Skillful Leader III</i>
IV-D-1. Decision-Making	Consistently contributes relevant ideas and expertise to planning and decision making at the school, department, and/or grade level.	<ul style="list-style-type: none"> • Ch. 5G: Diagnosing Problems in Professionalism



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Indicator IV-E. Shared Responsibility: Shares responsibility for the performance of all students within the school.		
Elements	Proficient Performance	<i>The Skillful Teacher</i> and <i>The Skillful Leader III</i>
IV-E-1. Shared Responsibility	Within and beyond the classroom, consistently reinforces school-wide behavior and learning expectations for all students, and contributes to their learning by sharing responsibility for meeting their needs.	<ul style="list-style-type: none"> • Ch. 5G: Diagnosing Problems in Professionalism
Indicator IV-F. Professional Responsibilities: Is ethical and reliable, and meets routine responsibilities consistently.		
Elements	Proficient Performance	<i>The Skillful Teacher</i>
IV-F-1. Judgment	Demonstrates sound judgment reflecting integrity, honesty, fairness, and trustworthiness and protects student confidentiality appropriately.	

