MASSACHUSETTS DEPARTMENT OF
ELEMENTARY AND SECONDARY
EDUCATION

Workshop: Developing a Shared Understanding of Effective Practice and High-Quality Feedback

OPTIC: Online Platform for Teaching and Informed Calibration

Facilitator's Guide

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Workshop Overview

OPTIC: The Online Platform for Teaching and Informed Calibration provides educators with an opportunity to calibrate their perceptions of effective, standards-aligned instructional practice and high-quality feedback. This guide outlines a sample protocol for conducting calibration training with a group of educators, including but not limited to: administrators, evaluators, educator preparation supervisors, mentors, teachers, and teacher candidates.

OPTIC enables participants to view videos of classroom instruction, score the observed practice in relation to content and pedagogy standards, and draft written feedback to the teacher. Participants then view real-time data displays of the scores and feedback provided by others (disaggregated by group, role, and organization) and use this data to facilitate a discussion of evidence, perceptions of practice, and the characteristics of high-quality feedback.

> **Calibration** is the result of ongoing, intentional collaboration of groups of educators to come to a shared understanding of what high quality instruction looks like, and to establish and maintain consistency in aspects of development, supervision, and evaluation processes that include analyzing evidence, providing feedback, and using professional judgment to assess practice.

Massachusetts PK-12 districts, schools, and educator preparation programs can use OPTIC in flexible ways, including one or more of the following:

- ✓ **Examining effective, standards-aligned teaching practice:** Participants conduct an observation targeting two focus elements from the Standards for Effective Teaching Practice, analyze alignment to grade-level content standards, discuss potential differences in perceptions, and build a collective understanding of the characteristics and "look fors" of effective, standards-aligned practice. Groups may choose to focus on the same content area and/or elements throughout the year, or sequence the trainings in a strategic learning progression based on evolving priorities and goals.

- ✓ **Norming around high-quality, content-specific feedback:** Participants conduct an observation, draft written feedback to a teacher, and then review and discuss feedback from others in their group as well as observers from across the state in order to unpack and norm around the key components of high-quality feedback.

OPTIC supports two delivery models for this professional development.

1) **Whole-Group Training:** In this model, participants meet as a group to watch a video, individually score practice and/or draft feedback, and then view and discuss results as a group. Suggested time allocation for whole-group calibration training is approximately 90 minutes.

2) **Hybrid Training:** In this model, prior to meeting as a group, participants independently view an assigned video, score practice, and/or draft feedback. While watching the video, participants are able to "tag" evidence of practice at specific moments in the observation and, later, view the evidence tagged by other members of the group. Participants then come together to engage in a calibration conversation. Suggested time allocation for hybrid training is approximately 30 minutes of pre-work and 60 minutes of whole group training. NOTE: It is recommended that groups only use the hybrid model after they have completed a training whole-group in order to ensure that all participants are comfortable with navigating the platform.

The following workshop guide supports facilitators to plan and deliver this an OPTIC workshop using either the whole-group or the hybrid model. For additional instructions on getting started with using the platform, see Appendix I or the Administrator's User Guide.

Facilitator Preparation

New to OPTIC? To get started:
1) Visit www.ma-optic.com to **register** for an account.
2) From the homepage, use the Main Menu (the three bars on the top left of the window) to navigate to My Groups.
3) Click (+) to **Create a Group** of the participants in your training.
4) Enter the name of your group (e.g. MHS Leadership Team) and click Create. You will then be asked to enter participant email addresses. Adding members to the group will automatically send them an invitation to join the group. Note: you only need to create a group once. Once created, you can assign one or more calibration tasks to all or some of the group members and edit group membership as necessary.

See Appendix I or the Administrator User Guide for more detailed instructions about navigating the platform.

Follow these steps to plan and prepare for a calibration training session using OPTIC:

1) **Determine your objective** for the calibration training. This facilitator's guide is divided into two modules that can be adapted and delivered multiple times throughout a school year as part of a sustained professional development plan:

	Professional Development Objective
Module 1: Calibration around Practice	Define as a team the characteristics of effective, standards-aligned instructional practice aligned to two focus elements.
Module 2: Calibration around Feedback	Establish and refine team expectations for high-quality, content-specific feedback. (Note: It is recommended that groups first utilize Module 1 to ground their understanding of effective, standards-aligned practice before delving into high-quality feedback in Module 2.)

2) **Select a calibration task.** Use the "My Stuff" tab to browse available calibration tasks. Select a task for your group targeted to a specific content area, grade-level, or focus element (see Appendix II for the elements included in the platform). For the majority of tasks, you can select which activities you'd like participants to complete as part of the calibration task (scoring focus elements and/or assessing standards-alignment, or drafting written feedback), while others require all three.

3) **Assign the task.** Once you have selected a task, you can assign it directly from the task details page or through the "Calibration" tab of the Main Menu. To assign a task, you will select a due date and then identify the components of the task that participants will complete (the "scoring guides" and feedback form) based on your objective(s) for the training. (Note that some tasks require you to complete all three components.)

> In selecting a calibration task, consider your goals: are you reinforcing common expectations related to specific focus elements? Building consensus on what rigorous, standards-aligned instruction looks like? Developing observers' skill in providing feedback within and outside of their content area of expertise?
>
> Calibration tasks can be selected by subject, grade-level, rubric element, or learning standard.

	Required Calibration Task Scoring Guides
Module 1: Calibration around Practice	• Standards and Indicators of Effective Teaching Practice • MA Curriculum Frameworks
Module 2: Calibration around Feedback	• Standards & Indicators of Effective Teaching Practice OR the MA Curriculum Frameworks • MA Calibration Feedback Form

Once you assign the task, the platform will automatically send an email to group members inviting them to begin the task, which they will either do as a group during the session (**whole-group model**) or independently as pre-work (**hybrid model**).

4) **Prepare *What to Look For?* Handout.** Use the template provided in Appendix III to copy and paste the 1) proficient descriptors of the focus elements from the task and 2) content standard(s) featured in the video.

5) **Gather materials/technology needed**:

- ✓ WiFi
- ✓ Projector/screen with speakers
- ✓ Laptops for all participants
- ✓ Chart paper/markers for small-group work
- ✓ Copies of the Look Fors handout

> Prior to starting the workshop, confirm that all participants have registered in the platform and joined the group. View and monitor the status of group members by going to the "Calibration" tab of the platform, opening the task, and viewing the list of Assignees.
>
> If they did not receive an email from TeachForward, they may join directly by visiting www.ma-optic.com.

Workshop Guide, Module 1: Educator Practice

In Module 1, participants conduct a brief video observation with a specific focus on practice aligned to content standards from the Massachusetts Curriculum Frameworks and two focus elements from the Standards for Effective Teaching Practice. Together, participants discuss potential differences in perceptions and build a collective understanding of the characteristics and "look fors" of effective, standards-aligned instructional practice.

This workshop can be delivered whole-group or in a hybrid of virtual and whole-group. The suggested agenda and facilitation instructions for both models are included below.
- **Facilitator Note**: When assigning a task for Module 1, select *only* the curriculum frameworks and rubric scoring guides, and deselect the feedback form.

This workshop is divided into six sections for a total time allocation of **90 minutes** whole-group (or 30 minutes pre-work + 60 minutes whole-group).

   I.   Introduction (5 min.)
  II.   Warm up (15 min.)
 III.   Observation and Scoring (30 min.)**
  IV.   Calibration Discussion (35 min.)
   V.   Closing (5 min.)

**In the hybrid training model, this section is completed as pre-work prior to the session.

I. Introduction (5 min.)

- Share the goals of today's workshop:
  - ✓ Identify observable evidence of two focus elements, specific to a particular content area and grade-level.
  - ✓ Develop and refine a shared understanding of effective, standards-aligned instructional practice.

- Provide an overview of the agenda for the workshop.

I. Warm Up (15 min.)

- Instruct participants to read the content standard(s) addressed in the video and the proficient descriptors of the focus elements (Appendix III). Participants will work in pairs or small groups to identify 2-3 *Teacher* and *Student Look Fors* based on this focus area. Look Fors are the core observable practices that you would expect to see as evidence of effective content-specific pedagogy in a classroom observation. What might the teacher be saying or doing? The students?

- Chart responses as a whole group, highlighting common responses. As a group, narrow down to the 2-3 most critical Look Fors for teachers and students for each focus element.

III. Observation and Scoring (30 min.)

Whole-Group Training	Hybrid (Virtual + Whole-Group) Training
Use or adapt the following instructions as a guide during the session.	*Use or adapt the following instructions to assign the calibration task as pre-work prior to the session.*
▪ Today we will be conducting a brief video-based observation of a [*insert brief context, e.g. 10th grade ELA classroom where students are working on analyzing a poem in small groups*].	As pre-work before our professional development session on [*date*]*,* please complete the following calibration task. This is expected to take approximately 30 minutes.
▪ As you observe, capture evidence related to the Look Fors we just generated.	▪ Log-in to OPTIC by visiting www.ma-optic.com. Register for an account if you have not yet done so.
[*From the projected screen, start the video by opening the assigned calibration task (through the "Calibration" tab) and selecting "Begin."*]	▪ Once logged in, you will see an invitation to join our group and to complete a calibration task.
▪ [*After the video ends*] Log into OPTIC, open the assigned calibration task (from your homepage or through the "Calibration" tab), select "begin" and then "score work."	▪ To complete this task, you will be first watching a brief video of a [*insert grade-level/content area*] lesson in which students are [*insert brief context*]. The focus for this observation will be on [insert content standard(s) and focus elements].
▪ You will be prompted to assess the extent to which the instruction as at, above, or below grade level standards (a 3-point scale), and then score practice aligned to the focus elements on a scale of 1-10. Please complete this independently. After you're finished, select "Submit."	▪ As you observe, capture evidence of practice related to focus elements. [*Insert instructions related to the district/organization's preferred note-taking format, if applicable*]. As you watch, pause the video to "tag" evidence to specific moments in the lesson.
	▪ To start the video, open the assigned task and select "Begin."
	▪ After the video ends, select "Score Work." You will be prompted to assess the extent to which the instruction as at, above, or below grade level standards (a 3-point scale), and then score practice aligned to the focus elements on a scale of 1-10. Once you're finished, select "Submit."

Facilitator's Notes:

- The videos in OPTIC are brief, 8-12 minute *snapshots* of classroom instruction. Observers will not have additional context about what happens before or after the observation, nor will they know the details of the classroom composition or the teacher's lesson plan. Observers should instead focus on what they see and hear during the observation in order to calibrate with their colleagues on what high-quality instruction does, and does not, look like.

- OPTIC uses a 10-point scale for scoring practice in the focus elements, rather than the 4-point scale used in the MA evaluation framework. This is an intentional design feature. The 10-point scale promotes a more nuanced conversation about differences in perceptions of practice that would not be possible with a 4-point scale. The performance labels (Unsatisfactory, Needs Improvement, Proficient, Exemplary) are intended to serve as guideposts within this scale. It's also important to remember that OPTIC is a professional development tool for the purpose of calibrating around high-quality instruction and feedback, not a training tool for conducting observations or evaluations. "Rating" individual observations is not recommended, nor is it commensurate with an educator evaluation framework that promotes a holistic assessment of practice informed by multiple sources of evidence.

- While participants are completing the scoring portion of the task, the facilitator can monitor their completion status by opening the task from the "Calibration" page and selecting the Assignees tab.

- For additional support in navigating the platform, you can refer to the [Administrator User Guide](#) for more detailed instructions and screen-shots.

IV. Calibration Discussion (35 min.)

- Project the Results page. Briefly discuss initial take-aways from the data as a whole-group (5 min).

  - The blue circle indicates your own score and the green circles represent the consensus score. The larger the circle, the greater the consensus around that score. Reflecting on the *range* of scores, how calibrated are you as a group?

  - Use the "Analyze by" filter to view and compare results by role, school, organization, with the state as a whole. Are there differences in how you interpret practice by individual roles or schools? Do you interpret practice differently than others across the state?

  - Use the "Report" filter to review the results associated with alignment to grade-level standards.

- Break into pairs or small-groups to dive deeper into the results. Hybrid training participants should also spend a few minutes reviewing the evidence tagged by their colleagues (20 min).

  - What evidence did you use to arrive at your score for each element?
  - What evidence did you use to arrive at your assessment of standards-aligned instruction?
  - Are there differences in judgments? If so, why?
  - As a small group, what would your consensus score be for each element? For standards-aligned instruction?

- Debrief as a whole-group (10 min)

    o What score did each group land on? What evidence did you use?
    o Is there variation in our scores? Why? What are the implications of these variations in the way we interpret the quality of practice?
    o How does our perception of the instructional quality intersect with our assessment of alignment to content standards?
    o Was there evidence in the video of the *Look Fors* that we identified in the warm-up? Would you refine those practices further based on this activity?

VI. Closing (5 min.)

- Recap key takeaways from the activity.

    o How calibrated was the team with regards to perceptions of practice? Is there one particular element that you'd like to revisit to refine your collective understanding?

- Calibration is a process, not a one-time activity. Successful calibration work unfolds over multiple sessions within a given year.

    o How can this platform be used again to continue the calibration process?

    Options for follow-up training may include:

    ✓ Revisiting focus elements with a video in a different subject area or grade level to see improvement over time;

    ✓ Conducting another training with different elements from the rubric;

    ✓ Conducting training within or across departments or roles to deepen common expectations and improve content-specific feedback;

    ✓ Using Module 2 to delve into calibration around high-quality, content-specific feedback.

> Visit http://www.doe.mass.edu/edeval/resources/calibration/
> for additional calibration protocols and resources.

Workshop Guide, Module 2: High-Quality Feedback

In Module 1, groups calibrated around expectations for effective, standards-aligned practice. Module 2 builds off of Module 1 by shifting towards the delivery of high-quality, written feedback based on those expectations of practice.

In Module 2, participants conduct a brief video observation, draft written feedback to the teacher, and then review and discuss feedback from others in their group as well as observers from across the state in order to unpack and norm around the key components of high-quality feedback. It is recommended that groups first utilize Module 1 to ground their understanding of effective, standards-aligned practice before delving into high-quality feedback in Module 2.

- **Facilitator Note**: When assigning a task for Module 2, you may select *only* one of the scoring guides – either the Standards & Indicators of Effective Teaching Practice OR the MA Curriculum Frameworks – depending on what you'd like the group to focus on. Then select the Feedback Form for completion.

This workshop can be delivered whole-group or in a hybrid of virtual and whole-group. The suggested agenda and facilitation instructions for both models are included below.

This workshop is divided into six sections for a total time allocation of **90 minutes** whole-group (or 30 minutes pre-work + 60 minutes whole-group).

    I.   Introduction (5 min.)
   II.   Warm up (15 min.)
  III.   Observation and Feedback (30 min.)**
  IV.   Calibration Discussion (35 min.)
   V.   Closing (5 min.)

**In the hybrid training model, this section would be completed as pre-work prior to the session.

I. Introduction (5 min.)

- Share the goals of today's workshop:
    - ✓ Draft and share written feedback based on a video of classroom practice;
    - ✓ Develop and refine a shared understanding of high-quality, content-specific feedback.

- Provide an overview of the agenda for the workshop.

II. Warm Up (15 min.)

- Using the Look Fors handout, instruct participants to read the content standard(s) addressed in the video and the proficient descriptors of the focus elements. Participants will work in pairs or small groups to identify 2-3 Teacher and Student *Look Fors* based on this focus area. Look Fors are the core observable practices that you would expect to see as evidence of effective content-specific pedagogy in a classroom observation. What might the teacher be saying or doing? The students?

> **Providing Focused Feedback**
> Identifying focus elements and content standards for the observation, and spending time at the outset unpacking the "look fors" associated with this focus area, will help ensure that feedback is specific, targeted, and aligned to the content area of the lesson.

- Chart responses as a whole group, highlighting common responses. As a group, narrow down to the 2-3 most critical Look Fors for teachers and students for each focus element.

III. Observation and Scoring (30 min.)

Whole-Group Training	Hybrid (Virtual + Whole-Group) Training
Use or adapt the following instructions as a guide during the session.	*Use or adapt the following instructions to assign the calibration task as pre-work prior to the session.*

Whole-Group Training

Use or adapt the following instructions as a guide during the session.

- Today we will be conducting a brief video-based observation of a [*insert brief context, e.g. 10th grade ELA classroom where students are working on analyzing a poem in small groups*].

- As you observe, capture evidence related to the Look Fors we just generated.

[*From the projected screen, start the video by opening the assigned calibration task (through the "Calibration" tab) and selecting "Begin."*]

- [*After the video ends*] Log into OPTIC, open the assigned calibration task (from your homepage or through the "Calibration" tab), select "begin" and then "score work."

- You will be prompted to score the educator's practice and/or alignment to the grade-level standards, and then to draft written feedback to this educator according to three prompts:
  o Share at least one positive instructional strategy you observed and cite its effect on student learning. Be specific.

  o Ask a question to either (a) prompt teacher reflection, and/or (b) support your own understanding of the lesson.

  o Recommend at least one next step for this teacher and cite evidence to support the recommendation.

- When drafting your feedback, place yourself in the shoes of someone who's just completed an observation and writing directly to the teacher. Consider tone and content. Be as authentic as possible.

- This step should be completed independently. After you're finished, select "Submit."

Hybrid (Virtual + Whole-Group) Training

Use or adapt the following instructions to assign the calibration task as pre-work prior to the session.

As pre-work before our professional development session on [*date*]*,* please complete the following calibration task. This is expected to take approximately 30 minutes.

- Log-in to OPTIC by visiting www.ma-optic.com. Register for an account if you have not yet done so.

- Once logged in, you will see an invitation to join our group and to complete a calibration task.

- To complete this task, you will be first watching a brief video of a [*insert grade-level/content area*] lesson in which students are [*insert brief context*]*.* The focus for this observation will be on [insert content standard(s) and focus elements].

- As you observe, capture evidence of practice related to this focus area. [*Insert instructions related to the district/organization's preferred note-taking format, if applicable*]. As you watch, pause the video to "tag" evidence to specific moments in the lesson.

- To start the video, open the assigned task and select "Begin."

- You will be prompted to score the educator's practice and/or alignment to the grade-level standards, and then to draft written feedback to this educator according to three prompts:
  o Share at least one positive instructional strategy you observed and cite its effect on student learning. Be specific.

  o Ask a question to either (a) prompt teacher reflection, and/or (b)

	support your own understanding of the lesson.
	o Recommend at least one next step for this teacher and cite evidence to support the recommendation.
	▪ When drafting your feedback, place yourself in the shoes of someone who's just completed an observation and writing directly to the teacher. Consider tone and content. Be as authentic as possible.
	▪ This step should be completed independently. After you're finished, select "Submit."

Facilitator's Notes:

- The videos in OPTIC are brief, 8-12 minute *snapshots* of classroom instruction. Observers will not have additional context about what happens before or after the observation, nor will they know the details of the classroom composition or the teacher's lesson plan. Observers should instead focus on what they see and hear during the observation in order to calibrate with their colleagues on what high-quality instruction does, and does not, look like.

- While participants are completing the task, the facilitator can monitor their completion status by opening the task from the "Calibration" page and selecting the Assignees tab.

- For additional support in navigating the platform, you can refer to the [Administrator User Guide](#) for more detailed instructions and screen-shots.

IV. Calibration Discussion (35 min.)

- Participants individually review the written feedback from all observers. (5 min)
- In small groups, chart examples of high-quality feedback. Annotate the feedback with explanations of what makes it high-quality. (15 min)

- Debrief as a whole-group (15 min)

    - o What trends do we see in the feedback?
    - o What makes feedback high-quality? (e.g. evidence-based, content-specific, and actionable).
    - o Is there a common understanding or practice that we can adopt as a group around writing high-quality feedback?

V. Closing (5 min.)

- Recap key takeaways from the activity.

    - o How calibrated was the team with regards to written feedback?

    - o What characteristics of high-quality feedback do we plan to adopt as a team moving forward?

- Calibration is a process, not a one-time activity. Successful calibration work unfolds over multiple sessions within a given year.

    o How can this platform be used again to continue the calibration process?

      Options for follow-up training may include:

      ✓ Revisiting this exercise with a different content area or grade-level.

      ✓ Conducting training within or across departments or roles to deepen common expectations and improve content-specific feedback;

      ✓ Using the Subject Administrator Protocol to analyze and refine sample authentic feedback.

      ✓ Using Module 1 to delve deeper into calibration around high-quality instructional practice based on two focus elements from the rubric.

Appendix I: Quick Guide to Getting Started in OPTIC

The following summarizes the steps for getting started in the platform. For more detailed guidance on navigating the platform, please see the Administrator's User Guide. For more detailed guidance on facilitating training workshops, please see the full Workshop Facilitator's Guide.

☐ **Step 1.** Go to www.ma-optic.com and register for an account.

☐ **Step 2.** (Optionally) View the video tutorial for an overview of the platform, or exit the tutorial.

☐ **Step 3.** To schedule a calibration session, you will first need to create a group of participants. Go to the Plus (+) menu (top right corner) and select Manage Groups. Select the Plus menu again to create a group. Adding participants to the group will send them an automatic email invitation to register (if new to the platform) and join the group.

☐ **Step 4.** Determine an objective for the training: calibrating around perceptions of practice, feedback, or both.

☐ **Step 5**. Browse calibration tasks and videos by going to the Menu (the Three Bar icon in the upper left corner) and selecting "My Stuff." Click on the Filter link to sort by grade-level or subject. Click on a task to view more details or preview the content. Designate favorites (click the Heart icon) to save and return to later.

☐ **Step 5.** Determine whether you want participants to view the video and score the practice in advance or during the session. Consider the different workshop formats for Whole-Group Training or Hybrid Training.

☐ **Step 6.** From the Home page, click the Plus menu on the top right corner and select Assign a Calibration Task. Choose a task, and select the activities you'd like participants to complete. If you want to wait until the meeting to score, we recommend assigning the calibration task right before the meeting. If participants are scoring in advance, we recommend assigning early to provide sufficient time to complete the task. Once you assign a task, it will be listed on the Calibration page (go to the Menu and select Calibration to navigate there).

☐ **Step 7.** During the session, go to the Calibration page and open the assigned task. You will see two tabs: Assignees and Task. Click Assignees to monitor participants' task completion, and click Task to view and project the video.

☐ **Step 8.** After viewing the video, participants click "Begin" (if they just watched the video whole-group) and then "Score Work" to enter scores and/or feedback. You may stop projecting your screen until you are ready to share in Step 10.

☐ **Step 9.** Monitor and view results. You may see the status of each member completing the task by clicking Assignees.

☐ **Step 10.** View results by clicking the View Results link. You may project the results to facilitate the discussion. Click Results to view the score ranges, noting the option on the top left to view the report by group, organization, or role. Click Feedback to view the group's written feedback.

Appendix II: Focus Elements

The following elements are included in OPTIC. These were selected because they represent highly observable practices and include the CAP Essential Elements required of teacher candidates.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A-1. Subject Matter Knowledge	Demonstrates limited knowledge of the subject matter and/or its pedagogy; relies heavily on textbooks or resources for development of the factual content. Rarely engages students in learning experiences focused on complex knowledge or subject-specific skills and vocabulary.	Demonstrates factual knowledge of subject matter and the pedagogy it requires by sometimes engaging students in learning experiences that enable them to acquire complex knowledge and subject-specific skills and vocabulary.	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 subject-specific skills and vocabulary, such that they are able to make and assess evidence-based claims and arguments.	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.
I-A-3. Well-Structured Units and Lessons	Delivers individual lessons rather than units of instruction; constructs units of instruction that are not aligned with state standards/ local curricula; and/or designs lessons that lack measurable outcomes, fail to include appropriate student engagement strategies, and/or include tasks that mostly rely on lower level thinking skills.	Implements lessons and units of instruction to address some knowledge and skills defined in state standards/local curricula with some elements of appropriate student engagement strategies, but some student outcomes are poorly defined and/or tasks are not challenging.	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 students are able to learn the knowledge and skills defined in state standards/local curricula.	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.
I-B-2. Adjustments to Practice	Makes few adjustments to practice based on formal and informal assessments.	May analyze some assessment results but only occasionally adjusts practice or modifies future instruction based on the findings.	Analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement differentiated interventions and enhancements for students.	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.

II-A-2. Student Engagement	Uses instructional practices that leave most students uninvolved and/or passive participants in the content of the lesson.	Uses instructional practices that motivate and engage some students in the content of the lesson, but leave others uninvolved and/or passive participants.	Consistently uses instructional practices that are likely to motivate and engage most students in the content of the lesson.	Consistently uses instructional practices that motivate and engage all students in the content of the lesson and independent work. Models this practice for others.
II-A-3. Meeting Diverse Needs	Uses limited and/or inappropriate practices to accommodate differences.	May use some appropriate inclusive practices to accommodate differences, but fails to address an adequate range of differences.	Uses appropriate inclusive practices, such as tiered supports and scaffolded instruction, to accommodate differences in students' learning needs, abilities, interests, and levels of readiness, including those of academically advanced students, students with disabilities, and English learners.	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.
II-B-1. Safe Learning Environment	Maintains a physical environment that is unsafe or does not support student learning. Uses inappropriate or ineffective rituals, routines, and/or responses to reinforce positive behavior or respond to behaviors that interfere with students' learning.	May create and maintain a safe physical environment but inconsistently maintains rituals, routines, and responses needed to prevent and/or stop behaviors that interfere with all students' learning.	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.	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.
II-E-1. High Expectations	Does not communicate specific academic and behavior expectations to students, and gives up on some students or communicates that some cannot master challenging material.	Occasionally communicates expectations for student work, effort, and behavior in the classroom, but inconsistently enforces these expectations and/or does little to counteract student misconceptions about innate ability.	Clearly communicates high standards for student work, effort, and behavior, and consistently reinforces the expectation that all students can meet these standards through effective effort, rather than innate ability.	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.

Appendix III: What to Look For?

Instructions for the Facilitator: Fill in this template with the content standard(s) addressed in the video and the proficient descriptors of the focus elements and provide copies to participants to complete the Look Fors during the session.

Standards from the MA Curriculum Frameworks Addressed:

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What would you expect to see in this classroom as evidence of **effective, content-specific practice** in these focus elements?

	Teacher Look Fors:	Student Look Fors:
Focus Element 1: _____ [Insert proficient descriptor]	• • • •	• • • •
Focus Element 2: _____ [Insert proficient descriptor]	• • • •	• • • •