

REACH MS Initiative & Teacher Growth Rubric Crosswalk

Teacher Growth Rubric <i>Domains & Standards</i>		UDL <i>Principles & Guidelines</i>	PBIS <i>Critical Elements, Key Practices</i>	SEL <i>Key Practices, Critical Elements, & Framework Competencies</i>
DOMAIN I: LESSON DESIGN	<p>Standard 1: Lessons are aligned to standards & represent a coherent sequence of learning.</p> <p>Lessons:</p> <ul style="list-style-type: none"> include student learning outcomes & instructional activities that are <i>fully</i> aligned to current Mississippi College- & Career- Ready Standards or Framework are part of a <i>coherent & focused</i> sequence of learning with meaningful connections made to previous & future learning reflect collaboration with other school staff within & across disciplines to enrich learning 	<p>Representation Principle Comprehension</p> <p>Action & Expression Principle Executive Functions</p> <p>Engagement Principle Recruiting Interest Sustaining Effort & Persistence</p>	<p>K12 PBIS Critical Elements 1.3 Behavioral Expectations (TFI) 1.4 Teaching Expectations (TFI) 1.8 Classroom Procedures (TFI)</p> <p>Early Child. Key Practices 1. Schedules, Routines, & Activities (TPOT) 4. Promoting Ch. Engagement (TPOT)</p>	
	<p>Standard 2: Lessons have high levels of learning for all students.</p> <p>Lessons: Provide assignments & activities that contain the following components:</p> <ul style="list-style-type: none"> <i>appropriate</i> scaffolding that effectively builds student understanding <i>ample</i> evidence that the teacher knows each student's level & tracks each student's progress toward mastery differentiation based on students' abilities & learning styles student-centered learning whenever appropriate <i>relevant</i> connections to students' prior experiences or learning opportunities for students to choose challenging tasks & instructional materials 	<p>Representation Principle Perception Language, Mathematical Expressions, & Symbols Comprehension</p> <p>Action & Expression Principle Physical Action Expression & Communication Executive Functions</p> <p>Engagement Principle Recruiting Interest Sustaining Effort & Persistence Self-Regulation</p>	<p>K12 PBIS Critical Elements 1.4 Teaching Expectations (TFI) 1.8 Classroom Procedures (TFI)</p> <p>Early Child. Critical Elem., Key Practices Procedures for Responding (EC BoQ) 1. Schedules, Routines, & Activities (TPOT) 4. Promoting Ch. Engagement (TPOT) 6. Collaborative Teaming (TPOT)</p>	<p>Early Child. Critical Elem., Key Practices Procedures for Responding (EC BoQ) 8. Teaching Soc. Sk. & Em. Comp. (TPOT)</p>

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DOMAIN II: STUDENT UNDERSTANDING	<p>Standard 3. Assists students in taking responsibility for learning & monitors student learning. Teacher:</p> <ul style="list-style-type: none"> Communicates the lesson goals & the content in a way that is accessible for every student at his/her level Uses formative assessments to effectively monitor student progress Provides ample & effective opportunities for students to self-assess & correct their own errors Provides students with clear, specific, actionable, & timely feedback Creates opportunities for students to apply teacher & peer feedback to improve performance & accelerate learning Provides opportunities for students to demonstrate connections between what they are learning & how it advances their personal & professional goals/interests 	<p>Action & Expression Principle Physical Action Expression & Communication Executive Functions</p> <p>Engagement Principle Recruiting Interest Sustaining Effort & Persistence Self-Regulation</p>	<p>K12 PBIS Critical Elements 1.3 Behavioral Expectations (TFI) 1.4 Teaching Expectations (TFI) 1.8 Classroom Procedures (TFI) 1.9 Feedback & Acknowledgement (TFI) 1.11 St./Fam./Comm. Involvement (TFI) 1.13 Data-based Decision Making (TFI)</p> <p>Early Child. Critical Elem., Key Practices Program-wide Expectations (EC BoQ) Procedures for Responding (EC BoQ) 1. Schedules, Routines, & Activities (TPOT) 3. Tchrs. Eng. Supp. Conv.w/Ch. (TPOT) 4. Promoting Ch. Engagement (TPOT) 5. Providing Directions (TPOT) 7. Teaching Behavior Expectations (TPOT)</p>	<p>CASEL SEL Framework Self-Awareness Self-Management Responsible Decision-Making</p> <p>Early Child. Critical Elem., Key Practices Procedures for Responding (EC BoQ) 8. Tchng Soc. Sk. & Em.Comp. (TPOT) 9. Teaching Friendship Skills (TPOT) 10. Tchng Ch. to Exp.Emotions (TPOT) 11. Teaching Problem Solving (TPOT)</p>
	<p>Standard 4. Provides multiple ways for students to make meaning of content. Teacher:</p> <p>Moves all students to deeper understanding of content through various techniques including</p> <ul style="list-style-type: none"> a variety of explanations & multiple representations of concepts extended productive discussion effective questioning to support students' attainment of the learning goals making connections to other content across disciplines independently connecting lesson content to real-world application 	<p>Representation Principle Perception Language, Mathematical Expressions, & Symbols Comprehension</p> <p>Action & Expression Principle Executive Functions</p> <p>Engagement Principle Sustaining Effort & Persistence</p>	<p>K12 PBIS Critical Elements 1.3 Behavioral Expectations (TFI) 1.4 Teaching Expectations (TFI) 1.8 Classroom Procedures (TFI) 1.9 Feedback & Acknowledgement (TFI) 1.11 St./Fam./Comm. Involvement (TFI) 1.13 Data-based Decision Making (TFI)</p> <p>Early Child. Key Practices 1. Schedules, Routines, & Activities (TPOT) 3. Tchrs. Eng. Supp. Conv.w/Ch. (TPOT) 4. Promoting Ch. Engagement (TPOT)</p>	<p>CASEL SEL Framework Self-Awareness</p> <p>Early Child. Critical Elem., Key Practices 8. Tchng Soc. Sk. & Em.Comp. (TPOT) 9. Teaching Friendship Skills (TPOT) 10. Tchng Ch. to Exp.Emotions (TPOT) Procedures for Responding (EC BoQ)</p>

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DOMAIN III: CULTURE & LEARNING ENVIRONMENT	<p>Standard 5. Manages a learning-focused classroom community. The teacher:</p> <ul style="list-style-type: none"> Creates <i>effective</i> routines & expectations for students to safely voice opinions & ask & answer questions <i>Proactively</i> monitors student behavior & redirects when necessary to maximize instructional time Provides <i>effective</i> collaborative learning opportunities whenever appropriate Ensures students <i>take ownership of their work</i> & are active participants in their learning Provides opportunities for students to take on academic leadership roles that promote learning 	<p>Engagement Principle Recruiting Interest Sustaining Effort & Persistence Self-Regulation</p>	<p>K12 PBIS Critical Elements 1.3 Behavioral Expectations (TFI) 1.4 Teaching Expectations (TFI) 1.6 Discipline Policies (TFI) 1.8 Classroom Procedures (TFI) 1.9 Feedback & Acknowledgement (TFI)</p> <p>Early Child. Critical Elem., Key Practices Program-wide Expectations (EC BoQ) Procedures for Responding (EC BoQ) 1. Schedules, Routines, & Activities (TPOT) 7. Teaching Behavior Expectations (TPOT)</p>	<p>CASEL SEL Framework Self-Awareness Social Awareness Self-Management Relationship Skills</p> <p>Early Child. Critical Elem., Key Practices Procedures for Responding (EC BoQ) 8. Tchng Soc. Sk. & Em.Comp. (TPOT) 9. Teaching Friendship Skills (TPOT) 10. Tchng Ch. to Exp.Emotions (TPOT) 11. Teaching Problem Solving (TPOT)</p>
	<p>Standard 6. Manages classroom space, time, & resources (including technology when appropriate) effectively for student learning. The teacher:</p> <ul style="list-style-type: none"> <i>Effectively</i> maximizes use of physical space & resources (including technology whenever appropriate) in support of student learning Maximizes time such that students <i>always</i> have something meaningful to do Creates an environment where students execute transitions, routines, & procedures in orderly & efficient manner with <i>minimal</i> direction or narration from teacher Provides opp.for students to share responsibility for leading classroom routines &/or procedures 	<p>Engagement Principle Recruiting Interest Sustaining Effort & Persistence Self-Regulation</p>	<p>K12 PBIS Critical Elements 1.3 Behavioral Expectations (TFI) 1.4 Teaching Expectations (TFI) 1.6 Discipline Policies (TFI) 1.8 Classroom Procedures (TFI) 1.9 Feedback & Acknowledgement (TFI)</p> <p>Early Child. Critical Elem., Key Practices Program-wide Expectations (EC BoQ) 1. Schedules, Routines, & Activities (TPOT) 4. Promoting Ch. Engagement (TPOT) 6. Collaborative Teaming (TPOT) 7. Teaching Behavior Expectations (TPOT)</p>	<p>Early Child. Key Practices 11. Teaching Problem Solving (TPOT)</p> <p>CASEL SEL Framework Self-Awareness Self-Management Responsible Decision-Making</p>

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	<p>Standard 7. Creates & maintains a classroom of respect for all students. The teacher:</p> <ul style="list-style-type: none"> Communicates respectfully to <i>all</i> students <i>Effectively</i> fosters respectful relationships among <i>all</i> students Demonstrates a strong positive relationship with <i>all</i> students Fosters a classroom culture where students give unsolicited praise or encouragement to their peers 	<p>Engagement Principle</p> <p>Recruiting Interest Sustaining Effort & Persistence Self-Regulation</p>	<p>K12 PBIS Critical Elements</p> <p>1.3 Behavioral Expectations (TFI) 1.4 Teaching Expectations (TFI) 1.6 Discipline Policies (TFI) 1.8 Classroom Procedures (TFI) 1.9 Feedback & Acknowledgement (TFI)</p> <p>Early Child. Critical Elem., Key Practices</p> <p>Program-wide Expectations (EC BoQ) Procedures for Responding (EC BoQ) 3. Tchrs Eng.in Supp.Conv. w/Ch. (TPOT) 6. Collaborative Teaming (TPOT) 7. Teaching Behavior Expectations (TPOT)</p>	<p>CASEL SEL Framework</p> <p>Self-Awareness Social Awareness Relationship Skills Responsible Decision-Making</p> <p>Early Child. Critical Elem., Key Practices</p> <p>Procedures for Responding (EC BoQ) 8. Thng So.Sk.& Em. Comp. (TPOT) 9. Teaching Friendship Skills (TPOT) 10. Tchng Ch. to Exp.Emotions (TPOT) 11. Teaching Problem Solving (TPOT)</p>
DOMAIN IV: PROFESSIONAL RESPONSIBILITIES	<p>Standard 8: Engages in professional learning.</p> <p>Teacher:</p> <ul style="list-style-type: none"> <i>Proactively</i> seeks out & participates in professional learning activities <i>Fully</i> integrates knowledge gained in professional learning communities, collaboration with peers & leadership, & focused professional development Strengthens teaching practice based on observer feedback & other types of performance data Shares new information & lessons learned with colleagues Serves as a critical friend for colleagues, both providing & seeking meaningful feedback on instruction 		<p>K12 PBIS Critical Elements</p> <p>1.7 Professional Development 1.10 Faculty Involvement</p> <p>Early Child. Critical Elem., Key Practices</p> <p>Staff Buy-in (EC BoQ) PD & Staff Support Plan (EC BoQ) Procedures for Responding (EC BoQ)</p>	

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<p>Standard 9: Establishes & maintains effective communication with families/guardians. Teacher:</p> <ul style="list-style-type: none"> ● Partners with families/guardians to coordinate learning between home & school ● Establishes mutual expectations for student learning with families/guardians ● Includes students &/or families/guardians in the planning of positive reinforcements for progress 		<p>K12 PBIS Critical Elements 1.3 Behavioral Expectations (TFI) 1.11 St./Fam./Comm. Involvement (TFI)</p> <p>Early Child. Critical Elem., Key Practices Establish Leadership Team (EC BoQ) Family Engagement (EC BoQ) Program-wide Expectations (EC BoQ) Procedures for Responding (EC BoQ) 12. Int.for Ch. w/Persistent Ch.Beh. (TPOT) 13. Connecting with Families (TPOT) 14. Supp. Fam. Use of Pyr.Prac. (TPOT)</p>	<p>Early Child. Critical Elem., Key Practices Procedures for Responding (EC BoQ) 14. Supp. Fam. Use of Pyr.Prac. (TPOT)</p>

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