

## Dimensions of Effective Teaching

The *Dimensions of Effective Teaching* reflect the shared vision of the Boston Public Schools that is critical to creating school cultures characterized by high expectations for achievement, equal access to high levels of instruction, the achievement of academic proficiency for all students, and the closing of the achievement gap among subgroups within the schools. The *Dimensions* outline the universal principles of instruction that encompass the teaching/learning process and will be used as a guide to inform future hiring, professional development, and the supervision of teachers. The *Dimensions* will also be used to align the system's resources to support the skill development of teachers in areas required to be successful with the BPS student population.

---

**Equity and High Expectations:** Demonstrate a commitment to excellence, equity, and high expectations for all students with an emphasis on building on the strengths that students bring to the teaching/learning process and closing the achievement gap between subgroups within the school.

**Professionalism:** Model professional behavior that addresses job responsibilities, district policies and procedures, and the expectations of professionals working in a multi-lingual, multi-cultural, and economically diverse community.

**Safe, Respectful, and Culturally Sensitive and Responsive Learning Communities:** Build and maintain safe, fair, and respectful learning environments that celebrate the diversity of the student population.

**Partnerships with Family and Community:** Initiate and maintain consistent communication and develop constructive partnerships with families, community members, and agencies, building on their strengths and recognizing them as co-educators.

**Instructional Planning and Implementation:** Plan instruction and employ strategies that address the wide range of learning, behavioral, and communication styles of the student population.

**Content Knowledge:** Have extensive knowledge of the content including, but not limited to, key concepts and facts, relevant research, methods of inquiry, and communication styles specific to the respective discipline(s).

**Monitoring and Assessment of Progress:** Use a variety of assessment tools and strategies to gather data to monitor student mastery of instructional content, to improve instruction, and to assess the comparative performance of subgroups within the classroom.

**Reflection, Collaboration, and Personal Growth:** Reflect on practice in collaboration with administrators and colleagues, monitor personal and professional growth, and pursue professional development in needed areas.