Massachusetts Curriculum Frameworks: establish state standards that provide clear expectations of the knowledge and skills that students will need to be prepared for college and career.

Educator Evaluation: promotes educators’ growth and development while placing student learning front and center to support college and career readiness.

District Determined Measures: play a key role in the educator evaluation system. DDMs allow districts to identify or develop measures for assessing student learning for all educators in all grades and subject areas. Ultimately DDMs improve educator practice and student learning to ensure that all students graduate college and career ready.

RETELL: Rethinking Equity and Teaching for English Language Learners is a professional development initiative designed to transform the teaching and learning of English Language Learners across the Commonwealth so that they will be able to access the rigorous content of the common core and graduate college and career ready.

PARCC: the K-12 assessment system of the Partnership for Assessment of Readiness for College and Careers builds a pathway to college and career for all students by creating high-quality assessments that measure the full range of the Common Core State Standards, support educators in the classroom, make better use of technology in assessments, and advance accountability at all levels.

Model Curriculum Units (MCU’s): designed to provide educators with models for creating curriculum units that illustrate instructional shifts in the standards and the use of the Understanding by Design process. The units span grades Pre K-12 in mathematics, ELA, history & social science, and science, technology & engineering. There are also a number of MCUs for CVTE. Each unit includes curriculum embedded performance assessments, lesson plans, digital resources and Massachusetts transfer goals that provide an explicit connection between the MCU and college and career readiness.

Massachusetts’s top priority in K-12 education is to ensure that all students graduate from high school college and career ready. Working in tandem, professional development and educator evaluation can serve as the drive gears that set major education initiatives into motion to support college and career readiness.

http://www.doe.mass.edu/pd/standards.html
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<th>Standard</th>
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| 1. HQPD has clear goals and objectives relevant to desired student outcomes | 1.1 Professional development goals specify intended student outcomes.  
1.2 Educator learning objectives specify changes in knowledge, skills, and practices necessary to achieve the intended student outcomes.  
1.3 Learning objectives are written in SMART format.  
• Specific & Strategic  
• Measureable  
• Action-Oriented  
• Rigorous/Realistic/Results-focused  
• Timed/Tracked |
| 2. HQPD aligns with state, district, school, and/or educator goals or priorities. | 2.1 Professional development goals align with educator performance standards, individual professional growth goals, and/or state, district, or school improvement priorities.  
2.2 Professional development prepares educators to address state, district, school, and individual goals or priorities. |
| **PROCESS** | |
| 3. HQPD is designed based on the analysis of data relevant to the identified goals, objectives, and audience. | 3.1 Student data from multiple sources inform decisions about professional development goals and learning objectives for the intended audience.  
3.2 Educator data from multiple sources inform decisions about professional development goals and learning objectives for the intended audience. |
| 4. HQPD is assessed to ensure that it is meeting the targeted goals and objectives. | 4.1 Formative assessment using multiple sources of data measures progress toward professional development goals and learning objectives.  
4.2 Summative evaluation measures the attainment of professional development goals and learning objectives.  
4.3 Data from formative assessment and summative evaluations inform efforts to improve the quality and results of professional development. |
| 5. HQPD promotes collaboration among educators to encourage sharing of ideas and working together to achieve the identified goals and objectives. | 5.1 Professional development includes collaboration among educators to generate relevant, role-specific applications of their learning.  
5.2 Skillful, prepared facilitators use protocols, processes, and strategies to facilitate collaboration during and after professional development to support implementation of learning. |
| 6. HQPD advances an educator’s ability to apply learnings from the professional development to his or her particular content and/or context. | 6.1 Professional development includes multiple opportunities for educators to practice their learning and receive feedback.  
6.2 Professional development supports educators to identify multiple applications of their learning within their everyday workplace responsibilities. |
| 7. HQPD models good pedagogical practice and applies knowledge of adult learning theory to engage educators. | 7.1 Professional development uses effective, research-based, adult learning strategies.  
7.2 Professional development incorporates strategies for active engagement of learners.  
7.3 Professional development facilitators model the practices needed to attain goals and learning objectives.  
7.4 Professional development includes personalization and differentiation to meet unique learning needs of educators. |
| **CONTEXT** | |
| 8. HQPD makes use of relevant resources to ensure that the identified goals and objectives are met. | 8.1 Sufficient resources (time, funding, staff, materials, technology, etc.) are available to provide sustained support over time for full implementation of learning to attain goals and learning objectives.  
8.2 Professional development resources are allocated equitably to address high-priority needs. |
| 9. HQPD is taught or facilitated by a professional who is knowledgeable about the identified objectives. | 9.1 Skillful, prepared facilitators with content expertise lead professional development.  
9.2 Facilitators of professional development seek and use feedback, coaching, and other supports to improve their knowledge, skills, and practice as leaders of learning. |
| 10. HQPD sessions connect and build upon each other to provide a coherent and useful learning experience for educators. | 10.1 Professional development incorporates strategies to connect new learning with learners’ past learning and experiences.  
10.2 Individual professional development sessions or meetings link together in a logical and sequential manner to promote attainment of the goals and learning objectives. |