The following chart provides examples of activities aligned with implementation of the educator evaluation system and the Massachusetts Curriculum Frameworks. Evidence of these activities can be used when determining an educator’s progress towards goals, Summative Performance Rating, and Student Impact Rating.

For more information about:

- Evidence collection, see Training Module 5, Teacher Workshop 4, and pages 32-38 of Part II: School-Level Planning and Implementation Guide.
- Determining an educator’s Summative Performance Rating, see Rating Educator Performance.
- MA Curriculum Frameworks, see the current Frameworks.

<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Examples of Activities Aligned with Implementation of the MA Educator Evaluation System and the MA Curriculum Frameworks</th>
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</table>
| Curriculum and Planning Teachers, SISP, Administrators—Indicator I-A ¹ | • Videotaping instruction of standards-based units and using them in team meetings, faculty or department meetings, etc. to reflect and discuss educator practice connected to the rubrics
• Mapping curriculum that takes into consideration how standards are sequenced to support SMART goal development
• Conducting SMART goal alignment and developing SMART goals that are both horizontally and vertically aligned within the district and tied to the implementation of the MA Frameworks
• Implementing ESE Model Curriculum Units
• Creating or revising district curriculum maps in any subject area
• Writing curriculum units and lesson plans
• Reviewing and evaluating curriculum units |
| Assessment Teachers, SISP—Indicator I-B and Indicator I-C Administrators — Indicator I-C | • Developing assessments—by a district or consortium of districts—aligned to the MA Frameworks, to serve as District-Determined Measures (DDMs)
• Providing professional development on innovative assessments that reflect the MA Frameworks
• Evaluating student work |

¹ How to reference parts of the rubric: Indicator terminology: under the “Curriculum, Planning, and Assessment Standard” Standard (I), the “Curriculum and Planning Indicator” (A) can be referred to as Indicator I-A; Element terminology: under the Curriculum and Planning Indicator (A), the Rigorous Standards-Based Unit Design Element (3) can be referred to as Element I-A-3.
# Examples of Aligned Activities
Implementing Educator Evaluation and the Massachusetts Curriculum Frameworks

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| Assessment cont. Teachers, SISP–Indicator I-B and Indicator I-C Administrators – Indicator I-C | • Developing portfolio systems or other performance tasks/assessments  
• Starting with Curriculum Embedded Performance Assessments from ESE’s Model Curriculum Units, design measures that can be used to demonstrate student growth over time  
• Establishing regular review of assessment data aligned to the MA Frameworks  
• Establishing educator portfolios that demonstrate adjustments to practice and interventions  
• Using standards-based data from state assessments (including ACCESS) to determine student areas of need, guide future instruction in subject areas assessed (ELA, Math and Science), and determine student growth  
• Establishing District-Determined Measures (DDMs)- Develop standards-based DDMs for all courses not tested under state assessment system. Activities to establish DDMs may include:  
  o District/school-wide standards - Develop rubrics for the evaluation of student proficiency (e.g. writing, speaking, use of math practices) to be used district/school-wide  
  o Scoring papers - Develop rubrics and sets of high quality student work that demonstrate performance to grade level standards that may serve as anchor sets for the evaluation of student’s performance and growth  
  o Performance Assessments – Develop a set of standards-based performance assessments and relevant rubrics for evaluation of student work or make use of the Curriculum Embedded Performance Assessments (CEPAs) available through ESE’s [Model Curriculum Units](https://www.education.state.ma.us/curriculum) to establish a school or district CEPA-based system for measuring student growth.  
  o Common assessments – Develop a system of benchmark assessments administered at intervals throughout the school year and a system for the evaluation of results to determine student growth  
  o Review of student work – Establish horizontal and vertical teams and protocols to review and discuss student work from common assessments  
  o Portfolio system – Establish standards for the content and quality of student work to be included in portfolios; establish rubrics and a system for review of portfolios and any related student performances or presentations  
  o Standardized assessments – Establish a set of standards-based assessments making use of the item bank available through the [Edwin Teaching and Learning System](https://www.edwin.org) |
| Quality of Effort and Work Teachers, SISP –Element II-A-1 Administrators –Element I-B-2 | • Videotaping instruction of standards-based units and using them to reflect on practice  
• Connecting evidence for educator evaluation and the implementation of the MA Frameworks. For example, literacy coaches may assemble evidence of the ways in which teachers of all subjects are writing in response to texts |
### Focus Area
(Aligned to MA Model Rubrics for **Teachers**, **School-Level Administrators**, and **Specialized Instructional Support Personnel**)

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| **Quality of Effort and Work cont.**  
Teachers, SISP –Element II-A-1  
Administrators –Element I-B-2 | - Developing rubrics and sets of high quality student work that demonstrate performance to grade level standards
- Developing professional learning opportunities for principals to increase their capacity to give feedback to teachers on content pedagogy (e.g., giving feedback on teaching writing or using the Standards for Mathematical Practice) |
| **Diverse Learners’ Needs**  
Teachers, SISP –Element II-A-3  
Administrators –Element I-B-3 | - Videotaping instruction of standards-based units and creating a video bank that includes models of instructional practices that support all students, including SPED and ELL students, in meeting learning standards
- Creating models of instructional practices that support all students in meeting learning standards and maintaining a focus on these practices through instructional walk-throughs
- Developing model units or lessons and related sets of student work that demonstrate the effective implementation of principles of Universal Design for Learning (UDL)
- Developing curriculum maps and units that incorporate standards and learning support for ELL students that may include:
  - Integrating WIDA standards in the curriculum
  - Developing a set of model Can Do Descriptors
  - Developing a set of exemplary Model Performance Indicators (MPIs)
  - Establishing curriculum work groups that include staff representing mainstream instruction as well as that for ELL students to work on amplifying the MPIs and establishing model learning supports for ELL students. |
| **High Expectations**  
Teachers, SISP –Element II-D-2  
Administrators –Indicator IV-A | - Reviewing and evaluating student work; developing portfolio programs or other performance tasks/assessments
- Developing rubrics for the evaluation of student writing and speaking to be used school-wide, based on common writing standards
- Developing a system of benchmark assessments administered at intervals throughout the school year and a system for the evaluation of results to determine student growth |
## Focus Area
(Aligned to MA Model Rubrics for Teachers, School-Level Administrators, and Specialized Instructional Support Personnel)

### Examples of Activities Aligned with Implementation of the MA Educator Evaluation System and the MA Curriculum Frameworks

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<tr>
<th>Focus Area</th>
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| **Access to Knowledge**              | • Videotaping instruction of standards-based units and reflecting on adaptations made to instruction to support the learning of all students  
• Developing model units or lessons and related sets of student work to demonstrate the effective implementation of principles of Universal Design for Learning (UDL)  
• Compiling sets of grade levels texts and other instructional materials that match the reading levels and other standards for other skills set forth in the MA Frameworks. The activities may include:  
  o Conducting an inventory of all available texts and materials in conjunction with an analysis of these materials to determine that they meet the expectations represented in the MA Frameworks (e.g. text complexity in ELA; explanations of concepts, use of Standards for Mathematical Practice in Math)  
  o Establishing sets of related supplemental materials that will support students not yet working at grade level |
| **Family Collaboration**             | • Creating or revising district curriculum maps in any subject area and creating curriculum map guides for families  
• Creating guides for families and providing parent training about MA Frameworks |
| **Professional Growth and Collaboration** | • Providing professional development to improve common planning time  
• Creating professional learning networks focused on the implementation of the MA Frameworks and committed to using state and national resources for professional learning  
• Identifying teacher leaders with expertise in curriculum and evaluation  
• Supporting innovations in teachers’ daily schedules that provide time for collaboration on MA Frameworks-related activities during the school day  
• Developing professional learning opportunities for principals to increase their capacity to give feedback to teachers on content pedagogy (e.g., giving feedback on teaching writing in science or social studies or using the Standards for Mathematical Practice in math)  
• Partnering with faculty from higher education to review syllabi and student work from K-12 and higher education to achieve smoother transitions between the two levels  
• Partnering faculty from preschools-elementary (or elementary-middle; middle- high school) to review curriculum and student work from both levels to achieve smoother transitions between the levels |
### Focus Area
(Aligned to MA Model Rubrics for Teachers, School-Level Administrators, and Specialized Instructional Support Personnel)

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<tr>
<td><strong>Professional Development and Career Growth Administrators—Element II-B-2</strong></td>
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<tr>
<td>• Developing opportunities for teacher leaders with expertise in curriculum and evaluation</td>
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<td>• Conducting an audit of district-wide professional development (PD) opportunities with the goal of having all PD aligned with the Standards for Professional Development and at least 50% of PD focused on making connections between educator evaluation and MA Frameworks implementation</td>
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<td>• Conducting an analysis of patterns of performance across the district on the educator evaluation Standards and Indicators and developing PD in areas in which ratings are lowest. For those Indicators most aligned with the MA Frameworks, develop professional learning opportunities for educators that include the MA Frameworks content. (e.g., if the analysis of the evaluation Ratings in the four Standards and Indicators revealed that ratings are lower in setting high expectations for student work (II-D-1), the district could develop specific professional learning opportunities on questioning and discussion techniques with a high level of rigor—clearly aligned to the elements of the MA Frameworks)</td>
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<tr>
<td>• Providing PD (for evaluators and educators) on key instructional practices that support implementation of the MA Frameworks (e.g., integrating discipline-specific reading and writing skills into subjects other than English language arts, applying the standards for mathematical practice)</td>
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