The Massachusetts Model System for Educator Evaluation

Training Module 2: Unpacking the Rubric

June 2012

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION
Module 2: Unpacking the Rubric

Module 1: Overview

Module 2: Unpacking the Rubric
This module introduces the basic structure and terminology of the model system performance rubric and gives participants an opportunity to examine the rubric components.

Module 3: Self-Assessment

Module 4: SMART Goals and Educator Plan Development

Module 5: Gathering Evidence

Module 6: Observations and Feedback

Module 7: Rating Educator Performance

Module 8: Rating Educator Impact on Student Learning
Agenda

- Connecting
- Learning
- Implementing
- Reflecting
- Wrap-Up
Connecting

20 minutes
Intended Outcomes

At the end of this session, participants will be able to:

★ Identify the characteristics of effective practice.
★ Understand the use of standards-based rubrics and use of the four performance descriptors to analyze and assess practice.
★ Describe the structure of the Massachusetts Model Rubrics.
★ Determine school plans of action for working with staff.
Five-Step Evaluation Cycle: Rubrics

- Every educator uses a rubric to self-assess against Performance Standards.
- Rubric is used to analyze performance and determine ratings on each Standard and overall.
- Rubric is used to assess performance and/or progress toward goals.
- Every educator proposes at least one professional practice goal and one student learning goal—team goals must be considered.
- Evidence is collected for Standards and Indicators; rubric should be used to provide feedback.

Continuous Learning

Self-Assessment

Summative Evaluation

Analysis, Goal Setting, and Plan Development

Implementation of the Plan

Formative Assessment/Evaluation
## Connecting Content

<table>
<thead>
<tr>
<th>Content</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>My essay includes answers to all the required questions and to at least five questions of my own. My answers are complete and factual. I have a bibliography.</td>
<td>My essay includes answers to all the required questions, including five of my own, but some answers are incomplete. I have a bibliography.</td>
<td>I answered the required questions but made up fewer than five of my own. Some answers are incomplete or incorrect. My bibliography is incomplete.</td>
<td>I have too few questions, or my questions are trivial or irrelevant. The answers I included are mostly incomplete or incorrect.</td>
<td></td>
</tr>
</tbody>
</table>

| Organization | My first paragraph introduces the person interviewed and gives highlights of the interview. The body of my essay answers the questions in a logical order. I have a conclusion that gives a wrap-up. | I have an introduction, a body, and a conclusion, but the introduction (or conclusion) is too brief or incomplete. | The questions and answers are in order, but my paper has no introduction, no conclusion, and no main idea. | The questions and answers are out of logical sequence. My paper has no introduction, no conclusion, and no main idea. |

| Word Choice | I use a variety of sophisticated words—including new and challenging vocabulary—correctly. | I use a variety of words correctly. | I do not use a variety of words, but I use common words correctly. | I repeat simple words, I use big words incorrectly, or I copied words from my sources. |

| Voice and Tone | My writing is in first and second person (“I” and “you”) and sounds like a conversation. | I use first and second person, but my writing sounds like a list of questions and answers, not a conversation. | My writing sounds more like a list of facts than a conversation. | My writing is a list of facts in the third person (“he” or “she”). |

| Sentence Structure | My sentences are clear, begin in different ways, and vary in length. | I have no fragments. My sentences are mostly well constructed, with some minor errors. | My sentences are often awkward. They vary little in length. I have many sentences that begin with the same word. | My paper is hard to read because almost all of my sentences are incomplete, run-ons, or awkward. |

| Conventions | I use correct capitalization, spelling, punctuation, and grammar. | I made a few errors in grammar and punctuation. | My spelling is correct on common words. I made a lot of errors, but the reader could understand what I am trying to say. | There are so many errors that my paper is hard to read and understand. |
Connecting Content

Instructional rubrics:
★ Make expectations for student knowledge and skills clear.
★ Help teachers assess student performance.
★ Enable teachers to monitor and track student progress.
★ Assist teachers in planning targeted instruction.
★ Support student understanding regarding what they need to learn.
Connecting Instructional and Performance Rubrics

<table>
<thead>
<tr>
<th>Instructional Rubrics</th>
<th>Performance Rubrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Easy for teachers to use and explain</td>
<td>Easy for evaluators to use and explain</td>
</tr>
<tr>
<td>Make <em>shared</em> learning expectations very clear</td>
<td>Make <em>shared</em> performance expectations clear</td>
</tr>
<tr>
<td>Provide students with informative feedback about strengths <em>and</em> areas in need of improvement</td>
<td>Provide all educators with informative feedback about strengths and areas in need of improvement</td>
</tr>
<tr>
<td>Support learning</td>
<td>Support learning</td>
</tr>
<tr>
<td>Support skill development</td>
<td>Support professional growth</td>
</tr>
<tr>
<td>Support development of understanding (<em>why</em> was I successful?)</td>
<td>Support development of understanding (<em>why</em> was I successful?)</td>
</tr>
</tbody>
</table>
Learning

1 hour 35 minutes
Describing Effective Practice

The learning activities will focus on:

- Identifying the characteristics of effective teaching practice
- Examining the structure of the model teacher performance rating rubric
Effective Teaching Practice

*We know what effective educators do*

*and*

*We can measure those actions and behaviors*
Model Rubrics

- Teacher Rubric
- Specialized Instructional Support Personnel (SISP) Rubric
- School-Level Administrator (Principal) Rubric
- District-Level Administrator (Superintendent) Rubric
Massachusetts Teacher Rubric

Standard I: Curriculum, Planning, and Assessment

Indicator A

Element 1

Element 2

Indicator B

Element 1

Element 2

Performance Descriptors

Unsatisfactory → Needs Improvement → Proficient → Exemplary
Learning Activity 1: Teacher Performance Rubric—What Does It Look Like?

Index cards on your tables:

- Standard I: Curriculum, Planning, and Assessment
- Standard II: Teaching All Students

Guiding questions: What does the teacher need to know, understand, and be able to do to demonstrate effectiveness for that standard? What are some of the critical knowledge, skills, and behaviors that you would expect to see or hear?

- Write one idea per Post-it Note
## Four Performance Standards

<table>
<thead>
<tr>
<th>Principals and Administrators</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Leadership*</td>
<td>Curriculum, Planning, and Assessment*</td>
</tr>
<tr>
<td>Management and Operations</td>
<td>Teaching All Students*</td>
</tr>
<tr>
<td>Family and Community Engagement</td>
<td>Family and Community Engagement</td>
</tr>
<tr>
<td>Professional Culture</td>
<td>Professional Culture</td>
</tr>
</tbody>
</table>

* Standards requiring Proficient rating or above to achieve overall rating of Proficient or above

Part III: Guide to Rubrics and Model Rubrics for Superintendent, Administrator, and Teacher, p. 6

Massachusetts Department of Elementary and Secondary Education
Massachusetts Teacher Performance Rubric

**Standards:** Broad categories of knowledge and skills

**Indicators:** Specific knowledge, skills, and behaviors for each standard

**Elements:** Subcategories of knowledge, skills, and behaviors for each indicator

**Performance Descriptors:**
Unsatisfactory – Needs Improvement – Proficient – Exemplary
Proficient

“Proficient is the expected, rigorous level of performance for educators. It is the demanding but attainable level of performance for most educators.”
# Learning Activity 2: Rubric Unpacking—A Team Deep Dive

<table>
<thead>
<tr>
<th>Team Number</th>
<th>Standard and Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team 1</td>
<td>Standard I-Indicator A</td>
</tr>
<tr>
<td>Team 2</td>
<td>Standard I-Indicator B</td>
</tr>
<tr>
<td>Team 3</td>
<td>Standard I-Indicator C</td>
</tr>
<tr>
<td>Team 4</td>
<td>Standard II-Indicator A</td>
</tr>
<tr>
<td>Team 5</td>
<td>Standard II-Indicator B</td>
</tr>
<tr>
<td>Team 6</td>
<td>Standard II-Indicator C</td>
</tr>
<tr>
<td>Team 7</td>
<td>Standard II-Indicator D</td>
</tr>
</tbody>
</table>
Examining Proficient Practice

Example: Standard III: Family and Community Engagement

Indicator III A. Engagement: Welcomes and encourages every family to become active participants in the classroom and school community.

| Element III A-1. Parent and Family Engagement | Proficient: Uses a variety of strategies to support every family to participate actively and appropriately in the classroom and school community. |

Guiding questions:
1. What does Proficient performance look like? What, exactly, would you expect a teacher to be doing?
2. Using your own words, describe Proficient performance for your Indicator, as demonstrated across the elements.
Examining Key Expectations for Performance Across Levels

1. **Read** across the rows for each element.

2. **Highlight the key descriptions** of performance at each level.

3. Look down the column (across elements) and **circle the key words** or ideas that best summarize each of the four performance levels.
### Horizontal and Vertical Analysis: Example III-B

<table>
<thead>
<tr>
<th>III-B. Elements</th>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>III-B-1. Learning Expectations</td>
<td><strong>Does not</strong> inform parents about learning or behavior expectations.</td>
<td>Sends home <strong>only a list</strong> of classroom rules and the learning outline or syllabus for the year.</td>
<td>Consistently provides parents with clear, user-friendly expectations for student learning and behavior.</td>
<td>Successfully conveys to most parents student learning and behavior expectations. Is able to <strong>model</strong> this element.</td>
</tr>
<tr>
<td>III-B-2. Curriculum Support</td>
<td><strong>Rarely,</strong> if ever, communicates with parents on ways to support children at home or at school.</td>
<td>Sends home <strong>occasional suggestions</strong> on how parents can support children at home or at school.</td>
<td>Regularly updates parents on curriculum throughout the year and suggests strategies for supporting learning at school and home, including appropriate adaptation for students with disabilities or limited English proficiency.</td>
<td>Successfully prompts most families to use one or more of the strategies suggested for supporting learning at school and home and seeks out evidence of their impact. Is able to <strong>model</strong> this element.</td>
</tr>
</tbody>
</table>
Model Rubrics: Horizontal Alignment Across an Element

- The same behaviors are measured at each level of performance
- Behaviors across each element are distinguished on the basis of:
  - Quality
  - Consistency
  - Scope of impact
Implementing

40 minutes
Implementing

Purpose:

⭐ Support school teams as you synthesize key learnings from Module 2 and personalize/draw implications for your school context.
Reflecting

15 minutes
Wrap-Up

5 minutes
Suggested Homework for School Leadership Teams

- Use the key messages to prepare for the two-hour version of this training (Connecting and Learning) to all school staff.
- Debrief as a school leadership team after delivering the key messages and training.
- Be prepared to share the outcomes with other school teams at the beginning of Module 3. What worked well, and what obstacles did you encounter? How will this inform future work with your school staff?
Suggested Homework for All School-Based Educators

☆ Continue the process of “unpacking” the rubric (from Learning Activity 2) in your grade level, subject area, or other educator team.

☆ Select two more indicators that you want to learn more about, and use the protocol from the training to gain a shared understanding.
Feedback and Questions

★ Please take a moment to complete the feedback form being handed out. We appreciate your feedback!

★ Questions?
  - About this training:
    E-mail [FACILITATOR/VENDOR EMAIL HERE]
  - About educator evaluation more generally:
    E-mail EducatorEvaluation@doe.mass.edu