Massachusetts Model System for Educator Evaluation

Facilitator Guide for Training Module 2: Unpacking the Rubric

June 2012
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Overview of the Training Module Series

Training Module Purpose and Goals

This series of eight training modules is designed to prepare school teams to implement the new Massachusetts educator evaluation system in their schools through the following intended outcomes:

- Make the five-step evaluation cycle concrete and actionable for educators and their evaluators.
- Support school leadership teams in developing a common understanding of the new educator evaluation framework and the opportunities for professional growth and development using the Massachusetts Model System.
- Provide participants with implementation tips and strategies to help schools make educator evaluation meaningful and doable.

The training module series will accomplish these goals through the use of consistent, standardized training materials, detailed facilitator guides, and participant handouts that connect to Model System resources.

Audience

The audience for each module is school-level leadership teams of four to six people. Districts may bring some or all school leadership teams together for a single training session, or training sessions may consist of teams from several districts within a region.

The Massachusetts Department of Elementary and Secondary Education (ESE) recommends that each school leadership team include the principal, one to two additional school-level administrators (e.g., assistant principal, curriculum director, department chair), and two to three current classroom teachers representing a variety of subject areas, grade levels, and/or student needs. The modules are designed so that school leadership teams can facilitate abbreviated or complete versions of each module to other school staff (see the Timing and Structure section for more details). For districts that are interested in bringing these trainings back to their school sites, team members should be comfortable presenting information to a group of adult learners.

Timing and Structure

Each training module is three hours in length and includes interactive learning activities for school leadership teams. Suggested homework assignments described at the conclusion of each module are intended to help participants extend and apply their learning and are designed to take about an hour.
The modules are organized into a four-part structure to help facilitators and participants pace the content appropriately. The four segments of each module are as follows:

- **Connecting**—Builds community, prepares the team for learning, and links to prior knowledge, other modules, and current work; designed for all school-based educators
- **Learning**—Describes key concepts and highlights various implementation scenarios; supports teams to apply knowledge and share ideas; designed for all school-based educators
- **Implementing**—Supports teams to problem-solve and plan next steps for schools and districts; geared toward school leadership teams
- **Reflecting**—Engages participants in providing feedback, reflecting on learning, and closing the session

The Connecting and Learning segments compose the first two hours of each module, and the third hour is devoted to the Implementing and Reflecting segments. School leadership teams are encouraged to facilitate either (1) an abridged, two-hour version of each module or (2) a complete module to other school and district staff, as needed.

**List of Training Modules**

**Module 1: Overview.** The first module provides an overview of the module series structure and purposes, introduces the five-step evaluation cycle and Model System, and examines next steps for strategically implementing the new educator evaluation system in schools.

**Module 2: Unpacking the Rubric.** The second module introduces the basic structure and terminology of the Model System performance rubrics and gives participants an opportunity to examine the rubric components.

**Module 3: Self-Assessment.** The third module engages participants in Step 1 of the five-step cycle—self-assessment. Participants will learn how to engage in a comprehensive self-assessment and how this process prepares the educator to strategically identify professional practice and student learning goals. Participants will also practice using the rubric to reflect on educator practice and consider how best to engage in the analysis of student data and goal proposal.

**Module 4: S.M.A.R.T. Goals and Educator Plan Development.** The fourth module focuses on Step 2 of the five-step cycle—how to develop S.M.A.R.T. goals and educator plans so that goals are needs-driven, specific, and action-oriented and educator plans have clear benchmarks for success and provisions for professional development and support designed to help educators meet their student learning and professional practice goals.

**Module 5: Gathering Evidence.** The fifth module focuses on the collection and organization of evidence by Standard and Indicator and engages participants in thinking strategically about gathering high-quality artifacts to demonstrate performance.

**Module 6: Observations and Feedback.** The sixth module describes expectations for observations (both inside and outside of classrooms), the collection and organization of observation evidence, as well as the sharing of timely, constructive feedback to educators.

**Module 7: Rating Educator Performance.** The seventh module supports participants in using the teacher performance rubric to determine formative or summative ratings.

**Module 8: Rating Impact on Students.** The eighth module will provide an overview of the ESE-issued June 2012 guidance on student learning measures and ratings of educator impact on student learning.
Preparing for Module 2: Unpacking the Rubric

Module Overview

This module is designed to introduce participants to the role of standards-based performance rubrics in the evaluation process and familiarize them with the basic structure and terminology of the Model System Performance Rubrics. Using the Massachusetts Model System Teacher Rubric as an example, participants will have an opportunity to use the four performance-level descriptors to analyze and assess practice.

Context

The purpose of this module is to ensure that participants are familiar with the basic structure and purpose of the Massachusetts Model System Teacher Rubric. The Massachusetts Model System Performance Rubrics serve as the foundation for the Model System; this initial knowledge of the Teacher Rubric is essential background knowledge needed for discussing the steps of the evaluation cycle in detail (which will occur in Modules 3–8). Ideally, participants would have attended Module 1: Overview before attending Module 2.

Intended Outcomes

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

- Identify the characteristics of effective teaching practice.
- Understand the use of standards-based performance rubrics and use of the four performance-level descriptors to analyze and assess practice.
- Describe the structure of the Massachusetts Model System Performance Rubrics.
- Determine school plans of action through analysis of current practice with regard to the use of rubrics in educator evaluation.
Agenda

I. Welcome (5 minutes)

II. Connecting (20 minutes)
   - Connecting Content (5 minutes)
   - Connecting Activity: Considering Instructional Rubrics (13 minutes)
   - Connecting Wrap-Up/Debrief (2 minutes)

III. Learning (1 hour, 35 minutes)
   - Learning Content 1: Describing Effective Practice (10 minutes)
   - Learning Activity 1: What Does Effective Practice Look Like? (25 minutes)
   - Learning Wrap-Up/Debrief 1: Describing Effective Practice (10 minutes)
   - Learning Content 2: Unpacking the Teacher Performance Rubric (5 minutes)
   - Learning Activity 2: Unpacking the Teacher Performance Rubric—A Team Deep Dive (35 minutes)
   - Learning Wrap-Up/Debrief 2: Unpacking the Teacher Performance Rubric (10 minutes)

IV. Implementing (40 minutes)
   - Implementing Activity (40 minutes)

V. Reflecting (15 minutes)
   - Reflecting Activity (serves as the wrap-up/debrief for the Implementing Activity) (15 minutes)

VI. Wrap-Up (5 minutes)
   - What’s Next (2 minutes)
   - Suggested Homework (3 minutes)
Equipment and Materials

- **Equipment:** Laptop computer, projector.
- **Materials:**

  Make a copy of the handout packet for each participant. Note that the packet includes Appendix C: Teacher Rubric from *Part III: Guide to Rubrics and Model Rubrics for Superintendent, Administrator, and Teacher.*

  Put the following materials on each table:
  - Highlighters.
  - Markers.
  - Post-it Notes.
  - One index card on each table labeled either Standard I or Standard II (for Learning Activity 1—an equal number of tables should be labeled Standard I and Standard II).
  - Chart paper:
    - Two sheets labeled Standard I and Standard II with their respective definitions immediately following. Include a stick-person drawing of a teacher in the middle of these sheets (for Learning Activity 1).
      
      *Note:* Prepare a piece of chart paper labeled Parking Lot. You may need this in Learning Activity 1, and you can use it to record other questions that participants may have.
    - Seven sheets labeled 1–7 at the top for Learning Activity 2.
    - One example chart paper (see p. 14).
  - Tabletop signs for team numbers (1–7).

Regulatory Requirements

The regulations define a rubric as “a scoring tool that describes characteristics of practice or artifacts at different levels of performance” (603 CMR 35.02).

Districts are required to use a rubric when issuing performance ratings for formative assessment/evaluation and summative evaluation: they “may use either the rubric provided by the Department in its model system or a comparably rigorous and comprehensive rubric developed by the district and reviewed by the Department” (603 CMR 35.08(2)).

The regulations identify four performance ratings to describe the educators’ performance: *Unsatisfactory, Needs Improvement, Proficient,* and *Exemplary.*

The regulations permit school committees to “supplement the Standards and Indicators with additional measurable performance Standards and Indicators consistent with state law and collective bargaining agreements where applicable” (603 CMR 35.03 and 35.04).

The regulations anticipate the need to adapt the Indicators in some cases: the district “shall adapt the Indicators based on the role of the (educator) to reflect and to allow for significant differences in assignments and responsibilities.” In the case of administrators serving under individual employment contracts, districts may ‘adapt’ the Standards, as well as the Indicators “as applicable to their role and contract.”

Model System Resources

Model System resources can be found on ESE’s website at http://www.doe.mass.edu/edeval/model/.

Specific resources that are useful to review before facilitating this training include Part III: Guide to Rubrics and Model Rubrics for Superintendent, Administrator, and Teacher:

- Overview (pp. 3–5)
- Structure of the Model Rubrics (pp. 6–8)
- Design of the Model Rubrics (pp. 10–11)
- Appendix C: Teacher Rubric
Facilitator Guide

I. Welcome (5 minutes)

Slide 1 is the title slide.

During this slide, the facilitators should introduce themselves and ask participants to do the same. Cover any “housekeeping” tasks at this time.

Explain:
“This is the second module of eight. It introduces the basic structure and terminology of the Model System Performance Rubrics. You will have an opportunity to use the four performance-level descriptors to analyze and assess practice.”

II. Connecting (20 minutes)

Slide 4 is the title slide for the Connecting section of the module.

Explain:
“The outcomes for Module 2 are for participants to identify what characterizes effective practice, understand the use of standards-based rubrics, describe the structure of the Massachusetts Model Rubrics, and create school plans of action for working with staff.”

Connecting Content (5 minutes)

This module will connect with the content of Module 1: Overview.

Explain:
“The five steps in this continuous circle of improvement are designed to ensure that the educator is an active participant in his or her evaluation. The Massachusetts Model System for Evaluation represents a huge paradigm shift in that evaluation is no longer something done to educators, where the evaluation is isolated and the process is unrelated to the real work of teaching and leading. Rather, when implemented well, the cycle allows every educator to take a leading role in shaping his or her professional growth and development. The Massachusetts Model Rubrics serve as the spine of the evaluation model.”
"The rubrics define and describe effective practice for educators, which grounds the professional practice component of educators’ self-assessment.”

“They inform areas of focus for the student learning and professional practice goals.”

“They help educators and evaluators organize evidence and provide feedback throughout the evaluation cycle.”

“Finally, the rubrics inform and calibrate professional judgments about performance in each Standard and overall, formatively and at the end of the cycle.”

**Connecting Activity: Considering Instructional Rubrics (13 minutes)**

The purpose of this activity is for participants to reflect on their use of instructional rubrics, with which most educators are familiar, and to connect the strengths of those with using a rubric as part of educator evaluation.

**Explain:**

“Let’s do a quick show of hands—how many of you use rubrics regularly as an assessment tool for student work, student performance, or student learning?” [PAUSE FOR SHOW OF HANDS] “Why do we use rubrics, like the one on the screen, as a key tool of student assessment?” [TAKE RESPONSES FROM PARTICIPANTS]

“Let’s do a quick review of the student rubric on the screen.” [CLICK BACK TO GO TO SLIDE 7]

Ask participants some or all of the following questions and solicit their responses:

- What are the key skills we’re assessing?
- How would the descriptors of knowledge and skills help a teacher assess student attainment and development?
- How would the descriptors help students know what they need to do to improve?
• Would this rubric also help students understand where they are in their attainment and development of this knowledge and these skills?

• How would a set of these rubrics (for a whole class) help a teacher know how to reshape upcoming instruction?

Common facilitation challenges and solutions:

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>The majority of participants have used rubrics for student assessment for many years and are proficient at it.</td>
<td>• Move quickly through this section and do not belabor the points or questions. This is simply a setup for connecting the structure and purpose of a student rubric to one used for educator performance.</td>
</tr>
<tr>
<td>The majority of participants have not used rubrics for student assessment for many years and lack understanding about them.</td>
<td>• Spend additional time analyzing the example rubric on the screen and asking probing questions about its structure and purpose.</td>
</tr>
</tbody>
</table>

Connecting Wrap-Up/Debrief (2 minutes)

*Explain:* Slide 9

“Just as instructional rubrics support student learning and development in addition to serving as standards-based assessment tools, so do educator performance rubrics serve these dual purposes.

“You can see some of the similarities and differences between instructional rubrics and performance rubrics on Slide 9.”

Ask the participants:

“What do you notice about these two lists on this chart?”
III. Learning (1 hour, 35 minutes)

Learning Content 1: Describing Effective Practice (10 minutes)

Slide 10 is the title slide for the Learning section of the module.

*Explain:* Slide 11

“Now we’re going to take a moment to think about knowledge and skills related to effective practice and connect your ideas to the Model System Teacher Rubric.”

*Explain:* Slide 12

“During the past 10 years, a significant body of work has emerged concerning (1) defining the characteristics of effective teaching, (2) methodologies for collecting evidence of practice, and (3) benchmarking performance against a range of performance descriptors. Examples of this work include frameworks for articulating effective teaching such as Praxis III, the National Board Certification process, and work from the New Teacher Center. However, this work has only recently started making its way into the evaluation of educators. Experts like Charlotte Danielson, Kim Marshall, and others have begun organizing information about effective performance into frameworks and rubrics for use in professional growth and evaluation models.”

*Explain:* Slide 13

“The Massachusetts Model Rubrics were created to articulate the principles and criteria of effective practice (e.g., what educators need to know and be able to do). They also provide a road map designed to help identify and track patterns related to educator practice over time. These rubrics are *not* classroom observation tools. Observations—both within and outside the classroom, announced and unannounced—are only one source of many that yield evidence used to inform feedback and performance ratings. The rubrics will help educators and evaluators make sense of the many pieces of evidence they collect. Four different model rubrics are available.” [READ/REFER TO SLIDE 13]

“Let’s look at the basic structure of the Massachusetts Model Rubrics using the Teacher Rubric as our example.”

Point to the “Standard” bar on Slide 14 and *Explain:* Slide 14

“There are four performance Standards for teachers:

- Standard 1: Curriculum, Planning, and Assessment
- Standard 2: Teaching All Students
- Standard 3: Family and Community Engagement
- Standard 4: Professional Culture

“The Standards are broad categories of knowledge and skills related to effective practice. Delineated under each Standard are Indicators and elements.”
Point to the “Indicator” bars on the slide and Explain:
“Indicators describe specific knowledge, skills, and behaviors for each Standard. For example, in Standard I there are three Indicators: curriculum and planning, assessment, and analysis.”

Point to the “element” bars on the slide and Explain:
“Elements are subcategories of knowledge, skills, and behaviors specific to each indicator that provide the basis for examining evidence of performance.”

Point out the “performance descriptors” boxes and Explain:
“Performance Descriptors, delineated for each element, are observable and measurable descriptions of teacher knowledge, skills, and behaviors aligned to each element across four specific levels of performance: Unsatisfactory, Needs Improvement, Proficient and Exemplary.”

**Learning Activity 1: What Does Effective Practice Look Like? (25 minutes)**

The purpose of this activity is for participants to become more familiar with the rubric by identifying knowledge, skills, and behaviors that they think would be included under either Standard I or II.

Begin this activity by advancing to Slide 15 so that participants can see the information about the activity as you are explaining it.

Describe the activity purpose to participants:

“This activity focuses attention on the Standard level to get you more familiar with these organizing categories of the Model System Teacher Rubric. We will be brainstorming key behaviors and actions related to Standards I and II, which we’ll use again in a subsequent activity.”

*Explain*: Slide 15

“In the center of your tables, you will see an index card labeled Standard I or Standard II with their respective definitions.

“Think of a great teacher that you know—any grade level or content area. Working as a school team, use the guiding questions on Slide 15 to frame your discussions for the Standard your team has been assigned.

“There are Post-it Notes in the middle of your tables that you can use to record your ideas. Please list one idea per Post-it.”

Bring the whole group’s attention to the center/front of the room where there should be two pieces of chart paper, one labeled “Standard 1” with the definition, and the other labeled “Standard 2” with the definition. Both pieces of chart paper should have a simple stick figure drawing below the title and definition. Begin with Standard I. Start by asking one school team to share the ideas they identified for Curriculum, Planning, and Assessment. Ask the team to send one person to the front/center of the room and share aloud the team’s Post-it Notes. Place the Post-its on the chart paper labeled Standard I. Actions the teacher does should be placed by the hands/feet of the stick figure, words the teacher says should be placed by the mouth, and knowledge and understanding should be placed over the head.

Ask the school teams if any of them have similar ideas. If so, invite them to add their Post-its to the chart paper. Ask if any teams have different or additional ideas, invite them to share, and then add their Post-its to the chart paper.
Repeat the process for Standard II.

Common facilitation challenges and solutions:

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teams may struggle to identify knowledge, skills, or behaviors.</td>
<td>Prompt them with the following: What would this teacher be saying? What would the teacher know and be thinking? What would the teacher be doing/what are his or her actions?</td>
</tr>
<tr>
<td>Teams may identify concepts that are part of Standard III or IV.</td>
<td>In the wrap-up (following), you will ask participants if there is anything listed that might go under another Standard.</td>
</tr>
<tr>
<td>Participants identify ideas that are not really critical skills, knowledge, or behaviors. They identify specific strategies or resources teachers should use.</td>
<td>Allow them to post ideas. As they engage in the learning activities, they will have the opportunity to see that the Standards don’t really include this. You can also share that Standards are theory-, disposition-, and strategy-neutral, meaning that there are many ways a teacher can demonstrate success.</td>
</tr>
<tr>
<td>Participants have a jumble of ideas that don’t really answer the question.</td>
<td>Proactive solution—divide them into two subteams with specific brainstorming on the “know” and “do” questions.</td>
</tr>
</tbody>
</table>
Learning Wrap-Up/Debrief 1: Describing Effective Practice (10 minutes)

Briefly summarize the ideas with regard to Standards I and II. Ask participants:

"Are we missing any tenets of effective curriculum, planning, assessment, or instruction?"

"Is there anything listed here that you think should go in another Standard (Family and Community Engagement or Professional Culture)?"

As participants respond, write new ideas on Post-its and add them to the chart papers.

If there are some ideas that belong to another Standard, move them to the chart paper labeled Parking Lot. You’ll ignore these disputed Post-its during the next activity.

Be prepared to recognize examples of knowledge, skills, and/or behaviors that might appear applicable to more than one Standard, and help participants select the best fit while acknowledging that the Standards are interrelated and some overlap is expected.

Note: If you are running short on time, you may need to omit the portion of the wrap-up described above.

To transition to Slide 16, Explain:

"The four performance Standards in the Teacher Rubric reflect research of what constitutes effective teaching practice and provide us with a common understanding, terminology, and structure to organize evidence. Fewer than 20 percent of districts nationally are currently using performance rubrics as part of their teacher evaluation system, but this activity has already given us the beginnings of a shared understanding about effective practice."

Explain:

"Four performance Standards anchor the Model Rubrics for all educators in Massachusetts, including administrators. The Standards were developed by the Task Force and are clearly defined in the regulations. You saw this table in Module 1: Overview. Notice once again the close alignment of the Standards between administrators and teachers, underscoring the common overarching goals shared by all educators.

"Remember that Massachusetts views educator evaluation as one component of a larger system focused on developing educator expertise over time. As an integral part of the five steps of the evaluation cycle, the Model Rubrics were designed to reflect and support the same principles associated with Massachusetts educator preparation, supervision of student teaching, teacher recruitment and hiring, mentoring, peer coaching, and professional development."
Learning Content 2: Unpacking the Teacher Performance Rubric (5 minutes)

Explain:
“We have examined the structure of the Massachusetts Model Rubrics and discussed what effective practice looks like for two of the Standards, but description at the Standard level isn’t enough detail to support growth and development of all teachers. So, we’ve built out the Standards with Indicators, elements, and descriptors of performance at four levels. We are now going to dig deeper into the Model Teacher Rubric and unpack more of the structural elements. Please look at Handout 1: Teacher Rubric at a Glance.

“Under each Standard are capital letters, which represent the Indicators. There are 16 Indicators for the Teacher Rubric. Under each Indicator is at least one element: 1, 2, 3, etc. Altogether, there are 33 elements for teachers.

“When you look at the Teacher Rubric at a Glance, what three words immediately come to mind? Take a quick moment to jot them down. ” [TAKE RESPONSE FROM PARTICIPANTS]

Connect their ideas (some possibilities might be: comprehensive, overwhelming, organized, logical, intense) to the following:

“Teacher performance rubrics can be __________________ [INSERT THEIR WORDS, i.e., overwhelming, logical, etc.]. Because they are designed to capture critical aspects of a complex craft, they need to be comprehensive and detailed. The best way to develop an understanding of rubrics is to begin by unpacking one Standard at a time.

“Our next step is to conduct an ‘unpacking’ exercise step by step so that you can start familiarizing yourself with the rubric’s structure and content. This exercise is not unlike the process you might go through during Step 1 of the five-step-evaluation cycle: your self-assessment. Knowing where to start can be a challenge, so we’re going to take it one piece at a time."

Learning Activity 2: Unpacking the Teacher Performance Rubric—a Team Deep Dive (35 minutes)

The purpose of this activity is for participants to understand one Indicator and realize the work necessary to fully understand the Teacher Rubric.

Before moving on to Slide 18, Explain:  
“The first thing we’re going to do is examine what is meant by Proficient performance. What do you think of when you hear Proficient?”

[RECORD their response on a blank sheet of chart paper]  
[CLICK to move to Slide 18 and display definition]

“The Proficient performance descriptors represent the expected Standard—the bar we expect all experienced teachers to demonstrate over time.”

Instruct school teams that they will now have the opportunity to begin looking at the performance descriptors for a particular Indicator and corresponding elements found in Standards I and II, starting with Proficient.

Ask participants to count off from 1–7 until every individual has been assigned a number.
Place the numbered tabletop cards at each table, and instruct participants to temporarily “re-sort” into these new “teams,” with the 1’s gathering together, the 2’s gathering together, and so on.

Slide 19 provides direction to teams i.e., individuals assigned to Team 1 will be looking at Standard 1-Indicator A).

Explain:
“You will need to use your copies of the Massachusetts Standards and Indicators of Effective Teaching Practice: Teacher Rubric, found at the back of your handout packet. Team 1 will look at ….” [READ FROM SLIDE]

Once participants are in their new teams, walk them through the example on Slide 20.

Explain:

“Looking at Proficient is only Part 1 of this activity. Once teams are through Part 1, I will give instructions for Part 2.”

Instruct teams to create a chart paper similar to the example below and the one you created in advance to show participants. Use the guiding questions on Slide 20 to frame their discussions on the Proficient level of performance captured by the elements under their Indicator.

<table>
<thead>
<tr>
<th>Standard ___ Indicator ___</th>
<th>The Proficient teacher …</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Description in their team’s own words …]</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Needs Impr.</th>
<th>Exemplary</th>
<th>Key words from these descriptions</th>
</tr>
</thead>
</table>

Teams have 12 minutes for Part 1 of this activity.

Common facilitation challenges and solutions:

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>The size of the overall group makes dividing into seven teams difficult. The group may be too small (12 people or less) or too large (more than 40).</td>
<td>If too small—assign partners and/or focus on Standard 2 only. If too large—duplicate the chart papers and teams. (i.e., two groups of three will work on each Standard/Indicator, so at the end you will have two charts about each).</td>
</tr>
</tbody>
</table>
Call the group’s attention back to the front/center of the room.

**Explain:**

“The next part of this activity is designed to help you pivot off what you know about Proficient performance for your specific Standard and Indicator. We’ll look next at the other performance levels to understand them and also contrast them with Proficient. Your task is to highlight … [READ INSTRUCTIONS ON THE SLIDE]

**Explain:**

“For example, let’s look at Standard 3, Indicator B about collaboration with families. This Standard is about how teachers collaborate with families to support student learning at home and school. We can see what it means to be Proficient. Now let’s look at the key descriptors for Unsatisfactory, Needs Improvement, and Exemplary.

[POINT OUT BOLD/HIGHLIGHTED WORDS ON THE SCREEN]

"Is it clear what it takes to be Proficient? Is it clear what it means to be at another level? Now let’s look down the columns at the key words related to each performance level.

“What is the theme of Unsatisfactory? What is the theme of Exemplary? What is the theme of Needs Improvement? What is the theme of Proficient?

REFER/RETURN TO Slide 21.

**Explain:**

“Take the next 12 minutes to complete your chart paper with key words, which is Part 2 of this unpacking activity.”

Teams will have 12 minutes for the activity. Tell them when four minutes have passed (eight minutes left), eight minutes have passed (four minutes left), and when there is one minute remaining in the activity. At the four-minute mark, encourage participants to work as teams on Step 2 of the activity. After eight minutes, they should be moving on to Step 3. At the one-minute warning, they should be wrapping up their discussion.

As teams complete their chart papers, they should post them on the walls in Standard/Indicator order.

**Common facilitation challenges and solutions:**

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teams may get stuck on one performance level.</td>
<td>Prompt participants through the level they are on, and help them move on to the next level.</td>
</tr>
<tr>
<td>Teams move too quickly through the activity.</td>
<td>Prompt participants to go back and discuss the key words they circled. Ask them to discuss how expectations for performance scaffold across the performance descriptors.</td>
</tr>
</tbody>
</table>

Call the group’s attention to the front/center of the room.
“All of the teams have done some hard work to unpack these two Standards. As you make your way back to your original seat, let’s do a gallery walk for four to five minutes and look at everyone’s work. As you review the charts, look for what’s common, what’s different, and what key words stand out. Go!”

When four to five minutes have elapsed and participants are back in their seats, lead a whole-group discussion about how the behaviors associated with each element change across the performance levels.

Ask the whole group:
“What did you notice as you completed this activity? What differences did you see across the levels? What key words did you circle?”

**Explain:**
“Three guiding principles are used to differentiate behaviors in this rubric:

- The quality of the behavior (for example, how good is the differentiated instruction?)
- The consistency of the behavior (is the educator demonstrating this high level of instruction on a regular basis, or only intermittently?)
- The scope of impact (to what extent is the instruction meeting the needs of all students, as opposed to just some?)

The degree to which quality, consistency, and scope of impact are present is what determines the performance level. You may also notice that many words are somewhat general, like “some” or “rarely.” Rather than identify discreet or quantifiable parameters around performance, the rubric is deliberately designed to encourage educators and evaluators to look for **trends** and **patterns** related to practice over time. This also allows districts to incorporate their own local context into the rubric, as necessary.”

**Learning Wrap-Up/Debrief 2: Unpacking the Teacher Performance Rubric—A Team Deep Dive (10 minutes)**

**Explain:**
“The learning activities we engaged in represent an introduction to the role and use of the Massachusetts Teacher Rubric as a key component of the Model System for Educator Evaluation. As school teams, you have had the opportunity to dig deeper into different Standards, Indicators, elements, and descriptors of practice. The rubric is an indispensable resource for your school leadership team and staff at your school. The rubric can be unpacked in a variety of contexts: at a department- or grade-level meeting or at whole-staff meetings. Examining Standards, Indicators, and elements in smaller “chunks” such as we practiced can be a powerful way to develop a rich, detailed, shared picture of what effective practice looks like. That shared understanding is a foundation for strong professional cultures that can support the growth and development of every educator at your school.”
IV. Implementing (40 minutes)

The purpose of this activity is to allow participants to consider the work that they did today and connect it with their work going forward.

**Explain:**

“In the final activity today, we’ll focus on helping you synthesize key learnings from today and identify implications and next steps for implementation at your school. As we engage in this work, it will be important that your team think about: What are we already doing that we can build on or connect to?

“We have covered a great deal of content today in a short amount of time. We talked about the critical role the Teacher Rubric plays in each of the five steps of the evaluation cycle. You will have many more opportunities in future modules to deepen your understanding of the rubric and its various applications.”

“In Module 3 (Self-Assessment), you will be using the rubric as a tool to support educators’ self-assessment of professional practice and student learning data. Module 5 (Gathering Evidence) will utilize the rubric as an important organizing tool for gathering evidence, and Module 6 (Observations and Feedback) shows how evaluators will utilize the rubric to examine patterns of evidence gathered during several brief observations.

“The bottom line is that you are not expected to know everything about rubrics as an outcome of this module; rather, Module 2 provides a foundation for knowledge that will be woven throughout the upcoming modules. Please locate Handout 2: Processing Pause.”

[Facilitators will really need to guide participants through this activity. Once an overview is provided (below), be prepared to rotate among school teams to see which teams might need more assistance and prompting.]

“Let’s take a minute and walk through the three cells on this worksheet:

- **Cell 1: Key Ideas From Today.** We talked about the rubric as an integral component of the five-step evaluation cycle and the structure of the Massachusetts Educator Evaluation Framework. As you think about your school staff and their level of understanding about rubrics, what do you feel would be the best starting place, and what key messages would you want them to know?

- **Cell 2: Linking Key Ideas to Current Practice.** Just as we began today by looking at instructional rubrics and then made the connection to performance rubrics for educator evaluation, you need to think about your school context and what connections you might use. It could be repeating the instructional rubric activity, or perhaps your school has been working on research-based strategies for increasing student achievement, such as Marzano’s instructional strategies or instructional walk-throughs. Think about a “hook” that would work for your school.

- **Cell 3: Unpacking the Rubric: Strategies and Methods.** What strategies will you use to communicate and share learnings from today—helping your school staff understand the role of the rubric in the model evaluation system? For example, you might have an all-staff meeting to share the role of the rubric in the five-step evaluation cycle and complete the consensus activity we did today on identifying the characteristics of effective practice. Then you might follow up with grade- or subject-area teams to identify a connection to the Standards and begin to dig deeper.”
“Okay, you have about 30 minutes to work and plan together as a team. We will be walking around to provide assistance.”

Common facilitation challenges and solutions:

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teams get “sidebarred” on other discussions and are not focused.</td>
<td>Facilitators need to monitor the teams. Sit with teams that are not on task and help them through at least one of the cells, emphasizing that this planning time is important.</td>
</tr>
<tr>
<td>Teams get stuck on one of the cells.</td>
<td>Prompt all teams with time remaining: “We have 20 minutes remaining; 10 minutes remaining; 5 minutes remaining.”</td>
</tr>
</tbody>
</table>

V. Reflecting (15 minutes)

Reflecting Activity (15 minutes)

The reflecting time serves as the wrap-up/debrief for the implementing activity described above. Participants will share what they discussed during the implementing activity.

*Explain:*
“The Processing Pause activity was an opportunity for you to get a jump start on thinking about how to apply what you have learned today when you go back to your school. Is anyone willing to share a key idea or conversation that your team had with regard to next steps and critical ideas?”

Ask groups to share ideas on the Connections section as well as Communicating with Staff.
VI. Wrap-Up (5 minutes)

What’s Next (2 minutes)

*Explain:* Slide 27

“Module 3: Self-Assessment will engage school teams in conducting a self-assessment of student learning data and professional practice. You will learn about the key features of the self-assessment process and engage further with the Model System Teacher Rubric.

“In addition, we have some suggested homework from this module to extend your learning about rubrics and help you continue to make connections to your school needs and context.”

Suggested Homework (3 minutes)

Assignment 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. Slide 28
- 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?

Assignment 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. Slide 29
- Select two more Indicators that you want to learn more about, and use the protocol from the training to gain a shared understanding.

When the homework assignment has been covered, transition to the final wrap-up, hand out the feedback form for the session, direct participants to where they can send questions via e-mail, and dismiss the group.

Keep this final slide on the screen as participants start to gather their things and leave the session.

*Note:* Enter your e-mail address on this final slide so that participants know where to send questions.