Massachusetts Model System for Educator Evaluation

Facilitator Guide for Teacher Training Workshop 1: Rubric Review

October 2014 (updated)
Overview of the Training Workshop Series

Training Workshop Series Purpose and Goals

This series of five training sessions, an Orientation to the new evaluation framework followed by four 1-hour workshops, is designed to prepare educators without evaluator responsibilities to implement the new Massachusetts educator evaluation system through the following intended outcomes:

- Introduce educators to the key components of the new evaluation framework.
- Support educators 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 opportunities to engage in the first three steps of the 5-Step Evaluation Cycle.

The training sessions will accomplish these goals through the use of detailed facilitator guides and participant handouts that connect to Model System resources. All materials are available online at http://www.doe.mass.edu/edeval/training/teachers/.

Audience

The audience for each session includes school-level educators without evaluator responsibilities, such as classroom teachers and specialized instructional support personnel.

Timing and Structure

Each session is one hour in length. The Orientation session introduces participants to the key components of the Massachusetts educator evaluation framework. The subsequent workshops provide participants with the opportunity to unpack performance rubrics, conduct a self-assessment, develop S.M.A.R.T. goals, and strategically identify sources of evidence, with each workshop structured to result in concrete deliverables associated with each educator’s evaluation. Homework assignments help participants extend and apply their learning to the next workshop. ESE designed each session to be delivered by a school administrator or teacher leader during common planning time or comparable in-school collaborative meeting period.

List of Training Sessions

**Orientation.** The Orientation describes the most important aspects of the evaluation framework. The Orientation includes topics such as the purpose of the evaluation framework, the two ratings everyone will receive, the 5-Step evaluation cycle, and key characteristics of the evaluation rubric.

**Workshop 1: Rubric Review.** The first workshop introduces the basic structure and terminology of the performance rubrics and gives participants an opportunity to examine the rubric components.

**Workshop 2: Self-Assessment.** The second workshop engages participants in Step 1 of the 5-Step Cycle—self-assessment. Participants will learn about the key characteristics of a high quality self-assessment and have an opportunity to complete their own self-assessments.

**Workshop 3: S.M.A.R.T. Goals.** The third workshop engages participants in Step 2 of the 5-Step Cycle—development of student learning goals and professional practice goals that are S.M.A.R.T. with clear benchmarks for success.

**Workshop 4: Gathering Evidence.** The fourth workshop introduces participants to the three types of evidence required in an evaluation, and provides tips and strategies for determining high quality artifacts of practice and measures of student learning. Participants will identify sources of evidence related to practice outlined in their educator plans to demonstrate performance.
Preparing for Workshop 1

Workshop Description

This facilitator guide is designed to support lead teachers and other administrators who are leading this workshop with small teams of teachers. Participants should have already taken the Orientation session prior to Workshop 1.

This 1 hour workshop aims to ensure that teachers understand key Standards, Indicators, and elements on the evaluation rubric, as well as the evaluation scale (Unsatisfactory to Exemplary). This workshop is based on the ESE Model Rubric, but schools that have chosen to adapt the Model Rubric or create their own rubric can modify the workshop to match their own rubric.

In this workshop, participants will review the basic components of the evaluation rubric, and then complete an interactive activity to deepen their understanding of that rubric. The lesson will include opportunities for teachers to ask questions and dive deeper into the full rubric. Teacher teams may also wish to discuss and agree upon the specific Indicators and Elements that will be their primary focus for the year.

Intended Outcomes

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

- Describe the structure of the Massachusetts Model System Performance Rubric (or the district's own rubric)
- Identify the characteristics of effective teaching included in the Massachusetts Model System Performance Rubric (or the district's own rubric).

Agenda

I. Review Objectives for Today’s Workshop (5 Minutes)

II. Learning Activity 1: Text Based Discussion: “Introduction to the Model Rubrics” (15 Minutes)

III. Learning Activity 2: Interactive Rubric Activity (20-25 Minutes)

IV. Learning Activity 3: Exit Ticket/Homework (5-10 Minutes)
Equipment and Materials

Teacher handouts and homework assignment for this workshop have been provided in the Participants Handout Packet. Before the workshop, facilitators should complete the following tasks:

- Make copies of the participant handouts.
- Make 1 copy of the handout on the final page of this facilitator guide for every 2-3 teachers in your workshop. Cut out the 15 boxes with bullet points from each handout. Paper clip those 15 boxes together, or put them in a small plastic bag. (If your district is not using the Model Rubric, you should adapt the chart to match your district’s rubric before printing and cutting it).
- Facilitators should bring tape to the workshop for Learning Activity #2.
- Make copies (at least one copy per team) of the entire Teacher Rubric and/or the entire Specialized Instructional Support Personnel Rubric for Learning Activity #3 (depending on the roles and responsibilities of the participants). If your district is not using the Model Rubrics, copy your district’s rubric for this activity.

Facilitators may also wish to familiarize themselves with the information about the rubric provided by the Massachusetts Department of Elementary and Secondary Education, especially the Guide to Rubrics and Model Rubrics. This guide and additional resources can be found at [www.doe.mass.edu/edeval/model/](http://www.doe.mass.edu/edeval/model/).

Model System Resources

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

Specific resources that are useful to review before facilitating this training module include:

**Part III: Guide to Rubrics and Model Rubrics for Superintendents, Administrators, and Teachers**

- Structure of the Model Rubrics (p. 6)
- Rubrics At-A-Glance (p. 7)
- **ESE Model Rubric for Classroom Teacher** (Appendix C)
- **ESE Model Rubric for Specialized Instructional Support Personnel** (Appendix D)
Facilitator Guide

I. Welcome & Objectives (5 minutes)

Review objectives for today’s workshop.

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

- Describe the structure of the Massachusetts Model System Performance Rubric (or their own district’s rubric).
- Identify the characteristics of effective teaching included on the Massachusetts Model System Performance Rubric (or their own district’s rubric).

II. Learning Activity 1 (15 minutes)

Text-Based Discussion: “Introduction to the Model Rubrics”

Give participants time to read the “Introduction to the Model Rubrics” and the “Rubric at a Glance” handouts (see pages 1-3 of Participant Handouts for Workshop 1). Note that the “Rubric at a Glance” is a one-page, user-friendly summary of the Model Rubric. The complete Model Rubric is 14 pages long. You may wish to have copies of the complete Model Rubrics for Teachers and/or Specialized Instructional Support Personnel available for participants to examine. Copies can be found at http://www.doe.mass.edu/edeval/model/.

Once participants have read these documents, allow participants to ask clarifying questions about the rubric. Check for understanding by asking teachers to:

- Describe the 4 Standards on the Model Rubric
- Explain the difference between Standards, Indicators, and elements

III. Learning Activity 2 (20-25 minutes)

Interactive Rubric Activity, Part 1

Divide participants into small groups of 2-3. Direct each group to the blank chart on page 4 of Participant Handouts for Workshop 1, and provide each group with a set of 15 paper-clipped boxes you have cut out and tape.

Teams must now try to place those 15 boxes onto the blank chart in their correct places. This requires teams to interact with the rubric by:

- Matching four performance descriptors to one of three key elements
- Identifying whether each performance descriptor associated with that element is Unsatisfactory, Needs Improvement, Proficient or Exemplary

When a team is finished, their chart should look like the one on the last page of this facilitator guide. You can use this chart as an answer key to check teams’ work.
Interactive Rubric Activity, Part 2

Once the teams have organized the squares into the appropriate boxes on their blank rubric templates, facilitate a preliminary conversation around the differentiating components of each description of practice.

Guiding Question:

- What distinguishes Proficient practice from Needs Improvement practice, and Needs Improvement practice from Unsatisfactory performance? How is Exemplary practice distinguishable from Proficient practice?

After a brief conversation in response to this question, have teacher teams take 3-5 minutes to circle or underline key words or phrases that differentiate practice across each performance level.

When teams are finished, have teams share key words that differentiate one performance level from another.

Key Discussion Points and Take-Away:

Through a discussion of these key words and phrases, orient participants to the following three aspects of practice that rubric developers used to differentiate practice across the four performance levels:

1. **Quality**: the quality of the behavior
2. **Consistency**: the extent to which an educator engages in that behavior on a regular basis
3. **Scope**: the degree to which the educator is applying that behavior or practice to everyone

Note that the behavior associated with each element stays the same—it’s the **quality**, **consistency**, and **scope** of that behavior that changes from performance level to performance level, differentiating practice that is considered Unsatisfactory from practice considered Needs Improvement, Proficient, and Exemplary.

Final note to share: In this 4-point scale, Proficient practice is defined as “rigorous but attainable… the expected level of performance for educators.” The Proficient level of performance will likely capture most of the educators throughout the Commonwealth, while reserving Exemplary ratings for the truly exceptional individuals whose practice can serve as a model for others. Few educators—administrators included—are expected to demonstrate Exemplary performance on more than a small number of Standards.

IV. Learning Activity 3 (5-10 minutes)

Exit Ticket/Homework: How Do I Use the Rubric?

- **Facilitator Note**: This can be presented as an “Exit Ticket” or “Homework” activity, depending on how much time is left for participants to work together.

Once participants have a better understanding of the content of their rubric (the four Standards), the structure of the rubric (Standards, Indicators and elements), and the four performance levels, it’s important to situate the rubric in the context of the evaluation cycle. Explain how the rubric is there to help educators self-assess their own practice using the four Standards, and to help them identify goals to work on over the course of their evaluation cycle (Step 1 of the 5-Step Cycle of Evaluation).

In preparation for Workshop #2: Self-Assessment, direct participants to Handout 3, which asks them to review the entire rubric individually and start identifying areas of strength and areas in need of improvement based on the descriptions of practice in the rubric. This can be completed during the last several minutes of the session or as “homework” for Workshop #2.
### Standard #1: Curriculum, Planning and Assessment

#### Indicator A: Curriculum & Planning

<table>
<thead>
<tr>
<th>Key Indicator/Element</th>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I-A-1. Subject Matter Knowledge</td>
<td>• Demonstrates limited knowledge of the subject matter and/or its pedagogy; relies heavily on textbooks or resources for development of the factual content. Rarely engages students in learning experiences focused on complex knowledge or skills in the subject.</td>
<td>• Demonstrates factual knowledge of subject matter and the pedagogy it requires by sometimes engaging students in learning experiences around complex knowledge and skills in the subject.</td>
<td>• Demonstrates sound knowledge and understanding of the subject matter and the pedagogy it requires by consistently engaging students in learning experiences that enable them to acquire complex knowledge and skills in the subject.</td>
<td>• Demonstrates expertise in subject matter and the pedagogy it requires by engaging all students in learning experiences that enable them to synthesize complex knowledge and skills in the subject. Is able to model this element.</td>
</tr>
<tr>
<td>• I-A-3. Rigorous Standards-Based Unit Design</td>
<td>• Plans individual lessons rather than units of instruction, or designs units of instruction that are not aligned with state standards/local curricula, lack measurable outcomes, and/or include tasks that mostly rely on lower level thinking skills.</td>
<td>• Designs units of instruction that address some knowledge and skills defined in state standards/local curricula, but some student outcomes are poorly defined and/or tasks rarely require higher-order thinking skills.</td>
<td>• Designs units of instruction with measurable outcomes and challenging tasks requiring higher-order thinking skills that enable students to learn the knowledge and skills defined in state standards/local curricula.</td>
<td>• Designs integrated units of instruction with measurable, accessible outcomes and challenging tasks requiring higher-order thinking skills that enable students to learn and apply the knowledge and skills defined in state standards/local curricula. Is able to model this element.</td>
</tr>
<tr>
<td>• I-A-4. Well-Structured Lessons</td>
<td>• Develops lessons with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping for the intended outcome or for the students in the class.</td>
<td>• Develops lessons with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping.</td>
<td>• Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.</td>
<td>• Develops well-structured and highly engaging lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every student’s needs. Is able to model this element.</td>
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