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| Massachusetts Model System for Educator Evaluation  Participant Handouts for Workshop 1:  Rubric Review |
| October 2014 |
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## Workshop 1: Rubric Review

Agenda

1. Review Objectives for Today’s Workshop (5 Minutes)
2. Learning Activity 1: Text Based Discussion: “Introduction to the Model Rubric” (15 Minutes)
3. Learning Activity 2: Interactive Rubric Activity (20-25 Minutes)
4. Homework (5-10 Minutes)

Objectives

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 on the Massachusetts Model System Performance Rubric (or the district’s own rubric).

For More Information

Participants interested in learning more about the educator evaluation rubric may wish to familiarize themselves with additional materials on the Massachusetts Department of Elementary and Secondary Education website – particularly *Part III of the ESE Model System: Guide to Rubrics and Model Rubrics*. For these resources and additional information about the Massachusetts Educator Evaluation Framework, please go to [www.doe.mass.edu/edeval/model](http://www.doe.mass.edu/edeval/model).

## Handout 1: Learning Activity 1

Introduction to the Model Rubrics

The teacher rubric is a critical component of the Massachusetts educator evaluation framework. It is designed to help educators and evaluators develop a consistent, shared understanding of what proficient performance looks like in practice, and make informed professional judgments about a teacher’s performance. Rubrics are helpful as they make professional expectations clear while also providing educators with informative feedback about strengths and areas for improvement.

Use of the Model Rubrics for Teachers and Specialized Instructional Support Personnel

A rubric is used throughout the 5-Step Evaluation Cycle for all teachers, including teachers of whole classrooms, small groups, individual students, as well as specialized instructional support personnel. While each school will choose to utilize the rubric slightly differently, the expectation is that by the end of the evaluation cycle, educators and evaluators will have gathered and shared a reasonable amount of evidence to support a rating for each of the four Standards within the rubric.

**Four Standards:** Standards are the broad categories of educator knowledge, skills, and performance of effective practice detailed in the regulations. There are four Standards for teachers: *Curriculum, Planning, and Assessment; Teaching All Students; Family and Community Engagement;* and *Professional Culture.*

1. **Curriculum, Planning, and Assessment Standard**: Promotes the learning and growth of all students by providing high quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using these data to improve instruction, providing students with constructive feedback on an on-going basis, and continuously refining learning objectives.
2. **Teaching All Students Standard**: Promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.
3. **Family and Community Engagement Standard**: Promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.
4. **Professional Culture Standard:** Promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.

Teachers will receive a rating of Unsatisfactory, Needs Improvement, Proficient or Exemplary in each of these categories.

**Indicators and Elements:** Indicators and elements describe specific knowledge, skills, and performances for each Standard. For example, there are three Indicators in Standard III of the teacher rubric: *Engagement; Collaboration; and Communication.* The Collaboration Indicator is then further divided into two elements: *Learning Expectations and Curriculum Support.*

| **Standard I:**  **Curriculum, Planning, and Assessment** | **Standard II:**  **Teaching All Students** | **Standard III:**  **Family and Community Engagement** | **Standard IV:**  **Professional Culture** |
| --- | --- | --- | --- |
|  |  | **A. Engagement Indicator**  1. Parent/Family Engagement |  |
|  |  | **B. Collaboration Indicator**  1. Learning Expectations  2. Curriculum Support |  |
|  |  | **C. Communication Indicator**  1. Two-Way Communication  2. Culturally Proficient Communication |  |

Note that the Indicators, as well as each of the four Standards, are defined by regulation.

# ESE Model Teacher Rubric At-A-Glance

| **Standard I:**  **Curriculum, Planning, and Assessment** | **Standard II:**  **Teaching All Students** | **Standard III:**  **Family and Community Engagement** | **Standard IV:**  **Professional Culture** |
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| **A. Curriculum and Planning Indicator**  1. Subject Matter Knowledge  2. Child and Adolescent Development  3. Rigorous Standards-Based Unit Design  4. Well-Structured Lessons | **A. Instruction Indicator**  1. Quality of Effort and Work  2. Student Engagement  3. Meeting Diverse Needs | **A. Engagement Indicator**  1. Parent/Family Engagement | **A. Reflection Indicator**  1. Reflective Practice  2. Goal Setting |
| **B. Assessment Indicator**  1. Variety of Assessment Methods  2. Adjustments to Practice | **B. Learning Environment** **Indicator**  1. Safe Learning Environment  2. Collaborative Learning Environment  3. Student Motivation | **B. Collaboration Indicator**  1. Learning Expectations  2. Curriculum Support | **B. Professional Growth Indicator**  1. Professional Learning and Growth |
| **C. Analysis Indicator**  1. Analysis and Conclusions  2. Sharing Conclusions With Colleagues  3. Sharing Conclusions With Students | **C. Cultural Proficiency Indicator**  1. Respects Differences  2. Maintains Respectful Environment | **C. Communication Indicator**  1. Two-Way Communication  2. Culturally Proficient Communication | **C. Collaboration Indicator**  1. Professional Collaboration |
|  | **D. Expectations Indicator**  1. Clear Expectations  2. High Expectations  3. Access to Knowledge |  | **D. Decision-Making Indicator**  1. Decision-making |
|  |  |  | **E. Shared Responsibility Indicator**  1. Shared Responsibility |
|  |  |  | **F. Professional Responsibilities Indicator**  1. Judgment  2. Reliability and Responsibility |

## Handout 2: Learning Activity 2

Interactive Rubric Activity

This chart represents an excerpt of Standard I: Curriculum, Planning & Assessment from the ESE Model Teacher Rubric, with space for three elements associated with Indicator A: Curriculum & Planning (the full rubric includes 16 Indicators and 33 elements). You will be given fifteen small pieces of paper, each of which belongs in one of the fifteen blank boxes on the chart below. Your task is to place each piece of paper in the appropriate box on the chart.

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| Standard #1: Curriculum, Planning and Assessment, Indicator A: Curriculum & Planning |

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| --- | --- | --- | --- | --- |
| **Key Element** | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
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## Handout 3: Learning Activity 3

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

In preparation for Workshop #2: Self-Assessment, take some time to review your rubric and start identifying areas of strength and areas in need of improvement based on the descriptions of practice.

1. **What area of the rubric do you think will be a strength for you and/or your team?**

How do you know?

1. **What area of the rubric do you think will be an area for improvement for you and/or your team?**

How do you know?

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| For a complete copy of the ESE Model System Teacher Rubric or Model System SISP Rubric, see Appendices C and D of Part III: Guide to Rubrics and Model Rubrics: [www.doe.mass.edu/edeval/model/](http://www.doe.mass.edu/edeval/model/). |