

## **New Educator Evaluation System Focus Element Resources**

Below, please find a list of each of the standards and focus elements from the new educator evaluation system. Underneath the focus elements, we have embedded links to professional articles, blogs, and videos that will be useful for developing a shared understanding of the key terms and ideas included in the evaluation rubric.

### **Standard I Curriculum Planning and Assessment Focus Elements:**

*Subject Matter Knowledge (Teachers)*

*Professional Knowledge (Specialized Instructional Support Personnel)*

The crux of this element is creating learning opportunities that allow students “to acquire complex skills and knowledge.” In order for all of us to have a shared understanding of what complex skills and knowledge means, we have shared this [presentation](#) by Dr. Karin Hess. Please note that the presentation concludes with a slide showing links to the author’s cognitive matrix for each core-content area. Interested? Read a full [article](#) by Dr. Hess to learn more.

In addition, this element also focuses on student engagement. Student engagement appears again in other elements included in the new evaluation rubric. For educators at the secondary level, we find [this article](#) on student engagement strategies to be helpful. Similarly, for early childhood and elementary educators, [this article](#) on engagement techniques could be useful. Finally, the author of [this blog](#) offers some useful tips for setting the conditions for effective student engagement.

#### *Well-Structured Lessons*

Well-designed lessons are derived from standards-based units. Calling upon the work of Grant Wiggins and Jay McTighe, we have developed our curriculum guides using a “backwards design model.” The challenge for teachers is to break down the curriculum guides into individual lessons. [This article](#) explains how teachers can use the same backwards design model to create well-designed lessons.

Being able to design lessons that support the needs of all students is challenging and requires experience and knowledge. We have located two articles ([Article One](#) and [Article Two](#)) to assist you with this. Finally, new teachers might benefit from [an article](#) that is written specifically for them.

#### *Adjustments to Practice*

By checking for understanding during the course of a lesson, educators are able to make adjustments to their practice to ensure a high level of understanding among their students. [This article](#) provides practical tips for checking for understanding. As a follow up to the first article, we have provided an [additional piece](#) on this same subject. Finally, [author Mike Schmoker](#) also describes how educators make adjustments to practice in their individual classrooms and through collaboration with colleagues.

## **Standard II Teaching All Students Focus Element:**

### *Quality of Effort and Work*

This element contains several key concepts including guided practice, rubrics, and exemplars. Below, we have included information about each of these instructional techniques.

#### Guided Practice:

The [Five Principles of Effective Guided Practice](#) provides a quick introduction to the concept of guided practice. In addition, Nancy Frye and Douglas Fisher have written extensively on this subject. We have included three of their articles for you to review. The [first article](#) focuses on the overall concept of guided instruction in the overall sequence of instruction. The [second article](#) looks at guided instruction as it relates to teaching struggling secondary students to write, and the [third article](#) examines how guided instruction interacts with homework assignments.

#### Rubrics:

We selected [this article](#) on rubrics because it gives a useful overview of what they are and how to use them.

#### Exemplars:

Exemplars and anchor papers provide the answer to the question, “What does good look like on this assignment?” To get started, this [blog](#) provides a useful overview on the use of exemplars. In addition, this [video](#) shows how a teacher incorporated exemplars into a writing activity with her elementary-age students. Finally, for early childhood teachers, [this article](#) provides information on using read-alouds as exemplars.

## **Standard III Family and Community Engagement Focus Element:**

### *Curriculum Support (Teachers)*

### *Student Support (Specialized Instructional Support Personnel)*

The [Handbook on Family and Community Engagement](#) is an excellent resource that can provide you with excellent ideas for promoting family involvement in your classroom. I especially appreciate its emphasis on supporting families with diverse language, racial and ethnic compositions. While lengthy, the table of contents will provide you with direction to the information that is most relevant to you. Another [great article](#) helps us understand how we can help parents positively conceptualize their roles in educating their children.

## **Standard IV Professional Culture Focus Elements:**

### *Professional Collaboration*

The district is actively engaged in expanding professional learning communities (PLC). Wondering what PLC is all about? Check out this [introductory article](#) and then this follow up [article](#). To find out more, read by [this article](#) by Richard DuFour, one of the gurus of the PLC model.

One way to engage in PLC is to analyze student work with a team of colleagues. Here is a [website](#) that can provide you with information on using protocols to analyze student work.

### *Reliability and Responsibility*

The Reliability and Responsibility element calls on all of us to have a solid understanding of both laws and policies. For your convenience, here is a [link](#) to the Massachusetts General Laws and regulations that govern schools. In addition, here is a [link](#) to the policies of West Springfield Public Schools.