

INSTRUCTIONAL PRACTICES

Curriculum-Based Professional Learning Program Rubric

LAUNCH TRAINING

Evaluator		Rating Committee	
Vendor			
Title of Curriculum-Based PL Program			
Grade Range of Curriculum-Based Program		Specific Grade Evaluated	

Is the CBPL vendor from a state-adopted HQIM publishing company? ☐ Yes ☐ No

This evaluation rubric assesses the alignment of curriculum-based professional learning with English Language Arts and mathematics instructional practices, the [Mississippi College—and Career-Readiness Standards \(MCCRS\)](#), and state-approved high-quality instructional materials (HQIM). It outlines essential considerations for high-quality professional learning and presents four **Gateways** to evaluate these materials. Each **Gateway** features **Criteria**, related **Indicators**, and **Guiding Points**.



The evaluation rubric is designed to allow reviewers to determine a threshold for quality for each gateway. Remember to focus on what is present in the high-quality professional learning submitted materials rather than what might be inferred.

Scoring Protocol and Criteria:

- **No evidence (0):** 0): Indicates that either none of the criteria are met, **OR** any existing examples are not high quality.
- **Limited (1 or 2):** Indicates that all full-point criteria exist; however, the quality is low, **OR** only one full-point criterion is present and of low quality.
- **Adequate (2 or 4):** Indicates that the evidence provided meets the indicator and is of high quality.

The Curriculum-Quality Professional Learning Program Rubric is comprised of four sections:

Gateway 1: Content and HQIM Expertise - **This is a requirement for submission.**

→ Advance to Gateway 2 only if Gateway 1 scores **4** points.

Gateway 2: Quality of Professional Learning Design - **This is a requirement for submission.**

→ Advance to Gateway 3 only if Gateway 2 scores at least **7** points.

Gateway 3: Using Data to Plan and Improve - **This is a requirement for submission.**

→ Advance to Gateway 4 only if the HQPL Program has a subtotal score of at least **17** points.

Gateway 4: Content and HQIM Expertise and Cost Structure

→ To secure a contract, a vendor must have a total score of at least **22** points.



NOTE: If a Tier I HQIM submitted by the CBPL vendor is not adopted, the CBPL program will not undergo review.

GATEWAY 1

Content and HQIM Expertise

For each HQIM and content expertise, potential vendors must meet both indicators (depending on the type of professional learning they are applying for) unless they are applying for both types, in which case they must meet both 1.a and 1.b.

Criterion 1.1: CONTENT AND HQIM EXPERTISE			
CRITERIA	INDICATORS OF SUPERIOR QUALITY	GUIDING POINTS	SCORE
1a. Professional learning provider understands MS state-adopted HQIM’s approach, design principles, and structure/components. 2 possible points	<ul style="list-style-type: none"> Professional learning provider is the author or publisher of the HQIM in which they claim to have expertise, OR Professional learning provider has a letter of assurance from the author or publisher of the HQIM attesting to their expertise, OR Professional learning provider describes the approach, design principles, and structure/components of the HQIM, and how it supports student achievements of grade-level MCCRS content, AND Professional learning provider’s response is accurate, specific, and comprehensive. 	<ul style="list-style-type: none"> The HQIM in which the professional learning provider claims to have expertise. The provider describes a method and clear examples for differentiating session materials for curricula published across multiple platforms (if applicable). The extent to which the professional learning provide describes the approach, design principles, and structure/components of the HQIM, and the HQIM supports student achievement of grade-level MCCRS content. 	0 1 2
1b. Professional learning provider demonstrates an understanding of the content standards and shifts, and the MS state-adopted HQIM that align with them. 2 possible points	<ul style="list-style-type: none"> Professional learning provider describes which HQIM are aligned with the content-specific shifts and practices, AND Demonstrates understanding of the role that HQIM plays in bringing the MCCRS and shifts to light in the classroom, AND Uses updated and/or recent vetted tools to support materials selection. 	<ul style="list-style-type: none"> Evidence that the professional learning provider understands what constitutes HQIM alignments with shifts and practices. Evidence that the professional learning provider names specific HQIM materials and accurately describes why they align to MCCRS and shifts. Evidence that the professional learning provider understands which tools and resources are available to measure HQIM alignment to the MCCRS and shifts. Tools must be updated and/or recent (less than 10 years old). 	0 1 2

Gateway 1 Points AVAILABLE	Gateway 1 Points ACHIEVED	GATEWAY 1 RATING
4	Sum of points from Criterion 1.1	<input type="checkbox"/> Meets (score of 4 points) PROCEED TO GATEWAY 2 <input type="checkbox"/> Does Not Meet (score of 0-3 points) STOP REVIEW

GATEWAY 2

Quality of Professional Learning Design

Gateway 2 examines how the program demonstrates the Logistics of Local Adoption and the 8 Elements of Effective Implementation. Educators use evidence from curriculum-based professional learning to score each indicator to determine the Gateway rating.

NOTE: The vendor will be scored based on the chosen type of curriculum-based professional learning.

Criterion 2.1: LAUNCH			
CRITERIA	INDICATORS OF SUPERIOR QUALITY	GUIDING POINTS	SCORE
2L.1. Professional learning materials are specific to educators' roles (e.g. position, subject area, grade level) and levels of expertise. 2 possible points	<ul style="list-style-type: none"> Professional learning is designed for a wide variety of stakeholders to launch MS state-adopted HQIM for a specific content area, OR Professional learning is designed for district leaders to support them with leader the process of launching MS state-adopted HQIM for a specific content area with a variety of stakeholders, AND Professional learning is specific to a content area and appropriate grade-level bans as called for by the MSCCR Standards. Professional learning is specific to participants' levels of expertise. 	<ul style="list-style-type: none"> Evidence that the audience for the professional learning includes various stakeholders. Proof of the defined content area and grade levels the professional learning intends to address. 	0 1 2
2L.2. Professional learning prioritizes equity by helping educators examine how assumptions and practices can impact instruction, and professional learning builds or reinforces educators' beliefs that every student should have access to rigorous, grade-level instruction. 2 possible points	<ul style="list-style-type: none"> Professional learning supports educators with building awareness of their assumptions and how those assumptions can impact instruction, AND Professional learning builds and/or reinforces educators' beliefs that every student can be successful with rigorous, grade-level-appropriate work. 	<ul style="list-style-type: none"> Professional learning builds understanding that assumptions can impact students' achievement and academic identity. Professional learning supports educators in examining their beliefs and assumptions about student achievement and the roles instructional materials play in combating assumptions, including opportunities for reflection and discussion. Instances in which professional learning addresses common misconceptions about students with diverse and/or individualized learning needs, including the misconception that students who don't meet grade-level expectations cannot access grade-level content 	0 1 2

		<p>and/or the misconception that English Learners operate from a deficit.</p> <ul style="list-style-type: none"> • Evidence of an underlying belief that ALL student deserves high-quality instruction and access to rigorous, grade-level work. • Instances in which professional learning references research that illustrates how assumptions can impact student achievement. 	
<p>2L.3. Professional learning is grounded in examples of student work and provides opportunities for leaders to examine sample student work for alignment to the vision for excellent and equitable instruction.</p> <p>2 possible points</p>	<ul style="list-style-type: none"> • Professional learning provides opportunities to examine how students will interact with tasks, texts, or other key components of a HQIM, AND • Professional learning connects student interactions to the district vision for instruction. 	<ul style="list-style-type: none"> • Instances in which professional learning provides an immersive experience in which participants examine student interaction with the HQIM (e.g., samples of student work, videos of students engaging in learning using the HQIM) and connect it to the district vision for excellent, equitable instruction. • Instances in which educators can examine current student work and compare it to sample student work from a HQIM. • Instances in which the professional learning builds participants' understanding of the types of tasks and/or texts that align with the standards. • Opportunities for educators to experience the relationship between their district's vision and the use of new HQIM by experiencing lessons or portions of lessons from materials under consideration for adoption. 	0 1 2
<p>2L.4. Professional learning incorporates active engagement and collaboration opportunities and uses appropriate adult learning strategies in various formats.</p> <p>2 possible points</p>	<ul style="list-style-type: none"> • Professional learning artifacts incorporate multiple opportunities for active engagement and collaboration, AND • Professional learning artifacts use appropriate adult learning strategies in a variety of formats. 	<ul style="list-style-type: none"> • Opportunities for participants to practice the skills they are expected to learn. • Opportunities for collective participation include various formats (e.g., discussion, demonstrations, inquiry, reflection, practice, modeling, coaching, etc.). • Opportunities for collaboration among session participants. • Instances in which the professional learning establishes norms for participation, shared objectives for education, and opportunities for participants and facilitator(s)/presenter(s) to introduce themselves to each other. 	0 1 2

<p>2E.5. Professional learning supports school and/or district leaders in defining or refining a shared, content-specific vision for excellent and equitable instruction, communicating that vision, and understanding MS state-adopted HQIM's role in achieving that vision.</p> <p>2 possible points</p>	<ul style="list-style-type: none"> Professional learning supports school and/or district leaders in defining or refining and communicating a shared content-specific vision for excellent, equitable instruction if one doesn't exist, AND Professional learning supports participants in understanding the role HQIM plays in achieving that vision. 	<ul style="list-style-type: none"> Instances in which a provider has supported a district with defining a vision or refining existing vision. Instances in which a provider evaluates whether an existing vision meets the definition of content-specific, excellent, equitable instruction. Instances in which the professional learning synthesizes a vision for excellent instruction with a vision for equity and clarifies the role HQIM plays in both to provide additional context for investment in the adoption process. The provider includes activities that require participants to synthesize their understanding of the standards and the mathematical shifts and practices to support their understanding of what a vision for excellent, equitable instruction entails. <i>Note: Sample professional learning materials may refer to a specific MSCCR standards or address general terms about grounding a vision for outstanding instruction in student standards.</i> Instances in which the professional learning builds participants' understanding of what constitutes HQIM by subject and grade level and provides opportunities to examine a variety of HQIM for standards alignment, cultural relevance, usability, and accessibility Evidence of an underlying belief that ALL student deserves high-quality instruction and access to meaningful, grade-level work. 	<p>0 1 2</p>
<p>2L.6. Professional learning supports school and/or district leaders in developing and executing a launch training plan that results in the effective implementation of MS state-adopted HQIM aligned to a vision for excellent, equitable instruction according to Element 5</p>	<ul style="list-style-type: none"> Professional learning prepares school and/or district leaders for a comprehensive adoption process with goals, delineated steps and timelines, and a communication plan, AND Professional learning equips school and/or district leaders to lead a straightforward process for launching the MS state-adopted HQIM that emphasizes stakeholder engagement and aligns with a vision for excellent, equitable instruction. 	<ul style="list-style-type: none"> Evidence that the professional learning provides strategies, processes, and/or templates for developing a thorough communications plan. Evidence that the professional learning supports leaders to develop the launch plan of the MS state-adopted HQIM. Evidence that the professional learning supports leaders to form launch team that includes: 	<p>0 1 2</p>

<p>of the 8 Elements of Effective Implementation.</p> <p>2 possible points</p>		<ul style="list-style-type: none"> Processes for including all relevant stakeholders. Clear roles and responsibilities of the team. Instances in which the professional learning supports the use of data to inform choices regarding the launch of the HQIM. Instances in which the professional learning guides leaders through all required steps for a thorough launch training process. Evidence of a clear plan for future teachers and leaders to receive launch training. 	
<p>TOTAL SCORE CRITERION 2.1 Meets: 10-12 Partially Meets: 7-9 Does Not Meet: 0-6</p>			

Gateway 2 Points AVAILABLE	Gateway 2 Points ACHIEVED	GATEWAY 2 RATING
12	Sum of points from Criterion 2.1	<input type="checkbox"/> Meets (score of 10-12 points) PROCEED TO GATEWAY 3
		<input type="checkbox"/> Partially Meets (score of 7-9 points) PROCEED TO GATEWAY 3
		<input type="checkbox"/> Does Not Meet (score of 0-6 points) STOP REVIEW

GATEWAY 3

Using Data to Plan and Improve

Supporting materials support teachers in fully utilizing instructional practices. Educators use evidence from the supporting materials to score each indicator to determine the Gateway rating.

Criterion 3.1: USING DATA TO PLAN AND IMPROVE			
CRITERIA	INDICATORS OF SUPERIOR QUALITY	GUIDING POINTS	SCORE
3a. Professional learning provider has specific systems and processes to learn about clients' goals, resources, and requirements to tailor approaches and/or services to meet clients' needs. 2 possible points	<ul style="list-style-type: none"> Professional learning provider has systems and processes to learn about clients' goals, resources, and requirements to meet clients' needs. 	<ul style="list-style-type: none"> Evidence that the professional learning provider has systems and processes to learn about and account for a client's context (e.g., goals, resources, and requirements) <i>before</i> facilitation to inform planning and increase the effectiveness of their services. Descriptions of protocols, systems, or processes used with clients before professional learning facilitation. 	0 1 2
3b. Professional learning provider evaluates the impact of its services to ensure participants' learning and to drive improvement. 2 possible points	<ul style="list-style-type: none"> Professional learning provider evaluates the impact of its professional learning services on three or more Guskey levels, AND Professional learning provider has a process for collecting, sharing, and debriefing impact and evaluation data with clients. 	<ul style="list-style-type: none"> Examples of collecting data on the impact of professional learning for one client on at least three Guskey levels of evaluation. Evidence that the provider has a process for collecting, sharing, and debriefing impact and evaluation data with district partners. Evidence that the professional learning provider engages participants to provide feedback on the quality of services and/or facilitation. Instances in which the provider measures the effectiveness of professional learning in various formats. Evidence that the provider uses data to improve their professional learning services. Specific data demonstrates improvement's impact on the quality of the professional learning. 	0 1 2

<p>3c. Professional learning provider evaluates facilitators for knowledge of content, content pedagogy, HQIM, and adult learning practice. Professional learning provider has systems and processes to provide facilitators with training as needed.</p> <p>2 possible points</p>	<ul style="list-style-type: none"> Professional learning provider provides specific examples of how it evaluates facilitator candidates for hire for knowledge of MCCRS content, content pedagogy, HQIM, and adult learning practices, AND The professional learning provider has systems and processes to provide facilitators with initial training. 	<ul style="list-style-type: none"> Description of systems, protocols, or practices aligned to content and/or HQIM used to hire all facilitators (performance tasks, interview, or application questions). Evidence of evaluation for knowledge of MCCRS content, content pedagogy, and adult learning practices. Description of systems and processes that provide facilitators with initial training. 	<p>0 1 2</p>
<p>3d. Professional learning provider has a process to evaluate facilitator/coach effectiveness and uses that data to improve overall services and address individual facilitators' needs.</p> <p>2 possible points</p>	<ul style="list-style-type: none"> Professional learning provider has a defined process to evaluate facilitator/coach effectiveness and address individual facilitator needs, AND Professional learning provider has a defined process to use data to improve overall services. 	<ul style="list-style-type: none"> A process for evaluating facilitators with the goal of improvement and maintenance. Specific, concrete examples of facilitators' evaluations (e.g., timelines, self-evaluations, agendas, feedback protocols). A description of how the provider uses data from evaluations of facilitators to improve overall services. A description of how the process for evaluating facilitators was used to address individual facilitator's needs. 	<p>0 1 2</p>
<p>3e. Professional learning provider has a process in place to differentiate materials for MS state-adopted HQIM published across multiple platforms, to stay up to date on changes to publication formats and content, and/or to stay informed on current MS state-adopted HQIM available on the market.</p> <p>2 possible points</p>	<ul style="list-style-type: none"> Professional learning provider has a straightforward process for staying current on publication formats. Professional learning provider has a straightforward process for staying up to date on materials that meet the MDE definition of HQIM and the evaluation process that can impact whether materials meet the definition of HQIM. 	<ul style="list-style-type: none"> A specific process for staying current on publication formats or content updates to HQIM and updating materials accordingly. <ul style="list-style-type: none"> For organization that are the author/publisher: How you ensure alignment and collaboration between the product, engineering, and professional learning teams. For non-publishers: How you communicate and collaborate with the author(s)/publisher(s) to stay current on content changes and publication format. How do you update your professional learning materials to reflect changes to the HQIM? A specific process for ensuring they are up to date on materials that meet the definition of HQIM and any updates to the MDE evaluation 	<p>0 1 2</p>

		processes that can impact whether materials meet the definition of HQIM.	
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Gateway 3 Points AVAILABLE	Gateway 3 Points ACHIEVED	GATEWAY 3 RATING
10	Sum of points from Criterion 3.1	<input type="checkbox"/> Meets (score of 8-10 points) PROCEED TO GATEWAY 4 <input type="checkbox"/> Partially Meets (score of 6-7 points) PROCEED TO GATEWAY 4 <input type="checkbox"/> Does Not Meet (score of 0-5 points) STOP REVIEW

SUB TOTAL SCORE (Gateway 1, 2, and 3)			
GATEWAY 1	GATEWAY 2	GATEWAY 3	SUB TOTAL

GATEWAY 4

Content and HQIM Expert Presentation

Educators use evidence from supporting materials to score each indicator and determine the Gateway rating.

Criterion 4.1: PRESENTATION			
CRITERIA	INDICATORS OF SUPERIOR QUALITY	GUIDING POINTS	SCORE
4a. Professional learning provider provides learning activities to ensures teachers and leaders experience and acquire new knowledge and skills with the MS state-adopted HQIM. 2 possible points	<ul style="list-style-type: none"> Professional learning provider provided objectives and goals that were clear and aligned to the HQIM or content. Professional learning provider's session incorporated prior experiences into the activities. 	<ul style="list-style-type: none"> Specific tasks are developed that require teachers and leaders to access prior knowledge or experience with the HQIM or MCCRS. 	0 1 2
4b. Professional learning provider ensure teachers and leaders have time to process or analyze their experience. The new knowledge and skills should align with the MS state-adopted HQIM and MCCRS. 2 possible points	<ul style="list-style-type: none"> Professional learning provider allocated time to deepen teacher and leader's understanding of the presented materials. 	<ul style="list-style-type: none"> A process for connecting new knowledge or skills to the HQIM or MCCRS. Examples of high-quality supporting resource with corresponding guidance. 	0 1 2
4c. A Professional learning provider should ensure that teachers and leaders demonstrate new understandings and can apply new skills to the MS state-adopted HQIM and MCCRS. 2 possible points	<ul style="list-style-type: none"> Professional learning provider provided opportunities during the session to collaborate on shared activities. 	<ul style="list-style-type: none"> Evidence of evaluation for knowledge of MCCRS content, content pedagogy, and adult learning practices. Evidence of current research and best practices in education and includes interactive components for skill and knowledge development 	0 1 2
4d. Professional learning provider should ensure that teachers and leaders can take the new skills and knowledge and apply them to the	<ul style="list-style-type: none"> Professional learning provider's activities were relevant for HQIM- or content-related needs. The professional learning provider's session advanced the understanding of engaging with the HQIM in a continuous learning cycle. 	<ul style="list-style-type: none"> Evidence of a learning design that utilizes varied, research-based learning designs tailored to adult learning theories and participant needs. 	0 1 2

MS state-adopted HQIM and MCCRS throughout the year. 2 possible points	<ul style="list-style-type: none"> Professional learning provider's session increased teacher and leader's capacity to use data to improve practice. 	<ul style="list-style-type: none"> A specific process includes follow-up, coaching, and continuous feedback loops for sustainable impact. Examples of connection to student achievement goals. 	
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Gateway 4 Points AVAILABLE	Gateway 4 Points ACHIEVED	GATEWAY 4 RATING
8	Sum of points from Criterion 4.1	<input type="checkbox"/> Meets (score of 7-8 points) PROCEED TO COST FORMULA <input type="checkbox"/> Partially Meets (score of 5-6 points) PROCEED TO COST FORMULA <input type="checkbox"/> Does Not Meet (score of 0-4 points) STOP REVIEW

TOTAL SCORE (Gateway 4 Cost)			
SUB TOTAL	GATEWAY 4	COST FORMULA	TOTAL