

INSTRUCTIONAL PRACTICES

Curriculum-Based Professional Learning Program Rubric

ONGOING SUPPORT FOR TEACHERS

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 **9** 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 **19** points.

Gateway 4: Content and HQIM Expertise and Cost Structure

→ To secure a contract, a vendor must have a total score of at least **24** 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: ONGOING SUPPORT FOR TEACHERS			
CRITERIA	INDICATORS OF SUPERIOR QUALITY	GUIDING POINTS	SCORE
2T.1. Professional learning materials are specific to an MS state-adopted HQIM, educators' roles (e.g., position, subject area, and grade level), and their levels of expertise. 2 possible points	<ul style="list-style-type: none"> Professional learning supports teachers in building an awareness of their assumptions and how those assumptions and practices can impact instruction. Professional learning reinforces teachers' beliefs that students can be successful with rigorous, grade-level-appropriate work AND Professional learning builds educators' skill sets in actions, demonstrating a commitment to equity. 	<ul style="list-style-type: none"> Instances in which professional learning deepens understanding of how assumptions can impact the delivery of an HQIM. Instances in which professional learning supports teachers and leaders in continued examination of their own beliefs about the HQIM and the impact it can have on instruction and implementation. Instances in which professional learning addresses common misconceptions about students with diverse and/or individualized learning needs, including the misconception that students who are academically behind cannot access grade-level content and/or the misconception that English Learners operate from a deficit. Instances in which professional learning identifies how ineffective delivery can negatively impact and disadvantage some students. Instances in which professional learning focuses on educators' specific actions to demonstrate their commitment to equity. Evidence of an underlying belief that ALL student deserves high-quality instruction and access to rigorous, grade-level work. 	0 1 2

		<ul style="list-style-type: none"> Instances in which professional learning references research that illustrates how assumptions can impact student achievement. 	
<p>2T.2. Professional learning prioritizes equity by helping educators examine assumptions and practices, focuses on specific actions that impact instruction, and reinforces that each student should have access to rigorous, grade-level instruction.</p> <p>2 possible points</p>	<ul style="list-style-type: none"> Professional learning builds and/or reinforces educators' beliefs that all students can be successful with rigorous, grade-level-appropriate work AND Professional learning supports educators in building awareness of their assumptions and how those assumptions can impact instruction. 	<ul style="list-style-type: none"> Professional learning builds an understanding that assumptions can impact the delivery of instruction and student academic identity and achievement. Instances in which professional learning addresses common misconceptions about students with diverse and/or individualized learning needs, including the misconception that students who are academically behind cannot access grade-level content and/or the misconception that English Learners operate from a deficit. Evidence that professional learning supports teachers and leaders in examining their beliefs and assumptions about its impact on instruction and implementation. Instances in which professional learning identifies how ineffective delivery can negatively impact and disadvantage some students. Evidence of the 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. 	0 1 2
<p>2T.3. Professional learning is grounded in evidence of student learning and works to support teachers to reflect on and analyze student work from the MS state-adopted HQIM.</p> <p>2 possible points</p>	<ul style="list-style-type: none"> Professional learning incorporates evidence of student learning and supports teachers to reflect on and analyze student work from the HQIM. 	<ul style="list-style-type: none"> Instances in which professional learning provides opportunities to examine student work and connect to evidence of learning. Activities that prompt participants to continuously examine student learning rooted in the HQIM (e.g., formative and summative data collected from assessments embedded in the HQIM) to identify misconceptions and areas of student growth to support lesson planning and skillful adaptation of the HQIM. Using multiple data sources to determine how improvements can be made in implementation 	0 1 2

		<p>using protocols, templates, and tools (e.g., student work, student data rooted in the HQIM, and student surveys).</p> <ul style="list-style-type: none"> Instances in which participants can reflect on student work and use evidence of student learning to determine the next steps in instruction. 	
<p>2T.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 opportunities for active engagement and collaboration, AND Professional learning artifacts employ 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. Active engagement includes a variety of formats (e.g., discussion, demonstrations, inquiry, reflection, practice, modeling, coaching, etc.). Opportunities for participation in a lesson or part of a lesson by wearing a "student hat." Modeling of instructional approaches used within the HQIM and opportunities for participants to practice implementing instructional approaches from the HQIM. Opportunities for participants to collaborate. Instances in which 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>2T.5. Professional learning supports teachers with internalizing and rehearsing units and lessons with colleagues who teach the same content and HQIM, focusing on anticipating student thinking and responses and using HQIM-embedded supports to help each student access grade-level-appropriate content.</p> <p>2 possible points</p>	<ul style="list-style-type: none"> Professional learning supports teachers in using consistent routines and protocols to internalize units and lessons from their HQIM and Professional learning focuses on anticipating student misconceptions and using HQIM-embedded supports to help all students access grade-level-appropriate content. 	<ul style="list-style-type: none"> Discussion and activities that use consistent protocols and routines for unit and lesson preparation, applicable in either individual and/or collaborative planning time. Routines should focus on skillfully using HQIM-embedded supports that help all students access grade-level-appropriate content. Activities that prompt teachers to internalize lessons and units in the HQIM, including using the materials as if they were students. Activities that engage participants in collaborative inquiry to identify common problems (e.g., unpacking a lesson, anticipating student misconceptions, pacing, increasing engagement) related to the implementation of 	0 1 2

		the HQIM and that provide opportunities to brainstorm possible solutions.	
2T.6. Professional learning equips teachers to address the needs of students with diverse and/or individualized learning needs by leveraging HQIM-embedded supports. 2 possible points	<ul style="list-style-type: none"> Professional learning equips teachers to address the needs of students with diverse and/or individualized learning needs by leveraging HQIM-embedded supports. 	<ul style="list-style-type: none"> Instances in which professional learning supports teachers to leverage embedded supports within the HQIM to help all students access grade-level content. Instances in which professional learning supports teachers to make skillful adaptations that maintain the integrity of the HQIM and support all learners. Instances in which professional learning addresses common misconceptions about students with diverse and/or individualized learning needs or about strategies to accelerate their growth, including the misconception that students who are academically behind cannot access grade-level content and/or the misconception that English Learners operate from a deficit. Instances in which professional learning helps teachers identify students' specific learning needs by reviewing student work from the HQIM. Instances in which professional learning equips teachers to meet the needs of students with diverse and/or individualized learning needs by leveraging the HQIM-embedded supports. 	0 1 2
2T.7. Professional learning reinforces teachers' understanding of what skillful implementation of their HQIM looks like and connects it back to a content-specific vision for excellent and equitable grade-level instruction. 2 possible points	<ul style="list-style-type: none"> Professional learning for teachers reinforces teachers' understanding of what skillful implementation of their HQIM looks like and how that connects back to a content-specific vision for excellent and equitable grade-level instruction. 	<ul style="list-style-type: none"> Instances in which professional learning references the standards. <i>Note: Sample professional learning materials may refer to a specific state's standards or may address in more general terms a vision for excellent and equitable grade-level instruction in student standards.</i> Evidence that professional learning supports educators' understanding of the standards and how they apply to their teaching and use of HQIM. 	0 1 2

		<ul style="list-style-type: none"> • Evidence that professional learning helps educators understand why skillful or integral implementation is essential. • Evidence that professional learning helps educators understand what skillful implementation of their HQIM looks like by including resources such as a model lesson (live or video) or HQIM-specific implementation guidance (e.g., observation tools, arc of units, and lessons across the year, addressing common implementation pitfalls, and opportunities to build an understanding of how the HQIM can meet the needs of all students and what adaptations may be needed). • Evidence that professional learning deepens knowledge of the essential content and content pedagogy that underpins strong implementation decisions. • Evidence that professional learning roots the discussion of a content-specific vision for excellent and equitable grade-level instruction in standards and/or research. • Instances in which the professional learning synthesizes a vision for excellent instruction to a vision for equity and clarifies the role that HQIM plays in both evidence of an underlying belief that all students deserve high-quality instruction and access to meaningful, grade-level work. 	
<p>2T.8. Professional learning delivers a coaching model embedded in the larger professional learning plan that provides teachers and leaders with coaching grounded in the HQIM and builds the capacity of district and school-building leaders to maintain the coaching model over time.</p> <p>2 possible points</p>	<ul style="list-style-type: none"> • Professional learning provider has an evidence-based coaching model for teachers and/or leaders that is embedded within a larger professional learning plan and is specific to their role and • Professional learning provider builds district/school leaders' capacity to coach educators on the HQIM. 	<ul style="list-style-type: none"> • A clearly defined, evidence-based coaching process that includes coaching for planning, implementation support, and feedback specific to educators' roles (teacher, principal, instructional leader, etc.) is grounded in the district's/school's vision for equitable instruction. • Evidence that professional learning integrates with the client's existing structures and systems. • Instances in which the provider builds the capacity of leaders to coach teachers/teacher leaders on the HQIM, such as protocols or agendas that develop leaders' ability to coach 	0 1 2

		<p>teachers and teacher-leaders on implementing the HQIM.</p> <ul style="list-style-type: none"> • Defined delivery modes for coaching leaders/teachers, such as 1:1, video, group, AI, and virtual coaching. • Evidence of facilitation of collaborative and individual planning conversations focused on data analysis (e.g., classroom video, observational notes, student work, etc.), goal setting, and student/teacher outcomes grounded in the HQIM. • If coaching leaders, evidence that this protocol is provided to leaders and that the provider demonstrates how to use it with teachers and teacher leaders. • Evidence that the provider fosters time for purposeful reflection in coaching conversations. • Proof that the coaching adapts to support teachers and leaders through a variety of practices 	
<p style="text-align: right;">TOTAL SCORE CRITERION 2.3</p> <p>Meets: 13-16 Partially Meets: 9-12 Does Not Meet: 0-8</p>			

Gateway 2 Points AVAILABLE	Gateway 2 Points ACHIEVED	GATEWAY 2 RATING
16	Sum of points from Criterion 2.1	<input type="checkbox"/> Meets (score of 13-16 points) PROCEED TO GATEWAY 3
		<input type="checkbox"/> Partially Meets (score of 9-12 points) PROCEED TO GATEWAY 3
		<input type="checkbox"/> Does Not Meet (score of 0-8 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