### Amherst-Pelham Regional School District

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<tr>
<th>Contact</th>
<th>Michael Morris, Director of Evaluation and Assessment <a href="mailto:morrism@arps.org">morrism@arps.org</a></th>
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</thead>
</table>
| Focus Area       | 1) Observers need support in honing in on specific aspects of teaching to ensure that they are noticing what has the largest impact on student performance
|                  | 2) Observers need support to reduce the “MUM effect” that occurs for administrators when offering critical feedback |

**Rationale:**
1) Need to align what is observed with research-based best practices and the Teacher Rubric.
2) After observing classrooms, feedback needs to be offered in a way that promotes instructional improvement and increases teacher motivation.

**Description of Key Strategies:**

In area 1:
- Develop protocols for observations to ensure that feedback is specific, actionable, supported with evidence, related to key leverage points, and returned to in the future
- Ask questions to the teacher after the observation to promote reflection as well as gain critical information that could promote interactions between observer and teacher

In area 2:
- Based on local data and academic research, developed an Observation Support Chart to guide administrative observation practices
- Each item on the Chart has a hyperlink to text and video resources that can be used to support administrators to make specific recommendations to the teacher and/or can be shared directly with the teacher as a development resource

**Who is involved?**
- Administrative Team Members

**How is the work structured?**
- This work was developed in our DILT (District Instructional Leadership Team) meetings.
- Read observation reports from prior year to identify themes in the feedback offered to teachers.
- Based on this data and research-based practices, developed an Observation Support Chart to guide administrative observation practices.
- Presented tool to the administrative team and “field-tested” the instrument.
- Based on feedback from the administrative team, made revisions (such as tying the document to the teacher rubric) and finalized the document.
- Developed clear protocol of how to offer feedback in a format that promoted reflection and instructional improvement.

**What resources have you used or created to support your work?**
- Observation Support Chart
**Boston Collegiate Charter School**

| **Contact**                   | Jenna Ogundipe, Chief Academic Officer  
|                              | Emily Mayer, Principal, Middle School  
| **Focus Area**               | A Teacher Evaluation Working Group provides teachers with a consistent voice in the evaluation process from goal setting to DDMs |

**Rationale:**
BCCS is a 5-12 charter school that operates as a Lower School (5/6), Middle School (7/8) and High School (9-12). We work hard to make sure that teachers have a strong say in evaluation and that their experience and interaction with each step of the cycle is uniform across the three schools and teacher driven.

**Description of Key Strategies:**
- BCCS has established a Teacher Evaluation Working Group (TEWG) cohort to oversee the Educator Evaluation process. Teachers self-select to join, but efforts have been made to ensure that there is representation from each of the three schools. The group meets once a month and is facilitated by the Chief Academic Officer.
- TEWG ensures consistent communication throughout the 5-step cycle. The group decides the messaging of each step of the process and determines the rollout of each new initiative. For example, the group designed the document that teachers indicate their Student Learning Goals on, members of the group shared the process for determining an effective and concise SLG to the staff, and served as resources in the process.
- Members of TEWG continuously check-in with the teaching staff (at all-staff meetings, in shared offices, in grade level meetings and in department meetings) and maintain an active pulse on educator evaluation. Information garnered is shared at the monthly TEWG meetings.
- Use of common planning time, particularly during LS/MS/HS meetings and department meetings, are utilized for educator evaluation work. For example, DDMs were explained, explored, and determined within department meetings. Members of TEWG attended each meeting and served as a resource.

**Who is involved?**
- Teaching and Student Support Staff
- Chief Academic Officer; 4 key evaluators: LS Principal, MS Principal, HS Principal, Director of Student Support
- Members of TEWG (currently 12 out of 70 teaching staff)

**How is the work structured?**
- Allot time, once a month, for the group to meet.
- Each year there are clear foci for the group to work on: Y1) TEWG created a BCCS evaluation rubric based off of the state rubric and detailed the nuances of the 5-step model. Y2) TEWG led departments in choosing PPGs based on content and led grade level teams in choosing common SLGs; TEWG also oversaw the implementation of the 5-step cycle. Y3) TEWG piloted DDMs, developed DDM plans with departments, and determined how to best incorporate student data; in addition TEWG refocused PPGs and SLGs to be more individualized.

**What resources have you used or created to support your work?**
- All materials released by DESE
- BCCS participates in the national Insight Survey. On the question, “I know the criteria that will be used to evaluate my effectiveness as a teacher.” 97% of BCCS teachers agreed with this statement, compared to the National Top Quartile average of 87%.
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<tr>
<th>Contact</th>
<th>Mark Wilson, Director of Curriculum &amp; Instruction</th>
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<tbody>
<tr>
<td>Focus Area</td>
<td>Evaluator feedback to educators</td>
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<tr>
<td>Rationale:</td>
<td>Falmouth has identified 5 priority areas on the Standards and Indicators of Effective Teaching Practice rubric. Evaluators across the district focus their feedback on these areas.</td>
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<td>Description of Key Strategies:</td>
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<tr>
<td>• Evaluators viewed videos of classroom instruction from Teaching Channel and Engage NY and wrote feedback.</td>
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<td>• The feedback was shared and critiqued. Samples of exemplar feedback were developed.</td>
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<td>• A “Desk-Drawer Audit” was used to calibrate evaluator feedback and ensure consistent quality</td>
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<tr>
<td>Who is involved?</td>
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<tr>
<td>• The Instructional Leadership Team (everyone who evaluates in the district)</td>
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<tr>
<td>• The Director of Curriculum &amp; Instruction structured the professional development sessions for the ILT</td>
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<td>How is the work structured?</td>
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<td>• Evaluators engaged in a “consensus activity” to identify the district’s five priority areas from the Standards and Indicators of Effective Teaching Practice rubric</td>
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<td>• Evaluators jointly watched videos of classroom instruction.</td>
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<td>• Using the lens of the five priority areas, each evaluator crafted his/her own feedback to the teacher, using the Claim, Evidence, Impact, Recommendation structure.</td>
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<td>• As a team, the feedback was analyzed and exemplar feedback samples were developed and adopted.</td>
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<td>• After the passage of time, fifteen samples of evaluator feedback were randomly selected. The purpose of the audit was to see whether the quality of evaluator feedback was remaining consistent with the quality of the adopted exemplars over time.</td>
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<td>• The administrative team (principals and central office staff) read the 15 samples and were asked – anonymously – to rate the feedback as “Yes or No” in response to the question: “Does this feedback reflect the quality of our adopted exemplars?”</td>
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<td>• The ratings were charted on the wall to create a visual display.</td>
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<td>• The number of “Yes” responses ranged from 2 to 13; there was no mode. The visual display powerfully revealed that additional calibration work needs to be done.</td>
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<td>What resources have you used or created to support your work?</td>
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<tr>
<td>• The Teaching Channel – Video Library – Pattern Folders: A Literary Analysis Tool: <a href="https://www.teachingchannel.org/videos/literary-analysis-tool">https://www.teachingchannel.org/videos/literary-analysis-tool</a></td>
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# Fitchburg Public Schools

| Contact          | Andre Ravenelle, Superintendent  
ravenellea@fitchburg.k12.ma.us |
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<tr>
<td>Focus Area</td>
<td>Fitchburg has worked to create consistency across the district in the observation and feedback process.</td>
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**Rationale:**
Fitchburg implemented educator evaluation, which is a very serious and deliberate process. If you have “buy in” from all educators in the district then there is a responsibility to be faithful to the process.

**Description of Key Strategies:**
- Developing a district Lesson Plan Template
- Conducted training for evaluators to ensure observations were consistent
- Created a consistent process for providing feedback to educators
- Implemented district-wide expectations for analyzing data - every school has a data room and time set aside in the school day for teams to examine data and create strategic response

**Who is involved?**
- Fitchburg has created a Joint Labor Committee to manage the Educator Evaluation implementation process. The Committee is co-chaired by the Superintendent and the Union President. The 18-person committee, comprised of teachers, administrators and principals, brings feedback from the field, offers suggestions and makes decisions.
- As part of the Accelerated Improvement Plan and with DSAC support, the Superintendent is spending more time looking at evaluations across the district
- Evaluators spend time talking with each other about observations and feedback to keep consistent with each other.

**How is the work structured?**
- Used a vendor to conduct training for all evaluators. Five sessions focused on what to look for and how to approach observations with the same view
- In the second year of educator evaluation implementation, evaluators came together to look at feedback. Principals brought their observations, with educator names redacted, to share with each other. It was a powerful experience to use actual observations during the PD sessions
- All teachers are engaged in the process of providing feedback about what is working or not working. Adjustments to the timeline have been made based on input from educators and evaluators

**What resources have you used or created to support your work?**
- Worked with DSAC on Learning Walks, conducted Walk-Throughs together in three schools the first year and then added three additional schools the second year
- Creating a Lesson Plan Template that is consistently used across the district
Greater Lawrence Technical High School

| Contact       | Lauren Jones, teacher  
|               | Chris Maille, teacher  
|               | Paul Mears, teacher    |

| Focus Area    | Our Education Administrative team has been meeting regularly to both achieve a mutual understanding of our evaluation system, including performance rubrics, and develop peer-to-peer consistency in assigning ratings to educators. |

**Rationale:**
There are significant differences in education programs in a technical school. A management team needs to understand rigorous teaching/learning across programs and how ratings of educators can be consistent across these diverse departments.

**Description of Key Strategies:**
- Observe classes and shops in teams, discuss observations, assign ratings, discuss differences
- ILT design of peer (faculty) walkthroughs
- Workshops on daily classroom agendas, which are connected to indicators
- Report incidence of assigning each performance category for formative assessments and discuss issues
- Write summative assessment drafts and compare structure/content from department to department

**Who is involved?**
- Evaluation Oversight Committee (union representation)
- Education Administrative team (supervisors)
- Instructional Leadership Team (ILT)

**How is the work structured?**
- Education Administrative Team meets at least every other week (calibration)
- Evaluation Oversight Meets monthly (system design and improvements)

**What resources have you used or created to support your work?**
- School Improvement Plan
- Instructional Leadership Team (Instructional standards/systems)
- Educator Professional Development (Embedded PD)

**Milestones:**
- Greater than 90% compliance - Agendas/Objectives
- Active Management of Team and Individual Goals
- More than 4 observation per educator average accomplished on schedule
### Match Public Charter Schools/Match Teacher Residency

| Contact          | Orin Gutlerner, Director of Match Teacher Residency  
orin.gutlerner@matcheducation.org |
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<tr>
<td>Focus Area</td>
<td>Helping observers (coaches) get on the same page regarding how to offer useful, actionable feedback to teachers.</td>
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#### Rationale:
We put a huge amount of time and emphasis into coaching our teachers in one-on-one sessions. Survey data from the teachers showed that there was unevenness in how coaches conducted those sessions. And survey data from our coaches indicated that there was also significant unevenness in terms of how our teacher-residents were responding to critical feedback. We knew it was important to get everyone on the same page.

#### Description of Key Strategies:
- We codified the types of responses we see when teachers are given critical feedback. We call these the “Four Horsemen of Fixed Mindset.” We conduct a training in the fall that gives teachers and coaches a shared language so that we can “call each other out” when we see these behaviors. We are also clear that while everyone displays these behaviors sometimes, learning strategies to overcome them is vital to maximizing the impact of instructional coaching. We also created videos that illustrate each one that we use in the training.
- We developed a daily survey that teachers complete every time they receive instructional coaching. Instead of asking one open-ended question about the quality of their coaching session, we now ask teachers to give feedback on each discrete component of a coaching session (e.g. “Did your coach give you feedback on the goal that they set for you in the previous coaching session?”). This provides the coaches as well as our program leaders with a constant stream of data about the degree to which coaches are following our protocols with fidelity.

#### Who is involved?
We have a small full-time team devoted to coaching our part-time coaches. The coaches are constantly working to refine their coaching skills, much as we expect teachers to constantly improve their practice with students. We encourage coaches to differentiate their coaching depending on a teacher’s area(s) of need and his/her personality (e.g., responsiveness to receiving feedback – both positive and critical). In turn, we use the data that we collect about their coaching sessions to target our support to specific coaches who are struggling to execute particular aspects of our observation/feedback framework.

#### How is the work structured?
- In our model, coaches meet with teachers at least two times per week. Our “coach-the-coaches” team chooses a sampling of feedback sessions to observe each week. Our choices of which coaches to observe on any given week are typically guided by the data that we collect from our surveys.
- All coaches receive two full-days of training before they begin working with our teachers, and then they get feedback from our coach-the-coaches team after each observation of a coaching session.
- After each feedback session with a teachers, coaches use a Google Form to input the following: a specific goal that they chose to focus on with the teacher; a “feedback implementation score” that quantifies how much progress the teacher made on the previous goal; and a set of action steps that they expect the teacher to take before and during the next observation to drive improvement on that goal.

#### What resources have you used or created to support your work?
- We have created a free online class (a MOOC on Coursera.com called “Coaching Teachers: Promoting Changes that Stick”). Anyone can access the materials we’ve created; there is an entire week of the five week course devoted to giving feedback where we share all the materials we’ve created related to this topic.
# Newton Public Schools

| **Contact** | Mary Eich, Assistant Superintendent for Teaching & Learning  
Mary_Eich@Newton.k12.ma.us |
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<td><strong>Focus Area</strong></td>
<td>To provide examples of calibration through a Professional Innovation Grant project, we created a series of videos documenting how three teacher teams collaborate to develop lessons, instruct classes in those lessons, collaborate to refine the lesson using samples of student responses and work to frame the discussion, and models of evaluator feedback.</td>
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**Rationale:**  
Because we are focusing more on observations of teacher practice, we thought it would be important to create a resource to help evaluators and teachers alike see and experience this process from start to finish. These videos, along with related planning/debrief protocols and samples of student work, can be used by new and veteran teachers and administrators.

**Description of Key Strategies:**  
Newton Public Schools evaluators implemented the new evaluation system as a Race to the Top district. Administrators and evaluators have participated in a series of professional development activities, both in house and conducted by Teachers21 observation and feedback, providing good evidence, etc. Administrative Council meetings have focused on observation, feedback and the new evaluation process. Presentations and video clips are available on the internal NPS website.

**Who is involved?**  
- Teachers, instructional coaches, administrators  
- Professional videographer hired to produce high-quality videos  
- District web master to design web page  
- Professional Development consultants, including Teachers21

**How is the work structured?**  
- We started in grades/subject areas where we determined that lessons would be most useful. We chose teachers, coaches, and evaluators to participate based on their willingness to participate, the “right time, right fit” for the project and curriculum work that was necessary, in process, or about to be launched.  
- The PLCs met during team meetings, common planning time, faculty professional development time and after school.  
- Taping of instruction happened during regularly scheduled classes.

**What resources have you used or created to support your work?**  
- At the end of this year, we will have created and disseminated on the Newton Public Schools website digital resources that document Professional Learning Communities developing/refining lessons in third grade writing, 6th grade math, and high school physics; Demonstrate best practices in instruction; Provide samples of PLC’s debriefing to improve and enhance student learning; as well as models of effective post-observation feedback provided by an evaluator.
## Revere Public Schools

### Contact

**Dr. Dianne Kelly, Assistant Superintendent**  
Revere Public Schools  
http://www.revereps.mec.edu/

### Focus Area

- Quality and types of feedback
- Collaboration between administrators & teachers
- Developing a culture of reflection and growth

### Rationale:

A cadre of Evaluation Leaders has led PD for teachers and administrators; training has consistently been conducted jointly. This structure supported cross-district calibration by creating a forum for the identification of inconsistencies. The theme throughout the PD was that this work is meant to be collaborative and lead to educator growth.

### Description of Key Strategies:

- Cross-district calibration between evaluators
- Shared Professional Practice SMART Goal across the district regarding Educator Evaluation
- Bank of SMART goals for educators to select their Student Learning Goal
- Joint PD for teachers and administrators

### Who is involved?

- Evaluators and Evaluation Leaders; with teacher voice at the table in the form of Evaluation Leaders, Revere was able to create a consistent culture around expectations; many of the Evaluation Leaders are members of Union leadership so this has created a more collaborative approach to the implementation of educator evaluation

### How is the work structured?

- Administrators conducted classroom walk-throughs in self-identified pairs, debriefed what they saw, formulated feedback to teachers collaboratively
- Identified math as a district focus for walk-throughs, watched videos, assessed individually, compared evaluations and discussed to calibrate as whole group
- Evaluators conducted peer reviews of feedback to teachers, to strengthen responses and calibrate feedback
- Notification system lets evaluators know how long it has been since they last provided teachers with feedback
- Training is provided for administrators on the specific focus areas for feedback (educator’s SMART goals, NI areas in the rubric, district initiatives)

### What resources have you used or created to support your work?

- An Alert System - internal notification system lets evaluators know how long it has been since they last provided teachers with feedback
- Email notification each time a teacher/administrator posts a comment in the CommWin system
- Structured a Professional Development program based on needs identified through the Educator Growth System from year one
- TELL Mass data show that educators view these initiatives favorably.
Springfield Public Schools

| Contact          | Katie O’Sullivan, Senior Administrator of Curriculum, Instruction and Development  
osullivank@sps.springfield.ma.us  
http://seeds.sps.springfield.ma.us/ |
|------------------|-----------------------------------------------------------------------------------|
| Focus Area       | • Calibration across goals, observations, feedback  
• Four focus areas targeted on the standards & indicators of effective teaching practice |
| Rationale:      | Effective instruction in every class, every day will lead to academic achievement for all students. |

**Description of Key Strategies:**
- Training – provided inter-rater reliability professional development in three phases, continuous monthly training for all administrators on the SEEDS process and how to provide effective feedback to educators to improve instruction, and providing on-site professional development based on need, training Instructional Leadership Specialist to support educators with the rubric expectations
- Monitoring – administrators have the same professional practice in the district, process monitoring the goal and SEEDS process through weekly reports, reviewing administrator feedback and measuring growth
- Support – technical support, coaching

**Who is involved?**
- All evaluators: Principals, Assistant Principals, Central Office Administrators
- SEEDS Team
- SEEDS coaches
- Professional Development Partners

**How is the work structured?**
- Every administrator has a Professional Practice Goal for 100% implementation of SEEDs
- Monthly Professional Development for Administrators
- Bi-weekly Instructional Leadership Specialist Trainings
- Analyzing weekly SEEDS Data to drive the support and professional development needed
- Connecting and embedding the four focus areas of the rubric in every presentation and professional development offered in the district created by internal and external partners.

**What resources have you used or created to support your work?**
**Watertown Public Schools**

| **Contact**       | Allison Donovan, Elementary Curriculum Coordinator  
|                  | allison.donovan@watertown.k12.ma.us |
| **Focus Area**    | Helping principals use curriculum maps as a tool to understand instructional and curricular shifts in our district, as well as bringing principals to consensus on what they should see during classroom observations. |

**Rationale:**  
We are in the process of a transition in our elementary math and ELA curricula. We have worked with teams of teachers and principals to create curriculum maps and identify new curricula to pilot/purchase. The transition to maps is still a work in progress in terms of fidelity of implementation. Curriculum leaders support implementation of new curricula and maps through teacher observations, but leaders need agree on what to look for when they enter a teacher’s classroom. For example, what does Common Core-aligned instruction look like?

**Description of Key Strategies:**
- Survey teachers to gather data on curriculum maps, teachers’ needs in terms of supplies, assessments, and various options for new curriculum. Survey data helps principals to gain faith in new curriculum maps – teachers who use them are more satisfied.
- Convene school leaders over multiple meetings and conversations, focusing on questions like: What should you see in a math lesson? What does a well-structured Guided Reading lesson look like? What does effective student engagement look like?
- We also rely on some “external” levers to keep this work at the forefront. For example, we are redesigning our website, so we needed to co-create language to describe our district’s instructional approaches. We have chosen PD that aligns to our new curricula and instructional strategies, so principals are motivated to support teachers as they implement these things. Principals are tapped to lead district-wide PD sessions for a particular grade band, so everyone needs to be on the same page before they lead these PD sessions.

**Who is involved?**
- Elementary Curriculum Coordinator facilitates meetings of principals and other coordinators,
- Teacher working groups create and refine curriculum maps and DDMs

**How is the work structured?**
- We embed it into existing monthly district-wide PD sessions and convene principals for regular conversations.
- Small groups of teachers are given stipends to work during summer and throughout the year on maps and DDMs.

**What resources have you used or created to support your work?**
- Our district received a Professional Practice Innovation Grant (from ESE) to support our work during the 2013-2014 school year. We used the grant funds to pay teacher stipends and purchase new curricular materials.
- At the end of the summer, we will have piloted and refined our new curriculum maps for reading, writing, and math and DDMs for writing and math.
### Observations: Administrator Professional Development

- Describe best practices for conducting frequent, high-quality, unannounced observations
- Craft timely, targeted feedback that is evidence-based and grounded in the standards of effective practice
- Provide face-to-face feedback that promotes self-reflection and moves educator’s practice forward

### Rationale:
- Provide professional development for all administrators in the district to develop high-quality, consistent practices around observations and feedback.

### Who is involved?
- All Administrators

### How is the work structured?

Professional development was provided for all administrators using these key strategies:

- Using the proficient descriptor from the Teacher’s Rubric administrators discussed what they would look for during classroom observations:
  - Student Engagement
  - Safe Learning Environment
  - Access to Knowledge

- While watching video, administrators recorded evidence not judgment using these guiding questions:
  - What did you notice about the teacher’s practice?
  - In what ways did that practice seem to influence students’ learning?
  - What might you select as a focus for helping to move the teacher’s practice forward?
  - What are some reflective questions you might be ready to pose?

- Administrators practiced writing feedback; conducting face-to-face post-observation conversations; sharing feedback from recent unannounced observations

- The PD work was aligned to Administrators’ Professional Practice SMART goal

### What resources have you used or created to support your work?

- ESE Educator Evaluation Training Modules
- Differentiating Literacy for English Learners
- New Teacher Center: Beginning Teacher Classroom Observation
- Articles on Providing Effective Feedback
## Waltham Public Schools

| **Contact**          | Dr. Susan Nicholson, Superintendent  
|                     | www.walthampublicschools.org |
| **Focus Area**       | **Evidence: Administrator Professional Development** |
|                     | • Describe best practices for an effective educator evaluation system |
|                     | • Provide face-to-face feedback that promotes self-reflection and moves educator’s practice forward |
|                     | • Promote the professional growth of Waltham Public Schools staff using our comprehensive educator evaluation tool |

### How is the work structured?

Professional development was provided for all administrators using these key strategies:

- Reviewed the proficient descriptor from the Teacher’s Rubric for the following elements: well-structured lessons, adjustment to practice, quality of effort and work, student engagement, safe learning environment, access to knowledge, parent/family engagement, professional collaboration
- Using the proficient descriptor, reviewed the evidence from the elements in the summative evaluations submitted in June (redacted names)
  - Administrators rated the evidence and accompanying reflection as exemplary, proficient, needs improvement, or unsatisfactory; justified the rating; shared ratings and discussed areas of disagreement in the ratings
- Reviewed one piece of evidence from ESE Educator Training Module
  - Administrators completed the reflection as if they were a teacher
    - Why did you choose this piece of evidence?
    - How does it demonstrate proficiency?
    - Share reflections
- Reviewed additional pieces of evidence and the accompanying reflection, drafted feedback and prepared for a conversation with the educator
  - What else would you want to know from the educator?
  - What kind of questions would you have for the educator?
  - What kind of feedback would you give to the educator?

### What resources have you used or created to support your work?

- ESE Educator Evaluation Training Modules
- *Differentiating Literacy for English Learners*
- *New Teacher Center: Beginning Teacher Classroom Observation*
- Articles on Providing Effective Feedback

### Waltham, Public Schools District Website resources:

- Educator Plan exemplars
- Evidence exemplars
- Self-assessment exemplars