The Massachusetts Model System for Educator Evaluation

Training Module 3: Self-Assessment

July 2012

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION
Module 3: Self-Assessment

- Module 1: Overview
- Module 2: Unpacking the Rubric

**Module 3: Self-Assessment**

The third module engages participants in the first step of the evaluation cycle, self-assessment. It provides participants with information about engaging in a comprehensive self-assessment and describes how this process prepares the educator to strategically identify professional practice and student learning goals. Participants consider how to use the rubric to reflect on educator practice and how best to engage in analysis of student data.

- Module 4: S.M.A.R.T. Goals and Educator Plan Development
- Module 5: Gathering Evidence
- Module 6: Observations and Feedback
- Module 7: Rating Educator Performance
- Module 8: Rating Educator Impact on Student Learning
Agenda

★ Connecting
★ Learning
★ Implementing
★ Reflecting
★ Wrap-Up
Connecting

25 minutes
Intended Outcomes

At the end of this session, participants will be able to:

- Explain the three parts of a comprehensive self-assessment process
- Analyze a completed self-assessment from a sample educator
- Identify strategies to transition to goal proposal
- Determine and plan for next steps for strategic implementation of Step 1 in the 5-Step Cycle of evaluation
The 5-Step Cycle in Action

- Every educator is an active participant in an evaluation
- Process promotes collaboration and continuous learning
- Foundation for the Model

[Diagram]

Self-Assessment

Summative Evaluation

Continuous Learning

Analysis, Goal Setting & Plan Development

Formative Assessment / Evaluation

Implementation of the Plan

Massachusetts Department of Elementary and Secondary Education
Every educator is an active participant in the evaluation process. Every educator conducts an analysis of evidence of student learning, growth, and achievement. Every educator conducts an assessment of practice against Performance Standards. Prepares to strategically identify professional practice and student learning goals.

Collaboration and Continuous Learning are the focus.
On Implementation

Task Force Member, in a meeting: “Whatever model for evaluation is adopted, it needs to be practical. We need to have the conversation – ‘Is this doable?’ ”

Task Force Member, in reply: “I would slightly change the question from ‘Is it doable?’ to ‘How can we make it doable? What will it take to make it possible?’ ”
Practices to Build Upon

- Consider practices, processes, and structures that you can build upon at your school
- Keep in mind specific times during the year that reflection and analysis already occur
Learning

1 hour 30 minutes
The self-assessment process ...  

★ Establishes a continuous improvement plan for every educator  
★ Promotes professional growth and continuous learning  
★ Keeps student learning at the core of all instructional and professional practice decisions  
★ Accelerates and builds upon work by supporting a through-line of goals informed by district and school goals  
★ Builds consistency across the school and district
Self-Assessment Components

Self-assessment must include:

1. “an analysis of evidence of student learning, growth, and achievement for students under the educator's responsibility;

2. an assessment of practice against Performance Standards; and

3. proposed goals to pursue to improve practice and student learning, growth, and achievement” (35.06(2)(a)(1-3))
Goal Setting Requirements

After conducting the self-assessment, educators are required to:

⭐ Propose goals to pursue to improve practice and student learning, growth, and achievement, including at least one:
  - Student learning goal; and
  - Professional practice goal

⭐ Team goals should be considered
Meet Sally Smith

★ Sally Smith:
  o Fourth grade teacher
  o 11 years of teaching experience
  o Two-Year Self-Directed Growth Plan

★ Her school:
  o Elementary level with 400 students
  o 16% Students with disabilities
  o 10% with limited English proficiency
  o Student growth on MCAS in recent years has contributed to a positive school climate
# Sally Smith’s Brainstorm

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Needs</th>
</tr>
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<tbody>
<tr>
<td>• Improving student performance in both Math and ELA for students who enter my class performing below grade level</td>
<td>• Additional support for implementing the revised MA Curriculum Frameworks</td>
</tr>
<tr>
<td>• Teaching classrooms with diverse needs (especially meeting the needs of student with an IEP)</td>
<td>• Improving communication with families for whom English is a second language</td>
</tr>
<tr>
<td>• Family outreach and communication</td>
<td>• Strengthen leadership skills</td>
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In Sally’s Shoes

After looking at Sally’s brainstorm, put yourself in her shoes for a moment.

- How does Sally know these are her strengths and areas of need?
- What are some sources of evidence that might have informed her brainstorm?
Summary of Sally Smith’s Student Stats

Part 1: Analysis of Student Learning, Growth, and Achievement

Briefly summarize areas of strength and high-priority concerns for students under your responsibility for the upcoming school year. Cite evidence such as results from available assessments. This form should be individually submitted by educator, but Part 1 can also be used by individuals and/or teams who jointly review and analyze student data.

Strengths: the DRA-II shows that most of my incoming students have strong reading foundations, including accuracy and fluency. According to their previous teachers, students enjoy reading fiction and creative writing. In 3rd grade overall, students have Reading and Math scores that are higher than the state average with Math (68% Proficient) slightly higher than Reading (62% Proficient).

High-priority concerns: 5/20 incoming students are ELLs and 5/20 have IEPs (mostly focused on literacy goals). Six have reading comprehension at the 2nd grade level and five have reading comprehension around the 3rd grade level according to the DRA-II. Students with weak reading comprehension also have weaker reading fluency. Students will need additional support to be reading and comprehending successfully at grade level by the end of the year. There are also four students reading above grade level as well, so instruction and materials in that area will need to be strongly differentiated.
Sally’s Source Data

Consider the following questions:

1. What types of information did Sally use to develop this student profile?
   - Circle any types of data that your school also provides to teachers

2. What other sources of data could Sally have considered?

3. Based on this analysis, what types of “student learning needs” might Sally focus on in the coming year?
3. What types of “student learning needs” might Sally focus on in the coming year?
### Sally Smith’s Brainstorm

**PROMPT:** Where do I feel most comfortable in my profession? Where have I seen positive results?
**PROMPT:** What do I find most difficult? Where would I like more help from others?

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Sally Smith’s Professional Practice Skills

★ Pull out the Rubric-at-a-Glance page
★ Circle the Indicator(s) that best align with Sally Smith’s strengths and areas of need
★ Jot down at least one Indicator beside each strength and need on Sally’s brainstorm
## Sally’s Assessment of Practice Against the Rubric

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<td>• Improving student performance in both Math and ELA for students who enter my class performing below grade level <em>(I-A: Curriculum &amp; Planning; II-A: Instruction)</em></td>
<td>• Additional support for implementing the revised MA Curriculum framework <em>(I-A: Curriculum &amp; Planning)</em></td>
</tr>
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<td>• Teaching classrooms with diverse needs (especially meeting the needs of student with an IEP) <em>(II-A: Instruction; II-B: Learning Environment; II-D: Expectations)</em></td>
<td>• Improving communication with families for whom English is a second language <em>(III-C: Communications)</em></td>
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<td>• Family outreach and communication <em>(Standard III)</em></td>
<td>• Strengthen leadership skills <em>(IV-C: Collaboration; IV-D: Decision-Making)</em></td>
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What Sally Does Next...

Read the elements of the Indicators you’ve identified, focusing on the “proficient” description

4. Which Indicators best align with Sally’s strengths and areas of need?

5. What key words are used to describe what it looks like to be “proficient” in these areas?

6. Based on what she identified as areas for improvement and using the rubric as a guide, what are some specific aspects of performance that Sally might need to focus on?
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<th>Reflect on Sally's Student Stats (Analysis of Evidence of Student Learning)</th>
<th>Reflect on Sally's Skills (Professional Practice)</th>
</tr>
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<tbody>
<tr>
<td>1. What types of information does Sally use to develop this student's learning?</td>
<td>A. Which indicators and standards best align with Sally's strengths and areas of need?</td>
</tr>
<tr>
<td>2. What other sources of data could she have considered?</td>
<td>B. What key words are used to describe what it looks like to be “proficient” in these areas?</td>
</tr>
<tr>
<td>3. What types of student learning needs might Sally focus on in the coming year?</td>
<td>C. Based on what she identified as areas for improvement and using the rubric as a guide, what are some specific aspects of performance that Sally might need to focus on?</td>
</tr>
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Getting to Goal Topics

★ What needs jump out at you as the most pressing?
★ Do you see any that could be combined into a concrete student learning goal or a professional practice goal?
★ Do you see any opportunities for alignment between a student learning goal and a professional practice goal?
Implementing

50 minutes
Implementing: Back At School

http://www.doe.mass.edu/edeval/model/

★ Conditions for Readiness
★ Considerations for Planning

Part II: School-Level Planning and Implementation Guide, pages 16-18
Implementing: Back At School

Review pages 16-18 of Part II: School-Level Planning and Implementation Guide

- Highlight the 3 most important supports to a good self-assessment
- Write down 3 specific action steps that your school needs to take to realize those supports on individual post-it notes
Building on Existing Practices

Discuss in your school teams:

★ How do the supports and action steps you identified align with the “Practices to Build Upon” that you brainstormed on Handout 1 in the beginning of the Module?

★ What structures or processes are already in place at your school that you can build on to support the self-assessment process?
Preparing Educators to Conduct Self-Assessments

★ Create a meeting plan for preparing educators to conduct self-assessments
★ Use Handout 1 and Handout 5 to structure your conversation with your school team
★ Identify a note-taker
★ Before time is up, have the note-taker write one area of likely educator confusion at your school on a piece of chart paper and hang it near your table.
Reflecting

5 minutes
Wrap-Up

5 minutes
What’s Next

★ Module 1: Overview
★ Module 2: Unpacking the Rubric
★ Module 3: Self-Assessment
★ **Module 4: S.M.A.R.T. Goals and Educator Plan**

**Development**

Module 4 focuses on the second step of the 5-Step Cycle, how to develop S.M.A.R.T. goals that are needs-driven, specific, and action-oriented. It then focuses on developing Educator Plans that have clear benchmarks for success and provisions for professional development and support designed to help educators meet their student learning and professional practice goals.

★ Module 5: Gathering Evidence
★ Module 6: Observations and Feedback
★ Module 7: Rating Educator Performance
★ Module 8: Rating Educator Impact on Student Learning
Homework
Homework For School Leadership Teams

★ Create a meeting agenda and related materials to share information about conducting a formal self-assessment with the educators at your school.

★ Build upon the information your school team outlined in Handout 5.
Homework For Engaging All Educators in Your School

★ In teacher teams, identify and gather the following:
  o Data and other evidence of student learning, growth, and achievement
  o Evidence of professional practice

★ Discuss ways in which individual teachers and teacher teams can access, analyze and interpret this data.

★ Identify additional resources and supports are needed.
Feedback and Questions

★ Please take a moment to complete the feedback form being handed out. We appreciate your feedback!

★ Questions?
  - About this training:
    E-mail [FACILITATOR/VENDOR EMAIL HERE]
  - About educator evaluation more generally:
    E-mail EducatorEvaluation@doe.mass.edu