Massachusetts Model System for Educator Evaluation

Facilitator Guide for Training Module 3: Self-Assessment

July 2012
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Overview of the Training Module Series

Training Module Purpose and Goals

This series of eight training modules is designed to prepare school leadership teams to implement the new Massachusetts educator evaluation system in their schools through the following intended outcomes:

- Make the 5-Step Cycle concrete and actionable for educators and their evaluators.
- Support school leadership teams in developing a common understanding of the new educator evaluation framework and the opportunities for professional growth and development using the Massachusetts Model System.
- Provide participants with implementation tips and strategies to help schools make educator evaluation meaningful and doable.

The training module series will accomplish these goals through the use of consistent, standardized training materials, detailed facilitator guides, and participant handouts that connect to Model System resources.

Audience

The audience for each module is school-level leadership teams of four to six people. Districts may bring some or all school leadership teams together for a single training session, or training sessions may consist of teams from several districts within a region.

The Massachusetts Department of Elementary and Secondary Education (ESE) recommends that each school leadership team include the principal, one to two additional school-level administrators (e.g., assistant principal, curriculum director, department chair), and two to three current classroom teachers representing a variety of subject areas, grade levels, and/or student needs. The modules are designed so that school leadership teams can facilitate abbreviated or complete versions of each module to other school staff (see the Timing and Structure section for more details). For districts that are interested in bringing these trainings back to their school sites, team members should be comfortable presenting information to a group of adult learners.

Timing and Structure

Each training module is three hours in length and includes interactive learning activities for school leadership teams. Suggested homework assignments described at the conclusion of each module are intended to help participants extend and apply their learning and are designed to take about an hour.

The modules are organized into a four-part structure to help facilitators and participants pace the content appropriately. The four segments of each module are as follows:
The Connecting and Learning segments comprise the first two hours of each module, and the third hour is devoted to the Implementing and Reflecting segments. School leadership teams are encouraged to facilitate either (1) an abridged, two-hour version of each module comprised of the Connecting and Learning segments, or (2) a complete module to other school and district staff, as needed.

List of Training Modules

Module 1: Overview. The first module provides an overview of the module series structure and purposes, introduces the 5-Step Cycle of evaluation and Model System, and examines next steps for strategically implementing the new educator evaluation system in schools.

Module 2: Unpacking the Rubric. The second module introduces the basic structure and terminology of the Model System performance rubrics and gives participants an opportunity to examine the rubric components.

Module 3: Self-Assessment. The third module engages participants in Step 1 of the 5-Step Cycle—self-assessment. Participants will learn how to engage in a comprehensive self-assessment and how this process prepares the educator to strategically identify professional practice and student learning goals. Participants will also practice using the rubric to reflect on educator practice and consider how best to engage in the analysis of student data and goal proposal.

Module 4: S.M.A.R.T. Goals and Educator Plan Development. The fourth module focuses on Step 2 of the 5-Step Cycle cycle—how to develop S.M.A.R.T. goals and educator plans so that goals are needs-driven, specific, and action-oriented and educator plans 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. The fifth module focuses on the collection and organization of evidence by Standard and Indicator and engages participants in thinking strategically about gathering high-quality artifacts to demonstrate performance.

Module 6: Observations and Feedback. The sixth module describes expectations for observations (both inside and outside of classrooms), the collection and organization of observation evidence, as well as the sharing of timely, constructive feedback to educators.

Module 7: Rating Educator Performance. The seventh module supports participants in using the teacher performance rubric to determine formative or summative ratings.

Module 8: Rating Impact on Students. The eighth module will provide an overview of the ESE-issued June 2012 guidance on student learning measures and ratings of educator impact on student learning.
Preparing for Module 3

Module Overview
This module is designed to engage 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 student learning goals and professional practice goals. Participants consider how best to engage in analysis of student data and how to use the rubric to reflect on educator practice before identifying goal topic areas.

Context
Participants should have attended both Module 1: Overview and Module 2: Unpacking the Rubric and should be becoming familiar with the format of the modules. Consider conducting another session of Module 1: Overview and Module 2: Unpacking the Rubric if a large number of participants did not attend those sessions. Module 1: Overview focuses on the rationale and underlying philosophy of the educator evaluation system and Module 2: Unpacking the Rubric provides a deeper introduction to the Model System educator rubrics, which come into play throughout the 5-Step Cycle of evaluation.

The content is framed to emphasize that the self-assessment process is educator-driven.

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
Agenda

I. Welcome (5 minutes)

II. Connecting (25 minutes)
   - Connecting Content (5 minutes)
   - Connecting Activity: Practices to Build Upon (15 minutes)
   - Connecting Wrap-Up/Debrief (5 minutes)

III. Learning (1 hour 30 minutes)
   - Learning Content (5 minutes)
   - Learning Activity 1: Meet Sally Smith (10 minutes)
   - Learning Activity 2: Sally Smith’s Student Stats (20 minutes)
   - Learning Wrap-Up/Debrief 2 (5 minutes)
   - Learning Activity 3: Sally Smith’s Analysis of Professional Practice (25 minutes)
   - Learning Wrap-Up/Debrief 3 (10 minutes)
   - Learning Activity 4: Getting to Goal Topics (10 minutes)
   - Learning Wrap-Up/Debrief 4 (5 minutes)

IV. Implementing (50 minutes)
   - Implementing Content (15 minutes)
   - Implementing Activity: Back At School (25 minutes)
   - Implementing Wrap-Up/Debrief (10 minutes)

V. Reflecting (5 minutes)
   - Reflecting Activity (5 minutes)

VI. Wrap-Up (5 minutes)
   - What’s Next
   - Homework
Equipment and Materials

- **Equipment:** Laptop computer, projector

- **Materials:**

  Make a copy of the participant handout packet for each participant

  Put the following materials on each table:

  - Markers (enough for several at each table)
  - Chart paper:
    - Each table will need one piece of blank chart paper for use during the implementing activity.
  - Highlighters (one per participant)
  - Standard size Post-It notes (at least 1 pad per table)

  Bring the following materials for use by you:

  - **Chart paper:**
    - One piece divided into three columns to record answers during the Connecting Activity
    - One blank piece to record answers during the Learning Activity 1
    - Two pieces for Learning Activities 3 and 4: both should have a line drawn down the center and one should be labeled “Needs Analysis” and one should be labeled “Possible Goal Topics.” They can be posted at the front of the room ahead of time, or positioned nearby for easy access.
Regulatory Requirements

The regulations on educator evaluation require that educators conduct a self-assessment addressing the Performance Standards and Indicators defined in 603 CMR 35.03 or 35.04, and any additional local standards established through collective bargaining or included in individual employment contracts as per 603 CMR 35.06(2). During this phase of the evaluation cycle, each educator is responsible for gathering and providing to the evaluator information on his or her performance, which is to include:

- an analysis of evidence of student learning, growth, and achievement for students under the educator’s responsibility;
- an assessment of practice against Performance Standards; and
- proposed goals to pursue to improve practice and student learning, growth, and achievement, which include:
  - a minimum of one individual or team **professional practice goal** to improve the educator’s professional practice tied to one or more statewide Standards and Indicators defined in 603 CMR 35.00 and any additional local performance standards, and
  - a minimum of one individual or team **student learning goal** to improve the learning, growth and achievement of the students under the educator’s responsibility.

The educator provides this information to the evaluator in the form of a self-assessment at the point of goal setting and plan development.

Source: *ESE Model System Part II: School-Level Planning and Implementation Guide*, p. 15
Model System Resources

Model System resources can be found on ESE’s website, at http://www.doe.mass.edu/edeval/model/.

Specific resources that are useful to review before facilitating this training module include:

Part II: School-Level Planning and Implementation Guide

- Overview of Educator Evaluation Framework (pp. 5-6)
- Priorities of Implementing the Framework (pp. 7-8)
- Step 1: Self-Assessment & Goal Proposal (pp. 14-22)

Part III: Guide to Rubrics and Model Rubrics for Superintendents, Administrators, and Teachers

- Structure of the Model Rubrics (p. 6)
- Rubrics At-A-Glance (p. 7)
- ESE Model Rubric for Classroom Teacher (Appendix C)
Facilitator Guide

I. Welcome (5 minutes)

Slide 1 is the title slide. Slide 1

During this slide, welcome participants, introduce yourself, and ask participants to very briefly do the same. Cover any “housekeeping” tasks at this time.

This slide lists the Modules and includes the outcomes for Module 3: Self-Assessment. Slide 2

*Explain*: Slide 2

“This module focuses on completing a comprehensive self-assessment. This self-assessment is the first step in a new evaluation cycle; it will prepare you to propose goals and develop an educator plan to meet those goals.”

*Explain*: Slide 3

“We will follow the same structure for this module as in the earlier modules: we’ll connect this module to your prior knowledge and experiences, learn more about the self-assessment component of the ESE Model System, discuss implementation strategies, and reflect on what you’ve learned today.”
II. Connecting (25 minutes)

Connecting Content (3 minutes)

The Connecting title slide is 4.

*Explain:* Slide 5

“By the end of the meeting, I hope you will be able to explain the three parts of the self-assessment process, analyze a completed self-assessment, discuss how to transition into goal proposal and goal-setting from the self-assessment, and plan for implementation.”

*Explain:* Slide 6

“If you’ve attended Module 1 and/or Module 2, this graphic should look familiar. The 5-Step Cycle of evaluation is shown here as a continuous circle of improvement. The 5-Step Cycle is designed to ensure that the educator is an active participant throughout his or her evaluation, and is engaging in a process that promotes and thrives on collaboration and continuous learning. These critical attributes of the cycle were developed in direct response to former evaluation practices in many schools and districts, where evaluation was “something done to the educator,” disconnected from student and educator learning.

*Explain:* Slide 7

“This module builds upon the knowledge you gained in Module 2, when you learned about the Model System educator rubrics. Recall that the educator rubrics are different from observation tools you may have used – they help you look at your performance across all areas of practice, and they play a role in each step of the 5-Step Cycle, not just observation. Today we’ll focus on Step 1: the comprehensive self-assessment.

“The purpose of the self-assessment is two-fold: as the first step in the cycle, it purposefully places the educator in the driver’s seat by engaging the educator in launching and shaping his or her own evaluation. A comprehensive self-assessment prepares the educator to propose rigorous, targeted goals that drive the content and direction of his or her professional growth and development throughout the school year.”
Connecting Activity: Practices to Build Upon (15 minutes)

**Purpose and intended outcomes:**

The purpose of this activity is for participants to connect aspects of the self-assessment process with the data analysis they already perform in their schools, helping them see that the new evaluation process is not asking educators to do something totally new, but building on and formalizing their current practices.

**Activity detail:**

*Explain:*  

“Let’s pause for a moment to consider the do-ability of this first step in the 5-Step Cycle, for individual educators as well as educator teams. Remember that the self-assessment will be many educators’ introduction to the entire evaluation process, and a good self-assessment sets the stage for a thoughtful, rewarding evaluation cycle. Yet it’s possible that educators will see this as “one more thing” on their already overflowing plate, especially at the beginning of the year. So it’s critical to think about how self-assessment can and should be embedded within the larger context of school priorities and activities.

“Can I have two volunteers to play the parts of these Task Force members?”

Choose two people and ask one to read the first quote and the other to respond with the second quote. Prompt the orange Task Force member (#1) to continue the conversation in character by responding to the blue Task Force member’s comment, and ask the blue Task Force member (#2) to respond back in character as well. Have the volunteers go back and forth for one or two more exchanges (until the conversation naturally winds down).

“How true to life did that feel? Were you thinking the same things as our two Task Force members? To build on this exchange, we’re going to take a few minutes to consider the work that is already occurring in your schools that will make self-assessment more doable and manageable.”

*Explain:*  

“The self-assessment process has three parts, which we’ll dive into in just a minute: analyzing student learning needs, identifying professional practice needs, and thinking about goals.

First, let’s step back and think about the things you already do at your school that you can build upon in the self-assessment process. Please turn to Module 3 Handout 1 in your packet.

“Take about eight minutes as a table team to jot down your thoughts about the three components of a self-assessment. What are some examples of student data practices, educator reflection, and goal setting that you already engage in at your school? Choose one person as a recorder to write these thoughts in the three sections of the inner circle on your handout. What are some school-wide structures or processes that support these steps that may already exist at your school? Have the recorder jot down these ideas around the outside of the diagram. It may help you to think about specific times during the year or annual events that are already set aside for this kind of work. You will come back to this brainstorm later in the session.”

Take time to roam the room and support teams in this dialogue where necessary.
Common facilitation challenges and solutions:

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Solutions</th>
</tr>
</thead>
</table>
| Participants may have difficulty identifying current practices in their school | • Be ready with at least one example for each category, asking “Do you do something similar in your school?”  
  o Student data analysis ex. *Half-day deep dive cross-grade data meeting in early September*  
  o Professional practice ex. *Written teacher self-reflection after every formal observation*  
  o Goal-setting ex. *Teachers set private professional goals during the first PD day of the year*  
• Ask leading questions in the area of difficulty, for example:  
  o “At the beginning of the year, what data do teachers receive? What do they do with this information? How do they make sense of it?”  
  o Once you compile a profile of incoming students, how do you think about your own practice and abilities relative to their needs?  
  o What avenues do educators have to reflect on their practice, individually and in teams, and brainstorm strategies for improvement?  
• Are there structures, policies, or set-aside times where a more formal self-assessment might be a natural fit? |
| Participants may not conduct any formal data analysis about their incoming students | • Prompt participants to think about what they may have done informally to learn about their incoming students.  
• Prompt participants to think about how they got to know their students during the first few weeks of school. |
| Participants may not conduct any formal reflection on their professional practices | • Prompt participants to think about times they reflect informally on their practice, either individually or in teams.  
• Remind participants to think more broadly about “reflection” (rather than just related to rubrics or standards). A debrief after a model lesson or classroom observation, or a team meeting to discuss a strategy that didn’t work well all “count” as reflection. Also encourage them to think about times for reflection during the year that are already built into their schedule such as grading and report card time, an end-of-year in-service day, or a school retreat. |
Connecting Wrap-Up/Debrief (5 minutes)

After participants have had time to complete the activity, ask volunteers to share out a few of their "aha" thoughts or ideas from each column of the handout.

Record these ideas on chart paper for participants to reference during the implementation activity.

Transitioning to Slide 10, explain:

"We’ve taken just a few minutes to start thinking about some practices at your schools that you can build upon during implementation of a new educator evaluation system. We’ll return to this list and connect these ideas more explicitly to self-assessment near the end of today’s session, so hold on to your handouts and your ideas. Now let’s dive into the self-assessment process.”
III. Learning (1 hour 30 minutes)

Learning Content (5 minutes)

The title slide for the learning section is 10.

Explain:

“Self-assessment is the first step in an educator’s continuous improvement cycle that promotes professional growth and student learning. It’s also an important opportunity to build upon work already being done by the school and district and increase the relevance and effectiveness of initiatives.”

Explain:

“Educators can start their self-assessment at the end of the previous school year and/or at the very beginning of the new school year, keeping in mind that some data won’t be available until the beginning of the new school year.

“One component of a comprehensive self-assessment calls for educators to conduct an analysis of student learning, growth and achievement. During this part of the self-assessment, educators collect and analyze a wide range of evidence of student learning (e.g. readiness, academic achievement, social-emotional learning) related to both their incoming students and students they have taught in the past.

“A second component of the self-assessment involves educators assessing their own professional practice against the Standards and Indicators of Effective Teaching Practice and/or Administrative Leadership, as outlined in the rubrics. Educators identify performance standards, indicators and even behaviors from the rubric where they excel, as well as areas where they need to improve their practice in order to facilitate student learning.

“Finally, based on this analysis of student learning and assessment of practice against Performance Standards, each educator proposes goals.”

Explain:

“Goal setting will be discussed more fully in Module 4, but it is important to know that educators are required to set at least two goals, one student learning goal and one professional practice goal.

Every educator is also expected to consider team goals, underscoring the importance and value of collaboration around shared objectives within a school.”
Learning Activity 1: Meet Sally Smith (10 minutes)

Facilitation directions:

This series of activities is designed to show the three components of the self-assessment process using an example teacher, Sally Smith. The activities show how one educator starts by brainstorming general strengths and needs before (1) conducting a targeted analysis of incoming students, followed by (2) completing a comprehensive self-assessment of professional practice using the Teacher Rubric. Finally, (3) the educator generates goal topics from their self-assessment. Note that this is one approach to conducting a self-assessment. Analyses of student learning needs and one's professional practice can occur in a different order or in collaboration with others. The important take-away is that a self-assessment must be thoughtful, targeted, data-driven, and self-generated.

Facilitator Note: have participants identify and have accessible the five handouts for the following set of Learning Activities: Handouts 2-5.

Purpose and intended outcomes:

During this activity, participants will meet a hypothetical teacher, Sally Smith, and be asked to consider the role of a brainstorm as a launching point for a self-assessment.

Activity detail:

Transition to Slide 14:

“So now that you’ve had an introduction to the three components of a self-assessment, I’d like to do a quick check-in with all of you about your previous experience with this kind of self-assessment. Raise your hand if you have no experience with any of the aspects of self-assessment I’ve just described.”

[Pause] “Raise your hand if you have some experience with aspects of this self-assessment process.”

[Pause] “Finally, raise your hand if you have completed a formal self-assessment that includes both analysis of student data and reflection on professional practices.”

“As you can see, ____________ [summarize what you learned about experiences of the group]. The sample educator we’ll use for the next part of the module will give us all a shared experience with the process and provide an illustration of self-assessment in action. There’s no “one way” to conduct an effective self-assessment. This is just one example of how you might approach the process. The key aspects to focus on are the data-driven nature of this teacher’s self-assessment, as well as her targeted, strategic use of the performance rubric.”

Explain:  

“Meet Sally Smith.

“Sally is going to be our example teacher that we follow through the self-assessment process. Sally is a fourth grade teacher with 11 years of experience. She is on a 2-year self-directed growth plan.

“She teaches at an elementary school in Central Massachusetts of around 400 students; 16 percent of those are students with disabilities and 10 percent have limited English proficiency.

“Today we are going to examine Sally’s self-assessment process, seeing how it builds to the next step, goal setting.”

Explain:  

“To begin her self-assessment, Sally starts with a brainstorm that documents her
general strengths and needs. She asks herself: ‘Where do I feel most comfortable in my profession, or where have I seen results?’ She jots down some of these strengths on a piece of paper. Then she asks herself: ‘What do I find most difficult? Where would I like more help from others?’ and jots down these areas she’d like to improve upon as ‘needs.’

“Would someone be willing to volunteer to read the strengths Sally identified?”

Choose a volunteer to read her strengths; then ask a volunteer to read the needs she identified.

*Explain:*

“Even though Sally started with a brainstorm, it's important that she ground her ideas in evidence. What evidence do you think she used? What information sources would be available to you if you were Sally?”

Engage the group in a whole group discussion around these two questions.

**Guiding questions for discussion:**

- How does Sally know these are her strengths and areas of need?
- What are some sources of evidence that might have informed her brainstorm?

*Explain:*

“Keep in mind the first time conducting a self-assessment may be the hardest if an educator hasn’t done something like this before or if the educator doesn’t have prior ratings or feedback on which to draw. Educators at either end of the performance spectrum (struggling educators and high flyers) may also find this exercise challenging. Note that Sally did not start with the rubric, but rather generated her own preliminary list of strengths and needs related to teaching and learning based on her own experience. A quick brainstorm might be less threatening than diving directly into a comprehensive rubric, and it can also be a useful strategy to get things started and help people become unstuck.”
Learning Activity 2: Sally Smith’s Student Stats (20 minutes)

Facilitator Note: have everyone locate Handouts 3 and 5a for this activity and have them available. “The term brainstorm can make people think of creative generation, since brainstorming is often used in creative situations, like students coming up with story ideas. In Sally’s case, the brainstorm helped her do a quick, informal “check in” of where she excels and where she would like to grow or improve. With these next activities, we can see how Sally’s brainstorm becomes a tool she can use to drive and frame the first two parts of her self assessment: an analysis of student learning needs, and an analysis of her own professional practice using the teacher performance rubric.”

Transition to slide 17.

“Let’s take out Handout 5a. This form is Part I of the self-assessment process from the Model System. As you can see, Sally completed this form after conducting a thorough analysis of evidence specific to her new students’ strengths and needs.

“Take a few minutes to read Sally’s reflection on her student learning data. Highlight or underline specific pieces of data or sources of evidence that informed her analysis.”

(Give participants about 3 minutes to find the page and read it.)

When participants start to look up or talk, explain:

“Sally’s reflection on her incoming students shows that she has conducted a much more formal analysis of student learning in order to complete this form.”

Explain:

“Now turn to Handout 3. With an elbow partner (someone sitting next to you), discuss the three questions in the left-hand column and record your answers.

1. What types of information did Sally consider in her analysis of student data? (Circle any types of data that Sally used that’s similar to what you might draw from at your school.)

2. What other types of data could Sally have used?

3. Based on this analysis, what types of “student learning needs” might Sally focus on in the coming year?

Project the questions on Slide 18. When 5 minutes have passed, prompt participants to move on to question 3, which is the most important.

Transition to Slide 19.

After a total of 10 minutes, get the group’s attention and explain:

“Now come together as a whole table and discuss your thoughts about question 3, possible student learning needs for Sally’s class. What might she need to focus on this year?”

Give participants 5 minutes to collaborate and share their responses.

Facilitator Note: If the group is small, skip the table discussion above and go directly to the Learning Wrap-Up/Debrief 2.
Common facilitation challenges and solutions:

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants may have difficulty pairing up – there may be odd numbers of</td>
<td>Tell participants they can move if they do not have a partner near them.</td>
</tr>
<tr>
<td>people at each table or pairs that form leaving someone out.</td>
<td>Tell participants they also can form into groups of three.</td>
</tr>
<tr>
<td>Participants may not be familiar with the types of assessments discussed</td>
<td>Ask participants to think about the kinds of data that the assessments</td>
</tr>
<tr>
<td>in Sally’s self-assessment, especially secondary teachers.</td>
<td>represent, instead of focusing on what each assessment does.</td>
</tr>
</tbody>
</table>

Guiding questions for discussion:

- What types of information did Sally use to develop this student profile?
- What other sources of data could Sally have considered?
- What types of “student learning needs” might Sally focus on in the coming year?

Learning Wrap-Up/Debrief 2 (5 minutes)

After tables have shared their answers to question 3 in the left-hand column from Handout 3, bring attention back to the center/front of the room. The wrap-up conversation focuses on the third question because this is the KEY question to ask and generate responses with the group about as it will be used later to focus the goal topic generation.

Explain:

“I’d like each table to share two things they identified in response to question 3. What types of student learning needs might Sally focus in on as she prepares to develop a student learning goal, based on her reflection?”

As each table shares out, the facilitator records their ideas on a piece of chart paper at the front of the room titled “Needs Analysis.” Responses should go in the left-hand column. See example chart below.
Note to facilitator during the group share-out:

- Student learning goals do not have to apply to all students, so encourage participants to think in a targeted way when examining student learning needs within a classroom.

“So already, based on the reflection Sally did on the first part of the self-assessment form, we can already see some potential areas that her goals could focus on.”

Transition to Slide 20.
Learning Activity 3: Sally Smith’s Analysis of Professional Practice (25 minutes)

Explain: Slide 20

“Now that she has completed an analysis of student learning, Sally is going to continue on to Part 2 of the self-assessment and conduct an assessment of her own professional practice.

“To do this, she goes back to the brainstorm of strengths and needs she created. So let’s flip back to her brainstorm, which is Handout 2.”

Explain: Slide 21

“Now each of you is going to become Sally. You are going to complete this portion of the self-assessment process just like she would.

“We’re going to use Sally’s brainstorm again for this activity, as well as Handouts 4 and 5a. Handout 4 is a Rubric-at-a-Glance that summarizes the Teacher Rubric. You’re going to identify which Indicators on that outline best align with the strengths and needs Sally identified in her brainstorm.

“This is the process Sally would follow in order to move from a brainstorm to concrete findings related to professional practice using the rubric. Locating self-identified strengths and needs in the rubric will help Sally target and focus her professional practice goals to the Performance Standards on which she’ll be evaluated. It also helps educators avoid biting off more than they can chew, which is what it might feel like if they were to start their self-assessment with the entire rubric.

“Using the Rubric At-a-Glance, just focus on Indicators for now. Remember, the Indicators appear as the lettered, bolded subtitles under each Standard. Don’t worry about the numbered elements. What Indicators embody or align to the self-identified strengths and needs from Sally’s brainstorm?

“Working on your own, jot down at least one Indicator next to each strength and need on her brainstorm (Handout 2).”

Put slide 20 back up on the screen for the duration of work time. It should take 3-6 minutes for participants to complete the activity. Slide 22 contains some possible answers – advance to slide 22 when you see participants have completed the activity.

Explain: Slide 22

“Here are Indicators from the teacher rubric that you might have circled as representative of the strengths and needs Sally initially identified during her brainstorm.

“Check your thinking against these answers.”

Give participants a minute to look at this slide to check their work. Ask for questions, areas of disagreement, or confusion.
Common facilitation challenges and solutions:

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Solutions</th>
</tr>
</thead>
</table>
| Participants may have difficulty getting started with this exercise or be confused as to what they’re trying to do. | Circulate around the room and offer tips on how to get started (or share with the whole group if many people look puzzled). Tips include:  
  - Start at the Standard level, grouping information into the largest buckets possible. Then go down to the Indicator level.  
  - Use the elements to help you understand what the Indicator means (but don’t worry about aligning to the element level). The elements provide additional detail related to each Indicator.  
  Also remind participants that there isn’t really a “wrong” answer so they should just jump in and give the exercise a try. |
| Participants may disagree with the “answers” on the PowerPoint slide.       | Explain that while effective teaching practice has been organized into four distinct Standards and 16 Indicators, the skills and behaviors described in each area are interrelated. Therefore, it’s not unusual for two people to approach this alignment activity differently. The conversation is most important, as well as staying open to others’ perspectives. In this example, we’ve identified a few areas of alignment for several of Sally’s reflections, to demonstrate that there are multiple possibilities. |

*Explain:*

“Can anyone guess where we’re going with this? Why would Sally link her strengths and needs to the rubric?

“We are going to stay in Sally’s shoes for a bit longer. The next thing Sally wants to do is get a better understanding of what it would mean to improve and excel in her self-identified areas of need. At this point, she’s going to turn to the full Teacher Rubric to get a sense of what it means to be Proficient in these areas. We are going to do the same.

“For this section, you will need the complete Teacher Rubric, which is the last 15 pages in the back of your handout packet, Sally’s brainstorm, which is Handout 2, and Handout 3. So gather those together.

“Partner with someone at your table, or work together as a group if there are just a few of you. We’re going to complete the right-hand column of Handout 3, which we used earlier. Start by locating those Indicators we already identified as...
aligned to Sally’s strengths and needs. Then, read the descriptions of Proficient practice associated with each element under those Indicators. Proficient practice is the third column of the rubric.

“Respond to questions 5 and 6 on Handout 3:

- What would it look like for her to be proficient in those areas?
- Based on these descriptions of practice, what might be some goals related to professional practice that Sally might choose to focus on?”

Facilitator Note: Put Slide 22 back up so participants can locate the Indicators they’re focusing on.

Give participants 15 minutes to complete this activity.

Get the group’s attention and explain:

“Now come back together as a whole table and discuss your thoughts about question 6--areas of professional practice where Sally might need to focus.”

Give participants 4 minutes to collaborate and share their responses.

**Common facilitation challenges and solutions:**

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants may not know where to start with the full rubric, or have difficulty locating the elements associated with the Indicators aligned to Sally’s strengths and needs.</td>
<td>Remind participants to focus on the Indicators already identified as aligned to Sally’s strengths and needs, and encourage them to pick one to start with. Point out the Proficient column under each Indicator and remind participants to focus only on descriptions of practice associated with Proficient performance. They don’t need to worry about the other performance levels for this purpose.</td>
</tr>
<tr>
<td>Participants may have difficulty pairing up – there may be odd numbers of people at each table or pairs that form leaving someone out.</td>
<td>Tell participants they can move if they do not have a partner near them. Tell participants they also can form into groups of three.</td>
</tr>
<tr>
<td>Participants may have difficulty identifying aspects of performance Sally might need to focus on, thinking they have too few details.</td>
<td>Prompt participants to identify things that Sally MIGHT need to focus on – understanding that in their school setting, more details on practice would be available.</td>
</tr>
</tbody>
</table>

**Guiding questions for discussion:**

- Which Indicators and elements best align with Sally’s strengths and areas of need?
- What key words are used to describe what it looks like to be “proficient” in these areas?
- 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 choose to focus on?
Learning Wrap-Up/Debrief 3 (10 minutes)

After tables have discussed their answers, bring attention back to the center/front of the room and to the Needs Analysis chart. The group activity focuses on the last question because this is the KEY question to ask and generate responses with the group about as it will be used later to focus the goal topic generation. As participants share their responses to question 6, record their responses in the right hand column of the chart, or have a representative from each table come up and do so.

<table>
<thead>
<tr>
<th>Needs Analysis</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Learning</strong></td>
<td><strong>Professional Practice</strong></td>
</tr>
<tr>
<td>Differentiated instruction</td>
<td></td>
</tr>
<tr>
<td>Reading comprehension</td>
<td></td>
</tr>
<tr>
<td>fluency</td>
<td></td>
</tr>
</tbody>
</table>

Explain:

“I’d like each table to share their answers to question 6. What are some specific aspects of performance that Sally might need to focus on in the coming evaluation cycle?”

Tables share out. Transition by explaining:

“An assessment of practice against the Teacher Rubric should be targeted and strategic. Sally Smith started with a list and then honed in on a few Standards and Indicators to examine in detail. Take a few minutes to read Sally’s completed reflection on her assessment of professional practice on Handout 5b (page 6) from your participant packet.

Give participants a couple of minutes to scan the self-assessment on Handout 5b and look for similarities.

Explain:

“You can see that after she completed her assessment of practice against the Teacher Rubric, Sally went on to discuss with her grade level team what needs they had, which focused on the upcoming
implementation of the revised Massachusetts curricular frameworks. She summarized this team-based area of need as a possible goal topic as well, to be discussed with her evaluator.

Before moving on to the next Learning Activity, draw participants’ attention to the following:

“Keep in mind, this is just one way to approach the self-assessment. Other schools and educators might experiment with an “entry point” that’s different from a brainstorm, such as a grade-level data analysis of trends in student achievement from prior years, or an analysis of school-level progress related to a few key initiatives. The key to a comprehensive, productive self-assessment is for it to be targeted to the educator’s strengths and needs, specific with regard to concrete student learning needs, and aligned to specific Standards and Indicators in the rubric.

Learning Activity 4: Getting to Goal Topics (10 minutes)

Explain:

“Before Sally is finished with the self-assessment step of the cycle, she needs to complete Part 3 of the self-assessment process: posing goals. These goals should come directly from the student learning needs and professional practice needs we’ve already identified on our Needs Analysis chart paper.

“Based on our charted responses to questions 3 and 6, what needs jump out at you as the most pressing? Do you see any goal topics that could be combined? Do you see any opportunities for alignment between a student learning goal and a professional practice goal?

“For now, stay focused on goal topics that might provide the basis for these goals. Don’t worry about S.M.A.R.T. goals yet—just topics.”

Notes for facilitator during this whole group discussion:

- Star the most pressing need in each column on the “Needs Analysis” chart, keeping in mind that not every need has to go into a goal
- Draw solid lines between ideas that could be combined easily into a goal statement
- Draw dotted lines between ideas that might be combined into a goal statement with some work

As the group starts making these connections, record possible goal topics for student learning and professional practice goals on the piece of chart paper titled “Possible Goal Topics,” positioned next to the “Needs Analysis” chart.

Explain:

“Remember, Sally will have to write at least one student learning goal and one professional practice goal in the next step of the evaluation cycle, and she can consider team goals for either. You’ve probably begun to see relationships or opportunities for alignment between student learning needs and professional practice needs, which is terrific. That type of alignment can help focus and propel multiple goals forward.”
Example goal topics might be:

Student learning: *meeting the needs of English language learners; improving the performance of students who arrive below grade level.*

Professional practice: *acting as a leader for her team during the rollout of the new curriculum frameworks.*

Professional practice 4th grade team goal: *collaborating around the development of lesson plans based on the revised MA curricular frameworks.*

Take about 10 minutes to complete this whole group activity.

**Guiding questions for discussion:**

- What are some goal topic areas for Sally that align with her student learning analysis and/or professional practice analysis?

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**Learning Wrap-Up/Debrief 4 (5 minutes)**

After listing possible goal topics together, lead the participants through a whole-group discussion about the topics, asking each of the questions listed below of the group in order.

- What was the most difficult part of these activities for your group? Why?
- What did you learn about the self-assessment process by completing these activities?
- What are some other ways you might approach the self-assessment process?

Transition to Slide 26, explain:

“These activities actually put you in the shoes of an educator completing a self-assessment, so you could understand the steps and ways of thinking necessary to complete this step of the educator evaluation cycle. Now we are going to spend some time thinking strategically about implementing the self-assessment step back at your school.”
IV. Implementing (50 minutes)

Implementation Content (15 minutes)

The Implementing title slide is Slide 26.

*Explain:*

“I’d like to get a quick show of hands… how similar is this process to something you already do in your district? Very similar? Somewhat similar? Wildly new or different?

“For those of you who see this self-assessment process as wildly new, or even only somewhat different, I’m here to tell you that yes, this is going to and in fact should feel different for most educators. We’re asking educators to get in the driver’s seat of their evaluation cycle and professional development, and this requires a certain degree of honesty, conversation, and transparency between educators and evaluators for it to be effective.

“ESE has provided many resources for schools and districts implementing the new educator evaluation system. All Model System resources can be found on ESE’s website. Pages 16-18 of Part II: School-Level Planning and Implementation Guide are included as the last three pages in your handout packet for your reference.

“If you turn to this section, you’ll see two excerpts related to implementing the self-assessment back at your school: Conditions for Readiness and Considerations for Planning.”

*Explain:*

“Quietly read through these pages of *Part II: School-Level Planning and Implementation Guide* for the next 10 minutes.

As you read, take a highlighter, a pen and a few post-it notes.

- Highlight supports important for a good self-assessment, and jot down action steps your school needs to take to ensure these supports are in place on individual post-it notes.”
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Module 3: Self-Assessment  
July 2012  
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Give participants about 10 minutes to read through this rich section of *Part II: School-Level Planning and Implementation Guide*. At the end of 10 minutes, say:

“Now that you’ve highlighted key supports and jotted down necessary action items on to post-its, flip back to the items you identified on Handout 1 during the connecting activity. Start sharing your thoughts at your table with your team. I’ll give you about 5 minutes to debrief about what you read and what you wrote down earlier before we move into our final activity, which helps you think about what you’ll need to do back at your school. Key question to discuss:

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

Draw a line down the center of a blank piece of chart paper, and as team, organize your post-it notes into two categories: those action items already in place, and those action items that require attention.”

Give teams 5 minutes to work together and then bring the group back together.

**Implementing Activity: Back At School (25 minutes)**

**Purpose and intended outcomes:**

The purpose of this activity is to give participants time to plan for implementation of the self-assessment at their school, keeping in mind that engaging in and supporting comprehensive self-assessments by every educator will be brand new to many schools.

**Activity detail:**

Participants will use Handout 5 from their participant packet to create a meeting plan for implementing the self-assessment at their school.

**Explain:**

“Now you are going to build on the information that you just identified. Work with your school team to plan a meeting during which you will introduce the self-assessment process to your staff and launch the 5-Step Cycle. This is just one approach to bringing this information back to your school. Even if you choose not to use a staff meeting as the vehicle, this exercise is a useful tool for identifying key messages, school and district resources, and possible areas of confusion that will be necessary to address in order to effectively implement the self-assessment process.

“We’ll be using the excerpt from *Part II: School-Level Planning and Implementation Guide*, Handout 1 (which we started off the session with), and Handout 5 for this activity. Have one person take notes for your team on Handout 5. You have about 25 minutes to work together, so think carefully about everything we’ve learned about how to conduct a comprehensive self-assessment.

“I’ll let you know as we near the end of our time, at which point I’d like for each notetaker to share one area of likely educator confusion that your group has identified on a single piece of chart paper.”

Facilitation note: Prompt participants to begin with column 2 of Handout 5 – connections to current practices. They can populate that column with ideas they
generated during the Connecting activity on Handout 1.

Facilitation note: Give the group a time cue at 5 minutes before the end of their work time. Note that it would be a good time for their note taker to write the area of educator confusion on the chart paper and post it toward the front of the room.

Common facilitation challenges and solutions:

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not all participants may be responsible for sharing this information at their school.</td>
<td>School teams can work together to plan for school implementation – even if all of the individuals may not be responsible for sharing the information.</td>
</tr>
<tr>
<td>Some leaders responsible for and critical to implementation may not be in attendance.</td>
<td>School teams can work to create a draft plan that they can share with the critical school leaders who are absent from this training. If there is a critical decision that needs to be made (like if the school is going to implement it in school teams or schoolwide), participants should proceed with the strategy they would recommend.</td>
</tr>
</tbody>
</table>

Guiding questions for discussion:
- What is one area of anticipated educator confusion?

Implementing Wrap-Up/Debrief (10 minutes)

*Explain:*

“Each group just identified a possible area of anticipated educator confusion around the self-assessment process. Take the next 8 minutes to do a gallery walk of these chart papers. Use the Post-It notes on your table to suggest solutions to the issue that each group recorded.

“Start at your own poster and rotate clockwise to the next poster on the wall.”

Based on the number of groups in the room, give participants an idea of how long they have at each poster (e.g. 8 minutes/5 groups = 2 minutes per chart, if participants skip their own chart).

Provide participants with time cues – “It has been 2 minutes, now would be a good time to rotate to the next poster.”

When participants have had time to respond to every other group with suggested solutions, ask participants to return to their seats. Activity continues during the reflecting section.
V. Reflecting (5 minutes)

The Reflecting title slide is number 31.

(Continued from last activity)

Ask each school group to take a couple of minutes to read through the suggestions they received from other participants and be prepared to identify a speaker to share out one of the most useful or interesting suggestions from their chart paper.

After groups have had time to read the responses, explain:

“Let's have each group take a minute to share your concern and the most useful or interesting suggestion you received.”

Each group shares out.
VI. Wrap-Up (5 minutes)

The Wrap-Up title slide is slide 32.

Transition by saying:

“Hopefully this time planning and the feedback activity provided you with some concrete next steps for starting self-assessments in your schools. The next step of the educator evaluation cycle is goal-setting, as we touched on today.”

Explain:

“In Module 4, S.M.A.R.T. Goals and Educator Plan Development, you’ll learn how to generate S.M.A.R.T. goals and create Educator Plans that make goals S.M.A.R.T.er. You’ll focus on creating plans that are needs-driven, specific, and measurable, with clear benchmarks for success and provisions for professional development and support designed to help educators meet their student learning and professional practice goals.”

Suggested Homework

The homework assignments for this Module help participants apply what was learned about self-assessment. There are two homework assignments: One for school leadership teams and one for all school-based educators. The homework assignments for this session are described on slides 35-36.

Explain:

“For homework, make your plan for sharing this information back at your school even more specific, creating a participant agenda and related materials that can be used to share information on conducting self-assessments with all school-based educators. Make sure to include connections to current school practices. Also, consider the suggestions you received from other participants during the gallery walk.”

The homework assignment for school leadership teams to present to all educators at the school is described on slide 36. *That slide does not need to be covered with this group of participants.*

Come to Closure

When the homework assignment has been covered, transition to the final wrap-up, hand out the feedback form for the session, direct participants as to where they can send questions via email, and dismiss the group.

Keep this final slide on the screen as participants start to gather their things and leave the session.

*NOTE: Enter your e-mail address on this final slide, so participants know where to send questions.*