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Overview of the Training Workshop Series

Training Workshop Series Purpose and Goals

This series of five training sessions, an Orientation to the new evaluation framework followed by four 1-hour workshops, is designed to prepare educators without evaluator responsibilities to implement the new Massachusetts educator evaluation system through the following intended outcomes:

- Introduce educators to the key components of the new evaluation framework.
- Support educators 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 opportunities to engage in the first three steps of the 5-Step Evaluation Cycle

The training sessions will accomplish these goals through the use of detailed facilitator guides and participant handouts that connect to Model System resources. All materials are available online at http://www.doe.mass.edu/edeval/training/teachers/.

Audience

The audience for each session includes school-level educators without evaluator responsibilities, such as classroom teachers and specialized instructional support personnel.

Timing and Structure

Each session is one hour in length. The Orientation session introduces participants to the key components of the Massachusetts educator evaluation framework. The subsequent workshops provide participants with the opportunity to unpack performance rubrics, conduct a self-assessment, develop S.M.A.R.T. goals, and strategically identify sources of evidence, with each workshop structured to result in concrete deliverables associated with each educator's evaluation. Homework assignments help participants extend and apply their learning to the next workshop. ESE designed each session to be delivered by a school administrator or teacher leader during common planning time or comparable in-school collaborative meeting period.

List of Training Sessions

Orientation. The Orientation describes the most important aspects of the evaluation framework. The Orientation includes topics such as the purpose of the evaluation framework, the two ratings everyone will receive, the 5-Step evaluation cycle, and key characteristics of the evaluation rubric.

Workshop 1: Rubric Review. The first workshop introduces the basic structure and terminology of the performance rubrics and gives participants an opportunity to examine the rubric components.

Workshop 2: Self-Assessment. The second workshop engages participants in Step 1 of the 5-Step Cycle—self-assessment. Participants will learn about the key characteristics of a high quality self-assessment and have an opportunity to complete their own self-assessments.

Workshop 3: S.M.A.R.T. Goals. The third workshop engages participants in Step 2 of the 5-Step Cycle cycle—the development of student learning goals and professional practice goals that are S.M.A.R.T. with clear benchmarks for success.

Workshop 4: Gathering Evidence. The fourth workshop introduces participants to the three types of evidence required in an evaluation, and provides tips and strategies for determining high quality artifacts of practice and measures of student learning. Participants will identify sources of evidence related to practice outlined in their educator plans to demonstrate performance.
Preparing for Workshop 2

Workshop Description

This facilitator guide is designed to support lead teachers and other administrators who are leading this workshop with small teams of teachers. Participants should have already taken the Orientation session and Workshop 1: Rubric Review prior to Workshop 2.

This 1-hour workshop aims to provide teachers with the time, information, and resources they need to complete the self-assessment step of the 5-Step Evaluation Cycle. Participants will learn about the key characteristics of a high quality self-assessment and examine a sample self-assessment. Participants will then have an opportunity to complete their own self-assessments.

This workshop is based on the Model Rubrics for teachers and/or specialized instructional support personnel. In districts that have chosen to adapt the Model Rubric or create their own rubric, schools should use their own rubric in this workshop.

Intended Outcomes

This workshop gives educators the opportunity to engage in Step 1 of the 5-Step Cycle by (1) using data to identify strengths and needs related to their students, (2) analyzing their own professional practice using the Model Rubric, and (3) proposing possible student learning and professional practice goals.

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

- Identify the characteristics of a high quality self-assessment.
- Complete their own high quality self-assessment.

Agenda

I. Welcome and Objectives (5 Minutes)
II. Learning Activity 1: Introduction to the Self-Assessment and Sample Self-Assessment (15 Minutes)
III. Learning Activity 2: Completing Your Own Self-Assessment (30-35 Minutes)
IV. Exit Ticket/Homework (5-10 minutes)
Equipment and Materials

Participant handouts for this workshop have been provided in the *Participants Handout Packet.*

Participants will need to use student data during this workshop to inform their self-assessments and have access to information about school- and district-level improvement goals and initiatives.

Before the workshop, facilitators should complete the following tasks:

- Communicate to participants that they should come prepared to the workshop with the following:
  - Exit Ticket/Homework from Workshop 1
  - Student learning performance data from previous and current students
- Gather and provide copies of student data (internal assessment data, MCAS scores, etc.) specific to the school and/or participants attending the workshop
- Provide copies of school- and district-level improvement goals and initiatives
- Make copies of the participant handout packet
- Make copies (at least one copy per team) of the entire Teacher Rubric and/or the entire Specialized Instructional Support Personnel Rubric for Learning Activities 2 and 3 (depending on the roles and responsibilities of the participants). If your district is not using the Model Rubrics, copy your district’s rubric for this activity

Model System Resources

Facilitators should familiarize themselves ahead of time with the educator evaluation framework in general and the self-assessment in particular. Model System resources can be found on ESE’s website, at [http://www.doe.mass.edu/edeval/model/](http://www.doe.mass.edu/edeval/model/). Specific resources that are useful to review before facilitating this workshop 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**
  - ESE Model Rubric for Classroom Teacher (Appendix C)
  - ESE Model Rubric for Specialized Instructional Support Providers (Appendix D)

Evaluation Training Resources

Additional evaluation training resources can be found on ESE’s website at [http://www.doe.mass.edu/edeval/training/](http://www.doe.mass.edu/edeval/training/). Specific resources that are useful to review before facilitating this workshop include:

- Training Module 3: Self-Assessment
Facilitator Guide

I. Welcome & Objectives (5 minutes)

Review objectives for today’s workshop.

This workshop gives educators the opportunity to engage in Step 1 of the 5-Step Cycle by (1) using data to identify strengths and needs related to their students, (2) analyzing their own professional practice using the Model Rubric, and (3) proposing possible student learning and professional practice goals.

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

- Identify the characteristics of a high quality self-assessment.
- Complete their own high quality self-assessment.

II. Learning Activity 1 (15 minutes)

Introduction to the Self-Assessment Process and a Sample Self-Assessment

- Participant Materials:
  - Handout 1 (pgs 2-5 of the Participant Handout Packet)

Give teachers 10 minutes to read Handout 1: Introduction to the Self Assessment and the sample self-assessment (pgs. 2-5 of the Participant Handout packet). Have participants circle or underline key words or phrases that stand out to them as particularly resonant or important to the success of a comprehensive self-assessment.

Check for understanding by asking participants to respond to the following guiding questions in a whole group conversation.

Guiding Questions:

- What key words or phrases did you identify as particularly resonant or important to the success of a comprehensive self-assessment?

  Responses to look for include:

  - “the self-assessment process empowers you to shape the conversation by stating what you think your strengths are, the areas on which you want to focus, and what support you need”
  - A self assessment includes an analysis of both student performance and professional practice
  - “create coherence across the variety of initiatives that are being implemented at your school” through one's self-assessment is important
How is this self-assessment process similar to or different from your previous experience with self-assessment?

Responses to look for include:
- More systematic
- Evidence-driven
- Includes an analysis of both student performance and professional practice
- Results in goal proposal

Why is it important to identify strengths as well as areas in need of improvement?

Responses to look for include:
- Document and celebrate areas of growth or success in student learning from which others might learn
- Identify and celebrate elements of professional practice that can serve as models for other educators

Key Discussion Points and Take-Away:

As Step 1 of the evaluation cycle, the self-assessment places the educator in the driver’s seat of their evaluation and sets the stage for an educator-driven plan that focuses on critical student learning needs and targeted areas of growth for the educator. When educators take into account school- and district-level goals during this step of the process, they engage in a collective effort to move the entire school or district forward in the same direction.

Allow participants to ask clarifying questions.

III. Learning Activity 2 (30-35 minutes)

Completing Your Own Self Assessment

- Participant Materials:
  - Handout 2 (pgs 6-10 of the Participant Handout packet)
  - Exit Ticket/Homework from Workshop 1
  - Student learning performance data from previous and current students
  - School- and district-level improvement goals and initiatives
  - Model Rubric(s) (Classroom Teacher and/or SISP Rubric)

For Learning Activity 2, participants will have the opportunity to launch their own self-assessment using data related to their students and their own professional practice. Handout 2 in the Participant Handouts packet includes blank Model System forms for the self-assessment, as well as ESE Model Rubrics-at-a-Glance for classroom teachers as well as specialized instructional support personnel; schools using alternative forms and/or rubrics should substitute accordingly. Facilitators are encouraged to provide copies of the entire rubric(s) to participants for this activity. Before they get started, make sure that everyone has their appropriate performance rubric from which to assess their professional practice, as well as relevant student data for an analysis of student learning needs.
Note: decide ahead of time which parts of the self-assessment, if any, you want to encourage participants to complete in teams. For example, teachers working with the same students may wish to collaborate on the analysis of student data together.

Give participants 30-35 minutes to begin and complete their self-assessments.

### IV. Learning Activity 3 (5-10 minutes)

**Exit Ticket/Homework: Proposing Goals**

- **Facilitator Note**: This can be presented as an “Exit Ticket” or “Homework” activity, depending on how much time is left in the workshop.

- **Participant Materials**:
  - Handout 3 (pg 12 of the Participant Handout packet)

Now that participants have had an opportunity to complete, if not launch, their self-assessment, they can address the last part of the self-assessment process: goal proposal. Based on their analysis of student learning and their own professional practice, what critical areas of need lend themselves to a student learning goal? A professional practice goal? This last part of Step 1 is their opportunity to identify potential areas of focus and propose possible goals. In Step 2 of the 5-Step Cycle, educators work with their supervisors to confirm at least two goals and craft concrete educator plans around those goals.

Direct participants to Handout 3, which asks them to reflect on and brainstorm 2-3 goals they might consider.