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| Massachusetts Model System for Educator Evaluation  Participant Handouts for Teacher Training Workshop 2:  Self Assessment |
| October 2014 (updated) |
| Massachusetts Department of Elementary and Secondary Education  75 Pleasant Street, Malden, MA 02148-4906  Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370  www.doe.mass.edu |

## Workshop 2: Self Assessment

Agenda

1. Welcome and Objectives (5 Minutes)
2. Learning Activity 1: Introduction to the Self-Assessment and Sample Self-Assessment (15 Minutes)
3. Learning Activity 2: Completing Your Own Self-Assessment (30-35 Minutes)
4. Learning Activity 3: Exit Ticket/Homework (5-10 minutes)

Objectives

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.

For More Information

Participants interested in learning more about the educator evaluation rubric may wish to familiarize themselves with additional materials on the Massachusetts Department of Elementary and Secondary Education website – particularly *Part II: School-Level Planning & Implementation Guide* and *Part III: Guide to Rubrics and Model Rubrics*. For these resources and additional information about the Massachusetts Educator Evaluation Framework, please go to [www.doe.mass.edu/edeval/model](http://www.doe.mass.edu/edeval/model)/.

## Handout 1: Learning Activity 1

Introduction to the Self-Assessment

Self-assessment is Step 1 of the 5-Step Evaluation Cycle. It gives you the opportunity to play an active role in your evaluation, and is designed to help both you and your evaluator(s) identify strengths and needs related to your students as well as your own professional practice. In turn, those strengths and needs will be used to help develop your professional goals and educator plan.

The self-assessment is a critical moment for you to take ownership of the evaluation process. A guiding principle behind the new evaluation system is that evaluation should be done with you, not to you. In the words of a Kindergarten teacher in the Boston Public Schools, “Teachers need to take ownership of this process in order for it to be most meaningful.” Embracing 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. Your position is made more powerful when backed by specific evidence, clear alignment with school and district priorities and initiatives, and strong use of team goals.

Note: You may wish to complete parts of the self-assessment in teams. For example, teachers working with the same students or in the same content area may wish to collaborate on some parts of the self-assessment.

#### Three Parts of the Self-Assessment

There are three components to the self-assessment:

**Part 1: Analysis of Student Learning, Growth, and Achievement** – This part of the self-assessment focuses principally on the students. Educators identify the performance strengths and learning needs of past and current students in order to get a sense of where to focus their student learning goal. Evidence of student learning, growth and achievement would include performance on key internal or external assessments from both past and current students.

**Part 2: Analysis of an Educator’s Professional Practice Relative to the Rubric’s Performance Standards –** This part of the self-assessment focuses principally upon the educators and their professional needs related to the Model Rubric. Educators use the Model Rubric (or the rubric adopted by their district) to identify individual strengths and needs related to their own practice. Teachers can use a wide variety of evidence in this analysis, such as feedback from past evaluations, parent or student feedback, or input from peers.

**Part 3: Goal Proposal –** Finally, based on this analysis of student learning and assessment of practice against performance Standards, each educator proposes at least two goals: one student learning goal and one professional practice goal.

#### Key Characteristics of a High Quality Self-Assessment

**Evidence-Based.** The most important characteristic of a high quality self-assessment is that it be evidence-based. Reflections alone are insufficient. You may use many different types of evidence in your self-assessment. When some educators hear the word ‘evidence’ they may immediately think of standardized tests. Such tests are indeed one type of evidence you can use for your self-assessment. For example, a 4th grade teacher could use assessment data from last year’s 4th grade class to help target specific professional practice strengths and needs. Alternatively, that teacher could use 3rd grade assessment data linked to this year’s 4th grade class to identify students’ strengths and needs. Use of assessment data to inform student learning and professional practice needs is appropriate, but test data is far from the only type of relevant evidence. Other possible forms of evidence include student performance on internal assessments (major exams, projects, benchmarks, etc.), past observation and/or evaluation feedback, student or parent feedback, and peer reviews.

**Knowledge of School and District Priorities.** In order to help target your self-assessment and create *coherence* across the variety of initiatives that are being implemented at your school, it’s important to have knowledge of new and ongoing school and district priorities. This knowledge will enable you to focus your self-assessment on the work that you already need to do to support effective implementation of such initiatives. For example, a team of 5th grade teachers facing implementation of the new curriculum frameworks may choose to improve their skill in backward mapping for unit design by collaborating to develop new unit plans.

#### Timeframe for the Self-Assessment

The self-assessment step should be informed by the prior summative evaluation. Given a typical one or two year evaluation cycle, most summative evaluations will occur at the end of a school year—therefore, self-assessment may start at the end of one year as educators reflect on their performance and continue through the beginning of the next year as educators analyze data for their new students.

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| **Self-Assessment Form** |  |

Educator—Name/Title: Judy Graham, 4th grade teacher

Primary Evaluator—Name/Title: Alicia Zepeda, Principal

Supervising Evaluator, if any—Name/Title/Role in evaluation: n/a

School(s): Benjamin Franklin Elementary

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| **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.*  [*603 CMR 35.06 (2)(a)1*](http://www.doe.mass.edu/lawsregs/603cmr35.html?section=06) | |
| **Area(s) of Strength:**   * Math instruction and student performance * most of my incoming students have strong math foundations | Evidence:   * Last year, my students had math MCAS scores that were higher than the state average with 68% proficient. * My current students’ previous teachers have told me that students enjoy working together in groups on tough math problems, and 80% performed at grade level or better on our school’s internal math assessment. |
| **High Priority Concern(s):**  Incoming students’ low reading skills. | Evidence:  7 of my 25 incoming students have IEPs, most of which focus on literacy goals. On our school’s internal assessment, 9 of my incoming students scored below grade level in reading comprehension. 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, so instruction and materials in that area will need to be strongly differentiated. |

Team, if applicable: n/a

List Team Members below:



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Educator—Name/Title: Judy Graham, 4th grade teacher

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| **Part 2: Assessment of Practice Against Performance Standards**  *Citing your district’s performance rubric, briefly summarize areas of strength and high-priority areas for growth. Areas may target specific Standards, Indicators, or Elements, or span multiple Indicators or Elements within or across Standards. The form should be individually submitted by educator, but Part 2 can also be used by teams in preparation for proposing team goals.*  [*603 CMR 35.06 (2)(a)2*](http://www.doe.mass.edu/lawsregs/603cmr35.html?section=06) | | |
| **Area(s) of Strength:**   * improving student performance in both Math and ELA for students who enter my class performing below grade level * ability to differentiate my instruction to meet diverse needs (Indicator II-A) * Increasing communication and collaboration with parents | Evidence:   * former student MCAS data (achievement and growth) and benchmark data * positive feedback from my peers, my principal, and students * Traffic increased to my classroom web-site last year, attendance to parent nights, greater attendance at homework workshops; positive feedback on parent satisfaction surveys | St. III |
| **High Priority Concern(s):**  Implementing the revised Curriculum Frameworks aligned to the Common Core | Evidence:  Although my past performance with regard to Curriculum and Planning (Indicator I-A) has been strong, it might be challenging to maintain this level of practice (and comparable student outcomes) when the 4th grade begins to implement components of the Revised Curriculum Frameworks that are new to us and support more rigorous standards for student learning. | St. I  Ind. A |

Team, if applicable: 4th grade team

List Team Members: Sally Smith Luis Martinez Judy Graham

Signature of Educator Date

Signature of Evaluator Date

\* The evaluator’s signature indicates that he or she has received a copy of the self-assessment form and the goal setting form with proposed goals. It does not denote approval of the goals.

## Handout 2: Learning Activity 2

**Directions**: Complete the blank self-assessment form on the next two pages using student data, the Model Teacher or Model SISP Rubric, and any other relevant resources. Identify at least one strength and priority area of concern based on your assessment of Student Learning, Growth, and Achievement, and your assessment of Professional Practice relative to the rubric’s performance Standards. Although teachers may collaborate on some parts of this self-assessment, each educator should complete his/her own self-assessment form.

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| **Self-Assessment Form** |  |

Educator—Name/Title:

Primary Evaluator—Name/Title:

Supervising Evaluator, if any—Name/Title/Role in evaluation:

School(s):

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| **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.*  [*603 CMR 35.06 (2)(a)1*](http://www.doe.mass.edu/lawsregs/603cmr35.html?section=06) | |
| **Area(s) of Strength:** | Evidence: |
| **High Priority Concern(s):** | Evidence: |

Team, if applicable:

List Team Members below:



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| **Self-Assessment Form** |  |

Educator—Name/Title:

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| **Part 2: Assessment of Practice Against Performance Standards**  *Citing your district’s performance rubric, briefly summarize areas of strength and high-priority areas for growth. Areas may target specific Standards, Indicators, or Elements, or span multiple Indicators or Elements within or across Standards. The form should be individually submitted by educator, but Part 2 can also be used by teams in preparation for proposing team goals.*  [*603 CMR 35.06 (2)(a)2*](http://www.doe.mass.edu/lawsregs/603cmr35.html?section=06) | | |
| **Area(s) of Strength:** | Evidence: | St/Ind: |
| **High Priority Concern(s):** | Evidence: | St/Ind: |

Team, if applicable:

List Team Members below:

Signature of Educator Date

Signature of Evaluator Date

\* The evaluator’s signature indicates that he or she has received a copy of the self-assessment form and the goal setting form with proposed goals. It does not denote approval of the goals.

# ESE Model Rubric At-A-Glance for Classroom Teachers

| **Standard I:**  **Curriculum, Planning, and Assessment** | **Standard II:**  **Teaching All Students** | **Standard III:**  **Family and Community Engagement** | **Standard IV:**  **Professional Culture** |
| --- | --- | --- | --- |
| **A. Curriculum and Planning Indicator**  1. Subject Matter Knowledge  2. Child and Adolescent Development  3. Rigorous Standards-Based Unit Design  4. Well-Structured Lessons | **A. Instruction Indicator**  1. Quality of Effort and Work  2. Student Engagement  3. Meeting Diverse Needs | **A. Engagement Indicator**  1. Parent/Family Engagement | **A. Reflection Indicator**  1. Reflective Practice  2. Goal Setting |
| **B. Assessment Indicator**  1. Variety of Assessment Methods  2. Adjustments to Practice | **B. Learning Environment** **Indicator**  1. Safe Learning Environment  2. Collaborative Learning Environment  3. Student Motivation | **B. Collaboration Indicator**  1. Learning Expectations  2. Curriculum Support | **B. Professional Growth Indicator**  1. Professional Learning and Growth |
| **C. Analysis Indicator**  1. Analysis and Conclusions  2. Sharing Conclusions With Colleagues  3. Sharing Conclusions With Students | **C. Cultural Proficiency Indicator**  1. Respects Differences  2. Maintains Respectful Environment | **C. Communication Indicator**  1. Two-Way Communication  2. Culturally Proficient Communication | **C. Collaboration Indicator**  1. Professional Collaboration |
|  | **D. Expectations Indicator**  1. Clear Expectations  2. High Expectations  3. Access to Knowledge |  | **D. Decision-Making Indicator**  1. Decision-making |
|  |  |  | **E. Shared Responsibility Indicator**  1. Shared Responsibility |
|  |  |  | **F. Professional Responsibilities Indicator**  1. Judgment  2. Reliability and Responsibility |

# ESE Model Rubric At-A-Glance for Specialized Instructional Support Personnel

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| **Standard I:**  **Curriculum, Planning, and Assessment** | **Standard II:**  **Teaching All Students** | **Standard III:**  **Family and Community Engagement** | **Standard IV:**  **Professional Culture** |
| **A. Curriculum and Planning Indicator**  1. Professional Knowledge  2. Child and Adolescent Development  3. Plan Development  4. Well-Structured Lessons | **A. Instruction Indicator**  1. Quality of Effort and Work  2. Student Engagement  3. Meeting Diverse Needs | **A. Engagement Indicator**  1. Parent/Family Engagement | **A. Reflection Indicator**  1. Reflective Practice  2. Goal Setting |
| **B. Assessment Indicator**  1. Variety of Assessment Methods  2. Adjustments to Practice | **B. Learning Environment** **Indicator**  1. Safe Learning Environment  2. Collaborative Learning Environment  3. Student Motivation | **B. Collaboration Indicator**  1. Learning Expectations  2. Student Support | **B. Professional Growth Indicator**  1. Professional Learning and Growth |
| **C. Analysis Indicator**  1. Analysis and Conclusions  2. Sharing Conclusions With Colleagues  3. Sharing Conclusions With Students and Families | **C. Cultural Proficiency Indicator**  1. Respects Differences  2. Maintains Respectful Environment | **C. Communication Indicator**  1. Two-Way Communication  2. Culturally Proficient Communication | **C. Collaboration Indicator**  1. Professional Collaboration  2. Consultation |
|  | **D. Expectations Indicator**  1. Clear Expectations  2. High Expectations  3. Access to Knowledge |  | **D. Decision-Making Indicator**  1. Decision-making |
|  |  |  | **E. Shared Responsibility Indicator**  1. Shared Responsibility |
|  |  |  | **F. Professional Responsibilities Indicator**  1. Judgment  2. Reliability and Responsibility |

## Handout 3: Exit Ticket/Homework

Part 3 of the Self-Assessment: Proposing Goals

In the next workshop, you will have an opportunity to develop S.M.A.R.T. goals related to student learning and your own professional practice. These goals will ultimately inform your educator plan.

Based on the self-assessment you just completed, brainstorm 2-3 goal *topics* you might consider. It’s not necessary to make them S.M.A.R.T. The purpose of this activity is to extend your self-assessment to the proposal of possible goals related to your students’ learning and your own professional practice. These will form the basis of your work in Workshop 3: S.M.A.R.T. Goals.

**Student Learning Goal Topic(s)**

**Professional Practice Goal Topic(s)**