



# **CLASS Keys<sup>SM</sup>**

## **Module 3: Self-Assessment and Reflection**

Spring 2010  
Teacher and Leader Quality  
Education Support and Improvement

*"We will lead the nation in improving student achievement."*

# Resources and Materials

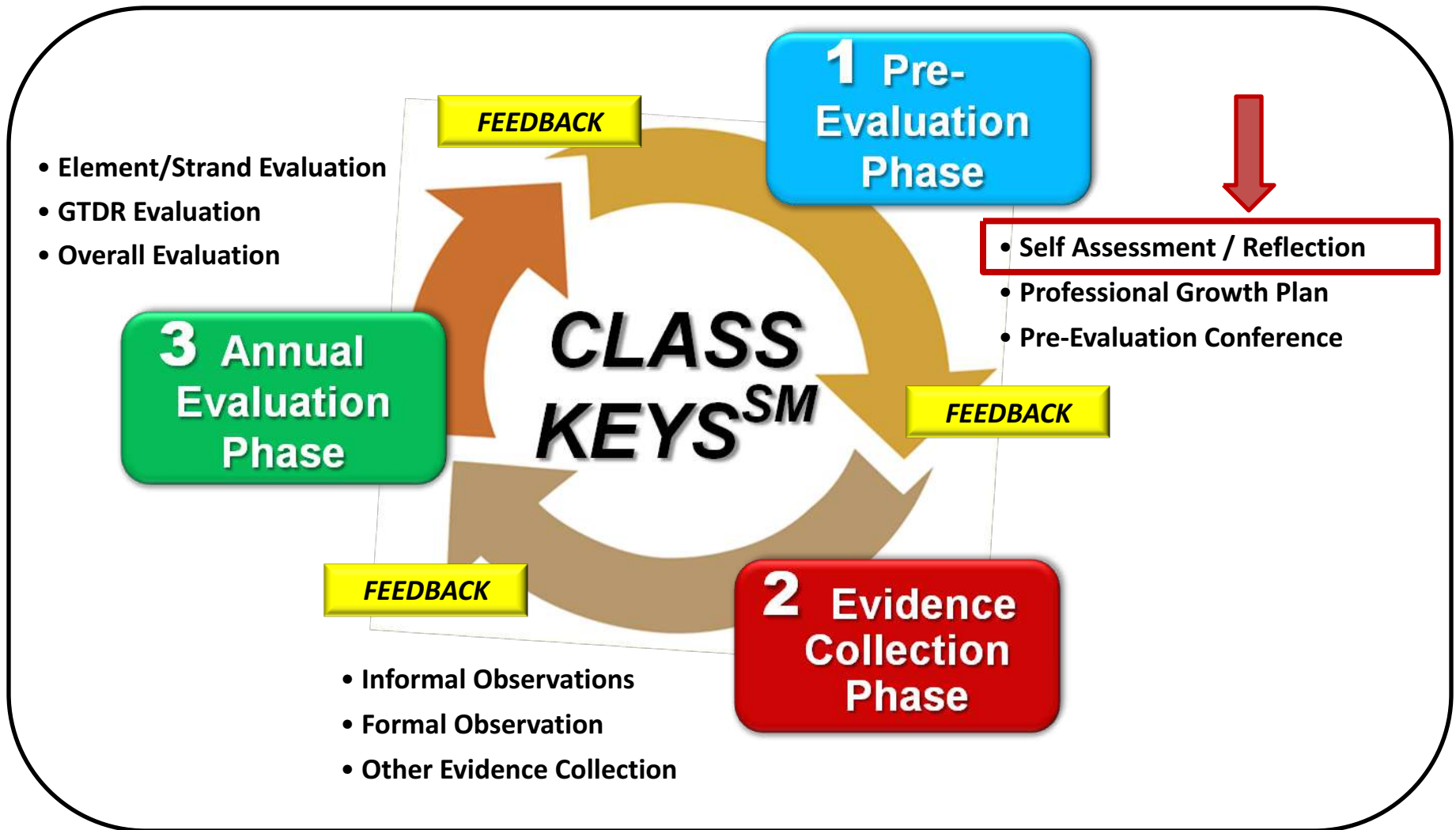
**Teachers will need the following resources and materials for this module:**

- **CLASS Keys<sup>SM</sup> Notebook**
- **Self-Assessment and Reflection Form**
- **Handout 3A: Example of Self-Assessment and Reflection**
- **Module 3 PowerPoint**

# Module Objectives

- **Deepens understanding of the CLASS Keys<sup>SM</sup> elements, rubrics, evidence, and artifacts.**
- **Enables teachers to identify areas of strength and weakness for the development of their Professional Growth Plans.**
- **Creates teacher ownership in the evaluation process to mitigate resistance to change.**
- **Provides the opportunity to collect school-wide needs assessment data to guide the professional learning of the staff.**

# Three Phases of the CLASS Keys<sup>SM</sup> Process



# Why Self-Assess?

- **Self-assessment is the first step in goal setting.**
- **When teachers self-assess with a rubric, they begin to see where they want to go: the next block on the Continuum of Improvement rubric.**
- **Self-assessment can reveal what other strategies can never reveal (strengths, weaknesses, attitudes, effort).**
- **The process of self-assessing motivates teachers by creating ownership and commitment to their own learning.**

# Why Reflect on Practices?

- **Why do we look in the mirror in the morning?**  
In most cases it is the first step to improving our outward appearance.
- **Reflection helps us improve what is on the inside:**  
our thoughts, our attitudes, our expectations, and our behaviors.
- **Reflecting upon our skills helps us become more aware of our learning needs.**
- **Reflecting helps us improve and reach our full potential by applying knowledge about our learning experiences to future situations.**

# Instructions for Self-Assessing

- 1. Using the CLASS Keys<sup>SM</sup> notebook, carefully read the Continuum of Improvement rubrics, evidence, and artifacts for each of the 26 elements. (Note: The Student Achievement Strand is not done.)**
- 2. Use the definitions in the Element Descriptor box for any terms that you do not clearly understand.**
- 3. Using the Self-Assessment Form, mark the performance level (NE, EM, PR, EX) for each element that reflects your perception of your skills.**
- 4. Highlight examples of evidence used to support the performance level marked. Other evidence may be added to support the selection.**

# Example of Self-Assessment of Curriculum and Planning Strand

CLASS Keys <sup>SM</sup> Elements	NE	EM	PR	EX
CP 1.1 Plans with deep knowledge of content and delivery techniques.			X	
CP 1.2 Demonstrates clear understanding of the curriculum.			X	
CP 1.3 Plans interdisciplinary instruction with real-world connections.		X		
CP 2.1 Uses the required curriculum to plan instruction and assessment.			X	
CP 2.2 Uses an organizing framework to plan instruction.				X
CP 2.3 Plans assessment to measure mastery of the curriculum.		X		

**Time expected to complete the full Self-Assessment:  
90-120 minutes**



**5. Use the back of the Self-Assessment Form for reflection.**

**Reflect on your strengths. How do you know that these elements are your strengths? How can you share these with other staff members?**

**Reflect on the elements where growth is needed. How do you know that these elements need further development?**

<b>Elements of Strength</b>
<b>Elements for Growth</b>

# Example of Reflection

## ELEMENTS OF STRENGTHS

### CP 2.2 Organizing Framework

My daily lessons nearly always contain an opening, a work session, and a closing. I could model this element for teachers during peer observations.

### P 1.2 Maximizing Instructional Time

None of my class time is wasted at the beginning, end, or during transitions. I could coach beginning teachers on this element during orientation.

## ELEMENTS FOR GROWTH

### SBI 1.5 Accessible Technology

My technology skills are minimal; therefore, I am not comfortable using technology in my classroom.

### AL 1.1 Diagnostic Assessment Strategies

I have little or no experience designing and using diagnostic assessments.

### P 3.1 Job-Embedded Professional Learning

Most teachers at my school plan separately, and most professional learning is done at workshops off site.

**6. Use your self-assessment and reflection results to design your own Professional Growth Plan (PGP). (See CLASS Keys<sup>SM</sup> Module 4.)**

**School leaders may elect to collect unsigned copies of the self-assessment forms from teachers.**

**This school-wide self-assessment data, when organized and analyzed, can be useful for the planning for professional learning and school improvement.**

## Example of School-Wide Tallying of the Self-Assessment Results

CLASS Keys <sup>SM</sup> Elements	NE	EM	PR	EX
CP 1.1 Plans with deep knowledge of content and delivery techniques.	3	9	15	5
CP 1.2 Demonstrates clear understanding of the curriculum.	1	11	14	6
CP 1.3 Plans interdisciplinary instruction with real-world connections.	5	9	16	2
CP 2.1 Uses the required curriculum to plan instruction and assessment.	2	10	15	5
CP 2.2 Uses an organizing framework to plan instruction.	3	9	14	6
CP 2.3 Plans assessment to measure mastery of the curriculum.	4	8	16	4
SBI 1.1 Demonstrates research-based practices for student engagement.	0	12	15	5
SBI 1.2 Engages students in higher-order thinking skills.	2	10	17	3
SBI 1.3 Uses appropriate differentiation.	5	14	10	3
SBI 1.4 Uses flexible grouping based on assessment.	6	10	14	2
SBI 1.5 Uses accessible technology to enhance learning.	5	7	17	3
SBI 2.1 Demonstrates high expectations with students playing roles in learning.	9	3	19	1
SBI 2.2 Clearly communicates the learning expectations.	0	12	16	4
SBI 2.3 Provides effective feedback/commentary on student performances.	4	8	18	2
AL 1.1 Uses diagnostic assessment strategies to inform planning.	9	13	10	0
AL 1.2 Uses formative assessment strategies to adjust instruction.	3	9	19	1
AL 1.3 Uses a variety of summative strategies to evaluate mastery of curriculum.	1	11	18	2
AL 2.1 Uses data to design appropriate, timely interventions.	8	10	11	3
P 1.1 Maintains a positive learning environment through rules and procedures.	0	12	16	4
P 1.2 Maximizes instructional time.	1	11	15	5
P 1.3 Fosters a sense of community and belonging.	2	10	15	5
P 1.4 Helps students take responsibility for behavior and learning.	7	10	14	1
P 2.1 Establishes relationships with families and the community.	5	12	12	3
P 3.1 Grows professionally through job-embedded learning.	9	13	8	2
P 3.2 Enhances knowledge and skills through professional learning.	3	15	11	3
P 4.1 Actively supports the school improvement plan.	4	10	14	4