

Standards self-assessment and follow-up



PURPOSE: This tool will assist learners in gauging their own experience with standards implementation and determining solutions to common gaps in implementing the standards.

TIME REQUIRED: 60 minutes.

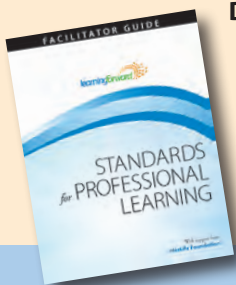
PREPARATION: Create table tents with each standard listed to use as part of the discussion and place them on separate tables. Make copies of the following two pages for each participant.

SUGGESTED PROCESS: Arrange participants in similarly sized groups.

DIRECTIONS

1. Ask participants to work independently to complete the Standards for Professional Learning Self-Assessment on p. 58, providing a rating and noting evidence that informed their rating of each question. Allow five to seven minutes to complete the assessment.
2. Ask table group members to discuss their self-assessment results, moving around the table in round-robin fashion, sharing their responses to each standard and any evidence they included.
3. Following table group discussions, ask participants to identify their strongest and weakest standard using the tool on p. 59.
4. Invite participants to move to the table labeled with what they consider their strongest standard for a discussion among participants with similar strengths. Have them work together to develop a list of their collective strategies to share with their original table group members later. (Allow 10 minutes for groups of four to six participants, adding two minutes for each additional participant per group.)
5. Ask participants to move back to their original table groups to discuss their weakest standard. Ask group members to describe specific gaps that demonstrate the impact of the weakest standard.
6. Using their list of strategies collected in step 4, have group members identify possible strategies they might consider to address their gaps. (Allow 10 minutes for groups of four to six participants, adding two minutes for each additional participant per group.)
7. Give participants time to write their reflections independently using the questions on p. 59. Debrief participants' strengths and gaps by asking for volunteers to share strategies they collected to support their gap area.
8. Ask for volunteers to share any strategies they intend to consider for implementing a specific standard.
9. Provide any additional salient points based on the discussion, and engage participants in summarizing their learning.

DOWNLOAD THE FREE FACILITATOR GUIDE



This tool has been adapted from *Facilitator Guide to the Standards for Professional Learning*, which is designed to assist facilitators in introducing and helping others implement the standards.

The guide, which users can download at no cost from Learning Forward's website, includes practical activities, reflection questions, and tools to deepen users' understanding of the standards and how effective professional learning leads to effective teaching practices, supportive leadership, and improved student results.

The guide is available at www.learningforward.org/standards/facilitator-guide.

Standards for Professional Learning

SELF-ASSESSMENT

<i>Professional learning that increases educator effectiveness and results for all students ...</i>	1 low	2	3	4	5 high	<i>Evidence</i>
<p>LEARNING COMMUNITIES Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.</p>						
<p>LEADERSHIP Requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.</p>						
<p>RESOURCES Requires prioritizing, monitoring, and coordinating resources for educator learning.</p>						
<p>DATA Uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.</p>						
<p>LEARNING DESIGNS Integrates theories, research, and models of human learning to achieve its intended outcomes.</p>						
<p>IMPLEMENTATION Applies research on change and sustains support for implementation of professional learning for long-term change.</p>						
<p>OUTCOMES Aligns its outcomes with educator performance and student curriculum standards.</p>						

STRENGTHS AND WEAKNESSES

STRENGTHS
WEAKNESSES

What does this mean for you and your work?
How do you continue to develop your strength areas?
What is one strategy you will take away to strengthen a weak standard area?