



**Reform
Support
Network**

SUSTAINABILITY WORK GROUP

**SELF-ASSESSMENT WORKBOOK
EXERCISES 1 - 3**



The workbook contains five exercises meant to help States to achieve the self-assessment objectives

How to Use this Workbook

The workbook contains five exercises meant to help you achieve the self-assessment objectives. The overarching purpose of these exercises is to help your team assess the sustainability of a specific priority reform — a body of work that an SEA is undertaking in order to achieve two or more priority goals for student outcomes — and to home in on aspects of sustainability to focus on over the next year.

The description of each exercise includes State facilitator notes (see callout box on the right) that provide recommendations for how to complete each exercise and templates that can be used in facilitation. The templates, however, are not the exercises; they are merely optional guides to help you complete the exercises if they are helpful.

Use this workbook to drive the assessment process, unless your State has its own system for self-assessment. The objectives of these five exercises are the real requirement; the exercises and the templates that accompany them are merely one way to reach those objectives. Follow the deadlines in the calendar, whether through the exercises here or through

some alternative means. You can work with your RSN facilitator to decide on a course of action that makes the most sense for you.

Throughout the self-assessment, do one of three things to wrap up each exercise: 1) fill out and submit the relevant template enclosed in this workbook to your RSN facilitator; 2) submit something similar to your RSN facilitator that represents the objective of the exercise; or 3) schedule a debrief call with your RSN facilitator to share results.

Exercise Facilitator notes

Time: (Suggest the amount of time needed to complete each exercise.)

Team: (Provide recommendations on who to engage in each exercise.)

Notes:

- *(Suggest activities and discussion questions for getting the most out of each exercise.)*

Exercises (sequential)	Objectives
#1: Articulate State priority goals	States will identify or reaffirm their priority goals for Improving student achievement
#2: Identify two to three priority reforms	States will identify the priority reforms that will be most critical to sustain in order to reach their priority goals
#3: Assess sustainability	States will use the Sustainability Rubric to reflect on the sustainability of



Exercise #1: Articulate State Goals

Objective: States will identify or re-affirm their **priority goals** for improving student achievement

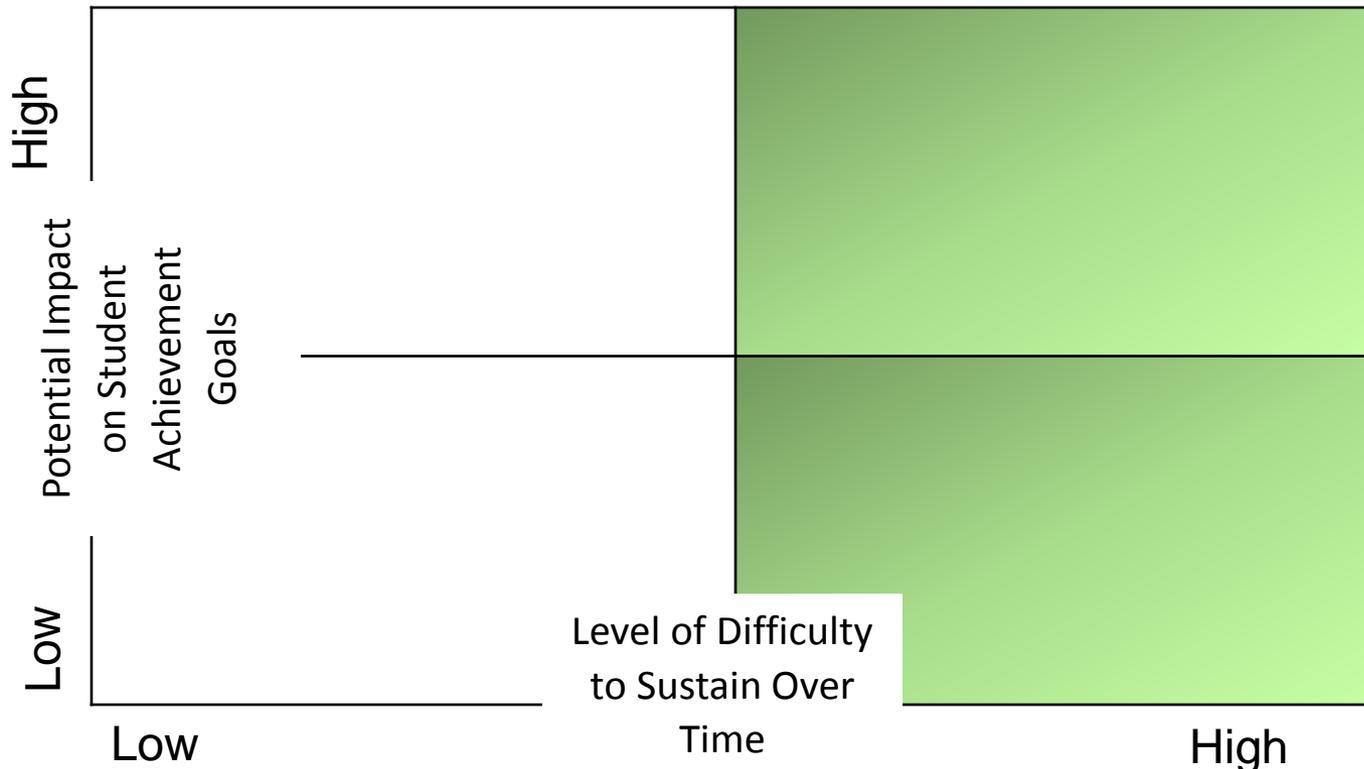
Description of Goal (What is the goal? Why does it matter? What is its origin?)	Progress Toward Goal Thus Far (Data Documenting Progress)



Exercise #2: Identify Priority Reform (1/2)

Part A: Identify and prioritize reforms

Objective: Identify the priority reforms that will be most critical to sustain in order to reach their priority goals





Exercise #2: Articulate Priority Reforms (2/2)

Part B: Describe priority reforms

Objective: Arrive at a shared understanding of what each priority reform means and what it entails for the State

Priority Reform:

Describe the reform: What is it, and how will it help you to achieve one or more of your goals (referenced in Table 1)?

What has been the reform's impact on these goal(s) thus far? How do you know?

If this reform were wildly successful, what would be different 5 years from now? Describe in terms of the reform itself rather than the priority goal (which you have already identified above).

What has been the response to the reform from external stakeholders? How do you know?

What major activities is the State using to implement this reform? In your own words, how sustainable is this approach in its current form, and why?

What are the major challenges to sustaining the reform?



Exercise #3: Assess the Sustainability of Priority Reforms

Objective: States will use the Sustainability rubric to reflect on the sustainability of priority reforms.



Tools needed for Exercise #3

The Sustainability Rubric

A. SEA Capacity

1. System Capacity > A. SEA Capacity

i. Align human capital decisions with priority goals and reforms

Questions to Consider	Inadequate	Emerging	Strong	Exemplary	Look-Fors
<ul style="list-style-type: none"> Do all SEA staff members understand how their work supports the SEA's priority reforms and goals? Does the SEA have well-designed recruitment and accountability structures that hold staff appropriately accountable for results? 	<p>Individual staff and team goals are not aligned to the SEA's priority goals or reforms.</p> <p>Recruiting at the agency has little or nothing to do with achieving</p>	<p>All staff in the SEA know how their individual goals align to the goals of their team but may not know how their goals align to the SEA's priority goals or reforms.</p> <p>Recruiting at the agency includes ability to achieve priority goals as one of</p>	<p>All staff in the SEA know how their individual and team goals align to priority goals; they also know how their work supports the SEA's priority reforms.</p> <p>Priority goals and reforms are the primary consideration for recruiting at</p>	<p>All staff members in the SEA demonstrate a thorough understanding of how their individual work and goals contribute to the agency's priority reforms and goals.</p> <p>The SEA actively recruits top talent from inside and outside the education field to ensure that the agency</p>	<p>Staff can articulate how their work contributes to priority reforms and goals.</p> <p>Decisions to recruit, retain, promote and dismiss staff are grounded in the priority goals.</p> <p>Human resources is service-oriented and helpful (for example, minimal red-tape</p>

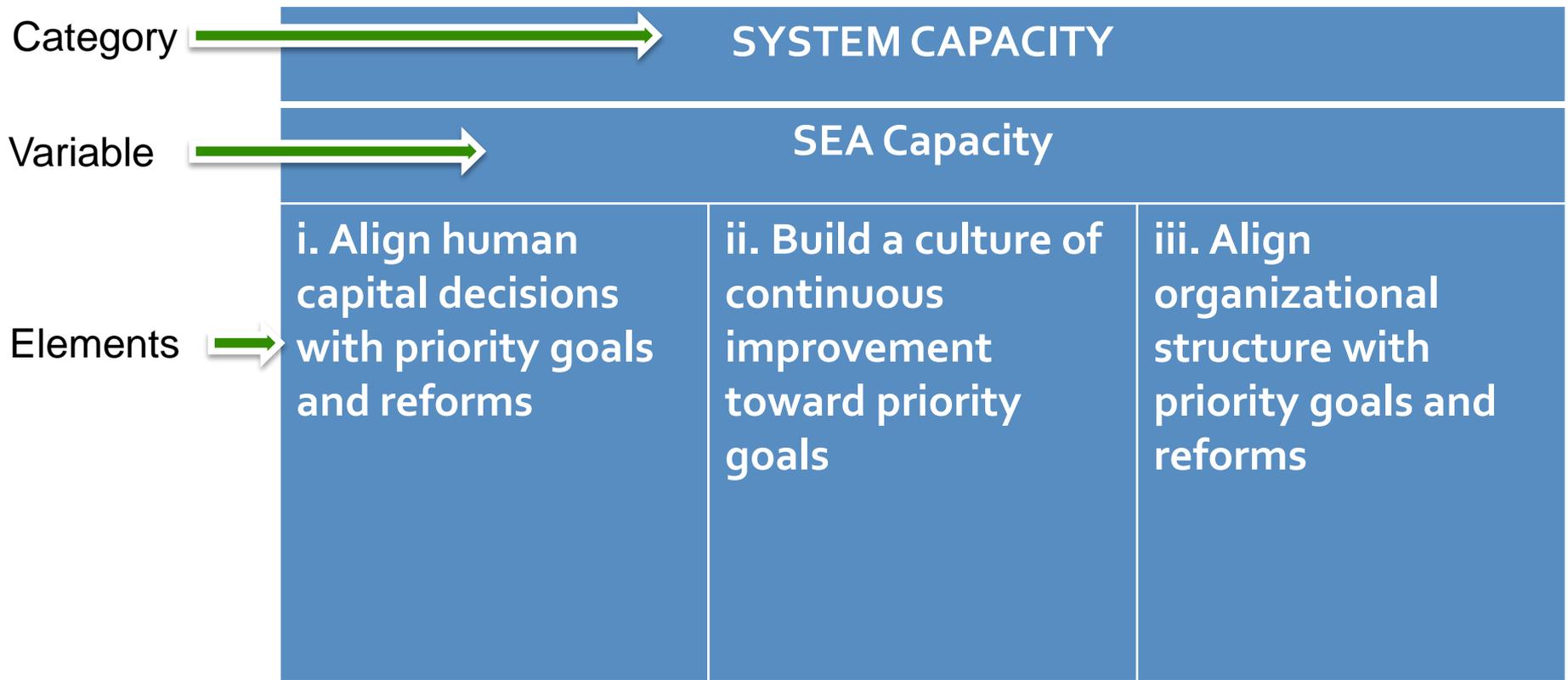
Table 4 in the Self-assessment Workbook (page 13)

Priority Reform:				
	Variable	Element	Rubric Rating	Rationale/Evidence
1. System Capacity	A. SEA Capacity	i. Align human capital decisions with priority goals and reforms	[e.g. Exemplary]	
		ii. Build a culture of continuous improvement toward priority goals		
		iii. Align organizational structure with priority goals and reforms		
	B. State Capacity	i. Extend capacity through partnerships		
		ii. Extend capacity in the field		
of Outcomes ory of Action		i. Set student outcome targets to achieve priority goals		
		ii. Establish a theory of action and strategies for implementing		

See pgs. 11-13 of Workbook



Let's Practice Exercise 3 Together





Instructions for our Practice Activity

Instructions

For each element, we will...

1. Review the rubric row
2. Rate the element using concrete evidence
3. Discuss our rating and reach consensus

Element	1	2	3	4	Evidence
i. Align human capital decisions with priority goals and reforms					
ii. Build a culture of continuous improvement toward priority goals					
iii. Align organizational structure with priority goals and reforms					



Debrief Our Practice Activity (1/2)

- **What did you see other group members do that was helpful?**

- **What have you done in the past that has been helpful when facilitating rubrics?**



Debrief Our Practice Activity (2/2)

- **What are some potential hot spots when using a rubric and what are some solutions for navigating those hot spots?**
- **Potential hot spots for this exercise might include:**
 - Not being able to reach consensus between a State team with different viewpoints
 - Only wanting to rate some parts of the rubric, but not others
 - Not providing good evidence/rationale for each rating
 - Getting bogged down by the language of the descriptors—being able to see the forest through the trees



Facilitating Optional Exercise #3: *To Assess the Sustainability of Additional Priority Reforms*

*See pg. 11 of
Workbook*

- Complete the full assessment (see instructions for Exercise 3).
- Use the two-page version of the Sustainability Rubric to assess each element: Refer to the two-page version of the sustainability rubric.
 - Again, ask the team to reflect on the first element of the rubric. This time, consider whether this priority reform is stronger, weaker or about the same as the first priority reform. Reach consensus as a team and record your responses on Table 4.
 - Throughout the discussion, continue to record the main points and evidence in the Rationale Evidence column of Table 4.
 - Repeat for the remaining elements of the rubric.
- Use the two-page version of the rubric to quickly rate the priority reform on each element, and discuss ratings and evidence at the end, only in areas of disagreement.
- Use the two-page version of the rubric for each team member to identify the three to five biggest elements of strength and weaknesses, discuss ratings and evidence, and reach consensus.
- Use the two-page version of the rubric to identify three to five elements of interest or concern, and do the full assessment (using the regular rubric) on them only