



The North Central Regional Educational Laboratory

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INITIAL SCHOOL SELF-EVALUATION INSTRUMENT

The North Central Regional Educational Laboratory (NCREL) is developing a set of tools designed to help states, districts and schools make knowledgeable choices about selecting and implementing comprehensive school reform approaches with the greatest possibilities for enhancing teaching and learning for all students.

The attached assessment instrument is the first generation of a document designed for use at the school building-level by your school improvement team or those individuals most engaged in school improvement. Those responsible for such an assessment effort will vary by school but most likely should include representation from one or more of the following groups: administrators, teachers, school board members, parents, students, community representatives. The time it will take you to use this instrument will also vary by school and the degree to which evidence is available to support your responses.

This school self-assessment instrument supports looking at your school through four lenses:

1. Learning and teaching
2. Governance and management
3. School improvement and professional development
4. Parent and community involvement

You are asked to make judgements about your school by answering questions within each of these categories and providing evidence for the judgements. The questions are very general and open to interpretation within an individual school's context. That is why providing the evidence to support your judgement is a critical piece of your response. For example, one of the questions is "To what extent is your school's curriculum aligned across grades and subjects?" You judge whether the alignment is low, high, or in between and then support this judgement with some form of data or anecdotal information. You also can indicate that you do not know, and hence cannot judge. Your evidence can range from the informal (e.g., we spent a week checking and re-aligning the curriculum last summer) to the formal (e.g., over 85 percent of our curriculum is aligned; the unaligned 15 percent is found in the relation between mathematics and reading in the upper grades - analysis attached).

Based on your judgement of high, medium and low coupled with the evidence, you are asked to make a second judgement about whether this area is a high or low improvement priority for your school. This is an important judgement because schools, faced with many areas to target reform, often must decide among competing improvement priorities.

Remember, the questions on the matrix are general, rather than specific. For instance, it asks, “How good is your curriculum?” rather than “How efficient is your curriculum?” or “To what extent does your curriculum reflect learning standards set by professional associations?” There are spaces throughout the self-assessment where you can include more specific questions or other general questions that your school thinks important.

When answering each of the questions posed in the self-assessment it might be helpful to use the examples below to frame or define your responses:

1. *Quality* How good is something or how well is something done? For instance, how good is our school’s curriculum?
2. *Equity* How fair, impartial, and even-handed is something, or how fairly, impartially, and even-handedly is something done? For instance, is our school’s mathematics program equally good for males and females? How equitable is our school’s professional development program?
3. *Alignment* How well do two things or processes fit together. To what extent do they complement and reinforce each other? To what extent do they contradict and diminish each other? Or, are they independent of each other? To what extent are our school’s math and science curricula aligned? How well is our school’s assessment system aligned with its curriculum and improvement priorities?
4. *Integration* How well is one thing embedded, merged, or blended into another. For instance, to what extent are technology learning goals integrated into your school’s curriculum? How well is technology integrated into instruction?
5. *Support* To what extent are individuals in favor of something, rather than neutral toward it or against it? For instance, how supportive are school staff of governance processes and decisions? To what extent do parents support our school’s approach to learning and teaching?
6. *Engagement* To what extent are individuals committed to and involved in a process? For instance, to what extent are our students engaged in learning? How engaged are school staff in our school improvement effort.

For further information or assistance related to this instrument, please contact Larry Friedman at NCREL at 800-356-2735 or by email at friedman@ncrel.org

LEARNING & TEACHING	Judgement				Evidence	Improvement Priority			
Students' Learning and Accomplishments	Low	High	Do not know			Low	High	Do not know	
What proportion of your students meet your school's learning standards?	1	2	3	4		1	2	3	4
To what extent does the proportion meeting your school's standards vary by subject, grade level, and student group?	1	2	3	4		1	2	3	4
To what extent are your students engaged in, and excited about, learning?	1	2	3	4		1	2	3	4
To what extent does students' engagement in, and excitement about, learning vary by subject, grade levels, and student group?	1	2	3	4		1	2	3	4
What proportion of your students meet your school's standards for attendance and in-school behavior?	1	2	3	4		1	2	3	4
To what extent do these proportions vary by grade level and student group?	1	2	3	4		1	2	3	4
Curriculum									
How good is your school's curriculum?	1	2	3	4		1	2	3	4
To what extent does curriculum quality vary by subject, grade level, and student group?	1	2	3	4		1	2	3	4
To what extent is your school's curriculum aligned across grades and subjects?	1	2	3	4		1	2	3	4
Instruction									
How good is instruction in your school?	1	2	3	4		1	2	3	4
To what extent does instructional quality vary by subject, grade level, and student group?	1	2	3	4		1	2	3	4
To what extent is instruction aligned with curriculum in your school?	1	2	3	4		1	2	3	4

LEARNING & TEACHING (CONT'D)	Judgement				Evidence	Improvement Priority			
Assessment	Low	High	Do not know			Low	High	Do not know	
How well does your school assess student learning?	1	2	3	4		1	2	3	4
To what extent does assessment quality vary by subject, grade level, and student group?	1	2	3	4		1	2	3	4
To what extent is assessment aligned with curriculum and instruction in your school?	1	2	3	4		1	2	3	4
To what extent does your school use student assessment to help teachers change their practice?	1	2	3	4		1	2	3	4
Resources and Materials									
To what extent are materials and resources sufficient for your school's curriculum?	1	2	3	4		1	2	3	4
To what extent are materials and resources sufficient for instruction in your school??	1	2	3	4		1	2	3	4
To what extent are materials and resources sufficient for your school's student assessment process?	1	2	3	4		1	2	3	4
Technology Integration									
To what extent is technology integrated into your school's curriculum?	1	2	3	4		1	2	3	4
To what extent is technology integrated into instruction in your school?	1	2	3	4		1	2	3	4
To what extent is technology integrated into assessment in your school?	1	2	3	4		1	2	3	4
Your Questions									
	1	2	3	4		1	2	3	4
	1	2	3	4		1	2	3	4

GOVERNANCE & MANAGEMENT	Judgement				Evidence	Improvement Priority			
Governance	Low	High	Do not know			Low	High	Do not know	
How well does your school govern itself?	1	2	3	4		1	2	3	4
To what extent does the quality of school governance vary across issues?	1	2	3	4		1	2	3	4
How engaged are school staff in school governance?	1	2	3	4		1	2	3	4
To what extent does engagement vary inappropriately among school staff?	1	2	3	4		1	2	3	4
How supportive of governance processes and decisions are school staff?	1	2	3	4		1	2	3	4
To what extent does support for governance processes and decisions vary among school staff?	1	2	3	4		1	2	3	4
How well integrated are school governance and school improvement?	1	2	3	4		1	2	3	4
Management									
How well does your school manage itself?	1	2	3	4		1	2	3	4
To what extent does the quality of school management vary by issue and focus?	1	2	3	4		1	2	3	4
How engaged are school staff in school management?	1	2	3	4		1	2	3	4
To what extent does engagement vary inappropriately among school staff?	1	2	3	4		1	2	3	4
How supportive of management processes and decisions are school staff?	1	2	3	4		1	2	3	4
To what extent does support for management processes and decisions vary among school staff?	1	2	3	4		1	2	3	4
How well integrated are school management and school improvement?	1	2	3	4		1	2	3	4
Your Questions									
	1	2	3	4		1	2	3	4

	1 2 3 4		1 2 3 4
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IMPROVEMENT & PROF. DEVELOP.	Judgement				Evidence	Improvement Priority			
School Improvement	Low	High	Do not know			Low	High	Do not know	
How good is your school' improvement effort?	1	2	3	4		1	2	3	4
To what extent does the quality of school improvement vary by goal and focus?	1	2	3	4		1	2	3	4
How engaged are school staff in school improvement?	1	2	3	4		1	2	3	4
To what extent does engagement vary inappropriately among school staff?	1	2	3	4		1	2	3	4
How supportive of school improvement processes and decisions are school staff?	1	2	3	4		1	2	3	4
To what extent does support for school improvement processes and decisions vary among school staff?	1	2	3	4		1	2	3	4
How well integrated are your improvement efforts with each other?	1	2	3	4		1	2	3	4
How well integrated are your school improvement and professional development efforts?	1	2	3	4		1	2	3	4
Professional Development									
How good is your school' professional development effort?	1	2	3	4		1	2	3	4
To what extent does the quality of professional development vary by goal and focus?	1	2	3	4		1	2	3	4
How engaged are school staff in prof. develop.	1	2	3	4		1	2	3	4
To what extent does engagement vary inappropriately among school staff?	1	2	3	4		1	2	3	4
How supportive of professional development processes and decisions are school staff?	1	2	3	4		1	2	3	4
To what extent does support for professional development processes and decisions vary among school staff?	1	2	3	4		1	2	3	4
How well integrated are your professional development efforts with each other?	1	2	3	4		1	2	3	4
How well integrated are your professional development and school improvement efforts?	1	2	3	4		1	2	3	4
Your Questions									
	1	2	3	4		1	2	3	4

	1	2	3	4		1	2	3	4
PARENT & COMMUNITY INVOLVE.	Judgement				Evidence	Improvement Priority			
Parent Involvement	Low	High	Do not know			Low	High	Do not know	
How good is your school's parent involvement effort?	1	2	3	4		1	2	3	4
To what extent does the quality of parent involvement vary by issue, goal, and focus?	1	2	3	4		1	2	3	4
How engaged are parents in learning and teaching, and in school governance, management, and improvement	1	2	3	4		1	2	3	4
To what extent does engagement vary inappropriately among parents?	1	2	3	4		1	2	3	4
How supportive of learning and teaching, and school governance, management, and improvement are parents?	1	2	3	4		1	2	3	4
To what extent does support for learning and teaching, and school governance, management, and improvement vary among parents?	1	2	3	4		1	2	3	4
How well integrated are your school's improvement and parent involvement efforts?	1	2	3	4		1	2	3	4
Community Involvement									
How good is your school's community involvement effort?	1	2	3	4		1	2	3	4
To what extent does the quality of community involvement vary by issue, goal, and focus?	1	2	3	4		1	2	3	4
How engaged is the community in learning and teaching, and in school governance, management, and improvement	1	2	3	4		1	2	3	4
To what extent does engagement vary inappropriately among community members?	1	2	3	4		1	2	3	4
How supportive of learning and teaching, and school governance, management, and improvement is the community?	1	2	3	4		1	2	3	4
To what extent does support for learning and teaching, and school governance, management, and improvement vary among community members?	1	2	3	4		1	2	3	4
How well integrated are your school's improvement and community involvement efforts?	1	2	3	4		1	2	3	4

Your Questions									
	1	2	3	4		1	2	3	4
	1	2	3	4		1	2	3	4