



# SELF-ASSESSMENT AND PLANNING TOOL

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Groups can use this self-assessment to determine the current state of implementation of the context, process, and content of effective staff development in their schools. The assessment can be used to reveal strengths as well as areas for improvement.

Because of the value in obtaining multiple perspectives, the self-assessment will be most useful if completed by a group rather than individually.

## DIRECTIONS FOR USING THE NSDC STANDARDS SELF-ASSESSMENT

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### 1. Individual work.

**Time: One hour.**

*(NOTE: In preparation for this, the facilitator should make individual copies of the Self-Assessment for group members.)*

Distribute copies of the Self-Assessment. Ask each group member to complete the Self-Assessment alone. Time: 30 minutes.

Have participants compare their individual scores and discuss similarities and differences. Time: 30 minutes.

### 2. Group work.

**Time: One hour**

*(NOTE: In preparation for this, the facilitator should make two poster-size copies of the scoring guide.)*

After individuals have had time for small group discussions, assemble the whole group.

Post one copy of the scoring guide on the wall of your meeting room. When group members have completed their individual scoring, ask them to transfer their scores to the scoring guide. Group members could do this by making hatch marks, posting colored dots, making Xs in the appropriate places or using any other method the facilitator devises.

The facilitator should count the number of group members who gave each score to the various questions. For example, in question #1, how many group members gave your school a score of 5? How many group members gave your school a score of 3?

Transfer those numbers to the second copy of the scoring guide. Post this copy of the scoring guide on the wall.

Since there are two questions for each standard, the facilitator may want to combine the scores for those two questions. Do not attempt to average the scores. Instead, ask the group to look for patterns in the numbers.

The facilitator may want to rank the standards in ascending or descending order to give group members a graphic display of which standards they need to address first.

At the conclusion of the group discussion about the scores, the group should prepare an action plan based on its findings.



# SELF-ASSESSMENT: SCHOOL STAFF DEVELOPMENT

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Somewhat Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>
<b>Context</b>					
1. Staff development is ongoing and job-embedded.	1	2	3	4	5
2. Staff development activities result in changes in classroom practice for most teachers on the staff.	1	2	3	4	5
3. The budget allocation supports ongoing professional development.	1	2	3	4	5
4. There is widespread support for professional development among administration, teachers, parents, school board members, and other influential members of the community.	1	2	3	4	5
5. Staff development is viewed as an essential component for achieving the purpose of the organization and is valued as an integral part of the strategic plan.	1	2	3	4	5
6. Central administration supports the work necessary to accomplish school improvement goals and provides an adequate budget.	1	2	3	4	5
7. Strategies for facilitating planning and learning during the school day exist.	1	2	3	4	5
8. A minimum of 20 percent of the work week is devoted to joint learning and work.	1	2	3	4	5
9. The school staff is organized into study groups to learn about change process and/or about particular innovations.	1	2	3	4	5
10. Teachers are observed randomly to determine their use of an innovation and the innovation's effect on students.	1	2	3	4	5

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Somewhat Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>
<b>Process</b>					
11. The school's improvement plan addresses important aspects of organizational effectiveness such as decision making, communication, and team functioning.	1	2	3	4	5
12. Information about systems thinking and the change process are used in making school improvement decisions.	1	2	3	4	5
13. The principles of adult learning permeate staff development.	1	2	3	4	5
14. The learning climate of staff development activities is collaborative, informal, and respectful.	1	2	3	4	5
15. The three phases of the change process are initiation, implementation, and institutionalization in the planning of programs.	1	2	3	4	5
16. Staff and administration are aware of the "implementation dip" (things often get worse before they get better.)	1	2	3	4	5
17. Staff development decisions are based on data regarding valued student outcomes.	1	2	3	4	5
18. Recognition of a need to seek improvement exists.	1	2	3	4	5
19. Staff reading, study, and discussion of educational innovations precede decisions concerning staff development.	1	2	3	4	5
20. Research-based content serves as the core of staff learning.	1	2	3	4	5
21. Improvement plans include a carefully-designed framework for the integration of innovations being implemented.	1	2	3	4	5
22. An instructional framework that describes how selected innovations collectively address school priorities exists.	1	2	3	4	5
23. Program evaluation assesses participants' reactions to the program and measures participants' learning.	1	2	3	4	5
24. Program evaluation assesses participants' use of new knowledge and skills and the impact on student learning.	1	2	3	4	5
25. Staff development includes activities other than "training workshops."	1	2	3	4	5
26. All staff development training activities include theory, demonstration, practice with feedback, and coaching.	1	2	3	4	5
27. Desired changes in on-the-job behavior are supported and result in improved student learning.	1	2	3	4	5
28. Staff members regularly analyze and self-correct performance.	1	2	3	4	5
29. Site-based management councils focus primarily on instruction and student learning.	1	2	3	4	5
30. Consensus decision making is used to increase staff ownership.	1	2	3	4	5
31. School teams/groups are models of effective interpersonal and group skills.	1	2	3	4	5
32. Training and development in collaborative skills occurs regularly, especially for new teams or committees.	1	2	3	4	5

<i>Content</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Somewhat Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>
33. Teachers and administrators are knowledgeable regarding the needs of children and adolescents.	1	2	3	4	5
34. Decisions about instruction and new programs are based on how well they reflect developmentally-appropriate practice.	1	2	3	4	5
35. Teachers' classroom management strategies increase academic learning time.	1	2	3	4	5
36. Teachers are familiar with and use research-based findings	1	2	3	4	5
37. The school's staff possesses the knowledge, attitudes, and skills needed to ensure a quality education for all students regardless of culture, race, gender, or ethnicity.	1	2	3	4	5
38. School data confirm that all students have equal access to and participation in the school's programs and activities.	1	2	3	4	5
39. Students can discuss the connection between the various content areas and their real-life concerns.	1	2	3	4	5
40. Teachers offer skills and knowledge to all students in an integrated manner based on essential themes and questions.	1	2	3	4	5
41. Teachers use a variety of approaches to teaching, know underlying instructional theories, and understand relevant research.	1	2	3	4	5
42. There is research to suggest that the content of a school's staff development programs will increase student learning.	1	2	3	4	5
43. Through the use of a variety of instructional strategies administrators and teachers demonstrate a belief that all students can learn.	1	2	3	4	5
44. Teachers use strategies that demonstrate high expectations for all students.	1	2	3	4	5
45. There is regular communication between the school staff and parents/families about an individual student's academic progress.	1	2	3	4	5
46. Parent/staff communication focuses on the school's goals, classes, and curriculum with special attention to in-school and community opportunities to enhance student achievement.	1	2	3	4	5
47. Student performance assessments include interviews, observations, portfolios, projects, and demonstrations.	1	2	3	4	5
48. Student performance assessments focus on what students can actually do with the knowledge and skills they have acquired.	1	2	3	4	5
<b><i>The following questions relate only to high school:</i></b>					
49. Each adolescent is known as a complete individual by at least one adult.	1	2	3	4	5
50. Open communication exists between student, family and advisor.	1	2	3	4	5
51. Service learning activities are included in the curriculum.	1	2	3	4	5
52. Service learning activities involve a meaningful application of knowledge and/or skills in real-world settings.	1	2	3	4	5

# SCORING GUIDE

Compare individual, group, and schoolwide scores from the self-assessment for each question.

## Context

Score											
5											
4											
3											
2											
1											
Question	1	2	3	4	5	6	7	8	9	10	
Standard	<b>Continuous Improvement</b>		<b>Leadership/ Advocacy</b>		<b>Organizational Alignment and Support</b>		<b>Time for Learning</b>		<b>Staff Development as an Innovation</b>		

## Process

Score											
5											
4											
3											
2											
1											
Question	11	12	13	14	15	16	17	18	19	20	
Standard	<b>Organizational Development &amp; Systems Thinking</b>		<b>Change Process: Individual</b>		<b>Change Process: Organizational</b>		<b>Data-Driven Decision Making</b>		<b>Selecting Staff Development Content</b>		

## Process (continued)

Score												
5												
4												
3												
2												
1												
Question	21	22	23	24	25	26	27	28	29	30	31	32
Standard	<b>Integration of Innovations</b>		<b>Evaluation of Staff Development</b>		<b>Models of Staff Development</b>		<b>Follow Up</b>		<b>Collaborative Skills</b>		<b>Group Development</b>	

**Content**

Score												
5												
4												
3												
2												
1												
Question	33	34	35	36	37	38	39	40	41	42	43	44
Standard	<b>Childhood and Adolescent Development</b>		<b>Classroom Management</b>		<b>Diversity</b>		<b>Inter-Disciplinary Curriculum</b>		<b>Research-Based Instructional Strategies</b>		<b>High Expectations</b>	

**Content (continued)**

Score									
5									
4									
3									
2									
1									
Question	45	46	47	48	49	50	51	52	
Standard	<b>Family Involvement</b>		<b>Student Performance Assessment</b>		<b>Guidance/ Advisement <i>(high school only)</i></b>		<b>Service Learning <i>(high school only)</i></b>		

**Note: Any assessment statement receiving a score of 3 (somewhat agree) or less by a majority of the staff or teams should be considered for improvement.**