

Self-Assessment of Implementation of NSDC Standards

PURPOSE: Determine a group's perception of the current state of implementation of the NSDC Standards for Staff Development. 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 several members of a group complete the survey and share their responses. Stakeholder groups that might use this self-assessment include district staff development committees, school boards, school-based staff development committees, whole faculties, or school improvement teams.

PREPARATION: Prepare enough copies of the Self-Assessment and the Scoring Guide so that each participant has his or her own copy. Prepare a poster-size copy of the Scoring Guide and be prepared to display it in the meeting room.

TIME: **Part I:** 15 to 20 minutes.
Part II: 90 minutes to 2 hours.
Part III: 1 to 3 hours.

Directions to the facilitator

PART I: COMPLETE THE ASSESSMENT

1. Have each individual complete the Self-Assessment alone.
2. Ask participants to record their responses on the scoring guide.

PART II: ANALYZE THE DATA

Analyze the data in two ways: Average Score and Score Distribution.

AVERAGE SCORE

1. Display the poster-size copy of the Scoring Guide on the meeting room wall. When participants have completed their individual scoring, ask them to transfer their scores to the poster-size scoring guide. Group members can do this by making hatch marks, posting colored dots, making Xs in the appropriate places, or using any other method the facilitator devises.
2. Select a participant or a group to compute the average score for each question and then for each standard.
3. Create a list that rank orders the standards from highest to lowest.

SCORE DISTRIBUTION

1. Direct participants' attention to the poster-size scoring guide which shows the distribution of the scores. Ask them to consider whether there is common agreement or disagreement of group member opinions. For example, an average of 3.0 could occur because all participants responded "Neutral" (3.0). But the statement could also average 3.0 if half the group responded "Strongly Disagree" (1.0) and half responded "Strongly Agree" (5.0). Wide distribution indicates disagreement concerning the statement. This kind of skewed distribution would require further conversation for there was not agreement among group members.

2. On the ranking list, the facilitator should highlight standards with a wide distribution of scores. Encourage participants to discuss these standards by asking questions such as:
 - Why did you score this statement as a 1 or a 5?
 - Can anyone provide additional information concerning implementation of this standard in the school or district?
 - Does anyone want to change the score based on this new information?

PART III: DETERMINE STRENGTHS AND AREAS OF IMPROVEMENT

1. Lead a group discussion to reach a consensus about which three or four standards should be given priority in an improvement plan. The goal should be to identify the standard which, if improved, would have the greatest potential for making improvements in the school or district. For example, training in collaboration is important, but ensuring that all major staff development initiatives include an evaluation component might signal a greater change within the school system. The group might consider two standards that represent strengths in the school or district and two standards that require significant attention.
2. The group could then create an action plan for the implementation of the priority standards.

Self-Assessment of Implementation of NSDC Standards of Staff Development

Name (Optional) _____ School or District _____

Determine whether the school or district is the focus for your answers. Indicate whether you agree or disagree with each statement.

	Not sure	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
LEARNING COMMUNITIES						
1. In this school/district, small learning teams are a primary component of the staff development plan.	0	1	2	3	4	5
2. In this school/district, all teachers are part of ongoing, school-based learning teams that meet several times a week to plan instruction, examine student work, and/or solve problems.	0	1	2	3	4	5
3. In this school/district, school faculties and learning teams focus on school and district goals.	0	1	2	3	4	5
LEADERSHIP						
4. In this school/district, collective bargaining agreements (teacher contracts), calendars, daily schedules, and incentive systems support staff development.	0	1	2	3	4	5
5. In this school/district, leaders recognize staff development as a key strategy for supporting significant improvements.	0	1	2	3	4	5
6. In this school/district, administrators and teacher leaders develop knowledge and skills necessary to be staff development leaders.	0	1	2	3	4	5
RESOURCES						
7. In this school/district, staff development occurs primarily during the school day.	0	1	2	3	4	5
8. In this school/district, at least 10 percent of the district's budget is dedicated to staff development.	0	1	2	3	4	5
9. In this school/district, 25 percent of an educator's workday is used for staff development.	0	1	2	3	4	5

	Not sure	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
DATA-DRIVEN						
10. In this school/district, data on student learning provide focus for staff development efforts.	0	1	2	3	4	5
11. In this school/district, teachers gather evidence of improvements in student learning in their classrooms to determine the effects of their staff development on their students.	0	1	2	3	4	5
12. In this school/district, data are disaggregated to ensure equitable treatment of all sub-groups of students.	0	1	2	3	4	5
EVALUATION						
13. In this school/district, various types of evidence are used to improve the quality of staff development (formative evaluation).	0	1	2	3	4	5
14. In this school/district, various types of evidence are used to determine whether staff development achieved its intended outcomes (summative evaluation).	0	1	2	3	4	5
15. In this school/district, the evaluation of staff development consistently includes all of the following: data concerning knowledge gained by participants, level of implementation, and changes in student learning.	0	1	2	3	4	5
RESEARCH-BASED						
16. In this school/district, staff development prepares educators to be skillful users of educational research.	0	1	2	3	4	5
17. In this school/district, teams of teachers and administrators methodically study research before adopting improvement strategies.	0	1	2	3	4	5
18. In this school/district, pilot studies and action research are used when appropriate to test the effectiveness of new approaches when research is contradictory or does not exist.	0	1	2	3	4	5

	Not sure	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
DESIGN						
19. In this school/district, educators participate in a variety of learning strategies to achieve staff development goals.	0	1	2	3	4	5
20. In this school/district, technology supports educators' individual learning.	0	1	2	3	4	5
21. In this school/district, a variety of follow-up activities follow every major change initiative.	0	1	2	3	4	5
LEARNING						
22. In this school/district, staff development learning methods mirror, as closely as possible, the methods teachers are expected to use with their students.	0	1	2	3	4	5
23. In this school/district, staff development regularly offers opportunities to practice new skills and receive feedback on the performance of those skills.	0	1	2	3	4	5
24. In this school/district, staff development leaders gather and use information about individuals' concerns about staff development initiatives to design interventions and follow-up strategies.	0	1	2	3	4	5
COLLABORATION						
25. In this school/district, staff development prepares educators to be skillful members of various groups (for instance, school improvement committees, grade-level teams).	0	1	2	3	4	5
26. In this school/district, staff development provides educators with the skills necessary to surface and productively manage conflict.	0	1	2	3	4	5
27. In this school/district, staff development prepares educators to use technology to collaborate.	0	1	2	3	4	5

	Not sure	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
EQUITY						
28. In this school/district, educators learn how to create schoolwide practices that convey respect for students, their families, and students' cultural backgrounds.	0	1	2	3	4	5
29. In this school/district, staff development prepares educators to establish learning environments that communicate high expectations for the academic achievement of all students.	0	1	2	3	4	5
30. In this school/district, educators learn how to adjust instruction and assessment to match the learning requirements of individual students.	0	1	2	3	4	5
QUALITY TEACHING						
31. In this school/district, teachers have many opportunities to develop deep knowledge of their content.	0	1	2	3	4	5
32. In this school/district, staff development expands teachers' instructional methods appropriate to specific content areas.	0	1	2	3	4	5
33. In this school/district, staff development teaches classroom assessment skills that allow teachers to regularly monitor gains in student learning.	0	1	2	3	4	5
FAMILY INVOLVEMENT						
34. In this school/district, staff development prepares leaders to build consensus among educators and community members concerning the overall mission and goals for staff development.	0	1	2	3	4	5
35. In this school/district, staff development prepares educators to create relationships with parents to support student learning.	0	1	2	3	4	5
36. In this school/district, technology is used to communicate with parents and the community.	0	1	2	3	4	5

Scoring Guide

CONTEXT

Learning Communities

1. _____

2. _____

3. _____

Average score: _____

Leadership

4. _____

5. _____

6. _____

Average score: _____

Resources

7. _____

8. _____

9. _____

Average score: _____

PROCESS

Data-Driven

10. _____

11. _____

12. _____

Average score: _____

Evaluation

13. _____

14. _____

15. _____

Average score: _____

Research-Based

16. _____

17. _____

18. _____

Average score: _____

Design

19. _____

20. _____

21. _____

Average score: _____

Learning

22. _____

23. _____

24. _____

Average score: _____

Collaboration

25. _____

26. _____

27. _____

Average score: _____

CONTENT

Equity

28. _____

29. _____

30. _____

Average score: _____

Quality Teaching

31. _____

32. _____

33. _____

Average score: _____

Family Involvement

34. _____

35. _____

36. _____

Average score: _____