SELF-ASSESSMENT of implementation of NSDC's Context standards

PURPOSE: Determine a group's perception of the Context standards of NSDC's 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, schoolbased staff development committees, whole faculties, or school improvement teams.

PREPARATION: Prepare enough copies of the Self-Assessment and the Scoring Guide (p. 13) 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.

> **The self-assessment will be most useful if several members of a group complete the survey and share their responses.**

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. Highlight questions with a wide distribution of scores. Encourage participants to discuss these questions by asking:
•   Why did you score this statement as a 1 or a 5?
•   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 issues should be given priority in an improvement plan.
2. The group could then create an action plan for the implementation of the priority standards.

The self-assessment will be most useful if several members of a group complete the survey and share their responses.

Self-assessment

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
1. In this school/district, 25% of an educator's workday is used for staff development.	0	1	2	3	4	5
2. In this school/district, collective bargaining agreements (teacher contracts), calendars, daily schedules, and incentive systems support staff development.	0	1	2	3	4	5
3. 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
4. In this school/district, small learning teams are a primary component of the staff development plan.	0	1	2	3	4	5
5. In this school/district, staff development occurs primarily during the school day.	0	1	2	3	4	5
6. In this school/district, school faculties and learning teams focus on school and district goals.	0	1	2	3	4	5
7. In this school/district, leaders recognize staff development as a key strategy for supporting significant improvements.	0	1	2	3	4	5
8. In this school/district, at least 10% of the district's budget is dedicated to staff development.	0	1	2	3	4	5
9. In this school/district, administrators and teacher leaders develop knowledge and skills necessary to be staff development leaders.	0	1	2	3	4	5

SCORING GUIDE CONTEXT

Learning communities	Leadership	Resources
4. _____	2. _____	5. _____
3. _____	7. _____	8. _____
6. _____	9. _____	1. _____
AVERAGE SCORE: _____	AVERAGE SCORE: _____	AVERAGE SCORE: _____