

Self-Assessment

Installation: Prep the Road

Directions: The self-assessment items below have been generated to reflect critical activities at the installation stage that have the greatest likelihood of leading to full and sustainable implementation. Put a check next to each critical activity that has been completed. Completion means there is evidence and agreement on that evidence from more than one person.

Once you are finished with the assessment, return to the Installation: Prep the Road page to learn what's next!

- The Leadership and Implementation Team convenes appropriate individuals to clarify and define key features of state English Language Arts (ELA) Standards implementation (including, but not limited to learning targets, critical skills, concepts, understandings to be taught, formative assessment items).
- Performance assessment data are inventoried and a plan is developed for collecting additional data so that effort and fidelity are linked and predict student outcome data. Essential data to be collected are:
 - Outcome data, including formative and summative data of student progress towards learning targets.
 - Effort data, such as number of staff trained, team agendas, self-reports of what is taught, etc.
 - Fidelity data (measures of critical features of instruction delivered as intended) includes the intensity and quality with which it was developed.
 - Plan-Do-Study-Act (PDSA) Cycles are scheduled and the agenda supports the review of links between effort, fidelity, and student outcome data.
- The professional development plan addresses the needs of ALL staff and is implemented for key areas of the state ELA Standards (including understanding the standards, screening, interventions, and progress monitoring).
- The data system provides timely access to data and provides reports useful for decision making in strengthening implementation of the state ELA Standards for ALL students.
- Dedicated time is secured for an individual to function as a building coach. The coach's role is to facilitate meetings, collect data, support action planning, and work with staff throughout the school to implement critical features of the state ELA Standards as intended.
- Systems for communication and data review/sharing with school staff are developed and put into place.
- The key features of state ELA Standards are understood by ALL school staff members and translated into learning targets, assessments, units and lessons.
- Student performance data is used to select students in need of supplemental interventions and supports.

- A commitment is made to use performance assessment data in planning targeted and coordinated professional development.
- The Leadership and Implementation Team meets on a regular basis to develop and review action plans to ensure coordinated and coherent efforts across implementation of the state ELA Standards and other essential pathways such as Universal Design for Learning (UDL) or Multi-tiered Systems of Support (MTSS).