The self-assessment is intended to be completed by the planning team as a group in a facilitated session. We recommend a school or school system level team read through this guidebook in its entirety, then determine where it might be most purposeful in your annual and or multi-year planning efforts. For some, this may mean engaging in a comprehensive analysis, but for many others, it could be used in a quicker, more targeted way, such as:

1. A district team uses the self-assessment and data triangulation process to identify priorities for the next school year
2. A school or district team could use the self-assessment as pre-work for a strategic planning retreat, including soliciting diverse stakeholder perspectives on the highest priorities for the upcoming years
3. A school or district team could use this annually prior to a continuous improvement review process

**For each item on the self-assessment, the headers will guide your work.**

|  |  |  |
| --- | --- | --- |
| **Components** | **Rating**  | **How do we know?** |
| The components serve as examples of what these levers look like in practice. You will assess your systems against these look-fors, and they will help support your future planning.  | You will rate each look-for on a spectrum of 0-3 as defined in the bullets below.* (0) Not in place
* (1) Partially in place
* (2) Mostly in place
* (3) Fully in place
 | For this column, consider the information you gathered from your data review and document review to define your rating. Add your data findings and/or notes section of your artifact review to fill in this column. If you have something mostly or fully in place, link in an artifact to demonstrate this.  |

### The sample below includes notes in the “how we know” column that reflect all aspects of the look-for.

|  |  |  |
| --- | --- | --- |
| **Components** | **Rating**  | **How do we know?** |
| (0) Not in place (1) Partially in place (2) Mostly in place (3) Fully in place |
| **Shared Vision:** The learning community has a shared understanding of high-quality instruction, which promotes deeper learning for all students. |  *1* | * *We have a vision, but it is not robustly aligned with all aspects of*  [**effective instructional practice**](https://www.doe.mass.edu/csdp/guidebook/appendix-practice.docx)*.*
* *We do not have an articulated instructional guide to define what our vision should look like in all settings.*
* *We do not have a fidelity measure to assess if our vision is being enacted in all settings.*
 |

 **\*A NOTE ON “TEAMS”:** The teams involved in this process should include a diverse representation of your school and school system community. In establishing your team, consider the extent to which students, families, and educators are authentically involved, and whether your team members represent communities of color, students with disabilities, Multilingual Learners, and other members of your community that traditionally have had less access to high-quality educational experiences and school improvement efforts.

 Vision

#### In this section you will examine your instructional vision and the degree to which it is grounded in deeper learning and equity, and shared across the learning community.

|  |  |
| --- | --- |
| **Equity Pause** | **Notes** |
| **Does your vision lend itself to equitable and rigorous student outcomes for all learners?** |  |
| **How did your educators’, students’, and families’ perspectives inform your vision?** |  |
| **How are strategies for equity—at the individual, institutional or systems level—built into the vision?** |  |

##

|  |  |  |
| --- | --- | --- |
| **Components** | **Rating**  | **How do we know?**  |
| 0) Not in place (1) Partially in place (2) Mostly in place (3) Fully in place |
| **Shared Vision:** The learning community has a shared understanding of high-quality instruction, which promotes deeper learning for all students. |  |  |
| **Grounded in Equity:** The instructional vision is grounded in equity, communicates high expectations, and advances equitable outcomes for all learners.  |  |  |
| **Student Experience:** The vision centers around the student experience and creates conditions for student engagement and agency in their own learning.  |  |  |

#

# Purple book and pencil icon representing the instructional design component Instructional Design

This section includes elements of the learning environment and the implementation of the vision in practice. This section will help you identify ways you might strengthen high-impact components of instructional design, and move closer to [instructional practices](https://www.doe.mass.edu/csdp/guidebook/appendix-practice.docx) that embody deeper learning

##

|  |  |
| --- | --- |
| **Equity Pause** | **Notes** |
| **Whose perspective is being used to understand the effectiveness of our instructional design? Whose is missing?**  |  |
| **What does student work show about the progress toward the instructional vision?** |  |
| **Are there differences in how specific students or student populations experience our instructional design?** |  |

## Learning Environment

|  |  |  |
| --- | --- | --- |
| **Components** | **Rating**  | **How do we know?**  |
| 0) Not in place (1) Partially in place (2) Mostly in place (3) Fully in place |
| **Safe & Supportive:** The learning environment is joyful, healthy, safe, and supportive of students’ physical and mental health and wellness. |  |  |
| **Belonging:** Students experience a learning environment that is welcoming and affirming, where all students are known and valued. |  |  |
| **Partnership:** There are systems to develop authentic partnerships with students and families that elevate their voices and leadership in decision-making. |  |  |

##

## Curricular Materials

|  |  |  |
| --- | --- | --- |
| **Components** | **Rating**  | **How do we know?**  |
| 0) Not in place (1) Partially in place (2) Mostly in place (3) Fully in place |
| **High-Quality Instructional Materials:** Materials are bias-free, have empirical evidence of efficacy (high-quality instructional materials/HQIM), engaging content, and are inclusive in design. |  |  |
| **Coherence:** Materials used across all three tiers exhibit a coherent sequence of target skills and knowledge that advances deeper learning (i.e., vertically and horizontally aligned). |  |  |
| **Vision Alignment:** The learning community has a system for reviewing curricular materials and adjusting as needed to align to the instructional vision.  |  |  |

##

## Equitable Practices

|  |  |  |
| --- | --- | --- |
| **Components** | **Rating**  | **How do we know?**  |
| 0) Not in place (1) Partially in place (2) Mostly in place (3) Fully in place |
| **Equitable Access:** All students receive challenging, grade-appropriate instruction and have equitable access to individualized support and effective instructional practices. |  |  |
| **ESL**: All Multilingual Learners have access to appropriate ESL services as part of their Tier 1 instruction.  |  |  |
| **ML Support:** Multilingual Learners, at all proficiency levels, are provided equitable access to grade-level curriculum and have opportunities to develop and practice discipline-specific language. |  |  |
| **SWD/504 Support**: Instructional practices outlined in the 504 or IEP and used with students with disabilities must be research-based, provide equitable access Tier 1 instruction, and implemented with fidelity.  |  |  |

## Pedagogy

|  |  |  |
| --- | --- | --- |
| **Components** | **Rating**  | **How do we know?**  |
| 0) Not in place (1) Partially in place (2) Mostly in place (3) Fully in place |
| **Effective Instructional Practices:** The learning community implements [effective instructional practices](https://www.doe.mass.edu/csdp/guidebook/appendix-practice.docx), rooted in deeper learning and culturally and linguistically sustaining practices. |  |  |
| **Implementation**: The organization has identified measures and resources (e.g. observation tools or an instructional guide) to ensure organization-wide fidelity. |  |  |
| **High Expectations:** There are high expectations for all students across all classrooms, including multilingual learners, students with disabilities, and students with neurodiversity such that students are engaging with grade-level work (or beyond) that advances deeper learning. |  |  |

## Assessment

|  |  |  |
| --- | --- | --- |
| **Components** | **Rating**  | **How do we know?**  |
| 0) Not in place (1) Partially in place (2) Mostly in place (3) Fully in place |
| **Data-Informed Practice:** Standards-based and universally designed formative and summative assessments are used to monitor student progress toward learning goals and to inform effective instructional support. |  |  |
| **Data-Based Decisions:** There is a process for collecting and analyzing student work throughout units to monitor student performance that results in increasing equitable outcomes.  |  |  |
| **Engagement:** Each student’s strengths, progress, and areas for growth are shared with students and families such that students and families know and can track their progress.  |  |  |

# Blue school building icon representing the tiered supports component Tiered Supports

#### This part of the self-assessment explores components of tiered supports for students and effective data systems that are important for ensuring that all students are able to access deeper learning.

|  |  |
| --- | --- |
| **Equity Pause** | **Notes** |
| **What progress is being made toward your vision, disaggregated by specific student groups?** |  |
| **Are certain student populations overrepresented in particular tiers of support and/or in the referral process? What potential biases might be contributing to overrepresentation?** |  |
| **How do adults examine their own biases and their effects in relation to the vision? What biases are coming up as part of the work?** |  |

##

## Tiered Systems of Support

|  |  |  |
| --- | --- | --- |
| **Components** | **Rating**  | **How do we know?**  |
| 0) Not in place (1) Partially in place (2) Mostly in place (3) Fully in place |
| **Domains:** There is a systemic approach to developing a comprehensive set of tiered supports for all learners across all three domains (academic, social/emotional, and behavioral). |  |  |
| **Tiered Support:** The organization creates conditions and systems to provide universal (Tier 1), targeted (Tier 2) and intensive (Tier 3) support to students.  |  |  |
| **ML:** All Multilingual Learners receive appropriate ESL services, access to Tier 1 instruction, and can access a tiered system of support, as needed.  |  |  |
| **SWD:** IEPs are designed and implemented to ensure that all SWDs can access scientifically-based tiered support as appropriate in the least restrictive environment. |  |  |
| **Engagement in Student Supports:** Families/Caregivers and students are actively engaged in tiered student support processes/decisions and are regularly informed about progress. Families/caregivers receive the information they need to advocate for their children and are informed of their rights to request a special education evaluation at any time during the tiered support process. |  |  |

##

## Data Systems

|  |  |  |
| --- | --- | --- |
| **Components** | **Rating**  | **How do we know?**  |
| 0) Not in place (1) Partially in place (2) Mostly in place (3) Fully in place |
| **Data Systems:** All schools have a clear system and process of collecting and distributing universal screening, diagnostic, and progress monitoring to inform placement and progress within their tiered system of support.  |  |  |
| **Assessment Plans:** All schools have an assessment plan that defines the purpose, type and timing of all schoolwide and district-wide assessments, inclusive of universal screeners, diagnostic assessments, language development, and progress monitoring tools (across all three domains). The map is reviewed regularly to ensure that it is accessible to all as well as culturally and linguistically appropriate.  |  |  |
| **Data-Driven Culture:** Leaders and educators create/embrace a culture that centers the use of triangulated data to assess and address current systems that create barriers for students.  |  |  |
| **Student Needs:** Administrators, teachers, students, and families/caregivers engage in strategic problem-solving processes that identify student needs and determine progress monitoring protocols for short- and long-term goals. This includes students with diverse needs such as those with IEPs and 504 plans, as well as Multilingual Learners. |  |  |

## Access to Resources

|  |  |  |
| --- | --- | --- |
| **Components** | **Rating**  | **How do we know?**  |
| 0) Not in place (1) Partially in place (2) Mostly in place (3) Fully in place |
| **Reviews:** A regular review of student needs is conducted at least annually to ensure that student needs drive staffing and service structures, as opposed to retrofitting student needs into existing models or assessing positions and/or roles that no longer meet the needs of current students, or models that may be contributing to inequity.  |  |  |
| **Tiered Staffing:** The staffing selection, models and positions are designed to support the implementation of MTSS based on students’ needs. Consideration is given to staff titles and duties to foster a positive approach to meeting the needs of all students. Staff is (re)allocated based on student needs annually and during the year. |  |  |
| **Tiered Scheduling:** The schedule articulates when tiered supports will occur, ensures that intervention services are supplemental and not supplanting core instruction, priorities direct student supports in staff schedules, and provides time to administer and review data to identify and monitor students. |  |  |
| **Community Partnerships:** Community partners are actively engaged to better support students and families/caregivers and to connect them to social services related to health, social, recreational, and supplemental educational services. |  |  |
| **Technology**: Educational and assistive technology is available for all students and used in alignment with the instructional vision and to increase access to appropriate tiered supports. |  |  |

# Green brick icon representing the systems and structures componentSystems and Structures

#### This final set of components explore the foundational aspects such as staff development and competency, our improvement cycles, and resource allocation, which can be leveraged to sustain a longer-term vision of deeper learning.

|  |  |
| --- | --- |
| **Equity Pause** | **Notes** |
| **How does the culture support personal and professional learning in relation to the instructional vision?** |  |
| **How do adults learn in your schools? How does this mirror your vision (or not)?** |  |
| **To what extent does the learning community reflect on and confront inherent biases in their collaboration and processes? What is the outcome of that reflection?** |  |
| **How do we honor all voices at the decision making and implementation stages of our programming? For example, what do we do to ensure representative stakeholders and invite multiple voices and perspectives into our processes?** |  |
| **To what extent do teams have the autonomy and information to make the decisions they are tasked with?** |  |

##

## Staff Development and Competency

|  |  |  |
| --- | --- | --- |
| **Components** | **Rating**  | **How do we know?**  |
| 0) Not in place (1) Partially in place (2) Mostly in place (3) Fully in place |
| **Professional Learning Plan:** The organization has a sustainable professional learning plan that offers coherent high-quality, universally designed professional development is informed by and results in movement toward the instructional vision. |  |  |
| **High-Quality Professional Learning:** Educators engage in data-based and relevant ongoing, job-embedded professional learning opportunities including frequent observations and feedback that advance skillful use of high-quality curricular materials and associated educational technology. Professional learning results in the use of [effective instructional practices](https://www.doe.mass.edu/csdp/guidebook/appendix-practice.docx) that advance deeper learning and includes tiered coaching models. |  |  |
| **Collaborative Planning:** There is time in the schedule for educators (including interventionists, ESL instructors, and special educators) with designated opportunities to collaborate, analyze data and student work, to assess the effectiveness of instruction, plan, and engage in learning experiences that deepen their understanding and implementation of effective instructional practices and provide access to grade-appropriate content for all students. |  |  |
| **Observation and Feedback:** All schools and/or teams have routines and systems for frequent observation and feedback that focus on clearly defined and communicated expectations for effective instructional practices in order to advance deeper learning. |  |  |
| **Evaluation**: There are strategic, unbiased, and transparent systems for evaluation, using student feedback, observation data, and review of artifacts along to make informed decisions about opportunities for educator support and leadership development. |  |  |

## Structural Support

|  |  |  |
| --- | --- | --- |
| **Components** | **Rating**  | **How do we know?**  |
| 0) Not in place (1) Partially in place (2) Mostly in place (3) Fully in place |
| **Alignment to Vision:** Resources are strategically aligned for impact and informed by data and allocations are vetted with a lens toward access and equity and the alignment between resources and the instructional vision is well articulated. |  |  |
| **Fiscal Support:** The budget provides appropriate levels of funding for high quality instructional and intervention materials and assessments, key positions, professional development, etc. |  |  |
| **Structural Review:** Policies, practices, and procedures are analyzed with an equity lens, such as a review for disproportionality for students of color or accessing the language accessibility of the assessment for MLs. |  |  |
| **Technology:** There is a clear and consistent process for selecting and evaluating technology products that are aligned to the instructional vision and responsive to student and staff needs.  |  |  |

## Continuous Improvement Cycles

|  |  |  |
| --- | --- | --- |
| **Components** | **Rating**  | **How do we know?**  |
| 0) Not in place (1) Partially in place (2) Mostly in place (3) Fully in place |
| **Leadership Commitment**: There is an active leadership team that takes on the responsibility of ensuring that systems meet the needs of all learners. The team has the authority to make resource, scheduling, programmatic, and staffing decisions and has representation from a range of leaders (e.g. academics, student support, special education, and Multilingual learners). |  |  |
| **Continuous Improvement:** The organization engages in ongoing and inclusive long-term (multi-year and annual) and short-term (quarterly and monthly) goal setting and monitoring towards realizing the instructional vision and ensuring each student is making progress, which results in adjustments to the school’s structures, programs, and resources (e.g., time, staff, schedules) throughout the year. |  |  |
| **Representation:** Voices from all students, families, and communities are used to drive improvement efforts and obtain perceptual data on the progress of the plan. Representation is assessed to ensure participation and engagement represent the community at large, with a specific lens to remove barriers for participation (e.g., transportation or language barriers).  |  |  |
| **Equity Focused**: Improvement efforts are grounded in concepts of equity and identify clear goals to close the opportunity gap for all students (including MLs, SWDs, newcomers, SLIFE, MLSWDs, etc.). |  |  |
| **Multi-Year Planning:** A multi-year district strategy process is established and results in a multi-year plan rooted in implementation science. The district plan informs annual district action plans, school improvement plans and educator goals. Annual action plans include the use of benchmarks to access progress toward the improvement goals.  |  |  |
| **Midcourse Corrections & Continuous Improvement:** Based on the data collected through fidelity measures and feedback loops, decisions are made about how to enhance the effectiveness of the work. |  |  |

## Human Resources

|  |  |  |
| --- | --- | --- |
| **Components** | **Rating**  | **How do we know?**  |
| 0) Not in place (1) Partially in place (2) Mostly in place (3) Fully in place |
| **Distributive Leadership**: The organization has instructional leadership teams or equivalent structures to collaboratively develop and reflect on the effectiveness of professional development, planning and implementation efforts. Across the organization, team and collaboration structures create shared responsibility and ownership and have an impact on school improvement. |  |  |
| **Hiring:** Hiring processes and procedures are bias-free and ensure that all candidates have the relevant expertise to meet students’ needs and have a mindset and belief that all students can learn at high levels. The organization systematically reviews staff hiring processes and policies to ensure that they are non-discriminatory, inclusive, and focused on meeting the needs of all learners.  |  |  |
| **Retention:** Hiring and retention policies and procedures include strategies to recruit, mentor, train, and support a diverse educator and administrator workforce that is well-prepared to teach culturally and linguistically-diverse students. |  |  |