

Implementation Quality District Self-Assessment



Goals, Expectations, and Communication

Establishing Shared Goals

1. Comprehensive and concrete goals for AchieveNJ have been set in a clear and actionable way.

N/A or Not Yet	In-Progress Off-Track	In-Progress On-Track	Successfully Implementing
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2. District staff buy-in was sought and incorporated in developing evaluation system goals.

N/A or Not Yet	In-Progress Off-Track	In-Progress On-Track	Successfully Implementing
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3. Goals for AchieveNJ are communicated to all district staff in an ongoing way, and there are opportunities in place to actively reflect on goals and objectives of the system.

N/A or Not Yet	In-Progress Off-Track	In-Progress On-Track	Successfully Implementing
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Possible Evidence:

- ✓ Local guidance, guidebooks, or policies shared with schools
- ✓ Agendas and minutes from DEAC and leadership team meetings
- ✓ DEAC webpage

Setting Clear Expectations and Policies

1. The district has clearly identified the expectations for the rubrics it will use, as well as for all basic policies and procedures associated with evaluation.

N/A or Not Yet	In-Progress Off-Track	In-Progress On-Track	Successfully Implementing
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2. The district has a District Evaluation Advisory Committee (DEAC) in place that meets regularly to --among other things -- review and clarify expectations of the system.

N/A or Not Yet	In-Progress Off-Track	In-Progress On-Track	Successfully Implementing
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3. All schools in the district have a School Improvement Panel (ScIP) that reviews implementation of district expectations and gives feedback to leadership.

N/A or Not Yet	In-Progress Off-Track	In-Progress On-Track	Successfully Implementing
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Possible Evidence:

- ✓ Board policies
- ✓ Handouts or materials from related professional development (PD)
- ✓ Local guidance, guidebooks, or policies shared with schools
- ✓ Agendas and minutes from DEAC and leadership team meetings

Communicating for Educator Investment

1. The district has clearly communicated the expectations for the rubrics it will use, as well as for all basic policies and procedures associated with evaluation.

N/A or Not Yet	In-Progress Off-Track	In-Progress On-Track	Successfully Implementing
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Possible Evidence

- ✓ Training plans, agendas, and handouts
- ✓ Communications such as: e-mails, newsletters, blogs, or tweets
- ✓ Structures that create feedback loops

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2. Multiple communication channels have been established that are utilized to communicate on an ongoing basis.

N/A or Not Yet	In-Progress Off-Track	In-Progress On-Track	Successfully Implementing
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3. The district has the structure in place to, and regularly does, gather feedback on the evaluation system by facilitating a two-way discussion between administrators and faculty.

N/A or Not Yet	In-Progress Off-Track	In-Progress On-Track	Successfully Implementing
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Training and Support

Providing Training to All Evaluators and Teachers

1. All teachers and observers have been rigorously trained on the evaluation system by required dates.

N/A or Not Yet	In-Progress Off-Track	In-Progress On-Track	Successfully Implementing
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2. All observers have successfully passed competency training.

N/A or Not Yet	In-Progress Off-Track	In-Progress On-Track	Successfully Implementing
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3. The district conducts ongoing "norming," co-observation and other calibration activities for observers.

N/A or Not Yet	In-Progress Off-Track	In-Progress On-Track	Successfully Implementing
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4. There are ongoing teacher-led training and "norming" sessions across the district.

N/A or Not Yet	In-Progress Off-Track	In-Progress On-Track	Successfully Implementing
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Possible Evidence:

- ✓ Training plans, agendas and materials
- ✓ Staff surveys
- ✓ Support plans in place for principals and teachers
- ✓ ScIP agendas and meeting notes
- ✓ Faculty meeting agendas and notes
- ✓ Analysis of evaluation data

Supporting Skill-Building and Ongoing Improvement

1. All teachers and principals have professional development plans and corrective action plans aligned to their evaluations.

N/A or Not Yet	In-Progress Off-Track	In-Progress On-Track	Successfully Implementing
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2. All educators are receiving differentiated support based on their PDPs, CAPs, and real-time needs.

N/A or Not Yet	In-Progress Off-Track	In-Progress On-Track	Successfully Implementing
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Possible Evidence:

- ✓ PD plans and CAPs
- ✓ PD day agendas
- ✓ Staff survey results
- ✓ ScIP agendas and minutes
- ✓ Aggregated evaluation data

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3. School Improvement Panels are actively involved in using data to drive individual support and professional development.

N/A or Not Yet	In-Progress Off-Track	In-Progress On-Track	Successfully Implementing
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Analysis and Monitoring

Executing Observation and Feedback

1. District requires an observation calendar from each school.

N/A or Not Yet	In-Progress Off-Track	In-Progress On-Track	Successfully Implementing
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2. District ensures that observation requirements are consistently fulfilled across schools for all educators (teachers, principals, other staff).

N/A or Not Yet	In-Progress Off-Track	In-Progress On-Track	Successfully Implementing
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3. District strives for valid and reliable observation results through regular examination of observation scores and related evidence.

N/A or Not Yet	In-Progress Off-Track	In-Progress On-Track	Successfully Implementing
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4. All observers provide actionable feedback and planning for growth.

N/A or Not Yet	In-Progress Off-Track	In-Progress On-Track	Successfully Implementing
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Possible Evidence:

- ✓ Observation schedules by school
- ✓ Sample observation reports, walk-through notes, and other feedback mechanisms
- ✓ Sample SGO forms, including assessments used, samples of student tracking systems
- ✓ Sample Professional Development Plans and Corrective Action Plans
- ✓ Analysis of Evaluation data

Setting Student Growth Objectives

1. District has established a calendar and expectations for SGO protocols and procedures at all schools.

N/A or Not Yet	In-Progress Off-Track	In-Progress On-Track	Successfully Implementing
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2. All teachers and administrators have set the required number of measurable goals for their SGOs.

N/A or Not Yet	In-Progress Off-Track	In-Progress On-Track	Successfully Implementing
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3. Schools have structures in place to facilitate collaboration on assessments and goals.

N/A or Not Yet	In-Progress Off-Track	In-Progress On-Track	Successfully Implementing
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Possible Evidence:

- ✓ Materials provided to assist with SGO creation
- ✓ Samples of scored SGOs
- ✓ Samples of assessments used for teacher SGOs
- ✓ Comparative analysis of component level data

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4. District has common assessments and resources for setting high-quality comparable goals.			
N/A or Not Yet	In-Progress Off-Track	In-Progress On-Track	Successfully Implementing

Organizational Systems and Culture

Aligning Administrator Responsibilities with Instructional Priorities

1. Administrator job descriptions have been updated and are aligned with evaluation rubrics and instructional leadership responsibilities.				Possible Evidence: ✓ Meeting agendas and minutes from ScIPs, PLCs ✓ District organizational chart for personnel ✓ Leadership team agendas and minutes ✓ Administrator calendars ✓ Administrator feedback
N/A or Not Yet	In-Progress Off-Track	In-Progress On-Track	Successfully Implementing	
2. District has re-evaluated structure of office and district leadership organization to create more time for instructional leadership priorities.				
N/A or Not Yet	In-Progress Off-Track	In-Progress On-Track	Successfully Implementing	
3. District has added additional capacity where possible for an increased focus on teaching and learning in classrooms.				
N/A or Not Yet	In-Progress Off-Track	In-Progress On-Track	Successfully Implementing	

Evaluating School Leader Skill and Capacity

1. District has evaluated all observers (using administrator practice rubric and/or evaluation leadership rubric) on their ability to collect quality evidence, accurately identify effective teaching and give constructive feedback.				Possible Evidence: ✓ District review of sample evaluation reports by observer ✓ District review of evaluation data by observer ✓ Agendas and associated materials from administrator PD ✓ Leadership meeting agendas and minutes
N/A or Not Yet	In-Progress Off-Track	In-Progress On-Track	Successfully Implementing	
2. District has provided differentiated professional development for leaders to increase their capacity for instructional leadership.				
N/A or Not Yet	In-Progress Off-Track	In-Progress On-Track	Successfully Implementing	

Creating Opportunities for Collaboration

1. Teachers are active participants on DEACs, ScIPs, and other leadership teams.				Possible Evidence: ✓ Sign-in sheets from DEAC, ScIP and other leadership teams ✓ Building schedules ✓ Building schedules (as evidence of common planning time) ✓ Minutes and agendas from grade level and subject area teams
N/A or Not Yet	In-Progress Off-Track	In-Progress On-Track	Successfully Implementing	
2. Teachers have ongoing time in their schedules built in for collaboration at the grade level or subject level.				
N/A or Not Yet	In-Progress Off-Track	In-Progress On-Track	Successfully Implementing	

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3. Teachers identified as highly effective have opportunities for more responsibility in coaching, professional development and curricular leadership.

N/A or Not Yet	In-Progress Off-Track	In-Progress On-Track	Successfully Implementing
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Data Systems and Infrastructure

Utilizing Technology and Systems to Collect Data

1. Technology system (or alternate method) in place to manage performance of staff, provide feedback and collect data

N/A or Not Yet	In-Progress Off-Track	In-Progress On-Track	Successfully Implementing
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2. Technology system is utilized at district level to inform support of school leaders and teachers.

N/A or Not Yet	In-Progress Off-Track	In-Progress On-Track	Successfully Implementing
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3. Technology system is utilized on a weekly basis to inform support of teachers at the school level.

N/A or Not Yet	In-Progress Off-Track	In-Progress On-Track	Successfully Implementing
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Possible Evidence:

- ✓ ScIP meeting agendas and minutes
- ✓ Staff survey
- ✓ Principal artifacts

Making Data Available to Inform Practice

1. Updated data is made available to all school leaders and teams.

N/A or Not Yet	In-Progress Off-Track	In-Progress On-Track	Successfully Implementing
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2. Data is used throughout the school year to inform training and support of school leaders and teachers.

N/A or Not Yet	In-Progress Off-Track	In-Progress On-Track	Successfully Implementing
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3. There is a pervasive culture of data use across schools, and evidence-based decision-making is emphasized in protocols.

N/A or Not Yet	In-Progress Off-Track	In-Progress On-Track	Successfully Implementing
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Possible Evidence:

- ✓ Data teams' agendas and minutes
- ✓ ScIP agendas and minutes
- ✓ PD day agendas
- ✓ RTI and I&RS notes

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Establishing Rigorous Curriculum and Assessments

1. District has taken an inventory of all assessments that are being used in subject areas across schools.

N/A or Not Yet	In-Progress Off-Track	In-Progress On-Track	Successfully Implementing
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2. Common assessments are in place to serve as resources for all teachers.

N/A or Not Yet	In-Progress Off-Track	In-Progress On-Track	Successfully Implementing
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3. Assessments have been reviewed to ensure that they are aligned with standards and are accurately, rigorously and reliably measuring student learning across subject areas.

N/A or Not Yet	In-Progress Off-Track	In-Progress On-Track	Successfully Implementing
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Possible Evidence:

- ✓ Assessment inventories by school
- ✓ SGO audits by grade level
- ✓ Grade level team meeting agendas and minutes
- ✓ Subject area team agendas and minutes