

NEP School Restructuring Self-Assessment Instrument



National Educator Program
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Scope

The *NEP School Restructuring Self-Assessment Instrument* is designed to be a first step in educator collaboration on school improvement. It is recommended that, in order to maximize effectiveness and sustainability, a school undergo a thorough needs assessment conducted by an objective third party team. *The Initial Needs Assessment (TINA)* provided by the National Educator Program, and regularly scheduled follow-ups with *The Ongoing Yearly Assessment (TONYA)* are designed to delve deeply into a school's culture, assets and needs to assist in the creation of a strategic action plan, establish benchmarks, and measure progress. While the *Self-Assessment Instrument* is not a substitute for TINA and TONYA, it is a solid first step and also helpful for schools with budget constraints. It is designed for individual schools and is NOT recommended for use in assessing whole school districts or states. We recommend those entities use TINA only.

Usage

While the *NEP School Restructuring Self-Assessment Instrument* is copyrighted and privately owned, the National Educator Program makes it available free of charge. You are welcome to reproduce it, use it and even alter it at will. The most important thing is that the work related to this instrument assists your teachers and students in making progress toward your shared vision.

Directions

This instrument needs no outside facilitation. It is designed to be used by you and your staff. To complete this instrument most effectively, you will need input from your leadership team, decision-makers and stake-holders. To complete the work you will want to have the following documents:

- Your school's disaggregate student data
- Your school's current School Improvement Plan
- Your school's Mission and/or Vision statements
- Data from any state standardized test or outside evaluation
- Copy of the NEP's *5 Keys for Successful Career Academies*
(If career academies are part of your school's plan – available free at www.neponline.org)

As you work through the instrument, you may find there are other informational components you will need to research to assist with your decision-making and planning. Be prepared to do active searches while you complete this process.

Assessment Components

- 1.0 - Vision
- 2.0 - Assets and Needs
- 3.0 - Developmental Priorities
- 4.0 - Action Plan

1.0 VISION

The only programs that will succeed are ones that are aimed at a clear and pre-conceived vision. In collaboration with your team, answer the following questions. Be as specific as possible.

1.0 Imagine your school is exactly what you want it to be. What does your school look like?

a. What are students doing?

b. What are teachers doing?

c. How are teachers facilitating the student culture and attitude in the response to question 1.a?

d. What are administrators doing?

e. How are administrators facilitating the teacher behavior in the response to question 1.c?

2.0 ASSETS AND NEEDS

Every school has strengths upon which to build, in addition to challenges and struggles. As objectively and dispassionately as possible, identify all of these in collaboration with your team. Back up your answers with evidence from your school's disaggregate data. If your vision includes career academies, you will need the NEP's *5 Keys for Career Academies* to complete this Component.

2.1 ASSETS

a. What are current programs, activities, environmental characteristics, systems etc. that you believe give your school strength and make it effective?

b. Why do they work so well?

c. How can these be expanded to encompass more people?

d. Looking back at your response to the questions under Component 1.0,, how do these support your vision – or do they?

Component 2.2 Directions: Look carefully at the vision for your school in Component 1.0. “Subtract” from your vision your responses to sub-question 2.1d. Once you have removed your assets and how they can be expended, what is left?

2.2 NEEDS

a. What do we need to have our vision completed and in place in our school that we don't have already?

b. Who on our staff has expertise we can utilize to give us some of what we need?

c. Who in our district has expertise we can utilize to give us some of what we need?

d. What do we need that we do not have the ability to provide for ourselves?

i. Training

ii. Infrastructure

iii. Legal or policy approval

4.0 ACTION PLAN

This is arguably the most important section of the *Self Assessment Instrument*. Great vision without action is non-existent. There are four parts to this Component. The parts will look at identifying staff development needs, making your priorities into a timeline of action and responsible parties, re-examining the school improvement plan, and re-examining the school's mission statement.

4.1 STAFF DEVELOPMENT

What staff development will your faculty need? Include training, conferences, site-visits, and peer support/coaching.

4.2 NEXT STEPS

Develop a timeline with an accompanying narrative of how you will address your top concern and when. (The NEP recommends you address only one or two major needs per year.)

Draft a timeline with multiple years and place the needs you are addressing in the appropriate place on the continuum.

Include a narrative identifying what parties are primarily responsible and benchmarks of progress that should be evident.

Include when and where staff development occurs in support of your action.

4.3 THE SCHOOL IMPROVEMENT PLAN

Carefully look at your school improvement plan and answer the following questions:

- a. Does the school improvement plan fit our vision and action plan?

- b. If “yes,” go on to part 4.4. If “no,” determine now which is going to be altered and how.)

4.4 THE SCHOOL MISSION / VISION STATEMENT

Why work on the school's mission statement?

Most school's have mission statements that nobody can quote and further, few people can understand. The mission statement is the one peg to which everything else is tied. All decisions made in school, administration, and classroom settings should directly or indirectly help the school accomplish it's mission.

What is the difference between a mission statement and a vision statement?

The NEP makes no distinction in this particular case. The statement is to determine your school's direction.

Repeat the process outlined in part 4.3 with your school's mission and/or vision statement. Alter the statement appropriately, if necessary. ****Make your school's mission statement no more than one sentence. The simpler it is, the more likely it is to be internalized and acted upon.**

Once this is completed, your next step is to carry out your plan and check your progress at the intervals you selected. If you have questions, need assistance, want to know about available resources, want to see model school sites, or are ready to have the NEP conduct a full, in-depth and complete needs assessment with TINA, you may contact us using the information below.

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