

Ohio Ready Schools Self-assessments

Leadership Self-assessment

Please select the role that best describes the current position you hold:

- Staff (k to grade 2)
 District Administrator
 Community Agency
 Staff (grade 3 to 5)
 Early Childhood (Pre-School, Daycare, Head Start)
 Parent
 Other (please specify)

Instructions: Using the self-assessment tool below, rate your building practices using the following scale and document any evidence to support your rating for each item. Convene a team of administrators and teachers to reflect on and rate your building as a group. A rating of “1” indicates the work has not yet begun; a rating of “2” indicates the work has begun, but may not be fully implemented or exemplary; a rating of “3” indicates the work is implemented and exemplary. Mark “NI” if you need more information to rate your building.

Practice	1	2	3	NI
1. Staff is familiar with the Ready School concept; time is devoted during staff meetings to discussion and planning.				
Evidence:				
2. The importance of learning and experiences prior to school entry is understood, valued and appreciated as a contribution to children’s readiness and success.				
Evidence:				
3. The school has a written vision statement that incorporates Ready School principles.				
Evidence:				
4. The school/community demographic data has been gathered and analyzed.				
Evidence:				
5. A Ready School Action Plan has been created.				
Evidence:				
6. Progress toward Ready School Action Plan goals is monitored and refined as needed.				
Evidence:				
7. Educational continuity exists from preschool through the early grades.				
Evidence:				

Follow-up: After you complete your self-assessment ratings, review your findings as a leadership team. For those areas receiving a rating of “1”, identify the steps you need to take to begin implementation, the resources needed, and timeline for accomplishing these steps. For those areas receiving a rating of “2”, identify what needs to happen to move your building practices to full implementation at the exemplary level. For those areas receiving a rating of “3”, congratulate yourselves and determine how you will maintain this same level of exemplary implementation.

Ohio Ready Schools Self-assessments

Transition Self-assessment

Please select the role that best describes the current position you hold:

- Staff (k to grade 2)
 District Administrator
 Community Agency
 Staff (grade 3 to 5)
 Early Childhood (Pre-School, Daycare, Head Start)
 Parent
 Other (please specify)

Instructions: Using the self-assessment tool below, rate your building practices using the following scale and document any evidence to support your rating for each item. Convene a team of administrators and teachers to reflect on and rate your building as a group. A rating of “1” indicates the work has not yet begun; a rating of “2” indicates the work has begun, but may not be fully implemented or exemplary; a rating of “3” indicates the work is implemented and exemplary. Mark “NI” if you need more information to rate your building.

Practice	1	2	3	NI
1. Staff is familiar with the research on transition Evidence:				
2. The school has a system of screening all kindergarten children, and screening information is communicated to families in a timely manner. Evidence:				
3. Families are linked with needed resources and services; staff facilitates linkages if necessary. Evidence:				
4. Data used from screening supports student learning and identifies appropriate and timely referrals. Evidence:				
5. Staff has assessed communication practices that are part of the transition activities. Evidence:				
6. Staff welcomes new students and their families throughout the year through defined activities. Evidence:				
7. Staff plans and communicates regularly with preschool representatives in developing transition activities. Evidence:				
8. Staff members meet regularly, grade level to grade level, to plan for educational continuity. Evidence:				
9. School staff and the early childhood community plan shared professional development according to needs. Evidence:				
10. There is an organized team or group developing transition activities and a person assigned to coordinate the plan and to assure that timelines are met. Evidence:				
11. Transition practices are evaluated and refined on the basis of results. Evidence:				

Follow-up: After you complete your self-assessment ratings, review your findings as a leadership team. For those areas receiving a rating of “1”, identify the steps you need to take to begin implementation, the resources needed, and timeline for accomplishing these steps. For those areas receiving a rating of “2”, identify what needs to happen to move your building practices to full implementation at the exemplary level. For those areas receiving a rating of “3”, congratulate yourselves and determine how you will maintain this same level of exemplary implementation.

Ohio Ready Schools Self-assessments

Supportive Environments Self-assessment

Please select the role that best describes the current position you hold:

- Staff (k to grade 2)
 District Administrator
 Community Agency
 Staff (grade 3 to 5)
 Early Childhood (Pre-School, Daycare, Head Start)
 Parent
 Other (please specify)

Instructions: Using the self-assessment tool below, rate your building practices using the following scale and document any evidence to support your rating for each item. Convene a team of administrators and teachers to reflect on and rate your building as a group. A rating of “1” indicates the work has not yet begun; a rating of “2” indicates the work has begun, but may not be fully implemented or exemplary; a rating of “3” indicates the work is implemented and exemplary. Mark “NI” if you need more information to rate your building.

Practice	1	2	3	NI
1. The school’s physical environment is clean and in good repair. Evidence:				
2. Research related to the importance of the physical learning environment is known and used to make decisions. Evidence:				
3. The learning atmosphere is warm and welcoming to children and families. Evidence:				
4. The learning environment is designed to meet the needs of young children. Evidence:				
5. Learning activities are designed with an understanding of the principles of how young children learn. Evidence:				
6. Classroom materials are sufficient in quantity and are in good condition. Evidence:				
7. The school promotes the physical well-being of children. Evidence:				
8. The school promotes the social-emotional well-being of children. Evidence:				

Follow-up: After you complete your self-assessment ratings, review your findings as a leadership team. For those areas receiving a rating of “1”, identify the steps you need to take to begin implementation, the resources needed, and timeline for accomplishing these steps. For those areas receiving a rating of “2”, identify what needs to happen to move your building practices to full implementation at the exemplary level. For those areas receiving a rating of “3”, congratulate yourselves and determine how you will maintain this same level of exemplary implementation.

Ohio Ready Schools Self-assessments

Standards, Instruction and Assessment Self-assessment

Please select the role that best describes the current position you hold:

- Staff (k to grade 2) District Administrator Community Agency
 Staff (grade 3 to 5) Early Childhood (Pre-School, Daycare, Head Start) Parent
 Other (please specify)

Instructions: Using the self-assessment tool below, rate your building practices using the following scale and document any evidence to support your rating for each item. Convene a team of administrators and teachers to reflect on and rate your building as a group. A rating of “1” indicates the work has not yet begun; a rating of “2” indicates the work has begun, but may not be fully implemented or exemplary; a rating of “3” indicates the work is implemented and exemplary. Mark “NI” if you need more information to rate your building.

Practice	1	2	3	NI
1. Staff members are knowledgeable about state academic content standards. Evidence:				
2. Teachers have regularly scheduled planning time across and within grades. Evidence:				
3. School staff members have a common understanding of formal and informal assessment practices. Evidence:				
4. Teachers use data to understand their teaching practices and work toward more effective strategies. Evidence:				
5. Teachers set learning goals that align to the standards and share those goals with students. Evidence:				
6. Staff members have mapped the curriculum across the grades and use the academic content standards to vertically align instructional experiences. Evidence:				
7. Teachers use formative assessment to monitor progress toward meeting grade-level indicators and convey clear expectations to students and families. Evidence:				
8. Teachers analyze assessment results to evaluate and improve their lessons and to design instructional strategies. Evidence:				
9. Teachers deliver research-based lessons and inform students about the skills they will be learning. Evidence:				
10. Teachers for each grade use assessment mapping to align instruction to assessment. Evidence:				
11. Teachers engage in collaborative discussions and demonstrations designed to enhance their knowledge base about teaching and learning. Evidence:				

Follow-up: After you complete your self-assessment ratings, review your findings as a leadership team. For those areas receiving a rating of “1”, identify the steps you need to take to begin implementation, the resources needed, and timeline for accomplishing these steps. For those areas receiving a rating of “2”, identify what needs to happen to move your building practices to full implementation at the exemplary level. For those areas receiving a rating of “3”, congratulate yourselves and determine how you will maintain this same level of exemplary implementation.

Ohio Ready Schools Self-assessments

Diversity Self-assessment

Please select the role that best describes the current position you hold:

- Staff (k to grade 2)
 District Administrator
 Community Agency
 Staff (grade 3 to 5)
 Early Childhood (Pre-School, Daycare, Head Start)
 Parent
 Other (please specify)

Instructions: Using the self-assessment tool below, rate your building practices using the following scale and document any evidence to support your rating for each item. Convene a team of administrators and teachers to reflect on and rate your building as a group. A rating of “1” indicates the work has not yet begun; a rating of “2” indicates the work has begun, but may not be fully implemented or exemplary; a rating of “3” indicates the work is implemented and exemplary. Mark “NI” if you need more information to rate your building.

Practice	1	2	3	NI
1. Staff understands the research on culture and diversity and its effect on student achievement. Evidence:				
2. Staff is knowledgeable about the different cultures from which their children come. Evidence:				
3. Formal and informal structures are in place to solicit information from families regarding home culture. Evidence:				
4. Staff differentiates instruction for all children when needed. Evidence:				
5. Staff utilizes the principles of Universal Design for Learning. Evidence:				
6. Staff utilizes research-based methods for working with English language learners. Evidence:				
7. Staff understands the effects of poverty on children and works to minimize the effects. Evidence:				
8. All children have individualized learning plans. Evidence:				

Follow-up: After you complete your self-assessment ratings, review your findings as a leadership team. For those areas receiving a rating of “1”, identify the steps you need to take to begin implementation, the resources needed, and timeline for accomplishing these steps. For those areas receiving a rating of “2”, identify what needs to happen to move your building practices to full implementation at the exemplary level. For those areas receiving a rating of “3”, congratulate yourselves and determine how you will maintain this same level of exemplary implementation.

Ohio Ready Schools Self-assessments

Home-School-Community Self-assessment

Please select the role that best describes the current position you hold:

- Staff (k to grade 2)
 District Administrator
 Community Agency
 Staff (grade 3 to 5)
 Early Childhood (Pre-School, Daycare, Head Start)
 Parent
 Other (please specify)

Instructions: Using the self-assessment tool below, rate your building practices using the following scale and document any evidence to support your rating for each item. Convene a team of administrators and teachers to reflect on and rate your building as a group. A rating of “1” indicates the work has not yet begun; a rating of “2” indicates the work has begun, but may not be fully implemented or exemplary; a rating of “3” indicates the work is implemented and exemplary. Mark “NI” if you need more information to rate your building.

Practice	1	2	3	NI
1. Staff is familiar with the research and literature on family involvement in the education process. Evidence:				
2. Staff is aware of the community-based services and resources. Evidence:				
3. Relationships are established with community-based providers to support children and families. Evidence:				
4. Staff provides families with information about how to access community-based services and resources if needed.. Evidence:				
5. Staff solicits feedback from families regarding how they want to be involved in the life of the school. Evidence:				
6. Families are provided with multiple opportunities to volunteer or to be involved in school activities. Evidence:				
7. Families can access information about school events in multiple ways. Evidence:				
8. School events are scheduled at times that are convenient for working families. Evidence:				
9. Families receive information on a regular basis about classroom learning experiences. Evidence:				
10. Families are provided with information and support about how best to support learning at home. Evidence:				
11. The school has a family resource center. Evidence:				

Follow-up: After you complete your self-assessment ratings, review your findings as a leadership team. For those areas receiving a rating of “1”, identify the steps you need to take to begin implementation, the resources needed, and timeline for accomplishing these steps. For those areas receiving a rating of “2”, identify what needs to happen to move your building practices to full implementation at the exemplary level. For those areas receiving a rating of “3”, congratulate yourselves and determine how you will maintain this same level of exemplary implementation.

Ohio Ready Schools Self-assessments

Adult Learning Communities Self-assessment

Please select the role that best describes the current position you hold:

- Staff (k to grade 2)
 District Administrator
 Community Agency
 Staff (grade 3 to 5)
 Early Childhood (Pre-School, Daycare, or Head Start)
 Parent
 Other (please specify)

Instructions: Using the self-assessment tool below, rate your building practices using the following scale and document any evidence to support your rating for each item. Convene a team of administrators and teachers to reflect on and rate your building as a group. A rating of “1” indicates the work has not yet begun; a rating of “2” indicates the work has begun, but may not be fully implemented or exemplary; a rating of “3” indicates the work is implemented and exemplary. Mark “NI” if you need more information to rate your building.

Practice	1	2	3	NI
1. Staff members are provided with time, coaching and mentoring to enhance their teaching practices. Evidence:				
2. Student achievement is the focus of professional learning. Evidence:				
3. A process is in place to evaluate the effectiveness of professional development. Evidence:				
4. Families are provided with learning opportunities that support student achievement. Evidence:				
5. Families are connected with learning opportunities in the community, if needed. Evidence:				
6. Staff members engage in shared professional development with the early childhood community. Evidence:				
7. Staff members connect with other community-based organizations to promote children’s and families’ well-being. Evidence:				
8. Staff members design and conduct action research in the service of learning. Evidence:				

Follow-up: After you complete your self-assessment ratings, review your findings as a leadership team. For those areas receiving a rating of “1”, identify the steps you need to take to begin implementation, the resources needed, and timeline for accomplishing these steps. For those areas receiving a rating of “2”, identify what needs to happen to move your building practices to full implementation at the exemplary level. For those areas receiving a rating of “3”, congratulate yourselves and determine how you will maintain this same level of exemplary implementation.