# Acceleration Roadmap: Educator Self-Assessment

**Introduction**

The Acceleration Roadmap is a tool for teachers and school/building administrators in Massachusetts. It is designed to provide a focused and phased approach to supporting students as they begin the 2021-2022 school year, a year that will lay the foundation for accelerated learning over the next several years. The roadmap is organized around three overarching priorities, which are grounded in research and were developed through extensive stakeholder feedback. These priorities are to:

1. Foster a sense of belonging and partnership among students and families

2. Continuously monitor students’ understanding

3. Ensure strong grade-appropriate instruction with just-in-time scaffolds when they are needed

Within each priority, our approaches are designed to create equitable experiences and outcomes for all your students in a manner that is affirming of their race, identity, home language, and unique abilities.

**Consider your context**

We recognize that many educators and administrators may already have a plan in place for some or all the listed action steps within the roadmap. Given the different places schools and educators are in and the need to set the conditions for sustainable change, we encourage you to use this self-assessment with to identify what you already have in place, and focus on one additional step at a time, working your way down the list as you and your team are ready. Please note that this self-assessment primarily focuses on preparing for a strong start to the school year, or phases 1 and 2 from the Roadmap. You should consider how you will conduct a similar self-assessment for phases 3 and 4 of the Roadmap, once the school year is underway. We recommend that you complete this self-assessment alongside the Roadmap, which includes more detail and resources to support you with the “related actions”.

**Plan Strategically**

Depending on where each classroom, school, and district is starting from, it may not be feasible to incorporate all the suggested steps in one year. Rather, the goal of this tool is to help educators and administrators identify high-priority goals and action steps that will best serve students in their unique context and to deepen educators’ and administrators’ commitment to action steps that they have already implemented. TNTP will use this self-assessment in upcoming webinars to support educators’ and administrators’ use of the Acceleration Roadmap to set priorities and create an action plan.

**Completing the Self-Assessment**

We recommend that you complete this self-assessment alongside the Roadmap, which includes more detail and resources to support you with the “related actions”. Since this self-assessment is designed to be used throughout the summer, respond to the questions based on what your current state of where you are with your summer planning and how you ended the school year.

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| Priority 1: Welcome students and families to your classroom | | | |
| **IN MY CLASSROOM…** | **RELATED ACTIONS** | **YES** | **NO** |
| **Students feel welcome** | * I set a vision for a welcoming, supportive, and inclusive classroom environment |  |  |
| * My vision is built for all students, including students from groups that are commonly marginalized or not part of the dominant culture group |  |  |
| * I engage students in activities that support building early relationships |  |  |
| * I align my academic objectives to SEL objectives to support development of social and emotional competencies |  |  |
| **I seek student and family input and feedback to inform my efforts** | * I gather information about students’ and families’ experiences, wellbeing, and engagement needs, providing translation and interpretation where necessary |  |  |
| * I collect previous attendance data for incoming students |  |  |
| * I have a communication tracking tool to reflect on and monitor my practices |  |  |
| * I solicit student and family feedback to ensure my efforts are informed by, and reflective of, their values and priorities |  |  |
| **I foster strong partnerships with all families** | * I have a communication plan that identifies times and methods for when I will establish contact with each family |  |  |
| * I have a communication goal that fits within my plan and unique context, such as establishing a short, positive conversation with at least 90% of my families by the end of the first week of school |  |  |
| * I regularly administer a brief student engagement survey to collect information on student engagement during lessons |  |  |

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| Priority 2: Establish systems to monitor students’ understanding | | | |
| **IN MY CLASSROOM…** | **RELATED ACTIONS** | **YES** | **NO** |
| **I collect timely and relevant academic data from students** | * I have an updated scope and sequence that includes time to collect timely and relevant academic data in a manner that fits my content area |  |  |
| * I have an assessment calendar that includes dates for systemwide screeners and curriculum embedded assessments |  |  |
| * I incorporate alternative ways of demonstrating comprehension for beginning to intermediate ELs, such as responding orally instead of in writing and encouraging their use of their home language |  |  |
| * I collaborate with special education teachers to design and reflect on assessments that are aligned to learning goals and free of barriers |  |  |
| **I analyze data and use it to plan for instruction** | * I have a plan for upcoming school data-distribution dates with an understanding of how and when the data will be used to inform instruction |  |  |
| * I collect any available assessment data from the previous year or summer that provides information on potential instruction gaps at the student and/or class/cohort level |  |  |
| * I set up systems to collaborate with ESL teachers and/or instructional specialists to analyze formative assessments alongside language proficiency data to identify strengths and areas for growth |  |  |
| * I set up systems to collaborate with special education teachers to revisit IEP goals, determine progress, and discuss how to leverage students’ strengths to achieving their goals. |  |  |
| * I use curriculum-embedded tasks or questions from the unit as a pre-assessment, being sure to assess the aligned standards or prerequisite standards |  |  |
| * Where gaps are identified, I determine prerequisite standards that could be integrated into grade level units of study to support grade-level mastery |  |  |
| * I plan formative assessments for between and within lessons |  |  |

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| Priority 3: Review and adjust curriculum and pacing guides-grade appropriate actions | | | |
| **IN MY CLASSROOM…** | **RELATED ACTIONS** | **YES** | **NO** |
| **I use high-quality, grade-appropriate curricular and instructional materials** | * I evaluate the quality and grade-appropriateness of my current curriculum against the CURATE rubric and make adjustments, where necessary |  |  |
| * I reflect on my own instructional practice to ensure I am holding high, transparent expectations for all students and supporting the development of students’ academic skills and identities as learners |  |  |
| * I collaborate with English language development teachers and/or instructional specialists to prioritize teaching language skills and vocabulary that are embedded in the curriculum and content standards to accelerate the development of language and content simultaneously |  |  |
| **I provide differentiated just-in-time interventions to address instructional gaps from the previous year** | * I adapt my pacing guide to include time for just-in-time interventions to fill in learning gaps from last year while prioritizing grade-level content |  |  |
| * I identify language demands and provide linguistic supports to scaffold content for English learners. |  |  |
| * I anticipate and plan for potential barriers to learning by designing flexible lessons and learning environments |  |  |
| * I proactively plan scaffolding strategies for daily or weekly lessons according to the learning objective, target standard(s), and my students’ needs |  |  |
| * I incorporate multiple appropriate entry points that maintain rigorous expectations for students at different English language proficiency levels and for students with learning disabilities |  |  |