NYC Public Schools

Quality Review 2024-2025
Self-Evaluation Form (SEF)

Name of School Leader:	
Name and DBN of School:	
School Telephone Number:	
School Leader Direct Phone Number:	
Number of Years as Leader of this School:	

Purpose

This document serves to capture the school leader and school community's evaluation of school practices and the impact of those practices. A new structure this year for the Quality Review is the ability to share artifacts ahead of the school visit to support the reviewer in learning more about your school community. It is *not* meant to be a comprehensive analysis of every aspect of the school, but your responses are valuable in helping us to understand your learning community.

Guidance

The document has four sections: School Community, Curriculum, Pedagogy, and Assessment. Within each section, please respond to the questions and list the document names of any related artifacts that support your responses that you are uploading to the shared SharePoint folder. The entire document **should not exceed 8 pages**.

Ahead of completing the SEF, it is strongly suggested that you review the following documents to make informed responses to the questions in this SEF.

 Quality Review Resources:
- o NYC School Quality Rubric
  - ▪ *Page two includes definitions of the key terms you will find in the SEF*
- o NYC School Quality Rubric Big Ideas
- o 2024-2025 Quality Review Guide for School Leaders

Completing the SEF:
- Please use the SharePoint link sent to you in the school notice sent by our Program Associate to upload your completed SEF and for submitting artifacts throughout the entire review process. This is also where you will save online versions of the artifacts you wish to share related to 1.1 Curriculum, 1.2 Pedagogy, 2.2 Assessment.
  - o If your school uses a different platform (Google, etc.) and prefers to share materials that way please provide the reviewer access.
- Draw on a wide base of evidence and take the views of staff, students, and families into account. You are strongly encouraged to collaborate with members of your school community to complete this form.
  - o Ensure your responses address all bullets in each section. Responses should be focused on the following:
    - ▪ Statements of practices (actions your school has taken toward school improvement.)
    - ▪ Statements of impact (results of those practices that can be connected to teacher practice and student engagement, participation, and achievement).
  - For example: *Regularly scheduled teacher collaboration to review student work and discuss adjustments in classroom practices based on discovered student needs have* **resulted** *in an increase in student outcomes on benchmark assessments.*
- As you identify artifacts that relate to the topics identified in each section, save them to the online folder and check them off in the Uploaded column.

Submission

Please ensure that the completed **Self Evaluation Form (SEF)** Is saved to the **online folder** by the date listed in your Quality Review notification email.

As you reflect on your school community, please keep in mind the demographic backgrounds of your students and the historically marginalized groups represented in your school community. Please consider the following guiding questions and the impact of the work in your school:

Guiding Questions:

Why did you opt to have a Quality Review this year?

Are there any unique features of your school or your school community that should be highlighted and that inform your decisions around curricula, instruction, and assessments?

Please share with us any demographic factors that you have taken into consideration when planning your instructional focus and priorities for this school year.

Instructional Core: 1.1 Curriculum

As you reflect on curricula at your school, please keep in mind the demographic backgrounds of your students and the historically marginalized groups represented in your school community. Please consider the following guiding questions and the impact of the work in your school:

Guiding Questions:

What decisions have been made this year to align curricula to State standards and expectations for culturally responsive and sustaining educational practices?

How do curricula and academic tasks demonstrate planning for access for varied learners and emphasize rigorous habits and higher-order skills for **all learners**, including all demographic groups represented within the school population including historically marginalized groups?

What has been the impact of these curricular decisions for all learners in the school?

Documents needed for this section:
The following area is for general guidance and is not intended to be an exhaustive list. During the school visit, the reviewer may request additional information that illustrates specific practices or artifacts that serve as evidence of the impact of those practices.

Additionally, please note that you may not have exactly what is listed but do have something similar or relevant to this section. Please utilize the "others" row for these documents.

Requested Artifacts	Uploaded
Mission statement/vision statement	
Statement of Instructional Focus and rationale (if the rationale is memorialized)	
Curricula: Please provide samples* of curricula, across grades and content areas, that provide evidence of the: • The abilities represented, as well as the racial, linguistic, and culturally diverse population of your school (as identified in the Introduction Section) • Alignment to State standards • Your school's area of specialty (if applicable, i.e.: music and art, culinary arts, etc.) For Elementary Schools: • Please submit at least one sample curricula from English Language Arts that meets the criteria above. For High Schools: • Please submit at least one sample curricula from 9th grade Algebra that meets the criteria above. *Curricula samples do not need to be from every grade or content area, but they should be from a variety of subjects and levels. Consider the bullet points above when selecting curricula to share. Please note: If any curricula have been recently revised, please highlight where adjustments were made.	
Others (please describe)	

Instructional Core: 1.2 Pedagogy

As you reflect on pedagogy at your school, please keep in mind the demographic backgrounds of your students and the historically marginalized groups represented in your school community. Please consider the following guiding questions and the impact of the work in your school:

Guiding Questions:

What are the school community's core beliefs about how students learn best, and what common classroom practices align to curricula and illustrate these beliefs?

How do teaching strategies provide multiple entry points into the curricula and opportunities for students to demonstrate their thinking and how is this reflected in student work products and discussions?

What has been the impact of aligning instruction, curricula and teaching to your school community's core beliefs for all learners in the school?

Documents needed for this section:

The following area is for general guidance and is not intended to be an exhaustive list. During the school visit, the reviewer may request additional information that illustrates specific practices or artifacts that serve as evidence of the impact of those practices.

Additionally, please note that you may not have exactly what is listed but do have something similar or relevant to this section. Please utilize the "others" row for these documents.

Requested Artifacts	Uploaded
Artifacts for teaching practice alignment Please upload artifacts, such as professional development calendars, teacher team minutes, cabinet minutes, instructional learning team minutes, etc., that illustrate the alignment of teacher pedagogy with the school community's beliefs about how students learn best.	
Others (Please describe)	

Instructional Core: 2.2 Assessments

As you reflect on assessments at your school, please keep in mind the demographic backgrounds of your students, and the historically marginalized groups represented in your school community. Please consider the following guiding questions and the impact of the work in your school:

Guiding Questions:

What are schoolwide practices for assessment and equitable grading, and how do these practices support providing feedback to all students?

What are the expectations for checks for understanding and self-assessment during instruction and how are these checks integrated into adjusting future planning?

What has been the impact of assessment decisions for all learners in the school?

Documents needed for this section:
The following area is for general guidance and is not intended to be an exhaustive list. During the school visit, the reviewer may request additional information that illustrates specific practices or artifacts that serve as evidence of the impact of those practices.

Additionally, please note that you may not have exactly what is listed but do have something similar or relevant to this section. Please utilize the "others" row for these documents.

Requested Artifacts	Uploaded
Assessment Tools Please provide samples of **completed** assessment tools, such as rubrics, exit tickets, assessment tools, etc. that are used across the school.	
Assessment Calendar	
Grading Policy	
Analyzed Data Please share evidence of: • Student progress or increased mastery, highlighting identified groups of students • Data analysis and any data-informed curricular or instructional adjustments Please provide analyzed data samples across core content areas including ELA/English, Math/Algebra, Science/Biology and Social Studies/History.	
Student Work Samples - Optional You have the opportunity to provide five student work samples that best demonstrate your expectations for high levels of student thinking and participation, and that also includes feedback from peers, teachers, and/or students themselves. This should be across grades and subjects.	
Others (please describe)	