

## Self-Assessment: Essential knowledge, skills, and abilities to engage in inquiry and action cycles

This self-assessment is designed to give you information about your current knowledge, skills, and abilities related to cycles of inquiry and action. Engaging in cycles of inquiry is a way to understand and address issues of key importance to your work. Cycles help you use data to educate on racial issues and raise racial consciousness, expand and create access for those who have historically been excluded, and illuminated barriers that lead to inequities. Through collaboration, discussion, inquiry, and data-informed decision making the PSESD can move closer to our goal of eliminating the opportunity gap and becoming an Antiracist Multicultural Organization. This is why *Data Informed: Understand our local educational issues and target needs* is one of our agency foundational strategies.

There are a number of data types you could use in your work. They might include:

- enrollment
  - demographic
  - performance
  - children, family, staff engagement
  - health/mental health
  - college and career readiness
  - teacher
  - program
- food and nutrition
  - financial
  - transportation
  - school
  - early childhood
  - college and university
  - workforce



*Self-assessment instructions: The assessment is organized by stages of the cycle of inquiry and action. For each knowledge area, skill or ability select the learning level that best describes you. Also select whether each is a learning priority for you. At the end of each section add up the total times you selected each learning level. This gives you an overall view of your areas of strength and growth for that stage of the cycle of inquiry and action. This information may be helpful to you as you plan your professional learning priorities.*

### LEARNING LEVELS

**Novice:** I'm just starting to learn, and I don't really understand it yet

**Apprentice:** I am starting to get it, but I need someone to coach me through it

**Practitioner:** I can mostly do it by myself, but sometimes I get stuck

**Expert:** I understand it well and could teach it to someone else

<b>IDENTIFY ISSUES: What do we want to know? What data might be relevant? How will we access the relevant data?</b>		<b>Novice</b>	<b>Apprentice</b>	<b>Practitioner</b>	<b>Expert</b>	<b>This is a learning priority for me</b>
1	Recognize when information is needed to inform a decision and direct an action					
2	Work with people of color (staff, families, students, school staff and community members) to identify priority issues of concern					
3	Define a meaningful and achievable scope of exploration for your identified issue					
4	Clearly articulate the issue at hand as a critical question					
5	Work with people of color (staff, families, students, school staff and community members) affected by the issue you are tackling to assess what relevant data are already available, especially data disaggregated by race and ethnicity, and where there are gaps					
6	Work with people of color (staff, families, students, school staff and community members) affected by the issue you are tackling to seek additional data that are accurate, valid, reliable, timely, and relevant					
7	Facilitate group processes to support the Identify Issues stage					
<b>TOTAL</b>						
<b>UNDERSTAND ISSUES: What skills and tools do we need to analyze the data? What do the data tell us?</b>		<b>Novice</b>	<b>Apprentice</b>	<b>Practitioner</b>	<b>Expert</b>	<b>This is a learning priority for me</b>
8	Use data to understand how a program, policy or procedure increased opportunity and/or access for those who have historically been excluded					
9	Analyze data with people of color (staff, families, students, school staff and community members) affected by the issue you are tackling					
10	Lead and/or participate in challenging conversations that may arise when looking at data with a racial equity lens					
11	Format data in a way that supports analysis and interpretation					
12	Understand key quantitative and qualitative data terms and concepts					
13	Assess the quality, assumptions, and limitations of the data					
14	Interpret data displays (charts and tables)					
15	Understand how data collection tools collect demographic data, including race and ethnicity					
16	Facilitate group processes to support the Understand Issues stage					
<b>TOTAL</b>						

<b>DIAGNOSE CAUSES: What are our conclusions? What are the root causes of our problem?</b>		<b>Novice</b>	<b>Apprentice</b>	<b>Practitioner</b>	<b>Expert</b>	<b>This is a learning priority for me</b>
17	Use the focus issue and the data you have analyzed to formulate a problem statement					
18	Engage people of color (staff, families, students, school staff and community members) affected by the issue you are tackling to identify potential root causes of the issue					
19	Use various protocols to identify potential root causes of a problem					
20	Work with people of color (staff, families, students, school staff and community members) affected by the issue you are tackling to identify the problem(s) of practice related to the root causes					
21	Facilitate group processes to support the Diagnose Causes stage					
<b>TOTAL</b>						
<b>PLAN AND TAKE ACTION: What will we do? How will we know it is effective? How will we keep momentum going?</b>		<b>Novice</b>	<b>Apprentice</b>	<b>Practitioner</b>	<b>Expert</b>	<b>This is a learning priority for me</b>
22	Work with people of color (staff, families, students, school staff and community members) affected by the issue you are tackling to identify best practices strategies to address the problem(s) of practice					
23	Write clear and measurable end state descriptions that focus on eliminating racial inequities					
24	Create a logic model or other description of how your proposed strategies will lead to your intended outcomes					
25	Develop a detailed action and monitoring plan					
26	Facilitate group processes to support the Plan and Take Action stage					
<b>TOTAL</b>						

<b>EVALUATE RESULTS: What effects did our actions have? What are the next steps?</b>		<b>Novice</b>	<b>Apprentice</b>	<b>Practitioner</b>	<b>Expert</b>	<b>This is a learning priority for me</b>
27	Create an evaluation plan with people of color (staff, families, students, school staff and community members) affected by the issue you are tackling					
28	Analyze evidence on the impact of the initiative with people of color (staff, families, students, school staff and community members) affected by the issue you are tackling					
29	Determine findings and conclusions based on the evidence with people of color (staff, families, students, school staff and community members) affected by the issue you are tackling					
30	Communicate the findings and conclusions to stakeholders to inform next steps in the continuous improvement process					
31	Know how to reflect on what went well, what didn't go as planned, and what steps need to be taken next					
32	Facilitate group processes to support the Evaluate Results stage					
<b>TOTAL</b>						

**Reflection:** *What are your areas of strength and opportunities for growth related to inquiry and action cycles? What are your learning priorities? What types of supports do you need to begin work on your learning priorities?*