

Fall '09 Pilot  
Version

NAF Self-Assessment Tool  
Academy of Engineering Version  
INTRODUCTION



## WELCOME

Welcome to the National Academy Foundation "Academy Self-Assessment Tool" - Fall '09 pilot version for AOE.

Recent studies have validated two important facts: 1) NAF's career academy model, when implemented fully, results in remarkable outcomes for students, and 2) only a handful of schools in the NAF network fully implement all aspects of the NAF model. The reality is that there are many different "flavors" of academies in the NAF network, and thus, many different degrees of success.

In order to have a **greater impact** on **more students nationwide**, NAF seeks to foster **greater fidelity** to its **model** among Network schools. This self-assessment tool is one step in a determined journey toward that end.

Please note that this tool is intended for NAF Academies that are current with all NAF fees and data reporting. Academies should be prepared to provide NAF with evidence to support their scores.

## PURPOSE

The Academy Self-Assessment Tool is designed to accomplish four broad goals:

- 1) Guide NAF Academies towards higher levels of effectiveness with students using the NAF model.
- 2) Allow NAF Academies to place themselves within NAF's new membership structure.
- 3) Help academies determine which network participation and growth opportunities best suit their needs.
- 4) Help NAF learn about network strengths, challenges, and effective practice.

## FORMAT

The Academy Self-Assessment Tool is structured around four sections that reflect the key "pillars" of the NAF career academy model:

Section 1: Academy Development  
Section 2: Advisory Board

Section 3: Curriculum  
Section 4: Internships

Within each of these four sections, Academies are asked to self-evaluate their performance around two types of factors: **Membership** Features and **Growth** Features.

The **Membership Inventory** lists program features necessary for Academies following the NAF model. In essence, these are the "non-negotiable" factors that make NAF programs unique in the world of high school reform models. A total of 13 Membership Factors are presented, three to four per section. A simple scoring system is included to help Academies determine where they currently fit within the continuum of NAF's new membership structure.

The **Growth Inventory** includes additional program features that reflect NAF's "gold standard" of Academy design and implementation. While not evaluated for membership purposes, these factors highlight Network's best practices and represent key leverage points for increasing academy capacity and producing better results with students.

**USING THE TOOL**

1. NAF suggests that a **team** of individuals at each school work **collaboratively** to complete this self-assessment tool.
2. For the **Membership Inventory** portion of each section, enter the number "1" below the descriptor that most closely corresponds to your Academy's level of practice. (example below)

	BEGINNING PRACTICE	GROWING PRACTICE	SUSTAINING PRACTICE	EXEMPLARY PRACTICE
<b>Internship Preparation</b>	Internship preparation is unstructured and does not build from one year to the next	Internship preparation activities are offered to students prior to starting their internship	All students participate in workplace learning and internship preparation activities each year	All students participate in a structured sequence of workplace learning and internship preparation activities each year
Rating		<b>1</b>		

Enter a "1" in the cell under the descriptor that most closely matches the practice of your academy

3. The **Evidence** column lists documentation that could be used to verify academy performance for each dimension. The items listed are suggestions only - **Academies are not required to enter additional text here**. Some of this data is reported elsewhere through the NAF Data Center. In the future, Academies may be asked by NAF to provide additional evidence to support their scores in selected areas.

	BEGINNING PRACTICE	GROWING PRACTICE	SUSTAINING PRACTICE	EXEMPLARY PRACTICE	Evidence
<b>NAF Courses Taught and Taken</b> <small>*or approved alternatives</small>	2 NAF courses* are taught and taken by the Academy cohort	3-4 NAF courses* are taught and taken by the Academy cohort over 3-4 years	5-6 NAF courses* are taught and taken by the Academy cohort over 3-4 years	7-8 NAF courses* are taught and taken by the cohort over 4 grade levels with substantial evidence of integration with core academic content	<i>Official school Course Guide</i>
Rating					

Suggested evidence is listed in this column - Academies are **not** required to add any text here.

4. For the **Growth Inventory** portion of each section, read the descriptor and best practice examples and enter the number "1" in the cell next to the descriptor that best describes your academy's degree of implementation of that factor. Items on the Growth Inventory can provide your Academy with specific ideas on how to make progress in the career academy work at your school. (example below)

FACTOR	DESCRIPTION	BEST PRACTICE EXAMPLES	SELF-RATING	
<b>Member Engagement</b>	All Advisory Board members are engaged in a variety of activities in and out of school to support teachers and students and increase awareness of the career field.	<ul style="list-style-type: none"> <li>• Advisory Board members help set up and run job shadowing and mock interview programs</li> <li>• Advisory Board members provide externships for Academy teachers</li> <li>• Advisory Board members encourage fellow employees to participate in Academy mentoring program</li> </ul>	Not yet in place	
			<b>1</b>	Somewhat in place
			Fully in place	

Enter a "1" in the cell next to the descriptor that most closely matches your academy's degree of implementation of that factor

5. After completing both the Membership and Growth portions of Sections 1-4, go to the **Membership Stages** and **Team Participation** pages, fill out your academy and team contact information and see your overall score.

Contact Information	
Please type in contact information below	
School Name	
Academy Name	
Contact Name	
Contact E-mail	
Date Completed	

Type in contact information on the Membership Stages page as well as team member information on the Team Participation page.

6. Finally, **SAVE THIS DOCUMENT** and include your academy or school name in the file name.

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## Section 1: ACADEMY DEVELOPMENT - Membership Inventory

	BEGINNING PRACTICE	GROWING PRACTICE	SUSTAINING PRACTICE	EXEMPLARY PRACTICE	Evidence
<b>Student Participation and Recruitment</b>	A career academy exists at the school, however it is not open to all students	Academy participation is open to all students, Academy demographics mirror that of the school	Academy participation is open to all students, Academy demographics mirror that of the school, outreach efforts used to target students who would most benefit from the Academy	Academy participation is open to all students, Academy demographics mirror that of the school, outreach efforts used to target students who would most benefit from the Academy, recruitment efforts yield stable or growing enrollment across all grades over time	<i>Description of recruitment policies, plans, and results</i>
Rating					
<b>Academy Enrollment</b>	Academy enrolls students in a two year program	Academy is a 3-4 year program and enrolls 30-50 students in each grade level	Academy is a 3-4 year program and enrolls 51-75 students in each grade level	Academy is a 4 year program and enrolls over 75 students in each grade level	<i>Class rosters for Academy sections</i>
Rating					
<b>Cohort Schedule</b> <i>(NAF Students take classes w/ Academy teachers)</i>	Less than 70% of Academy students scheduled as a cohort	71-80% of Academy students scheduled as a cohort	81-95% of Academy students scheduled as a cohort	96-100% of Academy students scheduled as a cohort	<i>Class rosters for Academy sections</i>
Rating					
<b>Academy Director Position</b>	Academy Director is a teacher with no release time or additional compensation	Academy Director is teacher with one period of release time	Academy Director is teacher with more than one period of release time	Academy Director is a non-teaching staff or a teacher who spends the majority of their time as Director	<i>Self-report</i>
Rating					

## Section 1: ACADEMY DEVELOPMENT - Growth Inventory

FACTOR	DESCRIPTION	BEST PRACTICE EXAMPLES	SELF-RATING	
<b>Academy Leadership Team</b>	Academy Team fully participates in program design and decision making. Team includes Director, Academy Teachers (including non-theme teachers), school administrators, parents, students, community business partners, higher education partners.	Director facilitates monthly meetings of Academy Team Team includes student, parent, and Board representatives/liasons Team reviews student performance data and plan workplace learning opportunities		Not yet in place
				Somewhat in place
				Fully in place
<b>Student Awareness and Voice</b>	There are mechanisms that help students and their parents become fully aware of the NAF Academy model, including the courses, resources and opportunities available to them. Students are integral to decision-making at all levels of planning and are represented on the Advisory Board.	Academy makes a concentrated effort to ensure students know they are enrolled in a career academy that is part of a national network Academy students sit on Leadership Team and Advisory Board Academy students regularly attend regional and national NAF-sponsored events		Not yet in place
				Somewhat in place
				Fully in place
<b>Program Evaluation and Data</b>	There is ongoing formative and summative evaluation of the Academy, which is used for program improvement and to benchmark student progress. There is an awareness and understanding of school-based student learning outcomes, national trends, and NAF measures of success. There is a plan for managing data and information systems to ensure reliability, accuracy, accessibility, and relevancy to current educational needs and trends.	Students, parents, staff, and employer partners submit perceptions surveys each year to report on satisfaction with the program Academy collects and analyzes data on Academy alumni Academy staff analyze school-level data to determine relative impact of Academy on their students and determine necessary improvements		Not yet in place
				Somewhat in place
				Fully in place
<b>District and School Support</b>	The NAF Academy is a primary school reform effort in the district and the school, and is an integral component of ongoing growth and improvement plans. The district and school are fully aware and committed to allocating financial and human resources and providing support to achieve this priority.	District and school administrative representatives sit on Academy leadership team The NAF Academy is cited as an important strategy in district and school improvement plans Academy representatives are included in school and district budget development processes each year		Not yet in place
				Somewhat in place
				Fully in place

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## Section 2: ADVISORY BOARD - Membership Inventory

	BEGINNING PRACTICE	GROWING PRACTICE	SUSTAINING PRACTICE	EXEMPLARY PRACTICE	Evidence
<b>Board Membership</b>	Board has fewer than 10 members	At least 10 Board members, at least 75% are business or community representatives	11 or more Board members, at least 75% are non-school staff, including local business leaders, community members, parents, and students	11 or more Board members, at least 85% are non-school staff, including local business leaders, community members, parents, students and representatives from higher education	<i>Board meeting notes, member roster</i>
Rating					
<b>Board Structure and Plans</b>	Board Chairperson in place	Board Chairperson and committee structure in place	Board Chairperson, committee structure, and Board Strategic Plan in place	Board Chairperson, committee structure, Board Strategic Plan, and Board recruitment and leadership succession plans in place	<i>Board meeting notes, member roster, copy of Strategic Plan, copy of succession plans</i>
Rating					
<b>Board Function and Roles</b>	Board meets quarterly and advises Academy leaders	Board meets quarterly or more often, advises Academy leaders, and provides internships	Board meets bi-monthly (with committees meeting more frequently as necessary), advises Academy leaders, provides internships, and engages with Academy students 1-2 times per year	Board meets 11 times per year (including a Strategic Planning meeting in August or September), advises Academy leaders, provides internships, and engages with Academy students and teachers at least quarterly	<i>Board meeting agendas, notes, and list of engagement activities</i>
Rating					

## Section 2: ADVISORY BOARD - Growth Inventory

FACTOR	DESCRIPTION	BEST PRACTICE EXAMPLES	SELF-RATING	
<b>Member Engagement</b>	All Advisory Board members are engaged in a variety of activities in and out of school to support teachers and students and increase awareness of the career field.	Advisory Board members help set up and run job shadowing and mock interview programs Advisory Board members provide externships for Academy teachers Advisory Board members encourage fellow employees to participate in Academy mentoring program		Not yet in place
				Somewhat in place
				Fully in place
<b>Collaboration for Internships</b>	There is strong collaboration between Advisory Board members and Academy staff about internship opportunities for students.	Advisory Board has a dedicated internship committee, which finds the majority of the internship positions Advisory Board secures majority of internships for Academy students Advisory Board members know Academy students well enough to provide different choices of internship experiences tailored to the interests and needs of individual students		Not yet in place
				Somewhat in place
				Fully in place
<b>Involvement in Curriculum</b>	Board regularly interacts with Academy staff regarding curricular issues, advising teachers about the industry's latest developments, trends and best practices. Board members help design and implement student project work and provide structured workplace learning opportunities to students.	Board members meet with Academy teachers annually to review course content and teaching materials and suggest updates Board members serve as content experts and mentors for student project teams Board members organize and host an annual mock interview fair for Academy students		Not yet in place
				Somewhat in place
				Fully in place
<b>Mission and Bylaws</b>	Board operates under a clear mission statement that is aligned to Academy purposes and provides clear direction. Board uses a clear set of approved bylaws that facilitate efficient and well-structured meetings.	Board mission statement is clearly aligned to Academy mission statement and purpose As stated in Board bylaws, meetings follow "Robert's Rules of Order" and are facilitated by the Chairperson Bylaws list the Board standing committees and their annual tasks		Not yet in place
				Somewhat in place
				Fully in place

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## Section 3: CURRICULUM - Membership Inventory

	BEGINNING PRACTICE	GROWING PRACTICE	SUSTAINING PRACTICE	EXEMPLARY PRACTICE	Evidence
<b>PLTW/NAF Courses Taught and Taken</b>	9th grade PLTW course taken by the cohort and taught by a PLTW-trained teacher	9th-11th grade PLTW courses taken by the cohort and taught by PLTW-trained teachers	9th-12th grade PLTW courses taken by the cohort and taught by PLTW-trained teachers	9th-12th grade PLTW courses taken by the cohort and taught by PLTW-trained teachers, plus one or more additional NAF courses taught	<i>Official school Course Guide</i>
Rating					
<b>Supports for Students to Fully Benefit from PLTW/NAF Courses</b>	Supports may not be in place	Individualized supports (such as tutoring) help students who struggle with the content and methodology of Academy courses	Formal supports (such as skill workshops and shadow classes) help all students achieve the full benefit of Academy courses	Formal supports (such as skill workshops and shadow classes) help all students achieve the extended benefit of Academy courses, and Academy staff formally share these practices with the NAF Network	<i>Description of supports provided</i>
Rating					
<b>Instructional Practices</b>	Use of instructional practices included in the PLTW curriculum (manipulatives, etc.) is inconsistent	Academy teachers understand and apply the instructional practices included in the PLTW curriculum (manipulatives, etc.)	Academy teachers understand and apply the instructional practices included in the PLTW curriculum along with occasional use of NAF literacy strategies ( <i>See NAF Learning Handbook</i> )	Academy teachers understand and apply the instructional practices included in the PLTW curriculum along with consistent use of NAF literacy strategies ( <i>See NAF Learning Handbook</i> )	<i>Sample lesson plans, descriptions of how teachers share best practices</i>
Rating					



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## Section 4: INTERNSHIPS - Membership Inventory

	BEGINNING PRACTICE	GROWING PRACTICE	SUSTAINING PRACTICE	EXEMPLARY PRACTICE	Evidence
<b>Internship Preparation</b>	Internship preparation is unstructured and does not build from one year to the next	Internship preparation activities are offered to students prior to starting their internship	All students participate in workplace learning and internship preparation activities each year	All students participate in a structured sequence of workplace learning and internship preparation activities each year	<i>Description and calendar of internship preparation activities</i>
Rating					
<b>Internship Completion</b>	Fewer than 80% of eligible students complete paid internships	80-89% of eligible students complete paid internships	90-99% of eligible students complete paid internships	100% of eligible students complete paid internships	<i>Academy roster and list of student internship placements</i>
Rating					
<b>Internship Assessments</b>	Internships are not formally evaluated	The school evaluates the internship experience	The school and employer evaluate the internship experience	The school, employer, and student have multiple opportunities to evaluate the internship experience	<i>Copies of internship evaluation tools and summary of evaluation results</i>
Rating					

## Section 4: INTERNSHIPS - Growth Inventory

FACTOR	DESCRIPTION	BEST PRACTICE EXAMPLES	SELF-RATING	
<b>Eligibility</b>	Eligibility criteria and internship standards are clearly defined and communicated to students, employers and parents. Academy has plan in place to move ineligible students to eligibility status.	<p>Academy publishes and distributes clear internship eligibility criteria</p> <p>Students regularly complete diagnostics to determine their eligibility for internships</p> <p>Support programs used to move ineligible students into eligible status or into equivalent workplace learning experiences</p>		Not yet in place
				Somewhat in place
				Fully in place
<b>Sustainability</b>	There is capacity to sustain paid internships for all students. Students can select from a variety of internship opportunities.	<p>Advisory Board committee takes the lead on internship development and sustainability</p> <p>Creative solutions such as stipends and scholarship pools are used to ensure all students are paid as part of their internship experience</p> <p>Multiple internship possibilities are made available to eligible students each year.</p>		Not yet in place
				Somewhat in place
				Fully in place
<b>Curricular Connections</b>	Internships are consistently aligned with curricular goals articulated in the academy theme. Students can apply learning from theme-based curriculum to work-based experiences, and can apply their internship experience back into the classroom.	<p>Coursework explicitly draws connections between transferable skills learned in the classroom and potential uses on the job</p> <p>Practical business-related writing, speaking, and technology skills are integrated into all Academy courses</p> <p>Project work in the senior year requires students to draw upon the skills and experiences learned during their internship</p>		Not yet in place
				Somewhat in place
				Fully in place
<b>Use of Internship Data</b>	Internship evaluations gather data on employer/student/school/parent satisfaction, evidence of student success post-internship, and attainment of defined student learning goals. Community scans are conducted to determine potential internship providers.	<p>Online survey tools are used by Academy to gauge employer satisfaction with internship experience</p> <p>Students required to set goals prior to internship and report on their progress after their internship is completed</p> <p>Advisory Board committee conducts an environmental scan of local employers to generate a list of potential contacts for future internships</p>		Not yet in place
				Somewhat in place
				Fully in place



# TOTALS & MEMBERSHIP STAGES

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## Contact Information

Please enter the requested contact information below

School Name	
Academy Name	
Contact Name	
Contact E-mail	
Date Completed	

Remember to save this document with a new file name that contains your academy or school name!

## Membership Stages Scoring

		NUMBER OF ITEMS CHECKED				YOUR SCORE	POINTS POSSIBLE
		Beginning	Growing	Sustained	Exemplary		
SECTION 1	Academy Development						16
SECTION 2	Advisory Board						12
SECTION 3	Curriculum						12
SECTION 4	Internships						12
							52

*(Note: When complete, Section 1 should have 4 items checked; Sections 2, 3, & 4 should have 3 items checked)*

## NAF Membership Stages

POINTS	STAGE	DESCRIPTION
13-25	Affiliate Academy	Academies at the Affiliate stage have chosen to partially implement the NAF career academy model. Affiliates enjoy full use of NAF curriculum and online resources, remote phone and e-mail support from NAF and its partners, full access to the NAF Alumni Network, and two sponsored invitations to the NAF Summer Institute.
26-38	Member Academy	Academies at the Member stage have chosen to implement most of the key components of the NAF career academy model. Member Academies enjoy all of the benefits of Affiliates, plus: access to special topic webinars, invitations to apply for the NAF Academy Redesign Cohort, access to and support from the NAF Curriculum Fellows program, limited access to NAF grants, awards, and scholarships, limited site visit opportunities by NAF staff and technical assistance providers, full access to NAF's online Student Portfolio system*, and full access to the NAF Internship Network*.
39-46	Leader Academy	Academies at the Leader stage have chosen to implement the NAF career academy model to a high degree and are providing increasing levels of leadership in the NAF Network. Leader Academies enjoy all of the benefits of Members, plus: invitations to NAF's ASPIRE program and regional Design Studios, expanded site visit opportunities by NAF staff and technical assistance providers, invitations to participate in special topic workgroups, additional professional development in PBL and curricular integration, and invitations to participate in the NAF Teacher Externship Program*.
47-52	Distinguished Academy	Academies at the Distinguished stage have chosen to fully implement the NAF career academy model and are providing strong leadership in the NAF Network. Distinguished Academies enjoy all the benefits of Leaders, plus: individual coaching for Network leadership, presenter roles in topical webinars, opportunities to web-publish best practices, assistance in hosting regional Design Studios at their school, four additional sponsorships for the NAF Summer Institute, enhanced opportunities for leadership stipends for NAF Network positions, opportunities to partner with NAF in special grantmaking initiatives with funders, and access to funded sabbaticals for curriculum research and development*.

*\*Feature in development*

## Growth Inventory Totals

		NUMBER OF ITEMS CHECKED		
		Not yet in place	Somewhat in place	Fully in place
SECTION 1	Academy Development			
SECTION 2	Advisory Board			
SECTION 3	Curriculum			
SECTION 4	Internships			

*NOTE: Totals from the Growth Inventory section are for informational purposes only and do not apply towards NAF membership stage status.*