NJ DOE K–3 Self-Assessment Validation System

Optional Feedback on Use of the K–3 SAVS

Office of Kindergarten to Third Grade Education

Division of Early Childhood Services

New Jersey Department of Education

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# New Jersey Kindergarten to Third Grade EducationSelf–Assessment Validation System (K–3 SAVS)

## Optional Feedback Use of the K–3 Self-Assessment Validation System



### Purpose

The K–3 SAVS is voluntary. Districts are not responsible for data collection or state reporting. However, the NJDOE Office of K–3 values partnerships with districts and offers opportunities for input that will contribute to the state’s commitment to high-quality education for every young child in our state. Educators are encouraged to share their experiences using the K–3 SAVS by returning this feedback form to K-3Office@doe.nj.gov with the subject line of "K–3 SAVS Feedback." Comments submitted on this Optional Feedback Form will be used for the sole purpose of improvements to the K–3 SAVS tools and protocols.

### Directions

Review the rubric descriptors in Table 1, below, and based on your use of the K–3 SAVS tools and protocols provide feedback for questions 1–10. Space for additional comments is provided after each criterion.

### Table 1: Rubric Descriptors

| **Disagree with the Benefits of the K–3 SAVS** | **Slightly Disagreewith the Benefits of the K–3 SAVS** | **Slightly Agree with the Benefits of the K–3 SAVS** | **Agree with the Benefits of the K–3 SAVS** | **Strongly Agree with the Benefits of the K–3 SAVS** |
| --- | --- | --- | --- | --- |
| I can not use this information in my current practice or to make an impact on our early childhood program. | With further use, my capacity to use this information may increase with time. | After using the K–3 SAVS my current capacity to understand and implement quality practice is likely to improve our early childhood program. | I can use this information to improve our program next school year. | I can apply this information in my current and future practice to continually improve the quality of our early childhood program. |

The Kindergarten to Third Grade Self-Assessment Validation System (K–3 SAVS) is a non-mandated system of support tools and protocols to help districts voluntarily raise the quality of their K–3 education programs. It should be reviewed and applied according to the specific needs of the children in the program, the early childhood education community, and the practitioners using it. It is an optional self-assessment that gives each program full autonomy over its own decision-making and improvement practices and should be implemented with the understanding that the goal is continuous quality review of the K–3 education program.

### Questions 1 to 7: Multiple Choice

Please refer to the rubric descriptors in Table 1, above, and indicate the extent to which you agree or disagree with the following statements by adding a ✓ or X in the appropriate column.

1. After using the K–3 SAVS Framework I have a better understanding of the criteria and indicators of a high-quality K–3 early childhood program in these areas:

| Area | Disagree | Slightly Disagree | Slightly Agree | Agree | Strongly Agree |
| --- | --- | --- | --- | --- | --- |
| Section 1: Program Leadership and Administration |  |  |  |  |  |
| Section 2: Curriculum, Instruction, Assessment and Professional Learning |  |  |  |  |  |
| Section 3: Parent and Family Engagement |  |  |  |  |  |

2. The use of the K–3 SAVS documents, tools, and protocols allowed my team to deepen our knowledge and immediately build our capacity to strengthen the quality of our program in these areas:

| Area | Disagree | Slightly Disagree | Slightly Agree | Agree | Strongly Agree |
| --- | --- | --- | --- | --- | --- |
| Section 1: Program Leadership and Administration |  |  |  |  |  |
| Section 2: Curriculum, Instruction, Assessment and Professional Learning |  |  |  |  |  |
| Section 3: Parent and Family Engagement |  |  |  |  |  |

3. Continued use of the K–3 SAVS documents, tools, and protocols will provide my team with a process to regularly evaluate and improve our program quality in these areas:

| Area | Disagree | Slightly Disagree | Slightly Agree | Agree | Strongly Agree |
| --- | --- | --- | --- | --- | --- |
| Section 1: Program Leadership and Administration |  |  |  |  |  |
| Section 2: Curriculum, Instruction, Assessment and Professional Learning |  |  |  |  |  |
| Section 3: Parent and Family Engagement |  |  |  |  |  |

4. Continued use of the K-3 SAVS documents, tools, and protocols will guide my team through our annual program improvement process and planning in these areas:

| Area | Disagree | Slightly Disagree | Slightly Agree | Agree | Strongly Agree |
| --- | --- | --- | --- | --- | --- |
| Section 1: Program Leadership and Administration |  |  |  |  |  |
| Section 2: Curriculum, Instruction, Assessment and Professional Learning |  |  |  |  |  |
| Section 3: Parent and Family Engagement |  |  |  |  |  |

5. I have a greater capacity to use the K-3 SAVS quality indicators in decisions, policies, and practices in our early childhood program. I can use quality indicators in the following areas:

| Area | Disagree | Slightly Disagree | Slightly Agree | Agree | Strongly Agree |
| --- | --- | --- | --- | --- | --- |
| Section 1: Program Leadership and Administration |  |  |  |  |  |
| Section 2: Curriculum, Instruction, Assessment and Professional Learning |  |  |  |  |  |
| Section 3: Parent and Family Engagement |  |  |  |  |  |

6. I have a greater capacity to support my colleagues who are considering quality-based decisions, policies, and practices in our program. I can support my colleagues in the following areas:

| Area | Disagree | Slightly Disagree | Slightly Agree | Agree | Strongly Agree |
| --- | --- | --- | --- | --- | --- |
| Section 1: Program Leadership and Administration |  |  |  |  |  |
| Section 2: Curriculum, Instruction, Assessment and Professional Learning |  |  |  |  |  |
| Section 3: Parent and Family Engagement |  |  |  |  |  |

7. What aspects of the K-3 SAVS quality improvement process were the most helpful and why? (You may comment on more than one area.)

| Aspect of K–3 SAVS | Helpful (✓)  | Not Helpful (✓)  | Comment |
| --- | --- | --- | --- |
| Guide to Using the K–3 SAVS |  |  |  |
| Framework and Quality Validation Plan for an Effective K–3 Education Program |  |  |  |
| Templates for a Growth Plan for Continuous Review and Improvement |  |  |  |

### Questions 8 to 10: Fill in the blank

8. Were the benefits you received from using the K–3 SAVS worth the time and resources you invested? Why/Why not?

9. Did you find additional uses and/or benefits from the K–3 SAVS Guide, Framework, Analytic Rubric, Growth Plan Templates, or Protocols? If so, what were the other uses and/or benefits?

10. Did you need additional support to implement the K–3 SAVS and if so, what type of support?

Individuals may choose to submit this optional feedback form anonymously. However, if you permit us to contact you for further information, please complete the information below. Thank you for your feedback.

Name:

District:

Position:

Email:

**Please email this form to** **K-3Office@doe.nj.gov** **Subject line: K–3 SAVS Feedback**