

## (A-4) Teacher Self-Assessment

*Teachers may use either A-4 or A-5*

*Self-assessment is fundamental to reflective practice that informs ongoing professional growth. The self-assessment is intended to inform your conversation with your principal and to provide a context for the development of your goals. **It is your choice to share this completed self-assessment with your principal.***

**Directions:** Using the Performance Rubrics as a guide, mark the spot with an **X** along the "Meeting Standards Continuum" that best aligns with your current practice for each Performance Standard. Use the "Key Words" column for ideas that come to mind as you target areas of strength and areas on which you would like to work.

Teacher: \_\_\_\_\_

Conference Date:  /  /

School: \_\_\_\_\_

### Performance Standard 1: Knowledge of Students

*The teacher provides learning opportunities that support students' learning styles and intellectual, social, and personal development.*

*Sample Indicators include but are not limited to:*

- 1.1** Learning Styles: Demonstrates knowledge of multiple learning styles and provides a variety of assignments and tasks.
- 1.2** Cognitive Development: Displays knowledge of typical developmental characteristics of age group; makes connections to students' prior experiences and interests.
- 1.3** Culture: Acknowledges and respects classroom diversity; connects learning to a variety of cultures; fosters an inclusive learning environment.
- 1.4** Learning Dialogue: States purpose for learning; connects content to student; emphasizes concepts; is aware of and answers questions related to educational and career opportunities for students for academic and personal goal setting.
- 1.5** Social Needs: Structures social time that encourages student responsibility for self.
- 1.6** Individualized Plans: Seeks and applies initial information regarding all individualized learning plans (Personalized Learning Plans (PLP), 504, Individualized Educational Plan (IEP), etc.) from student records, School-based Intervention Team (SBIT) chair, 504 coordinator, and special education regarding formal, individualized learning plans and consults with appropriate staff as needed.
- 1.7** *Universal Design for Learning (UDL) / Personalization of Learning: Uses alternative representations of information, multiple tools, and a variety of instructional strategies to provide access for all learners to acquire lifelong learning competencies and knowledge and skills specified in curricular standards; creates a classroom culture that fully embraces differentiation of instruction, student work, and assessment based upon individual learners' needs; applies contemporary learning science to create accessibility entry points for all students in the learning environment; supports students to learn how to make technology choices to overcome disabilities and inabilities.*
- 1.8** Learning Experiences are Based on Student Readiness, Interest, or Learning Profile: Uses a learning profile inventory; assesses student readiness; identifies and incorporate student interests.

Meeting Standards Continuum					Key Words Reflective of Current Practice
Applies ----- Integrates ----- Innovates					<i>Knowledge of Students</i>

## (A-4) Teacher Self-Assessment

### Performance Standard 2: Knowledge of Content & Planning

*The teacher effectively articulates the central concepts and understandings of the discipline(s) and communicates content knowledge and processes used by adults working in the discipline(s) as part of teaching to planned objectives on a daily basis.*

*Sample Indicators include but are not limited to:*

- 2.1 Standards: Knows national, state, and local standards and constructs lessons accordingly.
- 2.2 Concepts: Identifies and articulates central concepts of discipline(s) to students.
- 2.3 Understandings: Identifies and articulates enduring and essential understandings within concepts.
- 2.4 Enthusiasm: Conveys high degree of enthusiasm, reflected in students' active participation, curiosity, and attention to detail.
- 2.5 Habits of Mind: Articulates core skills and thinking of an adult working in the content area.
- 2.6 Authentic Opportunities for Practice: Provides opportunities to apply knowledge and skills within the context of authentic problem solving.
- 2.7 Objectives and Mapping: Implements state, division, and school objectives; outlines general content; uses curriculum maps and pacing guides that identify concepts and understandings.
- 2.8 Curriculum: Uses the division curriculum and Virginia SOL to design instruction around concepts and enduring understandings.
- 2.9 Lesson Plans: Constructs daily lesson plans based on curriculum maps and pacing guides, specifying objectives to be covered; clearly articulates objectives to students.
- 2.10 Lesson and Unit Structure: Designs lessons or units that have recognizable structure; most time allocations are reasonable.
- 2.11 Plans and Carries Out Varied Approaches to Content, Process, and Product: Understands differentiation of content; process strategies vary based on teacher perception; class works as a whole on most materials; attempts to vary product assignments.
- 2.12 Teaching and Student Resources: Is aware of and makes use of resources available through the school or division. Adheres to school and Division budget standards and procedures. Plans for the work of paraprofessionals and volunteers as appropriate.
- 2.13 *Maker Curriculum: Understands and values student construction of knowledge and skills through the processes of imagining, creating, designing, building, engineering, evaluating and communicating learning represented within multiple intelligences theory (Howard Gardner.)*
- 2.14 *Project/Problem-Based Learning: Affords learning opportunities for students to construct knowledge and understanding through responses to authentic problems; to create projects that demonstrate higher order thinking and knowledge acquisition, and to pursue personal interests by supporting choices in project media as well as differentiated pathways to both learn and demonstrate lifelong learning competencies.*

Meeting Standards Continuum					Key Words Reflective of Current Practice
Applies ----- Integrates ----- Innovates					<i>Knowledge of Content &amp; Planning</i>

## (A-4) Teacher Self-Assessment

### Performance Standard 3: Instructional Delivery

*The teacher develops and implements yearlong plans for instruction that reflect division curriculum and essential understandings:*

- *uses appropriate instructional strategies to promote student learning;*
- *differentiates instruction in response to student differences, eliminating gaps in achievement;*
- *uses comprehensive materials, technology, and resources to promote the development of critical thinking, problem solving, and performance skills;*

*Sample Indicators include but are not limited to:*

- 3.1** Presentation: Includes a variety of instructional strategies in the presentation of content.
- 3.2** Lesson Adjustment: Adjusts lessons based on student interaction with the content material.
- 3.3** Learning Activities: Conducts learning activities that are relevant to instructional goals and individual needs of students. Most activities are connected to concepts and reflect academic standards; actively engages students in the learning process in many cases.
- 3.4** Independent Practice: Assigns independent practice activities that are related to objectives; practice activities result in students' progress toward standards.
- 3.5** Instructional Groups: Use of instructional groups is suitable to the instructional goals, providing variety.
- 3.6** Professional Research: Uses research-based instructional strategies.
- 3.7** Use of Materials and Resources: Uses a variety of instructional materials; materials and resources selected support instructional goals; selected materials are engaging and support critical thinking and problem solving.
- 3.8** Technology: Uses technology to support student-centered teaching and learning including critical thinking, problem solving, and performance.
- 3.9** Rigor: Applies rigorous standards with expectation for student success.
- 3.10** Opportunity: Gives students opportunities to demonstrate their ability to produce high-quality work involving issues, problems, and essential questions related to unit of study.

<b>Meeting Standards Continuum</b>					<b>Key Words Reflective of Current Practice</b>
Applies ----- Integrates ----- Innovates					<b>Instructional Delivery</b>

### Performance Standard 4: Safe, Effective Learning Environment

*The teacher creates an atmosphere of mutual respect and caring to foster a positive learning climate that encourages social interaction, active engagement, and self-motivation; sets standards for classroom behavior and follows through consistently; Integrates classroom procedures to maximize academic learning time; and, establishes and maintains a safe environment for students at all times.*

*Sample Indicators include but are not limited to:*

- 4.1** Encourages Student Involvement / Participation: Provides opportunities for students to work together and discuss instructional topics.
- 4.2** Evidence of trust, dignity, and respect for all: Uses positive tone and manner with students and colleagues; student interactions are polite and respectful.

### (A-4) Teacher Self-Assessment

- 4.3 Recognizes and praises achievements of students: Recognizes and praises student achievement in the classroom.
- 4.4 Classroom Community: Acknowledges student comments concerning the classroom; establishes classroom policies and procedures.
- 4.5 Expectations: Establishes expectations for student behavior for most situations and communicates to students and parents; most students seem to understand expectations, adhering to the ACPS Student Rights and Responsibilities Handbook.
- 4.6 Monitoring and Responding: Is aware of student behavior and is able to monitor and work privately with the student to adjust behavior as needed.
- 4.7 Management of Instructional Groups: Organizes tasks for group work.
- 4.8 Transitions: Follows expected start and stop times according to school schedule; allows for transition time between activities; classroom procedures are defined.
- 4.9 Non-instructional Duties: Implements systems for performing non-instructional duties that are efficient, resulting in little loss of instructional time.
- 4.10 Materials and Supplies: Establishes routines for handling materials and supplies.
- 4.11 Safety Routines: Establishes safety routines that are known by students and practiced efficiently (e.g., fire, use of chemicals in science); safety equipment is available.
- 4.12 Classroom Organization: Maintains a classroom that is safe, organized, and conducive to learning.
- 4.13 *Interactive Technologies: Creates an open environment in which students make individual choices as they use technologies to develop classroom work and assignments; provides opportunities for students to actively make tech-based products as part of their study of curriculum and regularly, during instructional time as well as to interact with external experts and students in other communities; build learner competencies in the use of contemporary technologies for information access and communication.*
- 4.14 *Choice and Comfort: Provides learners with a variety of learning space choices based on task-based and physical comfort-based needs while supporting learners to alter and use spaces to initiate and accomplish collaborative and individual work as they use multiple communication tools and contemporary technologies; student learning products demonstrate student choices in curriculum, task, technologies, and media.*
- 4.15 *Instructional Tolerance: Supports a learning environment where active, engaged learners routinely choose from a variety of learning spaces, collaborative and individual activities, and technology tools, including their own personal devices; values students having opportunities to learn best practices essential to entering contemporary learning and work environments and enables students to sustain an open mindset and skill set in the use of evolving technology tools.*

Meeting Standards Continuum					Key Words Reflective of Current Practice
Applies ----- Integrates ----- Innovates					<b>Safe, Effective Learning Environment</b>

#### Performance Standard 5: Communication & Collaboration

*The teacher fosters the success of all students by communicating and collaborating effectively with colleagues, parents, and community members.*

*Sample Indicators include but are not limited to:*

- 5.1 Written Communication: Uses written communication that is appropriate and grammatically correct; written communication is clear and consistent; participates in school scheduled communication requirements such as parent conferences, report cards, and newsletters; addresses problems/conflicts in a professional manner; maintains accurate records and communicates progress to student and parent; responds to administration requests for information in a timely manner.
- 5.2 Oral Communication: Uses oral communication that is appropriate and grammatically correct; responds to administration requests for information in a timely manner.
- 5.3 Timeliness: Responds to requests for information in a timely manner; updates records regularly meeting

## (A-4) Teacher Self-Assessment

established deadlines.

- 5.4 Technology: Uses a variety of appropriate technologies to communicate.
- 5.5 Collaboration: Establishes a positive working relationship; interacts to gather resources; seeks out feedback.
- 5.6 *Connectivity: Develops and uses activities that engage students in learning networks, including asynchronous and synchronous communication with external experts, access to digital content including primary sources, and interaction with other learners both locally and globally who represent a variety of demographically diverse communities; promotes and values collaborative projects and knowledge development representative of principles of digital literacy and effective, appropriate digital citizenship.*

Meeting Standards Continuum					Key Words Reflective of Current Practice
Applies ----- Integrates ----- Innovates					<i>Communication &amp; Collaboration</i>

### \*Performance Standard 6: Professionalism

*The teacher models professionalism and ethical standards as well as personal integrity in all interactions, participates in meaningful and continuous professional growth including self-evaluation, and contributes to the school community.*

*Sample Indicators include but are not limited to:*

- 6.1 Professionalism: Maintains a professional demeanor and appearance; represents school program favorably.
- 6.2 Ethical Standards: Relates to colleagues, parents, and others in an ethical and professional manner; addresses concerns and problems; deals with confidential information in a professional manner.
- 6.3 Professional Responsibility: Accepts responsibility for the success of all students.
- 6.4 Professional Standards: Identifies and articulates appropriate professional standards.
- 6.5 Identifies Need for Continued Development: Engages in some professional development directly related to student learning; recognizes the purpose/need for professional growth in meeting the needs of all learners.
- 6.6 Engages in Self-Evaluation: Reflects on teaching practice and is open to new ideas based on student learning.
- 6.7 Participates in the Community of Learners: Maintains collaborative relationships with colleagues; participates in team-oriented tasks where cooperation is necessary for task completion and engages in interactions with other professionals, which result in learning; works cooperatively with colleagues to identify/support target area(s) for school or division improvement.
- 6.8 Participates in the Work of a Professional Learning Community (PLC): Knows key points of the Professional Learning Community model and meets with colleagues on a regular basis to discuss and modify instructional practice to eliminate all gaps in student opportunity and achievement.
- 6.9 Researches Best Practice: Displays basic pedagogical understanding of issues involved in student learning; may observe other classes; seeks some feedback from others.
- 6.10 *Connectivity: Actively participates in online community professional learning opportunities: collects, reads, assesses, and shares contemporary learning and brain research: engages in appropriate contemporary online communication inside and outside the division.*
- 6.11 School Goals: Has knowledge of the school improvement plan and goals.
- 6.12 School Activities: Participates in some activities (e.g., PTO, Parent Nights, Extended Activities).
- 6.13 School Committees: Serves as requested.

\*External professional standards exist for all educators based on job assignments and school roles. These standards include but are not limited to [Interstate School Leadership Licensure Consortium](#), [International Society for Technology Education Standards for Administrators](#), etc. Please refer to **External Professional Standards** for additional information.

### (A-4) Teacher Self-Assessment

Meeting Standards Continuum					Key Words Reflective of Current Practice
Applies ----- Integrates----- Innovates					<b>Professionalism</b>

**Performance Standard 7: Assessment of Learning & Student Academic Progress**

*The work of the teacher results in acceptable, measurable, and appropriate student academic progress. The teacher sets high standards for student work and assesses student achievement and monitors learning in the classroom, adjusting instruction accordingly.*

**Note:** Performance Standard 7: If a teacher effectively fulfills all previous standards, it is likely that the results of teaching -- as documented in Standard 7: Assessment of Learning & Student Academic Progress -- would be positive. The ACPS Teacher Performance Appraisal includes the documentation of student growth as indicated within Standard 7 and recommends that the evidence of progress be reviewed and considered throughout the year.

*Sample Indicators include but are not limited to:*

- 7.1 Student Academic Progress Goal: One or two goals are described, have all five SMART elements, and align(s) with one or more student Lifelong-Learner Competencies.
- 7.2 Using Data to Inform Goal Setting: Goal(s) for student academic progress is / are based on some combination of patterns, trends, past practices, current research, or data.
- 7.3 Assessment Strategies: Implements assessment strategies that are appropriate to measure student outcomes related to the Student Academic Progress goal(s).
- 7.4 Measurement Tools: Uses measurement tools that are content-valid in order to measure student outcomes.
- 7.5 Document: Documents and communicates progress toward the Student Academic Progress goal(s) with appraiser. Includes documentation on the students' academic growth over time.
- 7.6 Study: Accurately studies student assessment data relative to Student Academic Progress goal(s) and identifies trends across data points.
- 7.7 Decision-making: Decisions to adjust, adopt, or abandon strategies and measurements cited in this Standard are made based on basic analysis of student academic progress.
- 7.8 Monitors Student Progress: Checks for understanding during a lesson; assesses student progress periodically throughout units of instruction.
- 7.9 Provides Corrective Feedback: Provides oral and written feedback to students; returns work to students in timely manner.
- 7.10 Alignment of Assessment: Aligns assessment with instructional goals.
- 7.11 Clarity of Assessment: Communicates assessment criteria and standards to students.

Meeting Standards Continuum					Key Words Reflective of Current Practice
Applies ----- Integrates----- Innovates					<b>Assessment of Learning &amp; Student Academic Progress</b>