Edmonds School District

Serving the communities of Brier, Edmonds, Lynnwood, Mountlake Terrace, and Woodway

Teaching Profession Self-Assessment
CONTINUUM

Revised June 2010

This is not an Administrative Evaluation Tool.

Edmonds School District No. 15
TEACHING PROFESSION SELF-ASSESSMENT CONTINUUM

USER MANUAL

In its commitment to become a standards-referenced district, Edmonds School District educators have developed standards for student learning as well as standards for the teaching profession. These documents have become the foundation for classroom work and a catalyst for professional growth.

The *Continuum* was designed for the following purposes:
▸   Link high student learning to exemplary teaching standards
▸   Promote reflection about teaching and student learning
▸   Formulate PGAP (individual and group)
▸   Guide self-improvement
▸   Cultivate understanding of standards-referenced education

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> The *Teaching Profession Self-Assessment Continuum* is an essential part of a meaningful self-evaluation and growth process.
> It has been written to facilitate the self-assessment process and is intended for the teacher's personal use.
> The teacher's self-assessment may be shared with colleagues (supervisors, mentors, or others) at teacher discretion.

All Edmonds educators will use this document to set and monitor annual growth goals. It is organized around the seven components of the *Edmonds School District Standards for the Teaching Profession*:

A.   Teachers create and maintain effective environments for student learning
B.   Teachers demonstrate knowledge of the content they teach and knowledge of best teaching practices for student learning
C.   Teachers plan and design appropriate learning experiences for all students
D.   Teachers implement best teaching practices that engage all students and optimize learning
E.   Teachers assess student learning and communicate results
F.   Teachers develop as professional educators
G.   Teachers are members of learning communities

Not all the components are applicable to every situation, nor may the five stages represent the full range of characteristics observed. Placement on each stage or strand of the continuum is dynamic, changing as individuals progress and/or accept new challenges.

This document is now linked to the Washington State Professional Teaching Standards. Included in the brackets [ ] are the state criteria for meeting the Washington State Professional Teaching Standards. These are provided to show the link between the Edmonds Standards for the Teaching Profession and the state teaching standards.

TEACHING PROFESSION SELF-ASSESSMENT
CONTINUUM

A.   TEACHERS CREATE AND MAINTAIN EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING.

This is demonstrated by:

1.   Establishing a climate that promotes caring and positive relationships.

[1(c) Establishing and maintaining a positive student-focused learning environment: Classroom Environment]

Beginning	Emerging	Applying	Integrating	Innovating
Teacher establishes rapport with individual students.	Builds caring, friendly rapport with students and models equitable, respectful relationships through positive verbal and non verbal interactions.	Maintains caring, friendly relationships with students and promotes respectful interactions among them. Most students act respectfully toward teacher.	Promotes caring, respectful, and equitable interactions between students. Most students act respectfully toward teacher and each other.	Maintains an environment in which students demonstrate caring, respectful, and equitable relationships with each other and the teacher.

2.   Establishing a climate that affirms individuality and diversity.

[1(c) Establishing and maintaining a positive student-focused learning environment: Classroom Environment]
[1(e) Demonstrating cultural sensitivity in teaching and in relationships with students, parents, and community]
[3(c) Advocating in curriculum, instruction, and learning environments which meet the diverse needs of students]

Beginning	Emerging	Applying	Integrating	Innovating
Teacher recognizes student diversity and addresses prejudiced attitudes and behaviors among students.	Values student diversity and life experiences, promotes students' self-esteem, and intervenes to address prejudiced attitudes and behaviors.	Promotes students' self-esteem and empathy for others. Develops strategies to help students to identify prejudiced attitudes and behaviors.	Promotes self-esteem, empathy and cooperation among all students. Uses strategies to help students address and challenge prejudice in their learning environments.	Fosters an inclusive and equitable learning environment, and helps students to actively challenge prejudice in the classroom, school, community, and beyond.

3.   Establishing a climate that promotes responsibility.

[1(c) Establishing and maintaining a positive student-focused learning environment: Classroom Environment]

Beginning	Emerging	Applying	Integrating	Innovating
Teacher creates opportunities for individual students to have classroom responsibilities.	Encourages student autonomy through individual classroom responsibilities and independent activities. Students are encouraged to take initiative for their own work.	Encourages student autonomy through individual classroom responsibilities, independent activities, and choices. Encourages students to take initiative for and follow through on their own work.	Encourages students to take initiative for and follow through on their own work. Students are given opportunities for leadership in the classroom.	Facilitates an environment in which students consistently take initiative for their own learning. Teacher promotes student leadership in the school and community.

4. Establishing and maintaining standards for student behaviors.

[1(a) Using effective teaching practices including classroom management]

Beginning	Emerging	Applying	Integrating	Innovating
Teacher establishes and communicates clear expectations and consequences for student behavior which are aligned with building standards.	Affirms positive behavior and implements consequences according to established expectations.	Consistently reinforces expectations and implements consequences. Structures opportunities for students to monitor own behavior.	Consistently and equitably reinforces expectations and consequences. Coaches all students to monitor their own behavior and others' in a respectful way.	Facilitates an environment in which students consistently maintain and monitor positive behavior.

5. Planning and implementing classroom procedures and routines that support student learning.

[1(a) Using effective teaching practices including classroom management]

Beginning	Emerging	Applying	Integrating	Innovating
Teacher establishes some rules to support student learning.	Establishes clear classroom rules, routines, and procedures, and modifies as needed.	Maintains clear and equitable rules, routines, and procedures, and modifies as needed.	Uses strategies to involve students in developing and maintaining equitable rules, routines, and procedures.	Assists students to internalize rules, routines, and procedures.

6. Creating and maintaining a physical environment that engages all students and is conducive to learning.

[1(c) Establishing and maintaining a positive student-focused learning environment: Classroom Environment]

Beginning	Emerging	Applying	Integrating	Innovating
Teacher arranges classroom furniture for safety and accessibility to students.	Arranges classroom furniture for safety, student interaction and movement. Displays student work.	Arranges and adjusts classroom seating to accommodate individual and group learning needs. Displays student work that demonstrates current learnings.	Arranges the physical environment to promote individual and group learning. Students help to select and display their work and contribute to the design of the environment.	Uses the total physical environment as a resource to promote individual and group learning and display student work. Students contribute to the changing design of the environment.

This is demonstrated by:

1.   Demonstrating knowledge of subject matter content in designing effective learning experiences.

[1(d) Designing and/or adopting challenging curriculum that is developmentally appropriate]

[3(c) Advocating in curriculum, instruction, and learning environments which meet the diverse needs of students]

Beginning	Emerging	Applying	Integrating	Innovating
Teacher organizes subject matter, concepts, and skills from the Frameworks to encourage student understanding.	Organizes subject matter themes, concepts, and skills within specific content areas to facilitate student understanding and reflect District Frameworks.	Organizes and sequences interdisciplinary themes, concepts, and skills within specific content areas to facilitate student understanding and to reflect District Frameworks.	Organizes curriculum to facilitate student understanding of themes, concepts, and skills and demonstrates their relationship across the curriculum.	Organizes and adapts curriculum to facilitate an in-depth understanding of themes, concepts, and skills in each content area, and demonstrates relationship across the curriculum.

2.   Demonstrating knowledge of student development in designing effective learning experiences.

[1(d) Designing and/or adopting challenging curriculum that is developmentally appropriate]

[3(c) Advocating in curriculum, instruction, and learning environments which meet the diverse needs of students]

Beginning	Emerging	Applying	Integrating	Innovating
Teacher uses knowledge of subject matter and student development to support student learning.	Uses knowledge of subject matter and student development to design specific lessons and activities.	Applies subject matter and developmental knowledge into lessons and specific learning activities.	Integrates instructional strategies that demonstrate an understanding of individual student's development in relation to curriculum and learning goals.	Consistently uses understanding of individual student's development to meet learning goals and make the curriculum appropriate and accessible to all students.

3.   Interrelating ideas and information across subject matter areas and applying them to real-world settings when possible.

[2(c) Remaining current in subject area(s), theories, research, and ethical practice]

Beginning	Emerging	Applying	Integrating	Innovating
Teacher identifies real-world applications of the key concepts in subject matter areas.	Identifies real-world applications of the key concepts and underlying themes in subject matter areas to help students relate new concepts to previous knowledge.	Identifies and integrates key concepts and themes within subject matter areas, and incorporates a range of diverse perspectives to support student learning.	Identifies and integrates key concepts and themes within and across curriculum to make connections between concepts, prior learning, and life experiences. Incorporates a range of diverse perspectives to support student learning.	Connects key concepts and themes within and across the curriculum, and builds a wide range of diverse perspectives and experiences to extend learning to all students.

C.   TEACHERS PLAN AND DESIGN APPROPRIATE LEARNING EXPERIENCES FOR ALL STUDENTS.

This is demonstrated by:

1.   Selecting learning goals based on standards from available District Curriculum Frameworks or appropriate standards per subject area.

[1(a) Using effective teaching practices including classroom management]
[1(c) Establishing and maintaining a positive student-focused learning environment: Classroom Environment]
[1(d) Designing and/or adopting challenging curriculum that is developmentally appropriate]

Beginning	Emerging	Applying	Integrating	Innovating
Teacher uses District Curriculum Frameworks to plan lessons.	Uses Frameworks to plan lessons and establish outcomes from Performance Standards.	Establishes short-term goals for student learning and ensures that instructional activities are related to Frameworks.	Establishes short and long-term goals for learning with high expectations for all students. Instructional activities are related to Frameworks.	Articulates short and long-term goals with high expectations for learning and designs activities so that students participate in setting and achieving the goals.

2.   Choosing, adapting, or developing challenging curriculum and materials that are based on District Frameworks.

[1(a) Using effective teaching practices including classroom management]
[1(d) Designing and/or adopting challenging curriculum that is developmentally appropriate]
[1(g) Integrating technology into instruction and assessment]

Beginning	Emerging	Applying	Integrating	Innovating
Teacher begins to select relevant instructional materials, resources, and technologies for specific lessons.	Uses selected relevant instructional materials, resources, and technologies to present concepts.	Selects and uses relevant instructional materials, resources, and technologies to present concepts. Materials reflect diverse perspectives and issues.	Selects and uses a range of relevant instructional materials, resources, and technologies to promote students' understanding of concepts. Materials reflect diverse perspectives and issues.	Analyzes and uses a range of relevant instructional materials, resources, and technologies to extend students' understanding of concepts. Materials reflect diverse perspectives and issues.

3.   Planning, developing, and sequencing instructional activities for optimal student learning.

[1(a) Using effective teaching practices including classroom management]
[1(d) Designing and/or adopting challenging curriculum that is developmentally appropriate]

Beginning	Emerging	Applying	Integrating	Innovating
Teacher follows instructional plans to motivate students and involve them in learning.	Plans and modifies instruction that sequences subject matter concepts to promote student understanding and involve them in learning.	Plans sequenced instruction to promote understanding and critical thinking in students. Revises as needed.	Sequences, adapts, and revises short- and long-term plans, based on assessment of students' learning, to promote understanding of concepts and critical thinking for all students.	Designs instruction to help students synthesize and apply new knowledge, to see relationships and connections across subject matter areas.

4. Creating and using resources to meet learner goals.

[1(g) Integrating technology into instruction and assessment]

Beginning	Emerging	Applying	Integrating	Innovating
Teacher makes materials, resources, and technology available to students. Monitors their safe use.	Makes materials, resources, and technology accessible to students and establishes expectations for their safe use and care.	Makes materials, resources, and technology accessible to all students and maintains expectations, clear routines and procedures while teaching students to value, respect and care for materials.	Creates an environment in which all students have access to materials, resources, and technology, and students demonstrate the safe use of materials.	Maintains an environment in which all students access and take full responsibility for the use and care of materials, resources, and technology.

5. Using personnel resources to meet learner goals and optimize learning.

[1(a) Using effective teaching practices including classroom management]

Beginning	Emerging	Applying	Integrating	Innovating
Teacher uses support personnel (certificated, classified, volunteers) to assist with teacher tasks.	Plans for the occasional involvement of support personnel to assist students in learning activities.	Plans instruction to involve the structured use of support personnel in assisting student learning.	Incorporates a range of support personnel into long-term instructional plans to assist students and to extend learning.	Utilizes a wide range of support personnel as essential partners in instruction and incorporates them into long-term plans to assist students and to extend learning.

D. *TEACHERS IMPLEMENT BEST TEACHING PRACTICES THAT ENGAGE ALL STUDENTS AND OPTIMIZE LEARNING.*

This is demonstrated by:

1. Communicating purpose, expectations, and procedures clearly and effectively to all students.

[1(a) Using effective teaching practices including classroom management]
[1(c) Establishing and maintaining a positive student-focused learning environment: Classroom Environment]

Beginning	Emerging	Applying	Integrating	Innovating
Teacher informs students of classroom procedures and expectations.	Provides models and opportunities to practice procedures and expectations.	Uses a variety of methods to explain purpose and present procedures and expectations to optimize learning.	Involves students in understanding purpose and developing clear expectations and procedures.	Facilitates opportunities for students to develop clear purpose, expectations, and procedures that optimize learning.

2. Facilitating opportunities that promote learning.

[1(e) Demonstrating cultural sensitivity in teaching and in relationships with students, parents, and community]

Beginning	Emerging	Applying	Integrating	Innovating
Teacher provides opportunities and resources for students to learn, practice, and discuss skills, concepts, and processes.	Provides opportunities and resources for students to learn and practice skills, concepts, and processes in meaningful contexts and to discuss and reflect on content and issues.	Provides opportunities and resources that encourage all students to question, consider diverse perspectives, and apply skills, concepts, and resources in real-life contexts.	Provides opportunities and resources for all students to consider diverse perspectives, engage in critical thinking and problem solving in real-life contexts within and across the curriculum.	Facilitates opportunities and resources for all students to consider diverse perspectives, problem solve in real-life contexts, analyze, and draw conclusions within and across the curriculum.

3. Facilitating opportunities for multiple modality learning.

[1(c) Establishing and maintaining a positive student-focused learning environment: Classroom Environment]
[3(c) Advocating in curriculum, instruction, and learning environments which meet the diverse needs of students]

Beginning	Emerging	Applying	Integrating	Innovating
Teacher recognizes the need to incorporate opportunities for multiple modality learning.	Uses a variety of instructional strategies to introduce, explain, and restate subject matter concepts and processes, and support student learning.	Creates and uses a variety of oral, visual, or other instructional strategies to present concepts and to support student learning.	Creates and modifies a repertoire of oral, visual, or other instructional strategies to ensure participation and promote learning for students.	Consistently uses and modifies a repertoire of oral, visual, or other instructional strategies to promote learning for students.

4. Facilitating learning experiences that promote interaction, independent learning and community/group responsibility.

[1(i) Incorporating democratic principles into his/her practice: Democratic Principles]

Beginning	Emerging	Applying	Integrating	Innovating
Teacher experiments with small group and individual activities, creating opportunities for students to create together.	Provides opportunities for students to develop communication and group skills, and participation in individual and group activities that support student learning.	Provides experiences that support interaction, independent learning, and group responsibility.	Facilitates learning experiences that promote collaboration, independent learning, and group responsibility.	Facilitates challenging learning experiences that promote collaboration, independent learning, and group responsibility for students.

5. Facilitating learning experiences that promote autonomy.

[1(f) Using information about student achievement and performance to advise and involve students, parents, and community members]
[1(i) Incorporating democratic principles into his/her practice: Democratic Principles]

Beginning	Emerging	Applying	Integrating	Innovating
Teacher monitors student progress within a specific lesson.	Encourages students to monitor their own learning within specific lessons.	Helps students to develop and use strategies to monitor and reflect on their own learning.	Assists students to become self-directed learners who are able to set goals, demonstrate and reflect on what they are learning.	Facilitates and extends opportunities for students to set goals, demonstrate, reflect on, and evaluate their own learning.

6. **Being flexible and responsive to individual student's needs by monitoring and adjusting.**
    [1(b) Using assessment to monitor and improve instruction]
    [1(f) Using information about student achievement and performance to advise and involve students, parents, and community members]

Beginning	Emerging	Applying	Integrating	Innovating
Teacher plans lessons and follows them as planned.	Modifies lesson plans to make content accessible to more students.	Revises lesson plans to promote individual student understanding of concepts and critical thinking.	Provides for remediation or enrichment based on assessment of student's learning as lesson progresses.	Reflects on and revises the design of instruction in relation to short and long-range goals for learning to extend understanding and critical thinking for each student.

E. TEACHERS ASSESS STUDENT LEARNING AND COMMUNICATE RESULTS.

This is demonstrated by:
1. **Implementing a variety of assessment tools.**
    [1(b) Using assessment to monitor and improve instruction]
    [1(g) Integrating technology into instruction and assessment]

Beginning	Emerging	Applying	Integrating	Innovating
Teacher observes, monitors, and documents student learning.	Observes student learning and uses relevant assessment tools to align instruction and verify student learning.	Uses a variety of assessments that are aligned with standards to guide instruction and verify student learning with a preponderance of evidence.	Uses a variety of assessments to guide short and long-term instructional plans and support student learning.	Uses a variety of assessments that are embedded in instruction to guide short and long-term instructional plans and support learning for all students.

2. **Communicating assessment criteria and standards to all students.**
    [1(b) Using assessment to monitor and improve instruction]
    [1(f) Using information about student achievement and performance to advise and involve students, parents, and community members]

Beginning	Emerging	Applying	Integrating	Innovating
Informs students of upcoming assessments.	Informs students of form and content of upcoming assessments.	Informs students of form and content of upcoming assessments. Communicates criteria.	Informs students of form and content of upcoming assessments. Communicates criteria and standards with benchmark examples/sample questions.	Engages students in formulating assessment criteria and standards.

3. Teaching and guiding student self-evaluation, reflection, and goal setting.

[1(b) Using assessment to monitor and improve instruction]
[1(f) Using information about student achievement and performance to advise and involve students, parents, and community members]

Beginning	Emerging	Applying	Integrating	Innovating
Teacher uses grades and test scores to help students evaluate their progress.	Uses District standards and benchmark examples to help students learn to reflect on and evaluate their own work and behavior.	Engages students in practicing self and peer evaluation and in identifying goals based on District standards.	Uses a variety of tools and strategies to teach students how to reflect on and evaluate their work. Students identify their own goals based on District standards and engage in peer discussion of their work.	Engages all students in practicing self and peer evaluation, identifying their own goals based on District standards, and monitoring their progress over time.

4. Communicating student progress with students.

[1(b) Using assessment to monitor and improve instruction]
[1(f) Using information about student achievement and performance to advise and involve students, parents, and community members]

Beginning	Emerging	Applying	Integrating	Innovating
Teacher provides students with information about their progress through test scores, grades, and report cards.	Provides students with information about their current progress as they engage in learning activities and at regularly scheduled reporting periods.	Provides students with information about their current progress and helps the students use the information to improve performance.	Provides students with information about their progress over time and helps the students use the data to improve their performance.	Uses a variety of assessments to provide students with comprehensive information about their progress over time. Tries to help all students to engage in reflection about their growth over time.

5. Communicating student progress with families and others.

[1(f) Using information about student achievement and performance to advise and involve students, parents, and community member]
[1(h) Informing, involving, and collaborating with parents and families as partners in the educational process]

Beginning	Emerging	Applying	Integrating	Innovating
Teacher communicates with families at regularly scheduled times.	Initiates communication with families and support personnel when needed.	Maintains regular communication with families and support personnel to exchange information about students' progress.	Exchanges information with families and support personnel to improve understanding and encourage progress. Students have opportunities to communicate their own progress.	Involves families and support personnel in the assessment process to improve understanding and encourage progress. Students share their progress and participate in conferences.

This is demonstrated by:

1. Engaging in reflection on teaching practice, establishing professional goals, planning professional development, and working with colleagues to improve practice.

[2(a) Evaluating the effects of his/her teaching through feedback and reflection]

[2(b) Designing and implementing personal professional growth programs]

[3(e) Participating collaboratively in school improvement activities]

Beginning	Emerging	Applying	Integrating	Innovating
Teacher identifies areas for professional growth with assistance from experienced colleagues.	Reflects on instructional successes and dilemmas, and establishes goals for professional development with assistance.	Reflects on teaching practice, modifies and pursues goals for professional development, and assesses growth through collegial support and dialogue.	Reflects on teaching practice to modify and extend plans for professional development, and uses data as well as dialogue with colleagues to improve practice.	Reflects on teaching practice and uses data as well as dialogue with colleagues and professional community to extend plans for professional development.

2. Engaging in continuous improvement through professional development.

[2(b) Designing and implementing personal professional growth programs]

[2(c) Remaining current in subject area(s), theories, research, and ethical practice]

[3(a) Participating in activities within the school community to improve curriculum and instructional practices]

Beginning	Emerging	Applying	Integrating	Innovating
Teacher expands her/his understanding of teaching and learning by observing and interacting with more experienced teachers.	Seeks to expand knowledge and skills through professional development opportunities (e.g. workshops, classes, seminars.	Collaborates with peers on site and participates in professional development opportunities to improve teaching.	Collaborates with District peers, participates in professional development opportunities, and reads current professional literature to refine and extend teaching.	Contributes to professional organizations, literature, and development opportunities to extend own practice and that of colleagues. Leads professional development.

3. Applying and refining a philosophy of education in alignment with District mission and goals as embraced by the Trust Agreement.

[3(a) Participating in activities within the school community to improve curriculum and instructional practices]

Beginning	Emerging	Applying	Integrating	Innovating
Teacher is aware of the district's mission and basic educational goals.	Identifies components in program that exemplify district's mission and educational goals. Understands the Trust Agreement.	Applies District mission and goals in program. Understands and appreciates the purpose and ideals of the Trust Agreement. Learning program characterizes the ideals of the district's mission, goals, and Trust Agreement.	Applies District mission and goals in program. Understands and appreciates the purpose and ideals of the Trust Agreement. Learning program characterizes the ideals of the district's mission, goals, and Trust Agreement. Strengthens resolve through dialogue with colleagues.	Advocates for the district's mission and goals. Knows how the Trust Agreement is the foundation for all activities in the district.

This is demonstrated by:

1. Participating in shared decision making.

[3(d) Demonstrating communication skills and/or strategies that facilitate group decision making: Communication Skills]

Beginning	Emerging	Applying	Integrating	Innovating
Teacher is aware of District's decision-making model and has a copy for reference.	Understands the range of decisions within the school community and understands which decisions are governed by the shared decision-making models, and at what level of participation.	Applies appropriate decision-making strategies within learning environment.	Advocates for shared decision making. Understands which decisions are appropriate to the Draft 5 model and at what level of participation.	Applies a thorough understanding of the history, purpose, and implementation of shared decision making. Acts as a facilitator to help groups within the district in the decision-making process.

2. Working collaboratively with communities, families, and colleagues to improve student learning and professional practices.

[1(h) Informing, involving, and collaborating with parents and families as partners in the educational process]
[3(e) Participating collaboratively in school improvement activities]

Beginning	Emerging	Applying	Integrating	Innovating
Teacher learns about students' communities.	Elicits information about students' communities and cultures and increases understanding of the role of the community in students' lives.	Identifies District social services and community resources.	Uses knowledge of local community's culture, services, and resources to support student learning.	Uses knowledge of the community and local services to provide and maintain innovative programs that support all students.

3. Involvement in school and community.

[3(a) Participating in activities within the school community to improve curriculum and instructional practices]
[3(b) Participating in professional and/or community organizations]
[3(e) Participating collaboratively in school improvement activities]
[1(h) Informing, involving, and collaborating with parents and families as partners in the educational process]

Beginning	Emerging	Applying	Integrating	Innovating
Participates in required activities, e.g. curriculum night, open house, staff meetings.	Knowledgeable about community resources and events that enrich educational programs and willing to participate in school-related committees.	Uses community resources/events and incorporates them into the educational program. Chooses to participate in school and/or District committees.	Engages parents and community members in the work of the classroom. Chooses to continue committee participation.	Becomes a leader by working collaboratively and professionally to foster school/community relationships.