

SELF-ASSESSMENT TOOL for TEACHERS

This self-assessment tool is designed to support teachers' continuous growth and learning. Teachers can use this tool to 1) reflect on their strengths and areas for growth in key practices for the upcoming school year and 2) draft professional practice and student learning goals to guide professional learning and advance equity for students.

Part 1. Reflection on Practice

Consider each of the key practices listed below, derived from the Focus Indicators for Teachers¹, and identify the areas in which you feel strongest and those you would like to invest more time developing. Where does your current practice fall on the continuum from *area for greatest growth* to *area of greatest strength*? This self-assessment will help you develop a professional practice goal in Part 3.

← Area for Greatest Growth I-A: Curriculum and Planning Area of Greatest Strength →
Uses evidence-based, content-specific pedagogical practices that enable students to develop and apply grade-level knowledge and skills in authentic contexts. ☐ ☐ ☐ ☐ ☐
Builds on and draws from knowledge of their students' identities, skills, developmental levels, cultures, languages, and communities to inform curriculum and planning. ☐ ☐ ☐ ☐ ☐
Skillfully implements curricular materials using evidence-based, inclusive, and culturally responsive instructional methods and activities. ☐ ☐ ☐ ☐ ☐

¹ The Focus Indicators are a set of practices identified by the Center for Instructional Support as high priority. Aligning self-assessment, goals, and evidence collection to these Focus Indicators will help to ensure a focused and meaningful evaluation process.

← Area for Greatest Growth II-A: Instruction Area of Greatest Strength →				
Engages all students as active learners of meaningful, standards-aligned content.				
☐	☐	☐	☐	☐
Uses appropriate inclusive practices to make grade-level content accessible and culturally relevant to all students and accommodate and support individual differences in all students' learning needs, abilities, interests, and levels of readiness.				
☐	☐	☐	☐	☐
Supports students to think critically, ask questions, and analyze sources, perspectives, and biases in order to deepen learning and make connections between the content and real-world problems and events.				
☐	☐	☐	☐	☐

← Area for Greatest Growth II-B: Learning Environment Area of Greatest Strength →				
Builds positive, caring relationships to ensure each and every student feels valued, respected, supported, and a sense of belonging in the classroom community.				
☐	☐	☐	☐	☐
Creates and maintains a safe, supportive, and inclusive environment where students positively contribute to their community.				
☐	☐	☐	☐	☐
Provides opportunities for cooperative learning with diverse peers and equitable and culturally responsive academic discourse.				
☐	☐	☐	☐	☐
Supports students to take ownership of their learning.				
☐	☐	☐	☐	☐

<i>Area for Greatest Growth</i>	III-B: Family Collaboration	<i>Area of Greatest Strength</i>
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	Leverages families' cultural and linguistic knowledge and expertise to support student learning.	
☐	☐	☐
☐	☐	☐
	Engages in dialogue with families about what students are learning in the classroom and expectations for student success.	
☐	☐	☐
☐	☐	☐
	Identifies and seeks feedback on, strategies and resources for supporting student learning and growth in and out of school.	
☐	☐	☐
☐	☐	☐

<i>Area for Greatest Growth</i>	IV-A: Reflection	<i>Area of Greatest Strength</i>
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	Continuously reflects on the effectiveness of instruction and how one's identities, biases, and practices impact student learning and well-being, and works to improve practice, eliminate learning inequities, and support all students to meet or exceed grade-level standards.	
☐	☐	☐
☐	☐	☐
	Sets challenging, standards-aligned and measurable professional practice and student learning goals, based on thorough self-assessment, analysis of student learning data, and feedback from students and families, that advance equity for all students.	
☐	☐	☐
☐	☐	☐
	Seeks out and engages in ongoing cycles of professional learning to strengthen equitable practice and improve student learning, applies new knowledge and skills into practice, and monitors impact on student learning.	
☐	☐	☐
☐	☐	☐

Area for Greatest Growth IV-C: Professional Collaboration Area of Greatest Strength				
Collaborates and communicates with colleagues on a wide range of tasks in support of shared goals for student learning.				
☐	☐	☐	☐	☐
Shares responsibility for schoolwide culture and learning expectations that promote an equitable and culturally responsive school community.				
☐	☐	☐	☐	☐

Part 2. Analysis of Student Learning, Growth, and Achievement

Using the prompts below, briefly summarize areas of strength and high-priority concerns for student learning, growth, and achievement in the upcoming school year. This analysis will inform the development of your student learning goal(s) in Part 3.

Recommendations:

- Consider multiple sources of data as available, e.g. statewide and/or common assessments, as well as student and family feedback.
- When possible, disaggregate data by student groups (e.g. race/ethnicity, English learner status, enrollment in special education, etc.) to identify areas of inequity in student learning experiences or outcomes.

What knowledge, skills, or practices aligned to essential content in your grade or course do you anticipate will be <u>strengths</u> of your incoming students? Consider your students as a whole <i>and</i> disaggregated by student groups, when possible.	What knowledge, skills, or practices do you anticipate needing to prioritize for additional <u>support</u> to ensure that each and every student is able to progress through grade-level content? Consider your students as a whole <i>and</i> disaggregated by student groups, when possible.
Based on your reflections to the questions above, what <u>steps</u> could you take to promote equity and support each and every student's learning, growth, and achievement this school year?	

Part 3. Goal-Setting

Based on your analysis in Parts 1 and 2, develop² at least one professional practice goal and one student learning goal around which to center your individual (or team) professional learning this year. Aim for S.M.A.R.T.I.E. Goals (S=Specific and Strategic; M=Measurable; A=Action Oriented; R=Rigorous, Realistic, and Results-Focused; T=Timed and Tracked, I=Inclusive, and E=Equitable).

Professional Practice Goal(s)	Student Learning Goal(s)
☐ Individual ☐ Team:	☐ Individual ☐ Team:

Signature of Educator _____ Date _____

Signature of Evaluator³ _____ Date _____

² If proposed goals change during Plan Development, edits may be recorded directly on original sheet or revised goal may be recorded on a new sheet. If proposed goals are approved as written, a separate sheet is not required.

³ The evaluator's signature indicates that he or she has received a copy of the self-assessment form and the goal setting form with proposed goals. It does not denote approval of the goals.