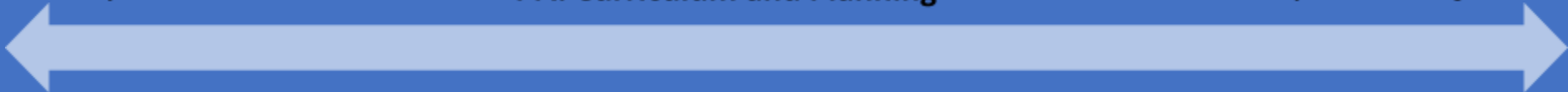


## SELF-ASSESSMENT TOOL for TEACHERS

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.


Consider each of the key practices listed below, derived from the Focus Indicators for Teachers<sup>1</sup>, 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.

### Part 1. Reflection on Practice

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

<sup>1</sup> 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.

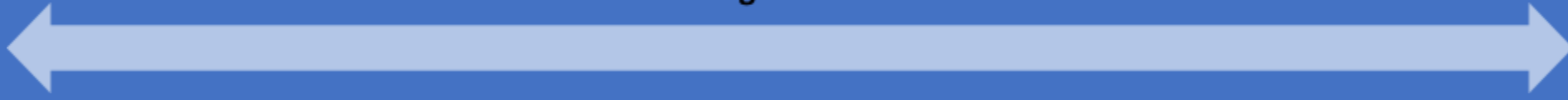
Uses appropriate inclusive practices to make grade-level content accessible and culturally relevant to all students and accommodate and support individual differences in all students' learning needs, abilities, interests, and levels of readiness.

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.				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides opportunities for cooperative learning with diverse peers and equitable and culturally responsive academic discourse.				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supports students to take ownership of their learning.				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

<i>Area for Greatest Growth</i>	<b>IV-A: Reflection</b>	<i>Area of Greatest Strength</i>
		
<p>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.</p>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>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.</p>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<i>Area for Greatest Growth</i>	<b>IV-C: Professional Collaboration</b>	<i>Area of Greatest Strength</i>
		
<p>Collaborates and communicates with colleagues on a wide range of tasks in support of shared goals for student learning.</p>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 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.

<p>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.</p>	<p>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.</p>
<p>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?</p>	