

## Teacher Self-Assessment of Professional Practice

Name		Date							
1 - Not Yet		2 - Sometimes		3 - Often	4 - Always				
<b>I. Curriculum, Planning, and Assessment</b>					<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
<b>I-A: Curriculum and Planning</b>	<b>Needs Improvement</b>			<b>Proficient</b>					
<b>I-A-4. Well-Structured Lessons</b>	Develops lessons (which may include individual and group activities or sessions) with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping.			Develops well-structured lessons (which may include individual and group activities or sessions) with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.					
I know and use the continua of district unpacked standards for my grade/content.									
I use data to identify where my students are on a continuum.									
I have challenging, measurable objectives for my lessons.									
I plan lessons with challenging objectives that require higher order thinking to solve problems.									
I follow a Launch-Explore-Summary lesson plan structure.									
I use a variety of activities, materials, and resources that engage my students in their own learning.									
<b>1-B: Assessment</b>	<b>Needs Improvement</b>			<b>Proficient</b>					
<b>I-B-2. Adjustment to Practice</b>	May organize and analyze some assessment results but only occasionally adjusts practice or modifies future instruction based on the findings.			Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for students.					
I use formative assessments to determine student learning/achievement to adjust mid-lesson.									
I organize, analyze, and interpret results to determine progress toward outcomes.									
I use data to adjust practice and future lessons.									
I implement differentiated interventions/enhancements based on student data.									
<b>Standard II. Teaching All Students</b>					<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
<b>II-A: Instruction</b>	<b>Needs Improvement</b>			<b>Proficient</b>					
<b>II-A-3. Meeting Diverse Needs</b>	May use some appropriate practices to accommodate differences, but fails to address an adequate range of differences.			Uses appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.					
I use tiered instruction and scaffolds to accommodate student learning needs.									
I accommodate differences in learning styles, needs, and interests in my lesson design.									
I consider levels of readiness and include accommodations for student success.									
I know the IEP goals and accommodations/modifications for my special education students.									
I can identify my ELL students' proficiency level, their Can Do's, and learning goals for next level.									
I anticipate and respond to misunderstandings – intellectual, social, or cultural.									
<b>II-B: Learning Environment</b>	<b>Needs Improvement</b>			<b>Proficient</b>					
<b>II-B-1. Safe Learning Environment</b>	May create and maintain a safe physical environment but inconsistently maintains rituals, routines, and responses needed to prevent and/or stop behaviors that interfere with all students' learning.			Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.					
I use rituals and routines to create a safe physical and intellectual environment for learning.									
I maintain a safe intellectual environment where students take academic risks.									
I prevent most behaviors that interfere with learning.									
<b>II-D: Expectations</b>	<b>Needs Improvement</b>			<b>Proficient</b>					
<b>II-D-2. High Expectations</b>	May tell students that the subject or assignment is challenging and that they need to work hard but does little to counteract student misconceptions about innate ability.			Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability.					
I provide learning experiences that enable students to acquire complex knowledge and skills									
I consistently define high expectations for the quality of student work.									
I reinforce perseverance and effort required for high quality work.									
I model and reinforce ways to master challenging material through effective effort.									

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Standard III. Family and Community Engagement –Suggested Teacher Evidence			1	2	3	4
III-C: Engagement	Needs Improvement	Proficient				
III-C.1. <u>Two-Way Communication</u>	Relies primarily on newsletters and other one-way media and usually responds promptly to communications from families.	Regularly uses two-way communication with families about student performance and learning and responds promptly and carefully to communications from families.				
I can provide samples of regular, timely communication with families about student performance						
I can provide evidence of timely response to communications from families.						
I can provide samples of active outreach to families regarding student progress, programs, celebrations, etc.						

Standard IV. Professional Culture – Suggested Teacher Evidence			1	2	3	4
IV-A: Reflection	Needs Improvement	Proficient				
IV-A.2. <u>Goal Setting</u>	Proposes goals that are sometimes vague or easy to achieve and/or bases goals on a limited self-assessment and analysis of student learning data.	Proposes challenging, measurable professional practice, team, and student learning goals that are based on thorough self-assessment and analysis of student learning data.				
I have challenging, measurable professional practice, team, and student learning goals						
I can provide data (formative and summative) as evidence that goals are based on thorough self-assessment and analysis of student learning data						
I can share evidence of timely tracking of progress on professional, team, and student learning goals						
IV-C: Collaboration	Needs Improvement	Proficient				
IV-C.1. <u>Professional Collaboration</u>	Does not consistently collaborate with colleagues in ways that support productive team effort.	Consistently and effectively collaborates with colleagues in such work as developing standards-based units, examining student work, analyzing student performance, and planning appropriate intervention.				
I can provide logs, summary sheets, notes, common assessments, etc. as evidence of consistent and effective collaboration with colleagues						
I maintain notes, attendance/time sheets, findings, etc. as evidence of active participation in data summits, PLC's , inquiry group(s), etc.						
I have evidence of analyzing student data with colleagues and planning appropriate interventions through re-grouping of students, reallocation of resources, progress monitoring summaries, etc.						