


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.

I-A: Curriculum and Planning					
<i>Area for Greatest Growth</i>					<i>Area of Greatest Strength</i>
Using evidence-based practices that enable all students to develop and apply grade-level knowledge and skills in relevant and real-world contexts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Building on and drawing from knowledge of my 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"/>
Skillfully using curricular materials to plan evidence-based, inclusive, and culturally and linguistically sustaining instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.

II-A: Instruction

Area for Greatest Growth



Area of Greatest Strength

Supporting all students to meet or exceed high expectations, produce high-quality work, and develop self-awareness and skills for independent learning.

Engaging all students as active learners of meaningful, standards-aligned and grade-appropriate content.

Accommodating and supporting individual differences in all students' learning needs, abilities, interests, and levels of readiness (including students with disabilities and multilingual learners).

II-B: Learning Environment

Area for Greatest Growth



Area for Greatest Growth

Building positive, caring relationships to help all students feel valued, respected, equitably supported, and a sense of belonging in the classroom community.

Creating and maintaining a safe, supportive, and inclusive learning environment.

Developing students' relationship and communication skills through collaborative learning.

Guides students to self-assess, problem-solve, ask for support, and access resources when needed.

Developing students' abilities to think critically, ask questions, and analyze sources, perspectives, and biases.

III-B: Family Collaboration

Area for Greatest Growth



Area for Greatest Growth

Leveraging families' cultural and linguistic knowledge and expertise as assets to support student learning.

Engaging in dialogue with families about what students are learning in the classroom and expectations for student success.

Collaboratively identifying, and seeking family feedback on, strategies and resources for supporting student learning and growth in and out of school.

IV-A: Reflection

Area for Greatest Growth



Area for Greatest Growth

Continuously reflecting on and working to improve practice, eliminate learning inequities, and support all students to meet or exceed grade-level standards.

Setting challenging, standards-aligned and measurable professional practice and student learning goals that advance equity for all students.

Seeking out and engaging in ongoing cycles of professional learning to strengthen equitable practice and improve student learning, applying new knowledge and skills into practice, and monitoring impact on student learning.

IV-B: Shared Responsibility, Collaboration, & Decision-Making

Area for Greatest Growth



Area for Greatest Growth

Collaborating and communicating with colleagues (e.g., general education, special education, English learner education, support staff) on a wide range of tasks in support of shared goals for student learning.

Sharing responsibility for schoolwide culture and learning expectations that promote an equitable and culturally and linguistically sustaining school community.

Contributing ideas and expertise to school/district planning and decision-making.

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)
<input type="checkbox"/> Individual <input type="checkbox"/> Team:	<input type="checkbox"/> Individual <input type="checkbox"/> 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.