

Self-Assessment of Practice

Teacher _____ School _____

Grade Level(s) _____ Subject(s) _____ Date _____

Directions: Consider your teaching practice and determine, for each component of the framework for teaching, the level of performance that best reflects your own assessment. Circle or highlight the appropriate words, and then transfer your judgments to the last page of this form. This will provide you with a summary of your current level of practice. The final page may be combined with materials from other teachers in your school to determine the patterns of need across the school.

Domain 1: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
1a Demonstrating Knowledge of Content and Pedagogy	Current knowledge is weak in an area, and no attempt is made to fill in the gaps.	Is able to use knowledge of subject matter and student development to develop clear and appropriate lesson targets .	Is able to use knowledge of subject matter, student development and academic needs to develop clear and appropriate lesson targets.	Is able to use knowledge of subject matter, student development, and academic needs to develop clear and appropriate lesson targets. Adjusts lesson targets with new assessment information.
1b Demonstrating Knowledge of Students	Lessons and goals are developed without considerations of students' prior knowledge, life experiences and interests.	Asks questions that elicit students' prior knowledge, life experiences and interests.	Implements activities and elicits questions that help students make connections between what they already know and the learning targets.	Uses questions and activities to extend students' abilities to integrate what they know with the learning targets. Makes adjustments during lessons to ensure that all students meet the learning targets.
1c Setting Instructional Outcomes	Lesson plans list subject and times. Page numbers of texts may be referenced. There are no learning goals for students.	Daily lesson plans with clear targets are prepared in advance with attention to short term and unit goals and state standards .	Develops short- and long- term plans with clear targets that organize and align goals with learning activities and state standards.	Develops and sequences short- and long-term plans with clear targets that integrate goals, state standards, and learning activities.
1d Demonstrating Knowledge of Resources	Does not use technology or District adopted materials to support student learning.	Uses technology and all District resources to make subject matter accessible to students.	Integrates technology comfortably into a variety of subject matter to make it more accessible to students.	Integrates technology comfortably into a variety of subject matter to make it more accessible to students.
1e Designing Coherent Instruction	Each subject area is seen as separate and disconnected. Instruction in reading and writing skills is not incorporated into lessons.	Prior lessons and assessments allow the teacher to connect key concepts and skills across subject matter areas. Reading and writing instruction is purposefully included in lessons.	Integrates key concepts, skills, and big ideas across subject matter areas. Reading and writing instruction is often integrated into lessons.	Integrates key concepts, skills and big ideas across subject matter areas. Reading and writing skills are considered an important part of the curriculum and are regularly emphasized .

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1f Designing Student Assessments	Assessment data is rarely collected and used.	Begins to use formative assessment (for learning) to inform instruction.	Uses formative and summative assessments to inform instruction. Begins to collect data on students throughout the day or period.	Uses multiple assessments to provide guidance for daily lessons and long term planning. Collects data on an ongoing and consistent basis.

Domain 2: The Classroom Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
2a Creating an Environment of Respect and Rapport	<p>The relationship between teacher and students and among students is hostile.</p> <p>Students do not use any problem solving strategies.</p> <p>Only a selected few students have opportunities to participate.</p> <p>The teacher or students correct mistakes immediately.</p> <p>Responds sarcastically when students ask questions.</p>	<p>Builds caring, friendly rapport with students. Models equitable and respectful relationships.</p> <p>Teaches students some strategies to respond to unfairness and disrespect.</p> <p>There is evidence of community and positive relationships.</p> <p>Students are given opportunities to explain their thinking in partnerships, small groups and to the whole class.</p> <p>Some discussion around confusing ideas occurs.</p> <p>Encourages students to seek out resources and information on their own.</p>	<p>Promotes caring and respectful interactions among students. Responds to incidents of unfairness and disrespect equitably.</p> <p>Encourages students to respect differences and teaches strategies to solve problems.</p> <p>There is evidence of a community of learners.</p> <p>Students are given equitable opportunities to share their thinking in partnerships, small groups and to the whole class.</p> <p>Mistakes are seen as opportunities for learning.</p> <p>Routines are crated that encourage students to find resources and information on their own.</p>	<p>Fosters a safe and inclusive learning community. Students participate in maintaining a climate of equity, caring, and respect.</p> <p>Students may initiate creative solutions to conflicts. The classroom is model of a learning community.</p> <p>Students are given equitable opportunities to share their thinking in partnerships, small groups and to the whole class.</p> <p>Students show interest in discovering others' ideas.</p> <p>There is strong evidence of a classroom culture that supports sense making.</p> <p>Students remember and use routines independently to find resources and information.</p>

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p>2b Establishing a Culture for Learning</p>	<p>The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.</p>	<p>The teacher's attempt to create a culture for learning is partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both the teacher and students appear to be only "going through the motions."</p>	<p>The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.</p>	<p>High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject and all students hold themselves to high standards of performance—for example, by initiating improvements to their work.</p>
<p>2c Managing Classroom Procedures</p>	<p>There is no evidence of established procedures and routines.</p> <p>There are frequent work stoppages to regain order.</p> <p>Students do not work in groups or partnerships.</p>	<p>Develops, models and practices routines with students.</p> <p>Steps for procedures are posted in the classroom.</p> <p>Work stoppages due to off task behavior are infrequent.</p> <p>Reviews works in groups or partnerships on a daily basis.</p> <p>Periodically, teacher points out connections between group behavior and success.</p>	<p>Develops, models and practices routines with students.</p> <p>Routines are reviewed before lessons and debriefed afterward.</p> <p>Work stoppages due to off task behavior are minimal.</p> <p>Students work in groups or partnerships on a daily basis.</p> <p>Students and teacher develop, model and practice expectations for collaborative group work.</p> <p>Debriefs at the activity's conclusion, giving students a chance to connect group behavior to success and accomplishments.</p>	<p>Students understand the connection between routines/procedures and success/accomplishment.</p> <p>Students show ownership of routines and procedures.</p> <p>Work stoppages due to off task behavior are minimal.</p> <p>Expectations for collaborations are developed, modeled and practiced by teacher and students.</p> <p>Frequent collaborative opportunities are provided with clear purpose.</p> <p>After group work, students debrief, connecting group behaviors to success and accomplishments.</p>
<p>2d Managing Student Behavior</p>	<p>No standards of behavior appear to be established or students are confused as to what the standards are.</p> <p>Student behavior is not monitored; the teacher is unaware of what students are doing.</p> <p>Does not respond to misbehavior or the response is inconsistent, overly repressive or does not respect the student's dignity.</p> <p>Teacher ignores students not following school wide rules.</p> <p>Students are frequently confused about teacher's instructions.</p>	<p>Standards of conduct have been taught and are clear to students.</p> <p>Attention and movement in the classroom show that s/he is aware of all student activity.</p> <p>Responds appropriately to disruptive behavior and promotes some positive behavior.</p> <p>Teacher supports school wide rules and encourages students to follow them.</p> <p>Lays out multi-step directions in both oral and written form to eliminate confusion and repeated directions.</p>	<p>Standards of conduct are clear to all students and have been developed with student participation.</p> <p>Alert to student behavior at all times.</p> <p>Least invasive responses to misbehavior are used.</p> <p>Can work with individuals or small groups while monitoring the whole classroom.</p> <p>Teacher supports school wide rules and expects students to follow them.</p> <p>Lays out multi-step directions in multiple forms (oral, written, picture) as necessary so that students can carry out activities without confusion or error.</p>	<p>Facilitates a positive environment in which students are guided to take a strong role in maintaining and monitoring behavior.</p> <p>Equitably and consistently reinforces expectations and consequences.</p> <p>Lesson plans, pacing and instructional strategies are structured to prevent misbehavior.</p> <p>Teacher discusses the purpose of school wide rules and expects students to follow them.</p> <p>Teacher lays out all directions in multiple forms.</p> <p>Routines are taught so that students can efficiently carry out instructions.</p>

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2e Organizing Physical Space	The physical environment is unsafe, or some students don't have access to learning. Alignment between the physical arrangement and the lesson activities is poor.	The classroom is safe, and essential learning is accessible to most students; the teacher's use of physical resources, including computer technology, is moderately effective. The teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement is appropriate to the learning activities. The teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.

Domain 3: Instruction

Component	Unsatisfactory	Basic	Proficient	Distinguished
3a Communicating with Students	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The teacher's use of language contains errors or is inappropriate for students' cultures or levels of development. Lessons are a string activities related to the subject.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; the teacher's use of language is correct but may not be completely appropriate for students' cultures or levels of development. Targets are clearly stated and made explicit to students.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate for students' cultures and levels of development. Targets are communicated to students in writing on a daily basis.	Expectations for learning, directions and procedures, and explanations of content are clear to students. The teacher's oral and written communication is clear and expressive, appropriate for students' cultures and levels of development, and anticipates possible student misconceptions. Establishes, reviews, and revises learning goals with students on a regular basis.
3b Using Questioning and Discussion Techniques	Does not allow adequate processing time after asking a question. The same students usually respond. Whole group lecture is primarily used with only a few volunteers answering questions. Students' level of concerns about own learning is very low. Students are not engaged.	Usually allows five seconds or more of silence after asking a question. Almost all students are ready with a response. Teacher uses a variety of questioning strategies to elicit responses from most students. Conversation also begins to occur as responses between students. The level of concern about own learning is moderately high . Students are regularly engaged.	Students have a variety of ways to process. (For example, five or more seconds of think time or some writing time.) Almost all students are ready with a response. Teacher uses a variety of questioning strategies to elicit responses from all students. Students are responding to each other . The level of concern about own learning is high . Students are frequently engaged.	Students expect think time and have a variety of ways to process throughout the lesson. Wait time also occurs after student answers or questions. Teacher uses a variety of questioning strategies to elicit response from almost all students. There are times when the teacher can step back and let students carry the conversation . The level of concern about own learning is very high . Students are consistently engaged.

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<p>3c Engaging Students in Learning</p>	<p>Students are teacher dependent.</p> <p>They do not reflect on their learning or behavior.</p> <p>Students have no opportunities to engage in problem solving or critical thinking activities.</p> <p>Lessons are focused on having students acquire and then memorize facts.</p> <p>Poor pacing for learning activities, transitions, and a lack of routines leads to much wasted time.</p> <p>There are times when no learning is occurring.</p> <p>Instructional strategies are unsuitable to the learning goals.</p> <p>Many students are not engaged in activities.</p> <p>Lesson content and delivery is the same for all students regardless of ability</p> <p>No sheltered instruction techniques are used.</p> <p>Students are not provided with models.</p> <p>Students are released to work independently too soon.</p>	<p>Supports students in developing skills needed to monitor their own learning.</p> <p>Students reflect on and discuss progress and process.</p> <p>Begins to engage students through activities and questioning strategies that develop skills in identification and understanding of key concepts and issues.</p> <p>Provides time for students to complete learning activities.</p> <p>Routines for classroom business and transitions minimize wasted time.</p> <p>Begins to vary instructional strategies to increase student engagement.</p> <p>Most students are engaged in activities.</p> <p>Lesson content and delivery is modified for some students.</p> <p>Sheltered instruction techniques are incorporated into most lessons.</p> <p>Teacher often models processes and activities. Shows completed products even with simple activities or assignments.</p>	<p>Learning activities enable students to set goals and develop strategies for monitoring and reflecting on progress and product.</p> <p>Engages students through activities and questioning strategies that develop skills in identification and understanding of key concepts and issues.</p> <p>Paces instruction and classroom business to maintain engagement.</p> <p>The daily schedule reflects the expectation that much learning will occur.</p> <p>There is little wasted time.</p> <p>Varies instructional strategies to increase student participation.</p> <p>Most or all students are regularly engaged.</p> <p>Lessons are planned purposefully to include accommodations for students.</p> <p>Most lessons are planned with sheltered instruction strategies in mind.</p> <p>Uses a gradual release of responsibility model releasing students to work independently after sufficient modeling and practice.</p>	<p>Students initiate learning goals and set criteria for evaluating work.</p> <p>Students reflect on progress and process as a regular part of learning experiences.</p> <p>Facilitates regular opportunities for students to design and implement inquires, problem solve, analyze content and draw conclusions – considering multiple perspectives (e.g. scientific inquiry or social studies analysis).</p> <p>Paces instruction to maintain engagement and to include reflection, assessment and closure.</p> <p>Transitions are fluent and integrated into learning activities. There is no wasted time.</p> <p>Uses a repertoire of strategies to ensure fullest participation and learning for each student. Most or all students are regularly engaged. Accommodations are planned and seamlessly integrated into lessons.</p> <p>Most or all lessons use sheltered instruction techniques.</p> <p>Teacher uses gradual release of responsibility model, almost always modeling processes and activities. Shows completed products resulting in higher quality student work.</p>

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3d Using Assessment in Instruction	<p>Students do not assess their own learning.</p> <p>Does not use assessment to guide instruction.</p>	<p>Begins to provide students with feedback on work.</p> <p>Some student involvement in assessing work.</p> <p>Uses a variety of techniques to re-teach material and uses information from assessments to plan learning activities</p>	<p>Assists students in reflecting on and assessing their own work.</p> <p>Creates scoring guides with students when needed.</p> <p>Uses formative and summative assessment information to plan lessons.</p> <p>Checks for understanding while teaching and addresses disequilibrium.</p>	<p>Integrates student self-assessment and reflection into learning activities.</p> <p>Engages all students in self and peer-assessment and in monitoring progress and goals over time. Scoring guides provide clear guidelines for assessment.</p> <p>Includes assessments as a regular part of instruction to plan and revise lessons.</p> <p>Regularly check for understanding and modifies instruction.</p>
3e Demonstrating Flexibility and Responsiveness	<p>The teacher adheres to the instruction plan, even when a change would improve the lesson or address students' lack of interest. The teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.</p>	<p>The teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. The teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.</p>	<p>The teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests.</p>	<p>The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The teacher ensures the success of all students, using an extensive repertoire of instructional strategies.</p>

Domain 4: Professional Responsibilities

Component	Unsatisfactory	Basic	Proficient	Distinguished
4a Reflecting on Teaching	<p>Does not reflect on practice; little growth seen over time.</p>	<p>Reflects on practice on a regular basis.</p> <p>Invites an observer in to give feedback or collect data and has observed another teacher.</p>	<p>Regularly engages in reflections in a formalized manner (e.g. journaling).</p> <p>On a regular basis, has observers in the classroom to provide feedback and observes other teachers' classrooms.</p>	<p>Practices reflections and assessment daily in a formalized manner.</p> <p>Is a member of a formal group that regularly observes classrooms and reflects on data.</p>
4b Maintaining Accurate Records	<p>Irregular attendance and tardiness (without communication with an administrator) negatively affect performance on teacher standard and indicators.</p> <p>Plans are not completed and materials are not ready for the day's learning activities.</p>	<p>Attendance and punctuality positively affect performance on all standards and indicators.</p> <p>Plans are completed and materials are ready for several days of learning activities.</p>	<p>Attendance and punctuality positively affect performance on all standards and indicators.</p> <p>Weekly plans and materials are completed; thorough plans for a substitute are completed when needed.</p>	<p>Attendance and punctuality positively affect performance on all standards and indicators.</p> <p>Weekly targeted lessons, plans and materials are completed; thorough plans for a substitute are completed when needed.</p>

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<p>4c Communicating with Families</p>	<p>Academic and behavioral expectations or progress are not communicated to students or parents.</p> <p>Does not promptly return parent communication.</p>	<p>Provides students and families with clear academic and behavioral expectations.</p> <p>Students and parents are informed about current progress.</p> <p>Promptly returns parent communication.</p>	<p>Provides students and families with clear academic and behavioral expectations.</p> <p>Students and parents are regularly provided with information about current progress.</p> <p>Promptly returns parent communication and maintains documentation.</p>	<p>Provides students and parents with information about current progress and how work can be improved.</p> <p>Ongoing information is provided in a variety of ways.</p> <p>Teacher solicits input from parents. Parents are welcome to contact the teacher or to visit the classroom.</p>
<p>4d Participating in a Professional Community</p>	<p>Relationships with colleagues are negative.</p> <p>Communication (verbal or written) is unprofessional.</p>	<p>Relationships with colleagues are supportive and cooperative.</p> <p>Works with colleagues to plan curriculum, coordinate resources and solve problems.</p>	<p>Relationships with colleagues are supportive, cooperative and collaborative.</p> <p>Dialogs with staff members to support student learning.</p>	<p>Relationships with colleagues are supportive, cooperative and collaborative.</p> <p>Provides leadership and contributes to the learning of other staff.</p>
<p>4e Growing and Developing Professionally</p>	<p>Attendance at required meetings is sporadic.</p> <p>Engages in no professional development activities.</p>	<p>Attends all required meetings</p> <p>Develops a CPD plan and seeks professional growth opportunities to reach those goals.</p> <p>Occasionally attends a class, workshop, seminar or conference, other than those sponsored by the building or district.</p>	<p>Attends all required meetings.</p> <p>Bases CPD plan on self-assessment of effectiveness.</p> <p>Attends classes, workshops, seminars, conferences etc. on a regular basis.</p>	<p>In addition to attending required meeting, becomes involved in activities that contribute to the profession such as: mentoring teachers, making presentations, taking summer classes, reading books and articles about instruction, attending workshops, taking classes through NCU</p>
<p>4f Showing Professionalism</p>	<p>The teacher has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The teacher fails to comply with school and district regulations and time lines.</p>	<p>The teacher is honest and well intentioned in serving students and contributing to decisions in the school, but the teacher's attempts to serve students are limited. The teacher complies minimally with school and district regulations, doing just enough to get by.</p>	<p>The teacher displays a high level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations.</p>	<p>The teacher is proactive and assumes a leadership role in making sure that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher displays the highest standards of ethical conduct and takes a leadership role in seeing that colleagues comply with school and district regulations.</p>