

## Sample Teacher Self-Assessment Form

<b>Name:</b>			
<b>School:</b>		<b>District:</b>	
<b>Grade Level(s):</b>		<b>Subject(s):</b>	
<b>Date Developed:</b>			

The purpose of the Self-Assessment is to allow educators to reflect on their practice, identifying their own professional strengths and areas of development. Your Self-Assessment will lead directly into the development of your Professional Learning Goals. Before completing the Self-Assessment, review any prior evaluations (especially last year's), including feedback from your prior evaluation. The areas of strengths and areas of development should be aligned with competencies in these rubrics.

### Self-Assessment– Professional Practice

*Using the Charlotte Danielson's Framework for Teaching rubric, for each domain identify at least one competency as a strength and at least one as an area for development. Using previous evaluations and any other relevant information, provide a rationale for why you chose these competencies.*

(EXAMPLE) Professional Practice Strength Domain 3: Instruction		(EXAMPLE) Professional Practice Area of Development Domain 3: Instruction	
EXAMPLE – 3C	<p><i>EX: On my previous evaluation, I earned a “Distinguished” rating on this competency with my evaluator commenting that “Nearly every student in the classroom is engaged in their work but not all are working on the same thing. The level of student choice in your class is impressive - it is clear that they find meaning in their work”.</i></p> <p><i>Also, in my end-of-year student surveys last year, 90% of my students reported that they felt connected to the topics in class and 87% reported that they felt they had choices in their learning activities. This is something I spent a great deal of time working on last year and was the focus of one of my professional growth goals.</i></p>	EXAMPLE – 3C	<p><i>EX: On my previous evaluation, I earned a “Basic” rating on this competency. My evaluator commented that “Many students are reading books that are either too difficult or not challenging enough. Several opportunities exist to connect students to the curriculum through available technology but are not being utilized.”</i></p> <p><i>In addition to my evaluator's comments, I know that I can do a much better job of matching students to text using lexile ratings. Using our new SRI computer program, I can update student reading levels regularly and use them to better individualize reading materials.</i></p>

## Summary of *A Framework for Teaching*, Charlotte Danielson, 2011

<b>Domain 1</b> <b>Planning and Preparation</b>	<b>Domain 2</b> <b>The Classroom Environment</b>
<p><b>a. Demonstrating Knowledge of Content and Pedagogy</b>  Knowledge of Content and the Structure of the Discipline  Knowledge of the Prerequisite Relationships  Knowledge of content-Related Pedagogy</p> <p><b>b. Demonstrating Knowledge of Students</b>  Knowledge of Child and Adolescent Development  Knowledge of the Learning Process  Knowledge of Students' Skills, Knowledge, and Language Proficiency  Knowledge of Students' Interests and Cultural Heritage  Knowledge of Students' Special Needs</p> <p><b>c. Selecting Instructional Outcomes</b>  Value, Sequence and Alignment  Clarity  Balance  Suitability for Diverse Students</p> <p><b>d. Demonstrating Knowledge of Resources</b>  Resources for Classroom Use  Resources to Extend Content Knowledge and Pedagogy  Resources for Students</p> <p><b>e. Designing Coherent Instruction</b>  Learning Activities  Instructional Materials and Resources  Instructional Groups  Lesson and Unit Structure</p> <p><b>f. Designing Student Assessments</b>  Congruence with Instructional Outcomes  Criteria and Standards  Design of Formative Assessments  Use for Planning</p>	<p><b>a. Creating an Environment of Respect and Rapport</b>  Teacher Interactions with Students Including Both Words and Actions  Student Interactions with Other Students, Including Both Words and Actions</p> <p><b>b. Establishing a Culture for Learning</b>  Importance of the Content and of Learning  Expectations for Learning and Achievement  Student Pride in Work</p> <p><b>c. Managing Classroom Procedures</b>  Management of Instructional Groups  Management of Transitions  Management of materials and Supplies  Performance of Non-Instructional Duties</p> <p><b>d. Managing Student Behavior</b>  Expectations  Monitoring of Student Behavior  Response to Student Misbehavior</p> <p><b>e. Organizing Physical Space</b>  Safety and Accessibility  Arrangement of Furniture and Use of physical Resources</p>
<b>Domain 4</b> <b>Professional Responsibilities</b>	<b>Domain 3</b> <b>Instruction</b>
<p><b>a. Reflecting on Teaching</b>  Accuracy  Use in Future Teaching</p> <p><b>b. Maintaining Accurate Records</b>  Student completion of Assessments  Student Progress in Learning  Non-instructional Records</p> <p><b>c. Communicating with Families</b>  Information about the Instructional Program  Information about Individual Students  Engagement of Families in the Instructional Program</p> <p><b>d. Participating in a Professional Community</b>  Relationships with Colleagues  Involvement in a Culture of Professional Inquiry  Service to the School  Participation in School and District Projects</p> <p><b>e. Growing and Developing Professionally</b>  Enhancement of Content Knowledge and Pedagogical Skills  Service to the Profession</p> <p><b>f. Showing Professionalism</b>  Integrity and Ethical Conduct  Service to Students  Advocacy  Decision Making  Compliance with School and District Regulations</p>	<p><b>a. Communicating with Students</b>  Expectations for Learning  Directions for Activities  Explanations of Content  Use of Oral and Written Language</p> <p><b>b. Using Questioning and Discussion Techniques</b>  Quality of Questions/Prompts  Discussion Techniques  Student Participation</p> <p><b>c. Engaging Students in Learning</b>  Activities and Assignments  Grouping of Students  Instructional Materials and Resources  Structure and Pacing</p> <p><b>d. Using Assessment in Instruction</b>  Monitoring of Student Learning  Feedback to Students  Student Self-Assessment and Monitoring of Progress</p> <p><b>e. Lesson Adjustment</b>  Response to Students  Persistence</p>

### Sample Teacher Self-Assessment– Professional Practice

Domain	Professional Practice Strength	Professional Practice Area for Development
Domain 1 Planning and Preparation		
Domain 2 Classroom Environment		
Domain 3 Instruction		
Domain 4 Professional Responsibilities		

### Sample Self-Assessment Narrative

*Please respond to each of the following prompts below.*

1. **Prioritize.** Review the three (or more) areas of development identified in your Self-Assessment and areas of strength. Reflect on your professional growth over the last year and prioritize these three to six areas of development that are most important for your professional growth and will yield the best outcomes for your students

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

2. **Summarize.** Briefly summarize the *top three* priority areas of professional growth that you plan to focus on in the coming year in two paragraphs or less. Explain why these are your priority areas of growth and how focusing on these development areas will help you improve as a professional. These areas of development will be the basis of the Professional Growth Goals in your Professional Growth Plan.

1. Is there anything else about your role as an educator this year that you feel is important to share with your evaluator (new assignment, change in curriculum, etc.)?