SELF-ASSESSMENT TOOL for TEACHERS

This self-assessment tool is designed to support teachers' continuous growth and learning in the transition beyond the COVID-19 pandemic. Teachers can use this tool to 1) reflect on their strengths and areas for growth in key practices for the 2021-22 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 2021-22 Focus Indicators for Teachers[1], 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.

Area for Greatest Growth	I-A: Curriculum and Planning			Area of Greatest Strength
Implements standards-aligned units and lessons with clear objectives, challenging tasks, and appropriate pacing, sequencing, resources, and supports for English learners and students with disabilities.				
☐	☐	☐	☐	☐
Provides differentiated, culturally responsive learning experiences that enable each student to access the curriculum and progress toward learning goals.				
☐	☐	☐	☐	☐
Engages students in learning experiences that enable them to acquire complex knowledge and subject-specific skills and vocabulary.				
☐	☐	☐	☐	☐

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[1] The Focus Indicators are a set of practices identified by the Center for Instructional Support as highest priority for the 2021-22 school year. 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-B: Learning Environment**	*Area of Greatest Strength* ▶

Uses rituals and routines to create and maintain a safe learning environment (physical, intellectual, social-emotional, and digital) where all students feel seen, heard, and respected.
☐ ☐ ☐ ☐ ☐
Develops students' relationship and communication skills with both the teacher and their peers by providing opportunities for students to learn in groups with diverse peers and facilitating meaningful academic discourse.
☐ ☐ ☐ ☐ ☐
Cultivates learning experiences across learning platforms (e.g. in-person, virtual, independent) that guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; take academic risks; and challenge themselves to learn.
☐ ☐ ☐ ☐ ☐

◀ *Area for Greatest Growth*	**II-D Cultural Proficiency**	*Area of Greatest Strength* ▶

Establishes an environment in which students demonstrate respect for and affirm their own (self-awareness) and others' (social awareness) differences related to background, identity, language, strengths, and challenges.
☐ ☐ ☐ ☐ ☐
[from IV-A: Reflection] Regularly reflects on one's own cultural lens in order to remain attuned to one's strengths, gaps, and biases, relative to both individual and student growth, and responds to them in constructive ways.
☐ ☐ ☐ ☐ ☐
[from I-A: Curriculum & Planning] Provides differentiated, culturally responsive learning experiences that enable each student to access the curriculum and progress toward learning goals.
☐ ☐ ☐ ☐ ☐

Area for Greatest Growth	**III-B: Family Collaboration**			*Area of Greatest Strength*
Builds authentic relationships with families to establish open, two-way partnerships and dialogue about students' school experiences.				
☐	☐	☐	☐	☐
Communicates with families about the curriculum regularly in a culturally proficient manner that supports collaboration around individual student academic progress.				
☐	☐	☐	☐	☐

Area for Greatest Growth	**IV-A: Reflection**			*Area of Greatest Strength*
Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning.				
☐	☐	☐	☐	☐
Regularly reflects on one's own cultural lens in order to remain attuned to one's strengths, gaps, and biases, relative to both individual and student growth, and responds to them in constructive ways.				
☐	☐	☐	☐	☐

Area for Greatest Growth	**IV-C: Professional Collaboration**			*Area of Greatest Strength*
Consistently and effectively collaborates with colleagues on teaching and learning.				
☐	☐	☐	☐	☐

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. While you may not have access to the same sources of data that you had in previous years (e.g. statewide and/or certain common assessments), you may have student and family feedback as well as formative assessments or other evidence of students' proficiency or unfinished learning. This analysis will inform the development of your student learning goal(s) in Part 3.

- *Recommendation for Equity:* When possible, disaggregate data by student groups (e.g. race/ethnicity, English learner status, enrollment in special education, etc.) to consider ways that students may be disproportionately impacted by the disruptions of COVID-19 and to identify the supports that will help them thrive in 2021-22.

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 *and* disaggregated by student groups, when possible.
What knowledge, skills, or practices do you anticipate needing to prioritize for additional <u>support</u> in order to ensure that each and every student is able to progress through grade-level content? Consider your students as a whole *and* 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, develop[2] 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)
☐ Individual ☐ Team:	☐ Individual ☐ Team:

Signature of Educator _____   Date _____

Signature of Evaluator[3] _____   Date _____

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[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.