

SELF-ASSESSMENT WORKSHEET WITH EVIDENCE - TEACHERS

Educator: _____ Date: _____ For School Year: _____

Standard I: Curriculum, Planning, and Assessment. The teacher promotes the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.

Educator Performance Rating on Standard: Unsatisfactory Needs Improvement Proficient Exemplary

Evidence Provided to Support Rating by (check if applies)	Educator	
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Curriculum and Planning: Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.		
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Assessment: Uses a variety of informal and formal methods of assessments to measure student learning, growth, and understanding to develop differentiated and enhanced learning experiences and improve future instruction.		
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Analysis: Analyzes data from assessments, draws conclusions, and shares them appropriately.		
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| <ul style="list-style-type: none"> <input type="checkbox"/> Unit subject matter content and/or skills <input type="checkbox"/> Lesson or Unit Plan Goals <input type="checkbox"/> Standards-based units of instruction <input type="checkbox"/> Lesson Plans <input type="checkbox"/> Measureable outcomes for students <input type="checkbox"/> Teacher-developed assessments <input type="checkbox"/> Examples of assessments used <input type="checkbox"/> Scoring guides/rubrics <input type="checkbox"/> Student work samples <input type="checkbox"/> Student data analysis <input type="checkbox"/> Lessons/units amended based on data analysis <input type="checkbox"/> Team-developed instructional work products <input type="checkbox"/> Other: | <ul style="list-style-type: none"> <input type="checkbox"/> Analysis of student learning needs <input type="checkbox"/> Grade level or subject team collaboration <input type="checkbox"/> Tiered/differentiated lessons/units <input type="checkbox"/> Tiered/differentiated assessments <input type="checkbox"/> Methods for engaging all students <input type="checkbox"/> Posted behavioral norms <input type="checkbox"/> Photographs of instructional space <input type="checkbox"/> Videotapes of student engagement <input type="checkbox"/> Homework assignments <input type="checkbox"/> Communications to students about work <input type="checkbox"/> Grading practices <input type="checkbox"/> Other: |
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Standard II: Teaching All Students. The teacher promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.

Educator Performance Rating on Standard: Unsatisfactory Needs Improvement Proficient Exemplary

Evidence Provided to Support Rating by (check if applies)	Educator	
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Instruction: Uses instructional practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.		
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Learning Environment: Creates and maintains a safe and collaborative learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning.		
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Cultural Proficiency: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.		
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Expectations: Plans and implements lessons that set clear and high expectations and also make knowledge accessible for all students.		
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| <ul style="list-style-type: none"> <input type="checkbox"/> Unit subject matter content and/or skills <input type="checkbox"/> Lesson or Unit Plan Goals <input type="checkbox"/> Standards-based units of instruction <input type="checkbox"/> Lesson Plans <input type="checkbox"/> Measureable outcomes for students <input type="checkbox"/> Teacher-developed assessments <input type="checkbox"/> Examples of assessments used <input type="checkbox"/> Scoring guides/rubrics <input type="checkbox"/> Student work samples <input type="checkbox"/> Student data analysis <input type="checkbox"/> Lessons/units amended based on data analysis <input type="checkbox"/> Team-developed instructional work products <input type="checkbox"/> Other: | <ul style="list-style-type: none"> <input type="checkbox"/> Analysis of student learning needs <input type="checkbox"/> Grade level or subject team collaboration <input type="checkbox"/> Tiered/differentiated lessons/units <input type="checkbox"/> Tiered/differentiated assessments <input type="checkbox"/> Methods for engaging all students <input type="checkbox"/> Posted behavioral norms <input type="checkbox"/> Photographs of instructional space <input type="checkbox"/> Videotapes of student engagement <input type="checkbox"/> Homework assignments <input type="checkbox"/> Communications to students about work <input type="checkbox"/> Grading practices <input type="checkbox"/> Other: |
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SELF-ASSESSMENT WORKSHEET WITH EVIDENCE – TEACHERS

Standard III: Family and Community Engagement. The teacher promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.		
Educator Performance Rating on Standard: <input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary		
Evidence Provided to Support Rating by (check if applies)		Educator
Engagement: Welcomes and encourages every family to become active participants in the classroom and school community.		
Collaboration: Collaborates with families to create and implement strategies for supporting student learning and development both at home and at school.		
Communication: Engages in regular, two-way, and culturally proficient communication with families about student learning and performance.		
Possible Evidence – check those that are used. <input type="checkbox"/> Outreach activities to families <input type="checkbox"/> Parent-teacher conference participation <input type="checkbox"/> RTI, IEP or 504 Plan conference participation <input type="checkbox"/> Communication with families via phone calls, emails, meetings <input type="checkbox"/> Other:		<input type="checkbox"/> Assistance to families about homework <input type="checkbox"/> Notification to families about student performance/behavior <input type="checkbox"/> Feedback from parents/families <input type="checkbox"/> College/financial aid program development <input type="checkbox"/> Other:
Standard IV: Professional Culture. The teacher promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.		
Educator Performance Rating on Standard: <input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary		
Evidence Provided to Support Rating by (check if applies)		Educator
Reflection: Demonstrates the capacity to reflect on and improve the educator’s own practice, using informal means as well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve teaching and learning.		
Professional Growth: Actively pursues professional development and learning opportunities to improve quality of practice or build the expertise and experience to assume different instructional and leadership roles.		
Collaboration: Collaborates effectively with colleagues on a wide range of tasks.		
Decision-Making: Becomes involved in schoolwide decision making, and takes an active role in school improvement planning.		
Shared Responsibility: Shares responsibility for the performance of all students within the school.		
Professional Responsibilities: Is ethical and reliable, and meets routine responsibilities consistently.		
Possible Evidence – check those that are used. <input type="checkbox"/> Professional development program/graduate work completion <input type="checkbox"/> PD program/course work products <input type="checkbox"/> Grade or subject team participation <input type="checkbox"/> Model lesson/counseling session educator <input type="checkbox"/> Curriculum development examples <input type="checkbox"/> Parent engagement program development <input type="checkbox"/> School or district committee service <input type="checkbox"/> Other:		<input type="checkbox"/> Professional conference attendance and report to colleagues <input type="checkbox"/> Student teacher supervisor <input type="checkbox"/> Mentor/Instructional Coach <input type="checkbox"/> Professional development program leader <input type="checkbox"/> Instructional Coach -school activity advisor/coach <input type="checkbox"/> Behavioral referrals <input type="checkbox"/> Paper work completion <input type="checkbox"/> Attendance rate <input type="checkbox"/> Other:

*The Seekonk Educator Evaluation Committee agreed this worksheet was optional for educators to use as a resource for completing the Self-Assessment Form. Evaluators will not complete this form nor do evaluators need a copy of this form.