Sample Teacher Self-Assessment Form

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<tr>
<th>Name:</th>
<th>School:</th>
<th>District:</th>
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<tr>
<th>Grade Level(s):</th>
<th>Subject(s):</th>
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<tr>
<th>Date Developed:</th>
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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.*

<table>
<thead>
<tr>
<th>(EXAMPLE) Professional Practice Strength</th>
<th>(EXAMPLE) Professional Practice Area of Development</th>
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<tbody>
<tr>
<td><strong>Domain 3: Instruction</strong></td>
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<td><strong>EXAMPLE—3c</strong></td>
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<td>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”.</td>
<td>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.”</td>
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<td>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.</td>
<td>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.</td>
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Adapted from Rhode Island 7/23/2012

<table>
<thead>
<tr>
<th>Domain 1 Planning and Preparation</th>
<th>Domain 2 The Classroom Environment</th>
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</table>
| a. **Demonstrating Knowledge of Content and Pedagogy**  
  Knowledge of Content and the Structure of the Discipline  
  Knowledge of the Prerequisite Relationships  
  Knowledge of content-Related Pedagogy | a. **Creating an Environment of Respect and Rapport**  
  Teacher Interactions with Students Including Both Words and Actions  
  Student Interactions with Other Students, Including Both Words and Actions |
| b. **Demonstrating Knowledge of Students**  
  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 | b. **Establishing a Culture for Learning**  
  Importance of the Content and of Learning  
  Expectations for Learning and Achievement  
  Student Pride in Work |
| c. **Selecting Instructional Outcomes**  
  Value, Sequence and Alignment  
  Clarity  
  Balance  
  Suitability for Diverse Students | c. **Managing Classroom Procedures**  
  Management of Instructional Groups  
  Management of Transitions  
  Management of materials and Supplies  
  Performance of Non-Instructional Duties |
| d. **Demonstrating Knowledge of Resources**  
  Resources for Classroom Use  
  Resources to Extend Content Knowledge and Pedagogy  
  Resources for Students | d. **Managing Student Behavior**  
  Expectations  
  Monitoring of Student Behavior  
  Response to Student Misbehavior |
| e. **Designing Coherent Instruction**  
  Learning Activities  
  Instructional Materials and Resources  
  Instructional Groups  
  Lesson and Unit Structure | e. **Organizing Physical Space**  
  Safety and Accessibility  
  Arrangement of Furniture and Use of physical Resources |
| f. **Designing Student Assessments**  
  Congruence with Instructional Outcomes  
  Criteria and Standards  
  Design of Formative Assessments  
  Use for Planning | |

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<tr>
<th>Domain 3 Instruction</th>
<th>Domain 4 Professional Responsibilities</th>
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| a. **Communicating with Students**  
  Expectations for Learning  
  Directions for Activities  
  Explanations of Content  
  Use of Oral and Written Language | a. **Reflecting on Teaching**  
  Accuracy  
  Use in Future Teaching |
| b. **Using Questioning and Discussion Techniques**  
  Quality of Questions/Prompts  
  Discussion Techniques  
  Student Participation | b. **Maintaining Accurate Records**  
  Student completion of Assessments  
  Student Progress in Learning  
  Non-instructional Records |
| c. **Engaging Students in Learning**  
  Activities and Assignments  
  Grouping of Students  
  Instructional Materials and Resources  
  Structure and Pacing | c. **Communicating with Families**  
  Information about the Instructional Program  
  Information about Individual Students  
  Engagement of Families in the Instructional Program |
| d. **Using Assessment in Instruction**  
  Monitoring of Student Learning  
  Feedback to Students  
  Student Self-Assessment and Monitoring of Progress | d. **Participating in a Professional Community**  
  Relationships with Colleagues  
  Involvement in a Culture of Professional Inquiry  
  Service to the School  
  Participation in School and District Projects |
| e. **Growing and Developing Professionally**  
  Enhancement of Content Knowledge and Pedagogical Skills  
  Service to the Profession | e. **Showing Professionalism**  
  Integrity and Ethical Conduct  
  Service to Students  
  Advocacy  
  Decision Making  
  Compliance with School and District Regulations |
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  Service to the Profession |

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Sample Teacher Self-Assessment– Professional Practice

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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.

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.)?