



Self-Reflection/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 areas and appropriate words that best reflect your current level of practice. This form is for your own personal/professional use and should be reviewed at your goal-setting conference with your administrator.

Domain 1: Planning and Preparation

Component	Innovative	Proficient	Basic	Unsatisfactory
<p>1a Demonstrating Knowledge of Content and Pedagogy</p>	<p>The teacher's plans and practice reflect extensive knowledge of the content and the structure of the discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding. Teacher creates opportunities to help students understand the complexity of our multicultural society and how it affects our daily lives. Teacher deliberately chooses or creates curriculum that address how cultural diversity affects the history, experiences, values and lifestyles of various socio-economic groups and society.</p> <p>Teacher creates opportunities to help students understand the complexity of our multicultural society and how it affects our daily lives. Teacher deliberately chooses or creates curriculum that address how cultural diversity affects the history, experiences, values and lifestyles of various socio-economic groups of our society.</p>	<p>The teacher's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline. Teacher understands the educational impact of culture; plans and uses varied instructional strategies that build on students' cultural strengths, learning and participation styles.</p> <p>Teacher understands the complexity of our multi-cultural society and how it affects our daily lives. Teacher consistently finds ways to infuse the history, experiences, values and lifestyles to various socio-economic groups of our society into the classroom and general content.</p>	<p>The teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and the instructional practices specific to that discipline. Teacher recognizes the educational impact of culture and used some strategies that build on students' cultural strengths. Teacher is aware that learning and participation styles vary.</p> <p>Teacher recognizes the impact of our multicultural society on our daily lives. Teacher teaches some lessons about the history, experiences, values and lifestyles of various socio-economic groups of society.</p>	<p>The teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline. Teacher demonstrates little knowledge of the educational impact of culture and does not build on students' cultural strengths, and varied learning and participation styles.</p> <p>Teacher's understanding of multi-cultural content does not indicate an awareness of how a diverse society contribute to the history, experiences, values and lifestyle of various socio-economic groups of society.</p>

Component	Innovative	Proficient	Basic	Unsatisfactory
1b Demonstrating Knowledge of Students	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	The teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	The teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.
1c Setting Instructional Outcomes	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and can be assessed. The outcomes reflect opportunities for coordination.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the teacher makes no attempt at coordination or integration.	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.
1d Demonstrating Knowledge of Resources	The teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, cultural relevancy to use in teaching, and for students who need them.	The teacher is fully aware of the resources available through the school or district to enhance own knowledge, cultural relevancy to use in teaching, or for students who need them.	The teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, cultural relevancy to use in teaching, or for students who need them. The teacher does not seek to extend such knowledge.	The teacher demonstrates little or no familiarity with resources to enhance own knowledge, cultural relevancy to use in teaching, or for students who need them. The teacher does not seek such knowledge.
1e Designing Coherent Instruction	The teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated and culturally relevant where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit structure is clear and allows for different pathways according to student needs. Teacher continually monitors progress toward meeting teacher-determined student academic achievement goals throughout the year and adjusts planning/instructional practice in a manner that is clearly differentiated to address all student needs.	The teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable for diverse groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning. Teacher monitors progress toward meeting teacher-determined student academic achievement goals throughout the year and adjusts planning/instructional practice when appropriate.	The series of learning experiences demonstrates partial alignment with instructional outcomes, and some of the experiences are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students, their cultural experiences and resources. Teacher occasionally monitors student progress toward meeting teacher-determined student academic achievement goals and adjusts planning/instructional practice to some degree for some students.	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students or their cultural experiences. Teacher minimally monitors student progress toward meeting teacher-determined student academic achievement goals and does not adjust planning/instructional practice.

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1f Designing Student Assessments	<p>The teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.</p> <p>Teacher continually analyzes data of prior student achievement and sets realistic, rigorous, and measurable goals which helps the teacher develop differentiated instructional practice, where appropriate, to address all student needs. Teacher continually uses formative assessment data to ensure throughout the year that every student is progressing toward State and local system standards.</p>	<p>The teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of students. The teacher intends to use assessment results to plan for future instruction for groups of students.</p> <p>Teacher analyzes data of prior student achievement to help set realistic, rigorous, and measurable goals to inform instructional practice in order to ensure that every student is progressing toward State and school system standards.</p>	<p>The teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. The teacher intends to use assessment results to plan for future instruction for the class as a whole.</p> <p>Teacher occasionally analyzes prior student achievement data and uses the data to set goals that partially inform instructional practice and may not ensure that every student is progressing toward State and school system standards.</p>	<p>The teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.</p> <p>Teacher minimally analyzes or uses prior student achievement data to set goals that are inappropriate, not designed to inform instructional practice, and minimally ensure that students are progressing toward State and school system standards.</p>

Domain 2: The Classroom Environment

2a Creating an Environment of Respect and Rapport	Classroom interactions between the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.	Classroom interactions between the teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.
2b Establishing a Culture for Learning	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.	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 and honors or includes the perspectives from culturally diverse populations (school community and world views).	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" and sometimes honors or includes the	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. Nor does it honor or include the perspectives from culturally diverse populations (school community and world views).

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			perspectives from culturally diverse populations (school community and world views).	
2c Managing Classroom Procedures	Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.	Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties are only partially effective.	Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.
2d Managing Student Behavior	Standards of conduct are clear, with evidence of student participation in setting them. The teacher's monitoring of student behavior is subtle and preventive, and the teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher's response to student misbehavior is appropriate and respects the students' dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	There is no evidence that standards of conduct have been established and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.
2e Organizing Physical Space	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.	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 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 physical environment is unsafe, or some students don't have access to learning. Alignment between the physical arrangement and the lesson activities is poor.

Domain 3: Instruction

3a Communicating with Students	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.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate for students' cultures and levels of development.	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.	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.
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3b Using Questioning and Discussion Techniques	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. The teacher's attempts to engage all students in the discussion are only partially successful.	The teacher's questions are low-level or inappropriate, eliciting limited student participation and recitation rather than discussion.
3c Engaging Students in Learning	Students, throughout the lesson, are highly intellectually engaged in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as necessary to the needs of individuals, and the structure and pacing allow for student reflection and closure.	Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure, but that structure is not fully maintained.	Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.
3d Using Assessment in Instruction	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and teacher, and high-quality feedback to students from a variety of sources.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the teacher and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is not used in instruction, either through monitoring of progress by the teacher or students, or through feedback to students. Students are unaware of the assessment criteria used to evaluate their work.
3e Demonstrating Flexibility and Responsiveness	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. Teacher continually uses specific strategies outlined in their teacher-determined student academic achievement goals, as established in initial goal setting conference, and modifies and adjusts those strategies as necessary to adjust instructional practice to meet all students' needs.	The teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests. Teacher uses specific strategies outlined in their teacher-determined student academic achievement goals, as established in initial goal setting conference, to modify and adjust instructional practice.	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. Teacher occasionally uses specific strategies outlined in teacher-determined student academic achievement goals, as established in initial goal setting conference, to modify and adjust instructional practice.	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. Teacher does not use specific strategies outlined in teacher-determined student academic achievement goals, as established in initial goal setting conference, to modify and adjust instructional practice.

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Domain 4: Professional Responsibility				
4a Reflecting on Teaching	The teacher's reflection on the lesson is thoughtful and accurate, citing specific evidence. The teacher draws on an extensive repertoire to suggest alternative strategies and predicts the likely success of each.	The teacher provides an accurate and objective description of the lesson, citing specific evidence. The teacher makes some specific suggestions as to how the lesson might be improved.	The teacher provides a partially accurate and objective description of the lesson but does not cite specific evidence. The teacher makes only general suggestions as to how the lesson might be improved.	The teacher does not accurately assess the effectiveness of the lesson and has no ideas about how the lesson could be improved.
4b Maintaining Accurate Records	The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective, and students contribute to its maintenance.	The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective.	The teacher's systems for maintaining both instructional and non-instructional records are rudimentary and only partial.	The teacher's systems for maintaining both instructional and non-instructional records are either nonexistent or in disarray, resulting in errors and confusion.
4c Communicating with Families	The teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. The teacher successfully engages families in the instructional program, as appropriate.	The teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.	The teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.	The teacher's communication with families about the instructional program or about individual students is sporadic or culturally inappropriate. The teacher makes no attempt to engage families in the instructional program.
4d Participating in a Professional Community	The teacher makes a substantial contribution to the professional community and to school and district events and projects, and assumes a leadership role among the faculty. Teacher continually shares instructional strategies and student data with colleagues and takes a leadership role in helping others use student data to shape their instructional practice fully participating in their Professional Learning Community (PLC).	The teacher participates actively in the professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues. Teacher shares instructional strategies and student data on a regular basis with colleagues, as part of a Professional Learning Community (PLC) and/or other faculty communities.	The teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial. Teacher occasionally shares instructional strategies and student data with colleagues, as part of a Professional Learning Community (PLC) and/or other faculty communities.	The teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving. Teacher is not an active member and does not participate as either part of a Professional Learning Community (PLC) or other faculty communities.
4e Growing and Developing Professionally	The teacher actively pursues professional development opportunities and initiates activities to contribute to the profession. In addition, the teacher seeks feedback from supervisors and colleagues.	The teacher seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The teacher welcomes feedback from supervisors and colleagues.	The teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. The teacher accepts, with some reluctance, feedback from supervisors and colleagues.	The teacher does not participate in professional development activities and makes no effort to share knowledge with colleagues. The teacher is resistant to feedback from supervisors or colleagues.

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	Teacher continually pursues opportunities to both offer and receive authentic feedback to/from colleagues in their development and/or implementation of teacher-determined student academic achievement goals as a member of a Professional Learning Community (PLC).	Teacher offers authentic feedback to colleagues in their development and/or implementation of teacher-determined student academic achievement goals as a member of a Professional Learning Community (PLC).	Teacher occasionally offers feedback to colleagues in their development and/or implementation of teacher-determined student academic achievement goals as a member of a Professional Learning Community (PLC).	Teacher is resistant to offering feedback to colleagues in their development and/or implementation of teacher-determined student academic achievement goals as a member of a Professional Learning Community (PLC).
4f Showing Professionalism	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.	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.	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.	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.