

Self-Assessment Tool for Teachers

Name: _____ Date: _____ Grade(s): _____ Subject Area(s): _____ School: _____

Directions:

- Read across the row of indicators for each element of each standard.
- Underline or highlight the descriptors that best match your teaching performance.

Standard 1: STUDENTS

Teachers understand student learning and development and respect the diversity of the students they teach.

	DEVELOPING	PROFICIENT	HIGHLY EFFECTIVE / ACCOMPLISHED	DISTINGUISHED
Element 1.1 Teachers display knowledge of how students learn and of the developmental characteristics of age groups.	Knowledge of Human Development			
	Teacher demonstrates an understanding of research on human (student) development (physical, social, emotional and cognitive). Teacher demonstrates understanding that student development (physical, social, emotional and cognitive) influences learning and plan instruction accordingly.	...and Teacher examines student development (physical, social, emotional and cognitive) in order to design instruction. ...and Teacher creates learning activities appropriate for students' ages, abilities, and learning styles.	...and Teacher analyzes individual and group student development in order to design instruction that meets a range of learner needs.	...and Teacher provides leadership to colleagues on utilizing research on cognitive, social, and emotional development to establish goals that are differentiated to meet the needs of each student.
Element 1.2 Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students.	Understanding of Student's Knowledge and Skills			
	Teacher understands students' abilities and talents, and realizes that prior knowledge must inform instructional activities.	...and Teacher gathers information about students' prior learning and abilities and uses this information to plan and deliver appropriate instruction. ...and Teacher presents concepts and principles at differentiated levels of complexity to reflect varied levels of student knowledge and skills.	...and Teacher prepares work tasks, schedules time for tasks and differentiates instruction as needed to accommodate student learning differences.	...and Teacher leads colleagues in the analysis of student work and the design and implementation of responsive, differentiated strategies to assess individual student abilities, learning styles and needs.

	DEVELOPING	PROFICIENT	HIGHLY EFFECTIVE / ACCOMPLISHED	DISTINGUISHED
Element 1.3 Teachers expect that all students will achieve to their full potential.	Understanding Expectations			
	Teacher establishes and clearly communicates high expectations for all students through such actions as focusing on students' positive traits and conveying a belief in their abilities.	...and Teacher models a belief that all students can learn and persist in efforts to help all students achieve. ...and Teacher develops a sense of his/her ability to influence student progress and persists in seeking approaches for students who have difficulty learning.	...and Teacher sets specific and challenging expectations for each individual student and each learning activity.	...and Teacher creates challenging expectations for their students and assists other educators in their school and district in setting high expectations for all students.
Element 1.4 Teachers model respect for students' diverse cultures, language skills, and experiences.	Respect for Diversity			
	Teacher displays knowledge of the interests or cultural heritage of groups of students and values this knowledge. He/She respects individuals and individual differences.	...and Teacher builds relationships with students by establishing and maintaining rapport and valuing each student as an individual. He/She avoids the use of bias, stereotypes and generalizations in their classrooms.	...and Teacher supports student participation in creating and maintaining a respectful and responsible learning culture. He/She analyzes his/her own cultural perspectives and biases and develops strategies to diminish the impact of those biases.	...and Teacher challenges disrespectful attitudes and advocates within the school and community to gain respect for all cultures.
Element 1.5 Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction, and intervention.	Ability to Meet All Students' Needs			
	Teacher demonstrates an understanding of the characteristics of various student populations and the laws regarding them. Teacher follows laws and policies regarding gifted students, students with disabilities and at-risk students and implement Individual Education Plans (IEPs) and Written Education Plans (WEPs). He/She identifies and refers students for screening and assessment when appropriate.	...and Teacher adapts curriculum and instruction to meet the needs of those students whose performance is advanced or below level. He/She seeks and uses support from specialists and other sources of expertise to enhance student learning.	...and Teacher collaboratively develops and implements learning plans for gifted students, students with disabilities, and at-risk students.	...and Teacher creates challenging expectations for gifted and students with disabilities, and assists other educators in their school and district in setting high expectations for all students.

Standard 2: Content

Teachers know and understand the content area for which they have instructional responsibility.

	DEVELOPING	PROFICIENT	HIGHLY EFFECTIVE / ACCOMPLISHED	DISTINGUISHED
<p>Element 2.1 (Planning)</p> <p>Teachers know the content they teach and use their knowledge of content-specific concepts, assumptions and skills to plan instruction.</p>	Knowledge of Content			
	<p>Teacher demonstrates knowledge of the core concepts, facts, procedures, and skills significant to the content he/she teaches.</p> <p>Teacher identifies the need to link instruction with prior knowledge and future learning goals.</p>	<p>...and Teacher uses his/her knowledge and understanding of content-area concepts, assumptions, and skills in planning and instruction.</p> <p>...and Teacher seeks out opportunities to enhance and extend their content knowledge.</p>	<p>...and Teacher integrates different viewpoints, theories, and processes of inquiry to guide thinking and instructional planning, by collaborating with others.</p>	<p>...and Teacher continues to deepen his/her knowledge of content through new learning and uses it to support the growth of other educators.</p>
<p>Element 2.2 (Teaching)</p> <p>Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.</p>	Use of Content-Specific Instructional Strategies			
	<p>Teacher identifies instructional strategies appropriate to their content areas.</p> <p>...and Teacher develops instruction that includes content specific strategies that are supported by research.</p>	<p>...and Teacher demonstrates understanding of how common misconceptions can influence learning.</p> <p>He/She engages students in generating knowledge and testing hypotheses according to the methods of inquiry used in the content area.</p>	<p>...and Teacher anticipates and adjusts learning experiences to address common misconceptions that impede learning.</p> <p>...and Teacher evaluates instructional strategies to determine their accuracy and usefulness for presenting specific ideas and concepts.</p>	<p>...and He/She incorporates content-specific learning strategies to enable other teachers to analyze, build, and adapt new understandings.</p>
<p>Element 2.3</p> <p>Teachers understand school and district curriculum priorities and the Ohio academic content standards.</p>	Knowledge and Use of Standards			
	<p>Teacher articulates the important content and concepts in the Ohio academic content standards.</p>	<p>...and Teacher uses multiple resources to develop plans aligned with the Ohio academic content standards.</p> <p>...and Teacher targets instruction based on district curriculum priorities and the Ohio academic content standards.</p>	<p>...and Teacher collaborates with colleagues in using a wide range of materials and methods to plan and implement instructional activities that promote students' deep understanding of content and enable them to demonstrate the knowledge and skills embedded in state standards.</p>	<p>...and Teacher who serves in leadership roles study and evaluate advances in content and recommend changes to revise district and state curriculum.</p>

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Element 2.4 Teachers understand the relationship of knowledge within the discipline to other content areas.	Interdisciplinary			
	Teacher understands the importance of linking interdisciplinary experiences.	...and Teacher makes relevant content connections between disciplines. ...and Teacher designs projects that require students to integrate knowledge and skills across several content areas (Cotton, 1999).	...and Teacher collaboratively constructs interdisciplinary learning strategies that make connections between content areas.	...and Teacher leads collaborative efforts to share knowledge and model interdisciplinary instruction.
Element 2.5 Teachers connect content to relevant life experiences and career opportunities.	Real-Life Connections			
	Teacher understands the importance of linking content to real-life/real world experiences.	...and Teacher facilitates learning experiences that connect to real-life situations and careers. ...and Teacher uses a variety of resources to enable students to experience, connect, and practice real-life and career applications, through activities such as service learning.	...and Teacher designs innovative learning activities that replicate real life and workplace activities.	...and Teacher models for other educators the integration of content-area classroom experiences with real-life and workplace situations.

Standard 3: ASSESSMENT

Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.

	DEVELOPING	PROFICIENT	HIGHLY EFFECTIVE / ACCOMPLISHED	DISTINGUISHED
<p>Element 3.1</p> <p>Teachers are knowledgeable about assessment types, their purposes, and the data they generate.</p>	Knowledge of Assessment			
	<p>Teacher demonstrates an understanding that assessment is a means of evaluating student learning and is essential to effective instruction.</p>	<p>...and Teacher demonstrates an understanding of various forms of assessments and integrates those into the instructional cycle appropriately.</p>	<p>...and Teacher demonstrates an understanding of assessment-related issues (validity, reliability, bias, consistency, and scoring) when using assessments and their resulting data.</p>	<p>...and Teacher serves as building and district leader in establishing and evaluating district and state assessment/data programs.</p>
<p>Element 3.2</p> <p>Teachers select, develop, and use a variety of diagnostic, formative, and summative assessments.</p>	Use of Varied Assessments			
	<p>Teacher is aware of the importance of aligning classroom assessments with curriculum and instruction and uses a variety of diagnostic, formative, and summative assessments.</p>	<p>...and Teacher uses a variety of formal and informal assessment techniques (observations, questioning, and curriculum-based assessment) to collect evidence of students' knowledge and skills.</p> <p>...and Teacher purposely plans and differentiates assessments to meet the full range of student needs, abilities and learning styles.</p>	<p>...and Teacher selects and develops assessments to identify individual student strengths, promote student growth and maximize access to learning opportunities.</p>	<p>...and Teacher works with other educators to design and revise assessment policies and procedures as appropriate.</p> <p>Teacher enhances other educators' knowledge of best practices in assessment.</p>

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Element 3.3 Teachers analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.	Analysis of Assessment Data			
	Teacher understands the importance of and demonstrates ability in utilizing assessment data to identify students' strengths and needs, and modify instruction.	...and Teacher uses data to monitor student progress by maintaining accurate and complete assessment records. ...and Teacher examines classroom assessment results to reveal trends and patterns in individual and group progress and to anticipate potential learning obstacles.	...and Teacher uses student assessment results to reflect on their own teaching and monitor their impact on student learning. ...and Teacher interprets data and uses this analysis to differentiate learning for and tailors instructional goals to individual students.	...and Teacher promotes the use of student data to inform curriculum design. Teacher leads efforts in school/district promoting the use of student data to implement targeted strategies for instruction.
Element 3.4 Teachers collaborate and communicate student progress with students, parents and colleagues.	Communication of Assessment Results			
	Teacher understands that students' progress must be shared with students, parents, care givers, and colleagues.	...and Teacher provides substantive, specific, and timely feedback of student progress to students, parents, and other school personnel.	...and Teacher uses a variety of means to communicate student learning and achievement.	...and Teacher designs and shares resources to communicate with students and parents to facilitate their understanding of student learning and progress.
Element 3.5 Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.	Integration of Self-Assessment			
	Teacher practices using strategies for students' to self-assess their learning and set goals.	...and Teacher provides students with opportunities to self-assess and articulate the knowledge and skills they have gained. ...and Teacher prepares student self-assessment tools and strategies, regularly monitors their use and monitors student goal-setting.	...and Teacher creates a learning environment in which students develop their own self-improvement plans and measure their own progress.	...and Teacher supports the improvement of colleagues' abilities to facilitate student self-assessment and goal setting.

Standard 4: INSTRUCTION

Teachers plan and deliver effective instruction that advances the learning of each individual student.

	DEVELOPING	PROFICIENT	HIGHLY EFFECTIVE / ACCOMPLISHED	DISTINGUISHED
<p>Element 4.1</p> <p>Teachers align their instructional goals and activities with school and district priorities and Ohio’s academic content standards.</p>	Alignment of standards and Instruction			
	Teacher understands the Ohio academic content standards and the importance of aligning instruction with standards.	...and Teacher purposefully selects learning experiences with clearly defined goals that align with state academic content standards.	...and Teacher works with colleagues to prioritize, develop, and implement district curriculum and state content standards.	...and Teacher works in concert with other educators to revise and improve district, and state curriculum priorities.
<p>Element 4.2</p> <p>Teachers use information about students’ learning and performance to plan and deliver instruction that will close the achievement gap.</p>	Instruction Based on Student Needs			
	Teacher demonstrates an understanding of the importance of using performance data to plan appropriate instruction.	...and Teacher uses pre-assessment data and information they have gathered about students’ learning needs to develop appropriate learning activities.	...and Teacher collaborates with others to monitor the performance gaps of students in their grade level/subject area to develop interventions to close achievement gaps.	...and Teacher reflects critically on his/her own and others’ instructional practices to make appropriate curriculum decisions for the district or state.
<p>Element 4.3</p> <p>Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.</p>	Communication of Learning Goals			
	Teacher communicates learning goals to students.	...and Teacher sets goals, plans appropriate activities, and clearly communicates these to students.	...and Teacher establishes and communicates challenging individual learning goals based on the needs of each student.	...and Teacher creates instructional environments where students actively and independently set, articulate, and internalize learning goals.
<p>Element 4.4</p> <p>Teachers apply knowledge of how students think and learn to instructional design and delivery.</p>	Instruction for Learning			
	Teacher understands the cognitive processes associated with learning, and uses this understanding to plan instruction.	...and Teacher uses research-based instructional strategies to design instructional activities that are sequenced to help students acquire concepts and skills of the discipline.	...and Teacher collaborates with others to prepare learning activities with clear structures that allow for content review, student reflection and different pathways, depending on student needs.	...and Teacher leads colleagues in the design and implementation of research-based strategies to teach students new knowledge and skills.

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Element 4.5 Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities, and at-risk students.	Differentiated Instruction			
	Teacher identifies strategies for differentiated instruction.	...and Teacher gathers and uses student data to choose appropriate instructional strategies for groups of students. He/She uses appropriate and flexible grouping during instruction to support the learning needs of all students.	...and Teacher differentiates instruction to meet individual student's learning needs. He/She appropriately adapts instructional methods and materials and paces learning activities to meet the needs of individual students.	...and Teacher leads colleagues in analysis of student work and/or performances to design responsive and differentiated instructional activities that meet individual student needs and ensure success.
Element 4.6 Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers.	Instruction for Independence			
	Teacher identifies strategies to develop independent learners and problem-solving skills among students.	...and Teacher chooses learning activities that support the development of students' cognitive abilities.	...and Teacher provides complex, creative, open-ended learning opportunities for students by encouraging students' critical thinking.	...and Teachers lead colleagues in analyzing and implementing innovative instructional methods within and across disciplines.
Element 4.7 Teachers use resources effectively, including technology, to enhance student learning.	Use of Resources			
	Teacher uses resources and technology appropriate to their disciplines.	...and Teacher chooses materials and resources, including technology, to support their instructional goals and meet students' needs. He/She develops students' abilities to access, evaluate, and use technology.	...and Teacher works with colleagues to create and select varied instructional materials to engage students and meet their individual learning needs.	...and Teacher initiates research efforts with colleagues to identify, select, and modify resources that ensure success for each student. He/She assists their colleagues in understanding and integrating technology into instruction.

Standard 5: LEARNING ENVIRONMENT

Teachers create learning environments that promote high levels of learning and achievement for all students.

	DEVELOPING	PROFICIENT	HIGHLY EFFECTIVE / ACCOMPLISHED	DISTINGUISHED
<p>Element 5.1</p> <p>Teachers treat all students fairly and establish an environment that is respectful, supportive, and caring.</p>	Development of a Respectful Learning Environment			
	<p>Teacher demonstrates caring and respect in their interactions with all students.</p> <p>He/She acknowledges incidents of unfairness and disrespect.</p>	<p>...and</p> <p>Teacher uses strategies to promote positive relationships, cooperation, and collaboration among students.</p> <p>He/She uses specific strategies to respond to unfairness and/or disrespect.</p>	<p>...and</p> <p>Teacher teaches a variety of strategies that promote fair and respectful interactions between students an in multiple contexts.</p>	<p>...and</p> <p>Teacher models expectations and behaviors that create a positive school and district climate of openness, respect, and caring.</p>
<p>Element 5.2</p> <p>Teachers create an environment that is physically and emotionally safe.</p>	Development of a Safe Learning Environment			
	<p>Teacher maintains established rules for classroom management.</p> <p>He/She acknowledges and reinforces positive behavior and responds appropriately to disruptive behavior within or outside the classroom.</p>	<p>...and</p> <p>Teacher provides a safe learning environment that accommodates all students.</p> <p>He/She uses a variety of strategies to respond to appropriate and inappropriate behavior.</p>	<p>...and</p> <p>Teacher works with colleagues to establish common expectations for student behavior that promote a supportive and caring school climate.</p> <p>...and</p> <p>Teacher makes decisions and adjustments that support positive behavior, enhance social behavior, and increase student motivation and engagement.</p>	<p>...and</p> <p>Teacher advocates for school-wide improvements in organizational and management systems that equitably reinforce expectations and consequences.</p> <p>He/She collects and analyzes data on student behaviors to inform decisions that will strengthen the learning environment.</p>

	DEVELOPING	PROFICIENT	HIGHLY EFFECTIVE / ACCOMPLISHED	DISTINGUISHED
Element 5.3 Teachers motivate students to work productively and assume responsibility for their own learning.	Development of Students' Personal Responsibility			
	Teacher identifies strategies to increase student motivation and interest in topics of study.	...and Teacher uses strategies to engage students and make adjustments during instruction to promote learning.	...and Teacher encourages students to share in responsibility for their own learning. He/She fosters student enthusiasm for and curiosity about the discipline.	...and Teacher collaborates with other educators to support the design of independent learning experiences for students, such as service-learning activities and cooperative learning groups.
Element 5.4 Teachers create learning situations in which students work independently, collaboratively, and/or as a whole class.	Development of a Collaborative Learning Environment			
	Teacher articulates reasons for having students work independently, collaboratively, and as a whole group.	...and Teacher uses flexible learning situations, such as independent, small group, and whole class.	...and Teacher focuses on specific learning models, such as cooperative learning, inquiry learning, self-directed, or project-based learning.	...and Teacher creates environments where students initiate purposeful learning groups and take responsibility for the group's productivity. He/She models and assists other teachers in implementing a variety of flexible learning situations.
Element 5.5 Teachers maintain an environment that is conducive to learning.	Development of an Environment Conducive to Learning			
	Teacher understands that an ordered and structured environment is conducive to learning.	...and Teacher transitions between learning activities and uses instructional time effectively. He/She begins class purposefully, with assignments, activities, materials, and supplies ready for students when they arrive (Cotton, 1999).	...and Teacher leads colleagues in the design and implementation of research-based strategies that promote positive and focused environments for learning at the classroom and school levels.	...and Teacher influences the establishment of district-wide policies to maximize the amount of class time spent learning (such as daily scheduling, district calendar, textbooks, and technology enhancements).