Self-Assessment on Teaching Practice

This self-report inventory[1] is designed to assist you in reflecting upon your current professional practices. Gaining an accurate picture of your current practices can help you set appropriate and reasonable professional improvement goals and can help you decide upon which professional learning opportunities to engage in to help you improve your practice. This self-assessment is not a validated instrument; it is only intended to assist you in considering different areas of your professional practice.

Directions: You can complete this inventory by yourself. Realize, however, that you are not always the best judge of your practices. Some educators are inappropriately critical of their work while others aren't critical enough. To provide greater accuracy, consider working with a colleague and/or using the feedback you have received from administrators, coaches, colleagues, mentors, parents and students to help inform your answers.

Step 1: For each statement, rate whether you engage in the behavior(s) listed in the statement in your teaching practice.

> **Rating scale: Routinely = 4, Frequently = 3, Occasionally = 2, Rarely = 1**
> For example, if you frequently engage in a behavior, you would circle a "3" next to that statement.

Step 2: Add up the number of circled numbers in each column.

Step 3: Add up the numbers in each column to create a total for the Learner and Learning; Content Knowledge and Skills; Instructional Practices; and Professional Responsibility

Step 4: Graph the total for each of the four areas on the graph on page 6 to create a profile of your practice in each of the four areas.

Using the Results: Consider exploring the standard, learning progression, and resources in the area for which you had the lowest total. You'll find the Core Teaching Standard indicator referenced the parenthesis after each statement to guide your work.

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[1] *Developed from the* Council of Chief State School Officers. (2013). InTASC Lumibook: An Interactive Guide to Understanding and Applying the InTASC Standards to Teacher Effectiveness and Student Success [ebook]. Washington, DC: Author.
http://www.ccsso.org/Resources/Digital_Resources/InTASC_Lumibook.html#sthash.7uJ2OOa

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Content Category I: The Learner and Learning (Standards 1, 2, and 3)

_____ 1. I apply what I know about learners' growth and development to my lessons and my classroom routines. (1a; 1d,)

_____ 2. I consider the development of individual learners when I design learning experiences. (1b; 1e)

_____ 3. I communicate regularly with my students' families in order to better understand students' development, interests and instructional needs. (1c; 1k)

_____ 4. I incorporate the tools of language development, including academic language, into planning and instruction. (2e; 2o)

_____ 5. I address the needs of exceptional learners in my classes by adapting my instruction and modifying materials, resources and tools. (2b; 2h)

_____ 6. I guide learners to take responsibility for their own learning. (2l, 2m; 2n;3i)

_____ 7. I communicate verbally and non-verbally in ways that demonstrate respect for the students in my classes. (2m; 3f; 3r)

_____ 8. I involve students in setting expectations for a positive and safe learning climate. (2n, 3c)

_____ TOTAL for Content Category I

Content Category II: Content Knowledge & Skills

_____ 9. I am aware of common student misconceptions in the subject(s) I teach and use this awareness when planning units and lessons to ensure accurate student understanding. (4e; 4k 4r; 9d)

_____ 10. I expand my personal subject matter knowledge by learning more about the subjects I teach. (4j; 4o; 4r)

_____ 11. I engage students in learning activities that focus on real world issues or problems. (5b; 5f; 5o)

_____ 12. I engage students in reflecting on the connections between what they are learning and what they already know. (4d; 4r)

_____ 13. I engage learners in applying the methods of inquiry for the subjects I teach. (4c)

_____ 14. I have learners apply their knowledge in real contexts. (5d; 5k; 5m)

_____ 15. I engage students in activities that help them to learn and apply critical thinking skills. (5b; 5d; 5m)

_____ 16. I provide opportunities for students to learn and apply literacy and communications skills. (5e; 5h; 5k; 5n; 5s; 8h; 8q)

_____ TOTAL for Content Category II

Content Category III: Instructional Practice

_____ 17. I use a variety of formative assessments in my classroom to determine what learners know and to provide them with feedback. (6a; 6b; 6j; 6r; 6t)

_____ 18. I use data from assessments to help inform future learning experiences. (6g; 6j; 6l; 6o; 6t)

_____ 19. I involve my students in generating criteria by which to assess their work. (6d; 6f; 6m;6n;6o; 6q; 6r; 6s)

_____ 20. I match the assessments I use to the type of learning goal(s) I am assessing. (6b; 6j; 6k)

_____ 21. For non-standardized assessments, I modify classroom assessments and conditions to enable learners with disabilities to demonstrate their knowledge and skill. (6e; 6i; 6p; 6t; 6u)

_____ 22. I use technology to help teach knowledge, skills and concepts. (7b; 7h; 7k; 8o; 8r)

_____ 23. I vary the instructional role I assume based upon the objectives/outcomes of the lesson. (7k; 8a; 8d; 8j; 8s)

_____ 24. I guide learners to identify their own strengths and needs as learners and how to appropriately take responsibility for their own learning. (8c; 8l)

_____ TOTAL for Content Category III

Content Category IV: Professional Responsibility

_____ 25. I regularly participate in professional learning activities. (5r; 9a; 9b; 9k; 10f; 10t)

_____ 26. I engage in non-required professional learning about the things I feel I need to improve. (9b; 9d; 9l; 9n)

_____ 27. I collaborate with my colleagues to review and reflect on a wide range of evidence of student learning to learn how effective our practices are and to explore ways to improve. (9c, 9l; 10r)

_____ 28. I explore and reflect upon how my personal identity affects my perceptions of students and can create bias.(4q; 9e; 9m)

_____ 29. I support my colleagues in their professional learning. (9b; 9c; 9h; 9m; 10f; 10i; 10t)

_____ 30. I help to establish a climate of trust, critical reflection and inclusiveness in at school. (8p; 10k; 10n; 10o; 10p)

_____ 31. I share my plans and instruction and invite feedback from my colleagues. (10k; 10r)

_____ 32. I communicate and collaborate with the families of my students through a variety of media (phone, email,

newsletter, website, etc.) (8h; 10d; 10g)

_____ TOTAL for Content Category IV

Teaching Profile Based on Your Self-Assessment:

32			
28			
24			
20			
16			
12			
8			
4			
	The Learner and Learning	**Content Knowledge & Skills**	**Instructional Practice**	**Professional Responsibility**

Directions: Graph the total for each of the four areas on the graph to create a profile of your practice in each of the four areas.

Using the Results: Consider exploring the standards, knowledge, performance, and critical dispositions indicators (noted in parenthesis) in the area for which you had the lowest total.

Notes to self: