

Self-Assessment on Teaching Practice

This self-report inventory¹ 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 intended to assist you in considering different areas of your professional practice (whether or not in a classroom). Please keep in mind this is a tool to reflect on your current practice.

Directions: Please complete this inventory by yourself. You may, if you so choose, consider consulting with a colleague and/or using the feedback you have received from administrators, coaches, colleagues, mentors, parents and students to help inform your answers. This is a tool for your use only, and you will verify that the self-assessment has been completed in the relicensure application.

Step 1: For each statement, rate whether you engage in the behavior(s) listed in the statement rarely, occasionally, frequently, or routinely in your teaching practice by circling the number that corresponds to how often you engage in a behavior. 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 in the parenthesis after each statement to guide your work.

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



AGENCY OF EDUCATION

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I. The Learner and Learning

	<i>I rarely do this as a teacher</i>	<i>I occasionally do this as a teacher</i>	<i>I frequently do this as a teacher</i>	<i>I do this routinely</i>
1. I apply what I know about learners' growth and development to my lessons and my classroom routines. (1a; 1d,)	1	2	3	4
2. I consider the development of individual learners when I design learning experiences. (1b; 1e)	1	2	3	4
3. I communicate regularly with my students' families in order to better understand students' development, interests and instructional needs. (1c; 1k)	1	2	3	4
4. I incorporate the tools of language development, including academic language, into planning and instruction. (2e; 2o)	1	2	3	4
5. I address the needs of exceptional learners in my classes by adapting my instruction and modifying materials, resources and tools. (2b; 2h)	1	2	3	4
6. I guide learners to take responsibility for their own learning. (2l; 2m; 2n; 3i)	1	2	3	4
7. I communicate verbally and non-verbally in ways that demonstrate respect for the students in my classes. (2m; 3f; 3r)	1	2	3	4
8. I involve students in setting expectations for a positive and safe learning climate. (2n; 3c)	1	2	3	4
Total for Each Column				
Sum for Category I				

II. Content Knowledge & Skills

	<i>I rarely do this as a teacher</i>	<i>I occasionally do this as a teacher</i>	<i>I frequently do this as a teacher</i>	<i>I do this routinely</i>
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)	1	2	3	4
10. I expand my personal subject matter knowledge by learning more about the subjects I teach. (4j; 4o; 4r)	1	2	3	4
11. I engage students in learning activities that focus on real world issues or problems. (5b; 5f; 5o)	1	2	3	4
12. I engage students in reflecting on the connections between what they are learning and what they already know. (4d; 4r)	1	2	3	4
13. I engage learners in applying the methods of inquiry for the subjects I teach. (4c)	1	2	3	4
14. I have learners apply their knowledge in real contexts. (5d; 5k; 5m)	1	2	3	4
15. I engage students in activities that help them to learn and apply critical thinking skills. (5b; 5d; 5m)	1	2	3	4
16. I provide opportunities for students to learn and apply literacy and communications skills. (5e; 5h; 5k; 5n; 5s; 8h; 8q)	1	2	3	4
Total for Each Column				
Sum for Category II				

III. Instructional Practice

	<i>I rarely do this as a teacher</i>	<i>I occasionally do this as a teacher</i>	<i>I frequently do this as a teacher</i>	<i>I do this routinely</i>
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)	1	2	3	4
18. I use data from assessments to help inform future learning experiences. (6g; 6j; 6l; 6o; 6t)	1	2	3	4
19. I involve my students in generating criteria by which to assess their work. (6d; 6f; 6m; 6n;6o; 6q; 6r; 6s)	1	2	3	4
20. I match the assessments I use to the type of learning goal(s) I am assessing. (6b; 6j; 6k)	1	2	3	4
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)	1	2	3	4
22. I use technology to help teach knowledge, skills and concepts. (7b; 7h; 7k; 8o; 8r)	1	2	3	4
23. I vary the instructional role I assume based upon the objectives/outcomes of the lesson. (7k; 8a; 8d; 8j; 8s)	1	2	3	4
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)	1	2	3	4
Total for Each Column				
Sum for Category III				

IV. Professional Responsibility

	<i>I rarely do this as a teacher</i>	<i>I occasionally do this as a teacher</i>	<i>I frequently do this as a teacher</i>	<i>I do this routinely</i>
25. I regularly participate in professional learning activities. (5r; 9a; 9b; 9k; 10f; 10t)	1	2	3	4
26. I engage in non-required professional learning about the things I feel I need to improve. (9b; 9d; 9l; 9n)	1	2	3	4
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)	1	2	3	4
28. I explore and reflect upon how my personal identity affects my perceptions of students and can create bias.(4q; 9e; 9m)	1	2	3	4
29. I support my colleagues in their professional learning. (9b; 9c; 9h; 9m; 10f; 10i; 10t)	1	2	3	4
30. I help to establish a climate of trust, critical reflection and inclusiveness in at school. (8p; 10k; 10n; 10o; 10p)	1	2	3	4
31. I share my plans and instruction and invite feedback from my colleagues. (10k; 10r)	1	2	3	4
32. I communicate and collaborate with the families of my students through a variety of media (phone, email, newsletter, website, etc.) (8h; 10d; 10g)	1	2	3	4
Total for Each Column				
Sum for Category IV				

Teaching Profile Based on Your Self-Assessment:

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

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: