

Self-Assessment Instrument

The following instrument is our Formative Assessment used during observations. You can use this as a guide as you prepare to plan and teach your lessons and/or as a self-assessment with any videotapes of yourself teaching.

Candidate: _____ **Grade Level:** _____ **Date:** _____

Directions: Please select a rating and provide feedback & suggestions in the box provided.

* **Rating:** Ineffective (I), Developing (D), Effective (E), & Highly Effective (H) - (see descriptors)

When marking an indicator, the supervisor(s) should mark one of the following:

- **Highly Effective** (Exemplary) – The candidate accomplishes the indicator at the level beyond that of an experienced first year teacher. The highly effective level signifies the candidate is above the target level expected for a candidate (Effective) and convincingly demonstrates exceptional skill for the indicator with the ability to adapt and create new strategies/techniques. Examples/evidence as to how the candidate has achieved the Highly Effective level should be specified in the “Feedback & Suggestions” section associated with the indicator.
- **Effective** (Target) – The candidate accomplishes the indicator at a level reflecting classroom readiness with few minor deficiencies. At this level, the candidate is often (but not always) able to recognize independently when teaching and learning are not going well and able to adapt. The effective level is the expected level of candidate performance by the end of the student teaching/internship semester. Classroom readiness is defined as demonstrating proficiency to assume the professional role of a beginning, first-year teacher.
- **Developing** – The candidate struggles to accomplish the indicator and/or is inconsistent with several minor deficiencies. The candidate may be able to recognize when teaching and learning are not going well but is unable to adapt on her/his own. For this indicator, the candidate does not demonstrate classroom readiness. Suggestions for growth of this indicator should be included in the “Feedback & Suggestions” section associated with the indicator.
- **Ineffective** – The candidate demonstrates a lack of knowledge and/or ineffective implementation of indicator. He/she performs well below the expected level of performance (Effective) with significant deficiencies. Remediation may be necessary for the candidate for this area. Examples of how the candidate needs to improve with specific suggestions for improvement should be included in the “Feedback & Suggestions” section associated with the indicator.

	Components & Indicators	Rating*				Feedback
		I	D	E	H	
Construct 1: Learner & Learning	1.1 The candidate plans instruction based on learning and developmental levels of all students. <i>Planning instruction, aligning instruction with student learning needs, using a variety of approaches/resources, & providing adaptations for instruction.</i>					
	1.2 The candidate recognizes and fosters individual differences to maintain a positive classroom culture. <i>Getting to know all students, creating a culture of respect, & meeting needs of all students.</i>					
	1.3 The candidate maintains a classroom environment conducive to learning. <i>Collaborating with students & establishing a safe, respectful, and academically challenging environment.</i>					
Construct 2: Content Knowledge	2.1 The candidate demonstrates a thorough knowledge of the content. <i>Encouraging use of multiple representations, explanations, and a wide variety of experiences building student understanding.</i>					

	<p>2.2 The candidate provides a variety of innovative applications of knowledge. <i>Using problem solving, critical thinking skills and technology, exploring and delivering content through real world application of knowledge, & collaborating with colleagues to provide cross-curricular opportunities.</i></p>					
Construct 3: Instructional Practice	<p>3.1 The candidate uses methods and techniques that are effective in meeting student needs. <i>Planning rigorous activities, using objectives that align with standards, & meeting needs of students.</i></p>					
	<p>3.2 The candidate uses varied assessments to measure learner progress. <i>Providing opportunities for students to demonstrate learning, using assessment data to inform instruction, & providing feedback that encourages students to take responsibility for the learning.</i></p>					
	<p>3.3 The candidate delivers effective instruction for students. <i>Using a variety of strategies to engage and challenge students, incorporating strategies to differentiate and scaffold instruction, & engaging students in higher order thinking skills.</i></p>					
Construct 4: Professional Responsibility	<p>4.1 The candidate engages in reflection and continuous growth. <i>Engaging in ongoing and purposeful PD, reflecting on practice and seeking PD, & analyzing and reflecting on student data to guide instruction.</i></p>					
	<p>4.2 The candidate participates in collaboration and leadership opportunities. <i>Collaborating with multiple stakeholders, communicating in a variety of ways, & demonstrating leadership skills.</i></p>					
Diversity	<p>InTASC Standard #2 Learning Differences <i>The candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</i></p>					
Technology	<p>InTASC Standard #3 (3m) Learning Environments <i>The candidate uses technologies and guides learners to apply them in appropriate, safe, and effective ways.</i></p> <p>InTASC Standard #4 (4g) Content Knowledge <i>The candidate uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.</i></p>					