

Evidence of Professional Practice

Self Assessment

Teacher's Name: _____

Date: _____

A. PROVIDES INSTRUCTION

1. INSTRUCTIONAL LEVEL (Are the lessons appropriate in complexity and content?)

- a. *The teacher demonstrates well-developed short and long-term planning skills; includes organization, flexibility and individuality when planning; meets pacing guidelines when appropriate.*

Evidence:

DATE

ACTIVITY

DATE	ACTIVITY

2. CONTENT DEVELOPMENT (Does the teacher or do the students develop the content adequately?)

- a. *The teacher has advanced knowledge of content, uses objectives to make lessons meaningful to students, effectively uses appropriate resources with fidelity, and researches and enriches lesson topics in depth.*

Evidence:

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ACTIVITY

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3. BUILDING FOR TRANSFER (Are the lessons connecting with prior knowledge?)

- a. *The teacher includes a clear rationale for the lessons and presents the relevance for the objective. Teacher provides frequent attention to students' needs and effectively provides for multiple levels of thinking and conceptualization.*

Evidence:

DATE

ACTIVITY

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B. ASSESSMENT OF PROGRESS

4. PROMOTING ENGAGEMENT (Are learners engaged in the learning process?)

- a. *The students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria. Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning.*

Evidence:

DATE

ACTIVITY

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5. MONITORING PROGRESS (How does the teacher assess understanding and learning?)

- a. *The teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students.*

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6. RESPONDING TO STUDENT PERFORMANCE. (Does the teacher respond appropriately and in a timely manner to both positive and negative student responses?)

- a. *The teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.*

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C. MANAGING THE LEARNING ENVIRONMENT

7. USE OF TIME (Is time utilized efficiently?)

- a. *Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher. Transitions occur smoothly, with little loss of instructional time. Routines for handling materials and supplies occur smoothly, with little loss of instructional time. Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time. Volunteers and paraprofessionals are productively and independently engaged during the entire class.*

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8. PHYSICAL SETTING (Is the room orderly and inviting?)

- a. *The classroom is safe, and learning is equally accessible to all students. Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.*

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9. APPROPRIATE BEHAVIOR (Is student behavior acceptable or if not, is inappropriate behavior addressed in an appropriate manner?)

- a. *The standards of conduct are clear to all students. Teacher is alert to student behavior at all times. Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.*

Evidence:

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12. Teacher communicates and interacts with school colleagues to support the students' learning and well being.

- a. *The teacher's relationships with colleagues are characterized by mutual support and cooperation. Teacher seeks out feedback from colleagues. Teacher takes the initiative in assuming leadership among the faculty. Teacher volunteers to participate in school events, makes a substantial contribution, and assumes the leadership role in at least one aspect of school life.*

Evidence:

DATE

ACTIVITY

ADDITIONAL EVIDENCE

DATE

AREA

ACTIVITY

COMMENTS:

COMMENTS