

**SAUGUS PUBLIC SCHOOLS  
SAUGUS, MASSACHUSETTS**

**TEACHER  
SELF-ASSESSMENT  
INSTRUMENT**

## SELF-ASSESSMENT INSTRUMENT

This self-assessment instrument is designed to serve as an aid in the goal setting process through reflection on one's performance on the indicators and attributes of effective teaching. **This instrument will not be submitted as part of the evaluation process or become part of any personnel file.**

The indicators and attributes represent a vision for effective instruction and should serve as goals to pursue. It would be rare for anyone to have achieved a high level of consistency and competence on all attributes. Therefore, it is appropriate for an individual to indicate that there are areas that need improvement, areas where an individual has achieved a satisfactory level of consistency and competence, and areas where an individual has achieved a high level of proficiency. Perceptions of one's level of proficiency in an area will be based on a blend of feedback from students, parents, colleagues, administrators, and others, as well as one's perception of one's proficiency in relation to what one understands about best practice in an area. Within this context this instrument can serve to help individuals identify those areas that they wish to improve in order to enhance their repertoire of skills and their overall proficiency as a teacher.

To use this instrument most effectively, identify and reflect on a current practice that you think would represent each attribute. Then rate your current level of performance on each attribute on a scale of 1 through 4 below with one indicating that this area needs significant improvement to four indicating a high level of consistency and competence in this area. Ratings for the indicators should represent an average of the ratings for the attributes within each indicator.

- Needs significant improvement 1
- Needs some attention 2
- Satisfactory level of consistency and competence 3
- High level of consistency and competence 4

Needs significant improvement 1  
Needs some attention 2  
Satisfactory level of consistency and competence 3  
High level of consistency and competence 4

#### CATEGORY I: CURRENCY IN THE CURRICULUM

\_\_\_ Indicator 1: The teacher is up to date regarding curriculum content and understands the central concepts, tools of inquiry, and structures of the discipline and developmental tasks so as to create learning experiences that make these concepts meaningful for students.

Attributes:

- \_\_\_ 1. Demonstrates a working knowledge of the core curriculum of the teacher's assignment.
- \_\_\_ 2. Frames curriculum around essential questions in the discipline that provide opportunities for reasoning, logic, analysis and synthesis when planning units, lessons, and assessments.
- \_\_\_ 3. Keeps current in the field and applies knowledge to the instructional program.
- \_\_\_ 4. Contributes to the ongoing evaluation of the curriculum.
- \_\_\_ 5. Distinguishes between what is central and what is peripheral in the subject area when planning units, lessons, assignments, and tests.
- \_\_\_ 6. Uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings.
- \_\_\_ 7. Uses differing viewpoints, theories, ways of knowing, and methods of inquiry in teaching subject matter concepts.
- \_\_\_ 8. Engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline and appropriate for the level of development of the students.
- \_\_\_ 9. Demonstrates the linkages between curricular areas through references to related disciplines and through interdisciplinary approaches to instruction.

Needs significant improvement 1  
Needs some attention 2  
Satisfactory level of consistency and competence 3  
High level of consistency and competence 4

## CATEGORY 2: EFFECTIVE PLANNING AND ASSESSMENT OF CURRICULUM AND INSTRUCTION

\_\_\_ Indicator 1: The teacher plans instruction effectively utilizing materials and resources to achieve the objectives of the curriculum.

Attributes:

\_\_\_ 1. Has a personal vision of committed, confident learners and uses that vision to guide learning goals, expectations, and standards for student work.

\_\_\_ 2. Sets short-term and year-long goals for curricular units which derive from unifying themes of fundamental importance to students' present or future lives.

\_\_\_ 3. In collaboration with school-based personnel, identifies individual and group needs and plans appropriate strategies, including those that involve the use of up-to-date technologies, to meet the individual needs of the student.

\_\_\_ 4. Uses available high quality teaching materials and resources, such as primary source material, first-hand experiments, manipulatives, computer software and other technologies, etc., that are appropriately matched to curricular goals and to students' needs and learning styles.

\_\_\_ 5. Frames curriculum around students' own prior knowledge and experience and identifies prerequisite skills, concepts, and vocabulary that are important for students to know in order to be successful at a task.

\_\_\_ 6. Seeks out and collaborates with school-based specialists, resource personnel, technology specialists, and administrators to better design curricula or instructional modifications to meet the special learning needs of students and support all students to learn and apply a challenging core curriculum.

\_\_\_ 7. Plans engaging ways to introduce each unit of study.

\_\_\_ 8. Plans frequent instructional opportunities where students are interacting with ideas, materials, teachers and one another.

\_\_\_ 9. Designs curriculum experiences in which students take increasing responsibility for their own learning.

- Needs significant improvement 1
- Needs some attention 2
- Satisfactory level of consistency and competence 3
- High level of consistency and competence 4

\_\_\_ 10. Integrates the teaching of reading, listening, writing, speaking, viewing and the use of appropriate learning tools (e.g., calculators, computers, etc.) within the discipline.

\_\_\_ Indicator 2: The teacher plans assessment of student learning effectively.

Attributes:

\_\_\_ 1. Determines specific and challenging standards for student learning.

\_\_\_ 2. Develops and uses authentic assessment which describes a student's learning process as well as his/her learning achievements.

\_\_\_ 3. Incorporates time for individual and interactive reflection and self-assessment including response journals, debriefings and group discussions to help students become aware of their strengths and needs, and to encourage them to set personal goals for learning.

\_\_\_ 4. Uses a variety of formal and informal assessment techniques (e.g. observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessment, peer assessment, and standardized tests) to enhance his or her knowledge of learners, evaluate students' progress and performances, and modify teaching and learning strategies.

\_\_\_ Indicator 3: The teacher monitors students' understanding of the curriculum effectively and adjusts instruction, materials, or assessments when appropriate.

Attributes:

\_\_\_ 1. Regularly uses a variety of formal and informal authentic assessments of students' achievement and progress for instructional revisions and decision-making.

\_\_\_ 2. Implements evaluation procedures which appropriately assess the objectives taught.

\_\_\_ 3. Communicates student progress to parents, students, and staff members in a timely fashion using a range of information including portfolios, anecdotal records and other artifacts.

- Needs significant improvement 1
- Needs some attention 2
- Satisfactory level of consistency and competence 3
- High level of consistency and competence 4

\_\_\_ 4. Prepares and maintains accurate and efficient record-keeping systems of the quality and quantity of student work.

\_\_\_ 5. Uses individual and group data appropriately; maintains confidentiality concerning individual student data and achievement.

### CATEGORY 3: EFFECTIVE MANAGEMENT OF CLASSROOM ENVIRONMENT

\_\_\_ Indicator 1: The teacher creates an environment that is positive for student learning and involvement.

#### Attributes:

\_\_\_ 1. Implements instructional opportunities where students are interacting with ideas, materials, teachers and one another.

\_\_\_ 2. Implements curriculum experiences in which students take increasing responsibility for their own learning.

\_\_\_ 3. Demonstrates an openness to student challenges about information and ideas.

\_\_\_ 4. Uses classroom time and classroom space to promote optimal learning.

\_\_\_ 5. Understands principles and patterns of child growth and development and uses this knowledge in working with students.

\_\_\_ 6. Establishes classroom procedures that maintain a high level of students' time-on-task and that ensure smooth transitions from one activity to another.

\_\_\_ 7. Analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.

\_\_\_ 8. Organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals.

\_\_\_ 9. Creates a sense of community and mutual support among students in a class.

Needs significant improvement 1  
Needs some attention 2  
Satisfactory level of consistency and competence 3  
High level of consistency and competence 4

\_\_\_ Indicator 2: The teacher maintains appropriate standards of behavior, mutual respect and safety.

Attributes:

\_\_\_ 1. Facilitates the development of shared values and expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquiry.

\_\_\_ 2. Maintains systematic and proactive approach to discipline by establishing and administering a consistent and fair set of rules supporting appropriate expectations.

\_\_\_ 3. Manages routines effectively.

\_\_\_ 4. Maintains appropriate professional boundaries with students.

\_\_\_ 5. Serves as a positive role model for students.

\_\_\_ 6. Demonstrates appreciation for and sensitivity to the diversity among individuals; initiates activities to overcome stereotyping or bias and to create an atmosphere that promotes mutual respect and sensitivity to diversity.

\_\_\_ 7. Talks with and listens to students, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems.

\_\_\_ 8. Is persistent in communicating confidence, positive outlook, and hope to those students who are experiencing academic or behavior difficulty while maintaining explicit academic and behavioral standards and expectations.

\_\_\_ 9. Integrates the development of social skills and social responsibility into the instruction of academic material.

Needs significant improvement 1  
Needs some attention 2  
Satisfactory level of consistency and competence 3  
High level of consistency and competence 4

#### CATEGORY 4: EFFECTIVE INSTRUCTION

\_\_\_ Indicator 1: The teacher makes learning goals clear to students.

Attributes:

\_\_\_ 1. Makes connections between concepts taught and students' prior knowledge and experiences.

\_\_\_ 2. Regularly checks for students' understanding of content and concepts and progress on skills.

\_\_\_ 3. Identifies confusions and misconceptions as indicated by student responses and regular assessment strategies. Remediates, reteaches, or extends teaching to meet individual and/or group need.

\_\_\_ 4. Communicates clearly in writing and speaking, using precise language.

\_\_\_ 5. Understands and shows students the relevance of the subject to issues in the larger world around them and to life-long learning.

\_\_\_ Indicator 2: The teacher uses appropriate instructional techniques.

Attributes:

\_\_\_ 1. Uses a variety of teaching strategies, including cooperative, peer and project-based learning; inquiry-oriented and problem-based instruction; audio-visual presentations, lecture, discussions, practice and application.

\_\_\_ 2. Provides options for students to demonstrate competency and mastery of new material, including written work, plays, art work, oratory, visual presentations, exhibitions and portfolios.

\_\_\_ 3. Uses a variety of appropriate materials in order to reinforce and extend skills, accommodate learning styles and match instructional objectives.

\_\_\_ 4. Causes students to become cognitively active in summarizing important learnings and integrating them with prior knowledge.

\_\_\_ 5. Demonstrates working knowledge of current research on optimum means for learning a particular discipline.

Needs significant improvement 1  
Needs some attention 2  
Satisfactory level of consistency and competence 3  
High level of consistency and competence 4

\_\_\_ 6. Creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.

\_\_\_ Indicator 3: The teacher uses appropriate questioning techniques.

Attributes:

\_\_\_ 1. Uses a variety of questioning techniques for particular purposes, for example, probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping student to question and think independently.

\_\_\_ 2. Presents information recognizing multiple points of view; encourages students to assess the accuracy of information presented.

\_\_\_ Indicator 4: The teacher evaluates, tries innovative approaches, and refines instructional strategies, including the effective use of technologies, to increase student learning and confidence to learn.

Attributes:

\_\_\_ 1. Regularly tries innovative approaches to improve instructional practices.

\_\_\_ 2. Continually evaluates, tries innovative approaches and refines instructional strategies, including the effective use of technologies, to increase student learning and confidence about learning.

\_\_\_ 3. Assesses instructional strategies in authentic ways by comparing intended and actual learning outcomes.

- Needs significant improvement 1
- Needs some attention 2
- Satisfactory level of consistency and competence 3
- High level of consistency and competence 4

CATEGORY 5: PROMOTION OF HIGH STANDARDS AND EXPECTATIONS FOR STUDENT ACHIEVEMENT

\_\_\_ Indicator 1: The teacher communicates learning goals and high standards and expectations to students.

Attributes:

\_\_\_ 1. Sets appropriate standards of work for students and regularly communicates objectives or learning outcomes to students.

\_\_\_ 2. Regularly provides feedback to students on their progress on goals and objectives and attempts to correct causes of student learning difficulties.

\_\_\_ 3. Communicates standards, expectations and guidelines regarding quality and quantity of students' work, work procedures, and interpersonal behavior to students and parents.

\_\_\_ 4. Encourages students to share in decision-making about standards, expectations and guidelines regarding quality and quantity of work, work procedures, and interpersonal behavior.

\_\_\_ 5. Encourages prompt attention to assignments.

\_\_\_ 6. Provides tutorial help according to student needs.

\_\_\_ 7. Responds to students' answers and work so as to keep students open, thinking, and willing to take risks and to persevere with challenging tasks.

\_\_\_ 8. Models the skills, attitudes, values and processes central to the subject being taught.

Needs significant improvement 1  
Needs some attention 2  
Satisfactory level of consistency and competence 3  
High level of consistency and competence 4

\_\_\_ Indicator 2: The teacher promotes confidence and perseverance in the student that stimulate increased personal student responsibility for achieving the goals of the curriculum.

Attributes:

\_\_\_ 1. Uses prompt feedback and student goal setting in order to increase student motivation and ownership of learning.

\_\_\_ 2. Develops and supports students' awareness of themselves as learners and their ability to overcome self-doubts associated with learning and take risks.

\_\_\_ 3. Nurtures students' eagerness to do challenging work and provides incentive, interest and support for students to take responsibility to complete such tasks successfully.

\_\_\_ 4. Acts on the belief that all students can learn and that virtually all can master a challenging core curriculum with appropriate modifications of instruction.

\_\_\_ 5. Encourages and supports students to believe that effort is a key to high achievement and acknowledges and values student work, study and inquiry.

\_\_\_ 6. Regularly identifies students needing extra help and secures student cooperation and participation in extra help sessions.

\_\_\_ 7. Identifies students who are not meeting expectations and develops a plan that designates the teacher's and the student's responsibilities regarding learning.

\_\_\_ 8. Demonstrates attitudes of fairness, courtesy and respect that encourage students' active participation and commitment to learning.

\_\_\_ 9. Builds positive relationships with students and parents to enhance students' abilities to learn effectively.

\_\_\_ 10. Recognizes and responds appropriately when an individual student is having social and/or emotional difficulties which interfere with learning and/or participation in class.

Needs significant improvement 1  
Needs some attention 2  
Satisfactory level of consistency and competence 3  
High level of consistency and competence 4

#### CATEGORY 6: PROMOTION OF EQUITY AND APPRECIATION OF DIVERSITY

\_\_\_ Indicator 1: The teacher strives to ensure equitable opportunities for student learning.

Attributes:

\_\_\_ 1. Provides opportunities to include all students in the full range of academic programs and activities and extra-curricular activities.

\_\_\_ 2. Addresses the needs of diverse student populations by applying and adapting constitutional and statutory laws, state regulations and Board of Education policies and guidelines.

\_\_\_ Indicator 2: The teacher demonstrates appreciation for and sensitivity to the diversity among individuals.

Attributes:

\_\_\_ 1. Demonstrates sensitivity to differences in abilities, stage of development, learning styles, modes of contribution, social and cultural backgrounds, and strengths and needs.

\_\_\_ 2. Develops and implements educational and organizational strategies that are effective in meeting the needs of a diverse student body.

\_\_\_ 3. Functions effectively in a multi-lingual, multi-cultural and economically diverse society.

\_\_\_ 4. Makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication and response modes) for individual students who have particular learning differences or needs.

\_\_\_ 5. Encourages attitudes of tolerance and helpfulness among students.

\_\_\_ 6. Emphasizes a spirit of openness in classroom discussions.

- Needs significant improvement 1
- Needs some attention 2
- Satisfactory level of consistency and competence 3
- High level of consistency and competence 4

#### CATEGORY 7: FULFILLMENT OF PROFESSIONAL RESPONSIBILITIES

\_\_\_ Indicator 1: The teacher is constructive and cooperative in interactions with parents and receptive to their contributions.

Attributes:

\_\_\_ 1. Keeps parents informed of student's progress and works with them, in culturally appropriate ways, to aid in the total development of the student by interpreting the classroom program to parents, conferring with individual parents regarding their child's work and development, and cooperating with parents in helping them work out school-related problems.

\_\_\_ 2. Maintains professional boundaries with parents.

\_\_\_ Indicator 2: The teacher shares responsibility for accomplishing the goals and priorities of his/her grade/team/department, building and school district.

Attributes:

\_\_\_ 1. Maintains appropriate professional relationships with colleagues.

\_\_\_ 2. Works constructively with others to identify school problems and suggest possible solutions.

\_\_\_ 3. Works collaboratively with other staff in planning and implementing interdisciplinary curriculum, instruction and other school programs and shares expertise and new ideas with colleagues.

\_\_\_ 4. Participates in student and school activities.

\_\_\_ 5. Cooperates with other teachers about students' overall work load.

\_\_\_ 6. Carries out the rules, regulations, and policies of the school and school district with a cooperative attitude.

\_\_\_ 7. Adheres to the ethical standards of the teaching profession.

Needs significant improvement 1  
Needs some attention 2  
Satisfactory level of consistency and competence 3  
High level of consistency and competence 4

\_\_\_ Indicator 3: The teacher is a reflective and continuous learner.

Attributes:

\_\_\_ 1. Reflects about and acts on what students need to know and be able to do and about what the teacher can do to foster learning.

\_\_\_ 2. Uses available resources to analyze, expand, and refine professional knowledge and skills; resources can include professional organizations, academic course work, school-based staff, administrative and community resources, and other colleagues.

\_\_\_ 3. Acquires and applies additional training and/or information necessary to improve instruction.

\_\_\_ 4. Participates in activities that demonstrate a commitment to the teaching profession.

\_\_\_ 5. Seeks out information in order to grow and improve as a professional.

\_\_\_ 6. Is receptive to suggestions for growth and improvement.

\_\_\_ 7. Draws upon professional colleagues within the school and other professional arenas as supports for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback.

#### CATEGORY 8: STUDENT OUTCOMES

\_\_\_ Indicator 1: The teacher effectively facilitates student learning and growth.

Attributes:

\_\_\_ 1. Students apply their own learning.

\_\_\_ 2. Students are actively engaged.

\_\_\_ 3. Students make connections between prior and new knowledge.

\_\_\_ 4. Students demonstrate their knowledge in a variety of ways.

\_\_\_ 5. Students reflect on, analyze, and correct their own learning.

\_\_\_ 6. Students demonstrate attitudes of fairness and respect.

- Needs significant improvement 1
- Needs some attention 2
- Satisfactory level of consistency and competence 3
- High level of consistency and competence 4

\_\_\_ Indicator 2: Students demonstrate appropriate mastery of the knowledge and/or skills which are the objectives of the staff member's work.

Attributes:

\_\_\_ 1. The teacher can readily produce evidence that students are mastering the knowledge and skills set forth in the curriculum and/or the students' Individual Educational Plans.

\_\_\_ 2. For personnel other than regular classroom teachers, the staff member should be able to produce evidence of the outcomes from the services provided by the staff member to individual students or groups of students.