

Understanding and Using the Standards - Teacher Self-Assessment Tool

Tecumseh Local Professional Development Committee

Consider each of the statements following the Standards 1-7. Choose the response that most accurately represents your performance.

Standard 1: Students

Teachers understand student learning and development, and respect the diversity of the students they teach. *Do you understand your students' backgrounds and learning styles and needs, and expect that all of your students can achieve?*

I understand how students learn and I know the developmental characteristics of different age groups of students.

Never Rarely Sometimes Frequently Always

I use my knowledge of what students know and are able to do to meet the needs of all of my students.

Never Rarely Sometimes Frequently Always

I expect that all students will achieve to their full potential.

I demonstrate respect for my students' diverse cultures, language skills and experiences.

Never Rarely Sometimes Frequently Always

I assist in the appropriate identification, instruction and intervention for gifted students, students with disabilities and at-risk students.

Never Rarely Sometimes Frequently Always

Never Rarely Sometimes Frequently Always

Standard 2: Content

Teachers know and understand the content area for which they have instructional responsibility. *Do you have a deep understanding of the content you teach?*

I use my knowledge of content-specific concepts, assumptions and skills to plan effective instruction.

Never Rarely Sometimes Frequently Always

I use my knowledge of content-specific instructional strategies to effectively teach the central concepts and skills of my discipline.

Never Rarely Sometimes Frequently Always

I understand and use the Ohio academic content standards.

Never Rarely Sometimes Frequently Always

I connect my discipline with other content areas to plan and deliver effective instruction.

Never Rarely Sometimes Frequently Always

I connect content to relevant life experiences and career opportunities.

Never Rarely Sometimes Frequently Always

Standard 3: Assessment

Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning. *Do you understand and effectively use varied assessments?*

I understand varied types of assessments, their purposes and the data they generate.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
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I select, develop and use a variety of diagnostic, formative and summative assessments.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
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I analyze data to monitor students' progress and learning, and to plan, differentiate and modify instruction.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
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I collaborate and communicate student progress with students, parents and colleagues.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
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I involve learners in self-assessment and goal setting to address gaps between performance and potential.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
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Standard 4: Instruction

Teachers plan and deliver effective instruction that advances the learning of each individual student. *Do you plan and deliver effective instruction that advances the learning of each individual student*

I align my instructional goals and activities with school and district priorities and with Ohio's academic content standards.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
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I use information about students' learning and performance to plan and deliver instruction designed to close the achievement gap.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
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I communicate clear learning goals and link learning activities to those goals.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
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I apply my knowledge of how students think and learn to my planning and instruction.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
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I differentiate instruction to meet the needs of all students, including gifted students, students with disabilities and at-risk students.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
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I create and select activities that are designed to help students become independent learners and complex problem-solvers.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
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I use resources effectively, including technology, to enhance student learning.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>

Standard 5: Learning Environment

Teachers create learning environments that promote high levels of learning and achievement for all students. *Have you created a learning environment that promotes learning and high achievement?*

I treat all students fairly and I have established a classroom environment that is respectful, supportive and caring.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
I have created a classroom environment that is physically and emotionally safe.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
I motivate my students to work productively and take responsibility for their own learning.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
I create learning situations in which students work independently, collaboratively and/or as a whole class.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
I maintain an environment that is conducive to learning for all students.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>

Standard 6: Collaboration and Communication

Teachers collaborate and communicate with other educators, administrators, parents and the community to support student learning. *Do you collaborate and communicate effectively with your colleagues, administrators, parents and the community?*

I communicate clearly and effectively.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
I share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
I collaborate effectively with other teachers, administrators and school district staff.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
I collaborate effectively with the local community and community agencies, when appropriate, to promote student learning.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>

Standard 7: Professional Responsibility and Growth

Teachers assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community. *Do you assume responsibility for your professional performance and development?*

I understand, uphold and follow professional ethics, policies and legal codes of professional conduct.

Never Rarely Sometimes Frequently Always

I take responsibility for engaging in continuous, purposeful professional development.

Never Rarely Sometimes Frequently Always

I seek opportunities to impact the quality of my teaching, make school improvements and increase student achievement.

Never Rarely Sometimes Frequently Always

Goal Areas from the Teachers' Standards

1. Students: Essential Question: "Do you understand your students' backgrounds and learning styles and needs, and expect that all of your students can achieve?"
2. Content: Essential Question: "Do you have a deep understanding of the content you teach?"
3. Assessment: Essential Question: "Do you understand and effectively use a varied assessments?"
4. Instruction: Essential Question: "Do you plan and deliver effective instruction that advances the learning of the individual student?"
5. Learning Environment: Essential Question: "Have you created a learning environment that promotes learning and high achievement?"
6. Collaboration and Communication: Essential Question: "Do you collaborate and communicate effectively with your colleagues, administrators, parents and the community?"
7. Professional Responsibility and Growth: Essential Question: "Do you assume responsibility for your professional performance and development?"