

Using the Standards for the Teaching Profession for Self-Assessment

Ohio's Standards for the Teaching Profession were not written as evaluation instruments. They can and should, however, be used for self-assessment and to identify areas for growth and further professional development.

Teacher Self-Assessment Tool: Standards-Based Guiding Questions

One way to consider your strengths and weaknesses as a teacher is to respond to focused, guiding questions related to effective instructional practices. Any questions to which you respond at levels 1, 2 or 3 may be areas for growth. Remember that this tool is confidential – it is not intended as an external tool for evaluation. This is an opportunity to be personal and honest in your assessment for self-improvement. You may wish to do this activity with a trusted peer or colleague to allow for additional discussion and reflection.

Standard 1: Students

Teachers understand student learning and development, and respect the diversity of the students they teach.

ESSENTIAL QUESTION: *Do you understand your students' backgrounds and learning styles and needs, and expect that all of your students can achieve?*

Consider each of the statements below. Choose the response that most accurately represents your performance.

| | | | | | |
|--|------------|-------------|----------------|-----------------|-------------|
| I understand how students learn and I know the developmental characteristics of different age groups of students. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I use my knowledge of what students know and are able to do to meet the needs of all of my students. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I expect that all students will achieve to their full potential. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I demonstrate respect for my students' diverse cultures, language skills and experiences. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I assist in the appropriate identification, instruction and intervention for gifted students, students with disabilities and at-risk students. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |

Understanding and Using the Standards

Standard 2: Content

Teachers know and understand the content area for which they have instructional responsibility.

ESSENTIAL QUESTION: *Do you have a deep understanding of the content you teach?*

Consider each of the statements below. Choose the response that most accurately represents your performance.

| | | | | | |
|--|------------|-------------|----------------|-----------------|-------------|
| I use my knowledge of content-specific concepts, assumptions and skills to plan effective instruction. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I use my knowledge of content-specific instructional strategies to effectively teach the central concepts and skills of my discipline. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I understand and use the Ohio academic content standards. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I connect my discipline with other content areas to plan and deliver effective instruction. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I connect content to relevant life experiences and career opportunities. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |

Standard 3: Assessment

Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.

ESSENTIAL QUESTION: *Do you understand and effectively use varied assessments?*

Consider each of the statements below. Choose the response that most accurately represents your performance.

| | | | | | |
|---|------------|-------------|----------------|-----------------|-------------|
| I understand varied types of assessments, their purposes and the data they generate. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I select, develop and use a variety of diagnostic, formative and summative assessments. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I analyze data to monitor student's progress and learning, and to plan, differentiate and modify instruction. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I collaborate and communicate student progress with students, parents and colleagues. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I involve learners in self-assessment and goal setting to address gaps between performance and potential. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |

Standard 4: Instruction

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

ESSENTIAL QUESTION: *Do you plan and deliver effective instruction that advances the learning of each individual student?*

Consider each of the statements below. Choose the response that most accurately represents your performance.

| | | | | | |
|--|------------|-------------|----------------|-----------------|-------------|
| I align my instructional goals and activities with school and district priorities and with Ohio's academic content standards. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I use information about students' learning and performance to plan and deliver instruction designed to close the achievement gap. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I communicate clear learning goals and link learning activities to those goals. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I apply my knowledge of how students think and learn to my planning and instruction. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I differentiate instruction to meet the needs of all students, including gifted students, students with disabilities and at-risk students. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I create and select activities that are designed to help students become independent learners and complex problem-solvers. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I use resources effectively, including technology, to enhance student learning. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |

Understanding and Using the Standards

Standard 5: Learning Environment

Teachers create learning environments that promote high levels of learning and achievement for all students.

ESSENTIAL QUESTION: *Have you created a learning environment that promotes learning and high achievement?*

Consider each of the statements below. Choose the response that most accurately represents your performance.

| | | | | | |
|---|------------|-------------|----------------|-----------------|-------------|
| I treat all students fairly and I have established a classroom environment that is respectful, supportive and caring. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I have created a classroom environment that is physically and emotionally safe. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I motivate my students to work productively and take responsibility for their own learning. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I create learning situations in which students work independently, collaboratively and/or as a whole class. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I maintain an environment that is conducive to learning for all students. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |

Standard 6: Collaboration and Communication

Teachers collaborate and communicate with other educators, administrators, parents and the community to support student learning.

ESSENTIAL QUESTION: *Do you collaborate and communicate effectively with your colleagues, administrators, parents and the community?*

Consider each of the statements below. Choose the response that most accurately represents your performance.

| | | | | | |
|---|------------|-------------|----------------|-----------------|-------------|
| I communicate clearly and effectively. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I collaborate effectively with other teachers, administrators and school and district staff. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I collaborate effectively with the local community and community agencies, when appropriate to promote student learning. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |

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.

ESSENTIAL QUESTION: *Do you assume responsibility for your professional performance and development?*

Consider each of the statements below. Choose the response that most accurately represents your performance.

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

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

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

| | | | | |
|------------|-------------|----------------|-----------------|-------------|
| 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |