GREAT SCHOOLS PARTNERSHIP

How to Use this Self-Assessment

This self-assessment is designed to help you:

- **Reflect** on your own practice; and
- **Implement and refine** instructional practices that foster student engagement and promote equitable outcomes.

Teacher and Teacher-Leader Use: If you are a classroom teacher, a specialty area teacher (e.g., art, music, health, physical education, special education, ELL/ESL teacher, etc.), or a teacher-leader (e.g., content specialist, grade-level coordinator, or department chair), this self-assessment tool can be used to reflect on your practice.

Coach and Leader Use: If you provide instructional support and/or coaching or are a building or district leader, this self-assessment tool can be used to reflect on how you support, observe, or evaluate the elements and traits of effective instruction.

Step 1. Review the Descriptions, Beliefs, and Practices

Review the definition of each element, including the specific beliefs that support the element and the key practices described. Think about how you—or those you are supporting, observing, and/or evaluating—implement each practice.

Step 2. Review the Performance Descriptions

Review the four levels of performance below to familiarize yourself with the progression of implementation.

Initiating	Developing	Demonstrating	Refining
I am learning about this practice and I am **initiating** use of it in my classroom.	I am **developing** my skills with this practice, and I am successfully using aspects of this practice in my classroom.	I am **demonstrating** effective integration of this practice in my classroom.	I am integrating and **refining** my use of this practice in my classroom. I can model this practice and coach others in its use.

Step 3. Assess Your Performance

In the far right column, record evidence and data related to each practice in the table. This could include specific products and/or strategies used, student performance data, habits of work data, observations, reflections, etc. Using the performance descriptions above, rate your implementation of each practice.

Based on the evidence, data, and ratings for each practice, determine an overall self-assessment for the specific element aligned to the performance descriptions.

Example:

Practice	Your Present Level				Evidence and Data
	Initiating	Developing	Demonstrating	Refining	
My classroom has clear routines and procedures. Every student can explain what is expected, when, and why.			✓		*Evidence:* • *Warm up/do now routine* • *Exit tickets* • *Handout folders* *Data:* • *All students on task within first 5 mins of class* • *Data from exit tickets that informs the next class*
I create an environment where all students feel safe and confident about taking risks and making mistakes.			✓		*Data:* • *Student reflections reveal an average of 4.2 on a scale of 5 in response to the statement "I don't worry about being right or wrong in this class"* • *No score was below a 3*
I embed regular opportunities for students to reflect on themselves as learners.		✓			*Evidence:* • *Group reflection sheet*
Overall Self-Assessment for **Learning Environment**			✓		*Evidence and data above show that I am effectively integrating several of the practices in this element, but I could incorporate more opportunities for reflection.*

Step 4. Plan Your Next Steps

After you have assessed your performance, plan your next steps. Identify skill areas or practices that you want to learn more about and areas of strength to build on.

You can use the results of your self-assessment in many ways, including:

- Setting individual professional growth goals and team professional learning community goals;
- Highlighting and celebrating team or staff strengths and accomplishments;
- Noting individual areas of growth and planning job-embedded professional development;
- Connecting colleagues for peer observation opportunities;
- Identifying team, department, or whole-school trends;
- Determining classroom or instructional "look-fors"—the evidence and results you are hoping to produce;
- Using the overall self-assessment results from a faculty to determine professional learning needs and share best practices;
- Planning rounds of classroom visits and peer observations.

Element 1: Learning Environment

The learning environment supports all students to take risks, ask questions, and make and learn from mistakes. The physical space, routines and procedures, and development of positive relationships create a physically, socially, and emotionally safe environment.

Supporting Beliefs

- The learning environment is a shared domain between students, teachers, families, and other partners.
- Positive and meaningful relationships are the foundation of a productive learning culture.
- Safety and respect are vital to engagement and risk-taking.

Practice	Your Present Level				Evidence and Data
	Initiating	Developing	Demonstrating	Refining	
My classroom has clear routines and procedures. Every student can explain what is expected, when, and why.					
I create an environment where all students feel safe and confident about taking risks and making mistakes.					
I embed regular opportunities for students to reflect on themselves as learners.					
I create opportunities for my students to build relationships with me and with each other. I provide students the support to be successful working across differences.					
My classroom is arranged to support a variety of different learning tasks and different learners. I reconfigure my classroom to suit the task at hand.					
I include and engage families in a variety of ways to promote student learning.					
Overall Self-Assessment for **Learning Environment**					

Element 2: Clear, Shared Outcomes

The learning outcomes are shared and internalized by teachers and students. These outcomes anchor and guide the choices of instructional activities, materials, practice assignments, and assessment tasks. Outcomes are understood and used by students to set goals, guide learning, and prompt self-reflection.

Supporting Beliefs

- Everyone involved in the learning process must know where they are going and why the work matters.
- Teachers and students need to be invested in the learning process to achieve outcomes.
- A culture of reflection is necessary for students to set and adjust personalized goals.

Practice	Your Present Level				Evidence and Data
	Initiating	Developing	Demonstrating	Refining	
I establish and share clear learning outcomes with my students—both long term (graduation competencies and performance indicators) and short term (learning targets).					
I provide clear descriptions of what success looks like and ensure they are understood by my students.					
My materials and activities are aligned with the learning outcomes. My students can explain that alignment.					
I plan activities through which students use learning outcomes to reflect on their own progress and set goals for growth.					
Overall Self-Assessment for **Clear, Shared Outcomes**					

Element 3: Varied Content, Materials, and Methods of Instruction

Students explore ideas and information in varied ways and access learning through multiple entry points. Teachers select content and materials to engage and meet the needs of all learners.

Supporting Beliefs

- Selected content must foster and reflect an understanding of multiple perspectives, critical issues, and the diversity of our world.

- Learners must see themselves represented in the materials and connect to the content in authentic ways to become fully engaged.

- Different entry points, options for exploration, and end products are critical for student engagement and success.

Practice	Your Present Level				Evidence and Data
	Initiating	Developing	Demonstrating	Refining	
I introduce new content in varied ways—investigation, presentation, inquiry, etc.					
I select materials that reflect the identities of my students, our school community, and the diversity of our world.					
I teach my students to take multiple perspectives and provide opportunities for them to practice.					
I provide my students opportunities for choice and voice. I involve them in making decisions about how they learn and demonstrate their understanding.					
I vary student groupings and accommodate a range of different learners in how I design activities.					
I design multiple and varied pathways for my students to reach common learning goals.					
I adjust time and adapt structures in my classroom to support reteaching (interventions) and extensions of learning.					
Overall Self-Assessment for **Varied Content, Materials, and Methods**					

Element 4: Practice and Feedback

Students have opportunities to practice what they are learning and are given timely, specific feedback based on their current performance in relation to the desired outcomes.

Supporting Beliefs

- Learning is a cycle that includes goal-setting, successes, multiple attempts, and course corrections.
- Productive practice and novel application of skills are essential for learning.
- Timely, specific, and varied feedback is a catalyst for growth.

Practice	Your Present Level				Evidence and Data
	Initiating	Developing	Demonstrating	Refining	
I give my students multiple opportunities to practice and receive feedback through the instructional strategies I use.					
I teach my students how to give and use feedback to reach learning goals.					
My instructional and assessment practices allow students to revise essential pieces of work to demonstrate growth.					
I give timely, specific, and actionable feedback.					
I provide varied opportunities for students to practice essential skills and learning, including independently, with peers, and with teacher guidance.					
Overall Self-Assessment for **Practice and Feedback**					

Element 5: Complex Thinking and Transfer

Students are coached and taught to engage in higher order thinking through instructional activities and practice tasks. Curriculum, instruction, and assessments are designed to prompt complex thinking, integration of concepts and ideas, and application of learned skills to new material or novel situations.

Supporting Beliefs

- Every student is capable of complex thought and transfer of learning.
- Higher order thinking promotes student engagement.
- Learning that promotes transfer of knowledge and skills prepares students for the future.

Practice	Your Present Level				Evidence and Data
	Initiating	Developing	Demonstrating	Refining	
I ask students to wrestle with complex and authentic problems and questions.					
I provide instruction and practice in integrating and applying what students have learned, including across content areas.					
I ask questions and teach students to ask questions that require analysis, evaluation, and drawing conclusions.					
I engage *every student* in higher order thinking at all stages of the learning process.					
I provide coaching and support to students as they learn and do.					
Overall Self-Assessment for **Complex Thinking and Transfer**					