

**CONTEXT & DIRECTIONS**

**This Teacher Self-Assessment Form – UK uses validated expectations of effective educators as a basis on which pre and in-service teachers can reflect on their own practice, set goals, and implement strategies to improve their performance.**

The knowledge, attributes and skills deemed essential for UK teachers, regardless of the subject or grade level being taught, are described in Qualified Teacher Status (QTS) standards developed by the UK Department for Education.  
 [See complete list below]

These validated expectations provide a guide for educators who seek to improve their effectiveness and are the basis on which participants in EA UK pre and in-service personalised professional development programmes are mentored and assessed.

Effective educators continually develop their ability to guide pupil learning by:

- Accurately assessing their own performance, at their level of experience, against these validated expectations of effective educators.
- Determining areas for personal development and improvement.
- Implementing professional development plans that utilize any/all available resources.

**Directions for Pre-Service Teachers (individuals seeking certification/licensure as a teacher).** Undertake the following at appropriate points as you prepare to enter the teaching profession and particularly prior to, during, and at the completion of school based placements:

- For each standard place an X along the line indicating your knowledge and ability as a professional educator.
- Briefly (50 words) explain your decision.
- Indicate the source of evidence for your self-assessment (e.g. observation by supervisor).
- Share this report with your course mentors/instructors, classroom cooperating teachers and EA supervisors as a basis for discussion resulting in setting and achieving goals.

**Directions for In-Service Teachers (individuals who hold a teaching certificate/license).** In-service teachers should complete this form at appropriate points in their teaching career and use each assessment as a basis for discussion with colleagues and to develop and implement plans through which to achieve their professional goals.

**The text boxes in this MS Word document expand as you type your responses.**

**You can include multiple assessments over time and create a historical record of your professional growth. Share each assessment with others and benefit from their experience.**

**SELF ASSESSMENT PROCESS**

<i>Candidate</i>	<i>Cooperating/Mentor Teacher</i>	<i>Educators Abroad Mentor/Supervisor</i>
<i>School, Country</i>	<i>Grade(s), Subjects</i>	<i>Dates</i>

**PART ONE: TEACHING**

**1. Set high expectations which inspire, motivate and challenge pupils (Three supporting statements)**

<b>High Expectations</b>	_____
Knowledge/Performance:	Basic Competence _____ Exceptional Ability
Brief explanation of self-assessment and source(s) of evidence:	

**2. Promote good progress and outcomes by pupils (Five supporting statements)**

<b>Promote Progress</b>	_____
Knowledge/Performance:	Basic Competence _____ Exceptional Ability
Brief explanation of self-assessment and source(s) of evidence:	

**3. Demonstrate good subject and curriculum knowledge (Five supporting statements)**

<b>Demonstrate Knowledge</b>	_____
Knowledge/Performance:	Basic Competence <span style="float: right;">Exceptional Ability</span>
Brief explanation of self-assessment and source(s) of evidence:	

**4. Plan and teach well structured lessons (Five supporting statements)**

<b>Plan and Teach Well</b>	_____
Knowledge/Performance:	Basic Competence <span style="float: right;">Exceptional Ability</span>
Brief explanation of self-assessment and source(s) of evidence:	

**5. Adapt teaching to respond to the strengths and needs of all pupils (Four supporting statements)**

<b>Adapt Teaching</b>	_____
Knowledge/Performance:	Basic Competence <span style="float: right;">Exceptional Ability</span>
Brief explanation of self-assessment and source(s) of evidence:	

**6. Make accurate and productive use of assessment (Four supporting statements)**

<b>Accurate Assessment</b>	_____
Knowledge/Performance:	Basic Competence <span style="float: right;">Exceptional Ability</span>
Brief explanation of self-assessment and source(s) of evidence:	

**7. Manage behaviour effectively to ensure a good and safe learning environment (Two supporting statements)**

<b>Manage Behaviour</b>	_____
Knowledge/Performance:	Basic Competence <span style="float: right;">Exceptional Ability</span>
Brief explanation of self-assessment and source(s) of evidence:	

**8. Fulfil wider professional responsibilities (Five supporting statements)**

<b>Fulfil Responsibilities</b>	_____
Knowledge/Performance:	Basic Competence <span style="float: right;">Exceptional Ability</span>
Brief explanation of self-assessment and source(s) of evidence:	

**PART TWO: PERSONAL AND PROFESSIONAL CONDUCT**

**Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school (Three supporting statements and related details)**

<b>Uphold Public Trust</b>	_____
Knowledge/Performance:	Basic Competence <span style="float: right;">Exceptional Ability</span>
Brief explanation of self-assessment and source(s) of evidence:	

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**UK QTS TEACHERS' STANDARDS PREAMBLE**

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

**PART ONE: TEACHING**

A teacher must:

- 1 Set high expectations which inspire, motivate and challenge pupils
  - establish a safe and stimulating environment for pupils, rooted in mutual respect
  - set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
  - demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

## 2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

## 3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

## 4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

## 5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

## 6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

## 7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and

## 8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being

### **PART TWO: PERSONAL AND PROFESSIONAL CONDUCT**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' wellbeing, in accordance with statutory provisions

- showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
  - Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.