

CONTEXT & DIRECTIONS

This Teacher Self-Assessment Form – USA 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, dispositions, and performances deemed essential for USA teachers regardless of the subject or grade level being taught are described in ten standards developed by the Interstate New Teacher Assessment and Support Consortium (InTASC). [Complete details on the Program Materials page at www.educatorsabroad.org]

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

Effective educators continually develop their ability to guide student 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

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| <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> |
| <i>Preliminary Or Final</i> | | |

Standard #1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

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|---------------------------------------|---|------------------|---------------------|
| Learner Development | | | |
| Knowledge/Performance: | <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">Basic Competence</td> <td style="width: 50%; border: none;">Exceptional Ability</td> </tr> </table> | Basic Competence | Exceptional Ability |
| Basic Competence | Exceptional Ability | | |
| Brief explanation of self-assessment: | | | |
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Standard #2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

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| Learning Differences | _____ | |
| Knowledge/Performance: | Basic Competence | Exceptional Ability |
| Brief explanation of self-assessment: | | |
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Standard #3: Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

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| Learning Environments | _____ | |
| Knowledge/Performance: | Basic Competence | Exceptional Ability |
| Brief explanation of self-assessment: | | |
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Standard #4: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

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| Content Knowledge | _____ | |
| Knowledge/Performance: | Basic Competence | Exceptional Ability |
| Brief explanation of self-assessment: | | |
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Standard #5: Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

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| Application of Content | _____ | |
| Knowledge/Performance: | Basic Competence | Exceptional Ability |
| Brief explanation of self-assessment: | | |
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Standard #6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

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| Assessment | _____ | |
| Knowledge/Performance: | Basic Competence | Exceptional Ability |
| Brief explanation of self-assessment: | | |
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Standard #7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

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| Planning for Instruction | _____ | |
| Knowledge/Performance: | Basic Competence | Exceptional Ability |
| Brief explanation of self-assessment: | | |
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Standard #8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

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| Instructional Strategies | _____ | |
| Knowledge/Performance: | Basic Competence | Exceptional Ability |
| Brief explanation of self-assessment: | | |
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Standard #9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

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| Professional Learning & Ethical Practice | _____ |
| Knowledge/Performance: | Basic Competence Exceptional Ability |

Brief explanation of self-assessment:

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Standard #10: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

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| Leadership and Collaboration | _____ |
| Knowledge/Performance: | Basic Competence Exceptional Ability |

Brief explanation of self-assessment:

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