

Step 1: Evaluatee Self-Assessment

Educator Name

Educator ID

School Year

District

Building

Years in profession

Years in this position in this USD

Evaluator

Construct 1: Learner and Learning

To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary individually, that students bring unique individual differences to the learning process, and that students need supportive and safe learning environments to thrive.

1.1 Learner Development

Goal

The teacher plans instruction based on learning and developmental levels of all students.

N/A	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
	The evidence indicates that the teacher did not plan or infrequently planned instruction that aligns with students’ developmental levels and learning needs.	The evidence indicates that the teacher planned instruction that partially aligns with students’ developmental levels and learning needs.	The evidence indicates that the teacher planned instruction that aligns with students’ developmental levels and learning needs.	The evidence indicates that the teacher consistently and effectively planned instruction that closely aligns with students’ learning needs and developmental levels.
	The evidence indicates that the teacher relied on a single teaching approach and resource.	The evidence indicates that the teacher incorporated some teaching approaches and resources.	The evidence indicates that the teacher regularly used a variety of teaching approaches and resources.	The evidence indicates that the teacher consistently and effectively used a variety of appropriate teaching approaches and resources.
	The evidence indicates that the teacher did not provide or infrequently provided adaptation of plans and instruction, and the adaptation that was provided was often not appropriate to the students’ learning needs.	The evidence indicates that the teacher provided some adaptation of plans and instruction that met some of the students’ learning needs.	The evidence indicates that the teacher adapted plans and instruction, when appropriate, to meet all students’ learning needs.	The evidence indicates that the teacher consistently and effectively adapted plans and instruction, when appropriate, to meet all students’ learning needs.

Evidence for Component 1.1: Please describe any artifacts to be included in the evaluation file.

1.2 Learner Differences

Goal

The teacher recognized and fostered individual differences to establish a positive classroom culture.

N/A	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
	The evidence indicates that the teacher did not take or infrequently took steps to learn about students as individuals and as learners.	The evidence indicates that the teacher took partial steps to learn about students as individuals and as learners.	The evidence indicates that the teacher regularly took steps to learn about students as individuals and as learners.	The evidence indicates that the teacher consistently and effectively took steps to learn about students as individuals and as learners.
	The evidence indicates that the teacher did not incorporate or infrequently incorporated knowledge of individual students to create a classroom culture of respect and rapport that meets the needs of all students.	The evidence indicates that the teacher began to use knowledge of individual students to create a positive culture that meets the needs of all students.	The evidence indicates that the teacher regularly incorporated knowledge of student diversity to create a positive culture of respect and rapport that meets the needs of most students.	The evidence indicates that the teacher consistently and effectively incorporated knowledge of student diversity to create a positive culture of respect and rapport that meets the needs of all students.

Evidence for Component 1.2: Please describe any artifacts to be included in the evaluation file.

1.3 Learning Environment

Goal

The teacher established a classroom environment conducive to learning.

N/A	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
	The evidence indicates that the teacher did not collaborate or infrequently collaborated with students to promote student ownership of the learning.	The evidence indicates that the teacher began to collaborate with students to promote student ownership of the learning.	The evidence indicates that the teacher regularly collaborated with students to promote student ownership of the learning.	The evidence indicates that the teacher consistently and effectively collaborated with students to promote student ownership of the learning.
	The evidence indicates that the teacher did not establish or infrequently established a safe, respectful and academically engaging environment for students.	The evidence indicates that the teacher began to establish a safe, respectful and academically engaging environment for students.	The evidence indicates that the teacher regularly established a safe, respectful and academically engaging environment for students.	The evidence indicates that the teacher consistently and effectively established a safe, respectful and academically challenging environment for all students.

Evidence for Component 1.3: Please describe any artifacts to be included in the evaluation file.

Construct 2: Content Knowledge

Teachers must have a deep and flexible understanding of their content area(s) and be able to draw upon it as they work with students to access information, apply knowledge in real-world settings and work with meaningful issues.

2.1 Content Knowledge

Goal

The teacher demonstrated a thorough knowledge of content.

N/A	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
	The evidence indicates that the teacher did not display or infrequently displayed knowledge of the important content in the discipline and identification of possible student misconceptions.	The evidence indicates that the teacher displayed limited knowledge of the important content in the discipline and identification of possible student misconceptions.	The evidence indicates that the teacher displayed knowledge of the important content in the discipline, used multiple representations and explanations, understood how these relate to each other and identified student misconceptions.	The evidence indicates that the teacher displayed extensive knowledge of the important concepts in the discipline by consistently and effectively using multiple representations, explanations, and a wide variety of experiences and opportunities.
	The evidence indicates that the teacher did not use or infrequently used strategies to build understanding of content for all students.	The evidence indicates that the teacher began to use strategies to build understanding of content for all students.	The evidence indicates that the teacher regularly used strategies to build a deep understanding of content for all students.	The evidence indicates that the teacher consistently and effectively used strategies to build a deep understanding of content for all students.

Evidence for Component 2.1: Please describe any artifacts to be included in the evaluation file.

2.2 Innovative Applications of Content Knowledge

The teacher provided a variety of innovative applications of knowledge.

N/A	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
	The evidence indicates that the teacher did not use or infrequently used problem-solving, critical thinking skills and technology to explore and deliver content.	The evidence indicates that the teacher used limited problem-solving, critical thinking skills and technology to explore and deliver content.	The evidence indicates that the teacher regularly used problem-solving, critical thinking skills and technology to explore and deliver content.	The evidence indicates that the teacher consistently and effectively used problem-solving, critical thinking skills and technology to explore and deliver content.
	The evidence indicates that the teacher did not provide or infrequently provided opportunities to students for real-world application of content.	The evidence indicates that the teacher provided limited opportunities to students for real-world application of content.	The evidence indicates that the teacher regularly provided opportunities to students for real-world application of content.	The evidence indicates that the teacher consistently and effectively provided opportunities to students for real-world application of content.
	The evidence indicates that the teacher did not collaborate or infrequently collaborated with colleagues to provide purposeful cross-curricular learning opportunities.	The evidence indicates that the teacher began to collaborate with colleagues to provide purposeful cross-curricular learning opportunities.	The evidence indicates that the teacher regularly collaborated with colleagues to provide purposeful cross-curricular learning opportunities.	The evidence indicates that the teacher consistently and effectively collaborated with colleagues to provide purposeful cross-curricular learning opportunities.

Evidence for Component 2.2: Please describe any artifacts to be included in the evaluation file.

Construct 3: Instructional Practice

Effective instructional practice requires that teachers understand and integrate planning, instructional strategies and assessment in coordinated and engaging ways.

3.1 Planning for Instruction

Goal

The teacher used methods and techniques that are effective in meeting student needs.

N/A	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
	The evidence indicates that the teacher did not plan or infrequently planned activities that connect with district, state and/or national standards to meet the needs of students.	The evidence indicates that the teacher planned activities that partially connect with district, state and/or national standards to meet the needs of students.	The evidence indicates that the teacher regularly planned rigorous and challenging activities using objectives that align with district, state and/or national standards to meet the needs of all students.	The evidence indicates that the teacher consistently and effectively planned rigorous and challenging activities using objectives that align with district, state and/or national standards to meet the needs of all students.

Evidence for Component 3.1: Please describe any artifacts to be included in the evaluation file.

3.2 Assessment

Goal

The teacher used varied assessments to measure learner progress.

N/A	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
	The evidence indicates that the teacher did not provide or infrequently provided basic opportunities for students to demonstrate learning by using formative, summative, informal and/or formal assessments.	The evidence indicates that the teacher provided limited opportunities for students to demonstrate learning by using formative, summative, informal and/or formal assessments.	The evidence indicates that the teacher regularly provided multiple opportunities for students to demonstrate learning by using formative, summative, informal and/or formal assessments.	The evidence indicates that the teacher consistently and effectively provided multiple opportunities for students to demonstrate learning by using formative, summative, informal and/or formal assessments.
	The evidence indicates that the teacher did not use or infrequently used student data to inform future instruction.	The evidence indicates that the teacher began to use student data to inform future instruction.	The evidence indicates that the teacher regularly used student data to inform future instruction.	The evidence indicates that the teacher consistently and effectively used student data to inform future instruction.

N/A	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
	The evidence indicates that the teacher did not provide or infrequently provided feedback to students.	The evidence indicates that the teacher provided some feedback to encourage students.	The evidence indicates that the teacher regularly provided timely feedback to encourage students to take responsibility for their own learning.	The evidence indicates that the teacher consistently and effectively provided timely feedback to encourage students to take responsibility for their own learning.

Evidence for Component 3.2: Please describe any artifacts to be included in the evaluation file.

3.3 Instructional Strategies

Goal

The teacher delivered comprehensive instruction for students.

N/A	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
	The evidence indicates that the teacher did not use or infrequently used strategies and available technologies to engage students in the learning process.	The evidence indicates that the teacher used some strategies and available technology to engage and challenge students.	The evidence indicates that the teacher regularly used a variety of strategies including available technology to engage and challenge students in a variety of learning situations.	The evidence indicates that the teacher consistently and effectively used a variety of strategies including available technology to engage and challenge students in a variety of learning situations.
	The evidence indicates that the teacher did not use or infrequently used strategies for differentiating instruction.	The evidence indicates that the teacher incorporated limited strategies to differentiate instruction.	The evidence indicates that the teacher regularly used strategies to differentiate and scaffold information so it is accessible to all students.	The evidence indicates that the teacher consistently and effectively incorporated strategies to differentiate and scaffold information so it is accessible to all students.
	The evidence indicates that the teacher did not engage or infrequently engaged students in the learning process.	The evidence indicates that the teacher began to engage students in higher-order thinking skills.	The evidence indicates that the teacher regularly engaged students in higher-order thinking skills.	The evidence indicates that the teacher consistently and effectively engaged students in higher-order thinking skills.

Evidence for Component 3.3: Please describe any artifacts to be included in the evaluation file.

Construct 4: Professional Responsibility

Creating and supporting learning environments that result in students achieving at the highest levels is a teacher’s primary responsibility. To do this well, teachers must engage in professional self-renewal, which means they regularly examine their own and each other’s practice through self-reflection and collaboration, providing collegial support and feedback that assures a continuous cycle of self-improvement.

4.1 Reflection and Continuous Growth

Goal

The teacher engaged in reflection and continuous growth.

N/A	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
	The evidence indicates that the teacher did not participate or infrequently participated in professional development.	The evidence indicates that the teacher began to participate in ongoing professional development relevant to student learning.	The evidence indicates that the teacher engaged in ongoing, purposeful professional development relevant to student learning.	The evidence indicates that the teacher consistently and effectively engaged in ongoing, purposeful professional development relevant to student learning.
	The evidence indicates that the teacher did not reflect or infrequently reflected on his/her practices.	The evidence indicates that the teacher began to reflect on practices and is aware of opportunities for improvement.	The evidence indicates that the teacher regularly reflected on his/her practice and seeks opportunities for improvement.	The evidence indicates that the teacher consistently and effectively reflected on his/her practice and actively seeks opportunities for improvement.
	The evidence indicates that the teacher did not analyze or infrequently analyzed and reflected on student data to guide planning.	The evidence indicates that the teacher began to analyze and reflect on student data to guide planning and instruction.	The evidence indicates that the teacher regularly analyzed and reflected on student data to guide planning, instruction and student growth.	The evidence indicates that the teacher consistently and effectively analyzed and reflected on student data to guide planning, instruction and student growth.

Evidence for Component 4.1: Please describe any artifacts to be included in the evaluation file.

4.2 Collaboration and Leadership

Goal

The teacher participated in collaboration and leadership opportunities.

N/A	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
	The evidence indicates that the teacher did not communicate or infrequently communicated with colleagues about school issues.	The evidence indicates that the teacher began to meet with and discusses school issues with colleagues and other stakeholders.	The evidence indicates that the teacher regularly collaborated with colleagues and stakeholders in leadership, school and professional activities using multiple communications.	The evidence indicates that the teacher consistently and effectively collaborated with multiple stakeholders in school and professional activities using a variety of methods of communication.
	The evidence indicates that the teacher did not demonstrate or infrequently demonstrated leadership skills by initiating, advocating and/or leading activities.	The evidence indicates that the teacher began to demonstrate some leadership skills by initiating, advocating and/or leading activities.	The evidence indicates that the teacher regularly demonstrated leadership skills by initiating, advocating and/or leading activities to improve and support student learning.	The evidence indicates that the teacher consistently and effectively demonstrated leadership skills by initiating, advocating and/or leading activities to improve and support student learning.

Evidence for Component 4.2: Please describe any artifacts to be included in the evaluation file.

Evaluatee Signature

Date

Submit this to your evaluator upon completion.