**Self-Assessment**

**Secondary Education**

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| *Candidate* |  | *University Intern Coordinator* |  |
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| *School & District* |  | *Grade(s) and Content* |  |

SELF-ASSESSMENT DIRECTIONS: From the start of your internship, record meetings, experiences, strategies, conversations, and practices that provide evidence of your work with each indicator. Your entries should be dated and contain specific examples of your practice.

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| **Standard #1 Learner Development (InTASC)**  The teacher understands how children learn 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.* | | | **Students use this section to self-rate** | | | |
| **Indicator** | | Evidence – Teacher candidate’s self-assessment  Briefly describe and date demonstrations of skills | Exemplary | Proficient | Developing | Unsatisfactory |
| **1.1** | Demonstrates respect for individual differences, focusing on a strengths-based view to identify school and/or community resources to support student learning and well-being. |  |  |  |  |  |
| **1.2** | Provides equitable and developmentally appropriate learning opportunities for all to participate. |  |  |  |  |  |
| **1.3** | Provides opportunities for students to develop awareness of and sensitivity to their own and other people’s emotions, perspectives, cultures, languages, histories, identities, and abilities. |  |  |  |  |  |
| **1.4** | Provides students with opportunities to practice communication and social skills. |  |  |  |  |  |

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| **Standard #2 Learning Differences (InTASC)**  The teacher uses understanding of individual differences and diverse communities to ensure *inclusive learning environments that allow each learner to meet high standards* | | | **Students use this section to self-rate** | | | |
| **Indicator** | | Evidence – Teacher candidate’s self-assessment  Briefly describe and date demonstrations of skills | Exemplary | Proficient | Developing | Unsatisfactory |
| **2.1** | Provides students opportunities to demonstrate their learning in multiple ways. |  |  |  |  |  |
| **2.2** | Implements principles of effective instruction (e.g., scaffolded, individualized, inquiry-based, rooted in subject matter pedagogies, academic language, and second language acquisition). |  |  |  |  |  |
| **2.3** | Differentiates instruction and curriculum to meet the needs of diverse learners. |  |  |  |  |  |

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| **InTASC Standard #3 Learning Environments**  The teacher works with learners to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation | | | **Students use this section to self-rate** | | | |
| **Indicator** | | Evidence – Teacher candidate’s self-assessment  Briefly describe and date demonstrations of skills | Exemplary | Proficient | Developing | Unsatisfactory |
| **3.1** | Supports a culture of learning that advances knowledge, honors diversities, and promotes social justice. |  |  |  |  |  |
| **3.2** | Builds on the valuable knowledge and assets students bring to the learning process. |  |  |  |  |  |
| **3.3** | Respects and honors varied views, opinions, and approaches. |  |  |  |  |  |
| **3.4** | Promotes a respectful, participatory classroom learning community in which students assume responsibility for themselves and engage purposefully to become responsible citizens and independent learners. |  |  |  |  |  |
| **3.5** | Collaborates with students to develop clear classroom procedures and expectations. |  |  |  |  |  |
| **3.6** | Maintains lesson focus and student engagement by managing instructional time appropriately bell-to-bell (e.g., scanning, wait time, actively listening, using proactive management strategies, providing clear directions, managing smooth transitions). |  |  |  |  |  |
| **3.7** | Communicates visual, vocal, and verbal enthusiasm, energy, empathy, and understanding. |  |  |  |  |  |

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| **InTASC Standard #4 Content Knowledge**  The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. | | | **Students use this section to self-rate** | | | | |
| **Indicator** | | Evidence – Teacher candidate’s self-assessment  Briefly describe and date demonstrations of skills | | Exemplary | Proficient | Developing | Unsatisfactory |
| **4.1** | Creates plans that are grounded in and reflect deep integrated content knowledge, disciplinary big ideas, principles, and concepts as reflected in the disciplinary standards. |  | |  |  |  |  |
| **4.2** | Embeds representations of multiple perspectives in curricula and values the lived experiences of others (e.g., cultural, ethnic, religious, SES, gender). |  | |  |  |  |  |
| **4.3** | Creates varied opportunities for students to learn, practice, and master disciplinary and other academic language. |  | |  |  |  |  |
| **4.4** | Anticipates, recognizes, and addresses learner misconceptions. |  | |  |  |  |  |

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| **InTASC Standard #5 Applications of Content**  The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues. | | | | **Students use this section to self-rate** | | | | |
| **Indicator** | | Evidence – Teacher candidate’s self-assessment  Briefly describe and date demonstrations of skills | Exemplary | | Proficient | Developing | Unsatisfactory |
| **5.1** | Represents disciplinary concepts in a variety of ways to engage and support student inquiry and problem solving (e.g., higher level questioning, alternative explanations, modeling, analogies, big ideas). |  |  | |  |  |  |
| **5.2** | Designs lessons that encourage and engage students in making connections, constructing meaning, and engaging in critical reflection through the analysis and synthesis of varying perspectives. |  |  | |  |  |  |
| **5.3** | Designs learning experiences that require students to engage with content collaboratively and from multiple perspectives. |  |  | |  |  |  |
| **5.4** | Engages students and self in critical self-reflection to understand the beliefs and positions we hold, our worldviews, and where those perspectives come from. |  |  | |  |  |  |
| **5.5** | Guides students to analyze the economic, political, and ethical impacts of climate change on environmental, biological, and social systems. (e.g., compare content-area appropriate mitigation and adaptation strategies, and use data and evidence to justify claims relating to climate, climate change, and mitigation). |  |  | |  |  |  |

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| **InTASC 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 teachers’ and learner’s decision making. | | | | **Students use this section to self-rate** | | | | |
| **Indicator** | | Evidence – Teacher candidate’s self-assessment  Briefly describe and date demonstrations of skills | Exemplary | | Proficient | Developing | Unsatisfactory |
| **6.1** | Develops and consistently uses disciplinary standards to inform formative and summative assessments aligned to objectives and outcomes. |  |  | |  |  |  |
| **6.2** | Uses a variety of formative assessments and checks for understanding throughout the lesson. |  |  | |  |  |  |
| **6.3** | Provides timely, specific, and meaningful feedback to students to help guide their learning, goal-setting, and understanding of the content and learning objectives. |  |  | |  |  |  |
| **6.4** | Uses strategies to involve learners in self-assessment to help them become aware of their strengths/needs and encourage them to set personal goals for learning. |  |  | |  |  |  |

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| **InTASC 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, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. | | | **Students use this section to self-rate** | | | |
| **New Number** | **Indicator** | Evidence – Teacher candidate’s self-assessment  Briefly describe and date demonstrations of skills | Exemplary | Proficient | Developing | Unsatisfactory |
| **7.1** | Plans daily and long-term lessons that are aligned with disciplinary standards, include appropriate learning objectives and measurable outcomes, and address supporting strategies and activities. |  |  |  |  |  |
| **7.2** | Aligns daily and long-term lessons to learning objectives and outcomes. |  |  |  |  |  |
| **7.3** | Infuses principles of differentiation, universal design, theories of language acquisition, and cognitive, socio-emotional, and psychomotor domains to plan lessons and instructional activities to meet individual student learning needs (e.g., student language demands, IEPs, 504s, HCL). |  |  |  |  |  |
| **7.4** | Uses assessment information to review, analyze, and adjust instruction to meet students’ needs. |  |  |  |  |  |
| **7.5** | Designs lesson plans that foster critical analysis of social, cultural, and institutional systems and how they contribute to and/or address inequity. |  |  |  |  |  |

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| **InTASC 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. | | | **Students use this section to self-rate** | | | |
| **Indicator** | | Evidence – Teacher candidate’s self-assessment  Briefly describe and date demonstrations of skills | Exemplary | Proficient | Developing | Unsatisfactory |
| **8.1** | Creates consistent instructional routines (must include effective openings and closings for lessons and activities, reviews and connects to previous learning, looks ahead to next lessons). |  |  |  |  |  |
| **8.2** | Discusses daily learning objectives collaboratively with students, addressing relevancy to previous learning, student knowledge, the community, future objectives, etc. |  |  |  |  |  |
| **8.3** | Provides opportunities to encourage student metacognition, including learning tasks to prompt students to make their thinking visible (e.g., through writing, speaking, illustrating, and self-monitoring progress toward goals). |  |  |  |  |  |
| **8.4** | Supports disciplinary reading, writing, and thinking skills. |  |  |  |  |  |
| **8.5** | Uses appropriate supports to enhance student learning (may include modeling, scaffolding, providing guided and independent practice, and using appropriate visual supports). |  |  |  |  |  |
| **8.6** | Integrates technology to enhance learning and meet individual student needs. |  |  |  |  |  |

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| **InTASC 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, and other professionals, and the learning community), and adapts practice to meet the needs of each learner. | | | | **Students use this section to self-rate** | | | |
| **Indicator** | | Evidence – Teacher candidate’s self-assessment  Briefly describe and date demonstrations of skills | Exemplary | | Proficient | Developing | Unsatisfactory |
| **9.1** | Engages in professional development informed by personal and academic goals (e.g., participates in disciplinary learning and professional organizations, attends social justice workshops, engages with colleagues in professional learning communities, practices self-care). |  |  | |  |  |  |
| **9.2** | Demonstrates professional responsibility, including following school expectations for conduct, productivity, and school community standards for professional work attire. |  |  | |  |  |  |
| **9.3** | Adheres to all professional laws, rules, and policies in an ethical and just manner. |  |  | |  |  |  |
| **9.4** | Maintains records (e.g., performance, attendance, behavior, etc.) in an accurate and timely manner. |  |  | |  |  |  |

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| **InTASC 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 professionals, and community members to ensure learner growth, and to advance the profession. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. | | | **Students use this section to self-rate** | | | |
| **New Number** | **Indicator** | Evidence – Teacher candidate’s self-assessment  Briefly describe and date demonstrations of skills | Exemplary | Proficient | Developing | Unsatisfactory |
| **10.1** | Demonstrates a flexible, collaborative, and assets-based approach to communications and interactions with supervisory team, students, colleagues, and families. |  |  |  |  |  |
| **10.2** | Communicates in a respectful, effective, appropriate, and timely professional manner, including communicating academic progress to students, parents/guardians, supervisory team, and colleagues. |  |  |  |  |  |
| **10.3** | Makes professional and respectful contributions through school-based activities. |  |  |  |  |  |