

Self-Assessment Secondary Education

Candidate

University Intern Coordinator

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.

InTASC Standard #1 Learner Development		Students use this section to self-rate	
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 <i>designs and implements developmentally appropriate and challenging learning experiences.</i>			
Indicator		Evidence – Teacher candidate’s self-assessment Briefly describe and date demonstrations of skills	
		Midterm Rating	Final Rating
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.		

InTASC Standard #2 Learning Differences The teacher uses understanding of individual differences and diverse communities to ensure <i>inclusive learning environments that allow each learner to meet high standards</i>		Students use this section to self-rate		
Indicator		Evidence – Teacher candidate’s self-assessment Briefly describe and date demonstrations of skills	Midterm Rating	Final Rating
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.			

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	Midterm Rating	Final Rating
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.			

Standard 3 continued on next page

Indicator		Evidence – Teacher candidate’s self-assessment Briefly describe and date demonstrations of skills	Midterm Rating	Final Rating
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.			

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	Midterm Rating	Final Rating
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.			

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	Midterm Rating	Final Rating
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.			

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	Midterm Rating	Final Rating
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.			

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		
Indicator		Evidence – Teacher candidate’s self-assessment Briefly describe and date demonstrations of skills	Midterm Rating	Final Rating
7.1	Plans daily and long-term lessons that are aligned with disciplinary standards, includes appropriate learning objectives and measurable outcomes.			
7.2	Aligns daily and long-term lessons to learning objectives and outcomes.			
7.3	Infuses principles of learning theory to meet individual student learning needs.			
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.			

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	Midterm Rating	Final Rating
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.			

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	Midterm Rating	Final Rating
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.			

InTASC Standard #10 Leadership and Collaboration		Students use this section to self-rate		
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.				
Indicator		Evidence – Teacher candidate’s self-assessment Briefly describe and date demonstrations of skills	Midterm Rating	Final Rating
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.			