

# Self-Assessment

## Special Education, Inclusive Teaching & Education for Inclusive Environments

\_\_\_\_\_  
Candidate

\_\_\_\_\_  
University Intern Coordinator

\_\_\_\_\_  
School & District

\_\_\_\_\_  
Grade(s) and Classroom Setting (Ex: Gen ed, Resource Room, Inclusion)

**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 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>		Interns use this section to self-rate		
Indicator		Evidence – Teacher candidate’s self-assessment Briefly describe and date demonstrations of skills	Midterm Rating	Final Rating
1.1	Identifies and draws on school and community resources that foster the understanding of how diversity impacts student learning			
1.2	Creates developmentally appropriate learning opportunities			
1.3	Plans developmentally appropriate opportunities to teach motivation, risk-taking, and self-management			
1.4	Provides scaffolds that support the acquisition of the targeted concept or skill			

<b>InTASC Standard #2 Learning Differences</b> 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>		<b>Interns use this section to self-rate</b>		
<b>Indicator</b>		Evidence – Teacher candidate’s self-assessment Briefly describe and date demonstrations of skills	Midterm Rating	Final Rating
2.1	Paces instruction appropriately for lesson and developmental stage of learners			
2.2	Interacts with students in a manner that demonstrates high expectations for all			
2.3	Implements accommodations and modifications to instruction, curriculum, and management based on individual student strengths and needs			
2.4	Teaches lessons that are sensitive to diverse populations or perspectives			
2.5	Participates in developing an IEP with the IEP team			

<b>InTASC Standard #3 Learning Environments</b> 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		<b>Interns use this section to self-rate</b>		
<b>Indicator</b>		<b>Evidence – Teacher candidate’s self-assessment</b> Briefly describe and date demonstrations of skills	<b>Midterm Rating</b>	<b>Final Rating</b>
<b>3.1</b>	Creates a welcoming environment where each student is respected and included			
<b>3.2</b>	Designs and implements positive, proactive group management			
<b>3.3</b>	Designs and implements effective, specific supports that promote pro-social behaviors for individual students			
<b>3.4</b>	Communicates and reinforces behavioral expectations at beginning of lesson and provides reminders as needed			

<b>InTASC Standard #4 Content Knowledge</b> 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.		<b>Interns use this section to self-rate</b>		
<b>Indicator</b>		<b>Evidence – Teacher candidate’s self-assessment</b> Briefly describe and date demonstrations of skills	<b>Midterm Rating</b>	<b>Final Rating</b>
<b>4.1</b>	Selects instructional models and methods based on content and student skills and needs			
<b>4.2</b>	Identifies and plans for communication demands of lessons or activities			
<b>4.3</b>	Creates opportunities for students to learn, practice, and master academic language			
<b>4.4</b>	Anticipates, recognizes, and addresses learner misconceptions			
<b>4.5</b>	Presents information in multiple ways/formats to assist students in understanding content			

<b>InTASC Standard #5 Applications of Content</b> 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.		<b>Interns use this section to self-rate</b>		
<b>Indicator</b>		<b>Evidence – Teacher candidate’s self-assessment</b> Briefly describe and date demonstrations of skills	<b>Midterm Rating</b>	<b>Final Rating</b>
<b>5.1</b>	Implements long range plans for mastery and generalization			
<b>5.2</b>	Designs learning experiences that require students to engage with content collaboratively and from multiple perspectives			
<b>5.3</b>	Provides questions that promote higher order thinking appropriate for lesson and learners			
<b>5.4</b>	Supports critical reading and thinking skills for all students			
<b>5.5</b>	Provides opportunities for students to make connections			

<b>InTASC Standard #6 Assessment</b> 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.		<b>Interns use this section to self-rate</b>		
<b>Indicator</b>		Evidence – Teacher candidate's self-assessment Briefly describe and date demonstrations of skills	Midterm Rating	Final Rating
<b>6.1</b>	Uses a variety of formative assessments and checks for understanding throughout the lesson			
<b>6.2</b>	Uses accurate and appropriate error correction			
<b>6.3</b>	Provides guided and independent practice that is aligned with learning objectives			
<b>6.4</b>	Provides specific feedback that furthers student learning			

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Indicator		Evidence – Teacher candidate’s self-assessment Briefly describe and date demonstrations of skills	Midterm Rating	Final Rating
6.5	Adapts and modifies individualized assessment strategies for students with diverse skill levels, and for those from diverse cultural and linguistic backgrounds			
6.6	Collects and reports data on students’ academic, functional, and social-emotional skills			
6.7	Interprets assessment information to monitor progress and identify goals, including IEP goals			

<b>InTASC Standard #7 Planning for Instruction</b> 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.		<b>Interns use this section to self-rate</b>		
<b>Indicator</b>		Evidence – Teacher candidate’s self-assessment Briefly describe and date demonstrations of skills	Midterm Rating	Final Rating
<b>7.1</b>	Plans instruction based on multiple forms of assessment information			
<b>7.2</b>	Writes learning objectives that are clear, specific, measurable, and aligned to common core standards; for SPED, also aligns learning objectives with IEP goals			
<b>7.3</b>	Prepares lesson/activity plans that are complete, correct, appropriate, and evidence-based			
<b>7.4</b>	Planning includes accommodations and modifications to instruction, curriculum, management, and assessment based on individual student strengths and needs			



<b>InTASC Standard #8 Instructional Strategies</b> 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.		<b>Interns use this section to self-rate</b>		
<b>Indicator</b>		<b>Evidence – Teacher candidate’s self-assessment</b> Briefly describe and date demonstrations of skills	<b>Midterm Rating</b>	<b>Final Rating</b>
<b>8.1</b>	Uses effective openings for lessons and activities			
<b>8.2</b>	Includes effective demonstrations and modeling to enhance student understanding			
<b>8.3</b>	Embeds multiple active participation strategies in each lesson			
<b>8.4</b>	Uses strategies to support and expand language and vocabulary development			

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Indicator		Evidence – Teacher candidate’s self-assessment Briefly describe and date demonstrations of skills	Midterm Rating	Final Rating
8.5	Uses a variety of appropriate visual supports to access the content			
8.6	Uses a hierarchy of questioning strategies to deepen student's understanding of content			
8.7	Provides opportunities for students to take ownership of their learning and increase independence			
8.8	Provides opportunities for students to use materials, technology, and resources to enhance students’ learning			
8.9	Uses effective closings for lessons and activities			

<b>InTASC Standard #9 Professional Learning and Ethical Practice</b> 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.			<b>Interns use this section to self-rate</b>	
<b>Indicator</b>		Evidence – Teacher candidate’s self-assessment Briefly describe and date demonstrations of skills	Midterm Rating	Final Rating
9.1	Understands and adheres to all professional, legal, and ethical responsibilities and policies			
9.2	Actively seeks information, resources, and other professional learning opportunities to expand knowledge			
9.3	Uses student growth data evidence through multiple measures to self-assess and reflect on teaching practices and set on-going professional improvement goals			
9.4	Collaborates with colleagues to obtain feedback and uses it for professional growth			
9.5	Interacts with all members of the school community (students, colleagues, families) in a courteous, fair, sensitive, and professional manner			

<b>InTASC Standard #10 Leadership and Collaboration</b>				
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.		<b>Interns use this section to self-rate</b>		
<b>Indicator</b>		<b>Evidence – Teacher candidate’s self-assessment</b> Briefly describe and date demonstrations of skills	<b>Midterm Rating</b>	<b>Final Rating</b>
<b>10.1</b>	Meets expectations of professional responsibility, conduct, scheduled commitments, productivity, and effort and adheres to established standards for professionalism			
<b>10.2</b>	Collaborates effectively with families, teachers, paraprofessionals, specialists, and members of the greater school community to support student learning			
<b>10.3</b>	Establishes respectful communication with parents/guardians and develops relationships to support students’ learning within the family’s culture			
<b>10.4</b>	Uses effective, appropriate, and professional problem-solving strategies with all audiences			
<b>10.5</b>	Engages collaboratively in the school-wide effort to build a shared vision and supportive culture			
<b>10.6</b>	Identifies, plans for, and monitors instructional roles of paraprofessionals			