

## Self-Assessment

### Purpose

The first step in the evaluation cycle is self-assessment. In this step educators articulate areas of strength and areas of further development. To conduct a strong and substantive self-assessment educators should:

- consider district and school priorities,
- review the appropriate rubric,
- collect and analyze student data, and
- reflect on previous professional performance.

Educators should then use this information and the appropriate rubric to identify at least one professional strength and at least one area for growth. There are no right or wrong answers, but a thorough self-assessment prepares educators for Step 2: Goal Setting & Plan Development.

### How it Works

#### Educators:

- The regulations on evaluation require that each educator to conduct a summary of his/her self-assessment. This should be informed by:
  - district and school priorities for student learning and professional practice
  - an analysis of student learning, growth, and achievement data;
  - assessment of past practice against the Performance Standards outlined in the rubric; and
  - feedback from previous evaluations.
- Identify at least one area of strength, linked to a specific rubric element.
- Identify at least one area for growth, linked to a specific rubric element.
- Submit summaries of areas of strength and growth via the EDFS by **October 1**.

#### Evaluators:

- Review self-assessment to gain insight into the educator's perspective on his/her own practice.

#### Best Practice Corner:

- ✓ Educators stated that having access to the following helped them conduct targeted self-assessments:
  - clear articulation of district and school priorities;
  - copies of BPS' Acceleration Agenda and school's QSP goals;
  - specific information on initiatives that are being implemented;
  - students' previous and current growth and achievement data;
  - the appropriate rubric; and
  - feedback from previous evaluation cycles.

#### Suggested Self-Assessment Timeline

