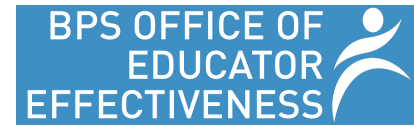


Self-Assessment



This document provides educators and evaluators with samples of Self-Assessments conducted by Nurses, Guidance Counselors, and Teachers.

Self-Assessment

Nurses

Mrs. A, Nurse

Strength (s)	Area of Growth(s)
<p>Identifies medical and emotional health causes for absenteeism. Works with parents to make individualized plans to decrease student absences.</p> <p><i>I. Curriculum, Planning, and Assessment I-A. Curriculum and Planning I-A-3.</i></p> <p><i>Plan Development</i></p>	<p>Make self available to attend more IEP meetings. Periodically attend grade level meetings to share student/family concerns. Offer additional academic, behavioral, and health insights to colleagues and parents. Proactively seek out updated student information.</p> <p><i>IV. Professional Culture IV-C. Collaboration Indicator IV-C-1. Professional Collaboration</i></p>
<p>Identifies students who consistently visit health office at same times daily and notifies parents and appropriate grade level teams.</p> <p><i>IV. Professional Culture IV-E. Shared Responsibility IV-E-1. Shared Responsibility</i></p>	<p>Collaborate and create re-entry plans with families and students for students who have had more than 3 consecutive social-emotional absences. Work with parents and families to ease transition back to school. Notify teachers of necessary student accommodations.</p> <p><i>I. Curriculum, Planning, and Assessment I-A. Curriculum and Planning I-A-3.</i></p> <p><i>Plan Development</i></p>
<p>Individual students with specific health care needs are instructed in use of medications and equipment (i.e. inhalers and nebulizers, EpiPen, glucometer, self administering insulin, hygiene and self advocacy). Developmentally appropriate visuals are posted in the health office. Posters are interpretable to students spanning K-8. Posters are referenced during instruction to individual students with specific health care needs.</p> <p><i>I. Curriculum, Planning, and Assessment I-A. Curriculum and Planning I-A-4.</i></p> <p><i>Well-Structured Lessons</i></p>	

Self-Assessment

Ms. B, Nurse

Strength (s)	Area of Growth(s)
<p>One area of strength is that I consistently and effectively collaborate with my colleagues by analyzing and sharing students' BMI data. Last year, based on this information I encouraged the Wellness Council/PE teachers to find ways to increase students' physical activity.</p> <p><i>IV. Professional Culture IV-C. Collaboration Indicator IV-C-2. Consultation</i></p>	<p>I would like to seek out opportunities to provide a health curriculum to the Middle School students. This would allow me to assume a new instructional or leadership position. It would also encourage a conversation with students about risky behaviors, neighborhood safety, and life skills.</p> <p><i>IV. Professional Culture IV-B. Professional Growth IV-B-1. Professional Learning and Growth</i></p>
<p>Another area of strength is that annually I provide families with documentation to area healthcare providers to obtain free eyeglasses based upon families' inability to provide due to financial constraints. I do this both verbally and written. I also answer any questions that parents have about getting eyeglasses. This is an example of important family communication.</p> <p><i>III. Family and Community Engagement III-C. Communication III-C-1. Two-Way Communication</i></p>	

Self-Assessment

Guidance Counselors

Mr. C, Guidance Counselor

Strength (s)	Area of Growth(s)
<p>One of my strengths is building trusting relationships with students and families. I have been successful at increasing communication and collaboration with parents around students' socio-emotional needs and attendance. I meet with 8th grade students who struggle with attending school and also work with the parents and outside agencies to ensure increases in students' attendance. I regularly use strategies such as home visits, parent meetings, and attendance groups to help improve their attendance rates and address their socio-emotional well-being.</p> <p><i>III. Family and Community Engagement III-B. Collaboration III-B-2. Student Support</i></p>	<p>I would like to develop a clear way that I disseminate protocols and procedures with the 8th grade team. I have been attending weekly team meetings and it is my hope that I am able to give clear communication on procedures relating to a students social emotional well-being. I also must remember to clarify make my communication accessible to professionals with little counseling background.</p> <p><i>I. Curriculum, Planning, and Assessment I-A. Curriculum and Planning I-A-3. Plan Development</i></p>

Mrs. D, Guidance Counselor in a HS

Strength (s)	Area of Growth(s)
<p>I have a strong base knowledge of the students at my school and the high school curriculum. I assist students in registering for academic programs and scheduling their classes. I act as facilitator in the decision making process: explaining curriculum, interpreting course content, accounting for school policies and procedures, and assessing student interests and needs.</p> <p><i>I. Curriculum, Planning and Assessment I-A. Curriculum and Planning I-A-1. Professional Knowledge</i></p>	<p>Meeting with all students in my caseload individually can be a daunting task. It is highly necessary to have one-on-one face time with every student in my caseload but this is a real challenge due to the many duties and tasks that I am responsible for daily. I would like to meet with every student individually to discuss concerns, relevant histories and map out a clear goal for each one of the students in my caseload.</p> <p><i>II. Teaching All Students II-D. Expectations II-D-1. Clear Expectations</i></p>
<p>I collaborate with my colleagues on various levels. I work with teachers and the guidance team in the classroom to support students in the college essay process. I also collaborate with teachers to support student to apply to college. I make myself available to attend field trips, outdoor activities as well as co-teaching with my teachers. I belong to many committees (Student Orientation, Parent Night, High School Recruitment, Thanksgiving party, Cultural week, and the Valentines Day celebration, professional day, college and career awareness week and PSAT day etc.) within the school where I plan activities with teachers to benefit our students learning and social-emotional well-being.</p> <p><i>IV. Professional Culture IV-C. Collaboration IV-C-1. Professional Collaboration</i></p>	<p>Getting parents and families involved and engaged benefits teachers and students alike. I would like to see more parents turn out on parent/teacher nights. I would like to see more families attend the Parent Open House as well as Awards Night. My school is a long commute for a lot of our students and families. This fact can sometimes explain why the parent turn outs are not generally high. Targeting the communities where our students are from may be important to look at as I try to do more parent outreach.</p> <p><i>III. Family and Community Engagement III-A. Engagement III-A-1. Parent/Family Engagement</i></p>

Self-Assessment

Teachers

Ms. E, ELL Teacher in a HS

Strength (s)	Area of Growth(s)
<p>I consistently seek out ideas to improve my practice from supervisors and colleagues, professional development opportunities, and other resources. I have also been able to challenge myself to assume new leadership responsibilities. Last year I had the opportunity to attend a S.E.E.D. (Seeking Educational Equity and Diversity) leadership-training program with a few colleagues from my school. This is a part of my schools long-term effort to create a community of culturally competent students and teaching professionals. Because of this, I have been able to work with a group of colleagues across the school on our "Diversity Matters!" initiative where we have been planning a series of professional development opportunities to empower teaching professionals to create more inclusive curriculum and a more open and welcoming Charlestown community. Through this opportunity, I will also be able to develop planning and facilitation skills while gaining the important experience of how to create an inclusive community.</p> <p><i>IV. Professional Culture IV-B. Professional Growth IV-B-1. Professional Learning and Growth</i></p>	<p>I create some learning experiences that guide students to identify needs, ask for support, and challenge themselves to take academic risks, but this is an area where I aim for growth. I do try my best to create a supportive community that emphasizes helping each other, being productive, and being present in their learning. However, I believe that I could do more in increasing student motivation. Many of my students are afraid to voice out their own opinion in class discussions and some do work at the bare minimum of my expectations. As a result, I aim to create a unit where students are more aware of their strengths and weaknesses, individual learning preferences, and are more metacognitive of their own process of learning. I also want to increasingly challenge my students by giving tasks that will help them further develop their mastery in the content area. Furthermore, I desire to promote an environment of student learning where challenge and risk is supported by reinforcing and building a safe community of respectful students and faculty. I want to dismantle the fear that some of my students have of "being wrong" by scaffolding discussions through pair-shares first, smaller groups, then in a full classroom. Finally, I hope to build a community where students can always ask for help from each other.</p> <p><i>II. Teaching All Students II-B. Learning Environment II-B-3. Student Motivation</i></p>
<p>I consistently use strategies and practices that are likely to enable students to demonstrate respect for and affirm their own and other's differences related to identity, language, strengths, and challenges. In an effort to create a culturally competent classroom, I have made it a priority to create a safe space where students are also challenged to engage in constant reflective practice about their own learning as well as the relationship of the self to others and the world. In previous years I used these instructional practices to build inclusive and respectful classroom environments:</p> <ul style="list-style-type: none"> • Journaling on reflective questions and sharing with peers. • Selecting texts that bring to the classroom a diverse array of voices representing people of differing identities, challenges, and dreams <p><i>II. Teaching All Students II-C. Cultural Proficiency II-C-1. Respects Differences</i></p>	<p>I may use some appropriate practices to accommodate differences, but I have yet to put into practice an adequate range of strategies to address learning differences in my classroom. Although I teach students who are grouped into classes based on their similar ELD level, oftentimes students in the same class still demonstrate a marked variance in the comprehension and communication of English. I find that I need to improve my ability to differentiate instruction to meet the needs of all learners in the classroom instead of focusing on providing instruction that meets in the middle of their ability.</p> <p><i>II. Teaching All Students II-A. Instruction II-A-3. Meeting Diverse Needs</i></p>

Self-Assessment

<p>I consistently adapt instruction, materials, and assessments to make challenging material accessible to all students. As an SEI teacher, I teach ELA 3 and 4 students who need scaffolded instruction for an optimal educational experience. Strategies I use especially in an ELA classroom for English Language Learners include creating scaffolded text, bringing in multimedia, building background information, and teaching reading strategies to decode text, and ensuring that every lesson encompasses the four modalities of listening, speaking, reading, and writing. Assessments are formatted so that students are able to demonstrate mastery of content, but they are also assessing a student's grasp of the English language and the use of reading strategies and helpful study skills.</p> <p><i>II. Teaching All Students II-D. Expectations II-D-3. Access to Knowledge</i></p>	<p>I occasionally complete the grading of student work late. Because I have to grade a lot of written work, it often takes me a considerable amount of time to offer thoughtful comments and detailed feedback to students. I realize that this cannot be done at the cost of students being unable to receive consistent feedback on their work. As a result, this year I hope to provide feedback in many ways including posting class participation improvements, emailed feedback through their online submissions of material, scheduled conferences, and daily verbal feedback. I also will aim to comment more quickly on their written work in hopes to return written work immediately the next day.</p> <p><i>IV. Professional Culture IV-F. Professional Responsibilities IV-F-2. Reliability & Responsibility</i></p>
<p>I consistently define high expectation for the quality of student work and perseverance and effort required to produce it by offering exemplars, rubrics, and guided practice. For example, for almost every written assignment, I offer students models (either by past students or models that I have created) to guide students. I give opportunities for guided practice together as a class and check for understanding. Every written assignment also comes with a rubric and are handed to them on the same day assignments are given. Since my classroom also has an online presence in the form of class blogs and wikis, I also include rubrics for postings and share exemplars of what I expect from their work. In addition, I also give students the opportunity to work on assignments in the classroom, peer edit, and I try to allot time to conference with students on lengthier written assignments. Effort and perseverance are often what I look for in evaluating student work. As a result, student work has often been enhanced by demystifying the process of how to receive an excellent mark on an assignment and/or in my class.</p> <p><i>II. Teaching All Students II-A. Instruction II-A-1. Quality of Effort and Work</i></p>	<p>I make limited attempts to involve families in school and/or classroom activities, meetings, and plannings. I believe that there is a huge potential for growth in this area. Currently, I only engage with parents through communicating my syllabi, through parent-student conferences, and at end-of-the-year award nights. I am aware that involving parents in a student's education is a huge factor in their academic success and emotional well-being. As a result, I hope to send articles to our unit newsletter about developments in my class. Through class blogs and wikis, I want parents/guardians to be able to access the conversation and content that their children are learning in the classroom. I also hope to learn more about my students and their backgrounds so that I am aware and able to be sensitive to parent/guardian availability.</p> <p><i>III. Family and Community Engagement III-A. Engagement III-A-1. Parent/Family Engagement</i></p>

Self-Assessment

Mr. F, Teacher in HS

Strength (s)	Area of Growth(s)
<p>From the beginning of the year, I try to create a welcoming and safe learning environment for all students. I spend a lot of time at first getting to know students and helping them get to know each other so that my classroom is a safe space for all students to interact and learn. For example, the first assignment I give is a welcome letter, with which students set up their dialogue journals. In these journals, the students and I write informal letters back and forth as a way of getting to know each other. I also do many group activities so students get to know each other and accept each other. Once this base of mutual respect has been solidified, students are eager to participate and collaborate with me and with their peers throughout the year.</p> <p><i>II. Teaching All Students II-B. Learning Environment II-B-1. Safe Learning Environment</i></p>	<p>I would like to put more time and effort into reaching out to parents and families. In the past I have made phone calls to parents to discuss problematic students. This year I would like to make more of an effort to make more positive phone calls as well to parents whose children are doing well in my class. I would also like to personally encourage more families to come to school for open house.</p> <p><i>III. Family and Community Engagement III-A. Engagement III-A-1. Parent/Family Engagement</i></p>
<p>I use a variety of formal and informal assessment methods in order to more accurately track my students' progress in all aspects of their learning of the English language. For example, I assess writing skills formally through essays and exams as well as informally through dialogue journals and free writes. I assess content knowledge through written assessments, group discussions, and informal conversations. Sometimes homework is written, sometimes it is a phone call to my google voice account. I work hard to make sure I am accurately assessing each student.</p> <p><i>I. Curriculum, Planning and Assessment I-B. Assessment I-B-1. Variety of Assessment Methods</i></p>	<p>I would like to make a greater effort this year to better collaborate with ESL teachers as well as mainstream teachers who teach my students. As a science teacher it would be helpful to maintain records of students performance in math and ELA courses as this has a direct impact on work that students do in my class. To do this, I need to make more time to meet with these teachers regularly, check in on my students' progress in their other classes, and collaborate with these teachers to figure out how we can best support these students.</p> <p><i>IV. Professional Culture IV-C. Collaboration IV-C-1. Professional Collaboration</i></p>
	<p>I would like to share more conclusions from assessments with students. Usually I give formal and informal assessments, analyze what students have and have not learned, and adapt my unit and lesson plans accordingly. I would like to be more open with students about the overall results of these assessments. I would also like to do more analysis of the standardized tests with students in an effort to help them learn from past attempts and do better in future retests.</p> <p><i>I. Curriculum, Planning and Assessment I-C. Analysis I-C-3. Sharing Conclusions With Students</i></p>

Self-Assessment

Mrs. G, Teacher in High School

Strength (s)	Area of Growth(s)
<p>I consistently present well-structured and highly-engaging lessons, which have a clear objective and measurable outcome. I commonly integrate different technologies into my lessons and vary the types of activities both within a lesson and across the week so that students are never bored. This is important so that I can be sure to meet the needs of my students with different learning styles, ESL levels, and different skill abilities.</p> <p><i>I. Curriculum, Planning and Assessment I-A. Curriculum and Planning I-A-4. Well-Structured Lessons</i></p>	<p>While I often have students working together to access the curriculum, but I think I could have student “own” their learning more. For example, having a peer editor on longer written work could be beneficial for all parties. One area of growth would be to increase the use of instructional practices that promote student self-assessment and peer assessment that also support students becoming leaders.</p> <p><i>II. Teaching All Students II-B. Learning Environment II-B-2. Collaborative Learning Environment</i></p>
<p>My lessons are frequently adapted to accommodate students with varying levels of English proficiency and disability. Examples include modified text, audio-recorded text, illustrations, heterogeneous grouping, and sentence starters for expressive language output - all of which allow students to access and express understanding of complex content.</p> <p><i>II. Teaching All Students II-D. Expectations II-D-3. Access to Knowledge</i></p>	<p>One area of growth is to do more to communicate with families in a way that invites their response. For example, I might invite families to special events in the classroom and school or make a concerted effort to reach out to families when there are triumphs or concerns with their children's progress in class.</p> <p><i>III. Family and Community Engagement III-C. Communication III-C-1. Two-Way Communication</i></p>
<p>I have been a leader in peer collaboration in our school. As content team leader I have pushed the history team to work together to develop curriculum units and lessons, and have worked to foster an environment where staff feel comfortable doing this. I act as a mentor to new teachers and to teachers in training, and am now colleagues with former mentors who are full-fledged teachers; our collaboration continues. Lastly, I have invited others into my classroom for special events and publications, and hope that my willingness to be a host inspires others to do the same.</p> <p><i>IV. Professional Culture IV-C. Collaboration IV-C-1. Professional Collaboration</i></p>	<p>While I often have the opportunity to collaborate with the team of teachers who teach within my small learning community, I do not often have an easy opportunity to collaborate with those teachers outside the SLC who may also teach my same students. For example, I could give more regular updates to ESL and special education staff who have the opportunity to support my students in their work in my classroom, and this is one potential area of growth.</p> <p><i>I. Curriculum, Planning and Assessment I-C. Analysis I-C-2. Sharing Conclusions With Colleagues</i></p>

Self-Assessment

Ms. H, Teacher in K-8 School

Strength (s)	Area of Growth(s)
<p>I currently plan and deliver differentiated lessons based on student learning data. I also make sure that each lesson includes a section where I tie class concepts to broad-based real world problems.</p> <p><i>I. Curriculum, Planning and Assessment I-A. Curriculum and Planning I-A-3. Rigorous Standards-Based Unit Design</i></p>	<p>I would like to become more effective at analyzing data, especially regarding student performance on ELA tasks. This is an important area of growth because it will help me to identify areas of students' needs and provide effective, targeted instruction to meet these needs.</p> <p><i>I. Curriculum, Planning and Assessment I-C. Analysis I-C-1. Analysis and Conclusions</i></p>
<p>I think that one of my strengths is that I define high expectations for quality of work and praise the perseverance and effort it takes to attain these expectations. I often show students exemplars of work and give non-examples. I also use rubrics and guided practice to promote high expectations.</p> <p><i>II. Teaching All Students II-A. Instruction II-A-1. Quality of Effort and Work</i></p>	<p>I would like to get better at adjusting my practice based on assessment results. I presently attempt to adjust my practice during the lesson based on what students seem to be understanding. However, I would like to use a more systematic approach when choosing differentiated interventions for struggling students and planning alternatives when students struggle with concepts.</p> <p><i>I. Curriculum, Planning and Assessment I-B. Assessment I-B-2. Adjustment to Practice</i></p>

Ms. I, Teacher in K-5 School

Strength (s)	Area of Growth(s)
<p>Command of subject matter. I have done extensive outside professional development (as demonstrated on MYLEARNINGPLAN) and additional reading in an effort to achieve and maintain subject-matter competence. I have focused especially on those areas related to Grades 4 and 5 science curriculum (e.g. animals, ecosystems, electric circuits, Newtonian physics, sun-earth-moon relative motion). At the end of last year I was consistently modeling and hold students to a high standard for precise language.</p> <p><i>I. Curriculum, Planning and Assessment I-A. Curriculum and Planning I-A-1. Subject Matter Knowledge</i></p>	<p>Although I cover the material in the state curriculum framework for Science and Technology, I have not always been sure that students have mastered the material. As a result, although students seem to understand the subject matter in class, later tests or other evidence show that in many cases they did not in fact comprehend or retain the material. I am not sure why this is the case. I hope to improve my practice by improving my ongoing assessment and using the data gathered thereby to improve my teaching and students' learning.</p> <p><i>I. Curriculum, Planning and Assessment I-B. Assessment I-B-2. Adjustment to Practice</i></p>

Self-Assessment

Mr. J, Teacher in K-5

Strength (s)	Area of Growth(s)
<p>In whole group and small group instruction, I utilize well-regarded effective instructional practices such as explicit modeling followed by guided practice. I teach and have students consistently use routines that allow me to have effective distribution and collection of materials.</p> <p><i>I. Curriculum, Planning and Assessment I-A. Curriculum and Planning I-A-4.</i> <i>Well-Structured Lessons</i></p>	<p>I am working on increasing student talk time during class lessons. It is important to have norms for classroom discourse, and as a specialist I have one 45 minute period per week to teach content, while teaching/practicing norms, routines, and procedures. This is something I am working on specifically in first and second grade. I am incorporating cooperative grouping and active engagement strategies into my lesson plans. This can be very messy, so I would like help with implementation.</p> <p><i>I. Curriculum, Planning and Assessment I-A. Curriculum and Planning I-A-4.</i> <i>Well-Structured Lessons</i></p>
<p>I allow for differentiated ways for students to respond during instruction (thumbs, choral response, turn and talk) to allow for increased student participation at a lower risk. I utilize technology (digital projector with website/youtube, ipads) to help engage students in learning. A lot of the work that I do is small group instruction, I utilize data to form groups and plan lessons or interventions based on student needs. In order to improve my repertoire of strategies, I have observed our Special Education teacher and video taped her practice. Additionally, I informally consult with additional staff members (Occupational Therapist, Speech Therapist) to find out strategies that will help students with specific needs.</p> <p><i>II. Teaching All Students II-D. Expectations II-D-3. Access to Knowledge</i></p>	<p>An area I would like to improve upon is allowing for differentiated products within the same lesson (specifically during my whole group instruction). I find that there are students who need support, and others who need extensions. Typically my focus is on those who need support, but I realize that those who need challenges also need differentiation. I want to work collaboratively with Grade Level teachers this year to analyze the literacy centers that English Language Learners use and determine what supports/extensions they may need to work independently at their centers for a sustained period of time. Additionally, I am working to focus on differentiating my small group instruction for students who are performing at higher levels so that they might work on challenging tasks independently, but are given the support and check-ins to do so.</p> <p><i>II. Teaching All Students II-D. Expectations II-D-3. Access to Knowledge</i></p>

Self-Assessment

Ms. K, Teacher in K-5 School (ESL)

Strength (s)	Area of Growth(s)
<p>I organize and analyze results from a variety of assessments from multiple subject areas in order to adjust practice for all proficiency levels in my SEI classroom. I observe students and check progress on a daily basis. I use whole and small group discussions to gauge students' understanding of concepts taught in class. Students have several opportunities to practice and meet objectives and goals.</p> <p><i>I. Curriculum, Planning and Assessment I-B. Assessment I-B-2. Adjustment to Practice</i></p>	<p>I will use the WIDA standards. However, I would like additional support to implement them. I also would like more support from the our principal and cluster to implement the revised MA Curriculum framework. I would like support specifically in designing standards aligned assessments such as unit tests, quizzes, presentations, reports, projects, etc..</p> <p><i>I. Curriculum, Planning and Assessment I-A. Curriculum and Planning I-A-3. Rigorous Standards-Based Unit Design</i></p>