

### Resident Educator Year 1 Self-Assessment

Resident Educator: \_\_\_\_\_ Mentor: \_\_\_\_\_

Grade Level/Subject Area: \_\_\_\_\_ Date: \_\_\_\_\_

**Purpose:** One way to consider your strengths and areas for growth as a teacher is to take the following self-assessment. This self-assessment is based on the *Ohio Continuum for Teacher Development*. Check Developing or Proficient for the areas of focus for Year 1 Resident Educators; then list evidence which supports your selection.

**Resident Educator Self-Evaluation Tool: Standards-Based Guided Reflection**

**Standard 1: Students** Teachers understand student learning and development, and respect the diversity of the students they teach.

	Developing	Proficient	EVIDENCE
Gather and use information about student development to plan and deliver appropriate instruction	<input type="checkbox"/>	<input type="checkbox"/>	
Gather and use information about students' prior learning to plan and deliver appropriate instruction	<input type="checkbox"/>	<input type="checkbox"/>	
Gather and use information about students' abilities to plan and deliver appropriate instruction	<input type="checkbox"/>	<input type="checkbox"/>	
Build relationships with students by establishing and maintaining rapport	<input type="checkbox"/>	<input type="checkbox"/>	
Build relationships with students by valuing each student as an individual	<input type="checkbox"/>	<input type="checkbox"/>	
Build relationships with students by avoiding the use of bias, stereotypes and generalizations	<input type="checkbox"/>	<input type="checkbox"/>	

**Standard 2: Content** Teachers know and understand the content area for which they have instructional responsibility.

	EVIDENCE	
	Developing	Proficient
Use specific concepts and assumptions of learning in planning and instruction	<input type="checkbox"/>	<input type="checkbox"/>
Use content-specific strategies and skills in planning and instruction	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate understanding of important grade level content in the Ohio Academic Content Standards and the school curriculum	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate understanding of important grade level concepts in the Ohio Academic Content Standards and the school curriculum	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate understanding of the important grade level processes in the Ohio Academic Content Standards and the school curriculum	<input type="checkbox"/>	<input type="checkbox"/>
Identify learning standards and communicate these clearly to students	<input type="checkbox"/>	<input type="checkbox"/>
Align assessment with curriculum and instruction and communicate these clearly to students	<input type="checkbox"/>	<input type="checkbox"/>

**Standard 3: Assessment** Teachers understand and use varied assessments to inform instruction, evaluate, and ensure student learning.

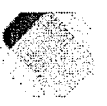
	EVIDENCE	
	Developing	Proficient
Understand and use a variety of formal assessment techniques to collect evidence of students' knowledge and skills	<input type="checkbox"/>	<input type="checkbox"/>
Understand and use a variety of informal assessment techniques to collect evidence of students' knowledge and skills	<input type="checkbox"/>	<input type="checkbox"/>

**Standard 4: Instruction** Teachers plan and deliver effective instruction that advances the learning of each individual student.

	EVIDENCE	
	Developing	Proficient
Set goals based on pre-assessment data to support the learning needs of all students	<input type="checkbox"/>	<input type="checkbox"/>
Plan research-based instructional activities to support the learning needs of all students	<input type="checkbox"/>	<input type="checkbox"/>
Use appropriate and flexible grouping during instruction to support the learning needs of all students	<input type="checkbox"/>	<input type="checkbox"/>
Link the content of past and future learning, recognizing that the scope and sequence of learning activities must be differentiated to meet the needs of all students	<input type="checkbox"/>	<input type="checkbox"/>
Access appropriate materials, including human and technological resources, to support instructional goals and meet student needs	<input type="checkbox"/>	<input type="checkbox"/>
Access appropriate services, including human and technological resources, to support instructional goals and meet student needs	<input type="checkbox"/>	<input type="checkbox"/>
Access appropriate resources, including human and technological resources, to support instructional goals and meet student needs	<input type="checkbox"/>	<input type="checkbox"/>

**Standard 5: Learning Environments** Teachers create learning environments that promote high levels of learning and achievement for all students.

	Developing	Proficient	EVIDENCE
Use strategies to promote respect and positive relationships among students	<input type="checkbox"/>	<input type="checkbox"/>	
Use strategies to promote cooperation and collaboration among students	<input type="checkbox"/>	<input type="checkbox"/>	
Use flexible learning strategies and grouping to engage students	<input type="checkbox"/>	<input type="checkbox"/>	
Use flexible learning strategies and grouping to foster curiosity	<input type="checkbox"/>	<input type="checkbox"/>	
Use flexible learning strategies and grouping to encourage responsibility for their own learning	<input type="checkbox"/>	<input type="checkbox"/>	
Transition between learning activities	<input type="checkbox"/>	<input type="checkbox"/>	
Use instructional time effectively	<input type="checkbox"/>	<input type="checkbox"/>	



**Standard 6: Collaboration and Communication** Teachers collaborate and communicate with students, parents, other educators, administrators, and the community to support student learning.

	Developing	Proficient	EVIDENCE
Use effective communication strategies in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	
Use a variety of strategies for timely, confidential professional communication with parents and caregivers	<input type="checkbox"/>	<input type="checkbox"/>	
Use a variety of strategies for timely, confidential professional communication with colleagues and other school staff	<input type="checkbox"/>	<input type="checkbox"/>	

**Standard 7: Professional Responsibility and Growth** Teachers assume responsibility for professional growth, performance, and involvement as an individual as a member of a learning community.

	EVIDENCE	
	Developing	Proficient
Follow district policies and state and federal regulations	<input type="checkbox"/>	<input type="checkbox"/>
Separate personal beliefs from professional interactions with students and families	<input type="checkbox"/>	<input type="checkbox"/>
Identify content knowledge, instructional strengths and areas for professional growth to develop targeted goals	<input type="checkbox"/>	<input type="checkbox"/>
Identify content knowledge, instructional strengths and areas for professional growth to implement targeted goals	<input type="checkbox"/>	<input type="checkbox"/>
Identify content knowledge, instructional strengths and areas for professional growth to participate in relevant professional development	<input type="checkbox"/>	<input type="checkbox"/>
Identify content knowledge, instructional strengths and areas for professional growth to incorporate the new learning into instruction	<input type="checkbox"/>	<input type="checkbox"/>

## Professional Goal-Setting:

### A Guide for Mentors Working with Resident Educators

#### Outcome

By collaborating with their principal or evaluator to establish professional goals based on data collected collaboratively with their mentor, Resident Educators will develop a plan of action that will guide their professional growth and development.

#### The Mentor's Role

Clear professional goals can guide professional learning and help educators focus and persist in efforts to improve practice. Mentors help RES to understand the value of goal setting and to collaborate with their evaluators to set concrete, achievable goals to positively impact the quality of their teaching. The goals serve as the foundation for Resident Educator support and formative assessment. Together, RES, mentors, and evaluators should revisit and refine the goals as necessary throughout the year.

#### The Principal's Role

Principals should ensure that Resident Educators' goals align with school and district initiatives so the RES are not overwhelmed with competing goals or priorities. To facilitate this alignment, principals or evaluators should work with RES to set goals that meet the needs of the RES and their students.

#### The Process for Resident Educators, Mentors and Principals

Setting professional goals will help RES focus their attention on what really matters—high-quality instruction and learning in their classrooms. Resident Educators should use their various sources of data, including *Data Measures Inventory*, *Class Profile*, *Instructional Grouping*, *Monitoring Student Learning*, *Self-Assessment Summary*, and *Mentor Observation of Resident Educators* to inform their goal areas.

#### Using the Professional Goal-Setting Tool

The *Professional Goal-Setting Tool* will help RES document and revisit their goals. To complete the tool, Resident Educators should consider:

- Areas for growth identified in the *Self-Assessment Summary*
- Research-based best practice for instruction in the specific content area
- Knowledge gained from the Assessment of Student Learning
- Evidence recorded on *Mentor Observation of Resident Educators*



Goals should meet the **SMART** criteria and be

- Specific-emphasizing the RE's intention to engage in learning
- Measurable-identifying concrete benchmarks for measuring progress
- Attainable-representing realistic, yet challenging achievement
- Relevant-prioritizing practical goals that represent urgent needs and school/district priorities
- Time-bound-tying the goal to a specific timeline within the academic year

Once RES identify specific goals with their evaluators, they identify action steps to be taken and evidence indicators to show progress toward these goals. Sources of evidence extend beyond state-mandated assessment results. Student participation, student work and classroom performance, formative assessment results, and classroom climate assessments are all potential sources of data. Evidence might include:

- Observation data
- Videotapes of students
- Lesson plans
- Student work samples
- Student achievement data
- Classroom observations

Resident Educators, mentors, and principals can use the *goal-setting process* to inform their professional collaboration.

## Reviewing Progress toward Goals

Mentors and RES should review the goals twice (once in January and once in March) and accompanying action steps and record evidence of progress toward goals.

In April, mentors invite RES to reflect on their growth as educators over the academic year. Resident Educators revisit their goals and consider the evidence that demonstrates growth toward these goals, using the *End-of-Year Reflection on Professional Growth*.