

Cheney Public Schools Teacher Self-Assessment



Teacher Name

School

Evaluator

Date

Use this form as a self-audit to summarize where you see yourself in relation to the 8 state criteria for teacher evaluation using the lens of the Marzano Instructional Framework. Refer to the Marzano rubric for further criterion details. This document is intended to be used to help formulate your professional goals and growth areas for the year in collaboration with your evaluator.

Rating Scale

U=Unsatisfactory

B=Basic

P=Proficient

D=Distinguished

Criterion 1: Centering Instruction on High Expectations

U

B

P

D

1.1 Providing clear learning goals and scales to students

1.2 Celebrating success

1.3 Understanding students' interests and backgrounds

1.4 Demonstrating value and respect for low expectancy students

Criterion 2: Demonstrating Effective Teaching Practices

U

B

P

D

2.1 Interacting with new knowledge

2.2 Organizing students to practice and deepen knowledge

2.3 Organizing students for cognitively complex tasks

2.4 Asking questions of low expectancy students

2.5 Probing incorrect answers with low expectancy students

2.6 Noticing when students are not engaged

2.7 Using and applying academic vocabulary

2.8 Evaluating effectiveness of individual lessons and units

Criteria 3: Recognizing Individual Student Learning Needs

U

B

P

D

3.1 Effective scaffolding of information with lessons

3.2 Planning and preparing for the needs of all students

Criteria 4: Clear Focus on Content and Curriculum

U

B

P

D

4.1 Attention to established content standards

4.2 Use of available resources and technology

Criteria 5: Fostering a Safe and Positive Environment

U

B

P

D

5.1 Organizing the physical layout of the classroom

5.2 Reviewing expectations to rules and procedures

5.3 Demonstrating "*withitness*"

5.4 Applying consequences for lack of adherence to rules and procedures

5.5 Acknowledging adherence to rules and procedures

5.6 Displaying objectivity and control

Criteria 6: Using Student Data to Improve Learning	U	B	P	D
6.1 Designing instruction aligned to assessment				
6.2 Using multiple data elements				
6.3 Tracking student progress				

Criteria 7: Communicating with Parents, School, and Community	U	B	P	D
7.1 Promoting positive interactions about students and parents with courses, programs, and school events				
7.2 Promoting positive interactions about student and parents with timeliness and professionalism				

Criteria 8: Exhibiting Collaborative and Collegial Practices	U	B	P	D
8.1 Seeking mentorship for areas of need or interest				
8.2 Promoting positive interactions with colleagues				
8.3 Participating in district and school initiatives				
8.4 Mentoring progress relative to the professional growth and development plan				

Professional Growth/Goal Development

Using the self-assessment data above, record those areas that you would like to consider as possible professional growth areas.

1.

2.

3.