

## How to Use this Self-Assessment

This self-assessment is designed to help you:

- **Reflect** on your own practice; and
- **Implement and refine** instructional practices that foster student engagement and promote equitable outcomes.

**Teacher and Teacher-Leader Use:** If you are a classroom teacher, a specialty area teacher (e.g., art, music, health, physical education, special education, ELL/ESL teacher, etc.), or a teacher-leader (e.g., content specialist, grade-level coordinator, or department chair), this self-assessment tool can be used to reflect on your practice.

**Coach and Leader Use:** If you provide instructional support and/or coaching or are a building or district leader, this self-assessment tool can be used to reflect on how you support, observe, or evaluate the elements and traits of effective instruction.

## Step 1. Review the Descriptions, Beliefs, and Practices

Review the definition of each element, including the specific beliefs that support the element and the key practices described. Think about how you—or those you are supporting, observing, and/or evaluating—implement each practice.

## Step 2. Review the Performance Descriptions

Review the four levels of performance below to familiarize yourself with the progression of implementation.

Initiating	Developing	Demonstrating	Refining
I am learning about this practice and I am initiating use of it in my classroom.	I am developing my skills with this practice, and I am successfully using aspects of this practice in my classroom	I am demonstrating effective integration of this practice in my classroom.	I am integrating and refining my use of this practice in my classroom. I can model this practice and coach others in its use.

## Step 3. Assess Your Performance

In the far right column, record evidence and data related to each practice in the table. This could include specific products and/or strategies used, student performance data, habits of work data, observations, reflections, etc. Using the performance descriptions above, rate your implementation of each practice.

Based on the evidence, data, and ratings for each practice, determine an overall self-assessment for the specific element aligned to the performance descriptions.

### Example:

Practice	Your Present Level				Evidence of Data
	Initiating	Developing	Demonstrating	Refining	
My classroom operates with clear, consistent, and respectful routines, procedures, and expectations with its students, allowing for a shared understanding of what is expected, when, and why.			✓		<b>Evidence:</b> <ul style="list-style-type: none"> <li>• Warm up/do now routine</li> <li>• Exit tickets</li> <li>• Handout folders</li> </ul> <b>Data</b> <ul style="list-style-type: none"> <li>• All students on task within first 5 mins of class</li> <li>• Data from exit tickets that informs the next class</li> </ul>
I create an environment where mistakes and multiple attempts are embraced as essential parts of the learning process, fostering persistence and a growth mindset.			✓		<b>Data:</b> <ul style="list-style-type: none"> <li>• Student reflections reveal an average of 4.2 on a scale of 5 in response to the statement “I don’t worry about being right or wrong in this class”</li> <li>• No score was below a 3</li> </ul>
I adapt the physical learning environment to the tasks and to meet the diverse needs of students, allowing for different groupings and/or configurations that support collaboration, independence, and engagement.		✓			<b>Evidence:</b> <ul style="list-style-type: none"> <li>• Students are paired in a turn-and-talk.</li> </ul>
Overall Self-Assessment for <b>Learning Environment</b>			✓		Evidence and data above show that I am effectively integrating several of the practices in this element, but I could incorporate more opportunities for reflection.

## Step 4. Plan Your Next Steps

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After you have assessed your performance, plan your next steps. Identify skill areas or practices that you want to learn more about and areas of strength to build on.

You can use the results of your self-assessment in many ways, including:

- Setting individual professional growth goals and team professional learning community goals;
- Highlighting and celebrating team or staff strengths and accomplishments;
- Noting individual areas of growth and planning job-embedded professional development;
- Connecting colleagues for peer observation opportunities;
- Identifying team, department, or whole-school trends;
- Determining classroom or instructional “look-fors” — the evidence and results you are hoping to produce;
- Using the overall self-assessment results from a faculty to determine professional learning needs and share best practices;
- Planning rounds of classroom visits and peer observations.

## Element 1: Learning Environment

The learning environment supports each student to take risks, ask questions, and make and learn from mistakes. The physical space, routines and procedures, and development of positive relationships create a physically, socially, and emotionally safe environment.

### Supporting Beliefs

- The learning environment is a shared, inclusive, and welcoming space between students, educators, families, and other partners.
- Positive and meaningful relationships form the foundation of an equitable and inspiring learning culture.
- A culture of safety, mutual respect, and belonging is essential for engagement and risk-taking.

Practice	Your Present Level				Evidence of Data
	Initiating	Developing	Demonstrating	Refining	
My classroom operates with clear, consistent, and respectful routines, procedures, and expectations with its students, allowing for a shared understanding of what is expected, when, and why.					
I adapt the physical learning environment to the tasks and to meet the diverse needs of students, allowing for different groupings and/or configurations that support collaboration, independence, and engagement.					
I empower students to use and move through the learning environment in ways that promote autonomy and allow for collaboration and connection.					
I work with students, families, and caregivers to build trusting relationships that honor diverse identities and perspectives, center individual student strengths, and seek to repair harm when needed.					
I create an environment where each student feels physically, emotionally, and culturally supported to take risks, express themselves, and participate fully in the learning process.					

Practice	Your Present Level				Evidence of Data
	Initiating	Developing	Demonstrating	Refining	
I model empathy and create space for mutual understanding and meaningful connections to build positive relationships with students.					
I guide and support students to engage in collaboration that honors diverse perspectives, fosters mutual understanding, leverages group strengths, and promotes independence, teamwork, and learner-driven engagement.					
I create an environment where mistakes and multiple attempts are embraced as essential parts of the learning process, fostering persistence and a growth mindset.					
<b>Overall Self-Assessment for Learning Environment</b>					

## Element 2: Clear Shared Outcomes

The learning outcomes are shared and internalized by educators and students. These outcomes anchor and guide the choices of instructional activities, materials, practice assignments, and assessment tasks. Outcomes are understood and used by students to set goals, guide learning, and prompt self-reflection.

### Supporting Beliefs

- Learning outcomes based on data, research, and standards are necessary to ensure just outcomes for each student.
- Everyone involved in the learning process understands where they are going and why the work matters.
- Educators and students work collaboratively throughout the learning process to achieve outcomes.
- A culture of reflection is necessary for students to set, adjust, and work towards personalized goals that are aligned with both short-term targets and longer-term outcomes.

Practice	Your Present Level				Evidence of Data
	Initiating	Developing	Demonstrating	Refining	
I establish shared explicit, meaningful learning outcomes with my students, presenting both short-term learning targets and long-term goals in student-friendly language to ensure clarity and accessibility.					
I used formative data to respond promptly to students' learning needs by identifying gaps, removing barriers to learning, providing targeted support and strategies within the classroom to help them progress toward identified outcomes.					
I collaborate with students to select materials, activities, and assessments that align with standards and reflect diverse experiences and ways of knowing.					
I help students connect their tasks and experiences to learning outcomes and their personal goals, fostering ownership, relevance and agency.					

Practice	Your Present Level				Evidence of Data
	Initiating	Developing	Demonstrating	Refining	
I guide students to use standards and learning targets to reflect on their progress and set personalized goals, supported by regular opportunities for feedback and revision.					
Overall Self-Assessment for <b>Clear Shared Outcomes</b>					

## Element 3: Varied Content, Materials and Methods

Students explore ideas and information in varied ways and access learning through multiple entry points. Educators select content and materials to engage and meet the needs of each learner.

### Supporting Beliefs

- Learners must see themselves reflected in the materials and connect to the content in authentic ways that allow for engagement and growth.
- Multiple and varied entry points, options for exploration, and end products are critical for student engagement and success.
- Each student has access to a wide and challenging variety of texts, data sets, and other sources that reflect multiple perspectives, critical local and global issues, and the diversity of our world.

Practice	Your Present Level				Evidence of Data
	Initiating	Developing	Demonstrating	Refining	
My instructional materials and activities reflect the identities of the learners in the community and the diversity of the world.					
I introduce new content through varied methods such as investigation, presentation, and inquiry, ensuring all students have multiple entry points to engage with and understand the material.					
I use standards-aligned materials with multiple entry points for activities to meet the needs of a variety of learners, providing equitable access to rigorous content.					
I provide my students with opportunities for choice and voice in their learning, involving them in decisions about how they engage with content and demonstrate their understanding in ways that honor their strengths, identities, and experiences.					
I encourage my students to consider multiple perspectives, encouraging critical thinking about systemic issues and providing opportunities to explore equity and justice.					

Practice	Your Present Level				Evidence of Data
	Initiating	Developing	Demonstrating	Refining	
I vary student groupings intentionally, designing flexible and inclusive activities that accommodate diverse learning needs and are aligned with the task at hand.					
I ensure my students have access to a range of tools, supports, and innovative technologies, to advance their learning and demonstrate their understanding in meaningful and authentic ways.					
I adjust time and adapt classroom structures to provide targeted interventions, extensions, and opportunities for reteaching, ensuring all students have the support needed to succeed.					
I create multiple and varied pathways for students to achieve shared learning goals that reflect their diverse identities, strengths, and lived experiences.					
I create instructional and assessment practices that encourage students to apply complex skills across subjects and over time, preparing them for authentic and meaningful challenges.					
<b>Overall Self-Assessment for Varied Content, Materials and Methods</b>					

## Element 4: Practice and Feedback

Students have frequent and intentionally planned opportunities to practice what they are learning and are given timely, specific feedback based on their current performance in relation to the desired outcomes.

### Supporting Beliefs

- Learning is a process that includes goal-setting, multiple attempts, reflection and adjustments.
- Productive practice and the application and transfer of skills in new contexts are essential for deep, meaningful learning.
- Timely, specific, and varied feedback drives growth and helps students refine their skills and understanding.

Practice	Your Present Level				Evidence of Data
	Initiating	Developing	Demonstrating	Refining	
I design practice opportunities that are universally accessible, allowing students to work independently, collaboratively, and with my guidance to develop their understanding and skills.					
I provide my students with multiple, structured opportunities to practice applying essential skills and knowledge in ways that are aligned to standards and build their capacity for authentic challenges.					
I give timely, specific, relevant, and actionable feedback that builds on my students' strengths and supports their individual goals.					
I provide varied opportunities for students to practice, revise, and demonstrate growth, including iterative learning experiences that incorporate feedback to deepen understanding.					
I model and support my students in setting goals, interpreting feedback, and using it effectively to refine their work and grow as learners while respecting the contributions of others.					

Practice	Your Present Level				Evidence of Data
	Initiating	Developing	Demonstrating	Refining	
I provide students with multiple opportunities to give, receive, and use feedback to revise and refine their thinking and work.					
<b>Overall Self-Assessment for Practice and Feedback</b>					

## Element 5: Complex Thinking and Transfer

Students are regularly coached and taught to engage in higher-order thinking through instructional activities and practice tasks. Curriculum, instruction, and assessments are designed to prompt complex thinking, integration of concepts and ideas, and application of learned skills to new material or novel situations.

### Supporting Beliefs

- Every student is capable of complex thought and transfer of learning.
- Higher-order thinking encourages deeper engagement and critical exploration of ideas.
- Learning that promotes transfer of knowledge and skills prepares students for the future.

Practice	Your Present Level				Evidence of Data
	Initiating	Developing	Demonstrating	Refining	
I design learning experiences that include opportunities for students to tackle culturally relevant and authentic challenges, promoting the transfer and application of knowledge.					
I provide instruction and practice that help my students integrate and apply their learning across disciplines to connect and extend their knowledge to address authentic problems.					
I challenge my students to think deeply and critically about complex and authentic problems throughout the learning process.					
I provide structures for my students to ask and respond to layered questions that foster critical thinking and meaningful student-to-student discourse.					
I engage every student in higher-order thinking throughout the learning process by using differentiated strategies that meet diverse learning needs, deepen understanding, and promote critical thinking while maintaining high expectations for all learners.					

Practice	Your Present Level				Evidence of Data
	Initiating	Developing	Demonstrating	Refining	
I coach and support my students as they apply their learning, building their confidence and capability to tackle complex challenges.					
Overall Self-Assessment for <b>Complex Thinking and Transfer</b>					