

## Teacher Post-Observation Self-Assessment Tool

Planning and Preparation				
Component	Performance Rating/Critical Attributes			
	Ineffective	Developing	Accomplished	Exemplary
<b>Demonstrating Knowledge of Content and Pedagogy</b> <ul style="list-style-type: none"> <li>Knowledge of Content and the Structure of the Discipline.</li> <li>Knowledge of Prerequisite Relationships.</li> <li>Knowledge of Content-Related Pedagogy.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher makes content errors.</li> <li>Teacher does not consider prerequisite relationships when planning.</li> <li>Teacher's plans use inappropriate strategies for the discipline.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher is familiar with the discipline but does not see conceptual relationships.</li> <li>Teacher's knowledge of prerequisite relationships is inaccurate or incomplete.</li> <li>Lesson and unit plans use limited instructional strategies, and some may not be suitable to the content.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher can identify important concepts of the discipline and their relationships to one another.</li> <li>The teacher consistently provides clear explanations of the content.</li> <li>The teacher answers student questions accurately and provides feedback that furthers their learning.</li> <li>The teacher seeks out content-related professional development.</li> </ul>	<p>In addition to the characteristics of "accomplished":</p> <ul style="list-style-type: none"> <li>Teacher cites intra- and interdisciplinary content relationships.</li> <li>Teacher is proactive in uncovering student misconceptions and addressing them before proceeding.</li> </ul>
<b>Teacher Reflection:</b>				
<b>Demonstrating Knowledge of Students</b> <ul style="list-style-type: none"> <li>Knowledge of Child and Adolescent Development.</li> <li>Knowledge of the Learning Process.</li> <li>Knowledge of Students' Skills, Knowledge, and Language Proficiency.</li> <li>Knowledge of Students' Interests and Cultural Heritage.</li> <li>Knowledge of Students' Special Needs.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher does not understand child development characteristics and has unrealistic expectations for students.</li> <li>Teacher does not try to ascertain varied ability levels among students in the class.</li> <li>Teacher is not aware of student interests or cultural heritages.</li> <li>Teacher takes no responsibility to learn about students' medical or learning disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher cites developmental theory but does not seek to integrate it into lesson planning.</li> <li>Teacher is aware of the different ability levels in the class but tends to teach to the "whole group".</li> <li>The teacher recognizes that children have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences.</li> <li>The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher knows, for groups of students, their levels of cognitive development.</li> <li>The teacher is aware of the different cultural groups in the class.</li> <li>The teacher has a good idea of the range of interests of students in the class.</li> <li>The teacher has identified "high", "medium", and "low" groups of students within the class.</li> <li>The teacher is well informed about students' cultural heritage and incorporates this knowledge into lesson planning.</li> <li>The teacher is aware of the special needs represented by students in the class.</li> </ul>	<p>In addition to the characteristics of "accomplished":</p> <ul style="list-style-type: none"> <li>The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly.</li> <li>The teacher seeks out information about their cultural heritage from all students.</li> <li>The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.</li> </ul>

***Teacher Reflection:***

<b>Setting Instructional Outcomes</b> <ul style="list-style-type: none"><li>· Value, Sequence, and Alignment</li><li>· Clarity</li><li>· Balance</li><li>· Suitability for Diverse Learners</li></ul>	<ul style="list-style-type: none"><li>· Outcomes lack rigor.</li><li>· Outcomes do not represent important learning in the discipline.</li><li>· Outcomes are not clear or are stated as activities.</li><li>· Outcomes are not suitable for many students in the class.</li></ul>	<ul style="list-style-type: none"><li>· Outcomes represent a mixture of low expectations and rigor.</li><li>· Some outcomes reflect important learning in the discipline.</li><li>· Outcomes are suitable for most of the class.</li></ul>	<ul style="list-style-type: none"><li>· Outcomes represent high expectations and rigor.</li><li>· Outcomes are related to the “big ideas” of the discipline.</li><li>· Outcomes are written in terms of what students will learn rather than do.</li><li>· Outcomes represent a range: factual, conceptual understanding, reasoning, social, management, and communication.</li><li>· Outcomes are suitable to groups of students in the class and are differentiated where necessary.</li></ul>	<p>In addition to the characteristics of “accomplished”:</p> <ul style="list-style-type: none"><li>· Teacher plans make reference to curricular frameworks or blueprints to ensure accurate sequencing.</li><li>· Teacher connects outcomes to previous and future learning.</li><li>· Outcomes are differentiated to encourage individual students to take educational risks.</li></ul>
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***Teacher Reflection:***

<b>Demonstrating Knowledge of Resources</b> <ul style="list-style-type: none"><li>· Resources for Classroom Use.</li><li>· Resources to Extend Content Knowledge and Pedagogy.</li><li>· Resources for Students.</li></ul>	<ul style="list-style-type: none"><li>· The teacher uses only district-provided materials, even when more variety would assist some students.</li><li>· The teacher does not seek out resources available to expand his or her own skill.</li><li>· Although aware of some student needs, the teacher does not inquire about possible resources.</li></ul>	<ul style="list-style-type: none"><li>· The teacher uses materials in the school library but does not search beyond the school for resources.</li><li>· The teacher participates in content-area workshops offered by the school but does not pursue other professional development.</li><li>· The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues.</li></ul>	<ul style="list-style-type: none"><li>· Texts are at varied levels.</li><li>· Texts are supplemented by guest speakers and field experiences.</li><li>· Teacher facilitates Internet resources.</li><li>· Resources are multidisciplinary.</li><li>· Teacher expands knowledge with professional learning groups and organizations.</li><li>· Teacher pursues options offered by universities.</li><li>· Teacher provides lists of resources outside the class for students to draw on.</li></ul>	<p>In addition to the characteristics of “accomplished”:</p> <ul style="list-style-type: none"><li>· Texts are matched to student skill level.</li><li>· The teacher has ongoing relationship with colleges and universities that support student learning.</li><li>· The teacher maintains log of resources for student reference.</li><li>· The teacher pursues apprenticeships to increase discipline knowledge.</li><li>· The teacher facilitates student contact with resources outside the classroom.</li></ul>
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**Teacher Reflection:**

<p><b>Designing Coherent Instruction</b></p> <ul style="list-style-type: none"> <li>· Learning Activities</li> <li>· Instructional Materials and Resources</li> <li>· Instructional Groups</li> <li>· Lesson and Unit Structure</li> </ul>	<ul style="list-style-type: none"> <li>· Learning activities are boring and/or not well aligned to the instructional goals.</li> <li>· Materials are not engaging or do not meet instructional outcomes.</li> <li>· Instructional groups do not support learning.</li> <li>· Lesson plans are not structured or sequenced and are unrealistic in their expectations.</li> </ul>	<ul style="list-style-type: none"> <li>· Learning activities are moderately challenging.</li> <li>· Learning resources are suitable, but there is limited variety.</li> <li>· Instructional groups are random or only partially support objectives.</li> <li>· Lesson structure is uneven or may be unrealistic in terms of time expectations.</li> </ul>	<ul style="list-style-type: none"> <li>· Learning activities are matched to instructional outcomes.</li> <li>· Activities provide opportunity for higher level thinking.</li> <li>· Teacher provides a variety of appropriately challenging materials and resources.</li> <li>· Instructional student groups are organized thoughtfully to maximize learning and build on student strengths.</li> <li>· The plan for the lesson or unit is well structured, with reasonable time allocations.</li> </ul>	<p>In addition to the characteristics of “accomplished”:</p> <ul style="list-style-type: none"> <li>· Activities permit student choice.</li> <li>· Learning experiences connect to other disciplines.</li> <li>· Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.</li> <li>· Lesson plans differentiate for individual student needs.</li> </ul>
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**Teacher Reflection:**

<p><b>Designing Student Assessments</b></p> <ul style="list-style-type: none"> <li>· Congruence with Instructional Outcomes</li> <li>· Criteria and Standards</li> <li>· Design of Formative Assessments</li> <li>· Use for Planning</li> </ul>	<ul style="list-style-type: none"> <li>· Assessments do not match instructional outcomes.</li> <li>· Assessments have no criteria.</li> <li>· No formative assessments have been designed.</li> <li>· Assessment results do not affect future plans.</li> </ul>	<ul style="list-style-type: none"> <li>· Only some of the instructional outcomes are addressed in the planned assessments.</li> <li>· Assessment criteria are vague.</li> <li>· Plans refer to the use of formative assessments, but they are not fully developed.</li> <li>· Assessment results are used to design lesson plans for the whole class, not individual students.</li> </ul>	<ul style="list-style-type: none"> <li>· All the learning outcomes have a method for assessment.</li> <li>· Assessment types match learning expectations.</li> <li>· Plans indicate modified assessments for some students as needed.</li> <li>· Assessment criteria are clearly written.</li> <li>· Plans include formative assessments to use during instruction.</li> <li>· Lesson plans indicate possible adjustments based on formative assessment data.</li> </ul>	<p>In addition to the characteristics of "accomplished":</p> <ul style="list-style-type: none"> <li>· Assessments provide opportunities for student choice.</li> <li>· Students participate in designing assessments for their own work.</li> <li>· Teacher-designed assessments are authentic with real-world application, as appropriate.</li> <li>· Students develop rubrics according to teacher-specified learning objectives.</li> <li>· Students are actively involved in collecting information from formative assessments and provide input.</li> </ul>
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