

## Formative Assessment Self-Assessment Worksheet (Component Level)

Carefully reflect on your teaching performance in all four domains. Complete the Self-Assessment by using the performance tables found on pages 5:11-5:14 in this handbook. Prepare to discuss the results with your administrator. Use the results of this survey to help develop your Professional Growth Plan.

**Key: U.... Unsatisfactory      B.... Basic      P.... Proficient      D.... Distinguished**

### Domain 1      Designing Knowledge Work

U	B	P	D	
				1a. Demonstrating Knowledge of Content and Pedagogy
				1b. Demonstrating Knowledge of Students
				1c. Selecting Instructional Goals
				1d. Demonstrating Knowledge of Resources
				1e. Designing Coherent Instruction
				1f. Assessing Student Learning Through Student-Generated Products

### Domain 3      Facilitating Knowledge Work

U	B	P	D	
				3a. Communicating Clearly and Accurately
				3b. Using Questioning and Discussion Techniques
				3c. Engaging Students in the Work
				3d. Affirming the Performance of Students
				3e. Demonstrating Flexibility and Responsiveness Through Monitoring and Modifying the Work

### Domain 2      Creating a Safe and Orderly Environment for Knowledge Work

U	B	P	D	
				2a. Creating an Environment of Respect and Rapport
				2b. Establishing a Culture for Learning by Supporting the Beliefs, Vision, and Mission of Newport News Public Schools
				2c. Managing Classroom Procedures
				2d. Managing Student Behavior
				2e. Managing Physical Space
				2f. Managing School Procedures and Emergency Situations

### Domain 4      Professional and Leadership Responsibilities

U	B	P	D	
				4a. Reflecting on Teaching
				4b. Maintaining Accurate Records
				4c. Communicating with Families
				4d. Contributing Leadership to the School and Division
				4e. Growing and Developing Professionally
				4f. Showing Professionalism

### Formative Process Self-Assessment Worksheet

Noted Areas of Strength	Possible Areas for Growth	Suggested Growth Goals

## Component Level Rubrics

<b>Domain 1 Designing Knowledge Work</b>				
<b>Component</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Component 1a Demonstrating Knowledge of Content and Pedagogy</b>	Teacher displays little understanding of the content or the structure of the discipline, or of content-related teaching practices.	Teacher displays a simple understanding of content and content-related teaching practices. Knowledge does not extend to its concepts, prerequisite relationships, connections with other disciplines, or to possible student misconceptions.	Teacher demonstrates solid understanding of the content concepts, prerequisite relationships, and connection to other disciplines but does not extend to possible student misconceptions. Instructional practices reflect current content-related knowledge.	Teacher demonstrates an extensive knowledge of content and content-related practices, showing evidence of a continued search for improved practice. Teacher actively builds on concepts, knowledge of prerequisites, and misconceptions when planning instruction or seeking causes for student misunderstanding.
<b>Component 1b Demonstrating Knowledge of Students</b>	Teacher makes little or no attempt to acquire knowledge of students' backgrounds, skills, or interests. No such information is used for planning.	Teacher demonstrates a partial knowledge of students' backgrounds, skills, and interests and attempts to use this knowledge in planning for the class as a whole.	Teacher demonstrates an extensive knowledge of students' backgrounds, skills, and interests, and uses this knowledge to plan for groups of students.	Teacher demonstrates a thorough knowledge of all aspects of students' backgrounds, skills, and interests, and uses this knowledge to plan for individual student learning.
<b>Component 1c Selecting Instructional Goals</b>	Teacher's goals focus on insignificant learning rather than content and technology SOLs or curriculum framework, are unsuitable for students, or are stated only as activities. Goals permit only a cursory means of assessment.	Teacher's goals focus on significant content and technology SOLs or curriculum framework but are unsuitable for students in the class; they include instructional activities, some of which permit an authentic means of assessment.	Teacher's goals focus on significant content and technology SOLs or curriculum framework that is suitable for most students in the class; they reflect opportunities for integration and permit varied and authentic methods of assessment.	Teacher's goals reflect high-level learning related to the content and technology SOLs or curriculum frameworks; they are adapted, where necessary, to the needs of individual students, and permit varied and authentic methods of assessment.
<b>Component 1d Demonstrating Knowledge and Use of Technologies and Other Resources</b>	Teacher is unaware of and/or doesn't use technologies and other resources either for teaching or for students who need them.	Teacher demonstrates a limited knowledge and use of technologies and other resources available either for teaching or for students who need them.	Teacher is fully aware of and uses technologies and other resources available for teaching and knows how to gain access to the resources for students who need them.	Teacher seeks out and uses technologies and other resources for teaching in professional organizations and in the community; resources for students in need are accessed in the school, division, and larger community.
<b>Component 1e Designing Coherent Instruction</b>	The various elements of the teacher's instructional design do not support the stated instructional goals or engage students in meaningful, relevant work; teacher's instructional plan has no defined structure.	The various elements of the teacher's instructional design support the stated instructional goals or engage students in meaningful work to a limited extent; teacher's instructional plan has a recognizable structure and sequence.	A majority of the elements of the teacher's instructional design support the stated instructional goals and engage students in meaningful, relevant work; teacher's instructional plan has a clearly defined structure and sequence.	All the elements of the teacher's instructional design support the stated instructional goals and engage students in meaningful work; teacher's instructional plan is highly coherent, showing clear structure and sequence.
<b>Component 1f Assessing Student Learning Through Student-Generated Products</b>	Teacher's approach to assessing student learning lacks congruence with the instructional goals and contains no clear criteria or standards for student products; assessment results are not used to design future student work.	Teacher's assessment plan is partially aligned with the instructional goals and includes criteria and standards for student products that are not clear or understood by the students; assessment results are used to design future work for the class as a whole.	Teacher's assessment plan is aligned with the instructional goals and the criteria and standards for student products have been clearly communicated and are understood by students; assessment results are used to design future work for groups of students and individuals.	Teacher's assessment plan is fully aligned with the instructional goals; criteria and standards for products have been developed with student input and clearly communicated; students monitor own progress in achieving goals; assessment results are used to design future work for individuals.

## Component Level Rubrics

<b>Domain 2 Creating a Safe and Orderly Environment for Knowledge Work</b>				
<b>Component</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Component 2a Establishing an Environment of Respect and Rapport</b>	Interactions in teacher's classroom, both teacher/student and among students, are negative and inappropriate, characterized by sarcasm, insults, and conflict.	Interactions in teacher's classroom are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity to students.	Interactions in teacher's classroom reflect general warmth and caring and are respectful of the cultural and developmental differences among groups of students.	Interactions in teacher's classroom are highly respectful, reflecting genuine warmth and caring towards individuals. Students themselves ensure maintenance of high levels of civility among members of the class.
<b>Component 2b Establishing a Culture for Learning by Supporting the Beliefs, Vision, and Mission of Newport News Public Schools</b>	The classroom reflects an unsuitable culture for learning, characterized by low teacher commitment to the content, low expectations for student achievement, and little student persistence and satisfaction in the work.	Classroom environment reflects an unpredictable culture for learning, characterized by little teacher commitment to the content, modest or inconsistent expectations for student achievement, and inconsistent student persistence and satisfaction in the work. Teacher and students are performing at the minimal level to "get by."	Classroom environment reflects a positive culture for learning with commitment to the content evident by both teacher and students, high expectations for student achievement, and student persistence and pride in the work.	Classroom environment reflects a genuine culture for learning. Students assume much of the responsibility for the culture by persisting and taking pride in their work, initiating improvements to their products, and holding their work to the highest standard.
<b>Component 2c Managing Classroom Procedures</b>	Classroom routines and procedures are nonexistent or inefficient, resulting in the loss of much instructional time.	Classroom routines and procedures have been established by the teacher but function unevenly or inconsistently, with some loss of instructional time.	Classroom routines and procedures have been established by the teacher and function smoothly with little loss of instructional time.	Classroom routines and procedures have been established with student input and are seamless in their operation, with students assuming considerable responsibility for their implementation.
<b>Component 2d Managing Student Behavior</b>	Student behavior in the classroom is consistently poor; teacher has established no clear expectations; no monitoring of student behavior is evident, and responses to student misbehavior are inappropriate.	Student behavior in the classroom is inconsistent. Teacher makes an effort to establish standards of conduct for students, to monitor student behavior and to appropriately respond to student misbehavior.	Student behavior in the classroom is consistently correct. Teacher is aware of student behavior, has established clear standards of conduct and responds to student misbehavior in ways that are appropriate and respectful to the student.	Student behavior in the classroom is entirely appropriate with evidence of student participation in setting expectations and monitoring of behavior. Teacher monitoring is subtle and preventive; responses to student misbehavior are sensitive to individual student needs.
<b>Component 2e Managing Physical Space</b>	Teacher makes poor use of the environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the learning activities.	Teacher's classroom is safe and essential learning is accessible to all students; furniture arrangement partially supports the learning activities.	Teacher's classroom is safe and learning activities are accessible to all students; furniture arrangement and other physical resources are deliberately chosen to support the learning activities.	Teacher's classroom is safe; furniture and other physical resources are deliberately organized to support the learning activities; students take ownership in ensuring the physical environment supports the learning of all students.
<b>Component 2f Managing School Procedures and Emergency Situations</b>	Teacher ignores established school procedures; does not follow established procedures in emergency situations and compromises student safety; is not knowledgeable of or does not comply with applicable safety regulations.	Teacher follows established school procedures; generally follows established procedures in emergency situations and does not compromise student safety; has limited knowledge of or has minimum compliance with applicable safety regulations.	Teacher anticipates unsafe circumstances, makes suggestions to address safety concerns; follows established procedures in emergency situations.	Teacher anticipates unsafe circumstances, makes suggestions and/or initiates actions with administrator's approval to address safety concerns; students assume responsibility for their implementation where appropriate.

## Component Level Rubrics

<b>Domain 3 Facilitating Knowledge Work</b>				
<b>Component</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Component 3a Communicating Clearly and Accurately</b>	Teacher's oral and written communication contains errors or is unclear and inappropriate to students; does not include learning objectives.	Teacher's oral and written communication is correct but is not completely appropriate to students or is unclear regarding learning objectives, requiring further explanations to avoid confusion.	Teacher's oral and written communication is consistently clear and appropriate to students and includes learning objectives.	Teacher's oral and written communication is clear and expressive, includes learning objectives, and indicates the anticipation of possible student misconceptions.
<b>Component 3b Using Questioning and Discussion Techniques</b>	Teacher makes poor use of questioning and discussion techniques, consistently using low level questions, little discussion, and limited student participation.	Teacher makes uneven use of questioning and discussion techniques, including some high-level questions, attempts to solicit varied ideas during discussion and moderate student participation.	Teacher's use of questioning and discussion techniques reflect high-level questions, varied ideas, and full participation by all students.	Teacher's students formulate many high-level questions and assume responsibility for participation of all students in discussions.
<b>Component 3c Engaging Students in the Work</b>	Students are not intellectually engaged in significant learning as a result of inappropriate activities or materials, poor representation of content, or lack of structure or pacing.	Students are intellectually engaged sporadically as a result of activities or materials of uneven quality, inconsistent representation of content, or uneven structure or pacing.	Students are intellectually engaged throughout the learning as a result of appropriate activities and materials, instructive representations of content, and suitable structure and pacing.	Students are highly engaged throughout the learning and make material contributions to the representation of content, the activities, and the materials; the structure and pacing of learning allow for student reflection and closure.
<b>Component 3d Affirming the Performance of Students</b>	Teacher's feedback to students is meaningless, infrequent, of poor quality, and not received in a timely manner; feedback does not foster student persistence with the work.	Teacher's feedback to students is uneven in its meaningfulness, frequency and quality; timeliness is inconsistent; feedback that fosters student persistence with the work is inconsistent.	Teacher's feedback to students is meaningful, frequent, and timely; feedback fosters student persistence with the work.	Teacher's feedback to students is meaningful, frequent, timely and of consistently high quality; students are encouraged to seek feedback from peers and other adults.
<b>Component 3e Demonstrating Flexibility and Responsiveness Through Monitoring and Modifying the Work</b>	Teacher adheres to the instructional plan in spite of evidence of poor student understanding or students' interests and questions; teacher assumes no responsibility for student's failure to understand.	Teacher demonstrates limited flexibility and responsiveness to students' needs and interests during the learning; teacher assumes some responsibility for student success but does not actively seek ways to ensure successful learning for all students.	Teacher makes appropriate adjustments to instructional plans and responds to students' interest and questions during the learning; teacher actively seeks ways to ensure successful learning for all students.	Teacher is highly responsive and makes major adjustments in instructional plans as a result of students' interests and questions during the learning; teacher persists in ensuring the success of all students.

## Component Level Rubrics

<b>Domain 4 Professional and Leadership Responsibilities</b>				
<b>Component</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Component 4a Reflecting on Teaching</b>	Teacher reflection on instruction, student work, and products is inaccurate; teacher cannot propose ideas for improvement.	Teacher's reflection on instruction, student work and products is generally accurate; teacher can make global suggestions for improvement.	Teacher reflection on instruction, student work, and products is accurate; teacher can cite general characteristics and make specific suggestions for improvement or alternative strategies.	Teacher reflection on instruction, student work, and products is highly accurate and perceptive; teacher can cite specific examples and draw on an extensive repertoire to suggest alternative strategies.
<b>Component 4b Maintaining Accurate Records</b>	Teacher has no system for maintaining accurate records or the system is in disarray, resulting in errors and confusion.	Teacher has a rudimentary system for maintaining accurate records; system is only partially effective.	Teacher has an effective and efficient system for maintaining accurate records which uses the available technologies.	Teacher has an effective and efficient system for maintaining accurate records which maximizes the use of available technologies; students contribute to its maintenance.
<b>Component 4c Communicating with Families</b>	Teacher provides little or no information to families and makes no attempt to engage them in the instructional program.	Teacher complies with school procedure for communicating with families and makes an effort to engage them in the instructional program; limited communication techniques are employed.	Teacher communicates frequently with families and actively seeks ways to engage them in the instructional program; varied communication techniques that include the available technologies are employed.	Teacher communicates frequently and sensitively with families and successfully engages them in the instructional program; wide ranges of communication techniques that include the available technologies are employed; students participate in communicating with families.
<b>Component 4d Contributing Leadership to the School and Division</b>	Teacher's relationships with colleagues are negative or self-serving; teacher avoids being involved in school and division projects or attempts to negatively influence a culture for learning	Teacher's relationships with colleagues are cordial; teacher participates and assumes responsibility in school and division projects when specifically asked but sees no connection between his/her efforts and the outcome.	Teacher's relationships with colleagues are collaborative; teacher actively initiates participation in school and division projects that contribute to a positive culture for learning and sees efforts in relation to a positive outcome.	Teacher demonstrates leadership and articulates how his/her actions make a substantial contribution to school and division projects; teacher uses influence with others to promote collegiality and a positive culture for learning.
<b>Component 4e Growing and Developing Professionally</b>	Teacher does not participate in professional development activities even when activities are clearly needed for the improvement of teaching.	Teacher participates in professional development activities when participation is convenient, required or needed for relicensure.	Teacher actively participates in professional development activities, seeking out opportunities to enhance knowledge and skills; teacher applies what has been learned to the classroom.	Teacher actively pursues professional development and uses the gained knowledge and skill to make a substantial contribution to the profession through such activities as conducting action research, mentoring new teachers, and assuming training roles.
<b>Component 4f Showing Professionalism</b>	Teacher's sense of professionalism is low; teacher contributes to practices that are self-serving or harmful to students.	Teacher attempts to serve students based on the best information; attempts are genuine but inconsistent.	Teacher participates with colleagues in a genuine effort to ensure that all students are well served by the school.	Teacher assumes a leadership role in ensuring that school practices and procedures assure that all students, particularly those traditionally underserved, are honored in the school.