

Resident Educator Self-Assessment Document

Areas for Improvement	Standard	Strengths
	<p><i>Teachers understand student learning and development and respect the diversity of the students they teach.</i></p> <ul style="list-style-type: none"> • Knowledge of how students learn and of student development • Understanding of what students know and are able to do • High expectations for all students • Respect for all students • Identification, instruction and intervention for special populations 	
	<p><i>Teachers know and understand the content area for which they have instructional responsibility.</i></p> <ul style="list-style-type: none"> • Knowledge of content • Use of content-specific instructional strategies to effectively teach concepts and skills • Knowledge of school and district curriculum priorities and the Ohio academic content standards. • Relationship of knowledge within the discipline to other content areas. • Connections of content to life experiences and career opportunities. 	
	<p><i>Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.</i></p> <ul style="list-style-type: none"> • Knowledgeable about assessment types • Use of varied diagnostic, formative and summative assessments. • Analysis of data to monitor student progress and learning, and to plan, differentiate and modify instruction. • Communication of results • inclusion of self-assessment and goal setting 	

	<p><i>Teachers plan and deliver effective instruction that advances the learning of each individual student.</i></p> <ul style="list-style-type: none"> • Alignment to school and district priorities and Ohio’s academic content standards. • Use of student information to plan and deliver instruction • Communication of clear learning goals • Application of knowledge of how students think and learn to instructional design and delivery. • Differentiation of instruction to support the learning needs of all students, including students identified as gifted • Use of activities to promote independence and problem-solving • use of varied resources to support learner needs 	
	<p><i>Teachers create learning environments that promote high levels of learning and achievement for all students.</i></p> <ul style="list-style-type: none"> • Fair and equitable treatment of all students • Creation of a safe learning environment. • Use of strategies to motivate students to work productively and assume responsibility for learning • Creation of learning situations for independent and collaborative work • Maintenance of a learning environment that is conducive for all students 	
	<p><i>Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.</i></p> <ul style="list-style-type: none"> • Clear and effective communication • Shared responsibility with parents/caregivers to support student learning • Collaboration with other teachers, administrators, school and district staff 	

	<ul style="list-style-type: none">• collaboration with local community agencies	
	<p><i>Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.</i></p> <ul style="list-style-type: none">• Understanding of and adherence to professional ethics, policies and legal codes• Engagement in continuous, purposeful professional development.• Desire to serve as an agent of change, seeking positive impact on teaching quality and student achievement.	

Growth Goals

Select 2 areas for improvement from the self-assessment. For each area, write a specific growth goal for the year. Having specific growth goals is a first step toward engaging in focused practice. Review your goals mid-year and at the end of the year. Goals should be written using the SMART goal format (Specific, Measurable, Attainable, Relevant and Time-bound)

Goal 1

Goal 2

What is your plan for attaining each goal?

What data will be collected to measure progress?

How will your goals be reviewed?

How will your goals be measured?