**Candidate Self-Assessment**

Candidate to complete within the first three weeks of the practicum, prior to the first 3-way meeting

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| Name: |  | Date: |  |

Candidates draw from prior experiences and knowledge of where their strengths lie and where there are areas in need of improvement. Candidates should reflect on the following in completing the Self-Assessment:

* Skills acquired in coursework
* Experiences in pre-practicum
* Targeted feedback they have received about their practice
* Evidence of impact with students
* Reflection on performance in Announced Observation #1

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| **I.A.4: Well-Structured Lessons** | | | | | |
|  | Unsatisfactory | | Needs Improvement | Proficient | Exemplary |
| I.A.4: Well-Structured | Develops lessons with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping for the intended outcome or for the students in the class. | | Develops lessons with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping. | Develops well- structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping. | Develops well-structured and highly engaging lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every student’s needs. Is able to model this element. |
| Rating |  | |  |  |  |
| **I.B.2: Adjustment to Practice** | | | | | |
| I-B-2.  Adjustment to Practice | | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| Makes few adjustments to practice based on formal and informal assessments. | May organize and analyze some assessment results but only occasionally adjusts practice or modifies future instruction based on the findings. | Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for students. | Organizes and analyzes results from a comprehensive system of assessments to determine progress toward intended outcomes and frequently uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for individuals and groups of students and appropriate modifications of lessons and units. Is able to model this element. |
| Rating | |  |  |  |  |

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| **II.A.3: Meeting Diverse Needs** | | | | |
| II-A-3.  Meeting Diverse Needs | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| Uses limited and/or inappropriate practices to accommodate differences. | May use some appropriate practices to accommodate differences, but fails to address an adequate range of differences. | Uses appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners. | Uses a varied repertoire of practices to create structured opportunities for each student to meet or exceed state standards/local curriculum and behavioral expectations. Is able to model this element. |
| Rating |  |  |  |  |

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| **II.B.1: Safe Learning Environment** | | | | |
| II-B-1.  Safe Learning Environment | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| Maintains a physical environment that is unsafe or does not support student learning. Uses inappropriate or ineffective rituals, routines, and/or responses to reinforce positive behavior or respond to behaviors that interfere with students’ learning. | May create and maintain a safe physical environment but inconsistently maintains rituals, routines, and responses needed to prevent and/or stop behaviors that interfere with all students’ learning. | Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented. | Uses rituals, routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role— individually and collectively—in preventing behaviors that interfere with learning. Is able to model this element. |
| Rating |  |  |  |  |

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| **II.D.2: High Expectations** | | | | |
| II-D-2.  High Expectations | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| Gives up on some students or communicates that some cannot master challenging material. | May tell students that the subject or assignment is challenging and that they need to work hard but does little to counteract student misconceptions about innate ability. | Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability. | Effectively models and reinforces ways that students can consistently master challenging material through effective effort. Successfully challenges students’ misconceptions about innate ability. Is able to model this element. |
| Rating |  |  |  |  |

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| **IV.A.1: Reflective Practice** | | | | |
| IV-A-1.  Reflective Practice | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| Demonstrates limited reflection on practice and/or use of insights gained to improve practice. | May reflect on the effectiveness of lessons/ units and interactions with students but not with colleagues and/or rarely uses insights to improve practice. | Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning. | Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues; and uses and shares with colleagues, insights gained to improve practice and student learning. Is able to model this element. |
| Rating |  |  |  |  |

Based on your Self-Assessment, briefly summarize your areas of strength and high-priority areas for growth.

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| Area(s) of Strength | Evidence/Rationale | Element/Dimension |
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| Area(s) for Growth | Evidence/Rationale | Element/Dimension |
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*Please share your Self-Assessment as well as the Goal Setting & Plan Development Forms with your Program Supervisor and Supervising Practitioner at least three days in advance of the initial Three-Way Meeting, or earlier upon request.*

**Candidate Preliminary Goal-Setting & Plan Development**

Draft a preliminary professional practice goal based on the self-assessment. Key characteristics of S.M.A.R.T goals are:

**S = Specific and Strategic** – Goals should be specific so that at the end of the evaluation cycle educators and evaluators can determine whether they have been achieved. Goals should also be strategic, i.e., serve an important purpose for students, the school, and/or the district.

**M = Measurable** – Goals should be measurable so that progress toward a goal can be evaluated and managed.

**A = Action Oriented** – Goals have active, not passive verbs. The action steps attached to the goals indicate who is doing what.

**R = Rigorous, Realistic, and Results Focused (the 3 Rs)** – Goals should make clear what will be different as a result of achieving the goal. A goal needs to describe a realistic yet ambitious result. It needs to stretch the educator, team, school, or district toward improvement, but it should not be out of reach.

**T = Timed and Tracked** – A goal needs to have a final deadline, as well as interim deadlines by when key actions will be completed and benchmarks will be achieved. Tracking the progress on both action steps and outcome benchmarks is important, as they help educators know whether they are on track to achieve the goal, and give educators information they need to make midcourse corrections.

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| Identify/Clarify a **Focus or Goal Topic** (*Essential Element, See Self-Assessment Form)* |
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| **Why** is this topic/focus area important? |
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| **What** skills, knowledge, or practice will I acquire or develop through achieving this goal? |
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| **When** will I achieve this goal? |
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| **How** will I demonstrate progress toward this goal? (*Include potential sources of evidence demonstrating goal progress)* |
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| **How** will I know the goal has been achieved? |
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| **Draft Professional Practice Goal:** |  | |
| What actions will you take to achieve the goal? | | What actions/supports/resources will you need from your Program Supervisor and Supervising Practitioner? |
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