

Self-Assessment Planning Worksheet

Purpose: The Self-Assessment Worksheet is intended to be a guide to assist educators and administrators with completing the Self-Assessment process. Each evaluation cycle begins with a self-assessment. This process should include:

- An analysis of student learning, growth, and achievement for students under an educator's responsibility
- An assessment of practice against performance standards described in the rubric, with a focus on the elements related to district and/or school priority areas
- A review of feedback provided on an educator's previous evaluations and assessments

Part 1: Analysis of Student Learning, Growth, and Achievement

1. **SCHOOL LEVEL:** What have your school leaders communicated with you about your school level priorities for goals for student learning, growth and achievement?

2. **CLASSROOM LEVEL:** What types of information or data on your current students' learning, growth and achievement is available to you?

3. Based on the information/data above, what are the **strengths** of your incoming students? What is your supporting evidence?

4. What are the **high-priority concerns** for your students' learning? What is your supporting evidence?

5. How do these strengths and high-priority learning concerns relate to your school-level goals?

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Part 1 (cont.): Analysis of Student Learning, Growth, and Achievement

Based on what you know about the district and/or your school level priorities or goals, use this information to draft a **student learning goal** that is appropriate for your classroom context.

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Part 2: Assessment of Professional Practice

1. If available, what other priority areas has your school identified?

2. What are your strengths as an educator? Use the table below to list the strengths you identify, as well as the related standard, indicator, or element of the rubric.

Strengths	Related standard, indicator, or element of the rubric

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Part 2 (cont.): Assessment of Professional Practice

3. What are the areas for growth that you would like to focus on this year in order to support the learning of your students? Use the table below to list the areas you identify, as well as the related standard, indicator, or element of the rubric.

Areas for Growth	Related standard, indicator, or element of the rubric

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Part 2 (cont.): Assessment of Professional Practice

Based on what you know about the district and/or your school level priorities or goals, use this information to draft a **professional practice goal** that is appropriate for your classroom situation.