

Utah Model Teacher Self-Assessment

Teacher: _____ School Year: _____

Standard 1: Learners and Learning Effective teachers demonstrate attention to the impact of unique learner characteristics on development and growth by:	Growing- I'd like to focus on this element later.	Focusing- I'd like to improve my skills in this area soon.	Confident- I feel good about my skills in this area.	Teacher Leader- I could teach others about this.	Reflective Comments
Element 1: Personalizing Learning Designing learning that builds on background knowledge while providing opportunities for each student to access, practice and refine new learning. <ul style="list-style-type: none"> • Tier 1 instruction is scaffolded for a variety of learners. • Opportunities are provided for students to self-direct their learning. 					
Element 2: Building Relationships Building positive and authentic relationships with students as learning partners and supporting students in developing similar relationships with each other. <ul style="list-style-type: none"> • Positive peer relationships are fostered through established expectations and routines in collaborative student work. 					
Element 3: Respecting Learner Backgrounds and Perspectives Demonstrating respect for each learner and exhibiting actions consistent with recognizing learners' diverse backgrounds and perspectives as assets to the classroom community. <ul style="list-style-type: none"> • Student's individual backgrounds and learning needs are known and supported. (IEP, ELL, ESL, 504, etc.). • Inclusion, and differentiation strategies are integrated into Tier 1 instruction. 					
Element 4: Fostering Student Self-Awareness Providing formative and timely feedback to guide students in self-assessment of learning and demonstration of competency to support students in understanding themselves as learners. <ul style="list-style-type: none"> • Opportunities are provided for students to self-assess their learning. • Students are provided with timely and specific formative feedback. 					

Standard 2: Instructional Design Clarity Effective teachers preview classroom content, demonstrate clarity in how they organize and sequence instruction and effectively plan for learning and student engagement by:	Growing- I'd like to focus on this element later.	Focusing- I'd like to improve my skills in this area soon.	Confident- I feel good about my skills in this area.	Teacher Leader- I could teach others about this.	Reflective Comments
Element 1: Content Demonstrating a comprehensive understanding of Utah Core Standards, communicating relevance of content, communicating clear pathways to student mastery, and designing learning experiences aligned to clear learning intentions and success criteria. <ul style="list-style-type: none"> • Lessons are aligned with Utah Core Standards. • Learning intentions and success criteria are planned and communicated for each lesson. 					
Element 2: Learning Progression Demonstrating a comprehensive understanding of where students have been, where they are now and where they are going using strategically sequenced learning experiences aligned within and across grade levels. <ul style="list-style-type: none"> • Structures and procedures are in place for daily review/preview of content. • Intentional opportunities are provided for modeled, supported, and independent, practice of new concepts. 					
Element 3: Instructional Planning Planning high quality, personalized instructional activities that are informed by student progress data, provide multiple opportunities for students to reflect upon and assess their own growth and allow multiple opportunities and means for demonstration of competency. <ul style="list-style-type: none"> • Lesson planning includes multiple ways for students to demonstrate learning. • Formative assessment is used to guide lesson planning. 					
Element 4: Engagement Designing lessons and activities that actively engage students in their learning and use a variety of effective tools and strategies. <ul style="list-style-type: none"> • All students are provided with multiple opportunities to respond and engage with learning during a lesson. 					

Standard 3: Instructional Practice Effective teachers engage in high quality instructional practices that are data-informed, exhibit a collaborative approach to teaching and learning and meet the learning needs of each student by:	Growing- I'd like to focus on this element later.	Focusing- I'd like to improve my skills in this area soon.	Confident- I feel good about my skills in this area.	Teacher Leader- I could teach others about this.	Reflective Comments
Element 1: Instructional Strategies Using appropriate academic language and evidence-based strategies to stimulate higher-level thinking, discourse and problem solving and to scaffold learning experiences to meet the needs of all students. <ul style="list-style-type: none"> • Effective questioning strategies, at varying depths of knowledge, are used to elicit thinking. • Students have opportunities for collaboration, discussion and problem solving. 					
Element 2: Assessment Practices Critically analyzing evidence from both formative and summative assessments to inform and adjust instruction and provide feedback to students to support learning and growth. <ul style="list-style-type: none"> • Formative assessment practices are used to inform instruction and support learner progress. • Engages in frequent collaboration with others to analyze assessment data. 					
Element 3: Relevance Providing relevant learning opportunities that value students' interests and backgrounds and allow learner agency and choice in accessing learning and demonstrating competency. <ul style="list-style-type: none"> • Content is clearly and regularly connected to relevancy for students now and/or in the future. 					
Element 4: Innovation and Technology Intentionally selecting the use of technological and non-technological tools to enhance and deepen student learning, encourage creativity and innovation in learning and facilitate students' appropriate use of available tools and resources to achieve desired student outcomes. <ul style="list-style-type: none"> • Technology tools are purposefully used to deepen student learning. • Students are regularly encouraged to engage with content in creative ways. 					

Standard 4: Classroom Climate Effective teachers create academic, physical, social, and emotional conditions, with emphasis on academic performance by:	Growing- I'd like to focus on this element later.	Focusing- I'd like to improve my skills in this area soon.	Confident- I feel good about my skills in this area.	Teacher Leader- I could teach others about this.	Reflective Comments
Element 1: Respectful Learning Environment Modeling and fostering respectful communication with students while appreciating differences of opinion and facilitating respectful classroom discussion. <ul style="list-style-type: none"> Classroom routines and behavior expectations are clear, equitable, and effective. Expectations are in place for the respectful exchange of ideas. 					
Element 2: Classroom Safety Involving students in establishing clear guidelines for behavior that support a developmentally appropriate and safe learning environment while consistently following through with clear expectations, procedures, norms, and protocols. <ul style="list-style-type: none"> Consistent follow through with class and school behavior expectations. Students are involved in establishing rules and expectations. 					
Element 3: Classroom Organization Strategically organizing and structuring the physical classroom environment for optimal student learning. <ul style="list-style-type: none"> The classroom is clean, organized and inviting. The classroom is structured for student participation, and learning. 					
Element 4: Growth-Oriented Classroom Climate Cultivating a classroom culture that encourages rigorous learning, perseverance and promotes critical thinking. <ul style="list-style-type: none"> Higher level thinking strategies are used to increase academic rigor and encourage critical thinking. 					

Standard 5: Professional Responsibility Effective teachers demonstrate an awareness of and adherence to professional and ethical standards within their school and with families and communities by:	Growing- I'd like to focus on this element later.	Focusing- I'd like to improve my skills in this area soon.	Confident- I feel good about my skills in this area.	Teacher Leader- I could teach others about this.	Reflective Comments
Element 1: Adherence to Laws, Rules, and Policies Maintaining a current educator license and adhering to relevant laws, rules and policies impacting educators.					
Element 2: Continuous Professional Learning Engaging in and valuing constructive feedback, reflective practices, professional learning, and collaborative activities that support professional, instructional, and schoolwide improvement.					
Element 3: Communication Using effective and responsible communication with students, families, and colleagues about student learning.					
Element 4: Professional and Ethical Conduct Treating all with respect and maintaining professional and ethical conduct with students, families, and colleagues.					

To be filled out annually and used for reflection and goal setting. This document allows educators to self-assess, and reflect on their skills, as aligned to the Utah Effective Teaching Standards. Each standard, and element, is shown as well as some specific skills that may be manifested within that standard and element.