|  |  |
| --- | --- |
| **Ohio Teacher Evaluation System**  | **Highly Effective Teaching Self-Assessment** |

**Directions:** Using the work of John Hattie and his meta-analyses of educational research, the Hilliard City School District has identified seven key characteristics of highly effective teachers proven to have the most significant impact on student achievement. Each of the statements below is

reflective of the types of behaviors, actions, and beliefs inherent in each of these seven characteristics.

Complete the self-assessment by reading each statement below and reflecting upon your personal behaviors, actions, and beliefs. Respond by

circling (1) rarely, (2) sometimes, or (3) almost always for each statement within the seven characteristics of the highly effective teacher.

Once you have completed the self assessment, use your results to develop two professional goals for yourself as you plan to refine your

Instructional practice during the current school year.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Sets Appropriately Challenging Goals**TOTAL:       |  | **Rarely** | **Sometimes** | **Always** |
| 1 | I talk with my students about the importance of setting challenging goals—that just “doing your best” is not enough. | [ ] 1 | [ ] 2 | [ ] 3 |
| 2 | I challenge myself to hold high expectations for all of my students, regardless of their past and/or current academic performance. | [ ] 1 | [ ] 2 | [ ] 3 |
| 3 | I create opportunities for students to share in the goal setting process and encourage them to monitor their own progress towards reaching goals. | [ ] 1 | [ ] 2 | [ ] 3 |
| 4 | When developing my instruction, I consider my students’ goals and how I can best support them in reaching these goals. | [ ] 1 | [ ] 2 | [ ] 3 |
| **Gives and Receives Feedback**TOTAL:       |  | **Rarely** | **Sometimes** | **Always** |
| 1 | When I give feedback to students, I focus more on what students have done correctly—not incorrectly. | [ ] 1 | [ ] 2 | [ ] 3 |
| 2 | I offer targeted feedback to my students that aims to fill the gap between what they understand and what I want them to understand, and require students to act upon this feedback. | [ ] 1 | [ ] 2 | [ ] 3 |
| 3 | I create opportunities for my students to give me feedback about their learning—what they know, what they understand, where they make errors, when they have misconceptions, when they are not engaged, etc. | [ ] 1 | [ ] 2 | [ ] 3 |
| 4 | I structure opportunities for students to provide feedback to one another through the use of targeted “look fors” and rubrics. | [ ] 1 | [ ] 2 | [ ] 3 |
| **Knows and Applies Best Practice**TOTAL:       |  | **Rarely** | **Sometimes** | **Always** |
| 1 | I identify the learning intentions and success criteria for each of my lessons and share these with my students prior to beginning instruction. | [ ] 1 | [ ] 2 | [ ] 3 |
| 2 | I flexibly and creatively apply content knowledge and knowledge of best practices when designing instruction to maximize student learning. | [ ] 1 | [ ] 2 | [ ] 3 |
| 3 | I purposefully select the type of instruction strategies I use in each of my lessons to best support the academic achievement of my students. | [ ] 1 | [ ] 2 | [ ] 3 |
| 4 | Once students have been exposed to surface level knowledge, I create opportunities for students to explore content deeper through strategic questioning, critical thinking, project-based and/or inquiry learning. | [ ] 1 | [ ] 2 | [ ] 3 |

|  |  |
| --- | --- |
| **Ohio Teacher Evaluation System**  | **Self-Assessment (continued)** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Creates Student-Centered Classrooms**TOTAL:       |  | **Rarely** | **Sometimes** | **Always** |
| 1 | I understand the developmental, cognitive, social, and physical needs of the age group in which I teach and use this information to guide my instruction. | [ ] 1 | [ ] 2 | [ ] 3 |
| 2 | I create opportunities for the personal experiences (from home, culture, extra-curricular activities) of my students to be recognized in my classroom. | [ ] 1 | [ ] 2 | [ ] 3 |
| 3 | I work to sharpen my skills of listening and empathy to continuously improve my interactions with students. | [ ] 1 | [ ] 2 | [ ] 3 |
| 4 | I respect and care about my students as individuals and demand that students treat one another with respect when they are in my classroom. | [ ] 1 | [ ] 2 | [ ] 3 |
| **Continually Strives to Learn**TOTAL:       |  | **Rarely** | **Sometimes** | **Always** |
| 1 | I analyze my professional knowledge, strengths, and weaknesses in order to develop targeted goals for professional growth. | [ ] 1 | [ ] 2 | [ ] 3 |
| 2 | I take information and skills gained through professional development experiences and link them to daily practice and student achievement data. | [ ] 1 | [ ] 2 | [ ] 3 |
| 3 | I actively participate in the data team process and willingly share instructional strategies and assessment results with my colleagues. | [ ] 1 | [ ] 2 | [ ] 3 |
| 4 | I have a transparent classroom and encourage open dialogue about my teaching and how I can continually improve to best meet the needs of my students. | [ ] 1 | [ ] 2 | [ ] 3 |
| **Models Success and 21st Century Skills**TOTAL:       |  | **Rarely** | **Sometimes** | **Always** |
| 1 | My students know what “success” looks like in my classroom. | [ ] 1 | [ ] 2 | [ ] 3 |
| 2 | I model successful completion of a task or project before requiring my students to attempt the same work. | [ ] 1 | [ ] 2 | [ ] 3 |
| 3 | I create opportunities for meaningful collaboration in my classroom. | [ ] 1 | [ ] 2 | [ ] 3 |
| 4 | I incorporate the key 21st century skills—critical thinking, communication, collaboration, and creativity—into my instructional planning. | [ ] 1 | [ ] 2 | [ ] 3 |
| **Supports Students through Effective Assessments**TOTAL:       |  | **Rarely** | **Sometimes** | **Always** |
| 1 | I use formative assessments to gauge student understanding and plan my future instruction. | [ ] 1 | [ ] 2 | [ ] 3 |
| 2 | I analyze data to monitor student progress and learning, and to plan, differentiate, and modify instruction to close the achievement gap. | [ ] 1 | [ ] 2 | [ ] 3 |
| 3 | I require my students to self-assess themselves so that they can take ownership in their learning. | [ ] 1 | [ ] 2 | [ ] 3 |
| 4 | My students can tell me where they are excelling and where they are struggling in their learning—and I create opportunities for them to report this to me. | [ ] 1 | [ ] 2 | [ ] 3 |