

Reflective Self-Assessment Tool

Please be as honest as possible. This tool is for *your* use.

1. When planning for a lesson, I...
 - a. Begin with the content and activities that we will be covering and occasionally prepare specific teaching strategies.
 - b. Utilize recent student assessment data to determine what I'm going to teach and how I'm going to teach it.
 - c. Spend most of my time deciding which instructional methods I'll use to meet the specific needs of my students relying on unit plans to determine the content.
 - d. Spend most of my time deciding which instructional methods I'll use to meet the specific needs of my students relying on unit plans to determine the content.
 - e. Consult the teacher's edition of the textbook and follow the lessons provided.

2. When considering how often I reflect on my teaching, I...
 - a. Routinely reflect after teaching a lesson and/or analyzing an assessment.
 - b. Reflect after grading student work or when prompted by an administrator, coach, or colleague.
 - c. Occasionally reflect after grading assignments or quizzes.
 - d. Continuously reflect, including during the lesson itself.

3. When planning to address student misconceptions, I...
 - a. Address them when they occur, because it is difficult to tell where students struggle.
 - b. Follow the established plan for the lesson from beginning to the end.
 - c. Analyze student work to determine what struggles students are having then plan to address them.
 - d. Plan for check-ins throughout the lesson, so I can provide support necessary.

4. When I encounter students who struggle in a lesson, I...
 - a. Analyze each student's specific struggles to determine a course of action designed to address them.
 - b. Can't always tell why they struggle, because there are so many variables.
 - c. Realize I have little control over how some students perform, so I continue to encourage them.
 - d. Look at my teaching strategies to see if changing them might have a better effect.

5. When attempting to reengage students who are off-task, I...
 - a. Stop the lesson, regroup students, and resume the lesson when I'm ready.
 - b. Address the situation with a variety of preplanned engagement strategies.
 - c. Employ a strategy that I am most comfortable with and have used before with success.
 - d. Use ideas from the lesson plan I'm following and/or power through in hopes that students will reengage.

6. When I ask questions in class, I...
 - a. Ask questions that I have prepared in advance.
 - b. Ask questions from a collection I have prepared, varying my asking/answering strategies.
 - c. Ask questions that come to me while I'm teaching and that will continue to move the lesson forward.
 - d. Ask questions that are included (as written) in the lesson plan.

7. When describing the students I teach each day, I...
 - a. Can identify those who are most/least successful, who struggle with assignments, and who are the first to finish.
 - b. Can identify individual academic profiles and can cite the latest assessment data.
 - c. Tend to focus on their personalities, behavioral patterns and overarching descriptive traits.
 - d. Can explain the latest assessment data, including anecdotal information, and can describe how they are grouped for instruction.

8. When students are struggling in a lesson, I...
 - a. Stick with the lesson plan to make sure we cover the required material.
 - b. Attempt to address the learning gaps by modifying the following day's lesson.
 - c. Adjust my instructional approaches immediately.
 - d. Go back and reteach the problems they got wrong.

9. When determining the level of success in a particular unit, I...
 - a. Monitor the progress of individual students through continuous formative and summative assessment strategies.
 - b. Monitor class performance on lesson assignments and/or quizzes to see if students are "getting it."
 - c. Monitor performance by administering an end-of-unit test and noting student scores.
 - d. Monitor class progress through formative and summative assessments strategies.

10. When reflecting on my students' assessment performance levels, I...
 - a. Check the grade book to see how the students fared.
 - b. Can describe individual students and the specific concepts they have mastered.
 - c. Explain with detail how groups of students performed.
 - d. Provide information about how the class did as a whole.

Self-Assessment Scoring Guide

Now that you have honestly and accurately completed the self-assessment, you are ready to score it.

- 10-14 points: Unaware Stage
- 15-24 points: Conscious Stage
- 25-34 points: Action Stage
- 35-40 points: Refinement Stage

Scoring Chart

Write down the number that corresponds with each letter for your answer. Add all your scores together to get your final score.

Question	A	B	C	D	Your Score
1	2	3	4	1	
2	3	1	2	4	
3	2	1	4	3	
4	4	1	2	3	
5	2	4	3	1	
6	3	4	2	1	
7	2	3	1	4	
8	1	3	4	2	
9	4	2	1	3	
10	1	4	3	2	
Total					