

# Self-Assessment

Respond to the self-assessment statements below.

## 1. Measurement/Data Collection and Reporting/Information Quality

	Strongly Disagree	Disagree	Agree	Strongly Agree
	1	2	3	4
1a. Teachers, principals, and district staff share a consensus definition of high-quality instructional practice that can be measured through observations, student surveys, or other means.				
1b. Teachers, principals, and district staff receive information about teacher practice sufficiently often to help them consider changes that could support improvements in practice.				
1c. Teachers, principals, and district staff receive accurate information about teacher practice.				
1d. Teachers, principals, and district staff find the information they receive about teacher practice sufficiently detailed or specific to be useful and actionable for supporting improvements in practice.				
1e. Teachers, principals, and district staff have easy/ready access to information about teacher practice.				
1f. Measured instructional practices relate to student learning. Staff believe that strong performance is linked to student growth and learning.				
1g. Measures of teacher practice show meaningful differences in the quality of instruction for individual teachers over time and for different teachers.				

## 2. Use of Data and Supports

	Strongly Disagree	Disagree	Agree	Strongly Agree
	1	2	3	4
2a. Teachers have access to sufficient supports linked to identified needs in their practice (e.g., coaching, professional development, peer mentoring).				
2b. Teachers have formal opportunities to build on recognized strengths of their practice (e.g., peer mentoring, coaching).				
2c. Teachers use information about teaching practice to make changes in their practice.				
2d. Principals use information about teaching practice to align resources and supports that can improve practice and student learning (e.g., to identify potential teacher mentors, to make classroom assignment decisions, to assign coaches or peer mentors, to make recommendations about tenure or other personnel decisions).				
2e. District staff use information about teaching practice to align resources and supports that can improve practice and student learning (e.g., to determine professional development needs/offerings for the district, to evaluate professional development or instructional materials).				

## 3. Teacher Trust and Engagement

	Strongly Disagree	Disagree	Agree	Strongly Agree
	1	2	3	4
3a. The goals and rationale of the district's evaluation system are clear and well documented.				
3b. All staff understand the components of the evaluation system, the process of measurement, and how it is to be conducted. Systematic documentation and training are in place.				
3c. Teachers believe the evaluation system is intended to help improve instructional practice, and they welcome measurement of their practice.				
3d. Principals and district staff believe the evaluation system is designed to help improve instructional practice.				

	Strongly Disagree	Disagree	Agree	Strongly Agree
	1	2	3	4
3e. Teachers, principals, and district staff can articulate <i>how</i> measures of teacher practice are used to improve practice within the district.				
3f. Teachers are involved on an ongoing basis in providing input about the evaluation system measures, implementation, and use of information.				

#### 4. Total Score Card

	Strongly Disagree	Disagree	Agree	Strongly Agree	TOTALS
	1	2	3	4	
1. Measurement/Data Collection and Reporting/Information Quality					
2. Use of Data and Supports					
3. Teacher Trust and Engagement					