

## Florida Educator Accomplished Practices Self Assessment

### ASSESSMENT

For each of the statements below, indicate what you feel is your current level of ability in doing what's described by that statement. Use a 1 to indicate awareness and/or a beginning level of competence and a 10 to indicate that you are fully competent to carry out the indicated function. Use 2 - 9 to indicate varying degrees of ability between the two.

ACCOMPLISHED PRACTICE #1 Uses assessment strategies (traditional and alternate) to assist the continuous development of the learner.

1. \_\_\_ Diagnoses students' readiness to learn and their individual learning needs and plans appropriate intervention strategies.
2. \_\_\_ Uses multiple perspectives to diagnose student behavior problems and devise solutions.
3. \_\_\_ Recognizes students exhibiting potentially disruptive behavior and offers alternate strategies.
4. \_\_\_ Assesses individual and group performance to design instruction that meets students' current needs in the cognitive, social, linguistic, cultural, emotional, and physical domains.
5. \_\_\_ Employs performance-based assessment approaches to determine students' performance of specified outcomes.
6. \_\_\_ Assists students in maintaining portfolios of individual work and progress toward performance outcomes.
7. \_\_\_ Modifies instruction based upon assessed student performance.
8. \_\_\_ Guides self-assessment by students and assists them in devising personal plans for reaching the next performance level.
9. \_\_\_ Maintains observational and anecdotal records to monitor students' development.
10. \_\_\_ Selects, administers, and interprets various informal and standardized instruments for assessing students' academic performance and social behavior.
11. \_\_\_ Reviews assessment data about individual students to determine their entry-level skills, deficiencies, academic progress, and personal strengths, and to modify instruction-based assessment.
12. \_\_\_ Communicates individual student progress knowledgeably and responsibly based upon appropriate indicators to the student, families, and colleagues using terms that students and families understand.
13. \_\_\_ Develops short and long term personal and professional goals relating to assessment.

Your ASSESSMENT Average \_\_\_\_\_ = Sum of Responses/13

## TEACHER SELF-ASSESSMENT CHECKLIST

### COMMUNICATION

For each of the statements below, indicate what you feel is your current level of ability in doing what's described by that statement. Use a 1 to indicate awareness and/or a beginning level of competence and a 10 to indicate that you are fully competent to carry out the indicated function. Use 2 - 9 to indicate varying degrees of ability between the two.

ACCOMPLISHED PRACTICE #2 Uses effective communication techniques with students and all other stakeholders.

1. \_\_\_ Establishes positive interaction in the learning environment that uses incentives and consequences for students to promote excellence.
2. \_\_\_ Establishes positive interactions between teacher and students in all areas.
3. \_\_\_ Communicates effectively, in both verbal and nonverbal styles, with all students, including those with handicapping conditions and those of varying cultural and linguistic backgrounds.
4. \_\_\_ Communicates with and challenges all students in a positive and supportive manner.
5. \_\_\_ Communicates to all students high expectations for learning.
6. \_\_\_ Maintains standards of mutually respectful interaction during individual work, cooperative learning, and whole group activities.
7. \_\_\_ Provides all students with opportunities to learn from each other.
8. \_\_\_ Motivates, encourages, and supports individual and group inquiry.
9. \_\_\_ Encourages students desire to receive and accept constructive feedback on individual work and behavior.
10. \_\_\_ Communicates with colleagues, school and community specialists, administrators, and families consistently and appropriately.
11. \_\_\_ Develops short and long term personal and professional goals relating to communication.

Your COMMUNICATION Average \_\_\_\_\_ = Sum of Responses/11

## CONTINUOUS IMPROVEMENT

For each of the statements below, indicate what you feel is your current level of ability in doing what's described by that statement. Use a 1 to indicate awareness and/or a beginning level of competence and a 10 to indicate that you are fully competent to carry out the indicated function. Use 2 - 9 to indicate varying degrees of ability between the two.

ACCOMPLISHED PRACTICE #3 Engages in continuous professional quality improvement for self and school.

1. \_\_\_ Functions as a facilitator in the school, actively applying accepted principles and strategies for affecting change.
2. \_\_\_ Works in general and informational groups in cooperation with other educators and families to analyze the effectiveness of instruction in the school and to develop improvement strategies.
3. \_\_\_ Uses data from his/her own learning environments, e.g. classroom observation, audio/video recordings, student results and feedback, and research as a basis for reflecting upon and experimenting with personal teaching practices.
4. \_\_\_ Creates and monitors a personal professional development plan to guide his/her own improvement.
5. \_\_\_ Communicates with students, families, and the community to assess the relevance of the curriculum and adequacy of student progress toward standards.
6. \_\_\_ Demonstrates respect for diverse perspectives, ideas, and options and encourages contribution from any array of school and community sources, including communities whose heritage language is not English.
7. \_\_\_ Works to empower the school-based personnel as they manage the continuous improvement process.
8. \_\_\_ Participates in the development of improvement plans that support the overall school improvement plan, including implementation and evaluation of individual effectiveness.
9. \_\_\_ Keeps abreast of developments in instructional methodology, learning theories, second language acquisition theories, psychological and sociological trends, and subject matter in order to facilitate learning.
10. \_\_\_ Shows evidence of continuous reflection and improvement in his/her performance in teaching/learning activities and in an increased capacity to facilitate learning for all students.
11. \_\_\_ Continues to expand his/her own repertoire of professional experiences, e.g. publishing, conducting in-service activities, mentoring colleagues, providing leadership in professional associations, utilizing research appropriately.
12. \_\_\_ Sees him/herself as a steward of the school, of public education, and our national heritage with its multicultural dimensions, and works to articulate these positions in a manner appropriate to the situation.
13. \_\_\_ Works as a member of a learning community -- investigating problematic conditions, working as teacher-

as-researcher, reflective practitioner, etc.

14. \_\_\_ Utilizes strengths and attributes of colleagues based on experience, status, education, and other unique strengths and attributes and adjusts professional relationships accordingly.

15. \_\_\_ Works to improve his/her own professional judgment and the ability to articulate it to colleagues, families, and the business community.

16. \_\_\_ Develops short and long term personal and professional goals relating to continuous professional improvement.

Your CONTINUOUS IMPROVEMENT Average \_\_\_\_\_ = Sum of Responses/16

## CRITICAL THINKING

For each of the statements below, indicate what you feel is your current level of ability in doing what's described by that statement. Use a 1 to indicate awareness and/or a beginning level of competence and a 10 to indicate that you are fully competent to carry out the indicated function. Use 2 - 9 to indicate varying degrees of ability between the two.

ACCOMPLISHED PRACTICE #4 Uses appropriate techniques and strategies which promote and enhance critical, creative, and evaluative thinking capabilities of students.

1. \_\_\_ Analyze student performance standards to identify associated higher-order thinking skills, and designs learning and performance strategies to evoke these higher-order skills.
2. \_\_\_ Chooses varied teaching strategies, materials, and technologies to expand students' thinking abilities.
3. \_\_\_ Assists students in selecting projects and assignments that involve the need to gather information and solve problems.
4. \_\_\_ Poses problems, dilemmas, and questions in lessons that involve value knowledge and that require evaluative thinking.
5. \_\_\_ Assists students in applying the rules of evidence that govern the acceptability of judgments and conclusions.
6. \_\_\_ Guides students in evaluating the plausibility of claims or interpretations in the field of study.
7. \_\_\_ Varies his/her role in the instructional process (instructor, coach, monitor, facilitator, audience, critic, etc.) in relation to the purposes of instruction and the students' needs, including linguistic needs.
8. \_\_\_ Monitors student's work and adjusts strategies in response to learner's needs and successes in creative thinking activities.
9. \_\_\_ Proposes open-ended projects and other activities in which creative products and innovative solutions are the ultimate objective.
10. \_\_\_ Uses technology and other appropriate tools to extend the learning environment for students.
11. \_\_\_ Develops short and long term personal and professional goals relating to critical thinking.

Your CRITICAL THINKING Average \_\_\_\_\_ = Sum of Responses/11

## DIVERSITY

For each of the statements below, indicate what you feel is your current level of ability in doing what's described by that statement. Use a 1 to indicate awareness and/or a beginning level of competence and a 10 to indicate that you are fully competent to carry out the indicated function. Use 2 - 9 to indicate varying degrees of ability between the two.

ACCOMPLISHED PRACTICE #5 Uses teaching and learning strategies that reflect each student's culture and linguistic background, learning styles, special needs, and socio-economic background.

1. \_\_\_ Accepts and values students from diverse cultures and linguistic backgrounds, and treats all students equitably.
2. \_\_\_ Creates a learning environment in which all students are treated equitably.
3. \_\_\_ Utilizes the cultural and linguistic diversity and experiences of individual students to enrich instruction for the whole group.
4. \_\_\_ Provides a range of activities to meet the various students' learning styles and cultural and linguistic backgrounds.
5. \_\_\_ Uses appropriate teaching techniques to effectively instruct all students.
6. \_\_\_ Uses appropriate materials, technology, and resources to assist all students to learn.
7. \_\_\_ Uses appropriate school, family, and community resources to help meet all students' learning needs.
8. \_\_\_ Helps students develop shared values and expectations that create a climate of openness, mutual respect, support, and inquiry.
9. \_\_\_ Selects and uses appropriate materials and resources that reflect contributors that are multicultural.
10. \_\_\_ Recognizes the importance of family and family structure to the individual learner and uses knowledge of the student's family situation to support individual learning.
11. \_\_\_ Fosters student responsibility, appropriate social behavior, integrity, valuing of diversity, and honesty by role modeling and through learning activities.
12. \_\_\_ Provides learning situations which will enable the student to practice skills and knowledge needed for success as an adult.
13. \_\_\_ Develops short and long term personal and professional goals relating to diversity.

Your DIVERSITY Average \_\_\_\_\_ = Sum of Responses/13

## ETHICS

For each of the statements below, indicate what you feel is your current level of ability in doing what's described by that statement. Use a 1 to indicate awareness and/or a beginning level of competence and a 10 to indicate that you are fully competent to carry out the indicated function. Use 2 - 9 to indicate varying degrees of ability between the two.

ACCOMPLISHED PRACTICE #6 Adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

1. \_\_\_ Shall make reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.
2. \_\_\_ Shall encourage a students' independent action in pursuit of learning.
3. \_\_\_ Shall provide for a student access to diverse points of view.
4. \_\_\_ Shall take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.
5. \_\_\_ Shall not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.
6. \_\_\_ Shall not use institutional privileges for personal gain or advantage.
7. \_\_\_ Shall maintain honesty in all professional dealings.
8. \_\_\_ Shall not on the basis of race, color, religion, gender, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.
9. \_\_\_ Shall support a colleague's right to exercise political or civil rights and responsibilities.

Your ETHICS Average \_\_\_\_\_ = Sum of Responses/9

## HUMAN DEVELOPMENT AND LEARNING

For each of the statements below, indicate what you feel is your current level of ability in doing what's described by that statement. Use a 1 to indicate awareness and/or a beginning level of competence and a 10 to indicate that you are fully competent to carry out the indicated function. Use 2 - 9 to indicate varying degrees of ability between the two.

ACCOMPLISHED PRACTICE #7 Uses an understanding of learning and human development to provide a positive learning environment which supports the intellectual, personal, and social development of all students.

1. \_\_\_ Recognizes the developmental level of each student as indicated by behaviors, writings, drawings, etc. and other responses.
2. \_\_\_ Stimulates student reflection on previously acquired knowledge and links new knowledge and ideas to already familiar ideas.
3. \_\_\_ Draws upon an extensive repertoire of activities that have proven successful in engaging and motivating students as appropriate developmental levels.
4. \_\_\_ Makes appropriate provisions for individual students based upon their learning needs and developmental levels.
5. \_\_\_ Develops instructional curriculum with attention to learning theory, subject matter structure, curriculum development, student development, and first and second language acquisition processes.
6. \_\_\_ Presents concepts and principles at different levels of complexity so that they are meaningful to students at varying levels of development.
7. \_\_\_ Develops short and long term personal and professional goals relating to human development and learning.

Your HUMAN DEVELOPMENT AND LEARNING Average \_\_\_\_\_ = Sum of Responses/7

## KNOWLEDGE OF SUBJECT MATTER

For each of the statements below, indicate what you feel is your current level of ability in doing what's described by that statement. Use a 1 to indicate awareness and/or a beginning level of competence and a 10 to indicate that you are fully competent to carry out the indicated function. Use 2 - 9 to indicate varying degrees of ability between the two.

ACCOMPLISHED PRACTICE #8 Uses appropriate techniques and strategies which promote and enhance critical, creative, and evaluative thinking capabilities of students.

1. \_\_\_ Communicates accurate knowledge of subject matter in a language and style appropriate to the learner.
2. \_\_\_ Demonstrates a breadth of subject matter knowledge that enables students to approach and to interrelate topics from a variety of perspectives, interests, and points of view.
3. \_\_\_ Uses the references, materials and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
4. \_\_\_ Continuously monitors changes in the subject field.
5. \_\_\_ Demonstrates a breadth of subject matter that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.
6. \_\_\_ Develops short and long term personal and professional goals relating to knowledge of subject matter.

Your KNOWLEDGE OF SUBJECT MATTER Average \_\_\_\_\_ = Sum of Responses/6

## LEARNING ENVIRONMENTS

For each of the statements below, indicate what you feel is your current level of ability in doing what's described by that statement. Use a 1 to indicate awareness and/or a beginning level of competence and a 10 to indicate that you are fully competent to carry out the indicated function. Use 2 - 9 to indicate varying degrees of ability between the two.

ACCOMPLISHED PRACTICE #9 Creates and maintains positive learning environments in which students are actively engaged in learning, social interaction, cooperative learning and self-motivation.

1. \_\_\_ Establishes smooth and efficient routines.
2. \_\_\_ Involves students in establishing standards for behavior.
3. \_\_\_ Applies rules and standards consistently and equitably.
4. \_\_\_ Shares learning environment management responsibilities with students.
5. \_\_\_ Designs appropriate instructional activities in individual, small and large group settings to meet cognitive, linguistic and affective needs.
6. \_\_\_ Organizes instruction to include cooperative, student-directed groups.
7. \_\_\_ Monitors learning activities, providing feedback and reinforcement to students.
8. \_\_\_ Arranges and manages the physical environment to facilitate student learning outcomes.
9. \_\_\_ Provides a safe place for students to take risks.
10. \_\_\_ Uses learning time effectively.
11. \_\_\_ Maintains instructional momentum, with smooth and efficient transitions.
12. \_\_\_ Makes effective and efficient use of time required in the learning environment for administrative and organizational activities.
13. \_\_\_ Maintains academic focus of students by use of varied motivational devices.
14. \_\_\_ Provides clear directions for instructional activities and routines.
15. \_\_\_ Develops short and long term personal and professional goals relating to learning environments.

Your LEARNING ENVIRONMENTS Average \_\_\_\_\_ = Sum of Responses/15

## PLANNING

For each of the statements below, indicate what you feel is your current level of ability in doing what's described by that statement. Use a 1 to indicate awareness and/or a beginning level of competence and a 10 to indicate that you are fully competent to carry out the indicated function. Use 2 - 9 to indicate varying degrees of ability between the two.

ACCOMPLISHED PRACTICE #10 Plans, implements, and evaluates effective instruction in a variety of learning environments.

1. \_\_\_ Develops student performance outcomes, benchmarks, and evidence of adequate progress to guide planning for instruction.
2. \_\_\_ Integrates student performance and outcomes into lesson designs and delivery strategies.
3. \_\_\_ Plans activities that promote high standards through a climate that enhances and expects continuous improvement.
4. \_\_\_ Provides comprehensible instruction to enable every student to meet the performance required of students in Florida's public schools.
5. \_\_\_ Provides comprehensible instruction in effective learning procedures, study skills, and test-taking strategies.
6. \_\_\_ Plans activities that utilize a variety of support and enrichment activities and materials.
7. \_\_\_ Assists in developing skills in accessing and interpreting information from multiple sources, e.g. library media center use, multiple electronic sources.
8. \_\_\_ Assists students to fully use the resources available to them and the strengths they already possess.
9. \_\_\_ Modifies the visual and physical environments to correspond with the planned learning activity, lesson content, and needs of all students.
10. \_\_\_ Plans activities that engage students in learning activities and employs strategies to re-engage students who are off task.
11. \_\_\_ Provides for instructional flexibility by adapting plans while a lesson is in progress to address unexpected problems or to benefit from unexpected opportunities.
12. \_\_\_ Creates approaches to learning that are interdisciplinary and that integrate multiple subject areas.
13. \_\_\_ Represents concepts through more than one method, such as analogies, metaphors, graphics, models, and concrete materials.

14. \_\_\_ Adjusts instruction based upon reflection of his/her own practice.
15. \_\_\_ Cooperatively works with colleagues in planning for instruction.
16. \_\_\_ Plans for the utilization of community resources in classroom activities e.g. world of work, civic leaders, fine arts.
17. \_\_\_ Develops short and long term personal and professional goals relating to planning.

Your PLANNING Average \_\_\_\_\_ = Sum of Responses/17

## ROLE OF THE TEACHER

For each of the statements below, indicate what you feel is your current level of ability in doing what's described by that statement. Use a 1 to indicate awareness and/or a beginning level of competence and a 10 to indicate that you are fully competent to carry out the indicated function.

Use 2-9 to indicate varying degrees of ability between the two.

ACCOMPLISHED PRACTICE #11 Works with various education professionals, parents, and other stakeholders in the continuous improvement of the educational experiences of students.

1. \_\_\_ Serves as a student advocate in the school and with the social, legal and health agencies in the community.
2. \_\_\_ Confers with students and their families to provide explicit feedback on student progress and assist families in guiding students in academic and personal growth.
3. \_\_\_ Proposes ways in which families can support and reinforce classroom goals, objectives, and standards.
4. \_\_\_ Uses the community to provide students with a variety of experiences to examine and explore career opportunities.
5. \_\_\_ Works effectively with school volunteers to promote student interest, motivation, and learning.
6. \_\_\_ Recognizes in students overt signs of child abuse and severe emotional distress, and take appropriate intervention, referral and reporting actions.
7. \_\_\_ Recognizes in students over signs of alcohol and drug abuse, and takes appropriate intervention, referral and reporting actions.
8. \_\_\_ Works cooperatively with colleagues and other adults in informal settings and formal team structures to meet students' education, social, linguistic, cultural and emotional needs.
9. \_\_\_ Uses knowledge of continuous quality improvement to assist the school community in managing its own school improvement efforts.
10. \_\_\_ Communicates with families including those of culturally and linguistically diverse students to become familiar with the students' home situation and background.
11. \_\_\_ Develops short and long term personal professional goals relating to the roles of a teacher.

Your ROLE OF THE TEACHER Average \_\_\_\_\_ = Sum of Responses/11

## TECHNOLOGY

For each of the statements below, indicate what you feel is your current level of ability in doing what's described by that statement. Use a 1 to indicate awareness and/or a beginning level of competence and a 10 to indicate that you are fully competent to carry out the indicated function. Use 2 - 9 to indicate varying degrees of ability between the two.

ACCOMPLISHED PRACTICE #12 Uses appropriate technology in teaching and learning processes.

1. \_\_\_ Utilizes appropriate learning media, computer applications, and other technology to address students' needs and learning objectives.
2. \_\_\_ Utilizes instructional and other electronic networks to provide students with opportunities to gather and share information with others.
3. \_\_\_ Uses a wide range of instructional technologies, such as CD-ROM, interactive video, videotaping and electronic libraries to enhance the subject matter and assure it is comprehensible to all students.
4. \_\_\_ Continually reviews and evaluates educational software to determine its appropriateness for instruction and management and shares findings with others.
5. \_\_\_ Teaches students to use available computers and other forms of technology at the skill level appropriate to enable success and maintain interest.
6. \_\_\_ Uses appropriate technology to construct teaching materials, e.g. construct assessment exercises, prepares programmed instruction, uses word processing, produces graphic materials, etc.
7. \_\_\_ Uses appropriate technologies to create and maintain data based for monitoring student attendance, behavior, and progress toward specified performance standards.
8. \_\_\_ Provides instruction at the appropriate level in identifying and using standards references, other learning resources, gathering data and anecdotal information, and accessing computer data banks.
9. \_\_\_ Works with technical and instructional specialists available to the school, teachers and students to collaborate on instructional design and delivery.
10. \_\_\_ Develops short and long term personal and professional goals relating to technology integration.

Your TECHNOLOGY Average \_\_\_\_ = Sum of Responses/10