

Self-Assessment Summary Tool

Directions: Teachers should record evidence to indicate strengths and areas for growth for each standard. Then, look across all of the standards holistically and identify two priorities for the upcoming year. Note these two priorities with check marks in the far-right column.

Name [Click here to enter text.](#)Date [Click here to enter text.](#)

Standard		Strengths	Areas for Growth	Priorities (Check 2)
Standard 1: Students	<ul style="list-style-type: none"> Knowledge of how students learn and of student development Understanding of what students know and are able to do High expectations for all students Respect for all students Identification, instruction and intervention for special populations 	Click here to enter text.	Click here to enter text.	<input type="checkbox"/>
Standard 2: Content	<ul style="list-style-type: none"> Knowledge of content Use of content- specific instructional strategies to teach concepts and skills Knowledge of school and district curriculum priorities and Ohio academic content standards Relationship of knowledge within the discipline to other content areas Connection of content to life experiences and career opportunities 	Click here to enter text.	Click here to enter text.	<input type="checkbox"/>
Standard 3: Assessment	<ul style="list-style-type: none"> Knowledge of assessment types Use of varied diagnostic, formative and summative assessments Analysis of data to monitor student progress and to plan, differentiate, and modify instruction Communication of results Inclusion of student self-assessment and goal-setting 	Click here to enter text.	Click here to enter text.	<input type="checkbox"/>
Standard 4: Instruction	<ul style="list-style-type: none"> Alignment to school and district priorities and Ohio academic content standards Use of student information to plan and deliver instruction Communication of clear learning goals Application of knowledge of how students learn to instructional design and delivery Differentiation of instruction to support learning needs of all students Use of activities to promote independence and problem-solving Use of varied resources to support learner needs 	Click here to enter text.	Click here to enter text.	<input type="checkbox"/>
Standard 5: Learning Environment	<ul style="list-style-type: none"> Fair and equitable treatment of all students Creation of a safe learning environment Use of strategies to motivate students to work productively and assume responsibility for learning Creation of learning situations for independent and collaborative work Maintenance an environment that is conducive to learning for all students 	Click here to enter text.	Click here to enter text.	<input type="checkbox"/>
Standard 6: Collaboration & Communication	<ul style="list-style-type: none"> Clear and effective communication Shared responsibility with parents/caregivers to support student learning Collaboration with other teachers, administrators, school and district staff Collaboration with local community agencies 	Click here to enter text.	Click here to enter text.	<input type="checkbox"/>
Standard 7: Professional Responsibility and Growth	<ul style="list-style-type: none"> Understanding of and adherence to professional ethics, policies and legal codes Engagement in continuous, purposeful professional development Desire to serve as an agent of change, seeking positive impact on teaching quality and student achievement 	Click here to enter text.	Click here to enter text.	<input type="checkbox"/>

[Type text]

Professional Goal-Setting Tool

Part 1.1: Goal-Setting and Planning (to be completed by the teacher and evaluator at the beginning of the year)

<p>Data Sources that Indicate Need for Action (from various sources as relevant)</p> <p>1. Click here to enter text.</p> <p>2. Click here to enter text.</p> <p>3. Click here to enter text.</p>	<p>Standard (s) for Goal 1- circle all that apply:</p> <p>1- <input type="checkbox"/> Students 5- <input type="checkbox"/> Learning Environment</p> <p>2- <input type="checkbox"/> Content 6- <input type="checkbox"/> Collaboration and Communication</p> <p>3- <input type="checkbox"/> Assessment 7- <input type="checkbox"/> Professional responsibility and</p> <p>4- <input type="checkbox"/> Instruction Growth</p>
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Name [Click here to enter text.](#)

Date [Click here to enter text.](#)

Evaluator [Click here to enter text.](#)

SMART (specific, measurable, attainable, relevant, and time-bound) Goal 1:
[Click here to enter text.](#)

Action Steps for Goal 1	Evidence Indicators	Evidence/Artifacts to Collect	Timeline
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

[Type text]

Part 1.1: Goal-Setting and Planning (to be completed by the teacher and evaluator at the beginning of the year)

<p>Data Sources that Indicate Need for Action (from various sources as relevant)</p> <p>1. Click here to enter text.</p> <p>2. Click here to enter text.</p> <p>3. Click here to enter text.</p>	<p>Standard (s) for Goal 2- circle all that apply:</p> <p>1- <input type="checkbox"/> Students 5- <input type="checkbox"/> Learning Environment</p> <p>2- <input type="checkbox"/> Content 6- <input type="checkbox"/> Collaboration and Communication</p> <p>3- <input type="checkbox"/> Assessment 7- <input type="checkbox"/> Professional responsibility and Growth</p> <p>4- <input type="checkbox"/> Instruction</p>
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SMART (specific, measurable, attainable, relevant, and time-bound) Goal 2:
Click here to enter text.

Action Steps for Goal 1	Evidence Indicators	Evidence/Artifacts to Collect	Timeline
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

[Type text]

Professional Goal-Setting Tool (Part 2)

Part 2: Mid-Year Progress Check (Goals 1 and 2)

Date of Mid-Year Progress Check Conference:

For teacher to complete:
*What has been your progress so far – action steps, evidence collection?
How has this work impacted your teaching and student learning?
What are your next steps?*

For evaluator to complete:
*How successful has the teacher been to date at working towards the goals?
What support would be helpful for this teacher to meet these goals?*

Click here to enter text.

Click here to enter text.

Part 3: End-of-Year Evaluation and Reflection (Goals 1 and 2)

Date of End-of-Year Conference:

For teacher to complete:
*What have you learned?
What did you accomplish by working on these goals?
Will you continue to work on these goals? How?*

For evaluator to complete:
*Evaluation of final outcomes: How well did teacher meet the goals?
Impact on student learning: How did this work effect student learning?*

Click here to enter text.

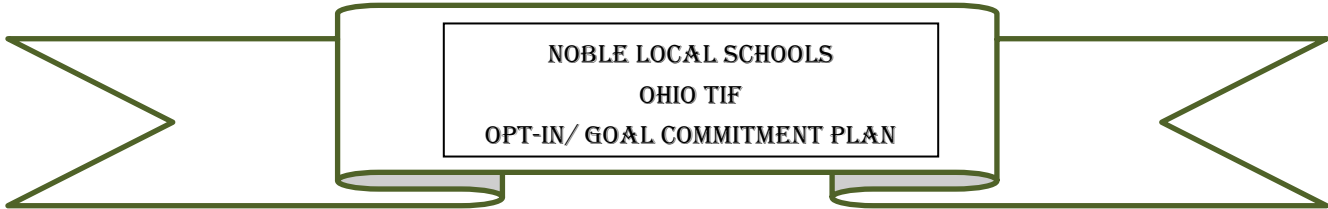
Click here to enter text.

Teacher's Signature: _____ **Date:** _____ **Evaluator's Signature:** _____ **Date:** _____

Professional Goal-Setting Rubric

In OTES, the work that teachers put into the goal-setting process informs the end-of-year summative rating of the teacher's effectiveness. Evaluators may want to use a rubric like the following to rate the teacher's performance. Because teachers have engaged in the goal-setting process with their evaluators, many potential problems will have likely been resolved early in the process. By the end of the process, it is assumed that teachers will have set measurable, rigorous goals and taken clear steps to achieve them.

Professional Goal-Setting Rating Rubric				
	Ineffective	Developing	Proficient	Accomplished
NEEDS ASSESSMENT/ DATA SOURCES	<ul style="list-style-type: none"> Data are not used to identify needs. Goals are not tied to the standards. Goals are not rigorous or measurable. 	<ul style="list-style-type: none"> Data are reviewed, but the needs of specific student groups are not examined in depth. Goals are tied generally to standards. 	<ul style="list-style-type: none"> Data are reviewed for strengths and weaknesses and for specific groups of students. Goals target specific standards. 	<ul style="list-style-type: none"> Multiple data sources are reviewed in depth. Goals target specific standards.
ACTION STEPS/ EVIDENCE INDICATORS	<ul style="list-style-type: none"> Goals are not measurable. Planned steps do not allow for mid-point progress check. Planned steps do not reflect good practices. Teacher does not meet timeline for action steps. No artifacts are collected to demonstrate progress. 	<ul style="list-style-type: none"> Goals are measurable. Action steps link to the goal but may not allow for regular progress checks. Planned steps reflect good teaching practices. Teacher may not meet timeline for all action steps. Limited artifacts are collected to demonstrate progress. 	<ul style="list-style-type: none"> Goals are measurable. Action steps are clearly linked to the goal and allow for mid-point progress check. Planned steps reflect good teaching practices. Teacher meets timeline for action steps. Artifacts collected demonstrate progress towards goals. 	<ul style="list-style-type: none"> Goals are measurable. Action steps align with the goal and allow for regular progress checks. Planned steps are strongly based in reliable and valid research-based practices. Teacher meets set timelines, and may set additional steps and timelines as a result of progress checks. Artifacts provide strong and thorough evidence.
EVALUATION/ REFLECTION	<ul style="list-style-type: none"> Goals are not rigorous. Goals are not met. Teacher cannot reflect thoughtfully on the process or convey learning. 	<ul style="list-style-type: none"> Goals are easily obtained; not a stretch for teacher. Teacher demonstrates limited reflection on learning. 	<ul style="list-style-type: none"> Goals are challenging. Goals are met or, if not, teacher communicates learning and next steps. 	<ul style="list-style-type: none"> Goals are rigorous; achievement is demanding. Goals are met or, if not, teacher can communicate learning from goals and next steps based on data.



Name _____

Building Assigned _____

Contact number _____

I am **opting out** of the TIF/Goal Commitment Plan- My **goals for OTES** are below.
(If you are opting out: 1. Check Box 2. Sign: _____)

GOAL COMMITMENT PLAN

Goals should reflect areas for growth on the **Self-assessment Checklist and should align with school and district goals.*

Goal 1: (Professional)

My plan to support this goal is:

1. _____
2. _____

Goal 2:

My plan to support this goal is:

1. _____
2. _____

It is understood that by signing the “Opt-In” form, I will receive monetary compensation for Ohio TIF Goals met and that the compensation will be paid in addition to my regular contracted salary. Opting-In requires that the Goal Commitment Plan be submitted to the supervisor by October 1, 2013.

Enrollee Signature _____ Date _____

Supervisor Signature _____ Date _____