Educator Self-Assessment and Professional Growth

Educator engages in self-assessment and uses self-assessment data to improve professional practice.

Key Method

The educator engages in self-assessment and reflection of professional practice and uses evidence to design a personalized professional growth plan (PGP) that will advance professional practice and student outcomes.

Method Components

"We do not learn from experience… we learn from reflecting on experience."

– John Dewey

Reflection

Reflection involves playing back an event or experience in your mind for a period of time to gain insight about yourself or your behavior. Reflection on professional practice plays a major role in expanding our knowledge base and bringing together theory and practice.

Meaningful reflection requires teachers to be self-aware, honest, and open about areas of growth. Reflection should occur shortly after an experience, so the details of the actions remain clear. Reflecting on professional practice is often the first step in selecting a focus for self-assessment.

Self-Assessment of Professional Practice

Educator self-assessment is a process in which teachers make judgments about the adequacy and effectiveness of their own knowledge and performance. Self-assessment allows educators to assess their current professional practice to:

- reflect on their performance based on a range of professional practice indicators
- gather and reflect on multiple artifacts and pieces of evidence
- draw conclusions about their own impact on their students and their school
- set goals for their professional learning

Self-assessment data should be used formatively to improve professional practice and student outcomes.

Recommended Steps for Self-Assessment of Professional Practice

1. Select a self-assessment tool that aligns to the framework or standards used for summative teacher evaluation in your state. Several self-assessment tools are provided in the Resource section of this micro-credential.

2. Identify a domain for focused self-assessment that will lead to professional growth. You might reflect on recent lessons you've taught, or you might consult your supervisor or a colleague to identify a domain for self-assessment that aligns to your own evaluation or school improvement goals.

3. Review the framework for the expected level of performance in the selected domain or component.

4. Consider evidence from your own professional practice in determining your current level of performance. Educators must be able to support their own self-assessment with evidence that validates a self-imposed rating.

5. Identify your current performance level as aligned to the framework or standards.

Personalized Professional Growth Plan (PGP)

What is the purpose of a PGP?
A professional growth plan (PGP) provides an opportunity for educators to set specific goals and create action plans that will help them improve their professional practice and help their students meet more rigorous standards. (Sample PGP templates are included in the Resources section).

What makes a strong PGP?
A strong PGP is aligned to the standards of professional practice used to evaluate the educator and targets specific needs and strengths that reflect the educator's greatest opportunities for growth. A strong PGP should include a set of action steps, necessary resources, and target dates for completion to ensure that the plan results in concrete actions and measurable outcomes for the educator.

Guiding Questions for PGP Development:
1. What areas of strength do I currently have related to the content knowledge of the subject I teach? What strengths do I have in planning instructional outcomes in my content area that meet the needs of all learners?

2. What strengths do I currently have to manage and maintain a classroom environment conducive to learning for all students?

3. What are my strengths related to the use of instructional strategies and evidence-based practices to engage all learners in my content area? How well do I use formative assessments to monitor student progress and adjust my instruction?

4. What are my professional strengths in communicating with parents and colleagues? Do I maintain professional dispositions when I provide and receive feedback?

5. What goals do I need in place to prepare myself to be a better educator? What intentional steps do I need to take to achieve my desired outcomes? What timeline is appropriate? How will I know I have reached my goals?

Supporting Rationale and Research

The Supporting Rationale and Research includes several articles and videos for learning more about self-assessment, reflection, and professional growth plans. As you interact with these learning materials, take time to reflect on your professional practice.

Self-Assessment

How accurately do individuals assess themselves? Dig into this research report to discover why we tend to overestimate our abilities and how we can become more accurate in our self-assessment skills. Refer to the section of Education for specific implications to students and educators.

Dunning, D., Heath, C., Suls, J.M. (2004). Flawed Self-Assessment Implications for Health, Education, and the Workplace. Psychological Science in the Public Interest, 18, 1-39. [Flawed Self-Assessment Implications for Health, Education, and the Workplace](#).

This American Institute for Research article explains how some states use multiple measures, including self-assessment, in the overall educator evaluation system.

Fireside, D., Lachlan-Haché, L. Ed.D. (2015). Uncommon Measures: Teacher Self Evaluation to Encourage Professional Growth. American Institutes for Research, 1-15. [Uncommon Measures: Teacher Self-Evaluation to Encourage Professional Growth](#)

Do you need help identifying an area for self-assessment? This brief resource discusses the power of using video in self-assessment.

Inclusive Schools Network. (2015, August 26). Using video as a powerful self-assessment tool. The Essential Website. [Using Video as a Powerful Self-Assessment Tool](#)

Reflection

The following resource highlights the use of reflection and self-assessment to improve educator practice.

Danielson, C. 2007. Chapter 6: Using the Framework. In Enhancing Professional Practice: A Framework for Teaching, 2nd edition, (pp.168-182). ASCD. Chapter 6: Using the Framework

In this one-minute video, Simon Sinek shares his belief in the importance of reflection.

Michielsen, E. Capture Your Flag (2012, November 27). Simon Sinek on how reflection informs personal growth. Near Peer. https://www.youtube.com/watch?v=_Ky-mKuhKgU

Read this blog post to learn how and why educators should reflect on professional practice.

Penick. D. (2015). Reflection: An Essential Habit for Professional Development. Retrieved from https://www.leaderinme.org/blog/reflection-an-essential-habit-for-professional-development/. PDF version of Reflection: An Essential Habit for Professional Development

Professional Growth Plans

This website provides detailed information on the purpose and intended use of Professional Growth Plans. Professional growth plans for educators. Future Ready Schools. https://futureready.org/implementation-guide/professional-growth-plan-for-educators/

Access the Arkansas Department of Education: Division of Elementary and Secondary (DESE) website to learn more about the Danielson Framework and resources for Arkansas educators. DESE Office of Educator Effectiveness and Licensure Teacher Excellence and Support System

Resources for Self-Assessment and PGP Templates

Use this document to access the self-assessment resources and PGP templates used in various tasks within this micro-credential. Self-Assessment Resources and PGP Templates

Submission Guidelines and Evaluation Criteria

This micro-credential is divided into three areas: Overview, Artifacts and Evidence, and Reflection. Each area contains guidelines for the item(s) you must submit for this micro-credential and the criteria by which your evidence and artifacts will be evaluated.

- Please read each task and corresponding rubric carefully to ensure a thorough understanding of the expectations for the artifacts and evidence you submit.

- Before uploading evidence and artifacts for this micro-credential, remove any personally identifiable information. When referring to students or student work samples, use fictitious names or Student A, Student B, etc.

- To earn this micro-credential, you must receive "Passing" on Part 1 and Part 3, and "Demonstrated" on all criteria in Part 2.

Part One. Overview

Directions: Read the Overview guidelines and evaluation criteria carefully to ensure a thorough understanding of the expectations for a "passing" submission.

Your Overview submission should be uploaded as a Word document or PDF. (Please do not use Google Docs.)

Task: Describe your teaching environment and career pathway. Include the following:

- Your role within your school (position, grade level, content area)

- How and why you became an educator (include your pathway to licensure: traditional educator preparation program, alternate route, technical permit, etc.)

- Identify the educator framework or standards your administrator will use for your evaluation and explain how you currently use the framework/standards for professional growth.

- Describe your learning goals in pursing this micro-credential.

This submission is scored either "passing" or "not passing."

Passing: Earner includes a response to each part of the prompt; total response should be at least 350-words and provide adequate detail to help the scorer understand the context for your submission.

Part Two. Artifacts and Evidence

Directions: Read the Document Submission Requirements and Video/Audio Submission carefully to ensure a thorough understanding of the expectations for "Demonstrated." Your self-assessment Narrative should be uploaded as a Word document or PDF. (Please do not use Google Docs.)

Task 1: Completed Self-Assessment

Provide a self-assessment you have completed that measures an area(s) of your professional practice. Use one of the self-assessment tools shared in the Resource

section of this micro-credential and upload the completed self-assessment as one of your artifacts. Include a link to (or a copy of) the framework or standards used by your administrator or evaluator to assess your professional practice.

Please submit the completed self-assessment and access to the framework or standards used with the titles "Task 1 Self-Assessment" and "Task 1 Standards or Framework" as evidence for Task 1.

Task 2: Self-Assessment Narrative

Provide a written narrative that explains your self-assessment results and identifies a specific area for professional growth and improvement. What did you recognize as a particular area of strength? What evidence do you have to support this rating? Identify a specific area on the evaluation tool for growth. What examples from your professional practice guided your self-assessment rating in this area?

Please submit the self-assessment narrative (250-word minimum) with the title "Task 2 Narrative" as evidence for Task 2.

Task 3: Professional Growth Plan

Select one of the professional growth plan templates provided in the Resource section of this micro-credential to complete this task. Using the identified area for professional growth and improvement (Task 2), create a professional growth plan (PGP) that includes at least one specific goal for improvement and at least 3 actions that you will take to improve your professional practice. Your actions should include projected dates for completion and the measures you will use to determine if the goal has been met and has impacted student achievement.

Please submit the professional growth plan template with the title "Task 3 PGP" as evidence for Task 3.

Task 4: Professional Conversation

Provide a video or audio recording that is at least 5-minutes in length that captures you and your administrator or evaluator engaged in a professional conversation sharing and explaining your self-assessment results and the professional growth plan you created. The discussion should include answers to the following questions:

1. If you are successful in meeting your specific goal for improvement, what impact do you expect your PGP to have on your professional practice?
2. How will you leverage your skills, knowledge, and experience(s) to achieve your improvement goal?

3. How does your individual professional growth plan align with the broader district and/or school initiatives?

4. What support will you need from your administrator or evaluator to achieve your professional growth goal?

Please submit video or audio recording with the title "Task 4 Professional Conversation" as evidence for Task 4.

Artifacts and Evidence Scoring Guide

Tasks	Not Met	Progressing	Demonstrated
Task 1: Completed Self-Assessment	Earner does not submit the required evidence as described in Demonstrated or Progressing for Task 1.	Earner submits a partially completed self-assessment used to identify areas of strength and areas of growth. **AND** Earner provides access (link or copy) to the framework or standards used by an evaluator to assess professional practice.	Earner submits a completed self-assessment used to identify areas of strength and areas for growth. **AND** Earner provides access (link or copy) to the framework or standards used by an evaluator to assess professional practice.
Task 2: Self-Assessment Narrative	Earner does not submit the required evidence as described in Demonstrated or Progressing for Task 2. **OR** Submitted narrative is less than the required minimum of 250-words in length.	Based on the self-assessment results, the earner submits a narrative that identifies most of the following criteria • specific area(s) of improvement, • specific area(s) of strength, • a specific area for professional growth, and • provides evidence to support the ratings, including examples from professional practice that guided the ratings. **AND** Submitted narrative meets the required minimum of 250-words in length.	Based on the self-assessment results, the earner submits a narrative that clearly identifies the following criteria • specific area(s) of improvement, • specific area(s) of strength, • a specific area for professional growth, and • provides evidence to support the ratings, including examples from professional practice that guided the ratings. **AND** Submitted narrative meets the required minimum of 250-words in length.

Task 3: Professional Growth Plan	Earner does not submit the required evidence as described in Demonstrated or Progressing for Task 3.	Earner submits a PGP that is partially aligned to the self-assessment results and/or partially identifies and describes • at least one specific goal for improvement, • at least 3 actions to improve professional practice, • projected completion dates, and • measures used to determine if the goal has been met and has impacted student achievement.	Earner submits a completed PGP that is clearly aligned to the self-assessment results and clearly identifies and describes • at least one specific goal for improvement, • at least 3 actions to improve professional practice, • projected completion dates, and • measures used to determine if the goal has been met and has impacted student achievement.
Task 4: Professional Conversation	Earner does not submit a video or audio recording.	Earner submits a video or audio recording that depicts the earner engaged in professional conversation with an administrator or evaluator in which • the earner shares the self-assessment results but does not explain the results and • the earner partially answers the 4 guiding questions as outlined in Task 4. **OR** The video or audio recording does not meet the required minimum of 5-minutes in length.	Earner submits a video or audio recording that depicts the earner engaged in professional conversation with an administrator or evaluator in which • the earner shares and explains the self-assessment results and • the earner thoroughly answers the 4 guiding questions as outlined in Task 4. **AND** The video or audio recording meets the required minimum of 5-minutes in length.

Part Three. Reflection

Directions: Read the Reflection guidelines and evaluation criteria carefully to ensure a thorough understanding of the expectations for a "passing" submission.

Task: Reflect on your learning from this micro-credential. Respond to the following:

1. Describe how engaging in self-assessment of your professional practice informed the development of your professional growth plan and changed your understanding of your professional practice framework or standards.

2. Explain the importance of self-assessment and reflection to professional practice and how you will implement your learning into your future professional practice.

This submission is scored either "passing" or "not passing."

Passing: *Earner includes a response for each part of the prompt; total response should be at least 350-words. Responses should clarify and further explain how earning this micro-credential has impacted your professional practice and student outcomes.*