

Name:

Self-Assessment Pedagogy (E-2.5)

Directions: With your support provider review and discuss the standards below referencing any information gained through Conversation Guides.		
Participating teachers grow and improve in their ability to reflect upon and apply the California Standards for the Teaching Profession and the specific pedagogical skills for subject matter instruction beyond what was demonstrated for the preliminary credential. They utilize the adopted academic content standards and performance levels for students, curriculum frameworks, and instructional materials in the context of their teaching assignment.		
Participating teachers use and interpret student assessment data from multiple measures for entry level, progress monitoring, and summative assessments of student academic performance to inform instruction. They plan and differentiate instruction using multi-tiered interventions as appropriate based on the assessed individual, academic language and literacy, and diverse learning needs of the full range of learners (e.g. struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners).	Reflection Planning Prompts: <ul style="list-style-type: none"> • Assessment Data: How I use multiple measures to monitor students' progress toward meeting adopted academic content standards <u>Evidence:</u> 	Describe your strengths and challenges related to assessment. <i>Initial Self-Assessment Date/Comments:</i> <hr style="border-top: 1px dashed black;"/> <i>Final Self Assessment Date/Comments:</i>
To maximize learning, participating teachers create and maintain well-managed classrooms that foster students' physical, cognitive, emotional and social well-being. They develop safe, inclusive, and healthy learning environments that promote respect, value differences, and mediate conflicts according to state laws and local protocol.	<ul style="list-style-type: none"> • Multi-tiered Intervention: How I use multi-tiered interventions to meet the diverse learning needs of my full range of learners <u>Evidence:</u> 	Describe your strengths and challenges related to implementing interventions. <i>Initial Self-Assessment Date/Comments:</i> <hr style="border-top: 1px dashed black;"/> <i>Final Self Assessment Date/Comments:</i>
To maximize learning, participating teachers create and maintain well-managed classrooms that foster students' physical, cognitive, emotional and social well-being. They develop safe, inclusive, and healthy learning environments that promote respect, value differences, and mediate conflicts according to state laws and local protocol.	<ul style="list-style-type: none"> • Learning Environment: How I create a well-managed, safe and healthy learning environment <u>Evidence:</u> 	Describe your strengths and challenges related to learning environment. <i>Initial Self-Assessment Date/Comments:</i> <hr style="border-top: 1px dashed black;"/> <i>Final Self Assessment Date/Comments:</i>
Participating teachers are fluent, critical users of technological resources and use available technology to assess, plan, and deliver instruction so all students can learn. Participating teachers enable students to use technology to advance their learning. Local district technology policies are followed by participating teachers when implementing strategies to maximize student learning and awareness around privacy, security, and safety.	<ul style="list-style-type: none"> • Technology: How I use technology to assess, plan, and deliver instruction <u>Evidence:</u> 	Describe your strengths and challenges related to technology. <i>Initial Self-Assessment Date/Comments:</i> <hr style="border-top: 1px dashed black;"/> <i>Final Self Assessment Date/Comments:</i>

Possible sources of evidence to review when addressing these prompts: Class Profile; School and District Information/ Resources; Ongoing Parent/Student Communication; Student Work; Classroom Observations School Calendar; Standards for Student Behavior/Classroom Rules/Discipline Plan; Student Strengths (See Class Profile); Assessment and Technology tools; Instructional Materials; Pacing Guide/Curriculum Map/Scope and Sequence; Ongoing Parent/Student Communication; Student Work; Classroom Observations