

Purpose of the Self-assessment Tool:

To understand how well I am incorporating the **Elements of Effective Instruction** into my classroom and school routines.

How we recommend you use the Self-assessment Tool:

This self-assessment is intended to help you and your colleagues reflect -- deeply -- on the essential components and practices that lead to student engagement and equitable learning outcomes: The **Elements of Effective Instruction**. Take this opportunity to assess your areas of strength as well as your areas of growth.

Definitions to the scale you find on each page of this tool are provided below:

Recognizing	Planning	Implementing	Refining
I recognize and may have begun learning about this aspect of effective instruction	I am planning to incorporate this aspect of effective instruction into my practice	I have begun implementing this practice into my classroom	I am refining this embedded practice

Using the overall self-assessment score on each element:

Each of the five self-assessment elements concludes with an invitation to assign yourself an overall place on the scale once you have responded to every clarifying prompt on the page.

How schools have used this tool:

- Personal goal-setting, for example annual professional growth goals
- Highlighting strengths within a staff, which could be matched with peer observation opportunities
- Identifying team, department and/or whole-school trends, which can lead to planning for professional development and PLC learning goals
- Schools, teams or departments could decide to anonymously collect and analyze group patterns of need and skill from the overall self-assessment codes from any or all elements
- Principals may use the document to identify classroom look-fors
- Staff may frame learning events (PD, staff meetings) around one element, followed by rounds of classroom visits and follow-up reflection

Not a classroom teacher? Choose your lens:

School administrators and other non-teaching staff should adopt a lens with which to utilize this tool. Our recommendation is to complete the self-assessment for yourself, in terms of your strengths and areas of growth related to observing, supporting or evaluating these characteristics.



Element 1: Learning Environment: The learning environment supports all students to take risks, ask questions, and make and learn from mistakes. The physical space, routines and procedures, and development of positive relationships create a physically, socially, and emotionally safe environment.

Supporting Beliefs:

- The learning environment is a shared domain between students, teachers, families, and other partners.
- Positive and meaningful relationships are the foundation of a productive learning culture.
- Safety and respect are vital to engagement and risk-taking.

Clarifying Prompts	Your Present Level			
	Recognizing	Planning	Implementing	Refining
Does my classroom have clear routines and procedures? Could every student explain what is expected, when and why?				
Do all students feel safe and supported in my classroom. Do they feel confident about taking risks, and is it “ok” to fail at something?				
Do I embed opportunities for students to reflect on themselves as learners?				
Do I embed opportunities for my students to build relationships with me and with each other, including across differences, and do I provide them the support to do so?				
Is my classroom arranged to support a variety of different learning tasks and different learners? Do I reconfigure my classroom to suit the task at hand?				
Do I include and engage families in a variety of ways to promote student learning?				
Overall Self-Assessment for Learning Environment				
Evidence and Anecdotes	Reflections, Questions, and Goals			

Element 2: Clear, Shared Outcomes The learning outcomes are shared and internalized by teachers and students. These outcomes anchor and guide the choices of instructional activities, materials, practice assignments, and assessment tasks. These outcomes are understood and used by students to set goals, guide learning, and prompt self-reflection.

Supporting Beliefs:

- Everyone involved in the learning process must know where they are going and why the work matters.
- Teachers and students need to be invested in the learning process to achieve outcomes.
- A culture of reflection is necessary for students to set and adjust personalized goals.

Your Present Level

Clarifying Prompts	Recognizing	Planning	Implementing	Refining
Are the learning outcomes clear to me and to my students - both long term (graduation standards) and short term (learning objectives)?				
Are descriptors of what success looks like available to and known by my students?				
Are my materials and activities aligned with outcomes? Can my students explain that alignment?				
Do students use learning outcomes to reflect on their own progress and set goals for growth?				
Overall Self-Assessment for Clear, Shared Outcomes				

Evidence and Anecdotes

Reflections, Questions, and Goals

Element 3: Varied Content, Materials, and Methods of Instruction Students explore ideas and information in varied ways and access learning through multiple entry points. Teachers select content and materials to engage and meet the needs of all learners.

Supporting Beliefs:

- Selected content must foster and reflect an understanding of multiple perspectives, critical issues, and the diversity of our world.
- Learners must see themselves represented in the materials and connect to the content in authentic ways to become fully engaged.
- Different entry points, options for exploration, and end products are critical for student engagement and success.

Clarifying Prompts	Your Present Level			
	Recognizing	Planning	Implementing	Refining
Are my students exposed to new content in varied ways--investigation, presentation, inquiry, etc?				
Do the materials I select reflect the identities of my students, our school community, and the critical issues that arise in a diverse world? Do my students learn to take multiple perspectives?				
Do I provide my students choice and voice in what they learn, and in how they demonstrate knowledge? Do I help them learn how to make those choices well?				
Do I vary student groupings, and match activities to learners?				
Do all of my students have opportunities to follow multiple and varied pathways to reach common ends?				
Do I adjust time and adapt structures in my classroom to support reteaching (interventions) <i>and</i> extensions of learning, as needed?				
Overall Self-Assessment for Varied Content, Materials and Methods				
Evidence and Anecdotes	Reflections, Questions, and Goals			

Element 4: Practice and Feedback—Students have opportunities to practice what they are learning and given timely feedback based on their current performance in relation to the desired outcomes.

Supporting Beliefs:

- Learning is a cycle that includes goal-setting, multiple attempts, and course corrections.
- Productive practice and novel application of skills are essential for learning.
- Timely, specific, and varied feedback is a catalyst for growth.

Clarifying Prompts	Your Present Level			
	Recognizing	Planning	Implementing	Refining
Do I design routines and instruction around opportunities for my students to practice and receive feedback?				
Do I provide instruction and practice opportunities for students to learn to give and utilize feedback?				
Do students revise essential pieces of work (as time and resources allow) to demonstrate growth?				
Do I give timely, specific, and actionable feedback?				
Do students have a variety of opportunities to practice essential skills and learning, including independently, with peers, and with teacher guidance?				
Overall Self-Assessment for Practice and Feedback				
Evidence and Anecdotes	Reflections, Questions, and Goals			

Element 5: Complex Thinking and Transfer Students are coached and taught to engage in higher order thinking through instructional activities and practice tasks. Curriculum, instruction, and assessments are designed to prompt complex thinking, integration of concepts and ideas, and application of learned skills to new material or situations.

Supporting Beliefs:

- Every student is capable of complex thought and transfer of learning.
- Higher order thinking promotes student engagement.
- Learning that promotes transfer of knowledge and skills prepares students for the future.

Your Present Level				
Clarifying Prompts	Recognizing	Planning	Implementing	Refining
Are the problems I ask students to wrestle with complex and authentic?				
Do I provide instruction and practice in integrating and applying what they have learned, including across content areas?				
Do my students and I ask questions that require analysis, evaluation, and drawing conclusions?				
Do students engage in complex thinking at all stages of learning?				
Do my students do the intellectual work? Do I mostly coach and support students' as they learn and do?				
Do I engage <i>every student</i> in higher order thinking?				
Overall Self-Assessment for Complex Thinking and Transfer				
Evidence and Anecdotes	Reflections, Questions, and Goals			