New Teacher Self-Assessment - STEM

Use this self assessment at the beginning of the year to identify areas of strength and growth. This will be a guide for you and your mentor to focus on for your weekly meetings and consistent goal setting. Take the assessment again at the end of the year to measure your growth as a new teacher.

Name:

School:

Grade/Content:

Mentor(s) Name:

Self-Assessment Table of Contents

Beginning of the Year Self Reflection

We recommend taking this self assessment a few weeks into the school year

Beginning of the Year Reflection What are some successes so far in your classroom? What challenges do you want to tackle in your classroom?	Classroom Environment and Structures Where do you see your successes and challenges in your classroom environment and structures? Rubric	Classroom Strategies and Processes? Where do you see your successes and challenges your classroom strategies and processes? Rubric	Assessment Where do you see your successes and challenges your classroom strategies and processes?
Successes:	*Successes:*	*Successes:*	*Successes:*
Challenges:	*Challenges:*	Challenges:	Challenges:

Beginning of the Year Overall Self-Assessment

Fill in your self-rating at the bottom - Key for ratings is on page 4

New Teacher Satisfaction	New Teacher Knowledge	New Teacher Instructional Shifts	New Teacher Student Achievement
School Fit ● Satisfaction with school level support from peers ● Satisfaction with support from school administration ● Strong working relationships with other team members, co-teachers, classroom aids, etc. **Personal Responsibility and Commitment** ● Strong commitment to students ● Attempt at work/life balance	**Constant Learning, Critical Thinking, Communication** ● Knowledge of the STEM instruction and overall best practice ● Knowledge of grade and content standards ● Knowledge of grade and content curriculum ● Knowledge of school wide systems and requirements ● Knowledge of district wide systems and requirements **Student Knowledge, Cultural and Generational Awareness** ● Strong understanding of student academic needs ● Strong understanding of students social and emotional needs ● Strong understanding of student backgrounds	**Classroom Management** ● Implements strategies for strong classroom management ● Implements strategies for building a strong classroom climate and culture **Critical Thinking and Constant Learning** ● Develops logical responses to address challenges in their classroom ● Reflects regularly on performance to identify areas of improvement ● Applies feedback from mentor, administration, or other supports that observe their practice **Teaching Ability, Student Knowledge** ● Draws lessons from previous experience and applies them to instruction ● Shifts instruction based on student growth, outcomes and assessment data. **Cultural and Generational Awareness** ● Practices culturally responsive teaching ● Applies culturally relevant and responsive practices	**Achievement, Commitment** ● Holds all students to high standards. ● Students demonstrate evidence of understanding grade level material ● Students demonstrate evidence of work completion ● Students demonstrate evidence of larger understandings ● Students demonstrate evidence of standards mastery
Rating: (red, yellow, green)	Rating: (red, yellow, green)	Rating: (red, yellow, green)	Rating: (red, yellow, green)
Reason for Rating:	Reason for Rating:	Reason for Rating:	Reason for Rating:

Progress Monitoring

New Teachers should grow across all New Teacher Development Areas in order to be successful in their first years as a teacher.

Guidelines for Progress Monitoring:

Red: Making little to no progress across all bullets listed
Yellow: Making progress in about half of the bullets listed
Green: Making progress in all bullets listed

End of the Year Self Reflection

We recommend taking this self assessment a few weeks before the end of the school year

Beginning of the Year Reflection What are some successes so far in your classroom? What challenges do you want to tackle in your classroom?	Classroom Environment and Structures Where do you see your successes and challenges in your classroom environment and structures? Rubric	Classroom Strategies and Processes? Where do you see your successes and challenges your classroom strategies and processes? Rubric	Assessment Where do you see your successes and challenges your classroom strategies and processes?
Successes:	Successes:	Successes:	Successes:
Challenges:	Challenges:	Challenges:	Challenges:
What is a goal for your development you want to set for the beginning of your second year? *How will you work on the goal over the summer?*			

End of the Year Overall Self-Assessment

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New Teacher Satisfaction	New Teacher Knowledge	New Teacher Instructional Shifts	New Teacher Student Achievement
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