

Self-Assessment of NBPTS

Directions: For each element, rate yourself in one of the following three categories. Then provide examples of your experiences in the area of the NBPTS. Finally, identify areas within each domain where you are interested in growing. On the last page, summarize your strengths and areas of possible growth. Boxes will expand as needed.

- **Exploring/Emerging (E/E)** - a level of practice in which the teacher relies on ongoing assistance from more experienced colleagues for support, guidance, and survival. The teacher is moving toward becoming more self-directed and independent in her/his practice.
- **Applying (A)** - a level of practice in which the teacher is able to provide independent instruction and easily applies what s/he has learned about educational practice.
- **Integrating/Innovating (I/I)** - a level of development in which the teacher is fully skilled and confident. The Integrating/Innovating teacher is contributing to the broader educational community through staff development, research, or publication in professional journals.

Proposition 1: Teachers are committed to students and their learning.

	E/E	A	I/I
1. Teachers Recognize Individual Differences in Their Students and Adjust Their Practice Accordingly		X	
2. Teachers Understand How Students Develop and Learn		X	
3. Teachers Treat Students Equitably			X
4. Teachers Know Their Mission Transcends the Cognitive Development of Their Students			X

Three Examples of Proposition 1 Experiences

Areas of Interest in Growth

1. Equitable experiences are very important in my classroom. Our school was founded around the idea of educational equity. In my classroom all students deserve access to education at their level. We have been exploring the practice of mastery education in my classroom, in addition to our inclusive special education program.

2. All students learn differently, have different strengths, and areas of need. In my curriculum this year I have been integrating much more student choice. Not only do students have the choice in topics, but how they present their topic.

3. My biggest educational philosophy is the idea of the “whole child.” All my students are individuals and have needs outside of the classroom. In my room we work with those needs. For example we practice Way of Council to meet our social emotional needs. I also incorporate a lot of movement into my classroom, especially when the cognitive load is high.

I would like to do more research on the adolescent brain, how it works, and how students learn. I would also be interested in research on English Learners and bilingual students.

Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students.

	E/E	A	I/I
5. Teachers Appreciate How Knowledge in Their Subjects is Created, Organized, and Linked to Other Disciplines			X
6. Teachers Command Specialized Knowledge of How to Convey a Subject to Students		X	
7. Teachers Generate Multiple Paths to Knowledge		X	

Three Examples of Proposition 2 Experiences

Areas of Interest in Growth

<ul style="list-style-type: none"> • At my school we recently finished out first cross-curricular global education project. Student worked under the broad theme of global disasters. Each student was a part of a 3 member team, which responsibilities tied to ELA, social studies, science, and math. In my social studies class, we used the Bubonic Plague as a case study to compare how humans react to global disasters in the past and how we have changed now. • This new semester I have changed my curriculum to further fit the needs of my students. I have re-organized my social studies curriculum to work like an activist ELA class, while using the CA state Historical Standards as an example. I act as the “expert historian” and write historical works. I use these as an example to teach students literacy. They then choose their path in terms of modern topic, while staying on theme and using the proper literacy methods. • Students have choices in their education in my classroom. For example, we are learning about the Reformation. I am conducting research on the Protestant Reformation and teaching students the historical literacy tools they need. They have each chosen their own policy to reform either in the school, the US, or the world. 	<p>I would like to learn more about Project Based Learning and keeping students in line with goals from an intrinsic point of view, rather than extrinsic. Giving student choice in their learning is powerful, but some students need additional motivation.</p>
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Proposition 3: Teachers are responsible for managing and monitoring student learning.			
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1. Teachers Call on Multiple Methods to Meet Their Instructional Goals			X
2. Teachers Support Student Learning in Varied Settings and Groups		X	
3. Teachers Value Student Engagement			X
4. Teachers Regularly Assess Student Progress		X	
5. Teachers Engage Students in the Learning Process			X
Three Examples of Proposition 3 Experiences	Areas of Interest in Growth		

<ul style="list-style-type: none"> • Students in my class learn in a variety of ways. Some days we use structure, where they are teaching each other in a structured lesson. Other days I pull small groups (or allow them to choose to be in my small group) and have a looser structure to my room. • I also run intervention 2 days a week during the last period of the day. During intervention we practice the skills students need to be successful, but in a different environment and topic. For example, if we are learning to write an argument, students in intervention might write a letter to the principal about letting our students go on a field trip to the tide pools. • Engagement is key in my room. I use many Kagan cooperative learning structures who's motto is "Its all about engagement!" Students are consistently moving, speaking, listening, and at times, playing to learn. 	<p>I need to work on student assessments. Currently when students work on projects, they have the opportunity to share documents with me to edit with them, bringing them into their learning process. Part of project based learning and mastery is that the process is not graded, but I am at a corner trying to motivate students intrinsically and assess them formally.</p>
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Proposition 4: Teachers think systematically about their practices and learn from experience.	E/E	A	I/I
1. Teachers Make Difficult Choices That Test Their Professional Judgment		X	
2. Teachers Use Feedback and Research to Improve Their Practice and Positively Impact Student Learning		X	
Three Examples of Proposition 4 Experiences	Areas of Interest in Growth		

<ul style="list-style-type: none"> • Last year I had to take action with my instructional aide assigned to my special education population. He was not meeting the needs of my students or building relationships. He was previously an ELA teacher with 5 years of experience and I was starting my 2nd year as a teacher. He tried his best to convince me that his practices with the students (over-assessment, vocabulary speed tests, and other methods that were not part of our school's policies) were better than mine. It was a hard choice, but I eventually had to meet with the rest of the 7th grade team and work a solution with administration. • This last year I have been researching Project Based Learning and Global education. I have been taking additional classes through Arizona State University to increase my knowledge of Global Ed. • Feedback is essential to my learning process. I have been experimenting with new learning processes in my class, including centers, and student choice projects. I frequently bring my administrators into my room to give me feedback and direction. 	<p>I would like to work on standing firm in my instincts as a teacher, even when directly challenged. Additionally, a goal of mine this year is to research English Language practices and programs to help students new to the US access their education.</p>
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Proposition 5: Teachers are Members of Professional Communities		E/E	A	I/I
1. Teachers Collaborate with Other Professionals to Improve School Effectiveness			X	
2. Teachers Work Collaboratively with Families		X		
3. Teachers Work Collaboratively with the Community		X		
Three Examples of Proposition 5 Experiences	Areas of Interest in Growth			

- Our school is run nearly by committee. Each member of the Instructional Leadership team takes on a committee with a group of teachers. I run the Culture Committee which handles PBIS strategies and Restorative Justice implementation.
- We have adopted a new app called Talking Points in the last year. Many of our families speak Spanish. Talking Points has allowed me to communicate with parents without a translator. I can text a message in English, but the parent receives the message in their own language and vice versa. This has increased the amount of parent engagement in my classroom exponentially.
- Part of Global Education is taking action in their world. For many of my students, their community is their world. We have been working on some small taking action projects in class, including a project designed to repurpose unused spaces in the community.

I would like to see how other teachers have engaged in the community or even outside their community with partnerships between schools.

Summary of Strengths and Areas of Possible Growth

Student engagement and choice are strengths of mine. I have had the opportunity to learn many new teaching strategies in the 3 years I have worked at my school and maintain an energetic and safe classroom culture. I need to work on maintaining that energy year-long and working with members of our community outside the classroom to increase relevancy of my curriculum.