

School-Level Self-Assessment Report: Edison K-8

October 2012

At your school, 59 educators completed self-assessments and entered at least one strength and one area of growth tagged to a specific Standard, Indicator, and Element on the Rubric of Effective Teaching. Many educators entered multiple strengths and areas of growth. This report is designed to help you understand which areas educators have identified as strengths and areas of growth in order to inform professional development and supports at your school.

Please use the Rubric overview below to interpret the graphs provided in this report.

Standard I: Curriculum, Planning, and Assessment	Standard II: Teaching All Students	Standard III: Family and Community Engagement	Standard IV: Professional Culture
A. Curriculum and Planning Indicator <ol style="list-style-type: none"> 1. Subject Matter Knowledge 2. Child and Adolescent Development 3. Rigorous Standards-Based Unit Design 4. Well-Structured Lessons B. Assessment Indicator <ol style="list-style-type: none"> 1. Variety of Assessment Methods 2. Adjustments to Practice C. Analysis Indicator <ol style="list-style-type: none"> 1. Analysis and Conclusions 2. Sharing Conclusions With Colleagues 3. Sharing Conclusions With Students 	A. Instruction Indicator <ol style="list-style-type: none"> 1. Quality of Effort and Work 2. Student Engagement 3. Meeting Diverse Needs B. Learning Environment Indicator <ol style="list-style-type: none"> 1. Safe Learning Environment 2. Collaborative Learning Environment 3. Student Motivation C. Cultural Proficiency Indicator <ol style="list-style-type: none"> 1. Respects Differences 2. Maintains Respectful Environment D. Expectations Indicator <ol style="list-style-type: none"> 1. Clear Expectations 2. High Expectations 3. Access to Knowledge 	A. Engagement Indicator <ol style="list-style-type: none"> 1. Parent/Family Engagement B. Collaboration Indicator <ol style="list-style-type: none"> 1. Learning Expectations 2. Curriculum Support C. Communication Indicator <ol style="list-style-type: none"> 1. Two-Way Communication 2. Culturally Proficient Communication 	A. Reflection Indicator <ol style="list-style-type: none"> 1. Reflective Practice 2. Goal Setting B. Professional Growth Indicator <ol style="list-style-type: none"> 1. Professional Learning and Growth C. Collaboration Indicator <ol style="list-style-type: none"> 1. Professional Collaboration D. Decision-Making Indicator <ol style="list-style-type: none"> 1. Decision-making E. Shared Responsibility Indicator <ol style="list-style-type: none"> 1. Shared Responsibility F. Professional Responsibilities Indicator <ol style="list-style-type: none"> 1. Judgment 2. Reliability and Responsibility

Figure 1. Self-Assessed Strengths and Areas of Growth at the Standard Level on the Rubric of Effective Teaching

What this graph shows: This graph compares the percentages of identified strengths and areas of growth that fell into each Standard on the Rubric of Effective Teaching.

How to use this graph: This graph gives a broad overview of the breakdown of self-assessments. It can help you see if there is a general category in which the educators at your school feel particularly strong or feel that they would like to develop.

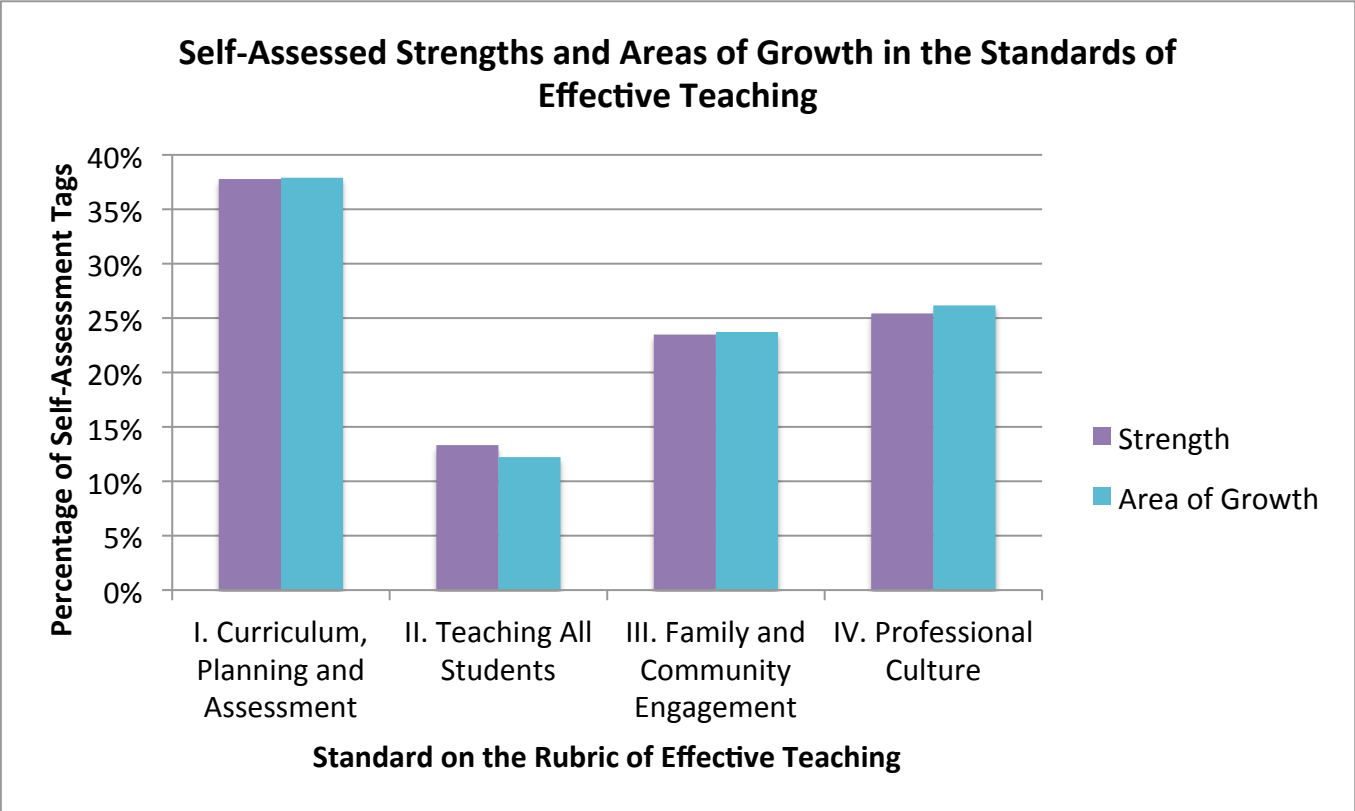
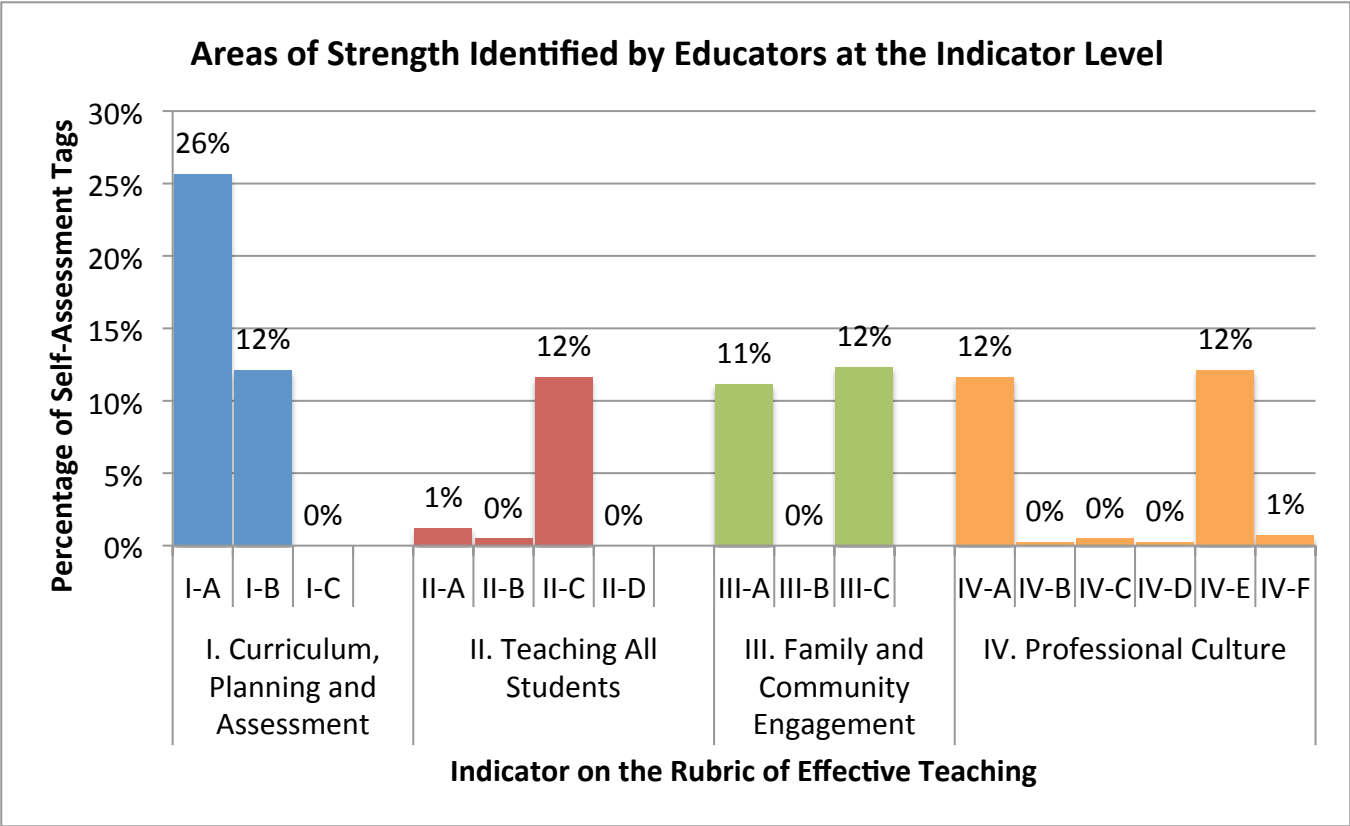


Figure 2. Areas of Strength Identified by Educators at the Indicator Level

What this graph shows: Looking within each standard, this graph shows the percentage breakdown of areas self-assessed as strengths at the indicator level within each standard. The full titles of the indicators are listed below the graph.

How to use this graph: This graph allows you to see within each standard if there is a particular indicator that educators at your school feel is an area of strength. Is there one indicator that stands out with a higher percentage than the others, or do educators at your school feel consistently strong in each indicator within a given standard?

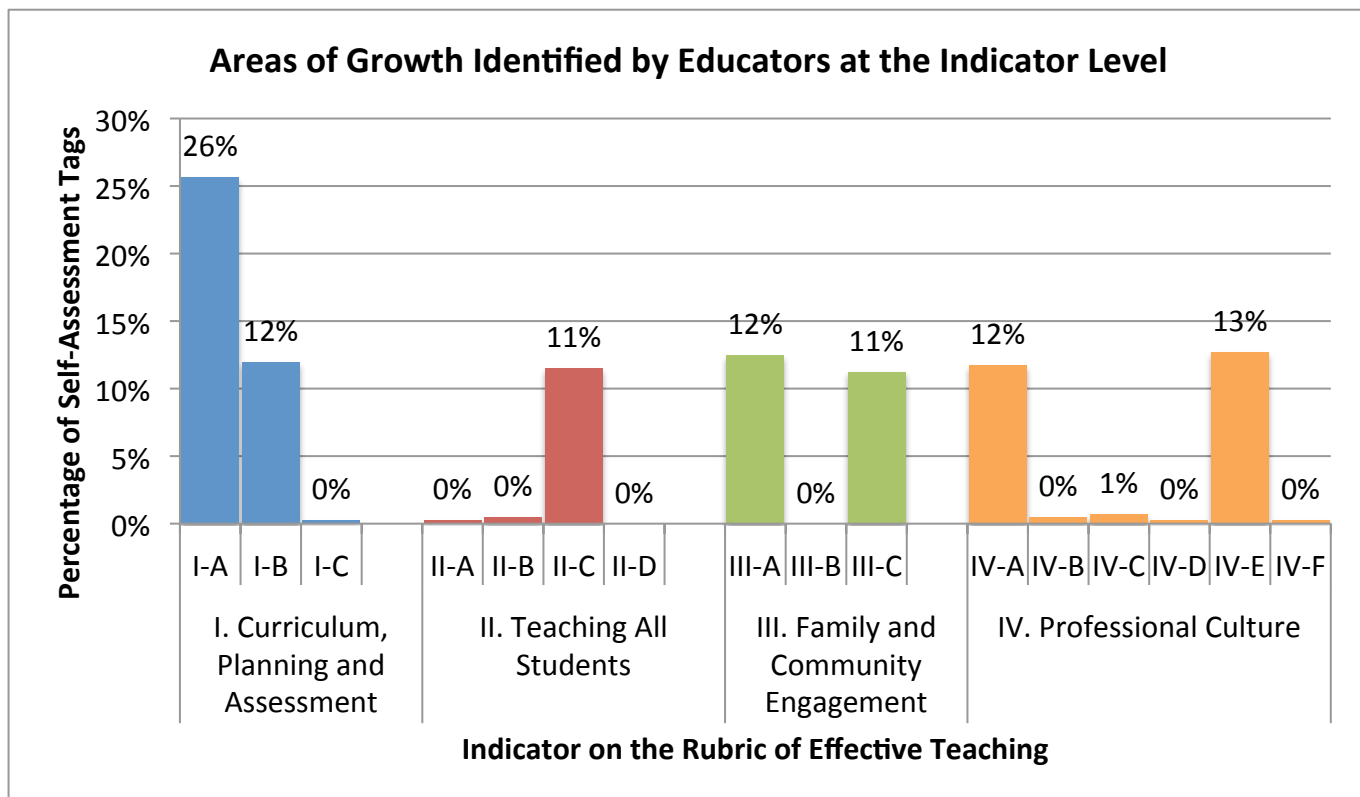


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|--|----------------------------------|---|-------------------------------------|
| <i>I. Curriculum, Planning, and Assessment</i> | <i>II. Teaching All Students</i> | <i>III. Family and Community Engagement</i> | <i>IV. Professional Culture</i> |
| I-A. Curriculum and Planning | II-A. Instruction | III-A. Engagement | IV-A. Reflection |
| I-B. Assessment | II-B. Learning Environment | III-B. Collaboration | IV-B. Professional Growth |
| I-C. Analysis | II-C. Cultural Proficiency | III-C. Communication | IV-C. Collaboration |
| | II-D. Expectations | | IV-D. Decision-Making |
| | | | IV-E. Shared Responsibility |
| | | | IV-F. Professional Responsibilities |

Figure 3. Areas of Growth Identified by Educators at the Indicator Level

What this graph shows: Looking within each standard, this graph shows the percentage breakdown of self-assessed areas of growth at the indicator level within each standard. The full titles of the indicators are listed below the graph.

How to use this graph: This graph allows you to see within each standard if there is a particular indicator that your educators feel is an area of growth. Are there indicators that stand out with higher percentages than the others that educators in your school would like targeted support in? Is there a standard in which all of the indicators are tagged significantly higher than the others?



I. Curriculum, Planning, and Assessment

I-A. Curriculum and Planning
I-B. Assessment
I-C. Analysis

II. Teaching All Students

II-A. Instruction
II-B. Learning Environment
II-C. Cultural Proficiency
II-D. Expectations

III. Family and Community Engagement

III-A. Engagement
III-B. Collaboration
III-C. Communication

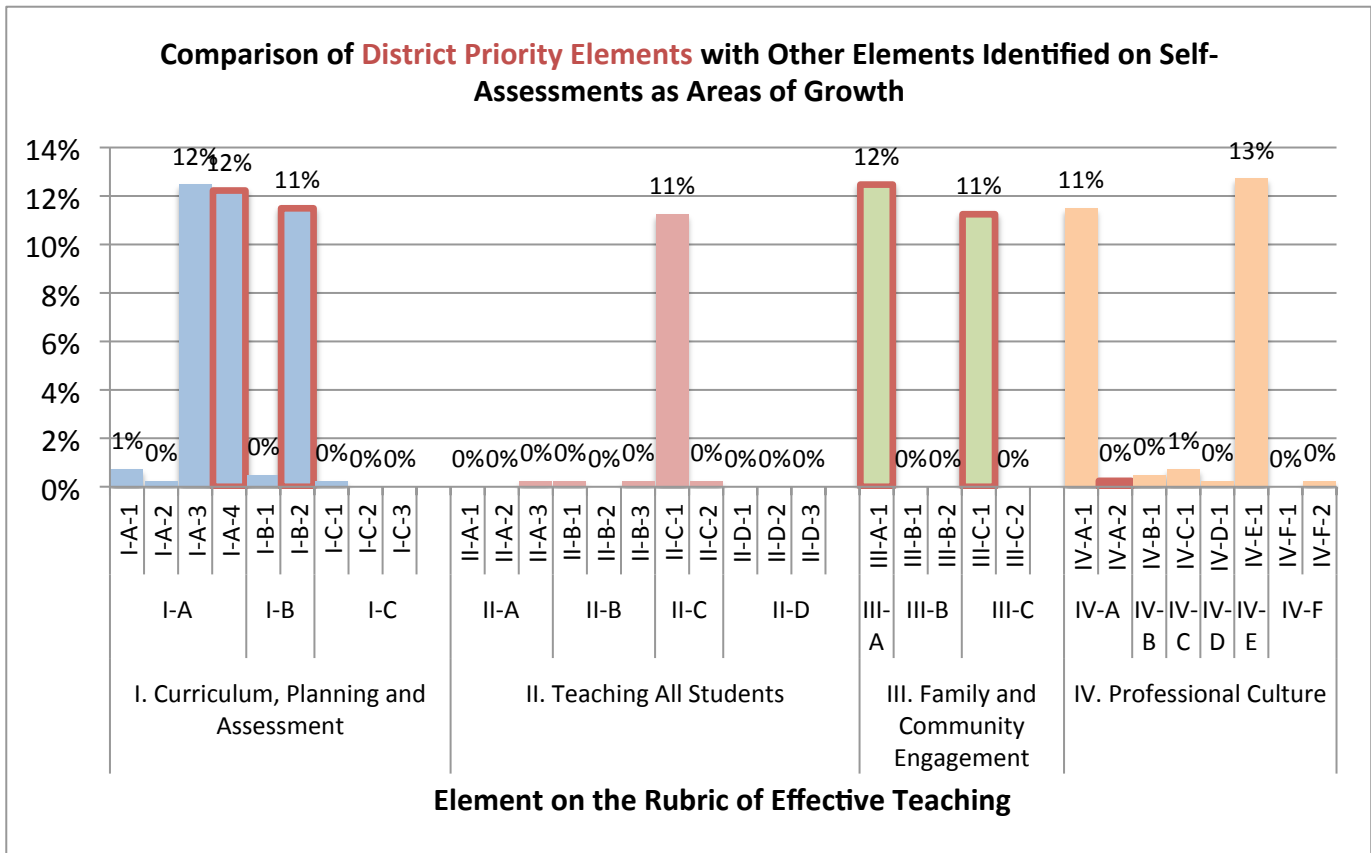
IV. Professional Culture

IV-A. Reflection
IV-B. Professional Growth
IV-C. Collaboration
IV-D. Decision-Making
IV-E. Shared Responsibility
IV-F. Professional Responsibilities

Figure 4. Areas of Growth Identified by Educators at the Element Level

What this graph shows: Drilling into each indicator, this graph shows the breakdown of self-assessment tags for areas of growth at the element level. The elements are grouped first by indicator and then by standard, with the six district priority elements outlined in red. The full titles of the elements are listed below the graph, with the district priority elements in bold.

How to use this graph: This graph allows you to see if there are any specific elements in which a large number of your educators have identified that they need support. It also allows you to see if educators at your school have identified the district priority elements as areas of growth. Are these also priorities for your educators? Are there other elements that seem to rise to the top as high-need areas specific to your school?



I-A-1. Subject Matter Knowledge
 I-A-2. Child and Adolescent Development
 I-A-3. Rigorous Standards-Based Unit Design
I-A-4. Well-Structured Lessons
 I-B-1. Variety of Assessment Methods
I-B-2. Adjustment to Practice
 I-C-1. Analysis and Conclusions
 I-C-2. Sharing Conclusions With Colleagues
 I-C-3. Sharing Conclusions With Students

II-A-1. Quality of Effort and Work
 II-A-2. Student Engagement
 II-A-3. Meeting Diverse Needs
 II-B-1. Safe Learning Environment
 II-B-2. Collaborative Learning Environment
 II-B-3. Student Motivation
 II-C-1. Respects Differences
 II-C-2. Maintains Respectful Environment
 II-D-1. Clear Expectations
II-D-2. High Expectations
 II-D-3. Access to Knowledge

III-A-1. Parent/Family Engagement
 III-B-1. Learning Expectations
 III-B-2. Curriculum Support
III-C-1. Two-Way Communication
 III-C-2. Culturally Proficient Communication

IV-A-1. Reflective Practice
IV-A-2. Goal Setting
 IV-B-1. Professional Learning and Growth
 IV-C-1. Professional Collaboration
 IV-D-1. Decision-Making
 IV-E-1. Shared Responsibility
 IV-F-1. Judgment
 IV-F-2. Reliability & Responsibility