

SUPERVISOR PERFORMANCE CONTINUUM SELF-ASSESSMENT

Reflect on the indicators for each domain of the continuum. Determine your rating, 1 through 4, according to your current assessment of your practices. Use the “Beginning” and “Proficient” performance descriptions to guide your rating decisions.

DOMAIN 1 – Evidence-Based Observation	INDICATOR	BEGINNING	SELF-ASSESSMENT RATING				PROFICIENT
	A. Evidence cited is directly tied to the expected indicators of performance.	Little to no connections have been made between teaching practice and performance indicators.	1	2	3	4	Clear and accurate connections have been made between teaching practice and the indicators of performance designated within a rubric for the district and/or school.
	B. Evidence cited includes a balance of qualitative and quantitative data.	Evidence cited about teaching practice includes only one type of data leaving little tangible support for teacher growth and improvement.	1	2	3	4	Evidence cited is balanced between qualitative and quantitative statements and facts that provide supportive suggestions and potential benchmarks for teacher growth and improvement.
	C. Evidence cited is associated with student interaction and learning and has been directly tied back to the implementation of chosen teaching strategies used during lesson.	Little to no connections have been made between student learning objectives and selected teaching strategies.	1	2	3	4	Supervisor has provided detailed feedback that strongly links observed teaching practice to expected student learning objectives and outcomes.
	D. Evidence cited includes areas of strengths as well as areas of growth.	Clear areas for teacher growth have not been identified or have little to do with observed lesson and teaching practice.	1	2	3	4	Supervisor provides explicit evidence that supports areas of growth across multiple indicators of the teacher performance rubric while reinforcing positive practice through articulation of effective teaching practice.
	E. Evidence cited is objectively stated and without opinion.	Evidence cited about teaching practice is judgmental and based on opinions. Little to no objective evidence has been identified.	1	2	3	4	Evidence is non-judgmental and data collected is evidence-based including such things as quotes from teacher and/or students, statements showing evidence from assessments or student work, tallies, or other non-judgmental statements that link situations/moments in the class to effective teaching practice or student learning outcomes.
	F. Evidence cited is effectively communicated through the demonstration of strong written communication skills.	Supervisor does not demonstrate written skills that effectively communicate important findings from the observation.	1	2	3	4	Supervisor’s written communication is clear and concise providing supportive areas for development and new learning that can be identified by the teacher.

DOMAIN 2 – Coaching for Feedback

INDICATOR	BEGINNING	SELF-ASSESSMENT RATING				PROFICIENT
A. Provides feedback that is immediate and timely.	Supervisor does not provide written and oral feedback within designated time derived by district or school policy (typically 48 - 72 hours).	1	2	3	4	Supervisor provides written and oral feedback within designated time derived by district or school policy (typically 48 - 72 hours).
B. Engages in difficult conversations with teachers who are in need of improvement with a focus on sustainable growth.	Supervisor avoids difficult conversations and does not employ strategies to effectively manage difficult conversations leaving teacher with little to no information for ensuring growth.	1	2	3	4	Supervisor employs strategies for difficult conversations including but not limited to reflection on personality similarities and differences between them and person receiving feedback, the use of reflective questioning, establishing rapport, etc.
C. Understands the personality preferences of the teacher and is able to adjust before and during conversation to provide effective feedback accordingly.	Supervisor demonstrates little understanding of personality preferences - either their own or the person receiving feedback - and does little to adjust to meet the needs of others during feedback.	1	2	3	4	Supervisor clearly understands their own personality preferences as well as the personality preferences of the person receiving feedback in order to adjust written and oral feedback across the Continuum of Interaction.
D. Organizes formative evidence into summative evidence-based statements that demonstrate growth over time while providing for continued improvement.	Written summative demonstrates little relevance to the performance of the teacher and is disconnected with designated performance rubric.	1	2	3	4	Written summative is clearly connected to data collected over time, aligned to the designated performance rubric and provides clear opportunities for growth.
E. Evidence provided is effectively communicated through the demonstration of strong written communication skills.	Supervisor does not demonstrate strong written communication skills to effectively communicate important learning from the observation.	1	2	3	4	Supervisor's written communication is clear and concise providing supportive areas for development and new learning that can be identified by the teacher.

Based on your self-assessment ratings, which areas represent your strengths with respect to your current practices?

Which areas indicate opportunities for growth?

NAME: _____ DATE: _____