

West Virginia Board of Education • Policy 5310
Long-Term Substitute Teacher Self-Reflection Form

Directions: For each Professional Teaching Standard, rate the Element in the box provided.

STANDARD 1: CURRICULUM AND PLANNING			
Element 1.1: The teacher demonstrates a deep and extensive knowledge of the subject matter.			
<input type="checkbox"/> Distinguished	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Emerging	<input type="checkbox"/> Unsatisfactory
The teacher <ul style="list-style-type: none"> • demonstrates expert, specialized content knowledge • collaborates with teachers from other grades and subjects to extend and connect student learning to other content areas 	The teacher <ul style="list-style-type: none"> • demonstrates extensive content knowledge • connects student learning to other content areas 	The teacher <ul style="list-style-type: none"> • demonstrates content knowledge • attempts to connect student learning to other content areas 	The teacher <ul style="list-style-type: none"> • does not demonstrate sufficient content knowledge • does not attempt to connect student learning to other content areas

Enter your notes here:

STANDARD 1: CURRICULUM AND PLANNING**Element 1.2:** The teacher designs standards-driven instruction using state-approved curricula.

<input type="checkbox"/> Distinguished	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Emerging	<input type="checkbox"/> Unsatisfactory
The teacher <ul style="list-style-type: none">• collaborates with others, including students, to design instruction and assessment aligned to the state-approved curricula• collaborates with students to design sequential learning activities that provide for varied student abilities and interests• collaborates with others, including students, to design learning activities that promote student collaboration, critical thinking, and problem solving	The teacher <ul style="list-style-type: none">• designs written instructional plans that align instruction and assessment to the state-approved curricula• designs sequential learning activities that provide for varied student abilities and interests• designs activities that promote student collaboration, critical thinking, and problem solving	The teacher <ul style="list-style-type: none">• designs written instructional plans aligned to the state-approved curricula• designs sequential learning activities at appropriate developmental levels• designs activities that promote student collaboration	The teacher <ul style="list-style-type: none">• does not design written instructional plans• does not design instructional plans and/or units that are driven by state-approved curricula• does not design sequential learning activities at appropriate developmental levels• does not design activities that promote student collaboration

Enter your notes here:

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STANDARD 1: CURRICULUM AND PLANNING

Element 1.3: The teacher uses a balanced assessment approach to guide student learning.

<input type="checkbox"/> Distinguished	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Emerging	<input type="checkbox"/> Unsatisfactory
The teacher <ul style="list-style-type: none">• collaborates with students to design and use a variety of assessments, including peer and student self-reflections, to monitor student progress and set learning goals• collaborates with students and others to clearly define and communicate assessment criteria• shares assessment data and provides timely feedback to students and other stakeholders	The teacher <ul style="list-style-type: none">• designs and uses formative and summative assessments to monitor student progress and set learning goals• clearly defines and communicates assessment criteria• shares assessment data and provides timely feedback to students	The teacher <ul style="list-style-type: none">• designs and uses formative and summative assessments• communicates assessment criteria• shares assessment data with students	The teacher <ul style="list-style-type: none">• does not use formative and summative assessments• does not communicate assessment criteria• does not share assessment data or provide feedback to students

Enter your notes here:

STANDARD 2: THE LEARNER AND THE LEARNING ENVIRONMENT

Element 2.1: The teacher understands and responds to the unique characteristics of learners.

<input type="checkbox"/> Distinguished	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Emerging	<input type="checkbox"/> Unsatisfactory
The teacher <ul style="list-style-type: none">• demonstrates extensive knowledge of students· social, emotional, and academic needs, interests, learning styles, cultural heritage, and gender• plans and implements differentiated learning activities with students• helps colleagues understand the unique characteristics of all learners	The teacher <ul style="list-style-type: none">• demonstrates thorough knowledge of students· social, emotional, and academic needs, interests, learning styles, cultural heritage, and gender• plans and implements differentiated learning activities for students	The teacher <ul style="list-style-type: none">• demonstrates adequate knowledge of students· social, emotional, and academic needs, interests, learning styles, cultural heritage, and gender• plans and implements differentiated learning activities for some students	The teacher <ul style="list-style-type: none">• does not demonstrate knowledge of students· social, emotional, and academic needs, interests, learning styles, cultural heritage, and gender• does not plan and implement appropriate learning activities

Enter your notes here:

STANDARD 2: THE LEARNER AND THE LEARNING ENVIRONMENT

Element 2.2: The teacher establishes and maintains a safe and appropriate learning environment.

<input type="checkbox"/> Distinguished	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Emerging	<input type="checkbox"/> Unsatisfactory
The teacher <ul style="list-style-type: none">• collaborates with students to establish an effective classroom management system• collaborates with students to ensure appropriate behavior as defined by the code of conduct• organizes space and materials in a safe, highly efficient, and well- designed learning environment	The teacher <ul style="list-style-type: none">• establishes an effective classroom management system• responds appropriately and respectfully to student behavior as defined by the code of conduct• organizes space and materials to ensure safety and efficiency	The teacher <ul style="list-style-type: none">• establishes a classroom management system• responds inadequately to student behavior as defined by the code of conduct• organizes space and materials to ensure safety	The teacher <ul style="list-style-type: none">• does not implement an effective classroom management system• does not respond to student behavior as defined by the code of conduct• does not organize space and materials to ensure safety

Enter your notes here:

STANDARD 2: THE LEARNER AND THE LEARNING ENVIRONMENT

Element 2.3: The teacher establishes and maintains a learner-centered culture.

<input type="checkbox"/> Distinguished	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Emerging	<input type="checkbox"/> Unsatisfactory
The teacher <ul style="list-style-type: none">• establishes, with students, clear criteria for high-quality work• collaborates with students to maximize instructional time• engages students in active, self-directed learning as part of a community of learners• provides extensive opportunities for students to collaborate in learning	The teacher <ul style="list-style-type: none">• sets and communicates clear criteria for high-quality work• uses instructional time efficiently• engages students in active learning• provides adequate opportunities for students to collaborate in learning	The teacher <ul style="list-style-type: none">• sets criteria for high-quality work• uses instructional time with limited efficiency• engages students in learning• provides limited opportunities for students to collaborate in learning	The teacher <ul style="list-style-type: none">• does not establish criteria for quality work• does not use instructional time efficiently• does not engage students in learning• does not provide opportunities for students to collaborate in learning

Enter your notes here:

STANDARD 3: TEACHING

Element 3.1: The teacher utilizes a variety of research-based instructional strategies.

<input type="checkbox"/> Distinguished	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Emerging	<input type="checkbox"/> Unsatisfactory
The teacher <ul style="list-style-type: none">• collaborates with students to use an extensive variety of effective instructional strategies to deliver content• collaborates with students to provide scaffolding and differentiated instruction• extensively uses appropriate technology to deliver content	The teacher <ul style="list-style-type: none">• uses a variety of effective instructional strategies to deliver content• demonstrates adequate use of scaffolding and differentiated instruction• adequately uses technology to deliver content	The teacher <ul style="list-style-type: none">• uses a limited variety of effective instructional strategies to deliver content• demonstrates limited use of scaffolding or differentiated instruction• demonstrates limited use of appropriate technology to deliver content	The teacher <ul style="list-style-type: none">• does not use effective instructional strategies to deliver content• does not scaffold or differentiate instruction• does not use appropriate technology to deliver content

Enter your notes here:

STANDARD 3: TEACHING

Element 3.2: The teacher motivates and engages students in learning, problem solving, and collaboration.

<input type="checkbox"/> Distinguished	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Emerging	<input type="checkbox"/> Unsatisfactory
The teacher <ul style="list-style-type: none">• facilitates student-led learning activities leading to deep understanding of the content• encourages students to initiate or adapt learning activities to deepen understanding• provides students with extensive opportunities to collaborate and peer-assess using appropriate technologies to gather information, problem solve and share learning	The teacher <ul style="list-style-type: none">• provides learning activities relevant to the content that involve meaningful real- world experiences leading to deep understanding• explains directions and procedures clearly and models them when necessary• provides students with adequate opportunities to collaborate and peer-assess using appropriate technologies to gather information, problem solve and share learning	The teacher <ul style="list-style-type: none">• provides learning activities relevant to the content• explains directions and procedures• provides students with limited opportunities to collaborate using appropriate technologies	The teacher <ul style="list-style-type: none">• does not provide learning activities that are relevant to the content• does not provide meaningful activities• does not explain directions and procedures• does not provide students opportunities to collaborate

Enter your notes here:

STANDARD 3: TEACHING

Element 3.3: The teacher adjusts instruction based on a variety of assessments and student responses.

<input type="checkbox"/> Distinguished	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Emerging	<input type="checkbox"/> Unsatisfactory
The teacher <ul style="list-style-type: none">effectively modifies instruction to meet the needs of all studentsextensively monitors student progress using a variety of assessmentscollaborates with students and others to make instructional decisionsextensively analyzes and uses student data to make instructional decisionsuses a variety of formative assessments to differentiate instruction and provide effective interventions	The teacher <ul style="list-style-type: none">modifies instruction when need is apparentconsistently monitors student progress using a variety of assessmentsuses student feedback to make instructional decisionsanalyzes student data to make instructional decisionsuses a variety of formative assessments to differentiate instruction and provide appropriate interventions	The teacher <ul style="list-style-type: none">recognizes missed opportunities to modify instructioninconsistently monitors student progress using a variety of assessmentsexamines student datauses formative assessments to provide whole-group interventions	The teacher <ul style="list-style-type: none">does not modify instructiondoes not monitor student progressdoes not base instruction on a variety of assessmentsdoes not provide interventions based on student data

Enter your notes here:

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STANDARD 4: PROFESSIONAL RESPONSIBILITIES FOR SELF-RENEWAL

Element 4.1: The teacher engages in professional development for self-renewal that guides continuous examination and improvement of professional practice.

<input type="checkbox"/> Distinguished	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Emerging	<input type="checkbox"/> Unsatisfactory
The teacher <ul style="list-style-type: none">• initiates the investigation that leads to the development of best practices• extensively implements best practices• mentors others in the implementation of best practices• shares results of investigation at the local, state, or national level	The teacher <ul style="list-style-type: none">• engages in professional learning to investigate best practices• consistently implements best practices• shares best practices within the school community	The teacher <ul style="list-style-type: none">• participates in opportunities to investigate best practices when invited to do so• inconsistently implements best practices	The teacher <ul style="list-style-type: none">• does not participate in professional development of best practices as required for self-renewal• does not implement best practices• does not implement best practices acquired through professional development to improve unsatisfactory performance rating

Enter your notes here:

STANDARD 4: PROFESSIONAL RESPONSIBILITIES FOR SELF-RENEWAL

Element 4.2: The teacher actively engages in collaborative learning opportunities for self-renewal with colleagues.

<input type="checkbox"/> Distinguished	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Emerging	<input type="checkbox"/> Unsatisfactory
The teacher <ul style="list-style-type: none">• initiates or advances the development of a collaborative team• contributes consistently to group learning• mentors others in utilizing knowledge and skills gained	The teacher <ul style="list-style-type: none">• participates actively in and/or facilitates a collaborative team• contributes to group learning• utilizes the knowledge and skills gained	The teacher <ul style="list-style-type: none">• participates in a collaborative team when invited to do so• attempts to utilize the knowledge and skills gained	The teacher <ul style="list-style-type: none">• works in isolation• does not contribute productively to work of collaborative teams as required for self-renewal• does not utilize knowledge and skills gained• does not utilize knowledge and skills gained to improve unsatisfactory performance rating

Enter your notes here:

STANDARD 5: PROFESSIONAL RESPONSIBILITIES FOR SCHOOL AND COMMUNITY

Element 5.1: The teacher participates in school-wide collaborative efforts to support the success of all students.

<input type="checkbox"/> Distinguished	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Emerging	<input type="checkbox"/> Unsatisfactory
The teacher <ul style="list-style-type: none">• leads the ongoing development of school-wide initiatives based on school and student data• participates in the design and delivery of professional development for the implementation of school-wide initiatives	The teacher <ul style="list-style-type: none">• collaborates in the development of school-wide initiatives based on school and student data• participates in the implementation of school-wide initiatives	The teacher <ul style="list-style-type: none">• participates in school-wide initiatives	The teacher <ul style="list-style-type: none">• does not participate in school-wide initiatives

Enter your notes here:

STANDARD 5: PROFESSIONAL RESPONSIBILITIES FOR SCHOOL AND COMMUNITY

Element 5.2: The teacher works with parents, guardians, families, and community entities to support student learning and well-being.

<input type="checkbox"/> Distinguished	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Emerging	<input type="checkbox"/> Unsatisfactory
<p>The teacher</p> <ul style="list-style-type: none"> • develops ongoing opportunities for families to participate in classroom activities based on needs assessment • interacts appropriately with families within the school and community • utilizes theory and current research to facilitate meaningful connections between the school and family • develops and promotes meaningful school activities by utilizing community expertise and resources 	<p>The teacher</p> <ul style="list-style-type: none"> • offers ongoing opportunities for families to participate in classroom activities • interacts appropriately with families within the school setting • seeks relevant knowledge of the family in order to provide meaningful connections between the school and family • creates positive connections between the school and the community 	<p>The teacher</p> <ul style="list-style-type: none"> • participates in school-wide family activities • has minimal interaction with families • responds appropriately to contact from families • occasionally connects school activities with community resources 	<p>The teacher</p> <ul style="list-style-type: none"> • does not attend school-wide family activities • does not respond or inappropriately responds to contact from families • does not positively contribute to the relationship between school and community

Enter your notes here:

STANDARD 5: PROFESSIONAL RESPONSIBILITIES FOR SCHOOL AND COMMUNITY

Element 5.3: The teacher promotes practices and policies that improve school environment and student learning.

<input type="checkbox"/> Distinguished	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Emerging	<input type="checkbox"/> Unsatisfactory
The teacher <ul style="list-style-type: none">• involves coaches and others to implement and sustain teacher-identified change• takes a leadership role in growth initiatives that affect practice and policy throughout the school community	The teacher <ul style="list-style-type: none">• identifies possible areas of growth within the classroom and school• recommends and facilitates opportunities for change and growth in the classroom and school	The teacher <ul style="list-style-type: none">• participates in required initiatives leading to change in practice and policy in the classroom and school	The teacher <ul style="list-style-type: none">• does not participate in available opportunities for change and growth that affect practice and policy

Enter your notes here:

STANDARD 6: STUDENT LEARNING

Element 6.1: The work of the teacher results in measurable progress of student learning of state-approved curricula.

<input type="checkbox"/> Distinguished	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Emerging	<input type="checkbox"/> Unsatisfactory
The teacher • Evidence from multiple measure consistently validates progress of student learning of appropriate state-approved curricula. The teacher accomplishes a student learning goal that involves collaborative efforts across classrooms.	The teacher • Evidence from multiple measures consistently validates progress of student learning of the appropriate state-approved curricula.	The teacher • Evidence from multiple measures does not consistently validate progress of student learning of the appropriate state-approved curricula.	The teacher • Evidence from multiple measures does not validate progress of student learning of appropriate state-approved curricula.

Enter your notes here:

STANDARD 7: PROFESSIONAL CONDUCT

Element 7.1: The teacher demonstrates professional conduct as defines in law, policy and procedure at the state, district, and school level.

	<input type="checkbox"/> Meets Standard	<input type="checkbox"/> Below Standard	<input type="checkbox"/> Unsatisfactory
Policy and Procedure	Adheres to state, district and school policy and procedure	Adheres to state, district and school policy and procedure with few exceptions	Demonstrates a pattern of violating state, district or school policy and procedure
Attendance	Adheres to state, district and school attendance policy and procedure	Adheres to state, district and school attendance policy and procedure with few exceptions	Demonstrates a pattern of absences that violate state, district or school attendance policy and procedure
Schedule	Adheres to state, district and school work schedule policy and procedure	Adheres to state, district and school work schedule policy and procedure with few exceptions	Demonstrates a pattern of failure to adhere to the work schedule defined by state, district or school policy and procedure
Respect	Interacts professionally with students, parents/ guardians, colleagues and community	Interacts professionally with students, parents/ guardians, colleagues and community with few exceptions	Demonstrates a pattern of behavior with students, parents/guardians, colleagues and/or community which is unprofessional

Enter your notes here:

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Commendations and Recommendations:

Signing this evaluation form indicates a conference has been held between the educator and the evaluator regarding its contents. The educator has a right to include a written statement as an addendum to the evaluation. The addendum must be received within five working days following the date of the conference.

Employee Signature	Date	Addendum Attached <input type="checkbox"/> Yes <input type="checkbox"/> No
Evaluator Signature	Date	

