

THE TEACHER SELF-ASSESSMENT SCALES — AN OVERVIEW

1. The *Teacher Self-Assessment Scales* (TSAS) questionnaire is related to and derived from the state *NMTEACH Educator Effectiveness System, specifically the Classroom Observation Protocol (NMTEACH Rubric)*.
2. **The TSAS is fully anonymous.** Your name/identity is NOT requested and will NOT be included in any related reports provided to the project sponsor, districts, schools, or the public. **Therefore, it is more informative to the project if teachers are as humble and honest as possible.**
3. The TSAS is different than the *NMTEACH Rubric*.
 - a. The rubric is a five-point teacher-effectiveness rubric. The TSAS focuses on the highly-effective level of each element of NMTEACH and is based on a quantitative scale of 1-100.
 - b. NMTEACH is based on performance observations conducted by administrators. The TSAS is based on a teacher's own perceptions of efficacy to successfully perform designated tasks.

HOW CAN WE USE THE TSAS TO IMPROVE TEACHING AND LEARNING?

The TSAS can be used to serve several purposes.

4. Through the self-assessment process, teachers are supported to develop a greater understanding of the **teacher efficacy** construct (i.e. one's self-efficacy for being a better teacher) which has shown significant promise in many studies (Protheroe, 2008).
5. On their own, teachers can keep a record of their own self-ratings and use this information to create their individual Professional Development Plans (PDPs) that are due to the school administration before the 40th day of each school year.
6. Teams can look at the collective ratings within their own schools and districts, where data are available, to address their collective needs for professional learning content and training.
7. Teachers and administrators can establish collegial discussions throughout the year to develop a shared understanding of what it looks like to be 'highly-effective' on each NMTEACH element.

HOW ELSE WILL THE DATA BE USED BY THE CURRENT PROJECT SPONSORS?

In addition to the purposes stated above, the project will...

8. look beyond individuals and assess for collective school, district and state-level gaps in strengths and needs across the educational system;
9. inform a state-wide inquiry about the current status of professional learning and seek out new strategies for enhancing capacity-building at all levels of education; and,
10. promote a state-wide conversation for going beyond a scorecard of success or failure in education and instead develop approaches for understanding teacher efficacy, capabilities, and performance assessment through the lens of a growth mindset (Dweck, 2006) .

References

Dweck, C. (2006). *Mindset*. New York: Random House-Elliot.

Protheroe, Nancy (2008). Teacher Efficacy: What Is It and Does It Matter? *Principal, May/June*. National Association of Elementary School Principals. Available online at http://naesp.org/resources/1/Pdfs/Teacher_Efficacy_What_is_it_and_Does_it_Matter.pdf