Teachers often acknowledge that the professional development they receive is of limited usefulness to their daily work and to their professional growth (Calvert, 2016), and indeed the returns on investment are disappointing at best (TNTP, 2015; Yoon et al., 2007). This is not particularly surprising given that the intensity and duration of professional development typically does not match the level that research has shown is necessary to impact instruction and student learning, and is typically not tailored to teachers’ individual professional needs (Darling-Hammond et al., 2009, 2017). Job-embedded professional learning is highly recommended in the literature, and is “grounded in day-to-day teaching practice and... designed to enhance teachers’ content-specific instructional practices with the intent of improving student learning” (Croft et al., 2010, p. 2). Job-embedded professional development selected for or by individual teachers can and should be informed by a variety of data regarding their instructional effectiveness, including principal, coach, or peer observations, student learning data, and self-assessments that provide information on the degree to which a teacher is using effective teaching and classroom management practices.

High-quality professional learning frequently provides built-in time for teacher to think about, receive input on, and make changes to their practice by facilitating reflection and soliciting feedback. Feedback may be offered as teachers analyze lesson plans, demonstration lessons, or videos of teacher instruction, which also provide opportunities for reflection about what might be refined or retained and reinforced. (p. 4)

While many offerings can and should be shared across groups of teachers or even the entire school staff, “one teacher’s transformative [professional development] experience may be just another Tuesday for her colleague sitting a few feet away” (Noonan, 2018, p. 526). Teachers must take ownership over their professional growth (Imants & Van der Wal, 2020; Zepeda, 2013); self-assessment data are part of what should be a comprehensive formative assessment approach to help guide teachers towards reflective practice and maximize their effectiveness in the classroom (Darling-Hammond et al., 2017; Zepeda, 2013). In fact, teacher self-assessment are cited as important within recently revised professional standards and competencies, such as Learning Forward’s Standards for Professional Learning (Learning Forward, 2022) and Leadership Competencies for Learner-Centered and Personalized Education (Council of Chief State School Officers, 2022).

Value of Teachers’ Self-Assessment as Professional Development

Learning is facilitated when new knowledge and skills relate to prior learning and experience, and teachers are no exception as learners (Zepeda, 2013). In fact, these experiences can and should be used as resources for new learning within professional development programs (Darling-Hammond et al., 2017). An effective professional development program includes reflection and inquiry components to foster adult learning and development (Darling-Hammond et al., 2017;
Davis & McDonald, 2019). Teachers’ reflection on their personal teaching experiences can foster their ability to make sense of classroom dilemmas and instructional challenges that present themselves (Zepeda, 2013), providing regular opportunities to critically reflect on their teaching, either “during the moment” or afterwards (Camburn & Han, 2015). Reflection on practice after teaching “involves looking back on past experiences and re-evaluating them by considering what worked, what did not, and how one might approach similar situations differently in the future” (Camburn & Han, 2015, p. 7). In fact, reflection on practice is a form of professional development:

The classroom is a learning and development area for teachers as well as students. Teachers make many educational decisions, apply them, evaluate the validity of their choices, and make inferences about subsequent learning practices while preparing, using, and assessing the teaching and learning process. In doing this, reflective thinking plays a crucial role in providing and developing different perspectives. (Er et al., 2022, p. 640)

Reflection on teaching can encourage teachers to try new approaches (Nagro et al., 2017), and reflective ability has been shown to positively impact professional growth and instructional effectiveness (Aslan et al., 2022; deBettencourt & Nagro, 2019; Nagro et al., 2020). For example, several studies have shown that teachers improved their classroom management skills, such as giving a variety of praise statements during lessons and increasing the rate of opportunities for student responses (OSR), as a result of engaging in reflection activities using video evidence (Coogle et al., 2019; Hager, 2012). Video reflection and self-assessment have been used as part of general teacher evaluation processes as well. The Best Foot Forward (BFF) Project was implemented in part to determine how teachers could use video technology to self-assess their instruction as part of the classroom observation component of teacher evaluation systems. Teachers in the experimental condition of the study videotaped and selected lessons to submit as part of their teacher evaluation system requirements, and engaged in self-assessments of these taped lessons as well, while teachers in the control condition were observed by external raters as part of the regular teacher evaluation system. Results showed that teachers in the BFF condition believed evaluations were fairer, and were also more likely to be self-critical of their lessons and identify specific changes to practices that were needed, in comparison with control teachers (Kane et al., 2015). Using video may allow teachers to reflect more deeply on their practice by allowing them to view their lessons multiple times and from a different perspective as observer (Coffee, 2014). Video recordings used as a part of teachers’ self-reflections and assessment can support their professional growth and active involvement in the improvement process (Gibbons & Farley, 2021), and ultimately enhance professional efficacy and teaching behaviors (Calandra et al., 2014; Chen, 2020).

Research shows, however, that teachers need guidance to focus their reflective practice in meaningful ways that maximize sustained improvements in instructional effectiveness (Nagro et al., 2017, 2020). Teachers benefit from structured approaches; for example, “using concrete video evidence with a sequential reflective process shifts the emphasis from feelings and memories toward data-driven decision making” (Nagro et al., 2020, p. 26). Nagro et al (2020) describe a four-step cycle (record, review, reflect, and revise) for teacher reflection on their use of evidence-based classroom management practices using video review:

Specifically, teachers (a) record a lesson (to capture the use of classroom management practices), (b) review the video evidence using an observation tool to focus their attention, (c) reflect using a structured graphic organizer, and (d) revise instruction for the betterment of students before repeating the process. During this process, teachers can notice which teaching choices are working best for their students in their unique classroom contexts. After analyzing past choices, teacher can create an observable plan for future lessons. (pp. 26–27)

Teachers, both novice and experienced, can use this reflective cycle to focus on classroom management and other professional areas, such as teacher-student interactions, modeling, and offering student choice in learning (Nagro et al., 2020). Principals can support this structured practice by providing inexpensive video analysis kits that include needed supplies (e.g., tabletop tripods), and by providing school-day coverage to teachers to allow for embedded self-led professional development to maximize the chances for effectiveness and sustainability of the practice. See: https://journals.sagepub.com/doi/pdf/10.1177/0040059920914329 for greater detail on this process and accompanying tools.
**Connecting the Research to Practice: Assessing Your School’s Needs Related to This Indicator**

Assessing your school’s needs is a critical first step in identifying evidence-based practices appropriate for your school and planning for improvement. The suggested needs assessment questions below encompass two areas: data review and implementation of programs, policies and procedures. You can adapt the questions to fit your school's context as needed, and/or add or remove questions as desired.

### I. What Data are Currently Being Provided?

**Questions to Consider**

<table>
<thead>
<tr>
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<th>Discussion of Data/Responses</th>
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<tbody>
<tr>
<td>1. What data does the Leadership Team have regarding teachers’ efficacy and confidence with various aspects of teaching (e.g., classroom management, encouraging student engagement, etc.)?</td>
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<td>2. How often do teachers report engaging in self-assessment or reflection activities on their practice?</td>
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<td>3. What do teacher evaluation data reveal about the impact of PD on instructional effectiveness? Differences across grade level or subject area teams?</td>
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<td>4. To what extent is professional development job-embedded within the daily instructional practice at the school?</td>
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<td>5. How closely does PD align with the school-designated indicators of effective teaching and classroom management?</td>
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**What needs can you identify based on the responses?**

### II. What (if any) Programs, Policies, or Procedures Are Already Being Implemented and How Well Are They Being Implemented?

**Questions to Consider**

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<thead>
<tr>
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<th>Responses</th>
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<tbody>
<tr>
<td>1. Describe the types of teacher self-assessment practices occurring at the school (if any). What are school leaders’ expectations for the frequency and types of these practices? Are expectations and practices consistent with the evidence-based practices discussed above?</td>
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2. What if any technology is available to allow for video self-analysis by teachers?

3. What elements are already in place that allow for implementation of evidence-based self-assessment strategies as a form of professional development? What is missing or can be improved upon?

Consider the data and needs identified from Tables I and II, and responses to these questions. What is needed to foster this effective practice? What gaps (if any) can be identified between what we’re implementing and evidence-based practice?

<table>
<thead>
<tr>
<th>Begin Date</th>
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<th>Desired Outcome/Need Met?</th>
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