



## CLUSTER 1: CLARITY & ACCURACY PROFESSIONAL GROWTH SELF-REFLECTION

### What's your current level?

Struggling: I need help to improve

Proficient: I can practice to improve

Expert: I can help others improve

### LEARNING OUTCOMES

#### Linking Curriculum Content

*I cite intra- and interdisciplinary content relationships.*

- Struggling
- Proficient
- Expert

#### Designing for Students

*I know the proficiency level of each student in my class and incorporates this understanding into my plans.*

- Struggling
- Proficient
- Expert

#### Standards-Based Learning

*Learning outcomes are written in the form of student learning and are aligned to learning standards. They allow for all students in the class to be suitably challenged.*

- Struggling
- Proficient
- Expert

### TASKS & ACTIVITIES

#### Differentiation

*Planned learning tasks and materials permit advanced students to extend the lesson's purpose and provide students who require it with more time, attention, and supports.*

- Struggling
- Proficient
- Expert

#### Reflection Opportunities

*I give students opportunities for reflection and closure on lesson content, especially its relation to the unit or broader purposes.*

- Struggling
- Proficient
- Expert

### PRESENTATIONS & EXPLANATIONS

#### Clarifying Connections

*I state clearly, at some point during the lesson, what the students are learning, and invite students to connect this learning to the broader outcomes of the curriculum.*

- Struggling
- Proficient
- Expert

#### Great Explanations

*I explain content clearly, using metaphors and analogies or inviting student predictions to connect content to real life experiences.*

- Struggling
- Proficient
- Expert

#### Probing Questions

*My carefully-crafted questions enable students to extend the lesson objectives for deeper understanding.*

- Struggling
- Proficient
- Expert

### My Professional Growth

Which of these three focus areas and/or eight practices will you prioritize?

List some strategies and resources you can consult here. Remember, people can be a resource!



## CLUSTER 2: LEARNING ENVIRONMENT PROFESSIONAL GROWTH SELF-REFLECTION

### What's your current level?

Struggling: I need help to improve

Proficient: I can practice to improve

Expert: I can help others improve

### CARING & RESPECT

#### Respectful Interactions

*Interactions between my students and me, as well as among students, is uniformly respectful, and I never need to correct disrespectful talk among students.*

- Struggling
- Proficient
- Expert

#### Caring Relationships

*I demonstrate knowledge and care about the lives of students beyond school.*

- Struggling
- Proficient
- Expert

#### Appreciating Others

*My students recognize and express appreciation for the efforts of their classmates.*

- Struggling
- Proficient
- Expert

### INTELLECTUAL CHALLENGE

#### High Expectations

*My students' questions, comments, and writing indicate high expectations for self and a desire for deep understanding of the content.*

- Struggling
- Proficient
- Expert

#### Motivation & Ambition

*My students engage in productive struggle, take initiative to improve the quality of their work, and look for ways to extend their learning.*

- Struggling
- Proficient
- Expert

### SUPPORT & PERSISTENCE

#### Risk Taking

*All of my students volunteer ideas, even when these ideas might seem to be unpopular among their classmates.*

- Struggling
- Proficient
- Expert

#### Productive Collaboration

*Group work is productive; groups take shared ownership of, and pride in, the products of their work. All members contribute to the group's work.*

- Struggling
- Proficient
- Expert

### My Professional Growth

Which of the three focus areas and/or seven practices will you prioritize?

List some strategies and resources you can consult here. Remember, people can be a resource!



## CLUSTER 3: CLASSROOM MANAGEMENT PROFESSIONAL GROWTH SELF-REFLECTION

### What's your current level?

Struggling: I need help to improve

Proficient: I can practice to improve

Expert: I can help others improve

### ROUTINES & PROCEDURES

#### Efficiency

Thanks to well-established, effective procedures, my students take the initiative for making sure non-instructional tasks run smoothly, such as distribution and collection of materials, and transitions to different grouping patterns. This efficiency results in no loss of instructional time.

- Struggling
- Proficient
- Expert

#### Student Conduct

My monitoring of student behavior is seamless and preventative, accomplished largely through nonverbal means; student behavior is entirely appropriate.

- Struggling
- Proficient
- Expert

### COLLECTIVE RESPONSIBILITY

#### Peer Accountability

My students ensure that small group work is productive and engages all group members, using strategies such as assigning roles.

- Struggling
- Proficient
- Expert

#### Working with Support Staff

Volunteers and paraprofessionals understand their roles and responsibilities, take initiative in their work in the class, and are in sync with the classroom goals.

- Struggling
- Proficient
- Expert

### PHYSICAL ENVIRONMENT

#### Classroom Set-Up

My classroom is arranged (and rearranged as needed) to support specific instructional goals and learning activities.

- Struggling
- Proficient
- Expert

#### Student Ownership of the Space

My students take responsibility for organizing and maintaining the physical environment so that it is comfortable, accessible, and supports learning for themselves and their peers.

- Struggling
- Proficient
- Expert

### My Professional Growth

Which of the three focus areas and/or six practices will you prioritize?

List some strategies and resources you can consult here. Remember, people can be a resource!



## CLUSTER 4: INTELLECTUAL ENGAGEMENT PROFESSIONAL GROWTH SELF-REFLECTION

### What's your current level?

Struggling: I need help to improve

Proficient: I can practice to improve

Expert: I can help others improve

### LESSON STRUCTURE & FLOW

### RICH LEARNING TASKS

### STUDENT DISCOURSE

#### Activity Sequence

*I sequence lesson activities and content clearly and deliberately, allocating time for students to engage in thoughtful participation in discussions and learning tasks.*

- Struggling
- Proficient
- Expert

#### Student Think Time

*I use wait time productively; students have the opportunity for thoughtful reflection during discussion and closure on the lesson to consolidate their understanding.*

- Struggling
- Proficient
- Expert

#### Teacher Enthusiasm

*I exhibit energy for the topic and convey its importance.*

- Struggling
- Proficient
- Expert

#### Student Enthusiasm

*My students are thoughtfully engaged in my explanations of various concepts, as evidenced by their conversations and questions. Their enthusiasm is evidence that the level of rigor is "just right."*

- Struggling
- Proficient
- Expert

#### Cognitive Demand

*I use a combination of lower-order scaffolding questions and tasks and open-ended, higher-order questions, inviting students to take initiative, and engage in productive struggle.*

- Struggling
- Proficient
- Expert

#### Digging Deeper

*My students build on each other's ideas and make conjectures/ connections aimed at either deeper conceptual understanding or connecting procedures to underlying concepts.*

- Struggling
- Proficient
- Expert

#### Reasoning & Evidence

*My students cite specific evidence and reasons to explain their thinking without my interference, and prompt one another to provide similar reasoning and evidence.*

- Struggling
- Proficient
- Expert

#### Peer Inclusion

*My students ensure that all their classmates are involved in the activities and discussions.*

- Struggling
- Proficient
- Expert

### My Professional Growth

Which of the three focus areas and/or eight practices will you prioritize?

List some strategies and resources you can consult here. Remember, people can be a resource!



## CLUSTER 5: SUCCESSFUL LEARNING PROFESSIONAL GROWTH SELF-REFLECTION

### What's your current level?

Struggling: I need help to improve

Proficient: I can practice to improve

Expert: I can help others improve

### ANALYSIS & REFLECTION

#### Adapting to Student Needs

*I make effective changes to my lessons in response to evidence of student difficulties.*

- Struggling
- Proficient
- Expert

#### Reflecting on Learning

*In reflecting on the lesson, I reflect on specific ideas about how the lesson could be improved. I cite student assessment data that will be taken into account in future planning.*

- Struggling
- Proficient
- Expert

### FEEDBACK TO STUDENTS

#### Timely & Specific Feedback

*High-quality, specific, and timely constructive feedback comes from many sources, including other students.*

- Struggling
- Proficient
- Expert

#### Encouragement

*When giving guidance and feedback, I emphasize that failure, persistence, and productive struggle are key aspects of learning and success.*

- Struggling
- Proficient
- Expert

#### Records & Communication

*I maintain a coherent record-keeping system and regularly engage in two-way communication with families regarding student learning.*

- Struggling
- Proficient
- Expert

### ASSESSMENT

#### Summative Assessment

*I design a method of summative assessment for each learning outcome and differentiate it for students with different learning goals.*

- Struggling
- Proficient
- Expert

#### Formative Assessment

*I constantly "take the pulse" of my class using a variety of strategies, such as using specifically formulated questions to elicit evidence of student understanding.*

- Struggling
- Proficient
- Expert

#### Student Self-Assessment

*My students monitor their own learning and use resources such as rubrics and graded tasks to guide their next steps.*

- Struggling
- Proficient
- Expert

### My Professional Growth

Which of the three focus areas and/or eight practices will you prioritize?

List some strategies and resources you can consult here. Remember, people can be a resource!



## CLUSTER 6: PROFESSIONALISM PROFESSIONAL GROWTH SELF-REFLECTION

### What's your current level?

Struggling: I need help to improve

Proficient: I can practice to improve

Expert: I can help others improve

### CONTINUOUS PROFESSIONAL LEARNING

#### Professional Knowledge

*I seek opportunities for continued professional development for myself and my Professional Learning Communities.*

- Struggling
- Proficient
- Expert

#### Leadership

*I take a leadership role in departmental decision-making and contribute to professional organizations.*

- Struggling
- Proficient
- Expert

### COLLABORATION

#### Community Involvement

*I frequently volunteer to participate and/or lead collaborative projects, including significant school, district, and community events.*

- Struggling
- Proficient
- Expert

#### Professional Teamwork

*I actively participate in team and departmental decision making, contributing my unique expertise.*

- Struggling
- Proficient
- Expert

### HONESTY & INTEGRITY

#### Professional Relationships

*I have supportive and trusting relationships with colleagues based on shared respect and high standards of integrity.*

- Struggling
- Proficient
- Expert

#### Advocating for Students

*I make a concerted effort to ensure opportunities are available for all students to be successful, even when these efforts challenge school or district policies.*

- Struggling
- Proficient
- Expert

#### Compliance

*I completely comply with the letter, as well as the spirit, of school and district regulations, and make suggestions for improvement when appropriate.*

- Struggling
- Proficient
- Expert

### My Professional Growth

Which of the three focus areas and/or seven practices will you prioritize?

List some strategies and resources you can consult here. Remember, people can be a resource!