Evaluating Personal Performance

50. Identifying Areas of Pedagogical Strength and Weakness

The teacher identifies specific strategies and behaviors on which to improve from Domain 1 (routine lesson segments, content lesson segments and segments that are enacted on the spot).

Teacher Evidence
❒ The teacher identifies specific areas of strengths and weaknesses within Domain 1
❒ The teacher keeps track of specifically identified focus areas for improvement within Domain 1
❒ The teacher identifies and keeps track of specific areas identified based on teacher interest within Domain 1
❒ When asked, the teacher can describe how specific areas for improvement are identified within Domain 1

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Identifying Areas of Pedagogical Strength and Weakness	The teacher is a recognized leader in helping others with this activity	The teacher identifies specific strategies and behaviors on which to improve from routine lesson segments, content lesson segments and segments that are enacted on the spot	The teacher identifies specific strategies and behaviors on which to improve but does not select the strategies and behaviors that are most useful for his or her development	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

51. Evaluating the Effectiveness of Individual Lessons and Units

The teacher determines how effective a lesson or unit of instruction was in terms of enhancing student achievement and identifies causes of success or difficulty.

Teacher Evidence
❒ The teacher gathers and keeps records of his or her evaluations of individual lessons and units
❒ When asked, the teacher can explain the strengths and weaknesses of specific lessons and units
❒ When asked, the teacher can explain the alignment of the assessment tasks and the learning goals
❒ When asked, the teacher can explain how the assessment tasks help track student progress toward the learning goals

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Evaluating the Effectiveness of Individual Lessons and Units	The teacher is a recognized leader in helping others with this activity	The teacher determines how effective a lesson or unit was in terms of enhancing student achievement and identifies specific causes of success or difficulty and uses this analysis when making instructional decisions	The teacher determines how effective a lesson or unit was in terms of enhancing student achievement but does not accurately identify causes of success or difficulty	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

52. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

The teacher determines the effectiveness of specific instructional techniques regarding the achievement of subgroups of students and identifies specific reasons for discrepancies.

Teacher Evidence
❒ The teacher gathers and keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of students (i.e., different socio-economic groups, different ethnic groups)
❒ The teacher provides a written analysis of specific causes of success or difficulty
❒ When asked, the teacher can explain the differential effects of specific classroom strategies and behaviors on specific categories of students

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors	The teacher is a recognized leader in helping others with this activity	The teacher determines the effectiveness of specific strategies and behaviors regarding the achievement of subgroups of students and identifies the reasons for discrepancies	The teacher determines the effectiveness of specific strategies and behaviors regarding the achievement of subgroups of students but does not accurately identify the reasons for discrepancies	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

Developing and Implementing a Professional Growth Plan

53. Developing a Written Growth and Development Plan
The teacher develops a written professional growth and development plan with specific and measureable goals, action steps, manageable timelines and appropriate resources.

Teacher Evidence
❐ The teacher constructs a growth plan that outlines measurable goals, action steps, manageable timelines and appropriate resources
❐ When asked, the teacher can describe the professional growth plan using specific and measurable goals, action steps, manageable timelines and appropriate resources

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Developing a Written Growth and Development Plan	The teacher is a recognized leader in helping others with this activity	The teacher develops a written professional growth and development plan with clear and measurable goals, actions steps, timelines and resources	The teacher develops a written professional growth and development plan but does not articulate clear and measurable goals, action steps, timelines and appropriate resources	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

54. Monitoring Progress Relative to the Professional Growth and Development Plan

The teacher charts his or her progress toward goals using established action plans, milestones and timelines.

Teacher Evidence

❒ The teacher constructs a plan that outlines a method for charting progress toward established goals supported by evidence (e.g., student achievement data, student work, student interviews, peer, self and observer feedback)

❒ When asked, the teacher can describe progress toward meeting the goals outlined in the plan supported by evidence (e.g., student achievement data, student work, student interviews, peer, self and observer feedback)

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Monitoring Progress Relative to the Professional Growth and Development Plan	The teacher is a recognized leader in helping others with this activity	The teacher charts his or her progress on the professional growth and development plan using established milestones and timelines and makes modifications or adaptations as needed	The teacher charts his or her progress on the professional growth and development plan using established milestones and timelines but does not make modifications or adaptations as needed	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity