# Art and Science of Teaching Teacher Evaluation Model: Demain 3: Bef

Teacher Evaluation Model: Domain 3: Reflecting on Teaching

### **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

within Domain 1

When asked, the teacher can describe how specific areas for improvement are identified.

☐ When asked, the teacher can describe how specific areas for improvement are identified within Domain 1

	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



### Art and Science of Teaching

Teacher Evaluation Model: Domain 3: Reflecting on Teaching

### 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 I	his (	or her	evalu	ations	of	individual	lessons	and
un	its														

- ☐ 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

	Innovating	Applying	Developing	Beginning	Not Using
Evaluating	The	The teacher	The teacher	The teacher	The teacher
Evaluating the Effectiveness of Individual Lessons and Units					
		instructional decisions			



# Art and Science of Teaching

### Teacher Evaluation Model: Domain 3: Reflecting on Teaching

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

52. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

# **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

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



# Art and Science of Teaching Teacher Evaluation Model: Domain 3: Reflecting on Teaching

### **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

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



# Art and Science of Teaching Teacher Evaluation Model: Domain 3: Reflecting on Teaching

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