

# Mountain Brook Schools

## Teacher Development Standards of Practice Self-Assessment

August 2018 WORKING DRAFT

Assess your practice on each standard and indicator based on your most common or most frequent behaviors, and select the stage most appropriate for you for each.

<b>Domain 1: Content and Substance/Organization of Knowledge</b>			
Teacher advances student understanding of content through coherent <b>progressions of learning</b> . Pedagogy matches students at varied instructional levels to outcomes based on standards and applies learning to the real world.			
<b>Facilitates appropriate, coherent progressions of learning.</b>			
Expectation	Extension	Transformative	Self-Assessment
Uses multiple methods, strategies, and resources to design rigorous and relevant units/lessons that build on prior knowledge and scaffold new learning.	Matches student needs to the progression of learning to promote analytical and creative thinking about the content.	Uses comprehensive knowledge of subject matter, instructional methods, and student development to ensure that all learners extend related concepts and skills.	Circle one: Expectation Extension Transformative
<b>Connects learning to students' lives.</b>			
Expectation	Extension	Transformative	Self-Assessment
Utilizes opportunities to identify real life connections across curriculum.	Contextualizes and deepens student understanding of content knowledge and strategically links student experiences and interests throughout instruction.	Facilitates critical analysis of multiple perspectives within/across multiple disciplines.	Circle one: Expectation Extension Transformative

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<b>Domain 2: Strategies and Resources that Enhance Learning</b>			
Teacher recognizes the importance of intentionality in the selection of strategies and resources, selecting those that are authentically engaging, directly align with learning outcomes, and will be of most use to students.			
<b>Utilizes student-centered instructional strategies.</b>			
Expectation	Extension	Transformative	Self-Assessment
Uses instructional strategies that actively engage students during the lesson in ways that support building relevant understanding.	Utilizes instructional strategies that engage learners and focus on uniting knowledge and skills to promote deep relevant understanding.	Utilizes instructional strategies that engage learners by empowering them to take initiative to adapt learning tasks and to seek personal relevance/meaning.	Circle one: Expectation Extension Transformative
<b>Links resources and technologies to learning.</b>			
Expectation	Extension	Transformative	Self-Assessment
Uses materials, resources, strategies, and technologies in ways that are purposeful to learning.	Uses materials, resources, strategies, and technologies in ways that are purposeful and enhance learning.	Uses materials, resources, and strategies are purposeful and technologies in ways that are transformative (allow us to do something that would not otherwise be possible).	Circle one: Expectation Extension Transformative

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<b>Domain 3: Learning Environment</b>			
Teacher creates an environment of respect and rapport in the classroom through positive student interactions. Teacher establishes and monitors classroom routines and procedures.			
<b>Manages instructional time and non-instructional routines smoothly and effectively.</b>			
Expectation	Extension	Transformative	Self-Assessment
Uses pacing and transitions efficiently and smoothly, with minimal disruption to learning.	Actively and equitably engages learners by organizing and allocating resources of time, space, and learner attention.	Uses a variety of methods to engage learners in evaluating the learning environment and makes appropriate adjustments.	Circle one: Expectation Extension Transformative
Clearly and purposefully communicates instructional procedures for student engagement. Quickly prompts students to refocus in events of non-instructional interruptions.	Establishes a norm of high automaticity in procedures. After interruptions, students quickly return to pre-established routines with little to no prompting from teacher.	Creates a culture of internalized student expectations to the degree that students are self-sufficient and able to persevere in tasks without prompting.	Circle one: Expectation Extension Transformative
<b>Creates a climate of respect, collaboration, and rapport.</b>			
Expectation	Extension	Transformative	Self-Assessment
Interacts with students in an approachable, supportive, and respectful manner.	Creates a culture where teacher and students interact positively based on clearly communicated classroom community norms and expectations.	Creates a culture where teacher and students are engaged in creating and maintaining a positive, respectful environment.	Circle one: Expectation Extension Transformative

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<b>Domain 4: Customized and Differentiated Learning Experiences</b>			
Teacher facilitates student tasks to provide cognitive challenge, and students are encouraged to reflect on what they have done and what they have learned.			
<b>Provides <span style="color: red;">differentiated learning</span> experiences based on student needs.</b>			
Expectation	Extension	Transformative	Self-Assessment
Differentiates instruction and provides appropriate scaffolds to address varied levels of student readiness.	Differentiates learning for the individual and demonstrates knowledge of students' readiness and targets growth.	Differentiates learning for the individual and leads students to self-assess and monitor their own progress and growth.	Circle one: Expectation Extension Transformative
<b>Provides <span style="color: red;">customized</span> learning experiences based on student voice and choice.</b>			
Expectation	Extension	Transformative	Self-Assessment
Includes student voice and choice in instruction and learning experiences.	Integrates student voice and choice in instruction that allows students emerging ownership of learning.	Customizes instruction for learning outcomes so that student voice, choice, and ownership of learning are evident in all areas of learning.	Circle one: Expectation Extension Transformative

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<b>Domain 5: Culture of Critical Thinking and Innovation</b>			
Teacher fosters an environment characterized by <b>high cognitive energy</b> , challenges students to develop innovative ideas and explain their thinking, and ensures they are intellectually engaged in learning relevant and challenging content.			
<b>Facilitates inquiry to foster an environment of high cognitive energy</b>			
Expectation	Extension	Transformative	Self-Assessment
Facilitates student inquiry of major concepts/ideas before formal explanation occurs.	Facilitates avenues of inquiry and student use of choice to solve problems.	Leads students to engage in designing methods for inquiry of concepts, ideas, or content.	Circle one: Expectation Extension Transformative
Provides opportunities through instruction where all students are appropriately challenged.	Provides significant opportunities through instruction where all students are appropriately challenged.	Designs instruction that promotes all students engaging in rigorous content through well-designed learning tasks that require complex thinking.	Circle one: Expectation Extension Transformative
<b>Challenges students to develop innovative ideas and explain their thinking</b>			
Expectation	Extension	Transformative	Self-Assessment
Encourages student innovation and questioning.	Facilitates processes that perpetuate and encourage student innovation and questioning.	Creates a classroom culture of innovative thinking and questioning during all aspects of instruction.	Circle one: Expectation Extension Transformative

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<b>Ensures students are intellectually engaged in problem-solving through relevant and challenging content</b>			
Expectation	Extension	Transformative	Self-Assessment
Creates opportunity for students to engage with content through meaningful learning experiences, such as solving open-ended problems.	Guides student problem-solving through modeling and questioning.	Creates a classroom culture where students are self-directed in their quest for solutions, and learning experiences are complex and/or multi-stepped.	Circle one: Expectation Extension Transformative

<b>Domain 6: Assessment and Authentic Feedback That Guides Instruction</b>			
Teacher monitors student understanding and provide feedback to students as an integral part of instruction.			
<b>Provides feedback to guide and support student learning.</b>			
Expectation	Extension	Transformative	Self-Assessment
Consistently provides focused and timely feedback that ties directly to objective(s).	Facilitates student application of feedback to scaffold and extend learning.	Coaches students to independently apply feedback to extend learning.	Circle one: Expectation Extension Transformative
<b>Adjusts instruction based on formative assessment data.</b>			
Expectation	Extension	Transformative	Self-Assessment
Utilizes formative assessment to drive instructional decisions throughout the learning process.	Utilizes formative assessment and adjusts instruction based on results.	Utilizes formative assessment; students and teachers collaboratively adjust instructional decisions for the individual.	Circle one: Expectation Extension Transformative

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Domain 7: Culture of Professionalism and Collaboration			
The teacher adheres to policies and established procedures, seeks appropriate leadership roles and opportunities to take responsibility for student learning, collaborates and communicates with all stakeholders to ensure learner growth and to advance the profession.			
Collaborates with colleagues			
Expectation	Extension	Transformative	Self-Assessment
Interacts with colleagues through collaborative conversations and instructional design.	Shares responsibility actively with colleagues for decision making and accountability for each student's learning.	Engages in school-wide efforts to build a shared vision and supportive culture of growth.	Circle one: Expectation Extension Transformative
Communicates with all stakeholders			
Expectation	Extension	Transformative	Self-Assessment
Anticipates instructional challenges and takes initiative to proactively communicate with all stakeholders.	Collaborates with learners and stakeholders to establish mutual expectations and ongoing communication to support learner development and achievement.	Values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.	Circle one: Expectation Extension Transformative

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<b>Demonstrates professional responsibility</b>			
Expectation	Extension	Transformative	Self-Assessment
Consistently monitors one's professional behaviors and adheres to school, state, district, and federal policies and procedures.	Displays the standards of honesty, integrity, and confidentiality in all professional areas and complies with all regulations.	Displays the highest standards of honesty, integrity, and confidentiality in all professional areas and complies fully with all regulations, in order to assure equitable learning opportunities for all students.	Circle one:  Expectation  Extension  Transformative
<b>Engages in continuous learning and school improvement</b>			
Expectation	Extension	Transformative	Self-Assessment
Participates in school-wide activities beyond the classroom.	Seeks out opportunities beyond the school community to enhance the profession and his or her knowledge of best practices.	Initiates and leads improvement efforts within the school and/or beyond the school community to further enhance the profession and knowledge of best practices.	Circle one:  Expectation  Extension  Transformative
Reflects continuously and adjusts professional practice.	Reflects collaboratively with others to identify areas for growth and adjust professional practice.	Intentionally seeks feedback from colleagues for multiple perspectives and leads others to reflect on and adjust professional practice and student learning.	Circle one:  Expectation  Extension  Transformative