

# Standards for Quality Teaching and Learning Self-Assessment Form



<p><b>CLASSROOM ENVIRONMENT</b></p> <p><b>Creates a classroom environment that is safe, inviting, respectful, and developmentally appropriate:</b></p> <ul style="list-style-type: none"> <li>• Provides for interactions that are consistently appropriate to student's culture, gender, and individual differences</li> <li>• Reflects commitment to TSD Outcomes and Indicators</li> <li>• Conveys enthusiasm for learning</li> <li>• Uses technology to motivate and engage students in the learning</li> </ul>	Approaches Standard	Meets Standard
<p><b>CLASSROOM MANAGEMENT</b></p> <p><b>Creates classroom structures and communicates clear expectations in a manner that encourages appropriate behavior and promotes student learning:</b></p> <ul style="list-style-type: none"> <li>• Responds to behavior in a manner that is appropriate, successful, and demonstrates respect for student</li> <li>• Establishes management practices that result in minimal loss of instructional time, such as:             <ul style="list-style-type: none"> <li>- Routines for handling materials and supplies</li> <li>- Smooth transitions with clear directions</li> </ul> </li> <li>• Uses technology for efficient access of classroom assignments and directions by students and parents</li> </ul>	Approaches Standard	Meets Standard
<p><b>LESSON PLANNING AND DESIGN</b></p> <p><b>Consistently implements state and district adopted curriculums:</b></p> <ul style="list-style-type: none"> <li>• Uses curriculum documents (i.e. continuums, implementation guidelines, preferred visions, unit notebooks, etc.)</li> <li>• Designs lessons with clear objectives focusing on concepts, skills, and strategies (i.e. nested objectives and classroom 10)</li> <li>• Integrates curriculum through essential questions, key concepts/themes, thinking skills, Habits of Mind and district outcomes</li> <li>• Applies current research and best practices in delivery of instruction</li> <li>• Incorporates reflection and assessment results in order to improve future lessons</li> <li>• Intentionally plans for the appropriate use of technology to enhance learning</li> </ul>	Approaches Standard	Meets Standard

<p><b>INSTRUCTIONAL AND CLASSROOM TEACHING PRACTICE</b></p> <p><b>Develops a repertoire of instructional and classroom teaching practices including:</b></p> <ul style="list-style-type: none"> <li>• Using a wide variety of active processing strategies to engage students in learning</li> <li>• Stating learning objectives, giving clear directions, and consistently checking for understanding</li> <li>• Mediating student thinking through questioning strategies, thinking skills, and Habits of Mind applications</li> <li>• Differentiating Instruction through:             <ul style="list-style-type: none"> <li>- Use of technology</li> <li>- Flexible grouping (e.g. cooperative learning, small groups, peer partners)</li> <li>- Multiple intelligences</li> <li>- Monitoring and modifying instruction: content, skills, time</li> </ul> </li> <li>• Incorporates available technology to improve learning</li> </ul>	Approaches Standard	Meets Standard
<p><b>ASSESSMENT</b></p> <p><b>Creates and utilizes multiple and appropriate assessment tools:</b></p> <ul style="list-style-type: none"> <li>• Aligns tools with lesson objectives to frequently monitor student learning and set future goals, including:             <ul style="list-style-type: none"> <li>- Rubrics, scales, checklists</li> <li>- Performance assessments</li> <li>- Objective tests</li> <li>- Portfolios</li> <li>- Student self-reflections and critiques</li> </ul> </li> <li>• Communicates clear assessment criteria and standards to students and families</li> <li>• Uses data management systems to access and interpret data to make instructional decisions</li> </ul>	Approaches Standard	Meets Standard
<p><b>PROFESSIONAL DEVELOPMENT AND RESPONSIBILITIES</b></p> <p><b>Demonstrates continual commitment to professional growth and improved student learning:</b></p> <ul style="list-style-type: none"> <li>• Seeks out opportunities for staff development to enhance content knowledge and teaching skill</li> <li>• Uses feedback for the purposes of self-reflection and goal setting</li> <li>• Participates in development and support of the building site plan and district initiatives</li> <li>• Accesses available resources and personnel to support students</li> <li>• Assumes responsibility for parent communication in a professional and timely manner</li> </ul> <p><b>Contributes as a member of a professional learning community:</b></p> <ul style="list-style-type: none"> <li>• Intentionally models TSD Outcomes and Indicators</li> <li>• Practices effective communication skills (SPACE)</li> <li>• Presumes positive intent in working with students, families and colleagues</li> <li>• Employs a fully effective system for managing paperwork and timelines</li> </ul>	Approaches Standard	Meets Standard