**Reflective practice is a key component of an effective instructional program. This document is designed as a tool to help you rate your use of the elements, identify an area for growth, and plan for achieving growth.**

Reflect on how well you implement the strategies within each of the elements for the Marzano Teacher Evaluation/Growth Model. JPS is in year three of a three-year plan for implementation of all domains and elements. All 4 Domains and 60 elements are included in this self-assessment, but you will only complete the sections you identify as growth areas. This year we highlighted those elements or design questions which the new Marzano Focus Model indicates are the most impactful on student learning.

Instructions:

1) Review the Domains, Design Questions and Elements in the chart below.

2) Select at least one Design Question **and** one additional Design Question or one of the Domains 2, 3 or 4 you want to improve upon. (For a minimum of 2.)

3) Consult with your building principal about your selection prior to moving to step 4.

4) Complete the self-assessment sections for the Design Question(s) and Domain(s) you have selected.

5) Complete the reflection and planning worksheet. (page 4)

6) Email the completed self-assessment and the reflection and planning worksheet to your building principal.

**DOMAIN 1**

***Lesson Segment Involving Routine Events***

**Design Question #1: Communicating Learning Goals and Feedback**

| **How do I rate my use of Elements…** | | **Not Using** | **Beginning** | **Developing** | **Applying** | **Innovating** |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | Provide clear learning goals and scales |  |  |  |  |  |
| 2 | Tracking student progress |  |  |  |  |  |
| 3 | Celebrating Success |  |  |  |  |  |

**Design Question #6: Establishing Rules and Procedures**

| **How do I rate my use of Elements…** | | **Not Using** | **Beginning** | **Developing** | **Applying** | **Innovating** |
| --- | --- | --- | --- | --- | --- | --- |
| 4 | Establishing Classroom routines |  |  |  |  |  |
| 5 | Organizing the physical layout of the classroom |  |  |  |  |  |

***Lesson Segment Addressing Content***

**Design Question #2: Helping Students Interact with New Knowledge**

| **How do I rate my use of Elements…** | | **Not Using** | **Beginning** | **Developing** | **Applying** | **Innovating** |
| --- | --- | --- | --- | --- | --- | --- |
| 6 | Identifying critical information |  |  |  |  |  |
| 7 | Organizing students to interact with new knowledge |  |  |  |  |  |
| 8 | Previewing new content |  |  |  |  |  |
| 9 | Chunking content into “Digestible Bites” |  |  |  |  |  |
| 10 | Processing of new information |  |  |  |  |  |
| 11 | Elaborating on new information |  |  |  |  |  |
| 12 | Recording and representing knowledge |  |  |  |  |  |
| 13 | Reflecting on learning |  |  |  |  |  |

**Design Question #3: Helping Students Practice and Deepen New Knowledge**

| **How do I rate my use of Elements…** | | **Not Using** | **Beginning** | **Developing** | **Applying** | **Innovating** |
| --- | --- | --- | --- | --- | --- | --- |
| 14 | Reviewing content |  |  |  |  |  |
| 15 | Organizing students to practice and deepen knowledge |  |  |  |  |  |
| 16 | Using homework |  |  |  |  |  |
| 17 | Examining similarities and differences |  |  |  |  |  |
| 18 | Examining errors in reasoning |  |  |  |  |  |
| 19 | Practicing skills, strategies, and processes |  |  |  |  |  |
| 20 | Revising knowledge |  |  |  |  |  |

**Design Question #4: Helping Students Generate and Test Hypotheses**

| **How do I rate my use of Elements…** | | **Not Using** | **Beginning** | **Developing** | **Applying** | **Innovating** |
| --- | --- | --- | --- | --- | --- | --- |
| 21 | Organizing students for cognitively complex tasks |  |  |  |  |  |
| 22 | Engaging students in cognitively complex tasks involving hypothesis generation and testing |  |  |  |  |  |
| 23 | Providing resources and guidance |  |  |  |  |  |

***Lesson Segment Enacted on the Spot***

**Design Question #5: Engaging Students**

| **How do I rate my use of Elements…** | | **Not Using** | **Beginning** | **Developing** | **Applying** | **Innovating** |
| --- | --- | --- | --- | --- | --- | --- |
| 24 | Noticing when students are not engaged |  |  |  |  |  |
| 25 | Using academic games |  |  |  |  |  |
| 26 | Managing response rates |  |  |  |  |  |
| 27 | Using Physical movement |  |  |  |  |  |
| 28 | Maintaining lively pace |  |  |  |  |  |
| 29 | Demonstrating intensity and enthusiasm |  |  |  |  |  |
| 30 | Using friendly controversy |  |  |  |  |  |
| 31 | Providing opportunities for students to talk about themselves |  |  |  |  |  |
| 32 | Presenting unusual or intriguing information |  |  |  |  |  |

**Design Question #7: Recognizing Adherence to Rules and Procedures**

| **How do I rate my use of Elements…** | | **Not Using** | **Beginning** | **Developing** | **Applying** | **Innovating** |
| --- | --- | --- | --- | --- | --- | --- |
| 33 | Demonstrating “withitness” |  |  |  |  |  |
| 34 | Applying consequences for lack of adherence to rules and procedures |  |  |  |  |  |
| 35 | Acknowledging adherence to rules and procedures |  |  |  |  |  |

**Design Question #8: Establishing and Maintaining Effective Relationships with Students**

| **How do I rate my use of Elements…** | | **Not Using** | **Beginning** | **Developing** | **Applying** | **Innovating** |
| --- | --- | --- | --- | --- | --- | --- |
| 36 | Understanding students’ interests and backgrounds |  |  |  |  |  |
| 37 | Using verbal and nonverbal behaviors that indicate affection for students |  |  |  |  |  |
| 38 | Displaying objectivity and control |  |  |  |  |  |

**Design Question #9: Communicating High Expectations for ALL Students**

| **How do I rate my use of Elements…** | | **Not Using** | **Beginning** | **Developing** | **Applying** | **Innovating** |
| --- | --- | --- | --- | --- | --- | --- |
| 39 | Demonstrating value and respect for low expectancy students |  |  |  |  |  |
| 40 | Asking questions of low expectancy students |  |  |  |  |  |
| 41 | Probing incorrect answers with low expectancy students |  |  |  |  |  |

**DOMAIN 2**

***Planning and Preparing***

| **How do I rate my use of Elements…** | | **Not Using** | **Beginning** | **Developing** | **Applying** | **Innovating** |
| --- | --- | --- | --- | --- | --- | --- |
| 42 | Effective scaffolding of information within lessons |  |  |  |  |  |
| 43 | Lessons within units |  |  |  |  |  |
| 44 | Attention to established content standards |  |  |  |  |  |
| 45 | Use of available traditional resources |  |  |  |  |  |
| 46 | Use of available technology |  |  |  |  |  |
| 47 | Needs of English language learners |  |  |  |  |  |
| 48 | Needs of students receiving special education |  |  |  |  |  |
| 49 | Needs of students who lack support for schooling |  |  |  |  |  |

**DOMAIN 3**

***Reflecting on Teaching***

| **How do I rate my use of Elements…** | | **Not Using** | **Beginning** | **Developing** | **Applying** | **Innovating** |
| --- | --- | --- | --- | --- | --- | --- |
| 50 | Identifying areas of pedagogical strengths and weakness |  |  |  |  |  |
| 51 | Evaluating the effectiveness of individual lessons and units |  |  |  |  |  |
| 52 | Evaluating the effectiveness of specific pedagogical strategies and behaviors |  |  |  |  |  |
| 53 | Developing a written growth and development plan |  |  |  |  |  |
| 54 | Monitoring progress relative to the professional growth and development plan |  |  |  |  |  |

**DOMAIN 4**

***Collegiality and Professionalism***

| **How do I rate my use of Elements…** | | **Not Using** | **Beginning** | **Developing** | **Applying** | **Innovating** |
| --- | --- | --- | --- | --- | --- | --- |
| 55 | Promoting positive interactions with colleagues |  |  |  |  |  |
| 56 | Promoting positive interactions about students and parents |  |  |  |  |  |
| 57 | Seeking mentorship for areas of need or interest |  |  |  |  |  |
| 58 | Mentoring other teachers and sharing ideas and strategies |  |  |  |  |  |
| 59 | Adhering to district and school rules and procedures |  |  |  |  |  |
| 60 | Participating in district and school initiatives |  |  |  |  |  |

**Reflection and Planning Worksheet**

**Name: Date:**

| **I have identified the following Design Question(s)/Domains to work on as part of my professional growth.** | | | |
| --- | --- | --- | --- |
| **[ ]** | *DQ 1:* **Communicating Learning Goals and Feedback** | **[ ]** | *DQ 7:* **Recognizing Adherence to Rules and Procedures** |
| **[ ]** | *DQ 2:* **Helping Students Interact with New Knowledge** | **[ ]** | *DQ 8:* **Establishing & Maintaining Effective Relationships with Students** |
| **[ ]** | *DQ 3:* **Helping Students Practice and Deepen New Knowledge** | **[ ]** | *DQ 9:* **Communicating High Expectations for ALL Students** |
| **[ ]** | *DQ 4:* **Helping Student Generate and Test Hypotheses** | **[ ]** | *Domain 2:* **Planning and Preparing** |
| **[ ]** | *DQ 5:* **Engaging Students** | **[ ]** | *Domain 3:* **Reflecting on Teaching** |
| **[ ]** | *DQ 6:* **Establishing Rules and Procedures** | **[ ]** | *Domain 4:* **Collegiality and Professionalism** |

| **Write a SMART Goal for each Design Question and/or Domain you selected above.** | |
| --- | --- |
| **My S M A R T goal(s) to guide my professional growth.** |  |
| **How I plan to partner with my principal to meet my S M A R T goal(s).** |  |

