

Question 1 ASSESSING PRACTICE/ PROFESSIONAL GOAL SELECTION

- A. At which level of practice did you rate yourself? Use the language of the levels on the continuum, your evidence/strengths, and areas for growth (documented in the ILP) to explain your assessment.
- B. How did reflecting on your previous teaching practice impact your yearlong professional SMART goal?
- Year 1 discuss Individual Development Plan (IDP) or student teaching experience from your university program.
 - Year 2 discuss your site evaluator's evaluation of your performance.
- C. Briefly explain the context of your focus class. Why did you choose these particular Case Study Students (CSS)? What does the evidence you attached to each Knowing Students tool reveal about each CSS?

Initial level of practice

⇒ Language of Continuum
 ⇒ Evidence
 ⇒ Strengths
 ⇒ Areas for Growth

Mid year level of practice

⇒ Language of Continuum
 ⇒ Evidence
 ⇒ Strengths
 ⇒ Areas for Growth



IDP/Eval

Focus Class

CSS 1

CSS 2

Next Steps & New Next Steps

2. e Using the language of the continuum on the Initial and Mid Year ILPs, describe how you've made **progress** on your yearlong professional SMART goal. Discuss your Next Steps to advance to the next level of practice on the End of Year ILP.

Question 2

Instructional/ Behavioral Strategies Used

Levels of Practice on Post Observation Conversation

A. As you worked toward achieving your yearlong professional SMART goal, specifically explain the instructional/behavioral strategies you used:
 in the Initial **A**nalysis of **S**tudent **L**earning
 in the Final **A**nalysis of **S**tudent **L**earning
B. What was the impact of these instructional/behavioral strategies on student learning for the overall class?

IMPACT and

CSS 1

Evidence = Student Work

CSS 2

Evidence = Student Work

Focus Class

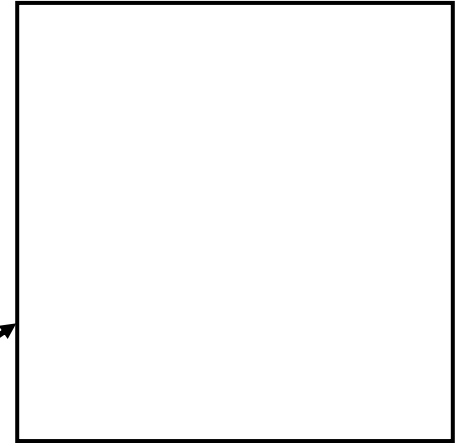
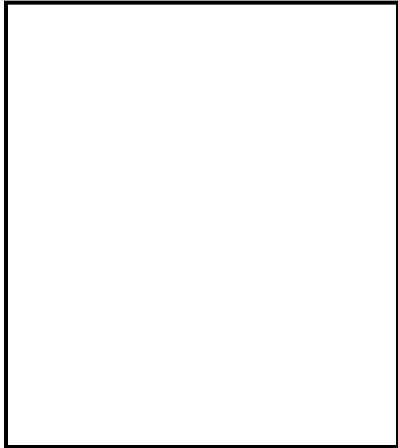
C. Use the named evidence attached to the ASLs to explain the impact these strategies had on each CSS and overall student learning.
D. Refer to the assessed levels of practice on the Post Observation Co-Analysis to describe how your mentor's Observation and Post Observation Conversation helped your instruction improve, as you worked towards your goal?

Professional Development

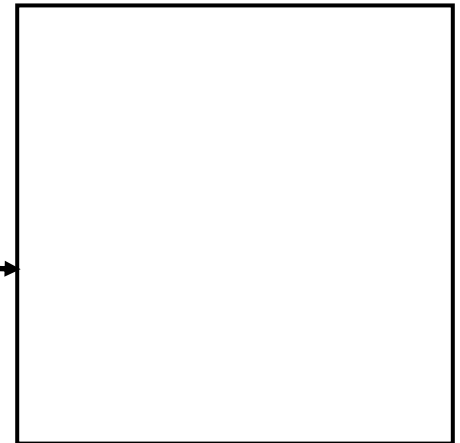
Question 3

c. What instructional/behavioral strategies did you learn that you plan to incorporate into your own classroom from:
Professional Development (including Nearpod Learning Labs, Teaching Channel videos, and/or district provided professional development)
Focused Teacher Observation

b. As a result of what you learned from these experiences, discuss the impact on the Focus Class and both CSS.



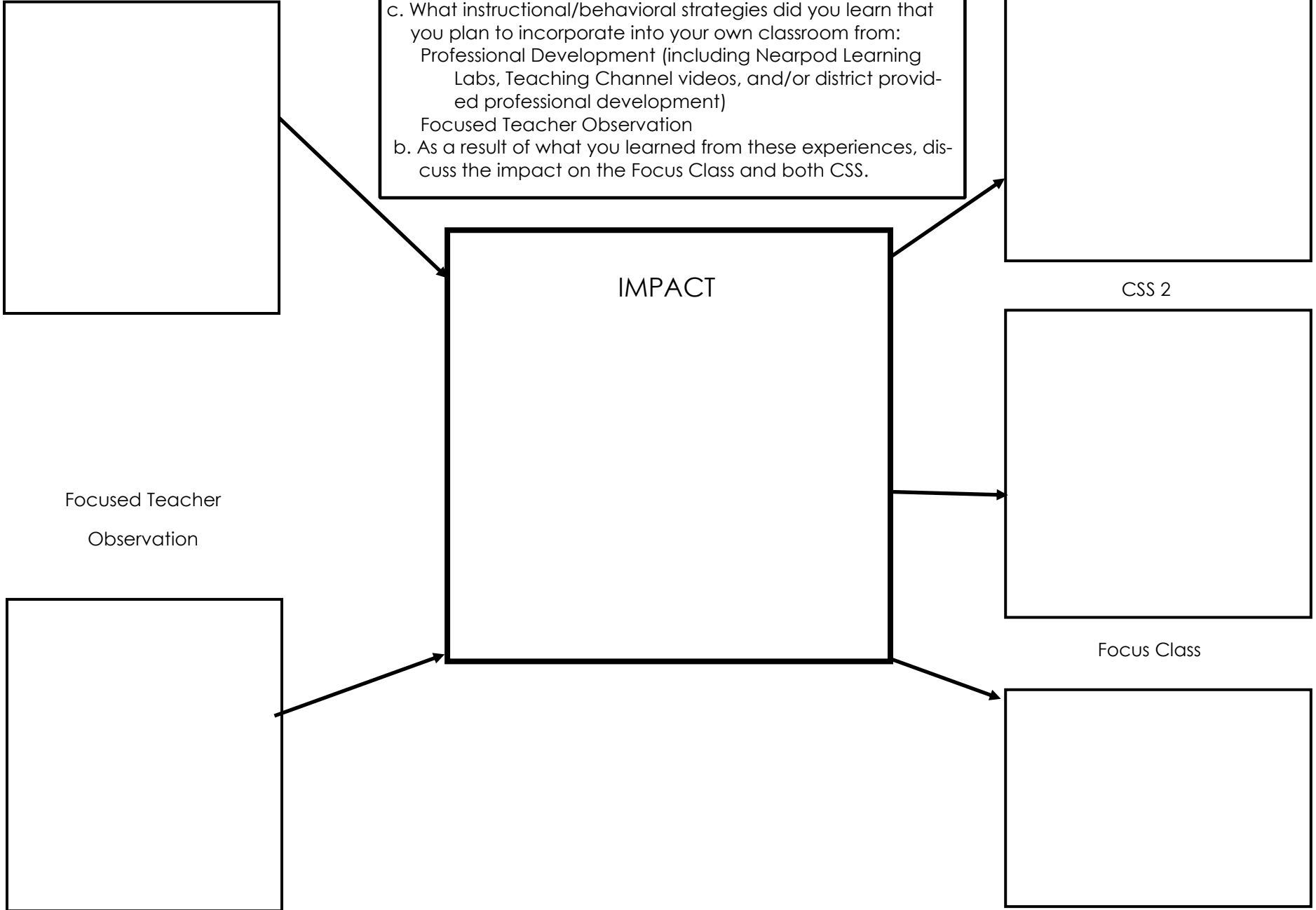

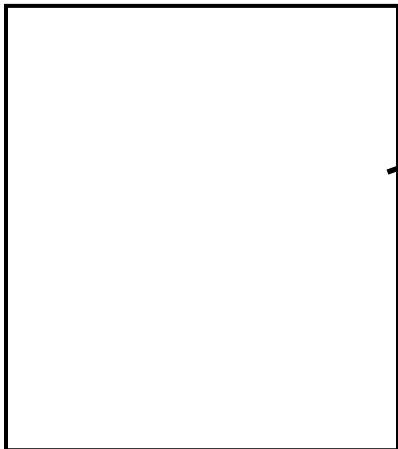
CSS 2



Focus Class

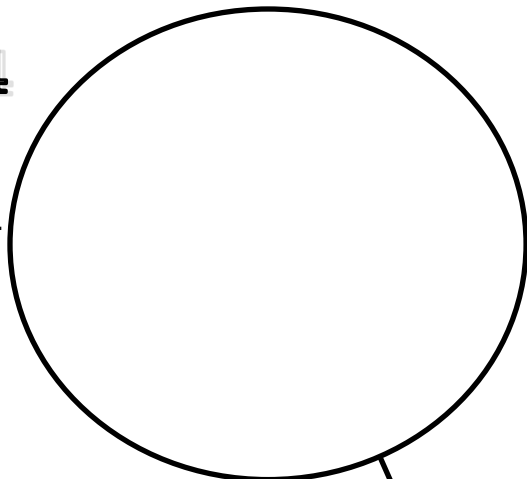
IMPACT

Focused Teacher
Observation

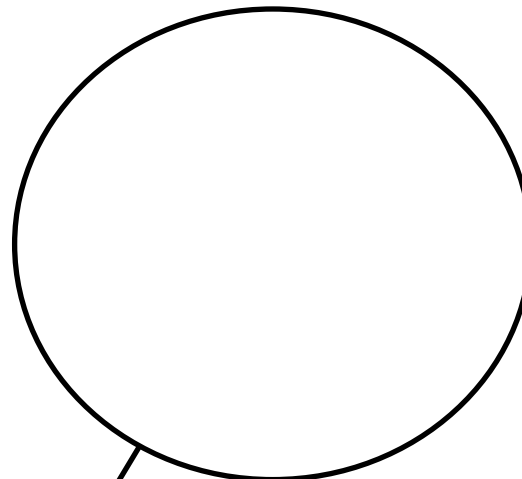


Question 4

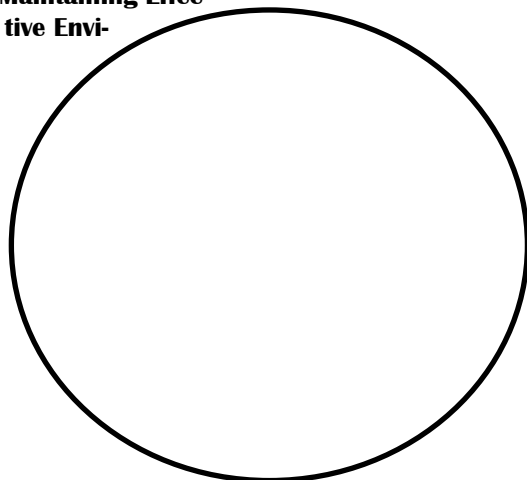
CSTP 1 Engaging and Supporting All Students in Learning



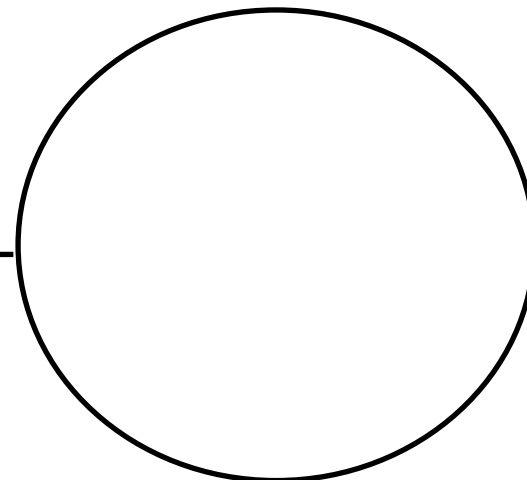
CSTP 6: Developing as a Professional Educator



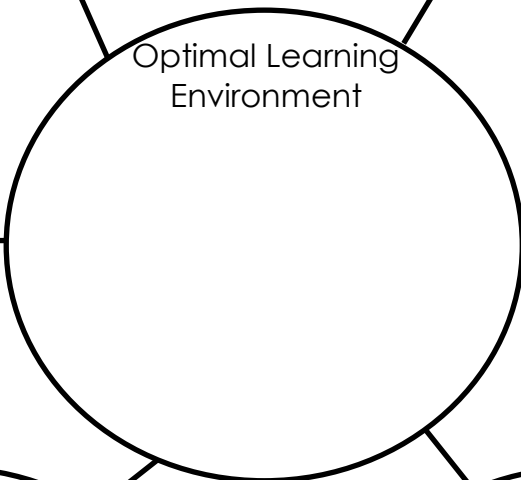
CSTP 2: Creating and Maintaining Effective Envi-



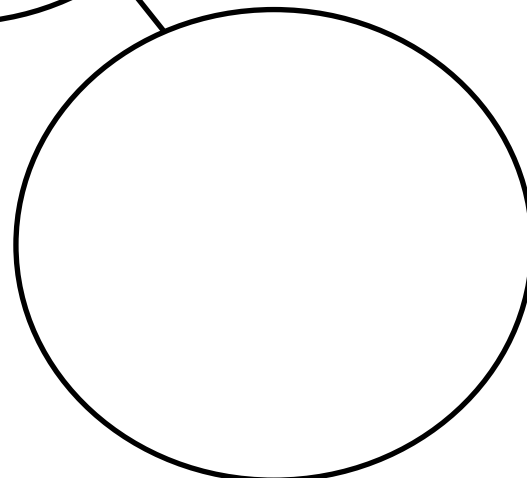
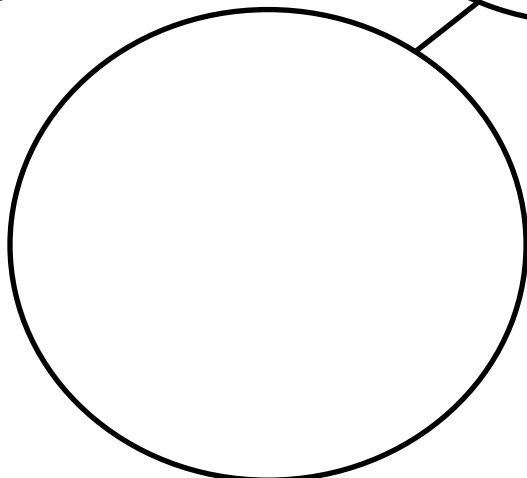
CSTP 5: Assessing Students for Learning



Optimal Learning Environment



Use characteristics from the Optimal Learning Environment framework to explain how you created an Optimal Learning Environment in your class.



CSTP 3: Understanding and Organizing Subject Matter for Student Learning

CSTP 4: Planning Instruction and Designing Learning Experiences for all Students

Question 4

4. C. As a result of this semester's work, what have you learned about yourself as a *professional* educator?

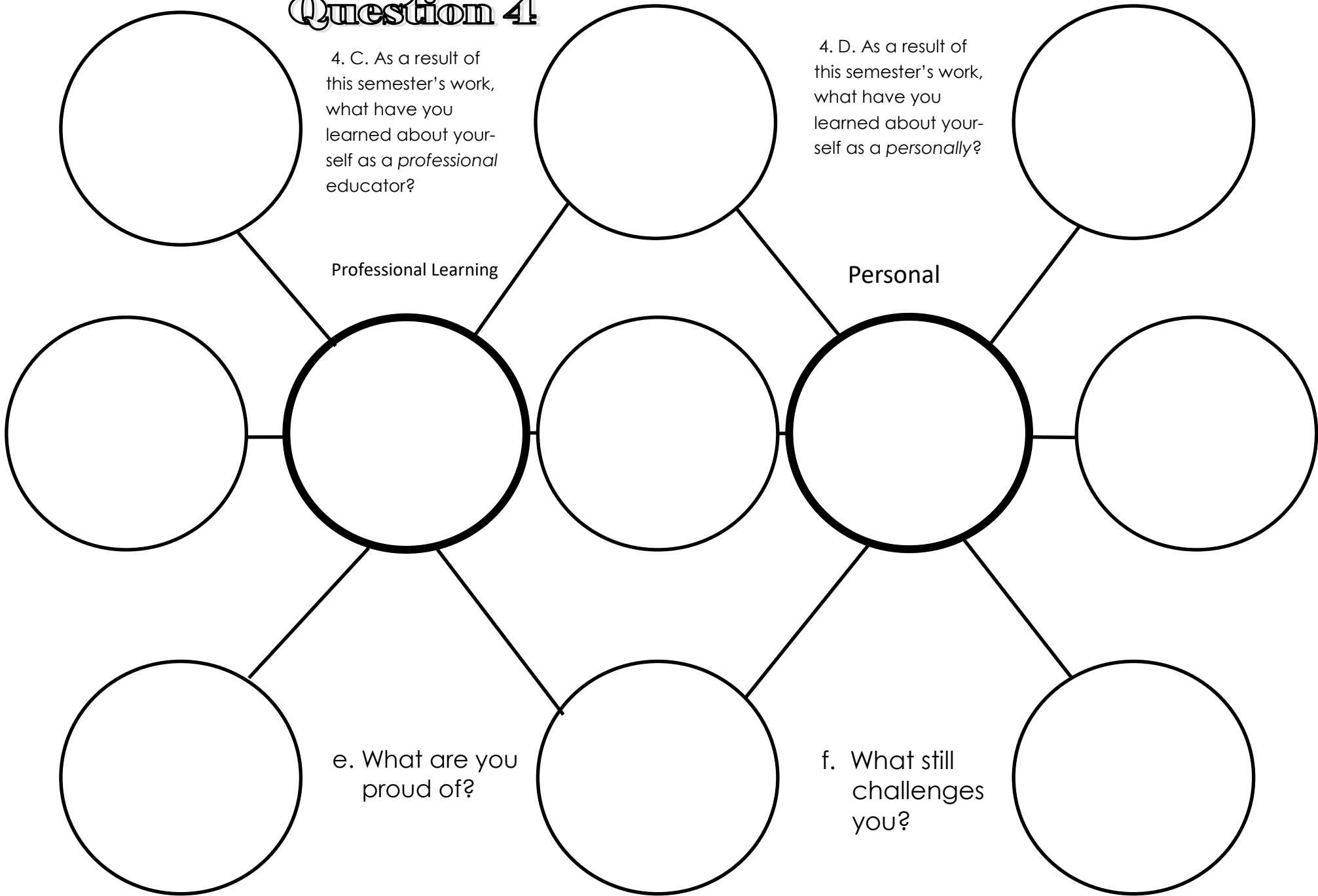
4. D. As a result of this semester's work, what have you learned about yourself as a *personally*?

Professional Learning

Personal

e. What are you proud of?

f. What still challenges you?



Question 4

Overall Learning and Future Impact

<u>Personal</u>	<u>Professional</u>	<u>Proud Moments</u>	<u>Challenges</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

How did your work in this unit help you create an Optimal Learning Environment?
Other than your CSTP of focus explain any other CSTP you addressed.

Question 4

What are you proud of? What still challenges you?

- ⇒ Engaging students in learning (CSTP 1)
- ⇒ Creating and effective classroom environment (CSTP2)
- ⇒ Aligning standards to the curriculum (CSTP 3)
- ⇒ Planning and differentiating for students with different ability levels (CSTP4)
- ⇒ Collecting and analyzing assessment data (CSTP5)
- ⇒ Collaborating with colleagues and the broader educational community (CSTP 6)

Overcoming Challenges

The diagram is a flowchart starting with the title 'Overcoming Challenges' at the top. A horizontal line below the title leads to a vertical line that splits into two horizontal lines. The left horizontal line is labeled 'Challenges' and the right horizontal line is labeled 'Proud Moments'. Each label is positioned above a short horizontal line, which then leads to a vertical line. These vertical lines lead to two columns of horizontal lines for writing. To the right of each column is a list of six checkboxes labeled 'CSTP 1' through 'CSTP 6'.

Challenges

CSTP 1

CSTP 2

CSTP 3

CSTP 4

CSTP 5

CSTP 6

Proud Moments

CSTP 1

CSTP 2

CSTP 3

CSTP 4

CSTP 5

CSTP 6