







BOULDER VALLEY SCHOOL DISTRICT
Self-Reflection for Teachers

This self-reflection was developed as a tool for goal setting and inquiry into practice. The self-reflection will help you to identify and prioritize a professional goal and personalized professional development plan for this school year. Begin by reading the standards and elements and reflecting on areas of your practice that relate to that element. Mark your individual level of mastery on the continuum for each element and use the descriptors below to guide your self-reflection.






Emerging	Exploring	Applying	Integrating	Innovating
Emerging indicates that a teacher is just beginning in their journey to mastery in this area.	Exploring indicates that the teacher is “trying out” parts of this element- demonstrates knowledge of this element occasionally.	Applying indicates that this element has been implemented and is a part of a teacher’s practice.	Integrating indicates that this element is exemplified in a teacher’s practice. It is routinely present.	Innovating indicates that a teacher has taken this element to the next level and made it their own. The teacher maximizes and embraces opportunities for new extensions in this area.


STANDARD I: TEACHERS DEMONSTRATE MASTERY AND PEDAGOGICAL EXPERTISE IN THE CONTENT THEY TEACH

Elements	
A. Alignment - Teachers provide instruction that is aligned with Colorado Academic Standards, their District’s organized plan of instruction, and the individual needs of their students	 Emerging Exploring Applying Integrating Innovating
B. Literacy - Teachers demonstrate knowledge of student literacy development in reading, writing, speaking, and listening	 Emerging Exploring Applying Integrating Innovating
C. Numeracy - Teachers demonstrate knowledge of mathematics and understand how to promote student development in numeracy (i.e. operations, algebra, geometry and measurement, and data analysis and probability) as appropriate to content and level	 Emerging Exploring Applying Integrating Innovating






<p>D. Content - Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught</p>	 <p>Emerging Exploring Applying Integrating Innovating</p>
<p>E. Connectedness - Teachers develop lessons that reflect the interconnectedness of content areas/disciplines</p>	 <p>Emerging Exploring Applying Integrating Innovating</p>
<p>F. Relevance - Teachers make instruction and content relevant to students and take actions to connect students' background and contextual knowledge with new information being taught</p>	 <p>Emerging Exploring Applying Integrating Innovating</p>




STANDARD II: TEACHERS ESTABLISH A SAFE, INCLUSIVE AND RESPECTFUL LEARNING ENVIRONMENT FOR A DIVERSE POPULATION OF STUDENTS

Elements	
<p>A. Learning Environment - Teachers foster a predictable learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers</p>	 <p>Emerging Exploring Applying Integrating Innovating</p>
<p>B. Community - Teachers demonstrate a commitment to and respect for diversity, while working toward common goals as a community and as a country</p>	 <p>Emerging Exploring Applying Integrating Innovating</p>
<p>C. Students' Strengths - Teachers engage students as individuals with unique interests and strengths</p>	 <p>Emerging Exploring Applying Integrating Innovating</p>
<p>D. Differentiation - Teachers adapt their teaching for the benefit of all students, including those with special needs, across a range of ability levels</p>	 <p>Emerging Exploring Applying Integrating Innovating</p>
<p>E. Home School Connection - Teachers provide proactive, clear and constructive feedback to families</p>	



about student progress and work collaboratively with the families and significant adults in the lives of their students	Emerging	Exploring	Applying	Integrating	Innovating
F. Management for Learning - Teachers create a learning environment characterized by acceptable student behavior, efficient use of time, and appropriate intervention strategies					
	Emerging	Exploring	Applying	Integrating	Innovating

Standard III: TEACHERS PLAN AND DELIVER EFFECTIVE INSTRUCTION AND CREATE AN ENVIRONMENT THAT FACILITATES LEARNING FOR THEIR STUDENTS

Elements					
A. Child/Adolescent Development - Teachers demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social, and emotional development of their students					
	Emerging	Exploring	Applying	Integrating	Innovating
B. Assessments - Teachers plan and consistently deliver instruction that draws on results of student assessments, is aligned to academic standards, and advances students' level of content knowledge and skills					
	Emerging	Exploring	Applying	Integrating	Innovating
C. Effective Practices - Teachers demonstrate a rich knowledge of current research on effective instructional practices to meet the developmental and academic needs of their students					
	Emerging	Exploring	Applying	Integrating	Innovating
D. Technology - Teachers thoughtfully integrate and utilize appropriate available technology in their instruction to maximize student learning					
	Emerging	Exploring	Applying	Integrating	Innovating
E. Critical Thinking - Teachers establish and communicate high expectations for all students and					
	Emerging	Exploring	Applying	Integrating	Innovating




plan instruction that helps students develop critical-thinking and problem solving skills	Emerging	Exploring	Applying	Integrating	Innovating
F. Student Collaboration - Teachers provide students with opportunities to work in teams and develop leadership qualities					
	Emerging	Exploring	Applying	Integrating	Innovating
G. Communication Skills - Teachers communicate effectively, make learning objectives clear and provide appropriate models of language					
	Emerging	Exploring	Applying	Integrating	Innovating
H. Feedback - Teachers use appropriate methods to assess what each student has learned, including formal and informal assessments, and use results to plan further instruction					
	Emerging	Exploring	Applying	Integrating	Innovating

STANDARD IV: TEACHERS REFLECT ON THEIR PRACTICE

Elements					
A. Reflection - Teachers demonstrate that they analyze student learning, development, and growth and apply what they learn to improve their practice					
	Emerging	Exploring	Applying	Integrating	Innovating
B. Professional Development - Teachers link professional growth to their professional goals					
	Emerging	Exploring	Applying	Integrating	Innovating

STANDARD V: TEACHERS DEMONSTRATE LEADERSHIP

Elements					
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A. School Leadership - Teachers demonstrate leadership in their schools	 Emerging Exploring Applying Integrating Innovating
B. Professional Leadership - Teachers contribute knowledge and skills to educational practices and the teaching profession	 Emerging Exploring Applying Integrating Innovating
C. Ethics - Teachers demonstrate high ethical standards	 Emerging Exploring Applying Integrating Innovating

Priority Growth Area

Review the areas of growth identified above.


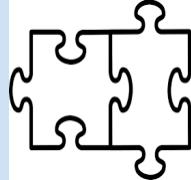
Based on the above self-reflection and consider some of the sources listed below, choose one standard/element to focus on as a priority growth area.

- your evaluation last year
- conversations with your administrator
- your students, and what you feel will make a big impact on their growth and achievement
- student data
- collegial conversations
- other



Goal Setting Protocol




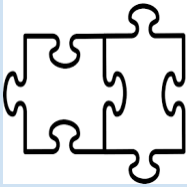
Current State

<p>Specific</p> 	<p>Relevant</p> 	<p>To further define your chosen priority growth goal, describe your current practice in the area of this element. What do you do? What do students do? What does this look like in your instructional setting? Other?</p>
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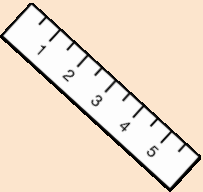
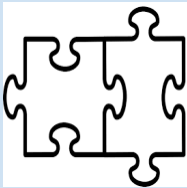
Desired State

<p>Specific</p> 	<p>Attainable</p> 	<p>Choosing this element as your priority growth goal will result in change in your practice. Describe what that change will be. What will you do? What will students do? What will it look like in your instructional setting? Other?</p>
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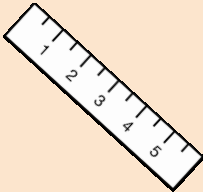

Professional Learning Activities to Meet Goals or to Enhance Professional Practice:

<p>Specific</p> 	<p>Relevant</p> 	<p>eg: specific PD courses, peer collaboration, professional reading, instructional coaching, implementing instructional strategies, other.</p>
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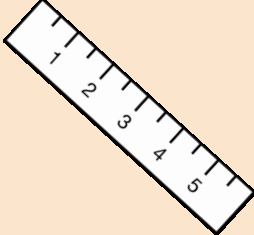

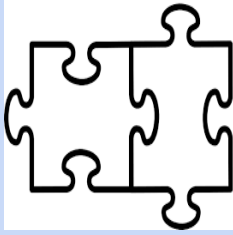

Outcomes to Validate Reaching Goals:

<p>Measurable</p> 	<p>Relevant</p> 	<p>eg: peer feedback, admin feedback, self assessment, student data, parent/family input, other.</p>
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Process to Collect Data and Measure Progress:

<p>Measurable</p> 	<p>Timely</p> 	<p>What data will be collected and provided to demonstrate achievement of goals? What are the timelines for data collected/provided?</p>
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Optional Additional Goals:

<p>Specific</p> 	<p>Measureable</p> 	<p>Attainable</p> 	<p>Relevant</p> 	<p>Timely</p> 

<p>Specific</p> 	<p>Measureable</p> 	<p>Attainable</p> 	<p>Relevant</p> 	<p>Timely</p> 
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