<table>
<thead>
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<th>Areas for Improvement</th>
<th>Standard</th>
<th>Strengths</th>
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| Teachers understand student learning and development and respect the diversity of the students they teach. | • Knowledge of how students learn and of student development  
• Understanding of what students know and are able to do  
• High expectations for all students  
• Respect for all students  
• Identification, instruction and intervention for special populations | |
| Teachers know and understand the content area for which they have instructional responsibility. | • Knowledge of content  
• Use of content-specific instructional strategies to effectively teach concepts and skills  
• Knowledge of school and district curriculum priorities and the Ohio academic content standards.  
• Relationship of knowledge within the discipline to other content areas.  
• Connections of content to life experiences and career opportunities. | |
| Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning. | • Knowledgeable about assessment types  
• Use of varied diagnostic, formative and summative assessments.  
• Analysis of data to monitor student progress and learning, and to plan, differentiate and modify instruction.  
• Communication of results  
• Inclusion of self-assessment and goal setting | |
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<th>Teachers plan and deliver effective instruction that advances the learning of each individual student.</th>
<th>Teachers create learning environments that promote high levels of learning and achievement for all students.</th>
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</table>
| - Alignment to school and district priorities and Ohio’s academic content standards.  
- Use of student information to plan and deliver instruction  
- Communication of clear learning goals  
- Application of knowledge of how students think and learn to instructional design and delivery.  
- Differentiation of instruction to support the learning needs of all students, including students identified as gifted  
- Use of activities to promote independence and problem-solving  
- Use of varied resources to support learner needs | - Fair and equitable treatment of all students  
- Creation of a safe learning environment.  
- Use of strategies to motivate students to work productively and assume responsibility for learning  
- Creation of learning situations for independent and collaborative work  
- Maintenance of a learning environment that is conducive for all students |
| Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning. | |
| - Clear and effective communication  
- Shared responsibility with parents/caregivers to support student learning  
- Collaboration with other teachers, administrators, school and district staff |
- collaboration with local community agencies

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<th>Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.</th>
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</table>
| • Understanding of and adherence to professional ethics, policies and legal codes
| • Engagement in continuous, purposeful professional development.
| • Desire to serve as an agent of change, seeking positive impact on teaching quality and student achievement. |
Growth Goals

Select 2 areas for improvement from the self-assessment. For each area, write a specific growth goal for the year. Having specific growth goals is a first step toward engaging in focused practice. Review your goals mid-year and at the end of the year. Goals should be written using the SMART goal format (Specific, Measurable, Attainable, Relevant and Time-bound)

Goal 1

Goal 2

What is your plan for attaining each goal?

What data will be collected to measure progress?

How will your goals be reviewed?

How will your goals be measured?