

FOCUS Reflection: C2.1

DIRECTIONS: Read through the Sample ELA Applications for this Indicator. Check the box in the right column if there is content in that row that you want to focus on for future professional development. Highlight text and/or make notes at the end of the form to keep track of specific aspects that interest you.

Indicator C2.1. Self-Assessment

Engages in a self-assessment process using state professional standards, student data, and feedback from students and colleagues to reflect on the effectiveness of instruction, with the intention of improving practice and student learning. Considers how personal beliefs and cultural values influence instructional decisions.

Sample ELA Applications		
What Effective ELA Teachers KNOW	What Effective ELA Teachers DO	✓ Focus
A. Regular reflection on one's own teaching, using a variety of lenses, can help to identify potential areas of focus for professional learning.	<ol style="list-style-type: none"> 1) Use the ELA Proficiency Guide (this document) to identify areas of proficiency and areas to target for further development. 2) View own instructional practice through different lenses (<i>e.g., digital literacy; culturally responsive teaching; second language acquisition; contextualized teaching</i>). 3) Keep abreast of system-wide priorities and consider strengths and growing edges related to each. 4) Review student assessment data and student work to target areas of practice to improve through professional development. 5) Question own assumptions, experiences, and cultural values and the role they play in decision-making. 6) Review notes written during lessons/units to reflect on what went well and areas that need improvement. 	
B. Students and colleagues can offer valuable input for improving practice.	<ol style="list-style-type: none"> 1) Review and incorporate feedback from students on such things as instruction they didn't understand, their perceptions of instructional effectiveness, and their suggestions for enhancing learning. 2) Enlist colleagues and/or supervisor to observe teaching and learning and offer feedback. 3) Invite colleagues to offer feedback on lesson plans/units as "critical friends." 4) Offer to provide feedback/input on the work of colleagues. 	

Notes to Self: