

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.

What Effective Math Teachers Know	What Effective Math Teachers Do	✓ Focus
a. Teachers need to assess their own strengths and challenges in teaching adult learners.	<ul style="list-style-type: none"> ● Reflect on the strengths they bring to the field of teaching mathematics. ● Assess their knowledge of current research on adult learning. ● Assess their needs for growth. ● Read about teaching adult learners. ● Look for high quality professional growth opportunities. 	
b. Teachers need to assess their knowledge of the math content for the varying levels of the CCRSAE.	<ul style="list-style-type: none"> ● Attend professional development sessions which clarify the math requirements for adult learner proficiency. ● Study the requirements of all the levels of the curriculum to know what comes before their course and what comes after. 	
c. Teachers must reflect on their own teaching vis-à-vis their students' grasp of the content.	<ul style="list-style-type: none"> ● Push for students to explain their thinking to determine whether they truly understand what they are doing. ● Pay attention to the types of errors students tend to make, especially if those errors are made in more than one class session. ● Question why a particular lesson is taught the way that it is and consider how it could be presented differently. 	
d. Practitioners building communities of practice can support each other as 'critical friends'.	<ul style="list-style-type: none"> ● Reach out to peers to discuss lessons that didn't go as planned. ● Ask peers to observe a lesson to offer advice on a specific aspect of teaching. ● Keep an open mind and accept criticism. 	
e. Insights gained through reflection and self-analysis should impact changes in practice.	<ul style="list-style-type: none"> ● Ask themselves 'what if' and then try out the new idea. ● Make a change to a lesson based on self-reflection. ● Monitor the change to see if it makes a difference in student understanding or their own understanding of how students learn. 	
f. One's personal beliefs and cultural values influence instructional decisions.	<ul style="list-style-type: none"> ● Work to identify cultural predispositions and implicit bias. ● Participate in a variety of high-quality professional learning experiences. ● Share instructional materials with colleagues who teach in a variety of settings. ● Use a variety of instructional methods, techniques, and tools to facilitate learning. 	

Notes to self