

Strengths and Areas of Growth Assessment Example

	Strengths	Areas of Growth
Positive Community	<ul style="list-style-type: none"> ▶ Morning Meetings are held each day ▶ Teacher speaks with a calm and respectful voice ▶ Classroom displays are mostly student work and include examples from everyone in the class 	<ul style="list-style-type: none"> ▶ Increase use of activities during Morning Meeting that promote collaboration and inclusiveness ▶ Model and practice offering respectful questions and comments during Morning Meeting sharing
Effective Management	<ul style="list-style-type: none"> ▶ Students know the procedures in the classrooms and most common areas ▶ Teachers use Interactive Modeling to teach classroom expectations 	<ul style="list-style-type: none"> ▶ Consistently observe students during transitions throughout the day ▶ Use wait time after the signal to gain the class's attention
Engaging Academics	<ul style="list-style-type: none"> ▶ Teacher communicates the purpose of activity/lesson to students ▶ Teacher has tried to include Academic Choice a few times this year 	<ul style="list-style-type: none"> ▶ Create more active/interactive lessons ▶ Allow students more choice ▶ Embed energizers or interactive learning structures throughout lessons
Developmentally Responsive Teaching	<ul style="list-style-type: none"> ▶ Teacher considers students' developmental needs when setting up the classroom ▶ Teacher scaffolds lessons that are outside of students' developmental abilities 	<ul style="list-style-type: none"> ▶ Increase movement/interaction throughout the day to meet students' needs

Sample Goals

Focus on teaching and practice of social, emotional, and academic competencies:

- Identify specific social, emotional, and academic competencies that are challenging for students.
- Create a timeline for when to teach the competencies on the list.
- Use Interactive Modeling to introduce and practice these skills (taking turns, saying “Excuse me,” turning in homework each day, persevering through tough math problems . . .).

Record Interactive Modeling lessons or have a colleague observe to note strengths in my lesson and in the students’ practice as well as areas to target for further Interactive Modeling.

- Search for and read related articles on the *Responsive Classroom* website as well as the Interactive Modeling book.
- Find a learning partner within school or online who wants to work toward the same goal and plan periodic meetings to assess progress, celebrate successes, and plan for next steps.
- Plan Morning Meeting/Responsive Advisory Meeting components that address social, emotional, or academic competencies.
- Use teacher language to remind and reinforce targeted social, emotional, and academic behaviors.

Build components of engaging academics into each lesson:

- Re-familiarize myself with the characteristics of engaging academics. Attempt to include at least one or two of those characteristics into each lesson I plan.
- Book study of *The Joyful Classroom* to gain more ideas for creating engaging academics.
- Look at content and pacing for the next month. Decide when Academic Choice would be an effective structure for a lesson or lessons. Plan the Academic Choice lesson using a structure similar to the examples in *The Joyful Classroom* .

After the Academic Choice lesson, reflect on successes and areas for growth with implementation. Use that to plan the next Academic Choice lesson.
- Observe students. When do they typically need movement breaks during the day? Plan one additional movement break to meet their needs. Once they are successful, add another movement break as needed.
- Use Interactive Modeling to teach students an interactive learning structure at Morning Meeting. Use the same interactive learning structure later in the day during an academic lesson.

Align my discipline practices with *Responsive Classroom* practices.

- Book study of *Rules in School*.
- Watch a video clip with responding to misbehavior in mind. Notice the teacher's tone, body language, and choice of how to intervene.
- Plan to self-assess using the discipline components of the *Responsive Classroom Assessment Tool for Teachers*.
- Invite a colleague to observe or record myself throughout a time of day that is challenging to see how I respond to misbehavior (language used, type of logical consequence and result, tone, body language).
- Look for related articles on the *Responsive Classroom* website and read independently or as a grade level team.
- Evaluate how well I know my students culturally, academically, and individually and use that data to strengthen relationships.
- Identify a teacher with strong *Responsive Classroom* discipline practices to observe.

Increase my use of positive teacher language and deepen my understanding of that practice.

- Book study of *The Power of Our Words*.
- Self-assess using the teacher language components of the *Responsive Classroom Assessment Tool for Teachers*.
- Hang sentence stems around the room as cues.
- Identify colleagues who are strong in their use of positive teacher language and set up a time to observe.
- Record a lesson, then evaluate how much of each type of language I used throughout.
- As I plan lessons, consider what open-ended questions could be added to the lesson and add them directly to the plan.
- Watch a video clip from *Responsive Classroom* on YouTube and pay attention to tone, body language, and word choice of the teacher.

