

Classroom Design and Delivery (CDD) Self Assessment rev. Aug. 2013

	4	3	2	1	Evidence:
Core Beliefs Guide Our Work	<p>I am an advocate for the beliefs and values of our district. I mobilize other staff to participate in meaningful collaboration.</p> <hr/> <p><i>I partner with learners to...</i> ...use research to drive actions and beliefs about learning. ...help each student reach a proficient level in all identified standards and to participate in a fluid and flexible learning environment that is supported by effective practice.</p>	<p>I understand and promote the district's shared belief system about learning. I support a positive and effective learning environment. I work collaboratively.</p> <hr/> <p><i>I work with learners to...</i> ...align actions and beliefs with research about learning. ...create a positive and effective learning environment.</p>	<p>I am aware of the shared belief system of the district. Sometimes the culture impacts the learning environment in a positive way; at times, the culture impacts the environment in a negative manner. I work alongside my colleagues but only occasionally collaborate on meaningful tasks.</p> <hr/> <p><i>I work with learners to...</i> ...become aware of research about learning. ...create an awareness of the aspects of a positive and effective learning environment.</p>	<p>With considerable assistance, I am able to articulate the belief system of the district. At times, my behavior is counterproductive to the progress of the district toward meeting its goals. I work in isolation.</p> <hr/> <p><i>In my work with learners...</i> ... I do not stay current with research-based methodology and professional growth.</p>	
Learner Centered Culture	<p>In my classroom, learner responsibilities/expectations are clear and agreed upon and are created with students. I am an integral part of the culture of support and accountability at my school.</p> <hr/> <p><i>I partner with learners to...</i> ...build an interdependent relationship between the vision (for achievement and responsibility) and ownership (for individual and group success). ...utilize, monitor, and continually enhance a code of cooperation as a means to develop ownership and responsibility for learning. ...share the responsibility for the creation of a classroom environment that is safe and productive for all learners. ...monitor and sustain a classroom</p>	<p>My classroom has a Shared Vision, supported by a Code of Cooperation, which creates a positive learner-centered culture. Learner responsibilities/expectations are clear and agreed upon. I contribute to a culture of support and accountability.</p> <hr/> <p><i>I work with learners to...</i> ...make a connection between the vision (for achievement and responsibility) and ownership (for individual and group success). ...utilize code of cooperation as a means to develop ownership and responsibility for learning.. ...identify the needs and creation of a classroom environment that is safe and productive for all learners. ...monitor and sustain a classroom environment that is safe and productive for all learners.</p>	<p>My classroom has a Shared Vision and Code of Conduct. Our culture is somewhat aligned with the Vision/Code. Learner responsibilities and expectations are largely teacher-directed and only partially involve students. I assist others at times.</p> <hr/> <p><i>I work with learners to...</i> ...at times, develop a connection between the vision and student ownership and responsibility. ...develop a Code of Conduct. However, difficulty is experienced in maintaining the code and keeping it alive in the classroom.</p>	<p>My classroom lacks a functioning Shared Vision and Code of Conduct. Learner responsibilities and expectations are teacher-directed and/or inconsistent. I work in isolation.</p> <hr/> <p><i>In my work with learners...</i> ...there is no transparent connection between the vision for achievement and student ownership and responsibility. ...the Code of Cooperation is not utilized to develop a safe, accountable environment where students have ownership.</p>	

	environment that is safe, productive, and ideal for all learners.				
Procedural Efficiency	<p>I engage learners in problem solving and encourage students to brainstorm unique problems to solve. I teach executive functioning skills and guide students to become self-directed managers of their own time and resources.</p> <hr/> <p><i>I partner with learners to...</i> ...create a culture where members advocate for SOPs and flowcharts when needed. ...monitor and problem solve classroom inefficiencies. ...provide continuous embedded training opportunities for students to utilize and enhance their executive functioning skills.</p>	<p>I maintain a productive learning environment. I engage learners in problems solving. I expect and monitor executive functioning skills (like time management) to maximize learning opportunities.</p> <hr/> <p><i>I work with learners to...</i> ...create SOPs and flow charts to ensure a productive learning environment in my classroom. ...problem solve classroom inefficiencies. ...goal-set and monitor time management and productivity. ...promote the development of executive functioning skills.</p>	<p>In my classroom, the learning environment is productive, and learners are encouraged to solve problems, at times. I expect students to manage their time.</p> <hr/> <p><i>I work with learners to...</i> ...create standard operating procedures and are partially successful at streamlining classroom routines. ...note class inefficiencies. ...expect the demonstration of time management skills by students.</p>	<p>In my classroom, the learning environment is, at times, unproductive and distracting. I rarely encourage learners to problem solve or manage their own time.</p> <hr/> <p><i>In my work with learners...</i> ...standard operating procedures are absent from the classroom environment. ...class inefficiencies occur ...time management is a constant struggle.</p>	
Transparency for Student Navigation	<p>I have a well-developed knowledge of all state, national, business/industry and college-ready standards and am able to recognize and connect interdisciplinary standards at one time. Learners in my classroom can articulate their learning and can seamlessly navigate the standards/targets.</p> <hr/> <p><i>I partner with learners to...</i> ... plan standards-driven personalized educational pathways that include activities and environments that help each student reach an advanced level of knowledge and skills. ...engage with the standards by using related vocabulary and language. ...design, utilize, and revise aligned rubrics/scoring guides. ...develop personally designed assessments that are aligned to</p>	<p>I teach the identified essential learning standards. Standards are agreed upon and I use them to guide curriculum and student learning.</p> <hr/> <p><i>I work with learners to...</i> ...identify learning targets to drive instruction. ...unpack standards and utilize existing or develop rubrics/scoring guides. ...align summative assessment with learning targets. ...scaffold instruction and utilize aligned strategies to provide a learning progression towards proficiency. ...establish flexible grouping to teach students at appropriate learning</p>	<p>I provide some learning targets to students but the system lacks transparency. I deliver curriculum inconsistently or the curriculum I deliver may be difficult to navigate.</p> <hr/> <p><i>I provide for learners...</i> ... learning targets that drive instruction. ...teacher-created rubrics and scoring guides. ...assessments that somewhat align with learning targets. They may contain additional content and/or lack coverage of essential elements of the learning targets. ...lessons in order. ...groups that change infrequently. ...instruction that is offered with little differentiation in pacing.</p>	<p>I do not teach appropriate standards for targeted instruction; instead, I cover the next unit, chapter, or packet in a cursory manner.</p> <hr/> <p><i>In my work with learners...</i> ...learning targets are not identified or stated. ...I score arbitrarily without using rubrics or scoring guides. ...I use assessments but neither use the results to guide instruction or connect the assessment to other known metrics about student knowledge and skills. ...I rarely order lessons in a thoughtful way.</p>	

	<p>selected standards. ...use formative assessment to inform personalized learning and engage student in an active decision-making role in demonstrating proficiency on the standards.</p>	<p>levels. ...implement a system to allow individual pacing. ...routinely use student data to inform instructional decisions. ...develop SMART goals.</p>	<p>...student data that is occasionally used to inform instructional decisions. ...development of goals (that may lack elements of the SMART format).</p>	<p>...I arrange students in static groupings. ...I offer one-size-fits-all instruction. ...I do not utilize student data to inform instruction. ...I infrequently develop goals.</p>	
<p>System for Ownership and Engagement</p>	<p>I actively search for opportunities to celebrate the success of our peers. A continually revised system of setting and monitoring student goals to promote student achievement is utilized. Feedback is given and received continuously. Reflection is a vital part of the learning process for all learners.</p> <hr/> <p><i>I partner with learners to...</i> ...develop a personalized learning plan that is not driven by time and that reflects an individual pathway to reaching and exceeding proficiency in the standards. ...provide frequent, immediate feedback related to student mastery of content and skills. ...design and utilize a system to monitor student learning that guides, records, reports, and showcases student progress. ...provide an opportunity for students to take on the role of explorer and seeker of knowledge with guided teacher facilitation when necessary.</p>	<p>I celebrate success. I foster the development of intrinsic motivation. There is a system to set goals and monitor student achievement. I encourage two way feedback and reflection for learning and high achievement for all</p> <hr/> <p><i>I work with learners to...</i> ...use the learning progressions as a basis for student goal setting. ...provide feedback in a specific and timely manner to support learners. ...implement and utilize a system to monitor student learning that guides, records and reports student progress. ...align instruction with student interest to increase engagement. ...choose instructional strategies that engage learners and offer opportunities for student voice and choice.</p>	<p>I occasionally celebrate success. Students set goals but, at times, goals are not closely monitored and are reviewed and revised only occasionally. Feedback is given to students about progress.</p> <hr/> <p><i>I work with learners to...</i> ...use the learning progressions. ...provide general, eventual feedback. ...implement and utilize a system to monitor student improvement. Some elements of the system may be inconsistent or incomplete. ...consider student interests in lesson planning. ...utilize traditional instructional strategies that may lack personalization or opportunities for voice and choice.</p>	<p>I rarely, if ever, celebrate successes. Students infrequently engage in goal setting and receive little formative feedback.</p> <hr/> <p><i>In my work with learners...</i> ...I teach with canned programs, not learning progressions. ...I provide infrequent, non-specific feedback. ...I only assess at the end of instruction and rarely monitor student improvement. ...I disregard student interests when lesson planning. ...I utilize only a small number of instructional strategies delivered to all learners in the same way at the same time.</p>	
	<p>I engage in ongoing reflection about planning and learning activities, frequently making changes from one period to the next or one student to the next. Changes are intended to better align standards with instruction and assessments, in expectation of all students reaching proficiency levels of learning or higher. I actively seek out opportunities to</p>	<p>I routinely reflect on whether instructional and assessment data is utilized effectively and aligns with identified learning targets. I routinely reflect on whether instructional and assessment data is utilized to meet student learning needs. I monitor and advocate for my own professional development needs.</p>	<p>At times, I reflect on whether instructional and assessment data is aligned with identified learning targets and/or student learning needs. I am aware of my own professional development needs.</p>	<p>I believe that daily planning and teaching usually don't need any changes and that, if students don't learn anything, then the responsibility lies with the students to improve their work ethic. I do not maintain an awareness of my own professional development needs.</p>	

Continuous Improve- ment	<p>improve my professional knowledge base. I share my professional learning with my colleagues.</p> <hr/> <p><i>I partner with students to...</i> ...encourage a highly engaged level of ownership in learning and performance. ...provide opportunities for students to ask questions and identify ways to improve. ...foster a high level of personal expectations in students for academic success and plan a pathway to achieve this success.</p>	<hr/> <p><i>I work with learners to...</i> ...teach students how to reflect on their progress. ...write goals, develop a plan for meeting those goals, and follow through with the implementation plan.</p>	<hr/> <p><i>I expect learners to...</i> ...reflect on their progress ...goal set.</p>	<hr/> <p><i>In my work with learners...</i> ...I provide few, if any, opportunities for student goal setting and reflection.</p>	
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