

Teacher Self Reflection Process

Step	Action
1	Review past evaluations to gain insights as to previously recognized areas of growth.
2	Check for any possible alignment to the Marzano Design Areas.
3	Go to the Employee Portal to the Professional Learning and Developing section located in CTECS Departments. Locate the Design Area Self Assessment documents.
4	Beginning with Design Area 1, look at the “teacher evidence”. Ask yourself, “Do I routinely and systematically use this practice in my instruction?”. Check all areas in which you can answer “yes”.
5	Go through this same process for the student evidence, asking yourself, “Do students routinely exhibit this behavior in the classroom?”.
6	Work through all ten Design Areas in this way.
7	Look through all ten documents to gain a visual on your current status as a Marzano educator.
8	Think through these reflection questions in order to begin to hone in on a possible Design Area goal: - Thinking about the success and challenges you may have encountered last year, or at the start of this year, what questions do you have about leadership and organizational well-being? What new learning might you want to explore to inform your understanding of these questions and professional leadership practice? - In reviewing the rubric, what areas emerge as opportunities for your professional learning and practice? - Based on your current organization’s strengths and needs, and/or knowledge of district/school/ program goals, what new learning might you explore to address the needs? - Based on knowledge of your students/adult learners, and/or knowledge of school/program goals, are there any new strategies or methods you’d like to explore and implement this year? - How do you see yourself contributing to the school or district’s mission, vision, and/or Portrait of a Graduate and what strategies can you learn more about to support that focus? - What are you considering for your learning goal? - What will it look like when you achieve your goal?
9	Choose a possible Design Area that is within your “stretch” zone. This means that it is a skill you want to work on that you feel excited about, but not comfortable with. Avoid Design Areas that are in the “panic” zone.
10	After choosing a possible Design Area, refer to the Marzano Framework to identify which Elements make up the categories of strategies in that area.
11	Go to the employee portal, and download the Element self-reflections associated with your possible Design Area.
12	Work through each Element in the possible Design Area you have chosen.
13	Once completed, find the Design Area Growth Index on the Employee Portal.
14	Begin with developing, and then move up or down the index accordingly to identify your placement.
15	Bring all Design Area self-reflection and Element self-reflection documents with you to your goal setting meeting.
16	Move on to the “Goal Planning” Process

Beginning of the Year Goals & Planning

Self-Reflection

Completed by Educator

See Self-Reflection sample reflection questions

Capture your self-reflection here; consider using the Sample Questions found within the model to guide your thinking.

Goal, Rationale, Alignment and Professional Learning Plan

Completed by Educator

Based on your analysis above, what is/are your goal(s)? Include a rationale for the length of your goal (1, 2, 3 year).

What evidence of leader learning, educator learning, and/or student growth and achievement, and/or organizational measures will you use to reflect, monitor, and adjust your goal? What is your learning plan to support achieving your goal?

See Professional Learning and action Questions to guide your plan.

For multi-year goal(s), what might be the potential focus or years 2 and 3 (to be revisited and revised annually and as needed throughout the learning process)?

In what ways might this (goal(s) contribute to the school and /or district's vision, mission, and strategic goals?

Goal Planning Process

Step	Action
1	Decide on a timeline for your goal. It can be 1, 2, or 3 years. This will be determined by mutual agreement with your evaluator, but you should have a rationale prepared. Consider the following: 1. How many of the elements in the design area are already areas of competence for you? 2. Are you looking to go from good to great? 3. Are you looking to improve elements that you use, but not often? 4. Are you considering elements that you don't use at all, but would like to add to your practice? 5. How complex are the elements you want to add to your practice?
2	If you are choosing a multi-year goal, you will need a plan for the progression of the goal through years one, two and three. Consider the throughline from teacher practice to student initiation, or the throughline from one point on the growth index to another.
3	Decide what you will do for each year of your goal in terms of professional learning. What resources will you use? What professional reading will you do? What videos will you watch? Will you do observations of others? Will you have colleagues observe you and provide feedback?
4	Decide whether your goal is an individual goal or a collaborative goal. For collaborative goals, all members of the collaborative group should agree and plan together.
5	Use the Marzano self assessment rubrics to describe the observational evidence you will use show growth on your goal.
6	Decide which non observational evidence you will use to show growth on your goal. Consider the following: • Video(s) • Student achievement data • PLC minutes • Student work samples • Feedback (parents, students, PAC, customers) • Lesson plan reflection regarding practice implementation • Written Responses in post observation • Student Surveys • Other evidence mutually agreed upon
7	Write a rationale for how your goal aligns with both the District Improvement Plan and the School Improvement Plan.

Beginning of the Year Goals & Planning

Self-Reflection

Completed by Educator

See Self-Reflection sample reflection questions

Capture your self-reflection here; consider using the Sample Questions found within the model to guide your thinking.

Use evidence here from your self-reflection of prior evaluations and include evidence from the self-assessment rubrics in the Design Areas and Elements.

Goal, Rationale, Alignment and Professional Learning Plan

Completed by Educator

Based on your analysis above, what is/are your goal(s)? Include a rationale for the length of your goal (1, 2, 3 year).

Steps 1 (Goal Setting Process)

What evidence of leader learning, educator learning, and/or student growth and achievement, and/or organizational measures will you use to reflect, monitor, and adjust your goal? What is your learning plan to support achieving your goal?

See Professional Learning and action Questions to guide your plan.

Step 3 and 6

For multi-year goal(s), what might be the potential focus or years 2 and 3 (to be revisited and revised annually and as needed throughout the learning process)?

Step 2

In what ways might this (goal(s)) contribute to the school and /or district's vision, mission, and strategic goals?

Step 7