Teacher Self-Ratings on the Personal Profile

Lesson Segments Involving Routine Events					
Design Question: What will I do to establish and communicate learning goals, track student progress, and celebrate success?					
Element	**4** **Innovating**	**3** **Applying**	**2** **Developing**	**1** **Beginning**	**0** **Not Using**
1. What do I typically do to provide clear learning goals and scales (rubrics)?					
2. What do I typically do to track student progress?					
3. What do I typically do to celebrate success?					
Design Question: What will I do to establish and maintain classroom rules and procedures?					
Element	**4** **Innovating**	**3** **Applying**	**2** **Developing**	**1** **Beginning**	**0** **Not Using**
4. What do I typically do to establish and maintain classroom rules and procedures?					
5. What do I typically do to organize the physical layout of the classroom?					
Lesson Segments Addressing Content					
Design Question: What will I do to help students effectively interact with new knowledge?					
Element	**4** **Innovating**	**3** **Applying**	**2** **Developing**	**1** **Beginning**	**0** **Not Using**
6. What do I typically do to identify critical information?					
7. What do I typically do to organize students to interact with new knowledge?					
8. What do I typically do to preview new content?					

Element	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
9. What do I typically do to chunk content into digestible bites?					
10. What do I typically do to help students process new information?					
11. What do I typically do to help students elaborate on new information?					
12. What do I typically do to help students record and represent knowledge?					
13. What do I typically do to help students reflect on their learning?					

Design Question: What will I do to help students practice and deepen their understanding of new knowledge?

Element	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
14. What do I typically do to review content?					
15. What do I typically do to organize students to practice and deepen knowledge?					
16. What do I typically do to use homework?					
17. What do I typically do to help students examine similarities and differences?					
18. What do I typically do to help students examine errors in reasoning?					
19. What do I typically do to help students practice skills, strategies, and processes?					
20. What do I typically do to help students revise knowledge?					

Design Question: What will I do to help students generate and test hypotheses about new knowledge?					
Element	**4** **Innovating**	**3** **Applying**	**2** **Developing**	**1** **Beginning**	**0** **Not Using**
21. What do I typically do to organize students for cognitively complex tasks?					
22. What do I typically do to engage students in cognitively complex tasks involving hypothesis generation and testing?					
23. What do I typically do to provide resources and guidance?					

Lesson Segments Enacted on the Spot

Design Question: What will I do to engage students?					
Element	**4** **Innovating**	**3** **Applying**	**2** **Developing**	**1** **Beginning**	**0** **Not Using**
24. What do I typically do to notice when students are not engaged?					
25. What do I typically do to use academic games?					
26. What do I typically do to manage response rates?					
27. What do I typically do to use physical movement?					
28. What do I typically do to maintain a lively pace?					
29. What do I typically do to demonstrate intensity and enthusiasm?					
30. What do I typically do to use friendly controversy?					
31. What do I typically do to provide opportunities for students to talk about themselves?					
32. What do I typically do to present unusual or intriguing information?					

Design Question: *What will I do to recognize and acknowledge adherence or lack of adherence to rules and procedures?*

Element	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
33. What do I typically do to demonstrate withitness?					
34. What do I typically do to apply consequences for lack of adherence to rules and procedures?					
35. What do I typically do to acknowledge adherence to rules and procedures?					

Design Question: *What will I do to establish and maintain effective relationships with students?*

Element	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
36. What do I typically do to understand students' interests and backgrounds?					
37. What do I typically do to use verbal and nonverbal behaviors that indicate affection for students?					
38. What do I typically do to display objectivity and control?					

Design Question: *What will I do to communicate high expectations for all students?*

Element	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
39. What do I typically do to demonstrate value and respect for low-expectancy students?					
40. What do I typically do to ask questions of low-expectancy students?					
41. What do I typically do to probe incorrect answers with low-expectancy students?					