

Focus of Practice Self-Analysis

Participating Teacher:	Induction Coach:	Teaching assignment and grade level(s):
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Directions:

1. The participating teacher will complete the *Focus of Practice Self-Analysis* either on their own or in conversation with their coach. This choice will be determined by the teacher.
 - For each element, the teacher will **check the one box** that most closely indicates their current level of practice. At the bottom of each domain, there is an area for notetaking.
2. If the participating teacher decides to complete the *Focus of Practice Self-Analysis* on their own, they will share their ratings with their coach. The teacher will also share any specific **domains** within the self-analysis that are **strengths as well as areas of focus** with their coach. This conversation will be an important precursory step in developing the *Focus of Practice*. As a reminder, if you are completing a RICA ILP or TPA ILP instead of a *Focus of Practice* this semester, you will still complete and submit this *Focus of Practice Self-Analysis*.
3. Participating teachers will upload their *Focus of Practice: Self-Analysis* to their digital accounts by **Jan. 27th**.
4. **What's Ahead:** You will utilize this *Focus of Practice Self-Analysis* to create your *Focus of Practice* during the Developing Your *Focus of Practice* webinar. This webinar and its accompanying resources will be released January 31st.

Domain I: Instructional Culture & Management

Element I (a): Are my instructions **clear, concise, and to the point** on a daily basis?

In reflecting on this question, consider:

- How often do I repeat myself or re-word instructions to ensure students have clarity? Does this impact my instructional time and pacing?

☐ Not Yet ☐ Sometimes ☐ Most of the Times ☐ Yes - All of the Time

Element I (b): Do students **follow behavioral expectations and directions** and **execute transitions and procedures** in an efficient and timely fashion?

☐ Not Yet ☐ Sometimes ☐ Most of the Times ☐ Yes - All of the Time

Element I (c): Do my students and I demonstrate a consistent **joy for learning** through **positive relationships** with one another and a **strong classroom culture**?

In reflecting on this question, consider:

- Do my students feel that I genuinely care and am invested in their academic and personal wellbeing?
- Have I intentionally cultivated a strong classroom community where my students feel safe to actively participate in whole class and small group settings?

☐ Not Yet ☐ Sometimes ☐ Most of the Times ☐ Yes - All of the Time

Instructional Culture & Management Reflective Notes:

Domain II: Rigor & High Expectations

Element II (a): Is the **content** of my lessons **rigorous and challenging** for **all students**?

☐ Not Yet ☐ Sometimes ☐ Most of the Times ☐ Yes - All of the Time

Element II (b): Are the **learning objectives** of my lessons and units aligned with the **demands, complexity levels, California state standards, and learning goals** expected for my grade level and/or student population?

In reflecting on this question, consider:

- o Do I know and understand the content standards and the rigor they entail for my specific subject area, grade level, and/or student population?

☐ Not Yet ☐ Sometimes ☐ Most of the Times ☐ Yes - All of the Time

Element II (c): Do I **scaffold** and **pace** instruction in a way that makes the **content** accessible to **all students** through a **gradual release of responsibility**?

In reflecting on this question, consider:

- o Do I intentionally organize and sequence in a way that allows students multiple opportunities to process and apply their learnings throughout my lessons?

☐ Not Yet ☐ Sometimes ☐ Most of the Times ☐ Yes - All of the Time

Element II (d): Do and I intentionally plan for and structure my instruction to meet the **unique needs** of **all students**?

In reflecting on this question consider:

- o Do I utilize visuals, academic language frames, graphic organizers and/or UDL strategies to support language and concept acquisition?
- o Do I structure my instructional time in a way that allows me to provide individualized support? (i.e. small group sessions, intervention support)
- o Do I incorporate social-emotional instructional activities to promote self-regulation, interpersonal skills, and responsible decision making?

☐ Not Yet ☐ Sometimes ☐ Most of the Times ☐ Yes - All of the Time

Element II (e): Do I constantly and consistently **check for understanding** throughout my lessons in various ways to **gauge student's mastery** of the learning objective(s)?

In reflecting on this question, consider:

- o Do I use appropriate and effective formative checking for understanding structures throughout my lesson? (hand signals, electronic polls, small group discussions, white boards, four corners, quick writes, elevator speeches, misconception checks, entry/exit tickets, etc.)

☐ Not Yet ☐ Sometimes ☐ Most of the Times ☐ Yes - All of the Time

Rigor & High Expectations Reflective Notes:

Domain III: Student Engagement & Ownership

Element III (a): Are my **students responsible** for doing the **thinking and heavy cognitive lifting** during my lessons?

In reflecting on this question, consider:

- Are my students actively engaged in challenging tasks that allow them to discuss, reason, defend, explain, and share their thinking about the content of the lesson with one another through oral and written tasks?

☐ Not Yet

☐ Sometimes

☐ Most of the Times

☐ Yes - All of the Time

Element III (b): Do I provide students with **opportunities for productive struggle** and teach them how to **persevere** in the face of initial difficulty?

In reflecting on this question, consider:

- Do I provide just in time scaffolding through intentional questioning when students face difficulty, or do I tend to over-scaffold and/or 'rescue' students?

☐ Not Yet

☐ Sometimes

☐ Most of the Times

☐ Yes - All of the Time

Element III (c): Do I facilitate **high student engagement, enthusiasm and participation** during my lessons through **structured activities**?

In reflecting on this question, consider:

- Are students on task and actively participating in structured discussions, assignments, activities, etc.?

☐ Not Yet

☐ Sometimes

☐ Most of the Times

☐ Yes - All of the Time

Element III (d): Do my students have **ownership** over their **learning and instructional time**?

In reflecting on this question, consider:

- Do my students demonstrate drive and efficacy, and do they have a sense of urgency about how they use the instructional time that is provided to them?

☐ Not Yet

☐ Sometimes

☐ Most of the Times

☐ Yes - All of the Time

Student Engagement & Ownership Reflective Notes: