



Mayfield City School District

Local Professional Development Committee

Ohio Standards for the Teaching Profession Reflection Tool

The Focus on Teaching and Learning

Standard 1: Students

Teachers understand student learning and development and respect the diversity of the students they teach.

	Never	Sometimes	Frequently	Always
I have knowledge of how students learn and of the development characteristics of age groups.	1	2	3	4
I understand what students know and are able to do and use this knowledge to meet the needs of all students.	1	2	3	4
I demonstrate the expectation that all students will achieve to their full potential.	1	2	3	4
I model respect for students' diverse cultures, language skills and experience.	1	2	3	4
I recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.	1	2	3	4

Standard 2: Content

Teachers know and understand the content area for which they have instructional responsibility.

	Never	Sometimes	Frequently	Always
I know the content I teach and use my knowledge of content specific concepts, assumptions and skills to plan instruction.	1	2	3	4
I understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.	1	2	3	4
I understand school and district curricula priorities and the Ohio academic content standards.	1	2	3	4
I understand the relationship of knowledge within the discipline to other content areas.	1	2	3	4
I connect content to relevant life experiences and career opportunities.	1	2	3	4

Standard 3: Assessment

Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.

	Never	Sometimes	Frequently	Always
I know about assessment types, their purposes and the data they generate.	1	2	3	4
I select, develop and use a variety of diagnostic, formative and summative assessments.	1	2	3	4
I analyze data to monitor student progress and learning and to plan, differentiate and modify instruction.	1	2	3	4
I collaborate and communicate student progress with students, parents, and colleagues.	1	2	3	4
I involve learners in self-assessment and goal setting to address gaps between performance and potential.	1	2	3	4

Standard 4: Instruction

Teachers plan and deliver effective instruction that advances the learning of each individual student.

	Never	Sometimes	Frequently	Always
I align my instructional goals and activities with school and district priorities and the Ohio academic content standards.	1	2	3	4
I use information about students' learning and performance to plan and deliver instruction that will close the achievement gap.	1	2	3	4
I communicate clear learning goals and explicitly link learning activities to those defined goals.	1	2	3	4
I apply knowledge of how students think and learn to instructional design and delivery.	1	2	3	4
I differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at risk students.	1	2	3	4
I create and select activities that are designed to help students develop as independent learners and complex problem-solvers.	1	2	3	4
I use resources effectively, including technology to enhance student learning.	1	2	3	4

The Conditions for Teaching and Learning

Standard 5: Learning Environment

Teachers create learning environments that promote high levels of learning and achievement for all students

	Never	Sometimes	Frequently	Always
I treat all students fairly and establish an environment that is respectful, supportive and caring.	1	2	3	4
I create an environment that is physically and emotionally safe.	1	2	3	4
I motivate students to work productively and assume responsibly for their own learning.	1	2	3	4
I create learning situations in which students work independently, collaboratively and/or as a whole class.	1	2	3	4
I maintain an environment that is conducive to learning for all students.	1	2	3	4

Teaching as a Profession

Standard 6: Collaboration and Communication

Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning

	Never	Sometimes	Frequently	Always
I communicate clearly and effectively.	1	2	3	4
I share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.	1	2	3	4
I collaborate effectively with other teachers, administrators and school and district staff.	1	2	3	4
I collaborate effectively with the local community and community agencies, when and where appropriate to promote a positive environment for student learning.	1	2	3	4

Standard 7: Professional Responsibility and Growth

Teachers assume responsibility for professional growth, performance and involvement as individuals and as members of a learning community.

	Never	Sometimes	Frequently	Always
I understand, uphold and follow professional ethics, policies and legal codes of professional conduct.	1	2	3	4
I take responsibility for engaging in continuous, purposeful professional development.	1	2	3	4
I become an agent of change who seeks opportunities to positively impact teaching quality, school improvements and student achievement.	1	2	3	4