

<p><i>Strengths In Working with Teachers on Planning & Preparation</i></p> <ul style="list-style-type: none"> • From Domain 1 of the survey, my results varied between strongly agree and agree. • I have an understanding that strong teaching comes from exploring students' prior knowledge to identify and clarify misconceptions. Each unit I have created the past few years has started with a pre-assessment (oral or written) to give me greater insight into what my class knows about a topic. • Classes at MSU, along with professional development at my school, have provided me with solid content knowledge; more importantly, I have developed the ability to scaffold this knowledge onto other disciplines. • An example of making connections between disciplines is how I have integrated Social Studies text into my Literature block. 	<p><i>Areas for Improvement when Working with Teachers on Planning & Preparation</i></p> <ul style="list-style-type: none"> • Overall, I saw a lot of positives from Domain 1 that will help me work with teachers on a 1 to 1 basis. However, I do see some areas I wish to improve upon. • While I see the merits of strong professional development, I have yet to have the opportunity to create a session to help teachers in planning and preparation. Furthermore, I know I would like to learn more about what techniques and strategies would best benefit teachers. • Another area I would like to improve upon is to keep pushing myself to find best practices to share with my colleagues. A lot of how I teach comes naturally to me. For instance, how I relate to students, or how I apply concepts to aid in understanding. • However, I realize that there are variety of different learning styles and techniques that I am unaware of. I feel it is vital for me to keep exploring and increasing my knowledge of these skills to aid student learning and development. That way, I can have a greater likelihood of finding a strategy to match the personality and comfort level of my teachers.
<p><i>Strengths in Working with Teachers on Classroom Environment</i></p> <ul style="list-style-type: none"> • I found my expectations for teachers were fairly consistent across the board with my own expectations. • I have always felt the role of the teacher is to create a fostering, supportive atmosphere for children. Even when dealing with unwanted behaviors, teachers should always demonstrate warmth and caring. • Over the past 6 years, I have repeatedly been reminded that misbehaviors occur at a reduced level when my classroom procedures and expectations are in place. • Students also rise to the expectations we set for them. I continually address my class as men 	<p><i>Areas for Improvement when Working with Teachers on Classroom Environment</i></p> <ul style="list-style-type: none"> • Though I felt confident about Domain II, I still feel there are areas that I can improve on to help Teachers with Classroom Environment. • As a classroom teacher, I often struggled with having a well-defined and well-established rules and procedures. Early in my teaching career, I was not taking the time to think through activities and lessons, which resulted in discipline issues that could (and should) have been foreseen. • Since I was new to the profession, I found it very difficult to have long-term plans in place. As a result, I was often scrambling at

<p>and women, because I want them to constantly know that I am holding their actions and behaviors to adults.</p> <ul style="list-style-type: none"> • Through National Heritage Academies, I have had extensive training with Behave With Care, a classroom management program. The program places an emphasis on reaching students on an emotional level to help deal with discipline. 	<p>the last minute to finish up my plans. Reflecting on these times, I noticed this was when I was dealing with classroom issues.</p> <ul style="list-style-type: none"> • I would also work with teachers on finding a balance between in class and office behavior issues. From my experiences, I have seen teachers send students to the office for issues that should have been handled by the teacher. • This can cause a logjam for the front office, not to mention creating an unhealthy classroom environment. I want to work on not only empowering teachers, but having clear and open discussions about how student issues are to be addressed.
<p><i>Strengths in Working with Teachers on Instruction</i></p> <ul style="list-style-type: none"> • A strength I took from the assessment was that I feel confident in creating learning activities to aid in student understanding. • For example, I have worked without a basal text book for Reading and Math. As a result, I have had to use Bloom’s Taxonomy and other resources to create rigorous assessments and activities that had a direct correlation with the State Common Core Standards. • Over the past two years, I have implemented differentiated workshop; therefore, I would feel very comfortable teaching and reinforcing these strategies with another teacher. • To help set up workshop, I looked at NWEA (a standardized test offered through NHA) and MEAP data to target students’ specific strengths and weaknesses. The pairings would change on a continual basis, as I was constantly assessing my students 	<p><i>Areas for Improvement when Working with Teachers on Instruction</i></p> <ul style="list-style-type: none"> • Many of the strategies I have used to help with instruction have come from my administration. An area I would like to improve upon would be finding effective instructional materials on my own. • More importantly, I know I have to learn how to separate the good materials from those that are of poor quality. • Though I personally feel I have made substantial progress with my directions, I still know that I could stand to be clear and concise. Due to my ADHD, I tend to talk very fast – this especially happens when I am excited. • I also occasionally struggle with overstating a point. I can talk in circles on an issue, and use more words than necessary. For me to be an effective leader 1 to 1, I will have to make sure what I am conveying is straight to the point.
<p><i>Strengths in Working with Teachers on Professional Responsibilities</i></p> <ul style="list-style-type: none"> • My awareness of what I need to do in order to become a strong instructional leader is perhaps my biggest strength in Domain IV. I am constantly looking and reflecting on how to improve myself as an educator. • I see the importance of establishing a strong bond between students and their parents. Being 	<p><i>Areas for Improvement when Working with Teachers on Professional Responsibilities</i></p> <ul style="list-style-type: none"> • An area of improvement I would like to make is to continually broaden my understanding of what effective teaching looks like. This applies to both content knowledge and relationships with students and teachers. • While I am strong in parent satisfaction, I

the father of a 4 year old, I know how vital it is for parents to be a part of the learning equation.

- Therefore, I make an effort to keep my students' parents updated on everything in the class – good or bad. When communication is clear, parents will never be surprised.
- This past year, I received a 5 on my Teacher Evaluation on Parent Satisfaction. This can be attested to having open and honest discussions.
- Like the 3 branches of government, I know that there should be a system of checks and balances between student, teachers, and parents.
- Each “branch” has tremendous value, and is an essential part of a student's success. As a result, I would make sure that every teacher I worked with would nurture and foster a strong bond between them.
- Over the past 6 years, I have been able to work collaboratively with peers, as well as maintain professional, healthy relationships with peers.

know I would make sure that my teachers are putting in grades and behavior incidents into our computer systems on a regular basis. This is an area that again, is a work in progress for me.

- The quicker parents can get this type of information, the less likely they are to feel a declining role in their child's academics.
- Teaching workshop and instructional practices to parents is something that I am aware needs improvement. The issue is not in presenting the material; rather, it is feeling confident in what I am teaching.

Before I Completed this Assessment, I Used to Think.....

- That connecting on a personal and emotional level with teachers was of a greater importance than any other aspect of administration.
- I was extremely naïve and inexperienced when it came to working with other teachers. I felt I did not have the base knowledge, or that I did not have the skills necessary.
- My own teaching style...from how I worked with students, to communicating with teachers, could not be taught.
- It was not that I thought my way was 100% unique, but rather that I did not know if how I approached education – save from concepts like workshop – could be quantified.

As a Result of this Assessment, Now I Think.....

- While connecting on a deeper level with colleagues is important, it is not significantly greater than planning, preparation, and having a strong knowledge base of educational theories and best practices. Effective leadership comes from incorporating aspects of each domain.
- That I possess a lot of strong characteristics to help me become a good leader. For example, my six years as an educator have given me a large number of experiences to relate to others.
- Due to constant self-reflection, I can also see how much I need to improve on strengthening my understanding of curriculum and instructional matters.
- I know see that everything I am doing in my classroom can be traced to an idea or concept found with the educational field. This has given me newfound confidence. I feel infinitely better about 1-1 conferencing.

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