

Self-Assessment Summary Tool

Disclaimer: PAX does not guarantee an "Accomplished" OTES score. However, PAX provides multiple evidence based tools to help you be the best teacher you can be. You may not recognize all of the kernels listed here; the new manual will have lots of good directives for these new kernels and lots of new ideas. Ask your PAX Partner for details.

Name:

Date:

	Standard	Strengths	Areas for Growth	Priorities (Check 2)
Standard 1: Students	<ul style="list-style-type: none"> Knowledge of how students learn and of student development Understanding of what students know and are able to do Spleem counts, PAX Minutes, PAX Vision PMR, Pinch Slates High expectations for all students PAX Vision PMR, PAX Stix, Beat the Timer, PAX Hands and Feet, PAX Quiet, PAX Leaders, PAX Roles Respect for all students PAX Vision PMR, PAX Stix, PAX Leader, Tootles, OK/Not OK Cue cards, PAX Voices, Hands & Feet Identification, instruction and intervention for special populations PAX Partner, Spleem Counts, PAX minutes, PAX Vision PMR, Pinch Slates, PAX Breath, PAX & RTI 			
Standard 2: Content	<ul style="list-style-type: none"> Knowledge of content Use of content- specific instructional strategies to teach concepts and skills PAX Kernels teach self-regulations skills; PAX Games extend self-regulation skills. Knowledge of school and district curriculum priorities and Ohio academic content standards Relationship of knowledge within the discipline to other content areas Connection of content to life experiences and career opportunities Self-regulation and working for a common goal are life skills 			
Standard 3: Assessment	<ul style="list-style-type: none"> Knowledge of assessment types Use of varied diagnostic, formative and summative assessments Spleem counts, Scoreboards, PAX Minutes, Partner support, Pinch Slates Analysis of data to monitor student progress and to plan, differentiate, and modify instruction Partner support, Spleem counts, Every Scientist, PAX Minutes, Scoreboards Communication of results Tootles, Displaying Spleem drops and PAX Minute progress and soft competitions, Scoreboards, PAX Vision PMR (Reflect) Inclusion of student self-assessment and goal-setting PAX Vision PMR, Beat the Timer, Spleem Counts, PAX Minutes 			
Standard 4: Instruction	<ul style="list-style-type: none"> Alignment to school and district priorities and Ohio academic content standards Use of student information to plan and deliver instruction Communication of clear learning goals PAX Vision PMR, PAX Cues Application of knowledge of how students learn to instructional design and delivery PAX Partner, Everyday Scientist Differentiation of instruction to support learning needs of all students Everyday Scientist, PAX Roles Use of activities to promote independence and problem-solving PAX Vision PMR, PAX Roles, Pax Stix, Beat the Timer, Wacky Prizes Use of varied resources to support learner needs PAX 			
Standard 5: Learning Environment	<ul style="list-style-type: none"> Fair and equitable treatment of all students PAX Stix, PAX Vision PMR, PAX Hands, Feet & Quiet Creation of a safe learning environment PAX Vision PMR, PAX Stix, PAX Hands and Feet, PAX Quiet Harmonica, Beat the Timer, PAX Quiet Harmonica Use of strategies to motivate students to work productively and assume responsibility for learning PAX Vision PMR, PAX Roles, Beat the Timer, Wacky Prizes, PAX Cues Creation of learning situations for independent and collaborative work PAX Games require team effort to keep focus. Maintenance an environment that is conducive to learning for all students PAX Vision Posters, PMR, PAX Cues, OK/Not OK desk cards, PAX Posters, PAX Partner, Wacky 			
Standard 6: Collaboration & Communication	<ul style="list-style-type: none"> Clear and effective communication Constant PAX Vision PMR, PAX Posters, PAX Cues, Tootles, Display/Competitions PAX Minutes Shared responsibility with parents/caregivers to support student learning PAX Take-Home flyers, PAX Mini-Trainings for Home Collaboration with other teachers, administrators, school and district staff PAX Beyond the Classroom, Tootles, Spleem counts and PAX Minutes soft competitions Collaboration with local community agencies PAX in after school programs and other community services 			
Standard 7: Professional Responsibility and Growth	<ul style="list-style-type: none"> Understanding of and adherence to professional ethics, policies and legal codes Engagement in continuous, purposeful professional development Desire to serve as an agent of change, seeking positive impact on teaching quality and student achievement PAX 			

Instruction and Assessment					
		Ineffective	Developing	Skilled	Accomplished
INSTRUCTION AND ASSESSMENT	<p>CLASSROOM ENVIRONMENT (Standard 1: Students; Standard 5: Learning Environment; Standard 6: Collaboration and Communication)</p> <p><i>Sources of Evidence:</i> Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations</p>	<p>There is little or no evidence of a positive rapport between the teacher and students. For example, the teacher may respond disrespectfully to students or ignore their questions or comments.</p> <p>There are no evident routines or procedures; students seem unclear about what they should be doing or are idle.</p> <p>Transitions are inefficient with considerable instructional time lost. Lessons progress too slowly or quickly so students are frequently disengaged.</p> <p>The teacher creates a learning environment that allows for little or no communication or engagement with families.</p> <p>Expectations for behavior are not established or are inappropriate and/or no monitoring of behaviors occurs. The teacher responds to misbehavior inappropriately.</p>	<p>The teacher is fair in the treatment of students and establishes a basic rapport with them. For example, the teacher addresses students' questions or comments but does not inquire about their overall well-being.</p> <p>Routines and procedures are in place, but the teacher may inappropriately prompt or direct students when they are unclear or idle.</p> <p>The teacher transitions between learning activities, but occasionally loses some instructional time in the process.</p> <p>The teacher welcomes communication from families and replies in a timely manner.</p> <p>Appropriate expectations for behavior are established, but some expectations are unclear or do not address the needs of individual students. The teacher inconsistently monitors behavior.</p>	<p>The teacher has positive rapport with students and demonstrates respect for and interest in all students. For example, the teacher makes eye contact and connects with individual students.</p> <p>Routines and procedures run smoothly throughout the lesson, and students assume age-appropriate levels of responsibility for the efficient operation of the classroom.</p> <p>Transitions are efficient and occur smoothly. There is evidence of varied learning situations (whole class, cooperative learning, small group and independent work).</p> <p>The teacher engages in two-way communication and offers a variety of volunteer opportunities and activities for families to support student learning.</p> <p>A classroom management system has been implemented that is appropriate and responsive to classroom and individual needs of students. Clear expectations for student behavior are evident. Monitoring of student behavior is consistent, appropriate, and effective.</p>	<p>The teacher has positive rapport with students and demonstrates respect for and interest in individual students' experiences, thoughts and opinions. For example, the teacher responds quietly, individually, and sensitively to student confusion or distress.</p> <p>Routines are well-established and orderly and students initiate responsibility for the efficient operation of the classroom.</p> <p>Transitions are seamless as the teacher effectively maximizes instructional time and combines independent, collaborative, and whole-class learning situations.</p> <p>*Tootles build collateral with families.</p> <p>The teacher engages in two-way, ongoing communication with families that results in active volunteer, community, and family partnerships which contribute to student learning and development.</p> <p>A classroom management system has been designed, implemented, and adjusted with student input and is appropriate for the classroom and individual student needs. Students are actively encouraged to take responsibility for their behavior. The teacher uses research-based strategies to lessen disruptive behaviors and reinforce positive behaviors.</p>
	Evidence				