



Accredited by the Middle States Association/Council on Elementary and Secondary Education

Bridgehampton Union Free School District

P.O. Box 3021, 2685 Montauk Highway, Bridgehampton, NY 11932

Self-Reflection

At the beginning of each school year, Bridgehampton teachers will self-reflect by reviewing the Teaching Standards and the NYSUT Rubric. Teacher's self-reflection should consider the needs of their incoming student population, changes in curriculum, and development in content area, assessments, and school and community contexts.

This self-reflection bridges the goal setting from the previous spring.

1. How do my plans for this year reflect the specific needs of my incoming students?
 - a. Does my class include English language learners and/or students with disabilities?
 - b. Does any student need special supports?
2. How will changes in curriculum or developments in my content area affect my planning, teaching or assessments? How will I implement technology into my curriculum daily?
3. How has any recent professional learning informed my understanding of teaching and learning for this year? Are there any professional development strategies or opportunities that might be especially appropriate for my professional growth needs in this academic year?
4. Please list any resources you need the district to provide in order to increase student success?
5. What factors in the school climate or community context (e.g. leadership, prep time, safety, etc.) are likely to influence or play a role in my teaching and professional performance this year? How do I acquire knowledge of my students families?
6. Based on my self-reflection, do I have to make adjustments from my goals in the spring?



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LESSON:

Educator's Name:		Unit:	
Status:	<input type="checkbox"/> Tenured or <input type="checkbox"/> Non-Tenured (check one)		
Grade Level/Subject Taught:			
Evaluator's Name & Title:			
Pre-Observation Date:		Observation Date:	

Curriculum Demonstrate how this lesson/unit connects cross curricular with other disciplines.	
Student/Class Profile Identify any accommodations in instruction to meet student learning needs.	
Learning Goals Identify the important concepts and skills that students will be expected to learn. Please remember, students should know the goal or goals of the day and the teacher should check for understanding.	
Assessments Identify the formative and summative assessments used to determine student progress towards achieving the goals of the lesson. Please remember, teachers should articulate how success will be measured from the learning goal by the end of the period, thus guiding instruction for the following lesson. Please discuss: the wide range of assessments you use throughout the year.	



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<p>Cognitive Engagement/ Action Steps of Lesson: Include: Warm-up or opening to lesson, activities to engage students in the intended goals, closure activity. Summative Assessment of goal(s).</p>	
<p>Differentiation/Modifications: Identify ways in which you may adjust the lesson to differentiate instruction for your students.</p>	
<p>Groups: How will students be grouped for activities of the lesson? How do you like to group students throughout the year?</p>	



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Format of Daily Lesson:

<p>Goal(s) of the Day: The Goal(s) should be displayed for the students to see. Check for understanding of the goal. Teacher should articulate how success will be measured.</p>	
<p>Action Steps: Should be towards achieving the goal.</p>	
<p>Closure/Assessment of Learning Goal(s):</p>	



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Goals describe results, impact or outcomes on teacher practice or student learning. Goals should be specific, measurable, attainable, relevant or realistic and timely. These goals should be aligned with teaching standards and district goals. Please remember the following when setting your goals: Engaging and collaborating with colleagues, parents, and community members, managing non instructional duties, and being compliant with student rights and teacher responsibilities. How do I plan on staying current in my pedagogy throughout the year?

1. What data drives these goals (e.g. summative evaluation, measures of student learning, etc.)?

Goal #1: _____

_____.

In order to accomplish my goals, I agree to complete the following action steps:

Action Step(s):

Resources Needed:

Due Date:



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Goal #2: _____

In order to accomplish my goals, I agree to complete the following action steps:

Action Step(s):

Resources Needed:

Due Date:

Goal #3: _____

In order to accomplish my goals, I agree to complete the following action steps:

Action Step(s):

Resources Needed:

Due Date:



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Four Step Process To The Observation

1. Self-Reflection
 - a. Early In The School Year- September
 - b. Self-Reflection allows teachers to share their perspectives on their professional and instructional practices.

2. Formal Observation:
 - a. September-May
 - b. Pre-Observation
 - c. Observation
 - d. Post-Observation

3. Informal Observation
 - a. October-May
 - b. Observation
 - c. Post-Observation

4. Goal Setting
 - a. June
 - b. Teachers have the opportunity to identify ways to enhance instructional practice and student achievement, and to tie their individual goals to the attainment of school and district goals.