

THE CEO SELF-ASSESSMENT QUESTIONNAIRE

Part 1: Instructional Content

Each candidate should use this self-assessment to identify strengths and areas for growth in the basic academic skills and the advanced-level performances of demonstrating content knowledge.

Key

- 3 Very knowledgeable and comfortable with the concepts, vocabulary, and skills
- 2 Knowledgeable and comfortable with the concepts, vocabulary, and skills
- 1 Limited or no knowledge and comfort with the concepts, vocabulary, and skills

Reading Skills:

- Literary
- Informational
- Practical/Workplace
- Persuasive
- Literature

Arts and Humanities:

- Visual Arts
- Dance
- Music
- Drama/Theatre

Writing Skills:

- Reflective
- Persuasive
- Transactive Writing

Practical Living/Vocational

- Character Education
- Health
- Consumer Science
- Career
- Physical Education

Science and Inquiry Skills:

- Life Sciences
- Physical Sciences
- Earth/Space Science

Social Studies Skills:

- Historical Perspective
- Geography
- Government/Civics
- Economics
- Culture & Society

Math Skills:

- Algebraic Concepts
- Number/ Computation
- Geometry/Masurement
- Probability/ Statistics

Advanced-Level Performance Indicators

- Accurately and effectively communicate an in-depth understanding of concepts, processes, and/or knowledge in ways that contribute to the learning of all students.
- Model the thinking processes specific to the new content and elicits verbalizations of the students' thinking processes.
- Effectively connect content to students' life experiences including, when appropriate, prior learning in the content area or other content areas.
- Consistently use instructional strategies that are appropriate for content and contribute to the learning of all students.
- Present content using current research-based instructional practices with proven results in application.
- Regularly guide students to understand content from appropriate diverse, multicultural, or global perspectives.
- Help learners establish cross-disciplinary and practical connections.
- Consistently anticipate misconceptions related to content and addresses them by using appropriate instructional practices.

Part 2: Instructional Strategies

Educators often refer to this skill set as “best practice.” Candidates should use these questions to help identify their strongest and weakest areas in the classroom.

Reminder: In developing the CEO Plan, candidates must develop skills of best practice that can be used for all subject areas. It is not sufficient to choose a single instructional strategy or choose to implement a specific purchased educational program.

Key

- 3 Very knowledgeable and comfortable with the concepts, vocabulary, and skills
- 2 Knowledgeable and comfortable with the concepts, vocabulary, and skills
- 1 Limited or no knowledge and comfort with the concepts, vocabulary, and skills

Advanced-Level Performance Indicators

- Develop challenging and appropriate learning objectives that are aligned with local/state/national standards and are based on students' needs, interests and abilities
- Plan and design instruction that is based on significant contextual and pre-assessment data.
- Build and modify instruction on students' prior knowledge, cultural backgrounds, interests, abilities, learning styles, and changes to classroom environment to design developmentally appropriate learning experiences.
- Develop well-designed assessments that align with learning objectives, guide instruction, and measure learning results.

- Plan multiple assessment strategies that are linked to short- and long-term instructional goals.
- Analyze assessment data to revise instruction.
- Plan a learning sequence using instructional strategies and activities that build on students' prior knowledge and address learning objectives.
- Plan a learning sequence using strategies and activities that foster the development of higher-order thinking.
- Consistently use appropriate and responsive instructional strategies that address the needs of all students.
- Use new knowledge of content and instructional skills to design challenging and engaging units and lessons.
- Consistently provide a well-planned sequence of appropriate instructional strategies that actively engage students in meeting learning objectives.
- Use a variety of research-based teaching strategies to maximize student learning (e.g., collaborative activities, grouping by interest or choice, conferencing with peers, and project-based learning).
- Implement instruction based on contextual information and assessment data, adapting instruction to unanticipated circumstances.
- Make thoughtful choices about the organization and implementation of both instructional and non-instructional tasks to maximize time for student learning.
- Make optimal use of classroom space and uses a variety of instructional resources and technologies to enhance student learning.
- Consistently use a variety of appropriate strategies to facilitate higher-order thinking.
- Use questioning techniques that help students think critically.
- Set criteria for successful student performance using the educational goals of the Kentucky Program of Studies, Core Content, Learning Goals/Academic Expectations, and national content standards.
- Consistently use appropriate formative assessments to determine student progress, guide instruction, and provide feedback to students. (including assessments to address special needs)
- Monitor learning during instruction to provide the students immediate feedback.
- Consistently use appropriate summative assessments aligned with the learning objectives to measure student achievement. (including assessments to address special needs)
- Consistently describe, analyze, and evaluate student performance data to determine student progress, identify differences among student groups, and inform instructional practice.
- Articulate rationales for instructional decisions based on student strengths and needs, contemporary understanding of the content, and research on effective teaching practice.
- Provide on-going opportunities for students to assess and reflect on their own performance in order to identify strengths and areas for future learning.

- Design and implement research-based, technology-infused instructional strategies to support learning of all students.
- Provide varied and authentic opportunities for all students to use appropriate technology to further their learning (e.g., Web sources, science/math centers, WebQuests, educational agencies and institutions).
- Engage all students in all lessons.

Part 3: Leadership Skills

A candidate should use this self-assessment to help determine the strongest and weakest leadership areas.

- 3 Proficient
- 2 Knowledgeable and somewhat proficient
- 1 Limited or no knowledge and skill in this area.

Advanced-Level Performance Indicators

-Ability to identify leadership opportunities in the school, community, or professional organization that has positive impact on learning
-Ability to identify and facilitate groups to improve student learning or the professional environment
-Ability to analyze data to evaluate programs and efforts
-Ability to present findings and reflections in an organized professional manner
-Ability to create models and materials for other teachers' use
-Comfort with publishing in various media: professional society's Websites, individual Websites, and district Website, local/state/national publications
-Comfort with using photography, video, or other creative means to share ideas and concepts

Part 4: Professional Development Inventory

Candidates should use this template to record their educational and professional development experiences. As candidates compare Part 4 to Parts 1, 2 and 3, they may begin to see areas in which they wish they had grown but have not done so because they have not yet had practical opportunities. For some you will identify the impact of student learning as either: Not Applicable to Student Learning (NA), Low Impact, Moderate Impact, or Significant Impact.

1. College /University Education

Institution

Degree

Major and Minor

Institution

Degree

Major and Minor

Institution

Degree

Major and Minor

2. Conferences, Workshops, and Institutes (Last five years):

Name

Topic

Impact on Student Learning

3. Professional Memberships and Associations (last five years).

Name of Association

Discipline

Impact on Student Learning

4. Professional Development Sessions-School or District (Last three years).

Name

Topic

Impact on Student Learning

5. Independent Research and/or self taught skills.

Date

Topic

Learning or skills

Impact on Student Learning

Date

Topic

Learning or skills

Impact on Student Learning

Date

Topic

Learning or skills

Impact on Student Learning

Date

Topic

Learning or skills

Impact on Student Learning

Date

Topic

Learning or skills

Impact on Student Learning

Part 5 Self-Assessment Reflections

Each candidate must write a 300-500 word summary of his/her own professional reflections based on the questionnaire, e.g.: What did you identify as your strengths? What about your areas of growth? Were there any surprises that you discovered about yourself? What barriers might you have to overcome to address any areas of growth? How can your strengths be used to address your growth needs?

There are no wrong answers here. This summary is important as you begin to develop your own vision.