



Effective Instruction Priority Self-Assessment

Respond to each prompt with either yes or no. Whatever area emerges with more “no” than “yes” could be the area you prioritize.

Management	
I know the names of all my students.	Yes No
I know at least one personal detail about my students aside from academics.	Yes No
I set aside time each day to connect with students.	Yes No
I provide opportunities for students to interact with one another in meaningful ways.	Yes No
My students are clear on my non-negotiables.	Yes No
I have established classroom norms with my students.	Yes No
I revisit the classroom norms often when misbehavior arises.	Yes No
I provide clear written and verbal procedures (what to do) when outlining a task.	Yes No
I provide clear written or verbal expectations (how to do it) to accompany procedures.	Yes No
I take time to model the procedures and expectations with students.	Yes No

Curriculum Clarity	
I know how to access the State or content standards for my subject.	Yes No
I can access any district specific curriculum maps, frameworks, etc., related to my content.	Yes No
I am clear on the need-to-know vs. nice-to-know content within a unit.	Yes No
I craft daily learning targets that address the need-to-know content.	Yes No



I craft daily learning targets in student-friendly language (e.g., “I can ...”	Yes No
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Instruction to Increase Engagement	
I provide opportunities for students to synthesize and reflect upon content multiple times throughout a lesson.	Yes No
I utilize instructional styles that encourage individual accountability.	Yes No
I provide structured opportunities for students to work in partnerships or small groups.	Yes No
I am mindful that the number of individuals in a cooperative task equals the amount of brainpower necessary for the task.	Yes No

Formative Assessment	
I formatively assess often throughout a lesson. (<i>Checks for Understanding</i>)	Yes No
I employ formative assessments primarily intended to collect information (i.e., inform future instruction) rather than just for a grade or completion.	Yes No
When collecting documented formative assessments, I interpret the results to look for patterns, anomalies, and/or class/student needs.	Yes No
When I interpret formative assessment results, I act (when necessary) by changing instructional techniques during the lesson or the following day.	Yes No