

Section I

Teacher Skills Assessment Checklists

Key to the Teacher Skills Assessment Checklists:

Not Observed. The observer did not see evidence, through either demonstration or observation, of the quality.

Ineffective. The teacher would benefit from more work on the quality in terms of working with a teacher at the professional or master level, or taking classes.

Apprentice. The teacher demonstrates the quality to the degree necessary to make the classroom function. The teacher may lack fluidity of use, but the result is still effective.

Professional. The teacher exhibits the quality most of the time.

Master. The teacher exhibits the quality such that others would be able to consider him or her as an exemplar of how to work with students. The teacher has a sense of the quality and demonstrates an understanding of the essence of the quality.

Checklist 1—Teacher Skills Assessment Checklist						
Professional Knowledge						
Quality	Indicators	No/Not Observed	Ineffective	Apprentice	Professional	Yes/Master
Knowledge	Addresses relevant curriculum standards					
	Integrates key content elements and facilitates students' use of higher-level thinking skills in instruction					
	Demonstrates an ability to link current content with past and future learning experiences, other subject areas, and real-world experiences and applications					
	Demonstrates an accurate, current, and deep knowledge of the subject matter and a working knowledge of relevant technology					
	Exhibits pedagogical skills relevant to the subject area(s) taught and best practices based on current research					
	Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group					
	Demonstrates an understanding of appropriate accommodations for diverse learners (e.g., English language learners, gifted learners, students with special needs)					
Verbal Ability	Uses precise language, correct vocabulary and grammar, and acceptable forms of communication as it relates to a specific discipline or grade level					
	Communicates high expectations for all students commensurate with their developmental levels					
	Is assigned to teach in the subject area of certification*					
Preparation and Certification	Has acquired certification*					
	Has received preparation in content and pedagogy*					

Quality	Indicators	No/Not Observed	Ineffective	Apprentice	Professional	Yes/Master
Experience	Has prior teaching experience in the same grade level or subject area*					
	Gains expertness from practice— or experience—in areas such as planning, classroom management, and questioning					
	Is better able to apply a range of teaching strategies as the years of teaching accumulate					
	Demonstrates more depth and differentiation in learning activities as the years of teaching accumulate					
	Demonstrates more flexibility and adaptability in teaching as the years of teaching accumulate					

*Check column 1 for “No” and column 5 for “Yes.”

Checklist 2—Teacher Skills Assessment Checklist						
Instructional Planning						
Quality	Indicators	Not Observed	Ineffective	Apprentice	Professional	Master
Three Key Questions	Aligns lessons and units to the school's curriculum and student learning needs					
	Plans appropriately for pacing, sequencing, content mastery, transitions, and application of knowledge					
	Systematically develops objectives, questions, and activities that reflect higher-level and lower-level cognitive skills as appropriate for the content and the students					
	Develops and selects learning materials based on criteria such as appropriateness for grade level, alignment to standards, and accuracy of information					
	Anticipates the difficulties and misconceptions students might encounter and plans accordingly					
	Determines how student learning will be assessed to ensure the alignment among curriculum, instruction, and assessment					
Focusing on Instruction	Considers student attention span and learning styles when designing lessons					
	Links instruction to students' real-life situations					
	Relates current lesson to past and future lessons					
	Maximizes the amount, depth, and coherence of content coverage					
	Uses the opening and closing of a lesson effectively as a prime time for learning					
Optimizing Instructional Time	Maintains procedures and routines					
	Handles administrative tasks quickly and efficiently					
	Prepares materials in advance					
	Maintains momentum within and across lessons					
	Limits disruption and interruptions					

Quality	Indicators	Not Observed	Ineffective	Apprentice	Professional	Master
Optimizing Instructional Time	Makes clear and smooth transitions to increase instructional time					
	Adjusts time and pace on a content area according to student performance					
	Plans and works collaboratively with colleagues to enhance the cohesiveness of learning					
Setting Learning Objectives	Plans lessons that have clear goals and are logically structured					
	Develops knowledge, skills, and attitude objectives that cover different domains of learning					
	Develops objectives that are clearly stated, realistic, and achievable					
	Reinforces the learning objectives throughout the lesson					
	Carefully links learning objectives to activities and assignment					
	Systematically develops objectives that reflect both higher-level and lower-level learning					
	Uses learning objectives to monitor student learning and provide feedback					
Using Student Learning Data	Analyzes multiple sources of student learning data to glean diagnostic information					
	Uses student assessment data, such as using the data to make data-driven decisions about what goals and objectives to address and what learning materials to select, in the planning of instruction					
	Responds to students' strengths and weaknesses as well as their interests when planning					
	Plans strategically to include academic enrichment and remediation opportunities to enhance learning for all students					

Checklist 3—Teacher Skills Assessment Checklist						
Instructional Delivery						
Quality	Indicators	Not Observed	Ineffective	Apprentice	Professional	Master
Using a Variety of Instructional Strategies	Employs different techniques and instructional strategies, such as inquiry-based learning and direct instruction, with flexibility and adeptness					
	Tailors instruction to students' achievement levels and needs					
	Uses appropriate teaching strategies based on the content, the students, and factors such as time and resources					
	Uses appropriate instructional technology to enhance student learning					
Differentiating Instruction	Builds on students' existing knowledge and skills					
	Demonstrates a deep understanding of individual students' abilities, achievement, learning styles, and needs					
	Differentiates the instructional content, process, product, and learning environment to meet individual students' developmental needs					
	Provides remediation, enrichment, and acceleration to further students' understanding of material and learning					
Communicating High Expectations	Sets clearly articulated high expectations for self and students					
	Gives clear examples and offers guided practice					
	Stresses student responsibility and accountability in meeting expectations					
	Teaches metacognitive strategies to support reflection on learning progress					
	Orients the classroom experience toward improvement and growth					
	Stresses student responsibility and accountability					

Quality	Indicators	Not Observed	Ineffective	Apprentice	Professional	Master
Promoting Complex and Higher-Order Learning	Is concerned with having students learn and demonstrate understanding of meaning rather than memorization					
	Stresses meaningful conceptualization, emphasizing the student's knowledge of the world					
	Designs learning process and outcomes of learning that have authentic bearing on students' lives					
	Provides opportunities for students to apply knowledge and skills to novel situations					
	Makes interdisciplinary connections					
Using High-Quality Questioning	Ensures that the level of difficulty and cognitive level of questions reflect the lesson's content and goals					
	Varies question type to maintain interest and momentum					
	Prepares questions in advance					
	Uses wait time during questioning					
	Calls on different students to answer questions					
	Probes and prompts students to process their thinking and refine answers rather than giving out correct answers immediately					
	Encourages students to ask questions					
Supporting Student Engagement in Learning	Is attentive to lesson momentum					
	Supports and scaffolds students to integrate new information with prior learning					
	Uses appropriate questioning					
	Provides clear, in-depth explanations of academic content					
	Varies instructional strategies, types of assignments, and activities					
	Leads, directs, and paces student activities					

Checklist 4—Teacher Skills Assessment Checklist Assessment						
Quality	Indicators	Not Observed	Ineffective	Apprentice	Professional	Master
Designing Assessments	Monitors and assesses student progress					
	Targets assessments to curriculum standards and lesson objectives					
	Constructs quality test items, including select-response items, supply-response items, and performance tasks, to generate valid data of student learning					
	Designs assessments that reflect the appropriate level of cognitive processing and level of difficulty					
	Uses a variety of formal and informal assessment strategies and instruments that are valid and appropriate for the content and for the student population					
	Collaborates with others to develop common assessments, when appropriate					
	Uses pre-assessment data to develop expectations for students and to differentiate instruction					
Using Assessment Data	Processes and analyzes students' data collected from a range of sources					
	Thinks through likely misconceptions that may occur during instruction and monitors students for the misconceptions					
	Reteaches for students who did not achieve mastery and offers tutoring to students who seek additional help					
	Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning					
	Engages in an ongoing cycle of assessment, interpreting assessment data, and instructional improvement					

Quality	Indicators	Not Observed	Ineffective	Apprentice	Professional	Master
Encouraging Student Self-Assessment	Involves students in setting learning goals and monitoring their own progress					
	Uses student self-assessment to help students reflect on and evaluate the quality of their work and their learning					
	Clearly communicates the standards, criteria, expectations, or goals of student self-assessment					
	Models how to conduct self-assessment to students					
	Gives students opportunities to revise their work after self-assessment					
Providing Meaningful Feedback	Communicates to students constructive and frequent feedback on student learning					
	Provides feedback that is goal referenced, specific, user friendly, and actionable					
	Provides feedback that focuses on task/product, process, and student self-regulation rather than giving the correct answers directly					
	Gives feedback that empowers students to take further actions rather than right-or-wrong feedback					
	Creates or selects rubrics that increase student learning and work quality					
Homework	Clearly explains homework					
	Relates homework to the content studied and student capacity					
	Grades, comments on, and discusses homework in class					
	Engages parents to support their children doing homework					

Checklist 5—Teacher Skills Assessment Checklist Learning Environment						
Quality	Indicators	Not Observed	Ineffective	Apprentice	Professional	Master
Classroom Management	Balances variety and challenge in student activities					
	Has “with-it-ness”—is aware of all actions and activities in the classroom					
	Orchestrates smooth transitions and continuity of classroom momentum					
	Uses various appropriate immediacy cues to create a perceived feeling of interpersonal closeness					
	Uses space, proximity, or movement around the classroom to be near trouble spots and encourage attention					
	Is preventive and proactive about student behavior rather than being reactive to students' inappropriate behavior					
Key Elements of Organization	Establishes routines for all daily tasks and needs					
	Handles routine tasks promptly, efficiently, and consistently					
	Prepares materials in advance					
	Improves the accessibility and availability of materials					
	Organizes classroom space efficiently					
	Frames lessons in a coherent and logical manner					

Quality	Indicators	Not Observed	Ineffective	Apprentice	Professional	Master
Disciplining Students	Interprets and responds to inappropriate behavior promptly					
	Implements rules of behavior fairly and consistently					
	Reinforces and reiterates expectations for positive behavior					
	Helps students develop accountability, ownership, and autonomy for their own learning					
	Uses proactive methods to prevent and redirect misbehaviors and minimizes discipline time, thus maximizing learning time					
	Strategically uses behavior-specific praise rather than drawing attention to unproductive behaviors					
Supportive Learning Environment	Develops a positive, warm, safe, supportive, and stimulating environment that is conducive to learning					
	Establishes a positive classroom culture with shared attitudes, values, goals, and practices					
	Creates a learning community with hallmarks of collaboration, initiative, and self-regulation					
	Builds teacher-student relationships that are characterized by empathy, warmth, and genuineness					

Checklist 6—Teacher Skills Assessment Checklist						
Professionalism						
Quality	Indicators	Not Observed	Ineffective	Apprentice	Professional	Master
Caring	Actively listens					
	Shows concern for students' emotional and physical well-being					
	Displays interest in and concern about students' lives outside school					
	Creates a supportive and warm classroom climate					
Fairness and Respect	Responds to misbehavior on an individual level					
	Prevents situations in which a student loses peer respect					
	Treats students equally					
	Creates situations for all students to succeed					
	Shows respect to all students					
	Shows cultural sensitivity when interacting with culturally diverse students					
Interactions with Students	Maintains professional role while being friendly					
	Gives students responsibility					
	Knows students' interests both in and out of school					
	Values what students say					
	Interacts in fun, playful manner; jokes when appropriate					
	Builds teacher-student relationships that have a positive influence on student learning					

Quality	Indicators	Not Observed	Ineffective	Apprentice	Professional	Master
Enthusiasm and Motivation About Learning	Shows joy for the content material					
	Takes pleasure in teaching					
	Uses a lively, energetic, and exuberant teaching style					
	Makes students excited about learning					
	Understands how student motivation works and uses various strategies to increase students' academic motivation					
Attitude Toward Teaching	Possesses a positive attitude about life and teaching					
	Participates in collegial activities					
	Accepts responsibility for student outcomes					
	Seeks professional development					
	Finds, implements, and shares new instructional strategies					
	Acts as a well-informed consumer of educational policies, instructional innovations, and internal changes that influence student learning					
Reflective Practice	Identifies and evaluates personal strengths and weaknesses					
	Has a commitment to continuous improvement and perpetual learning					
	Reflects on the effectiveness of implemented strategies					
	Sets high expectations for personal classroom performance					
	Demonstrates high efficacy					

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Checklist 6—Teacher Skills Assessment Checklist Professionalism <i>continued</i>						
Quality	Indicators	Not Observed	Ineffective	Apprentice	Professional	Master
Reflective Practice <i>continued</i>	Engages in self-directed learning based on a set of established goals and in a community with like professionals					
	Engages in learning activities outside the classroom intended for school and student enhancement					
	Incorporates learning from professional growth opportunities into instructional practice					
	Sets goals for improvement of personal knowledge and skills					
Communication and Collaboration	Works in a collegial and collaborative manner with administrators, other school personnel, and the community to promote students' well-being and success					
	Builds positive and professional relationships with parents through frequent and appropriate communication concerning students' progress					
	Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues					