

## Eight Effective Teaching & Learning Practices Self-Assessment Checklist



Classroom Practice	Explanation	Self-check
Classroom Expectations & Rules	<ul style="list-style-type: none"> <li>*Clearly defined expectations &amp; rules for all students.</li> <li>*Frequent communication of expectations &amp; rules.</li> </ul>	
Classroom Procedures & Routines *List*	<ul style="list-style-type: none"> <li>*Procedures/routines are in place.</li> <li>*Redirect/reteach when procedures/routines are not followed.</li> </ul>	
Encouraging Expected Behavior	<ul style="list-style-type: none"> <li>*Provide specific positive feedback.</li> <li>*Increase praise: correction ratio.</li> </ul>	
Discouraging Unexpected Behavior	<ul style="list-style-type: none"> <li>*Use of proximity, signal/non-verbal cue, ignore/attend/praise</li> <li>*Redirect, reteach</li> <li>*Student conference</li> </ul>	
Active Supervision	<ul style="list-style-type: none"> <li>*Random and unpredictable movement throughout the classroom.</li> <li>*Visual scanning</li> <li>*Frequent interaction with students.</li> </ul>	
Opportunities to Respond	<ul style="list-style-type: none"> <li>*Majority of students are given the chance to respond (choral response, partner work, think/pair/share, nonverbal response, respond in writing, etc).</li> <li>*Use of wait time/think time</li> </ul>	
Activity Sequencing & Choice	<ul style="list-style-type: none"> <li>*Intermingle easier tasks with more difficult tasks.</li> <li>*Choice of type or mode of task. (written, oral, project, etc)</li> <li>*With whom task can be completed (partner, group, individual)</li> </ul>	
Task Difficulty	<ul style="list-style-type: none"> <li>*Time and length adjustments.</li> <li>*Input and response mode.</li> <li>*Level of instruction or practice.</li> </ul>	

