Positive Learning-Centered Environment
New Teacher Self-Assessment and Goal Setting

____ Learn student names and information about each one early in the year

____ Greet students at the door with a smile and a handshake

____ Use student names in examples

____ Make a strong effort to interact in a positive way with each student each day

____ Develop a system for monitoring the nature and frequency of your interactions with students

____ Create opportunities for students to learn about themselves and each other

____ Be knowledgeable about the fads, fashions, music, hobbies, sports, and other recreational activities that are of interest to your students

____ Display student work both in the classroom and in public areas; identify the standard of learning the work represents

____ Teach students how to set and work toward learning goals

____ Encourage students to ask for and get help from one another

____ Encourage students to monitor their own academic progress

____ Set up conditions where students can assess the effectiveness of their learning habits

____ Teach students to self-assess the appropriateness and effectiveness of their social skills

____ Model respect in words spoken, voice tone, eye contact, and in body language

____ Use music, books, posters, and pictures from different cultures

____ Practice equity and explain to students the difference between equity (get what you need when you need it) and equality (all get the same thing at the same time)

____ Role-play situations with students to identify appropriate and inappropriate behavior

____ Provide student choice of learning process, teach them to make good choices, and analyze why the choices were or were not the best for the learner

____ Explain the reason why you are doing what you are doing or making the decision you are making

Planning Instruction

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____ Change strategies to meet students' needs rather than expecting students to change to meet teacher needs (Centennial BOCES)

____ Take advantage of opportunities to use humor

____ Remind yourself that you are a role model

____ Develop a repertoire of ways to encourage your students

____ Reinforce students' attempts to solve problems and exert effort

____ Make it a practice to recognize effective effort

____ Resolve behavioral issues privately with minimum disruption of instruction

____ Avoid sarcasm and ridicule

____ Promote intrinsic motivation (I did it!) rather than extrinsic motivation (you did it so you get a sticker or piece of candy)

____ Show interest in students lives beyond the classroom by becoming involved in student activities

____ Monitor student attributions and use attribution retraining with those who make external attributions

____ Demonstrate respect for students as individuals with different personal and family backgrounds and a wide range of skills, talents, and interests

____ Use flexible room arrangements to match instructional objectives and desired student interaction

____ Identify room arrangements that work best in small group work, whole class discussion, and testing

____ Teach students to help you arrange/rearrange the student desk quickly and safely

____ Arrange the room so that you can move around the room with ease

____ Reduce distance and barriers between you and your students

____ When working with a small group, position yourself so that you can monitor other students at work

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