

Productive Learning-Centered Environment

New Teacher Self-Assessment and Goal Setting

- ___ Be sure you have student attention before beginning instruction or giving directions
- ___ Use high-results attention moves such as Wait Time, the look, proximity, and circulation
- ___ Provide practice and processing time
- ___ Post the agenda and the learning outcomes on the board, overhead, or chart in the same place each day
- ___ Explain the work to be done and how to do it
- ___ Before students start working, check to be sure they know what to do and how to do it
- ___ Repeat and stress complex directions and difficult points; write out steps to any process having three or more steps
- ___ Repeat or rephrase questions and explanations students do not understand or have students do so for each other
- ___ Use known or easy content to teach a new process, and use a known process to introduce or teach difficult new material
- ___ Assist students in developing organizational systems that work for them
- ___ Teach students how to use graphic organizers, mnemonics, and visualizations
- ___ Teach students note-taking and reading strategies
- ___ Provide opportunities for students to use a variety of learning strategies and to learn which works best for them so that they can become independent learners
- ___ Build in movement
- ___ Teach students to identify text structure and to use the appropriate graphic organizers to capture key information
- ___ Warn students of upcoming transitions
- ___ Match the pace of the instruction with the complexity of the concepts being studied and with the amount of unfamiliar vocabulary
- ___ Mass practice at the beginning of new learning and follow up with distributed practice throughout the learning
- ___ After practice of small chunks, move quickly to meaningful use of the information and skills



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- ___ Write directions for classwork and homework on board, chart, or transparency
- ___ Use flexible grouping determined by such variables as readiness levels, interest, information processing styles, student choice, and, on occasion, random order
- ___ Stay focused on learning; do not let "off-the-mark" behavior or backtalk take you off track; notice and deal with it when it fits your agenda
- ___ Identify the causes of inattentive or disruptive behavior and match your response to the perceived cause
- ___ Wait to hold discussions about inattentive or disruptive behavior, or unmet expectations, until both of you are calm
- ___ Focus on future behavior rather than on past behavior
- ___ Include students in developing procedures for handling inappropriate behavior or unmet expectations
- ___ Use logical consequences directly related to the behavior
- ___ Use a clearly articulated range of consequences for unmet expectations based on the quality, intensity, and frequency of the action
- ___ Organize supplies, equipment, and papers so that they are easily accessible; eliminate clutter

