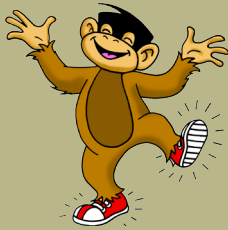


Academic Success for All Learners

Making a *Difference*



Sam & Friends

Academic Success for All Learners is making a difference in classrooms just like yours and in some of the toughest learning environments around the globe. Our programs will make a difference in the reading abilities and confidence of your learners. The Reading for All Learners Programs will make a difference in The Five Essentials:

- (1) phonemic awareness,*
- (2) phonics, (3) fluency,*
- (4) vocabulary, and (5) text comprehension.*

Reading for All Learners Teacher Self Evaluation

Academic Feedback

This product may be used at no cost through 12/31/2007
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Academic Success for All Learners

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Self-Evaluation Checklist: Academic Feedback

Skill 1. Feedback Opportunities			
A classroom environment has been created that provides for extensive academic interactions between teacher and students.			
Evaluation Questions	Observation 1	Observation 2	Observation 3
a. Have procedures been used to ensure that a large amount of time is allocated to academic instruction?	1 2 3 4	1 2 3 4	1 2 3 4
b. Do lessons include appropriate amounts of guided practice and daily reviews?	1 2 3 4	1 2 3 4	1 2 3 4
c. Is new material presented in small steps with large amounts of academic feedback?	1 2 3 4	1 2 3 4	1 2 3 4
d. Depending on content, are appropriate amounts of oral and written feedback used?	1 2 3 4	1 2 3 4	1 2 3 4
Notes:			

Skill 2. Questioning			
The questions are consistent with the instructional needs.			
Evaluation Questions	Observation 1	Observation 2	Observation 3
a. Are student success rates appropriate for the lesson activity?	1 2 3 4	1 2 3 4	1 2 3 4
b. Do the questions support the presentation of new content in small steps?	1 2 3 4	1 2 3 4	1 2 3 4
c. Are questions to individuals posed before the individual is named?	1 2 3 4	1 2 3 4	1 2 3 4
d. Do questioning procedures maintain instructional momentum?	1 2 3 4	1 2 3 4	1 2 3 4
Notes:			

Circle a rating scale number for each question.

Rating Scale: 1 - No Change 2 - Minor Problems 3 - Major Problems 4 - Insufficient Information

Skill 3. Student Responses

Individual responses, group responses, and written responses are used to ensure high levels of involvement from all students.

Evaluation Questions	Observation 1	Observation 2	Observation 3
a. Is the teacher blending choral and individual responses where their use is appropriate?	1 2 3 4	1 2 3 4	1 2 3 4
b. Are all the students being equally involved during individual questioning?	1 2 3 4	1 2 3 4	1 2 3 4
c. When appropriate, does the teacher require written responses to the most important skills?	1 2 3 4	1 2 3 4	1 2 3 4

Notes:

Skill 4. Reacting to Student Responses

Teacher reactions are consistent with student responses to questions.

Evaluation Questions	Observation 1	Observation 2	Observation 3
a. Does the hesitant, correct response typically receive stronger praise and a quick review?	1 2 3 4	1 2 3 4	1 2 3 4
b. For incorrect responses due to lack of knowledge, does the teacher rephrase the question or re-teach?	1 2 3 4	1 2 3 4	1 2 3 4
c. Do correction procedures indicate the use of elegant rules and practical problem-solving strategies?	1 2 3 4	1 2 3 4	1 2 3 4
d. Do teacher's responses to student errors indicate an atmosphere where students are afraid to make errors?	1 2 3 4	1 2 3 4	1 2 3 4

Notes:

Skill 5. Question Clarity

Questions are clearly framed and clearly delivered.

Evaluation Questions	Observation 1	Observation 2	Observation 3
a. Are questions short and precise, or rambling and disjointed?	1 2 3 4	1 2 3 4	1 2 3 4
b. Are questions delivered clearly and audibly?	1 2 3 4	1 2 3 4	1 2 3 4
c. Are questions clearly aligned with the content focus of the lesson?	1 2 3 4	1 2 3 4	1 2 3 4
d. Is student attention gained before questions are posed?	1 2 3 4	1 2 3 4	1 2 3 4

Notes: