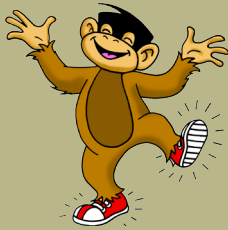


Academic Success for All Learners

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

Teaching Functions

This product may be used at no cost through 12/31/2007
© 2007 Alan Hofmeister



Academic Success for All Learners

www.iseesam.com

131 North 1175 West #5 Logan, UT 84321 Phone: 435-755-7885 Fax: 435-755-6069

Self-Evaluation Checklist: Teaching Functions

Skill 1. Daily Reviews			
Daily reviews and prerequisite checks are conducted systematically and effectively.			
Evaluation Questions	Observation 1	Observation 2	Observation 3
a. Do most lessons include a short review of skills taught in previous lesson?	1 2 3 4	1 2 3 4	1 2 3 4
b. Does the review include an assessment of the level of mastery of skills reviewed?	1 2 3 4	1 2 3 4	1 2 3 4
c. Do you often get well into the body of a lesson and find you have to reteach prerequisites?	1 2 3 4	1 2 3 4	1 2 3 4
d. On reviews, do you immediately reteach if less than 80 percent demonstrate mastery?	1 2 3 4	1 2 3 4	1 2 3 4
Notes:			

Skill 2. New Content			
A major part of most lessons is set aside for the effective acquisition of new content.			
Evaluation Questions	Observation 1	Observation 2	Observation 3
a. Is extensive guided practice integrated into demonstrations and lectures on new content?	1 2 3 4	1 2 3 4	1 2 3 4
b. Is approximately half the lesson time devoted to guided practice, demonstrations, and presentations of new content?	1 2 3 4	1 2 3 4	1 2 3 4
c. Do you monitor guided practice and conduct reteaching if necessary?	1 2 3 4	1 2 3 4	1 2 3 4
d. Do you revise instruction if students consistently experience difficulty?	1 2 3 4	1 2 3 4	1 2 3 4
e. Is the material taught in small steps, with performance checks after each step?	1 2 3 4	1 2 3 4	1 2 3 4
Notes:			

Rating Scale: 1 - No Change 2 - Minor Problems 3 - Major Problems 4 - Insufficient Information
Circle a rating scale number for each question.

Skill 3. Independent Practice			
Independent Practice is consistently and effectively conducted.			
Evaluation Questions	Observation 1	Observation 2	Observation 3
a. Are the students achieving better than 80 percent before moving from guided to independent practice?	1 2 3 4	1 2 3 4	1 2 3 4
b. Is a minimum of 20 minutes of independent practice assigned on most days in each major subject area?	1 2 3 4	1 2 3 4	1 2 3 4
c. Do students receive prompt feedback on independent practice?	1 2 3 4	1 2 3 4	1 2 3 4
d. Is independent practice extensive enough to achieve “overlearning”?	1 2 3 4	1 2 3 4	1 2 3 4
Notes:			

Skill 4. Comprehensive Mastery Testing			
Mastery testing is conducted systematically and diagnostically.			
Evaluation Questions	Observation 1	Observation 2	Observation 3
a. Is comprehensive mastery testing conducted at least twice per month?	1 2 3 4	1 2 3 4	1 2 3 4
b. Does some mastery testing facilitate the review of material covered several weeks previously?	1 2 3 4	1 2 3 4	1 2 3 4
c. Is the mastery testing capable of diagnosing specific skill deficits in individual students?	1 2 3 4	1 2 3 4	1 2 3 4
d. Are the mastery testing results being used to guide reteaching?	1 2 3 4	1 2 3 4	1 2 3 4
Notes:			

Skill 5. Homework			
Homework is managed appropriately.			
Evaluation Questions	Observation 1	Observation 2	Observation 3
a. Does the homework serve to consolidate skills already taught?	1 2 3 4	1 2 3 4	1 2 3 4
b. Is the student error rate low?	1 2 3 4	1 2 3 4	1 2 3 4
c. Is the homework corrected promptly?	1 2 3 4	1 2 3 4	1 2 3 4
d. Is the homework highly aligned with daily lessons?	1 2 3 4	1 2 3 4	1 2 3 4
Notes:			