

Self-Evaluation Checklist: Time Management Skills

Skill 1. Allocated Time			
The maximum possible time is allocated for direct intensive instruction.			
Evaluation Questions	Observation 1	Observation 2	Observation 3
a. Are the time allocations for class changes and breaks unnecessarily long?	1 2 3 4	1 2 3 4	1 2 3 4
b. Are non-curricular activities taking time that could be allocated to curricular activities?	1 2 3 4	1 2 3 4	1 2 3 4
c. Do the time allocations reflect teacher interests rather than student needs?	1 2 3 4	1 2 3 4	1 2 3 4
d. Is allocated time scheduled to ensure that continuity and systematic review are facilitated?	1 2 3 4	1 2 3 4	1 2 3 4
Notes:			

Skill 2. Engaged Time			
A high percentage of allocated time is spent “on-task” by students.			
Evaluation Questions	Observation 1	Observation 2	Observation 3
a. Does the lesson start quickly and smoothly?	1 2 3 4	1 2 3 4	1 2 3 4
b. How long after the start of a lesson did it take to have all students on-task?	1 2 3 4	1 2 3 4	1 2 3 4
c. Are large amounts of the allocated time being taken up with managerial tasks?	1 2 3 4	1 2 3 4	1 2 3 4
d. Is transition time for lesson activities excessive?	1 2 3 4	1 2 3 4	1 2 3 4
e. Is there a reduction in instructional intensity near the end of a lesson?	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. Individual Engaged Time			
All students, low and high achievers, are on-task.			
Evaluation Questions	Observation 1	Observation 2	Observation 3
a. Is the teacher moving about the classroom, actively checking on all students?	1 2 3 4	1 2 3 4	1 2 3 4

b. Do the teacher's questioning procedures suggest a preference for high or low achievers?	1 2 3 4	1 2 3 4	1 2 3 4
c. Does the teacher structure activities so that student non-participation is facilitated?	1 2 3 4	1 2 3 4	1 2 3 4
d. Are the high achieving students becoming bored?	1 2 3 4	1 2 3 4	1 2 3 4
e. Are attractive "back-up" activities available for early finishers?	1 2 3 4	1 2 3 4	1 2 3 4
Notes:			

Skill 4. Teacher Use of Time			
Teacher practices model a concern for the effective use of instructional time.			
Evaluation Questions	Observation 1	Observation 2	Observation 3
a. Are all instructional materials and equipment available and operational at the start of the lesson?	1 2 3 4	1 2 3 4	1 2 3 4
b. Is the teacher physically in the room at the start of the lesson?	1 2 3 4	1 2 3 4	1 2 3 4
c. Have assignments been corrected in a timely manner?	1 2 3 4	1 2 3 4	1 2 3 4
d. Is the teacher giving full attention to the instructional tasks?	1 2 3 4	1 2 3 4	1 2 3 4
e. Is the teacher conducting the lesson at a brisk and interesting pace?	1 2 3 4	1 2 3 4	1 2 3 4
Notes:			

Skill 5. Academic Learning Time			
Indicators of academic learning time (ALT) should provide evidence of progressive improvement in instruction.			
Evaluation Questions	Observation 1	Observation 2	Observation 3
a. Are high, average, and low achievers on-task and successful?	1 2 3 4	1 2 3 4	1 2 3 4
b. Am I aware of the amount of "on-task" behavior of all individuals in my class?	1 2 3 4	1 2 3 4	1 2 3 4
c. Am I aware of the actual levels of mastery of individuals in my class?	1 2 3 4	1 2 3 4	1 2 3 4
d. Has individual "on-task" and mastery information been combined to profile instructional strengths and weaknesses?	1 2 3 4	1 2 3 4	1 2 3 4
e. Is information on ALT directing efforts to improve instruction?	1 2 3 4	1 2 3 4	1 2 3 4
Notes:			