

LESSON PLAN SELF-ASSESSMENT PACKET

How Do I Feel? Lesson Plan Self-Assessment Scale

	0	1	2	3	4
	NOT USING I never use this strategy.	BEGINNING I sometimes use this strategy, but I don't think I use it correctly.	DEVELOPING I use this strategy, but I do so mechanically.	APPLYING I use this strategy and monitor how well it works.	INNOVATING I know this strategy well enough that I have created my own version of it.
Using Effective Pacing					
<u>Administrative tasks:</u> Clear, well-practiced procedures for: -Absent work procedures -Getting organized into groups or partners	0	1	2	3	4
<u>Transitions:</u> Each activity has a clear beginning and conclusion. Students know how long it will last and when it will end	0	1	2	3	4
<u>Presentation of New Content:</u> Present new info in chunks of knowledge: -After each chunk, students interact in groups (chunk n chew)	0	1	2	3	4
Incorporating Physical Movement					
Movement to lift energy	0	1	2	3	4
Movement that furthers understanding of content: "Crosstown partners" Carousel activities	0	1	2	3	4
<p><u>Plan for tomorrow:</u> <i>Category of teaching that I can change for tomorrow:</i></p> <p>Effective Pacing Strategy:</p> <p>Physical Movement:</p>					

Building Positive Teacher-Student and Peer Relationships

<p><u>Ensure fair and equitable treatment of all students:</u> -Create and consistently enforce rules and policies of class and LT -No matter what I feel about a student, I behave in a way that communicates respect.</p>	0	1	2	3	4
<p><u>Show interest in and affection for students</u> -Greeting at door -Calling students by name -Eye contact -Be at door to say goodbye to students</p>	1	2	3	4	5
<p><u>Identify and use positive information about students</u> -Knowing personal info about each student -2x10 intervention -Student interest inventories</p>	1	2	3	4	5

Plan for today:

2x10 (2 minute, 10 day) intervention student's name: _____ . When will I talk to him/her?
 Hallway before class classroom before class after class on their way out

Am I Interested? Lesson Plan Self-Assessment Scale

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Questioning to Increase Response Rates					
Call on students randomly (or use the intervention of talking to student ahead of time about calling on them)	0	1	2	3	4
Simultaneous individual response: -Whiteboards -Hand signals "My favorite no" -Turning Point technology	0	1	2	3	4
Using Games and Inconsequential Competition					
Vocabulary games -Which one doesn't belong? -Starts with.... -Catch phrase	0	1	2	3	4
Turn questions into games -Multiple choice questions with groups and whiteboards "I Have, Who Has"	0	1	2	3	4
Initiating Friendly Controversy					
Class vote or debate about content	0	1	2	3	4
Activities where students are assigned roles in order to take another perspective of class content (Townhall Meeting)	0	1	2	3	4
<p>Plan for tomorrow: Topic of tomorrow's lesson: _____</p> <p>Question strategy, game/competition, or friendly controversy I can include tomorrow:</p>					

Is this important? Lesson Plan Self-Assessment Scale

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Connecting to Students' Life Ambitions

<u>Personal projects</u> Connect to students' lives: - extra-curricular activities, work, intended college/major -interest inventories from counselor	0	1	2	3	4
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Encouraging Application of Knowledge

<u>Provide Choice</u> -format -topic -oral presentation -written report -video report	0	1	2	3	4
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<u>Present real-world application</u> (make connection with community and school-wide initiatives) -Barbara Coloroso -LT reads -Relay for Life -Invisible Children -Blood drive					
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Plan for tomorrow:

What school-wide LT initiative will you incorporate into your next unit? _____

How?

Can you think of an assignment that you are giving today or tomorrow that you can provide another choice for the students? (Format or topic)

Can I do this? Lesson Plan Self-Assessment Scale

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Tracking and Studying Progress					
Students Track Academic progress Students chart their class preparation, effort, homework completion, and assessment outcomes to analyze correlation	0	1	2	3	4
Use effective Verbal Feedback					
Types of verbal feedback to AVOID "See how smart you are" "Try these few first, these are easy" "I am proud of you; you had the top score in the class" Avoid focus on letter grade, rank, or %	0	1	2	3	4
Types of verbal feedback to USE "You tried hard on this; nice job." "You were very focused, keep it up." "You were well-prepared; it sure paid off." "You came well informed; very good." Focus on student's process to achieve success	0	1	2	3	4
Teaching Self-Efficacy					
Distinguish between growth and fixed theories -Fixed: fear of being wrong -Growth: learn from mistakes	1	2	3	4	5
Keep the conversation alive -Alternatives to "I don't know" poster	1	2	3	4	5
Share examples: -Stories: your stories of overcoming challenges, and asking for their stories -quotes -video clips	0	1	2	3	4
Plan for tomorrow: How can you provide effective verbal feedback to your class as a whole, and/or individual students? Can you think of specific students who you will address?					

All four self-assessments adapted from:
Marzano, R. J., Pickering, D.J., & Heflebower, T. (2010). *The highly engaged classroom*. Bloomington, IN: Marzano Research Laboratory.