

The Teacher Skills Checklist

The Teacher Skills Checklist is based on a synthesis of the research that investigated attributes or qualities of effective teachers. This checklist is designed to help you identify those areas of teaching and learning you feel you have achieved some degree of proficiency (P) and those areas in which you feel you need to further develop (D). Prioritize the top three teaching behaviors you feel you need to improve

Quality	Indicators	Personal Eval.	Top Priority
Caring	Demonstrates active listening		
	Shows concern for students' emotional and physical well-being		
	Displays interest in and concern about the students' lives outside school		
	Creates a supportive and warm climate		
Fairness and Respect	Responds to misbehavior on an individual level		
	Prevents situations in which a student loses peer respect		
	Treats student equally		
	Creates situations for all students to succeed		
	Shows respect to all students		
Interactions with Students	Maintains professional role while being friendly		
	Gives students responsibility		
	Knows students' interests both in and out of school		
	Values what students say		
	Interacts in fun, playful manner; jokes when appropriate		
Enthusiasm	Shows joy for the content material		
	Takes pleasure in teaching		
	Demonstrates involvement in learning activities outside school		
Motivation	Maintains high-quality work		
	Returns student work in a timely manner		
	Provides students with meaningful feedback		
Dedication to Teaching	Possess a positive attitude about life and teaching		
	Spends time outside school preparing		
	Participates in collegial activities		
	Accepts responsibility for student outcomes		
	Seeks professional development		
	Finds, implements, and shares new instructional strategies		

Reflective Practice	Knows areas of personal strengths and weaknesses		
	Uses reflection to improve teaching		
	Sets high expectations for personal classroom performance		
	Demonstrates high efficacy		
Classroom Management	Uses consistent and proactive discipline		
	Establishes routines for all daily tasks and needs		
	Orchestrates smooth transitions and continuity of classroom momentum		
	Balances variety and challenge in student activities		
	Multitasks		
	Is aware of all activities in the classroom		
	Anticipates potential problems		
Organization	Handles routine tasks promptly, efficiently, and consistently		
	Prepares materials in advance; ready to use		
	Organizes classroom space efficiently		
Disciplining Students	Interprets and respond to inappropriate behavior promptly		
	Implements rules of behavior fairly and consistently		
	Reinforces and reiterates expectations for positive behavior		
	Uses appropriate disciplinary measures		
Importance of Instruction	Focuses classroom time on teaching and learning		
	Links instruction to real-life situations of the students		
Time Allocation	Follows a consistent schedule and maintains procedures and routines		
	Handles administrative tasks quickly and efficiently		
	Prepares materials in advance		
	Maintains momentum within and across lessons		
	Limits disruption and interruptions		
Teacher Expectation	Sets clearly articulated high expectations for self and students		
	Orients the classroom experience toward improvement and growth		
	Stresses student responsibility and accountability		

Instruction Plans	Carefully links learning objectives and activities		
	Organizes content for effective presentations		
	Explores student understanding by asking questions		
	Considers student attention spans and learning styles when designing instruction		
	Develops objectives, questions, and activities that reflect higher and lower level cognitive skills as appropriate for the content and the students		
Instructional Strategies	Employs different techniques and instructional strategies, such as hands-on learning		
	Stresses meaningful conceptualization, emphasizing the student's own knowledge of the world		
Content and Expectations	Sets overall high expectations toward improvement and growth in the classroom		
	Gives clear examples and offers guided practice		
	Stresses student responsibility and accountability in meeting expectations		
	Teaches metacognitive strategies to support reflection on learning progress		
Complexity	Is concerned with having students learn and demonstrate understanding of meaning rather than memorization		
	Holds reading as a priority		
	Stresses meaningful conceptualization, emphasizing the student's knowledge of the world		
	Emphasizes higher order thinking skills in math		
Questioning	Questioning reflects type of content, goals of lesson		
	Varies question type to maintain interest and momentum		
	Prepares questions in advance		
	Uses wait time during questioning		
Student Engagement	Attentive to lesson momentum, appropriate questioning, clarity of explanation		
	Varies instructional strategies, types of assignments, and activities		
	Leads, directs, and paces student activities		
Home-work	Clearly explains homework		
	Relates homework to the content under study and to student capacity		
	Grades, comments on, and discusses homework in class		

Monitoring Student Progress	Targets questions to lesson objectives		
	Thinks through likely misconceptions that may occur during instruction and monitors students for these misconceptions		
	Gives clear, specific, and timely feedback		
	Re-teaches students who did not achieve mastery and offers tutoring to students who seek additional help		

Responding to Student Needs and Abilities	Suits instruction to students' achievement levels and needs		
	Participates in staff development training		
	Uses a variety of grouping strategies		
	Monitors and assesses student progress		
	Knows and understands students as individuals in terms of ability, achievement, learning styles and needs		