

From: Qualities of Effective Teachers by James H. Stronge

## Teacher Skills Checklists

The Teacher Skills Assessment Checklists are based on a synthesis of the research presented throughout Qualities of Effective Teachers. The checklists are designed to help identify key indicators of effectiveness in a teacher's practice. Each effectiveness quality identified in a checklist includes multiple indicators of success.

The checklists can be used to review and reflect on the components important for effective teaching. The checklist can be used to help you focus on and make sense of what you see teachers doing in the classroom.

Checklist 1

The Teacher as a Person		Example(s)
Caring	Exhibits 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 classroom climate	
Fairness and Respect	Responds to misbehavior on an individual level	
	Prevents situations in which a student loses peer respect	
	Treats students 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	Possesses 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	

Checklist 2

Teacher as Classroom Manager & Organizer		Example(s)
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	
	Uses space, proximity, or movement around the classroom for nearness to trouble spots and to encourage attention	
Organization	Handles routine tasks promptly, efficiently, and consistently	
	Prepares materials in advance; ready to use	
	Organizes classroom space efficiently	
Disciplining Students	Interprets and responds to inappropriate behavior promptly	
	Implements rules of behavior fairly and consistently	
	Reinforces and reiterates expectations for positive behavior	
	Uses appropriate disciplinary measures	

Checklist 3

Organizing for Instruction		Example(s)
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	
Teachers' Expectations	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 presentation	
	Explores student understanding by asking questions	
	Considers student attention span and learning styles when designing lessons	
	Develops objectives, questions, and activities that reflect higher and lower level cognitive skills as appropriate for the content and the students	

Checklist 4

Implementing Instruction		Example(s)
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 & 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	

Checklist 5

Teaching: Monitoring Student Progress and Potential		Example(s)
Homework	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 & Abilities	Suits instruction to students' achievement levels and needs	
	Participates in staff development training	
	Monitors and assesses student progress	
	Uses a variety of grouping strategies	
	Knows and understands students as individuals in terms of ability, achievement, learning styles, and needs	