



Self-Assessing Dimension Five: Preparing Students for New Learning

Essential Question: How do you establish your purpose, activate students' prior knowledge, and prepare students for learning?

How would you rate yourself at...

- 5.1:** Selecting relevant standards that are appropriate to your content and grade level?
- 5.2:** "Unpacking" standards and turning them into clear and measurable learning goals and targets?
- 5.3:** Posing essential questions to guide learning and promote deep thinking?
- 5.4:** Beginning lessons and units with engaging "hooks"—thought-provoking activities or questions that capture student interest and activate their prior knowledge?
- 5.5:** Introducing students to the key vocabulary terms they will need to know and understand to successfully learn the content?
- 5.6:** Assessing students' background knowledge, skill levels, and interests relative to learning goals and targets?
- 5.7:** Helping students develop insights into the products they'll be creating, performances they'll be delivering, and/or tasks they'll be completing to demonstrate what they've learned (e.g., providing models of high-quality work, rubrics, checklists, etc.)?
- 5.8:** Encouraging students to develop personal learning goals and plans for achieving them?

IMPACT ON STUDENT LEARNING

REMEMBER: The ultimate result of quality teaching is quality learning. Look for these student behaviors, which are some of the sure signs of teacher effectiveness.

Students...

- Understand/restate learning goals in their own words.
- Ask questions about learning goals.
- Know what they have to produce and what's expected of them.
- Assess their own knowledge of vocabulary.
- Call up their prior knowledge.
- Generate questions about content or personal goals.
- Understand the plan for learning

SELF-ASSESSMENT RUBRIC

Use the following four-point rubric to self-assess your classroom practice by responding to each indicator question to the left. (Note: Write your response in the bubble next to each indicator question.)

- (1) Novice** – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- (2) Developing** – I do this in my classroom, but only notice positive effects on student learning sometimes.
- (3) Proficient** – I do this well and notice consistent positive effects on student learning.
- (4) Expert** – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
- (NA) Not Applicable** – This does not apply to my work in school.

REFLECTION NOTES

Evidence of my commitment to this dimension...

Ideas for improving in this dimension...