

Kimberly A. Johnson, PhD
 Hamline University, St Paul, MN
kjohnson60@hamline.edu
www.atlasABE.org



Teacher Self-Assessment Tools

SAMPLE 1: Learner-centered Teaching Checklist (adapted from B. Parrish)

Principles of learner-centered teaching	Examples of practices that correspond to each principle	Examples from your own teaching
1. The content of instruction is relevant to the students' needs and interests and draws on their experiences and knowledge.	<ul style="list-style-type: none"> ✗ On-going needs assessment ✗ Activate prior knowledge ✗ Pre-listening; pre-reading activities ✗ KWL charts 	✗
2. Learners have active roles in the classroom.	<ul style="list-style-type: none"> ✗ Maximize opportunities for participation (pair and group work; role play; debates) ✗ Cooperative learning ✗ Assign classroom roles (class announcements; time keeper) 	✗
3. Learners make choices about content and classroom activities.	<ul style="list-style-type: none"> ✗ Goal-setting activities ✗ Differentiated tasks 	✗
4. Activities and interactions appeal to a variety of learning styles and unique learning needs.	<ul style="list-style-type: none"> ✗ Sorting tasks ✗ Realia; visual aids; tactile aids ✗ Multiple instructional methods to appeal to varied learning styles and experiences 	✗
5. Learners control the direction of activities.	<ul style="list-style-type: none"> ✗ Learners as facilitators or in "teacher" roles ✗ Learners call on one another 	✗
6. Teachers use authentic language in their interactions with learners, and classroom interactions and tasks are authentic.	<ul style="list-style-type: none"> ✗ Avoid "tour-guiding" ✗ Provide natural language input in interactions with students ✗ Activities produce natural uses of language 	✗
7. Learners acquire strategies that help them learn inside and outside of the classroom without the help of a teacher.	<ul style="list-style-type: none"> ✗ Practice and make learning strategies explicit: making predictions; asking for clarification; grouping tasks 	✗
8. Teachers listen actively for themes as they emerge from learners.	<ul style="list-style-type: none"> ✗ Personalized tasks ✗ Participatory approaches 	✗
9. Teachers constantly assess teaching and learning in relation to learners' needs.	<ul style="list-style-type: none"> ✗ Daily/weekly learning logs ✗ Daily lesson notes; minute papers 	✗

Reflection: What areas would you identify as strengths? What areas would you like to work on? What would you like to know more about?

Kimberly Johnson, Hamline University
kjohnson60@hamline.edu

SAMPLE 2: ATLAS Transitions Mentoring Project Self-Assessment Rubric (B. Parrish & K. Johnson)

The Learner-centered Transitions Classroom

Before you begin observations with a peer mentor, complete this initial journal entry. For each item, give examples of the ways you incorporate the following principles into your teaching. Be specific: describe classroom practices, activities, assignments, and instruction that you believe promote academic readiness. Next include a short reflection of what you see as your strengths and your areas for growth. Please use this template for your responses and email it to your peer mentor. Good luck and enjoy!

Principles of learner-centered, academic-readiness instruction	Examples from your own teaching
1. The content of instruction is relevant to the students' needs and interests and draws on their experiences and knowledge.	
2. Assignments and activities promote critical thinking skills.	
3. Learners set goals and are held accountable to them.	
4. Learners make use of technology in inside or outside of class.	
5. Learners are consistently held to high expectations.	
6. Learners acquire strategies that help them learn inside and outside of the classroom without the help of a teacher.	
7. Teachers constantly assess teaching and learning in relation to learners' needs.	
8. Learners prepare projects and presentations in class.	
9. Learners are expected to take notes of class material and reading assignments.	

Reflection: What are your strengths regarding learner-centered transitions-level instruction? As you reflect on your answers, what are a couple of areas you would like to concentrate on with your colleague-mentor.

Next Steps

- 1.
- 2.
- 3.

SAMPLE 3



The Learner-centered Adult Numeracy Classroom

Teaching Numeracy Self-Assessment Checklist

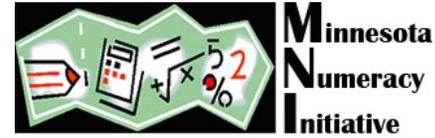
Research has shown that effective adult numeracy instruction includes teaching practices drawn from three important components:

1. **Context** - the use and purpose for which an adult takes on a task with mathematical demands
2. **Content** – the mathematical knowledge that is necessary for the tasks confronted
3. **Cognitive and Affective** – the processes that enable an individual to solve problems, and thereby, link the content and context

Below are instructional practices that address one or more of the above components of numeracy.

Instructional Practice	With 0 as <i>never</i> and 5 as <i>always</i> , the frequency with which I use these practices:	Examples of things I believe correspond to each practice:
1. Instructor embeds math learning in real world contexts, including practice that allows learners to grasp how the procedures are applied in real life situations.		<i>I use construction and cooking contexts for measurement using fractions.</i>
2. Instructor provides assignments and activities that promote critical thinking skills, including guidance for thinking critically to determine which calculations, formulas, or processes must be utilized to solve problems.		
3. Instructor uses small group discussions to promote alternative processes for solving problems.		
4. Instructor helps students develop positive habits of mind by offering challenging mathematical tasks and supporting students' <i>curiosity, respect for evidence, persistence, ownership, and reflection</i> about what is learned and how it is learned		

Instructional Practice	With 0 as <i>never</i> and 5 as <i>always</i> , the frequency with which I use these practices:	Examples of things I believe correspond to each practice:
5. Instructor varies activities to accommodate various learning styles and abilities of students.		
6. Instructor chooses activities and topics that help learners set goals and identify what they already know as well as what they/want need to learn.		
7. Instructor develops learners' conceptual understanding of the meaning of the procedures and of the relationships among them.		
8. Instructor helps learners acquire strategies to promote independent reasoning and problem-solving ability.		
9. Instructor facilitates a learners' development by allowing them to explore and develop their own meaning.		
10. Instructor assists learners in their development of math knowledge through "Levels of Knowing Math" (intuitive, concrete, pictorial, abstract, application, communication) or stages of understanding.		
11. Instructor asks questions that encourage learner thinking beyond recall.		<i>I ask students to explain in small groups how they solved the problem.</i>
12. Instructor uses both formative and summative assessment to measure learning.		<i>I observe during group work to to see if the lesson is on the right track. I ask students to solve two problems using estimation as a summative assessment.</i>



The Learner-centered Adult Numeracy Classroom

Before you begin observations with your MNI partner, you will write a brief reflection of learner-centered numeracy instruction in your classroom. Start with the Teaching Numeracy Checklist. For each item, write examples of the ways you incorporate effective instructional practices into your teaching. Be specific: describe classroom practices, activities, assignments, and instruction that you believe promote a learner-centered class. Next write a short reflection of what you see as your strengths and your areas for growth. You will write a similar reflection at the end of your partner experience. Good luck and enjoy!

Reflection: What are your strengths regarding learner-centered numeracy instruction? As you reflect on your answers, what are a couple of areas you would like to concentrate on with your MNI partner?

My strengths:

Areas I'd like to explore more deeply:

Sample 4: Volunteer Teacher Self-assessment

Principles of learner-centered teaching (adapted from B. Parrish)	N/A	S	N/I	Remarks
1. Learners have active roles in the classroom. <i>i.e. cooperative learning, pair and group work, role play, debates, etc.</i>				
2. Teachers communicate daily and quarterly objectives that are the impetus for all activities in the classroom. <i>i.e. writing daily objective on the board and following a syllabus.</i>				
3. Teachers constantly assess the students understanding. <i>i.e. during class, frequent quizzes, spelling test, etc.</i>				
4. Classroom expectations are communicated and enforced. <i>i.e. class starts on time, attendance is taken, regulated use of cell phones, etc.</i>				
5. Teachers use level appropriate and authentic language with learners and in activities. <i>i.e. Activities and interactions produce natural uses of language.</i>				
6. Materials are organized and used efficiently. <i>i.e. the board is organized, worksheets are easy to read, etc.</i>				
7. Activities and interactions appeal to a variety of learning styles and unique learning needs. <i>i.e. Multiple instructional methods to appeal to varied learning styles and experiences.</i>				
8. Learners make choices about content and direct the class. <i>i.e. learners set goals, topics are engaging to learners, etc.</i>				
9. Learners acquire strategies that help them learn inside and outside of the classroom. <i>i.e. Practice and make learning strategies explicit: making predictions, asking for clarification, group work, etc</i>				