

# Teacher Self-Assessment Checklist

## How Well Am I Challenging My Gifted Students?

**Note to teachers:** You will notice that this checklist describes an ambitious and comprehensive list of teaching behaviors. The checklist serves as a guide and self-evaluation tool. It is not expected that any one teacher will demonstrate all the listed behaviors. You may want to use the checklist several times during the school year to observe your own growth as a gifted-cluster teacher.

**Directions:** Circle the number at the beginning of each item that indicates the degree to which you are able to incorporate that particular condition into your teaching at that particular time. Each time you use the assessment, use a different color pen to notice the degree to which you have modified your teaching to accommodate the needs of the students in your gifted-cluster classroom. Circling a 1 means you have not yet tried to incorporate that particular condition. A 2 means you are currently trying to provide it. A 3 means you are so comfortable providing that condition that you could coach another teacher to use it too. Remember, this is a private survey! The results are not intended to be shared with anyone, unless you wish to do so.

### Survey Code

1 = Not yet tried

2 = Currently trying

3 = Comfortable with this method

### Curriculum Content

- 1 2 3 Do I regularly provide compacting opportunities?
- 1 2 3 Do I locate or prepare extension activities when I prepare my lesson plans?
- 1 2 3 Do I provide ample time in class for gifted students to work on extension activities?
- 1 2 3 If a student is able to learn at advanced levels, do I provide opportunities for acceleration of content?
- 1 2 3 Do I regularly include critical-thinking questions and strategies for developing creativity?
- 1 2 3 Do I provide learning experiences that are connected to students' interests?
- 1 2 3 Do I let students make selections among various activities to learn the same standards?
- 1 2 3 Do I encourage and assist students in creating their own extension activities?

### Learning Processes

- 1 2 3 Do I use pretests to find out what students already know?
- 1 2 3 Do I sometimes allow some students to determine the number of tasks they need to learn the content?
- 1 2 3 Do I provide extension activities to students who complete compacted work?
- 1 2 3 Do I use posttests to determine when a student has mastered the required standards?

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# Teacher Self-Assessment Checklist, continued

## Learning Processes, continued

- 1 2 3 Based on the pretest or posttest results, do I allow students to work on extension activities of various types?
- 1 2 3 Are the students flexibly grouped according to what they need to learn or by interests?
- 1 2 3 Do my lesson extensions involve analysis, evaluation, synthesis, depth, complexity, and novelty?
- 1 2 3 Do students have the tools to evaluate their progress during independent learning times and when doing extension activities?
- 1 2 3 Do I provide consistent opportunities for students to integrate technology into core content?

## Learning Products

- 1 2 3 Have I provided access to a variety of products from which students may choose to demonstrate what they have learned?
- 1 2 3 Are there rubrics available for those products to help students produce high-quality work?
- 1 2 3 Do students have opportunities to create their own rubrics to evaluate their learning?
- 1 2 3 Have I provided samples of high-quality student products that show appropriate complexity, depth, and breadth?
- 1 2 3 Do I encourage active participation, experimentation, and constructive and discovery learning?
- 1 2 3 Have I created ways for students to work in a self-directed manner?
- 1 2 3 Can my students use effective time-management strategies?
- 1 2 3 Have I provided students time to share ideas with one another to develop their own plans for products?

## Learning Environment

- 1 2 3 Have I provided opportunities for students to work outside the classroom or on the internet if that will facilitate their project work?
- 1 2 3 Have I taught students the skills they will need to work independently in a successful manner?
- 1 2 3 Do I encourage students to collaborate when learning?
- 1 2 3 Is it convenient for students to locate and use appropriate extension activities?
- 1 2 3 Do I make appropriate technology available to connect my students to helpful websites, apps, or mentors?
- 1 2 3 Have I facilitated students' time learning with mentors?
- 1 2 3 Do I routinely create flexible learning groups based on student readiness and/or interests?
- 1 2 3 Are materials available for students to access without needing my assistance? Have I taught students how to access and use the materials in a way that does not attract the attention of others?

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## Teacher Self-Assessment Checklist, continued

### Assessment

- 1 2 3 Are the required learning standards presented and understood at the beginning of every unit of study?
- 1 2 3 Are rubrics available to help students understand my expectations?
- 1 2 3 Am I using appropriate alternative assessment methods to assess students' compacted and differentiated work?
- 1 2 3 Am I providing clear goals and fair examples to guide student learning?
- 1 2 3 Am I evaluating progress based on the individual's growth?
- 1 2 3 Am I using ongoing formative assessments as checkpoints for understanding?
- 1 2 3 Am I using pre- and post-assessment instruments that are identical?