

## **Teaching Skills Checklist**

### **A. Unit Planning**

- Provides a unit overview
- Creates a concept map or concept organizer
- Addresses pre-knowledge
- Consider diversity issues
- Defines foundational goals, concepts, outcomes or objectives from curriculum guide
- Incorporates the Broad Areas of Learning and Cross-curricular Competencies
- Identifies an appropriate sequence and time frame
- Identifies a variety of instructional strategies
- Relates content to real-life experiences of students
- Integrates First Nation and Métis content where appropriate
- Identifies materials
- Incorporates a variety of resources
- Allows all students to experience success (differentiation)
- Makes necessary content, instructional or environmental adaptations
- Incorporates a variety of assessment strategies

### **B. Lesson Planning**

- Identifies the lesson overview or purpose
- Identifies PGG goal for the lesson
- Identifies the outcomes/objectives
- Includes a motivational set for creating interest and relevance
- Identifies the instructional strategy
- Effective sequencing and time frame
- Makes necessary content, instructional or environmental adaptations
- Allows all students to experience success (differentiation)
- Incorporates key questions to guide learning
- Plans for lesson summaries
- Plans assessment and additional practice (if necessary)
- Prepares materials and equipment
- Incorporates a variety of media
- Infuses First Nation and Métis content when appropriate

### **C. Assessment and evaluation**

- Assesses knowledge, skills and values as related to objectives or outcomes
- Uses a variety of assessment techniques leading to summative evaluation
- Plans and communicates expectations regarding assessment standards to the students
- Prepares teacher-made tests and a variety of instruments
- Assesses regularly, consistently, equitably and provides feedback to students
- Maintains records of formative and summative assessment
- Modifies assessment techniques to accommodate individual learning differences and needs

#### **D. Presenting**

- Presents a motivational set to create interest and relevance
- Identifies major objectives and relates activities to the objectives
- Effective sequencing of activities
- Clearly indicates the topic of the lesson
- Clearly indicates transitions during the lesson
- Gives clear and consistent directions
- Demonstrates general and specific subject knowledge
- Provides effective explanations
- Summarizes after major points and at the conclusion of the lesson
- Provides guided practice, feedback and correctives, and re-teaches if necessary
- Monitors independent practice and provides reviews, as appropriate
- Models appropriate oral and written language
- Demonstrates and creates enthusiasm
- Demonstrates sensitivity towards cultural diversity, where appropriate
- Demonstrates inclusion of all students

#### **E. Classroom Management**

- Gains the attention of all students before beginning to teach and at transitions during the lesson
- Communicates expectations clearly and maintains expectations consistently
- Engages all students in the learning task(s)
- Is aware of inappropriate behaviour, implements effective interventions
- Maintains appropriate classroom behaviour without disrupting instruction
- Uses instructional time effectively
- Changes procedures and physical arrangements to facilitate appropriate behaviour
- Uses positive interactions to reinforce appropriate behaviour
- Creates a positive group feeling and sense of belonging in the class
- Encourages students to develop independence and personal responsibility
- Demonstrates a mature, caring, respectful and professional manner
- Exhibits effective communication skills when interacting with students
- Maintains a safe physical and emotional environment

#### **F. Questioning**

- Asks questions regularly to monitor student understanding
- Demonstrates clear and concise questioning patterns
- Asks a variety of levels of questions (recall, summary, synthesis, evaluative)
- Demonstrates a directed questioning pattern with adequate wait time
- Distributes questions equitably among students

#### **G. Responding**

- Demonstrates an active listening while students respond
- Avoids repeating questions

- Uses varied forms of encouragement and praise
- Shows awareness of and sensitivity to student non-verbal cues
- Reinforces the correct portions of the answer and probes for more information
- Indicates when an answer is incorrect and states reasons
- Encourages student interaction and involvement
- Responds appropriately to encourage creative and critical thinking