

Teacher Self-Assessment for the Instructional Cha-Chas Cycle

Directions: Teachers use the following tool to self-assess their journey implementing the instructional cha-chas.

	Scale: 0 = Not yet 1 = Very few times 2 = Often 3 = Almost always	Explanation (if needed)
Plan It		
I write my learning targets in student-friendly language beginning with I can, so every student can see and refer to it.		
My learning targets are specific steps to the standard. They are not the standard but a step toward the standard.		
I plan the main formative assessment and its criteria for success before I start teaching. I ensure all criteria align and are rigorous and manageable.		
Most students can accomplish my learning targets by the end of the lesson.		
I establish and model the criteria for success.		
I would like my planning to grow in the following way:		
Chunk It		
I share my learning target with my students verbally and in writing.		
I explain or define certain words within the learning target.		
I activate students' prior knowledge, provide relevant examples, explain why the day's lesson is important, help students make important connections, and tie content to their interests.		
I model, explain, and think aloud to demonstrate the thinking they might engage in.		
I explicitly define vocabulary words and ask students to connect with the words, create a visual in their head with the words (or show them a visual), and ask them to act out the words.		
I use anchor charts to show them how many pieces come together to form a bigger picture.		

Chunk It		
I use music, video clips, compelling pictures, and kinesthetic tools to reinforce the content.		
I teach for an appropriate amount of time for my students' age and attention span. Then, I ask them to chew it by processing, reviewing, and retrieving.		
I differentiate the content based on preassessment or formative assessment data to provide a just-right challenge and move students forward.		
I would like my chunks to grow in the following way:		
Chew It and Check It		
The main formative assessment is engaging, rigorous, and fully aligned to the learning target.		
My lessons have many formative assessments to engage and give students an opportunity to reinforce the learning. I use that to check their progress toward the learning target.		
My students self-assess their progress toward learning target mastery. Along with formative assessment data, I use these data to move instruction forward.		
My students process the chunks in a variety of ways: independently, with a partner, and in small groups.		
I have a variety of quick formative assessments after each chunk: turn-and-talk, whiteboard moments, quick writes, quick draws, question-and-answer, self-assessment indicators (thumbs up, thumbs down), and others.		
I have at least two checkpoints (small formative assessments) planned mid-lesson to determine where each student is with the learning target.		
Feedback: I view mistakes as opportunities for learning. I encourage students to challenge one another's answers respectfully.		
Feedback: My students are not afraid to ask for help. They know what resources to use in order to figure things out on their own. I promote independence with my cues, prompts, reminders, examples, and criteria for success.		
Feedback: I provide support when my students ask for or need it. I preteach or reteach when data tell me I should. My feedback reflects the daily data collection.		

Feedback: I encourage students to peer-assess and self-assess often. I give them the tools to do this.		
Feedback: My feedback to students is related to the learning target; explains what they are doing correctly and well; and then ends with a suggestion, strategy, or question for getting to the learning target.		
My closure or exit ticket directly assesses where the students are with the learning target.		
I collect and use data from my formative assessments daily to determine my next instruction.		
I would like my chews and checks to grow in the following way:		
Change It		
I encourage students to revise and resubmit assignments. I have a redo and retake policy that doesn't allow students to take advantage of these second chances.		
I change my instruction the next day either with a full reteach lesson with different strategies from original teaching, or with a different lesson for whole group (if data indicate that need).		
I change my instruction right now by reteaching. I respond to what I saw or heard by grouping students and giving them what they need in that moment.		
I change my instruction before I start the unit and prepare lessons based on the preassessment data and observations.		
I look at data and determine how to enrich the students who understand.		
I study student errors and ensure I address them during the reteach lesson.		
When I need to reteach or spend more time with a group, all other students know what anchor activities to do. Those activities are curriculum based and engaging and have criteria for success.		
I would like my changes to grow in the following way:		