

## Survey of Teaching Skills

### Knowledge of students

- Reading and using student records to make instructional decisions
- Pre-planning assessment and instruction to meet individual and group needs
- Observing in-classroom behavior and making inferences about adaptations needed in instruction and assessments

Experience Level	Very low	Moderately low	Medium	Moderately high	Very high
Confidence Level	Very low	Moderately low	Medium	Moderately high	Very high

### Pre-planning instruction

- Knowing what subject one is prepared to teach
- Knowing how many and what kinds of tasks are suited and fit with a subject
- Estimating the number of class sessions needed to teach a particular set of tasks

Experience Level	Very low	Moderately low	Medium	Moderately high	Very high
Confidence Level	Very low	Moderately low	Medium	Moderately high	Very high

### Making and using tasks

- Designing appropriate tasks
- Sequencing tasks for best effect

Experience Level	Very low	Moderately low	Medium	Moderately high	Very high
Confidence Level	Very low	Moderately low	Medium	Moderately high	Very high

### Making and using assessments

- Aligning assessment items to assess a given objective
- Estimating the number of and what kinds of assessment items/measures are suited and fit for a particular set of objectives
- Understanding the data produced by administration of a pre-assessment

Experience Level	Very low	Moderately low	Medium	Moderately high	Very high
Confidence Level	Very low	Moderately low	Medium	Moderately high	Very high

### Re-planning Instruction

- Prior to instruction, choosing whole-class instructional strategies based on (aligned with) pre-assessment results
- Prior to instruction, choosing individual strategies based on (aligned with) student records and individual pre-assessment results.

Experience Level	Very low	Moderately low	Medium	Moderately high	Very high
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Confidence Level	Very low	Moderately low	Medium	Moderately high	Very high
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#### Classroom decision-making

- Interpreting in-class performance (on task vs off task behaviors) as academic vs emotional issues
- “Reading” students via participation clues and language
- Speaking to students in effective and appropriate ways
- Grouping students for differentiated instruction
- Adjusting instructional strategies based on in-class performance
- Individualizing tasks
- Focusing talk and discussion on improved student performance

Experience Level	Very low	Moderately low	Medium	Moderately high	Very high
Confidence Level	Very low	Moderately low	Medium	Moderately high	Very high

#### Making and using a post-assessment

- Designing appropriate and aligned test items to assess a given “unit of study” (objectives plus the instructional strategies and adaptations that have occurred during a number of class sessions)
- Estimating the number of and what kinds of assessment items/measures are suited and fit for the unit of study
- Understanding the data produced by administration of a post-assessment

Experience Level	Very low	Moderately low	Medium	Moderately high	Very high
Confidence Level	Very low	Moderately low	Medium	Moderately high	Very high

#### Reflections on teaching

- Making mental notes (and possibly written records such as grade book notations) about the evolution of a unit of study – the interaction of one’s plans with the realities of teaching
- Abstracting and articulating lessons learned from the whole experience

Experience Level	Very low	Moderately low	Medium	Moderately high	Very high
Confidence Level	Very low	Moderately low	Medium	Moderately high	Very high

Gibson, D. Riedel, E. & Halverson, B. (2006). Survey of teaching skills. Retrieved from <http://simschool.org>