

Teacher Self-Assessment

Differentiated Curriculum and Instructional Practices

Use this self-assessment to set some personal goals and create a focus for your next steps.

Read the statements below. Mark the response that most closely describes the extent to which you use the strategy in your classroom on a regular basis.

1 = never**2 = seldom****3 = occasionally****4 = regularly**

I determine the assessments I will use before I plan my unit.

1 2 3 4

I preassess students to determine their readiness.

1 2 3 4

I use ongoing formative assessments to guide instructional planning.

1 2 3 4

I have the students submit an “interests” survey or self-assessment.

1 2 3 4

I survey the students to understand their multiple intelligences profile.

1 2 3 4

I use a variety of instructional strategies in my teaching.

1 2 3 4

I adjust the pace of instruction to each student’s needs.

1 2 3 4

I adjust the curriculum topics to best fit my students’ readiness.

1 2 3 4

I provide a variety of resources and texts to match students’ abilities.

1 2 3 4

I provide choices in topics, processes, or products to increase motivation.

1 2 3 4

I provide tasks and activities that reflect the multiple intelligences.

1 2 3 4

I plan and use flexible grouping to organize students by need.

1 2 3 4

I group students by learning preferences and interests.

1 2 3 4

I have procedures and structures for a variety of activities and tasks.

1 2 3 4

I provide opportunities for movement during class time.

1 2 3 4

I prepare extension and enrichment activities for each lesson.

1 2 3 4

I encourage discussions, collaboration, and processing during tasks.

1 2 3 4

I always have an anchor activity in place for students who are finished.

1 2 3 4

I create different types of summative assessments to determine mastery.

1 2 3 4

I create rubrics to help students know assessment criteria.

1 2 3 4