

Handout 1: Balanced Instruction Self-Assessment

Teacher Instructional Practice

As you reflect on the following statements, consider how well or how often you implement the practices these statements represent. Rate yourself on a score from 1 to 5 using the following breakdown:

1. **I do not implement this practice.**
2. **I struggle to implement this practice.** You may attempt to implement the practice sometimes, but you may face some difficulties when you do.
3. **I implement this practice reasonably well.** I do implement the practice and believe with more practice or support I could implement it well.
4. **I generally implement this practice well.** I implement this practice on a regular basis. It may not be perfect, but my students benefit when I use it.
5. **I implement this practice extremely well.** I use these practices all of the time, and they are highly successful with my students.

Balanced Instructional Practices	Self-Rating	Comments
a. I use an appropriate balance between providing students opportunities to directly learn new information and to actively engage in the material.		
b. I provide extended projects that require at least one week to complete.		
c. I require students to extend their thinking when they provide basic answers (e.g., ask multiple follow-up questions).		
d. I use multiple instructional strategies to keep students engaged in learning.		
e. I make sure that activities are not just fun, but represent one of the best ways for students to learn the content.		
f. I ask students to work on products (e.g., web pages, skits, or posters) intended for multiple audiences (e.g., parents, community members).		

If you would like to take the self-assessment online, alongside the other 10 teaching practices that promote social and emotional learning, visit www.gtlcenter.org/sel-school.

Student Behaviors

In addition, reflect on how your students demonstrate the following behaviors as a result of your use of balanced instruction. Rate your classroom on a score from 1 to 4 using the following breakdown:

1. **Not at all.** Students never demonstrate these skills and behaviors in the classroom.
2. **Occasionally.** Students demonstrate these skills and behaviors in the classroom at times but not on a regular basis.
3. **Often.** Students demonstrate these skills and behaviors in the classroom a few times a week.
4. **All the time.** Students demonstrate these skills and behaviors in the classroom on a daily basis.

Balanced Instruction Student Behaviors	Self-Rating	Comments
a. Students interact with the content in multiple ways.		
b. Students actively solve problems, collaboratively or independently.		
c. Students critique and evaluate visuals, draw conclusions, and develop inferences.		
d. Students engage in multiple learning strategies, using self-direction and self-monitoring.		
e. Students identify challenges in solving problems (academic or behavioral), and potential solutions.		
f. Students create products customized for different audiences, understanding that communication strategies may differ depending on the audience.		
g. Students identify and evaluate strategies to succeed in school.		

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