

Self-Evaluation Checklist: Time Management Skills

Skill 1. Allocated Time

The maximum possible time is allocated for direct intensive instruction.

| Evaluation Questions | Observation 1 | Observation 2 | Observation 3 |
|---|---------------|---------------|---------------|
| a. Are the time allocations for class changes and breaks unnecessarily long? | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |
| b. Are non-curricular activities taking time that could be allocated to curricular activities? | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |
| c. Do the time allocations reflect teacher interests rather than student needs? | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |
| d. Is allocated time scheduled to ensure that continuity and systematic review are facilitated? | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |

Notes:

Skill 2. Engaged Time

A high percentage of allocated time is spent “on-task” by students.

| Evaluation Questions | Observation 1 | Observation 2 | Observation 3 |
|---|---------------|---------------|---------------|
| a. Does the lesson start quickly and smoothly? | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |
| b. How long after the start of a lesson did it take to have all students on-task? | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |
| c. Are large amounts of the allocated time being taken up with managerial tasks? | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |
| d. Is transition time for lesson activities excessive? | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |
| e. Is there a reduction in instructional intensity near the end of a lesson? | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |

Notes:

Circle a rating scale number for each question.

Rating Scale: 1 - No Change 2 - Minor Problems 3 - Major Problems 4 - Insufficient Information

Skill 3. Individual Engaged Time

All students, low and high achievers, are on-task.

| Evaluation Questions | Observation 1 | Observation 2 | Observation 3 |
|--|---------------|---------------|---------------|
| a. Is the teacher moving about the classroom, actively checking on all students? | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |

| | | | |
|--|---------|---------|---------|
| b. Do the teacher's questioning procedures suggest a preference for high or low achievers? | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |
| c. Does the teacher structure activities so that student non-participation is facilitated? | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |
| d. Are the high achieving students becoming bored? | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |
| e. Are attractive "back-up" activities available for early finishers? | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |
| Notes: | | | |

| Skill 4. Teacher Use of Time | | | |
|--|---------------|---------------|---------------|
| Teacher practices model a concern for the effective use of instructional time. | | | |
| Evaluation Questions | Observation 1 | Observation 2 | Observation 3 |
| a. Are all instructional materials and equipment available and operational at the start of the lesson? | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |
| b. Is the teacher physically in the room at the start of the lesson? | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |
| c. Have assignments been corrected in a timely manner? | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |
| d. Is the teacher giving full attention to the instructional tasks? | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |
| e. Is the teacher conducting the lesson at a brisk and interesting pace? | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |
| Notes: | | | |

| Skill 5. Academic Learning Time | | | |
|--|---------------|---------------|---------------|
| Indicators of academic learning time (ALT) should provide evidence of progressive improvement in instruction. | | | |
| Evaluation Questions | Observation 1 | Observation 2 | Observation 3 |
| a. Are high, average, and low achievers on-task and successful? | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |
| b. Am I aware of the amount of "on-task" behavior of all individuals in my class? | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |
| c. Am I aware of the actual levels of mastery of individuals in my class? | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |
| d. Has individual "on-task" and mastery information been combined to profile instructional strengths and weaknesses? | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |
| e. Is information on ALT directing efforts to improve instruction? | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |
| Notes: | | | |