

# Staying Happy and Healthy in a Demanding Job

## *What do you notice?*

	Yes	Sometimes	Not yet
I'm generally content to go to work each day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When people ask me what I do, I tell them the positive things about teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have some tough days, but overall, the good in my job outweighs the bad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I approach problems in my job and try to solve them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In five years, I foresee myself teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students, not summer vacations, are the best thing about my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Classroom Environment

*What do you notice?*

	Yes	Sometimes	Not yet
Walking into my classroom, it's clear what I value most as a teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students and I can find things easily and put them back where they belong.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students and I regularly look at and refer to what's displayed on the classroom walls.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My classroom resources and materials reflect a rich diversity, equal to that of the rich diversity of my students and the world.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would want to be a student in my classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Management, Part 1

## *Routines and Rituals*

### *What do you notice?*

	Yes	Sometimes	Not yet
Students need few reminders of what to do, how to do it, and when to do it across various parts of the day/class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I spend an appropriate (minimal) amount of time redirecting students who are off task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students can explain to a newcomer, a substitute, or a guest what to expect for different parts of the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I reflect on and check for microaggressions by me and among students regularly, working toward an equitable environment for all.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are regular routines that cultivate community and empathy and few that instill hierarchy and power.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Management, Part 2

## *Relationship Building*

### *What do you notice?*

**Yes**   **Sometimes**   **Not yet**

I know at least two things about each of my students, neither of which have to do with grades or academic performance.

I feel comfortable arranging my students into almost any group structure, knowing they will treat one another with respect.

I'm confident that I'm saying everyone's name the way they want it to be said and that every student can do the same for one another.

Students are deeply aware that I care about them and their well-being.

# Independent Practice

*What do you notice?*

	Yes	Sometimes	Not yet
The bulk of class time is students working on their own or in groups. I am "on" in front of the whole class briefly, if at all.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students transition into independent practice smoothly and efficiently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students work as hard or harder than I do during class time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Most students produce a high volume of work on a consistent basis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I'm able to use independent practice time to coach students and provide immediate feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Most of my students are able to focus on the work at hand for at least as many minutes as their age, be pulled back for a quick refocusing point, and jump back in again for as many minutes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Formative Assessment and Feedback

*What do you notice?*

	Yes	Sometimes	Not yet
My lesson planning reflects where students are at and where they can go next.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have a clear sense of what my students are able to do in relation to the grade-level and unit expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students have a clear sense of their strengths and what to work on and toward.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I spend more time doing formative assessments and providing feedback than on grading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have an organized system for keeping data and feedback on my students (that isn't just grades).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Planning Matters

<i>What do you notice?</i>	Yes	Sometimes	Not yet
For each lesson and unit, I can state what I want students to know, understand, and be able to do by the end.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students can consistently answer: "What are you learning to do today? Why? How will you show what you learned?"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All students are engaged in the lessons, not just the academic performers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lessons build on what came before, and they lead up to what comes next.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel confident in my knowledge of the content and can predict where my students might struggle with it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are multiple ways for students to engage in and be successful with the learning goal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Teacher-Led Instruction

*What do you notice?*

	Yes	Sometimes	Not yet
My whole-class instruction is typically ten minutes or less per lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My instruction is layered so each student has something to grasp onto.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My daily instruction leads up to explicit end-of-unit understandings and goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students can say what they are learning to do and why for any given class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



# Student Talk and Collaboration

<i>What do you notice?</i>	Yes	Sometimes	Not yet
Students talk to one another to build understandings and to help and learn from one another.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When it's time to discuss, students speak freely and stay on topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I don't have an answer in mind when I pose questions to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The work and thinking students produce together is better than what they do on their own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Summative Assessment and Grading

<i>What do you notice?</i>	Yes	Sometimes	Not yet
I spend more time checking for understanding and responding accordingly than grading final work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students accurately predict how they will perform on assessments. I know this because they assess their work before I do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessments reflect what I have taught and what I most value.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessments allow for multiple ways for students to show understandings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>