

Teacher Behaviors That Improve Student Achievement

This is a self-checklist that you can use to determine your strengths in improving achievement motivation in youth, and areas in which you may want to expand your knowledge and skills. There are two categories:

- ✓ Check “+” if you are comfortable with your knowledge and skills in this area and exhibit appropriate and consistent behavior.
- ✓ Check “-” if you need to strengthen your knowledge and skills and demonstrate appropriate behaviors consistently.
- ✓ If you have “+” signs, what is the evidence that you are successfully implementing the skill?

If you have minus signs on your completed assessment, you should consider developing a personal action plan with a timetable to implement strategies and activities that will increase your effectiveness in reaching and teaching all students. Your personal action plan should focus on steps you will take in the appropriate categories. You might also choose to pursue additional learning for yourself or your staff in these areas.

Creating a Multicultural Environment As a teacher, how do you rate yourself on ...	+	-	Evidence
Reviewing reading materials and tests to identify culturally sensitive materials and take steps to minimize their impact on students?			
Identifying and notifying school officials of any policies or procedures that inadvertently penalize certain races, cultures, sexes, or disabilities?			
Understanding and teaching African American and Hispanic American history and culture?			
Developing classroom activities that foster an understanding and appreciation of the struggle of Black Americans against slavery?			
Providing opportunities for students of different racial and ethnic groups to interact?			
Identifying and discussing in class recent and contemporary examples of overt racism?			
Integrating appreciation for cultural diversity into all of your classroom activities?			
Recognizing and pointing out to students values that strengthen cultural bonds?			
Constructing and using heterogeneous groups?			
Distinguishing between equality and equity and knowing when to treat students the same or differently on the basis of their race, ethnic group, disability, culture, sex, or level of academic achievement?			
Allowing student to engage in activities that will enhance their appreciation of the cultural strengths of all diverse groups?			

Using a Variety of Teaching Styles As a teacher, how do you rate yourself on ...	+	-	Evidence
Encouraging personal interaction, including hugs, touching, and affectionate pats?			
Identifying students' strengths and weaknesses in how they learn?			
Using instructional strategies that allow students to build on their strengths and overcome their weaknesses?			
Explaining how class content is related to the students' experiences?			
Encouraging more student grouping and interaction that leads to greater student achievement and appreciation of diversity?			
Developing rapport with each of your students?			
Conducting classroom activities that allow for the emotional and physical involvement of Black and Hispanic youth?			
Using positive slogans and inspirational messages all over the classroom?			
Using the buddy system?			
Using eye contact in a supportive way?			
Using alternative instructional strategies such as cooperative learning and peer coaching?			

Using Cooperative and Flexible Grouping As a teacher, how do you rate yourself on ...	+	-	Evidence
Using heterogeneous grouping rather than ability grouping and tracking?			
Using more diagnostic pre-testing to enhance the heterogeneous grouping process?			
Providing more opportunities for teacher-student interaction?			
Employing some forms of cooperative learning groups?			
Setting up and using a peer tutoring or coaching system?			
Using a greater variety of learning materials and activities?			
Providing more frequent use of high-quality feedback?			
Re-grouping students at regular intervals?			

Adapted Reproducible from: Kuykendall, C. (2004). *From rage to hope: Strategies for reclaiming Black & Hispanic students*. Bloomington, IN: Solution Tree.

Teaching Higher Order Thinking Skills As a teacher, how do you rate yourself on ...	+	-	Evidence
Using open-ended and essay questions that foster active involvement and reflections?			
Providing opportunities for critical thinking through open-ended questions?			
Providing opportunities for divergent thinking by asking students to compare and contrast?			
Providing opportunities for inductive thinking by asking students to reason from the specific to the general?			
Providing opportunities for deductive thinking by specifically asking students to reason from the general to the specific?			
Using one-to-one cajoling, probing, delving, and inspiring to help students develop their thinking skills?			
Allowing students to differentiate, integrate, and reintegrate to develop competence in representational thinking?			
Providing opportunities for higher-level distancing and metacognitive activities?			
Providing opportunities for more role-plays, simulation planning, and evaluations?			
Providing regular opportunities for problem solving?			

Overcoming Fear of Failure & Rejection of Success As a teacher, how do you rate yourself on ...	+	-	Evidence
Identifying students' unique talents and nonacademic strengths and building on those to foster confidence and overcome academic weaknesses?			
Using peers positively to identify strengths and encourage success through group activities?			
Using the buddy system?			
Developing a positive and cooperative relationship with the parent or the guardian?			
Celebrating individual student accomplishments throughout the school year?			
Helping students set short and long range goals?			
Allowing for weekly reviews of famous Americans from different cultures who have set goals and achieved them?			
Setting monthly academic achievement goals with each student that can be shared with the parent or guardian?			
Using activities to improve student motivation to succeed?			
Helping struggling students become more successful?			

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Promoting Improved Student Discipline As a teacher, how do you rate yourself on ...	+	-	Evidence
Having a positive attitude and a genuine "like" for all students?			
Building on the nonacademic strengths of all students?			
Providing students with tasks to improve their sense of responsibility?			
Showing respect, trust, a caring attitude, and a loving touch?			
Punishing student behavior rather than students?			
Using disciplinary actions to instruct rather than to punish?			
Rewarding and complimenting students for good behavior?			
Developing creative and effective alternatives to suspension?			

Improving School and Classroom Climate As a teacher, how do you rate yourself on ...	+	-	Evidence
Using bright, warm, and decorative classroom colors?			
Highlighting accomplishments of local heroes and heroines?			
Displaying individual work and accomplishments of all students?			
Fostering mutual trust and respect between students?			
Fostering mutual helpfulness between students?			
Moving around the class so that all students feel greater physical proximity with you?			
Monitoring student progress frequently and consistently?			
Fostering freedom of student expression?			
Showing empathic understanding?			
Showing an interest in the student as a person?			
Developing in all school personnel a positive commitment to student achievement?			
Setting appropriate standards for student behavior?			
Maintaining a purposeful, safe, and orderly environment?			

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Student Activities That Enhance Self-Image As a teacher, do you regularly engage students in ...	Yes	No	Evidence
Activities where they can entertain classmates and/or display nonacademic talents and strengths as well as academic gifts?			
Activities where they can engage in such social skills as dancing, sports, rapping, singing, or dramatic readings?			
Peer tutoring and group projects where students can develop mutually supportive systems with peers?			
Practical skills that allow students to repeat in rhyme?			
Non-structured and challenging games, puzzles, and activities with no deadline for completion?			
Activities designed to help students be successful by working on challenging yet achievable goals?			
Activities involving the use of pantomime?			
Multicultural subject content and activities?			
Activities that foster concentration and require long attention spans?			
Learning centers relating to content and student interests?			
Activities that explore different types of families and the cultural strengths of each?			
Activities that highlight the unique strengths and special talents of each student?			