

Teacher's Name: _____



The "I CAN" Checklist

Specific Skills for New Teachers

Below is a list of skills that all new teachers should have by the first day of school. The more of these skills you have, the more confident you will feel teaching. Use this list as a preliminary guide to develop your teaching skills. These are not all the skills you need, but they are the ones you can gain through observation, reflection, and practice.

Use the boxes on the right to keep track of the conversations you have about gaining a specific skill. Every week choose a few from each category. Even better, demonstrate that you can do a listed skill, and ask any of your mentors to initial his/her agreement that "By the first day of school, I can . . ."

<i>Planning and Organizational Skills</i>		
<i>I CAN:</i>	Date	Mentor
1. Create a learning environment that is organized and efficiently supports daily lessons (including enough chairs/desks, supplies, and books).		
2. Clean closets, file cabinets, desk drawers, lockers, and student desks in order to create a professional learning environment.		
3. Maintain a clean and orderly environment and access maintenance help or do it myself.		
4. Efficiently take attendance daily, including keeping an accurate record of tardies and early dismissals.		
5. Send daily reports to the office as required (ex., lunch numbers, emergency forms, etc.).		
6. Assign homework , reinforcing the daily lesson, which most students complete on time.		
7. Collect homework; grade it; record the grades in a safe place (grade book and/ or computer); return homework promptly (more than a week is not promptly); comment on or review student homework in class.		
8. Group and seat students based on their social, emotional, artistic, physical and intellectual needs and skills' levels.		
9. Create a seating chart that allows all students to see the board or presenter without having to turn around awkwardly.		

10. Teach students to efficiently change seating arrangements according to the needs of a lesson.		
11. Plan and execute seating, lesson, and transitions to accommodate my students with special needs .		
12. Create valuable Advisory learning opportunities.		
13. If absent from school, leave a substitute folder that keeps my students learning.		
14. Teach my students to organize their desks, notebooks, and homework.		

<i>Instructional Skills</i>		
<i>I CAN:</i>	Date	Mentor
1. Start the year with grade appropriate content with which I am familiar, comfortable, and enthusiastic.		
2. Study concepts about which I am unsure <u>before</u> "teaching" them to the class.		
3. Ask for help regarding content about which I am unsure that I am required to teach in September.		
4. Write a 5-6 part daily and unit lesson plan based on IL standards in the format required by my school: (Ex.: 1. Objectives 2. Activities/Strategies 3. Materials (including Teacher's Manual) 4. Homework 5. Assessments/Rubrics based on Objectives.		
5. Create a brief yearly lesson plan overview using IL standards, the CPS calendar, available materials, and grade level colleagues.		
6. Plan motivating, engaging strategies that keep students on task and cooperative.		
7. Present content at a level appropriate to the level of the students.		
8. Begin a lesson clearly and with enthusiasm about the subject/concept or skill students will learn. (*These are your students' "I can" goals.)		
9. Clearly articulate what I want my students to learn in the next "hour" (and why I want them to learn it).		
10. Clearly explain directions about <u>how</u> to do the work before students work independently.		
11. Creatively enhance lessons with objects and materials I find or create.		
12. Create quizzes, tests, and other assessments that measure a student's understanding or skill development taught in my lesson (unless I am pretesting). I can create or find assessments that match my objectives.		
13. Give adequate time for student responses.		
14. Create testing materials that prepare my students for taking the CPS tests generally given in the Spring.		
15. Stop "lecturing" when I see several students disengaged; creatively refocus them or move on to new work.		
16. Circulate among the students when they are working within groups to motivate, simplify concepts, and/or develop advanced students.		

<i>Technological Skills</i>		
<i>I CAN:</i>	Date	Mentor
1. If available at my school, incorporate an overhead in a lesson, so that it adds to the lesson's clarity or motivation. (I can change the light bulb—really.)		
2. If available at my school, record attendance on a computer .		
3. Record grades on a computer.		
4. Write lesson plans on a computer using the correct CPS or my school's template.		
5. Show students how to use the internet and incorporate the internet in lessons if appropriate.		

<i>Interaction with Students</i>		
<i>I CAN:</i>	Date	Mentor
1. Know and use my students' names .		
2. Talk with respect even when being firm correcting student behavior.		
3. Praise my student(s) for a specific action that I want them to repeat in the future.		
4. Say, "Please," "Thank you," and "Lower your voice," when I feel like saying: "No, no" and "Shut up." (Important: Tell students what you want them to do, not only what you don't want them to do.)		
5. Help my students mature socially , encouraging them to show respect for their peers as well as other adults.		
6. Help my students mature emotionally . (Use specific sincere praise at appropriate times.)		
7. Attend to my students' physical needs that affect their learning.		
8. Find something positive about each of my students.		
9. Create a safe environment in which all students can express their ideas.		
10. Understand that many of my students have extreme obstacles.		
11. Show respect for each student's diverse background, including ethnicity, religion, and socio-economic status.		
12. Talk to students about what interests them while maintaining a professional stance.		
13. Talk clearly with confidence in a voice that all students can hear.		
14. Provide appropriate nonverbal feedback.		
15. Encourage equitable students' participation.		

<i>Classroom Management of Behavioral Issues</i>		
<i>I CAN:</i>	Date	Mentor
1. Create and explain rules, procedures, and routines that shape a safe and efficient classroom.		
2. Motivate students to follow rules, procedures, and routines.		
3. Maintain order and control consistent with the learning environment.		
4. Move around the room using proximity as a preventative technique.		
5. Perceive and resolve conflicts before they escalate.		
6. Consistently monitor student behavior.		
7. Provide fair and clear consequences for misbehavior.		
8. Efficiently document misbehavior as needed/required by my school.		

<i>Professionalism</i>		
<i>I CAN:</i>	Date	Mentor
1. Arrive at school in enough time to be ready for the day's lessons and feel confident throughout the day. (This also means reading the chapter before the students do.)		
2. Get my students lined up and ready to leave the room as needed for lunch, fire drills, and activities.		
3. Call substitute center (and my school) so that my students do not suffer from my absences.		
4. Call a parent and elicit support for my student's learning including doing and turning in homework and behaving well in class.		
5. Remember the names of and greet cheerfully the school secretaries, lunchroom workers, aids, maintenance, and other support staff .		
6. Wear appropriate "teacher" clothing even when the air conditioner no longer works.		
7. Take notes and/or participate in faculty meetings .		
8. Listen carefully to understand the directives of my principal.		
9. Present ideas to the administration and other staff in a professional manner (especially when I disagree). Focus always on the needs of the students.		
10. Avoid adult gossip, blaming and negativity.		
11. Demonstrate positive and professional interactions with students and cooperating teacher.		
12. Support other teachers .		
13. Accept help from others.		
14. Reflect proactively.		