

17 Practices Evaluation

Please evaluate your current classroom use of the practices on a scale of 1-10 with 10 being the highest implementation. This is a personal evaluation and designed to help you target an area/s that you would like to focus on for growth.

In the building column please mark with a check any areas that you would like to see focused on as building goals that everyone may work on together - in the office, cafeteria, classroom, library, etc. As a faculty it will be decided what the practice/s should look and sound like. This/These goals will be evaluated periodically throughout the school year and changed as we grow in our implementation.

Practice	Personal		Building
1. Educators and learners model desired behaviors and attitudes such as those set forth in the Life Principles and the Eight Expectations for Living.			
2. Educators and learners speak in complete sentences and address one another by name, demonstrating mutual respect and common courtesy.			
3. Learners are taught thoroughly and to mastery, insuring success for all. Whole group instruction is interwoven with flexible group instruction and individual instruction.			
4. Learning experiences are integrated, related to the real world, reviewed consistently, and connected to subsequent curricula.			
5. Critical Thinking skills are taught.			
6. The environment is non-threatening and conducive to risk-taking. Mistakes are viewed as opportunities to learn and grow.			
7. Memory work, recitations, and/or writing occur daily. These enhance character development and effective communication skills while extending curricula.			
8. Enriched vocabulary is evident and is drawn directly from challenging writings, informational text, and/or wisdom literature.			
9. The Magic Triad, a positive and caring environment, and discipline with dignity and logic are evident.			
10. Learners' work is displayed in some form. Positive and timely feedback is provided through oral and/or written commentary.			
11. Word identification skills are used as a foundation for expanding the use of the English language.			
12. Learners assume responsibility for their own behavior. Their choices determine consequences.			
13. A school, class, or personal creed is recited or reflected upon daily to reaffirm commitment to excellence.			
14. All learners experience success. The educator guarantees it by comparing learners to their own past performance, not the performance of others. Learners are showcased, and past failures are disregarded.			
15. Educators teach on their feet, thus utilizing proximity. They engage learners personally, hold high expectations of learners, and should not limit learners to grade level or perceived ability.			
16. Educators and learners employ effective interpersonal communications skills.			
17. Educators and learners celebrate the successes of others.			