Skills Development Checklist

Behavior Management

- Distinguishing engagement from disengagement
- Assuming positive intent in student behavior Identifying root causes - asking 'Why?' first
- Prioritizing: what is urgent vs. what can be ignored
- Ignoring minor behaviors with dignity
- Clear, consistent expectations with logical follow-through
- Nonverbal cues - proximity, eye contact. gesture
- Private, low-key verbal redirect
- Choice-giving as a de-escalation tool
- Restorative practices over punitive consequences
- Never using academics as a consequence
- Avoiding power struggles - pausing before responding
- Redirect with dignity and respect
- Tracking data for individual students
- Knowing when and who to ask for support

Classroom Community

- Shared language and norms students own
- Genuine relationships - knowing students
- Balancing energy: active vs. calm
- Facilitating peer problem-solving
- Psychological safety - risk-taking is safe Affirming student identity and voice
- Restorative community repair after harm

Advocacy and Student Safety

- Recognizing red flags in student language or behavior
- Understanding mandatory reporting obligations
- Knowing the right person to contact and when
- Developing individual behavior support plans
- Communicating with families to invite teamwork
- Connecting students to the right support systems

Communication with Families

- Proactive. positive outreach before problems arise
- Framing communication as partnership
- Knowing when to call vs. email
- Interpreting family tone charitably
- Sharing specific observations, not general impressions
- Documenting and following up on contacts
- Navigating hard conversations with calm and purpose
- Using inclusive family language

Teacher Wellbeing and Growth

- Reflective practice - what worked, what didn't, why
- Receiving and integrating feedback
- Seeking support proactively
- Connecting struggle to growth
- Managing the overwhelm of simultaneous skill-building
- Maintaining belief in students during hard stretches

Skills Development Checklist

Lesson Planning

- Clear. specific learning objective
- Backward design - start from the end Anticipating misconceptions
- Planned differentiation and supports
- Explicit vocabulary instruction
- Planning formative assessment checkpoints
- Preparing materials students will need
- Visualizing and rehearsing the lesson aloud
- Planning for 'what if' - early finishers. tech failure

Assessment and Metacognition

- Real-time formative checks (signals, whiteboards, cold call)
- Using exit tickets to inform next steps
- Distinguishing who 'can't' vs. who 'won't'
- Questions that surface thinking, not just right answers
- Identifying whole-class confusion vs. a few students
- Student self-assessment and reflection
- Metacognitive language - 'What strategy did you use?'
- Adjusting future lessons based on evidence

Transitions

- Visible schedule - students know what's next
- Giving advance warnings ('2 minutes ... ')
- Teaching transition procedures explicitly
- Students can transition independently
- Restoring focus before resuming instruction
- Monitoring the room throughout

Lesson Execution

- Familiarity with lesson - eyes on students, not the plan
- Strong sense of where the lesson is going and why
- Tone of voice - warm, confident. appropriately energized
- Enthusiasm - selling the content to students
- Pacing - adjusting to understanding in real time
- Explicit vocabulary - not assuming prior knowledge
- Checking for understanding before moving on
- Providing meaningful wait time after questions
- Adjusting explanation when students aren't understanding ,
- Connecting new learning to prior knowledge
- Established routines for materials within the lesson
- Confident use of technology without losing momentum
- Handling unexpected interruptions with calm
- In 5 minutes or 50 - the objective is still reached

Professional Presence

- Tone of voice - warm. calm. confident
- Pacing - reading the room and adjusting
- Enthusiasm - 'selling' the learning
- Proximity - moving intentionally around room
- Nonverbal communication (visual signals. cues. directions)
- Self-awareness of own emotional state
- Reading the room - sensing group energy
- Professionalism in language and boundaries
- Confidence when handling the unexpected