

Inventory of Professional Practices

Directions: Specify your frequency of use and comfort level applying each of the following professional practices and/or instructional tools.

Notes regarding scale:

- **Frequency** (1 = never, 2 = seldom, 3 = sometimes, 4 = often, 5 = very often)
- **Comfort** (1 = very uncomfortable, 2 = uncomfortable, 3 = familiar, 4 = comfortable, 5 = very comfortable)

Planning Practices – Preparation of lesson plans that:	Frequency	Comfort
Contain content aligned to the California standards.		
Include instructional materials based on your knowledge of the student's developmental needs and learning styles.		
Embed methods and strategies that accommodate individual needs and student interests.		
Communicate high expectations and are designed to challenge and stimulate all students.		
Build upon the students' existing knowledge and experiences.		
Create active learning experiences for the students.		
Are based on the backwards mapping/backwards planning/unpacking standards methodology.		
Create cooperative learning experiences for my students.		
Integrate content from more than one content area.		
Include reading and writing in the lesson regardless of the content area.		
Provide students with opportunities to develop their procedural, conceptual understanding, and problem solving skills in mathematics equally.		
Provide students with prompts that touch on the KNOWLEDGE level of Bloom's Taxonomy.		
Provide students with prompts that touch on the COMPREHENSION levels of Bloom's Taxonomy.		
Provide students with prompts that touch on the APPLICATION levels of Bloom's Taxonomy.		
Provide students with prompts that touch on the ANALYSIS levels of Bloom's Taxonomy.		
Provide students with prompts that touch on the SYNTHESIS levels of Bloom's Taxonomy.		
Provide students with prompts that touch on the EVALUATION levels of Bloom's Taxonomy.		
Other:		
Other:		
Other:		

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Instructional Practices	Frequency	Comfort
Constant monitoring/checking for understanding.		
Modification and adjustment of instructional methodology based on your assessment of the students' understanding.		
Move among the students, engaging with individual students and the group as a whole.		
Peer instruction/cooperative learning		
Peer editing and review of completed class work or homework.		
Giving feedback that references a criteria chart, rubric, or displayed set of procedural steps.		
Periodic review of past learning		
Connecting the learning of past lessons with current lessons		
SDAIE/ELD Strategies		
Role Play		
Hands-on Learning		
Using anchor papers and/or some sample of a completed work product or task (including a math exercise) to provide a model for the students.		
Other:		
Other:		
Other:		
Other:		
Other:		

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Assessment Practices	Frequency	Comfort
Multiple-choice Tests		
Essay Tests		
Short Answer Tests		
Fill In the Blank Tests		
Matching Tests		
Presentations to Peers		
Presentations to Adults		
Portfolios		
Mastery Checklists		
Student Projects		
Question and Answer		
Rubric-based Feedback		
Grading and returning assessments with feedback no later than 2 days after they have been given.		
Give and review homework everyday.		
Other:		
Other:		
Other:		

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Instructional Tools	Frequency	Comfort
Manipulatives		
Realia		
Visuals/Pictures		
Multimedia		
Related Literature		
Adapted Text		
Graphic Organizers		
Mind Maps		
Other:		
Other:		
Other:		
Other:		
Other:		

Comments: Please write down any comments you may have regarding your professional practices and/or professional development needs that you may want to be taken into consideration for the analysis of this survey.
