

Classroom Practices Inventory continued . . .

I tend to use similar instructional strategies day to day.

I use a variety of instructional strategies (for example, lectures, manipulatives, role plays, simulations, readings).

All students complete all activities.

Students complete different activities based on their needs or learning preferences.

All students are involved in all instructional activities.

I use methods for testing out of work and for compacting (speeding up, eliminating, replacing) work, as appropriate.

My enrichment work provides more content or more application of skills.

My enrichment work demands critical and/or creative thinking and the production of new ideas, thoughts, and perspectives.

In reteaching, I provide more practice using a similar instructional method.

In reteaching, I use a different instructional method from the one I used to teach the material the first time.

My reteaching activities typically involve lower-level thinking—knowledge and comprehension—to reinforce basic skills and content.

My reteaching activities demand higher-level thinking while reinforcing basic skills and content.

I assume that students have limited or no knowledge of curriculum content.

Before beginning a unit, I use preassessment strategies to determine what students already know.

I usually assess students' learning at the end of an instructional sequence.

I use ongoing assessment to check students' learning throughout an instructional sequence.

I typically use the same assessment tool, product, or project for all students.

I allow for learner differences by providing a variety of ways to show learning.