A Fearless Inventory

Strongly Generally Partly Partly Generally Strongly

Disgree Disagree Disagree Agree Agree Agree

1 2 3 4 5 6

**Inspired and Passionate Teaching / Learning (Teacher Mindsets)**

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| 1. I place a high value on having a major positive effect on all students. | 1 2 3 4 5 6 |
| 1. I see myself as a learner and I am vigilant about developing my own expertise to create positive effects on reading achievement for all students. | 1 2 3 4 5 6 |
| 1. I know how to provide effective student feedback on reading progress. | 1 2 3 4 5 6 |
| 1. I collaborate on a regular basis with my colleagues to enhance our teaching practices in the area of reading. | 1 2 3 4 5 6 |

**Planning (with the end in mind):**

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| 1. I use principles from ‘backward design’ to plan reading lessons with learning targets and success criteria clearly articulated for my learners and myself. I move from the outcomes (success criteria) back to the learning intentions, then to the activities and resources needed to attain the success criteria. | 1 2 3 4 5 6 |
| 1. I am thoroughly familiar with developmental stages of reading and understand that these stages develop at different paces for young learners. | 1 2 3 4 5 6 |
| 1. I plan lessons that invoke appropriate challenges that engage students’ commitment to invest in learning. I capitalize on and build students’ confidence to attain learning intentions. | 1 2 3 4 5 6 |
| 1. My planned lessons lead to students having goals to master and reinvest in their learning. | 1 2 3 4 5 6 |
| 1. I use defensible methods for monitoring, recording, and making available on a ‘just-in-time’ basis, interpretations about prior, present, and targeted student achievement. | 1 2 3 4 5 6 |
| 1. I discuss and plan reading lessons with other teachers, including conversations about learning targets, success criteria, and evidence of student progress. | 1 2 3 4 5 6 |

**Starting the Lesson:**

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| 1. My students view my class as fair. They feel it is okay to say ‘I do not know’   or Í need help’. There is a high level of trust; students believe they are listened to; students know the purpose of the class is to learn and make progress. | 1 2 3 4 5 6 |
| 1. My classroom is dominated by more dialogue (student-student/student-teacher) interactions than by monologue (teacher only) about learning. | 1 2 3 4 5 6 |
| 1. My classroom is dominated more by student than teacher questions. | 1 2 3 4 5 6 |
| 1. My classroom has a balance between teacher talk, listening, and doing; there is a similar balance between student talk, listening, and doing. | 1 2 3 4 5 6 |
| 1. I always start my lessons by activating students’ prior learning/knowledge. | 1 2 3 4 5 6 |

**During the Lesson:**

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| 1. I have rich understandings about how literacy learning involves moving forward through various levels of competencies. | 1 2 3 4 5 6 |
| 1. I understand how learning to read is based on students needing multiple learning strategies to achieve surface and deep understanding. | 1 2 3 4 5 6 |
| 1. I provide differentiated reading instruction to ensure that learning is meaningfully and efficiently directed to all students. | 1 2 3 4 5 6 |
| 1. I am receptive to literacy experts in my school/FOS who help me understand where students are on the continuum and how to support their growth. | 1 2 3 4 5 6 |
| 1. I have multiple strategies for my own learning, as do my students. | 1 2 3 4 5 6 |
| 1. I teach my students how to practice deliberately and how to concentrate. | 1 2 3 4 5 6 |
| 1. I value processes that help me see learning through the eyes of my students. | 1 2 3 4 5 6 |

**During the Lesson: Feedback**

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| 1. I aim to provide feedback relative to 3 important questions: “Where am I going?” “How am I getting there?” Where to next?” | 1 2 3 4 5 6 |
| 1. I am aware of the importance of praise but do not mix praise with feedback information. | 1 2 3 4 5 6 |
| 1. I provide feedback to students on task, process, and self-regulation. | 1 2 3 4 5 6 |
| 1. I provide feedback appropriate for students’ level of competency; I seek evidence that this feedback is appropriately received. | 1 2 3 4 5 6 |
| 1. I use multiple assessment methods to provide rapid formative interpretations to students and to make adjustments to my teaching to maximize learning. | 1 2 3 4 5 6 |
| 1. I know that students prefer to have more feedback on their progress than corrective feedback. | 1 2 3 4 5 6 |
| 1. I know that when students have more challenging targets, this leads to greater receptivity of feedback. | 1 2 3 4 5 6 |
| 1. I am concerned with how students receive and interpret feedback. I deliberately teach students how to ask for, understand, and use feedback provided, | 1 2 3 4 5 6 |
| 1. I recognize the value of peer feedback and deliberately teach peers to give each other appropriate feedback | 1 2 3 4 5 6 |

**The End of the Lesson**

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| 1. I can provide evidence that all students feel as though they have been invited into my class to learn effectively. This invitation involves feelings of respect, trust, optimism, and intention to learn. | 1 2 3 4 5 6 |
| 1. I collect evidence of the student experience in my class about my own success as a change agent, about my level of inspiration, and about how I share my passion for learning/reading with students. | 1 2 3 4 5 6 |
| 1. I have evidence that students can articulate the learning targets and success criteria in a way that shows they understand them. | 1 2 3 4 5 6 |
| 1. I collect evidence to determine whether the students have attained the success criteria. | 1 2 3 4 5 6 |
| 1. I use this evidence when planning the next set of lessons/learning. | 1 2 3 4 5 6 |

**John Hattie’s 8 Mind Fames: Know Thy Impact**

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| 1. I believe that my fundamental task is to evaluate the effect of my teaching on students’ learning and achievement | 1 2 3 4 5 6 |
| 1. I believe that success and failure in student learning is about what I did or did not do… I am a change agent. | 1 2 3 4 5 6 |
| 1. I want to talk more about learning than teaching. | 1 2 3 4 5 6 |
| 1. I see assessment as feedback about my impact as a teacher. | 1 2 3 4 5 6 |
| 1. I engage in dialogue not monologue. | 1 2 3 4 5 6 |
| 1. I enjoy the challenge of ongoing growth as an educator and never retreat to “doing my best”. | 1 2 3 4 5 6 |
| 1. I believe that it is my role to develop positive relationships in classrooms and staffrooms. | 1 2 3 4 5 6 |
| 1. I inform all about the language of learning. | 1 2 3 4 5 6 |