



# PAIR & SMALL GROUP WORK

## SELF-ASSESSMENT

Teacher:

Date:

A criterion identified in the *Teacher Effectiveness for Language Learning Framework* addresses the need to provide “daily pair and small group activities” (LE5d). **What strategies can you use to implement daily pair or small group work?** During this self-assessment, be sure to consider evidence from your practice to support your reflections. Once you have completed the self-assessment, review the outcomes with a critical friend, mentor, or supervisor. An open and honest conversation about your performance vs. ratings helps to clarify rationale for levels selected and will help you to set realistic goals.

Reflect on your current performance level of the indicators below.

**N** = I do not do this. **S** = I do this sometimes. **M** = I do this most of the time. **C** = I do this with confidence.

<b>1.</b>	Students are intentionally partnered or placed in small groups by the teacher in order to maximize learning.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
<b>2.</b>	The activity is presented in a manner that motivates students to participate.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
<b>3.</b>	Students can articulate the end goal of the activity.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
<b>4.</b>	Students receive precise directions to achieve the goal of the activity.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
<b>5.</b>	The teacher verifies that students understand the directions.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
<b>6.</b>	The teacher models the procedure for the activity.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
<b>7.</b>	The teacher sets a time limit for task completion and shares it with the students.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
<b>8.</b>	The teacher frequently checks for comprehension and clarifies misunderstandings when necessary.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal

### REFLECTION NOTES

What evidence did you consider that led to your rating? What steps might you take to better meet the identified indicators?

