

Use the following scale to rate yourself on each of these instructional practices related to the qualities of a successful teacher in a high poverty setting:

1 – Strongly Disagree 2 – Disagree 3 – Agree 4 – Strongly Agree

Understanding and recognizing our own biases:	1	2	3	4
The teacher understands that unconscious bias is a reality that everyone has in one form or another (Fiarman, 2016).				
The teacher is aware of the ways in which his or her own unconscious (or conscious) biases affect interactions with students (Fiarman, 2016).				
The teacher has built in ways to anticipate his or her own unconscious bias and to create systems to reduce it (Fiarman, 2016)				
Warm-demander teaching stance – Caring for students:	1	2	3	4
The teacher has developed ways to create connections with individual students in his or her class and attend to their thoughts, feelings, and personal needs (Cholewa, et. al., 2012)				
The teacher maintains a ratio of positive to negative interactions of at least 3:1 (Sprick 2009).				
The teacher has established a sense of class community or class identity (Cholewa, et. al., 2012)				
The teacher has found ways to make humor and laughter a part of their classroom experience on a regular basis (Cholewa, et. al., 2012)				
Warm-demander teaching stance – being assertive and acting with authority:	1	2	3	4
The teacher uses a “no excuses” approach to students in his or her classroom (Corbett, et. al., 2002).				
The teacher clearly states expectations and immediately deals with inappropriate behaviors each time they arise (Brown 2003).				
The teacher understands that in the minds of many students, authority is earned by the authoritative characteristics he or she displays, not simply because he or she is the teacher (Brown 2003).				
Classroom management routines and procedures:	1	2	3	4
The teacher has developed and communicated explicit expectations for behavior that are implemented routinely (Weinstein, et. al., 2003).				
The teacher has developed and implemented effective routines for each type of instructional activity and transition in his or her class (Sprick 2009)				

The teacher has established and uses appropriate interventions to assist students with behavior problems (Weinstein, et. al., 2003).				
The teacher has developed a system for working with and engaging families into the learning process (Weinstein, et. al., 2003).				
Understanding the effects of poverty:	1	2	3	4
The teacher understands the many ways that poverty impacts the lives and educational outcomes of the students in his or her class (Gorski, 2018).				
The teacher rejects the view that people who live in poverty are poor because of choices they have made or anything inherent in their personality (Gorski, 2018).				
The teacher understands the ways in which schools and school systems have historically and systematically perpetuated a divided schooling experience for children living in poverty (Gorski, 2018).				
The teacher believes that all students are capable of learning regardless of their socioeconomic background (Corbett, et. al., 2002).				
Effective lesson planning and delivery:	1	2	3	4
Students are actively involved in lessons on a regular basis (Haberman, 2010).				
The teacher has found ways to make the curriculum relevant for students experiencing poverty (Gorski, 2018).				
The teacher makes use of higher-order, student-centered, rigorous pedagogies in his or her lesson planning (Gorski, 2018).				
Teacher collaboration:	1	2	3	4
The teacher can name several skilled, veteran teachers at his or her school who embody the qualities of a successful teacher.				
The teacher has taken opportunities to visit the classrooms of veteran teachers at his or her school to see what successful teachers are doing and how they do it (Chenoweth 2009).				
The teacher has looked for opportunities to discuss challenges or collaborate with successful, veteran teachers at his or her school (Chenoweth 2009)				