

## A Sample Checklist for the Reflective Practitioner: The Listening Process

Teachers can assess the effectiveness of their instruction by doing some self-observation and by reflecting upon those observations. Teachers may use this sample checklist or adapt it to address their specific focus and needs. This sample checklist focuses on the listening process. It may be helpful to focus on only one portion of the checklist at a time.

Check and/or comment in the appropriate column	Frequently	Occasionally	Seldom	Never
<p><b>Listening for Information or Directions</b></p> <p>Do I ask my students to:</p> <ul style="list-style-type: none"> <li>• pick out the main idea from what is heard?</li> <li>• recognize, retain, recall details from speech?</li> <li>• follow different patterns of thought (e.g., chronological, topical, spatial, climactic)?</li> <li>• make predictions from what is heard?</li> </ul> <p>Do I provide models, guides, or scaffolds (if required)?</p> <p><b>Listening Critically</b></p> <p>Do I require my students to:</p> <ul style="list-style-type: none"> <li>• distinguish the important from the unimportant?</li> <li>• recognize patterns in the arrangement of ideas or subject matter?</li> <li>• organize information or ideas as the speaker progresses?</li> <li>• make reasonable inferences?</li> <li>• evaluate what is heard in terms of their previous knowledge or experience?</li> <li>• note an argument without adequate support?</li> <li>• determine the difference between emotional language and rational language in appreciating argument?</li> <li>• select information pertinent to a specific topic?</li> </ul> <p>Do I provide models, guides, or scaffolds (if required)?</p> <p><b>Listening for Enjoyment</b></p> <p>Do my students have opportunities to:</p> <ul style="list-style-type: none"> <li>• appreciate and respond to the uses of the voice (e.g., pitch, tone, tempo, volume, pronunciation)?</li> <li>• develop a sensitivity to the unique sounds of language?</li> <li>• use their imaginations?</li> </ul> <p>Do I provide models, guides, or scaffolds (if required)?</p>				
Strengths:	Areas in need of improvement:			

(Adapted from Mowbray & George, 1992, p. 62-63. Used with permission of Pembroke Publishers.)