DOINGWHATWORKS

TEACHER SELF-ASSESSMENT: TEACHING COMPREHENSION STRATEGIES

Purpose	Teachers can use this self-assessment tool to reflect on the ways they are providing comprehension strategy instruction in their classrooms and think about ways to weave comprehension strategies into their content area lessons.
Materials	Laptop and projector Optional sample materials: *Classroom "Do Now" and "Exit Tickets"* and *Reciprocal Teaching Roles*
Media	*I Do, We Do, You Do: Scaffolding Reading Comprehension in Social Studies*, video of sixth grade teacher Megan Montgomery at KIPP San Francisco Bay Academy. (6:16) *Reciprocal Teaching in High School*, video of eleventh grade teacher Suzanne Herko at Gateway High School. (7:03) This tool and related media and materials are located in the Doing What Works Library (https://dwwlibrary.wested.org/). For assistance, contact dww@wested.org.
Topic	Adolescent Literacy
Practice	Comprehension Strategies

Teacher Self-Assessment: Teaching Comprehension Strategies

Part I. Use this chart to reflect on your current practices in providing comprehension instruction.				
	Weekly	**Monthly**	**Rarely**	**Describe how? In what ways?**
Ways I model reading comprehension strategies				
1. I teach my students different reading comprehension strategies.				
2. I use thinkalouds in my classroom to show students how I go about understanding texts.				
3. I model how to use graphic organizers to help students engage with text materials.				
4. I show students how to use reading comprehension strategies with different types of texts.				
Ways I provide students with feedback on using reading comprehension strategies				
1. I monitor students working in small groups and redirect students to ensure they are using the strategies correctly.				
2. I check for understanding and use of specific reading strategies with the whole class.				
3. I work with students individually who are having difficulty using reading comprehension strategies.				
Ways I provide opportunities for students to practice using reading comprehension strategies				
1. I provide guided practice opportunities for students to use reading comprehension strategies.				
2. I provide opportunities for students to practice reading comprehension strategies in small groups or in pairs.				
3. I provide homework to reinforce reading strategies that were taught in class.				

Part II. View one or both videos: *I Do, We Do, You Do: Scaffolding Reading Comprehension in Social Studies*, video of sixth grade teacher Megan Montgomery at KIPP San Francisco Bay Academy *Reciprocal Teaching in High School*, video of eleventh grade teacher Suzanne Herko at Gateway High School **Observe how these teachers provide reading comprehension strategy instruction and make notes below about how they:**
a) Model reading strategies: b) Provide feedback to students learning to use the comprehension strategies: c) Offer opportunities for student practice:
Part III. Think about your future practice and what you might do in the classroom to provide explicit instruction in reading comprehension strategies.
Give an example of an activity that you might include next week to explicitly model a reading comprehension strategy. Describe how you will provide guided practice. What might you do to provide feedback to students as they are learning to use reading comprehension strategies?

This project has been funded at least in part with Federal funds from the U.S. Department of Education under contract number ED-PEP-11-C-0068. The content of this publication does not necessarily reflect the views or policies of the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.