

**Table 3.1** Teachers of English Learners Self-Assessment Checklist Example

Needs Assessments	Yes	No	Not Sure	Further Action Required
Do I know all of my students, especially those with diverse learning needs?				
Do I have students who are identified as English learners? If so, how many?				Need EL class information sheet. Email Ms. Amel
Do I have students who are identified as English learners and with an IEP? If so, how many?				Not sure, IEP meetings next week.
Do I have or have access to all of the documents I need that tell me about my students (e.g., IEPs, home language surveys, registration forms)?				Not sure I have all info needed.
Have I met and/or been in contact with the parents/guardians of my students?				See notes from open house and email log.
Have I met with other teachers and/or support personnel who provide services to my students with diverse learning needs?				Service model meetings 2x per semester are planned.
Do I plan regularly with other teachers and/or support personnel who provide services to my students with diverse learning needs?				Create schedule to co-plan w/ Mr. Hendrix for this semester.
Am I aware of and do I regularly implement appropriate strategies that allow my students access to the content being taught?				Working on this—need to implement informal assessments—follow-up on PD plan due soon!
Do I regularly use accommodations based on my student’s learning needs?				
Do I understand the additional assessments my students take?				Need to get an update.
Do I use the data from various assessments to help plan instruction for my students?				Need to get an update

*Source:* Adapted from Staehr Fenner, D., Kozik, P., and Cooper, A. (2015).

IEP = individual education plan; PD = professional development.