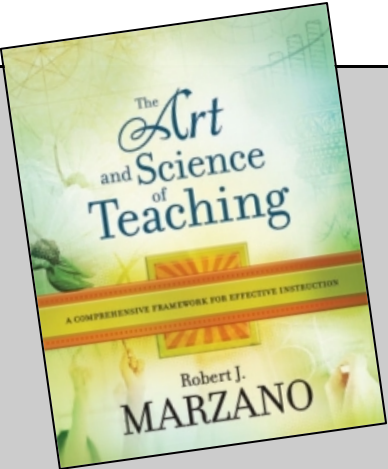


# “THE ART AND SCIENCE OF TEACHING”

Lesson Segments Involving Routine Events	Lesson Segments Addressing Content	Lesson Segments Enacted on the Spot
<p><i>Design Question 1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?</i></p> <ol style="list-style-type: none"> <li>1) Providing Clear Learning Goals and Scales to Measure those Goals</li> <li>2) Tracking Student Progress</li> <li>3) Celebrating Student Success</li> </ol>	<p><i>Design Question 2: What will I do to help students effectively interact with the new knowledge?</i></p> <ol style="list-style-type: none"> <li>6) Identifying Critical Information</li> <li>7) Organizing Students to Interact with New Knowledge</li> <li>8) Previewing New Content</li> <li>9) Chunking Content into “Digestible Bites”</li> <li>10) Processing of New Information</li> <li>11) Elaborating on New Information</li> <li>12) Recording and Representing Knowledge</li> <li>13) Reflecting on Learning</li> </ol>	<p><i>Design Question 5: What will I do to engage students?</i></p> <ol style="list-style-type: none"> <li>24) Noticing and Reacting when Students are Not Engaged</li> <li>25) Using Academic Games</li> <li>26) Managing Response Rates</li> <li>27) Using Physical Movement</li> <li>28) Maintaining a Lively Pace</li> <li>29) Demonstrating Intensity and Enthusiasm</li> <li>30) Using Friendly Controversy</li> <li>31) Providing Opportunities for Students to Talk about Themselves</li> <li>32) Presenting Unusual or Intriguing Information</li> </ol>
<p><i>Design Question 6: What will I do to establish and maintain classroom rules and procedures?</i></p> <ol style="list-style-type: none"> <li>4) Establishing Classroom Routines</li> <li>5) Organizing Physical Layout of the Classroom for Learning</li> </ol>	<p><i>Design Question 3: What will I do to help students practice and deepen their understanding of new knowledge?</i></p> <ol style="list-style-type: none"> <li>14) Reviewing Content</li> <li>15) Organizing Students to Practice and Deepen Knowledge</li> <li>16) Using Homework</li> <li>17) Examining Similarities and Differences</li> <li>18) Examining Errors in Reasoning</li> <li>19) Practicing Skills, Strategies, and Processes</li> <li>20) Revising Knowledge</li> </ol>	<p><i>Design Question 7: What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?</i></p> <ol style="list-style-type: none"> <li>33) Demonstrating “Withitness”</li> <li>34) Applying Consequences</li> <li>35) Acknowledging Adherence to Rules and Procedures</li> </ol>
	<p><i>Design Question 4: What will I do to help students generate and test hypotheses about new knowledge?</i></p> <ol style="list-style-type: none"> <li>21) Organizing Students for Cognitively Complex Tasks</li> <li>22) Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generating and Testing</li> <li>23) Providing Resources and Guidance</li> </ol>	<p><i>Design Question 8: What will I do to establish and maintain effective relationships with students?</i></p> <ol style="list-style-type: none"> <li>36) Understanding Students’ Interests and Backgrounds</li> <li>37) Using Behaviors that Indicate Affection for Students</li> <li>38) Displaying Objectivity and Control</li> </ol>
		<p><i>Design Question 9: What will I do to communicate high expectations for all students?</i></p> <ol style="list-style-type: none"> <li>39) Demonstrating Value and Respect for Low Expectancy Students</li> <li>40) Asking Questions of Low Expectancy Students</li> <li>41) Probing Incorrect Answers with Low Expectancy Students</li> </ol>