

10. What do I typically do to help students process new information?

During breaks in the presentation of content, the teacher engages students in actively processing new information.

Teacher Evidence

- Teacher has group members summarize new information.
- Teacher employs formal group processing strategies:
 - Jigsaw
 - Reciprocal teaching
 - Concept attainment

Student Evidence

- When asked, students can explain what they have just learned.
- Students volunteer predictions.
- Students voluntarily ask clarification questions.
- Groups are actively discussing the content:
 - Group members ask each other and answer questions about the information.
 - Group members make predictions about what they expect next.

How Am I Doing?

	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
Helping students process new information	I adapt and create new strategies for unique student needs and situations.	I engage students in summarizing, predicting, and questioning activities, and I monitor the extent to which the activities enhance students' understanding.	I engage students in summarizing, predicting, and questioning activities, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.