

Lesson Segments Addressing Content

Design Question: What will I do to help students effectively interact with new knowledge?

6. What do I typically do to identify critical information?

The teacher identifies a lesson or part of a lesson as involving important information to which students should pay particular attention.

Teacher Evidence

- Teacher begins the lesson by explaining why upcoming content is important.
- Teacher tells students to get ready for some important information.
- Teacher cues the importance of upcoming information in some indirect fashion:
 - Tone of voice
 - Body position
 - Level of excitement

Student Evidence

- When asked, students can describe the level of importance of the information addressed in class.
- When asked, students can explain why the content is important to pay attention to.
- Students visibly adjust their level of engagement.

How Am I Doing?

	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
Identifying critical information	I adapt and create new strategies for unique student needs and situations.	I signal to students which content is critical versus noncritical, and I monitor the extent to which students are attending to critical information.	I signal to students which content is critical versus noncritical, 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.