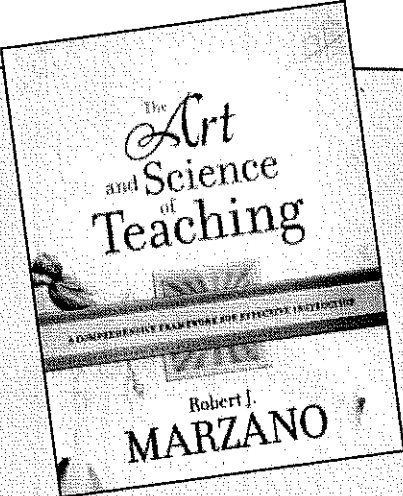


“THE ART AND SCIENCE OF TEACHING”

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> <p>1) Providing Clear Learning Goals and Scales to Measure those Goals 2) Tracking Student Progress 3) Celebrating Student Success</p>	<p><i>Design Question 2: What will I do to help students effectively interact with the new knowledge?</i></p> <p>6) Identifying Critical Information 7) Organizing Students to Interact with New Knowledge 8) Previewing New Content 9) Chunking Content into “Digestible Bites” 10) Processing of New Information 11) Elaborating on New Information 12) Recording and Representing Knowledge 13) Reflecting on Learning</p>	<p><i>Design Question 5: What will I do to engage students?</i></p> <p>24) Noticing and Reacting when Students are Not Engaged 25) Using Academic Games 26) Managing Response Rates 27) Using Physical Movement 28) Maintaining a Lively Pace 29) Demonstrating Intensity and Enthusiasm 30) Using Friendly Controversy 31) Providing Opportunities for Students to Talk about Themselves 32) Presenting Unusual or Intriguing Information</p>
<p><i>Design Question 6: What will I do to establish and maintain classroom rules and procedures?</i></p> <p>4) Establishing Classroom Routines 5) Organizing Physical Layout of the Classroom for Learning</p>	<p><i>Design Question 3: What will I do to help students practice and deepen their understanding of new knowledge?</i></p> <p>14) Reviewing Content 15) Organizing Students to Practice and Deepen Knowledge 16) Using Homework 17) Examining Similarities and Differences 18) Examining Errors in Reasoning 19) Practicing Skills, Strategies, and Processes 20) Revising Knowledge</p>	<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> <p>33) Demonstrating “Withitness” 34) Applying Consequences 35) Acknowledging Adherence to Rules and Procedures</p>
	<p><i>Design Question 4: What will I do to help students generate and test hypotheses about new knowledge?</i></p> <p>21) Organizing Students for Cognitively Complex Tasks 22) Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generating and Testing 23) Providing Resources and Guidance</p>	<p><i>Design Question 8: What will I do to establish and maintain effective relationships with students?</i></p> <p>36) Understanding Students’ Interests and Backgrounds 37) Using Behaviors that Indicate Affection for Students 38) Displaying Objectivity and Control</p>
		<p><i>Design Question 9: What will I do to communicate high expectations for all students?</i></p> <p>39) Demonstrating Value and Respect for Low Expectancy Students 40) Asking Questions of Low Expectancy Students 41) Probing Incorrect Answers with Low Expectancy Students</p>