The New Art and Science of Teaching
Evaluation Model

MARZANO
Evaluation Center

FEEDBACK

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FEEDBACK: Providing and Communicating Clear Learning Goals

1. Providing Scales and Rubrics

Teacher Actions

- ☐ Clearly communicating the learning goal for each activity or assignment to students
- ☐ Designing activities and assignments that directly relate to the learning goals
- ☐ Writing target, simpler, and more complex learning goals
- ☐ Using a simplified or complex scale
- ☐ Explaining the target and scale to students
- ☐ Explaining the purpose for the target and scale
- ☐ Relating the scale or target to classroom activities
- ☐ Establishing a routine for using scales and targets in class
- ☐ Explaining the scale to students
- ☐ Asking students to set goals associated with the scale or target
- ☐ Helping students write content statements for different levels of the scale in their own words
- ☐ Identifying students' personal interests that relate to the class's learning goal
- ☐ Helping students articulate and write down their individual learning goals
- ☐ Tracking students' progress on individual learning goals

Desired Student Responses

- ☐ Describing what proficient performance looks like for each learning goal
- ☐ Knowing what learning goal each activity or assignment is addressing
- ☐ Explaining what each score on the scale means
- ☐ Describing what performance on the learning goal looks like at each level of the scale
- ☐ Relating an activity to the learning target or scale
- ☐ Identifying when and why the teacher discusses the scale or learning target
- ☐ Explaining the purpose of the target and scale
- ☐ Accurately describing performance at different levels of the scale
- ☐ Setting a goal related to the learning target or scale
- ☐ Asking questions to clarify understanding of the learning goal
- ☐ Identifying personally important individual learning goals
- ☐ Explaining what they have already done and still need to do to accomplish individual learning goals
- ☐ Tracking their progress on individual learning goals

Extra Support

- ☐ Identifying key words or concepts in the learning goal and using pictures and other visuals to explain them in greater detail
- ☐ Using pictures or diagrams to explain what performance at each level of the scale looks and sounds like
- ☐ Providing prompts that help students analyze how a lesson related to the learning target or scale
- ☐ Providing examples of past student work that exemplify each level of a scale
- ☐ Helping students draw pictures or describe in their own words what each level of the scale looks and sounds like
- ☐ Conducting individual interviews with students who are having trouble identifying their interests or connecting their interests to the learning goal

Extension

- ☐ Asking students to categorize learning goals (for example, those that address information and those that address skills) and predict what they will learn while working on different learning goals
- ☐ Asking students to identify alternative statements that could be used for the more complex content in a particular scale
- ☐ Asking students to create a routine for themselves that will help them understand how the target or scale relates to their learning
- ☐ Asking students to explain how specific activities contributed to their mastery of the learning target or scale
- ☐ Asking students to compare different groups' interpretations of the scale, identify similarities and differences, and explain which translation they think is best
- ☐ Asking students to give a presentation to the class at the end of a unit explaining what they learned by studying their individual learning goal

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
I am unaware of strategies and behaviors with this element.	I use the strategies and behaviors associated with this element incorrectly or with parts missing.	I provide scales and rubrics, but I do not monitor the effect of students.	I provide scales and rubrics, and I monitor the extent to which my actions affect students' performance.	I adapt behaviors and create new strategies for unique student needs and situations.

2. Tracking Student Progress

Teacher Actions

- ☐ Creating assessment tasks for different levels of content using proficiency scales
- ☐ Administering assessments for a specific proficiency scale over time and keeping track of student formative scores across that interval
- ☐ Creating assessments that measure one level of a scale
- ☐ Helping students use individual score-level assessments to demonstrate their proficiency
- ☐ Administering and scoring pencil-and-paper tests
- ☐ Conducting and scoring demonstrations, performances, or oral reports
- ☐ Conducting and scoring unobtrusive assessments
- ☐ Encouraging students to create student-generated assessments
- ☐ Using multiple approaches to assigning summative scores to students
- ☐ Explaining the various approaches for assigning summative scores to students and parents
- ☐ Determining students' initial and final status on a scale for a learning goal
- ☐ Reminding students to update their progress charts
- ☐ Selecting data points for whole-class tracking
- ☐ Adjusting instruction based on whole-class progress

Desired Student Responses

- ☐ Knowing what kinds of test items normally correspond to different levels of content
- ☐ Knowing which types of items are easier and more difficult for them to answer
- ☐ Explaining the purpose of individual score-level assessments
- ☐ Using individual score-level assessments to progress at their own pace through the levels of a scale
- ☐ Describing different types of assessments used by the teacher
- ☐ Creating student-generated assessments to demonstrate their knowledge levels for specific learning goals
- ☐ Knowing their current status for each learning goal
- ☐ Explaining why they were assigned a specific summative score for each learning goal
- ☐ Keeping their progress charts updated
- ☐ Using data from progress charts to set short-term goals (for the next assessment or assignment)
- ☐ Explaining the class's progress on specific learning goals

Extra Support

- ☐ Using pictures or diagrams to make assessment task instructions or questions clearer
- ☐ Creating a study guide that describes in detail, with visuals and practice activities, what students need to know or be able to do to pass an individual score-level assessment
- ☐ Providing students with clear examples of how different types of assessments can be used to demonstrate competence on specific types of content
- ☐ Using a storyboard or flowchart (with pictures) to explain to students how summative scores are being assigned
- ☐ Having students set a series of goals for particular scores (for example, attain a score of 1.5 by October 5, a score of 2.0 by October 19, a score of 2.5 by November 2, and a score of 3.0 by November 16)
- ☐ Describing specific elements of a proficiency scale on which the whole class is doing well and specific elements on which the whole class needs more work

Extension

- ☐ Asking students to write assessment tasks for each level of a scale or rubric
- ☐ Asking students to create their own individual score-level assessments, accompanied by an explanation of how the assessment demonstrates a specific level of performance
- ☐ Asking students to compare different kinds of assessment activities (paper-and-pencil, demonstrations or performance, oral report) and to explain why a specific assessment activity is best for their student-generated assessment
- ☐ In addition to teacher communications, asking students to summarize the teacher's approach to assigning summative scores for their parents or guardians
- ☐ Having students compare their growth on different learning goals to identify behaviors on their part that led to faster growth
- ☐ Asking students who perform specific elements of a proficiency scale well to give feedback and advice to students who need help with the same measurement topic

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
I am unaware of strategies and behaviors with this element.	I use the strategies and behaviors associated with this element incorrectly or with parts missing.	I track student progress, but I do not monitor the effect on student learning.	I track student progress, and I monitor the extent to which my actions affect student learning.	I adapt behaviors and create new strategies for unique student needs and situations.

3. Celebrating Success

Teacher Actions

- ☐ Using appropriate celebrations (round of applause, peer compliments, poster display, parent communication)
- ☐ Emphasizing effort and growth during celebrations
- ☐ Creating knowledge gain charts for students
- ☐ Helping students calculate their knowledge gains
- ☐ Using words and phrases that emphasize effort and growth
- ☐ Explaining specific actions that made a student successful
- ☐ Explaining specific aspects of tasks that students can improve on

Desired Student Responses

- ☐ Exhibiting pride in their accomplishments
- ☐ Explaining how they achieved their final status for a learning goal
- ☐ Taking steps to improve their final status if they did not meet their goal
- ☐ Exhibiting pride in their knowledge gain
- ☐ Explaining the difference between final status and knowledge gain
- ☐ Saying things like “I succeeded because I worked hard at this” or “I love a challenge”

Extra Support

- ☐ Describing specific things individual students did to accomplish their goals
- ☐ Describing specific things individual students did to achieve their knowledge gain
- ☐ Creating visuals (posters, flowcharts, diagrams) illustrating learning strategies that students in the class found effective

Extension

- ☐ Asking students to describe specific things they did to accomplish their goals
- ☐ Asking students to describe specific things they did to achieve their knowledge gain
- ☐ Asking students to create visuals (posters, flowcharts, diagrams) illustrating learning strategies they found effective

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
I am unaware of strategies and behaviors with this element.	I use the strategies and behaviors associated with this element incorrectly or with parts missing.	I celebrate success, but I do not monitor the effect on students.	I celebrate success, and I monitor the extent to which my actions affect students.	I adapt behaviors and create new strategies for unique student needs and situations.

FEEDBACK: Assessment

4. Informal Assessments of the Whole Class

Teacher Actions

- ☐ Establishing a rating system for students to rate how confident they are in their understanding of a topic
- ☐ Asking students to rate their confidence in their understanding of a topic using the rating system
- ☐ Asking students a specific question that can be answered using a voting format
- ☐ Asking students to respond to the specific question using pre-established signals
- ☐ Providing erasable response boards or response cards to a class
- ☐ Asking a question that students respond to by writing their responses on erasable response boards or response cards
- ☐ Scanning responses to obtain a sense of the proportion of students who understand the topic
- ☐ Creating and administering a brief assessment to students
- ☐ Reviewing the answers to the assessment with the class and asking students to score their own tests
- ☐ Recording class scores, but not individual student scores, to keep track of how the class as a whole is doing

Desired Student Responses

- ☐ Responding to questions about how confident they are in their understanding of a topic using a rating system
- ☐ Responding to the question using pre-established signals
- ☐ Responding to the question by writing their responses on erasable response boards or response cards
- ☐ Completing and immediately scoring their own assessments to the best of their abilities

Extra Support

- ☐ Reminding students of the rating system verbally or displaying visual reminders of the rating system in the classroom
- ☐ Reminding students of the rating system verbally or displaying visual reminders of the pre-established signals in the classroom
- ☐ Asking students questions with limited responses, such as multiple choice or true/false questions, rather than open ended questions or prompts
- ☐ Creating and administering assessments to groups of students and having each group work together to complete the assessment

Extension

- ☐ Pairing students with low confidence in their understanding with students with high confidence in their understanding to work together to review content and correct existing errors in understanding
- ☐ Asking students to write their own specific questions that can be answered using the pre-established signals
- ☐ Asking students to write their responses to questions or prompts as complete sentences
- ☐ Including open-ended questions or prompts on the assessment that require students to expand their answers

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
I am unaware of strategies and behaviors with this element.	I use the strategies and behaviors associated with this element incorrectly or with parts missing.	I use informal assessments of the whole class to determine students' proficiency with specific content, but I do not monitor the effect on students.	I use informal assessments of the whole class to determine students' proficiency with specific content, and I monitor the extent to which students respond to assessment- guided feedback and instruction.	I adapt behaviors and create new strategies for unique student needs and situations.

5. Formal Assessments of Individual Students

Teacher Actions

- ☐ Working with other teachers who teach the same content to design common assessments
- ☐ Administering the common assessments and comparing results
- ☐ Creating and administering assessments that employ selected-response and short constructed-response items
- ☐ Scoring assessments and recording scores in the grade book for each student
- ☐ Asking students to plan and execute demonstrations
- ☐ Reviewing student demonstrations, asking questions where appropriate
- ☐ Recording students' scores in the gradebook
- ☐ Conversing with individual students about a specific topic
- ☐ Asking probing questions of students
- ☐ Recording scores from student interviews for each student into the grade book
- ☐ Walking around the classroom and observing students interacting with the content
- ☐ Assigning a sore that depicts a student's level of knowledge or skill regarding the specific topic observed
- ☐ Recording a score in the grade book for each student observed
- ☐ Explaining the concept of student-generated assessments to students
- ☐ Inviting students to generate their own assessments
- ☐ Coaching students as they create their own assessments
- ☐ Classifying items as correct, incorrect, or partially correct for various levels of difficulty on the scale
- ☐ Analyzing students' patterns of responses to assign a score
- ☐ Generating scores for level 2.0 content, level 3.0 content, and level 4.0 content

Desired Student Responses

- ☐ Completing the common assessments
- ☐ Understanding how the common assessments related to other assessments they take
- ☐ Completing assessments and responding to items appropriately based on whether the item is a selected-response or short constructed-response item
- ☐ Planning a demonstration for a particular topic
- ☐ Executing a demonstration for a particular topic
- ☐ Answering questions about the content of their demonstration
- ☐ Showcasing their knowledge of a topic through logical and coherent conversation
- ☐ Remaining on topic during the student interview by responding to prompts from the teacher
- ☐ Depicting their level of knowledge or skill regarding a specific topic verbally or through demonstration during the observation
- ☐ Asking questions of the teacher about what he or she observed
- ☐ Creating assessments that are highly focused on specific topics
- ☐ Creating assessments with which they feel comfortable
- ☐ Gradually requesting the use of student-generated assessments more often
- ☐ Explaining why they were assigned specific scores on an assessment

Extra Support

- ☐ Providing visual cues (such as pictures, symbols, and diagrams) on common assessments
- ☐ Creating the assessment to feature predominantly selected-response items
- ☐ Asking groups of students to generate cooperative demonstrations
- ☐ Announcing the topic of student interviews in advance to allow students time to prepare
- ☐ Intervening if a student incorrectly uses knowledge or skills during an observation and assessing the student's level of knowledge or skill after the initial correction
- ☐ Providing special invitations for reluctant learners to generate their own assessments
- ☐ Coaching students as they generate their own assessments
- ☐ Giving students feedback about what they could have done to make partially correct or incorrect answers fully correct

Extension

- ☐ Asking students for input on how common assessments should be structured
- ☐ Asking students to create selected-response and short constructed-response items
- ☐ Asking students to create posters, graphics, or models to supplement their demonstration
- ☐ Asking students to interview one another to assess their individual knowledge of a topic
- ☐ Asking students to identify their own errors that occurred during the observation and explain how they would correct their own performance
- ☐ Asking students to help their peers create student-generated assessments
- ☐ Asking students to suggest the overall score they think they should receive for an assessment and having them explain why it is an appropriate score

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
I am unaware of strategies and behaviors with this element.	I use the strategies and behaviors associated with this element incorrectly or with parts missing.	I use formal assessments of individual students to determine students' proficiency with specific content, but I do not monitor the effect on students.	I use formal assessments of individual students to determine students' proficiency with specific content and I monitor the extent to which students respond to assessment- guided feedback and instruction.	I adapt behaviors and create new strategies for unique student needs and situations.

CONTENT: Direct Instruction Lessons

6. Chunking Content

Teacher Actions

- ☐ Chunking content into small, digestible bites
- ☐ Presenting each chunk of content to students
- ☐ Following each chunk of content with an opportunity for students to process it
- ☐ Administering a pre-assessment featuring upcoming content to students
- ☐ Presenting content that students scored well on in larger chunks
- ☐ Presenting content that students scored poorly on in smaller chunks
- ☐ Grouping students in threes and assigning a letter to each group member: A, B, and C
- ☐ Presenting a chunk of information and asking student A to summarize the information and students B and C to add to A's summary
- ☐ Answering any questions from groups and asking each group to predict what the next chunk will be about
- ☐ Rotating the role of summarizer after each chunk

Desired Student Responses

- ☐ Explaining why the teacher chunks content into small bites
- ☐ Processing each chunk of new information after it is presented
- ☐ Explaining why the teacher presents larger or smaller chunks of content
- ☐ Alerting the teacher if the size of a particular chunk is too large (overwhelming) or too small (boring)
- ☐ Following the procedure for chunk processing
- ☐ Accurately summarizing new information
- ☐ Asking pertinent questions about new information
- ☐ Describing their predictions about new information

Extra Support

- ☐ Giving a brief overview of each chunk or showing pictures representing the chunk before presenting it in more detail
- ☐ Using stories or video clips to build students' background knowledge for information about which they displayed misconceptions or little prior knowledge on the pre-assessment
- ☐ Using a storyboard to illustrate a procedure for summarizing information before asking students to engage in chunk processing

Extension

- ☐ Asking students to select a chunk of information they would like to investigate in greater detail
- ☐ Asking students to select a topic from the pre-assessment that they would like to investigate in greater detail
- ☐ Asking students to identify how each chunk of information presented relates to the main ideas of a unit or learning goal

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
I am unaware of strategies and behaviors with this element.	I use the strategies and behaviors associated with this element incorrectly or with parts missing.	I chunk content, but I do not monitor the effect on students.	I chunk content, and I monitor the extent to which my actions affect students.	I adapt behaviors and create new strategies for unique student needs and situations.

7. Processing Content

Teacher Actions

- ☐ Asking students questions that prompt them to consider multiple perspectives on new information
- ☐ Asking students to state their position, the reasoning behind their position, an opposing position, the reasoning behind the opposing position, and a summary of what they learned about a topic
- ☐ Asking students to consider new information from six different perspectives: neutral, emotional, cautious, optimistic, creative, and organizational
- ☐ Discussing students' conclusions about new information from each perspective
- ☐ Asking students to summarize, ask clarifying questions, and make predictions about new information in small groups
- ☐ Discussing students' summaries, questions, and predictions
- ☐ Identifying specific important aspects of the content
- ☐ Grouping students with the same number of members as there are important aspects of the content
- ☐ Assigning each student in a group one important aspect of the content and asking students with the same aspects to meet together to study them
- ☐ Asking students to reconvene in their original groups to share what they learned about their topic
- ☐ Organizing students in small groups and designating one student the discussion leader
- ☐ Asking students to predict (in their groups) what the upcoming chunk of information will be about
- ☐ Presenting new information and asking students to discuss questions about the content (asked by the discussion leader), summarize the content, and make predictions about the next chunk of content
- ☐ Asking students to identify examples and nonexamples of a concept
- ☐ Asking students to compare and contrast examples and nonexamples of a concept
- ☐ Asking students to guess a mystery concept by examining examples and nonexamples of it
- ☐ Prompting students to think about a question or problem
- ☐ Assigning students partners or groups to share with
- ☐ Timing different stages of the strategy
- ☐ Asking students to explain their conclusions and how they worked with their partner to find their conclusions
- ☐ Dividing text or new content into chunks that students can process discretely
- ☐ Explaining the roles of recaller and listener
- ☐ Pairing up students in the class

Desired Student Responses

- ☐ Answering questions in ways that show they are considering new information from multiple perspectives
- ☐ Stating their position, the reasoning behind their position, an opposing position, and the reasoning behind the opposing position for a topic
- ☐ Summarizing what they learned through perspective analysis
- ☐ Explaining the six "thinking hat" perspectives: neutral, emotional, cautious, optimistic, creative, and organizational
- ☐ Discussing new information from each of the thinking hat perspectives
- ☐ Accurately summarizing new information
- ☐ Asking questions that clarify their understanding of new information
- ☐ Evaluating their predictions about new information
- ☐ Following the process for jigsaw cooperative learning
- ☐ Collecting important information about their expert topics
- ☐ Teaching their original group members what they learned about the expert topic
- ☐ Explaining how the jigsaw process helped their understanding
- ☐ Following the process for reciprocal teaching
- ☐ Making reasonable predictions about new content
- ☐ Asking clarifying questions about new content (when discussion leader)
- ☐ Accurately summarizing new content
- ☐ Identifying examples and nonexamples of a concept
- ☐ Comparing and contrasting examples and nonexamples of a concept
- ☐ Identifying and describing a mystery concept by examining examples and nonexamples of it
- ☐ Expressing a personal response to the question asked
- ☐ Working in cooperation with their partners
- ☐ Clearly explaining the reasoning behind their partnership's conclusion and how they worked together to find that conclusion
- ☐ Comfortably switching between roles of recaller and listener
- ☐ Taking notes, annotating texts, or creating a graphic organizer to record content
- ☐ Accurately summarizing new content
- ☐ Recognizing errors or missing information in summaries

Extra Support

- ☐ Reviewing various prominent positions on a topic and the reasoning behind each one before asking students to engage in perspective analysis
- ☐ Creating graphics for each thinking hat that remind students of the perspective they represent, and displaying the graphic for the thinking hat that students are currently using

- ☐ Creating a protocol for students to use during group discussions that ensures each student summarizes, asks questions about, and makes predictions about new information
- ☐ Before asking students to investigate their expert topics, giving a brief overview of each one, and asking students to generate questions they think will be important to answer about that topic
- ☐ If students are going to be discussion leaders, allowing them to preview the content and generate questions ahead of time
- ☐ Collecting and displaying pictures of examples and nonexamples for the concept under investigation
- ☐ Displaying a poster or diagram of the Think-Pair-Share process and the desired outcomes for each step
- ☐ Creating a poster or handout that reminds students about the responsibilities of recaller and listener

Extension

- ☐ Asking students to identify multiple opposing positions to their own on a topic
- ☐ Asking students to wear the blue hat first in a discussion about a topic, which requires students to determine the order in which they would like to wear the other five hats
- ☐ Asking students to make generalizations about new information in their academic notebooks after collaborative processing
- ☐ After hearing about each expert topic, asking students to identify similarities and differences between each of the expert topics
- ☐ Asking students to respectfully identify and correct errors in thinking and reasoning that arise during their discussions
- ☐ Asking students to explain why specific items are examples or nonexamples of a concept
- ☐ Having a group of four students come to a consensus about a question or issue and asking them to creatively present their response to the class
- ☐ Creating analogies, comparisons, and visual representations of the new content after completing the scripted cooperative dyad cycle

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
I am unaware of strategies and behaviors with this element.	I use the strategies and behaviors associated with this element incorrectly or with parts missing.	I engage students in processing content, but I do not monitor the effect on students.	I engage students in processing content, and I monitor the extent to which my actions affect students.	I adapt behaviors and create new strategies for unique student needs and situations.

8. Recording and Representing Content

Teacher Actions

- ☐ Helping students identify big ideas and details about a topic
- ☐ Helping students arrange big ideas and details about a topic in an informal outline format
- ☐ Helping students identify critical information in a text or lesson
- ☐ Modeling what information to include in a summary
- ☐ Leading students in summarization activities
- ☐ Helping students identify information to include in pictorial notes
- ☐ Providing prompts for student-generated pictorial notes and pictographs
- ☐ Providing students with data to compare in pictographs
- ☐ Helping students identify information about content to include in notes
- ☐ Helping students create nonlinguistic representations for information in their notes
- ☐ Helping students summarize the content in their notes
- ☐ Explaining different kinds of graphic organizers and their purposes to students
- ☐ Helping students use graphic organizers to express information
- ☐ Helping students identify the relationships between big ideas and details for a topic
- ☐ Helping students show relationships between big ideas and details for a topic in a free-flowing web
- ☐ Creating a system to keep track of students' academic notebooks
- ☐ Helping students organize their notes to create a permanent record of their learning
- ☐ Asking students to act out scenes, processes, or events being studied
- ☐ Asking students to use their bodies to express concepts being studied
- ☐ Creating a collection of facts and concepts that need to be memorized
- ☐ Demonstrating different mnemonic devices students can use
- ☐ Asking students to recall information using a specific mnemonic device
- ☐ Creating a list of facts that need to be memorized
- ☐ Helping students attach information to each pegword image
- ☐ Creating a collection of important ideas that need to be memorized
- ☐ Helping students create and link together symbols or substitutes for important ideas

Desired Student Responses

- ☐ Identifying big ideas and details about a topic
- ☐ Arranging big ideas and details about a topic in an informal outline format
- ☐ Identifying critical information to include in a summary
- ☐ Providing summaries based on content and texts
- ☐ Including only pertinent details in their summary
- ☐ Using pictorial notes to record processes, cycles, and general notes
- ☐ Using pictographs to compare data
- ☐ Using pictographs to represent words and phrases
- ☐ Identifying important information about content to include in their notes
- ☐ Using nonlinguistic representations in their notes
- ☐ Summarizing the content in their notes
- ☐ Explaining the relationships shown by different graphic organizers
- ☐ Using graphic organizers to accurately represent information
- ☐ Identifying relationships between big ideas and details for a topic
- ☐ Using free-flowing webs to show relationships between big ideas and details for a topic
- ☐ Bringing their academic notebooks to class or using the teacher's organizational system to keep track of their notebooks
- ☐ Organizing notes by date to keep track of learning
- ☐ Accurately recording information in their academic notebooks
- ☐ Acting out scenes, processes, or events being studied
- ☐ Using their bodies to accurately express concepts being studied
- ☐ Identifying facts that are important enough to be memorized
- ☐ Associating information with different mnemonic devices
- ☐ Successfully recalling information using mnemonic devices
- ☐ Identifying facts that are important enough to be memorized
- ☐ Associating information with different pegwords and images
- ☐ Successfully recalling information using pegwords and images
- ☐ Identifying important ideas that need to be memorized
- ☐ Creating symbols and substitutes for important ideas
- ☐ Linking symbols and substitutes together into a narrative or easily remembered sequence
- ☐ Successfully recalling information using the link strategy

Extra Support

- ☐ Asking students to sketch small pictures or symbols next to each big idea in their informal outline
- ☐ Using graphic organizers or prompts to guide students' summaries
- ☐ Posting examples of various kinds of pictorial notes and pictographs students can use to record content

- ☐ Posting examples of various kinds of pictures and diagrams that students can use in the "pictures" section of their notes
- ☐ Posting pictures of specific graphic organizers and the informational patterns they correspond to in the classroom for students to refer to
- ☐ Having students use different colors to show the topic, main ideas, and details on their free-flowing webs
- ☐ Using loose-leaf notebooks as academic notebooks, and having students make entries on a different page each day so they can take pages out and rearrange them as necessary
- ☐ Asking volunteers to participate in role plays or demonstrate body representations for the whole class before asking all students to participate
- ☐ Working as a class to develop and practice a mnemonic
- ☐ Asking students to draw pictures of the images they use to associate information with each pegword
- ☐ Creating video versions of students' linking narratives (involving symbols and substitutes)

Extension

- ☐ Asking students to select a big idea on their outline that they would like to investigate further
- ☐ Asking students to draw conclusions and make generalizations about the content in their summaries
- ☐ Asking students to draw conclusions and make generalizations about the content in their pictographs and pictorial notes
- ☐ Asking students to create their own graphic organizers for specific informational patterns
- ☐ Asking students to include different perspectives about a topic in their free-flowing webs
- ☐ Asking students to select topics from their academic notebooks that they would like to investigate in greater depth
- ☐ Asking students to select important scenes, processes, events or concepts from the content to be the subject of dramatic enactments and justify their selections
- ☐ Asking students to use a decision-making matrix to decide which information is important enough to be memorized
- ☐ Asking students to create video versions of their linking narratives and asking the class to guess what information the narrative is supposed to help them remember

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
I am unaware of strategies and behaviors with this element.	I use the strategies and behaviors associated with this element incorrectly or with parts missing.	I have students record and represent content, but I do not monitor the effect on students.	I have students record and represent content, and I monitor the extent to which my actions affect students' performance.	I adapt behaviors and create new strategies for unique student needs and situations.

CONTENT: Practicing and Deepening Lessons

9. Structured Practice Sessions

Teacher Actions

- ☐ Clearly articulating the steps involved in a skill, strategy, or process
- ☐ Walking residents through the steps using think-aloud techniques
- ☐ Presenting an opportunity for students to engage in a very simple version of a new skill, strategy, or process
- ☐ Elaborating on and making connections to the very simple version of the skill, strategy, or process when presenting a more complex version of the skill, strategy or process
- ☐ Creating a highly structured environment for students to practice new skills
- ☐ Monitoring students' actions very closely to correct early errors or misunderstandings
- ☐ Prompting students to monitor their own performance of a skill
- ☐ Providing a clear demonstration of the skill or process to be learned
- ☐ Giving students frequent opportunities to practice a skill or process with a high rate of success
- ☐ Ensuring that students experience success with a skill or process multiple times
- ☐ Creating challenging situations for students to practice a skill or process
- ☐ Ensuring that students experience success after overcoming challenges and obstacles
- ☐ Prompting students to monitor their progress with a skill or process
- ☐ Ensuring that students are comfortable with a skill or process and have experienced success in a wide range of situations
- ☐ Asking students to focus on performing a skill with increasing speed and accuracy
- ☐ Helping students track their progress and improvement with a skill or process
- ☐ Creating examples showing each step involved in solving a problem
- ☐ Discussing worked examples with students
- ☐ Creating a practice schedule to ensure that each student practices a skill or process before being tested or retested
- ☐ Monitoring students to ensure that they practice skills and processes prior to testing or retesting

Desired Student Responses

- ☐ Repeating the steps back to the teacher verbally
- ☐ Performing the skill, strategy, or process without errors
- ☐ Executing the very simple and more complex versions of the skill, strategy, or process effectively and accurately
- ☐ Knowing how the more complex version of the skill, strategy, or process builds upon the simpler version of the skill, strategy, or process
- ☐ Quickly correcting errors or misunderstandings about a process or skill
- ☐ Describing their level of performance and improvement with a skill
- ☐ Explaining the steps required to correctly perform a process or skill
- ☐ Experiencing success repeatedly and often during frequent structured practice
- ☐ Persevering with a process or skill when confronted with challenges
- ☐ Experiencing success on a regular basis during varied practice
- ☐ Describing their levels of performance and improvement with a skill or process
- ☐ Feeling comfortable with a skill or process
- ☐ Experiencing success with a skill or process in a wide range of situations
- ☐ Performing a skill or process with increasing speed and accuracy
- ☐ Describing their levels of performance and improvement with a skill or process
- ☐ Explaining each step involved in solving a problem
- ☐ Identifying discrepancies between their performance of a skill or process and what is shown in the worked example
- ☐ Practicing skills or processes multiple times before testing or retesting
- ☐ Explaining how their practice sessions have improved their performance of a skill or process
- ☐ Improving their performance on tests

Extra Support

- ☐ Asking students to perform one step of the skill, strategy, or process at a time before performing the entire skill, strategy, or process
- ☐ Repeating the very simple version of a new skill, strategy, or process multiple times to ensure student understanding before moving to a more complex version of the skill, strategy, or process
- ☐ Breaking strategies or skills into smaller chunks that students can practice separately before putting them together
- ☐ Creating a visual representation of the skill or process for students that explains each step using words and pictures
- ☐ Warning students that they may encounter challenges during varied practice and describing common challenges and how to overcome them
- ☐ Helping students set a series of small goals so they continue to experience success while improving their fluency, accuracy, and skill
- ☐ Using pictures, diagrams, arrows, and labels to clearly illustrate the correct procedure for solving a problem
- ☐ Giving individual students feedback about what specific part of a process or skill is most important for them to work on during their practice sessions

Extension

- ☐ Asking students to model the skill, strategy, or process for their peers using think-aloud techniques
- ☐ Asking students to decide which version of a new skill, strategy, or process is most suitable for a given task or situation
- ☐ Asking students to compare different parts of a strategy or skill to make generalizations about the process
- ☐ Asking students to track their progress with a skill or strategy to determine when they are ready to move to varied practice
- ☐ Asking students to describe how they overcame the challenges or obstacles they faced
- ☐ Asking students to describe techniques that helped them improve in their fluency, accuracy, and skill
- ☐ Having students annotate problems (using pictures, diagrams, arrows, and labels) to show the procedure they used to solve them
- ☐ Asking students to investigate new techniques for performing a process or skill that are as effective as the ones taught

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
I am unaware of strategies and behaviors with this element.	I use the strategies and behaviors associated with this element incorrectly or with parts missing.	I use structured practice sessions, but I do not monitor the effect on students.	I use structured practice sessions, and I monitor the extent to which my actions affect students.	I adapt behaviors and create new strategies for unique student needs and situations.

10. Examining Similarities and Differences

Teacher Actions

- ☐ Creating sentence stems that require students to compare and contrast aspects of the content
- ☐ Asking students to complete sentence stem comparisons
- ☐ Discussing students' responses to sentence stem comparisons
- ☐ Explaining summarizers to students
- ☐ Asking students to use summarizers to compare or contrast two things
- ☐ Discussing students' summarizers in class
- ☐ Providing examples of responses that compare two things
- ☐ Asking students to use constructed responses to compare two things
- ☐ Providing comparison questions students can use to generate constructed responses
- ☐ Explaining Venn diagrams to students
- ☐ Asking students to use Venn diagrams to compare or contrast two or three things
- ☐ Discussing students' Venn diagrams in class
- ☐ Explaining T charts to students
- ☐ Asking students to use T charts to compare and contrast two or three things
- ☐ Discussing students' T charts in class
- ☐ Explaining double-bubble diagrams to students
- ☐ Asking students to use double-bubble diagrams to compare the attributes of different elements of the content
- ☐ Asking students to show relationships between different elements of the content by drawing lines between the bubbles on their diagrams
- ☐ Asking students to identify elements of the content to compare and writing them at the top of each matrix column
- ☐ Asking students to identify attributes of each content element that they want to compare and writing one in each matrix row
- ☐ Asking students to identify information related to each content element and attribute
- ☐ Asking students to summarize what they learned while completing the comparison matrix
- ☐ Creating a chart with several categories across the top
- ☐ Asking students to fill in examples that fit in each category
- ☐ Asking students to discuss their charts in pairs or groups and revise them as necessary
- ☐ Providing example dichotomous keys to use in class
- ☐ Choosing a category or items for students to examine
- ☐ Asking students to list characteristics of each item
- ☐ Asking students to complete a dichotomous key that clearly shows specific characteristics of each item
- ☐ Explaining how to complete the sorting, matching, or categorizing activity
- ☐ Choosing categories for students to sort content into
- ☐ Selecting options that students should match
- ☐ Asking students to describe the reasoning behind their categorizations
- ☐ Asking students to find representative examples of various concepts
- ☐ Asking students to sort their examples into categories
- ☐ Asking students to present their examples and categories to the class
- ☐ Asking students to state comparisons using *like* or *as*
- ☐ Asking students to explain their similes
- ☐ Asking students to state comparisons as direct relationships
- ☐ Asking students to extend their metaphors to include multiple comparisons
- ☐ Asking students to explain their metaphors
- ☐ Asking students to complete sentence stems such as: Item 1 is to _____ as item 2 is to _____
- ☐ Asking students to complete sentence stems such as: Item 1 is to item 2 as _____ is to _____
- ☐ Helping students express their analogies using a visual organizer
- ☐ Helping students label the types of relationships expressed by their analogies

Desired Student Responses

- ☐ Comparing and contrasting aspects of the content to complete sentence stems
- ☐ Explaining the thinking and reasoning behind their sentence stem comparisons
- ☐ Using summarizers to compare or contrast two things
- ☐ Explaining the thinking and reasoning behind their summarizer
- ☐ Accurately summarizing content
- ☐ Outlining details to compare in the constructed response
- ☐ Explaining the thinking and reasoning behind the information in the constructed response
- ☐ Writing a constructed response that clearly articulates important similarities and differences between two things
- ☐ Using Venn diagrams to compare or contrast two or three things
- ☐ Explaining the thinking and reasoning behind their Venn diagrams
- ☐ Using T charts to compare or contrast two things
- ☐ Explaining the similarities and differences between the two contrasted things
- ☐ Drawing conclusions from the content in the T chart

- ☐ Using double-bubble diagrams to compare attributes of different elements of the content
- ☐ Showing relationships between different elements of the content by drawing lines between the bubbles on the diagrams
- ☐ Explaining the thinking and reasoning behind their double-bubble diagrams
- ☐ Identifying elements of the content to compare and writing them in each matrix column
- ☐ Identifying attributes on which they wish to compare the elements and writing them in each matrix row
- ☐ Identifying information related to each content element and attribute
- ☐ Summarizing what they learned while completing a comparison matrix
- ☐ Filling in examples for various teacher-generated categories
- ☐ Conferring with peers and revising their charts as necessary
- ☐ Explaining what they learned as a result of the activity
- ☐ Researching characteristics that could describe each item
- ☐ Classifying each item into different categories
- ☐ Creating a dichotomous key that logically shows how multiple items in the same category differ
- ☐ Sorting items into several categories
- ☐ Matching two or more items that are the same or equivalent
- ☐ Creating categories based on items they are given
- ☐ Explaining the similarities between items in a category
- ☐ Finding representative examples of a concept
- ☐ Sorting examples of a concept into categories
- ☐ Explaining the thinking and reasoning behind their examples and categories
- ☐ Stating comparisons using *like* or *as*
- ☐ Explaining the thinking and reasoning behind their similes
- ☐ Stating comparisons as direct relationships
- ☐ Creating metaphors that express multiple comparisons
- ☐ Explaining the thinking and reasoning behind their metaphors
- ☐ Completing sentence stems that compare relationships
- ☐ Explaining the thinking and reasoning behind their sentence stem analogies
- ☐ Expressing analogies visually
- ☐ Identifying and labeling the type of relationship expressed by an analogy
- ☐ Explaining the thinking and reasoning behind their visual analogies

Extra Support

- ☐ Asking students to create a list of what they know about each element of a sentence stem comparison before completing it
- ☐ Filling in some of the similarities and differences for students and then asking them to fill in the remaining space in charts
- ☐ Helping students generate an outline for their constructed response, including which similarities and differences will be discussed
- ☐ Asking students to create a list of what they know about each item or concept being compared before completing a Venn diagram
- ☐ Assisting students with generating initial details for each topic being examined
- ☐ Asking students to create a list of the attributes of each item or concept being compared before completing a double-bubble diagram
- ☐ Providing the elements and attributes that students should use in their comparison matrices and providing a review of each element and attribute
- ☐ Listing attributes associated with each category on a comparison chart and providing a review of each attribute
- ☐ Partially filling in a dichotomous key and asking students to provide possible details that would complete the organizer
- ☐ Presenting simple examples of sorting, matching, and categorizing with common objects
- ☐ Creating a concept wall with pictures of different concepts; allowing students to use examples from the concept wall when generating classification patterns
- ☐ Providing one element of a simile; asking students to provide the other and explain how the two are alike—for example, real numbers are like_____ because _____
- ☐ Providing one element of a metaphor; asking students to provide the other and explain the connection between the two—for example, the British Empire was a(n) _____ because _____
- ☐ Creating sentence stem analogies that only require students to fill in one term
- ☐ Using pictures and words to demonstrate visual analogies

Extension

- ☐ Asking students to create and complete sentence stems related to the content
- ☐ Asking students to create a visual presentation that illustrates the summary sentence
- ☐ Asking students to draw a conclusion or create a generalization in their constructed response
- ☐ Asking students to make generalizations about each item or concept being compared based on their Venn diagrams
- ☐ Asking students to make generalizations about each item or concept being compared based on their T chart
- ☐ Asking students to create double-bubble diagrams that compare three or four items or concepts
- ☐ Asking students to identify the elements and attributes to use in their comparison matrices
- ☐ Asking students to generate lists of attributes associated with each category on a comparison chart

- ☐ Asking students to independently research and create a dichotomous key that they could use as a study aid for that unit
- ☐ Asking students to create subcategories within categories they already created
- ☐ Asking students to make generalizations about a concept based on their classification patterns
- ☐ Asking students to create similes using abstract concepts or ideas
- ☐ Asking students to create metaphors using abstract concepts or ideas
- ☐ Asking students to create sentence stem analogies for abstract concepts or ideas
- ☐ Asking students to create alternative ways to express analogies visually

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
I am unaware of strategies and behaviors with this element.	I use the strategies and behaviors associated with this element incorrectly or with parts missing.	I engage students in examining similarities and differences, but I do not monitor the effect on students.	I engage students in examining similarities and differences, and I monitor the extent to which students deepen their knowledge.	I adapt behaviors and create new strategies for unique student needs and situations.

11. Examining Errors in Reasoning

Teacher Actions

- ☐ Explaining errors of faulty logic to students with examples
- ☐ Asking students to recognize examples of errors of faulty logic
- ☐ Explaining errors of attack to students with examples
- ☐ Asking students to recognize examples of errors of attack
- ☐ Explaining errors of weak reference to students with examples
- ☐ Asking students to recognize examples of errors of weak reference
- ☐ Explaining errors of misinformation to students with examples
- ☐ Asking students to recognize examples of errors of misinformation
- ☐ Asking students to complete exercises that require them to recognize errors in reasoning
- ☐ Asking students to explain why an item represents a specific error in reasoning
- ☐ Asking students to find errors in teacher-selected media
- ☐ Asking students to bring media containing errors in reasoning to class
- ☐ Explaining grounds, backing, and qualifiers to students
- ☐ Asking students to examine support provided for claims to find grounds, backing, and qualifiers
- ☐ Asking students to determine if claims are valid or invalid
- ☐ Defining vocabulary such as ***delineate, valid, sufficient,*** and *relevant*
- ☐ Explaining to students how to delineate and evaluate an in-text argument
- ☐ Having students delineate and evaluate arguments
- ☐ Explaining statistical limitations to students
- ☐ Asking students to examine claims for errors involving statistical limitations
- ☐ Explaining various reasoning errors in nontechnical terms
- ☐ Using student-friendly language to prompt students to look for errors in reasoning
- ☐ Identifying potential student errors
- ☐ Incorporating awareness of these errors into instruction
- ☐ Presenting students with various productive habits of mind
- ☐ Exemplifying unproductive habits of mind as the antithesis of productive habits of mind
- ☐ Providing opportunities for students to analyze whether they are exhibiting productive or unproductive habits of mind

Desired Student Responses

- ☐ Explaining different kinds of errors of faulty logic
- ☐ Recognizing examples of errors in faulty logic
- ☐ Explaining different kinds of errors of attack
- ☐ Recognizing examples of errors of attack
- ☐ Explaining different kinds of errors of weak reference
- ☐ Recognizing examples of errors of weak reference
- ☐ Explaining different kinds of errors of misinformation
- ☐ Recognizing examples of errors of misinformation
- ☐ Correctly completing exercises that require recognizing errors in reasoning
- ☐ Explaining why an item represents a specific error in reasoning
- ☐ Finding errors in teacher-selected media
- ☐ Bringing media containing errors in reasoning to class
- ☐ Explaining what grounds, backing, and qualifiers are
- ☐ Determining if a claim is valid or invalid by examining the support provided for it
- ☐ Explaining why a claim is valid or invalid
- ☐ Understanding terms related to delineating and evaluating arguments
- ☐ Executing the process of delineating and evaluating an argument
- ☐ Explaining different kinds of errors involving statistical limitations
- ☐ Recognizing examples of errors involving statistical limitations
- ☐ Explaining how an error involving statistical limitations invalidates a claim
- ☐ Describing different kinds of errors in their own words
- ☐ Looking for errors when prompted in student-friendly terms
- ☐ Understanding why common errors are incorrect
- ☐ Avoiding errors in independent work
- ☐ Explaining the difference between productive and unproductive habits of mind
- ☐ Identifying examples of productive and unproductive habits of mind

Extra Support

- ☐ Displaying written examples of each type of error of faulty logic along with pictures that symbolize each type
- ☐ Displaying written examples of each type of error of attack along with pictures that symbolize each type
- ☐ Displaying written examples of each type of error of weak reference along with pictures that symbolize each type
- ☐ Displaying written examples of each type of error of misinformation along with pictures that symbolize each type
- ☐ Giving students fewer options to select from when they are learning to identify errors in logic (for example, Is this an example of contradiction or evading the issue?)

- ☐ Highlighting the section of media or text that contains errors in logic before asking students to identify the type of error being made
- ☐ Highlighting the elements of a claim and its support before asking students to examine the claim
- ☐ Having students diagram the argument to visualize how the evidence supports the claim
- ☐ Providing a list of logical errors to look for in a text
- ☐ Telling stories that illustrate how ignoring or paying attention to specific types of statistical limitations led to good or bad conclusions
- ☐ Creating visual representations or symbols for various reasoning errors
- ☐ Displaying common errors on a whiteboard or poster around the room for students to refer back to
- ☐ Providing examples from movies of people engaging in productive and unproductive habits of mind

Extension

- ☐ Asking students to compose examples of errors of faulty logic
- ☐ Asking students to compose examples of errors of attack
- ☐ Asking students to compose examples of errors of weak reference
- ☐ Asking students to compose examples of errors of misinformation
- ☐ Asking students to correct examples so they no longer contain errors in logic
- ☐ Asking students to find media or texts that contain errors in logic, identify the type of errors being made, and rewrite the text to be logical
- ☐ Asking students to find claims in advertising and the media and to examine the support provided for them to determine if they are valid or invalid
- ☐ Having students rewrite illogical or poorly supported in-text arguments to be valid and well supported
- ☐ Asking students to gather statistics about a topic and make conclusions about the topic based on the statistics, being careful to take statistical limitations into account
- ☐ Asking students to use student-friendly prompts with each other
- ☐ Asking students to identify potential errors and explain why they are wrong
- ☐ Having students generate other types of productive or unproductive habits of mind

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
I am unaware of strategies and behaviors with this element.	I use the strategies and behaviors associated with this element incorrectly or with parts missing.	When content is informational, I engage students in activities that require them to examine their own reasoning or the logic of information as presented to them, but I do not monitor the effect on students.	When content is informational, I engage students in activities that require them to examine their own reasoning or the logic of information as presented to them, and I monitor the extent to which students are deepening their knowledge.	I adapt behaviors and create new strategies for unique student needs and situations.

CONTENT: Knowledge Application Lessons

12. Engaging Students in Cognitively Complex Tasks

Teacher Actions

- ☐ Asking students to make predictions, test them, and evaluate the results of their experimental-inquiry tasks
- ☐ Asking students to reflect on the process they used for their experimental-inquiry tasks
- ☐ Asking students to identify obstacles or constraints to achieving goals, find solutions, and predict the effectiveness of different solutions for problem-solving tasks
- ☐ Asking students to reflect on the process they used for their problem-solving tasks
- ☐ Providing students with a task to complete using the methods of problem solving
- ☐ Providing students with directions or resources to help them use each method of problem solving
- ☐ Asking students to record their observations and results using graphic organizers or written summaries
- ☐ Asking students to explain why they think one method is better than another
- ☐ Asking students to identify alternatives and judgement criteria, apply criteria to alternatives, and select appropriate alternatives during decision-making tasks
- ☐ Teaching students how to use a decision-making matrix
- ☐ Asking students to reflect on the process they used for their decision-making tasks
- ☐ Asking students to identify interesting concepts or events, research current knowledge about them, identify confusions or contradictions about them, and develop a resolution for the contradictions or confusions during investigation tasks
- ☐ Asking students to reflect on the process they used for their investigation tasks
- ☐ Giving students parameters for the invention task and a prompt to guide their prototype development
- ☐ Providing resources and guidance to assist students in the developing and testing stages of invention
- ☐ Asking students to evaluate the prototype and describe how well it meets task expectations
- ☐ Providing resources and guidance to help students succeed in their cognitively complex task
- ☐ Providing timelines and expectations for the final product
- ☐ Asking students to explain how their task relates to the learning goal or scale for a unit

Desired Student Responses

- ☐ Making predictions, testing them, and evaluating the results of their experimental-inquiry tasks
- ☐ Explaining what they learned from their experimental-inquiry tasks
- ☐ Defending their conclusions
- ☐ Identifying obstacles or constraints to achieving goals, finding solutions, and predicting the effectiveness of different solutions for their problem-solving tasks
- ☐ Explaining what they learned from their problem-solving tasks
- ☐ Comparing the procedures and results of different problem-solving methods
- ☐ Recording their results using graphic organizers or written summaries
- ☐ Explaining why one method of problem solving is better than another
- ☐ Identifying alternatives and judgment criteria, applying criteria to alternatives, and selecting appropriate alternatives during decision-making tasks
- ☐ Identifying interesting concepts or events, researching current knowledge about them, identifying confusions or contradictions about them, and developing a resolution for the contradictions or confusions during investigation tasks
- ☐ Explaining what they learned from their investigation tasks
- ☐ Identifying different designs that could help their invention meet the goal
- ☐ Explaining the potential issues or difficulties in developing a design
- ☐ Constructing an invention that fulfills the established purpose or goal
- ☐ Describing how the invention could be further improved
- ☐ Identifying different topics that interest them and relate to content
- ☐ Identifying a goal for the cognitively complex task
- ☐ Designing an experimental-inquiry, problem-solving, decision-making, investigation, invention, or other cognitively complex task they could complete to explore a topic of interest
- ☐ Explaining how their task relates to the learning goal or scale for a unit

Extra Support

- ☐ Creating a diagram (with pictures and words) that shows the process that should be followed for an experimental-inquiry task and posting it in the classroom
- ☐ Creating a diagram (with pictures and words) that shows the process that should be followed for a problem-solving task and posting it in the classroom
- ☐ Providing students with step-by-step directions for using each problem-solving method
- ☐ Creating a diagram (with pictures and words) that shows the process that should be followed for a decision-making task and posting it in the classroom
- ☐ Creating a diagram (with pictures and words) that shows the process that should be followed for an investigation task and posting it in the classroom
- ☐ Helping students identify errors or ways to improve their design before they develop a prototype and then allowing time for students to revise based on the suggestions

☐ Providing students with several options or processes for their cognitively complex tasks
Extension ☐ Asking students to research their experiments done on the same topic as their own task and compare their results with others' ☐ Asking students to research other problems similar to their own, and having them compare their results with the results of others ☐ Asking students to compare how they evaluated multiple problem-solving methods with a classmate who examined the same methods ☐ Asking students to research other decisions made about the same topic as their own task, and having them compare their decisions with the decisions of others ☐ Asking students to research other investigations on the same topic as their own task and compare their results with others' ☐ Asking students to improve their prototype after providing them with additional criteria to meet ☐ Asking students to explain the reasoning behind each step of their cognitively complex tasks

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
I am unaware of strategies and behaviors with this element.	I use the strategies and behaviors associated with this element incorrectly or with parts missing.	I engage students in cognitively complex tasks, but I do not monitor the effect on students.	I engage students in cognitively complex tasks, and I monitor the extent to which my actions affect students.	I adapt behaviors and create new strategies for unique student needs and situations.

13. Providing Resources and Guidance

Teacher Actions

- ☐ Creating a scale to monitor students' progress toward the class learning goal during cognitively complex tasks
- ☐ Helping students track their progress on the learning goal during cognitively complex tasks
- ☐ Identifying informational resources that students will need to complete cognitively complex tasks
- ☐ Providing material resources if necessary
- ☐ Collecting resources in an accessible location
- ☐ Creating handouts that list basic information about a project or task
- ☐ Distributing handouts to students at the outset of the project
- ☐ Instructing students to look for the answers to their questions on the handout
- ☐ Explaining what to do if the information they need is not on the handout
- ☐ Instructing students in effective research practices
- ☐ Providing guidance to help students become independent in these skills
- ☐ Asking students about their progress on cognitively complex tasks
- ☐ Creating and using a checklist or scoring scale to guide interviews and help students plan next steps
- ☐ Walking around the room while students work on cognitively complex tasks
- ☐ Offering assistance or resources to students who seem to be having trouble
- ☐ Using informal assessment information to anticipate student needs for cognitively complex tasks
- ☐ Obtaining and offering appropriate resources to students
- ☐ Telling students when they perform tasks well or give their best effort during cognitively complex tasks
- ☐ Telling students how they could strengthen or improve their approach to cognitively complex tasks
- ☐ Knowing students' hypotheses
- ☐ Seeking out information that will prompt students to revise their hypotheses
- ☐ Presenting conflicting information to students

Desired Student Responses

- ☐ Describing the progress they have made toward the class learning goal during the cognitively complex task using a teacher-generated scale
- ☐ Accessing resources appropriately
- ☐ Using informational and material resources to complete cognitively complex tasks
- ☐ Keeping informational handouts for the duration of a project
- ☐ Referring to informational handouts when they have a question
- ☐ Practicing effective research techniques independently
- ☐ Describing what they have done and still need to do for their cognitively complex tasks
- ☐ Identifying and resolving potential problems related to their cognitively complex tasks
- ☐ Revising plans for their cognitively complex tasks when necessary
- ☐ Describing the teacher as "available" to help with cognitively complex tasks
- ☐ Receiving assistance from the teacher quickly and easily
- ☐ Describing the teacher as someone who anticipates their needs during cognitively complex tasks
- ☐ Describing the teacher as someone who recognizes and appreciates students who do their best
- ☐ Describing times when they have performed tasks well or given their best effort during cognitively complex tasks
- ☐ Describing situations when the teacher has provided feedback that helps them improve
- ☐ Recognizing information that does not fit with their hypotheses
- ☐ Revising their hypotheses to accommodate new information

Extra Support

- ☐ Showing examples of student artifacts (written work, recording of performances, other products) from cognitively complex tasks that illustrate different levels of performance for a scale used to score a cognitively complex task
- ☐ Providing guidance about which information to seek out from the larger collection
- ☐ Posting a reminder in the classroom that students should first look for answers on the informational handout
- ☐ Providing students with a checklist of effective research practices that they can use while looking for information
- ☐ Anticipating parts of a student's cognitively complex task that will be particularly difficult and preparing the student to deal with the challenge during an interview
- ☐ Creating an unobtrusive signal that students can use to alert the teacher that his or her attention is needed
- ☐ Procuring and offering resources to specific students based on information from their assessments
- ☐ Focusing feedback on one aspect of the student's cognitively complex task at a time and helping the student make necessary changes
- ☐ Explaining to students how the new information does not fit with their original hypotheses

Extension

- ☐ Asking students to identify what they will need to do to meet and exceed their goal score for a cognitively complex task
- ☐ Asking students to find informational resources (such as books or websites) about the relevant topic to include in the larger collection
- ☐ Instructing students to ask each other questions that are not answered by handouts before asking the teacher
- ☐ Asking students who exhibit effective research skills to demonstrate their processes to others

- ☐ Asking the student which parts of his or her cognitively complex tasks will be most difficult and helping the student plan to deal with the challenge
- ☐ Asking students questions that prompt them to consider their cognitively complex task from a new perspective
- ☐ Having students seek assistance from other students before asking the teacher
- ☐ Conferring with students about resources that will help them extend cognitively complex tasks and about how to access their resources
- ☐ Asking students to respond to the teacher's feedback by explaining what they want to do differently as they progress with their cognitively complex task
- ☐ Asking students to seek out information that will prompt other students to revise their hypotheses

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
I am unaware of strategies and behaviors with this element.	I use the strategies and behaviors associated with this element incorrectly or with parts missing.	I provide resources and guidance, but I do not monitor the effect on students.	I provide resources and guidance, and I monitor the extent to which my actions affect students' performance.	I adapt behaviors and create new strategies for unique student needs and situations.

14. Generating and Defending Claims

Teacher Actions

- ☐ Explaining and exemplifying claims or beliefs
- ☐ Explaining the relationship between claims, reasons, and evidence
- ☐ Exemplifying reasons and evidence
- ☐ Explaining grounds, backing, and qualifiers to students
- ☐ Asking students to provide grounds, backing, and qualifiers for their claims
- ☐ Asking students to explain why their claims are valid
- ☐ Presenting example claims to students
- ☐ Identifying the underlying message of claims
- ☐ Explaining the difference between claims and facts
- ☐ Asking students to generate their own claims and identify the underlying message of claims
- ☐ Explaining how grounds serve as evidence or reasoning for a claim
- ☐ Providing examples of a finished sentence that includes a claim, the word *because*, and grounds
- ☐ Asking students to provide grounds for their own claims in a finished sentence
- ☐ Defining and providing examples of the three types of backing
- ☐ Asking students to find backing for their claims
- ☐ Defining and providing examples of qualifiers
- ☐ Asking students to collect a wide range of evidence for a claim
- ☐ Helping students identify the evidence that does not support the claim from the wide range of evidence
- ☐ Asking students to use evidence that does not support the claim to create qualifiers to the claim
- ☐ Providing time for students to generate claims and their accompanying support
- ☐ Engaging students in discussions after claims have been presented and supported

Desired Student Responses

- ☐ Being able to explain and exemplify claims
- ☐ Being able to explain and exemplify reasons and evidence
- ☐ Generating claims with accompanying reasons and evidence
- ☐ Providing grounds, backing, and qualifiers for their claims
- ☐ Explaining why their claims are valid
- ☐ Differentiating between claims and facts
- ☐ Creating their own claims and being able to describe their underlying message
- ☐ Explaining the relationship between grounds and claims
- ☐ Generating finished sentences with a claim, the word *because*, and grounds that serve as evidence or reasoning for the claim
- ☐ Differentiating between the three types of backing
- ☐ Providing examples of each of the three types of backing
- ☐ Using one or more of the three types of backing for their own claims
- ☐ Isolating evidence that does not support a claim for a wide range of evidence
- ☐ Using evidence that does not support a claim to specify situations in which the claim might not apply or addressing potential objections to the claim as part of their argument
- ☐ Making formal presentations about their claims and support
- ☐ Engaging in discussion and answering questions about their claims and support

Extra Support

- ☐ Providing students with practice exercises in which they identify claims, reasons, and evidence
- ☐ Telling stories about famous claims and labeling the different kinds of support presented for them as grounds, backing, or qualifiers
- ☐ Using multimedia or visual elements, such as PowerPoints, videos, pictures, or diagrams to help students differentiate between claims and facts
- ☐ Providing visuals (posters, flowcharts, diagrams, models) that students can use to create grounds supporting a given claim
- ☐ Providing examples of backing for students to choose from when asking them to support claims
- ☐ Providing evidence that does not support a claim for students to articulate into qualifiers
- ☐ Recording video examples of effective formal presentations of claims and support

Extension

- ☐ Asking students to find examples of claims with reasons and evidence in the media
- ☐ Asking students to find other people who have made claims similar to their own and having them compare their support given for that claim
- ☐ Asking students to generate lists of claims and facts and exchange them with other students, then discuss and label each item on the list to identify it as either a claim or a fact
- ☐ Asking students to create their own visuals (posters, flowcharts, diagrams, models) that illustrate the grounds supporting their own claim
- ☐ Asking students to judge when each of the three types of backing is most appropriate or least appropriate

- ☐ Asking students to collect a wide range of evidence for a claim and create grounds, backing, and qualifiers from the wide range of evidence
- ☐ Having students who are good at making formal presentations of claims and support mentor those who are not

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
I am unaware of strategies and behaviors with this element.	I use the strategies and behaviors associated with this element incorrectly or with parts missing.	I engage students in activities that require them to generate and defend their own claims, but I do not monitor the effect on students.	I engage students in activities that require them to generate and defend their own claims, and I monitor the extent to which students are applying their knowledge.	I adapt behaviors and create new strategies for unique student needs and situations.

CONTENT: Strategies That Appear in All Types of Lessons

15. Previewing

Teacher Actions

- ☐ Presenting activities at the beginning of class to stimulate interest in the content of a lesson
- ☐ Engaging students with activities that are designed to engage students as soon as, or even before, the bell rings
- ☐ Engaging students with activities to practice or review previously learned content
- ☐ Asking students to write down what they already know about a topic
- ☐ Asking students to pair up and discuss what they wrote
- ☐ Asking students to identify the most important knowledge and ideas they wrote down
- ☐ Identifying connections between previous and new content
- ☐ Explaining connections between previous and new content to students
- ☐ Asking questions that make students curious about new content
- ☐ Asking questions that connect new content to students' prior knowledge
- ☐ Summarizing content that is about to be presented for students (written or oral)
- ☐ Highlighting key ideas and patterns in upcoming content for students
- ☐ Teaching students to look at section headings and subheadings when skimming texts about new information
- ☐ Asking students to summarize passages after skimming them
- ☐ Outlining new information about to be presented
- ☐ Discussing the outline with students before presenting new information
- ☐ Prompting students to ask questions about the outline
- ☐ Asking students before a lesson what they already know about a topic and recording responses under K
- ☐ Asking students before a lesson what they want to know about a topic and recording responses under W
- ☐ Asking students after a lesson what they learned about a topic and recording responses under L
- ☐ Creating a visual representation showing the structure and organization of new information for students
- ☐ Visually representing how new information connects to information previously learned in class
- ☐ Prompting students to ask questions about the advance organizer, identify information they already know. Or find information that is connected to their interests
- ☐ Creating a series of statements about upcoming information
- ☐ Presenting the statements to students
- ☐ Leading a discussion of students' opinions about the statements
- ☐ Prompting students to think about the similarities and differences between their own opinions and others'
- ☐ Identifying words and short phrases associated with new content
- ☐ Presenting the words and phrases to students
- ☐ Asking students to sort the words and phrases into categories and share their classification rules with the class
- ☐ Creating a pre-assessment featuring upcoming content
- ☐ Administering the pre-assessment to students
- ☐ Having students identify what they are confused about
- ☐ Using pre-assessment results to identify areas where students have more or less prior knowledge

Desired Student Responses

- ☐ Exhibiting increased engagement in response to activities designed to stimulate interest in the content of a lesson
- ☐ Exhibiting increased engagement in response to activities designed for practice or review of previously learned content
- ☐ Sharing what they already know about a topic
- ☐ Explaining what they learned by sharing their prior knowledge
- ☐ Explaining the connections they made between their prior knowledge and new knowledge
- ☐ Explaining how new content is connected to previously learned content
- ☐ Sharing answers to preview questions as they learn about a topic
- ☐ Linking answers to questions to their prior knowledge
- ☐ Explaining the main ideas of upcoming content
- ☐ Describing patterns in upcoming content
- ☐ Using section headings and subheadings to skim texts
- ☐ Summarizing the main ideas of text passages after skimming them
- ☐ Listing the main ideas and important details of information about to be presented
- ☐ Following along with teacher-prepared notes as content is presented
- ☐ Asking questions about teacher-prepared notes
- ☐ Identifying what they already know and want to know about a topic before a lesson
- ☐ Identifying what they have learned and resolving misconceptions or confusions after a lesson
- ☐ Explaining the structure and organization of new information
- ☐ Explaining how new information connects to previously learned information
- ☐ Asking questions about advance organizers
- ☐ Identifying information in advance organizers that they already know or that is connected to their interests
- ☐ Stating their opinions about statements involving new content

- ☐ Explaining other students' opinions about statements involving new content
- ☐ Sorting words and phrases associated with new content into categories
- ☐ Explaining the rules they used to classify words and phrases
- ☐ Explaining the purpose of a pre-assessment
- ☐ Identifying parts of new content for which they have more or less prior knowledge

Extra Support

- ☐ Using pictures and visual media during hook activities
- ☐ Using pictures and visual media during bell-ringers
- ☐ When grouping students homogenously, identifying specific knowledge that each group needs to focus on
- ☐ Using graphic organizers and diagrams to illustrate links and connections between previous and new content
- ☐ Posting preview questions in the classroom and, throughout a unit, pointing to the appropriate preview question while presenting information that will help answer it
- ☐ Using a graphic organizer or diagram to illustrate key ideas and patterns in information
- ☐ Creating a symbol for each main idea of a passage that students are going to skim, and teaching them to jot the appropriate symbol next to information that applies to that idea while they skim
- ☐ Using pictures and diagrams to express ideas in teacher-prepared notes
- ☐ Giving a short overview of a topic before asking students what they already know about that topic
- ☐ Using pictures and text in graphic organizers that show connections between previous and new content
- ☐ Giving a short overview of a topic or showing pictures of a topic before asking students to respond to statements about the topic
- ☐ Using words and pictures when presenting new terms and phrases to students
- ☐ Giving a short overview of a topic or showing pictures of a topic before asking students to complete a pre-assessment on the topic

Extension

- ☐ Asking students to bring anecdotes, video and audio clips, headlines, or other media to class to be used as hook activities
- ☐ Asking students to create activities that can be used as bell-ringers
- ☐ When grouping students heterogeneously, creating guidelines to ensure that students with high prior knowledge and students with low prior knowledge all benefit from the experience
- ☐ Asking students to identify similarities and differences between previous and new content
- ☐ Asking students to write preview questions in their academic notebooks and add entries throughout a unit whenever they hear information they think applies to a specific question
- ☐ After presenting introductory information about a unit, asking students to write a summary that predicts what information will be presented during the unit
- ☐ Asking students to identify patterns in information that they skim and to make generalizations about the content based on their observations
- ☐ Asking students to review a teacher-prepared outline of the content and select a topic they would like to investigate in greater detail than what will be presented in class
- ☐ Asking students to create individual K-W-L charts in their academic notebooks
- ☐ Asking students to add their personal interests to advance organizers and show how those interests relate to previous and new content
- ☐ Asking students to respond to statements about a topic in their academic notebooks and to revisit their responses throughout a unit to identify and correct errors in their thinking
- ☐ Asking students to make generalizations about the content based on the categories they created for each of the terms and phrases
- ☐ Asking students to select a topic from the pre-assessment for which they have a lot of prior knowledge and investigate it on a deeper level

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
I am unaware of strategies and behaviors with this element.	I use the strategies and behaviors associated with this element incorrectly or with parts missing.	I engage students in learning activities that require them to preview and link new knowledge to what has been addressed, but I do not monitor the effect on students.	I engage students in learning activities that require them to preview and link new knowledge to what has been addressed, and I monitor the extent to which students are making linkages.	I adapt behaviors and create new strategies for unique student needs and situations.

16. Highlighting Critical Information

Teacher Actions

- ☐ Identifying information important to the lesson or unit
- ☐ Repeating critical information to students when opportunities present themselves
- ☐ Using questions to link back to important content
- ☐ Identifying critical information
- ☐ Using storyboards, graphic organizers, and pictures to highlight critical information
- ☐ Telling stories about critical information
- ☐ Raising or lowering voice, making eye contact with students, using gestures, or moving around the room when presenting information
- ☐ Identifying key points of critical information
- ☐ Pausing after key points while presenting critical information
- ☐ Prompting students to think during pauses about what was just said
- ☐ Designing two or three critical-input experiences per learning goal
- ☐ Explicitly identifying and conveying critical content
- ☐ Pacing the delivery of critical content so that students have time to process and ask questions about the information
- ☐ Using plain language to clearly convey critical content
- ☐ Designing dramatic activities that effectively convey critical content
- ☐ Ensuring that all students participate in dramatic activities
- ☐ Asking students to link dramatic activities to critical content
- ☐ Designing an advance organizer that clearly identifies upcoming critical information and situates it in relation to what students are learning
- ☐ Monitoring whether the advance organizer helps students identify and understand critical content
- ☐ Assessing student's knowledge of basic vocabulary, facts, skills, and processes
- ☐ Highlighting relationships between information to identify and explain critical content

Desired Student Responses

- ☐ Recognizing the repeated content as critical information
- ☐ Recalling the critical information without error after multiple repetitions
- ☐ Recognizing questions that link back to important content
- ☐ Answering questions that link back to important content accurately
- ☐ Explaining critical information as cued by storyboards, graphic organizers, or pictures
- ☐ Explaining critical information as cued by teacher stories
- ☐ Recognizing when the teacher is presenting critical information
- ☐ Describing specific behaviors the teacher uses when presenting critical information
- ☐ Explaining why the teacher pauses while presenting critical information
- ☐ Thinking during pauses about the information just presented
- ☐ Explaining which content is most important to achieving the learning goal
- ☐ Explaining which learning goal is being addressed by a critical-input experience
- ☐ Visibly adjusting engagement during explicit instruction of critical content
- ☐ When asked, identifying critical information conveyed during explicit instruction
- ☐ Providing correct responses to questions about critical information conveyed during explicit instruction
- ☐ Participating fully in dramatic activities that convey critical content
- ☐ Explaining how dramatic activities represent critical content
- ☐ Identifying what content is critical from an advance organizer
- ☐ Explaining how critical content relates to previously learned content
- ☐ Explaining what they already know about a topic
- ☐ Explaining the relationships between the critical content and what they already know

Extra Support

- ☐ Alerting students to the importance of the critical information before or after each repetition
- ☐ Reminding students of previously taught important content before or after asking questions
- ☐ Taking students on virtual or real-life field trips to locations where they can experience critical information
- ☐ Using pictures, audio, and video clips while telling stories about critical information
- ☐ Displaying a picture for each important idea or concept and pointing to the appropriate picture when talking about a particular idea or concept
- ☐ Immediately before pausing, providing students with a picture representing critical content and asking them to consider why the picture is important
- ☐ Using audio-visual cues to alert students that they are about to experience information that is critical to achieving a learning goal
- ☐ Developing and implementing classroom routines that identify content as critical
- ☐ Giving students a script or description of the dramatic activity in advance to allow them to prepare to participate
- ☐ Revisiting previous content and explaining to students how that content was cued by the advance organizer
- ☐ Asking students what may be unclear about the advance organizer or what changes would make it more understandable
- ☐ Designing a graphic organizer and helping students to fill in the information they already know so they can see how their

current knowledge relates to the critical information

Extension

- ☐ Prompting students to recall and repeat the critical information when opportunities present themselves
- ☐ Asking students to predict how previously taught critical content is relevant to the content currently being taught
- ☐ Asking students to create their own storyboards, graphic organizers, or pictures that highlight critical content
- ☐ Asking students to tell stories that illustrate critical information
- ☐ Asking students to create a gesture for each important idea or concept of the critical information and having them make a gesture whenever that idea or concept is mentioned
- ☐ Asking students to write down what they are thinking during pause time and then work in groups to organize their comments into categories
- ☐ Having students rate their level of understanding of critical information and participate in guiding the teacher's instruction
- ☐ Asking students to identify and explain why certain information is critical to the content
- ☐ Asking students to design and demonstrate their own dramatic activity and explain how it conveys critical content
- ☐ Asking students to design their own advance organizers for critical content
- ☐ Asking students to design their own graphic organizer to show relationships between critical content

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
I am unaware of strategies and behaviors with this element.	I use the strategies and behaviors associated with this element incorrectly or with parts missing.	I signal to students which content is critical versus noncritical, but I do not monitor the effect on students.	I signal to students which content is critical versus noncritical, and I monitor the extent to which students are attending to critical information.	I adapt behaviors and create new strategies for unique student needs and situations.

17. Reviewing Content

Teacher Actions

- ☐ Identifying content from previous units that relates to the current unit
- ☐ Reviewing relevant content from previous units with students
- ☐ Making connections between content from previous units and content from the current unit
- ☐ Asking students to identify their previous misconceptions
- ☐ Asking students to generate new generalizations
- ☐ Deleting specific pieces of information from previously learned content
- ☐ Presenting the previously learned content (with pieces missing) to students and asking them to fill in the missing pieces
- ☐ Creating a summary of previously learned information
- ☐ Asking students to create summaries of previously learned information
- ☐ Discussing teacher and student summaries of previously learned information
- ☐ Creating problems that require students to use previously learned information to solve them
- ☐ Prompting students to think about previously learned information while working on presented problems
- ☐ Identifying skills or procedures whose performance requires students to use previously learned information
- ☐ Prompting students to think about previously learned information while demonstrating skills or procedures
- ☐ Creating a test or exercise that requires students to remember and apply previously learned information
- ☐ Prompting students to think about previously learned information while working on the test or exercise
- ☐ Asking students questions that require them to recall, recognize, and apply previously learned information
- ☐ Asking students questions that require them to make inferences or decisions based on previously learned information
- ☐ Asking students to locate specific information in their academic notebooks
- ☐ Asking students to stand up and share the information with a partner
- ☐ Asking students to record on piece of information from their partner's notebook in their own notebook

Desired Student Responses

- ☐ Accurately recalling learning or content from previous units
- ☐ Explaining how content from previous units relates to content from the current unit
- ☐ Identifying their misconceptions
- ☐ Coming up with new generalizations
- ☐ Accurately filling in pieces of missing information in previously learned content
- ☐ Explaining why the information they filled in makes sense
- ☐ Creating accurate, concise summaries of previously learned information
- ☐ Explaining why they included or excluded information in their summaries
- ☐ Correctly solving presented problems
- ☐ Explaining what previously learned information they used while solving presented problems
- ☐ Correctly performing skills or procedures that require the use of previously learned information
- ☐ Explaining what previously learned information they used to perform a skill or procedure
- ☐ Correctly completing tasks that require recall and application of previously learned information
- ☐ Explaining what previously learned information they used to complete a task
- ☐ Correctly answering questions requiring recall or recognition and application of previously learned information
- ☐ Making inferences or decisions based on previously learned information
- ☐ Finding specific information in their academic notebooks
- ☐ Sharing information from their notebooks with peers
- ☐ Recording new information that they learned from a peer in their academic notebooks

Extra Support

- ☐ Providing handouts or summaries of content from previous units to help students recall content
- ☐ Using pictures, film clips, and audio clips in addition to text to present previously learned information with missing pieces
- ☐ Creating video or pictograph summaries in addition to written and oral summaries
- ☐ Posting previously learned information about how to solve specific types of problems (expressed using words, pictures, diagrams, and charts) in the room where students can refer to it
- ☐ Posting storyboards or pictorial representations of previously learned skills and procedures in the room where students can refer to them
- ☐ Posting a list of correct answers to previous practice tests or exercises (expressed using words, pictures, diagrams, and charts) in the room where students can refer to it
- ☐ Accompanying teacher questions about previously learned information with visuals that clarify important ideas or concepts in the question
- ☐ Encouraging students to look in other students' notebooks for pictures or diagrams that they want to add to their notebooks

Extension

- ☐ Asking students to compare and contrast the ways previously learned content contradicts or reinforces conclusions about content from the current unit
- ☐ Asking students to create cloze activities for their peers using previously learned information
- ☐ Asking students to create video, pictograph, or oral summaries about previously learned information
- ☐ Asking students to create posters that express previously learned information about how to solve specific types of

problems using words, pictures, diagrams, and charts
- ☐ Asking students to create storyboards or pictorial representations of previously learned skills and procedures
- ☐ Asking students to create lists of previously learned information from practice tests or exercises using words, pictures , diagrams, and charts
- ☐ Asking students to categorize their peers' responses to questions about previously learned information and make generalizations about the content based on their categories
- ☐ Asking students to identify and correct errors in their own or other students' notebooks

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
I am unaware of strategies and behaviors with this element.	I use the strategies and behaviors associated with this element incorrectly or with parts missing.	I engage students in a brief review of content that highlights the critical information, but I do not monitor the effect on students.	I engage students in a brief review of content that highlights the critical information, and I monitor the extent to which students can recall and describe previous content.	I adapt behaviors and create new strategies for unique student needs and situations.

18. Revising Knowledge

Teacher Actions

- ☐ Asking students to make entries in their academic notebooks after critical-input experiences, group work, processing activities, or review activities
- ☐ Asking students to re-examine their academic notebooks to identify and correct inaccuracies and incomplete information
- ☐ Asking students to identify important vocabulary, concepts, and generalizations in their academic notebooks
- ☐ Asking students to create study guides from their academic notebooks
- ☐ Prompting students to ask questions about the information in their academic notebooks
- ☐ Creating a set of questions or guidelines to guide students' review of their peers' academic notebooks
- ☐ Asking students to evaluate their peers' academic notebooks according to teacher criteria or guidelines
- ☐ Writing feedback on students' assignments
- ☐ Returning assignments with comments to students and inviting them to revise and resubmit the assignment for a better score
- ☐ Adjusting students' scores based on the quality of their revised assignments
- ☐ Making sure students understand the five basic processes for revising knowledge
- ☐ Asking students to revise their knowledge of content using the five basic processes
- ☐ Asking students to revise their notes using visual symbols
- ☐ Providing students with instructions, examples, or templates of visual symbols
- ☐ Modeling the use of various writing tools for revising knowledge
- ☐ Asking students to revise and deepen their knowledge through the use of writing tools

Desired Student Responses

- ☐ Making entries in their academic notebooks after critical-input experiences, group work, processing activities, or review activities
- ☐ Identifying and correcting inaccuracies and incomplete information in their academic notebooks
- ☐ Identifying important vocabulary, concepts, and generalizations in their academic notebooks
- ☐ Creating study guides from their academic notebooks
- ☐ Asking questions about the information in their academic notebooks
- ☐ Evaluating peers' academic notebooks according to a set of teacher-generated questions or guidelines
- ☐ Providing helpful feedback to peers about improvements that could be made to their academic notebooks
- ☐ Using peer feedback to revise their understanding of content
- ☐ Revising assignments in ways that address teacher comments and suggestions
- ☐ Resubmitting revised assignments to improve their grade
- ☐ Explaining the five basic processes for revising knowledge
- ☐ Revising prior knowledge using the five basic processes
- ☐ Explaining how their revised understanding of the content differs from their prior understanding
- ☐ Using visual symbols to revise notes
- ☐ Explaining how their revised knowledge differs from their prior knowledge
- ☐ Identifying opportunities for further revision
- ☐ Identifying the accuracy and completeness of prior knowledge
- ☐ Writing about, examining, and correcting misunderstandings or gaps in prior content knowledge

Extra Support

- ☐ Summarizing a learning experience as a class before having students write academic notebook entries
- ☐ Asking students to share important vocabulary, concepts, and generalizations from their academic notebooks during a whole-class discussion and compiling the information shared into a study guide for the class
- ☐ Asking students to respond to one specific question when looking at a peer's academic notebook
- ☐ Giving concrete feedback that specifies exactly what students need to do to improve
- ☐ Identifying the specific information students need to revise their understanding of the content
- ☐ Providing students with visual symbols and detailed examples of the use of those symbols for revising knowledge
- ☐ Providing starting sentences or other detailed frameworks to help students begin their revisions
- ☐ Modeling the use of revision activities in detail

Extension

- ☐ Asking students to revise academic notebook entries that relate to their interests by investigating those topics more deeply and adding information to them
- ☐ Asking students who understand the content well to help students with low understanding revise their academic notebooks
- ☐ Prompting students to answer questions about the information in their academic notebooks by investigating specific topics in greater detail than what was presented in class
- ☐ Asking students to identify similarities and differences between peers' academic notebooks and their own
- ☐ Asking students to suggest the grade that they think they deserve on a revised assignment and having them provide their rationale for deserving that grade
- ☐ Asking students to research and revise prior knowledge with information not presented in class
- ☐ Asking students to design and construct their own visual symbol to revise and represent their knowledge of a topic
- ☐ Ask a group of students to create assessments for themselves or for the class

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
I am unaware of strategies and behaviors with this element.	I use the strategies and behaviors associated with this element incorrectly or with parts missing.	I engage students in revision of previous content, but I do not monitor the effect on students.	I engage students in revision of previous content, and I monitor the extent to which these revisions deepen students' understanding.	I adapt behaviors and create new strategies for unique student needs and situations.

19. Reflecting on Learning

Teacher Actions

- ☐ Designating a portion of students' academic notebooks to be used for reflection
- ☐ Asking questions that prompt students to reflect on their learning during a lesson
- ☐ Asking students to identify what they could have done to improve their learning during a lesson
- ☐ Asking students to identify specific cognitive skills they used during a lesson
- ☐ Asking students to identify specific cognitive skills they could use to improve their learning during future lessons
- ☐ Asking students to respond to reflective questions before leaving the room
- ☐ Evaluating students' responses to identify misconceptions and areas of confusion
- ☐ Helping students compare their current level of knowledge about a topic to previous levels
- ☐ Helping students show their knowledge growth using a chart, graph, or diagram
- ☐ Helping students identify what they did to increase their knowledge about a topic
- ☐ Helping students identify important information about a topic to record in their notes
- ☐ Prompting students to record their reactions, questions, and extended ideas about information in their notes

Desired Student Responses

- ☐ Explaining what they learned during a lesson
- ☐ Identifying information they learned well and information they didn't learn well during a lesson
- ☐ Explaining what they could have done to improve learning during a lesson
- ☐ Explaining the cognitive skills they used during a lesson
- ☐ Identifying cognitive skills they could have used to improve learning during a lesson
- ☐ Completing exit slips and turning them in to the teacher
- ☐ Writing down misconceptions or areas of confusion on exit slips
- ☐ Explaining their current and previous levels of knowledge about a topic
- ☐ Explaining what they did to increase their knowledge about a topic
- ☐ Recording important information about a topic in their notes
- ☐ Recording reactions, questions, and extended ideas about information in their notes

Extra Support

- ☐ Selecting one reflection question for students to respond to after each lesson and providing sample answers for that question
- ☐ Selecting one question about cognitive skills for students to respond to after each lesson and providing sample answers for that question
- ☐ Selecting one reflective question for students to respond to on an exit slip and providing sample answers for that question
- ☐ Creating a list of strategies and techniques that students in the class found particularly useful in boosting their knowledge gain and posting the list in a place where all students can see it
- ☐ Quickly reviewing the main ideas of a lesson before asking students to record and react to parts of the lesson they found interesting

Extension

- ☐ Asking students to find connections between their answers to multiple reflection questions (for example, What information was difficult to understand? And What could you have done better today?)
- ☐ Asking students to find connections between their answers that multiple questions about cognitive skills (for example, What part of the problem-solving process was most difficult? and What do you do when you encounter information you don't understand?)
- ☐ Saving students' exit slips over the course of a unit, then asking students to compare the slips at the end of the unit and make generalizations about their learning during the unit
- ☐ Asking students to examine a graph showing their knowledge gain over a unit to identify strategies and techniques that were particularly useful in boosting their knowledge gain
- ☐ Asking students to select one of their reactions, questions, or extended ideas about the content to investigate in greater detail

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
I am unaware of strategies and behaviors with this element.	I use the strategies and behaviors associated with this element incorrectly or with parts missing.	I engage students in reflecting on their own learning and the learning process, but I do not monitor the effect on students.	I engage students in reflecting on their own learning and the learning process, and I monitor the extent to which students self-assess their understanding and effort.	I adapt behaviors and create new strategies for unique student needs and situations.

20. Purposeful Homework

Teacher Actions

- ☐ Asking students to read text or view media about an upcoming concept or idea
- ☐ Asking students to list their questions, observations, and connections for the content
- ☐ Discussing students' questions, observations, and connections in class
- ☐ Ensuring that students thoroughly understand specific content
- ☐ Asking students to compare or classify aspects of the content
- ☐ Asking students to create analogies or metaphors involving aspects of the content
- ☐ Ensuring that students can independently perform a process or skill
- ☐ Asking students to practice a process or skill to increase their fluency, speed, and accuracy
- ☐ Ensuring that parents or guardians have a clear understanding of their role regarding homework
- ☐ Asking parents or guardians to ask their students reflective questions about content
- ☐ Asking parents or guardians to listen to their students give an oral summary of content
- ☐ Asking parents or guardians to time their students performing a skill or process

Desired Student Responses

- ☐ Listing questions, observations, and connections that arose while they were reading text or viewing media about a concept or idea
- ☐ Explaining the purpose of preview homework and how it relates to the class's learning goals
- ☐ Comparing or classifying aspects of content they have already learned
- ☐ Creating analogies or metaphors involving content they have already learned
- ☐ Explaining the purpose of homework to deepen knowledge and how it relates to the class's learning goals
- ☐ Performing a process or skill independently to increase fluency, speed, and accuracy
- ☐ Explaining why it is important to develop fluency, speed, and accuracy with the skill or process assigned as practice homework
- ☐ Explaining the purpose of homework to practice a process or skill and how it relates to the class's learning goals
- ☐ Explaining their parents' or guardians' role regarding homework
- ☐ Answering their parents' or guardians' questions about homework
- ☐ Giving oral summaries of content to their parents or guardians
- ☐ Performing skills or processes while their parents or guardians time them

Extra Support

- ☐ Asking students to focus on listing questions, observations, or connections related to text or media about upcoming content
- ☐ Creating a study guide (with words and pictures or diagrams) that students can use to review content that is the focus of homework
- ☐ Creating a flowchart (with words and pictures or diagrams) showing the correct procedure for a process or skill that is the focus of homework
- ☐ Creating a list of specific reflective questions that parents can ask their student after he or she reads a text passage or views media related to the content

Extension

- ☐ Asking students to find additional sources of information about upcoming content
- ☐ Asking students to compare, contrast, or classify aspects of current content with previous content or with content related to their interests
- ☐ Asking students to explain techniques that helped them increase their fluency, speed, or accuracy with a process or skill
- ☐ Having students present an oral summary to their parents about a text passage or media related to the content and providing parents with a list of main ideas and details related to the content

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
I am unaware of strategies and behaviors with this element.	I use the strategies and behaviors associated with this element incorrectly or with parts missing.	When appropriate (as opposed to routinely), I assign homework that is designed to deepen knowledge of information or provide practice with a skill, strategy, or process, but I do not monitor the effect on students.	When appropriate (as opposed to routinely), I assign homework that is designed to deepen knowledge of information or provide practice with a skill, strategy, or process, and I monitor the extent to which students understand the homework.	I adapt behaviors and create new strategies for unique student needs and situations.

21. Elaborating on Information

Teacher Actions

- ☐ Asking students questions that require them to use their background knowledge to come up with an answer
- ☐ Asking students questions that require them to generate inferences based on explicit premises
- ☐ Asking students questions that require them to provide evidence to support their answers
- ☐ Asking students to generate if-then statements based on their answers
- ☐ Asking students to reconsider their original conclusions in light of the if-then statements
- ☐ Asking students questions that require them to build a base of factual information
- ☐ Asking students questions that require them to generate lists of examples and identify important characteristics of a category
- ☐ Asking students questions that require them to form claims and conclusions
- ☐ Asking students questions that require them to engage in argumentation and evaluation based on evidence and to revise their conclusions to exclude misconceptions or errors
- ☐ Asking students questions in an order that builds upon previous answers to questions

Desired Student Responses

- ☐ Using their background knowledge to answer questions without obvious answers
- ☐ Generating inferences based on premises the teacher has made explicit
- ☐ Providing evidence to support their answers
- ☐ Creating and defending if-then statements based on their answers
- ☐ Reconsidering their original conclusions
- ☐ Answering each question accurately and thoroughly based upon the type of question posed
- ☐ Using responses to previous questions to inform responses to the current question

Extra Support

- ☐ Taking students on virtual or real-life field trips or other knowledge-building experiences before asking default questions
- ☐ Asking students to explain the reasoning behind specific parts of their responses to questions (rather than their whole response)
- ☐ Explicitly stating how each question builds off the previous one and reminding students of previous answers to questions

Extension

- ☐ Asking students to identify their own premises when responding to reasoned inference questions
- ☐ Asking students to make generalizations about categories of people, places, things, or ideas that are inherent in their answers
- ☐ Asking students to list and answer the detail questions, category questions, and elaboration questions necessary to answer a given evidence question

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
I am unaware of strategies and behaviors with this element.	I use the strategies and behaviors associated with this element incorrectly or with parts missing.	I ask students to elaborate on information, but I do not monitor the effect on students.	I ask students to elaborate on information, and I monitor the extent to which my actions affect students' responses.	I adapt behaviors and create new strategies for unique student needs and situations.

22. Organizing Students to Interact

Teacher Actions

- ☐ Asking students to process new information in groups
- ☐ Creating operating rules for student processing groups
- ☐ Presenting examples of norms that ensure participation and respect
- ☐ Asking students to create norms for their groups
- ☐ Preparing a small group of students to demonstrate effective group work
- ☐ Asking students to observe the group's demonstration
- ☐ Discussing effective group behaviors that students saw during the demonstration
- ☐ Creating cards that describe student roles in groups
- ☐ Explaining each role to students
- ☐ Assigning roles to students working in groups
- ☐ Creating a buddy chart with a graphic and blanks for student names
- ☐ Asking students to find a partner for each blank
- ☐ Using charts to create ad hoc groups
- ☐ Designating a meeting spot for students who don't have a partner or group
- ☐ Helping ungrouped students pair off or join existing groups
- ☐ Administering a pre-assessment
- ☐ Identifying students with high and low prior knowledge
- ☐ Grouping students heterogeneously or homogenously
- ☐ Grouping pairs of students together to make groups of four
- ☐ Asking one student in a pair to work on an exercise while the other student coaches him or her and offers feedback
- ☐ Asking partners to switch roles for each problem
- ☐ Asking pairs to compare their answers with the other pair in their group of four
- ☐ Asking students to complete a task individually
- ☐ Asking students to share their work with a partner and revise if necessary
- ☐ For think-pair-share, asking pairs to check their solution with another pair
- ☐ Asking pairs or groups to share their solutions with the class
- ☐ Organizing students into teams
- ☐ Asking teams to compete in various academic games
- ☐ Tracking each team's points over a period of time (such as a unit) and giving a small reward or recognition to the top teams
- ☐ Remixing teams after each unit
- ☐ Dividing students into two equal groups and arranging them in two concentric circles with inside students facing out and outside students facing in
- ☐ Asking students to discuss an issue, problem, or question with the person facing them
- ☐ Asking students in the inside circle to move one position to the left and discuss the issue, problem, or question with their new partner
- ☐ Designing ways to keep individual students and groups accountable during cognitively complex tasks
- ☐ Coaching students to improve their interpersonal and group-work skills during cognitively complex tasks
- ☐ Specifying clear roles and responsibilities for group members during cognitively complex tasks
- ☐ Using a variety of grouping structures, criteria, and sizes during cognitively complex tasks
- ☐ Creating scoring scales or checklists to evaluate students' performance on their cognitively complex tasks
- ☐ Asking students to give their peers feedback about their performance on cognitively complex tasks using scoring scales or checklists
- ☐ Identifying advanced students who are interested in helping other students with their cognitively complex tasks
- ☐ Creating guidelines for peer tutoring to ensure that both students involved increase their learning (one by explaining what he or she already knows, one by hearing their peer's explanation of an idea or concept)
- ☐ Designing structured group tasks that require students to deepen and extend their understanding of a topic
- ☐ Providing individual roles and responsibilities to each member of a group
- ☐ Designing ways to keep individuals and groups accountable during structured grouping tasks
- ☐ Establishing a plan to quickly and regularly organize students into reflection groups
- ☐ Asking students to reflect on their learning and identify ways in which they might grow
- ☐ Designing a structured reflection guide for students

Desired Student Responses

- ☐ Processing new information with other students
- ☐ Explaining how their understanding of new information changed after interacting with peers
- ☐ Creating group norms that ensure equal participation from all group members
- ☐ Creating group norms that ensure respect for all group members
- ☐ Demonstrating effective group behaviors (if in demonstration group)
- ☐ Explaining specific things that group members did to facilitate the group's work (paraphrasing, clarifying, active listening)
- ☐ Describing the expectations for various roles in groups
- ☐ Fulfilling the expectations for their roles in a group

- ☐ Fill in other students' names on their charts appropriately
- ☐ Use their buddy charts to form ad hoc groups
- ☐ Quickly signaling the teacher if they do not have a partner
- ☐ Pairing up with other ungrouped students and beginning to work
- ☐ Explaining the purpose of pre-assessments
- ☐ Explaining the content for which they have high and low prior knowledge
- ☐ Offering helpful feedback and coaching while their partner is working on an exercise
- ☐ Explaining what they learned by comparing answers with other students
- ☐ Completing problems individually before comparing work with their partner
- ☐ Revising answers, if necessary, after conferring with a partner
- ☐ Explaining how their learning was improved by conferring with peers
- ☐ Demonstrating greater engagement when participating in student tournaments
- ☐ Participating in teams with a wide variety of other students over the course of a year (due to mixing teams)
- ☐ Explaining how tournaments enhanced their learning
- ☐ Following the appropriate process for inside-outside circle
- ☐ Discussing issues, problems, or questions respectfully with their partners
- ☐ Explaining how hearing different students' perspectives on issues, problems, or questions improved their own understanding of the topic
- ☐ Producing artifacts and documents to verify progress on their cognitively complex tasks
- ☐ Describing how their interpersonal and group-work skills have improved during their cognitively complex tasks
- ☐ Explaining the roles and responsibilities of each group member for a cognitively complex task
- ☐ Using teacher-generated scoring scales and checklists to evaluate their progress on cognitively complex tasks
- ☐ Giving peers helpful feedback about their cognitively complex tasks based on teacher-generated scoring scales and checklists
- ☐ Incorporating feedback from peers into their cognitively complex tasks
- ☐ Volunteering suggestions or positive feedback to peers during cognitively complex tasks
- ☐ Following guidelines for peer tutoring
- ☐ Explaining what they learned from a peer tutoring experience
- ☐ Interacting responsibly and cooperatively with other members of the group
- ☐ Taking responsibility for carrying out individual tasks and responsibilities
- ☐ Explaining how the structured group task has expanded their understanding of the topic
- ☐ Explaining how each member of the group contributed to the final product
- ☐ Explaining what they understand about their learning progress
- ☐ Listening respectfully to their peers reflect on their own learning
- ☐ Explaining how group reflection helped them identify ways to grow in their learning progress

Extra Support

- ☐ Creating protocols for groups to follow that prompt students to share their perspectives, ask and answer questions, and paraphrase what other students are saying
- ☐ Brainstorming positive group behaviors as a whole class before asking individuals and groups to write norms
- ☐ Creating hand signals or signs that indicate important aspects of group discussions (perspectives, questioning, paraphrasing) and asking students in the fishbowl demonstration to use the hand signal or sign that indicates what they are doing during the demonstration
- ☐ Adding pictures that illustrate the responsibilities of a role to each job card
- ☐ Using charts with fewer blanks and having students fill out new charts often so students don't feel stuck with their current set of partners
- ☐ Explicitly teaching students how to introduce themselves to a new partner, share something about themselves, and begin working
- ☐ When grouping students homogenously, identifying specific knowledge that each group needs to focus on
- ☐ Pairing high-background-knowledge students with low-background-knowledge students for pair-check
- ☐ Creating a protocol to ensure that both students share their ideas and the reasoning behind those ideas and illustrating the protocol using a storyboard or pictures
- ☐ Ensuring that all groups contain students with high and low background knowledge
- ☐ Putting tape on the carpet or floor so students understand where to stand and where to move to
- ☐ Displaying a storyboard or pictures depicting student behavior during this strategy
- ☐ Explicitly teaching interpersonal and group skills before asking students to work in groups
- ☐ Asking students to give their peers feedback about one specific aspect only of their cognitively complex task
- ☐ Asking students to identify specific areas they would like a peer tutor to work with them on
- ☐ Having separate groups meet together for a short time to discuss their unique approach to the task before splitting again and returning to work
- ☐ Providing students with a list of sample questions to ask themselves and their peers during group reflection

Extension

- ☐ Asking students to evaluate the extent to which they offered their perspectives, asked and answered questions, and paraphrased what other students were saying during group discussions
- ☐ After a group discussion, asking students to evaluate how well they adhered to their group's norms
- ☐ Asking students to track how often students in the fishbowl demonstration shared their perspectives, asked or answered questions, and paraphrased what others said
- ☐ Asking students to make generalizations about the relative importance of each aspect based on their observations
- ☐ Asking students to identify additional roles (other than those identified by the teacher) that they think would benefit their group's functioning and to make job cards for those roles
- ☐ Asking students to share something about themselves or their interests with the person signing up to be their partner
- ☐ Asking students to compare their experiences working with different partners to identify ways they can work effectively with a wide variety of partners
- ☐ When grouping students heterogeneously, creating guidelines to ensure that students with high prior knowledge and students with low prior knowledge all benefit from the experience
- ☐ Asking students to identify coaching techniques that were especially effective during pair-check
- ☐ Asking students to identify similarities and differences between their group's conclusions and other groups' conclusions
- ☐ In addition to giving tangible rewards to the top teams, asking students to give each other special awards for good sportsmanship, teamwork, or growth in understanding
- ☐ Asking students to identify similarities and differences between the perspectives of their different partners
- ☐ Asking students to evaluate their use of interpersonal and group skills and their fulfillment of a role in a group
- ☐ Asking students to compare their peers' cognitively complex tasks to their own and draw conclusions about what they could do a better job on
- ☐ Asking students to identify specific techniques they think will help their peer improve his or her skills or knowledge
- ☐ Asking students to experiment with multiple perspectives and approaches to completing the final product
- ☐ Asking students to explain how they might approach learning situations differently in the future

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
I am unaware of strategies and behaviors with this element.	I use the strategies and behaviors associated with this element incorrectly or with parts missing.	I organize students to interact in a thoughtful way that facilitates collaboration, but I do not monitor the effect on students.	I organize students to interact in a thoughtful way that facilitates collaboration, and I monitor the extent to which students collaborate.	I adapt behaviors and create new strategies for unique student needs and situations.

CONTEXT: Engagement

23. Noticing When Students Are Not Engaged and Reacting
Teacher Actions ☐ Looking for students who show signs of low attention and engagement ☐ Identifying when the class as a whole exhibits a low level of attention and engagement ☐ Identifying when the class seems to have low energy ☐ Creating a system that allows students to signal their level of engagement ☐ Periodically prompting students to signal their level of engagement ☐ Engaging the class in activities to help unfocused or disengaged students to re-engage ☐ Assessing which activities are best suited to re-engaging unfocused or disengaged students ☐ Identifying when the energy level of the class overall is low ☐ Identifying specific groups of students who are disengaged ☐ Choosing appropriate activities to re-engage students
Desired Student Responses ☐ Describing the teacher as someone who notices when they are not engaged ☐ Describing the teacher as someone who notices when they are not paying attention ☐ Describing the teacher as someone who notices when the class has low energy ☐ Signaling the teacher when they are disengaged, distracted, or bored ☐ Re-engaging in response to teacher interventions ☐ Focusing their attention on class activities in response to teacher interventions
Extra Support ☐ Making note of students whose attention often wanders or who easily become disengaged and checking on those students frequently ☐ Using a graph or chart on the board to periodically indicate the class's level of attention ☐ Using pictures, stories, or video clips to describe the concept of engagement and different levels of engagement ☐ Providing students with visual tools to allow them to signal the teacher when they feel disengaged ☐ Providing students in the class with visual tools to help them signal to the teacher that they need a break or have low energy
Extension ☐ Asking students to signal the teacher if they find their attention is wandering or if they realize that they are disengaged ☐ Asking students to track their own levels of attention and engagement through a class period or day ☐ Asking students to create their own strategies to signal when they are disengaged ☐ Asking students to identify two to three personal strategies they can use to re-engage if they find their attention wandering ☐ Having a class discussion about the causes of low energy and strategies for the teacher to use to keep energy levels high

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
I am unaware of strategies and behaviors with this element.	I use the strategies and behaviors associated with this element incorrectly or with parts missing.	I notice and react when students are not engaged, but I do not monitor the effect on students.	I notice and react when students are not engaged, and I monitor the extent to which my actions affect students' engagement.	I adapt behaviors and create new strategies for unique student needs and situations.

24. Increasing Response Rates

Teacher Actions

- ☐ Writing each student's name on a slip of paper or popsicle stick
- ☐ Selecting a student name at random after asking a question
- ☐ Putting the selected name back in the jar or hat before the next question
- ☐ Explaining hand signals to students (thumbs up, down, or sideways; one to four fingers)
- ☐ Creating questions that students can respond to with hand signals
- ☐ Prompting students to respond to a question with hand signals
- ☐ Procuring response card materials (small chalk- or whiteboards, paper, note cards)
- ☐ Creating a system to pass out and collect response card materials
- ☐ Creating questions that students can respond to using response cards
- ☐ Asking students to explain why their peers' answers to questions were correct, incorrect, or partially correct
- ☐ Asking students to paraphrase their peers' answers to questions
- ☐ Asking students to talk in pairs about their answers to a question
- ☐ Calling on a pair to share one or both of their answers
- ☐ Creating clear, concise statements of target information
- ☐ Asking students to say target information statements together as a group
- ☐ Pausing for at least three seconds after asking a question
- ☐ Prompting students to wait at least three seconds if a student pauses while answering a question and between student answers
- ☐ Prompting students to think about their answers during wait time
- ☐ Asking students how they know their answer to a question is true
- ☐ Asking students to provide evidence to support their answers to questions
- ☐ Asking retrieval questions of pairs or groups to prompt students to recognize or recall information
- ☐ Asking analytical questions of pairs or groups to prompt students to determine how parts of information relate to the whole
- ☐ Asking predictive questions of pairs or groups to help students form conjectures and hypotheses about information
- ☐ Asking interpretive questions of pairs or groups to prompt students to generate and defend inferences
- ☐ Asking evaluative questions of pairs or groups to prompt students to make judgements and evaluate alternatives

Desired Student Responses

- ☐ Being ready to answer a question
- ☐ Attempting to answer questions even if they aren't sure of the answer
- ☐ Explaining what different hand signals mean
- ☐ Using hand signals to respond to teacher questions
- ☐ Taking out and putting away response card materials quickly and quietly
- ☐ Using response cards to respond to teacher questions
- ☐ Explaining why peer's answers were correct, incorrect, or partially correct
- ☐ Paraphrasing peers' answers before elaborating on them
- ☐ Answering questions individually before talking to a peer
- ☐ Revising their answers to questions, if necessary, after conferring with a peer
- ☐ Participating in choral response
- ☐ Explaining the purpose of choral response
- ☐ Remembering target information after the teacher uses choral response
- ☐ Waiting at least three seconds if a peer pauses while answering a question
- ☐ Waiting at least three seconds between peers' answers
- ☐ Thinking about their answers during wait time
- ☐ Explaining why their answer to a question is accurate
- ☐ Providing evidence to support their answers to questions
- ☐ Revising answers, as necessary, in response to elaborative interrogation
- ☐ Recognizing or recalling information in response to retrieval questions
- ☐ Determining how parts of information relate to the whole in response to analytical questions
- ☐ Forming conjectures and hypotheses in response to predictive questions
- ☐ Generating and defending inferences in response to interpretive questions
- ☐ Making judgments and evaluating alternatives in response to evaluative questions
- ☐ Working effectively in pairs or groups

Extra Support

- ☐ Breaking the question into smaller parts if the student whose name is drawn can't answer it
- ☐ Creating and displaying a poster in the classroom that shows (using words and pictures) the responses associated with different hand signals
- ☐ Giving multiple choice questions if students have trouble writing out their answers
- ☐ Explicitly teaching students how to paraphrase another student's answer to a question
- ☐ Pairing students with higher and lower background knowledge together
- ☐ Displaying the target information statement so the whole class can see it (poster, board, projection screen)
- ☐ Adding pictures to clarify vocabulary terms or abstract concepts

- ☐ Encouraging students who don't know the answer to use wait time to think about whether they can answer part of the question or what information they know that is related to the question
- ☐ Asking students to explain the reasoning behind specific parts of their responses to questions rather than their whole response
- ☐ Explicitly teaching students processes for determining how parts of information relate to the whole (analysis), forming conjectures about subsequent events (prediction), making and defending inferences (interpretation), and using criteria to make judgements (evaluation)

Extension

- ☐ Drawing several names after asking a question and asking the students whose names were drawn to discuss their answers in front of the class until they reach a consensus
- ☐ Tallying students' hand-signal responses to questions, sharing the results with the class, asking students to defend their answers, and then having students answer the same question using hand signals again
- ☐ Tallying students' responses, sharing the results with the class, asking students to defend their answers, and then having students answer the same question again
- ☐ Asking students to identify similarities and differences between their answers to questions and other students' answers
- ☐ Asking students to describe errors they identified in their own answers after conferring with a partner
- ☐ Asking students to compose target information statements for a learning goal or unit
- ☐ Asking students who know the answer to a question right away to use wait time to think of support for their answer or to examine their initial answer for errors
- ☐ Asking students to make generalizations about categories of people, places, things, or ideas and predict the consequences of events based on the evidence they give for their responses to questions
- ☐ Asking students to explain the process they used to answer a specific type of question (analytical, predictive, interpretive, evaluative)

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
I am unaware of strategies and behaviors with this element.	I use the strategies and behaviors associated with this element incorrectly or with parts missing.	I use response- rate techniques to maintain student engagement in questions, but I do not monitor the effect on students.	I use response- rate techniques to maintain student engagement, and I monitor the extent to which the techniques keep students engaged.	I adapt behaviors and create new strategies for unique student needs and situations.

25. Using Physical Movement

Teacher Actions

- ☐ Asking students to stand up and stretch on a regular basis
- ☐ Asking students to stand up and stretch to change focus or re-engage
- ☐ Posting signs in various areas of the room that express different answers to a question or opinions on an issue
- ☐ Asking students to move to the area with the sign that expresses their answer or opinion
- ☐ Asking students to discuss with their peers why they think their answer or opinion is accurate
- ☐ Displaying a content-related question in each corner of the room
- ☐ Assigning a recorder to stay in each corner of the room and record students' comments from that corner
- ☐ Asking students to rotate through the corners and discuss the question at each location with other students there
- ☐ Creating a scoring scale for students to self-assess their understanding of key ideas and concepts from a lesson
- ☐ Asking students to stand at different times based on how they scored themselves
- ☐ Asking students to act out important content or critical aspects of a topic with their bodies
- ☐ Asking students to explain how their body representations express the target concept
- ☐ Identifying events or concepts being studied that lend themselves to dramatic representation (historical situations, current events, literary events)
- ☐ Asking students to act out events being studied

Desired Student Responses

- ☐ Stretching in a safe and orderly fashion when prompted by the teacher
- ☐ Stretching unobtrusively in their seats when their energy is low
- ☐ Increasing their level of energy
- ☐ Moving in a safe and orderly fashion to the appropriate area of the room
- ☐ Explaining why they think their answer or opinion is accurate
- ☐ Moving in a safe and orderly fashion to the appropriate corner of the room
- ☐ Accurately summarizing students' comments when recorder
- ☐ Discussing each question respectfully and actively with peers
- ☐ Explaining their level of understanding of key ideas and concepts from a lesson using a teacher-generated scale
- ☐ Standing up in a safe and orderly fashion when appropriate
- ☐ Expressing important aspects of concepts when creating body representations
- ☐ Explaining how their body representations express the target concept
- ☐ Accurately portraying historical situations, current events, or literary events
- ☐ Acting in a safe and orderly fashion

Extra Support

- ☐ Explaining the biological reasons for movement and stretching with students and encouraging them to stretch anytime they need to renew their focus
- ☐ Providing background knowledge related to a question immediately before asking students to vote
- ☐ Posting related background information with each corner question
- ☐ Providing a list of the major ideas and concepts presented during the lesson before asking students to stand and be counted
- ☐ Presenting students with a picture that represents a term or concept before asking students to create a body representation for it
- ☐ Showing students a video clip related to an event or situation before asking them to act it out

Extension

- ☐ Asking students to experiment by comparing their ability to focus when they take stretch breaks with their level of focus when they don't
- ☐ Using a vote-discuss-revote sequence before announcing the right answer and asking students who change their answer when they revote to explain why they changed it
- ☐ Asking students to select a corner question they would like to investigate further
- ☐ Asking students who score themselves high on the scale to make a generalization about the topic based on the major ideas and concepts presented in the lesson
- ☐ Asking students to invent body representations that illustrate a concept or term
- ☐ Asking students to record and review their dramatic enactment of an event or situation to compare it to the original event or situation

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
I am unaware of strategies and behaviors with this element.	I use the strategies and behaviors associated with this element incorrectly or with parts missing.	I use physical movement to maintain student engagement, but I do not monitor the effect on students.	I use physical movement to maintain student engagement, and I monitor the extent to which these activities enhance student engagement.	I adapt behaviors and create new strategies for unique student needs and situations.

26. Maintaining a Lively Pace

Teacher Actions

- ☐ Explaining the purpose of each different kind of instructional segment to students (that is, administrative tasks, presentation of new content, practicing and deepening understanding of key knowledge and skills, getting organized into groups, seat work, and transitions)
- ☐ Ensuring that students understand what type of segment is occurring at all times
- ☐ Using effective transitions to move from one segment to another
- ☐ Slowing down the lesson in response to student indications that they are overwhelmed
- ☐ Speeding up the lesson in response to student indications that they are bored
- ☐ Designating an area of the board as the parking lot
- ☐ Writing unresolved issues or questions in the parking lot
- ☐ Revisiting parking lot issues or questions with students to find resolutions
- ☐ Presenting students with anecdotes, video or audio clips, and headlines that relate to the current content
- ☐ Telling students unusual facts or personal stories that relate to the current content

Desired Student Responses

- ☐ Describing different kinds of instructional segments
- ☐ Saying what kind of instructional segment is occurring at any time
- ☐ Transitioning from one segment to another quickly and efficiently
- ☐ Letting the teacher know if they are overwhelmed or bored
- ☐ Showing increased engagement in response to increases or decreases in pace
- ☐ Thinking about or researching issues or questions in the parking lot
- ☐ Finding resolutions to issues or questions in the parking lot
- ☐ Exhibiting increased engagement in response to anecdotes, video or audio clips, headlines, unusual facts, or personal stories related to the content

Extra Support

- ☐ Creating graphics to represent each type of instructional segment and displaying the applicable one during each type of segment
- ☐ Explicitly explaining the concepts of *overwhelmed* and *bored* to students
- ☐ Establishing signals so that students can communicate their comfort level with the current pace of the lesson
- ☐ Presenting and illustrating background information about parking lot issues and questions to students
- ☐ Using pictures and visual media during motivational hooks

Extension

- ☐ Tracking how quickly students transition from one segment to another and encouraging them to improve their time
- ☐ Asking students to look for patterns in the pace of lessons and having them suggest changes they think will help them learn better
- ☐ Asking students to bring background information about parking lot issues and questions to class
- ☐ Asking students to bring anecdotes, video and audio clips, headlines, or other media to class to be used as motivational hooks

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
I am unaware of strategies and behaviors with this element.	I use the strategies and behaviors associated with this element incorrectly or with parts missing.	I use pacing techniques to maintain students' engagement, but I do not monitor the effect on students.	I use pacing techniques to maintain students' engagement, and I monitor the extent to which these techniques keep students engaged.	I adapt behaviors and create new strategies for unique student needs and situations.

27. Demonstrating Intensity and Enthusiasm

Teacher Actions

- ☐ Explaining to students why the content is important
- ☐ Giving students examples of how the content is used in life
- ☐ Identifying connections between the content and students' interests or current events
- ☐ Explaining connections between the content and students' interests or current events to students
- ☐ Creating visual representations that illustrate connections and patterns in the content
- ☐ Presenting visual representations featuring the content to students with enthusiasm and intensity
- ☐ Identifying content that provided important personal insights or was difficult to understand at first
- ☐ Telling students stories about his or her personal interaction with the content
- ☐ Inviting students to tell stories about their personal interaction with the content
- ☐ Modifying his or her volume and tone of voice, verbal emphases, and rate of speech while presenting information
- ☐ Smiling, gesturing, making eye contact with students and pausing to build anticipation while presenting information
- ☐ Presenting funny headlines or silly quotes related to the content to students
- ☐ Using self-directed humor or referring to a class symbol for humor while presenting information
- ☐ Selecting quotations that relate to the content being presented
- ☐ Incorporating content-related quotations into presentations of information
- ☐ Selecting movie and film clips that relate to the content being presented
- ☐ Incorporating content-related movie and film clips into presentations of information

Desired Student Responses

- ☐ Explaining why the content is important to learn
- ☐ Explaining how the content relates to their lives
- ☐ Explaining how the content is connected to their interests or to current events
- ☐ Describing the content as exciting, useful, or relevant
- ☐ Explaining visual representations of the content
- ☐ Describing the content as interesting and fascinating
- ☐ Telling personal stories about the content
- ☐ Describing the teacher as someone who really cares about the content
- ☐ Describing the teacher as someone who gets excited about the content
- ☐ Laughing or smiling in response to the teacher's use of humor
- ☐ Exhibiting increased engagement in response to headlines or silly quotes related to the content
- ☐ Describing the teacher as appropriate in his or her use of humor
- ☐ Referring to class jokes or symbols for humor while talking about the content
- ☐ Exhibiting increased engagement in response to quotations related to the content
- ☐ Bringing quotations to class that are related to the content
- ☐ Explaining how a movie or film clip made the content more interesting and engaging
- ☐ Referring to movie or film clips shown by the teacher when describing the content

Extra Support

- ☐ Inviting guests to share their experiences using the content in the real world
- ☐ Giving background about local, national, or global events before connecting the content to them
- ☐ Creating concrete nonlinguistic representations (using content familiar to students) that use pictures to show connections and patterns in the content
- ☐ Having students draw pictures of a personal event that relates to the content
- ☐ Using particular gestures consistently as a signal when referring to big ideas or important aspects of the content
- ☐ Making sure that students have the background knowledge needed to understand jokes and humor used in the classroom
- ☐ Explaining and illustrating different vocabulary terms or concepts used in quotes
- ☐ Providing background knowledge that students will need to understand a movie or film clip

Extension

- ☐ Asking students to find and bring examples of people or organizations that use the content in the real world
- ☐ Asking students to describe connections between the content and their interests or local, national, or global events
- ☐ Asking students to create nonlinguistic representations that show connections and patterns in the content they are excited about and want to investigate further
- ☐ Asking students to tell or write about their interaction with the content (what excited them, what was difficult at first, important insights)
- ☐ Asking students to give feedback on the teacher's use of verbal and nonverbal signals (helpful, distracting, confusing)
- ☐ Asking students to share teacher-approved jokes or funny sayings about the content with the class
- ☐ Asking students to find quotes related to the content or their interests and posting the quotes in the classroom
- ☐ Asking students to suggest movie and film clips that are related to the content; screening them before showing them to the class

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
I am unaware of strategies and behaviors with this element.	I use the strategies and behaviors associated with this element incorrectly or with parts missing.	I demonstrate intensity and enthusiasm, but I do not monitor the effect on students.	I demonstrate intensity and enthusiasm, and I monitor the extent to which students' engagement increases.	I adapt behaviors and create new strategies for unique student needs and situations.

28. Presenting Unusual Information

Teacher Actions

- ☐ Identifying unusual or intriguing facts or information related to the content
- ☐ Presenting content-related unusual or intriguing facts during lessons to increase students' engagement with the content
- ☐ Identifying unusual or intriguing facts or information unrelated to the content
- ☐ Presenting non-content-related unusual or intriguing facts at the beginning of class to capture students' attention
- ☐ Creating guidelines to help students explore the Internet productively
- ☐ Asking students to find interesting content-related facts and information on the Internet
- ☐ Asking students to identify unusual factual information about a topic
- ☐ Providing time for students to research the topic
- ☐ Asking students to briefly share their unusual information
- ☐ Asking students to bring little-known or unusual information about the content to class
- ☐ Compiling students' contributions from year to year
- ☐ Referring to facts found by previous students while presenting content
- ☐ Identifying different historical perspectives about the content being studied
- ☐ Asking students to research and report on different historical perspectives on content
- ☐ Asking students to compare different historical perspectives about content
- ☐ Inviting people who use the content in their lives and professions to share their experiences with students
- ☐ Helping students prepare questions to ask guest speakers and first-hand consultants

Desired Student Responses

- ☐ Exhibiting increased attention and engagement in response to unusual or intriguing facts or information
- ☐ Referring to unusual facts or information when talking about the content
- ☐ Finding interesting content-related facts and information on the Internet
- ☐ Following guidelines for exploring the Internet
- ☐ Researching unusual factual information about a topic
- ☐ Sharing their unusual information succinctly
- ☐ Bringing little-known or unusual information about the content to class
- ☐ Describing the teacher as someone who loves to learn about the content
- ☐ Describing different historical perspectives on the content
- ☐ Reporting on a historical perspective about the content
- ☐ Describing how the content is used in the real world
- ☐ Asking relevant questions of guest speakers and first-hand consultants

Extra Support

- ☐ Using video and audio clips to present unusual or intriguing information
- ☐ Creating a list of links related to the content for students to explore and allowing students to explore these links in class
- ☐ Helping students summarize information
- ☐ Collecting and archiving pictures that illustrate unusual or little-known information related to the content
- ☐ Creating and archiving a list of historical perceptions related to the content from which students can pick one perception to study
- ☐ Asking guest speakers to bring visuals and media that explain how they use the content in the real world

Extension

- ☐ Inviting students to investigate unusual or intriguing information that interests them in more depth
- ☐ Asking students to look for errors in information they find on the Internet
- ☐ Asking students to find information about an upcoming topic and having them present a fast fact to introduce the lesson
- ☐ Asking students to categorize unusual information related to the content and make generalizations about the content based on their categorizations
- ☐ Asking students to compare historical perceptions of a concept or idea at different points throughout history
- ☐ Asking students to suggest people they know who use the content in the real world and who might be willing to speak to the class

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
I am unaware of strategies and behaviors with this element.	I use the strategies and behaviors associated with this element incorrectly or with parts missing.	I use unusual or intriguing information to capture students' attention, but I do not monitor the effect on students.	I use unusual or intriguing information to capture students' attention, and I monitor the extent to which this information enhances engagement.	I adapt behaviors and create new strategies for unique student needs and situations.

29. Using Friendly Controversy

Teacher Actions

- ☐ Creating guidelines for friendly controversy activities to prevent negativity
- ☐ Asking students to express their opinions about topics and issues
- ☐ Asking students to defend their opinions about topics and issues
- ☐ Asking students to vote about a topic or issue
- ☐ Asking students to discuss the merits of various perspectives about a topic or issue
- ☐ Incorporating movement by having students move to a specific area of the room based on how they voted
- ☐ Asking students to review a text, video, or other resource that presents an opinion or perspective about a topic or issue
- ☐ Organizing students in groups of three to five
- ☐ Designating roles in each group
- ☐ Asking each group to discuss the opinions or perspectives presented in the text, video, or other resource
- ☐ Asking students to research experts' opinions about a topic or issue
- ☐ Discussing the merits and validity of various perspectives about a topic or issue
- ☐ Asking students to express their opinions about a topic or issue
- ☐ Asking students to identify and defend the opposite opinion from their own on a topic or issue
- ☐ Asking students to diagram two or three perspectives using a Venn diagram
- ☐ Discussing areas of congruence and disagreement
- ☐ Explaining the parts of a Lincoln-Douglas debate to students (opening argument, cross-examination, rebuttal)
- ☐ Separating students into two teams and asking one team to argue for a policy or issue and the other to argue against the policy or issue
- ☐ Debriefing with students after the debate
- ☐ Identifying various perspectives on an issue and the roles of people who might hold them
- ☐ Assigning specific roles for students to assume during the town hall meeting
- ☐ Mediating a discussion where students stay in character for their assigned role
- ☐ Debriefing with students after the town hall meeting
- ☐ Selecting a Supreme Court decision that relates to the content
- ☐ Asking students to review the opinions and arguments in the case and create an outline of the key ideas of each justice about the case
- ☐ Leading a discussion about the case and asking questions to help students focus on different aspects of the case
- ☐ Helping students articulate their personal opinions and arguments about the case
- ☐ Debriefing with students after the legal model discussion

Desired Student Responses

- ☐ Following guidelines for friendly controversy activities
- ☐ Expressing and defending their opinions about topics during friendly controversy activities
- ☐ Staying positive and respectful during friendly controversy activities
- ☐ Explaining why they voted for or against a topic or issue
- ☐ Describing alternative perspectives from their own about a topic or issue
- ☐ Explaining the expectations for their roles in a seminar group
- ☐ Fulfilling the expectations for their roles in a seminar group
- ☐ Respectfully discussing the opinions and perspectives presented in a text, video, or other resource
- ☐ Accurately summarizing an expert's opinions about a topic or issue
- ☐ Explaining the strengths and weaknesses of an expert's opinion
- ☐ Expressing their opinions about topics and issues
- ☐ Defending the opposite opinion from their own on a topic or issue
- ☐ Diagramming two or three perspectives using a Venn diagram
- ☐ Describing areas of congruence or disagreement between perspectives
- ☐ Understanding the different parts of a Lincoln-Douglas debate
- ☐ Following the rules and procedures for a Lincoln-Douglas debate
- ☐ Preparing arguments for or against an issue
- ☐ Participating fully and respectfully in Lincoln-Douglas debates
- ☐ Defending the perspective of their assigned role during a town hall meeting
- ☐ Staying in character for their roles
- ☐ Explaining how their personal perspective differs from their role in a town hall meeting
- ☐ Creating tickets that summarize the key ideas of each justice in a Supreme Court case
- ☐ Articulating their personal opinions and arguments about a case
- ☐ Explaining how the legal model helped them look at an issue or topic from different perspectives

Extra Support

- ☐ Asking a small group of students to demonstrate a discussion that follows friendly controversy guidelines and discussing the demonstration with the class
- ☐ Providing background knowledge about an issue before asking students to vote
- ☐ Helping students summarize the text, video, or other resource being discussed before the seminar
- ☐ Giving students background knowledge about different experts before asking them to select one to research

- ☐ Having students interview or talk to someone with a point of view that is the opposite of their own
- ☐ Asking students to create a list of what they know about various points of view before creating a Venn diagram
- ☐ Taking students on a virtual or real-life field trip that highlights the policy or issue that will be the subject of a debate
- ☐ Inviting guest speakers who have strong opinions on the subject of an upcoming town hall meeting to speak to the class
- ☐ Explaining the stories behind legal cases that will be the focus of legal model discussions (What conflict caused the case? How did lower courts rule? Why did the Supreme Court agree to hear the case?)

Extension

- ☐ Asking students to conduct an investigation of a perspective they disagree with but are interested in
- ☐ Asking students who were initially undecided or who changed their position about an issue to explain what convinced them to change their mind
- ☐ Asking students to investigate questions that arose but were not answered in their seminar groups
- ☐ Asking students to compare their own ideas and positions with an expert's ideas and positions on an issue
- ☐ Having students identify and compare several different points of view that are different from their own
- ☐ Asking students to make generalizations about various points of view based on their Venn diagrams
- ☐ Asking students to predict the consequences of adopting a policy or a position on an issue that is the subject of a debate
- ☐ Asking students to predict the consequences of a new policy or a change in policy that is the subject of a town hall meeting
- ☐ Asking students to investigate the consequences of the Supreme Court's ruling in a case

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
I am unaware of strategies and behaviors with this element.	I use the strategies and behaviors associated with this element incorrectly or with parts missing.	I use friendly controversy techniques to maintain student engagement, but I do not monitor the effect on students.	I use friendly controversy techniques to maintain student engagement, and I monitor the effect on students' engagement.	I adapt behaviors and create new strategies for unique student needs and situations.

30. Using Academic Games

Teacher Actions

- ☐ Creating a matrix with content-based categories and point values
- ☐ Creating clues for each matrix cell with more difficult clues for higher point values
- ☐ Explaining the game What Is the Question? to students
- ☐ Facilitating students' game play of What Is the Question?
- ☐ Creating a pyramid-shaped game board with categories and point values
- ☐ Explaining the game Name That Category to students
- ☐ Facilitating students' game play of Name That Category
- ☐ Creating a set of cards with categories and lists of items for each category
- ☐ Explaining the game Talk a Mile a Minute to students
- ☐ Facilitating students' game play of Talk a Mile a Minute
- ☐ Creating at least one question for each student in the class
- ☐ Explaining the game Classroom Feud to students
- ☐ Facilitating students' game play of Classroom Feud
- ☐ Creating word groups with three similar terms and one different term
- ☐ Explaining the game Which One Doesn't Belong? to students
- ☐ Playing Which One Doesn't Belong? informally within presentations
- ☐ Clearly delineating students' roles on their teams
- ☐ Changing group membership systematically so students get a chance to be on a team with most of the students in the class
- ☐ Considering giving tangible rewards to top teams
- ☐ Organizing students into equal-sized groups before asking a series of questions
- ☐ Providing teams with response cards
- ☐ Keeping track of teams' points and acknowledging high-scoring teams
- ☐ Explaining the purpose of playing games with vocabulary terms and concepts to students
- ☐ Asking students to play games with vocabulary terms and concepts

Desired Student Responses

- ☐ Following the rules and procedures for What Is the Question?
- ☐ Answering clues correctly during What Is the Question?
- ☐ Exhibiting increased engagement during What Is the Question?
- ☐ Treating other students respectfully during What Is the Question?
- ☐ Following the rules and procedures for Name That Category
- ☐ Listing multiple words for each category when acting as the clue giver
- ☐ Correctly identifying categories when acting as the guesser
- ☐ Exhibiting increased engagement during Name That Category
- ☐ Treating other students respectfully during Name That Category
- ☐ Following the rules and procedures for Talk a Mile a Minute
- ☐ Accurately describing terms when acting as the talker
- ☐ Correctly identifying terms when acting as a guesser
- ☐ Exhibiting increased engagement during Talk a Mile a Minute
- ☐ Treating other students respectfully during Talk a Mile a Minute
- ☐ Following the rules and procedures for Classroom Feud
- ☐ Answering questions correctly during Classroom Feud
- ☐ Exhibiting increased engagement during Classroom Feud
- ☐ Treating other students respectfully during Classroom Feud
- ☐ Following the rules and procedures for Which One Doesn't Belong?
- ☐ Correctly identifying items that do not belong in a group
- ☐ Exhibiting increased engagement during Which One Doesn't Belong?
- ☐ Treating other students respectfully during Which One Doesn't Belong?
- ☐ Explaining what their roles are on their team
- ☐ Working effectively with a variety of classmates as teams change
- ☐ Explaining why the teacher gives tangible rewards on the top teams
- ☐ Expressing satisfaction when they win
- ☐ Not being concerned when they lose
- ☐ Correctly responding to teacher questions
- ☐ Exhibiting increased engagement during impromptu games
- ☐ Treating other students respectfully during impromptu games
- ☐ Correctly responding to vocabulary questions
- ☐ Explaining why the teacher asks the class to play games involving vocabulary terms and concepts
- ☐ Following the rules and procedures for vocabulary review games

Extra Support

- ☐ Incorporating pictures and media (like video and audio clips) into clues

- ☐ Accompanying category names with pictures that will help students remember important concepts or terms associated with that category
- ☐ Adding pictures to lists of words that fit in a category
- ☐ Incorporating pictures and media (like video and audio clips) into questions
- ☐ Accompanying words in word groups with pictures
- ☐ Tracking which students have been on a winning team over the course of the year and trying to arrange teams so that all students have at least one experience on a winning team
- ☐ Explicitly teaching students how to explain why they think their answer is correct and how to resolve disagreements if their whole team doesn't agree on the same answer
- ☐ Accompanying words in vocabulary games with pictures

Extension

- ☐ Asking students to design clues for What Is the Question? and using student-designed clues with other classes, or making student designers ineligible to respond to their own clues
- ☐ Limiting students to a specific number of words that they can say while trying to get their teammates to guess a category (for example, only five terms)
- ☐ Adding a few difficult bonus words to the bottom of each card used in Talk a Mile a Minute; if a team guesses all the regular words they can try to get bonus points by guessing the extra words
- ☐ Asking students to design questions for Classroom Feud and using student-designed questions with other classes, or making student designer ineligible to answer their own questions
- ☐ Creating groups of five or six words where two don't belong or groups of seven words where three don't belong
- ☐ Asking students to create their own academic games based on the content and playing them with the whole class.
- ☐ Asking students to keep a list of questions they have during a lesson and use them for an impromptu game at the end of the lesson
- ☐ Asking students to invent their own vocabulary review games

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
I am unaware of strategies and behaviors with this element.	I use the strategies and behaviors associated with this element incorrectly or with parts missing.	I use academic games and inconsequential competition to maintain student engagement, but I do not monitor the effect on students.	I use academic games and inconsequential competition to maintain student engagement, and I monitor the extent to which students focus on the academic content of the game.	I adapt behaviors and create new strategies for unique student needs and situations.

31. Providing Opportunities for Students to Talk about Themselves

Teacher Actions

- ☐ Creating survey questions that elicit students' interests and goals
- ☐ Encouraging students to answer survey questions thoroughly and completely
- ☐ Evaluating survey responses to identify students' interests and goals
- ☐ Creating learning profile questions that elicit students' learning styles and preferences
- ☐ Encouraging students to think about how they learn best while completing learning profiles
- ☐ Evaluating learning profile responses to identify students' learning styles and preferences
- ☐ Scheduling breaks during instruction for students to make connections between the content and their experiences and interests
- ☐ Asking students to share and explain connections between the content and their lives
- ☐ Taking notes about students' connections to the content
- ☐ Compiling a list of students' interests
- ☐ Identifying content that relates to students' interests
- ☐ Highlighting connections and referring to students' interests while presenting information

Desired Student Responses

- ☐ Responding to survey questions honestly and in detail
- ☐ Describing the teacher as someone who is interested in them
- ☐ Responding to profile questions honestly and in detail
- ☐ Explaining how they prefer to learn and how they learn best
- ☐ Explaining how the content is connected to their experiences and interests
- ☐ Describing the content as relevant and interesting
- ☐ Describing the teacher as someone who knows what they are interested in
- ☐ Elaborating on their interests and connecting them to the content when prompted by the teacher

Extra Support

- ☐ Asking students to record their responses to interest surveys (audio or video)
- ☐ Asking students to describe (written or orally) the best learning experiences they've had
- ☐ Inviting guest speakers to speak to students about how they use content in the real world
- ☐ Alerting students ahead of time that the class will be learning about something related to their interests, and inviting them and helping them to share their knowledge about the topic

Extension

- ☐ Asking students to tell about projects or investigations they have already completed related to their interests
- ☐ Asking students to investigate their learning styles to identify activities that could help them learn
- ☐ Asking students to identify how learning the content has affected their lives
- ☐ Inviting students to complete independent investigations of topics related to their interests and present their findings to the class

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
I am unaware of strategies and behaviors with this element.	I use the strategies and behaviors associated with this element incorrectly or with parts missing.	I provide opportunities for students to talk about themselves, but I do not monitor the effect on students.	I provide opportunities for students to talk about themselves, and I monitor the extent to which my actions affect students' engagement.	I adapt behaviors and create new strategies for unique student needs and situations.

32. Motivating and Inspiring Students

Teacher Actions

- ☐ Ensuring students' long-term goals are realistic
- ☐ Identifying actions and short-term goals that would help students achieve their long-term academic goals
- ☐ Differentiating growth mindsets and fixed mindsets to students
- ☐ Asking students to identify areas on which they have growth mindsets and areas in which they have fixed mindsets
- ☐ Providing examples of people who have worked hard to develop their abilities
- ☐ Asking students to consider possible selves, including those that seem unattainable
- ☐ Providing examples of possible future selves to students
- ☐ Helping students identify skills and knowledge necessary to achieve specific possible selves
- ☐ Asking students to identify personal goals
- ☐ Asking students to create plans to achieve their goals
- ☐ Connecting students with specific resources that could help them accomplish their goals (role models, mentors, research, and so on)
- ☐ Providing examples of altruism projects in which other students have engaged
- ☐ Helping students at different stages of the project to ensure implementation goes smoothly
- ☐ Communicating with parents and community members about the project
- ☐ Identifying things he or she is grateful for and announcing them to the class regularly or listing them somewhere in their classroom
- ☐ Reviewing students' gratitude journals regularly
- ☐ Facilitating discussions with students about gratitude
- ☐ Engaging students in activities that encourage mindfulness
- ☐ Identifying when students seem restless and need to refocus
- ☐ Finding inspirational media
- ☐ Identifying ideals represented in inspirational media
- ☐ Facilitating discussions with students about ideals and inspiration

Desired Student Responses

- ☐ Setting long-term goals
- ☐ Identifying actions and short-term goals that help accomplish long-term academic goals
- ☐ Adjusting goals and actions as needed
- ☐ Identifying areas in which they have growth mindsets and areas in which they have fixed mindsets
- ☐ Making changes to the language they use related to areas in which they have fixed mindsets
- ☐ Identifying possible selves they could develop into later in life
- ☐ Explaining the link between their choices and achieving their possible selves
- ☐ Identifying skills and knowledge needed to achieve their possible selves as well as ways to obtain such skills and knowledge
- ☐ Choosing personal goals and creating plans to achieve those goals
- ☐ Monitoring their progress toward their personal goals
- ☐ Using the seven personal-project questions to plan and monitor progress toward their goals
- ☐ Identifying an area of the community to get involved with and how to contribute to this area
- ☐ Creating a plan with specific steps for their altruism projects
- ☐ Taking necessary actions to enact their projects, monitoring their progress, and amending steps and goals as necessary
- ☐ Expressing gratitude for specific people, places, or things in their lives
- ☐ Recording entries in their gratitude journals regularly
- ☐ Completing mindfulness activities when prompted
- ☐ Appearing calmer, more focused, or more aware
- ☐ Expressing enjoyment or benefit from mindfulness activities
- ☐ Identifying their own ideals
- ☐ Explaining why examples of inspirational media are moving
- ☐ Assessing ways in which specific ideals are reinforced by society

Extra Support

- ☐ Using progress worksheets or calendars to help students stay on track to accomplish their goals
- ☐ Posting visual reminders, such as posters and charts, around the classroom that ask students to consider growth and fixed mindsets
- ☐ Providing lists of potential careers (and their necessary skills and knowledge) to students so that they can envision themselves in those specific professions
- ☐ Providing visual reminders of the seven personal-project questions
- ☐ Providing set deadlines for students, monitoring students' progress carefully, and intervening to offer help more frequently when projects get derailed
- ☐ Posting visual reminders, such as posters or quotes, around the classroom to remind students to practice gratitude
- ☐ Providing reminders that encourage mindfulness throughout the day
- ☐ Providing worksheets to students that help students break down why specific inspirational media is moving

Extension

- ☐ Asking students to set due dates for their various goals and to monitor their own progress toward their goals
- ☐ Asking students to identify an area for which they have a fixed mindset, monitor how they think about their abilities in this area, and create long-term plans that seek to change their mindsets to be growth-oriented
- ☐ Asking students to project how their accomplishments may spawn further accomplishments that they had not planned; for example, playing football in high school and really committing to it could lead to a scholarship at a prestigious university, which in turn could allow a student access to a specific major necessary for his or her potential self
- ☐ Asking students to complete extensive research independently to inform their personal projects before beginning
- ☐ Asking students to create altruism projects that run over a longer course of time or require more extensive long-term planning
- ☐ Asking students to reflect on their gratitude practice after a period of time and to identify ways in which practicing gratitude has affected their lives
- ☐ Providing students with various mindfulness techniques and asking them to engage in their favorite mindfulness practices when appropriate
- ☐ Asking students to find their own examples of inspirational media

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
I am unaware of strategies and behaviors with this element.	I use the strategies and behaviors associated with this element incorrectly or with parts missing.	I use activities designed to motivate and inspire students, but I do not monitor the effect on students.	I use activities designed to motivate and inspire students, and I monitor the extent to which my actions affect students.	I adapt behaviors and create new strategies for unique student needs and situations.

CONTEXT: Rules and Procedures

33. Establishing Rules and Procedures

Teacher Actions

- ☐ Creating five to eight rules and procedures per class
- ☐ Creating procedures to make rules more explicit
- ☐ Discussing the need for rules and procedures with students
- ☐ Presenting and explaining a set of teacher-designed rules
- ☐ Facilitating students' small-group work to create lists of rules
- ☐ Compiling students' lists into final class rules
- ☐ Inviting students to modify existing rules and procedures
- ☐ Facilitating students' voting to gain consensus on suggested changes
- ☐ Incorporating students' suggestions into existing rules
- ☐ Identifying rules or procedures that students are systematically violating or ignoring
- ☐ Working with students to create procedures for, suspend, or drop rules
- ☐ Discussing concepts like *freedom, quality, responsibility,* and *rights* with students
- ☐ Helping students create written statements about their rights and responsibilities at school
- ☐ Posting rules near relevant locations in the classroom
- ☐ Reminding students to refer to posted classroom rules
- ☐ Helping students write a class pledge or classroom constitution based on classroom rules and procedures
- ☐ Ensuring that pledges and constitutions describe what the ideal classroom looks like and sounds like
- ☐ Helping students identify rules, procedures, and character traits that are important to proper classroom functioning
- ☐ Helping students create posters and graphics that emphasize their identified rules, procedures, or character traits
- ☐ Working with students to identify basic classroom messages (quietness, attention)
- ☐ Establishing gestures or symbols to communicate basic classroom messages
- ☐ Helping students identify what appropriate behavior looks and sounds like
- ☐ Helping students write vignettes or role plays that illustrate appropriate behavior
- ☐ Designating time to discuss classroom issues
- ☐ Creating guidelines for classroom meetings
- ☐ Creating a scale that students can use to evaluate their adherence to classroom rules and procedures
- ☐ Asking students to assess their level of adherence to classroom rules and procedures

Desired Student Responses

- ☐ Explaining the classroom rules and procedures
- ☐ Explaining why rules and procedures are necessary
- ☐ Explaining the rationale for teacher-designed rules
- ☐ Creating rules that support a safe and orderly classroom
- ☐ Suggesting changes to existing rules and procedures
- ☐ Explaining why existing rules and procedures need to be modified
- ☐ Showing remorse about ignoring or violating rules or procedures
- ☐ Explaining why a rule or procedure should be modified, suspended, or dropped
- ☐ Explaining concepts like *freedom, equality, responsibility, threats, opinions,* and *rights*
- ☐ Explaining their rights and responsibilities at school
- ☐ Following posted rules
- ☐ Referring to posted rules when working in the classroom
- ☐ Explaining what the ideal classroom looks like and sounds like
- ☐ Creating a class pledge or classroom constitution that supports a safe and orderly classroom
- ☐ Agreeing to sign a class pledge or classroom constitution
- ☐ Explaining which rules, procedures, and character traits are important to proper classroom functioning
- ☐ Creating posters and graphics that emphasize important rules, procedures, or character traits
- ☐ Explaining the gestures and symbols used to communicate basic classroom messages (quietness, attention)
- ☐ Responding quickly and appropriately to teacher gestures and symbols
- ☐ Explaining what appropriate behavior looks and sounds like
- ☐ Creating vignettes and role plays that depict appropriate behavior
- ☐ Explaining the purpose of classroom meetings
- ☐ Following guidelines for classroom meetings
- ☐ Participating appropriately during classroom meetings
- ☐ Explaining what different levels of adherence to classroom rules and procedures look like using a teacher-designed scale
- ☐ Rating their level of adherence to classroom rules and procedures

Extra Support

- ☐ Creating rules that use simple, easily understood vocabulary; if more complex terms are necessary, accompanying them with pictures
- ☐ Using pictures, drama, or diagrams while explaining rules and procedures

- ☐ Showing movie or television clips demonstrating situations in which rules and procedures would have helped
- ☐ Focusing rule modification sessions on one rule at a time and specifically explaining (or having students explain) why the rule needs to be modified
- ☐ Recording rule or procedure violations on video and viewing them with the class prior to discussing how to get behavior back on track
- ☐ Telling stories that illustrate concepts like *freedom, equality, responsibility, threats, opinions,* and *rights*
- ☐ Creating posters that include pictures for each rule
- ☐ Accompanying a classroom constitution with pictures or diagrams that explain its concepts and ideas
- ☐ Telling personal stories about specific rules and procedures or specific character traits before asking students to illustrate them
- ☐ Creating a poster to hang in the room that summarizes (using words and pictures) each gesture or symbol used in the classroom
- ☐ Showing video clips of past classes' vignettes or role plays
- ☐ Creating a poster or other visual aid that expresses the guidelines for classroom meetings using words and pictures
- ☐ Explaining to students (using pictures and words) what each level of the self-assessment scale looks and sounds like

Extension

- ☐ Presenting a large number of potential classroom rules to students and asking them to use a decision-making matrix to narrow the list to five to eight
- ☐ Asking students to classify rules and procedures and explain why they grouped them as they did
- ☐ Having students generate their own SOPs
- ☐ Asking students to identify similarities and differences among student-generated rules in order to condense a large list of rules into a smaller set
- ☐ Asking students to use a problem-solving process when rules need to be changed (define the problem, identify obstacles or constraints, find solutions, predict outcomes, try solutions)
- ☐ Asking students to use a problem-solving process to resolve situations in which students are violating or ignoring rules (define the problem, identify obstacles or constraints, find solutions, predict outcomes, try solutions)
- ☐ Asking students to write brief fiction or nonfiction examples of situations involving concepts like *freedom, equality, responsibility, threats, opinions,* and *rights*
- ☐ Asking students to create pictures that clarify and summarize each rule
- ☐ Asking students to create pictures or diagrams that illustrate the concepts and ideas of the classroom constitution
- ☐ Asking students to accompany their posters and graphics with personal stories about specific rules and procedures or specific character traits
- ☐ Asking students to create posters that summarize (using words and pictures) each gesture or symbol used in the classroom
- ☐ Asking students to create videos that depict appropriate classroom behavior
- ☐ Asking students to listen and respectfully point out errors in reasoning during classroom meetings
- ☐ Asking students to track their adherence to classroom rules and procedures over time and make generalizations about what they did that helped them improve adherence

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
I am unaware of strategies and behaviors with this element.	I use the strategies and behaviors associated with this element incorrectly or with parts missing.	I establish rules and procedures, but I do not monitor the effect on students.	I establish rules and procedures, and I monitor the extent to which my actions affect students' behavior.	I adapt behaviors and create new strategies for unique student needs and situations.

34. Organizing the Physical Layout of the Classroom

Teacher Actions

- ☐ Considering how students see the room
- ☐ Decorating the classroom so that it feels welcoming
- ☐ Decorating the classroom so that it encourages learning
- ☐ Creating a system for displaying current and past student work
- ☐ Using guidelines to select exemplary work for display
- ☐ Organizing materials so students can quickly find what they need
- ☐ Locating materials close to student work spaces
- ☐ Ordering new materials when needed
- ☐ Placing the teacher's desk to accommodate whole-group instruction
- ☐ Placing the teacher's desk to facilitate eye contact and monitoring students
- ☐ Considering how many students will be in the class
- ☐ Placing student desks to accommodate pairings and groupings
- ☐ Creating walkways to each student's desk
- ☐ Creating areas to store whole-group instructional materials
- ☐ Ensuring that all students can see the board, teacher, and projection screen
- ☐ Ensuring that all students can hear the teacher easily
- ☐ Ensuring easy access to collaborative materials (chart paper, markers)
- ☐ Arranging seating to facilitate discussion
- ☐ Placing centers away from major traffic patterns
- ☐ Placing centers where he or she can monitor them at all times
- ☐ Placing centers where students can easily access required materials and resources
- ☐ Placing technology equipment away from major traffic patterns
- ☐ Placing technology equipment where it is easy to use
- ☐ Placing computers where he or she can monitor them at all times
- ☐ Placing lab equipment and supplies in safe areas
- ☐ Placing lab equipment and supplies where students can easily access them
- ☐ Placing bookshelves where students can easily access them
- ☐ Creating a system to keep bookshelves organized
- ☐ Soliciting feedback from students about classroom décor and organization
- ☐ Incorporating student feedback into changes to the classroom décor and organization

Desired Student Responses

- ☐ Referring to information posted on the walls
- ☐ Feeling alert and positive upon entering the room
- ☐ Focusing on the learning at hand while in the room
- ☐ Explaining why specific items of their work are posted
- ☐ Explaining why posted items are exemplary
- ☐ Finding needed materials quickly and easily
- ☐ Alerting the teacher when supplies are running low
- ☐ Easily seeing and hearing the teacher while in the classroom
- ☐ Easily seeing and hearing any media used in the classroom
- ☐ Moving to and from desks safely and easily
- ☐ Easily working with other students while at their desks
- ☐ Receiving individual assistance from the teacher while seated at their desks
- ☐ Easily seeing the teacher, board, and projection screen
- ☐ Easily hearing the teacher and any media used during instruction
- ☐ Easily accessing collaborative materials (chart paper, markers)
- ☐ Focusing on groupmates during discussions
- ☐ Working effectively and efficiently at learning centers
- ☐ Easily accessing required materials and resources at learning centers
- ☐ Using technology equipment effectively and efficiently
- ☐ Following school and classroom guidelines while using technology equipment
- ☐ Accessing lab equipment and supplies easily
- ☐ Following classroom guidelines for using lab equipment and supplies
- ☐ Accessing resources on bookshelves easily
- ☐ Knowing where to find specific resources in the classroom
- ☐ Following procedures for returning and organizing books
- ☐ Providing comments and suggestions about classroom décor and organization
- ☐ Feeling welcome in the classroom
- ☐ Easily navigating the classroom

Extra Support

- ☐ Providing extra support (pictures, diagrams) through the classroom décor without making students feel patronized (use

graphics and color schemes that are appropriate for students' ages)
- ☐ Posting small cards next to student work listing aspects of the displayed item that were done especially well
- ☐ Labeling cabinets, drawers, and supply caddies with pictures and words so students can quickly find what they need
- ☐ Creating an area where students who need extra support can work that allows them to consult the teacher more frequently than if they were at their desks
- ☐ Seating students who need extra support closer to the teacher and in such a way that the teacher can interact with them if they are experiencing difficulty
- ☐ Placing a word wall (with words and pictures) close to the whole-group instruction area, and pointing to terms and concepts that arise during whole-group instruction
- ☐ Using images to help students separate into small groups (for example, students who were in the rabbit group would gather by a poster with an image of a rabbit on it)
- ☐ Providing illustrated directions at each learning center showing where materials are, what the procedure for the center is, and what the center should look like before students leave it
- ☐ Providing illustrated directions for each computer or piece of technology equipment showing where materials are, what the procedures for using the equipment are, and what the technology equipment area should look like before students leave it
- ☐ Providing illustrated directions for each area where lab equipment and supplies are stored showing where specific materials are, the procedure for handling and using equipment, and how equipment and supplies should look when returned to storage
- ☐ Use color coding or pictures to indicate books on specific topics, materials for specific projects, or where books should be returned to on the shelves
- ☐ Providing students with options for changes to the classroom and having students vote

Extension
- ☐ Asking students to create learning resources to display on the walls, such as posters showing correct procedures or timelines of important dates
- ☐ Asking students to identify especially good aspects of their displayed work
- ☐ Asking students to evaluate the organization and accessibility of materials and suggest changes
- ☐ Creating a system that slows students who need to confer with the teacher about independent projects or tasks to schedule a one-on-one interview with the teacher
- ☐ Seating students who often complete extra work or extensions close to each other so they can collaborate and confer without disturbing others
- ☐ Asking students to evaluate how well they can hear, see, and participate during whole-group instruction
- ☐ Asking students to evaluate how well they can hear, see, and participate during small-group instruction and activities
- ☐ Asking students to evaluate centers for ease of access to supplies, clarity of directions for the center activity, and their ability to focus while at the center
- ☐ Asking students to evaluate computer and technology equipment areas for ease of access, clarity of expectations, and their ability to focus while working with the technology equipment
- ☐ Asking students to evaluate storage areas for lab equipment and supplies for ease of access, clarity of directions, and their ability to find what they need
- ☐ Asking students to write and display reviews of books they recently read or have enjoyed in the past
- ☐ Having groups of students design their ideal classrooms and present these designs to stimulate discussion

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
I am unaware of strategies and behaviors with this element.	I use the strategies and behaviors associated with this element incorrectly or with parts missing.	I organize the physical layout of the classroom, but I do not monitor the effect on students.	I organize the physical layout of the classroom, and I monitor the extent to which my actions affect students' behavior.	I adapt behaviors and create new strategies for unique student needs and situations.

35. Demonstrating Withitness

Teacher Actions

- ☐ Reviewing specific students who might have trouble behaving appropriately in class
- ☐ Being aware of incidents from outside of class that could affect student behavior in class
- ☐ Talking to potentially disruptive students before class
- ☐ Arranging cues to signal misbehavior to potentially disruptive students
- ☐ Visually scanning the classroom while teaching to look for potential problems
- ☐ Making eye contact with each student on a regular basis
- ☐ Spending time in each quadrant of the room on a regular basis
- ☐ Looking for signals of potential problems (whispering, smiling or giggling, unusual noises)
- ☐ Investigating signals of potential problems to determine if there is a real problem
- ☐ Making eye contact with misbehaving students
- ☐ Moving in the direction of misbehaving students
- ☐ Using nonverbal cues to let misbehaving students know their conduct is inappropriate
- ☐ Talking to misbehaving students, inviting them to rejoin the class
- ☐ Offering misbehaving students a choice between consequences and appropriate behavior

Desired Student Responses

- ☐ Responding to teacher cues by correcting inappropriate behavior
- ☐ Telling the teacher if they are having a hard day
- ☐ Ceasing disruptive behavior in response to teacher eye contact or proximity
- ☐ Describing the teacher as aware of their behavior
- ☐ Encouraging peers who are causing a problem to stop their behavior
- ☐ Ceasing disruptive behavior in response to teacher eye contact, proximity, cues, or confrontation
- ☐ Reengaging in class activities in response to teacher requests

Extra Support

- ☐ Checking in with students who may cause problems throughout the day or class period to see how they are doing
- ☐ Making eye contact more frequently and spending extra time near students who may need extra help or who are likely to cause a problem
- ☐ Asking students to identify classmates they work well with, and allowing them to work with or sit near those students
- ☐ Creating a list of consequences for not following classroom behaviors and displaying them using storyboards or symbols so that students clearly understand what will happen if they choose not to stop inappropriate behavior

Extension

- ☐ Asking students who may cause problems to check in throughout the day or class period to report on how they are doing
- ☐ Asking students to compare their behavior in different classes and explain any differences they notice
- ☐ In collaboration with students, brainstorming a list of actions that students can take if they feel that other students are influencing them to behave inappropriately (move away, not respond, confer with the teacher)

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
I am unaware of strategies and behaviors with this element.	I use the strategies and behaviors associated with this element incorrectly or with parts missing.	I demonstrate withitness, but I do not monitor the effect on students.	I demonstrate withitness, and I monitor the extent to which my actions affect students' behavior.	I adapt behaviors and create new strategies for unique student needs and situations.

36. Acknowledging Adherence to Rules and Procedures

Teacher Actions

- ☐ Saying “thank you,” ”good job,” or “very good” to students when they follow rules and procedures
- ☐ Explaining what students did that constituted following rules and procedures
- ☐ Contrasting a student’s current positive behavior with past inappropriate behavior
- ☐ Giving students a smile, wink, nod, or other positive gesture to recognize their adherence to a rule or procedure
- ☐ Giving students a pat on the shoulder or back to recognize their adherence to a rule or procedure
- ☐ Identifying privileges, activities, or items that are appropriate rewards for positive behavior
- ☐ Explaining to students that tangible recognition is not meant to be a bribe or coercive device
- ☐ Giving students tokens to recognize positive behavior
- ☐ Creating a system that allows students to exchange their tokens for privileges, activities, or items
- ☐ Identifying expectations for daily classroom behavior and assigning point values to each expectation
- ☐ Creating a tracking sheet for daily classroom behavior points
- ☐ Adjusting students’ point totals based on their classroom behavior
- ☐ Recording students’ totals at the end of each class period
- ☐ Designating privileges, activities, or items that students with certain point totals can earn
- ☐ Creating red, yellow, and green cards or a poster with red, yellow, and green levels for each student
- ☐ Adjusting students’ colors in accordance with their behavior
- ☐ Reinstating students who correct inappropriate behavior to yellow or green
- ☐ Creating certificates that can be personalized with a student’s name and a description of his or her positive behavior
- ☐ Creating preprinted certificates for specific desired positive behaviors
- ☐ Giving certificates to students who display desired positive behaviors
- ☐ Awarding certificates on a regular basis
- ☐ Calling students’ parents or guardians or sending notes to recognize students’ positive behavior
- ☐ Specifying what students did that constituted positive behavior and how it contributed to the class’s learning

Desired Student Responses

- ☐ Describing the teacher as someone who recognizes and appreciates good behavior
- ☐ Describing the teacher as someone who is very aware of their behavior
- ☐ Explaining how their behavior contributed to the proper functioning of the classroom
- ☐ Adhering to the rules more often in response to the teacher’s affirmations
- ☐ Describing the teacher as someone who is fair
- ☐ Describing the teacher as someone who appreciates good behavior
- ☐ Explaining the purpose of tangible recognition
- ☐ Describing the system of tangible recognition as fair
- ☐ Adhering to the rules more often in response to tangible recognition
- ☐ Understanding the purpose of token economies
- ☐ Describing how the token economy works
- ☐ Adhering to the rules more often when token economies are in place
- ☐ Setting point goals for their daily behavior
- ☐ Explaining how the point system works
- ☐ Adhering to the rules more often when daily recognition forms are used
- ☐ Understanding why their color was adjusted
- ☐ Explaining that the strategy helps them attend and learn better
- ☐ Adjusting their behavior to have a better color reinstated
- ☐ Understanding what they did to earn a certificate
- ☐ Explaining that they value being awarded a certificate
- ☐ Describing the teacher as someone who recognizes and appreciates good behavior
- ☐ Explaining what they did that prompted the teacher to communicate with parents or guardians
- ☐ Describing the reaction at home to the phone calls, emails, and notes
- ☐ Explaining how their behavior contributed to the proper functioning of the classroom

Extra Support

- ☐ Explaining to students who are misbehaving what they could do instead to follow rules and procedures
- ☐ Demonstrating nonverbal affirmations to students and explaining their meanings
- ☐ Using pictures and words to clearly explain what is required to earn tangible recognition
- ☐ Using pictures and words to clearly explain how a token economy works
- ☐ Using small symbols to represent each category in which students can earn points
- ☐ Giving concrete examples and illustrations of behavior that warrants a negative or positive color change
- ☐ Having preprinted certificates translated into the language a student’s parents or guardians speak so they can understand and celebrate their student’s positive behavior
- ☐ Showing students videos of themselves acting appropriately to reinforce the behavior
- ☐ Having positive emails or notes translated into the language a student’s parents or guardians speak so they can understand and celebrate the student’s positive behavior

Extension

- ☐ Having students suggest ways to recognize positive contributions to the class with verbal affirmations
- ☐ Having students suggest ways to recognize positive contributions to the class with nonverbal affirmations
- ☐ Asking students to explain how they changed their behavior to earn tangible recognition
- ☐ Asking students to explain how a token economy motivated them to adhere to rules and procedures
- ☐ Asking students to explain how daily recognition forms motivated them to adhere to rules and procedures
- ☐ Asking students to explain why their color was changed
- ☐ Asking students to describe the behavior for which they received a certificate
- ☐ Empowering consistently well-behaved students to monitor their own behavior by allowing them to ask for a positive phone call, email, or note, as students who are always well-behaved often do not receive recognition for it

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
I am unaware of strategies and behaviors with this element.	I use the strategies and behaviors associated with this element incorrectly or with parts missing.	I acknowledge adherence to rules and procedures consistently and fairly, but I do not monitor the effect on students.	I acknowledge adherence to rules and procedures consistently and fairly, and I monitor the extent to which my actions affect students' behavior.	I adapt behaviors and create new strategies for unique student needs and situations.

37. Acknowledging Lack of Adherence to Rules and Procedures

Teacher Actions

- ☐ Saying a misbehaving student's name to call attention to his or her misbehavior
- ☐ Telling a misbehaving student what rule or procedure he or she is violating
- ☐ Asking a misbehaving student questions that prompt him or her to stop the inappropriate behavior
- ☐ Stopping teaching in response to disruptive behavior
- ☐ Directing the attention in the room toward the misbehaving student
- ☐ Confronting the misbehaving student in front of the class if necessary
- ☐ Making eye contact with misbehaving students
- ☐ Moving close to misbehaving students
- ☐ Using gestures to signal that a student's behavior is inappropriate
- ☐ Designating in-class and outside-class time-out locations
- ☐ Ensuring that outside-class time-out locations are supervised
- ☐ Warning misbehaving students that will receive a time-out if the behavior continues
- ☐ Asking misbehaving students to take an in-class time-out
- ☐ Asking students to go to outside-class time-out if they continue to misbehave in an in-class time-out
- ☐ Asking students in outside-class time-out to create a plan to change their behavior when they return to class
- ☐ Identifying ways that students who have behaved destructively can improve a situation beyond its original state
- ☐ Explaining to a student why he or she is expected to overcompensate for destructive behavior
- ☐ Monitoring students' work on overcorrection tasks to prevent further destructive behavior
- ☐ Explaining the behavior standard that the whole class must meet to earn positive consequences
- ☐ Selecting an appropriate way to track whole-class behavior (marble jar, tally marks, countdown)
- ☐ Identifying students who need extra support to behave appropriately in class
- ☐ Contacting the student's parents or guardians to explain the problematic behavior and arrange a meeting
- ☐ Helping the student identify positive and negative consequences for his or her school and home behavior
- ☐ Implementing positive and negative consequences for the student
- ☐ Communicating with parents or guardians about the student's daily behavior
- ☐ Determining the level of crisis that an out-of-control student represents
- ☐ Stepping back from a situation involving an out-of-control student and calming down
- ☐ Actively listening to an out-of-control student and paraphrasing what he or she is saying
- ☐ Repeating a simple verbal request to the out-of-control student
- ☐ Creating guidelines for developing relationships with students
- ☐ Identifying specific actions to use to demonstrate withitness
- ☐ Articulating positive and negative consequences for behavior
- ☐ Creating a plan to deal with high-intensity situations

Desired Student Responses

- ☐ Ceasing inappropriate behavior in response to the teacher saying their name, reminding them of a rule or procedure, or asking them to stop
- ☐ Explaining the impact of their behavior on learning
- ☐ Ceasing inappropriate behavior in response to a pregnant pause or direct teacher confrontation
- ☐ Ceasing inappropriate behavior in response to teacher eye contact, proximity, or gestures
- ☐ Ceasing inappropriate behavior in response to teacher warnings
- ☐ Going to the time-out location when asked to
- ☐ Behaving appropriately while in time-out
- ☐ Creating a plan to change their behavior when returning to class
- ☐ Improving situations in which they have behaved destructively beyond their original state
- ☐ Explaining what they did wrong and why they are expected to compensate for misbehavior
- ☐ Understanding why the whole class received or did not receive positive consequences
- ☐ Treating other students respectfully regardless of whether or not positive consequences were earned
- ☐ Improving their behavior in response to the teacher's communication with parents or guardians
- ☐ Understanding the expected behaviors for class and home and the consequences for not adhering to those behaviors
- ☐ Calming down in response to the teacher's actions
- ☐ Complying with teacher requests in high-intensity situations
- ☐ Describing the teacher as in control of the classroom, interested in them, fair, and calm

Extra Support

- ☐ Referring to the learning goal when reminding a student that his or her behavior is counterproductive - for instance, "Becky, is what you are doing helping you write a more engaging introduction to your essay? How can I help you get back on track?"
- ☐ Explaining to students the purpose of the pregnant pause - that it is a signal to indicate that student behavior must be modified immediately - and modeling how you will use it
- ☐ Describing and posting gestures that will be used to indicate inappropriate behavior
- ☐ Posting the graduated time-out process in the room with pictures to indicate each step
- ☐ Telling students stories about people in the real world or in literature who compensated for wrongdoing through

overcorrection
- ☐ Asking disruptive students to watch a video of their conduct during class to see how their behavior interfered with the class's learning, perhaps contrasted with a video or description of appropriate behavior
- ☐ Creating and posting a list of ways that students can respectfully remind their peers to adhere to behavioral standards
- ☐ Recording comments about a student's behavior in school in a notebook that he or she takes home to show to his or her parents or guardians each night
- ☐ Using emails, phone calls, and text messages to allow teachers, students, and parents to express their perspectives and feelings prior to a face-to-face discussion
- ☐ Ask a student's parents or guardians to alert the teacher to unusual events or situations that may make it more difficult for the student to behave appropriately in school
- ☐ Alerting administrators or counselors if a student seems on edge or if there is a possibility that the student might lose control
- ☐ Displaying the overall disciplinary plan in the classroom and discussing it with students to clarify expectations, rewards, and consequences

Extension
- ☐ Asking students to describe the consequences of their current behavior
- ☐ Following up later on with students who were the subject of a pregnant pause and asking them to explain what they were doing wrong and how fixing it facilitated the class's learning
- ☐ Asking students to use nonverbal cues to signal to their peers that they are acting inappropriately
- ☐ Following up with students who have been in time-out to hear how well they think they are adhering to their action plan for changing their behavior
- ☐ Asking students to suggest ways that they could overcorrect for their destructive behavior
- ☐ Asking students to describe positive and negative group behaviors exhibited by the class
- ☐ Including the student in assessing his or her behavior and deciding whether he or she should receive a reward or a consequence each day, either through a form or by discussion
- ☐ Following up by asking students to identify why they lost control and what helped them calm down
- ☐ Asking students to give feedback on the overall disciplinary plan and its effectiveness to inform adjustments

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
I am unaware of strategies and behaviors with this element.	I use the strategies and behaviors associated with this element incorrectly or with parts missing.	I apply consequences for not following rules and procedures consistently and fairly, but I do not monitor the effect on students.	I apply consequences for not following rules and procedures consistently and fairly, and I monitor the extent to which rules and procedures are followed.	I adapt behaviors and create new strategies for unique student needs and situations.

CONTEXT: Relationships

38. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students

Teacher Actions

- ☐ Learning all students' names
- ☐ Standing at the door as students enter
- ☐ Greeting each student with his or her name
- ☐ Asking students how they are doing or making a positive comment about their achievements
- ☐ Scheduling time to talk informally with students (between classes, before or after school, in the lunchroom)
- ☐ Giving compliments to students, mentioning their successes, or passing on positive comments from other teachers about students
- ☐ Asking students for their opinions about classroom topics
- ☐ Identifying students who may feel alienated or disengaged in class
- ☐ Identifying after-school activities that alienated or disengaged students are involved in
- ☐ Telling students that he or she will be attending their event
- ☐ Connecting with the student at the event
- ☐ Greeting students when he or she sees them outside of school (grocery store, movie theater, shopping mall)
- ☐ Identifying the level of responsibility a student can handle
- ☐ Identifying roles or classroom responsibilities that can be delegated to students
- ☐ Asking students to assume roles or classroom responsibilities they can be successful with
- ☐ Monitoring students' levels of performance and satisfaction with their roles and responsibilities
- ☐ Selecting a few students each day with whom to interact intentionally
- ☐ Creating a schedule to ensure intentional interaction with each student over a specific period of time
- ☐ Seeking out and talking to selected students in the lunchroom, between classes, or before or after school
- ☐ Creating a bulletin board with a photo of each student
- ☐ Asking students to post information about themselves by their pictures (thoughts, goals, interests)
- ☐ Changing photos and information periodically
- ☐ Smiling and making eye contact with students while talking or listening to them
- ☐ Giving students hugs, high fives, or pats on the back
- ☐ Putting a hand on a student's shoulder or standing close enough to communicate interest (without invading his or her personal space) while talking or listening to him or her
- ☐ Joking or bantering playfully with students
- ☐ Using self-directed humor or historical or popular sayings when talking to students or teaching
- ☐ Incorporating cartoons, jokes, puns, and plays on words into instruction

Desired Student Responses

- ☐ Describing the teacher as someone who is glad to see them
- ☐ Smiling or expressing pleasure in response to the teacher's greeting
- ☐ Describing the teacher as someone who cares about their opinions
- ☐ Responding to teacher questions honestly and in detail
- ☐ Inviting the teacher to after-school functions
- ☐ Being pleased to see the teacher at their after-school functions
- ☐ Being more engaged in class after the teacher attends their after-school functions
- ☐ Responding to the teacher when greeted outside of school
- ☐ Describing the teacher as someone who likes seeing them
- ☐ Describing the teacher as someone who trusts them
- ☐ Fulfilling their roles or responsibilities successfully
- ☐ Describing the teacher as someone who likes to talk to them
- ☐ Remembering a recent interaction with the teacher outside normal class time
- ☐ Posting information about themselves by their pictures
- ☐ Reading other students' comments
- ☐ Maintaining eye contact while talking to the teacher
- ☐ Feeling comfortable while talking to the teacher
- ☐ Describing the teacher as someone who cares about them
- ☐ Laughing or smiling in response to the teacher's use of humor
- ☐ Describing the teacher as appropriate in his or her use of humor
- ☐ Maintaining a respectful attitude toward the teacher, themselves, and other students when engaging in playful banter or jokes

Extra Support

- ☐ Giving students a high five or handshake as they enter the classroom
- ☐ Tracking informal interactions with students and seeking out students who don't naturally initiate interaction
- ☐ Taking pictures at a student's after-school function and posting them in the classroom
- ☐ Showing interest in students by referring to having seen them outside of school - for instance, "Good morning, Greta. It

was fun to see you at the mall yesterday!"
- ☐ Giving specific instructions to students, and checking on them frequently to make sure they understand and are fulfilling their responsibilities or roles appropriately
- ☐ Scheduling interactions more often with students who need extra support
- ☐ Helping students draw a picture, write a sentence, select a quote, or create some other small representation of themselves to hang beside their picture
- ☐ Finding alternative ways to express affection to students for whom physical contact is unpleasant or awkward
- ☐ Studying different cultural norms for physical contact and being sensitive to students' individual preferences for physical contact
- ☐ Making sure that students have the background knowledge needed to understand jokes and humor used in the classroom

Extension

- ☐ Asking students to greet each other as they enter the room
- ☐ Designating a recurring day (once a week, once a month) when students can come and spend time, ask questions, or get help from the teacher before or after school
- ☐ Writing notes to students commenting on specific positive aspects of your experience at their after-school function
- ☐ Greeting students' parents by name when seeing them outside of school
- ☐ If students need help with their responsibility or role, asking them to suggest another student to help them and having them explain why they think that student would be a good helper
- ☐ Asking students to interact with classmates with whom they don't often converse
- ☐ Asking students to bring in a favorite photo of themselves for the photo bulletin board (screen these before displaying them)
- ☐ Asking students which physical gestures they prefer
- ☐ Inviting students to share teacher-approved jokes or funny sayings about the content with the class

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
I am unaware of strategies and behaviors with this element.	I use the strategies and behaviors associated with this element incorrectly or with parts missing.	I use verbal and nonverbal behaviors that indicate affection for students, but I do not monitor the effect on students.	I use verbal and nonverbal behaviors that indicate affection for students, and I monitor the extent to which my actions affect students.	I adapt behaviors and create new strategies for unique student needs and situations.

39. Understanding Students' Backgrounds and Interests

Teacher Actions

- ☐ Creating survey questions that elicit information about students' backgrounds, interests, and goals
- ☐ Encouraging students to answer survey questions thoroughly and completely
- ☐ Evaluating survey responses to identify students' backgrounds, interests, and goals
- ☐ Creating questions that prompt students to share their perspectives on classroom topics
- ☐ Discussing students' opinions about classroom topics
- ☐ Incorporating students' opinions about classroom topics
- ☐ Incorporating students' opinions into classroom activities
- ☐ Scheduling individual student-teacher conferences
- ☐ Summarizing what he or she already knows about a student prior to the conference
- ☐ Preparing questions that probe more deeply into a student's interests, perspectives, and experiences
- ☐ Summarizing what is already known about a student prior to meeting with his or her parents
- ☐ Preparing questions that elicit critical details about students' recent life experiences in their families (births, deaths, marriages, divorces, job changes, vacations, relocations)
- ☐ Identifying school publications that contain information about students' involvement in athletic events, clubs, performances, or community activities
- ☐ Scheduling time to read selected school publications each week
- ☐ Noting students' achievements and upcoming events
- ☐ Preparing questions that prompt students to describe what is happening in their lives
- ☐ Preparing questions that prompt students to describe what students are talking about that teachers should be aware of
- ☐ Becoming familiar with popular recording artists and their works
- ☐ Noticing popular places where students like to gather
- ☐ Taking note of local events that are significant to students
- ☐ Being aware of rivalries between different groups of students
- ☐ Noticing popular terms and phrases students use
- ☐ Asking students to compare their lives to the content being studied
- ☐ Asking students to express comparisons between their lives and the content as metaphors
- ☐ Asking students to identify relationships between academic content and their lives
- ☐ Asking students to express relationships between their lives and the content as analogies
- ☐ Creating or identifying examples of effective six-word autobiographies and sharing them with students
- ☐ Asking students to create an autobiography in six words
- ☐ Asking students to create posters for their six-word autobiographies
- ☐ Discussing students' six-word autobiographies with the class
- ☐ Helping students identify a topic that interests them
- ☐ Asking students to investigate their topic of interest and report back to the class
- ☐ Discussing students' findings with the class and how they connect to students' backgrounds or interests
- ☐ Finding examples of quotes that express different personality traits or interests and sharing them with students
- ☐ Asking students to find quotes that describe their personalities and interests
- ☐ Discussing student-presented quotes with the class
- ☐ Noticing individual students' accomplishments in school, outside of school, and in their families
- ☐ Making comments to students about their accomplishments
- ☐ Noticing events that are important to individual students in school, outside of school, and in their families
- ☐ Making comments to students about important events in their lives
- ☐ Creating questions that elicit students' likes, dislikes, and preferences
- ☐ Asking students to line up or sit in groups according to their likes, dislikes, and preferences
- ☐ Identifying students' personal interests that relate to the class's learning goal
- ☐ Helping students articulate and write down their individual learning goals
- ☐ Tracking students' progress on individual learning goals

Desired Student Responses

- ☐ Responding to survey questions honestly and in detail
- ☐ Describing the teacher as someone who is interested in them
- ☐ Responding to questions honestly and in detail
- ☐ Explaining the reasons for their opinions
- ☐ Responding to teacher questions honestly and in detail
- ☐ Telling the teacher about important events in their lives
- ☐ Describing the relationship between their parents or guardians and teacher as good
- ☐ Describing the teacher as someone who knows about their activities
- ☐ Telling the teacher about activities they are involved in
- ☐ Sharing information about important student events and topics with the teacher
- ☐ Describing the teacher as someone who understands students
- ☐ Sharing information about student culture with the teacher

- ☐ Creating metaphors that express comparisons between the content and their lives
- ☐ Creating analogies that express relationships between the content and their lives
- ☐ Explaining why they chose specific words or phrases for their autobiographies
- ☐ Creating posters for their autobiographies that communicate multiple messages about themselves (conveyed through literal meaning, visual design, and inferred or implied meanings)
- ☐ Identifying and investigating topics that interest them
- ☐ Presenting their research to the class in an interesting way
- ☐ Explaining why topics interest them and how they connect to students' backgrounds or interests
- ☐ Sharing quotes that are personally relevant
- ☐ Explaining why they think specific quotes represent their personalities or interests
- ☐ Sharing information about achievements and interests with the teacher
- ☐ Describing the teacher as someone who knows how they are doing
- ☐ Treating other students respectfully during lineups
- ☐ Describing the teacher as someone who wants to know them better
- ☐ Identifying personally important individual learning goals
- ☐ Explaining what they have already done and still need to do to accomplish individual learning goals
- ☐ Tracking their progress on individual learning goals

Extra Support

- ☐ Allowing students to record (audio or video) their responses to background survey questions if they aren't comfortable writing them
- ☐ Allowing students to record (audio or video) their responses to opinion questionnaire questions
- ☐ Beginning a teacher-student conference by providing information about your own life and interests
- ☐ Marking important student events or transitions on a calendar and asking students about them when they occur
- ☐ Asking students whose names and activities do not appear in a school publication what they are involved in
- ☐ Focusing informal class interviews on various subgroups represented in a class (social groups, racial groups, interest groups) for whom little information has been previously provided
- ☐ Investigating elements of student culture associated with various subgroups in a class (social groups, racial groups, interest groups)
- ☐ Showing students examples of autobiographical metaphors and analogies written by previous students
- ☐ Showing students examples of six-word biographies written by previous students
- ☐ Encouraging students to select reporting methods that they prefer (written or oral, live or recorded) to report the results of their independent investigations
- ☐ Sharing examples of quotes that previous students selected to describe themselves
- ☐ Keeping track of how often students receive recognition and seeking out and acknowledging the accomplishments of seldom-recognized students
- ☐ Using questions for lineups that take into account different ethnic and socioeconomic cultural norms
- ☐ Conduct individual interviews with students who are having trouble identifying their interests or connecting their interests to the learning goal

Extension

- ☐ Asking students to create artwork, musical compositions, written pieces, films, or other media to express their backgrounds, interests, and goals
- ☐ Asking students to create artwork, musical compositions, written pieces, films, or other media that express their opinions on classroom topics
- ☐ Asking students to identify interests or perspectives they would like to investigate in more depth
- ☐ Asking students to describe how events or transitions in their lives are affecting their learning at school
- ☐ Asking students to briefly report to the class about the success of events they were involved in
- ☐ Attending school functions that students attend (pep rallies, athletics games, dances or social functions)
- ☐ Asking students to explain a specific aspect of their culture using media of their choice (written composition, music, art, film, drama)
- ☐ Asking students to make generalizations about themselves based on their autobiographical metaphors and analogies
- ☐ Asking students to make and present biography bags (collections of belongings and items that help students explain who they are and what is important to them)
- ☐ Asking students to make generalizations about the subject of their investigations based on their findings
- ☐ Asking students to investigate the authors of their quotes and compare the authors' lives to their own
- ☐ Asking students how they prefer to be recognized (certificate, social recognition, one-on-one recognition, recommendation)
- ☐ Allowing students to suggest questions to use for lineups (be sure to screen these questions for appropriateness before using them)
- ☐ Asking students to give a presentation to the class at the end of a unit explaining what they learned by studying their individual learning goal

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
I am unaware of strategies and behaviors with this element.	I use the strategies and behaviors associated with this element incorrectly or with parts missing.	I understand students' backgrounds and interests, but I do not monitor the effect on students.	I understand students' backgrounds and interests, and I monitor the extent to which my actions affect students.	I adapt behaviors and create new strategies for unique student needs and situations.

40. Displaying Objectivity and Control

Teacher Actions

- ☐ Reflecting daily on how consistently positive and negative consequences were enforced in the classroom
- ☐ Making plans to resolve inconsistency in enforcing consequences in the classroom
- ☐ Progressively increasing expectations for students to regulate their own behavior
- ☐ Mentally reviewing all students before class to identify those who might cause problems
- ☐ Identifying specific negative thoughts and feelings toward potentially problematic students
- ☐ Identifying past events that may have caused negative feelings toward specific students
- ☐ Reframing negative beliefs about students by identifying reasons for students' past behavior that do not imply disrespect or aggression toward the teacher
- ☐ Identifying events or times in his or her personal life that may make it difficult to maintain emotional objectivity
- ☐ Taking specific steps to counteract emotional triggers and support emotional objectivity
- ☐ Spending time in places (like a comfortable chair in a quiet room) and engaging in activities (like deep breathing exercises) that are calming and relaxing
- ☐ Watching or reading humorous movies and books to maintain a healthy sense of humor about negative events
- ☐ Rewarding him - or herself after particularly difficult days or events
- ☐ Identifying his or her legitimate rights
- ☐ Using communication strategies that make it difficult for others to ignore or circumvent his or her legitimate rights
- ☐ Using tone of voice and facial expressions that communicate respect but not emotion
- ☐ Using body language that expresses interest but not aggression
- ☐ Listening to legitimate explanations but not arguing with students or allowing them to blame others for their actions
- ☐ Describing students' behavior, not their perceived motives
- ☐ Listening to students without agreeing or disagreeing
- ☐ Maintaining a neutral facial expression and body language while listening to students
- ☐ Acknowledging what the student said and prompting them to say more
- ☐ Paraphrasing what students said when they have finished speaking
- ☐ Making corrections to paraphrases based on students' feedback
- ☐ Using an assertive communication style with students
- ☐ Teaching students how to communicate assertively
- ☐ Helping students respond to others who may not communicate assertively
- ☐ Responding appropriately to students with various unique needs
- ☐ Helping students with unique needs recognize and moderate their behavior to be more successful in the classroom
- ☐ Helping students successfully interact with others who may have unique needs

Desired Student Responses

- ☐ Describing the teacher as fair
- ☐ Regulating their own behavior more frequently
- ☐ Describing the teacher as someone who respects all students
- ☐ Describing the teacher as someone who doesn't hold grudges
- ☐ Describing the teacher as in control of his or her emotions
- ☐ Describing the teacher as someone who doesn't let "bad days" affect him or her
- ☐ Describing the teacher as someone who enjoys life
- ☐ Describing the teacher as a happy person
- ☐ Describing the teacher's and their own legitimate rights
- ☐ Respecting the rights of the teacher and other students in the classroom
- ☐ Describing the teacher as calm and collected
- ☐ Calming down in response to the teacher's calm exterior
- ☐ Explaining their behavior without arguing, denying, or blaming others for that behavior
- ☐ Describing the teacher as someone who listens to and understands students
- ☐ Feeling at ease when talking to the teacher
- ☐ Providing corrections in response to teacher summaries
- ☐ Communicating assertively with the teacher and other students
- ☐ Describing the teacher as a good communicator
- ☐ Describing the teacher as someone who understands that students may have different needs
- ☐ Interacting more successfully with the teacher and other students over time

Extra Support

- ☐ Identifying specific students or groups with whom you use positive or negative consequences inconsistently and making a concerted effort to be more consistent
- ☐ Finding out more about the backgrounds of students who trigger negative thoughts and emotions in you (home visit, informal conversations, other teachers)
- ☐ Communicating with students about emotional triggers (for example, explaining to students that their inattention at the end of the semester is frustrating for you)
- ☐ Breaking tedious or big tasks into smaller parts, and celebrating the completion of each part with a small reward
- ☐ Explaining assertive behavior to students and letting them know that you will be using these behaviors

- ☐ Explaining behaviors that demonstrate a cool exterior to students before using them in class
- ☐ Asking clarifying questions and offering short summaries of what you think students are trying to say if you do not understand what they are saying
- ☐ Discussing and posting the characteristics of assertive communication in the classroom (using pictures and words)
- ☐ Keeping track of students who have unique needs and anticipating how specific activities, assignments, or classroom events will affect them

Extension

- ☐ Asking students to track their behavior and the positive and negative consequences they receive and using that data to inform their self-regulation as well as your self-reflection
- ☐ Asking students to describe times when they felt they were being treated unfairly to inform your self-reflection
- ☐ Asking students to identify their own emotional triggers and alert you if they are feeling upset or frustrated
- ☐ Identifying tasks, activities, or people that are difficult to deal with, and giving yourself positive consequences whenever you handle those circumstances well
- ☐ Teaching students to practice assertive behavior in the classroom and their lives
- ☐ Teaching students to maintain a cool exterior in class and in their lives
- ☐ After a conversation with a student, asking the student to reflect on how the conversation helped him or her think more clearly about an issue
- ☐ Asking students to evaluate their own communication styles
- ☐ Helping students with unique needs identify strengths and weaknesses of their specific personality type and helping them proactively plan to counteract their weaknesses

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
I am unaware of strategies and behaviors with this element.	I use the strategies and behaviors associated with this element incorrectly or with parts missing.	I display objectivity and control, but I do not monitor the effect on students.	I display objectivity and control, and I monitor the extent to which my actions affect students.	I adapt behaviors and create new strategies for unique student needs and situations.

CONTEXT: Communicating High Expectations

41. Demonstrating Value and Respect for Reluctant Learners
Teacher Actions ☐ Anticipating how each student would score on a comprehensive assessment covering the more difficult content addressed in class ☐ Writing down his or her expectation level for each student: high, average, or low ☐ Tracking his or her behavior toward each student in the class for several days ☐ Identifying differences in affective tone or quality of interaction toward specific students ☐ Examining whether he or she has generalized low expectations for students based on their ethnicity, appearance, speech patterns, or socioeconomic status ☐ Counteracting differential treatment of students by suppressing biased patterns of thought and using a consistent affective tone and quality of interaction toward all students ☐ Smiling and making eye contact when listening and talking to reluctant learners ☐ Using body language and physical contact that communicates value and respect for reluctant learners ☐ Joking and bantering playfully with reluctant learners
Desired Student Responses ☐ Describing the teacher as someone who expects all students to achieve at high levels ☐ Treating other students with respect ☐ Describing the teacher as someone who treats all students as if they are able to achieve at high levels ☐ Increasing their personal expectations in response to the teacher's behavior ☐ Describing the teacher as someone who believes that all students can achieve at high levels
Extra Support ☐ Identifying your expectation levels for students in specific subject areas ☐ Using more levels to classify students in terms of your expectations, such as low, low-average, average, high-average, and high ☐ Meeting with students one-on-one to discuss their perceptions of how you treat them ☐ Asking students which gestures or verbal cues help them feel most valued and respected
Extension ☐ Having students identify their expectations for themselves ☐ Administering a survey to students regarding their perception of your affective tone and quality of interaction ☐ Having students use nonverbal and verbal indicators of respect with their peers

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
I am unaware of strategies and behaviors with this element.	I use the strategies and behaviors associated with this element incorrectly or with parts missing.	I exhibit behaviors that demonstrate value and respect for reluctant learners, but I do not monitor the effect on students.	I exhibit behaviors that demonstrate value and respect for reluctant learners, and I monitor the impact on reluctant learners.	I adapt behaviors and create new strategies for unique student needs and situations.

42. Asking In-Depth Questions of Reluctant Learners

Teacher Actions

- ☐ Creating complex questions that require students to analyze information, evaluate conclusions, or make inferences
- ☐ Asking reluctant learners to answer complex questions frequently
- ☐ Giving Reluctant Learners encouragement and helping them answer complex questions
- ☐ Asking reluctant learners to answer questions with the same frequency used for high-expectancy students
- ☐ Using strategies for managing response rates
- ☐ Restating a question if a student is having trouble answering
- ☐ Asking students to collaborate if a student is having trouble answering a question
- ☐ Giving a student hints or cues if he or she is having trouble answering a question
- ☐ Letting a student opt out temporarily if he or she is having trouble answering a question
- ☐ Asking all students to give evidence and support for their answers
- ☐ Asking all students to provide grounds and backing for their claims
- ☐ Asking all students to explain inferences they made to answer a question
- ☐ Attributing ideas and comments to the student who offered them
- ☐ Thanking students when they ask or answer questions (even if incorrectly)
- ☐ Acknowledging any correct portions of student responses
- ☐ Explaining how incorrect responses can be altered to make them correct
- ☐ Identifying the question that an incorrect response answered
- ☐ Pausing for at least three seconds after asking a question
- ☐ Prompting students to wait at least three seconds if a student pauses while answering a question and between student answers
- ☐ Prompting students to think about their answers during wait time
- ☐ Calling on students randomly (rather than on students who raise their hands)
- ☐ Tracking which students have already answered or been asked questions
- ☐ Focusing on specific students to ensure they are asked to respond to questions
- ☐ Never telling a student they should have known the answer to a question
- ☐ Never ignoring a student's response to a question
- ☐ Never making subjective comments about students' incorrect answers
- ☐ Never allowing other students to make negative comments about answers to questions

Desired Student Responses

- ☐ Analyzing information, evaluating conclusions, or making inferences in response to teacher questions
- ☐ Trying to answer complex questions, even if they are unsure of the answers
- ☐ Explaining their answers to questions
- ☐ Answering questions regularly, regardless of personal expectations
- ☐ Mentally preparing answers to all teacher questions
- ☐ Describing the teacher as someone who expects everyone to participate
- ☐ Answering questions correctly in response to restatement of the question, collaboration, or teacher hints and cues
- ☐ Answering questions correctly at a later time if they opt out temporarily
- ☐ Giving evidence and support for answers regardless of their personal expectations
- ☐ Providing grounds and backing for claims regardless of their personal expectations
- ☐ Explaining inferences regardless of their personal expectations
- ☐ Describing the teacher as someone who appreciates students' answers
- ☐ Explaining which parts of their answers were correct and incorrect
- ☐ Revising answers to be fully correct
- ☐ Waiting at least three seconds if a peer pauses while answering a question
- ☐ Waiting at least three seconds between peers' answers
- ☐ Thinking about their answers during wait time
- ☐ Answering teacher questions regularly
- ☐ Mentally preparing answers for all teacher questions
- ☐ Describing the teacher as someone who makes sure that everyone answers questions
- ☐ Acting respectfully toward peers who answer questions incorrectly
- ☐ Attempting to answer questions even if they are unsure of the answer
- ☐ Describing the teacher as someone who will help students find the right answer

Extra Support

- ☐ Breaking complex questions into small parts and asking a different student to answer each part
- ☐ Letting students know that you are going to call on everyone equally, including students who don't raise their hands
- ☐ Creating procedures that help students collect their thoughts before being called on
- ☐ Using pictures or other media when giving hints or cues to students
- ☐ Providing possible answers when asking students to supply evidence or support
- ☐ Rephrasing the language used in a student's incorrect response to create a correct response
- ☐ After rephrasing the incorrect answer, asking the student who gave the incorrect answer to repeat the correct answer
- ☐ Using gestures to remind students of wait time, such as counting on one's fingers to signal the time

- ☐ Letting students know that you want them to answer more questions and are planning to start calling on them more often
- ☐ Checking in with students to see how they feel about being called on to answer questions more often
- ☐ Generating and displaying a list of ways students should not react to other's answers as well as ways to help and encourage fellow students

Extension

- ☐ Asking one student to summarize his or her peers' answers to different parts of a question and synthesize them into one answer to the whole question
- ☐ Creating procedures that allow students who typically volunteer answers to express their answers even when they are not called on
- ☐ Asking students to explain how their thinking about a question changed because of the teacher's follow-up questioning
- ☐ Asking students to explain how their thinking about a question changed because they had to provide evidence and support for their answer
- ☐ Asking students to rephrase a peer's incorrect answer to be correct
- ☐ Asking students to identify parts of a peer's answer that were correct or incorrect
- ☐ Asking students who know the answer to a question right away to use wait time to think of support for their answer or examine their initial answer for errors
- ☐ Creating structures that allow students who typically volunteer many responses to continue to express their responses, even though they are being called on less often
- ☐ Asking students to help create consequences for appropriate and inappropriate reactions to student answers

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
I am unaware of strategies and behaviors with this element.	I use the strategies and behaviors associated with this element incorrectly or with parts missing.	I ask questions of reluctant learners with the same frequency and depth as with high- expectancy students, but I do not monitor the effect on students.	I ask questions of reluctant learners with the same frequency and depth as with high- expectancy students, and I monitor the quality of participation of reluctant learners.	I adapt behaviors and create new strategies for unique student needs and situations.

43. Probing Incorrect Answers with Reluctant Learners

Teacher Actions

- ☐ Thanking each student for his or her response
- ☐ Identifying correct and incorrect portions of students' responses
- ☐ Emphasizing correct portions of answers and identifying the question that an incorrect portion would have answered
- ☐ Helping students answer questions correctly
- ☐ Letting students (particularly reluctant learners) pass temporarily if they become embarrassed or flustered while answering a question
- ☐ Following up at a later time with students who opted out of a question
- ☐ Using different questions or rephrasing the original question during follow-up
- ☐ Asking a student (particularly a reluctant learner) probing questions to help him or her realize the answer given is not defensible
- ☐ Helping a student revise his or her answer to be defensible
- ☐ Asking students to consider a question individually
- ☐ Asking students to share their answers with a partner and revise them if necessary
- ☐ Asking students to share their answers with the class

Desired Student Responses

- ☐ Describing the teacher as someone who appreciates students' responses
- ☐ Explaining which parts of their answers were correct and incorrect
- ☐ Correctly responding at a later time to questions that they temporarily opted out of
- ☐ Correctly answering alternative or rephrased questions
- ☐ Describing the teacher as someone who won't embarrass students
- ☐ Recognizing when their answers are not defensible
- ☐ Revising indefensible answers to include valid evidence and support
- ☐ Considering questions individually before conferring with a partner
- ☐ Revising answers, if necessary, after conferring with a partner

Extra Support

- ☐ Posting a list of the types of help students can access if they don't know the answer to a question
- ☐ Tracking how often specific students opt out of answering a question and meeting with these students individually to encourage them and help them fill in holes in their understanding of the content
- ☐ Asking students to revise specific parts of their responses to questions (rather than their whole response)
- ☐ Creating a protocol to ensure that both students in a pair share their answers and the reasoning behind them

Extension

- ☐ Helping students design an appropriate response process to use when students ask and answer questions during small-group work
- ☐ Helping students who have trouble answering questions in front of the class use specific strategies to gradually feel more comfortable answering in front of the class
- ☐ Asking students to explain how revising one part of their answer to a question caused them to think about other parts of the question differently
- ☐ Asking students to identify similarities and differences between their answer and their partner's answer

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
I am unaware of strategies and behaviors with this element.	I use the strategies and behaviors associated with this element incorrectly or with parts missing.	I probe incorrect answers with reluctant learners in the same manner as with high-expectancy students, but I do not monitor the effect on students.	I probe incorrect answers with reluctant learners in the same manner as with high-expectancy students, and I monitor the level and quality of responses of reluctant learners.	I adapt behaviors and create new strategies for unique student needs and situations.