Engagement – Task

Summary	Full text
Writing the objective on the board clarifies the task.	When you wrote the objective on the board, you clarified the learning task for the students.
Role-playing demonstrates learning.	By having students role-play, you provided multiple ways for the students to demonstrate the learning.
Kinesthetic activities make learning fun for many students.	When you had students kinesthetically act out the concept, demonstrating their learning was more enjoyable and productive.
Writing rubrics allow the students to revise their own writing.	Your use of a writing rubric enabled the students to revise their own work.
Writing rubrics allow the students to revise their own writing.	When you included individual accountability for the cooperative learning activity, it prompted the participation of all students in the learning task.
Offering a variety of products provides novelty.	By offering students the opportunity to demonstrate their learning, through a variety of products, you provided novelty and increased engagement.
Correlating tasks with college and career, adds interest and ownership.	When your tasks correlated with college/career components, you enhanced interest and ownership.
Encouraging student-choice prompts analytical thinking.	By providing student-choice, you encouraged them to analyze which product would effectively demonstrate their learning.
Business partnerships embed career exploration.	By partnering with local business professionals, you created a task that fostered career exploration.
Community partnerships add authenticity.	By partnering with community-based organizations, you offered an authentic task with implications for the community.
Having students explain how they will demonstrate their learning.	Engagement/Task: When you asked students to explain how they will demonstrate their learning, you clarified the learning task for the students.

Engagement – Interaction

Summary	Full text
Self-reflecting on participation in groups promotes productivity.	When you had students reflect on the quality of their individual participation, you promoted overall group productivity.
Role-playing increases engagement.	By having students role-play, you increased the level of student engagement.
Think-pair-share allows students to support each other.	Your use of the think-pair-share strategy enabled the students to clarify and expand their ideas.
Cross-age tutoring builds community.	When you had students interact in cross-age tutoring, you build support and community relationships.
Structured partner work increases engagement.	When you structured the partner work (roles for partner A, partner B), you made each student responsible for participating.
Strategic groups create support and accountability.	When you strategically grouped students to support the learning outcome, you created support systems and accountability.
Sharing journals or logs clarifies and expands ideas.	When your students shared their writing from interactive journals/logs, they were able clarify and expand their ideas.
Working together increases learning.	When you had students work on the designated task together, you increased the level of learning.
Exchanging ideas allows students to process information.	By having students stop at least once every ten minutes to exchange ideas, they were able to better process the new information.
Brief, frequent processing solidifies learning.	By having students process information in brief, but frequent intervals, they were able to process each new piece of information.
Continuous interactions keep students engaged.	When you had continuous, multi- level interactions with your students, you kept all students engaged.

Interaction strategies focus students on the learning objective.	By utilizing a variety of interaction strategies, you kept students focused on the learning objective.

Engagement – Pacing

Summary	Full text
Teaching in small segments promotes engagement.	By teaching the lesson in small segments, you kept the students engaged and on-task.
Setting time expectations preserves academic learning time.	When you set time expectations for the activities, you helped the students to transition from one activity to another and preserved academic learning time.
Using signals promotes efficient transitions.	When you used signals to alert students to transition activities, you maximized instructional time.
Timers structure lessons into shorter segments.	When you used a timer to segment your lesson, you provided structure to keep the pacing efficient.
Ask students how long an activity took.	When you asked students how long they spent on an activity, you helped them to self-monitor their level of production.
Adjusting instruction based-on real time feedback, individualizes instruction.	When you adjusted the pace of your lesson, using real time feedback on student learning (checking for understanding), you were able to individualize instruction.
Using responders (clickers) to adjust content supports engagement.	When you used the responders (clickers) to adjust the content, you supported student engagement.
Connecting concepts across disciplines maximizes learning time.	By connecting concepts across the disciplines, you maximized your academic learning time.
Focusing on non-transferrable skills accelerates learning for English learners.	When you identified the concepts that were mastered in their home language, and focused on non-transferable skills, you accelerated learning for English language learners.
Pre-assessments streamline instruction.	By conducting a pre-assessment to guide today's instruction, you focused student energy on the skills they needed to master.
Pacing the lesson for the appropriate level of difficulty and complexity.	When you paced the lesson appropriately to the level of difficulty and complexity, you promoted student attention and focus.

Chunking the lesson to keep students on task.	When you allowed students to make decisions about their learning goals, you empowered them to accept responsibility for their learning.

Engagement – Relevance

Summary	Full text
Making connections to personal experiences promotes attention and focus.	When you had students identify connections to their own experiences as you read to them, you promoted their attention and focus.
Making decisions about their learning empowers students.	When you allowed students to make decisions about their learning goals, you empowered them to accept responsibility for their learning.
Relating lessons to life experiences makes learning meaningful.	When you related the lesson to the students' personal life experiences, you made the lesson meaningful for the students.
Introductory video clips promote interest and motivation.	When you showed an introductory video clip during your anticipatory set, you created student interest and motivation.
Self-selecting topics for research fosters ownership.	When you guided students through self-selecting topics for research, you fostered ownership in the learning.
Writing a summary helps students organize content.	When you had the students write a summary of their notes, you caused the students to organize it for personal meaning.
Relating to current events provides purpose.	By showing current media articles about the topic, you made the learning more relevant for the students.
Differentiating the lesson according to ELD language levels develops relevant language skills.	When you differentiated the lesson according to English language development levels, you enabled the students to practice relevant language skills.
Framing lessons on college and career interests increases motivation.	When you framed today's learning on students' college and career interests, you tapped into their intrinsic motivation.
Demonstrating learning through technology increases motivation.	When you allowed students to demonstrate their learning through current technology, you encouraged their creativity and increased their motivation.

Checking for Understanding - Questioning

Summary	Full text
Probing questions help to assess student understanding.	Your probing questions helped you to assess students' understanding of key concepts.
Pairing students' incorrect responses to different questions promotes self-esteem.	When you paired a student's incorrect response to a different question, you encouraged the student to take risks.
Pre-selecting questions for specific students encourages success.	When you pre-select specific questions for individual students, you encouraged success, provided correct modeling, and promoted self-esteem.
Individual conferences enable the teacher to support each student's growth.	Conferencing with individual students on their work allowed you to ask strategic questions.
Having students generate questions fosters curiosity.	When you had students generate their own questions about the content, it fostered their curiosity.
Having students generate questions helps the teacher assess understanding.	Having the students generate questions about the lesson gave you a insight into their understanding.
Having students answer Evaluation level questions.	Having your students respond to Evaluation level questions allowed them to make judgments and think critically about the material.
Having students answer Synthesis level questions.	Having your students respond to Synthesis level questions allowed them to arrange ideas in a new or original way.
Having students answer Analysis level questions.	Having your students respond to Analysis level questions allowed them to break information into parts and reason with that information.
Having students answer Application level questions.	Having your students respond to Application level questions allowed them to use facts and concepts to solve problems.
Having students answer Comprehension level questions.	Having your students respond to Comprehension level questions allowed them to focus on the meaning and intent of the material.

Having students answer Knowledge level questions.	Having your students respond to Knowledge level questions allowed them to recognize and recall facts and concepts.
Student-generated homework questions promotes buy-in.	By allowing students to create their own homework questions, you promoted motivation and buy-in.
Rephrasing a question to increase understanding.	After realizing that students did not understand your initial question, you rephrased the question. This allowed students to think of the question in a different way and arrive at a correct answer.
Strategic questioning, rather than random questioning, encourages appropriate response opportunities.	Calling on students strategically, not randomly, allowed you to ask differentiated questions with multiple response opportunities.
Leveled questions to advance the lesson.	When you asked leveled questions, you were able to advance the lesson.

Checking for Understanding – Wait Time

Summary	Full text
Wait time is an opportunity to process concepts in their home language.	By allowing students to think before receiving their responses, you allowed English Language Learners an opportunity to process information in their home language.
Using individual whiteboards on the teacher's signal protects think time.	Having students show you their answer on an individual whiteboard – on your signal – promoted think time and allowed all students an opportunity to respond.
Using responders structures think time.	Using responders (clickers) allowed you to create think time for each student and allowed all students an opportunity to respond.
Using hand signals structures think time.	Using hand signals allowed you to create think time for each student and allowed all students an opportunity to indicate their level of understanding.
Praise-prompt-leave strategy allows students to process.	When you used the praise-prompt-leave strategy, you provided specific positive reinforcement to individual students, and promoted on-task thinking.
Using a timer to structure think time keeps all students responsible for working.	When you used a timer to structure think time, you gave an opportunity for all students to respond to the problem.
Rehearsals of presentations encourages think time.	When you had the students rehearse their presentations before presenting to the class, you gave them time to practice and to make revisions.
Adjusting wait time for higher level thinking, increases the level of learning.	You monitored student responses by adjusting your wait time to the cognitive level of the questions.
Adjusting wait time for student responses increases accuracy and articulation.	When you adjusted your wait time for student responses, you increased the opportunity for articulation and accuracy.
Peer discussions allow students to verbally organize their responses.	By providing students with an opportunity to discuss their answers with a peer, you allowed your students to verbally organize and articulate their responses first.

Checking for Understanding – Feedback

Summary	Full text
Stopping the lesson to review prevents confusion.	When you recognized that students were confused and stopped the lesson to review, you prevented students from practicing incorrectly.
Specific positive reinforcement promotes productivity.	When you gave specific positive reinforcement to students focusing on specific accomplishments, you kept the students working productively.
Asking students to explain further assesses higher level thinking.	When you asked the student to explain their answer further, you assessed higher order thinking.
Asking students to prove their answer assesses higher level thinking.	When you asked the student to prove their answer, you assessed higher order thinking.
Rephrasing for students who respond incorrectly.	When you posed the same question in different words, you scaffold and clarified to ensure understanding.
Redirecting for students who respond incorrectly.	When you received an incorrect answer, then posed the same question to a different student, you redirected misconceptions for all students.
Check back in with an incorrect student later.	When you checked back in with a student later in the lesson that had previously given you an incorrect answer, you held them accountable for their learning.
Private corrective feedback protects students' self-esteem.	When you gave corrective feedback to individual students privately, you protected their dignity and self-esteem.
Referring students to instructional resources in the classroom encourages self-reliance.	When you prompted students to refer to instructional resources (models, charts, etc.) in the classroom, you helped them give correct responses.
Partner feedback on a specific skill promotes quality work.	When you had students give feedback to a partner on a specific skill, you encouraged collaboration and expectations for quality work.
Examining assessments helps students set learning goals.	When you had the students exam their results from an assessment, you directed the students to reflect on their learning and to set learning goals.

Clicker feedback helps students analyze distracters.	When you showed a graph of answers from the clicker activity, you allowed students to examine the distracters within the incorrect responses.
Sequential lesson structure allows for necessary feedback	When the lesson followed the sequential structure of input, modeling, structured practice, and independent practice, it allowed you to receive the necessary feedback needed to guide the lesson.
Demonstration of learning at the end of the lesson assesses comprehension.	By having students demonstrate their learning at the end of the lesson, you were able to assess comprehension.
Utilizing correctives to redirect misconceptions.	When you utilized correctives that were quick, explicit, and relevant to the task, you redirected misconceptions.

Checking for Understanding – Adjustment

Summary	Full text
Clarifying misconceptions from student feedback promotes success.	When you stopped the lesson to clarify a misconception, you used students' feedback to make the learning more effective.
Monitoring students' work promotes effective re-teaching.	Your monitoring of the students' work enabled you to provide specific re-teaching to a small group of students.
Common assessments help to focus on specific learning gaps.	Your analysis of the common assessments with the students, enabled you to focus on specific learning gaps.
Common assessments help to focus students.	Your analysis of the common assessments with the students, enabled you to focus the instruction for specific groups of students.
Responders promote efficient checking for understanding.	Your use of the responders (clickers) enabled you to check students' understanding efficiently and to modify the pacing of your lesson.
Modifying text encourages success.	By modifying the text for emerging readers, you enabled them to receive the content in a comprehensible format.
Embedding progress monitoring allows you to adjust instruction.	When you explicitly embedded progress monitoring within your lesson delivery, you were able to identify the rate of student learning and adjust your instruction.
Identifying required sub skills focuses learning and increases success.	When you identified explicit sub skills required to master the learning outcome, you increased the opportunity to support student success.
Identifying required sub skills provides opportunities for curriculum extension.	When you identified explicit sub skills required to master the learning outcome, you increased the opportunity for curriculum extension possibilities.
Adjusting groups provides targeted support.	When you adjusted student grouping during instruction, you increased student success by creating targeted, flexible support.

Schema - Purpose

Summary	Full text
Making predictions about text focuses the reading.	When you asked the students to make predictions about the events in the story, you focused them on purposeful reading of the story.
Having students repeat directions clarifies the lesson.	When you had students repeat the directions, you helped to clarify the purpose of the lesson.
Writing a summary helps students organize content.	When you had the students write a summary of their notes, it caused the students to identify the purpose of the lesson.
Rubrics for quality promote purposeful work.	When you had the students use rubrics during the learning task, you focused their attention on the learning objective.
Relating to current events provides purpose.	By showing current media articles about the topic, you made the learning more purposeful for the students.
Connecting instruction to the learning objective promotes mastery.	When you connected instruction to the learning objective, you improved opportunity for students to meet their learning goal.
Paraphrasing the purpose, demonstrates students' personal understanding.	When students paraphrased the purpose of the learning, it demonstrated a personal understanding of the learning outcome.
Linking the objective to college and career enhances meaning.	Since the lesson objective was linked to college and career readiness, the purpose of the lesson was more meaningful to your students.
Using age-appropriate language increases understanding.	Since the lesson objective used age appropriate language, it increased the students' understanding of the purpose.
Connecting outcomes across content allows pattern identification.	Since the learning outcome was connected across the content areas, it allowed your students the ability to identify patterns across the disciplines.
Linking to past learning builds confidence and motivation.	When your students understood the link between today's lesson and what they have accomplished in the past, it promoted confidence and motivation.

Posting the standard for a clear learning outcome.	When you posted the standard and measurable objective, you made the learning outcome clear for the students.
Referencing posted standard to refocus on the learning goal.	When you referenced the posted standard and measurable objective throughout the lesson, you refocused students towards the learning goal.
Interaction strategies focus students on the learning objective.	By utilizing a variety of interaction strategies, you kept students focused on the learning objective.
Activating prior knowledge for a learning reference point.	When you activated prior knowledge, it enabled students to access their reference point for learning.

Schema - Background

Summary	Full text
Relating to past learning triggers background knowledge.	When you asked the students what they learned about the topic the day before, you helped them to retrieve background information.
Video clips provide background knowledge.	When you showed a video clip before the lesson, you provided background knowledge to help the students understand the concept.
Reviewing problem solving steps focuses the students.	Your review of the problem-solving steps focused the students on the prerequisite knowledge they needed for the lesson.
Student responders (clickers) help to guide the teacher's re-teaching.	When you used the student responders (clickers), you determined the skills needed for re-teaching before going on to the next phase of the lesson.
Individual whiteboards help to guide the teacher's re-teaching.	When you used the individual whiteboards, you determined the skills needed for re-teaching before going on to the next phase of the lesson.
Relating content to students' background provides a foundation for the learning.	When you related the content to your students' cultural background, you gave them a clearer foundation for their learning.
Questions recall specific background knowledge for the lesson.	Your questions prompted students to tap into past experiences that directly supported the lesson objective.
Building instruction around home and community makes content comprehensible.	When you based your instruction on students' experiences at home and in the community, you made the content more comprehensible.
Referencing terms in the home language provides access to curriculum.	When you referenced terms and phrases in the students' home language, you provided access to the curriculum and built on their schema.
Referencing learning from previous grades or years activates prior knowledge.	When you referenced how today's instruction built on previous grades/years of learning (spiral curriculum), you activated prior knowledge.

Schema - Vocabulary

Summary	Full text
Front-loading key vocabulary prepares students to read.	When you front-loaded the key vocabulary, you prepared the students to read the text with greater understanding.
Pictures and images help to build understanding of vocabulary.	Your use of pictures and images assisted the students in learning the key vocabulary in the text.
Interacting with a partner allows students to practice vocabulary.	When you had the students work with a partner during the lesson, it provided them with opportunities to practice the vocabulary.
Analysis of context promotes understanding of vocabulary.	When you wrote key vocabulary words in context-laden sentences, you built the students' ability to use context clues to refine the meaning of words.
Having students identify unfamiliar words helps focus the instruction.	When you asked the students to identify unfamiliar words in the text, you were able to focus on the words students needed to know to comprehend the text.
Prefixes and suffixes help decipher a broader range of words.	When you analyzed the prefixes and suffixes in today's vocabulary, you taught students to identify the patterns in their meaning and decipher a broader range of words.
Greek and Latin roots help decipher a broader range of words.	When you analyzed the Greek and Latin roots of vocabulary, you taught students to identify the patterns in their meaning and decipher a broader range of words.
Utilizing home language cognates makes vocabulary more comprehensible.	When you utilized cognates, from the student's home language, you made the vocabulary more comprehensible.
Interdisciplinary connections to vocabulary synthesize knowledge.	When you emphasized how today's vocabulary had an interdisciplinary connection, students were able to synthesizes their knowledge from other content areas.
Hypothesizing definitions prompts analysis and application of language.	When students were given the opportunity to hypothesize definitions of given vocabulary, it encouraged students to process and apply prior knowledge.

Schema - Organizers

Summary	Full text
Color-coding text promotes analysis of text structure.	When you had the students color-code topic sentences, main ideas, and details in the text, you assisted the students in analyzing the structure of the text.
Outlines provide scaffolding for text.	The outline you provided helped the students identify key information in the text (scaffolding).
Compare topics to discriminate key features.	By having the students compare the features and attributes of several topics, you prompted them to discriminate key features of the information you presented.
Venn diagrams organize comparisons.	Your use of a Venn diagram facilitated the comparison of selected topics.
Flow charts conceptualize processes.	When you designed a flow chart of the concept, you enabled the students to conceptualize the process within the brain.
Non-linguistic representations promote thinking.	When you had the students draw an image to represent the concept, you provided students an additional way to organize the concept.
Sorting and classifying prompts pattern identification.	When students sorted and classified information, students were able to apply awareness and reasoning to the patterns they identified.
Discovering patterns strengthens conceptual understanding.	When students discovered patterns, they strengthened their conceptual understanding.
T-charts foster comparing and contrasting skills.	When students used T-Charts to sort information, they were able to compare and contrast specific elements.
Images increase access to academic concepts.	By including images on the graphic organizer, it increased access to academic concepts.

Cognition - Connections

Summary	Full text
Think-pair-share incorporates multiple modalities.	Your use of think-pair-share made the learning systematic and social for the students, and incorporated multiple modalities.
Orally composing to a partner connects oral and written language.	When you had the students orally compose their writing to a partner, you helped them to use their oral language skills to build written competency.
Creating models builds spatial and social cognition.	When you had students build models, you made the learning more effective for students who have spatial and social cognition strengths.
Graphic representations encourage conceptual understanding.	When you displayed complex concepts graphically, you promoted conceptual understanding.
Student generated PowerPoints demonstrate learning.	Having your students design and teach a lesson using PowerPoint, enabled the students to demonstrate their learning.
Video clips clarify and expand knowledge for visual learners.	By strategically using a brief video clip in your lesson, you clarified the concept and expanded knowledge for your visual learners.
Sketching and labeling diagrams builds independent study skills.	By teaching your students to sketch and label a diagram of today's concept, you taught them a cognitive strategy that builds independent study skills.
Drawing a conceptual diagram promotes brain imprinting.	When you drew a diagram of today's concept, in front of your students, you created the opportunity for brain imprinting.
Access to manipulatives allows exploration of conceptual understanding.	When you provided access to a variety of manipulatives, you allowed students to explore and validate their conceptual understanding of the content.

Cognition - Literacy

Summary	Full text
Defending a point of view promotes critical thinking.	Having your students defend a point of view about the author's purpose promoted critical thinking and exchange of ideas.
Conducting research to answer probing questions makes learning authentic.	When your students conducted research to answer self-directed probing questions, you engaged the students in authentic reading and writing experiences.
Writing solution strategies for math problems promotes understanding.	Having your students write solution strategies for the math problems enabled them to use language to construct a personal understanding of the processes.
Exit cards reinforce learning.	Having your students write an exit card (what you learned today) helped the students to solidify their learning.
Pre-reading discussion elicits pre-conceived ideas.	Having students participate in a pre-reading discussion elicited pre-conceived ideas about the material.
Self-generated questions develop interest in the world.	When you allowed time for students to read expository text to seek answers to self-generated questions, you developed their interest in learning about the world around them.
Focusing on a literacy strategy throughout the day builds mastery.	By focusing on a literacy strategy throughout the day, you prompted students to apply the strategy in multiple subjects.
Prompting knowledge across content areas builds meaning.	When you prompted students to draw from their knowledge across content areas, you created the opportunity to apply knowledge in meaningful ways.
Debating and discussing topics promotes evaluation.	By having your students debate and discuss today's topic, you invited them to evaluate their possible assumptions.
Texts from a range of disciplines strengthen literacy in content areas.	By providing your students with text from a range of disciplines, you are strengthening their literacy skills across the curriculum.

Cognition - Rigor

Summary	Full text
Differentiated groups provide appropriate levels of challenge.	Your grouping strategy enabled students to practice the learning skill at appropriately challenging levels.
Open ended questions encourage higher levels of cognition.	Your open ended questions caused your students to think at higher levels of cognition.
Analysis provides rigorous examination.	Having your students take the lesson concept to an analysis level, provided a rigorous examination of the topic.
High level academic vocabulary promotes rigor.	By using and scaffolding high level academic vocabulary, you increased your students' understanding of rigorous concepts.
Inductive reasoning promotes analysis of observations and patterns.	When students had the opportunity to apply inductive reasoning, they were able to make observations, find patterns, and confirm their theories.
Deductive reasoning creates opportunities to form theories.	When students had the opportunity to apply deductive reasoning, they were able to form a theory, make observations, and confirm their theory.
Positive feedback reinforces academic success.	When you provided explicit positive feedback to your student, you supported an environment that values on-going progress.
Rubrics with clear criteria communicate high expectations.	By providing a rubric with clearly defined criteria, you communicated the high expectations of the task.
Demonstrating learning through a range of products highlights strengths.	When you provided students a range of products that could demonstrate their learning, you encouraged students to engage and highlight their strengths.
Extension menus promote rigor and support individual pacing.	By utilizing extension menus, students were able to maintain a high level of rigor and support differences in individual pacing.

Cognition - Differentiation

Summary	Full text
Differentiating reading content promotes individual student success.	When you differentiated the reading materials according to reading levels, you allowed the students to read the content successfully.
Using a variety of modalities addresses students' learning strengths.	When you used a variety of modalities, you helped to address the learning strengths of all students.
Modifying products allows for differentiation.	When you modified the expected learning outcomes (products) for groups of students within the grade level standards, you provided differentiation for individual needs.
Knowing language levels of English learners supports comprehensible input.	Your understanding of the language levels of your English Learner students enabled you to provide comprehensible input for all students.
Flexible grouping allows for skill development, as well as social interaction.	Your flexible grouping strategy allowed you to cluster students for skill development, as well as social interaction.
Tiered-assignments provide opportunities to extend learning.	When you offered tiered assignments, students were able to extend their learning with individual supports to guide success.
Language levels are considered when adjusting question types.	When you adjusted the types of questions, based on the language levels of your English learners, you allowed all students to demonstrate their learning.
Formative assessments identify current and individual needs.	By conducting on-going formative assessments, you increase your ability to identify current and individual needs.
Sheltering strategies create comprehensible input for language learners.	When you used sheltering strategies, you created comprehensible input for your language learners.
Customized small group instruction supports diverse learners.	When you customized small group instruction, in order to reteach key concepts, you supported diverse learners in reaching the same high expectation.
Leveled questions to differentiate for individual students.	When you asked leveled questions, you were able to differentiate for individual students.

Learning Environment – Room Environment

Summary	Full text
Aesthetic appeal promotes pride.	The aesthetic appeal of your classroom helps the students take pride in their learning environment.
Arrangement of students' desks facilitates proximity.	Your arrangement of the students' desks enabled you to create proximity with all students.
Arrangement of the desks facilitated the learning task.	Your student desk arrangement allowed for facilitation of the learning task or activity.
Organizing materials protects academic learning time.	You preserved academic learning time by organizing materials before the lesson.
Interactive learning boards provide schema.	By using interactive bulletin boards that support current themes of instruction, you provided a schematic road map for the learning.
Posting rubrics encourages self-efficacy.	By posting rubrics for quality work, you set expectations and promoted students' self-efficacy.
Classroom libraries provide a place to read for pleasure.	Your classroom library gives students a comfortable place to enjoy reading books for pleasure.
References are current and directly related to learning outcomes.	Your instructional references and lesson materials are current, and are directly related to your learning outcomes.
Structured access to references increases academic knowledge	By providing student access to classroom references that are current and directly related to learning outcomes, your students have structured choices that increase academic knowledge.
Designated areas that support missed instruction promote accountability.	When you provided an area for students to reference missed instruction, you promoted student accountability.

Learning Environment - Procedures

Summary	Full text
Clear rules and routines promote learning environment.	By establishing clear rules and routines, you promoted a productive learning environment.
Efficient procedures protect learning time.	Your efficient procedures for taking roll, collecting homework, preparing materials for class, etc. protected the learning time for your students.
Anticipatory activities keep students on-task.	By having anticipatory activities for students who finished an assignment early, you kept all students working on-task productively.
Starter activities promote transitions.	By having a starter activity on the board as the students entered the classroom, you created a smooth transition and preserved academic learning time.
Assigning responsibilities makes group work productive.	By assigning responsibilities to students, you allowed group work to be productive and facilitated learning.
Attention signals to refocus students.	Your establishment of signals to gain attention re-focused students in a timely manner.
Explain, rehearse and reinforce procedures.	When you explained the procedure, you allowed students to rehearse the procedure and reinforced the procedure, you set the expectation and allowed it to become student habit and routine.
Student hand signals for getting the teacher's attention.	The student hand signals that were used to get your attention allowed for an uninterrupted lesson.
Using cups to elicit the teacher's attention.	The styrofoam cups that were used by students to elicit your attention allowed for an uninterrupted lesson.
Prepared lesson materials maximize student learning.	By having your lesson materials prepared, your procedures run smoothly and you maximize student learning.
Minimal interruptions preserve academic learning time.	When the lesson contained minimal interruptions, you preserved academic learning time.
Smooth transitions preserve academic learning time.	You were able to preserve academic learning time by maintaining smooth transitions.

Learning Environment - Management

Summary	Full text
Setting clear expectations avoids misbehavior.	Because you set clear expectations for behavior, you were able to focus on instruction instead of behavior management.
Pre-correcting avoids confusion.	By anticipating and pre-correcting potential questions about the assignment, you avoided confusion.
Non-directive statements model respect for students.	Your use of non-directive statements for off-task students protected their dignity and modeled respect.
Class meetings promote positive culture.	Your class meeting focused the students on ways they could support each other, which promoted a positive culture.
Appropriate voice when correcting misbehaviors.	Your use of a gentle and calm, yet firm, voice when correcting student misbehaviors demonstrated respect.
Establish authority by relaying clear expectations.	By speaking in short, clear sentences or phrases, you established authority and understanding on behavior expectations.
Nonverbal language to manage the classroom.	Your use of nonverbal language and gestures minimized disruptions to the lesson.
Rules limited to 3-5.	Your use of 3-5 key rules allows the students to easily remember specific behavior expectations.
Consequences without interrupting lesson.	When you relayed consequences in a quiet manner, it allowed for an uninterrupted lesson.
Student accountability by allowing choice.	When you allowed student choice, it promoted student responsibility and accountability.
Student behavior action plan.	When you had the student who misbehaved complete a behavior action plan, it allowed them to isolate the problem, determine causes to the problem and allowed the student to take responsibility in solving their problem.

Focus on behavior or issue, not on the student.	When you focused on the behavior or issue, not the student, you left the student's dignity intact.
Quickly redirecting off task behavior minimizes interruptions.	When you quickly redirected off task behavior, you minimized learning interruptions.
Physical proximity and eye contact minimize off task behavior.	When you frequently utilized physical proximity and eye contact, it minimized off task behavior.
Low profile management prevents misbehavior.	Your use of low profile management techniques prevented misbehavior and allowed the focus to be on learning, instead of on behavior management.

Learning Environment - Relationships

Summary	Full text
Positive tone models respect.	Your positive tone with the students encouraged the students to show respect to their classmates.
Orienting new students to the class builds community.	Your consideration for orienting new students to the class built a sense of community.
Making commitments for behavior establishes norms.	Having students sign a wall poster that described their commitments for treatment of each other enabled your students to establish norms for classroom interactions.
Community Circle builds interpersonal skills.	The Community Circle strategy focused the students on effective interpersonal communication skills.
Selecting specific questions for students promotes success.	Preparing individual students to answer specific questions provided opportunities for all students to shine.
Include parents in classroom activities.	You are building a sense of common purpose and community by including parents in classroom activities.
Class meetings promote positive culture.	Your class meeting focused the students on ways they could support each other, which promoted a positive culture between you and your students.
Appropriate voice when correcting misbehaviors.	Your use of a gentle and calm, yet firm, voice when correcting student misbehaviors demonstrated respect.
Nonverbal language to protect dignity.	Your use of nonverbal language and gestures not only minimized disruptions to the lesson, but protected student dignity as well.
Redirecting counter productive behavior creates boundaries.	When students are seeking attention in a counter productive way, you used alternative methods to redirect behavior and maintain structure.

Engagement – Task

Summary	Full text
Writing the objective on the board clarifies the task.	To make the learning task clear to the students, write the learning objective on the board.
Role-playing demonstrates learning.	Have students demonstrate their learning by having students role-play.
Kinesthetic activities make learning fun for many students.	Have the students kinesthetically act out the concept to make demonstrating the learning enjoyable and productive.
Writing rubrics allow the students to revise their own writing.	Have the students demonstrate their learning by revising their writing with rubrics.
Accountability for individuals improves cooperative learning.	Describe individual accountability, for the cooperative learning opportunity, to promote the participation of all students in the learning task.
Offering a variety of products provides novelty.	To provide novelty and increase engagement, provide students the opportunity to demonstrate their learning through a variety of products.
Correlating tasks with college or career, adds interest and ownership.	To facilitate interest and ownership, provide tasks that are correlated to college and career interests.
Encouraging student choice prompts analytical thinking.	To encourage students to analyze which products would effectively demonstrate their learning, provide students with relevant choices.
Business partnerships embed career exploration.	To foster career exploration, infuse partnerships with local business professionals.
Community partnerships add authenticity.	To create authentic tasks, partner with community based organizations that support learning outcomes.
Having students explain how they will demonstrate their learning.	To clarify the learning task, ask the students to explain how they will demonstrate what they have learned.

Engagement – Interactions

Summary	Full text
Self-reflecting on participation in groups promotes productivity.	To increase the levels of student engagement and use of academic language, have students role-play.
Role-playing increases engagement.	Have students engage in the think-pair-share strategy to support each other in interpreting the learning.
Think-pair-share allows students to support each other.	To build community during the lesson, have students interact with upper and lower grade students in mutual support tutoring.
Cross-age tutoring builds community.	To make each student responsible for participating in the lesson, structure the partner work (roles for partner A, partner B).
Structured partner work increases engagement.	To create support systems and accountability, strategically create student groups to support learning outcomes.
Strategic groups create support and accountability.	Have students share their writing from interactive reading journals/logs to support the clarification and expansion of ideas.
Sharing journals or logs clarifies and expands ideas.	Have intentional groups of students work on a designated task to increase the level of learning.
Working together increases learning.	To have students process new information more efficiently, have students stop once every ten minutes to exchange ideas with peers.
Exchanging ideas allows students to process information.	Have students process new information by providing brief and frequent intervals of time within the lesson.
Brief, frequent processing solidifies learning.	Have students process new information by providing brief and frequent intervals of time within the lesson.
Continuous interactions keep students engaged.	To keep students engaged, have continuous, multi-level interactions with students throughout the lesson.

| Interaction strategies focus students on the learning objective. | To focus students on the learning objective, utilize various interaction strategies. |

Engagement – Pacing

Summary	Full text
Teaching in small segments promotes engagement.	To keep the students engaged and on task, teach the lesson in small segments.
Setting time expectations preserves academic learning time.	To help students transition from one activity to another, and preserve academic learning time, set structured time expectations for the activities.
Using signals promotes efficient transitions.	To maximize instructional time, use signals to prompt students to transition activities.
Timers structure lessons into shorter segments.	To provide structure and keep the pacing of the lesson efficient, use a timer to segment the lesson.
Ask students to reflect on how much time was spent on an activity.	To help monitor the students' level of production on an activity, ask students to reflect on how much time was spent on the activity.
Adjusting instruction based-on real time feedback, individualizes instruction.	To individualize support, adjust the pace of your lessons and use real time feedback (checking for understanding) to differentiate.
Using responders (clickers) to adjust content supports engagement.	To support student engagement, use responders (clickers) to monitor student mastery.
Connecting concepts across disciplines maximizes learning time.	To maximize learning time, provide connections within concepts across the disciplines.
Focusing on non-transferrable skills accelerates learning for English learners.	To accelerate learning for English language learners, identify concepts that were mastered in their home language, and focus on non transferrable skills.
Pre-assessments streamline instruction.	To maximize instructional time, include pre-assessments to guide daily instruction on prerequisite skills needed to master the learning objective.
Pacing the lesson for the appropriate level of difficulty and complexity.	To promote the attention and focus of students, pace according to the lesson's difficulty and complexity.
Chunking the lesson to keep students on task.	To keep the students on task, chunk the lesson into short, meaningful segments.

Engagement – Relevance

Summary	Full text
Making connections to personal experiences promotes attention and focus.	To promote the attention and focus of the students, have them identify connections to their own experiences as you read to them.
Making decisions about their learning empowers students.	To empower students to accept responsibility for their learning, allow students to make decisions about their learning goals.
Relating lessons to life experiences makes learning meaningful.	To make the lesson meaningful for the students, relate the lesson to the students' personal life experiences.
Introductory video clips promote interest and motivation.	To create student interest and motivation, show an introductory video clip during your anticipatory set.
Self-selecting topics for research fosters ownership.	To foster ownership in the learning, guide students through self-selecting topics for research.
Non-linguistic representations promote thinking.	To create personal meaning for the concept, have students draw or sketch an image that demonstrates their understanding.
Writing a summary helps students organize content.	To organize information for personal meaning, have the students synthesize their notes into a written summary.
Relating to current events provides purpose.	To make the learning more relevant for students, identify relevant media articles that relate to your learning outcome.
Differentiating within ELD language levels develops relevant language skills.	To create opportunities for relevant language skills, differentiate your lesson according to English language development levels.
Framing lessons on college and career interest increases motivation.	To foster intrinsic motivation, frame the learning around the students' college and career interests.
Demonstrating learning through technology increases motivation.	To encourage creativity, allow students to demonstrate their learning through appropriate technology.

Checking for Understanding - Questioning

Summary	Full text
Probing questions (tell me more) help to assess student understanding.	To assess students' understanding of key concepts, use probing questions.
Student generated questions to foster curiosity.	In order to foster student curiosity around the learning, have them generate their own questions about the content.
Pairing students' incorrect responses to different questions promotes self-esteem.	To encourage the students to take risks, pair a student's incorrect response to a different question.
Pre-selecting questions for specific students encourages success.	Pre-selecting specific questions for individual students, encourages success, provides correct modeling, and promotes self-esteem.
Individual conferences enable the teacher to support each student's growth.	Conferencing with individual students on their work allows for strategic and specific questions.
Having students generate questions helps the teacher assess understanding.	To gain a perspective on student understanding, have them generate questions about the lesson.
Student-generated homework questions promotes buy-in.	To promote motivation and buy-in, allow students to create their own homework questions.
Rephrasing a question to increase understanding.	Rephrasing the initial question will allow students to think of the question in a different way and arrive at a correct answer.
Strategic questioning, rather than random questioning, encourages appropriate response opportunities.	Calling on students strategically, not randomly, allows for differentiated questions with multiple response opportunities.
Asking Evaluation level questions of Blooms Taxonomy to make judgments about material.	Focus students on making judgments and thinking critically about the material by asking them Evaluation level questions of Blooms Taxonomy (examples include defend, critique and interpret).

Asking Synthesis level questions of Blooms Taxonomy to arrange ideas in a new or original way.	Allow students to arrange ideas in a new or original way by having them respond to Synthesis level questions of Blooms Taxonomy (examples include rearrange, rewrite, modify and categorize).
Asking Analysis level questions of Blooms Taxonomy to see the underlying idea of the material.	Focus students on breaking information into parts and reasoning with that information by having them respond to Analysis level questions of Blooms Taxonomy (examples include compare, contrast, diagram and infer).
Asking Application level of Blooms questions to use concepts to solve new problems.	In order to allow students to use facts and concepts to solve problems., have students respond to Application level questions of Blooms Taxonomy (examples include demonstrate, prepare, show and solve).
Asking Comprehension level questions of Blooms Taxonomy to focus on the meaning and intent of the material.	Focus students on the meaning and intent of the material, by having them respond to Comprehension level questions of Blooms Taxonomy (examples include describe, explain, paraphrase and give examples).
Asking Knowledge level questions of Blooms Taxonomy to provide a basis for understanding.	In order to allow students to recognize and recall facts and concepts, have students respond to Knowledge level questions (examples include label, name, recall, reproduce and define).
Leveled questions to advance the lesson.	To advance the lesson appropriately, ask leveled questions.

Checking for Understanding – Wait Time

Summary	Full text
Wait time as an opportunity to code switch for English Language Learners.	Allow English Language Learners to code switch before receiving their responses by allowing wait time.
Using individual whiteboards on the teacher's signal protects think time.	Think time occurs when students show their answers on individual whiteboards using a signal.
Using responders structures think time.	Think time for each student occurs when using responders. (clickers)
Praise-prompt-leave strategy allows students to process.	When the praise-prompt-leave strategy is used, specific positive reinforcement to individual students occurs.
Using a timer to structure think time keeps all students responsible for working.	When a timer is used to structure think time, all students have an opportunity to respond to the problem.
Rehearsals of presentations encourage think time.	When students rehearse their presentations before presenting to the class, they have a chance to practice and make revisions.
Think time promotes learning.	Students process information at different rates. Think time allows all students to conceptualize a response.
Structured responses allow students to give answers privately.	Using a structure for student responses (show me your whiteboard when I snap my fingers) makes every student's response private.
All students need think time.	Developing routines for wait time makes thinking a normal component of the learning process.
Adjusting wait time for student responses increases accuracy and articulation.	Students increase their level of accuracy and articulation when wait time is adjusted throughout the lesson.

Checking for Understanding - Feedback

Summary	Full text
Stopping the lesson to review prevents confusion.	To prevent students from practicing incorrectly, stop the lesson to review.
Specific positive reinforcement promotes productivity.	To keep students working productively, give specific positive reinforcement focusing on specific accomplishments.
Private corrective feedback protects students' self-esteem.	To protect a student's dignity and self-esteem, give corrective feedback privately.
Rephrasing for students who respond incorrectly.	When students respond incorrectly, scaffold to ensure understanding by posing the same question in different words.
Redirecting for students who respond incorrectly.	When students respond incorrectly, redirect misconceptions for all students by posing the same question to a different student.
Check back in with an incorrect student later.	To hold a student that has given an incorrect answer accountable for their learning, check back in with them later in the lesson.
Referring students to instructional resources in the classroom encourages self-reliance.	Have students refer to instructional resources (models, charts, etc.) in the classroom, to promote self-reliance.
Partner feedback on a specific skill promotes quality work.	To encouraged collaboration and expectations for quality work, have students give feedback to a partner on a specific skill.
Examining assessments helps students set learning goals.	When students exam their results from an assessment, they reflect on their learning and have an opportunity to set learning goals.
Clicker feedback helps students analyze distractors.	Allow students to examine the distractors within incorrect responses to clarify misconceptions.
Specific positive reinforcement keeps students working productively.	Effective feedback includes telling students specifically what they are doing correctly.

Effective corrective feedback includes prompting.	Corrective feedback prevents students from practicing incorrectly, and includes prompting students on what to do next.
Whole class corrective feedback includes analysis of common errors.	Whole class corrective feedback includes analysis of common errors and how to avoid them (why the class is confused).
Sequential lesson structure allows for necessary feedback	To receive the feedback necessary to guide the lesson, have the lesson follow a sequential structure of input, modeling, structured practice, and independent practice.
Demonstration of learning at the end of the lesson assesses comprehension.	To assess comprehension, have students demonstrate their learning at the end of the lesson.
Utilizing correctives to redirect misconceptions.	In order to redirect misconceptions, utilize correctives that are quick, explicit and relevant to the task.

Checking for Understanding - Adjustment

Summary	Full text
Clarifying misconceptions from student feedback promotes success.	Using students' feedback to clarify misconceptions makes the learning more effective
Monitoring students' work promotes effective re-teaching.	Monitoring students' work allows for specific re-teaching to a small group of students.
Common assessments help to focus on specific learning gaps.	Analyzing common assessments with the students provides additional opportunities to review the concept.
Responders promote efficient checking for understanding.	Use the data from student responders (clickers) to help decide when to modify the pacing of the lesson.
Modifying text encourages success.	To help emerging readers receive content in a comprehensible format, modify the text.
Informal assessments should be used to adjust pacing.	Use informal assessments of students when deciding to re-teach, move through the lesson more quickly, or skipping ahead.
Effective lessons include re-teaching as needed.	Adjustments can be accommodated during a lesson by spontaneously grouping students who need re-teaching of a specific skill.
Student feedback should be used to adjust lessons.	Adjustments can be facilitated by asking the students for specific feedback on how they understand the lesson content.
Frequent monitoring of student progress promotes success.	Continuous monitoring and adjusting are essential to assure every students' success.
Embedding progress monitoring allows you to adjust instruction.	To analyze the rate of learning and instructional adjustment, explicitly embed progress monitoring opportunities within your lesson delivery.

Schema - Purpose

Summary	Full text
Objectives with action verbs clarify the purpose of the lesson.	To help students clarify the purpose of the lesson, write an objective with an action verb.
Making predictions about text focuses the reading.	To guide students towards purposeful reading, ask the students to make predictions about the events in the story.
Having students repeat directions clarifies the lesson.	To clarify the purpose of the lesson, have the students repeat the directions.
Writing a summary helps students identify the purpose.	To help students identify the purpose of the lesson, have them write a summary of their notes.
Rubrics for quality promote purposeful work.	To focus students on the learning objective, have the students use rubrics during the learning task.
Relating to current events provides purpose.	To make the learning more purposeful for the students, show current media sources about the topic.
Linking to college and career interests focuses students on the purpose.	To focus students on the purpose of the lesson, link the objective to college or career skills of interest.
Objectives written in age-appropriate language support understanding.	To support students' understanding of the lesson objective, describe it using age-appropriate language.
Connecting learning outcomes to content areas supports connections.	To support the identification of patterns across the disciplines, connect the learning outcome to another content area.
Linking pre-requisite skills to learning outcome promotes confidence.	To promote confidence and motivation, provide students an opportunity to explicitly link today's lesson with pre-requisite skills they have accomplished in the past.
Posting the standard for a clear learning outcome.	To make the learning outcome clear for the students, post the standard and measurable objectives.

Referencing posted standard to refocus on the learning goal.	To continuously focus students towards the learning goal, reference the posted standard and measurable objective throughout the lesson.
Interaction strategies focus students on the learning objective.	To focus students on the learning objective, utilize various interaction strategies.
Activating prior knowledge for a learning reference point.	In order to allow students to access their reference point for learning, activate prior knowledge.

Schema - Background

Summary	Full text
Student interviews give insight into their interests.	To gain insight into the topics that your students want to learn, conduct individual student interviews.
Relating to previous day's learning helps students retrieve background information.	To help students to retrieve background information, ask the students what they learned about the topic the day before.
Video clips provide background knowledge.	To help students understand a concept, show a pertinent video clip before the lesson.
Reviewing problem solving steps focuses the students.	To provide students with the prerequisite knowledge needed for the lesson, review problem-solving steps.
Student responders help to guide the teacher's re-teaching.	To determine the skills needed for re-teaching, use the student responders (clickers), before going on to the next phase of the lesson.
Individual whiteboards help to guide the teacher's re-teaching.	To determine the skills needed for re-teaching, use individual whiteboards before going on to the next phase of the lesson.
Relating to cultural background provides a foundation for learning.	To give students a foundation for learning, relate the content to your students' cultural background.
Building instruction around home and community makes content comprehensible.	To make the content more comprehensible, infuse student experiences from the home and community.
Home language references provide access to curriculum.	To build on student schema, use terms and phrases in the students' home language.
Referencing learning from previous grades or years activates prior knowledge.	To capitalize on students' prior knowledge, reference how the lesson correlates to the learning of the previous grade/year.

Schema - Vocabulary

Summary	Full text
Sticky notes help students identify connections as they read.	To focus students on how key vocabulary words are used in multiple contexts, have students use sticky notes to make text-to-text connections as they read.
Front-loading key vocabulary prepares students to read.	To prepare the students to read the text with greater understanding, front-load the key vocabulary.
Pictures and images help to build understanding of vocabulary.	To assist students in learning the key vocabulary in the text, use pictures and images.
Interacting with a partner allows students to practice vocabulary.	To create opportunities for students to practice the vocabulary, have the students work with a partner during the lesson.
Analysis of context promotes understanding of vocabulary.	To develop the students' ability to use context clues to refine the meaning of words, write key vocabulary words in context-laden sentences.
Having students identify unfamiliar words helps the teacher to focus the instruction.	To focus students on the words they need to know in order to comprehend the text, ask the students to identify unfamiliar words in the text.
Prefixes and suffixes help students decipher a broader range of words.	To develop students' ability to identify patterns within word parts, analyze prefixes and suffixes. This skill will allow students to decipher a broader range of words.
Greek and Latin roots help students decipher a broader range of words.	To develop students' ability to identify patterns of meaning, analyze Greek and Latin roots. The application of this skill will allow students to decipher a broader range of words.
Utilizing cognates in home language makes vocabulary comprehensible.	To make vocabulary more comprehensible, use cognates from the students' home language.
Interdisciplinary connections to vocabulary synthesize knowledge.	To assist students in synthesizing their knowledge from other content areas, emphasize vocabulary that has interdisciplinary connections.

Schema - Organizers

Summary	Full text
Color-coding text promotes analysis of text structure.	To assist the students in analyzing the structure of a given text, have them color-code topic sentences, main ideas, and details in the text.
Outlines provide scaffolding for text.	To help students identify key information in the text, provide outlines (scaffolding).
Compare topics to discriminate key features.	To prompt students to discriminate key features of the information presented, have the students compare the features and attributes of several topics (comparison matrix).
Venn diagrams organize comparisons.	To facilitate a comparison of selected topics, have the students use a Venn diagram.
Flow charts conceptualize processes.	To enable the students to conceptualize a process within the brain, design a flow chart of the concept.
Non-linguistic representations promote thinking.	To provide students an additional way to organize the concept, have the students draw an image to represent the concept.
Non-linguistic representations promote thinking.	To help students apply awareness and reasoning to patterns, design opportunities for students to sort and classify information.
Patterns strengthen conceptual understanding.	To strengthen students' conceptual understanding, provide opportunities for students to discuss and discover patterns.
T-charts support comparing and contrasting skills.	To support students' ability to compare or contrast specific elements of instruction, have students create T-charts to organize and sort information.
Visual images increase access to academic concepts.	To increase access to academic concepts, provide visual images on graphic organizers.

Cognition - Connections

Summary	Full text
Think-pair-share incorporates multiple modalities.	When think-pair-share is used, the learning becomes systematic and social for the students, and incorporates multiple modalities.
Orally composing to a partner connects oral and written language.	When students orally compose their writing to a partner, it helps them use their oral skills to build written competency.
Creating models builds spatial and social cognition.	If students create models, they build spatial and social cognition.
Graphic representations promote conceptual understanding.	When complex concepts are displayed graphically, it promotes conceptual understanding.
Student-generated PowerPoints help demonstrate learning.	When students design and teach a lesson using PowerPoint, they demonstrate their learning.
Connect new learning to prior learning with KWL charts.	Connect prior learning to new learning by having the students complete a KWL (Know, Want to Know, Learn) chart.
Connect new learning to prior learning using current events.	Connect prior learning to new learning by having students examine current events.
Cultural links provide access to meaningful connections.	When you connect to students' cultural backgrounds, students increase their opportunity to make sense of the curriculum.
Video clips clarify and expand knowledge for visual learners.	To clarify and expand knowledge for visual learners, use brief video clips that illustrate the specific concept.
Sketching and labeling diagrams build independent study skills.	To increase the application of independent study skills, teach your students to sketch and label a diagram of the concept.

Cognition - Literacy

Summary	Full text
Defending a point of view promotes critical thinking.	To promote critical thinking and exchange ideas, have students defend a point of view about the author's purpose.
Orally elicit pre-conceived ideas about a topic by having a pre-reading discussion.	Orally elicit pre-conceived ideas about the material to be presented by having a pre-reading discussion.
Conducting research to answer probing questions makes learning meaningful.	When students conduct research to answer self-directed probing questions, it engages the learning in authentic reading and writing experiences.
Writing solution strategies for problems promotes understanding.	Enable students to use language to construct a personal understanding of the processes by writing strategies to solve problems.
Exit cards reinforce learning.	To allow students to solidify their learning, have them write an exit card (what you learned today) before leaving.
Reading text develops interest in the world.	To develop interest in learning about the world around them, have students read text to seek answers to self-generated questions.
Focusing on a literacy strategy throughout the day builds mastery.	To promote the application of literacy strategies in multiple subjects, focus on a single literacy strategy throughout the day.
Scaffolding text increases comprehension.	When you provide literacy support by scaffolding the text, you increase opportunities to understand the curriculum.
Daily writing promotes literacy development.	Daily writing promotes literacy development; students who write effectively can understand and organize content.
Reading texts from a range of disciplines strengthens literacy.	To promote literacy skills across the curriculum, provide opportunities to read text from a range of disciplines.

Cognition - Rigor

Summary	Full text
Strategically grouping students maximizes cognitive levels of development.	To support and accelerate learning, strategically group students to maximize cognitive levels of development.
Open ended questions encourage higher levels of cognition.	To encourage higher levels of cognition, initiate open ended questions and support discussion.
There is little rigor if there is only one correct answer.	Rigor is accomplished when there is more than one correct answer to evaluate.
Open ended questions require higher levels of reasoning and validation.	To elevate the level of student reasoning, create open ended questions that guide their thinking process.
Inductive reasoning promotes analysis of observations and patterns.	To support the confirmation of a theory, provide opportunities for students to discuss observations, find patterns, and establish relevant support to confirm their findings
Positive feedback reinforces academic success.	To support deductive reasoning skills, provide opportunities for students to make observations that will lead them to form their own theory.
Rubrics with clear criteria communicate high expectations.	To communicate high expectations of the task, provide a rubric with clearly defined criteria.
Demonstrating learning through a range of products highlights student strengths.	To encourage students to play on their strengths, provide a range of options (products) to demonstrate their learning.
Extension menus promote rigor and support individual pacing.	To maintain a high level of rigor, and support individual differences in pace, utilize extension menus.

Cognition - Differentiation

Summary	Full text
Differentiation can modify content, processes, or products.	Differentiated instruction can be accomplished by modifying the content, processes, or products assigned to various groups of students.
Differentiating according to language development levels provides access.	Differentiating instruction by language development level, provides access to the curriculum.
Differentiation allows students to demonstrate learning in different ways.	Differentiated instruction allows students to choose multiple ways to demonstrate their understanding of content.
Flexible grouping promotes achievement.	To target instruction, incorporate flexible groupings organized by their zone of proximal development.
Tiered -assignments provide opportunities to extend their learning.	To encourage students to extend their learning, offer tiered assignments that target their personal learning needs.
Language levels are considered when adjusting question types.	To ensure English language learners have opportunities to demonstrate their learning, adjust the questions to reflect their current language level.
Formative assessments identify current and individual needs.	To identify current and individual needs, conduct and analyze on-going formative assessments.
Sheltering strategies create comprehensible input for language learners.	To create comprehensible input for your language learners, identify sheltered strategies that facilitate the language objective.
Customized, small group instruction supports language learners.	To guide language learners toward the same high expectation,, customize small group instruction.
Leveled questions to differentiate for individual students.	To differentiate for individual students, incorporate leveled questions.
Scaffold study guides promote the organization of concepts and details.	When students were provided with a scaffold study guide, it provided a structured format that facilitated the focus of key concepts and details.

Environment – Room Environment

Summary	Full text
Room environment should include artifacts of students' thinking.	Classroom environment that showcases themes of study and artifacts of students' thinking demonstrates a commitment to achievement.
Room environment should be aesthetically pleasing.	Classroom environment that is aesthetically pleasing fosters pride and motivation.
Classroom displays must be clear and concise.	Classroom displays that are organized and focused accommodate students who are distracted by excessive spatial stimuli.
Aesthetic appeal promotes pride.	By having an aesthetically appealing classroom environment, it helps the students take pride in their learning environment.
Arrangement of students' desks with areas to move around facilitates proximity.	By arranging the students' desks in a free flowing manner, it will allow for easy access and proximity to all students.
Organizing materials protects academic learning time.	Organizing materials beforehand will preserve academic learning time.
Bulletin boards displaying themes provides schema.	Use bulletin board space to display current themes of instruction to provide a schematic road map for the learning.
Bulletin boards displaying themes provides a future reference site.	Use bulletin board space to display current themes of instruction so that students can have a point of reference in future lessons.
Posting rubrics encourages self-efficacy.	Posting rubrics for quality work sets expectations and promotes students' self-efficacy.
Classroom libraries promote diverse reading experiences.	To promote reading for pleasure, provide students a comfortable place to enjoy reading books.
Appropriate arrangement of desks for the learning task.	The desk arrangement should be arranged to maximize the accomplishment of tasks and to minimize behavior problems.

Learning Environment - Procedures

Summary	Full text
Procedures must be taught and reinforced.	Procedures that are taught and reinforced become routine.
There should be procedures for all classroom functions.	Procedures for all classroom functions (entering and leaving, passing papers, turning in homework, sharpening a pencil, etc.) help to create a productive learning environment.
Students need to know the rationale for each procedure.	When students understand the rationale behind each procedure, it allows them to know the effects of not following those specific procedures.
One Spot is a method for using a signal to get attention.	Using one consistent spot in the classroom to call for attention in 5,4,3,2,1 seconds allows you to get their attention consistently.
Clear rules and routines promote a productive learning environment.	Create a productive learning environment by establishing clear rules and routines.
Sponge activities keep early finishers on-task.	Keep early finishers on-task by having sponge activities posted.
Starter activities for smooth transitions.	Create a smooth transition and preserve academic learning time by having a starter activity on the board as the students enter the classroom.
Play a song for transitions.	Create a smooth transition between lessons by playing or singing a short song of choice. Set the expectation that when the song ends, students will be ready to go for the next lesson.
Allow group work to be more productive by assigning responsibilities to students.	Allow group work to be productive and facilitate learning by assigning responsibilities to students.
Attention signals to refocus students.	To gain attention and refocus students in a timely matter, establish attention signals.
Explain, rehearse and reinforce procedures.	By explaining the procedure, allowing students to rehearse the procedure and reinforcing the procedure, it sets the expectation and allows it to become student habit and routine.

Student signals for getting the teacher's attention.	In order to minimize lesson interruptions, establish help-seeker signals (like hand signals, Styrofoam cups or colored toilet tissue tubes).
Minimal interruptions preserve academic learning time.	To preserve academic learning time, minimize interruptions and maintain smooth transitions.
Smooth transitions preserve academic learning time.	Academic learning time can be preserved by maintaining smooth transitions.

Learning Environment - Management

Summary	Full text
Signals focus attention.	Teaching students to mimic simple clapping patterns is a great way to quickly grab students attention.
Chants focus attention.	Teaching students to mimic simple chant patterns is a great way to quickly grab students attention.
Non-directive statements avoid conflict.	Correcting misbehaviors with non-directive statements, such as, allow you to correct misbehavior without interrupting the lesson.
Setting clear expectations avoids misbehavior.	Setting clear expectations for behavior allows the focus to be on instruction instead of behavior management.
Pre-correcting avoids confusion.	To avoid confusion during activities, anticipate and pre-correct potential questions regarding the activity or assignment.
Non-directive statements model respect for students.	To protect student dignity and model respect, use of non-directive statements for off-task students.
Correcting misbehaviors with appropriate voice.	Correct student misbehaviors with a gentle and calm, yet firm, voice to model respect.
Praising students when procedures are correctly followed.	Praising students when procedures are followed properly, sets your expectations.
Speak in short clear phrases.	Establish authority and understanding on behavior expectations speaking in short, clear sentences or phrases.
Nonverbal language to manage the classroom.	By using nonverbal language and gestures to manage the classroom, it will minimize disruptions to the lesson.
Limit the number of established rules.	Limiting established rules to 3-5 allows the students to easily remember specific behavior expectations.
Giving consequences without interrupting the lesson.	Relaying consequences in a quiet manner allows for an uninterrupted lesson.

Environment - Relationships

Summary	Full text
Positive tone models respect.	To model respect towards adults and peers, use a positive tone with students.
Orienting new students to the class builds community.	To build a sense of community, provide opportunities for orienting new students to your class.
Making commitments for behavior establishes norms.	To establish norms for classroom interactions, have students sign a wall poster that describe their commitments for peer interactions.
Community Circle builds interpersonal skills.	To promote interpersonal communication skills, engage in strategies (such as Community Circle) to focus on effective tools for discussion.
Selecting specific questions for students promotes success.	To promote confidence, offer opportunities that prepare students for answering specific questions successfully.
Include parents in classroom activities.	To build a sense of common purpose and community, include parents in classroom activities.
Class meetings promote positive culture.	To promote a positive culture between you and your students, create opportunities for class meetings that focus on building student support systems.
Appropriate voice when correcting misbehaviors.	To demonstrate respect, model the use of gentle and calm and firm tone when correcting student misbehaviors.
Nonverbal language to protect dignity.	To protect student dignity, use nonverbal language and gestures to minimize disruptions during the lesson.
Redirecting counter productive behavior maintains structure.	To maintain standards and structure in the classroom, use alternative methods to redirect counter productive behavior.