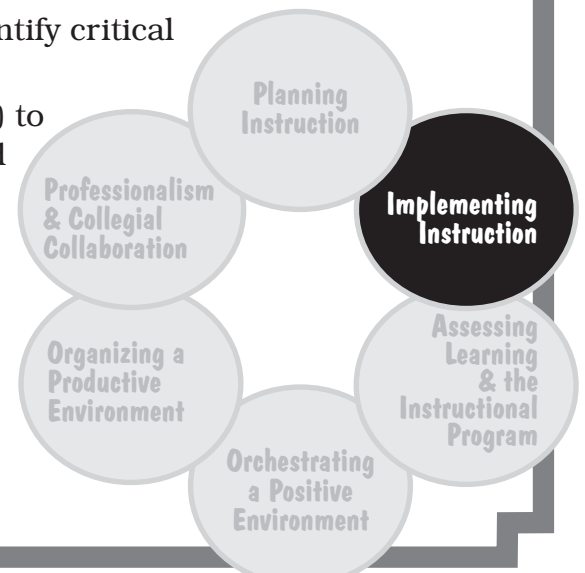


# Implementing Instruction

## New Teacher Self-Assessment and Goal Setting

- \_\_\_ Communicate the standards and learning objectives in age-appropriate language
- \_\_\_ Communicate why what students are learning is important to know
- \_\_\_ Communicate how the learning exercises the students are doing are related to the learning outcomes; that is, explain the purpose and relevance of all assignments and learning experiences
- \_\_\_ Communicate how the current lesson is related to and builds on previous lessons
- \_\_\_ Help students build skills at recognizing how the current lesson is related to and builds on previous lessons
- \_\_\_ Communicate to students how their learning will be assessed
- \_\_\_ Provide scoring guides such as rubrics, performance task lists, and checklists to students before they begin working
- \_\_\_ Provide daily, unit, and semester agendas
- \_\_\_ Have students access their prior knowledge
- \_\_\_ Identify student misconceptions and naive understandings; help students reframe their thinking as appropriate
- \_\_\_ Provide or have students provide connections between what is being learned in the moment with other areas of their study and to life beyond the classroom
- \_\_\_ Present accurate and current information
- \_\_\_ Provide multiple illustrations, examples, and comparisons of complex or highly abstract ideas or concepts
- \_\_\_ Emphasize the key terms/ideas to be learned
- \_\_\_ Use positive and negative examples to help identify critical or important attributes
- \_\_\_ Whenever possible move from concrete (props) to semi-abstract (pictures) to abstract (words and numbers) in presenting new concepts
- \_\_\_ Model thinking aloud
- \_\_\_ Use analogies, metaphors, and similes
- \_\_\_ Use physical models and manipulatives
- \_\_\_ Use **Wait Time I** and **Wait Time II**



# Implementing Instruction

## New Teacher Self-Assessment and Goal Setting

- \_\_\_ Use segues at transitions so students can make cognitive connections between points under study and between various learning exercises
- \_\_\_ Have students make predictions about what will happen next or about the next steps they need to take
- \_\_\_ Have students process and summarize learning at meaningful points
- \_\_\_ Have students assess old predictions, make new predictions, make connections, pose questions, and/or identify significant information at processing points
- \_\_\_ Use **10:2 Theory** as a time template for student processing
- \_\_\_ Supplement lectures with colorful transparencies, Power Point-type presentations, models, charts, graphs, and other visual aids
- \_\_\_ Enhance lectures with discussion partners, graphic organizers, learning logs, etc.
- \_\_\_ Check for understanding throughout lessons by asking questions students can answer only if they truly understand concepts and/or the reasons for the processes
- \_\_\_ Assign homework for which students have the prerequisite skills to complete the work independently with an 80% success rate
- \_\_\_ Assign homework from all four categories: practice, preparation, extension, and creative to promote both homework completion, learning, and engagement
- \_\_\_ Go beyond recording completion of homework; use successful/unsuccessful completion as formative assessment data to inform teaching decisions
- \_\_\_ Gather and make accessible multiple sources of information such as books, magazines, journals, posters, pictures, charts, graphs, maps, and technology
- \_\_\_ Differentiate instruction by providing a variety of sources, learning processes, and ways to demonstrate learning
- \_\_\_ Use flexible groupings based on readiness levels, interests, student choice, and learning styles
- \_\_\_ Change strategies as necessary to meet students' learning needs
- \_\_\_ Integrate content with cross-curricular themes and skills

