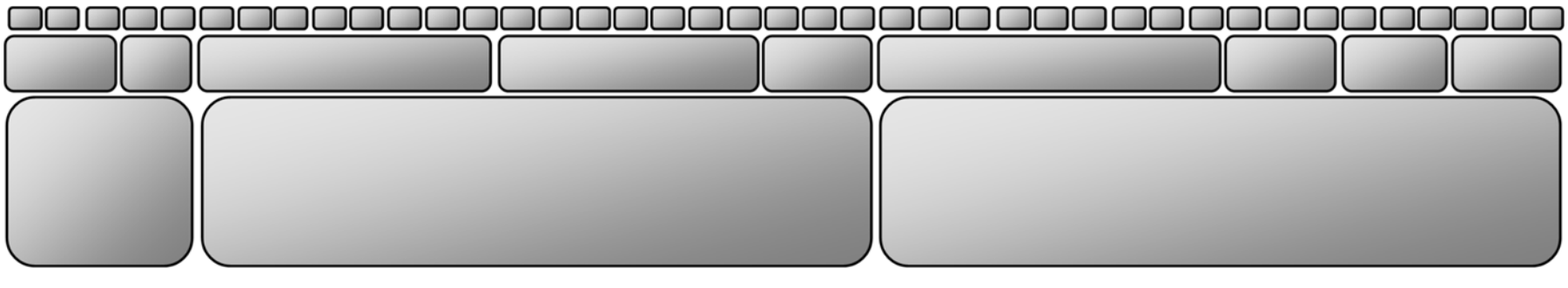
Montrose Community Schools

The Art and Science of Teaching

Building a Foundation of Educational Excellence Through Shared Knowledge and Reflective Practice

Lesson Segments Involving Routine Events **(classroom strategies and behaviors that teachers should engage in on a routine basis)**	
What will I do to establish and communicate learning goals, track student progress, and celebrate success?	1. What do I typically do to provide clear learning goals and scales? 2. What do I typically do to track student progress? 3. What do I typically do to celebrate student success?
What will I do to establish and maintain classroom rules and procedures?	4. What do I typically do to establish classroom rules and procedures? 5. What do I typically do to organize physical layout of the classroom?
Lesson Segments Addressing Content	
What will I do to help students effectively interact with the new knowledge?	6. What do I typically do to identify critical information? 7. What do I typically do to organize students to interact with new knowledge? 8. What do I typically do to preview new content? 9. What do I typically do to chunk content in "digestible bites?" 10. What do I typically do to help students process new information? 11. What do I typically do to help students elaborate on new information? 12. What do I typically do to help students record and represent knowledge? 13. What do I typically do to help students reflect on their learning?
What will I do to help students practice and deepen their understanding of new knowledge?	14. What do I typically do to review content? 15. What do I typically do to organize students to practice and deepen knowledge? 16. What do I typically do to use homework? 17. What do I typically do to help students examine similarities and differences? 18. What do I typically do to help students examine errors in reasoning? 19. What do I typically do to help students practice skills, strategies, and procedures? 20. What do I typically do to help students revise knowledge?
What will I do to help students generate and test hypotheses about new knowledge?	21. What do I typically do to organize students for cognitively complex tasks? 22. What do I typically do to engage students in cognitively complex tasks involving hypothesis generation and testing? 23. What do I typically do to provide resources and guidance?
Lesson Segments Enacted on the Spot **(strategies that the teacher is prepared to use but has not necessarily planned for a specific day or lesson)**	
What will I do to engage students?	24. What do I typically do to notice when students are not engaged? 25. What do I typically do to use academic games? 26. What do I typically do to manage response rates? 27. What do I typically do to use physical movement? 28. What do I typically do to maintain a lively pace? 29. What do I typically do to demonstrate intensity and enthusiasm? 30. What do I typically do to use friendly controversy? 31. What do I typically do to provide opportunities for students to talk about themselves? 32. What do I typically do to present unusual or intriguing information?
What will I do to recognize and acknowledge adherence or lack of adherence to rules and procedures?	33. What do I typically do to demonstrate "withitness?" 34. What do I typically do to apply consequences for lack of adherence to rules and procedures? 35. What do I typically do to acknowledge adherence to rules and procedures?
What will I do to establish and maintain effective relationships with students?	36. What do I typically do to understand students' interests and backgrounds? 37. What do I typically do to use verbal and nonverbal behaviors that indicate affection for students? 38. What do I typically do to display objectivity and control?
What will I do to communicate high expectations for all students?	39. What do I typically do to demonstrate value and respect for low-expectancy students? 40. What do I typically do to ask questions of low-expectancy students? 41. What do I typically do to probe incorrect answers with low-expectancy students?



References:

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- Marzano, R.J. (2012). *Becoming a reflective teacher.* Bloomington, IN: Marzano Research.

Preparing Students Today for the Opportunities of Tomorrow