https://docs.google.com/document/d/1qYc73fCv4LZrIIV1eSREd78t-KmdRqPABr5efUUoXj8/edit

Lesson Segment	Evidence Based Practices to Watch For	What are the expectations for students during this part of the lesson?	Behavior Management in this Section of Lesson –
Standard	Proficiency in locating GSD standards and pacing guides. *Ability to unpack standards to create learning objectives for each lesson. * Use of exemplars to define proficiency and mastery for students Use of rubrics to define proficiency and mastery for students Modeling performance expectations of proficiency and mastery for students *Communicates high expectations by demonstrating equal value and respect for all students.* Proficiency with district adopted materials (Wonders, GoMath, Digits, MathXL). *Teacher aligns classroom décor with learning goals, Student work on Display* *Learning resources displayed on walls – vocabulary lists, timelines etc* Providing Scales and Rubrics . Track Student Progress	Individual/Group - Noise level - Sit in seat/move around How do they answer questions – what signal will you give – everyone, one answer, white boards, etc. What do students do when done? - What do they do if they need help? What will happen if they are not on task? Procedures for groups, seat work, transitions, assessments, games, Etc.	1 - Proximity Time, 2- Limits Signals, 3-Cueing, 4-Attention signal, 5-Expectations, 6-Voice, 7-Tasking – how can all students be engaged in responding to questions and not just one student Accepts all students, connect with students, greet student in and out of school, call students by name, monitor your own attitude, help students develop a sense of comfort
Objective	Learning objectives posted, communicated, and clearly understood by students. *When asked students can state what they need to know and do that day. Evidence that there are Listening, speaking, reading, and writing components of the lesson	Using Verbal and Nonverbal Behaviors that Indicate Affection for Students Displaying Objectivity and Control	Expectations Posted. *The teacher monitors his or her emotions in the classroom to avoid displaying counterproductive emotions such as anger, frustration, or hesitation. Applies consequences consistently and fairly along with rewards. Is aware of what is going on in classroom.*
Vocab	Vocabulary lists on display – procedures to teach vocabulary evident. Vocabulary referred to throughout lesson. Pictures used to emphasize vocabulary. Vocabulary journals. Key Vocabulary Emphasized (SIOP)	Establishes Class Routines	
Starter	Has procedure so students know what to do while teacher is starting class. Can have questions to see what students know about topic, to review previous day, or uses cumulative review where teacher reviews content from current unit but relates it to previous units.	Demonstrates Withitness	
Hook	Hooks to stimulate interest in the content of the lesson. * Preview questions to pique students curiosity and activate prior knowledge. * Brief teacher summary of content so students link new content to past content and to see key ideas to listen for. * Connects information to real life situations. Tells a story, shares a quotes, consequences for not having the knowledge, video clip, role play, make predictions Understanding Students' Backgrounds and Interests	Establishing Rules and Procedures Acknowledging Adherence to Rules and Procedures Acknowledging Lack of Adherence to Rules and Procedures	
I do:	Helps students to process new information by chunking, scaffolding, pacing, interacting, and monitoring. Perspective Analysis, Thinking Hats, Students interact in small groups to summarize		

	information, Jigsaw, Cooperative Learning, Reciprocal Teaching, Think-Pair Share, Graphic Organizers, Cornell Notes, Examine Similarities and Differences, Anticipates Student Errors, Uses Teacher Prepared Notes, Teaches students to skim major headings to identify key points, KWL, Teach Vocabulary, Highlights and repeats critical information, Uses visual activities to enhance student learning, Uses stories to anchor information into memory, Role Playing, Skits, Reading Strategies – before, during and after, Visual activities. Relates instruction to the learning targets. Small Groups: Structured Grouping - *Teacher gives students a visual representation of what effective group work looks like. Models behaviors such as paraphrasing, pausing, clarifying, questioning, brainstorming, and using respectful language. Uses job cards to designate specific roles that students take within groups.* Shows enthusiasm for topic to increase engagement – lively pace – makes connections, personal stories **Checking for Understanding**: Active student response strategies, academic games, establishes a rating system for students to rate how confident they are with the information, Think Pair Share, Inside Outside Circles, Choral response, physical movement, signals. Questioning that requires students to recall, recognize, or apply previously learned information. Has students summarize information, gallery walk, white board quiz, four corners, Chunking Content Processing Content . Recording and Representing Content Previewing Highlighting Critical Information . Reviewing Content Revising Knowledge Reflecting on Learning . Purposeful Homework Elaborating on Information Examining Errors in Reasoning Engaging Students in Cognitively Complex Tasks Providing Resources and Guidance Generating and Defending Claims		
We do (model)	Gives the students clear expectations of what to do – verbally and written. Breaks assignment into smaller pieces – could have a picture for each step, gives adequate think time, models the thinking through the process (think aloud). Students solve problems one at a time while the teacher monitors their execution of each step. Teachers or students demonstrate or model the skill and the class does the steps together. Use of checks for understanding to adjust instruction Asking In-Depth Questions of Reluctant Learners Probing Incorrect Answers with Reluctant Learners		
You do:	Presents students with problems that require them to use previously learned information in order to solve. Self-directed, students work independently with little teacher direction. Practice is skill-based or application. Students work in groups or independently to practice the skill or information. Think Logs, Assignment Revision, Peer Feedback, students pair up to check answers, independent practice – uses close monitoring when students are practicing a new skill. Reinforce efforts. **Provide Feedback**		

	Use of checks for understanding to adjust instruction Structured Practice Sessions Demonstrating Value and Respect for Reluctant Learners		
Assessment	*Exit Slips, create a Mind Map to show what learned, 3 points to remember, 2 things you liked, 1 question you have, portfolios* *Multiple choice, true/false. Constructed response require students to generate a correct answer.* *Student demonstrations – usually used with skills, strategies or processes. Student interviews, observations of students, student generated assessments, examine response patterns of students* Use of summative (SAGE) data to inform practice. Use of formative data (Benchmark) to inform practice. *Uses pre assessment to see what students already know about content* *Practice tests* Tracking Student Progress Celebrating Success Informal Assessments of the Whole Class		
Re-teach	Strategies to re-teach the information – technology, small group, new reading assignment, peer tutor, a different teacher presents material in a different way		
Enrichment	Differentiates assignments – provides assignments that use higher DOK		
Engagement Strategies	Organizing Students to Interact Noticing When Students Are Not Engaged and Reacting Increasing Response Rates Using Physical Movement Maintaining a Lively Pace Demonstrating Intensity and Enthusiasm Presenting Unusual Information Using Academic Games Providing Opportunities for Students to Talk About Themselves Motivating and Inspiring Students Increasing Response rates Using Physical Movement		

Houston Web Site of Strategies

Palm Springs Strategies