

Focus Questions for Instruction and Management Strategies

INSTRUCTION

Question 1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?

Today will I...

(Establish and communicate learning goals)

- Set or remind students about a specific academic learning goal?
- Set or remind students about a specific nonacademic learning goal?

(Track student progress)

- Provide students with feedback (e.g. a quiz, test, or informal assessment) on their progress on an academic learning goal?
- Provide students with feedback on their progress on a nonacademic learning goal?
- Ask students to record or reflect on their progress on an academic or nonacademic goal?

(Celebrate success)

- Provide some form of recognition for the progress of individual students relative to an academic or nonacademic learning goal?
- Provide some form of recognition for the progress of the entire class relative to an academic or nonacademic learning goal?

Question 2: What will I do to help students effectively interact with new knowledge?

Today will I...

(**PREVIEW** new knowledge prior to input)

- Provide students with a way to see the “big picture” (e.g. class graphic organizer, class outline) prior to presenting new knowledge?
- Ask questions that help students make connections between what they already know and what will be presented?
- Make direct links for students regarding what will be presented and what has already been addressed in class?

(Provide opportunities for students to **ENCODE** the new knowledge [in pairs, triads, or small groups])

- Ask students to restate or rephrase information?

- Ask student to describe the main patterns of information (e.g. sequence of events, generalization with supporting details, compare/contrast, cause/effect, persuasion, concept with attributes)?
- Ask students to represent information as a picture, pictograph, graphic organizer, physical model, dramatic enactment or mental picture?

(Provide opportunities for students to **ELABORATE** on new knowledge [in pairs, triads, or small groups])

- Ask students to infer implicit patterns of information (e.g. sequence of events, generalization with support details, compare/contrast, cause/effect, persuasion, concept with attributes) or relationships with other information?
- Ask students to identify similarities and differences via the use of comparison/contrast, classification, metaphors, or analogies?

(Provide opportunities for students to **SUMMARIZE** new knowledge)

- Ask students to create short oral summaries?
- Ask students to create short written summaries?
- Ask students to summarize their notes orally or in writing?
- Ask students to summarize new knowledge using pictures, pictographs, graphic organizers, physical models, dramatic enactments, or mental pictures?

(Provide students with ways to **REFLECT** on their own learning)

- Ask students to describe the information that was new to them?
- Ask students to describe what they were right/wrong about?
- Ask students to describe what they are sure/unsure of?

Question 3: What will I do to help students review, revise and practice new knowledge?

Today will I...

- Ask students to revise their notes correcting errors and adding details?
- Ask students to revise their nonlinguistic representations (e.g. graphic organizers, pictures, pictographs) correcting errors and adding detail?
- Ask students to engage in massed practice of skills and processes, noting changes as they do so?
- Ask students to to engage in distributed practice of skills and processes, noting changes as they do so?

Question 4: What will I do to help students apply new knowledge?

Today will I...

- Begin or continue an assignment that requires students to solve problems regarding content and explain and defend their conclusions?

- Begin or continue an assignment that requires students to make decisions regarding content and explain and defend their conclusions?
- Begin or continue an assignment that requires students to engage in investigations regarding content and explain and defend their conclusions?
- Begin or continue an assignment that requires students to engage in experimental inquiry regarding content and explain and defend their conclusions?
- Begin or continue an assignment that requires students to invent things regarding content and explain and defend their conclusions?
- Begin or continue an assignment that requires students to design their own tasks regarding content and explain and defend their conclusions?

Question 5: What will I do to engage students and keep their energy level up?

Today will I...

- Ask students to play a game, puzzle or simulation that involves important knowledge?
- Involve students in some type of competition relative to important knowledge?
- Engage students in some form of friendly controversy relative to important knowledge?
- Ask questions or provide tasks that provide equal and random response opportunities for each student in class (i.e. provide the possibility of each students being “put on the spot”)?
- Provide opportunities for students to physically move at relatively frequent intervals?
- Provide opportunities for students to talk about themselves or things important to their personal lives?
- Provide students with unusual information?
- Provide contextual variety in terms of the classroom setting (e.g., arrange chairs differently, present from a different part of the room)?

MANAGEMENT

Question 6: What will I do to ensure effective pacing and flow of activities?

Today will I...

- Frequently monitor whether new information is provided in small enough “chunks” for students to learn?
- Make sure that transitions between activities are done efficiently?
- Make sure that administrative and clerical tasks (e.g. taking attendance, passing in papers) are done efficiently?

Question 7: What will I do to establish or maintain classroom rules and procedures?

Today will I...

- Establish or remind students of classroom rules and procedures?

Question 8: What will I do to establish or maintain consequences for not following classroom rules and procedures?

Today will I...

(Communicate an appropriate level of guidance and control)

- Emphasize the use of assertive message content when interacting with students?
- Emphasize the use of assertive body language when interacting with students?

(Communicate an appropriate level of concern and cooperation)

- Focus on interacting with specific students in ways that demonstrate concern for them?
- Focus on interacting with students in ways that communicate an understanding and respect for their responses to questions even if their responses are incorrect?
- Focus on providing equal attention to every student in class particularly those who typically do not participate?

Question 10: What will I do to maintain an appropriate mental set?

(Withitness)

Today will I...

- Focus on making eye contact with every student?
- Focus on inhabiting all quadrants of the room?
- Focus on early detection of possible behavioral problem in class?
- Focus on reacting immediately to behavioral problems in a graduated manner?

(Emotional Objectivity)

Today will I...

- Focus on monitoring my own negative thoughts about specific students or groups of students?
- Reframe my interpretations of students' negative behavior in ways that decrease the chances I will react in a defensive manner?
- Do something to relieve personal tension that builds up as a consequence of the teaching process?

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