

Self-Assessment

Framing the Learning

Assess your practice around each of these research-based strategies for structuring the learning environment in ways that help students process, retain, and transfer their learning

Almost Always (A), Sometimes (S), Not Yet (N)

At the Beginning of the Lesson: Making Connections

_____ I explicitly communicate the learning outcomes, the relationship of the learning experiences to the outcomes, the assessment, and the assessment criteria before we begin the lesson.

_____ I help students recall what they know about the topic to be studied and/or where they have used or learned related information.

_____ I have students make predictions about the content and give rationales for their predictions.

_____ I work with students to set purposes for study and to generate questions to be answered during the lesson.

During the Presentation of New Information

_____ I pause to have students process/summarize at meaningful points. (I practice **10:2 Theory**.)

_____ We assess old predictions, make new predictions, and/or identify significant information at the processing points.

_____ I help students relate new information to prior knowledge.

_____ I use visuals, manipulatives, props, and realia to provide nonlinguistic representations.

_____ We collaboratively generate more questions throughout the lesson.

At the Close of the Lesson: Locking In the Learning

_____ I facilitate student processing/summarizing of the whole lesson.

_____ We evaluate predictions and use new learning to re-frame thinking.

_____ I ask students to note similarities and differences between the new material and what they already know.

_____ We return to the purposes set for study to see if they were accomplished and identify additional information that would be interesting or helpful.