Working **SMARTER**, not harder

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| **Shape the critical questions**  (developing course and/or unit questions which encompass the concepts and engage students in discussion to demonstrate their understanding of the concepts) | Do they serve as the basis for many conversations with students?  Do they include expectations related to *how* to learn or demonstrate  competence?  Do they identify ways in which students should think about the information to  be learned?  Do they lead students to do well on outcome measures?  Do they enable students to monitor progress in learning?  Do they help students identify the critical concepts or ideas to be learned?  Do they help students think about the content and how it fits into other  contexts? |
| **Map critical content**  (thinking deeply about and manipulating the content so as to organize it and make it understandable and relationships clear) | What is the critical content of the course, unit or lesson that students need to learn and understand? |
| **Analyze for difficulty** | What might make this content difficult for students to understand and remember? Is this content difficult due to:  \_\_\_Abstractness? \_\_\_Organization? \_\_\_Relevance? \_\_\_Interest? \_\_\_Background knowledge? \_\_\_Complexity? \_\_\_Quantity? \_\_\_Relationships? \_\_\_Vocabulary? \_\_\_Other? |
| **Reach enhancement decisions**  **(**decide *how* to teach in a way that addresses the learning problems identified previously) | Based on my students and the difficulty of the content, how will this content be enhanced to make it accessible to all students?  \_\_\_Teaching devices?  \_\_\_Course Organizer, Unit Organizer, Concept Diagram?  \_\_\_Use of a mnemonic or analogy?  \_\_\_Vocabulary Maps or Concept Maps?  \_\_\_Teaching Routines?  (showing students how to use the teaching devices you have selected to  facilitate their learning) |
| **Teach strategically**  (teaching students about the devices and routines you will use to promote their learning and providing explicit instruction that includes explaining, showing and modeling how information will be taught and learned) | Does my instructional sequence include drawing students’ attention to the use of a certain instructional process, involve them in the process, and check for effectiveness of that process?  Does my instructional sequence include:  \_\_\_ an advanced organizer and student expectations including how they are to think about and organize the information?  \_\_\_information and instruction on critical vocabulary?  \_\_\_teaching in partnership with students, including co-construction of CERs?  \_\_\_exploring with students the thinking and organizational process used?  \_\_\_how these processes aided their learning?  \_\_\_where else these processes can be used? |
| **Evaluate for mastery** | Are my enhancements working? How do I know?  How well can students answer the critical question(s)? |
| **Reevaluate critical questions** | Are my critical questions and content really critical?  Am I testing the critical content?  Do I need to re-teach or revise?  How will I do this? |