

# 10 Design Areas and Design Questions

<b>FEEDBACK</b>	Design Area 1: <b>Providing and Communicating Clear Learning Goals</b>	How will I communicate clear learning goals that help students understand the progression of knowledge they are expected to master and where they are along that progression?
	Design Area 2: <b>Assessment</b>	How will I design and administer assessments that help students understand how their test scores and grades are related to their status on the progression of knowledge they are expected to master?
<b>CONTENT</b>	Design Area 3: <b>Direct Instruction</b>	When content is new, how will I design and deliver direct instruction lessons that help students understand which parts are important and how the parts fit together?
	Design Area 4: <b>Practicing and Deepening</b>	After content has been presented, how will I design and deliver lessons that help students deepen their understanding and develop fluency in skills and processes?
	Design Area 5: <b>Knowledge Application</b>	After content has been presented, how will I design and deliver lessons that help students generate and defend claims through knowledge application?
	Design Area 6: <b>Strategies That Appear in All Types of Lessons</b>	Throughout all types of lessons, what strategies will I use to help students continually integrate new knowledge with old knowledge and revise their understanding accordingly?
<b>CONTEXT</b>	Design Area 7: <b>Engagement</b>	What engagement strategies will I use to help students pay attention, be energized, be intrigued, and be inspired?
	Design Area 8: <b>Rules and Procedures</b>	What strategies will I use to help students understand and follow rules and procedures?
	Design Area 9: <b>Relationships</b>	What strategies will I use to help students feel welcome, accepted, and valued?
	Design Area 10: <b>Communicating High Expectations</b>	What strategies will I use to help typically reluctant students feel valued and comfortable interacting with me or their peers?

# THE NEW ART AND SCIENCE OF TEACHING

FEEDBACK	CONTENT	CONTEXT
<p><b><i>Providing and Communicating Clear Learning Goals</i></b></p> <ol style="list-style-type: none"> <li>1. Providing Scales and Rubrics</li> <li>2. Tracking Student Progress</li> <li>3. Celebrating Success</li> </ol> <p><b><i>Assessment</i></b></p> <ol style="list-style-type: none"> <li>4. Informal Assessments of the Whole Class</li> <li>5. Formal Assessments of Individual Students</li> </ol>	<p><b><i>Direct Instruction Lessons</i></b></p> <ol style="list-style-type: none"> <li>6. Chunking Content</li> <li>7. Processing Content</li> <li>8. Recording and Representing Content</li> </ol> <p><b><i>Practicing and Deepening Lessons</i></b></p> <ol style="list-style-type: none"> <li>9. Structured Practice Sessions</li> <li>10. Examining Similarities and Differences</li> <li>11. Examining Errors in Reasoning</li> </ol> <p><b><i>Knowledge Application Lessons</i></b></p> <ol style="list-style-type: none"> <li>12. Engaging Students in Cognitively Complex Tasks</li> <li>13. Providing Resources and Guidance</li> <li>14. Generating and Defending Claims</li> </ol> <p><b><i>Strategies That Appear in <u>All</u> Types of Lessons</i></b></p> <ol style="list-style-type: none"> <li>15. Previewing</li> <li>16. Highlighting Critical Information</li> <li>17. Reviewing Content</li> <li>18. Revising Knowledge</li> <li>19. Reflecting on Learning</li> <li>20. Purposeful Homework</li> <li>21. Elaborating on Information</li> <li>22. Organizing Students to Interact</li> </ol>	<p><b><i>Engagement</i></b></p> <ol style="list-style-type: none"> <li>23. Noticing When Students Are Not Engaged and Reacting</li> <li>24. Increasing Response Rates</li> <li>25. Using Physical Movement</li> <li>26. Maintaining a Lively Pace</li> <li>27. Demonstrating Intensity and Enthusiasm</li> <li>28. Presenting Unusual Information</li> <li>29. Using Friendly Controversy</li> <li>30. Using Academic Games</li> <li>31. Providing Opportunities for Students to Talk About Themselves</li> <li>32. Motivating and Inspiring Students</li> </ol> <p><b><i>Rules and Procedures</i></b></p> <ol style="list-style-type: none"> <li>33. Establishing Rules and Procedures</li> <li>34. Organizing the Physical Layout of the Classroom</li> <li>35. Demonstrating "Withitness"</li> <li>36. Acknowledging Adherence to Rules and Procedures</li> <li>37. Acknowledging Lack of Adherence to Rules and Procedures</li> </ol> <p><b><i>Relationships</i></b></p> <ol style="list-style-type: none"> <li>38. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students</li> <li>39. Understanding Students' Backgrounds and Interests</li> <li>40. Displaying Objectivity and Control</li> </ol> <p><b><i>Communicating High Expectations</i></b></p> <ol style="list-style-type: none"> <li>41. Demonstrating Value and Respect for Reluctant Learners</li> <li>42. Asking In-Depth Questions of Reluctant Learners</li> <li>43. Probing Incorrect Answers with Reluctant Learners</li> </ol>