

Planning Questions

Daily Strategies	
Pacing	What Will I Do?
Do I have appropriate routines in place for the administrative tasks I will be using today?	
Am I aware of the transitions between activities I will use today and the plan for how to address those transitions?	
Do I have activities planned for students who finish their seatwork early?	
What will I do to remain aware of moving too slowly or too quickly when presenting new content?	
Intensity and Enthusiasm	What Will I Do?
Which aspects of the content addressed today am I particularly enthused about?	
How will I demonstrate my enthusiasm? <ul style="list-style-type: none"> • Personal stories • Verbal and nonverbal signals • Reviving the zest for teaching 	
Teacher-Student and Peer Relationships	What Will I Do?
What can I do today to ensure fair and equitable treatment for all students? <ul style="list-style-type: none"> • Ensure students are not teased or bullied • Establish expectations for fair and equitable treatment 	
Are there ways of showing interest in and affection for students that I will use in class today? <ul style="list-style-type: none"> • Simple courtesies • Using physical contact and physical gestures • Attending to students' needs and concerns 	
How can I gather positive information to use in building relationships? <ul style="list-style-type: none"> • Structured opportunities to highlight students' interests and accomplishments • Parents and guardians • Fellow teachers 	
Verbal Feedback	What Will I Do?
During what activities today could I provide praise and feedback to students?	
What are some phrases I should avoid when providing praise and feedback?	
What are some phrases I should use when providing praise and feedback?	

Opportunistic Strategies	
Physical Movement	What Will I do?
What opportunities are there today to introduce physical movement?	
What techniques will best fit into today's lesson? <ul style="list-style-type: none"> • Movement to lift energy • Movement that furthers understanding of content • Movement for the whole class or school 	
Humor	What Will I Do?
Can I incorporate humor into any of the addressed content?	
What strategies will I use? <ul style="list-style-type: none"> • Self-directed humor • Funny headlines or quotes • Movie clips and media entertainment • A class symbol for humor 	
Games and Inconsequential Competition	What Will I Do?
Is there content I can effectively review using games?	
What types of games best fit this content?	
Friendly Controversy	What Will I Do?
Could I incorporate friendly controversy into any of the addressed content?	
What strategy will I use to stimulate friendly controversy? <ul style="list-style-type: none"> • Class vote • Debate model • Town hall meeting • Legal model • Perspective analysis 	
Unusual Information	What Will I Do?
Could I incorporate unusual information into any of the addressed content?	
How will I use unusual information? <ul style="list-style-type: none"> • To introduce a lesson • To allow students to research and collect interesting facts • By inviting guest speakers 	
Questions and Response Rates	What Will I Do?
What content should I ask questions about?	

<p>What techniques should I use to increase the effectiveness of my questions?</p> <ul style="list-style-type: none"> • Call on students randomly • Use paired response • Use wait time • Use response chaining • Invite choral response • Use simultaneous individual response 	
Students' Lives	What Will I Do?
<p>Could I incorporate comparisons to students' lives in any of the addressed content?</p>	
<p>What categories will I use for the comparisons?</p> <ul style="list-style-type: none"> • Physical characteristics • Processes • Sequences of events • Cause-and-effect relationships • Psychological characteristics • Fame or notoriety • Analogies 	
Students' Life Ambitions	What Will I Do?
<p>Are there specific units or courses I can use personal projects in?</p>	
<p>How long will the projects last?</p>	
<p>How much time will I spend each week on the projects?</p>	
Application of Knowledge	What Will I Do?
<p>Does the content being addressed lend itself to authentic applications to real-world issues?</p>	
<p>Is there a problem that can be solved or studied using the content?</p>	
<p>Is there a decision that can be made or studied using the content?</p>	
<p>Is there a hypothesis that can be tested or studied using the content?</p>	
<p>Is there an issue that can be investigated using the content?</p>	
<p>Am I allowing students to make choices using cognitively complex processes?</p>	
<p>What choices of response formats could I offer to students?</p>	
<p>How might I provide choice in learning goals?</p>	
<p>How will I provide choice in behavior?</p>	

Progress	What Will I Do?
Can students track their progress over time on any of the addressed content?	
How will I design the scale students will use to track their progress?	
How will I facilitate students' setting of personal goals and development of strategies to attain these goals?	
How will I design the scale students will use to track their effort?	
Examples of Self-Efficacy	What Will I Do?
Are there specific units or courses that could provide examples of efficacy?	
How can I use stories in these situations?	
How can I use quotations in these situations?	
Self-Efficacy	What Will I Do?
Can I teach efficacy through any content that has been covered or will be covered?	
What sources will I use to teach efficacy?	
How will I make the distinction between the growth theory and fixed theory?	
How will I facilitate students identifying their own perspective?	
How will I keep the conversation about the two perspectives going in class?	