

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"> <li>• Personal stories</li> <li>• Verbal and nonverbal signals</li> <li>• Reviving the zest for teaching</li> </ul>	
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"> <li>• Ensure students are not teased or bullied</li> <li>• Establish expectations for fair and equitable treatment</li> </ul>	
Are there ways of showing interest in and affection for students that I will use in class today? <ul style="list-style-type: none"> <li>• Simple courtesies</li> <li>• Using physical contact and physical gestures</li> <li>• Attending to students' needs and concerns</li> </ul>	
How can I gather positive information to use in building relationships? <ul style="list-style-type: none"> <li>• Structured opportunities to highlight students' interests and accomplishments</li> <li>• Parents and guardians</li> <li>• Fellow teachers</li> </ul>	
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	
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"> <li>• Movement to lift energy</li> <li>• Movement that furthers understanding of content</li> <li>• Movement for the whole class or school</li> </ul>	
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"> <li>• Self-directed humor</li> <li>• Funny headlines or quotes</li> <li>• Movie clips and media entertainment</li> <li>• A class symbol for humor</li> </ul>	
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"> <li>• Class vote</li> <li>• Debate model</li> <li>• Town hall meeting</li> <li>• Legal model</li> <li>• Perspective analysis</li> </ul>	
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"> <li>• To introduce a lesson</li> <li>• To allow students to research and collect interesting facts</li> <li>• By inviting guest speakers</li> </ul>	
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"> <li>• Call on students randomly</li> <li>• Use paired response</li> <li>• Use wait time</li> <li>• Use response chaining</li> <li>• Invite choral response</li> <li>• Use simultaneous individual response</li> </ul>	
<b>Students' Lives</b>	<b>What Will I Do?</b>
<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"> <li>• Physical characteristics</li> <li>• Processes</li> <li>• Sequences of events</li> <li>• Cause-and-effect relationships</li> <li>• Psychological characteristics</li> <li>• Fame or notoriety</li> <li>• Analogies</li> </ul>	
<b>Students' Life Ambitions</b>	<b>What Will I Do?</b>
<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>	
<b>Application of Knowledge</b>	<b>What Will I Do?</b>
<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>	

REPRODUCIBLE

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?	