There are Critical Teaching Behaviors inherent in each Stage/Lesson of Learning Strategy (LS) implementation that, when used explicitly, help ensure maximum use of the strategy by students. Below are key behaviors that should be observed during teacher implementation.

**Rating Guide: 0= Not present 1=Present, but needs improvement 2= Present and correct**

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| --- | --- | --- | --- |
| **Strategy components** | **Observed Teacher Behavior** | **Rating** | **Comments** |
| Preparation | Organized with appropriate materials for lesson |  |  |
| Advance Organizer | Gains & maintains students’ attention |   |   |
| Reviews the previous learning |   |   |
| Clearly defines the lesson content (names strategy, stage, or lesson, as appropriate) |   |   |
| States expectations for upcoming learning |   |   |
|   |   | **\_\_\_/10** |   |
| Lesson Presentation | Names, describes, and/or models steps of the strategy as appropriate to lesson (thinks aloud while performing physical and mental steps) |   |   |
| Verbalizes problem solving |   |   |
| Paces instruction appropriately for group |   |   |
|   |   | **\_\_\_/6** |   |
| Enlist Student Involvement | Engages all students throughout the strategy instruction |   |   |
| Asks questions (checks for understanding, asks students to identify next step(s), cuing use of mnemonic if appropriate) |   |   |
| Provides feedback to expand and correct responses in group instruction |   |   |
| Provides explicit & elaborated feedback on individual student work. |   |   |
|   |   | **\_\_\_/8** |   |
| Post Organizer | Reviews the model and promotes metacognition, involving students in the process. |   |   |
| States expectation for application of the strategy, setting stage for generalization. |   |   |
| Cues students to record progress on chart, and/or sets expectations for next session/lesson. |   |   |
|   |   | **\_\_\_/6** |   |
| **Grand Total** |   |   |
| **\_\_/30** |   |