

	A thoughtful experienced teacher will	A beginner who is making progress will	A beginner that needs work will
Connections to prior knowledge that relates to the new concept	Elicit students' prior knowledge that is relevant to new idea Use prior knowledge to motivate new idea, for example by formulating questions that prior knowledge allows to ask and new knowledge allows to answer	Consider what students are supposed to know already when introducing a new idea Motivate the new idea by showing students what they will be able to do after they have learned it.	Introduce new ideas without connecting to prior knowledge Motivate the new idea by referring to a new section of the book (e.g., hang in there one more day and we will be almost done with chapter 4)
Explanation of a concept in general and in particular	Identify what is being explained and tie it with associated ideas. Explain what the concept means or why a statement is true and introduce needed vocabulary. Use general statements and examples back and forth in explanation.	Define all new words and spell out clearly what the statement of a new concept says. Follow general statements with examples or expect students to make generalizations from instances.	Introduces new ideas by way of tips for how to remember it Provides general definitions of terms and shows examples of what students will have to do.
Use of Multiple Representations (e.g., graphic, technology, verbal, symbolic, geometric, numerical)	Use multiple representations of a same concept while explaining a new idea, going back and forth between them to build understanding of connections.	Explain a new idea using a preferred representation Illustrate or connect the new idea to different representations afterwards.	Explain a new idea using a unique representation. Teach other representations as if they were separate concepts.
Connections to future work	Solicit and ask questions that the new idea helps formulate. Investigate with students some of those questions making connections to the concept. Conclude with guided practice and summary of important points.	Provide examples of diverse situations where the new concept will be useful and work out some of those situations. Conclude with guided practice for students.	Provide examples of the type of exercise the students will have to do and tips for avoiding confusion when doing those exercises. Conclude assigning homework.
Student Involvement	Ask questions of students to gauge what they understand of the new concept. Expect students to think about those questions and participate in the explanation.	Ask students whether they understand the new concept. Expect them to listen to his or her instruction and ask questions if they don't understand.	Hold students accountable to copy the examples worked out on the board. Expect students will ask questions if they don't know how to do the homework