



STRATEGIES THAT APPEAR IN
ALL TYPES OF LESSONS

Previewing

THE **MARZANO COMPENDIUM** OF
INSTRUCTIONAL STRATEGIES



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INTRODUCTION

In 2007, Dr. Robert J. Marzano published *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*. The framework, composed of three lesson segments, ten design questions, and forty-one elements, was based on research showing that teacher quality is one of the strongest influences on student achievement—that is, an effective teacher can positively and significantly impact student learning. As such, *The Art and Science of Teaching* sought to identify specific action steps teachers could take to improve their effectiveness.

In 2015, Dr. Marzano updated *The Art and Science of Teaching* framework to reflect new insights and feedback. The Marzano Compendium of Instructional Strategies is based on this updated model, presenting forty-three elements of effective teaching in ten categories. Each folio in the series addresses one element and includes strategies, examples, and reproducible resources. The Compendium and its folios are designed to help teachers increase their effectiveness by focusing on professional growth. To that end, each folio includes a scoring scale teachers can use to determine their proficiency with the element, as well as numerous strategies that teachers can use to enact the element in their classrooms. Indeed, the bulk of each folio consists of these strategies and reproducibles for implementing and monitoring them, making the Compendium a practical, actionable resource for teachers, instructional coaches, teacher mentors, and administrators.

PREVIEWING

The teacher engages students in activities that help them link what they already know to the new content about to be addressed and facilitates these linkages. For example, a teacher might have students construct a graphic organizer that visually displays the way in which upcoming content relates to previously learned content. Previewing can boost achievement for all students, but is particularly vital for students with low background knowledge.

Monitoring This Element

There are specific student responses that indicate this element is being effectively implemented. Before trying strategies for the element in the classroom, it is important that the teacher knows how to identify the types of student behaviors that indicate the strategy is producing the desired effects. General behaviors a teacher might look for include the following.

- When asked, students explain linkages with prior knowledge.
- When asked, students make predictions about upcoming content.
- When asked, students can provide a purpose for what they are about to learn.
- Students actively engage in previewing activities.

Desired behaviors such as these are listed for each strategy in this element.

Teachers often wonder how their mastery of specific strategies relates to their mastery of the element as a whole. Successful execution of an element does not depend on the use of every strategy within that element. Rather, multiple strategies are presented within each element to provide teachers with diverse options. Each strategy can be an effective means of implementing the goals of the element. If teachers attain success using a particular strategy, it is not always necessary to master the rest of the strategies within the same element. If a particular strategy proves difficult or ineffective, however, teachers are encouraged to experiment with various strategies to find the method that works best for them.

Scoring Scale

The following scoring scale can help teachers assess and monitor their progress with this element. The scale has five levels, from Not Using (0) to Innovating (4). A teacher at the Not Using (0) level is unaware of the strategies and behaviors associated with the element or is simply not using any of the strategies. At the Beginning (1) level, a teacher attempts to address the element by trying specific strategies, but does so in an incomplete or incorrect way. When a teacher reaches the Developing (2) level, he or she implements strategies for the element correctly and completely, but does not monitor their effects. At the Applying (3) level, a teacher implements strategies for the element and monitors their effectiveness with his or her students. Finally, a teacher at the Innovating (4) level is fluent with strategies for the element and can adapt them to unique student needs and situations, creating new strategies for the element as necessary.

Scale for Previewing

4	3	2	1	0
Innovating	Applying	Developing	Beginning	Not Using
I adapt behaviors and create new strategies for unique student needs and situations.	I engage students in learning activities that require them to preview and link new knowledge to what has been addressed, and I monitor the extent to which students are making linkages.	I engage students in learning activities that require them to preview and link new knowledge to what has been addressed, but I do not monitor the effect on students.	I use the strategies and behaviors associated with this element incorrectly or with parts missing.	I am unaware of strategies and behaviors associated with this element.

The following examples describe what each level of the scale might look like in the classroom.

Not Using (0): A teacher begins a lesson without asking students to first think about the new content.

Beginning (1): A teacher previews new content before beginning a lesson, but does not ask students to think about how the new information relates to previously learned information.

Developing (2): A teacher previews new content and asks students to think about how it relates to previously learned information, but does nothing to determine if students are activating their prior knowledge.

Applying (3): A teacher previews new content and asks students to explain how it relates to previously learned information. He assesses what students already know about the new content, including any confusion and misconceptions, and adjusts his instruction accordingly.

Innovating (4): A teacher uses various strategies to preview new information. When she notices that some students are having difficulty overcoming misconceptions about upcoming content, she gives a short pretest on the coming lesson. She then uses the results of the pretest to make note of specific students who will need some extra help making linkages with what they already know.

STRATEGIES

Each of the following strategies describes specific actions that teachers can take to enact this element in their classrooms. Strategies can be used individually or in combination with each other. Each strategy includes a description, a list of teacher actions, a list of desired student responses, and suggestions for adapting the strategy to provide extra support or extensions. Extra support and extensions relate directly to the Innovating (4) level of the scale. Extra support involves steps teachers can take to ensure they are implementing the strategy effectively for all students, including English learners, special education students, students from low socioeconomic backgrounds, and reluctant learners. Extensions are ways that teachers can adapt the strategy for advanced students. In addition, some strategies include technology tips that detail ways teachers can use classroom technology to implement or enhance the strategy. Finally, each strategy includes further information, practical examples, or a reproducible designed to aid teachers' implementation of the strategy.

Informational Hooks

The teacher uses activities designed to stimulate interest in the content of a lesson. These activities might include anecdotes, video clips, audio clips, newspaper headlines, and other short attention-grabbing media to spark students' attention. The teacher might also present unusual information or personal stories related to the lesson topic. Hooks typically occur at the beginning of class.

Teacher Actions

- Presenting activities at the beginning of class to stimulate interest in the content of a lesson

Desired Student Responses

- Exhibiting increased engagement in response to activities designed to stimulate interest in the content of a lesson

Extra Support

- Using pictures and visual media during hook activities

Extension

- Asking students to bring anecdotes, video and audio clips, headlines, or other media to class to be used as hook activities

Planning Worksheet for Informational Hooks

Class: _____

What content am I presenting?

What is the most interesting aspect of that content?

What anecdotes or personal stories can I tell about the content?

What video clips related to the content can I show?

What audio clips related to the content can I play?

What unusual information about this content can I present?

Bell-Ringers

As their name implies, bell-ringers are activities at the very beginning of a class period that students are to engage in as soon as, or even before, the bell rings. For example, a teacher might have his or her students answer a quiz question written on the board. Bell-ringers are commonly used with content that students need to practice or review as a way to activate background knowledge before a new lesson.

Teacher Actions

- Engaging students with activities that are designed to engage students as soon as, or even before, the bell rings
- Engaging students with activities to practice or review previously learned content

Desired Student Responses

- Exhibiting increased engagement in response to activities designed for practice or review of previously learned content

Extra Support

- Using pictures and visual media during bell-ringers

Extension

- Asking students to create activities that can be used as bell-ringers

Sample Bell-Ringer Activities

The following are a few examples of bell-ringer activities. When possible, activities should be designed so that students may begin as soon as they arrive in class. This may mean setting up prearranged bell-ringer groups for group activities, writing quiz and discussion questions on the board, or having handouts waiting on each student's desk.

- **Quick quiz:** The teacher prepares a quick quiz (three to five questions) covering previously learned material that relates to, or serves as a foundation for, the day's new material. Quiz questions might be printed on handouts, given orally, or written on the board.
- **Group quiz:** Similar to a quick quiz, a group quiz involves students taking a short assessment of previously learned material that relates to upcoming material. In this case, however, students should work together in small groups to answer the questions. Questions should be more complex, requiring the group to discuss and decide upon an answer. Groups should be preassigned so that students can begin work quickly.
- **Discussion question:** The teacher writes a single discussion question on the board. Students gather in preassigned groups, discuss the question, and formulate a group response. At the beginning of class, the teacher asks each group for its response, with the option of carrying the responses into a larger class discussion. Discussion questions can cover previously learned material, but questions might also introduce upcoming material or issues.

Previewing

- **Summarization:** The teacher asks students to write summaries describing previously learned material. This might be material not covered in a long while (essentially serving as a review), a summarization of an entire unit or topic (helping students to synthesize a coherent picture of the material), or material covered the previous day (to keep that material fresh in students' minds). Summarization topics should relate to the day's upcoming new material and be written on the board so that students can begin as soon as they arrive. Summaries may be collected and reviewed or added to students' academic notebooks.
- **Student questions:** The teacher asks students to write down any questions they may have about previously learned material or the day's upcoming new material (in which case the teacher needs to identify the day's material verbally or on the board). Questions may be collected by the teacher and quickly reviewed to inform the direction of the day's instruction, or students may be called on to present their questions during a short class discussion period. This may also be combined with the summarization activity.

What Do You Think You Know?

The simplest way to preview new content is to ask students what they think they know about a topic. The teacher asks students to individually write down what they already know about an upcoming topic. After each student has created an individual list, the teacher asks students to pair up and discuss their previous knowledge and ideas. Each pair of students creates a list of their most original or most important knowledge and ideas, using examples where appropriate. Finally, pairs share their lists, and the teacher creates a whole-class list of what is already known about upcoming content. For example, prior to a lesson on tidal waves, a teacher asks students what they think they know about tidal waves. She emphasizes the fact that students do not have to be sure about their information. All that is required is to share what they think they know.

Teacher Actions

- Asking students to write down what they already know about a topic
- Asking students to pair up and discuss what they wrote
- Asking students to identify the most important knowledge and ideas they wrote down

Desired Student Responses

- Sharing what they already know about a topic
- Explaining what they learned by sharing their prior knowledge
- Explaining the connections they made between their prior knowledge and new knowledge

Extra Support

- When grouping students homogeneously, identifying specific knowledge that each group needs to focus on

Extension

- When grouping students heterogeneously, creating guidelines to ensure that students with high prior knowledge and students with low prior knowledge all benefit from the experience

What Do You Think You Know?

Name: _____ Date: _____

Topic: _____

Fill out the "What I know" box on your own. Then, find out what your partner wrote in his or her "What I know" box and record it in the "What my partner knows" box. Finally, discuss the similarities and differences between your knowledge and summarize it in the "What we know" box.

What I know

What my partner knows

What we know

Overt Linkages

The teacher helps students make overt links between content they have previously studied in class and new content being presented by overtly explaining the connections. For example, the teacher might say, “When you read the section in the chapter about percolation, keep in mind that it is similar to what happened in our last experiment, where the soil acted as a filter as the water seeped through it.”

Teacher Actions

- Identifying connections between previous and new content
- Explaining connections between previous and new content to students

Desired Student Responses

- Explaining how new content is connected to previously learned content

Extra Support

- Using graphic organizers and diagrams to illustrate links and connections between previous and new content

Extension

- Asking students to identify similarities and differences between previous and new content

Overt Linkages Planning Guide

Lesson or Unit Topic: _____

This content is related to information from our previous lesson on:

I will explain this connection to students by saying:

Lesson or Unit Topic: _____

This content is related to information from our previous lesson on:

I will explain this connection to students by saying:

Lesson or Unit Topic: _____

This content is related to information from our previous lesson on:

I will explain this connection to students by saying:

Preview Questions

The teacher asks questions about upcoming content to pique students' curiosity and activate their prior knowledge. Although students may not know the answers to the questions because they have not yet learned the new content, the questions help signal what information they should be listening for as the teacher presents new content.

Teacher Actions

- Asking questions that make students curious about new content
- Asking questions that connect new content to students' prior knowledge

Desired Student Responses

- Sharing answers to preview questions as they learn about a topic
- Linking answers to questions to their prior knowledge

Extra Support

- Posting preview questions in the classroom and, throughout a unit, pointing to the appropriate preview question while presenting information that will help answer it

Extension

- Asking students to write preview questions in their academic notebooks and add entries throughout a unit whenever they hear information they think applies to a specific question

Technology Tips

- Use polling technology (such as clickers or mobile device applications) or online survey tools (such as SurveyMonkey) to pose preview questions before introducing new content, and make the results of the polls (but not the correct answers) available to students before or during the lesson to stimulate group discussion.

Preview Question Handout

Name: _____ Date: _____

Topic: _____

Before the lesson begins, fill in the left-hand column with your best answer to the preview question. Then, during the lesson, take notes in the right-hand column when you learn new information about the preview question. Finally, at the end of the lesson, use your notes to summarize what you now know about the topic in the space provided.

Preview Question:	
My answer to the preview question:	What I am learning:
What I know now:	

Brief Teacher Summary

The teacher provides students with an oral or written summary of content that is about to be presented. He or she also links upcoming content to past content. This helps students see key ideas and patterns and follow those ideas as the teacher presents more detailed information.

Teacher Actions

- Summarizing content that is about to be presented for students (written or oral)
- Highlighting key ideas and patterns in upcoming content for students

Desired Student Responses

- Explaining the main ideas of upcoming content
- Describing patterns in upcoming content

Extra Support

- Using a graphic organizer or diagram to illustrate key ideas and patterns in information

Extension

- After presenting introductory information about a unit, asking students to write a summary that predicts what information will be presented during the unit

Teacher Summary Planning Guide

Lesson/Unit: _____ Date: _____

Topic: _____

Main ideas or patterns in this lesson:

Key details:

Key terms or phrases:

Things for students to remember or keep in mind during the lesson:

Skimming

The teacher helps students skim written information on an upcoming topic by teaching them to look at major section headings and subheadings and asking them to analyze those headings to pick out main ideas and important concepts in the passage. The teacher might also ask students to try to summarize a passage after skimming it, record how well they think they already understand the new content, and predict what they will learn during an upcoming presentation of the new content.

Teacher Actions

- Teaching students to look at section headings and subheadings when skimming texts about new information
- Asking students to summarize passages after skimming them

Desired Student Responses

- Using section headings and subheadings to skim texts
- Summarizing the main ideas of text passages after skimming them

Extra Support

- Creating a symbol for each main idea of a passage that students are going to skim, and teaching them to jot the appropriate symbol next to information that applies to that idea while they skim

Extension

- Asking students to identify patterns in information that they skim and to make generalizations about the content based on their observations

Technology Tips

- Demonstrate skimming techniques using presentation software (such as Prezi or Google Drive) or interactive white board software to introduce new content, stopping to point out major headings and subheadings and explaining how they relate to the learning goal.

Skimming Worksheet

Name: _____ Date: _____

Text: _____

As you skim the text, look for the following key elements and record them in the spaces provided.

Headings

1. _____
2. _____
3. _____
4. _____
5. _____

Subheadings

1. _____
2. _____
3. _____
4. _____
5. _____

Topic sentences

1. _____

2. _____

3. _____

4. _____

5. _____

Bolded, Italicized, or Repeated Terms and Phrases

1. _____
2. _____
3. _____
4. _____
5. _____

Look over what you've recorded, paying special attention to any central or repeated ideas, and write a short summary of the information:

Now that you've summarized what you skimmed from the text, write down any questions you have about the topic:

Teacher-Prepared Notes

The teacher provides an outline of the content to students before beginning to present new information. After presenting new information and reviewing the outline, the teacher should allow students to ask questions. This can help clear up initial confusion or misconceptions that students have about new content.

Teacher Actions

- Outlining new information about to be presented
- Discussing the outline with students before presenting new information
- Prompting students to ask questions about the outline

Desired Student Responses

- Listing the main ideas and important details of information about to be presented
- Following along with teacher-prepared notes as content is presented
- Asking questions about teacher-prepared notes

Extra Support

- Using pictures and diagrams to express ideas in teacher-prepared notes

Extension

- Asking students to review a teacher-prepared outline of the content and select a topic they would like to investigate in greater detail than what will be presented in class

Teacher-Prepared Notes

Topic: _____ Date: _____

Main Idea

Key Points

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

New Vocabulary

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

K-W-L Strategy

This strategy was originally developed by Donna M. Ogle in the article “K-W-L: A Teaching Model That Develops Active Reading of Expository Text,” which was published in *The Reading Teacher*, volume 39, issue 6 (1986).

The teacher uses a K-W-L strategy before presenting new content. The letters of K-W-L stand for “Know,” “Want to know,” and “Learned.” First, students identify what they know about the topic, and the teacher records this information under K on a chart. Then, students list what they want to know about a topic, and the teacher records this information under W on a chart. Finally, after a lesson, students identify and list things they have learned, which are recorded under L. At this point, the teacher and students examine what was written in the K column in an attempt to identify initial misconceptions about the content.

Teacher Actions

- Asking students before a lesson what they already know about a topic and recording responses under K
- Asking students before a lesson what they want to know about a topic and recording responses under W
- Asking students after a lesson what they learned about a topic and recording responses under L

Desired Student Responses

- Identifying what they already know and want to know about a topic before a lesson
- Identifying what they have learned and resolving misconceptions or confusions after a lesson

Extra Support

- Giving a short overview of a topic before asking students what they already know about that topic

Extension

- Asking students to create individual K-W-L charts in their academic notebooks

Technology Tips

- Use technology such as interactive whiteboard software on laptop computers to allow students to create their own K-W-L charts using colored text, hyperlinks to past content or outside information, and nonlinguistic representations (graphics or audiovisual clips).

K-W-L Worksheet

Name: _____ Date: _____

Topic: _____

Use this chart to record our class discussions about what we know, want to know, and have learned about this topic.

Know	Want to know	Learned

Advance Organizers

The teacher creates a visual representation or graphic organizer showing the structure and organization of new content and illustrating how new content connects to information previously learned in class. Students can use this organizer to ask questions before the presentation of new content, to identify what they already know about new content, and to connect new content to their personal interests.

Teacher Actions

- Creating a visual representation showing the structure and organization of new information for students
- Visually representing how new information connects to information previously learned in class
- Prompting students to ask questions about the advance organizer, identify information they already know, or find information that is connected to their interests

Desired Student Responses

- Explaining the structure and organization of new information
- Explaining how new information connects to previously learned information
- Asking questions about advance organizers
- Identifying information in advance organizers that they already know or that is connected to their interests

Extra Support

- Using pictures and text in graphic organizers that show connections between previous and new content

Extension

- Asking students to add their personal interests to advance organizers and show how those interests relate to previous and new content

Technology Tips

- Create a graphic organizer using online presentation software (such as Prezi or Google Drive) that previews new content, its connections, and its sequence with included visual, textual, or auditory elements to meet the needs of different learning styles.

Types of Graphic Organizers

For more information on graphic organizers and examples of these types, see the folio entitled “Recording and Representing Content.”

- **Topics and details chart:** In a table, students fill in main ideas or topics at the top of each column. In the cells of each column, they fill in key details related to that topic. As they record details in subsequent columns, they can draw lines between various cells to denote connections or similarities.
- **Description chart:** Students write the topic of the description in the center and characteristics or details about that topic surrounding it.
- **Comparison chart:** Using a Venn diagram, T-chart, double-bubble diagram, or other organizer that shows comparisons, students record the similarities and differences between two topics.
- **Sequence chart:** Students create a visual representation of the order of certain events by connecting them with arrows.
- **Causation chart:** Students create a diagram that shows the causes and effects of a situation or event.
- **Free-flowing web:** Students show the connections between various topics and sub-topics by writing each topic or sub-topic in a circle and drawing lines between them.

Anticipation Guides

Before presenting new content, the teacher has students respond to a series of statements that relate to upcoming information. After students respond to the statements, the teacher leads the class in a discussion about how students responded. This activates students' prior knowledge about a topic and helps them consider issues and ideas associated with new content.

Teacher Actions

- Creating a series of statements about upcoming information
- Presenting the statements to students
- Leading a discussion of students' opinions about the statements
- Prompting students to think about the similarities and differences between their own opinions and others'

Desired Student Responses

- Stating their opinions about statements involving new content
- Explaining other students' opinions about statements involving new content

Extra Support

- Giving a short overview of a topic or showing pictures of a topic before asking students to respond to statements about the topic

Extension

- Asking students to respond to statements about a topic in their academic notebooks and to revisit their responses throughout a unit to identify and correct errors in their thinking

Technology Tips

- Ask students to respond to anticipation guide questions using polling technology such as clickers or mobile device software in order to create an instant picture of the class's opinions and generate group discussion.
- Use a random name generator to randomly select students to respond to anticipation guide questions, share their thinking, or comment on a peer's response.

Planning for Anticipation Guides

Topic: _____

Statements about the content that I will present to students:

Questions or prompts I will present during discussion:

Word Splash Activity

The teacher uses this strategy to help students preview vocabulary terms and concepts associated with new content. The teacher prepares a number of words and descriptions of those words associated with the new content and presents them to students. Students try to sort the terms into categories that make sense to them. The teacher then allows students to share their categories and sorting strategies and leads the class in a discussion of how the terms and concepts relate to each other and to students' prior knowledge and individual interests.

Teacher Actions

- Identifying words and short phrases associated with new content
- Presenting the words and phrases to students
- Asking students to sort the words and phrases into categories and share their classification rules with the class

Desired Student Responses

- Sorting words and phrases associated with new content into categories
- Explaining the rules they used to classify words and phrases

Extra Support

- Using words and pictures when presenting new terms and phrases to students

Extension

- Asking students to make generalizations about the content based on the categories they created for each of the terms and phrases

Technology Tips

- Use online tools such as Wordle to create a word cloud from a passage of digital text as a visual prompt to stimulate class discussion about the new content.

Vocabulary Card Templates

Term: _____

Description: _____

Term: _____

Description: _____

Term: _____

Description: _____

Term: _____

Description: _____

Term: _____

Description: _____

Term: _____

Description: _____

Preassessment

The teacher administers a preassessment to students before presenting new content. This strategy exposes students to the most important information in an upcoming presentation, and the teacher can use preassessment results to gain an understanding of which students have a lot of prior knowledge about upcoming content and which do not. Preassessments used as preview activities should involve going over each question and allowing students to identify what they are confused and need to learn more about.

Teacher Actions

- Creating a preassessment featuring upcoming content
- Administering the preassessment to students
- Having students identify what they are confused about
- Using preassessment results to identify areas where students have more or less prior knowledge

Desired Student Responses

- Explaining the purpose of a preassessment
- Identifying parts of new content for which they have more or less prior knowledge

Extra Support

- Giving a short overview of a topic or showing pictures of a topic before asking students to complete a preassessment on the topic

Extension

- Asking students to select a topic from the preassessment for which they have a lot of prior knowledge and investigate it on a deeper level

Technology Tips

- Use learner response systems or voting websites (such as www.polleverywhere.com) to pre-test students and display the results anonymously in class so students can identify what they already know and what they need to review.

Preassessment Reflection Worksheet

Name: _____ Date: _____

Text: _____

Use this worksheet to keep track of what you weren't sure about during the pretest and record the information you need to learn about that question during the unit.

Question:

My answer on the pretest:

I am confused or need to learn more about:

Question:

My answer on the pretest:

I am confused or need to learn more about:

REPRODUCIBLES

Teachers can use the following reproducibles to monitor their implementation of this element. The reproducible titled Tracking Progress Over Time helps teachers set goals related to their proficiency with this element and track their progress toward these goals over the course of a unit, semester, or year. Tracking Teacher Actions and Tracking Student Responses allow observers in classrooms to monitor specific teacher and student behavior related to this element. Teachers themselves can also use the Tracking Student Responses reproducible to document instances of student behaviors during class. The Strategy Reflection Log provides teachers a space to write down their thoughts and reflect on the implementation process for specific strategies related to this element. Finally, this section provides both a student survey and a teacher survey, the results of which provide feedback about teachers' proficiency with this element.

Tracking Progress Over Time

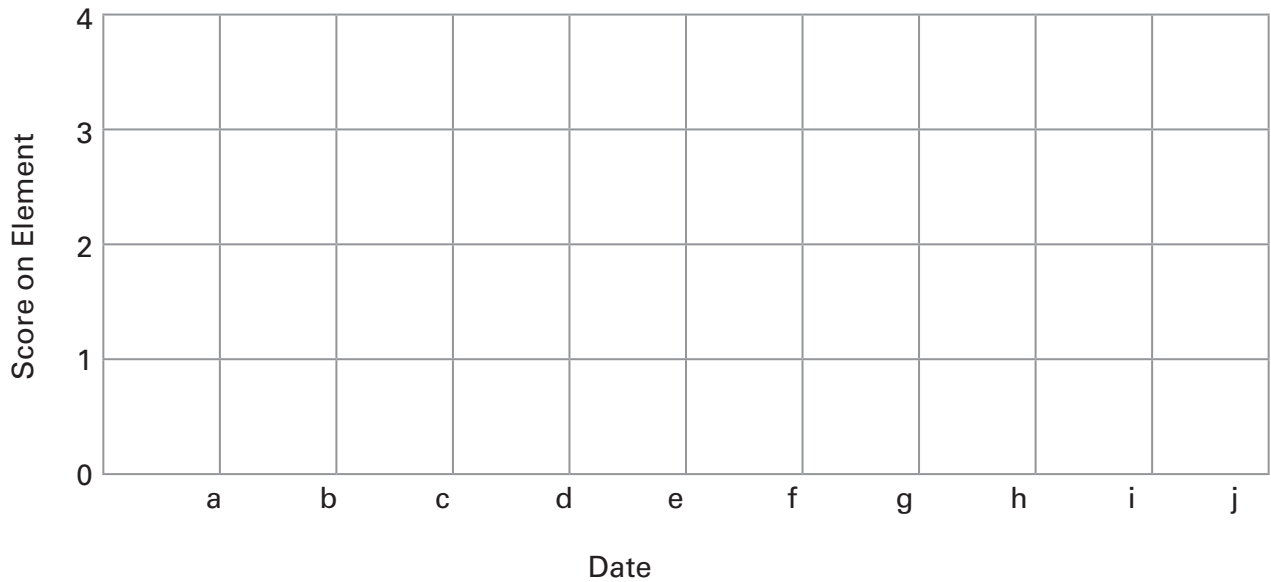
Use this worksheet to set a goal for your use of this element, make a plan for increasing your mastery, and chart your progress toward your goal.

Element: _____

Initial Score: _____

Goal Score: _____ by _____ (date)

Specific things I am going to do to improve: _____



a. _____

f. _____

b. _____

g. _____

c. _____

h. _____

d. _____

i. _____

e. _____

j. _____

Tracking Teacher Actions

During an observation, the observer can use this form to record the teacher's usage of strategies related to the element of previewing.

Observation Date and Time: _____ Length of Observation: _____

Check Strategies You Intend to Use	Strategies	Description of What Was Observed
	Informational Hooks	
	Bell-Ringers	
	What Do You Think You Know?	
	Overt Linkages	
	Preview Questions	
	Brief Teacher Summary	
	Skimming	
	Teacher-Prepared Notes	
	K-W-L Strategy	

	Advance Organizers	
	Anticipation Guides	
	Word Splash Activity	
	Preassessment	
	Other:	
	Other:	

Tracking Student Responses

A teacher or observer can use this worksheet to record instances of student behavior to inform planning and implementation of strategies associated with previewing. Any item followed by an asterisk is an example of undesirable behavior related to the element; the teacher should look for a decrease in the number of instances of these items.

Observation Date and Time: _____ Length of Observation: _____

Behavior	Number of Instances
Engaging in preview activities	
Exhibiting increased engagement in response to activities designed to stimulate interest in the content of a lesson	
Sharing what they already know about a topic	
Making predictions about upcoming content	
Describing main ideas and patterns in upcoming content	
Providing a purpose for what they are about to learn	
Explaining linkages with prior knowledge	
Identifying what they have learned and resolving misconceptions or confusions after a lesson	
Other:	
Other:	

Strategy Reflection Log

Use this worksheet to select a strategy, set a goal, and reflect on your use of that strategy.

Element: _____

Strategy: _____

Goal: _____

Date	How did it go?

Student Survey for Previewing

1. My teacher helps me think about what I already know.

Strongly Disagree Disagree Neither Agree
Nor Disagree Agree Strongly Agree

2. My teacher uses fun activities to help me talk about what I already know.

Strongly Disagree Disagree Neither Agree
Nor Disagree Agree Strongly Agree

3. My teacher keeps track of and reminds me of what I already know.

Strongly Disagree Disagree Neither Agree
Nor Disagree Agree Strongly Agree

4. My teacher uses video clips or stories to introduce new information.

Strongly Disagree Disagree Neither Agree
Nor Disagree Agree Strongly Agree

5. If I don't understand basic information that is important for a lesson, my teacher goes back and teaches it to me again.

Strongly Disagree Disagree Neither Agree
Nor Disagree Agree Strongly Agree

6. I try to predict what the teacher is going to say during a lesson.

Strongly Disagree Disagree Neither Agree
Nor Disagree Agree Strongly Agree

Teacher Survey for Previewing

1. I engage students in previewing activities.

Often Sometimes Rarely Never I don't know

2. I ask or remind students of what they already know about the topic.

Often Sometimes Rarely Never I don't know

3. I ask students to make predictions about upcoming content.

Often Sometimes Rarely Never I don't know

4. I ask my students to explain linkages between upcoming content and their prior knowledge.

Often Sometimes Rarely Never I don't know

5. When necessary, I reteach basic information or skills.

Often Sometimes Rarely Never I don't know

6. My students can explain a purpose for what they are about to learn.

Often Sometimes Rarely Never I don't know