

## Dimension 2 – Acquire & Integrate Knowledge

### Segment 2: Lesson Segments Addressing Content

**Design Question 2: What will I do to help students effectively interact with new knowledge?**

### Element: 6 – How can I use ICT to identify critical input experiences?

**AITSL STANDARDS:** Standard 2 – Know the content and how to teach it; Standard 3 – Plan for and implement effective teaching and learning

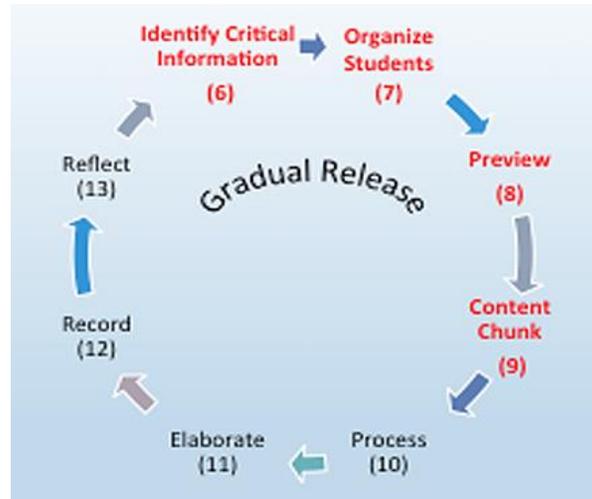
Descriptor: The teacher identifies a lesson or part of a lesson as involving important information to which students should pay particular attention.

Score		Sample Activities
<b>Score 4.0</b>	In addition to Score 3.0, in-depth inferences and applications that go beyond what was practiced.  How am I doing? 4 - <b>Innovating</b> - I adapt and create new strategies (differentiate) for unique student needs and situations.	<b>Innovating Tip:</b> After alerting students about upcoming critical information, have them use clickers or polling software (such as <a href="#">Kahoot</a> , <a href="#">GoSoapBox</a> , <a href="#">Poll Everywhere</a> , <a href="#">Socrative</a> , <a href="#">TodaysMeet</a> , or <a href="#">Padlet</a> ) on their mobile devices to generate predictions about it.
<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<p><b>Teacher Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher begins the lesson by explaining why upcoming content is important</li> <li><input type="checkbox"/> Teacher tells students to get ready for some important information</li> <li><input type="checkbox"/> Teacher cues the importance of upcoming information in some indirect fashion                             <ul style="list-style-type: none"> <li>• Tone of voice</li> <li>• Body position</li> <li>• Level of excitement</li> </ul> </li> </ul> <p><b>Student Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> When asked, students can describe the level of importance of the information addressed in class</li> <li><input type="checkbox"/> When asked, students can explain why the content is important to pay attention to</li> <li><input type="checkbox"/> Students visibly adjust their level of engagement</li> </ul> <p>How am I doing? 3 - <b>Applying</b> – I signals to students which content is critical versus non-critical and monitor for evidence of the extent to which the majority of students are attending to critical information.</p>	<b>Emerging Tip:</b> Display a multisensory prompt (such as a digital sound file or animation) using IWB or presentation software to visually and audibly notify students about new critical information. If you are using a <a href="#">Virtual Classroom</a> , it is easy to insert multimedia elements into your items and content. Use this prompt consistently.
<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes.</b></p> <p>How am I doing?</p> <p>2 - <b>Developing</b> - I signals to students which content is critical versus non-critical, but the majority of students are not monitored for the desired effect of the strategy.</p> <p><b>However, the teacher exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<b>Beginning Tips:</b> Display a non-linguistic prompt (such as a digital image or photograph) using interactive whiteboard (IWB) or presentation software to alert students when you are about to share information that is critical to achieving the learning goal. For example, display a picture of a light bulb or a lightning bolt to students before sharing important new information. If you are using a <a href="#">Virtual Classroom</a> , it is easy to insert image elements into your items and content. Use this prompt consistently when introducing new material.
<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

## Elaboration

### Why Identify Critical

Information? Critical information drives your learning episode. Dimension 2 (Acquire & Integrate Knowledge) is a cyclical process and not a menu of strategies that could be used. Below, the red elements are teacher-led strategies and the black elements are student-led activities.



By highlighting the information that is critical, students will be able to actively engage in the learning process and have a deeper understanding of the content.

### Examples of Identifying Critical Information

- ✓ Give students opportunities to discuss what they already know about the critical information.
- ✓ Incorporate relevant media (such as audio clips, video clips, or article excerpts) when presenting critical information.
- ✓ Show enthusiasm for the critical information.
- ✓ Explain the rationale for learning the critical information to students (real-world applications).
- ✓ Alert students before you begin to present critical information and let them know what to focus on.
- ✓ Avoid telling students that they need to learn the content because it will be on an exam.

### What Could it Look Like in My Classroom?

Each learning goal should have highlighted critical information that provides focus for the teacher and students. These critical-input experiences should utilize a variety of learning modalities and be multi-faceted and engaging to help anchor the information in memory.

#### Visual:

- ✓ Storyboards
- ✓ Graphic Organizers
- ✓ Pictures
- ✓ Movie Clips
- ✓ Demonstrations

#### Narrative:

- ✓ Relevant Stories
- ✓ Personal Stories
- ✓ Dramatic Enactments
- ✓ Audio Presentations

#### Body Language & Voice:

- ✓ Raising or lowering voice
- ✓ Eye contact with students
- ✓ Gesturing
- ✓ Facial Expressions
- ✓ Movement around the room
- ✓ Pausing at key point

In deciding if you are proficient at this strategy, some of the evidence below can be used as a guide.

Teacher Evidence	Student Evidence
<input type="checkbox"/> Teacher begins the lesson by explaining why upcoming content is important <input type="checkbox"/> Teacher tells students to get ready for some important information <input type="checkbox"/> Teacher cues the importance of upcoming information in some indirect fashion <ul style="list-style-type: none"> <li>• Tone of voice</li> <li>• Body position</li> <li>• Level of excitement</li> </ul>	<input type="checkbox"/> When asked, students can describe the level of importance of the information addressed in class <input type="checkbox"/> When asked, students can explain why the content is important to pay attention to <input type="checkbox"/> Students visibly adjust their level of engagement

Remember, to be proficient on Marzano's Teaching Scales for Reflective practice at level 3 you need to use the strategy, exhibit some of the evidence above **AND** monitor the extent to which it affects student outcomes. Then to achieve a 4 (innovating) you need to adapt and create a new version of the strategy that differentiates for unique student needs and situations.

#### Scale

	0 Not Using	1 Beginning	2 Developing	3 Applying	4 Innovating
<b>Identifying critical information</b>	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Signals to students which content is critical versus non-critical, but the majority of students are not monitored for the desired effect of the strategy.	Signals to students which content is critical versus non-critical and monitors for evidence of the extent to which the majority of students are attending to critical information.	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

## Reflection Questions

	0 Not Using	1 Beginning	2 Developing	3 Applying	4 Innovating
<b>Organizing the physical layout of the online learning space</b>	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you signal to students which content is critical versus noncritical?	In addition to signalling to students which content is critical versus noncritical, how might you monitor the extent to which students attend to critical information?	How might you adapt and create new strategies for identifying critical information that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

### *Needful Things*

*Marzano Design Question 2: Helping Students Interact with New Knowledge:* Great explanation of this strategy and how it fits into Dimension 2

*Sound Effects* - try a sound effect to consistently identify critical information

*Animated Gifs* - identify critical information in your virtual classroom or online space with an animation