

**Figure 12.2: Self-Audit for
The New Art and Science of Teaching Framework**

Element	4	3	2	1	0
1. Providing scales and rubrics					
2. Tracking student progress					
3. Celebrating success					
4. Using informal assessments of the whole class					
5. Using formal assessments of individual students					
6. Chunking content					
7. Processing content					
8. Recording and representing content					
9. Using structured practice sessions					
10. Examining similarities and differences					
11. Examining errors in reasoning					
12. Engaging students in cognitively complex tasks					
13. Providing resources and guidance					
14. Generating and defending claims					
15. Previewing					
16. Highlighting critical information					
17. Reviewing content					
18. Revising knowledge					
19. Reflecting on learning					
20. Assigning purposeful homework					
21. Elaborating on information					
22. Organizing students to interact					
23. Noticing and reacting when students are not engaged					
24. Increasing response rates					
25. Using physical movement					
26. Maintaining a lively pace					
27. Demonstrating intensity and enthusiasm					
28. Presenting unusual information					
29. Using friendly controversy					
30. Using academic games					
31. Providing opportunities for students to talk about themselves					
32. Motivating and inspiring students					
33. Establishing rules and procedures					
34. Organizing the physical layout of the classroom					
35. Demonstrating withitness					
36. Acknowledging adherence to rules and procedures					
37. Acknowledging lack of adherence to rules and procedures					

continued →

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Element	4	3	2	1	0
38. Using verbal and nonverbal behaviors that indicate affection for students					
39. Understanding students' backgrounds and interests					
40. Displaying objectivity and control					
41. Demonstrating value and respect for reluctant learners					
42. Asking in-depth questions of reluctant learners					
43. Probing incorrect answers with reluctant learners					