

Procedure

	A thoughtful experienced teacher will	A beginner who is making progress will	A beginner that needs work will
When focusing the procedure	Establish clearly what is the kind of problem that the procedure targets and exemplify <u>when</u> students may encounter such problem (and thus need to use the procedure)	Identify the goal of the procedure, for example by stating learning objectives to students	Assume that students will realize what the purpose of a procedure is as long as they know how to perform it
When demonstrating the procedure	Exemplify the application of the procedure as well as the possible complications that a student might run into when applying the procedure	Provide clear examples of how to perform the procedure, choosing examples that illustrate how complex problems can be	Provide examples of how to perform the procedure that do not seem deliberately chosen
When describing and justifying the procedure	State clearly the concepts that sustain the procedure in addition to the prescription of the steps that the student needs to take to execute the procedure Justify why steps in the application of a procedure are mathematically valid as well as appropriate moves toward the goal	Prescribe clearly the steps that the student needs to take to perform the procedure Justify why steps in the application of a procedure are appropriate moves toward the goal	Rather than describe, only demonstrate what steps the student needs to take to perform the procedure Describe but not justify steps in the application of a procedure, other than as “the next step” in a set procedure
When connecting the procedure to relevant prior knowledge of intervening components	Make explicit all the component elements of the procedure and recall what they mean, stressing vocabulary inasmuch as it helps understanding, but concentrating on how and why to use them	Help students recall or else define clearly all vocabulary terms implicated in the description and application of the procedure	Pay no special attention to vocabulary, expecting students to know the meaning of technical terms or to be able to perform the procedure by replicating a demonstration
When holding students accountable	Hold students accountable for performing the procedure, as well as for using it in context of more complicated problems, for describing and justifying the steps of the procedure	Hold students accountable for performing the procedure as well as for describing the steps of the procedure	Hold students accountable for performing the procedure