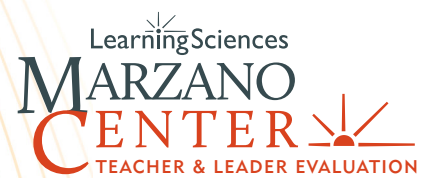




TEACHER MENTOR  
PARTICIPANT NOTEBOOK

**DOMAIN 1: PROTOCOL  
AND FEEDBACK**





## **Domain 1: Protocol and Feedback**

# **Teacher Mentor Participant Notebook**

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## Learning Goal

Participants will understand how the Marzano Teacher Evaluation Model supports teacher growth through feedback and will be able to utilize the Marzano protocol to capture instructional evidence and provide growth feedback.

## Learning Targets

Participants will:

1. Understand the need for and strength in a common language of instruction.
2. Understand the purpose and components of the Marzano Protocols for Observation including the distinctions in the developmental scale and how the protocols are used to provide specific, actionable feedback to teachers.
3. Support teacher growth by serving as a daily lesson planning coach - identifying intentional planning in terms of lesson segments, design questions and elements, as well as the importance of planning for dominant elements and monitoring for desired effects.

## A Scale for Your Learning

Scale	Comments
<b>Level 4.0</b>	<b>In addition to the score of 3.0, participants will be able to:</b> Lead teachers in implementing the cycle of continuous improvement at the unit and daily lesson level
<b>Level 3.0</b> <b>Essential Target Knowledge</b>	<b>Participants will:</b> <ul style="list-style-type: none"> <li>• Understand the need for and strength in a common language of instruction.</li> <li>• Understand the purpose and components of the Marzano Protocols for Observation including the distinctions in the developmental scale and how the protocols are used to provide specific, actionable feedback to teachers.</li> <li>• Support teacher growth by serving as a daily lesson planning coach - identifying intentional planning in terms of lesson segments, design questions and elements, as well as the importance of planning for dominant elements and monitoring for desired effects.</li> </ul>
<b>Level 2.0</b> <b>Essential Foundational Knowledge</b>	<b>Participants will demonstrate understanding of the following concepts:</b> <ul style="list-style-type: none"> <li>• Use the common language in conversations</li> <li>• The planning of daily lessons</li> <li>• Lesson segments and design questions</li> <li>• The protocol for the 41 Domain 1 elements</li> </ul>
<b>Level 1.0</b>	Participants demonstrate simple understanding of some Marzano Teacher Evaluation Model big ideas

## High Efficiency Strategies

What are the High Efficiency Strategies?

Why is this list fluid?

Why might it be dangerous to focus on only these strategies?

## Processing Goal and Scale

**CCSS.ELA-Literacy.RI.7.5**

Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

**CCSS.ELA-Literacy.RL.7.5**

Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

## Text Structure and Features RI.7.5 and RL.7.5

Scale	Comment
Score 4.0	Utilize a decision-making matrix to determine which structure would best express a given story or piece of information. Hypothesize about the most appropriate structure, determine the alternatives and judgment criteria, apply alternatives and explain why you would choose a certain structure over another.
Score 3.0	Analyze how the structure an author uses to organize a grade-appropriate text, including how the major sections contribute to the whole and to the development of ideas. Analyze how a grade appropriate drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> <li>Analyze, author, development, drama, form, idea, meaning, organize, poem, soliloquy, sonnet, structure, text</li> </ul> The student will perform basic processes, such as: <ul style="list-style-type: none"> <li>Identify the form or structure of a grade-appropriate drama or poem</li> <li>Describe the structure of a given grade-appropriate text</li> <li>Recognize signal words or phrases associated with text structure (e.g., following, compared with, therefore, as a result of) in a grade-appropriate text</li> </ul>
Score 1.0	With help partial success at score 2.0 and score 3.0 content
Score 0.0	Even with help no success

## Drilling Down into Design Question 1:

*What will I do to establish and communicate learning goals, track student progress, and celebrate success?*

#	Element	Desired Effect of the Strategy	What Can Teacher Have Students Do?
1	Providing Clear Learning Goals and Scales		
2	Tracking Student Progress		
3	Celebrating Success	Students feel pride in their knowledge gain and accomplishments and students are motivated to continue progress toward goal.	

## Drilling Down into Design Question 2:

*What will I do to help students effectively interact with new knowledge?*

#	Element	Desired Effect of the Strategy	What Can Teacher Have Students Do?
6	Identifying Critical Information	Students know what content is important and what is not important.	
7	Organizing Students to Interact with New Knowledge	Students interact in small groups to process and understand new knowledge.	
8	Previewing New Content	Students make a link from what they know to what is about to be learned: activating prior knowledge.	
9	Chunking Content into "Digestible Bites"	Students process and learn information in appropriate chunks.	
10	Processing of New Information	Students are cognitively engaged with new content during interactions with other students.	
11	Elaborating on New Information	Students draw conclusions that were not explicitly taught within the chunk.	
12	Recording and Representing Knowledge	Students accurately record and represent their understanding of critical content in linguistic and/or nonlinguistic ways.	
13	Reflecting on Learning	Students examine their level of understanding and identify areas where they are clear and confused.	



### Drilling Down into Design Question 3:

*What will I do to help students practice and deepen their understanding of new knowledge?*

#	Element	Desired Effect of the Strategy	What Can Teacher Have Students Do?
14	Reviewing Content	Students produce an accurate representation of previously taught critical content.	
15	Organizing Students to Practice and Deepen New Knowledge	Students practice and deepen knowledge by interacting in small groups.	
16	Using Homework	Students' understanding of content and/or practice of skills, strategies, or processes is deepened with appropriate homework.	
17	Examining Similarities and Differences	Students describe how elements are similar and different and what new information they have learned as a result of their comparisons.	
18	Examining Errors in Reasoning	Students can identify and articulate errors in logic or reasoning, or the structure of an argument, and explain new insights resulting from this analysis.	
19	Practicing Skills, Strategies, and Processes	Students develop automaticity with skills, strategies, or processes by engaging in appropriate practice activities.	
20	Revising Knowledge	Students make additions and deletions to previous knowledge that deepen(s) their understanding.	

## Drilling Down into Design Question 4:

*What will I do to help students generate and test hypotheses about new knowledge?*

#	Element	Desired Effect of the Strategy	What Can Teacher Have Students Do?
21	Organizing Students for Complex Tasks	Students interact in small groups for the purpose of generating and testing hypotheses to enhance understanding of content.	
22	Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing	Students generate and test hypotheses to enhance their understanding of content and the inquiry process.	
23	Providing Resources and Guidance	Students have adequate resources and guidance to complete the hypothesis generation and testing task.	

## Drilling Down into Design Question 5:

*What will I do to engage students?*

#	Element	Desired Effect of the Strategy	What Can Teacher Have Students Do?
24	Noticing When Students Are Not Engaged	Students modify their level of engagement as a result of teacher action.	
25	Using Academic Games	Students cognitively engage or re-engage as a result of use of academic games and inconsequential competition.	
26	Managing Response Rates	Students cognitively engage or re-engage as a result of use of questioning strategies or probes.	
27	Using Physical Movement	Students cognitively engage or re-engage as a result of use of physical movement activities.	
28	Maintaining a Lively Pace	Students cognitively engage or re-engage as a result of the teacher maintaining a lively pace.	
29	Demonstrating Intensity and Enthusiasm	Students cognitively engage or re-engage as a result of teacher use of intensity and enthusiasm.	
30	Using Friendly Controversy	Students cognitively engage or re-engage as a result of the use of friendly controversy.	
31	Providing Opportunities for Students to Talk about Themselves	Students cognitively engage or re-engage as a result of opportunities to talk about themselves.	
32	Presenting Unusual or Intriguing Information	Students cognitively engage or re-engage as a result of presentation of unusual or intriguing information.	

## Drilling Down into Design Question 6:

*What will I do to establish or maintain classroom rules and procedures?*

#	Element	Desired Effect of the Strategy	What Can Teacher Have Students Do?
4	Establishing Classroom Routines	Students know and follow the rules and procedures.	
5	Organizing the Physical Layout of the Classroom	Students have easy access to classroom materials in an environment that focuses on communicating what is being taught and learned.	

## Drilling Down into Design Question 7:

*What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?*

#	Element	Desired Effect of the Strategy	What Can Teacher Have Students Do?
33	Demonstrating "Withitness"	Students adhere to rules and procedures as a result of the teacher's "withitness."	
34	Applying Consequences for Lack of Adherence to Rules and Procedures	Students adhere to rules and procedures as a result of the teacher applying consequences consistently and fairly.	
35	Acknowledging Adherence to Rules and Procedures	Students adhere to rules and procedures as a result of the teacher acknowledging adherence to rules and procedures.	

## Drilling Down into Design Question 8:

*What will I do to establish and maintain effective relationships with students?*

#	Element	Desired Effect of the Strategy	What Can Teacher Have Students Do?
36	Understanding Students' Interests and Backgrounds	Students' perceptions of acceptance and sense of community are enhanced as a result of the teacher exhibiting understanding of students' interests and backgrounds.	
37	Using Verbal and Nonverbal Behaviors that Indicate Affection for Students	Students' perceptions of acceptance and sense of community are enhanced as a result of the teacher using verbal and non-verbal behaviors that indicate affection for students.	
38	Displaying Objectivity and Control	Students' perceptions of acceptance and sense of community are enhanced as a result of the teacher displaying objectivity and control.	

## Drilling Down into Design Question 9:

*What will I do to communicate high expectations for all students?*

#	Element	Desired Effect of the Strategy	What Can Teacher Have Students Do?
39	Demonstrating Value and Respect for Low Expectancy Students	All students feel equally valued by the teacher.	
40	Asking Questions of Low Expectancy Students	All students are asked questions with the same frequency and depth.	
41	Probing Incorrect Answers with Low Expectancy Students	All students who respond with incorrect answers are probed in the same manner.	

## Monitoring Students

In the table below, brainstorm ways that a teacher could monitor students in each of the three lesson segments.

Routine Events	Addressing Content	Enacted on the Spot

## Intentional Thinking Map for Daily Lessons

Title of Unit:	Lesson Title:	Duration of Lesson: (days)	Date:
<b>Design Question Focus of the Lesson:</b> (elements from other DQs may be used as supported)			
<input type="checkbox"/> Introducing New Knowledge	<input type="checkbox"/> Deepening or Practicing	<input type="checkbox"/> Generating and Testing Hypotheses	
<b>Learning Goal/Objective:</b> (based on Standards)			
<b>Learning Targets:</b> (write in the scale below)			
2.0 Simpler Content:  <i style="text-align: center;">often aligns with DQ 2</i>	3.0 Target (Objective/Learning Goal):  <i style="text-align: center;">often aligns with DQ 3</i>	4.0 More Complex  <i style="text-align: center;">often aligns with DQ 4</i>	
<b>Assessment and Monitoring:</b> (checks for content and desired effect)			
<b>Instructional Strategies/Lesson Activity:</b>			
<b>Adaptations for Unique Student Needs:</b> (ELL, Special Education, Gifted, Students who lack support for school)			
<b>Assignment(s):</b>			
<b>Resources and Materials:</b>			

## Final Reflection - My Learning Today

Select one of today's goals to reflect upon.

- Reflect on what you are learning:
  - What makes sense?
  
- What is concerning?
  
- What needs clarification?
  
- Record your questions.
  
- Turn and talk about your thinking and listen to other perspectives.



## Domain 1: Protocol and Feedback (Teacher Mentor) CoCI Support

Communities of Continuous Improvement (CoCI)  
Marzano Teacher Evaluation Model

In order to support teacher implementation of the Marzano Teacher Evaluation Model, teachers should engage in a community of learning within their school where they meet with other teachers and engage in collegial conversations. These communities of learning times should focus on supporting teachers during the implementation of the Continuous Improvement Cycle of planning, teaching, and reflecting within the Marzano Teacher Evaluation Model.

### **Guiding Implementation of the Marzano Teacher Evaluation Model**

As teachers become familiar with the Marzano Teacher Evaluation model, it is important they receive guidance on how the model informs intentional instruction. Below is a list of topics and possible processes to discuss during learning community time. These topics are robust and would require rich discussion.

#### Using the Protocol to Intentionally Plan Instruction

The Marzano Observation and Feedback Protocol is intended to be used as a tool for an observer to give a teacher feedback on the implementation of instructional strategies. In order for instructional strategies to be implemented effectively, they need to be planned. Guide teachers to reflect on how to use the Marzano Observation and Feedback Protocol to intentionally plan instruction.

#### Using the Desired Effect to Intentionally Plan Instruction

Each instructional strategy has a specific purpose. The desired effect of an instructional strategy is the effect the teacher intends to have on the students because they are implementing the strategy. Teachers should intentionally plan to achieve the desired effects of the strategies they are using. They should also plan for what they will do in order to know they have achieved the desired effect they want. Last, they should brainstorm adaptations they may need if the desired effect is not occurring with all students.

#### Intentional Thinking and Feedback

The Intentional Thinking Map provides guidance for planning effective instruction. The protocol provides feedback on the effectiveness of instruction. Making ties between the two documents will help teachers effectively plan intentional instruction and use the feedback to reflect and improve instruction.

### Daily Lesson Reflection

Purposeful reflection is a big part of the Marzano Teacher Evaluation Model. Teachers should reflect on what evidence was present indicating the students achieved or didn't achieve their daily learning targets as well as reflecting on the effectiveness of particular strategies by focusing on evidence of the desired effect.

### Element Study

It is essential to build common language around effective instructional practice. In order to build common language, teachers should engage in element study. For element study, teachers can seek out specific information about categories of instructional strategies in order to more effectively implement these strategies.

### Developmental Scale

The developmental scale is a continuum, or learning progression, articulating distinct levels of teacher growth towards a goal. It contains descriptions for each performance level of the strategy and its developmental levels help provide specific, actionable feedback to teachers. It is important teachers understand each developmental level of implementation of elements so they can use feedback to grow.

# **OBSERVATIONAL ROUNDS FOR PROFESSIONAL DEVELOPMENT:**

## **PART B**



## Purpose of Observational Rounds

The purpose of observational rounds is for teacher mentors to practice and apply knowledge gained during trainings. Each consecutive training will deepen understanding of the model and introduce increasingly complex skills. This practice and application will calibrate and deepen understanding of teacher mentors and provide documentation for future professional development needs. Improving teacher mentors and teacher mentors' ability to identify appropriate elements, identify levels of implementation and provide growth-centered feedback will occur through participation in observational rounds. The occurrence of these rounds should be communicated as a purposeful practice time for teacher mentors to deepen understanding and collaboratively improve support skills.

Rounds can be conducted virtually or in a live school setting:

- **Live Rounds:** The live rounds process is outlined in the Norms and Processes for Rounds section of this document.
- **Virtual Rounds:** Rounds can be conducted virtually, by participants viewing a video in iObservation, completing the attached worksheets, and then coming together with their colleagues for the purpose of discourse, collaboration, and consensus building about the video and worksheet concepts.

### Aligning Rounds with Professional Development Sessions

Each session within the Learning Sciences Marzano Center observer and teacher mentor track provides an opportunity for, along with the expectation of, practice of information taught in the session. These practice sessions help participants grow their understanding of the key concepts within each training session. The practice sessions are titled "Observational Rounds" and are specific to each session. To support maximum growth between one facilitated session and the next in the series, observational rounds are designed to encourage practice and a high level of collaboration.

Homework should be considered a natural and essential part of the learning process and will be reviewed at the beginning of each subsequent session in the series.

### Observational Rounds Homework to Be Completed After Domain 1: Protocol and Feedback

The focus of the Domain 1: Protocol and Feedback session is to understand the developmental scale and how it is applied to teacher instructional practice and feedback. Participants will be expected to identify dominant elements, navigate the individual sheets of the Domain 1 protocol, assign the appropriate developmental scale score to teachers and use this rating for growth feedback.

The expected outcomes from Domain 1: Protocol and Feedback observational rounds:

- Identification of lesson segments, design questions, and elements used during classroom instruction
- Identification of dominant elements
- Identification of scale score level
- Identification of questions observers may need to ask teachers in order to capture a more-complete picture of teacher instructional practice
- Creation of feedback that supports teacher growth

**Observational Rounds Team Leader Selection:**

Observational rounds are led by team leaders. The team leader plays an integral role in the success of observational rounds. Team leaders should be selected by the district.

**Observational Rounds Team Leader Responsibilities:**

- Support and monitor observational rounds norms
- Facilitate discussion and ensure that all team members have an opportunity to participate and contribute to the collaborative discussion
- Maintain a productive pace of the discussion
- Ensure all conversations are devoid of personal judgments and are based upon protocol elements, evidences, focus statements, and the common language

**Documentation of Rounds:**

To document participation in observational rounds, rounds groups should complete the reflection sheet for each homework activity and submit it to the department overseeing the rounds. Please contact the district for more information about where to send completed reflection sheets.

**Suggested number of rounds:**

Groups should participate in at least three sets of rounds for each homework activity.

## Norms and Processes for Rounds:

- A. Rounds should be done by groups numbering from two to six, with no more than six teacher mentors in a group (including team leader). Teams should have a cross-section of leaders in terms of tenure and grade bands, when possible. Team leaders are identified by the district (see Observational Rounds Team Leader Selection Section).
- B. Rounds should be performed in classrooms of teachers who have volunteered and include a cross-section of ability and tenure. Teachers should understand the outcomes of the rounds (What type of rounds are being performed?). Feedback should not be provided to teachers unless it is specifically requested by the teacher.
- C. Teachers should provide a copy of the lesson plan in advance of observation.
- D. The team should enter the room as quietly as possible and establish a “home base” area near the back of the room to minimize disruption to the flow of instruction.
- E. The team should ensure the capturing of all evidence occurs at an appropriate time and does not distract from the momentum of the lesson. (Ideally, student interviewing will take place during discussion, or group or independent practice time.)
- F. Groups should record evidences/facts, not opinions, about elements and consider how the evidence applies to the scale. (What do I see? Was the desired effect monitored and evident in students?)
- G. Groups should remain in classrooms for at least 20 minutes to get a decent picture of instructional practice, but must understand that anything less than the entire lesson may provide an incomplete picture of certain teaching practices. Groups should strive to complete the picture by capturing follow-up questions about elements. (What questions do I have for this teacher?)
- H. Groups should, in a non-disruptive manner, exit the classroom, and the host building administrator may, if appropriate, thank the teacher for allowing his or her classroom to be used for increasing expertise.
- I. Time should be structured so that groups can leave the classroom and begin dialog about observed elements immediately after leaving. Care should be taken to debrief in a location away from the ears of other teachers.
- J. All observational round discussions are confidential.
- K. Debrief should be a practice in using the common language and should be focused around the protocol.
- L. After each teacher observation, the debrief conversation for Observational Rounds for Rater Agreement, Part B should follow the “Protocol for all Observational Rounds” section (see below).

## Protocol for all Observational Rounds:

**Step 1:** Identify the content design question focus of the lesson. This design question will typically focus the observer on which elements to expect to see during the lesson. Although each content DQ serves a specific and increasingly cognitively complex purpose, there will be times a teacher utilizes elements across DQ's. Note: the lesson plan should help identify content DQ and the supporting elements.

- DQ 2: Helping Students Interact with New Knowledge, or
- DQ 3: Helping Students Practice and Deepen New Knowledge, or
- DQ 4: Helping Students Generate and Test Hypotheses

**Step 2:** Identify the elements within the content design question that are being used by the teacher. (If possible, let the unit plan/daily lesson plan help identify dominant elements.) Dominant elements are either planned for or implemented as a result of what is happening in the classroom. These elements are fully developed in order to achieve a desired effect.

**Step 3:** Identify the elements within Routine Events and Enacted on the Spot that the teacher uses to help create the conditions within the classroom that enable students to focus on learning.

**Step 4:** Use the Marzano observational protocol (Domain 1 form) and evidences to help form your score. The protocol is an evidence-based tool and should be void of an observer's personal feelings or values.

For each dominant element, facilitate a discussion through the progression:

1. **Beginning:** Was the strategy used correctly with all of the components or steps? (Make sure everyone understands the steps or components of the strategy, which can be found within the focus statement. Invite others to participate using the protocol focus statement to guide the discussion on the steps/components.) If no, then this level is the rating. If yes, then proceed to the next level of the developmental scale.
2. **Developing:** If the strategy was used correctly, were the majority of students monitored for or displaying the desired effect of the strategy? (Make sure everyone understands the desired effect for the element being discussed and what monitoring for evidences of the desired effect looks like.) If no, then this level is the rating. If yes, then proceed to the next level of the developmental scale.
3. **Applying:** If the strategy was used correctly, were all the students monitored for and displaying the desired effect of the strategy? If no, then this level is the rating. If yes, then proceed to the next level of the developmental scale.

- 4. Innovating:** Rate this level if the strategy was used correctly, all students were monitored for the desired effect, and the desired effect is evident in all students. Then describe how the teachers made adaptations, used scaffolding techniques, or created unique elements to ensure the desired effect was evident in all students.

Repeat this process for each element until the group or majority of the group agrees on the score or agrees on what is needed to understand more deeply. The purpose of the discussion is to deepen and sharpen scoring ability. Discussion that focuses on application of the observational protocol will deepen understanding. If the discussion veers toward what people feel or value, try to bring the conversation back to the evidences and scale from the protocol. Keep the pace, but allow time when the discussion is rich with learning. Hold group members accountable for mutual collaboration by avoiding domination by one group member. Apply the developmental scale for the identified elements.

**Step 5:** Understand that ANY observation represents only pieces of a complete picture of teacher practice. Consider what additional evidence is needed to better complete the picture of the teacher's instructional practice.

**Step 6:** As the focus of Observational Rounds for Rater Agreement are to increase scoring accuracy through collaboration, please complete the following worksheets to track growth through the collaborative rounds experience.



**A Frame to Record My Thinking**

Content Design Questions:

DQ2

DQ3

Teacher #1 \_\_\_\_\_

DQ4

Content Strategies:

	Design Question 2		Design Question 3		Design Question 4
	Identifying Critical Information		Reviewing Content		Organizing Students
	Organizing Students		Organizing Students		Engaging Students in Cognitively Complex Tasks
	Previewing New Content		Using Homework		Involving Hypothesis Generation and Testing
	Chunking Content		Similarities and Differences		
	Processing		Examining Errors		
	Elaborating		Practicing		Providing Resources and Guidance
	Recording/Representing		Revising Knowledge		
	Reflecting				

Comments: \_\_\_\_\_

\_\_\_\_\_

Strategies within **Routine Events** used during this lesson:

Dominant Strategy	Feedback

Strategies **Enacted on the Spot** used during this lesson:

Dominant Strategy	Feedback

**A Frame to Record My Thinking**

Teacher #2 \_\_\_\_\_

Content Design Questions: DQ2 DQ3 DQ4

Content Strategies:

	Design Question 2		Design Question 3		Design Question 4
	Identifying Critical Information		Reviewing Content		Organizing Students
	Organizing Students		Organizing Students		Engaging Students in Cognitively Complex Tasks
	Previewing New Content		Using Homework		Involving Hypothesis Generation and Testing
	Chunking Content		Similarities and Differences		
	Processing		Examining Errors		
	Elaborating		Practicing		Providing Resources and Guidance
	Recording/Representing		Revising Knowledge		
	Reflecting				

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Strategies within **Routine Events** used during this lesson:

Dominant Strategy	Feedback

Strategies **Enacted on the Spot** used during this lesson:

Dominant Strategy	Feedback

**A Frame to Record My Thinking**

Content Design Questions:

DQ2

DQ3

Teacher #3 \_\_\_\_\_

DQ4

Content Strategies:

	Design Question 2		Design Question 3		Design Question 4
	Identifying Critical Information		Reviewing Content		Organizing Students
	Organizing Students		Organizing Students		Engaging Students in Cognitively Complex Tasks
	Previewing New Content		Using Homework		Involving Hypothesis Generation and Testing
	Chunking Content		Similarities and Differences		
	Processing		Examining Errors		
	Elaborating		Practicing		Providing Resources and Guidance
	Recording/Representing		Revising Knowledge		
	Reflecting				

Comments: \_\_\_\_\_

\_\_\_\_\_

Strategies within **Routine Events** used during this lesson:

Dominant Strategy	Feedback

Strategies **Enacted on the Spot** used during this lesson:

Dominant Strategy	Feedback

## Observational Rounds Reflection Worksheet

Team Leader \_\_\_\_\_

Team Members

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## Team Reflection Log

The team has clarity about...	The team has questions about...

Signature of Team Leader \_\_\_\_\_ Date \_\_\_\_\_

Please send completed Reflection Worksheets to the department overseeing your training.

**Notes**

A large, empty rounded rectangular box with a thin grey border, intended for taking notes. The box is positioned below the 'Notes' header and occupies most of the page's vertical space.



# DOMAIN 1 LEARNING MAP

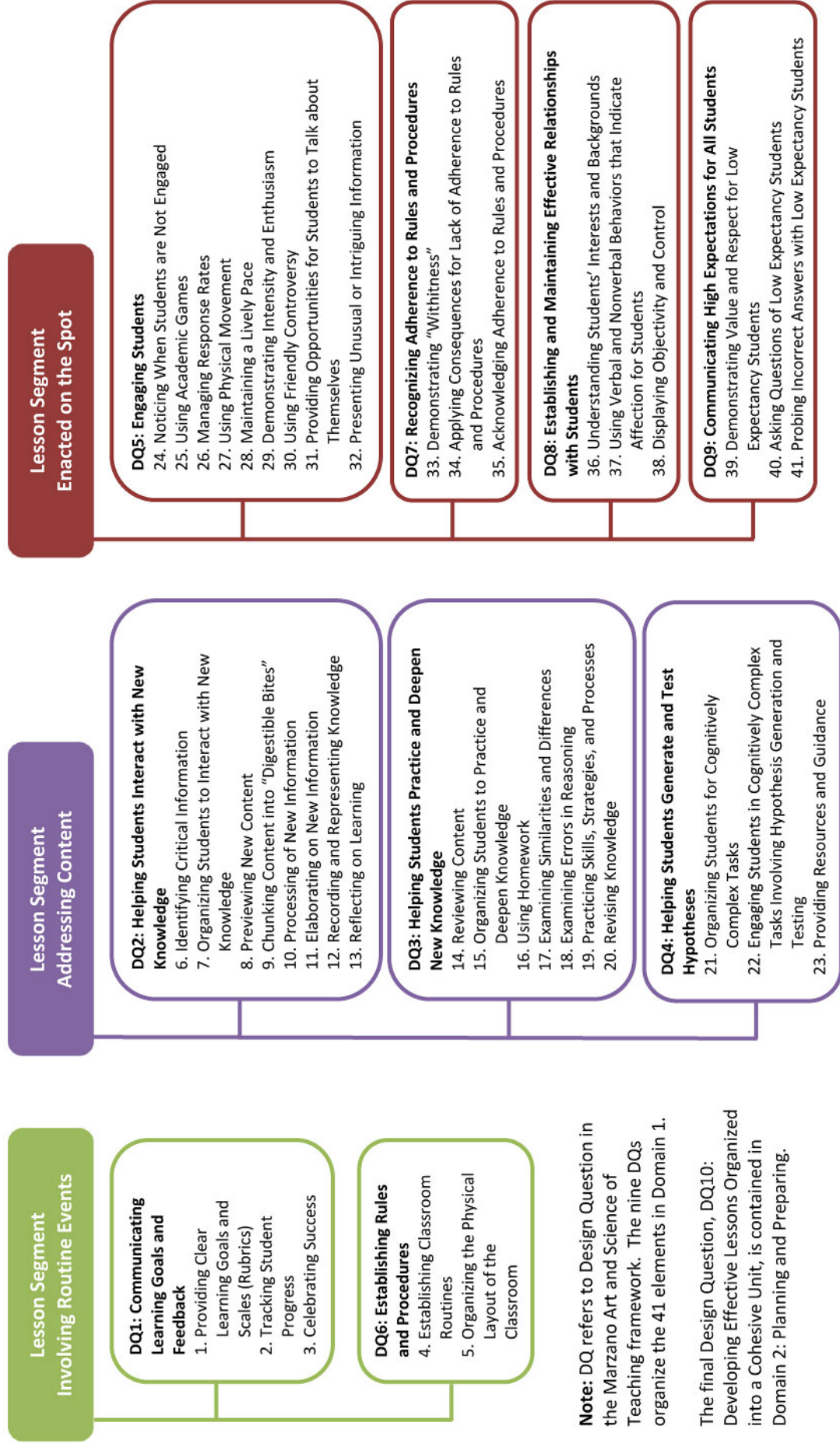






## Domain 1: Classroom Strategies and Behaviors

Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQs) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol.





**DOMAIN 1**  
**SCALES AND EVIDENCES**



## Marzano Protocol: Lesson Segments Involving Routine Events

**Design Question #1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?**

### 1. Providing Clear Learning Goals and Scales (Rubrics)

The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal.

#### Teacher Evidence

- Teacher has a learning goal posted so that all students can see it
- The learning goal is a clear statement of knowledge or information as opposed to an activity or assignment
- Teacher makes reference to the learning goal throughout the lesson
- Teacher has a scale or rubric that relates to the learning goal posted so that all students can see it
- Teacher makes reference to the scale or rubric throughout the lesson

#### Student Evidence

- When asked, students can explain the learning goal for the lesson
- When asked, students can explain how their current activities relate to the learning goal
- When asked, students can explain the meaning of the levels of performance articulated in the scale or rubric

#### Scale

	Not Using	Beginning	Developing	Applying	Innovating
<b>Providing clear learning goals and scales (rubrics)</b>	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance, but the majority of students are not monitored for the desired effect of the strategy.	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance and monitors for evidence of the majority of students understanding of the learning goal and the levels of performance.	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

	Not Using	Beginning	Developing	Applying	Innovating
<b>Providing clear learning goals and scales (rubrics)</b>	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you provide a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance?	In addition to providing a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance, how can you monitor students understanding of the learning goal and the levels of performance?	How might you adapt and create new strategies for providing clearly stated learning goals and rubrics that address the unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

## 2. Tracking Student Progress

The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment.

### Teacher Evidence

- Teacher helps student track their individual progress on the learning goal
- Teacher uses formal and informal means to assign scores to students on the scale or rubric depicting student status on the learning goal
- Teacher charts the progress of the entire class on the learning goal

### Student Evidence

- When asked, students can describe their status relative to the learning goal using the scale or rubric
- Students systematically update their status on the learning goal

### Scale

	Not Using	Beginning	Developing	Applying	Innovating
<b>Tracking student progress</b>	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Facilitates tracking of student progress using a formative approach to assessment, but the majority of students are not monitored for the desired effect of the strategy.	Facilitates tracking of student progress using a formative approach to assessment and monitors for evidence of the extent to which the majority of students understand their level of performance.	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

	Not Using	Beginning	Developing	Applying	Innovating
<b>Tracking student progress</b>	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you facilitate tracking of student progress using a formative approach to assessment?	In addition to facilitating tracking of student progress using a formative approach to assessment, how can you monitor the extent to which students understand their level of performance?	How might you adapt and create new strategies for facilitating tracking of student progress using a formative approach to assessment, that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

### 3. Celebrating Success

The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal.

#### Teacher Evidence

- Teacher acknowledges students who have achieved a certain score on the scale or rubric
- Teacher acknowledges students who have made gains in their knowledge and skill relative to the learning goal
- Teacher acknowledges and celebrates the final status and progress of the entire class
- Teacher uses a variety of ways to celebrate success
  - Show of hands
  - Certification of success
  - Parent notification
  - Round of applause

#### Student Evidence

- Student show signs of pride regarding their accomplishments in the class
- When asked, students say they want to continue to make progress

#### Scale

	Not Using	Beginning	Developing	Applying	Innovating
<b>Celebrating success</b>	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Provides students with recognition of their current status and their knowledge gain relative to the learning goal, but the majority of students are not monitored for the desired effect of the strategy.	Provides students with recognition of their current status and their knowledge gain relative to the learning goal and monitors for evidence of the extent to which the majority of students are motivated to enhance their status.	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

	Not Using	Beginning	Developing	Applying	Innovating
<b>Celebrating success</b>	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you provide students with recognition of their current status and their knowledge gain relative to the learning goal?	In addition to providing students with recognition of their current status and their knowledge gain relative to the learning goal, how can you monitor the extent to which students are motivated to enhance their status?	How might you adapt and create new strategies for providing students with recognition of their current status and their knowledge gain relative to the learning goal that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

#### Student Interviews

##### Student Questions:

- What learning goal did today's lesson focus on?
- How well are you doing on that learning goal?
- Describe the different levels you can be at on the learning goal.

**Design Question #6: What will I do to establish and maintain classroom rules and procedures?**

**4. Establishing Classroom Routines**

The teacher reviews expectations regarding rules and procedures to ensure their effective execution.

**Teacher Evidence**

- Teacher involves students in designing classroom routines
- Teacher uses classroom meetings to review and process rules and procedures
- Teacher reminds students of rules and procedures
- Teacher asks students to restate or explain rules and procedures
- Teacher provides cues or signals when a rule or procedure should be used

**Student Evidence**

- Students follow clear routines during class
- When asked, students can describe established rules and procedures
- When asked, students describe the classroom as an orderly place
- Students recognize cues and signals by the teacher
- Students regulate their own behavior

**Scale**

	Not Using	Beginning	Developing	Applying	Innovating
<b>Establishing classroom routines</b>	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Establishes and reviews expectations regarding rules and procedures, but the majority of students are not monitored for the desired effect of the strategy.	Establishes and reviews expectations regarding rules and procedures and monitors for evidence of the extent to which the majority of students understand the rules and procedures.	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**

	Not Using	Beginning	Developing	Applying	Innovating
<b>Establishing classroom routines</b>	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you establish and review expectations regarding rules and procedures?	In addition to establishing and reviewing expectations regarding rules and procedures, how can you monitor the extent to which students understand the rules and procedures?	How might you adapt and create strategies for establishing and reviewing expectations, rules, and procedures that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

### 5. Organizing the Physical Layout of the Classroom

The teacher organizes the physical layout of the classroom to facilitate movement and focus on learning.

#### Teacher Evidence

- The physical layout of the classroom has clear traffic patterns
- The physical layout of the classroom provides easy access to materials and centers
- The classroom is decorated in a way that enhances student learning:
  - Bulletin boards relate to current content
  - Students work is displayed

#### Student Evidence

- Students move easily about the classroom
- Students make use of materials and learning centers
- Students attend to examples of their work that are displayed
- Students attend to information on the bulletin boards
- Students can easily focus on instruction

#### Scale

	Not Using	Beginning	Developing	Applying	Innovating
<b>Organizing the physical layout of the classroom</b>	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Organizes the physical layout of the classroom to facilitate movement and focus on learning, but the majority of students are not monitored for the desired effect of the strategy.	Organizes the physical layout of the classroom to facilitate movement and focus on learning and monitors for evidence of the impact of the environment on the majority of student learning.	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

	Not Using	Beginning	Developing	Applying	Innovating
<b>Organizing the physical layout of the classroom</b>	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you organize the physical layout of the classroom to facilitate movement and focus on learning?	In addition to organizing the physical layout of the classroom to facilitate movement and focus on learning, how can you monitor the impact of the environment on student learning?	How might you adapt and create new strategies for organizing the physical layout of the classroom to facilitate movement and focus on learning that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

#### Student Interviews

##### Student Questions:

- What are the regular rules and procedures you are expected to follow in class?
- How well do you do at following the rules and procedures and why?



## Marzano Protocol: Lesson Segments Addressing Content

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

#### 6. Identifying Critical Information

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

##### Teacher Evidence

- Teacher begins the lesson by explaining why upcoming content is important
- Teacher tells students to get ready for some important information
- Teacher cues the importance of upcoming information in some indirect fashion
  - Tone of voice
  - Body position
  - Level of excitement

##### Student Evidence

- When asked, students can describe the level of importance of the information addressed in class
- When asked, students can explain why the content is important to pay attention to
- Students visibly adjust their level of engagement

#### Scale

	Not Using	Beginning	Developing	Applying	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

	Not Using	Beginning	Developing	Applying	Innovating
<b>Identifying critical information</b>	How can you begin to incorporate some aspect of this strategy in your instruction?	How can you signal to students which content is critical versus non-critical?	In addition to signaling to students which content is critical versus non-critical, 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?

## 7. Organizing Students to Interact with New Knowledge

The teacher organizes students into small groups to facilitate the processing of new information.

### Teacher Evidence

- Teacher has established routines for student grouping and student interaction in groups
- Teacher organizes students into ad hoc groups for the lesson
  - Diads
  - Triads
  - Small groups up to about 5

### Student Evidence

- Students move to groups in an orderly fashion
- Students appear to understand expectations about appropriate behavior in groups
  - Respect opinions of others
  - Add their perspective to discussions
  - Ask and answer questions

### Scale

	Not Using	Beginning	Developing	Applying	Innovating
<b>Organizing students to interact with new knowledge</b>	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Organizes students into small groups to facilitate the processing of new knowledge, but the majority of students are not monitored for the desired effect of the strategy.	Organizes students into small groups to facilitate the processing of new knowledge for the majority of students and monitors for evidence of group processing.	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

	Not Using	Beginning	Developing	Applying	Innovating
<b>Organizing students to interact with new knowledge</b>	How can you begin to incorporate some aspect of this strategy in your instruction?	How can you organize students into small groups to facilitate the processing of new knowledge?	In addition to organizing students into small groups to facilitate the processing of new knowledge, how can you monitor group processes?	How might you adapt and create new strategies for organizing students to interact with new knowledge that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

## 8. Previewing New Content

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.

### Teacher Evidence

- Teacher uses preview question before reading
- Teacher uses K-W-L strategy or variation of it
- Teacher asks or reminds students what they already know about the topic
- Teacher provides an advanced organizer
  - Outline
  - Graphic organizer
- Teacher has students brainstorm
- Teacher uses anticipation guide
- Teacher uses motivational hook/launching activity
  - Anecdotes
  - Short selection from video
- Teacher uses word splash activity to connect vocabulary to upcoming content

### Student Evidence

- When asked, students can 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

### Scale

	Not Using	Beginning	Developing	Applying	Innovating
<b>Previewing new content</b>	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in learning activities that require them to preview and link new knowledge to what has been addressed, but the majority of students are not monitored for the desired effect of the strategy.	Engages students in learning activities that require them to preview and link new knowledge to what has been addressed and monitors for evidence of the extent to which the majority of students are making linkages.	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

	Not Using	Beginning	Developing	Applying	Innovating
<b>Previewing new content</b>	How can you begin to incorporate some aspect of this strategy in your instruction?	How can you engage students in learning activities that require them to preview and link new knowledge to what has been addressed?	In addition to engaging students in learning activities that require them to preview and link new knowledge to what has been addressed, how can you also monitor the extent to which students are making linkages?	How might you adapt and create new strategies for previewing new content that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

### 9. Chunking Content into “Digestible Bites”

Based on student needs, the teacher breaks the content into small chunks (i.e. digestible bites) of information that can be easily processed by students.

#### Teacher Evidence

- Teacher stops at strategic points in a verbal presentation
- While playing a video tape, the teacher turns the tape off at key junctures
- While providing a demonstration, the teacher stops at strategic points
- While students are reading information or stories orally as a class, the teacher stops at strategic points

#### Student Evidence

- When asked, students can explain why the teacher is stopping at various points
- Students appear to know what is expected of them when the teacher stops at strategic points

#### Scale

	Not Using	Beginning	Developing	Applying	Innovating
<b>Chunking content into digestible bites</b>	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Breaks input experiences into small chunks based on student needs, but the majority of students are not monitored for the desired effect of the strategy.	Breaks input experiences into small chunks based on student needs and monitors for evidence of the extent to which chunks are appropriate for the majority of the students.	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

	Not Using	Beginning	Developing	Applying	Innovating
<b>Chunking content into digestible bites</b>	How can you begin to incorporate some aspect of this strategy in your instruction?	How can you break input experiences into small chunks based on student needs?	In addition to breaking input experiences into small chunks based on student needs, how can you also monitor the extent to which chunks are appropriate?	How might you adapt and create new strategies for chunking content into digestible bites that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

### 10. Processing New Information

During breaks in the presentation of content, the teacher engages students in actively processing new information.

#### Teacher Evidence

- Teacher has group members summarize new information
- Teacher employs formal group processing strategies
  - Jigsaw
  - Reciprocal Teaching
  - Concept attainment

#### Student Evidence

- When asked, students can explain what they have just learned
- Students volunteer predictions
- Students voluntarily ask clarification questions
- Groups are actively discussing the content
  - Group members ask each other and answer questions about the information
  - Group members make predictions about what they expect next

#### Scale

	Not Using	Beginning	Developing	Applying	Innovating
<b>Processing new information</b>	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in summarizing, predicting, and questioning activities, but the majority of students are not monitored for the desired effect of the strategy.	Engages students in summarizing, predicting, and questioning activities and monitors for evidence of the extent to which the activities enhance the majority of students' understanding.	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

	Not Using	Beginning	Developing	Applying	Innovating
<b>Processing new information</b>	How can you begin to incorporate some aspect of this strategy in your instruction?	How can you engage students in summarizing, predicting, and questioning activities?	In addition to engaging students in summarizing, predicting, and questioning activities, how can you monitor the extent to which the activities enhance students' understanding?	How might you adapt and create new strategies for processing new information that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

### 11. Elaborating on New Information

The teacher asks questions or engages students in activities that require elaborative inferences that go beyond what was explicitly taught.

#### Teacher Evidence

- Teacher asks explicit questions that require students to make elaborative inferences about the content
- Teacher asks students to explain and defend their inferences
- Teacher presents situations or problems that require inferences

#### Student Evidence

- Students volunteer answers to inferential questions
- Students provide explanations and “proofs” for inferences

#### Scale

	Not Using	Beginning	Developing	Applying	Innovating
<b>Elaborating on new information</b>	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in answering inferential questions, but the majority of students are not monitored for the desired effect of the strategy.	Engages students in answering inferential questions and monitors for evidence of the extent to which the majority of students elaborate on what was explicitly taught.	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

	Not Using	Beginning	Developing	Applying	Innovating
<b>Elaborating on new information</b>	How can you begin to incorporate some aspect of this strategy in your instruction?	How can you engage students in answering inferential questions?	In addition to engaging students in answering inferential questions, how can you monitor the extent to which students elaborate on what was explicitly taught?	How might you adapt and create new strategies for elaborating on new information that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

## 12. Recording and Representing Knowledge

The teacher engages students in activities that help them record their understanding of new content in linguistic ways and/or represent the content in nonlinguistic ways.

### Teacher Evidence

- Teacher asks students to summarize the information they have learned
- Teacher asks students to generate notes that identify critical information in the content
- Teacher asks students to create nonlinguistic representations for new content
  - Graphic organizers
  - Pictures
  - Pictographs
  - Flow charts
- Teacher asks students to create mnemonics that organize the content

### Student Evidence

- Students' summaries and notes include critical content
- Students' nonlinguistic representations include critical content
- When asked, students can explain main points of the lesson

### Scale

	Not Using	Beginning	Developing	Applying	Innovating
<b>Recording and representing knowledge</b>	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways, but the majority of students are not monitored for the desired effect of the strategy.	Engages students in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways and monitors for evidence of the extent to which this enhances the majority of students' understanding.	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

	Not Using	Beginning	Developing	Applying	Innovating
<b>Recording and representing knowledge</b>	How can you begin to incorporate some aspect of this strategy in your instruction?	How can you engage students in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways?	In addition to engaging students in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways, how can you monitor the extent to which this enhances students' understanding?	How might you adapt and create new strategies for recording and representing knowledge that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

### 13. Reflecting on Learning

The teacher engages students in activities that help them reflect on their learning and the learning process.

#### Teacher Evidence

- Teacher asks students to state or record what they are clear about and what they are confused about
- Teacher asks students to state or record how hard they tried
- Teacher asks students to state or record what they might have done to enhance their learning

#### Student Evidence

- When asked, students can explain what they are clear about and what they are confused about
- When asked, students can describe how hard they tried
- When asked, students can explain what they could have done to enhance their learning

#### Scale

	Not Using	Beginning	Developing	Applying	Innovating
<b>Reflecting on learning</b>	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in reflecting on their own learning and the learning process, but the majority of students are not monitored for the desired effect of the strategy.	Engages students in reflecting on their own learning and the learning process and monitors for evidence of the extent to which the majority of students self-assess their understanding and effort.	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

	Not Using	Beginning	Developing	Applying	Innovating
<b>Reflecting on learning</b>	How can you begin to incorporate some aspect of this strategy in your instruction?	How can you engage students in reflecting on their own learning and the learning process?	In addition to engaging students in reflecting on their own learning and the learning process, how can you monitor the extent to which students self-assess their understanding and effort?	How might you adapt and create new strategies for reflecting on learning that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

### Student Interviews

#### Student Questions:

- Why is the information that you are learning today important?
- How do you know what are the most important things to pay attention to?
- What are the main points of this lesson?



**Design Question #3: What will I do to help students practice and deepen their understanding of new knowledge?**

**14. Reviewing Content**

The teacher engages students in a brief review of content that highlights the critical information.

**Teacher Evidence**

- Teacher begins the lesson with a brief review of content
- Teacher uses specific strategies to review information
  - Summary
  - Problem that must be solved using previous information
  - Questions that require a review of content
  - Demonstration
  - Brief practice test or exercise

**Student Evidence**

- When asked, students can describe the previous content on which new lesson is based
- Student responses to class activities indicate that they recall previous content

**Scale**

	Not Using	Beginning	Developing	Applying	Innovating
<b>Reviewing content</b>	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in a brief review of content that highlights the critical information, but the majority of students are not monitored for the desired effect of the strategy.	Engages students in a brief review of content that highlights the critical information and monitors for evidence of the extent to which the majority of students can recall and describe previous content.	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**

	Not Using	Beginning	Developing	Applying	Innovating
<b>Reviewing content</b>	How can you begin to incorporate some aspect of this strategy in your instruction?	How can you engage students in a brief review of content that highlights the critical information?	In addition to, engaging students in a brief review of content, how can you monitor the extent to which students can recall and describe previous content?	How might you adapt and create new strategies for reviewing content that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

### 15. Organizing Students to Practice and Deepen Knowledge

The teacher uses grouping in ways that facilitate practicing and deepening knowledge.

#### Teacher Evidence

- Teacher organizes students into groups with the expressed idea of deepening their knowledge of informational content
- Teacher organizes students into groups with the expressed idea of practicing a skill, strategy, or process

#### Student Evidence

- When asked, students explain how the group work supports their learning
- While in groups students interact in explicit ways to deepen their knowledge of informational content or, practice a skill, strategy, or process
  - Asking each other questions
  - Obtaining feedback from their peers

#### Scale

	Not Using	Beginning	Developing	Applying	Innovating
<b>Organizing students to practice and deepen knowledge</b>	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Organizes students into groups to practice and deepen their knowledge, but the majority of students are not monitored for the desired effect of the strategy.	Organizes students into groups to practice and deepen their knowledge and monitors for evidence of the extent to which the group work extends the majority of students' learning.	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

	Not Using	Beginning	Developing	Applying	Innovating
<b>Organizing students to practice and deepen knowledge</b>	How can you begin to incorporate some aspect of this strategy in your instruction?	How can you organize students into groups to practice and deepen their knowledge?	In addition to organizing students into groups to practice and deepen their knowledge, how can you also monitor the extent to which the group work extends their learning?	How might you adapt and create new strategies for organizing students to practice and deepen knowledge that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

### 16. Using Homework

When appropriate (as opposed to routinely) the teacher designs homework to deepen students' knowledge of informational content or, practice a skill, strategy, or process.

#### Teacher Evidence

- Teacher communicates a clear purpose for homework
- Teacher extends an activity that was begun in class to provide students with more time
- Teacher assigns a well-crafted homework assignment that allows students to practice and deepen their knowledge independently

#### Student Evidence

- When asked, students can describe how the homework assignment will deepen their understanding of informational content or, help them practice a skill, strategy, or process
- Students ask clarifying questions of the homework that help them understand its purpose

#### Scale

	Not Using	Beginning	Developing	Applying	Innovating
<b>Using homework</b>	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	When appropriate (as opposed to routinely) assigns homework that is designed to deepen knowledge of informational content or, practice a skill, strategy, or process, but the majority of students are not monitored for the desired effect of the strategy.	When appropriate (as opposed to routinely) assigns homework that is designed to deepen knowledge of informational content or, practice a skill, strategy, or process and monitors for evidence of the extent to which the majority of students understand the homework.	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

	Not Using	Beginning	Developing	Applying	Innovating
<b>Using homework</b>	How can you begin to incorporate some aspect of this strategy in your instruction?	How can you assign homework that is designed to deepen knowledge of informational content or practice a skill, strategy, or process?	In addition to assigning homework that is designed to deepen knowledge of informational content or practice a skill, strategy, or process, how can you also monitor the extent to which the group work extends their learning?	How might you adapt and create new strategies for assigning homework that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

### 17. Examining Similarities and Differences

When the content is informational, the teacher helps students deepen their knowledge by examining similarities and differences.

#### Teacher Evidence

- Teacher engages students in activities that require students to examine similarities and differences between content
  - Comparison activities
  - Classifying activities
  - Analogy activities
  - Metaphor activities
- Teacher facilitates the use of these activities to help students deepen their understanding of content
  - Ask students to summarize what they have learned from the activity
  - Ask students to explain how the activity has added to their understanding

#### Student Evidence

- Student artifacts indicate that their knowledge has been extended as a result of the activity
- When asked about the activity, student responses indicate that they have deepened their understanding
- When asked, students can explain similarities and differences
- Student artifacts indicate that they can identify similarities and differences

#### Scale

	Not Using	Beginning	Developing	Applying	Innovating
<b>Examining similarities and differences</b>	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	When content is informational, engages students in activities that require them to examine similarities and differences, but the majority of students are not monitored for the desired effect of the strategy.	When content is informational, engages students in activities that require them to examine similarities and differences, and monitors for evidence of the extent to which the majority of the students are deepening their knowledge.	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

	Not Using	Beginning	Developing	Applying	Innovating
<b>Examining similarities and differences</b>	How can you begin to incorporate some aspect of this strategy in your instruction?	How can you engage students in activities that require them to examine similarities and differences?	In addition to engaging students in examining similarities and differences, how can you monitor the extent to which the students are deepening their knowledge?	How might you adapt and create new strategies for examining similarities and differences that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

### 18. Examining Errors in Reasoning

When content is informational, the teacher helps students deepen their knowledge by examining their own reasoning or the logic of the information as presented to them.

#### Teacher Evidence

- Teacher asks students to examine information for errors or informal fallacies
  - Faulty logic
  - Attacks
  - Weak reference
  - Misinformation
- Teacher asks students to examine the strength of support presented for a claim
  - Statement of a clear claim
  - Evidence for the claim presented
  - Qualifiers presented showing exceptions to the claim

#### Student Evidence

- When asked, students can describe errors or informal fallacies in information
- When asked, students can explain the overall structure of an argument presented to support a claim
- Student artifacts indicate that they can identify errors in reasoning.

#### Scale

	Not Using	Beginning	Developing	Applying	Innovating
<b>Examining errors in reasoning</b>	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	When content is informational, engages students in activities that require them to examine their own reasoning or the logic of information as presented to them, but the majority of students are not monitored for the desired effect of the strategy.	When content is informational, engages students in activities that require them to examine their own reasoning or the logic of information as presented to them and monitors for evidence of the extent to which the majority of students are deepening their knowledge.	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

	Not Using	Beginning	Developing	Applying	Innovating
<b>Examining errors in reasoning</b>	How can you begin to incorporate some aspect of this strategy in your instruction?	How can you engage students in activities that require them to examine their own reasoning or the logic of information as presented to them?	In addition to engaging students in examining their own reasoning or the logic of information as presented to them, how can you monitor the extent to which the students are deepening their knowledge?	How might you adapt and create new strategies for examining their own reasoning or the logic of information that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

### 19. Practicing Skills, Strategies, and Processes

When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency.

#### Teacher Evidence

- Teacher engages students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process
- Guided practice if students cannot perform the skill, strategy, or process independently
  - Independent practice if students can perform the skill, strategy, or process independently

#### Student Evidence

- Students perform the skill, strategy, or process with increased confidence
- Students perform the skill, strategy, or process with increased competence

#### Scale

	Not Using	Beginning	Developing	Applying	Innovating
<b>Practicing skills, strategies, and processes</b>	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	When content involves a skill, strategy, or process, engages students in practice activities, but the majority of students are not monitored for the desired effect of the strategy.	When content involves a skill, strategy, or process, engages students in practice activities and monitors for evidence of the extent to which the practice is increasing the majority of students' fluency.	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

	Not Using	Beginning	Developing	Applying	Innovating
<b>Practicing skills, strategies, and processes</b>	How can you begin to incorporate some aspect of this strategy in your instruction?	How can you engage students in practice activities when content involves a skill, strategy, or process?	In addition to engaging students in practice activities, how can you monitor the extent to which the practice is increasing student fluency?	How might you adapt and create practice activities that increase fluency and address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

## 20. Revising Knowledge

The teacher engages students in revision of previous knowledge about content addressed in previous lessons.

### Teacher Evidence

- Teacher asks students to examine previous entries in their academic notebooks or notes
- The teacher engages the whole class in an examination of how the current lesson changed perceptions and understandings of previous content
- Teacher has students explain how their understanding has changed

### Student Evidence

- Students make corrections to information previously recorded about content
- When asked, students can explain previous errors or misconceptions they had about content

### Scale

	Not Using	Beginning	Developing	Applying	Innovating
<b>Revising knowledge</b>	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in revision of previous content, but the majority of students are not monitored for the desired effect of the strategy.	Engages students in revision of previous content and monitors for evidence of the extent to which these revisions deepen the majority of students' understanding.	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

	Not Using	Beginning	Developing	Applying	Innovating
<b>Revising knowledge</b>	How can you begin to incorporate some aspect of this strategy in your instruction?	How can you engage students in the revision of previous content?	In addition to engaging students in revision of previous content, how can you monitor the extent to which these revisions deepen students' understanding?	How might you adapt and create new strategies for revising content that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

## Student Interviews

### Student Questions:

- How did this lesson add to your understanding of the content?
- What changes did you make in your understanding of the content as a result of the lesson?
- What do you still need to understand better?

**Design Question #4: What will I do to help students generate and test hypotheses about new knowledge?**

**21. Organizing Students for Cognitively Complex Tasks**

The teacher organizes the class in such a way as to facilitate students working on complex tasks that require them to generate and test hypotheses.

**Teacher Evidence**

- Teacher establishes the need to generate and test hypotheses
- Teacher organizes students into groups to generate and test hypotheses

**Student Evidence**

- When asked, students describe the importance of generating and testing hypotheses about content
- When asked, students explain how groups support their learning
- Students use group activities to help them generate and test hypotheses

**Scale**

	Not Using	Beginning	Developing	Applying	Innovating
<b>Organizing students for cognitively complex tasks</b>	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Organizes students into groups to facilitate working on cognitively complex tasks, but the majority of students are not monitored for the desired effect of the strategy.	Organizes students into groups to facilitate working on cognitively complex tasks and monitors for evidence of the extent to which group processes facilitate generating and testing hypotheses for the majority of students.	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**

	Not Using	Beginning	Developing	Applying	Innovating
<b>Organizing students for cognitively complex tasks</b>	How can you begin to incorporate some aspect of this strategy in your instruction?	How can you organize students in groups to facilitate working on cognitively complex tasks?	In addition to organizing students in groups for cognitively complex tasks, how can you monitor the extent to which group processes facilitate generating and testing hypotheses?	How might you adapt and create new strategies for organizing students to complete cognitively complex tasks?	What are you learning about your students as you adapt and create new strategies?



## 22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing

The teacher engages students in complex tasks (e.g. decision making, problem solving, experimental inquiry, investigation) that require them to generate and test hypotheses.

### Teacher Evidence

- Teacher engages students with an explicit decision making, problem solving, experimental inquiry, or investigation task that requires them to generate and test hypotheses
- Teacher facilitates students generating their own individual or group task that requires them to generate and test hypotheses

### Student Evidence

- Students are clearly working on tasks that require them to generate and test hypotheses
- When asked, students can explain the hypothesis they are testing
- When asked, students can explain whether their hypothesis was confirmed or disconfirmed
- Student artifacts indicate that they can engage in decision making, problem solving, experimental inquiry, or investigation

### Scale

	Not Using	Beginning	Developing	Applying	Innovating
<b>Engaging students in cognitively complex tasks involving hypothesis generation and testing</b>	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in cognitively complex tasks (e.g. decision making, problem solving, experimental inquiry, investigation), but the majority of students are not monitored for the desired effect of the strategy.	Engages students in cognitively complex tasks (e.g. decision making, problem solving, experimental inquiry, investigation) and monitors for evidence of the extent to which the majority of students are generating and testing hypotheses.	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

	Not Using	Beginning	Developing	Applying	Innovating
<b>Engaging students in cognitively complex tasks involving hypothesis generation and testing</b>	How can you begin to incorporate some aspect of this strategy in your instruction?	How can you engage students in cognitively complex tasks involving hypothesis generation and testing?	In addition to engaging students in groups for cognitively complex tasks, involving hypothesis generation and testing, how can you monitor the extent to which students are generating and testing hypotheses?	How might you adapt and create new strategies for organizing students to complete cognitively complex tasks?	What are you learning about your students as you adapt and create new strategies?

### 23. Providing Resources and Guidance

The teacher acts as resource provider and guide as students engage in cognitively complex tasks

#### Teacher Evidence

- Teacher makes himself/herself available to students who need guidance or resources
  - Circulates around the room
  - Provides easy access to himself/herself
- Teacher interacts with students during the class to determine their needs for hypothesis generation and testing tasks
- Teacher volunteers resources and guidance as needed by the entire class, groups of students, or individual students

#### Student Evidence

- Students seek out the teacher for advice and guidance regarding hypothesis generation and testing tasks
- When asked, students can explain how the teacher provides assistance and guidance in hypothesis generation and testing tasks

#### Scale

	Not Using	Beginning	Developing	Applying	Innovating
<b>Providing resources and guidance</b>	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Acts as a guide and resource provider as students engage in cognitively complex tasks, but the majority of students are not monitored for the desired effect of the strategy.	Acts as a guide and resource provider as students engage in cognitively complex tasks and monitors for evidence of the extent to which the majority of students request and use guidance and resources.	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

	Not Using	Beginning	Developing	Applying	Innovating
<b>Providing resources and guidance</b>	How can you begin to incorporate some aspect of this strategy in your instruction?	How can you act as a guide and resource provider as students engage in cognitively complex tasks?	In addition to acting as a guide and resource provider, how can you monitor the extent to which students request and use guidance and resources?	How might you adapt and create new strategies for providing resources and guidance?	What are you learning about your students as you adapt and create new strategies?

#### Student Interviews

#### Student Questions:

- How did this lesson help you apply or use what you have learned?
- What change has this lesson made about your understanding of the content?

## Marzano Protocol: Lesson Segments Enacted on the Spot

### Design Question #5: What will I do to engage students?

#### 24. Noticing when Students are Not Engaged

The teacher scans the room making note of when students are not engaged and takes overt action.

##### Teacher Evidence

- Teacher notices when specific students or groups of students are not engaged
- Teacher notices when the energy level in the room is low
- Teacher takes action to re-engage students

##### Student Evidence

- Students appear aware of the fact that the teacher is taking note of their level of engagement
- Students try to increase their level of engagement when prompted
- When asked, students explain that the teacher expects high levels of engagement

#### Scale

	Not Using	Beginning	Developing	Applying	Innovating
<b>Noticing when students are not engaged</b>	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Scans the room making note of when students are not engaged and takes action, but the majority of students are not monitored for the desired effect of the strategy.	Scans the room making note of when students are not engaged and takes action and monitors for evidence of the extent to which the majority of students re-engage.	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

	Not Using	Beginning	Developing	Applying	Innovating
<b>Noticing when students are not engaged</b>	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you scan the room making note of when students are not engaged and take action to engage students?	In addition to scanning the room, making note of when students are not engaged and taking action, how can you monitor the extent to which students re-engage?	How might you adapt and create new strategies for noticing when students are not engaged that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

### 25. Using Academic Games

The teacher uses academic games and inconsequential competition to maintain student engagement.

**Teacher Evidence**

- Teacher uses structured games such as Jeopardy, family feud, and the like
- Teacher develops impromptu games such as making a game out of which answer might be correct for a given question
- Teacher uses friendly competition along with classroom games

**Student Evidence**

- Students engage in the games with some enthusiasm
- When asked, students can explain how the games keep their interest and help them learn or remember content

**Scale**

	Not Using	Beginning	Developing	Applying	Innovating
<b>Using academic games</b>	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses academic games and inconsequential competition to maintain student engagement, but the majority of students are not monitored for the desired effect of the strategy.	Uses academic games and inconsequential competition to maintain student engagement and monitors for evidence of the extent to which the majority of students focus on the academic content of the game.	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**

	Not Using	Beginning	Developing	Applying	Innovating
<b>Using academic games</b>	How can you begin to incorporate this strategy into your instruction?	How can you use academic games and inconsequential competition to maintain student engagement?	In addition to using academic games and inconsequential competition to maintain student engagement, how can you monitor the extent to which students focus on the academic content of the game?	How might you adapt and create new strategies for using academic games and inconsequential competition to maintain student engagement that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

## 26. Managing Response Rates

The teacher uses response rate techniques to maintain student engagement in questions.

### Teacher Evidence

- Teacher uses wait time
- Teacher uses response cards
- Teacher has students use hand signals to respond to questions
- Teacher uses choral response
- Teacher uses technology to keep track of students' responses
- Teacher uses response chaining

### Student Evidence

- Multiple students or the entire class responds to questions posed by the teacher
- When asked, students can describe their thinking about specific questions posed by the teacher

### Scale

	Not Using	Beginning	Developing	Applying	Innovating
<b>Managing response rates</b>	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses response rate techniques to maintain student engagement in questions, but the majority of students are not monitored for the desired effect of the strategy.	Uses response rate techniques to maintain student engagement in questions and monitors for evidence of the extent to which the techniques keep the majority of students engaged.	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

	Not Using	Beginning	Developing	Applying	Innovating
<b>Managing response rates</b>	How can you begin to incorporate this strategy into your instruction?	How can you use response rate techniques to maintain student engagement in questions?	In addition to using response rate techniques to maintain student engagement in questions, how can you monitor the extent to which the techniques keep students engaged?	How might you adapt and create new response rate techniques to maintain student engagement in questions that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

## 27. Using Physical Movement

The teacher uses physical movement to maintain student engagement.

### Teacher Evidence

- Teacher has students stand up and stretch or related activities when their energy is low
- Teacher uses activities that require students to physically move to respond to questions
  - Vote with your feet
  - Go to the part of the room that represents the answer you agree with
- Teacher has students physically act out or model content to increase energy and engagement
- Teacher use give-one-get-one activities that require students to move about the room

### Student Evidence

- Students engage in the physical activities designed by the teacher
- When asked, students can explain how the physical movement keeps their interest and helps them learn

### Scale

	Not Using	Beginning	Developing	Applying	Innovating
<b>Using physical movement</b>	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses physical movement to maintain student engagement, but the majority of students are not monitored for the desired effect of the strategy.	Uses physical movement to maintain student engagement and monitors for evidence of the extent to which these activities enhance the majority of students' engagement.	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

	Not Using	Beginning	Developing	Applying	Innovating
<b>Using physical movement</b>	How can you begin to incorporate this strategy into your instruction?	How can you use physical movement to maintain student engagement?	In addition to using physical movement to maintain student engagement, how can you monitor the extent to which these activities enhance student engagement?	How might you adapt and create new physical movement techniques to maintain student engagement that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

## 28. Maintaining a Lively Pace

The teacher uses pacing techniques to maintain students' engagement.

### Teacher Evidence

- Teacher employs crisp transitions from one activity to another
- Teacher alters pace appropriately (i.e. speeds up and slows down)

### Student Evidence

- Students quickly adapt to transitions and re-engage when a new activity is begun
- When asked about the pace of the class, students describe it as not too fast or not too slow

### Scale

	Not Using	Beginning	Developing	Applying	Innovating
<b>Maintaining a lively pace</b>	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses pacing techniques to maintain students' engagement, but the majority of students are not monitored for the desired effect of the strategy.	Uses pacing techniques to maintain students' engagement and monitors for evidence of the extent to which these techniques keep the majority of students engaged.	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

	Not Using	Beginning	Developing	Applying	Innovating
<b>Maintaining a lively pace</b>	How can you begin to incorporate this strategy into your instruction?	How can you use pacing techniques to maintain students' engagement?	In addition to pacing techniques to maintain students' engagement, how can you monitor the extent to which students keep engaged?	How might you adapt and create new pacing techniques that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

## 29. Demonstrating Intensity and Enthusiasm

The teacher demonstrates intensity and enthusiasm for the content in a variety of ways.

### Teacher Evidence

- Teacher describes personal experiences that relate to the content
- Teacher signals excitement for content by:
  - Physical gestures
  - Voice tone
  - Dramatization of information
- Teacher overtly adjusts energy level

### Student Evidence

- When asked, students say that the teacher “likes the content” and “likes teaching”
- Students’ attention levels increase when the teacher demonstrates enthusiasm and intensity for the content

### Scale

	Not Using	Beginning	Developing	Applying	Innovating
<b>Demonstrating intensity and enthusiasm</b>	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Demonstrates intensity and enthusiasm for the content in a variety of ways, but the majority of students are not monitored for the desired effect of the strategy.	Demonstrates intensity and enthusiasm for the content in a variety of ways and monitors for evidence of the extent to which the majority of students’ engagement increases.	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

	Not Using	Beginning	Developing	Applying	Innovating
<b>Demonstrating intensity and enthusiasm</b>	How can you begin to incorporate this strategy into your instruction?	How can you demonstrate intensity and enthusiasm for the content in a variety of ways?	In addition to demonstrating intensity and enthusiasm for the content in a variety of ways, how can you monitor the extent to which students keep engaged?	How might you adapt and create new techniques for demonstrating intensity and enthusiasm for the content that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?



### 30. Using Friendly Controversy

The teacher uses friendly controversy techniques to maintain student engagement.

#### Teacher Evidence

- Teacher structures mini-debates about the content
- Teacher has students examine multiple perspectives and opinions about the content
- Teacher elicits different opinions on content from members of the class

#### Student Evidence

- Students engage in friendly controversy activities with enhanced engagement
- When asked, students describe friendly controversy activities as “stimulating,” “fun,” and so on.
- When asked, students explain how a friendly controversy activity helped them better understand the content

#### Scale

	Not Using	Beginning	Developing	Applying	Innovating
<b>Using friendly controversy</b>	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses friendly controversy techniques to maintain student engagement, but the majority of students are not monitored for the desired effect of the strategy.	Uses friendly controversy techniques to maintain student engagement and monitors for evidence of the effect on the majority of students' engagement.	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

	Not Using	Beginning	Developing	Applying	Innovating
<b>Using friendly controversy</b>	How can you begin to incorporate this strategy into your instruction?	How can you use friendly controversy techniques to maintain student engagement?	In addition to using friendly controversy techniques to maintain student engagement, how can you monitor the extent to which students keep engaged?	How might you adapt and create new techniques for using friendly controversy to maintain student engagement that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

### 31. Providing Opportunities for Students to Talk about Themselves

The teacher provides students with opportunities to relate what is being addressed in class to their personal interests.

#### Teacher Evidence

- Teacher is aware of student interests and makes connections between these interests and class content
- Teacher structures activities that ask students to make connections between the content and their personal interests
- When students are explaining how content relates to their personal interests, the teacher appears encouraging and interested

#### Student Evidence

- Students engage in activities that require them to make connections between their personal interests and the content
- When asked, students explain how making connections between content and their personal interests engages them and helps them better understand the content

#### Scale

	Not Using	Beginning	Developing	Applying	Innovating
<b>Providing opportunities for students to talk about themselves</b>	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Provides students with opportunities to relate what is being addressed in class to their personal interests, but the majority of students are not monitored for the desired effect of the strategy.	Provides students with opportunities to relate what is being addressed in class to their personal interests and monitors for evidence of the extent to which these activities enhance the majority of students' engagement.	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

	Not Using	Beginning	Developing	Applying	Innovating
<b>Providing opportunities for students to talk about themselves</b>	How can you begin to incorporate this strategy into your instruction?	How can you provide students with opportunities to relate what is being addressed in class to their personal interests?	In addition to providing students with opportunities to relate what is being addressed in class to their personal interests, how can you monitor the extent to which these activities enhance student engagement?	How might you adapt and create new techniques for providing students with opportunities to relate what is being addressed in class to their personal interests that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

### 32. Presenting Unusual or Intriguing Information

The teacher uses unusual or intriguing information about the content in a manner that enhances student engagement.

#### Teacher Evidence

- Teacher systematically provides interesting facts and details about the content
- Teacher encourages students to identify interesting information about the content
- Teacher engages students in activities like “Believe it or not” about the content
- Teacher uses guest speakers to provide unusual information about the content

#### Student Evidence

- Students’ attention increases when unusual information is presented about the content
- When asked, students explain how the unusual information makes them more interested in the content

#### Scale

	Not Using	Beginning	Developing	Applying	Innovating
<b>Presenting unusual or intriguing information</b>	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses unusual or intriguing information about the content, but the majority of students are not monitored for the desired effect of the strategy.	Uses unusual or intriguing information about the content and monitors for evidence of the extent to which this information enhances the majority of students’ interest in the content.	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

	Not Using	Beginning	Developing	Applying	Innovating
<b>Presenting unusual or intriguing information</b>	How can you begin to incorporate this strategy into your instruction?	How can you use unusual or intriguing information about the content?	In addition to using unusual or intriguing information about the content, how can you monitor the extent to which this information enhances students’ interest in the content?	How might you adapt and create new techniques for using unusual or intriguing information about the content that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

### Student Interviews

#### Student Questions:

- How engaged were you in this lesson?
- What are some things that keep your attention?
- What are some things that made you bored?

**Design Question #7: What will I do to recognize and acknowledge adherence or lack of adherence to rules and procedures?**

**33. Demonstrating “Withitness”**

The teacher uses behaviors associated with “withitness” to maintain adherence to rules and procedures.

**Teacher Evidence**

- Teacher physically occupies all quadrants of the room
- Teacher scans the entire room making eye contact with all students
- Teacher recognizes potential sources of disruption and deals with them immediately
- Teacher proactively addresses inflammatory situations

**Student Evidence**

- Students recognize that the teacher is aware of their behavior
- When asked, students describe the teacher as “aware of what is going on” or “has eyes on the back of his/her head”

**Scale**

	Not Using	Beginning	Developing	Applying	Innovating
<b>Demonstrating “withitness”</b>	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses behaviors associated with “withitness”, but the majority of students are not monitored for the desired effect of the strategy.	Uses behaviors associated with “withitness” and monitors for evidence of the effect on the majority of students’ behavior.	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**

	Not Using	Beginning	Developing	Applying	Innovating
<b>Demonstrating “withitness”</b>	How can you begin to incorporate this strategy into your instruction?	How can you use behaviors associated with “withitness”?	In addition to, using behaviors associated with “withitness,” how can you monitor the effect on students’ behavior?	How might you adapt and create new techniques for using behaviors associated with “withitness” that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

### 34. Applying Consequences for Lack of Adherence to Rules and Procedures

The teacher applies consequences for not following rules and procedures consistently and fairly.

#### Teacher Evidence

- Teacher provides nonverbal signals when students' behavior is not appropriate
  - Eye contact
  - Proximity
  - Tap on the desk
  - Shaking head, no
- Teacher provides verbal signals when students' behavior is not appropriate
  - Tells students to stop
  - Tells students that their behavior is in violation of a rule or procedure
- Teacher uses group contingency consequences when appropriate (i.e. whole group must demonstrate a specific behavior)
- Teacher involves the home when appropriate (i.e. makes a call home to parents to help extinguish inappropriate behavior)
- Teacher uses direct cost consequences when appropriate (e.g. student must fix something he or she has broken)

#### Student Evidence

- Students cease inappropriate behavior when signaled by the teacher
- Students accept consequences as part of the way class is conducted
- When asked, students describe the teacher as fair in application of rules

#### Scale

	Not Using	Beginning	Developing	Applying	Innovating
<b>Applying consequences for lack of adherence to rules and procedures</b>	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Applies consequences for not following rules and procedures consistently and fairly, but the majority of students are not monitored for the desired effect of the strategy.	Applies consequences for not following rules and procedures consistently and fairly, and monitors for evidence of the extent to which rules and procedures are followed by the majority of students.	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

	Not Using	Beginning	Developing	Applying	Innovating
<b>Applying consequences for lack of adherence to rules and procedures</b>	How can you begin to incorporate this strategy into your instruction?	How can you apply consequences for not following rules and procedures consistently and fairly?	In addition to, applying consequences for not following rules and procedures consistently and fairly, how can you monitor the extent to which rules and procedures are followed?	How might you adapt and create new strategies and techniques for applying consequences for not following rules and procedures consistently and fairly that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

### 35. Acknowledging Adherence to Rules and Procedures

The teacher consistently and fairly acknowledges adherence to rules and procedures.

#### Teacher Evidence

- Teacher provides nonverbal signals that a rule or procedure has been followed:
  - Smile
  - Nod of head
  - High Five
- Teacher gives verbal cues that a rule or procedure has been followed:
  - Thanks students for following a rule or procedure
  - Describes student behaviors that adhere to rule or procedure
- Teacher notifies the home when a rule or procedure has been followed
- Teacher uses tangible recognition when a rule or procedure has been followed:
  - Certificate of merit
  - Token economies

#### Student Evidence

- Students appear appreciative of the teacher acknowledging their positive behavior
- When asked, students describe teacher as appreciative of their good behavior
- The number of students adhering to rules and procedures increases

#### Scale

	Not Using	Beginning	Developing	Applying	Innovating
<b>Acknowledging adherence to rules and procedures</b>	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Acknowledges adherence to rules and procedures consistently and fairly, but the majority of students are not monitored for the desired effect of the strategy.	Acknowledges adherence to rules and procedures consistently and fairly, and monitors for evidence of the extent to which new actions affect the majority of students' behavior.	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

	Not Using	Beginning	Developing	Applying	Innovating
<b>Acknowledging adherence to rules and procedures</b>	How can you begin to incorporate this strategy into your instruction?	How can you acknowledge adherence to rules and procedures consistently and fairly?	In addition to, acknowledging adherence to rules and procedures consistently and fairly, how can you monitor the extent to which new actions affect students' behavior?	How might you adapt and create new strategies and techniques for acknowledging adherence to rules and procedures consistently and fairly that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

### Student Interviews

#### Student Questions:

- How well did you do at following classroom rules and procedures during this lesson?
- What are some things that helped you follow the rules and procedures?
- What are some things that didn't help you follow the rules and procedures?

**Design Question #8: What will I do to establish and maintain effective relationships with students?**

**36. Understanding Students' Interests and Background**

The teacher uses students' interests and background to produce a climate of acceptance and community.

**Teacher Evidence**

- Teacher has side discussions with students about events in their lives
- Teacher has discussions with students about topics in which they are interested
- Teacher builds student interests into lessons

**Student Evidence**

- When asked, students describe the teacher as someone who knows them and/or is interested in them
- Students respond when teacher demonstrates understanding of their interests and background
- When asked students say they feel accepted

**Scale**

	Not Using	Beginning	Developing	Applying	Innovating
<b>Understanding students' interests and background</b>	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses students' interests and background during interactions with students, but the majority of students are not monitored for the desired effect of the strategy.	Uses students' interests and background during interactions with students and monitors for evidence of the sense of community in the classroom among the majority of students.	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**

	Not Using	Beginning	Developing	Applying	Innovating
<b>Understanding students' interests and background</b>	How can you begin to incorporate this strategy into your instruction?	How can you use students' interests and background during interactions with students?	In addition to using students' interests and background during interactions with students, how can you monitor the extent to which a sense of community is formed in the classroom?	How might you adapt and create new strategies and techniques for using students' interests and backgrounds during interactions with students that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

### 37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students

When appropriate, the teacher uses verbal and nonverbal behavior that indicates caring for students.

#### Teacher Evidence

- Teacher compliments students regarding academic and personal accomplishments
- Teacher engages in informal conversations with students that are not related to academics
- Teacher uses humor with students when appropriate
- Teacher smiles, nods, etc... at students when appropriate
- Teacher puts hand on students' shoulders when appropriate

#### Student Evidence

- When asked, students describe teacher as someone who cares for them
- Students respond to teachers verbal interactions
- Students respond to teachers nonverbal interactions

#### Scale

	Not Using	Beginning	Developing	Applying	Innovating
<b>Using verbal and nonverbal behaviors that indicate caring for students</b>	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses verbal and nonverbal behaviors that indicate caring for students, but the majority of students are not monitored for the desired effect of the strategy.	Uses verbal and nonverbal behaviors that indicate caring for students and monitors for evidence of the quality of relationships in the classroom among the majority of students.	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

	Not Using	Beginning	Developing	Applying	Innovating
<b>Using verbal and nonverbal behaviors that indicate caring for students</b>	How can you begin to incorporate this strategy into your instruction?	How can you use verbal and nonverbal behaviors that indicate caring for students?	In addition to using verbal and nonverbal behaviors that indicate caring for students how can you monitor the quality of relationships in the classroom?	How might you adapt and create new strategies and techniques for using verbal and nonverbal behaviors that indicate caring for students that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?



### 38. Displaying Objectivity and Control

The teacher behaves in an objective and controlled manner.

#### Teacher Evidence

- Teacher does not exhibit extremes in positive or negative emotions
- Teacher addresses inflammatory issues and events in a calm and controlled manner
- Teacher interacts with all students in the same calm and controlled fashion
- Teacher does not demonstrate personal offense at student misbehavior

#### Student Evidence

- Students are settled by the teacher's calm demeanor
- When asked, the students describe the teacher as in control of himself/herself and in control of the class
- When asked, students say that the teacher does not hold grudges or take things personally

#### Scale

	Not Using	Beginning	Developing	Applying	Innovating
<b>Displaying emotional objectivity and control</b>	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Behaves in an objective and controlled manner, but the majority of students are not monitored for the desired effect of the strategy.	Behaves in an objective and controlled manner and monitors for evidence of the effect on the classroom climate for the majority of students.	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

	Not Using	Beginning	Developing	Applying	Innovating
<b>Displaying emotional objectivity and control</b>	How can you begin to incorporate this strategy into your instruction?	How can you behave in an objective and controlled manner?	In addition to behaving in an objective and controlled manner, how can you monitor the effect on the classroom climate?	How might you adapt and create new strategies and techniques for behaving in an objective and controlled manner that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

### Student Interviews

#### Student Questions:

- How much did you feel accepted and welcomed in the class today?
- What are some things that made you feel accepted and welcomed?
- What are some things that did not make you feel accepted and welcomed?

**Design Question #9: What will I do to communicate high expectations for all students?**

**39. Demonstrating Value and Respect for Low Expectancy Students**

The teacher exhibits behaviors that demonstrate value and respect for low expectancy students.

**Teacher Evidence**

- When asked, the teacher can identify the students for whom there have been low expectations and the various ways in which these students have been treated differently from high expectancy students
- The teacher provides low expectancy with nonverbal indications that they are valued and respected:
  - Makes eye contact
  - Smiles
  - Makes appropriate physical contact
- The teacher proves low expectancy students with verbal indications that they are valued and respected:
  - Playful dialogue
  - Addressing students in a manner they view as respectful
- Teacher does not allow negative comments about low expectancy students

**Student Evidence**

- When asked, students say that the teacher cares for all students
- Students treat each other with respect

**Scale**

	Not Using	Beginning	Developing	Applying	Innovating
<b>Communicating value and respect for low expectancy students</b>	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Exhibits behaviors that demonstrate value and respect for low expectancy students, but the majority of students are not monitored for the desired effect of the strategy.	Exhibits behaviors that demonstrate value and respect for low expectancy students and monitors for evidence of the impact on the majority of students.	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**

	Beginning	Not Using	Developing	Applying	Innovating
<b>Communicating value and respect for low expectancy students</b>	How can you exhibit behaviors that demonstrate value and respect for low expectancy students?	How can you begin to incorporate this strategy into your instruction?	In addition to exhibiting behaviors that demonstrate value and respect for low expectancy students, how can you monitor the impact on low expectancy students?	How might you adapt and create new strategies and techniques for behaviors that demonstrate value and respect for low expectancy students that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

#### 40. Asking Questions of Low Expectancy Students

The teacher asks questions of low expectancy students with the same frequency and depth as with high expectancy students.

##### Teacher Evidence

- Teacher makes sure low expectancy students are asked questions at the same rate as high expectancy students
- Teacher makes sure low expectancy students are asked complex questions at the same rate as high expectancy students

##### Student Evidence

- When asked, students say the teacher expects everyone to participate
- When asked, students say the teacher asks difficult questions of every student

##### Scale

	Not Using	Beginning	Developing	Applying	Innovating
<b>Asking questions of low expectancy students</b>	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Asks questions of low expectancy students with the same frequency and depth as with high expectancy students, but the majority of students are not monitored for the desired effect of the strategy.	Asks questions of low expectancy students with the same frequency and depth with high expectancy students and monitors for evidence of the quality of participation of the majority of students.	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

	Not Using	Beginning	Developing	Applying	Innovating
<b>Asking questions of low expectancy students</b>	How can you begin to incorporate this strategy into your instruction?	How can you ask questions of low expectancy students with the same frequency and depth as with high expectancy students?	In addition to asking questions of low expectancy students with the same frequency and depth as with high expectancy students, how can you monitor the quality of participation of low expectancy students?	How might you adapt and create new strategies and techniques for asking questions of low expectancy students that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

### 41. Probing Incorrect Answers with Low Expectancy Students

The teacher probes incorrect answers of low expectancy students in the same manner as he/she does with high expectancy students.

#### Teacher Evidence

- Teacher asks low expectancy students to further explain their answers when they are incorrect
- Teacher rephrases questions for low expectancy students when they provide an incorrect answer
- Teacher breaks a question into smaller and simpler parts when a low expectancy student answers a question incorrectly
- When low expectancy students demonstrate frustration, the teacher allows them to collect their thoughts but goes back to them at a later point in time

#### Student Evidence

- When asked, students say that the teacher won't "let you off the hook"
- When asked, students say that the teacher "won't give up on you"
- When asked, students say the teacher helps them answer questions successfully

#### Scale

	Not Using	Beginning	Developing	Applying	Innovating
<b>Probing incorrect answers by low expectancy students</b>	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Probes incorrect answers of low expectancy students in the same manner as with high expectancy students, but the majority of students are not monitored for the desired effect of the strategy.	Probes incorrect answers of low expectancy students in the same manner as with high expectancy students and monitors for evidence of the level and quality of responses of the majority of students.	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

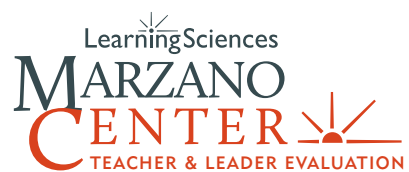
#### Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
<b>Probing incorrect answers by low expectancy students</b>	How can you begin to incorporate this strategy into your instruction?	How can you probe incorrect answers of low expectancy students in the same manner as with high expectancy students?	In addition to probing incorrect answers of low expectancy students in the same manner as with high expectancy students, how can you monitor the level and quality responses of low expectancy students?	How might you adapt and create new strategies for probing incorrect answers of low expectancy students in the same manner as with high expectancy students that address their unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

### Student Interviews

#### Student Questions:

- How does your teacher demonstrate that they care and respect you?
- How does your teacher communicate that everyone is expected to participate and answer difficult questions?
- What are some ways that your teacher helps you answer questions successfully?



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