Marzano Protocol: Lesson Segment Involving Routine Events

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

1. Providing Rigorous Learning Goals and Performance Scales (Rubrics)

Focus Statement: The teacher provides rigorous learning goals and/or targets, both of which are embedded in a performance scale that includes application of knowledge.

Desired Effect: Students understand the learning goal and what the scale means.

Example Teacher Evidence
- ❒ Teacher has a learning goal and/or target posted for student reference
- ❒ The learning goal or target clearly identifies knowledge or processes aligned to the rigor of required standards
- ❒ Teacher makes reference to the learning goal or target throughout the lesson
- ❒ Teacher has a scale that builds a progression of knowledge from simple to complex
- ❒ Teacher relates classroom activities to the scale throughout the lesson
- ❒ Teacher has goals or targets at the appropriate level of rigor
- ❒ Performance scales include application of knowledge

Example Student Evidence
- ❒ Students can explain the learning goal or target for the lesson
- ❒ Students can explain how their current activities relate to the learning goal or target
- ❒ Students can explain the levels of performance, from simple to complex, in the scale
- ❒ Student artifacts demonstrate students know the learning goal or target
- ❒ Student artifacts demonstrate students can identify a progression of knowledge

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Providing rigorous learning goals and performance scales (rubrics)	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Provides rigorous learning goals and performance scales or rubrics that describe levels of performance, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Provides rigorous learning goals and performance scales or rubrics and monitors for evidence of the extent to which the majority of students understand the learning goal and/or targets and 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
Providing rigorous learning goals and performance scales (rubrics)	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you provide a rigorous learning goal accompanied by a performance scale or rubric that describes levels of performance?	In addition to providing a rigorous learning goal accompanied by a performance scale or rubric that describes levels of performance, how can you monitor the extent to which the majority of students understand the learning goal and/or targets and the levels of performance?	How might you adapt and create new strategies for providing rigorous learning goals and/or targets and performance scales or rubrics that address unique student needs and situations for all students?	What are you learning about your students as you adapt and create new strategies?

2. Tracking Student Progress

Focus Statement: The teacher facilitates tracking of student progress on one or more learning goals and/or targets using a formative approach to assessment.

Desired Effect: Students understand their current status on the scale and can articulate their progress toward the learning goal.

Example Teacher Evidence
- ❐ Teacher helps students track their individual progress on the learning goal or target
- ❐ Teacher uses formal and informal means to assign scores to students on the scale or rubric depicting student status on the learning goal
- ❐ Teacher uses formative data to chart progress of individual and entire class progress on the learning goal

Example Student Evidence
- ❐ Students can describe their status relative to the learning goal using the scale or rubric
- ❐ Students systematically update their status on the learning goal
- ❐ Students take some responsibility for providing evidence in reference to their progress on the scale
- ❐ Artifacts and data support that students are making progress toward a learning goal

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Tracking student progress	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Facilitates tracking of student progress towards learning goals and/or targets using a formative approach to assessment, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Facilitates tracking of student progress towards learning goals and/or targets 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
Tracking student progress	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 the majority of 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 for all students?	What are you learning about your students as you adapt and create new strategies?

3. Celebrating Success

Focus Statement: The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal or target.

Desired Effect: Students feel pride in their knowledge gain and accomplishments, and they are motivated to continue progress toward the goal.

Example 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
  - Academic praise

Example Student Evidence
- ❐ Students show signs of pride regarding their accomplishments in the class
- ❐ Students take some responsibility for celebrating their individual status and that of the whole class
- ❐ Student surveys indicate they want to continue making progress

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Celebrating success	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 either not monitored for or not displaying 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
Celebrating success	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 the majority of 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 for all students?	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 or target.

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

4. Establishing Classroom Routines

Focus Statement: The teacher establishes expectations regarding rules and procedures that facilitate students working individually, in groups, and as a whole class.

Desired Effect: Students know and follow the rules and procedures.

Example Teacher Evidence
- ❏ Teacher involves students in designing classroom routines and procedures
- ❏ Teacher actively teaches student self-regulation strategies
- ❏ 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
- ❏ Teacher focuses on procedures for students working individually or in small groups

Example Student Evidence
- ❏ Students follow clear routines during class
- ❏ Students describe established rules and procedures
- ❏ Students describe the classroom as an orderly place
- ❏ Students recognize cues and signals by the teacher
- ❏ Students regulate their behavior while working individually
- ❏ Students regulate their behavior while working in groups

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Establishing classroom routines	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Establishes expectations regarding rules and procedures, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Establishes expectations regarding rules and procedures and monitors for evidence of the extent to which the majority of students understand 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
Establishing classroom routines	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you establish expectations regarding rules and procedures?	In addition to establishing expectations regarding rules and procedures, how can you monitor the extent to which the majority of students understand the rules and procedures?	How might you adapt and create strategies for establishing expectations, rules, and procedures that address unique student needs and situations for all students?	What are you learning about your students as you adapt and create new strategies?

Marzano Protocol: Lesson Segment Addressing Content

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

5. Identifying Critical Content

Focus Statement: The teacher continuously identifies accurate critical content during a lesson or part of a lesson that portrays a clear progression of information that leads to deeper understanding of the content.
Desired Effect: Students know what content is important and what is not important.

Example Teacher Evidence
❐ Teacher highlights critical content that portrays a clear progression of information related to standards or goals
❐ Teacher identifies differences between the critical and non-critical content
❐ Teacher continuously calls students' attention to accurate critical content
❐ Teacher integrates cross-curricular connections to critical content

Example Student Evidence
❐ Students can describe the level of importance of the critical content addressed in class
❐ Students can identify the critical content addressed in class
❐ Students can explain the difference between critical and non-critical content
❐ Formative data show students attend to the critical content (e.g., questioning, artifacts)
❐ Students can explain the progression of critical content

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Identifying critical content	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Signals to students critical versus non-critical content and portrays a clear progression of information, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Signals to students critical versus non-critical content and portrays a clear progression of information and monitors for evidence of the extent to which the majority of students are attending to critical versus non-critical 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
Identifying critical content	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you signal to students critical versus non-critical content and portray a clear progression of information?	In addition to signaling to students critical versus non-critical content and portraying a clear progression of information, how might you monitor the extent to which the majority of students attend to critical content?	How might you adapt and create new strategies for identifying critical content that address unique student needs and situations for all students?	What are you learning about your students as you adapt and create new strategies?

6. Organizing Students to Interact with New Content

Focus Statement: The teacher organizes students into appropriate groups to facilitate the processing of new content.
Desired Effect: Students interact in small groups to process and understand new knowledge.

Example Teacher Evidence
- ❒ Teacher has established routines for student grouping and student interaction for the expressed purpose of processing new content
- ❒ Teacher provides guidance on one or more conative skills
  - Becoming aware of the power of interpretations
  - Avoiding negative thinking
  - Taking various perspectives
  - Interacting responsibly
  - Handling controversy and conflict resolution
- ❒ Teacher organizes students into ad hoc groups for the lesson
- ❒ Teacher provides guidance on one or more cognitive skills appropriate for the lesson

Example Student Evidence
- ❒ Students move and work within groups with an organized purpose
- ❒ Students have an awareness of the power of interpretations
- ❒ Students avoid negative thinking
- ❒ Students take various perspectives
- ❒ Students interact responsibly
- ❒ Students appear to know how to handle controversy and conflict resolution
- ❒ Students actively ask and answer questions about the content
- ❒ Students add their perspectives to discussions
- ❒ Students attend to the cognitive skill(s)

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Organizing students to interact with new content	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Organizes students into appropriate groups to facilitate the processing of new content, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Organizes students into appropriate groups to facilitate the processing of new content and monitors for evidence of the extent to which the majority of students process in groups.	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
Organizing students to interact with new content	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you organize students into small groups to facilitate the processing of new content?	In addition to organizing students into small groups to facilitate the processing of new content, how can you monitor the extent to which the majority of students process in groups?	How might you adapt and create new strategies for organizing students to interact with new content that address unique student needs and situations for all students?	What are you learning about your students as you adapt and create new strategies?

7. Previewing New Content

Focus Statement: The teacher engages students in previewing activities that allow students to access prior knowledge and analyze information.

Desired Effect: Students make a link from what they know to what is about to be learned: activating prior knowledge.

Example Teacher Evidence
- ☐ Teacher facilitates identification of the basic relationship between prior ideas and new content
- ☐ Teacher uses preview questions before reading
- ☐ Teacher uses K-W-L strategy or variation of it
- ☐ Teacher provides an advanced organizer
  - Outline
  - Graphic organizer
- ☐ Teacher has students brainstorm
- ☐ Teacher uses anticipation guide
- ☐ Teacher uses motivational hook/launching activity
  - Anecdote
  - Short multimedia selection
  - Simulation/demonstration
  - Manipulatives
- ☐ Teacher uses digital resources to help students make linkages
- ☐ Teacher uses strategies associated with a flipped classroom

Example Student Evidence
- ☐ Students can identify basic relationships between prior content and upcoming content
- ☐ Students can explain linkages with prior knowledge
- ☐ Students make predictions about upcoming content
- ☐ Students can provide a purpose for what they are about to learn
- ☐ Students cognitively engage in previewing activities
- ☐ Students can explain how prior standards or goals link to the new content

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Previewing new content	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in previewing activities that require students to access prior knowledge and analyze new content, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Engages students in previewing activities that require students to access prior knowledge and analyze new content and monitors for evidence of the extent to which the majority of students access prior knowledge and analyze new 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
Previewing new content	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you engage students in previewing activities that require them to access prior knowledge and analyze new content?	In addition to engaging students in previewing activities that require students to access prior knowledge and analyze new content, how can you also monitor the extent to which the majority of students are accessing prior knowledge and analyze new content?	How might you adapt and create new strategies for previewing new content that address unique student needs and situations for all students?	What are you learning about your students as you adapt and create new strategies?

8. Helping Students Process New Content

Focus Statement: The teacher systematically engages student groups in processing new information to generate conclusions about new content.

Desired Effect: Students are cognitively engaged with new content during interactions with other students.

Example Teacher Evidence
- ❐ Teacher employs formal group processing strategies
  - Jigsaw
  - Reciprocal teaching
  - Concept attainment
- ❐ Teacher uses informal strategies to engage group members in actively processing
  - Predictions
  - Associations
  - Paraphrasing
  - Verbal summarizing
  - Questioning
- ❐ Teacher facilitates group members in generating conclusions

Example Student Evidence
- ❐ 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
- ❐ Students generate conclusions about the new content
- ❐ Students can verbally summarize or restate the new information

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Helping students process new content	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages student groups in processing new content to generate conclusions, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Engages student groups in processing new content to generate conclusions and monitors for evidence of the extent to which the processing enhances student understanding 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
Helping students process new content	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you engage student groups in processing new content?	In addition to engaging student groups in processing new content, how can you monitor the extent to which the processing enhances student understanding for the majority of students?	How might you adapt and create new strategies for processing new content that address unique student needs and situations for all students?	What are you learning about your students as you adapt and create new strategies?

9. Helping Students Elaborate on New Content

Focus Statement: The teacher asks questions that require inferences about the new content but also requires students to provide evidence for their inferences.

Desired Effect: Students draw conclusions that were not explicitly taught within the chunk.

Example Teacher Evidence
- ❒ Teacher asks questions that require students to make elaborative inferences about the content
- ❒ Teacher asks students to provide evidences for their inferences
- ❒ Teacher presents situations or problems that involve students analyzing how one idea relates to ideas that were not explicitly taught

Example Student Evidence
- ❒ Students volunteer answers to inferential questions
- ❒ Students provide evidence for their inferences
- ❒ Student artifacts demonstrate students can make elaborative inferences
- ❒ Students can identify basic relationships between ideas and how one idea relates to others

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Helping students elaborate on new content	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in answering inferential questions and providing evidence for their inferences, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Engages students in answering inferential questions and providing evidence for their inferences and monitors for evidence of the extent to which the majority of students elaborate and provide evidence 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
Helping students elaborate on new content	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you engage students in answering inferential questions and providing evidence for their inferences?	In addition to engaging students in answering inferential questions and providing evidence for their inferences, how can you monitor the extent to which the majority of students elaborate and provide evidence on what was explicitly taught?	How might you adapt and create new strategies for elaborating on new content that address unique student needs and situations for all students?	What are you learning about your students as you adapt and create new strategies?

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

10. Reviewing Content

Focus Statement: The teacher engages students in a brief review of content that highlights the cumulative nature of the content.
Desired Effect: Students produce an accurate representation of previously taught critical content.

Example Teacher Evidence
- ❒ Teacher begins the lesson with a brief review of content
- ❒ Teacher systematically emphasizes the cumulative nature of the content
- ❒ Teacher uses specific strategies to help students identify basic relationships between ideas and consciously analyze how one idea relates to another
  - Summary
  - Problem that must be solved using previous information
  - Questions that require a review of content
  - Demonstration
  - Brief practice test or exercise
  - Warm-up activity

Example Student Evidence
- ❒ Students identify basic relationships between current and prior ideas and consciously analyze how one idea relates to another
- ❒ Students can articulate the cumulative nature of the content
- ❒ Student responses to class activities indicate that they recall previous content
  - Artifacts
  - Pretests
  - Warm-up activities

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Reviewing content	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in a brief review that highlights the cumulative nature of the content, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Engages students in a brief review that highlights the cumulative nature of the content and monitors for evidence of the extent to which the majority of students can recall critical 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
Reviewing content	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you engage students in a brief review of content that highlights the cumulative nature of the content?	In addition to engaging students in a brief review that highlights the cumulative nature of the content, how can you monitor the extent to which the majority of students can recall critical content?	How might you adapt and create new strategies for reviewing content that address unique student needs and situations for all students?	What are you learning about your students as you adapt and create new strategies?

11. Organizing Students to Practice and Deepen Knowledge

Focus Statement: The teacher organizes and guides grouping in ways that appropriately facilitate practicing and deepening knowledge.

Desired Effect: Students practice and deepen knowledge by interacting in small groups.

Example Teacher Evidence
❒ Teacher organizes students into groups with the expressed idea of deepening their knowledge of content
❒ Teacher organizes students into groups with the expressed idea of practicing a skill, strategy, or process
❒ Teacher provides guidance regarding group interactions
❒ Teacher provides guidance on one or more conative skills
- Becoming aware of the power of interpretations
- Avoiding negative thinking
- Taking various perspectives
- Interacting responsibly
- Handling controversy and conflict resolution
❒ Teacher provides guidance on one or more cognitive skills appropriate for the lesson

Example Student Evidence
❒ 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
- Students actively ask and answer questions about the content
- Students add their perspective to discussions
❒ Students move and work within groups with an organized purpose
❒ Students have an awareness of the power of interpretations
❒ Students avoid negative thinking
❒ Students take various perspectives
❒ Students interact responsibly
❒ Students appear to know how to handle controversy and conflict resolution
❒ Students attend to the cognitive skill(s)

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Organizing students to practice and deepen knowledge	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Organizes students into groups that appropriately facilitate practicing and deepening knowledge, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Organizes students into groups that appropriately facilitate practicing and deepening knowledge and monitors for evidence of the extent to which the group work extends the learning 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
Organizing students to practice and deepen knowledge	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you organize students into groups to practice and deepen knowledge?	In addition to organizing students into groups to practice and deepen knowledge, how can you also monitor the extent to which the group work extends the learning of the majority of students?	How might you adapt and create new strategies for organizing students to practice and deepen knowledge that address unique student needs and situations for all students?	What are you learning about your students as you adapt and create new strategies?

12. Helping Students Examine Similarities and Differences

Focus Statement: When presenting content, the teacher helps students deepen their knowledge by examining similarities and differences.

Desired Effect: Students describe how elements are similar and different and what new information they have learned as a result of their comparisons.

Example Teacher Evidence
☐ Teacher engages students in activities that require students to examine similarities and differences
- Comparison activities
- Classifying activities
- Analogy activities
- Metaphor activities
- Identifying basic relationships between ideas that deepen knowledge
- Generating and manipulating mental images that deepen knowledge

☐ Teacher asks students to summarize what they have learned from the activity
☐ Teacher asks students to linguistically and non-linguistically represent similarities and differences
☐ Teacher asks students to explain how the activity has added to their understanding
☐ Teacher asks students to draw conclusions after the examination of similarities and differences
☐ Teacher facilitates the use of digital resources to find credible and relevant information to support examination of similarities and differences

Example Student Evidence
☐ Students can create analogies and/or metaphors that reflect their depth of understanding
☐ Student comparison and classification activities reflect their depth of understanding
☐ Student artifacts indicate that student knowledge has been extended as a result of the activity
☐ Student responses indicate that they have deepened their understanding
☐ Students can present evidence to support their explanation of similarities and differences
☐ Students navigate digital resources to find credible and relevant information to support similarities and differences

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Helping students examine similarities and differences	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in activities that require them to examine similarities and differences related to content, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Engages students in activities that require them to examine similarities and differences related to content and monitors for evidence of the extent to which it deepens understanding 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
Helping students examine similarities and differences	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you engage students in activities that require them to examine similarities and differences related to content?	In addition to engaging students in examining similarities and differences related to content, how can you monitor the extent to which the majority of 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 for all students?	What are you learning about your students as you adapt and create new strategies?

13. Helping Students Examine Their Reasoning

Focus Statement: The teacher helps students produce and defend claims by examining their own reasoning or the logic of presented information, processes, and procedures.

Desired Effect: Students can identify and articulate errors in logic or reasoning, or the structure of an argument, and explain new insights resulting from this analysis.

Example Teacher Evidence
❐ Teacher asks students to examine and analyze information for errors or informal fallacies in content or in their own reasoning
  • Faulty logic
  • Attacks
  • Weak reference
  • Misinformation
❐ Teacher asks students to examine and analyze the strength of support presented for a claim in content or in their own reasoning
  • Statement of a clear claim
  • Evidence for the claim presented
  • Qualifiers presented showing exceptions to the claim
❐ Teacher asks students to examine logic of errors in procedural knowledge
❐ Teacher asks students to analyze errors to identify more efficient ways to execute processes
❐ Teacher facilitates the use of digital sources to find credible and relevant information to support examination of errors in reasoning
❐ Teacher involves students in taking various perspectives by identifying the reasoning behind multiple perspectives

Example Student Evidence
❐ Students can describe errors or informal fallacies in content
❐ Students can explain the overall structure of an argument presented to support a claim
❐ Student artifacts indicate students can identify errors in reasoning or make and support a claim
❐ Students navigate digital resources to find credible and relevant information to support examination of errors in reasoning
❐ Student artifacts indicate students take various perspectives by identifying the reasoning behind multiple perspectives

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Helping students examine their reasoning	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in activities that require them to examine and defend their own reasoning or the logic of information as presented to them, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Engages students in activities that require them to examine and defend their own reasoning or the logic of information as presented to them and monitors for evidence of the extent to which it deepens understanding 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
Helping students examine their reasoning	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you engage students in activities that require them to examine and defend their own reasoning or the logic of information as presented to them?	In addition to engaging students in examining and defending their own reasoning or the logic of information as presented to them, how can you monitor the extent to which the majority of students are deepening their knowledge?	How might you adapt and create new strategies for helping students examine their own reasoning or the logic of information presented to them that address unique student needs and situations for all students?	What are you learning about your students as you adapt and create new strategies?

14. Helping Students Practice Skills, Strategies, and Processes

Focus Statement: When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures.

Desired Effect: Students develop automaticity with skills, strategies, or processes by engaging in appropriate practice activities.

Example 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
❐ Teacher guides students to generate and manipulate mental models for skills, strategies, and processes
❐ Teacher employs "worked examples"
❐ Teacher provides opportunity for practice immediately prior to assessing skills, strategies, and processes
❐ Teacher models the skill, strategy, or process

Example Student Evidence
❐ Students perform the skill, strategy, or process with increased confidence
❐ Students perform the skill, strategy, or process with increased competence
❐ Student artifacts or formative data show fluency and accuracy is increasing
❐ Students can explain mental models

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Helping students practice skills, strategies, and processes	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 either not monitored for or not displaying 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 it increases fluency or deepens understanding 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
Helping students practice skills, strategies, and processes	How can you begin to incorporate some aspects of this strategy into 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 or deepening understanding for the majority of students?	How might you adapt and create new strategies for helping students practice that increase fluency and address unique student needs and situations for all students?	What are you learning about your students as you adapt and create new strategies?

15. Helping Students Revise Knowledge

Focus Statement: The teacher engages students in revision of previous knowledge by correcting errors and misconceptions as well as adding new information.

Desired Effect: Students make additions and deletions to previous knowledge that deepen their understanding.

Example Teacher Evidence
- ❐ Teacher asks students to examine previous entries in their digital or traditional academic notebooks or notes to correct errors and misconceptions as well as add new information
- ❐ 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
- ❐ Teacher guides students to identify alternative ways to execute procedures

Example Student Evidence
- ❐ Students make corrections and/or additions to information previously recorded about content
- ❐ Students can explain previous errors or misconceptions they had about content
- ❐ Students demonstrate a growth mindset by self-correcting errors as knowledge is revised
- ❐ Student revisions demonstrate alternative ways to execute procedures

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Helping students revise knowledge	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in revising their knowledge of previous content by correcting errors and misconceptions, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Engages students in revising their knowledge of previous content by correcting errors and misconceptions 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
Helping students revise knowledge	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you engage students in the revision of previous content by correcting errors and misconceptions?	In addition to engaging students in revising previous content by correcting errors and misconceptions, how can you monitor the extent to which these revisions deepen the majority of students' understanding?	How might you adapt and create new strategies for revising knowledge of content that address unique student needs and situations for all students?	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?

16. Organizing Students for Cognitively Complex Tasks

Focus Statement: The teacher appropriately organizes and guides groups to work on short- and long-term complex tasks that require them to generate and test hypotheses.

Desired Effect: Students interact in small groups for the purpose of generating and testing hypotheses to enhance understanding of content.

Example Teacher Evidence
- ❐ Teacher establishes the need to generate and test hypotheses for short- or long-term tasks
- ❐ Teacher organizes students into groups for the expressed purpose of problem solving, decision making, experimenting, or investigating
- ❐ Teacher provides guidance on one or more conative skills
  - • Becoming aware of the power of interpretations
  - • Avoiding negative thinking
  - • Taking various perspectives
  - • Interacting responsibly
  - • Handling controversy and conflict resolution
- ❐ Teacher provides guidance on one or more cognitive skills appropriate for the lesson

Example Student Evidence
- ❐ Students describe the importance of generating and testing hypotheses about content
- ❐ Students explain how groups support their learning
- ❐ Students use group activities to help them generate and test hypotheses
- ❐ While in groups, students interact in explicit ways to generate and test hypotheses
  - • Students actively ask and answer questions about the content
  - • Students add their perspectives to discussions
- ❐ Students move and work within groups with an organized purpose
- ❐ Students have an awareness of the power of interpretations
- ❐ Students avoid negative thinking
- ❐ Students take various perspectives
- ❐ Students interact responsibly
- ❐ Students appear to know how to handle controversy and conflict resolution
- ❐ Students attend to the cognitive skill(s)

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Organizing students for cognitively complex tasks	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 either not monitored for or not displaying 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
Organizing students for cognitively complex tasks	How can you begin to incorporate some aspects of this strategy into 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 for the majority of students?	How might you adapt and create new strategies for organizing students to engage in cognitively complex tasks that address unique student needs and situations for all students?	What are you learning about your students as you adapt and create new strategies?

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

Focus Statement: The teacher engages students in short- and long-term complex tasks that require them to generate and test hypotheses and analyze their own thinking.

Desired Effect: Students generate and test hypotheses to enhance their understanding of content and the inquiry process.

Example Teacher Evidence
❐ Teacher engages students with an explicit decision making, problem solving, experimental inquiry, or investigation task that requires them to
  • Generate conclusions
  • Identify common logical errors
  • Present and support claims
  • Navigate digital resources
❐ Teacher facilitates students in generating their own individual or group tasks that require them to generate and test hypotheses
  • Generate conclusions
  • Identify common logical errors
  • Present and support claims
  • Navigate digital resources

Example Student Evidence
❐ Students participate in tasks that require them to generate and test hypotheses
❐ Students can explain the hypothesis they are testing
❐ Students can explain whether their hypothesis was confirmed or disconfirmed and support their explanation
❐ Student artifacts indicate that while engaged in decision making, problem solving, experimental inquiry, or investigation, students can
  • Generate conclusions
  • Identify common logical errors
  • Present and support claims
  • Navigate digital resources
  • Identify how one idea relates to others

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Engaging students in cognitively complex tasks involving hypothesis generation and testing	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in cognitively complex tasks requiring hypothesis generation and testing and analysis of their own thinking, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Engages students in cognitively complex tasks requiring hypothesis generation and testing and analysis of their own thinking and monitors for evidence of the extent to which the majority of students are generating and testing hypotheses and analyzing their own thinking.	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
Engaging students in cognitively complex tasks involving hypothesis generation and testing	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you engage students in cognitively complex tasks involving hypothesis generation and testing and analysis of their own thinking?	In addition to engaging students in cognitively complex tasks involving hypothesis generation and testing and analysis of their own thinking, how can you monitor the extent to which the majority of students are generating and testing hypotheses and analyzing their own thinking?	How might you adapt and create new strategies for engaging students in cognitively complex tasks involving hypothesis generation and testing that address unique student needs and situations for all students?	What are you learning about your students as you adapt and create new strategies?

Marzano Protocol: Lesson Segment Enacted on the Spot

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

18. Using Engagement Strategies

Focus Statement: Teacher uses engagement strategies to cognitively engage or re-engage students with the content.
Desired Effect: Students cognitively engage or re-engage as a result of teacher use of engagement strategies.

Example Teacher Evidence
- ❒ Uses academic games
- ❒ Manages response rates
- ❒ Uses physical movement
- ❒ Maintains a lively pace
- ❒ Uses crisp transitions from one activity to another
- ❒ Demonstrates intensity and enthusiasm for the content
- ❒ Uses friendly controversy
- ❒ Provides opportunities for students to talk about themselves as it relates to the content
- ❒ Presents unusual or intriguing information about the content
- ❒ Takes actions or uses other specific strategies so re-engage students

Example Student Evidence
- ❒ Behaviors show awareness that the teacher is noticing students' level of engagement
- ❒ Behaviors show the engagement strategy increases cognitive engagement
- ❒ Student-centered tasks and processes produce high-levels of cognitive engagement
- ❒ Student talk with groups or in response to questions is focused on critical content
- ❒ Engages in the critical content
- ❒ Multiple students or the entire class respond to questions posed by the teacher
- ❒ Student work indicates students are cognitively engaged in the critical content

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Noticing when students are not engaged	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	As a result of using engagement strategies, students cognitively engage or re-engage with the content, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	As a result of using engagement strategies, students cognitively engage or re-engage with the content and monitors for evidence of the extent to which these strategies enhance student engagement 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
Noticing when students are not engaged	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you scan the room, notice when students are not engaged, and then take action to engage students?	In addition to scanning the room, noticing when students are not engaged, and taking action, how can you monitor the extent to which the majority of 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?

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

19. Applying Consequences for Lack of Adherence to Rules and Procedures

Focus Statement: The teacher consistently and fairly applies consequences for not following rules and procedures.
Desired Effect: Students adhere to rules and procedures as a result of the teacher applying consequences consistently and fairly.

Example Teacher Evidence
- ❒ Teacher reminds students of self-regulation strategies
- ❒ Teacher provides nonverbal signals when student behavior is not appropriate
  - Eye contact
  - Proximity
  - Tap on the desk
  - Shaking head "no"
- ❒ Teacher provides verbal signals when student 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/she has broken)

Example Student Evidence
- ❒ Students demonstrate use of self-regulation strategies
- ❒ Students cease inappropriate behavior when signaled by the teacher
- ❒ Students accept consequences as part of the way class is conducted
- ❒ Students describe the teacher as fair in application of rules

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Applying consequences for lack of adherence to rules and procedures	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Consistently and fairly applies consequences for not following rules and procedures, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Consistently and fairly applies consequences for not following rules and procedures and monitors for evidence of the extent to which the majority of students follow 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
Applying consequences for lack of adherence to rules and procedures	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you consistently and fairly apply consequences for not following rules and procedures?	In addition to consistently and fairly applying consequences for not following rules and procedures, how can you monitor the extent to which the majority of students follow rules and procedures?	How might you adapt and create new strategies for consistently and fairly applying consequences for not following rules and procedures that address unique student needs and situations for all students?	What are you learning about your students as you adapt and create new strategies?

20. Acknowledging Adherence to Rules and Procedures

Focus Statement: The teacher consistently and fairly acknowledges adherence to rules and procedures.
Desired Effect: Students adhere to rules and procedures as a result of the teacher acknowledging adherence to rules and procedures.

Example Teacher Evidence
- ❑ Teacher acknowledges when students use self-regulation strategies
- ❑ 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 a 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

Example Student Evidence
- ❑ Students self-monitor and cease inappropriate behavior after receiving acknowledgement from the teacher
- ❑ Student verbal and nonverbal behaviors indicate appreciation of the teacher acknowledging their positive behavior
- ❑ Students describe the teacher as appreciative of their good behavior
- ❑ Students say that the teacher fairly and consistently acknowledges adherence to rules and procedures
- ❑ The number of students adhering to rules and procedures increases

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Acknowledging adherence to rules and procedures	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Consistently and fairly acknowledges adherence to rules and procedures, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Consistently and fairly acknowledges adherence to rules and procedures and monitors for evidence of the extent to which the majority of students follow 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
Acknowledging adherence to rules and procedures	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you consistently and fairly acknowledge adherence to rules and procedures?	In addition to consistently and fairly acknowledging adherence to rules and procedures, how can you monitor the extent to which the majority of students follow rules and procedures?	How might you adapt and create new strategies for consistently and fairly acknowledging adherence to rules and procedures that address unique student needs and situations for all students?	What are you learning about your students as you adapt and create new strategies?

Student Interviews

Student Questions:
- How well did you follow 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?

21. Understanding Students' Interests and Backgrounds

Focus Statement: The teacher uses students' interests and backgrounds to produce a climate of acceptance and community.
Desired Effect: Students' perceptions of acceptance and sense of community are enhanced as a result of the teacher exhibiting understanding of students' interests and backgrounds.

Example Teacher Evidence
❒ Teacher relates content-specific knowledge to personal aspects of students' lives
❒ 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
❒ Teacher uses discussion of students' personal interests to highlight or reinforce conative skills (e.g., cultivating a growth mindset)

Example Student Evidence
❒ Students describe the teacher as someone who knows them and/or is interested in them
❒ Students respond when the teacher demonstrates understanding of their interests and backgrounds
❒ Student verbal and nonverbal behaviors indicate they feel accepted by their teacher
❒ Students can describe how their personal interests connect to specific conative skills (e.g., cultivating a growth mindset)

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Understanding students' interests and backgrounds	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses students' interests and backgrounds during interactions with students, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Uses students' interests and backgrounds 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
Understanding students' interests and backgrounds	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you use students' interests and backgrounds during interactions with students?	In addition to using students' interests and backgrounds during interactions with students, how can you monitor for evidence of the sense of community in the classroom among the majority of students?	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 for all students?	What are you learning about your students as you adapt and create new strategies?

22. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students

Focus Statement: The teacher uses verbal and nonverbal behaviors that demonstrate and foster respect for student thinking and initiative.

Desired Effect: Students' perceptions of acceptance and sense of community are enhanced as a result of the teacher using verbal and nonverbal behaviors that indicate affection for students.

Example Teacher Evidence
- ❐ Teacher compliments students regarding academic and personal accomplishments
- ❐ Teacher compliments students regarding academic and personal accomplishments relative to their initiative
- ❐ Teacher engages in informal conversations with students that are not related to academics
- ❐ Teacher uses humor with students when appropriate
- ❐ Teacher smiles and nods to students when appropriate
- ❐ Teacher uses "high five"-type signals when appropriate
  - Pat on shoulder
  - Thumbs up
  - "High five"
  - Fist bump
  - Silent applause
- ❐ Teacher encourages students to share their thinking and perspectives

Example Student Evidence
- ❐ Students describe the teacher as someone who cares for them
- ❐ Students respond positively to verbal interactions with the teacher
- ❐ Students respond positively to nonverbal interactions with the teacher
- ❐ Students readily share their perspectives and thinking with the teacher

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Using verbal and nonverbal behaviors that indicate affection for students	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses verbal and nonverbal behaviors that demonstrate and foster respect for student thinking and initiative, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Uses verbal and nonverbal behaviors that demonstrate and foster respect for student thinking and initiative 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
Using verbal and nonverbal behaviors that indicate affection for students	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you use verbal and nonverbal behaviors that demonstrate and foster respect for student thinking and initiative?	In addition to using verbal and nonverbal behaviors that demonstrate and foster respect for student thinking and initiative, how can you monitor for evidence of the quality of relationships in the classroom among the majority of students?	How might you adapt and create new strategies for using verbal and nonverbal behaviors that demonstrate and foster respect for student thinking and initiative that address unique student needs and situations for all students?	What are you learning about your students as you adapt and create new strategies?

23. Displaying Objectivity and Control

Focus Statement: The teacher behaves in an objective and controlled manner to demonstrate a commitment to students and academic rigor.

Desired Effect: Students' perceptions of acceptance and sense of community are enhanced as a result of the teacher displaying objectivity and control.

Example Teacher Evidence
- ❐ Teacher does not exhibit extremes in positive or negative emotions
- ❐ Teacher does not allow distractions to change the focus on academic rigor
- ❐ 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

Example Student Evidence
- ❐ Students describe the teacher as not becoming distracted by interruptions in the class
- ❐ Students are settled by the teacher's calm demeanor
- ❐ Students describe the teacher as in control of himself/herself and in control of the class
- ❐ Students say that the teacher does not hold grudges or take things personally

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Displaying objectivity and control	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 either not monitored for or not displaying 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
Displaying objectivity and control	How can you begin to incorporate some aspects of 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 for evidence of the effects on the classroom climate for the majority of students?	How might you adapt and create new strategies for behaving in an objective and controlled manner that address unique student needs and situations for all students?	What are you learning about your students as you adapt and create new strategies?

Student Interviews

Student Questions:
- How accepted and welcomed did you feel in 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?

24. Demonstrating Value and Respect for Low Expectancy Students

Focus Statement: The teacher exhibits behaviors that demonstrate value and respect for low expectancy students' thinking regarding the content.
Desired Effect: All students feel equally valued by the teacher.

Example Teacher Evidence
❒ The teacher provides low expectancy students with nonverbal indications that they are valued and respected
  • Makes eye contact
  • Smiles
  • Makes appropriate physical contact
❒ The teacher provides 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
❒ When asked, the teacher can identify 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 students with strategies to avoid negative thinking about one's thoughts and actions

Example Student Evidence
❒ Students say that the teacher cares for all students
❒ Students treat each other with respect
❒ Students avoid negative thinking about their thoughts and actions

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Demonstrating value and respect for low expectancy students	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' thinking regarding the content, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Exhibits behaviors that demonstrate value and respect for low expectancy students' thinking regarding the content 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

	Not Using	Beginning	Developing	Applying	Innovating
Demonstrating value and respect for low expectancy students	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you exhibit behaviors that demonstrate value and respect for low expectancy students' thinking regarding the content?	In addition to exhibiting behaviors that demonstrate value and respect for low expectancy students' thinking regarding the content, how can you monitor for evidence of the impact on the majority of students?	How might you adapt and create new strategies for behaviors that demonstrate value and respect for low expectancy students that address unique student needs and situations for all students?	What are you learning about your students as you adapt and create new strategies?

25. Asking Questions of Low Expectancy Students

Focus Statement: The teacher asks questions of low expectancy students with the same frequency and depth as with high expectancy students.
Desired Effect: All students are asked questions with the same frequency and depth.

Example 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 that require conclusions at the same rate as high expectancy students

Example Student Evidence
❏ Students say that the teacher expects everyone to participate
❏ Students say that the teacher asks difficult questions of every student

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Asking questions of low expectancy students	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 either not monitored for or not displaying the desired effect of the strategy.	Asks questions of low expectancy students with the same frequency and depth as 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
Asking questions of low expectancy students	How can you begin to incorporate some aspects of 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 for evidence of the quality of participation of the majority of students?	How might you adapt and create new strategies for asking questions of low expectancy students that address unique student needs and situations for all students?	What are you learning about your students as you adapt and create new strategies?

26. Probing Incorrect Answers with Low Expectancy Students

Focus Statement: The teacher probes incorrect answers of low expectancy students by requiring them to provide evidence for their conclusions and examine the sources of their evidence.

Desired Effect: All students who respond with incorrect answers are probed in the same manner.

Example Teacher Evidence
❐ Teacher rephrases questions for low expectancy students when they provide an incorrect answer
❐ Teacher probes low expectancy students to provide evidence of their conclusions
❐ Teacher asks low expectancy students to examine the sources of their evidence
❐ 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
❐ Teacher asks low expectancy students to further explain their answers when they are incorrect

Example Student Evidence
❐ Students say that the teacher won't "let you off the hook"
❐ Students say that the teacher "won't give up on you"
❐ Students say that the teacher helps them think about and analyze their incorrect answers
❐ Student artifacts show the teacher holds all students to the same level of expectancy for drawing conclusions and providing sources of evidence

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Probing incorrect answers with low expectancy students	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 high expectancy students, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Probes incorrect answers of low expectancy students in the same manner as high expectancy students and monitors for evidence of the level and quality of responses of 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
Probing incorrect answers with low expectancy students	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you probe incorrect answers of low expectancy students in the same manner as high expectancy students?	In addition to probing incorrect answers of low expectancy students in the same manner as high expectancy students, how can you monitor for evidence of the level and quality of responses of the majority of students?	How might you adapt and create new strategies for probing incorrect answers of low expectancy students that address unique student needs and situations for all students?	What are you learning about your students as you adapt and create new strategies?

Student Interviews

Student Questions:
- How does your teacher demonstrate that he/she cares about and respects 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?