Teacher Scales for Reflective Practice:

Applying the
Art and Science of Teaching

Marzano Research Laboratory
Englewood, Colorado
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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. What do I typically do to provide clear learning goals and scales (rubrics)?

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

Teacher Evidence	**Student 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	❒ 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

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Providing clear learning goals and scales (rubrics)	I adapt and create new strategies for unique student needs and situations.	I provide a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance and monitors students' understanding of the learning goal and the levels of performance.	I provide a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

2.	What do I typically do to track student progress?

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

Teacher Evidence	Student Evidence
☐ Teacher helps students track their individual progress on the learning goal ☐ Teacher assigns scores using a scale or rubric that depicts student status relative to the learning goal ☐ Teacher uses formal and informal means to assign scores to students ☐ Teacher charts the progress of the entire class on the learning goal	☐ 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

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Tracking student progress	I adapt and create new strategies for unique student needs and situations.	I facilitate tracking of student progress using a formative approach to assessment and monitor the extent to which students understand their level of performance.	I facilitate tracking of student progress using a formative approach to assessment, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

3. What do I typically do to celebrate success?

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

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

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Celebrating success	I adapt and create new strategies for unique student needs and situations.	I provide students with recognition of their current status and their knowledge gain relative to the learning goal and monitor the extent to which students are motivated to enhance their status.	I provide students with recognition of their current status and their knowledge gain relative to the learning goal, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

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

4.   What do I typically do to establish and maintain classroom rules and procedures?

The teacher reviews expectations regarding rules and procedures to ensure their effective execution.	<u>Notes</u>

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 of 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

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Establishing classroom routines	I adapt and create new strategies for unique student needs and situations.	I establish and review expectations regarding rules and procedures and monitor the extent to which students understand the rules and procedures.	I establish and review expectations regarding rules and procedures, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

5. What do I typically do to organize the physical layout of the classroom?

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

Teacher Evidence
❒ The physical layout of the classroom has clear traffic patterns
❒ The physical layout of the classroom provides easy access to material 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

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Organizing the physical layout of the classroom	I adapt and create new strategies for unique student needs and situations.	I organize the physical layout of the classroom to facilitate movement and focus on learning and monitor the impact of the environment on student learning.	I organize the physical layout of the classroom to facilitate movement and focus on learning, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

Lesson Segments Addressing Content

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

1.   What do I typically do to identify critical information?

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

Teacher Evidence	**Student 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	❒ 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

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Identifying critical information	I adapt and create new strategies for unique student needs and situations.	I signal to students which content is critical versus non-critical and monitor the extent to which students are attending to critical information.	I signal to students which content is critical versus non-critical, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

2. What do I typically do to organize students to interact with new knowledge?

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

Teacher Evidence

❒ Teacher has established routines for student grouping and student interaction in groups

❒ Teacher organizes students into ad hoc groups for the lesson

- Dyads
- 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

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Organizing students to interact with new knowledge	I adapt and create new strategies for unique student needs and situations.	I organize students into small groups to facilitate the processing of new knowledge and monitor group processing.	I organize students into small groups to facilitate the processing of new knowledge, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

3. What do I typically do to preview 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.	Notes

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
- ❒ When necessary, the teacher reteaches basic information or skills

Student Evidence
- ❒ When asked, student 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

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Previewing new content	I adapt and create new strategies for unique student needs and situations.	I engage students in learning activities that require them to preview and link new knowledge to what has been addressed and monitor the extent to which students are making linkages.	I engage students in learning activities that require them to preview and link new knowledge to what has been addressed, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

4. What do I typically do to chunk 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.	Notes

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

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Chunking content into digestible bites	I adapt and create new strategies for unique student needs and situations.	I break input experiences into small chunks based on student needs and monitor the extent to which chunks are appropriate.	I break input experiences into small chunks based on student needs, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

5. What do I typically do to help students process new information?

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

<u>Notes</u>

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

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Processing new information	I adapt and create new strategies for unique student needs and situations.	I engage students in summarizing, predicting, and questioning activities and monitor the extent to which the activities enhance students' understanding.	I engage students in summarizing, predicting, and questioning activities, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

6. What do I typically do to help students elaborate on new information?

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

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

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Elaborating on new information	I adapt and create new strategies for unique student needs and situations.	I engage students in answering inferential questions and monitor the extent to which students elaborate on what was explicitly taught.	I engage students in answering inferential questions, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

7. What do I typically do to help students record and represent 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.	<u>Notes</u>

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

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Recording and representing knowledge	I adapt and create new strategies for unique student needs and situations.	I engage students in activities that help them record their understanding of new content in linguistic and/or nonlinguistic ways and monitor the extent to which this enhances students' understanding.	I engage students in activities that help them record their understanding of new content in linguistic and/or nonlinguistic ways, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

8. What do I typically do to help students reflect on their learning?

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

Notes

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

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Reflecting on learning	I adapt and create new strategies for unique student needs and situations.	I engage students in reflecting on their own learning and the learning process and monitor the extent to which students self-assess their understanding and effort.	I engage students in reflecting on their own learning and the learning process, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

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

9. What do I typically do to review content?

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

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
❒ When necessary, the teacher reteaches basic information or skills

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

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Reviewing content	I adapt and create new strategies for unique student needs and situations.	I engage students in a brief review of content that highlights the critical information and monitor the extent to which students can recall and describe previous content.	I engage students in a brief review of content that highlights the critical information, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

10. What do I typically do to organize students to practice and deepen knowledge?

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

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

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Organizing students to practice and deepen knowledge	I adapt and create new strategies for unique student needs and situations.	I organize students into groups to practice and deepen their knowledge and monitor the extent to which the group work extends their learning.	I organize students into groups to practice and deepen their knowledge, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

11. What do I typically do to use 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.	<u>Notes</u>

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

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Using homework	I adapt and create new strategies for unique student needs and situations.	When appropriate (as opposed to routinely), I assign homework that is designed to deepen knowledge of information or practice a skill, strategy, or process and monitor the extent to which students understand the homework.	When appropriate (as opposed to routinely), I assign homework that is designed to deepen knowledge of information or practice a skill, strategy, or process, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

12. What do I typically do to help students examine similarities and differences?

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

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

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Examining similarities and differences	I adapt and create new strategies for unique student needs and situations.	When content is informational, I engage students in activities that require them to examine similarities and differences and I monitor the extent to which the students are deepening their knowledge.	When content is informational, I engage students in activities that require them to examine similarities and differences, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

13. What do I typically do to help students examine 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.	<u>Notes</u>

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.

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Examining errors in reasoning	I adapt and create new strategies for unique student needs and situations.	When content is informational, I engage students in activities that require them to examine their own reasoning or the logic of information as presented to them and monitor the extent to which students are deepening their knowledge.	When content is informational, I engage students in activities that require them to examine their own reasoning or the logic of information as presented to them, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

14. What do I typically do to help students practice 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.	Notes

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

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Practicing skills, strategies, and processes	I adapt and create new strategies for unique student needs and situations.	When content involves a skill, strategy, or process, I engage students in practice activities and monitor the extent to which the practice is increasing student fluency.	When content involves a skill, strategy, or process, I engage students in practice activities, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

15. What do I typically do to help students revise knowledge?

The teacher engages students in revision of previous knowledge about content addressed in previous lessons.	<u>Notes</u>

Teacher Evidence
- ❒ Teacher asks students to examine previous entries in their academic notebooks or notes
- ❒ 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

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Revising knowledge	I adapt and create new strategies for unique student needs and situations.	I engage students in revision of previous content and monitor the extent to which these revisions deepen students' understanding.	I engage students in revision of previous content, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

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

16. What do I typically do to organize 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.	Notes

Teacher Evidence	Student Evidence
❒ Teacher establishes the need to generate and test hypotheses ❒ Teacher organizes students into groups to generate and test hypotheses	❒ 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

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Organizing students for cognitively complex tasks	I adapt and create new strategies for unique student needs and situations.	I organize students into groups to facilitate working on cognitively complex tasks and monitor the extent to which group processes facilitate generating and testing hypotheses.	I organize students into groups to facilitate working on cognitively complex tasks, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

17. What do I typically do to engage 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.	<u>Notes</u>

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, experiential inquiry, or investigation

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Engaging students in cognitively complex tasks involving hypothesis generation and testing	I adapt and create new strategies for unique student needs and situations.	I engage students in cognitively complex tasks (e.g. decision making, problem solving, experimental inquiry, investigation) and monitor the extent to which students are generating and testing hypotheses.	I engage students in cognitively complex tasks (e.g. decision making, problem solving, experimental inquiry, investigation), but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

18. What do I typically do to provide resources and guidance?

The teacher acts as resource provider and guide as students engage in cognitively complex tasks.	<u>Notes</u>

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 generating 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

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Providing resources and guidance	I adapt and create new strategies for unique student needs and situations.	I act as a guide and resource provider as students engage in cognitively complex tasks and monitor the extent to which students request and use guidance and resources.	I act as a guide and resource provider as students engage in cognitively complex tasks, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

Lesson Segments Enacted on the Spot

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

1. What do I typically do to notice when students are not engaged?	
The teacher scans the room making note of when students are not engaged and takes overt action.	<u>Notes</u>

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

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Noticing when students are not engaged	I adapt and create new strategies for unique student needs and situations.	I scan the room, making note of when students are not engaged and take action and I monitor the extent to which students re-engage.	I scan the room, making note of when students are not engaged and take action, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

2. What do I typically do to use academic games?

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

Teacher Evidence
❐ Teacher uses structured game formats such as Jeopardy, Family Feud, etc.
❐ 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

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Using academic games	I adapt and create new strategies for unique student needs and situations.	I use academic games and inconsequential competition to maintain student engagement and monitor the extent to which students focus on the academic content of the game.	I use academic games and inconsequential competition to maintain student engagement, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

3. What do I typically do to manage response rates?

The teacher uses response rates techniques to maintain student engagement in questions.	<u>Notes</u>

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

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Managing response rates	I adapt and create new strategies for unique student needs and situations.	I use response rate techniques to maintain student engagement in questions and monitor the extent to which the techniques keep students engaged.	I use response rate techniques to maintain student engagement in questions, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

4. What do I typically do to use physical movement?

The teacher uses physical movement to maintain student engagement.	Notes

Teacher Evidence

❒ Teacher has students stand up and stretch or do related activities when their energy is low

❒ Teacher uses activities that require students to physically move to respond to questions

- Vote with your feet
- Corners activity

❒ Teacher has students physically act out or model content to increase energy and engagement

❒ Teacher uses "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

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Using physical movement	I adapt and create new strategies for unique student needs and situations.	I use physical movement to maintain student engagement and monitor the extent to which these activities enhance student engagement.	I use physical movement to maintain student engagement, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

5. What do I typically do to maintain a lively pace?

The teacher uses pacing techniques to maintain students' engagement.	Notes

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

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Maintaining a lively pace	I adapt and create new strategies for unique student needs and situations.	I use pacing techniques to maintain students' engagement and monitor the extent to which these techniques keep students engaged.	I use pacing techniques to maintain students' engagement, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

6. What do I typically do to demonstrate intensity and enthusiasm?

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

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

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Demonstrating intensity and enthusiasm	I adapt and create new strategies for unique student needs and situations.	I demonstrate intensity and enthusiasm for the content in a variety of ways and monitor the extent to which students' engagement increases.	I demonstrate intensity and enthusiasm for the content in a variety of ways, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

7. What do I typically do to use friendly controversy?

The teacher uses friendly controversy techniques to maintain student engagement.	Notes

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

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Using friendly controversy	I adapt and create new strategies for unique student needs and situations.	I use friendly controversy techniques to maintain student engagement and monitor the effect on students' engagement.	I use friendly controversy techniques to maintain student engagement, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

8. What do I typically do to provide 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.	Notes

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

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Providing opportunities for students to talk about themselves	I adapt and create new strategies for unique student needs and situations.	I provide students with opportunities to relate what is being addressed in class to their personal interests and monitor the extent to which these activities enhance student engagement.	I provide students with opportunities to relate what is being addressed in class to their personal interests, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

9. What do I typically do to present unusual or intriguing information?

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

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
❐ Teacher tells stories that are related to 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

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Presenting unusual or intriguing information	I adapt and create new strategies for unique student needs and situations.	I use unusual or intriguing information about the content and monitor the extent to which this information enhances students' interest in the content.	I use unusual or intriguing information about the content, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

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

10. What do I typically do to demonstrate "withitness"?

The teacher uses behaviors associated with "withitness" to maintain adherence to rules and procedures.	Notes

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"

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Demonstrating "withitness"	I adapt and create new strategies for unique student needs and situations.	I use behaviors associated with "withitness" and monitor the effect on students' behavior.	I use behaviors associated with "withitness", but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

11. What do I typically do to apply consequences for lack of adherence to rules and procedures?

The teacher applies consequences for not following rules and procedures consistently and fairly.	<u>Notes</u>

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

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Applying consequences for lack of adherence to rules and procedures	I adapt and create new strategies for unique student needs and situations.	I apply consequences for not following rules and procedures consistently and fairly and monitor the extent to which rules and procedures are followed.	I apply consequences for not following rules and procedures consistently and fairly, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

12. What do I typically do to acknowledge adherence to rules and procedures?

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

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

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Acknowledging adherence to rules and procedures	I adapt and create new strategies for unique student needs and situations.	I acknowledge adherence to rules and procedures consistently and fairly and monitor the extent to which new actions affect students' behavior.	I acknowledge adherence to rules and procedures consistently and fairly, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

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

13. What do I typically do to understand students' interests and background?	
The teacher uses students' interests and background to produce a climate of acceptance and community.	Notes

Teacher Evidence	Student 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	☐ 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

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Understanding students' interests and background	I adapt and create new strategies for unique student needs and situations.	I use students' interests and background during interactions with students and monitor the sense of community in the classroom.	I use students' interests and background during interactions with students, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

14. What do I typically do to use verbal and nonverbal behaviors that indicate affection for students?

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

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 teacher's verbal interactions
❒ Students respond to teacher's nonverbal interactions

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Using verbal and nonverbal behaviors that indicate caring for students	I adapt and create new strategies for unique student needs and situations.	I use verbal and nonverbal behaviors that indicate caring for students and monitor the quality of relationships in the classroom.	I use verbal and nonverbal behaviors that indicate caring for students, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

15. What do I typically do to display objectivity and control?

The teacher behaves in an objective and controlled manner.	Notes

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

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Displaying emotional objectivity and control	I adapt and create new strategies for unique student needs and situations.	I behave in an objective and controlled manner and monitor the effect on the classroom climate.	I behave in an objective and controlled manner, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

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

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16. What do I typically do to demonstrate value and respect for low expectancy students?

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

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 in the past

❑ 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

Student Evidence

❑ When asked, students say that the teacher cares for all students

❑ Students treat each other with respect

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Communicating value and respect for low expectancy students	I adapt and create new strategies for unique student needs and situations.	I exhibit behaviors that demonstrate value and respect for low expectancy students and monitor the impact on low expectancy students.	I exhibit behaviors that demonstrate value and respect for low expectancy students, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

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17. What do I typically do to ask questions of low expectancy students?

The teacher asks questions of low expectancy students with the same frequency and depth as with high expectancy students.	<u>Notes</u>

Teacher Evidence
❑ Teacher makes sure low expectancy students' questions are answered at the same rate as high expectancy students' questions
❑ Teacher makes sure low expectancy students are asked challenging 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

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Asking questions of low expectancy students	I adapt and create new strategies for unique student needs and situations.	I ask questions of low expectancy students with the same frequency and depth as with high expectancy students and monitor the quality of participation of low expectancy students.	I ask questions of low expectancy students with the same frequency and depth as with high expectancy students, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

18. What do I typically do to probe 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.	Notes

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

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Probing incorrect answers by low expectancy students	I adapt and create new strategies for unique student needs and situations.	I probe incorrect answers of low expectancy students in the same manner as with high expectancy students and monitor the level and quality responses of low expectancy students.	I probe incorrect answers of low expectancy students in the same manner as with high expectancy students, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.