Glossary: Lesson Segment Enacted on the Spot

Academic Games: Games or activities used to engage students. Games stimulate attention because they involve the discovery of missing information. Games should focus on academic content so that they represent a form of review.

Acknowledging Adherence to Rules and Procedures: Verbal and non-verbal behaviors that communicate positive reinforcement for following rules and procedures. This might take the form of telling the class as a whole, or as individual students, that they did a nice job carrying out a procedure.

Believe it or Not: An academic game that engages students by presenting unusual information. Body Representation: A technique that involves having students briefly act out important content.

Choral Response: Sometimes associated with ineffective didactic instruction, when used appropriately, choral or unison response can be used to engage students. It is best accomplished when important information is stated in a short phrase or sentence and students appear to be having difficulty with the information. The purpose is to review an important generalization or principle about which there seems to be some confusion.

Complex Questions: Questions that ask students to go beyond what was presented in a critical input experience. These may be essential or multi-step questions.

Crisp Transitions: Clear expectations for transitions in a lesson keep the pace conducive for teaching and learning. Marzano suggests teachers construct rules and procedures to ensure clear transitions in the following areas: general classroom behavior, beginning and ending of the school day or period, transitions and interruptions, use of materials and equipment, group work, and seatwork and teacher- led activities.

Design Question: Questions teachers ask themselves as they are designing learning experiences for their students.

Direct Cost Consequences: Direct cost involves explicit and concrete consequences for inappropriate behavior. Typically, direct cost consequences are applied when a negative behavior has progressed beyond a point where it can be addressed by withitness. Two examples of direct cost interventions are: time out and overcorrection.

Dramatization Enactment: Groups of students physically act out or symbolize to content from a critical input experience. Students should be expected to explain how their enactment represents the important information from the critical input experience.

Effective Relationships: According to Marzano, there are two complimentary dynamics that constitute an effective teacher-student relationship. The first is the extent to which the teacher gives students the sense that he/she is providing guidance and control both behaviorally and academically. The second is the extent to which the teacher provides a sense that teacher and student are a team devoted to the well being of all participants.

Emotional Objectivity: Keeping a type of emotional distance from the ups and downs of classroom life and not taking student outbursts, or even students' direct acts of disobedience, personally.

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Enacted on the Spot: Teaching behaviors and activities a teacher can plan for to react to situations that occur in the moment; these can be required/enacted at any point in a lesson. For example, these behaviors address the following questions: What will I do when students disengage? What will I do when students fail to follow rules and procedures? How will I recognize when students are successful following rules and procedures? How will I develop and maintain effective relationships with my students? How will I communicate high expectation for all students?

Friendly Controversy (Competition): This is the process of engaging students in dialogue regarding topics about which they have differing opinions. Issues must be chosen carefully to avoid heated debate.

Give One-Get One: A technique teachers can use to help students build a base of knowledge by sharing information with one another. Students choose a partner and share either an answer to a question or a data set they have created. Partners compare notes and add new information to their own answer or data set. This can be used with academic notebook work.

Group Contingency Consequences: Holding the class as a whole responsible for the behavior of any or all members of the class. There are two kinds of group contingencies, interdependent and dependent. Interdependent group contingency involves the whole class receiving positive consequences only if all members meet or exceed a particular expectation. With dependent group contingency, positive and negative consequences are dependent on the behavior of one student or a small group of students who have been targeted for behavioral change. The guiding principle behind dependent group contingency is that peer pressure will influence behavioral change.

High Expectancy Students: Those students a teacher expects to perform well for one reason or another.

Impromptu Games: Academic games a teacher initiates as a result of student feedback.

Intriguing (Unusual) Information: Unusual information is a form of missing information. For example, while a fact such as, "the earth is the only planet not named for a pagan god," may have little practical value, it will probably capture students' attention. Teachers can systematically provide interesting facts related to topics being addressed in a unit of instruction.

Lesson Segment: Parts of a lesson, each of which has important characteristics. Each segment contains different roles for teachers and students. Each segment has multiple goals, which can be successfully met by a variety of actions. The Marzano framework contains three general categories of lesson segments: lesson segments addressing content, lesson segments enacted on the spot, and lesson segments involving routine events. The ten design questions are organized under each segment.

Lively Pace: An instructional pace that maintains high levels of student engagement.

Low Expectancy Students: Those students a teacher does not expect to perform well for one reason or another. Teachers can have low expectations because of a student's ethnicity, socio-economic status, previous teacher perceptions, and/or school records. Teachers must actively seek to behave in a manner that is not controlled by biased patterns.

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Mini-debates: A friendly controversy technique to engage students in sharing their opinion on an issue related to the content being addressed in an upcoming unit of instruction. For example, before an upcoming unit on global warming, a teacher may engage students in a mini-debate about the imminent danger and how quickly action should be taken.

Multiple Perspectives: Interacting in groups helps students get multiple reference points for learning new content. It allows students to see how others process information and it allows each student to see how others react to his/her processing of information.

Non-verbal Behavior (Indications): A teacher's physical actions are interpreted by students as indications of the teacher's mood and attitude toward students. Marzano suggests that there are certain non-verbal behaviors every teacher should consciously practice and engage in: smile at students at appropriate times, physical contact as a form of encouragement, look students in the eye when addressing them, appropriate physical proximity to communicate concern but not invade personal space, and look interested in what students are saying.

Occupying all Quadrants: Occupying the whole room either physically or visually; this is a behavior typically associated with withitness.

Overcorrection: Engaging students in activities that overcompensate for inappropriate behavior. Overcorrection is employed when a student has done something to damage class property. An example of overcorrection would be: a student who has deliberately ripped the pages of a book is required to repair the pages of all the books in the class. Overcorrection can also be applied to damage done to a class's opportunity to learn; for example, a student who disrupts a lesson is required to provide a summary of the material to all students in the class.

Overtly Adjusts: When a teacher changes an instructional plan as result of student feedback and explicitly shares that decision to shift plans with students.

Pacing: Pacing involves the execution of administrative tasks and transitions from one activity to another. There should be an overall logic to the manner in which a lesson proceeds and students should be aware of this logic.

Physical Movement: Physical movement refers to any activity that allows students to move their body position. Physical movement enhances student engagement because it increases energy. Some examples of appropriate physical movement to engage students are: stand and stretch, body representation, give one-get one, vote with your feet.

Playful Dialogue: Dialogue that engages students using appropriate humor or levity.

Probing Incorrect Answers: Interactions that allow the teacher to acknowledge what the student knows and delve more deeply into what the student knows and does not understand. These interactions also communicate to students that their response is valued. Rephrasing and breaking complex questions into smaller parts are two probing strategies a teacher could use.

Prompt: To engage students to participate in an academic activity verbally or with a written task. Proximity: Nearness in place, time, order, occurrence, or relation.

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Re-engage: When students are not attending to the instructional activities occurring in class they need to be re-engaged. Five areas can provide useful insights into how teachers might increase student engagement: high energy, use of physical activity, maintaining a lively pace, enthusiasm, and intensity; missing information through use of academic games and puzzles; the self-system, which controls what we decide to attend to; mild pressure during questioning activities; and mild controversy and competition, through use of mini-debates and inconsequential competition.

Response Cards: A technique for engaging students and obtaining group feedback. When a teacher asks a question, each student in the class records their response individually; on a cue from the teacher, the students hold up their response cards. The teacher uses the group feedback from the response cards to guide subsequent interactions with students.

Response Chaining: Linking or chaining student responses. Response chaining begins by asking a question to which a specific student responds. The teacher then asks the class as a whole to vote regarding the accuracy of the response, using three options: correct, partially correct, or incorrect. If the response is correct, a new question is posed; if it is partially incorrect or wholly incorrect, fellow students make the necessary changes until the original response is rendered correct. A new question follows this refinement process.

Response Rates: (see Wait Time)

Scan: To peer out at, or observe repeatedly or sweepingly, in the classroom; to survey.

Structured Games: (see Academic Games)

Student Response System: An electronic system that provides educators with the ability to actively engage students and easily assess student achievement using a hand held device.

Tangible Recognition: Providing students with some symbol or token for appropriate behavior. Of all interventions that can be implemented to recognize adherence and lack of adherence to classroom rules and procedures, tangible recognition is the one that has the most potential of being misused.

Token Economies: A tangible recognition technique by which students receive some type of chit for appropriate behavior or the cessation of inappropriate behavior. Token economies appear most effective if chits are awarded for positive behavior and taken away for negative behavior.

Verbal Behavior (Indications): In order to show low expectancy students that they are respected and valued, a teacher should consciously and systematically engage in the following behaviors: engage in playful dialogue when appropriate, demonstrate gratitude for students' responses by thanking them for their efforts, point out what is correct and incorrect about student responses, and restate the question.

Vote With Your Feet: An activity that involves physical movement, in which the teacher posts three to four signs in the corners of the room and asks students to gather around the one that: best approximates their thinking, represents a topic they want to know more about, or indicates whether they feel a response is incorrect, partially correct, or correct. Students can also move in and out of discussion using this technique.

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Wait Time: An aspect of effective questioning, this term refers to the amount of time a teacher waits for a student or students to respond to a question. Students should be allowed adequate processing time before being expected to respond.

Withitness: Teacher awareness of potential problems and quick attention to those situations. Four general actions constitute withitness: being proactive, occupying the entire room, noticing potential problems, and using a series of graduated actions.