Marzano Protocol: Lesson Segments Enacted on the Spot

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

1. Noticing when Students are Not Engaged

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

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

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

Scale Levels: *(choose one)*
☐ Innovating   ☐ Applying   ☐ Developing   ☐ Beginning   ☐ Not Using   ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Noticing when students are not engaged	Adapts and creates new strategies for unique student needs and situations.	Scans the room making note of when students are not engaged and takes action and monitors the extent to which students re-engage.	Scans the room making note of when students are not engaged and takes action.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

2. Using Academic Games
The teacher uses academic games and inconsequential competition to maintain student engagement.

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

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

Scale Levels: *(choose one)*
    ☐ Innovating   ☐ Applying   ☐ Developing   ☐ Beginning   ☐ Not Using   ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Using academic games	Adapts and creates new strategies for unique student needs and situations.	Uses academic games and inconsequential competition to maintain student engagement and monitors the extent to which students focus on the academic content of the game.	Uses academic games and inconsequential competition to maintain student engagement.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

3. Managing Response Rates

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

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

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

Scale Levels: *(choose one)*
   ❒ Innovating   ❒ Applying   ❒ Developing   ❒ Beginning   ❒ Not Using   ❒ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Managing response rates	Adapts and creates new strategies for unique student needs and situations.	Uses response rate techniques to maintain student engagement in questions and monitors the extent to which the techniques keep students engaged.	Uses response rate techniques to maintain student engagement in questions.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

4. Using Physical Movement

The teacher uses physical movement to maintain student engagement.

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

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

Scale Levels: *(choose one)*
    ❐ Innovating   ❐ Applying   ❐ Developing   ❐ Beginning   ❐ Not Using   ❐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Using physical movement	Adapts and creates new strategies for unique student needs and situations.	Uses physical movement to maintain student engagement and monitors the extent to which these activities enhance student engagement.	Uses physical movement to maintain student engagement.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

5. Maintaining a Lively Pace

The teacher uses pacing techniques to maintain students' engagement.

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

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

Scale Levels: *(choose one)*
☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Maintaining a lively pace	Adapts and creates new strategies for unique student needs and situations.	Uses pacing techniques to maintain students' engagement and monitors the extent to which these techniques keep students engaged.	Uses pacing techniques to maintain students' engagement.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

6.   Demonstrating Intensity and Enthusiasm

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

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

Student Evidence
- ❒ When asked, students say that the teacher "likes the content" and "likes teaching"
- ❒ Students' attention levels increase when the teacher demonstrates enthusiasm and intensity for the content

Scale Levels: *(choose one)*
　❒ Innovating　❒ Applying　❒ Developing　❒ Beginning　❒ Not Using　❒ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Demonstrating intensity and enthusiasm	Adapts and creates new strategies for unique student needs and situations.	Demonstrates intensity and enthusiasm for the content in a variety of ways and monitors the extent to which students' engagement increases.	Demonstrates intensity and enthusiasm for the content in a variety of ways.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

7. Using Friendly Controversy

The teacher uses friendly controversy techniques to maintain student engagement.

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

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

Scale Levels: *(choose one)*
    ❐ Innovating   ❐ Applying   ❐ Developing   ❐ Beginning   ❐ Not Using   ❐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Using friendly controversy	Adapts and creates new strategies for unique student needs and situations.	Uses friendly controversy techniques to maintain student engagement and monitors the effect on students' engagement.	Uses friendly controversy techniques to maintain student engagement.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

8. Providing Opportunities for Students to Talk about Themselves

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

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

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

Scale Levels: *(choose one)*
☐ Innovating   ☐ Applying   ☐ Developing   ☐ Beginning   ☐ Not Using   ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Providing opportunities for students to talk about themselves	Adapts and creates new strategies for unique student needs and situations.	Provides students with opportunities to relate what is being addressed in class to their personal interests and monitors the extent to which these activities enhance student engagement.	Provides students with opportunities to relate what is being addressed in class to their personal interests.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

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9. Presenting Unusual or Intriguing Information

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

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

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

Scale Levels: *(choose one)*
   ❒ Innovating   ❒ Applying   ❒ Developing   ❒ Beginning   ❒ Not Using   ❒ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Presenting unusual or intriguing information	Adapts and creates new strategies for unique student needs and situations.	Uses unusual or intriguing information about the content and monitors the extent to which this information enhances students' interest in the content.	Uses unusual or intriguing information about the content.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

10. Student Interviews

Student Questions:

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

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

1. Demonstrating "Withitness"

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

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

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

Scale Levels: *(choose one)*
    ❑ Innovating   ❑ Applying   ❑ Developing   ❑ Beginning   ❑ Not Using   ❑ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Demonstrating "withitness"	Adapts and creates new strategies for unique student needs and situations.	Uses behaviors associated with "withitness" and monitors the effect on students' behavior.	Uses behaviors associated with "withitness".	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

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

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

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

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

Scale Levels: *(choose one)*
    ❒ Innovating   ❒ Applying   ❒ Developing   ❒ Beginning   ❒ Not Using   ❒ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Applying consequences for lack of adherence to rules and procedures	Adapts and creates new strategies for unique student needs and situations.	Applies consequences for not following rules and procedures consistently and fairly and monitors the extent to which rules and procedures are followed.	Applies consequences for not following rules and procedures consistently and fairly.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

3. Acknowledging Adherence to Rules and Procedures

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

Teacher Evidence

☐ Teacher provides nonverbal signals that a rule or procedure has been followed:
- Smile
- Nod of head
- High Five

☐ Teacher gives verbal cues that a rule or procedure has been followed:
- Thanks students for following a rule or procedure
- Describes student behaviors that adhere to rule or procedure

☐ Teacher notifies the home when a rule or procedure has been followed

☐ Teacher uses tangible recognition when a rule or procedure has been followed:
- Certificate of merit
- Token economies

Student Evidence

☐ Students appear appreciative of the teacher acknowledging their positive behavior

☐ When asked, students describe teacher as appreciative of their good behavior

☐ The number of students adhering to rules and procedures increases

Scale Levels: *(choose one)*
☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Acknowledging adherence to rules and procedures	Adapts and creates new strategies for unique student needs and situations.	Acknowledges adherence to rules and procedures consistently and fairly and monitors the extent to which new actions affect students' behavior.	Acknowledges adherence to rules and procedures consistently and fairly.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

4. Student Interviews

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

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

1. Understanding Students' Interests and Background

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

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

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

Scale Levels: *(choose one)*
☐ Innovating   ☐ Applying   ☐ Developing   ☐ Beginning   ☐ Not Using   ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Understanding students' interests and background	Adapts and creates new strategies for unique student needs and situations.	Uses students' interests and background during interactions with students and monitors the sense of community in the classroom.	Uses students' interests and background during interactions with students.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Understanding students' interests and background	What are you learning about your students as you adapt and create new strategies?	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?	In addition to using students' interests and background during interactions with students, how can you monitor the extent to which a sense of community is formed in the classroom?	How can you use students' interests and background during interactions with students?	How can you begin to incorporate this strategy into your instruction?

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

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

Teacher Evidence

☐ Teacher compliments students regarding academic and personal accomplishments

☐ Teacher engages in informal conversations with students that are not related to academics

☐ Teacher uses humor with students when appropriate

☐ Teacher smiles, nods, (etc) at students when appropriate

☐ Teacher puts hand on students' shoulders when appropriate

Student Evidence

☐ When asked, students describe teacher as someone who cares for them

☐ Students respond to teachers verbal interactions

☐ Students respond to teachers nonverbal interactions

Scale Levels: *(choose one)*

☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Using verbal and nonverbal behaviors that indicate caring for students	Adapts and creates new strategies for unique student needs and situations.	Uses verbal and nonverbal behaviors that indicate caring for students and monitors the quality of relationships in the classroom.	Uses verbal and nonverbal behaviors that indicate caring for students.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

3. Displaying Objectivity and Control

The teacher behaves in an objective and controlled manner.

Teacher Evidence

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

Student Evidence

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

Scale Levels: *(choose one)*
☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Displaying emotional objectivity and control	Adapts and creates new strategies for unique student needs and situations.	Behaves in an objective and controlled manner and monitors the effect on the classroom climate.	Behaves in an objective and controlled manner.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

4. Student Interviews

Student Questions:

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

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

1. Demonstrating Value and Respect for Low Expectancy Students

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

Teacher Evidence

☐ When asked, the teacher can identify the students for whom there have been low expectations and the various ways in which these students have been treated differently from high expectancy students

☐ The teacher provides low expectancy with nonverbal indications that they are valued and respected:
- Makes eye contact
- Smiles
- Makes appropriate physical contact

☐ The teacher proves low expectancy students with verbal indications that they are valued and respected:
- Playful dialogue
- Addressing students in a manner they view as respectful

☐ Teacher does not allow negative comments about low expectancy students

Student Evidence

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

☐ Students treat each other with respect

Scale Levels: *(choose one)*
☐ Innovating   ☐ Applying   ☐ Developing   ☐ Beginning   ☐ Not Using   ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Communicating value and respect for low expectancy students	Adapts and creates new strategies for unique student needs and situations.	Exhibits behaviors that demonstrate value and respect for low expectancy students and monitors the impact on low expectancy students.	Exhibits behaviors that demonstrate value and respect for low expectancy students.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

2. Asking Questions of Low Expectancy Students

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

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

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

Scale Levels: *(choose one)*
     ❑ Innovating   ❑ Applying   ❑ Developing   ❑ Beginning   ❑ Not Using   ❑ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Asking questions of low expectancy students	Adapts and creates new strategies for unique student needs and situations.	Asks questions of low expectancy students with the same frequency and depth with high expectancy students and monitors the quality of participation of low expectancy students.	Asks questions of low expectancy students with the same frequency and depth as with high expectancy students.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

3. Probing Incorrect Answers with Low Expectancy Students

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

Teacher Evidence

☐ Teacher asks low expectancy students to further explain their answers when they are incorrect

☐ Teacher rephrases questions for low expectancy students when they provide an incorrect answer

☐ Teacher breaks a question into smaller and simpler parts when a low expectancy student answers a question incorrectly

☐ When low expectancy students demonstrate frustration, the teacher allows them to collect their thoughts but goes back to them at a later point in time

Student Evidence

☐ When asked, students say that the teacher won't "let you off the hook"

☐ When asked, students say that the teacher "won't give up on you"

☐ When asked, students say the teacher helps them answer questions successfully

Scale Levels: *(choose one)*
☐ Innovating   ☐ Applying   ☐ Developing   ☐ Beginning   ☐ Not Using   ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Probing incorrect answers by low expectancy students	Adapts and creates new strategies for unique student needs and situations.	Probes incorrect answers of low expectancy students in the same manner as with high expectancy students and monitors the level and quality responses of low expectancy students.	Probes incorrect answers of low expectancy students in the same manner as with high expectancy students.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

4. Student Interviews

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