



Marzano Research Laboratory
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What Works in Oklahoma Schools

A Comprehensive Needs Assessment of Oklahoma Schools

Conducted by Marzano Research Laboratory
Englewood, Colorado



Phase III Action Steps

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Contents

Overview of the <i>What Works in Oklahoma Schools</i> Study: Phase III Action Steps	3
Recommendations from Phase I and Phase II	4
Recommendation 1: Administrators and teachers should seek agreement on the school's strengths and weaknesses regarding school performance.	5
Recommendation 2: All teachers should set personal goals regarding instructional strategies.	6
Recommendation 3: Student engagement should receive a schoolwide focus.	8
Recommendation 4: Students' perceptions of acceptance and order should be examined.	9
Recommendation 5: Schools should find ways for staff to work together (e.g., professional learning communities).	10
References	12
Appendix A: Administrator Survey	15
Appendix B: Teacher Survey	21
Appendix C: Survey Question Categories	27
Appendix D: Sample Tally Sheet for Administrator and Teacher Surveys	29
Appendix E: Teacher Scales for Reflective Practice: Applying the Art and Science of Teaching	37
Appendix F: Planning Questions	79
Appendix G: Student Survey Grades 3–5	84
Appendix H: Student Survey Grades 6–8	88
Appendix I: Student Survey Grades 9–12	93
Appendix J: Principal Interview Questions	98
Appendix K: Professional Learning Communities Overview	100
Appendix L: Cultural Shifts in a Professional Learning Community	104

Overview of the *What Works in Oklahoma Schools* Study: Phase III Action Steps

In an effort to provide more effective feedback to Oklahoma schools, the Oklahoma State Department of Education (OSDE) commissioned Marzano Research Laboratory (MRL) in Englewood, Colorado to (1) conduct a study that would help identify those elements and their indicators that are integral to the success of Oklahoma schools, (2) provide feedback to a sample of Oklahoma schools participating in the study regarding their strengths and areas of need, and (3) use the results to create a replicable system for all Oklahoma schools to better identify areas of strength and areas of need.

The study was conducted during Phases I and II. Phase I reports were delivered to participating schools and the Oklahoma State Department of Education on September 1, 2010. Phase II reports were delivered to each individual school and the Oklahoma State Department of Education on February 3, 2011.

This document contains the Phase III report. As opposed to describing the findings from the study that was conducted, it provides a tool-kit that can be used by Oklahoma principals and teachers to determine the best courses of action for their schools and classrooms. The tools provided in this report are based on the recommendations from the Phase I and Phase II elements of the *What Works in Oklahoma Schools* study.

Recommendations from Phase I and Phase II

Based on surveys, principal interviews, on-site observations, and videotape analyses conducted during Phases I and II, MRL provides the following five recommendations to help schools move from Improvement status to Non-Improvement status:

1. Administrators and teachers should seek agreement on the school's strengths and weaknesses regarding school performance.
2. All teachers should set personal goals regarding instructional strategies.
3. Student engagement should receive a schoolwide focus.
4. Students' perceptions of acceptance and order should be examined.
5. Schools should find ways for staff to work together (e.g., professional learning communities).

It is important to note that all recommendations imply that schools should continually gather data, analyze results, and modify teacher and administrator behavior to increase student achievement.

Recommendation 1:
**Administrators and teachers should seek agreement on the school’s
strengths and weaknesses regarding school performance.**

During Phase I, the surveys developed for school administrators and teachers asked questions related to the nine essential elements identified by the OSDE. While the questions within each category were specific to each stakeholder, the responses within each category allowed for comparison with regard to the perceived importance of a concern. The surveys completed in Phase I of the study indicated that responses from Non-Improvement status school administrators and teachers were more in agreement within categories than were responses from Improvement status school administrators and teachers.

MRL recommends that individual schools seeking improvement use these surveys with staff and administrators to gauge how closely they share opinions regarding the nine essential elements. The surveys are in Appendices A and B of this document. Both the administrator survey and the teacher survey have several questions concerning each of the nine elements. Appendix C shows the element to which each survey question corresponds. The tally sheet in Appendix D provides a convenient way to record and compare administrator and teacher survey responses.

If significant discrepancies are found between administrator and teacher responses, administrators and teachers should convene to determine the source of such disagreements. This might be accomplished by open and honest discussions at faculty meetings, which could result in the identification of a schoolwide emphasis to resolve the issues identified. Resources available to facilitate these discussions include the following reproducible worksheets:

- A Data Picture of Our School (DuFour, DuFour, Eaker, & Many, 2010a)
- Why Should We Collaborate? (DuFour, DuFour, Eaker, & Many, 2010c)
- Stages of Team Development (Graham & Ferriter, 2010)
- Team SMART Goal-Setting Plan (Mattos, 2007)

Appendix Tools for Recommendation 1:

Appendix A: Administrator Survey (Marzano Research Laboratory, 2010a)

Appendix B: Teacher Survey (Marzano Research Laboratory, 2010g)

Appendix C: Survey Question Categories (Marzano Research Laboratory, 2011b)

Appendix D: Sample Tally Sheet for Administrator and Teacher Surveys
(Marzano Research Laboratory, 2011a)

Recommendation 2:

All teachers should set personal goals regarding instructional strategies.

Phase II data about teaching strategies were gathered through site visits by MRL Associates who observed 10 randomly selected classrooms at each school and interviewed school principals. The Associates, trained in the use of Marzano's Observational Protocol (Marzano Research Laboratory, 2010b), used the tool to identify strengths and weaknesses in specific elements of teaching. Forty-one elements from the instructional model outlined in *The Art and Science of Teaching* (Marzano, 2007) were evaluated. Each of these 41 instructional strategies has been found to be related to student achievement. By using multiple strategies in focused ways, teachers can enhance student achievement. Therefore, teachers should select and systematically seek to enhance their skill with individual strategies.

A copy of the *Teacher Scales for Reflective Practice* (Marzano, 2010b) is included in Appendix E. It provides teachers with rubrics to identify their level of implementation regarding each of the 41 elements of teaching. It is recommended that teachers rate themselves using these scales and select specific strategies with which to improve.

Additional Resources Regarding Classroom Instruction:

- *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction* (Marzano, 2007)

Dr. Marzano's book, The Art and Science of Teaching, presents a model that helps teachers balance their use of research-based data and strategies with their understanding of the strengths and weaknesses of individual students.

- Help with Understanding *The Art and Science of Teaching* (Marzano, 2010a)

This slide presentation provides practical examples of ways that teachers can use the 10 design questions presented in The Art and Science of Teaching in their classrooms.

- Supervision and Instruction Using *The Art and Science of Teaching* (Marzano, 2011)

This webinar discusses how teachers can set personal goals to enhance their instructional expertise, thus increasing the engagement and achievement of their students.

- The Influence of Teacher Expectation on Student Achievement (Roy, 2008)

This slide presentation outlines practical steps that teachers can use to improve their instructional strategies, including examining their expectations for each student's achievement.

Appendix Tool for Recommendation 2:

Appendix E: Teacher Scales for Reflective Practice: Applying the Art and Science of Teaching (Marzano, 2010b)

Recommendation 3: Student engagement should receive a schoolwide focus.

Phase II of the *What Works in Oklahoma Schools* study identified student engagement as an area of concern in both Improvement status schools as well as Non-Improvement status schools. On-site observations by MRL Associates cited many instances of off-task behavior, lack of student participation in classroom activities, and lack of bell-to-bell instruction. Themes of teacher weaknesses and classroom management concerns were identified during interviews with administrators in 48% of Improvement status schools and in 46% of the Non-improvement status schools. Both school categories scored below the target score of 2.0 in the analysis of student engagement in the video recordings: an average of 1.5 in Improvement status schools and 1.6 in Non-Improvement status schools. Data from student surveys also indicated similar levels of student dissatisfaction for Improvement status and Non-improvement status schools regarding classroom management (32% in both school categories) and pacing/pedagogy (38% in Improvement status schools and 39% in Non-Improvement status schools).

Though the term *engagement* is often used interchangeably with *participation* or *time on task*, the goal of the teacher is to actively involve students in their learning experiences. As stated in the introduction to *The Highly Engaged Classroom*, “student engagement happens as a result of a teacher’s careful planning and execution of specific strategies. In other words, student engagement is not serendipitous” (Marzano & Pickering, 2011b, p. 1).

As teachers reflect on the quality of their teaching and the strategies they use, a natural first step would be to consider specific strategies they could implement to increase student attention and engagement—and therefore, academic achievement. To this end, they might use the set of planning questions (Marzano & Pickering, 2011a) included in Appendix F. Oklahoma teachers could use this planning tool to be more proactive about the engagement of their students.

Additional Resources Regarding Classroom Instruction:

- *The Highly Engaged Classroom* (Marzano & Pickering, 2011b)

This book examines how teachers can generate high levels of attention and engagement in their classrooms, through the use of strategies related to students’ affective needs, interests, and efficacy.

Appendix Tool for Recommendation 3:

Appendix F: Planning Questions (Marzano & Pickering, 2011a)

Recommendation 4:

Students' perceptions of acceptance and order should be examined.

Phase I of the *What Works in Oklahoma Schools* study surveyed students in grades 3–5, 6–8, and 9–12. In general, concern for perceived fairness with regard to behavior and grading, respect for one another, and communication were strong at all grade levels. Specific themes for the different grade levels are noted below.

The survey for grades 3–5 used a three-point Likert scale. Responses to all but three questions were statistically significant, and for each question, the Non-Improvement status school scores were higher than those of the Improvement status schools. Questions with the largest discrepancy between Non-Improvement status schools and Improvement status schools were #12: “Students in class respect each other most of the time,” #16: “My teacher makes learning interesting,” #5: “My teacher treats everyone fairly,” #9: “I feel safe in class,” and #13: “My teacher regularly lets me know how I am doing in class.”

The survey for grades 6–8 used a five-point Likert scale. Again, the Non-Improvement status schools' scores were higher on average than the Improvement status schools' scores. Questions with the greatest discrepancy were #9: “My school does not tolerate inappropriate behavior,” #10: “My school clearly communicates rules and expectations for students,” #12: “I feel safe in this class,” #5: “The teacher is fair in this class,” and #17: “The teacher in this class grades me fairly.”

The survey for grades 9–12 also used a five-point Likert scale. The question with the largest discrepancy was #10: “My school clearly communicates rules and expectations for students.” Relatively large discrepancies were also reported for question #11: “Discipline procedures are fair and consistent throughout the school,” and question #9: “Inappropriate behavior is not tolerated in my school.”

Consequently, students' perceptions of acceptance and order should be examined using the student surveys found in Appendices G, H, and I. Low scores on specific items might indicate the need for a schoolwide emphasis regarding specific student perceptions.

Appendix Tools for Recommendation 4:

Appendix G: Student Survey Grades 3–5 (Marzano Research Laboratory, 2010d)

Appendix H: Student Survey Grades 6–8 (Marzano Research Laboratory, 2010e)

Appendix I: Student Survey Grades 9–12 (Marzano Research Laboratory, 2010f)

Appendix J: Principal Interview Questions (Marzano Research Laboratory, 2010c)

Recommendation 5:
Schools should find ways for staff to work together
(e.g., professional learning communities).

One of the findings reported in Phase II was that of the nine schools that moved from Improvement status to Non-Improvement status during the 2009–2010 school year, all nine schools reported that they were participating in the type of collaborative work commonly found in professional learning communities.

Whether a school is in the beginning stages of collaborative work or has a rich history of embedded staff development, many resources are available to support staff collaboration and student learning initiatives. The websites listed below will help teachers and administrators locate and explore a wide selection of these resources, including books, webinars, audio and video tapes, and free reproducible handouts.

Additional Resources Regarding Collaboration Among Staff:

Oklahoma State Department of Education: <http://www.sde.state.ok.us/>

1. Links and Resources

Click on “Administrators,” then on “Information and Resources,” and finally on “Links and Resources.” This is a list of sites related to education in Oklahoma.

2. Conferences

Scroll to the bottom of OSDE’s homepage. Click on the link below the large red box labeled “Conferences.” This site provides information about current trainings, workshops, and other professional development opportunities.

Marzano Research Laboratory: <http://www.marzanoresearch.com/>

1. Free Resources

Explore this drop-down menu for up-to-date webinars, presentations, classroom tools, and information about a variety of topics, including student engagement, vocabulary instruction, and strategies for building students’ background knowledge.

2. Downloads

Click on the “Free Resources” menu and select “Classroom Tools.” Scroll down to “Resources for the Classroom” to find academic games, vocabulary exercises, and other resources available for downloading.

3. News and Research

In the “Free Resources” menu, select “News and Research” to find the latest articles, blog posts, webinars, videos, and reviews related to MRL’s work. You can also subscribe to a newsfeed and/or receive email updates when new information is posted.

Solution Tree: <http://www.solution-tree.com/>

1. Reproducibles

Click on the “FREE Resources” tab and use the “Reproducibles” link in the left sidebar to access handouts and electronic forms that can be customized before printing.

2. Study Guides

The “FREE Resources” tab also contains a left sidebar link to “Study Guides.” These could be used by individual teachers or by PLC groups for further study.

3. Books and Video/DVD Resources

Click on the “Shop Products” link to browse a wide variety of resources for sale related to professional learning communities and the work of Marzano Research Laboratory.

All Things PLC: <http://www.allthingsplc.com/>

1. Webinars, Audio, and Video Resources

The “Tools and Resources” tab leads to a list of webinars, audio, and video resources on the topic of professional learning communities.

2. Print Resources

Click on “Tools and Resources” and scroll down for a list of print resources about professional learning communities including PowerPoint presentations, brochures, handouts, guides, sample documents, and examples of PLC work.

3. Stories, Discussion Groups, and Blogs

“Tools and Resources” also contains inspirational PLC stories and links to PLC discussion groups and blogs.

Appendix Tools for Recommendation 5:

Appendix K: Professional Learning Communities Overview

Appendix L: Cultural Shifts in a Professional Learning Community (DuFour, DuFour, Eaker, & Many, 2010b)

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Appendix A

Administrator Survey

Administrator Survey

Marzano Research Laboratory, 2010

Please rate your agreement with the following statements on a scale of 1–5.					
I do not agree (1).....I strongly agree (5)					
Question	1	2	3	4	5
1. Instructional teams in my school ensure alignment of classroom curriculum with state academic content and process standards.					
2. School leaders provide time for instructional teams to discuss curricular overlaps and gaps.					
3. School leaders ensure that all students have access to the academic core curriculum.					
4. Teachers in my school design units that include pre- and post-tests to assess student mastery of academic performance indicators.					
5. Teachers in my school use test results to identify necessary changes to curriculum and instruction in order to close performance gaps.					
6. School leaders periodically examine student work for evidence that instruction is aligned to state standards.					
7. Teachers in my school use a variety of research-based instructional strategies.					
8. Teachers in my school use instructional strategies and activities aligned to student learning objectives.					
9. Teachers in my school differentiate their instructional strategies and activities to target specific student learning needs.					
10. Teachers in my school assign purposeful homework that supports student learning objectives.					

11. School leaders foster a positive, respectful school climate.					
12. Teachers in my school hold high <u>academic</u> expectations for all students.					
13. Teachers in my school hold high <u>behavioral</u> expectations for all students.					
14. Teachers in my school recognize their professional roles in student successes and failures.					
15. Teaching assignments in my school are based on teacher instructional strengths to maximize opportunities for all students.					
16. All teachers in my school communicate regularly with families about individual student progress.					
17. Our community works with the school staff to promote programs and services for all students.					
18. All students in this school have access to academic support (e.g., tutoring, extended learning, extra-curricular activities, Saturday school).					
19. This school maintains systems that allow all staff to provide accurate <u>academic</u> information to parents on request.					
20. This school maintains systems that allow all staff to provide accurate <u>behavioral</u> information to parents on request.					
21. The school planning team uses goals for student learning to determine professional development priorities for staff.					
22. The school planning team designs professional development that has a direct connection to the analysis of student achievement data.					

23. School leaders provide opportunities for teachers to collaborate across disciplines and programs.					
24. School leaders use the evaluation process to provide teachers with support in improving instruction and/or changing behavior.					
25. School leaders maintain focus on a shared vision.					
26. School leaders make decisions based on data.					
27. School leaders disaggregate data to exhibit the needs of diverse populations.					
28. Instructional staff has access to curriculum-related materials.					
29. Teachers have received training in the effective use of curricular and data resources.					
30. School leaders implement policies that ensure maintenance of a safe and effective learning environment.					
31. School leaders conduct a comprehensive needs assessment to review and revise school policies and procedures.					
32. School leaders regularly monitor academic performance indicators to assess school needs.					
33. School leaders maintain positive relationships with teachers that allow them to engage in conversations about curricular and instructional goals.					
34. School and district leaders work together to develop strategies to implement and sustain organizational change.					

35. School leaders regularly recognize the accomplishments of faculty and staff.					
36. School leaders advocate for high quality performance from students.					
37. School leaders advocate for high quality performance from staff.					
38. The master schedule is designed to provide all students access to the entire curriculum.					
39. School leaders organize all staff, including non-instructional staff, based on the learning needs of students.					
40. School leaders ensure the efficient use of instructional time to maximize student learning.					
41. School leaders implement strategies to attract highly qualified and effective teachers.					
42. School and district leaders work together to provide alternative professional learning opportunities (e.g., virtual courses, dual enrollment opportunities, internships).					
43. School leaders maintain clearly defined processes for equitable use of fiscal resources.					
44. School leaders direct funding based on needs identified in the school improvement plan.					
45. School leaders equitably allocate state and federal resources to address specific student needs.					
46. School leaders use a collaborative process to develop vision, mission, beliefs, and goals.					

47. School leaders provide systems to collect and manage data from multiple data sources.					
48. School planning teams analyze data from multiple data sources.					
49. Research about student learning is incorporated into school improvement plans.					
50. School leaders establish goals for strengthening instructional effectiveness.					
51. School leaders have a detailed action plan, including timelines and responsibilities, to accomplish school improvement goals.					
52. Most of our staff is involved in implementing the school improvement plan.					
53. School leaders regularly evaluate progress toward achieving the school improvement goals for student learning.					
54. Most of our staff regularly evaluate the impact of classroom practices specified in the school improvement plan.					
55. School leaders maintain a process to regularly review data that demonstrates continuous improvement.					

Appendix B

Teacher Survey

Teacher Survey

Marzano Research Laboratory, 2010

Please rate your agreement with the following statements on a scale of 1–5.					
I do not agree (1).....I strongly agree (5)					
Question	1	2	3	4	5
1. Teachers in my school have identified the curriculum necessary to ensure the depth of knowledge and skills needed for students to be proficient on standards.					
2. Teachers in my school have developed grade level objectives to ensure articulation of the learning standards.					
3. I have opportunities to work with others to eliminate curricular overlaps and gaps.					
4. Teachers in my school revise classroom curriculum to ensure alignment to standards.					
5. All students at my school have access to the academic curriculum.					
6. I regularly use a variety of standards-based assessments in my classroom.					
7. Teachers in my school work together to develop standards-based common assessments.					
8. Teachers in my school work in partnership to develop authentic assessment tasks (such as portfolios or projects).					
9. My units of instruction include pre- and post-tests that assess student mastery of standards-based objectives.					
10. I use a variety of test results to identify gaps and modify curriculum and instruction to meet diverse student needs.					

11. Teachers in my school work together by using student-learning data to identify students in need of instructional support or enhancement.					
12. I regularly analyze student work to monitor progress.					
13. I use a variety of research-based instructional strategies in my classroom.					
14. I adjust my instructional strategies and activities based on the student learning objectives I'm trying to accomplish.					
15. I regularly modify curriculum and instruction based on analysis of student work.					
16. I have the necessary content knowledge in all subjects I teach to challenge my students to high levels of learning.					
17. I regularly integrate technology into my classroom when it enhances instruction.					
18. I assign purposeful homework that supports student learning objectives.					
19. My school leaders actively support a safe and respectful learning environment.					
20. School leaders implement practices that focus on high achievement for all students.					
21. I believe all students can learn.					
22. I regularly challenge my students to improve.					

23. I am responsible for my students' successes and failures.					
24. I provide timely feedback about academic progress to my students' families.					
25. My students' families are active partners in the educational process.					
26. Students in this school have access to academic support (e.g., tutoring, extended learning, extra-curricular activities).					
27. I regularly communicate information about students' behavior and attendance to parents.					
28. School leaders ensure school and community representation when planning or making decisions.					
29. I work in partnership with school leaders to develop a written individual professional development plan based on school goals					
30. I have access to professional development that supports my school's student learning goals.					
31. I can see a direct connection between student achievement results and the professional development that is provided.					
32. This school maintains a clearly defined formal teacher evaluation process to ensure that all teachers are highly effective.					
33. School leaders have implemented a process for all staff to participate in reflective practice.					
34. Members of the staff create their professional development plans by including school-wide data.					

35. I have opportunities to engage in collaboration and/or peer observations to improve my classroom practices.					
36. The evaluation process at my school provides actionable feedback that allows me to improve my instructional practices.					
37. School leaders periodically reemphasize our shared vision.					
38. School leaders make decisions that are focused on student academic performance.					
39. School leaders share data that identifies the needs of diverse populations.					
40. School leaders regularly monitor learning environment indicators to assess school needs.					
41. School leaders clearly communicate what is expected of faculty and staff.					
42. Staffing decisions for this school are based on the learning needs of students.					
43. School leaders monitor efficient use of instructional time to maximize student learning.					
44. Allocation of department or grade-level funds is aligned to the school improvement plan.					
45. Teachers have the opportunity to work together to develop our school's goals.					
46. I know what my school is trying to do to meet school improvement goals.					

47. I regularly evaluate my students' progress toward achieving the school improvement goals and objectives for student learning.					
48. I am comfortable describing how the school improvement plan will impact my classroom practices.					
49. School leaders encourage me to regularly evaluate my progress toward student performance specified in the school improvement plan.					
50. Please share a few things that you like about this school.					
51. Please share a few things that you do not like about this school.					

Appendix C

Survey Question Categories

Survey Question Categories

Marzano Research Laboratory, 2010

Administrator Survey

Question #	Oklahoma Essential Element
Numbers 1-3	Curriculum
Numbers 4-6	Classroom Evaluation and Assessment
Numbers 7-10	Instruction
Numbers 11-16	School Culture
Numbers 17-20	Student, Family, and Community Support
Numbers 21-24	Professional Growth, Development, and Evaluation
Numbers 25-35	Leadership
Numbers 36-45	Organizational Structure and Resources
Numbers 46-55	Comprehensive and Effective Planning

Teacher Survey

Question #	Oklahoma Essential Element
Numbers 1-5	Curriculum
Numbers 6-12	Classroom Evaluation and Assessment
Numbers 13-18	Instruction
Numbers 19-24	School Culture
Numbers 25-28	Student, Family, and Community Support
Numbers 29-36	Professional Growth, Development, and Evaluation
Numbers 37-41	Leadership
Numbers 42-44	Organizational Structure and Resources
Numbers 45-49	Comprehensive and Effective Planning

Appendix D

Sample Tally Sheet for Administrator and Teacher Surveys

Sample Tally Sheet for Administrator and Teacher Surveys

Marzano Research Laboratory, 2010

Directions for use: The purpose of the tally sheet is to allow a comparison between administrator and teacher responses within element categories. As there are an unequal number of questions within the categories, a direct comparison of each question is not possible. However, by averaging responses within each category, a sense of agreement or disagreement about how well a school is performing with regard to each of the nine essential elements identified by OSDE is possible. For example, assume a school has two administrators and 37 teachers. For the element, *curriculum*, one would average the two administrators' responses to questions 1, 2, and 3, and then compute the average of those three numbers. Similarly, one would compute an average score for each of the 37 teacher responses for each of the questions 1–5, and then compute the average of those five figures. If the average scores for the administrators and the teachers are within 0.5, it could be an indication that administrators and teachers see issues or concerns of curriculum through a similar lens. If there is a 0.6 or greater discrepancy between the average responses, there may be less agreement about how well a school is addressing issues within that element.

OSDE Element	Administrator Question	Average Score	Teacher Question	Average Score
Curriculum	Q1		Q1	
	Q2		Q2	
	Q3		Q3	
	NA		Q4	
	NA		Q5	
	Curriculum Average Score		Curriculum Average Score	

OSDE Element	Administrator Question	Average Score	Teacher Question	Average Score
Classroom Evaluation and Assessment	Q4		Q6	
	Q5		Q7	
	Q6		Q8	
	NA		Q9	
	NA		Q10	
	NA		Q11	
	NA		Q12	
	Classroom Evaluation and Assessment Average Score		Classroom Evaluation and Assessment Average Score	

OSDE Element	Administrator Question	Average Score	Teacher Question	Average Score
Instruction	Q7		Q13	
	Q8		Q14	
	Q9		Q15	
	Q10		Q16	
	NA		Q17	
	NA		Q18	
	Instruction Average Score		Instruction Average Score	
School Culture	Q11		Q19	
	Q12		Q20	
	Q13		Q21	
	Q14		Q22	
	Q15		Q23	
	Q16		Q24	
	School Culture Average Score		School Culture Average Score	

OSDE Element	Administrator Question	Average Score	Teacher Question	Average Score
Student, Family, and Community Support	Q17		Q25	
	Q18		Q26	
	Q19		Q27	
	Q20		Q28	
	Student, Family, and Community Support Average Score		Student, Family, and Community Support Average Score	
Professional Growth, Development, and Evaluation	Q21		Q29	
	Q22		Q30	
	Q23		Q31	
	Q24		Q32	
	NA		Q33	
	NA		Q34	
	NA		Q35	
	NA		Q36	
	Professional Growth, Development, and Evaluation Average Score		Professional Growth, Development, and Evaluation Average Score	

OSDE Element	Administrator Question	Average Score	Teacher Question	Average Score
Leadership	Q25		Q37	
	Q26		Q38	
	Q27		Q39	
	Q28		Q40	
	Q29		Q41	
	Q30		NA	
	Q31		NA	
	Q32		NA	
	Q33		NA	
	Q34		NA	
	Q35		NA	
	Leadership Average Score		Leadership Average Score	

OSDE Element	Administrator Question	Average Score	Teacher Question	Average Score
Organizational Structure and Resources	Q36		Q42	
	Q37		Q43	
	Q38		Q44	
	Q39		NA	
	Q40		NA	
	Q41		NA	
	Q42		NA	
	Q43		NA	
	Q44		NA	
	Q45		NA	
	Organizational Structure and Resources Average Score		Organizational Structure and Resources Average Score	

OSDE Element	Administrator Question	Average Score	Teacher Question	Average Score
Comprehensive and Effective Planning	Q46		Q45	
	Q47		Q46	
	Q48		Q47	
	Q49		Q48	
	Q50		Q49	
	Q51		NA	
	Q52		NA	
	Q53		NA	
	Q54		NA	
	Q55		NA	
	Comprehensive and Effective Planning Average Score		Comprehensive and Effective Planning Average Score	

Appendix E

Teacher Scales for Reflective Practice: Applying the Art and Science of Teaching

Marzano Research Laboratory
Englewood, Colorado
2010

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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)?

<p>The teacher provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance relative to the learning goal.</p>	<p><u>Notes</u></p>
<p>Teacher Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher has a learning goal posted so that all students can see it <input type="checkbox"/> The learning goal is a clear statement of knowledge or information as opposed to an activity or assignment <input type="checkbox"/> Teacher makes reference to the learning goal throughout the lesson <input type="checkbox"/> Teacher has a scale or rubric that relates to the learning goal posted so that all students can see it <input type="checkbox"/> Teacher makes reference to the scale or rubric throughout the lesson 	<p>Student Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> When asked, students can explain the learning goal for the lesson <input type="checkbox"/> When asked, students can explain how their current activities relate to the learning goal <input type="checkbox"/> 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

- 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

Student Evidence

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

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?

<p>The teacher reviews expectations regarding rules and procedures to ensure their effective execution.</p>	<p><u>Notes</u></p>
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<p>Teacher Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher involves students in designing classroom routines <input type="checkbox"/> Teacher uses classroom meetings to review and process rules and procedures <input type="checkbox"/> Teacher reminds students of rules and procedures <input type="checkbox"/> Teacher asks students to restate or explain rules and procedures <input type="checkbox"/> Teacher provides cues or signals when a rule or procedure should be used 	<p>Student Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students follow clear routines during class <input type="checkbox"/> When asked, students can describe established rules and procedures <input type="checkbox"/> When asked, students describe the classroom as an orderly place <input type="checkbox"/> Students recognize cues and signals by the teacher <input type="checkbox"/> Students regulate their own behavior
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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?

<p>The teacher organizes the physical layout of the classroom to facilitate movement and focus on learning.</p>	<p><u>Notes</u></p>
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<p>Teacher Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> The physical layout of the classroom has clear traffic patterns <input type="checkbox"/> The physical layout of the classroom provides easy access to material and centers <input type="checkbox"/> The classroom is decorated in a way that enhances student learning: <ul style="list-style-type: none"> • Bulletin boards relate to current content • Students' work is displayed 	<p>Student Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students move easily about the classroom <input type="checkbox"/> Students make use of materials and learning centers <input type="checkbox"/> Students attend to examples of their work that are displayed <input type="checkbox"/> Students attend to information on the bulletin boards <input type="checkbox"/> Students can easily focus on instruction
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How am I doing?

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

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?

<p>The teacher identifies a lesson or part of a lesson as involving important information to which students should pay particular attention.</p>	<p><u>Notes</u></p>
<p>Teacher Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher begins the lesson by explaining why upcoming content is important <input type="checkbox"/> Teacher tells students to get ready for some important information <input type="checkbox"/> Teacher cues the importance of upcoming information in some indirect fashion <ul style="list-style-type: none"> • Tone of voice • Body position • Level of excitement 	<p>Student Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> When asked, students can describe the level of importance of the information addressed in class <input type="checkbox"/> When asked, students can explain why the content is important to pay attention to <input type="checkbox"/> 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 advance 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?

<p>During breaks in the presentation of content, the teacher engages students in actively processing new information.</p>	<p><u>Notes</u></p>
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<p>Teacher Evidence</p> <p><input type="checkbox"/> Teacher has group members summarize new information</p> <p><input type="checkbox"/> Teacher employs formal group processing strategies</p> <ul style="list-style-type: none"> • Jigsaw • Reciprocal Teaching • Concept attainment 	<p>Student Evidence</p> <p><input type="checkbox"/> When asked, students can explain what they have just learned</p> <p><input type="checkbox"/> Students volunteer predictions</p> <p><input type="checkbox"/> Students voluntarily ask clarification questions</p> <p><input type="checkbox"/> Groups are actively discussing the content</p> <ul style="list-style-type: none"> • Group members ask each other and answer questions about the information • Group members make predictions about what they expect next
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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?

<p>The teacher asks questions or engages students in activities that require elaborative inferences that go beyond what was explicitly taught.</p>	<p><u>Notes</u></p>
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<p>Teacher Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher asks explicit questions that require students to make elaborative inferences about the content <input type="checkbox"/> Teacher asks students to explain and defend their inferences <input type="checkbox"/> Teacher presents situations or problems that require inferences 	<p>Student Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students volunteer answers to inferential questions <input type="checkbox"/> Students provide explanations and “proofs” for inferences
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How am I doing?

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

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.

Notes

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?

<p>The teacher engages students in activities that help them reflect on their learning and the learning process.</p>	<p><u>Notes</u></p>
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<p>Teacher Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher asks students to state or record what they are clear about and what they are confused about <input type="checkbox"/> Teacher asks students to state or record how hard they tried <input type="checkbox"/> Teacher asks students to state or record what they might have done to enhance their learning 	<p>Student Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> When asked, students can explain what they are clear about and what they are confused about <input type="checkbox"/> When asked, students can describe how hard they tried <input type="checkbox"/> When asked, students can explain what they could have done to enhance their learning
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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?

<p>The teacher engages students in a brief review of content that highlights the critical information.</p>	<p><u>Notes</u></p>
<p>Teacher Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher begins the lesson with a brief review of content <input type="checkbox"/> Teacher uses specific strategies to review information <ul style="list-style-type: none"> • Summary • Problem that must be solved using previous information • Questions that require a review of content • Demonstration • Brief practice test or exercise <input type="checkbox"/> When necessary, the teacher reteaches basic information or skills 	<p>Student Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> When asked, students can describe the previous content on which new lesson is based <input type="checkbox"/> 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?

<p>The teacher uses grouping in ways that facilitate practicing and deepening knowledge.</p>	<p><u>Notes</u></p>
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<p>Teacher Evidence</p> <p><input type="checkbox"/> Teacher organizes students into groups with the expressed idea of deepening their knowledge of informational content</p> <p><input type="checkbox"/> Teacher organizes students into groups with the expressed idea of practicing a skill, strategy, or process</p>	<p>Student Evidence</p> <p><input type="checkbox"/> When asked, students explain how the group work supports their learning</p> <p><input type="checkbox"/> While in groups, students interact in explicit ways to deepen their knowledge of informational content or practice a skill, strategy, or process</p> <ul style="list-style-type: none"> • Asking each other questions • Obtaining feedback from their peers
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How am I doing?

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

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.

Notes

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?

<p>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.</p>	<p><u>Notes</u></p>
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<p>Teacher Evidence</p> <p><input type="checkbox"/> Teacher asks students to examine information for errors or informal fallacies</p> <ul style="list-style-type: none"> • Faulty logic • Attacks • Weak reference • Misinformation <p><input type="checkbox"/> Teacher asks students to examine the strength of support presented for a claim</p> <ul style="list-style-type: none"> • Statement of a clear claim • Evidence for the claim presented • Qualifiers presented showing exceptions to the claim 	<p>Student Evidence</p> <p><input type="checkbox"/> When asked, students can describe errors or informal fallacies in information</p> <p><input type="checkbox"/> When asked, students can explain the overall structure of an argument presented to support a claim</p> <p><input type="checkbox"/> Student artifacts indicate that they can identify errors in reasoning</p>
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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?

<p>When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency.</p>	<p><u>Notes</u></p>
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<p>Teacher Evidence</p> <p><input type="checkbox"/> Teacher engages students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process</p> <ul style="list-style-type: none"> • Guided practice if students cannot perform the skill, strategy, or process independently • Independent practice if students can perform the skill, strategy, or process independently 	<p>Student Evidence</p> <p><input type="checkbox"/> Students perform the skill, strategy, or process with increased confidence</p> <p><input type="checkbox"/> Students perform the skill, strategy, or process with increased competence</p>
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How am I doing?

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

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

<p>The teacher engages students in revision of previous knowledge about content addressed in previous lessons.</p>	<p><u>Notes</u></p>
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<p>Teacher Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher asks students to examine previous entries in their academic notebooks or notes <input type="checkbox"/> Teacher engages the whole class in an examination of how the current lesson changed perceptions and understandings of previous content <input type="checkbox"/> Teacher has students explain how their understanding has changed 	<p>Student Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students make corrections to information previously recorded about content <input type="checkbox"/> When asked, students can explain previous errors or misconceptions they had about content
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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?

<p>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.</p>	<p><u>Notes</u></p>
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<p>Teacher Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher establishes the need to generate and test hypotheses <input type="checkbox"/> Teacher organizes students into groups to generate and test hypotheses 	<p>Student Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> When asked, students describe the importance of generating and testing hypotheses about content <input type="checkbox"/> When asked, students explain how groups support their learning <input type="checkbox"/> Students use group activities to help them generate and test hypotheses
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How am I doing?

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

17. What do I typically do to engage students in cognitively complex tasks involving hypothesis generation and testing?

<p>The teacher engages students in complex tasks (e.g., decision making, problem solving, experimental inquiry, investigation) that require them to generate and test hypotheses.</p>	<p><u>Notes</u></p>
<p>Teacher Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher engages students with an explicit decision making, problem solving, experimental inquiry, or investigation task that requires them to generate and test hypotheses <input type="checkbox"/> Teacher facilitates students generating their own individual or group task that requires them to generate and test hypotheses 	<p>Student Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students are clearly working on tasks that require them to generate and test hypotheses <input type="checkbox"/> When asked, students can explain the hypothesis they are testing <input type="checkbox"/> When asked, students can explain whether their hypothesis was confirmed or disconfirmed <input type="checkbox"/> 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)
<p>Engaging students in cognitively complex tasks involving hypothesis generation and testing</p>	<p>I adapt and create new strategies for unique student needs and situations.</p>	<p>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.</p>	<p>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.</p>	<p>I use the strategy incorrectly or with parts missing.</p>	<p>I should use the strategy, but I don't.</p>

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

<p>The teacher acts as resource provider and guide as students engage in cognitively complex tasks.</p>	<p><u>Notes</u></p>
<p>Teacher Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher makes himself/herself available to students who need guidance or resources <ul style="list-style-type: none"> • Circulates around the room • Provides easy access to himself/herself <input type="checkbox"/> Teacher interacts with students during the class to determine their needs for hypothesis generating and testing tasks <input type="checkbox"/> Teacher volunteers resources and guidance as needed by the entire class, groups of students, or individual students 	<p>Student Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students seek out the teacher for advice and guidance regarding hypothesis generation and testing tasks <input type="checkbox"/> 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)
<p>Providing resources and guidance</p>	<p>I adapt and create new strategies for unique student needs and situations.</p>	<p>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.</p>	<p>I act as a guide and resource provider as students engage in cognitively complex tasks, but do so in somewhat of a mechanistic way.</p>	<p>I use the strategy incorrectly or with parts missing.</p>	<p>I should use the strategy, but I don't.</p>

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 <input type="checkbox"/> Teacher notices when specific students or groups of students are not engaged <input type="checkbox"/> Teacher notices when the energy level in the room is low <input type="checkbox"/> Teacher takes action to re-engage students	Student Evidence <input type="checkbox"/> Students appear aware of the fact that the teacher is taking note of their level of engagement <input type="checkbox"/> Students try to increase their level of engagement when prompted <input type="checkbox"/> 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?

<p>The teacher uses response rate techniques to maintain student engagement in questions.</p>	<p><u>Notes</u></p>				
<p>Teacher Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher uses wait time <input type="checkbox"/> Teacher uses response cards <input type="checkbox"/> Teacher has students use hand signals to respond to questions <input type="checkbox"/> Teacher uses choral response <input type="checkbox"/> Teacher uses technology to keep track of students' responses <input type="checkbox"/> Teacher uses response chaining 	<p>Student Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Multiple students or the entire class responds to questions posed by the teacher <input type="checkbox"/> When asked, students can describe their thinking about specific questions posed by the teacher 				
<p>How am I doing?</p>					
<p>Managing response rates</p>	<p>Innovating (4)</p> <p>I adapt and create new strategies for unique student needs and situations.</p>	<p>Applying (3)</p> <p>I use response rate techniques to maintain student engagement in questions and monitor the extent to which the techniques keep students engaged.</p>	<p>Developing (2)</p> <p>I use response rate techniques to maintain student engagement in questions, but do so in somewhat of a mechanistic way.</p>	<p>Beginning (1)</p> <p>I use the strategy incorrectly or with parts missing.</p>	<p>Not Using (0)</p> <p>I should use the strategy, but I don't.</p>

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

<p>The teacher uses physical movement to maintain student engagement.</p>	<p><u>Notes</u></p>
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<p>Teacher Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher has students stand up and stretch or do related activities when their energy is low <input type="checkbox"/> Teacher uses activities that require students to physically move to respond to questions <ul style="list-style-type: none"> • Vote with your feet • Corners activity <input type="checkbox"/> Teacher has students physically act out or model content to increase energy and engagement <input type="checkbox"/> Teacher uses “give-one-get-one” activities that require students to move about the room 	<p>Student Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students engage in the physical activities designed by the teacher <input type="checkbox"/> When asked, students can explain how the physical movement keeps their interest and helps them learn
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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?

<p>The teacher uses friendly controversy techniques to maintain student engagement.</p>	<p><u>Notes</u></p>				
<p>Teacher Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher structures mini-debates about the content <input type="checkbox"/> Teacher has students examine multiple perspectives and opinions about the content <input type="checkbox"/> Teacher elicits different opinions on content from members of the class 	<p>Student Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students engage in friendly controversy activities with enhanced engagement <input type="checkbox"/> When asked, students describe friendly controversy activities as “stimulating,” “fun,” and so on <input type="checkbox"/> When asked, students explain how a friendly controversy activity helped them better understand the content 				
<p>How am I doing?</p>					
<p>Using friendly controversy</p>	<p>Innovating (4)</p> <p>I adapt and create new strategies for unique student needs and situations.</p>	<p>Applying (3)</p> <p>I use friendly controversy techniques to maintain student engagement and monitor the effect on students’ engagement.</p>	<p>Developing (2)</p> <p>I use friendly controversy techniques to maintain student engagement, but do so in somewhat of a mechanistic way.</p>	<p>Beginning (1)</p> <p>I use the strategy incorrectly or with parts missing.</p>	<p>Not Using (0)</p> <p>I should use the strategy, but I don’t.</p>

8. What do I typically do to provide opportunities for students to talk about themselves?

<p>The teacher provides students with opportunities to relate what is being addressed in class to their personal interests.</p>	<p><u>Notes</u></p>
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<p>Teacher Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher is aware of student interests and makes connections between these interests and class content <input type="checkbox"/> Teacher structures activities that ask students to make connections between the content and their personal interests <input type="checkbox"/> When students are explaining how content relates to their personal interests, the teacher appears encouraging and interested 	<p>Student Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students engage in activities that require them to make connections between their personal interests and the content <input type="checkbox"/> When asked, students explain how making connections between content and their personal interests engages them and helps them better understand the content
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How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
<p>Providing opportunities for students to talk about themselves</p>	<p>I adapt and create new strategies for unique student needs and situations.</p>	<p>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.</p>	<p>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.</p>	<p>I use the strategy incorrectly or with parts missing.</p>	<p>I should use the strategy, but I don't.</p>

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

<p>The teacher uses unusual or intriguing information about the content in a manner that enhances student engagement.</p>	<p><u>Notes</u></p>
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<p>Teacher Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher systematically provides interesting facts and details about the content <input type="checkbox"/> Teacher encourages students to identify interesting information about the content <input type="checkbox"/> Teacher engages students in activities like “Believe it or not” about the content <input type="checkbox"/> Teacher uses guest speakers to provide unusual information about the content <input type="checkbox"/> Teacher tells stories that are related to the content 	<p>Student Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students’ attention increases when unusual information is presented about the content <input type="checkbox"/> When asked, students explain how the unusual information makes them more interested in the content
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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”?

<p>The teacher uses behaviors associated with “withitness” to maintain adherence to rules and procedures.</p>	<p><u>Notes</u></p>
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<p>Teacher Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher physically occupies all quadrants of the room <input type="checkbox"/> Teacher scans the entire room making eye contact with all students <input type="checkbox"/> Teacher recognizes potential sources of disruption and deals with them immediately <input type="checkbox"/> Teacher proactively addresses inflammatory situations 	<p>Student Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students recognize that the teacher is aware of their behavior <input type="checkbox"/> When asked, students describe the teacher as “aware of what is going on” or “has eyes on the back of his/her head”
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How am I doing?

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

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.

Notes

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?

<p>The teacher consistently and fairly acknowledges adherence to rules and procedures.</p>	<p><u>Notes</u></p>
<p>Teacher Evidence</p> <p><input type="checkbox"/> Teacher provides nonverbal signals that a rule or procedure has been followed:</p> <ul style="list-style-type: none"> • Smile • Nod of head • High Five <p><input type="checkbox"/> Teacher gives verbal cues that a rule or procedure has been followed:</p> <ul style="list-style-type: none"> • Thanks students for following a rule or procedure • Describes student behaviors that adhere to rule or procedure <p><input type="checkbox"/> Teacher notifies the home when a rule or procedure has been followed</p> <p><input type="checkbox"/> Teacher uses tangible recognition when a rule or procedure has been followed:</p> <ul style="list-style-type: none"> • Certificate of merit • Token economies 	<p>Student Evidence</p> <p><input type="checkbox"/> Students appear appreciative of the teacher acknowledging their positive behavior</p> <p><input type="checkbox"/> When asked, students describe teacher as appreciative of their good behavior</p> <p><input type="checkbox"/> The number of students adhering to rules and procedures increases</p>

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?

<p>The teacher uses students' interests and background to produce a climate of acceptance and community.</p>	<p><u>Notes</u></p>
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<p>Teacher Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher has side discussions with students about events in their lives <input type="checkbox"/> Teacher has discussions with students about topics in which they are interested <input type="checkbox"/> Teacher builds student interests into lessons 	<p>Student Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> When asked, students describe the teacher as someone who knows them and/or is interested in them <input type="checkbox"/> Students respond when teacher demonstrates understanding of their interests and background <input type="checkbox"/> When asked, students say they feel accepted
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How am I doing?

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

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?

<p>The teacher behaves in an objective and controlled manner.</p>	<p><u>Notes</u></p>
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<p>Teacher Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher does not exhibit extremes in positive or negative emotions <input type="checkbox"/> Teacher addresses inflammatory issues and events in a calm and controlled manner <input type="checkbox"/> Teacher interacts with all students in the same calm and controlled fashion <input type="checkbox"/> Teacher does not demonstrate personal offense at student misbehavior 	<p>Student Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students are settled by the teacher’s calm demeanor <input type="checkbox"/> When asked, the students describe the teacher as in control of himself/herself and in control of the class <input type="checkbox"/> When asked, students say that the teacher does not hold grudges or take things personally
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How am I doing?

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

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

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

<p>The teacher exhibits behaviors that demonstrate value and respect for low expectancy students.</p>	<p><u>Notes</u></p>
<p>Teacher Evidence</p> <p><input type="checkbox"/> 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</p> <p><input type="checkbox"/> The teacher provides low expectancy students with nonverbal indications that they are valued and respected:</p> <ul style="list-style-type: none"> • Makes eye contact • Smiles • Makes appropriate physical contact <p><input type="checkbox"/> The teacher provides low expectancy students with verbal indications that they are valued and respected:</p> <ul style="list-style-type: none"> • Playful dialogue • Addressing students in a manner they view as respectful <p><input type="checkbox"/> Teacher does not allow negative comments about low expectancy students</p>	<p>Student Evidence</p> <p><input type="checkbox"/> When asked, students say that the teacher cares for all students</p> <p><input type="checkbox"/> Students treat each other with respect</p>

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.

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.

Notes

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?

<p>The teacher probes incorrect answers of low expectancy students in the same manner as he/she does with high expectancy students.</p>	<p><u>Notes</u></p>
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<p>Teacher Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher asks low expectancy students to further explain their answers when they are incorrect <input type="checkbox"/> Teacher rephrases questions for low expectancy students when they provide an incorrect answer <input type="checkbox"/> Teacher breaks a question into smaller and simpler parts when a low expectancy student answers a question incorrectly <input type="checkbox"/> 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 	<p>Student Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> When asked, students say that the teacher won't "let you off the hook" <input type="checkbox"/> When asked, students say that the teacher "won't give up on you" <input type="checkbox"/> When asked, students say the teacher helps them answer questions successfully
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How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
<p>Probing incorrect answers by low expectancy students</p>	<p>I adapt and create new strategies for unique student needs and situations.</p>	<p>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.</p>	<p>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.</p>	<p>I use the strategy incorrectly or with parts missing.</p>	<p>I should use the strategy, but I don't.</p>

Appendix F

Planning Questions

From *The Highly Engaged Classroom*
(Marzano & Pickering, 2011, pp. 202–205)

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Planning Questions

Daily Strategies	
Pacing	What Will I Do?
Do I have appropriate routines in place for the administrative tasks I will be using today?	
Am I aware of the transitions between activities I will use today and the plan for how to address those transitions?	
Do I have activities planned for students who finish their seatwork early?	
What will I do to remain aware of moving too slowly or too quickly when presenting new content?	
Intensity and Enthusiasm	What Will I Do?
Which aspects of the content addressed today am I particularly enthused about?	
How will I demonstrate my enthusiasm? <ul style="list-style-type: none"> • Personal stories • Verbal and nonverbal signals • Reviving the zest for teaching 	
Teacher-Student and Peer Relationships	What Will I Do?
What can I do today to ensure fair and equitable treatment for all students? <ul style="list-style-type: none"> • Ensure students are not teased or bullied • Establish expectations for fair and equitable treatment 	
Are there ways of showing interest in and affection for students that I will use in class today? <ul style="list-style-type: none"> • Simple courtesies • Using physical contact and physical gestures • Attending to students' needs and concerns 	
How can I gather positive information to use in building relationships? <ul style="list-style-type: none"> • Structured opportunities to highlight students' interests and accomplishments • Parents and guardians • Fellow teachers 	
Verbal Feedback	What Will I Do?
During what activities today could I provide praise and feedback to students?	
What are some phrases I should avoid when providing praise and feedback?	
What are some phrases I should use when providing praise and feedback?	

1 of 4

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Opportunistic Strategies	
Physical Movement	What Will I do?
What opportunities are there today to introduce physical movement?	
What techniques will best fit into today's lesson? <ul style="list-style-type: none"> • Movement to lift energy • Movement that furthers understanding of content • Movement for the whole class or school 	
Humor	What Will I Do?
Can I incorporate humor into any of the addressed content?	
What strategies will I use? <ul style="list-style-type: none"> • Self-directed humor • Funny headlines or quotes • Movie clips and media entertainment • A class symbol for humor 	
Games and Inconsequential Competition	What Will I Do?
Is there content I can effectively review using games?	
What types of games best fit this content?	
Friendly Controversy	What Will I Do?
Could I incorporate friendly controversy into any of the addressed content?	
What strategy will I use to stimulate friendly controversy? <ul style="list-style-type: none"> • Class vote • Debate model • Town hall meeting • Legal model • Perspective analysis 	
Unusual Information	What Will I Do?
Could I incorporate unusual information into any of the addressed content?	
How will I use unusual information? <ul style="list-style-type: none"> • To introduce a lesson • To allow students to research and collect interesting facts • By inviting guest speakers 	
Questions and Response Rates	What Will I Do?
What content should I ask questions about?	

2 of 4

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<p>What techniques should I use to increase the effectiveness of my questions?</p> <ul style="list-style-type: none"> • Call on students randomly • Use paired response • Use wait time • Use response chaining • Invite choral response • Use simultaneous individual response 	
Students' Lives	What Will I Do?
Could I incorporate comparisons to students' lives in any of the addressed content?	
<p>What categories will I use for the comparisons?</p> <ul style="list-style-type: none"> • Physical characteristics • Processes • Sequences of events • Cause-and-effect relationships • Psychological characteristics • Fame or notoriety • Analogies 	
Students' Life Ambitions	What Will I Do?
Are there specific units or courses I can use personal projects in?	
How long will the projects last?	
How much time will I spend each week on the projects?	
Application of Knowledge	What Will I Do?
Does the content being addressed lend itself to authentic applications to real-world issues?	
Is there a problem that can be solved or studied using the content?	
Is there a decision that can be made or studied using the content?	
Is there a hypothesis that can be tested or studied using the content?	
Is there an issue that can be investigated using the content?	
Am I allowing students to make choices using cognitively complex processes?	
What choices of response formats could I offer to students?	
How might I provide choice in learning goals?	
How will I provide choice in behavior?	

3 of 4

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Progress	What Will I Do?
Can students track their progress over time on any of the addressed content?	
How will I design the scale students will use to track their progress?	
How will I facilitate students' setting of personal goals and development of strategies to attain these goals?	
How will I design the scale students will use to track their effort?	
Examples of Self-Efficacy	What Will I Do?
Are there specific units or courses that could provide examples of efficacy?	
How can I use stories in these situations?	
How can I use quotations in these situations?	
Self-Efficacy	What Will I Do?
Can I teach efficacy through any content that has been covered or will be covered?	
What sources will I use to teach efficacy?	
How will I make the distinction between the growth theory and fixed theory?	
How will I facilitate students identifying their own perspective?	
How will I keep the conversation about the two perspectives going in class?	

4 of 4

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Appendix G

Student Survey Grades 3–5

1. Gender

Male

Female

2. Are you Hispanic/Latino?

Yes

No

3. What is your race? (Choose one or more)

American Indian or Alaska Native

Native Hawaiian or
Other Pacific Islander

Asian

Black or African American

White

4. Are you in any of these programs? (Choose all that apply to you.)

English Language Learner

Special Education

Gifted and Talented

None

5. My teacher treats everyone fairly.

I do not agree

I agree

I strongly agree

6. My teacher cares about me.

I do not agree

I agree

I strongly agree

7. My teacher lets me know when I am doing well in class.

I do not agree

I agree

I strongly agree

8. I am motivated to learn in class.

I do not agree

I agree

I strongly agree

9. I feel safe in class.

I do not agree I agree I strongly agree

10. I have many friends in class.

I do not agree I agree I strongly agree

11. I know what my teacher wants me to do in class.

I do not agree I agree I strongly agree

12. Students in class respect each other most of the time.

I do not agree I agree I strongly agree

13. My teacher regularly lets me know how I am doing in class.

I do not agree I agree I strongly agree

14. My teacher grades me fairly.

I do not agree I agree I strongly agree

15. My teacher encourages me to learn as much as I can in class.

I do not agree I agree I strongly agree

16. My teacher makes learning interesting.

I do not agree I agree I strongly agree

17. I understand the words my teacher uses.

I do not agree I agree I strongly agree

18. I work hard to learn what is taught in this class.

I do not agree I agree I strongly agree

19. I have done my very best work in this class.

I do not agree I agree I strongly agree

20. My teacher encourages me to do my best.

I do not agree I agree I strongly agree

21. In this class, even if the lessons are hard, I do my best to learn something new.

I do not agree I agree I strongly agree

22. When the work gets hard, my teacher does not let students give up.

I do not agree I agree I strongly agree

23. I participate in class discussions with my teacher.

I do not agree I agree I strongly agree

24. What do you like about this class?

25. What do you not like about this class?

Appendix H

Student Survey Grades 6–8

1. Gender

Male

Female

2. Are you Hispanic/Latino?

Yes

No

3. What is your race? (Choose one or more)

American Indian or Alaska Native

Native Hawaiian or
Other Pacific Islander

Asian

Black or African American

White

4. Are you in any of these programs? (Choose all that apply to you.)

English Language Learner

Special Education

Gifted and Talented

None

Please rate your agreement with the following statements on a scale of 1–5.

I do not agree 1.....2.....3.....4.....5 I strongly agree

5. The teacher is fair in this class.

**1
I do not agree**

2

3

4

**5
I strongly agree**

6. The teacher of this class cares about me.

**1
I do not agree**

2

3

4

**5
I strongly agree**

7. I am recognized for my successes in this class.

**1
I do not agree**

2

3

4

**5
I strongly agree**

Appendix I

Student Survey Grades 9–12

1. Gender

Male

Female

2. Are you Hispanic/Latino?

Yes

No

3. What is your race? (Choose one or more)

American Indian or Alaska Native

Native Hawaiian or
Other Pacific Islander

Asian

Black or African American

White

4. Are you in any of these programs? (Choose all that apply to you.)

English Language Learner

Special Education

Gifted and Talented

None

Please rate your agreement with the following statements on a scale of 1–5.

I do not agree 1.....2.....3.....4.....5 I strongly agree

5. The teacher of this class is fair.

**1
I do not agree**

2

3

4

**5
I strongly agree**

6. The teacher of this class cares about me.

**1
I do not agree**

2

3

4

**5
I strongly agree**

7. I am recognized for my successes in this class.

**1
I do not agree**

2

3

4

**5
I strongly agree**

Appendix J

Principal Interview Questions

Principal Interview Questions

Marzano Research Laboratory, 2010

The following questions were asked of principals of the 61 schools participating in the *What Works in Oklahoma Schools* study by an MRL associate during a site visit. Though the questions also refer to a report that analyzed the school's responses to teacher, administrator, student, and parent surveys, the goal of the interview was to look at school strengths and weaknesses and foster discussion about next steps in reaching school goals.

These questions may be used either by the principal for self-reflection, or by the administration team as a starting point for discussion.

1. What do you see as the areas of greatest strength for your school? Did the findings in the report support this?
2. What do you see as the areas of greatest weakness for your school? Did the findings in the report support this?
3. What surprised you in the report? Why were these surprises?
4. What do your current plans or goals for the year look like? Did the report push you to modify any of your plans or goals?
5. What is your opinion of your school's ability to make changes over the upcoming school year?

Appendix K

Professional Learning Communities Overview

This overview is excerpted from the document,
Professional Learning Communities: An Overview (2007),
accessed at <http://www.allthingsplc.info/pdf/links/Overview-PLCatWork.pdf>
on March 21, 2011. Used with permission.

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Professional Learning Communities Overview

“A Professional Learning Community is a collaboration of teachers, administrators, parents, and students, who work together to seek out best practices, test them in the classroom, continuously improve processes, and focus on results.” —Rick DuFour, 2002

Fundamental Assumptions of a Professional Learning Community

1. We can make a difference: Our schools can be more effective.
2. Improving our people is the key to improving our schools.
3. Significant school improvement will impact teaching and learning.

“LEARNING” RATHER THAN “TEACHING” IS THE FUNDAMENTAL PURPOSE
OF YOUR SCHOOL.

The Three Big Ideas of a Professional Learning Community

Focus on Learning

Collaboration

Focus on Results

Four Corollary Questions

1. What should students know and be able to do as a result of this course, class, or grade level?
2. How will we know that the students are not learning?
3. How do we respond when students do not learn?
4. How do we respond when students learn more?

Six Characteristics of a Professional Learning Community

Shared Mission, Vision, Values, and Goals

What distinguishes a learning community from an ordinary school is its collective commitment to guiding principles that articulate what the staff of the school believes and that govern their actions and behaviors.

Collaborative Culture

Professionals in a learning community work in teams that share a common purpose. They learn from each other and create the momentum that drives improvement. They build within the organization the structure and vehicles that make collaborative work and learning effective and productive.

Collective Inquiry

People in a learning community relentlessly question the status quo, seek new methods of teaching and learning, test the methods, and then reflect on the results.

- They reflect publicly on their beliefs and challenge each other's beliefs.
- They share insights and hammer out common meanings.
- They work jointly to plan and test actions and initiatives.
- They coordinate their actions, so that the work of each individual contributes to the common effort.

Action Orientation / Experimentation

Members of professional learning communities constantly turn their learning and insights into action. They recognize the importance of engagement and experience in learning and in testing new ideas.

Commitment to Continuous Improvement

Members of a learning organization are not content with the status quo and continually seek ways to bring present reality closer to future ideal. They constantly ask themselves and each other:

- What is our purpose?
- What do we hope to achieve?
- What are our strategies for improving?
- How will we assess our efforts?

Results Orientation

Professionals in a learning organization recognize that no matter how well-intentioned the effort, the only valid judgment of improvement is observable and measurable results. Assessment and re-evaluation are the keys to continued improvement.

Professional Learning Communities at Work™

Each word of the phrase “professional learning community” has been chosen purposefully. A “professional” is someone with expertise in a specialized field, an individual who has not only pursued advanced training to enter the field, but who is also expected to remain current in its evolving knowledge base. The knowledge base of education has expanded dramatically in the past quarter century, both in terms of research and in terms of the articulation of recommended standards for the profession. Although many school personnel are unaware of or are inattentive to emerging research and standards, educators in a professional learning community make these findings the basis of their collaborative investigation of how they can better achieve their goals.

“Learning” suggests ongoing action and perpetual curiosity. In Chinese, the term “learning” is represented by two characters: the first means “to study”, and the second means “to practice constantly.” Many schools operate as though their personnel know everything they will ever need to know the day they enter the profession. The school that operates as a professional *learning* community recognizes that its members must engage in the ongoing study and constant practice that characterize an organization committed to continuous improvement.

Much has been written about learning organizations, but we prefer the term “community.” An organization has been defined both as an “administrative and functional structure” (*Webster’s Dictionary*) and as “a systematic arrangement for a definite purpose” (*Oxford Dictionary*). In each case, the emphasis is on structure and efficiency. In contrast, however, the term “community” suggests a group linked by common interests. As Corrine McLaughlin and Gordon Davidson (1994) write:

Community means different things to different people. To some it is a safe haven where survival is assured through mutual cooperation. To others, it is a place of emotional support, with deep sharing and bonding with close friends. Some see community as an intense crucible for personal growth. For others, it is simply a place to pioneer their dreams.

In a professional learning community, all of these characteristics are evident. Educators create an environment that fosters mutual cooperation, emotional support, and personal growth as they work together to achieve what they cannot accomplish alone.

Appendix L

Cultural Shifts in a Professional Learning Community

From *Learning by Doing: A Handbook for
Professional Learning Communities at Work™*
(DuFour, DuFour, Eaker, & Many, 2010, pp. 249–251)

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Cultural Shifts in a Professional Learning Community

A Shift in Fundamental Purpose

From a focus on teaching . . .	to a focus on learning
From emphasis on what was taught . . .	to a fixation on what students learned
From coverage of content . . .	to demonstration of proficiency
From providing individual teachers with curriculum documents such as state standards and curriculum guides . . .	to engaging collaborative teams in building shared knowledge regarding essential curriculum

A Shift in Use of Assessments

From infrequent summative assessments . . .	to frequent common formative assessments
From assessments to determine which students failed to learn by the deadline . . .	to assessments to identify students who need additional time and support
From assessments used to reward and punish students . . .	to assessments used to inform and motivate students
From assessing many things infrequently . . .	to assessing a few things frequently
From individual teacher assessments . . .	to assessments developed jointly by collaborative teams
From each teacher determining the criteria to be used in assessing student work . . .	to collaborative teams clarifying the criteria and ensuring consistency among team members when assessing student work
From an over-reliance on one kind of assessment . . .	to balanced assessments
From focusing on average scores . . .	to monitoring each student's proficiency in every essential skill

A Shift in the Response When Students Don't Learn

From individual teachers determining the appropriate response . . .	to a systematic response that ensures support for every student
From fixed time and support for learning . . .	to time and support for learning as variables
From remediation . . .	to intervention
From invitational support outside of the school day . . .	to directed (that is, required) support occurring during the school day
From one opportunity to demonstrate learning . . .	to multiple opportunities to demonstrate learning

A Shift in the Work of Teachers

From isolation . . .	to a focus on learning
From each teacher clarifying what students must learn . . .	to collaborative teams building shared knowledge and understanding about essential learning
From each teacher assigning priority to different learning standards . . .	to collaborative teams establishing the priority of respective learning standards
From each teacher determining the pacing of the curriculum . . .	to collaborative teams of teachers agreeing on common pacing
From individual teachers attempting to discover ways to improve results . . .	to collaborative teams of teachers helping each other improve
From privatization of practice . . .	to open sharing of practice
From decisions made on the basis of individual preferences . . .	to decisions made collectively by building shared knowledge of best practice
From “collaboration lite” on matters unrelated to student achievement . . .	to collaboration explicitly focused on issues and questions that most impact student achievement
From an assumption that these are “my kids, those are your kids”. . .	to an assumption that these are “our kids”

A Shift in Focus

From an external focus on issues outside of the school . . .	to an internal focus on steps the staff can take to improve the school
From a focus on inputs . . .	to a focus on results
From goals related to completion of project and activities . . .	to SMART goals demanding evidence of student learning
From teachers gathering data from their individually constructed tests in order to assign grades . . .	to collaborative teams acquiring information from common assessments in order to (1) inform their individual and collective practice and (2) respond to students who need additional time and support

A Shift in School Culture

From independence . . .	to interdependence
From a language of complaint . . .	to a language of commitment
From long-term strategic planning . . .	to planning for short-term wins
From infrequent generic recognition . . .	to frequent specific recognition and a culture of celebration that creates many winners

A Shift in Professional Development

From external training (workshops and courses) . . .	to job-embedded learning
From the expectation that learning occurs infrequently (on the few days devoted to professional development) . . .	to an expectation that learning is ongoing and occurs as part of routine work practice
From presentations to entire faculties . . .	to team-based action research
From learning by listening . . .	to learning by doing
From learning individually through courses and workshops . . .	to learning collectively by working together
From assessing impact on the basis of teacher satisfaction ("did you like it?") . . .	to assessing impact on the basis of evidence of improved student learning
From short-term exposure to multiple concepts and practices . . .	to sustained commitment to limited focused initiatives