

<b>Practice #1: The teacher models desired behaviors and attitudes such as those set forth in the Life Principles and the 8 Expectations for Living.</b>			
<b>Great Expectations</b>	<b>Marzano*<sup>1</sup></b>	<b>Danielson*<sup>2</sup></b>	<b>Tulsa*<sup>3</sup></b>
Teacher arrives early to prepare classroom atmosphere and lessons	1RS5 2PPUMT1-2	2e, 1c,e,f	CM1
Teacher meets and greets each student using the Magic Triad and uses it all day.	1SEC14	2a	CM6
Teacher extends a friendly, encouraging attitude to all students.	1SEC13-18	2a,b	CM6
Teacher displays, models, and use quotes, 8 Expectations for Living, Life Principles, creeds and character-building poetry in daily dialogue with students.	1SEC7-9	2b 3c	IE7,10
Teacher models enthusiasm and a positive attitude.	1SEC10	2a,b	CM6
Teacher establishes classroom procedures.	1SEC11-12	2c	CM2
Teacher practices classroom procedures with students until they are mastered.	1RS4 1SEC11-12	2c	CM2
Teacher demonstrates respect for students and colleagues.	1SEC14-18 4PPE1-2	2a	CM6
Teacher uses positive dialogue that promotes the idea that mistakes are okay because they provide opportunities for learning.	1CS13,15	2b	IE13
<b>Practice #2: Students and teachers speak in complete sentences and address one another by name demonstrating mutual respect and common courtesy.</b>			
<b>Great Expectations</b>	<b>Marzano</b>	<b>Danielson</b>	<b>Tulsa</b>
Teacher establishes procedures for speaking in complete sentences and addressing one another by name.	1SES16-18	2b	IE7, CM2
Teacher model, encourages, and redirects students to use complete sentences.	1CS13-15	2d	IE7,14
Teacher models, encourages, and redirects students to address teachers and fellow classmates by name.	1SES1	2d 2a	CM6, IE14
Teacher uses positive dialogue (in a coaching manner) to redirect	1CS13,15	2d	IE7, 14

students to rephrase grammatical errors within sentences.			
Teacher uses positive dialogue (in a coaching manner) to redirect students to address teachers and fellow students by name.	1CS13,15	2a 2d	CM6, IE14
Teacher uses positive dialogue (in a coaching manner) to redirect students to rephrase incomplete sentences.	1CS13,15	2d	IE7, 14
<b>Practice #3: Students are taught as a whole group, thoroughly and to mastery, with intensive and specific modification insuring success for all.</b>			
<b>Great Expectations</b>	<b>Marzano*</b>	<b>Danielson*</b>	<b>Tulsa</b>
Teacher uses anticipatory activities that engage students, building on prior knowledge and emotionally connecting them to the content to be taught.	1CS3	3c	IE9
Teacher actively engages all students in all lessons.	1SES1-9	3c	IE9
Teachers provides instruction in whole-group setting.	1CS2	3c	IE9
Teacher provides frequent feedback keeping students encouraged, focused, and on-task.	1SES18	3d	IE13,9,14
Teacher assesses the knowledge level and collective-individual learning needs of students through questioning and processing activities.	1SES17,18 1CS5,8	3d	IE9,13
Teacher revisits newly learned content/concepts frequently.	1CS9	3e	IE15
Teacher develops a variety of activities to assist students in processing new information.	1CS1-15	3a,b,c,d,e	IE10
Teacher provides numerous opportunities for students to participate in flexible groups based on individual modifications needed.	1CS10 2PPSNS1-3	3e	IE10,14
Teacher engages in positive dialogue with students.	1SES7	3a	CM6
Teacher uses proximity to keep students engaged and focused.	1SES4	2c,d	IE13
<b>Practice #4: Lessons are integrated, related to the real world, reviewed consistently, and connected to subsequent curricula.</b>			

<b>Great Expectations</b>	<b>Marzano</b>	<b>Danielson</b>	<b>Tulsa</b>
Teacher provides a “hook” or “thread” to connect content and learning.	1CS3	3c	IE 9
Teacher develops creative, meaningful, and useful content that builds an emotional link between students and learning.	1SES13	3c	CM 9 IE 9
Teacher builds into each lesson adequate time for processing new information and making connections to past learning.	1CS5,9	3e	IE 15
Teacher provides frequent feedback to keep students on right track while learning and encourages students to self-evaluate learning.	1CS13,15	3d	IE 13
Teacher connects what has already been learned with subsequent material to assist students in understanding the relevance and meaning of the new knowledge.	1CS9	3a,c,e	IE 15
Teacher provides constant and consistent review of newly learned skills to assist students in maximizing internalization and to assist in the movement of knowledge from short-term to long-term memory.	1CS9,10-15	3e	IE 15
Teacher provides opportunities for students to demonstrate learning through creative alternatives to pencil/paper tests.	1CS14,16-17	3e	IE 14

**Practice #5: Critical thinking skills are taught.**

<b>Great Expectations</b>	<b>Marzano</b>	<b>Danielson</b>	<b>Tulsa</b>
Teacher uses movement, actions, and music to engage students’ brains.	1SES4,2,9	3c	IE13
Teacher facilitates discussions by using open-ended questions.	1CS6,8	3b	IE 13
Teacher develops procedures to insure students apply and analyze concepts synthesize elements, and evaluate information.	1CS16-18	3a,b,c,d,e	IE13
Teacher allows time for students	1CS1-8	3e	IE13

to process information.			
Teacher accommodates different learning styles.	1SES1-9	3e	IE10
Teacher facilitates the development of different forms of intelligence.	1CS16-18	3e	IE10
Teacher offers dynamic multi-disciplinary approaches to teaching and learning.	1CS16-18 2PPLU2	3e	IE 10
Teacher uses wisdom literature that causes students to draw conclusions, analyze cause and effect, examine opposite points of view, evaluate circumstances, weigh consequences, etc.	1CS6,12,13	3c 1d	IE7
Teacher uses authentic assessments to check for student understanding.	1CS16-18	3d	IE16, 13
<b>Practice #6: A non-threatening environment, conducive to risk-taking, is evident. Mistakes are okay. Students are taught to learn from their mistakes and to correct them.</b>			
<b>Great Expectations</b>	<b>Marzano</b>	<b>Danielson</b>	<b>Tulsa</b>
Teacher establishes rapport with students.	1SES13-15	3a 2a,b	CM 6
Teacher demonstrates respect for students.	1SES16-18	2a,b	CM 6
Teacher uses team building activities to develop a feeling of community in the classroom.	1CS5,10	3b	CM 6
Teacher is proactive in all things.	2all	1a,b,c,d,e,f	PG18
Teacher uses appropriate wisdom literature as models or patterns for students to follow as they learn from mistakes and accept responsibility for their own decisions/actions.	2PPUMT1 1SES9	2d	IE7
Teacher uses music to create a non-threatening environment that is conducive to learning.	1SES9	2b	CM6
Teacher affirms and redirects students through the use of quotes, positive phrases, and expressions.	1SES9	2d	CM 6
Teacher establishes classroom procedures using the 8 Expectations for Living.	1RS4	2c	CM2

Teacher develops trust with students by teaching and modeling Covey's Eight Ways to Build Trust.	1SES10-18	2b	CM2
Teacher removes all negative labels.	4PPE2	2a,b	CM 6
Teacher empowers students with positive dialogue about their potential successes, rather than their failures.	4PPE2	2a,b	CM 6
Teacher teaches with compassion, understanding, and flexibility.	1SES10,13-15	3e	IE 9 CM6
Teacher acknowledges and thanks students for their contributions.	4PPE2	2a	CM 6
Teacher gives immediate, positive feedback and coaches students toward mastering their goals.	1CS13	3d	IE 9
<b>Practice #7: Memory work, recitations and/or writing occur daily. These enhance character development and effective communication skills while extending curricula. Recitations are exuberant and full of expression.</b>			
<b>Great Expectations</b>	<b>Marzano</b>	<b>Danielson</b>	<b>Tulsa</b>
Teacher assists students in memorizing quotes and poetry.	1CS1-8	3c	IE 10
Teacher provides opportunities for students to showcase in various ways.	4PPE2 1RS3	3d	CM 5
Teacher works with students to develop a school/class/personal creed which is recited or reflected upon daily and applied in daily dialogue.	1RS1,3	2b	CM 6
Teacher facilitates discussions and studies with students concerning challenging vocabulary from selected poetry, quotes, and recitations.	1CS1-8	3b	IE 10
Teacher engages students in journal writing each day.	1CS8	3c	IE 10
Teacher provides opportunities for students to memorize and recite character-building poetry and quotes designed to build social competence.	2PPLU2	2b	CM 6
Teacher posts quotes and character-building poetry in the classroom.	2PPUMT1	1d	IE7

Teacher provides students with selections of quotations/poetry to use as resources.	2PPUMT1	1d	IE7
Teacher discusses and analyzes with students recitations, quotes, poetry to help them internalize ideas.	1CS8	3b	IE 7
<b>Practice #8: Enriched vocabulary is evident and is drawn directly from challenging writings and wisdom literature. Sources should include classic literature, myths, fables, poetry, proverbs, quotes, and other genres.</b>			
<b>Great Expectations</b>	<b>Marzano</b>	<b>Danielson</b>	<b>Tulsa</b>
Teacher elects meaningful classics, character-building poetry, myths, fables, proverbs, and quotes from various cultures as content for reading lessons.	2PPLU2	1d	IE7
Teacher uses excerpts from wisdom literature to create the stage for new topics/concepts/lessons.	1CS2	1d	IE7
Teacher introduces authors and how their writings relate to real life.	1CS3,6	3b	IE7
Teacher allows students to create their own form of book report.	1CS17,18	3d	IE10
Teacher creates units of study around a piece of literature.	2PPLU2	1a	IE7
Teacher helps students develop an increased vocabulary by using a lexicon, word wall, word of the day, etc.	1CS7	3b	IE11
Teacher facilitates discussion groups for reviewing and reflecting on a piece of literature.	1CS8	3b	IE 7
Teacher encourages the use of new vocabulary words in journal writing, discussion, and oral communications.	1CS14	3b	IE 11
<b>Practice #9: The Magic Triad, a positive and caring environment, and discipline with dignity and logic are evident.</b>			
<b>Great Expectations</b>	<b>Marzano</b>	<b>Danielson</b>	<b>Tulsa</b>
Teacher demonstrates, teaches, and models the Magic Triad.	1SES14	2a,b	IE 12
Teacher consistently greets students using the Magic Triad and models it throughout the day.	1SES14	2a,b	IE 12

Teacher listens intently and empathetically to students.	1SES13-15	2a,b	IE 12
Teacher verbally affirms students daily.	1SES12	2a,b	CM 6
Teacher redirects any sarcasm/negativity heard from students.	1SES14,15	2d	CM2
Teacher posts and uses quotes, proverbs, 8 Expectations for Living, Life Principles, creed, character-building poetry to affirm and/or redirect students.	1RS5	1d 2d	IE7
Teacher moves around the classroom, using proximity to monitor class activities.	1SES4	2b,d	IE13
Teacher seeks to change behavior, not to punish students.	1SES10-12	2d	CM 6
Teacher uses positive dialog with everyone.	4PPE1-2	3a	CM6, IS19
Teacher creates an optimal learning environment of low stress and high challenge.	2PPLU1-3	2b	CM 6
Teacher builds good parent relationships.	4PPE2	4c	IS19
<b>Practice #10: Every student's work is displayed in some form. Teacher provides positive commentary through oral and/or written feedback.</b>			
<b>Great Expectations</b>	<b>Marzano</b>	<b>Danielson</b>	<b>Tulsa</b>
Teacher displays student work in various ways.	1SES16	2e	CM 6
Teacher displays student work throughout the school (hallways, cafeteria, etc.)	1SES16	2e	CM 6
Teacher omits grades on displayed work.	1SES16	2a,b	CM 6
Teacher uses positive captions to highlight group work.	1SES16	3a	CM6
Teacher writes rich, positive comments on student work.	1SES16	3a	CM 6
Teacher always looks for positive attributes in student work and insures that comments reflect this.	1SES16	3a	CM 6
<b>Practice #11: Word identification skills are used as a foundation for expanding the use of the English language.</b>			
<b>Great Expectations</b>	<b>Marzano</b>	<b>Danielson</b>	<b>Tulsa</b>
Teacher displays and routinely uses grade-appropriate phonics	2PPUMT1	1a	IE10

cards.			
Teacher routinely reviews sounds, diacritical marks, spelling patterns, and morphologies.	1CS1	1a	IE10
Teacher creates a word wall as a resource for students.	1CS3	2a	IE 11
Teacher syllabicates new vocabulary in a variety of ways.	1CS7	3e	IE11
Teacher develops a classroom lexicon, encouraging discussion and integration across the curricula.	1CS7	3b	IE10
Teacher provides the decoding skills needed for students to read and comprehend rich vocabulary drawn from wisdom literature.	1CS1	1a	IE10, 11
<b>Practice #12: Students assume responsibility for their own behavior. Their choices determine the consequences.</b>			
<b>Great Expectations</b>	<b>Marzano</b>	<b>Danielson</b>	<b>Tulsa</b>
Teacher displays, teaches, models the 8 Expectations for Living and the Life Principles.	1SES14-16	2b	CM6
Teacher provides time to discuss and process the meaning of each of the 8 Expectations for Living and Life Principles.	1SES8	3b	CM6
Teacher redirects and encourages students by using the 8 Expectations for Living and the Lie Principles.	1SES1	2d	CM6
Teacher determines, jointly, with students, the natural/logical consequences for specific disruptions.	1SES11	2c	CM2
Teacher empowers students by providing opportunities for choice.	1SES13	2a,b	IE9
<b>Practice #13: A school, class, or personal creed is recited or reflected upon daily to reaffirm commitment to excellence.</b>			
<b>Great Expectations</b>	<b>Marzano</b>	<b>Danielson</b>	<b>Tulsa</b>
Teacher involves all students in developing and memorizing a school/class/personal creed.	1SES6	2a.b	CM2
Teacher facilitates in the research and discussion of the meanings of difficult words, phrases, or	1SES6	3b	IE 11

sentences within the creed.			
Teacher involves all student students in reciting or reflecting upon the creed daily.	1SES6	3c	CM 6
Teacher uses language from within the creed to redirect or affirm behavior of students.	1SES1,6	2d	CM 6
<b>Practice #14: All students experience success. The teacher guarantees it by comparing students to their own past performance, not the performance of others. Students are showcased and past failures are disregarded.</b>			
<b>Great Expectations</b>	<b>Marzano</b>	<b>Danielson</b>	<b>Tulsa</b>
Teacher includes positive written or spoken commentary on all posted and non-posted student work.	1SES16	3a	IS13
Teacher compares each student only to himself, not others.	1SES16	2a	IS13
Teacher allows time during direct instruction to gauge student comprehension.	1RS2 1CS4,8	3d	IS13
Teacher encourages and affirms students throughout the learning process.	1RS3 1SES16	2a,b	CM 6
Teacher acknowledges student input and provides positive feedback.	1RS3 1SES3	2a,b	IE13 CM 6
Teacher finds creative ways to showcase every student.	1RS3 1SES6,14	3e	CM 6
Teacher reaffirms students that mistakes are learning opportunities and that each day is a new day.	1SES1	2a,b	CM 6
Teacher reduces the level of negative competition in the classroom.	1SES16	2a,b	CM 6
Teacher encourages students to bond with one another and to become active contributing parts of a larger community.	1SES16	2a,b	CM 6
<b>Practice #15: The teacher teaches on his feet, engages students personally, holds high expectations of students, and does not limit them to grade level or perceived ability.</b>			
<b>Great Expectations</b>	<b>Marzano</b>	<b>Danielson</b>	<b>Tulsa</b>
Teacher arranges the classroom in a manner that allows for mobility.	1RS5 2PPUMT1-2	2e	CM6
Teacher stand or walks about the classroom consistently,	1SES4-5,10-15	2d	IE13

monitoring and motivating all students.			
Teacher engages all students in direct communication, making eye contact, varying tone of voice, and providing immediate feedback.	1SES10	3a	IS13
Teacher holds high expectations of all students.	1SES16-18	2a,b	IE 16
Teacher notices and encourages individual student strengths.	1SES13	2b,a	IE16
Teacher offers students limitless opportunities for academic and social growth.	1SES16-18	1b	IE16
<b>Practice #16: Each classroom has a student who greets visitors and makes them feel welcome and comfortable.</b>			
<b>Great Expectations</b>	<b>Marzano</b>	<b>Danielson</b>	<b>Tulsa</b>
Teacher processes with students, why, how, and when the door greeter is beneficial.	1RS1,4	2c	CM2
Teacher teaches students to properly greet visitors.	1CS1-8	2c	CM2
Teacher establishes procedures for designating a door greeter (daily, weekly, etc.)	1RS4	2c	CM2
Teacher provides a script to establish if/when an introduction is to be made.	1RS4	2c	CM2
Teacher provides a cue to signal when the introduction is to be made.	1RS4	2c	CM2
Teacher provides designated chairs for visitors.	1RS5	2e	CM2
<b>Practice #17: Teachers and students celebrate the successes of others.</b>			
<b>Great Expectations</b>	<b>Marzano</b>	<b>Danielson</b>	<b>Tulsa</b>
Teacher celebrates the success of students.	1RS3	3a 2a,b	CM 6
Teacher uses praise, acknowledgment, and affirmations to create feelings of specialness in students.	1RS3 1SES14	3a 2a,b	CM 6
Teacher assists students in appreciating others by acknowledging others' accomplishments.	1RS3 1SES14	2a,b	CM 6
Teacher encourages students to	1RS3	2a,b	CM3

take risks by creating a threat-free environment where new ideas are welcomed and celebrated.	1SES1-18		
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**\*<sup>1</sup>Marzano:** Might read 1CS12 meaning Domain 1, Content Segments, item 12

Domain 1 = Classroom Strategies and Behaviors (Routine Segments 1-5, Content Segments 1-18, Segments Enacted on the Spot 1-18)

Domain 2 = Planning and Preparing (Planning and Preparing for Lessons and Units 1-3, Planning and Preparing for Use of Materials and Technology 1-2, Planning and Preparing for Special Needs of Students 1-3);

Domain 3 = Reflecting on Teaching (Evaluating Personal Performance 1-3, Developing and Implementing a Professional Growth Plan 1-2);

Domain 4 = Collegiality and Professionalism (Promoting a Positive Environment 1-2, Promoting Exchange of Ideas and Strategies 1-2, Promoting District and School Development 1-2).

**\*<sup>2</sup>Danielson:** Might read 3b (Using questioning and discussion techniques)

Domain 1 = Planning and Preparation (Demonstrating knowledge of content and pedagogy; Demonstrating knowledge of students; Setting instructional outcomes; Demonstrating knowledge of resources and technology; designing coherent instruction; Use of appropriate data; designing student assessment)

Domain 2 = The Classroom Environment (Creating an environment of respect and rapport 1-3; Establishing a culture for learning 1-5; Managing classroom procedures 1-4; Managing student behavior 1-3; Organizing Physical Space 1-4)

Domain 3 = Instruction (Communicating with students 1-5; Using questioning and discussion techniques 1-3; Engaging students in learning 1-6; Using Assessment in Instruction 1-5; Demonstrating flexibility and responsiveness 1-4;

Domain 4 = Professional Responsibilities (Reflecting on teaching; Maintaining accurate records; Communicating with families; Participating in a Professional Community; Growing and Developing Professionally; Demonstrating Professionalism)

**\*<sup>3</sup>Tulsa:** Might read CM3 which means Classroom Management-Building Climate

Domain 1 = Classroom Management ( Preparation, Discipline, Building-Wide Climate Responsibility, Lesson Plans, Assessment Practices, Student Relations )

Domain 2 = Instructional Effectiveness (Literacy, Common Core Standards, Involves All Learners, Explains Content, Explains Directions, Models, Monitors, Adjusts Based on Monitoring, Establishes Closure, Student Achievement)

Domain 3 = Professional Growth & Continuous Improvement (Uses Professional Growth as an Important Strategy, Exhibits Professional Behaviors and Efficiencies)

Domain 4 = Interpersonal Skills (Effective Interactions/Communications with Stakeholders)

Domain 5 = Leadership (Leadership Involvements)