**Marzano’s Instructional Framework Domain 1 Design Question 2:**

**What will I do to help students effectively interact with new knowledge?**

**Element #7 Organizing student to interact with new knowledge**

|  |  |
| --- | --- |
| **Teachers** | **Students** |
| CFA for current understanding | Student demonstrated KUD |
| Use data to inform instruction (form groups) | Demonstrate understanding of routines |
| Collaborate with PLC to write standard in student friendly language | Routines for groups |
| Establishing instructional routines |  |
| Form groups: Large group (whole class) or small groups |  |
| Routines for groups – know expectations |  |
| Check for understanding |  |
| Adjust activities |  |
| Anchor Charts |  |

**Marzano’s Instructional Framework Domain 1 Design Question 3:**

**What will I do to help students practice and deepen their understanding of new knowledge?**

**Element #15 Organizing students to practice and deepen knowledge**

|  |  |
| --- | --- |
| **Teacher** | **Student** |
| Cooperative meaningful groupings based on data | Meaningful role that contributes to the group |
| Modality changes | Small groups/whole groups/independent |
| Formative assessments | Actively engaged in completing assessments at their level |
| Graphic organizers - scaffolding | Participation and engagement |
| Gradual Release | Accepts responsibility for learning and makes choices about how they learn best. |
| Planned and pre-thought open ended questions | Coming up with student generated questions |
| Higher level tasks | Creating their own graphic organizer |
| Higher level thinking (Blooms) | Discussions and debates |

**Marzano’s Instructional Framework Domain 1 Design Question 4:**

**What will I do to help students generate and test hypotheses about knew knowledge?**

**Element #21 Organizing students for cognitively complex tasks**

|  |  |
| --- | --- |
| **Teacher** | **Student** |
| Create purposeful cooperative groups based on data or student needs | Work cooperatively embedding a social skills focus |
| Assign individual student roles | Every student has a voice |
| Provide a way to guide the conversation or task with a sentence starter or frame | Data collection and reflection is completed by all students |
| Provide resources (technology, research, leading questions) to students use  Authentic assessment methods based on learning styles inventory (thinking about multiple intelligences) | Complete tasks using assigned roles |

**Marzano’s Instructional Framework Domain 1 Design Question 5:**

**What will I do to engage students?**

**Element #26 Managing response rates**

|  |  |
| --- | --- |
| **Teachers** | **Students** |
| Draw sticks with students names | 100% Engagement |
| Wait time – Provide time to respond | Working collaboratively |
| Use white boards to preview answers (able to view all of the students responses) | Actively listening |
| Smart board clickers | Equity of Voice |
| Think/Pair/Share | Thumbs up – Thumbs down |
| Whip around | Journal entry – Exit slip |
| Numbered heads together | Elbow buddies |
| I do, we do, you do | Self-monitoring of time and reflection |
| Use responses as formative assessments |  |

**Marzano’s Instructional Framework Domain Question 6:**

**What will I do to establish or maintain classroom rules and procedures?**

**Element #4 Establishing classroom routines**

|  |  |
| --- | --- |
| **Teachers** | **Students** |
| Know what routines need to be in place | Practicing (Engaged and Active Participant) |
| Determine what those routines look like in your room. (Academic and Behavior) | Watching peers |
| Break down routines into specific steps (visuals: Daily schedule written or in pictures) | Model for/with peers |
| Provide multiple times to model and practice  (Interactive Modeling) | Holding each other accountable |
| Reflecting and re-teaching | Input in improving performance |
| Review and re-teach after breaks | Autonomous Self-Monitoring |
| Develop verbal and non-verbal cues | Reflection of their role in classroom management |
| Establish classroom agreement | Verbally identify and explain why they are successful – what did their behavior look and sound like. |
| Establish a system for acknowledging when students are successful |  |

**Marzano’s Instructional Framework Domain 1 Question 6:**

**What will I do to establish or maintain classroom rules and procedures?**

**Element #5 Organizing the physical layout of the classroom**

|  |  |
| --- | --- |
| **Teacher** | **Student** |
| Decide type of classroom layout by looking at each area and determining its purpose | Have awareness of where areas are and can knows the purpose of the areas |
| Determines what can be move and what cannot be moved. | Follows routines for the area |
| Safety is accounted for | Transitions (movement) are easy and simple |
| Models safe practices | Demonstrates knowledge of safe practices |
| Unnecessary materials are removed | Students can teach other students about the room |
| Accommodating to all learners (quiet spots and private work spaces) |  |
| The teacher can see the students at all times |  |

**Marzano’s Instructional Framework Domain 1 Design Question 7:**

**What will I do to recognize and acknowledge adherence**

**and lack of adherence to classroom rules and procedures?**

**Element #34 Applying consequences for lack of adherence to rules and procedures**

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| --- | --- |
| **Teachers** | **Students** |
| Elicit ideas for class expectations and rules | Think/pair list of rules |
| Post, teach, model what expectations looks like and discuss consequences | Discuss expectations of teachers/peers/self |
| Follow through with consequences consistently | Discuss consequences of not adhering to rules |
| Teach and model consequences | Practice procedures |
| Reteach - Redirect | Student writes reflection |
| Conference with student and parents | Sign classroom social contract |
| Develop classroom social contract | Participate in a review activity to check for understanding |
| Revisit expectations periodically |  |

**Marzano’s Instructional Framework Domain 1 Design Question 7:**

**What will I do to recognize and acknowledge adherence**

**and lack of adherence to classroom rules and procedures?**

**Element #35 Acknowledging adherence to rules and procedures**

|  |  |
| --- | --- |
| **Teachers** | **Students** |
| PBIS or positive reinforcing of adhering behaviors | Student receives a ticket or a reward |
| “Thank you for lining up quietly” | Receiving verbal praise – cements rules for the whole class |
| Management system for individual and whole group adherence | Students track their own behavior through a chart |
| Monitor chart or tickets for positive feedback given to students throughout the day | “Wall of Fame” to celebrate behavior successes |
| Pride parade (Buffalo Head) |  |
| Class reward/trophy |  |

**Marzano’s Instructional Framework Domain 2: Planning and Preparing**

**Element #47 Planning and preparing for the needs of English Language Learners**

|  |  |
| --- | --- |
| **Teachers** | **Students** |
| Consistent routines | Giving signal of comprehension (ex. Thumbs up) |
| Have visuals ready – pictures of key vocabulary | Can pair vocab word with visual definition |
| Video clips | Interacting with partner/teacher |
| Be familiar with curriculum and how you will address it for the students | Using imagine learning |
| Be prepared to explain academic vocabulary | Students feel interconnected |
| Teacher actions/strategies | Talk – Think/Pair/Share |
| Thinking how to pair students during group work | Act out key vocabulary |
| Finding and utilizing resources (ex. Interpreters) | Text talk – Repeat key words |
| Technology (abcmovie, google translate, gonoodle) |  |

**Marzano’s Instructional Framework Domain 2: Planning and Preparing**

**Element #48 Planning and preparing for the needs of students receiving Special Education**

|  |  |
| --- | --- |
| **Teachers** | **Students** |
| Identify Special Education students | Work on differentiated material (Shorten assignment, teacher as scribe, word bank) |
| Locate, clarify, and review IEP | Student use of signals to show understanding or areas of confusion |
| Find out what has been successful in past/other settings | Risk taking and willingness because of well-planned lessons at their level |
| Identify and determine proficiency of prerequisite skills | Self-monitoring behavior – using break card appropriately following schedule |
| Preparing differentiated individual lessons based on needs of an IEP | Sense of community |
| Follow through with IEP compliance | Utilizing testing accommodations |
| Identify and understand how to use monitoring tool (point sheet, etc.) |  |
| Know behavior plans and how to implement |  |
| Provide visual supports (visual schedules, break cards, expectations) |  |
| Understanding of BIP process |  |
| Coordinating schedules with special education and general education for CORE and SPED minutes |  |