MARZANO PROTOCOL
Marzano Protocol: Lesson Segment Involving Routine Events

Design Question #1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?

1. Providing Rigorous Learning Goals and Performance Scales (Rubrics)

The teacher provides rigorous learning goals and/or targets, both of which are embedded in a performance scale that includes application of knowledge.

Example Teacher Evidence
- Teacher has a learning goal and/or target posted for student reference
- The learning goal or target clearly identifies knowledge or processes aligned to the rigor of required standards
- Teacher makes reference to the learning goal or target throughout the lesson
- Teacher has a scale that builds a progression of knowledge from simple to complex
- Teacher relates classroom activities to the scale throughout the lesson
- Teacher has goals or targets at the appropriate level of rigor
- Performance scales include application of knowledge

Example Student Evidence
- Students can explain the learning goal or target for the lesson
- Students can explain how their current activities relate to the learning goal or target
- Students can explain the levels of performance, from simple to complex, in the scale
- Student artifacts demonstrate students know the learning goal or target
- Student artifacts demonstrate students can identify a progression of knowledge

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<th>Scale</th>
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## 2. Tracking Student Progress

The teacher facilitates tracking of student progress on one or more learning goals and/or targets using a formative approach to assessment.

### Example Teacher Evidence
- Teacher helps students track their individual progress on the learning goal or target
- Teacher uses formal and informal means to assign scores to students on the scale or rubric depicting student status on the learning goal
- Teacher uses formative data to chart progress of individual and entire class progress on the learning goal

### Example Student Evidence
- Students can describe their status relative to the learning goal using the scale or rubric
- Students systematically update their status on the learning goal
- Students take some responsibility for providing evidence in reference to their progress on the scale
- Artifacts and data support that students are making progress toward a learning goal

### Scale

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3. Celebrating Success

The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal or target.

Example 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
  - Academic praise

Example Student Evidence
- Students show signs of pride regarding their accomplishments in the class
- Students take some responsibility for celebrating their individual status and that of the whole class
- Student surveys indicate they want to continue making progress

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Student Interviews

Student Questions:
- What learning goal did today’s lesson focus on?
- How well are you doing on that learning goal?
- Describe the different levels you can be at on the learning goal or target.
Design Question #6: What will I do to establish and maintain classroom rules and procedures?

4. Establishing Classroom Routines

The teacher establishes expectations regarding rules and procedures that facilitate students working individually, in groups, and as a whole class.

**Example Teacher Evidence**
- Teacher involves students in designing classroom routines and procedures
- Teacher actively teaches student self-regulation strategies
- Teacher uses classroom meetings to review and process rules and procedures
- Teacher reminds students of rules and procedures
- Teacher asks students to restate or explain rules and procedures
- Teacher provides cues or signals when a rule or procedure should be used
- Teacher focuses on procedures for students working individually or in small groups

**Example Student Evidence**
- Students follow clear routines during class
- Students describe established rules and procedures
- Students describe the classroom as an orderly place
- Students recognize cues and signals by the teacher
- Students regulate their behavior while working individually
- Students regulate their behavior while working in groups

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5. Organizing the Physical Layout of the Classroom

The teacher organizes the physical layout of the classroom to facilitate movement and support learning.

Example Teacher Evidence
- The physical layout of the classroom has clear traffic patterns
- The physical layout of the classroom is designed to support long-term projects by individual students or groups of students
- The physical layout of the classroom provides easy access to materials and centers
- The classroom is decorated in a way that enhances student learning
  - Bulletin boards relate to current content (e.g., word walls)
  - Student work is displayed

Example Student Evidence
- Students move easily about the classroom
- Individual students or groups of students have easy access to materials that make use of long-term projects
- Students make use of materials and learning centers
- Students can easily focus on instruction
- Students can easily access technology
- Transition time is minimized due to layout of classroom

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Student Interviews

Student Questions:
- What are the regular rules and procedures you are expected to follow in class?
- How well do you do at following the rules and procedures and why?
Marzano Protocol: Lesson Segment Addressing Content

Design Question #2: What will I do to help students effectively interact with new knowledge?

6. Identifying Critical Content
The teacher continuously identifies accurate critical content during a lesson or part of a lesson that portrays a clear progression of information that leads to deeper understanding of the content.

Example Teacher Evidence
- Teacher highlights critical content that portrays a clear progression of information related to standards or goals
- Teacher identifies differences between the critical and non-critical content
- Teacher continuously calls students’ attention to accurate critical content
- Teacher integrates cross-curricular connections to critical content

Example Student Evidence
- Students can describe the level of importance of the critical content addressed in class
- Students can identify the critical content addressed in class
- Students can explain the difference between critical and non-critical content
- Formative data show students attend to the critical content (e.g., questioning, artifacts)
- Students can explain the progression of critical content

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7. Organizing Students to Interact with New Content

The teacher organizes students into appropriate groups to facilitate the processing of new content.

Example Teacher Evidence
- Teacher has established routines for student grouping and student interaction for the expressed purpose of processing new content
- Teacher provides guidance on one or more conative skills
  - Becoming aware of the power of interpretations
  - Avoiding negative thinking
  - Taking various perspectives
  - Interacting responsibly
  - Handling controversy and conflict resolution
- Teacher organizes students into ad hoc groups for the lesson
- Teacher provides guidance on one or more cognitive skills appropriate for the lesson

Example Student Evidence
- Students move and work within groups with an organized purpose
- Students have an awareness of the power of interpretations
- Students avoid negative thinking
- Students take various perspectives
- Students interact responsibly
- Students appear to know how to handle controversy and conflict resolution
- Students actively ask and answer questions about the content
- Students add their perspectives to discussions
- Students attend to the cognitive skill(s)

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8. Previewing New Content

The teacher engages students in previewing activities that require students to access prior knowledge and analyze new content.

Example Teacher Evidence
- Teacher facilitates identification of the basic relationship between prior ideas and new content
- Teacher uses preview questions before reading
- Teacher uses K-W-L strategy or variation of it
- Teacher provides an advanced organizer
  - Outline
  - Graphic organizer
- Teacher has students brainstorm
- Teacher uses anticipation guide
- Teacher uses motivational hook/launching activity
  - Anecdote
  - Short multimedia selection
  - Simulation/demonstration
  - Manipulatives
- Teacher uses digital resources to help students make linkages
- Teacher uses strategies associated with a flipped classroom

Example Student Evidence
- Students can identify basic relationships between prior content and upcoming content
- Students can explain linkages with prior knowledge
- Students make predictions about upcoming content
- Students can provide a purpose for what they are about to learn
- Students cognitively engage in previewing activities
- Students can explain how prior standards or goals link to the new content

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9. Chunking Content into “Digestible Bites”

Based on student evidence, the teacher breaks the content into small chunks (i.e., digestible bites) of information that can be easily processed by students to generate a clear conclusion.

**Example Teacher Evidence**
- During a verbal presentation, the teacher stops at strategic points
- While utilizing multi-media, the teacher stops at strategic points
- 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
- Teacher uses appropriate questioning to determine if content chunks are appropriate
- Teacher uses formative data to break content into appropriate chunks

**Example Student Evidence**
- 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
- Students can explain clear conclusions about chunks of content

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## 10. Helping Students Process New Content

The teacher systematically engages student groups in processing and generating conclusions about new content.

### Example Teacher Evidence
- Teacher employs formal group processing strategies
  - Jigsaw
  - Reciprocal teaching
  - Concept attainment
- Teacher uses informal strategies to engage group members in actively processing
  - Predictions
  - Associations
  - Paraphrasing
  - Verbal summarizing
  - Questioning
- Teacher facilitates group members in generating conclusions

### Example Student Evidence
- Students can explain what they have just learned
- Students volunteer predictions
- Students voluntarily ask clarification questions
- Groups are actively discussing the content
  - Group members ask each other and answer questions about the information
  - Group members make predictions about what they expect next
- Students generate conclusions about the new content
- Students can verbally summarize or restate the new information

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11. Helping Students Elaborate on New Content

The teacher asks questions that require inferences about the new content but also requires students to provide evidence for their inferences.

Example Teacher Evidence
- Teacher asks questions that require students to make elaborative inferences about the content
- Teacher asks students to provide evidences for their inferences
- Teacher presents situations or problems that involve students analyzing how one idea relates to ideas that were not explicitly taught

Example Student Evidence
- Students volunteer answers to inferential questions
- Students provide evidence for their inferences
- Student artifacts demonstrate students can make elaborative inferences
- Students can identify basic relationships between ideas and how one idea relates to others

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<td>Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.</td>
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Reflection Questions

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<td>How might you adapt and create new strategies for elaborating on new content that address unique student needs and situations for all students?</td>
<td>What are you learning about your students as you adapt and create new strategies?</td>
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## 12. Helping Students Record and Represent Knowledge

The teacher engages students in activities that require recording and representing knowledge emphasizing creation of a variety of types of models that organize and summarize the important content.

### Example 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 represent new knowledge through various types of models
  - Mathematical
  - Visual
  - Linguistic (e.g., mnemonics)
- Teacher facilitates generating and manipulating images of new content

### Example Student Evidence
- Student summaries and notes include critical content
- Student nonlinguistic representations include critical content
- Student models and other artifacts represent critical content
- Students can explain main points of the lesson
- Student explanations of mental images represent critical content

### Scale

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<td>Engages students in activities that help them record and represent their knowledge in understanding of important content using a variety of models, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.</td>
<td>Engages students in activities that help them record and represent their knowledge in understanding of important content using a variety of models and monitors for evidence of the extent to which the majority of students accurately organize and summarize the important content.</td>
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13. Helping Students Reflect on Learning

The teacher engages students in activities that help them reflect on their learning and the learning process.

Example Teacher Evidence
- Teacher asks students to state or record what they are clear about and what they are confused about
- Teacher asks students to state or record how hard they tried
- Teacher asks students to state or record what they might have done to enhance their learning
- Teacher utilizes reflection activities to cultivate a growth mindset
- Teacher utilizes reflection activities to cultivate resiliency
- Teacher utilizes reflection activities to avoid negative thinking
- Teacher utilizes reflection activities to examine logic of learning and the learning process

Example Student Evidence
- Students can explain what they are clear about and what they are confused about
- Students can describe how hard they tried
- Students can explain what they could have done to enhance their learning
- Student actions and reflections display a growth mindset
- Student actions and reflections display resiliency
- Student actions and reflections avoid negative thinking
- Student reflections involve examining logic of learning and the learning process

Scale

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<td>Engages students in reflecting on their own learning and the learning process, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.</td>
<td>Engages students in reflecting on their own learning and the learning process and monitors for evidence of the extent to which the majority of students self-assess their understanding and effort.</td>
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<td>What are you learning about your students as you adapt and create new strategies?</td>
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Student Interviews

**Student Questions:**
- Why is the information that you are learning today important?
- How do you know what things are most important to pay attention to?
- What are the main points of this lesson?
Design Question #3: What will I do to help students practice and deepen new knowledge?

14. Reviewing Content
The teacher engages students in a brief review of content that highlights the cumulative nature of the content.

Example Teacher Evidence
- Teacher begins the lesson with a brief review of content
- Teacher systematically emphasizes the cumulative nature of the content
- Teacher uses specific strategies to help students identify basic relationships between ideas and consciously analyze how one idea relates to another
  - Summary
  - Problem that must be solved using previous information
  - Questions that require a review of content
  - Demonstration
  - Brief practice test or exercise
  - Warm-up activity

Example Student Evidence
- Students identify basic relationships between current and prior ideas and consciously analyze how one idea relates to another
- Students can articulate the cumulative nature of the content
- Student responses to class activities indicate that they recall previous content
  - Artifacts
  - Pretests
  - Warm-up activities

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<td>Engages students in a brief review that highlights the cumulative nature of the content and monitors for evidence of the extent to which the majority of students can recall critical content.</td>
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<td>In addition to engaging students in a brief review that highlights the cumulative nature of the content, how can you monitor the extent to which the majority of students can recall critical content?</td>
<td>How might you adapt and create new strategies for reviewing content that address unique student needs and situations for all students?</td>
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15. Organizing Students to Practice and Deepen Knowledge

The teacher organizes and guides grouping in ways that appropriately facilitate practicing and deepening knowledge.

Example Teacher Evidence
- Teacher organizes students into groups with the expressed idea of deepening their knowledge of content
- Teacher organizes students into groups with the expressed idea of practicing a skill, strategy, or process
- Teacher provides guidance regarding group interactions
- Teacher provides guidance on one or more conative skills
  - Becoming aware of the power of interpretations
  - Avoiding negative thinking
  - Taking various perspectives
  - Interacting responsibly
  - Handling controversy and conflict resolution
- Teacher provides guidance on one or more cognitive skills appropriate for the lesson

Example Student Evidence
- Students explain how the group work supports their learning
- While in groups, students interact in explicit ways to deepen their knowledge of informational content or practice a skill, strategy, or process
  - Students actively ask and answer questions about the content
  - Students add their perspective to discussions
- Students move and work within groups with an organized purpose
- Students have an awareness of the power of interpretations
- Students avoid negative thinking
- Students take various perspectives
- Students interact responsibly
- Students appear to know how to handle controversy and conflict resolution
- Students attend to the cognitive skill(s)

Scale

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<td>Uses strategy incorrectly or with parts missing.</td>
<td>Organizes students into groups that appropriately facilitate practicing and deepening knowledge, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.</td>
<td>Organizes students into groups that appropriately facilitate practicing and deepening knowledge and monitors for evidence of the extent to which the group work extends the learning of the majority of students.</td>
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<td>How can you organize students into groups to practice and deepen knowledge?</td>
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<td>How might you adapt and create new strategies for organizing students to practice and deepen knowledge that address unique student needs and situations for all students?</td>
<td>What are you learning about your students as you adapt and create new strategies?</td>
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16. Using Homework
The teacher designs homework activities that allow students to access and analyze content to deepen knowledge or practice a skill, strategy, or process.

Example Teacher Evidence
- Teacher utilizes strategies associated with a flipped classroom
- Teacher communicates a clear purpose and gives directions for homework
- Teacher extends an activity that was begun in class to provide students with more time
- Teacher utilizes homework assignments that allow students to practice skills, strategies, and processes and/or deepen knowledge independently
- Teacher utilizes homework assignments that allow students to access and analyze content independently

Example Student Evidence
- 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 about homework that help them understand its purpose

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<td>Using homework</td>
<td>Strategy was called for but not exhibited.</td>
<td>Uses strategy incorrectly or with parts missing.</td>
<td>Assigns homework that is designed to deepen knowledge of content or practice a skill, strategy, or process, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.</td>
<td>When appropriate (as opposed to routinely), assigns homework that is designed to deepen knowledge of content or practice a skill, strategy, or process and monitors for evidence of the extent to which homework extends learning for the majority of students.</td>
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17. Helping Students Examine Similarities and Differences

When presenting content, the teacher helps students deepen their knowledge by examining similarities and differences.

Example Teacher Evidence
- Teacher engages students in activities that require students to examine similarities and differences
  - Comparison activities
  - Classifying activities
  - Analogy activities
  - Metaphor activities
  - Identifying basic relationships between ideas that deepen knowledge
  - Generating and manipulating mental images that deepen knowledge
- Teacher asks students to summarize what they have learned from the activity
- Teacher asks students to linguistically and non-linguistically represent similarities and differences
- Teacher asks students to explain how the activity has added to their understanding
- Teacher asks students to draw conclusions after the examination of similarities and differences
- Teacher facilitates the use of digital resources to find credible and relevant information to support examination of similarities and differences

Example Student Evidence
- Students can create analogies and/or metaphors that reflect their depth of understanding
- Student comparison and classification activities reflect their depth of understanding
- Student artifacts indicate that student knowledge has been extended as a result of the activity
- Student responses indicate that they have deepened their understanding
- Students can present evidence to support their explanation of similarities and differences
- Students navigate digital resources to find credible and relevant information to support similarities and differences

Scale

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## 18. Helping Students Examine Their Reasoning

The teacher helps students produce and defend claims by examining their own reasoning or the logic of presented information, processes, and procedures.

### Example Teacher Evidence
- Teacher asks students to examine and analyze information for errors or informal fallacies in content or in their own reasoning:
  - Faulty logic
  - Attacks
  - Weak reference
  - Misinformation
- Teacher asks students to examine and analyze the strength of support presented for a claim in content or in their own reasoning:
  - Statement of a clear claim
  - Evidence for the claim presented
  - Qualifiers presented showing exceptions to the claim
- Teacher asks students to examine logic of errors in procedural knowledge
- Teacher asks students to analyze errors to identify more efficient ways to execute processes
- Teacher facilitates the use of digital sources to find credible and relevant information to support examination of errors in reasoning
- Teacher involves students in taking various perspectives by identifying the reasoning behind multiple perspectives

### Example Student Evidence
- Students can describe errors or informal fallacies in content
- Students can explain the overall structure of an argument presented to support a claim
- Student artifacts indicate students can identify errors in reasoning or make and support a claim
- Students navigate digital resources to find credible and relevant information to support examination of errors in reasoning
- Student artifacts indicate students take various perspectives by identifying the reasoning behind multiple perspectives

### Scale

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19. Helping Students Practice Skills, Strategies, and Processes

When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures.

Example Teacher Evidence
- Teacher engages students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process
  - Guided practice if students cannot perform the skill, strategy, or process independently
  - Independent practice if students can perform the skill, strategy, or process independently
- Teacher guides students to generate and manipulate mental models for skills, strategies, and processes
- Teacher employs “worked examples”
- Teacher provides opportunity for practice immediately prior to assessing skills, strategies, and processes
- Teacher models the skill, strategy, or process

Example Student Evidence
- Students perform the skill, strategy, or process with increased confidence
- Students perform the skill, strategy, or process with increased competence
- Student artifacts or formative data show fluency and accuracy is increasing
- Students can explain mental models

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<td>When content involves a skill, strategy, or process, engages students in practice activities and monitors for evidence of the extent to which it increases fluency or deepens understanding for the majority of students.</td>
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<td>In addition to engaging students in practice activities, how can you monitor the extent to which the practice is increasing student fluency or deepening understanding for the majority of students?</td>
<td>How might you adapt and create new strategies for helping students practice that increase fluency and address unique student needs and situations for all students?</td>
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20. Helping Students Revise Knowledge

The teacher engages students in revision of previous knowledge by correcting errors and misconceptions as well as adding new information.

**Example Teacher Evidence**
- Teacher asks students to examine previous entries in their digital or traditional academic notebooks or notes to correct errors and misconceptions as well as add new information
- Teacher engages the whole class in an examination of how the current lesson changed perceptions and understandings of previous content
- Teacher has students explain how their understanding has changed
- Teacher guides students to identify alternative ways to execute procedures

**Example Student Evidence**
- Students make corrections and/or additions to information previously recorded about content
- Students can explain previous errors or misconceptions they had about content
- Students demonstrate a growth mindset by self-correcting errors as knowledge is revised
- Student revisions demonstrate alternative ways to execute procedures

**Scale**

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<td>Engages students in revising their knowledge of previous content by correcting errors and misconceptions and monitors for evidence of the extent to which these revisions deepen the majority of students’ understanding.</td>
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<td>How might you adapt and create new strategies for revising knowledge of content that address unique student needs and situations for all students?</td>
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**Student Interviews**

**Student Questions:**
- How did this lesson add to your understanding of the content?
- What changes did you make in your understanding of the content as a result of the lesson?
- What do you still need to understand better?
Design Question #4: What will I do to help students generate and test hypotheses about new knowledge?

21. Organizing Students for Cognitively Complex Tasks
The teacher appropriately organizes and guides groups to work on short- and long-term complex tasks that require them to generate and test hypotheses.

Example Teacher Evidence
- Teacher establishes the need to generate and test hypotheses for short- or long-term tasks
- Teacher organizes students into groups for the expressed purpose of problem solving, decision making, experimenting, or investigating
- Teacher provides guidance on one or more conative skills
  - Becoming aware of the power of interpretations
  - Avoiding negative thinking
  - Taking various perspectives
  - Interacting responsibly
  - Handling controversy and conflict resolution
- Teacher provides guidance on one or more cognitive skills appropriate for the lesson

Example Student Evidence
- Students describe the importance of generating and testing hypotheses about content
- Students explain how groups support their learning
- Students use group activities to help them generate and test hypotheses
- While in groups, students interact in explicit ways to generate and test hypotheses
  - Students actively ask and answer questions about the content
  - Students add their perspectives to discussions
- Students move and work within groups with an organized purpose
- Students have an awareness of the power of interpretations
- Students avoid negative thinking
- Students take various perspectives
- Students interact responsibly
- Students appear to know how to handle controversy and conflict resolution
- Students attend to the cognitive skill(s)

Scale

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22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing

The teacher engages students in short- and long-term complex tasks that require them to generate and test hypotheses and analyze their own thinking.

Example Teacher Evidence
☒ Teacher engages students with an explicit decision making, problem solving, experimental inquiry, or investigation task that requires them to
  • Generate conclusions
  • Identify common logical errors
  • Present and support claims
  • Navigate digital resources
☒ Teacher facilitates students in generating their own individual or group tasks that require them to generate and test hypotheses
  • Generate conclusions
  • Identify common logical errors
  • Present and support claims
  • Navigate digital resources

Example Student Evidence
☒ Students participate in tasks that require them to generate and test hypotheses
☒ Students can explain the hypothesis they are testing
☒ Students can explain whether their hypothesis was confirmed or disconfirmed and support their explanation
☒ Student artifacts indicate that while engaged in decision making, problem solving, experimental inquiry, or investigation, students can
  • Generate conclusions
  • Identify common logical errors
  • Present and support claims
  • Navigate digital resources
  • Identify how one idea relates to others

Scale

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23. Providing Resources and Guidance for Cognitively Complex Tasks

The teacher acts as resource provider and guide as students engage in short- and long-term complex tasks.

**Example Teacher Evidence**
- Teacher makes himself/herself available to students who need guidance or resources
  - Circulates around the room
  - Provides easy access to himself/herself
- Teacher interacts with students during the class to determine their needs for hypothesis generation and testing tasks
- Teacher volunteers resources and guidance as needed by the entire class, groups of students, or individual students
  - Digital
  - Technical
  - Human
  - Material

**Example Student Evidence**
- Students seek out the teacher for advice and guidance regarding hypothesis generation and testing tasks
- Students can explain how the teacher provides assistance and guidance in hypothesis generation and testing tasks
- Students can give specific examples of how their teacher provides assistance and resources that helped them in cognitively complex tasks

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**Student Interviews**

**Student Questions:**
- How did this lesson help you apply or use what you have learned?
- What change has this lesson made in your understanding of the content?
# Marzano Protocol: Lesson Segment Enacted on the Spot

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

### 24. Noticing When Students are Not Engaged

The teacher scans the room and notices when students are not paying attention or not cognitively engaged and takes overt action.

#### Example Teacher Evidence
- Teacher notices when specific students or groups of students are not paying attention or not cognitively engaged
- Teacher notices when the energy level in the room is low or students are not participating
- Teacher takes action or uses specific strategies to re-engage students

#### Example Student Evidence
- Students appear aware of the fact that the teacher is noticing their level of engagement
- Students increase their level of engagement when the teacher uses engagement strategies
- Students explain that the teacher expects high levels of engagement
- Students report that the teacher notices when students are not engaged

### Scale

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25. Using Academic Games

The teacher uses academic games to cognitively engage or re-engage students.

Example Teacher Evidence
- Teacher uses academic games that focus on or reinforce important concepts
- Teacher uses academic games that create generalizations or test principles
- Teacher uses structured, inconsequential competition games such as Jeopardy and Family Feud
- 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
- Teacher develops conative skills during academic games
  - Taking various perspectives
  - Interacting responsibly
  - Handling controversy and conflict

Example Student Evidence
- Students engage in the games with some enthusiasm
- Students can explain how the games keep their interest and help them learn or remember content
- Students appear to take various perspectives when engaged in academic games
- Students interact responsibly during academic games
- Students handle controversy and conflict during academic games

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26. Managing Response Rates

The teacher uses response rate techniques to maintain student engagement through questioning processes.

**Example Teacher Evidence**
- Teacher uses appropriate wait time
- Teacher uses a variety of activities that require all students to respond
  - Response cards
  - Students use hand signals to respond to questions
  - Choral response
- Teacher uses technology to keep track of student responses
- Teacher uses response chaining
- Teacher increases response rates by requiring students to back up responses with evidence

**Example Student Evidence**
- Multiple students, or the entire class, respond to questions posed by the teacher
- Students can describe their thinking about specific questions posed by the teacher
- Students engage or re-engage in response to teacher’s use of questioning techniques

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# 27. Using Physical Movement

The teacher uses physical movement to maintain student engagement in content.

**Example Teacher Evidence**
- Teacher facilitates movement to learning stations or to work with other students
- Teacher has students move after brief chunks of content engagement
- Teacher has students stand up and stretch or do related activities when their energy is low
- Teacher uses activities that require students to physically move to respond to questions
  - Vote with your feet
  - Go to the part of the room that represents the answer you agree with
- Teacher has students physically act out or model content to increase energy and engagement
- Teacher uses give-one-get-one activities that require students to move about the room

**Example Student Evidence**
- Student behavior shows physical movement strategies increase cognitive engagement
- Students engage in the physical activities designed by the teacher
- Students can explain how the physical movement keeps their interest and helps them learn

## Scale

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28. Maintaining a Lively Pace

The teacher uses pacing techniques to maintain student engagement in content.

**Example Teacher Evidence**
- Teacher balances a lively pace with the need for adequate time to respond to specific activities and assignments
- Teacher employs crisp transitions from one activity to another
- Teacher alters pace appropriately (i.e., speeds up and slows down)

**Example Student Evidence**
- Students stay engaged when the pace of the class is not too fast or too slow
- Students quickly adapt to transitions and re-engage when a new activity is begun
- Students describe the pace of the class as not too fast or not too slow

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29. Demonstrating Intensity and Enthusiasm

The teacher demonstrates intensity and enthusiasm for content by sharing a deep level of content knowledge in a variety of ways.

Example Teacher Evidence
- Teacher enthusiastically demonstrates depth of content knowledge
- Teacher demonstrates importance of content by relating it to authentic, real-world situations
- Teacher describes personal experiences that relate to the content
- Teacher signals excitement for content by
  - Physical gestures
  - Voice tone
  - Dramatization of information
- Teacher strategically adjusts his/her energy level in response to student engagement

Example Student Evidence
- Students say that the teacher “likes the content” and “likes teaching”
- Student attention levels or cognitive engagement increase when the teacher demonstrates enthusiasm and intensity for the content

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30. Using Friendly Controversy

The teacher uses friendly controversy techniques to maintain student engagement in content.

**Example Teacher Evidence**
- Teacher structures mini-debates about the content
- Teacher structures activities that require students to provide evidence for their positions in a friendly controversy
- Teacher has students reveal sources of evidence to support their positions
- Teacher has students examine multiple perspectives and opinions about the content
- Teacher elicits different opinions on content from members of the class
- Teacher develops conative skills during friendly controversy
  - Taking various perspectives
  - Interacting responsibly
  - Handling controversy and conflict

**Example Student Evidence**
- Students engage or re-engage in friendly controversy activities with enhanced engagement
- Students describe friendly controversy activities as “stimulating,” “fun,” and “engaging”
- Students explain how a friendly controversy activity helped them better understand the content
- Students appear to take various perspectives while engaged in friendly controversy
- Students interact responsibly during friendly controversy
- Students appropriately handle controversy and conflict while engaged in friendly controversy

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31. Providing Opportunities for Students to Talk about Themselves

The teacher provides students with opportunities to relate content being presented in class to their personal interests.

**Example Teacher Evidence**
- Teacher is aware of student interests and makes connections between these interests and class content
- Teacher structures activities that ask students to make connections between the content and their personal interests
- Teacher appears encouraging and interested when students are explaining how content relates to their personal interests
- Teacher highlights student use of specific cognitive skills (e.g., identifying basic relationships, generating conclusions, and identifying common logical errors) and conative skills (e.g., becoming aware of the power of interpretations) when students are explaining how content relates to their personal interests

**Example Student Evidence**
- Students engage in activities that require them to make connections between their personal interests and the content
- Students explain how making connections between content and their personal interests engages them and helps them better understand the content

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<td>How can you begin to incorporate some aspects of this strategy into your instruction?</td>
<td>How can you provide students with opportunities to relate what is being addressed in class to their personal interests?</td>
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### 32. Presenting Unusual or Intriguing Information

The teacher uses unusual or intriguing and relevant information about the content to enhance cognitive engagement.

#### Example Teacher Evidence
- Teacher systematically provides interesting facts and details about the content
- Teacher encourages students to identify interesting information about the content
- Teacher engages students in activities like "Believe it or not" about the content
- Teacher uses guest speakers and various digital resources (e.g., media clips) to provide unusual information about the content

#### Example Student Evidence
- Student attention increases when unusual information is presented about the content
- Students explain how the unusual information makes them more interested in the content
- Students explain how the unusual information deepens their understanding of the content

#### Scale

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#### Reflection Questions

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#### Student Interviews

**Student Questions:**
- How engaged were you in this lesson?
- What are some things that keep your attention?
- What are some things that make you bored?
Design Question #7: What will I do to recognize and acknowledge adherence or lack of adherence to rules and procedures?

33. Demonstrating “Withitness”

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

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

Example Student Evidence
- Students recognize that the teacher is aware of their behavior
- Students interact responsibly
- 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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34. Applying Consequences for Lack of Adherence to Rules and Procedures

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

Example Teacher Evidence
- Teacher reminds students of self-regulation strategies
- Teacher provides nonverbal signals when student behavior is not appropriate
  - Eye contact
  - Proximity
  - Tap on the desk
  - Shaking head “no”
- Teacher provides verbal signals when student 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/she has broken)

Example Student Evidence
- Students demonstrate use of self-regulation strategies
- Students cease inappropriate behavior when signaled by the teacher
- Students accept consequences as part of the way class is conducted
- Students describe the teacher as fair in application of rules

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35. Acknowledging Adherence to Rules and Procedures

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

Example Teacher Evidence
- Teacher acknowledges when students use self-regulation strategies
  - Smile
  - Nod of head
  - “High five”
- Teacher provides nonverbal signals that a rule or procedure has been followed
  - Smiles students for following a rule or procedure
  - Describes student behaviors that adhere to a rule or procedure
- Teacher notifies the home when a rule or procedure has been followed
  - Certificate of merit
  - Token economies
- Teacher gives verbal cues that a rule or procedure has been followed
  - Thanks students for following a rule or procedure
  - Describes student behaviors that adhere to a rule or procedure
- Teacher uses tangible recognition when a rule or procedure has been followed

Example Student Evidence
- Students self-monitor and cease inappropriate behavior after receiving acknowledgement from the teacher
- Student verbal and nonverbal behaviors indicate appreciation of the teacher acknowledging their positive behavior
- Students describe the teacher as appreciative of their good behavior
- Students say that the teacher fairly and consistently acknowledges adherence to rules and procedures
- The number of students adhering to rules and procedures increases

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Student Interviews

Student Questions:
- How well did you follow classroom rules and procedures during this lesson?
- What are some things that helped you follow the rules and procedures?
- What are some things that didn’t help you follow the rules and procedures?
Design Question #8: What will I do to establish and maintain effective relationships with students?

36. Understanding Students’ Interests and Backgrounds

The teacher uses students’ interests and backgrounds to produce a climate of acceptance and community.

**Example Teacher Evidence**
- Teacher relates content-specific knowledge to personal aspects of students’ lives
- Teacher has side discussions with students about events in their lives
- Teacher has discussions with students about topics in which they are interested
- Teacher builds student interests into lessons
- Teacher uses discussion of students’ personal interests to highlight or reinforce conative skills (e.g., cultivating a growth mindset)

**Example Student Evidence**
- Students describe the teacher as someone who knows them and/or is interested in them
- Students respond when the teacher demonstrates understanding of their interests and backgrounds
- Student verbal and nonverbal behaviors indicate they feel accepted by their teacher
- Students can describe how their personal interests connect to specific conative skills (e.g., cultivating a growth mindset)

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

The teacher uses verbal and nonverbal behaviors that demonstrate and foster respect for student thinking and initiative.

Example Teacher Evidence
☐ Teacher compliments students regarding academic and personal accomplishments
☐ Teacher compliments students regarding academic and personal accomplishments relative to their initiative
☐ Teacher engages in informal conversations with students that are not related to academics
☐ Teacher uses humor with students when appropriate
☐ Teacher smiles and nods to students when appropriate
☐ Teacher uses “high five”-type signals when appropriate
  • Pat on shoulder
  • Thumbs up
  • “High five”
  • Fist bump
  • Silent applause
☐ Teacher encourages students to share their thinking and perspectives

Example Student Evidence
☐ Students describe the teacher as someone who cares for them
☐ Students respond positively to verbal interactions with the teacher
☐ Students respond positively to nonverbal interactions with the teacher
☐ Students readily share their perspectives and thinking with the teacher

Scale

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38. Displaying Objectivity and Control

The teacher behaves in an objective and controlled manner to demonstrate a commitment to students and academic rigor.

**Example Teacher Evidence**
- Teacher does not exhibit extremes in positive or negative emotions
- Teacher does not allow distractions to change the focus on academic rigor
- Teacher addresses inflammatory issues and events in a calm and controlled manner
- Teacher interacts with all students in the same calm and controlled fashion
- Teacher does not demonstrate personal offense at student misbehavior

**Example Student Evidence**
- Students describe the teacher as not becoming distracted by interruptions in the class
- Students are settled by the teacher’s calm demeanor
- Students describe the teacher as in control of himself/herself and in control of the class
- Students say that the teacher does not hold grudges or take things personally

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**Student Interviews**

**Student Questions:**
- How accepted and welcomed did you feel in class today?
- What are some things that made you feel accepted and welcomed?
- What are some things that did not make you feel accepted and welcomed?
Design Question #9: What will I do to communicate high expectations for all students?

### 39. Demonstrating Value and Respect for Low Expectancy Students

The teacher exhibits behaviors that demonstrate value and respect for low expectancy students’ thinking regarding the content.

#### Example Teacher Evidence

- The teacher provides low expectancy students with nonverbal indications that they are valued and respected
  - Makes eye contact
  - Smiles
  - Makes appropriate physical contact
- The teacher provides low expectancy students with verbal indications that they are valued and respected
  - Playful dialogue
  - Addressing students in a manner they view as respectful
- Teacher does not allow negative comments about low expectancy students
- When asked, the teacher can identify students for whom there have been low expectations and the various ways in which these students have been treated differently from high expectancy students
- The teacher provides students with strategies to avoid negative thinking about one’s thoughts and actions

#### Example Student Evidence

- Students say that the teacher cares for all students
- Students treat each other with respect
- Students avoid negative thinking about their thoughts and actions

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40. Asking Questions of Low Expectancy Students

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

Example Teacher Evidence
- Teacher makes sure low expectancy students are asked questions at the same rate as high expectancy students
- Teacher makes sure low expectancy students are asked complex questions that require conclusions at the same rate as high expectancy students

Example Student Evidence
- Students say that the teacher expects everyone to participate
- Students say that the teacher asks difficult questions of every student

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41. Probing Incorrect Answers with Low Expectancy Students

The teacher probes incorrect answers of low expectancy students by requiring them to provide evidence for their conclusions and examine the sources of their evidence.

**Example Teacher Evidence**
- Teacher rephrases questions for low expectancy students when they provide an incorrect answer
- Teacher probes low expectancy students to provide evidence of their conclusions
- Teacher asks low expectancy students to examine the sources of their evidence
- 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
- Teacher asks low expectancy students to further explain their answers when they are incorrect

**Example Student Evidence**
- Students say that the teacher won’t “let you off the hook”
- Students say that the teacher “won’t give up on you”
- Students say that the teacher helps them think about and analyze their incorrect answers
- Student artifacts show the teacher holds all students to the same level of expectancy for drawing conclusions and providing sources of evidence

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### Student Interviews

**Student Questions:**
- How does your teacher demonstrate that he/she cares about and respects you?
- How does your teacher communicate that everyone is expected to participate and answer difficult questions?
- What are some ways that your teacher helps you answer questions successfully?