

Environment	Engagement	Exchange	Evaluation
<p><i>Classroom culture</i>  <i>Marzano: Chapter 1, 6, 7, 8</i></p>	<p><i>Student attention and investment in learning</i>  <i>Marzano: Chapter 5</i></p>	<p><i>Interactions: teacher-student, student-student, student-curriculum</i></p>	<p><i>Formative, summative</i></p>
<p><b>What will I do to establish and communicate learning goals? (Marzano Chapter 1)</b></p> <ul style="list-style-type: none"> <li>• Providing clear learning goals and scales to measure those goals</li> </ul>	<p><b>What will I do to engage students? (Marzano Chapter 5)</b></p> <ul style="list-style-type: none"> <li>• Noticing and reacting when students are not engaged</li> <li>• Using academic games</li> <li>• Managing response rates during questioning</li> <li>• Using physical movement</li> <li>• Maintaining a lively pace</li> <li>• Demonstrating intensity and enthusiasm</li> <li>• Using friendly controversy</li> <li>• Providing opportunities for students to talk about themselves</li> <li>• Presenting unusual or intriguing information</li> </ul>	<p><b>What will I do to help student effectively interact with new Knowledge? (Marzano Chapter 2)</b></p> <ul style="list-style-type: none"> <li>• Identifying critical information</li> <li>• Organizing students to interact with new knowledge</li> <li>• Previewing new content</li> <li>• Chunking content into “digestible bites”</li> <li>• Group processing of new information</li> <li>• Elaborating on new information</li> <li>• Recording and representing knowledge</li> <li>• Reflecting on learning</li> </ul>	<p><b>What will I do to track student progress and Celebrate Success? (Marzano Chapter 1)</b></p> <ul style="list-style-type: none"> <li>• Tracking student progress</li> <li>• Celebrating student success</li> </ul>
<p><b>What will I do to establish or maintain classroom rules and procedures? (Marzano Chapter 6)</b></p> <ul style="list-style-type: none"> <li>• Establishing classroom routines</li> <li>• Organizing the physical layout of the classroom for learning</li> </ul>		<p><b>What will I do to help students practice and deepen their understanding of new knowledge? (Marzano Chapter 3)</b></p> <ul style="list-style-type: none"> <li>• Reviewing content</li> <li>• Organizing students to practice and deepen knowledge</li> <li>• Using homework</li> <li>• Examining similarities and differences</li> <li>• Examining errors in reasoning</li> <li>• Practicing skills, strategies,</li> </ul>	<p><b>How will I use assessment to guide/revise instruction?</b></p>

		and processes <ul style="list-style-type: none"> <li>• Revising knowledge</li> </ul>	
<b>What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures? (Marzano Chapter 7)</b> <ul style="list-style-type: none"> <li>• Demonstrating “withitness”</li> <li>• Applying consequences</li> <li>• Acknowledging adherence to rules and procedures</li> </ul>		<b>What will I do to help students generate and test hypotheses about new knowledge? (Marzano Chapter 4)</b> <ul style="list-style-type: none"> <li>• Organizing students for cognitively complex tasks</li> <li>• Engaging students in cognitively complex tasks involving hypothesis generating and testing</li> <li>• Providing resources and guidance</li> </ul>	<b>What will I do to when students do not meet established learning goals?</b>
<b>What will I do to establish and maintain effective relationships with students? (Marzano Chapter 8)</b> <ul style="list-style-type: none"> <li>• Understanding students’ interests and backgrounds</li> <li>• Using behaviors that indicate affection for students</li> <li>• Displaying objectivity and control</li> </ul>			
<b>What will I do to communicate high expectations for all students? (Marzano Chap 9)</b> <ul style="list-style-type: none"> <li>• Demonstrating value and respect for low expectancy students</li> <li>• Asking questions of low expectancy students</li> <li>• Probing incorrect answers with low expectancy students</li> </ul>			
<b>What will I do to develop effective lessons organized into a cohesive unit? (Chapter 10)</b>			