Marzano Mondays

Establishing Classroom Routines





2014 Marzano Teacher Evaluation Model Learning Map





Domain 1: Classroom Strategies and Behaviors

Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQs) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol.

Lesson Segment nvolving Routine Events

DQ1: Communicating Learning Goals and Feedback

- Providing Rigorous Learning Goals and Performance Scales (Rubrics)
- 2. Tracking Student Progress
- 3. Celebrating Success

DQ6: Establishing Rules and Procedures

- 4. Establishing Classroom Routines
- Organizing the Physical Layout of the Classroom

Note: DQ refers to Design Question in the Marzano Art and Science of Teaching Framework. The 9 DQs organize the 41 elements in Domain 1.

The final Design Question, DQ10: Developing Effective Lessons Organized into a Cohesive Unit, is contained in Domain 2: Planning and Preparing.

Lesson Segment Addressing Content

DQ2: Helping Students Interact with New Knowledge

- 6. Identifying Critical Content
- 7. Organizing Students to Interact with New Content
- 8. Previewing New Content
- Chunking Content into "Digestible Bites"

 10. Helping Students Process New Content
- 11. Helping Students Flocess New Content
- 12. Helping Students Record and Represent
- 13. Helping Students Reflect on Learning

DQ3: Helping Students Practice and Deepen New Knowledge

14. Reviewing Content

Knowledge

- 15. Organizing Students to Practice and Deepen Knowledge
- 16. Using Homework
- 17. Helping Students Examine Similarities and Differences
- 18. Helping Students Examine Their Reasoning
- Helping Students Practice Skills, Strategies, and Processes
- 20. Helping Students Revise Knowledge

DQ4: Helping Students Generate and Test Hypotheses

- 21. Organizing Students for Cognitively Complex Tasks
- 22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
- 23. Providing Resources and Guidance for Cognitively Complex Tasks

Lesson Segment Enacted on the Spot

DQ5: Engaging Students

- 24 Noticing When Students are Not Engaged
- 25 Using Academic Games
- 26 Managing Response Rates
- 27 Using Physical Movement
- 28. Maintaining a Lively Pace
- 29. Demonstrating Intensity and Enthusiasm
- 30. Using Friendly Controversy
- 31. Providing Opportunities for Students to Talk about Themselves
- 32. Presenting Unusual or Intriguing Information

DQ7: Recognizing Adherence to Rules and Procedures

- 33. Demonstrating "Withitness"
- 34. Applying Consequences for Lack of Adherence to Rules and Procedures
- 35. Acknowledging Adherence to Rules and Procedures

DQB: Establishing and Maintaining Effective Relationships with Students

- 36. Understanding Students' Interests and Backgrounds
- 37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students
- 38. Displaying Objectivity and Control

DQ9: Communicating High Expectations for All Students

- 39. Demonstrating Value and Respect for Low Expectancy Students
- 40. Asking Questions of Low Expectancy Students
- 41. Probing Incorrect Answers with Low Expectancy Students

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Participants will be able to identify and plan for implementation of 3 classroom routines.

Today's Learning Goal





Pre-Concept Check

- Why do we need routines in a classroom?
- What routines have your students mastered?
- What routines still need work?





30 Routines Activity

- Review the 30 routines sheet.
- o Put a next to the ones you currently use in your classroom.
- Put a next to 3 routines that you would like to begin in your classroom.
- Share with a partner.





Video: Setting the Tone

<u>https://www.teachingchannel.org/video</u>
<u>s/setting-classroom-tone</u>

Small Group Discussion: What strategies are used in the video to set the tone of the classroom?





Video: Streamlining Routines

<u>https://www.teachingchannel.org/videos/str</u> eamline-class-routines

Small Group Discussion: What other ways can you use a number system in your class?





End-Of-Day Procedures

<u>https://www.teachingchannel.org/videos/en</u> <u>d-of-school-day-idea</u>

What are some of the purposes this teacher has for her end-of-day procedure?





Post-Concept Check

- Using the 3 routines you selected for implementation, describe the following:
 - What is the goal for this routine?
 - What time of the day will this routine be used?
 - What should it look like?
 - How long will it take for the new routine to become automatic?
 - What materials will you need?



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