

Desired Effects of the 41 Elements'

Lesson Segments Involving Routine Events

DQ1: Communicating Learning Goals and Feedback

1. Students understand the learning goal and the levels of performance in relation to the scale.
2. Students know where their level of performance is in relation to the scale and can describe their progress.
3. Students are proud of gaining knowledge and motivated to do so.

DQ6: Establishing Rules and Procedures

4. Students know and follow rules and procedures so learning can occur.
5. Students are able to focus on learning, move freely throughout the classroom, access all materials, and examples of students' work is visible.

Note: Each of the 41 elements in the Marzano framework has a desired effect for student learning. An element does not represent a single strategy, rather a category of strategies that teachers can use to reach a desired effect. Strategies will only produce desired effects when implemented accurately and in the right context. The goal is for teachers to implement a specific strategy and then monitor the students to make sure the desired effect for the specific element has been reached. This is done through intentional planning with careful analysis of the outcomes teachers want to achieve with all students. Within the nine Design Questions in Domain 1, each element has a different desired effect. All strategies will not work in every type of lesson. Please refer to the chart to read about the desired effects for each of the 41 elements.

Lesson Segments Addressing Content

DQ2: Helping Students Interact with New Knowledge

6. Students can describe and explain the level of importance of the content.
7. Students are able to move to groups efficiently and group norms have been established and followed, which allow students to interact with new knowledge and deepen their understanding.
8. Students can link prior knowledge to new content.
9. Students process information in small chunks.
10. Students can explain what they have just learned, ask clarifying questions, and/or actively discuss the content.
11. Students can elaborate on and/or make inferences based upon what was explicitly taught.
12. Students demonstrate knowledge of critical content using linguistic or non-linguistic methods.
13. Students can self-assess their understanding and effort.

DQ3: Helping Students Practice and Deepen New Knowledge

14. Students can recall and describe the previous content on which the new lesson is based.
15. Students are able to deepen their knowledge of informational content and practice a skill, strategy, or process through group work.
16. Students can describe how the homework assignment will deepen their understanding of content, or help them practice a skill, strategy, or process.
17. Students can examine and explain similarities and differences to deepen their knowledge.
18. Students can examine and explain their errors in reasoning to deepen their knowledge.
19. Students perform the skill, strategy, or process with increased confidence and competence.
20. Students can examine, explain and revise previous content to deepen understanding.

DQ4: Helping Students Generate and Test Hypotheses

21. Students understand and describe the importance of how working collaboratively supports the generating and testing of hypotheses (e.g. decision making, problem solving, experimental inquiry, investigation).
22. Students are engaged in cognitively complex tasks that require them to generate and test hypotheses (e.g. decision making, problem solving, experimental inquiry, investigation).
23. Students can explain how the teacher provides assistance and guidance with generating and testing hypotheses through personal interaction or resources.

Lesson Segments Enacted on the Spot

DQ5: Engaging Students

24. Students are self-aware of their level of engagement and can re-engage when prompted.
25. Students maintain engagement in academic games and inconsequential competition, and can explain how the games help them learn or remember content.
26. Students maintain engagement resulting from effective response rate techniques (e.g. wait time, response cards, choral response, etc.).
27. Students maintain engagement resulting from effective implementation of physical movement techniques (e.g. vote with your feet, four corners, mix-pair-share, etc.).
28. Students maintain engagement resulting from effective pacing techniques (lively pace, crisp transitions, etc.).
29. Students' attention levels increase when the teacher demonstrates enthusiasm and intensity for the content.
30. Students participate in friendly controversy activities to maintain or enhance engagement.
31. Students' engagement is enhanced by making connections between the content addressed in class, and their personal interests.
32. Students' attention and interest is enhanced when unusual information is presented about the content.

DQ7: Recognizing Adherence to Rules and Procedures

33. Students maintain adherence to rules and procedures because they recognize teacher's "withitness" (awareness of "what's going on" and "eyes on the back of his/her head").
34. Students cease inappropriate behavior and accept consequences when signaled by the teacher.
35. Students adhere to rules and procedures because they are appreciative of the teacher's recognition of positive behavior.

DQ8: Establishing and Maintaining Effective Relationships with Students

36. Students have a sense of acceptance and community in the classroom when the teacher demonstrates understanding of their interests and background.
37. Students respond to teacher's verbal and nonverbal interactions and can describe the teacher as someone who cares for them.
38. Students are settled by teacher's objective behavior and controlled manner.

DQ9: Communicating High Expectations for All Students

39. Students feel important and respected by each other and the teacher.
40. Students are given the opportunity to answer questions with the same frequency and depth regardless of varying levels of expectancy.
41. When students answer incorrectly, students are probed with the same frequency and depth, regardless of varying levels of expectancy.