



Planning Tool for Student Success



FEEDBACK	CONTENT	CONTEXT
<p>Providing and Communicating Clear Learning Goals</p> <ul style="list-style-type: none"> • Providing Scales and Rubrics • Tracking Student Progress • Celebrating Success <p>Using Assessment</p> <ul style="list-style-type: none"> • Informal Assessments of the Whole Class • Formal Assessments of Individual Students 	<p>Conducting Direct Instruction Lessons</p> <ul style="list-style-type: none"> • Chunking Content • Processing Content • Recording and Representing Content <p>Conducting Practicing and Deepening Lessons</p> <ul style="list-style-type: none"> • Structured Practice Sessions • Examining Similarities and Differences • Examining Errors in Reasoning <p>Conducting Knowledge Application Lessons</p> <ul style="list-style-type: none"> • Engaging Students in Cognitively Complex Tasks • Providing Resources and Guidance • Generating and Defending Claims <p>Using Strategies That Appear in ALL Types of Lessons</p> <ul style="list-style-type: none"> • Previewing • Highlighting Critical Information • Reviewing Content • Revising Knowledge • Reflecting on Learning • Purposeful Homework • Elaborating on Information • Organizing Students to Interact 	<p>Using Engagement Strategies</p> <ul style="list-style-type: none"> • Noticing When Students Are Not Engaged and Reacting • Increasing Response Rates • Using Physical Movement • Maintaining a Lively Pace • Demonstrating Intensity and Enthusiasm • Presenting Unusual Information • Using Friendly Controversy • Using Academic Games • Providing Opportunities for Students to Talk About Themselves • Motivating and Inspiring Students <p>Implementing Rules and Procedures</p> <ul style="list-style-type: none"> • Establishing Rules and Procedures • Organizing the Physical Layout of the Classroom • Demonstrating “Withitness” • Acknowledging Adherence to Rules and Procedures • Acknowledging Lack of Adherence to Rules and Procedures <p>Building Relationships</p> <ul style="list-style-type: none"> • Using Verbal and Nonverbal Behaviors that Indicate Affection for Students • Understanding Students’ Backgrounds and Interests • Displaying Objectivity and Control <p>Communicating High Expectations</p> <ul style="list-style-type: none"> • Demonstrating Value and Respect for Reluctant Learners • Asking In-Depth Questions of Reluctant Learners • Probing Incorrect Answers with Reluctant Learners

Adapted from *The New Art and Science of Teaching*, Robert Marzano

