Crosswalk
Illinois Professional Teaching Standards
and
Marzano Design Observational
Protocol

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Illinois Professional Teaching Standards and
Marzano Design Observational Protocol

Illinois Standard	IPTS Descriptors	Marzano Design Questions	Marzano Descriptors	Evidence
4.1 4.3 8.2	4.1 Establishes clear student's goals and plans. 4.3 Assesses and uses a wide range of materials in instructional technologies to enhance student learning. 8.2 Involves students in self-assessment activities to help them become aware of their strengths and needs and encourages them to establish goals for learning.	**Providing Clear Learning Goals and Scales (Rubrics)** **1.1**	The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goals.	**Teacher Evidence:** ⬗ Learning goal posted so that all students can see it. ⬗ The learning goal is a clear statement of knowledge or information as opposed to an activity or assignment. ⬗ Makes reference to the learning goal throughout the lesson. ⬗ Has a scale or rubric that relates to the learning goal posted so that all students can see it. ⬗ Makes reference to the scale or rubric throughout the lesson. **Student Evidence:** *When asked, students can explain …* ⬗ the learning goal for the lesson. ⬗ how their current activities relate to the learning goal. ⬗ the meaning of the levels of performance articulated in the scale or rubric.
8.1 8.2 8.3	8.1 Uses a variety of formal and informal (summative and formative) assessments to evaluate student learning needs and align, design and modify instruction. 8.2 Involves students in self-assessment activities to help them become aware of their strengths and needs and encourages them to establish goals for learning. 8.3 Uses appropriate tools to maintain useful and accurate records of student performance and communicates student progress.	**Tracking Student Progress** **1.2**	Teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment.	**Teacher Evidence:** *Teacher…* ⬗ helps students track their individual progress on the learning goals. ⬗ uses formal and informal means to assign scores to students on the scale or rubric depicting student status on the learning goal. ⬗ charts the progress of the entire class on the learning goal. **Student Evidence:** ⬗ When asked, students can describe their status relative to the learning goal using the scale or rubric.

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8.5	▶ 8.5 Uses various types of assessment procedures appropriately, including the adaptation of procedures for individual students in specific contexts.	**Tracking Student Progress** **1.2**	Teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment.	✣ Students systematically update their status on the learning goal.

7.3
 	
8.3
	▶ 7.3 Communicates with and challenges students in a supportive manner and provides students with constructive verbal and written feedback.
	
	▶ 8.3 Uses appropriate tools to maintain useful and accurate records of student performance and communicates student progress.
		Celebrating Success
		
		1.3
			The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal.	**Teacher Evidence:**
				Teacher acknowledges…
				✣ students who have achieved a certain score on the scale or rubric.
				✣ students who have made gains in their knowledge and skill relative to the learning goal.
				✣ and celebrates the final status and progress of the entire class.
				✣ Uses a variety of ways to celebrate success.
				   ○ Show of hands
				   ○ Certification of success
				   ○ Parent notification
				   ○ Round of applause
				
				Student Evidence:
				✣ Show signs of pride regarding their accomplishments in the class.
				✣ When asked, students say they want to continue to make progress.

5.1 5.2 11.1 11.7	▶ 5.1- Establishes clear behavioral expectations and demonstrates a variety of effective behavior management techniques, appropriate to the needs of all students. ▶ 5.2- Modifies learning environment to enhance social relationships, student motivation and engagement. ▶ 11.1 Follows codes of professional conduct and school policies, procedures and legal directives. ▶ 11.7 complies with local, state and federal regulations and policies related to students with disabilities.	**Establishing Classroom Routines** **6.4**	The teacher will review the expectations regarding rules and procedures to ensure their effective communication.	**Teacher Evidence:** *Teacher…* ✣ involves students in designing classroom routines. ✣ uses classroom meetings to review and process rules and procedures. ✣ reminds students of rules and procedures. ✣ asks students to restate or explain rules and procedures. ✣ provides cues or signals when a rule of procedure should be used.

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		Establishing Classroom Routines **6.4**	The teacher will review the expectations regarding rules and procedures to ensure their effective communication.	**Student Evidence:** ⊞ Follow clear routines during class. ***When asked, can describe…*** ⊞ the established rules and procedures ⊞ the classroom as an orderly place. ***Students…*** ⊞ recognize cues and signals by the teacher. ⊞ regulate their own behavior.

5.2
 	
5.5
	▶ 5.2- Modifies learning environment to enhance social relationships, student motivation and engagement.
	
	▶ 5.5- Modifies the learning environment (including the schedule and physical arrangement) to facilitate appropriate behaviors and learning for students with diverse learning characteristics.
		Organizing the Physical Layout of the Classroom
		
		6.5
			The teacher organizes the physical layout of the classroom to facilitate movement and focus on learning.	**Teacher Evidence:**
				The physical layout of the classroom…
				⊞ has clear traffic patterns
				⊞ provides easy access to material and centers.
				⊞ The classroom is decorated in a way enhances student learning:
				    o Bulletin boards relate to current content.
				    o Students work is displayed.
				
				Student Evidence:
				Students…
				⊞ move easily about the classroom
				⊞ make use of materials and learning centers.
				⊞ attend to examples of their work that are displayed.
				⊞ attend to information on the bulletin boards
				⊞ can easily focus on instruction.

1.3
 	
4.1
 	
6.2
	▶ 1.3- Communicates a variety of explanations and representations of key concepts, and makes connections to other content areas and experiences.
	
	▶ 4.1- Establishes clear student goals and designs both short- and long- range plans based on Illinois Standards and principles of instruction.
	
	▶ 6.2- Monitors and adjusts instructional strategies in response to student needs and learner feedback.
		Identifying Critical Information
		
		2.1
			The teacher identifies the lesson or part of the lesson as involving important information to which the students should pay particular attention.	**Teacher Evidence:**
				Teacher…
				⊞ begins the lesson by explaining why upcoming content is important.
				⊞ tells students to get ready for some important information
				⊞ cues the importance of upcoming information in some indirect fashion:
				    o Tone of voice
				    o Body position
				    o Level of excitement

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6.3	▶ 6.3- Provides instructional strategies that demonstrate interconnections between subject areas and their relevance to life and career experiences.	**Identifying Critical Information** **2.1**	The teacher identifies the lesson or part of the lesson as involving important information to which the students should pay particular attention.	**Student Evidence:** *When asked, students can …* ♯ describe the level of importance of the information addressed in class. ♯ explain why the content is important to pay attention to. ♯ Visibly adjust their level of engagement.

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6.3
	▶ 5.2- Modifies learning environment to enhance social relationships, student motivation and engagement.
	
	▶ 5.3- Enhances student motivation by engaging students in productive, meaningful work.
	
	▶ 5.5- Modifies the learning environment (including the schedule and physical arrangement) to facilitate appropriate behaviors and learning for students with diverse learning characteristics.
	
	▶ 5.6- Uses a variety of approaches to promote social interaction between students with disabilities and students without disabilities.
	
	▶ 6.2- Monitors and adjusts instructional strategies in response to student needs and learner feedback.
	
	▶ 6.3- Provides instructional strategies that demonstrate interconnections between subject areas and their relevance to life and career experiences.
		Organizing Students to Interact with New Knowledge
		
		2.2
			Teacher organizes students into small groups to facilitate the processing of new information.	**Teacher Evidence:**
				Teacher…
				♯ has established routines for student grouping and student interaction in groups.
				♯ organizes students into ad hoc groups for the lesson
				   o Diads
				   o Triads
				   o Small groups up to about 5.
				
				Student Evidence:
				Students…
				♯ move to groups in an orderly fashion.
				♯ appear to understand expectations about appropriate behavior in groups.
				   o Respect opinions of others.
				   o Add their perspective to discussions.
				   o Ask and answer questions.

2.2
 	
3.1
	▶ 2.2- Helps students to connect concepts to prior knowledge.
	
	▶ 3.1- Identifies, designs and utilizes a wide range of instructional strategies and technologies to meet and enhance diverse students' needs (i.e., cultural backgrounds, learning styles, states of development and student experiences.)
	
	▶ 4.3 Assesses and uses a wide range of materials in
		Previewing New Content
		
		2.3
			The teacher engages students in activities to help them link what they already know to the new content about to be address and facilitates these linkages.	**Teacher Evidence:**
				Teacher…
				♯ uses preview question before reading
				♯ uses K-W-L strategy or variation of it.
				♯ asks or reminds students what they already know about the topic
				♯ provides an advanced organizer
				   o Outline
				   o Graphic organizer
				♯ has students brainstorm

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Illinois Standard	IPTS Descriptors	Marzano Design Questions	Marzano Descriptors	Evidence
4.3 6.3 6.6	instructional technologies to enhance student learning. ▶ 6.3- Provides instructional strategies that demonstrate interconnections between subject areas and their relevance to life and career experiences. ▶ 6.6- Adapts the general curriculum and uses instructional strategies and materials according to characteristics of the learner.	**Previewing New Content** **2.3**	The teacher engages students in activities to help them link what they already know to the new content about to be address and facilitates these linkages	✳ uses an anticipation guide ✳ uses motivational hook/launching activity 　○ Anecdotes 　○ Short selection from video ✳ uses word splash activity to connect vocabulary to upcoming content. **Student Evidence:** *When asked students…* ✳ can explain linkages with prior knowledge. ✳ make predictions about upcoming content. ✳ can provide a purpose for what they are about to learn. ✳ actively engage in previewing activities.
3.1 4.2 6.1 6.2 6.6	▶ 3.1- Identifies, designs and utilizes a wide range of instructional strategies and technologies to meet and enhance diverse students' needs (i.e., cultural backgrounds, learning styles, states of development and student experiences.) ▶ 4.2- Modifies learning experiences based on student needs. ▶ 6.1- Delivers content using multiple and appropriate instructional strategies, materials and technologies, including those that promote the development of critical thinking, problem solving and performance skills. ▶ 6.2- Monitors and adjusts instructional strategies in response to student needs and learner feedback. ▶ 6.6- Adapts the general curriculum and uses instructional strategies and materials according to characteristics of the learner.	**Chunking Content into "Digestible Bites"** **2.4**	Based on student needs, the teacher breaks the content into small chunks (i.e., digestible bites) of information that can be easily processed by students.	**Teacher Evidence:** ✳ Stops at strategic points in a verbal presentation. ✳ While playing a video tape, turns the tape off at key junctures. ✳ While providing a demonstration, the teacher stops at strategic points. ✳ While students are reading information or stories orally as a class, stops at strategic points. **Student Evidence:** ✳ When asked, 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.
1.2	▶ 1.2- Teachers subject matter concepts by adapting materials and resources and methods of inquiry to meet the needs of all learners.	**Processing New Information** **2.5**	During breaks in the presentation of content, the teacher engages students in actively processing new information.	**Teacher Evidence:** *Teacher…* ✳ have group members summarize new information. ✳ employs formal group processing strategies 　○ Jigsaw 　○ Reciprocal teaching 　○ Concept attainment

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Illinois Standard	IPTS Descriptors	Marzano Design Questions	Marzano Descriptors	Evidence

6.1
 	
8.1
 	
8.2
	▶ 6.1- Delivers content using multiple and appropriate instructional strategies, materials and technologies, including those that promote the development of critical thinking, problem solving and performance skills.
	
	▶ 8.1 Uses a variety of formal and informal (summative and formative) assessments to evaluate student learning needs and align, design and modify instruction.
	
	▶ 8.2 Involves students in self-assessment activities to help them become aware of their strengths and needs and encourages them to establish goals for learning.
		Processing New Information
		
		2.5
			During breaks in the presentation of content, the teacher engages students in actively processing new information.	**Student Evidence:**
				⊞ When asked, can explain what they have just learned.
				⊞ Students volunteer predictions.
				
				⊞ Students voluntarily ask clarification questions
				⊞ Groups are actively discussing the content.
				   o Group members ask each other and answer questions about the information.
				   o Group members make predictions about what they expect.

3.1 6.1 7.1 7.2 7.3	▶ 3.1- Identifies, designs, and utilizes a wide range of instructional strategies and technologies to meet and enhance diverse students' needs (i.e., cultural backgrounds, learning styles, states of development and student experiences.) ▶ 6.1- Delivers content using multiple and appropriate instructional strategies, materials and technologies, including those that promote the development of critical thinking, problem solving and performance skills. ▶ 7.1- Creates varied opportunities for all students to use effective written, verbal, nonverbal and visual communication. ▶ 7.2- Uses a variety of modes to communicate effectively with all students when conveying ideas and information and when implementing questioning techniques that stimulate discussion for specific instructional purposes. ▶ 7.3 Communicates with and challenges students in a supportive manner and provides students with constructive verbal and written feedback.	**Elaborating on New Information** **2.6**	The teacher asks questions or engages students in activities that require elaborative inferences that go beyond what was expletively taught.	**Teacher Evidence:** *Teacher….* ⊞ asks explicit questions that require students to make elaborative inferences about the content. ⊞ asks students to explain and defend their inferences. ⊞ presents situations or problems that require inferences **Student Evidence:** *Students….* ⊞ Volunteer answers to inferential questions. ⊞ Provide explanations and "proofs" for inferences.
3.1	▶ 3.1- Identifies, designs and utilizes a wide range of instructional strategies and technologies to meet and enhance diverse students' needs (i.e., cultural backgrounds, learning styles, states of development and student experiences.)	**Recording and Representing Knowledge** **2.7**	Teacher engages students in activities that help them record their understanding of new content in linguistic ways and or represent the content in non-linguistic content.	**Teacher Evidence:** *Teacher asks students to…* ⊞ summarize the information they have learned. ⊞ generate notes that identify critical information in the content.

Illinois Standard	IPTS Descriptors	Marzano Design Questions	Marzano Descriptors	Evidence

6.2
 	
7.1
 	
7.2
 	
7.3
 	
8.2
	▶ 6.2- Monitors and adjusts instructional strategies in response to student needs and learner feedback.
	
	▶ 7.1- Creates varied opportunities for all students to use effective written, verbal, nonverbal and visual communication.
	
	▶ 7.2- Uses a variety of modes to communicate effectively with all students when conveying ideas and information and when implementing questioning techniques that stimulate discussion for specific instructional purposes.
	
	▶ 7.3 Communicates with and challenges students in a supportive manner and provides students with constructive verbal and written feedback.
	
	▶ 8.2 Involves students in self-assessment activities to help them become aware of their strengths and needs and encourages them to establish goals for learning.
		Recording and Representing Knowledge
		
		2.7
			Teacher engages students in activities that help them record their understanding of new content in linguistic ways and or represent the content in non-linguistic content.	⊞ create nonlinguistic representations for new content.
				    o Graphic organizers
				    o Pictures
				    o Pictographs
				    o Flow charts
				⊞ create mnemonics that organize the content.
				
				Student Evidence:
				Students'…
				⊞ summaries and notes include critical content.
				⊞ nonlinguistic representation include critical content
				⊞ When asked, students can explain main points of the lesson.

7.1 **7.2** **8.1** **8.2**	▶ 7.1- Creates varied opportunities for all students to use effective written, verbal, nonverbal and visual communication. ▶ 7.2- Uses a variety of modes to communicate effectively with all students when conveying ideas and information and when implementing questioning techniques that stimulate discussion for specific instructional purposes. ▶ 8.1- Uses a variety of formal and informal (summative and formative) assessments to evaluate student learning needs and align, design and modify instruction. 8.2 Involves students in self-assessment activities to help them become aware of their strengths and needs and encourages them to establish goals for learning.	**Reflecting on Learning** **2.8**	The teacher engages students in activities that help them reflect on their learning and the learning process.	**Teacher Evidence:** ***Teacher asks students to state or record …*** ⊞ what they are clear about and what they are confused about. ⊞ how hard they tried ⊞ what they might have done to enhance their learning. **Student Evidence:** When asked, students can… ⊞ explain what they are clear about and what they are confused about ⊞ describe how hard they tried. ⊞ explain what they could have done to enhance their learning.
3.1	▶ 3.1- Identifies, designs and utilizes a wide range of instructional strategies and technologies to meet and enhance diverse students' needs (i.e., cultural backgrounds, learning styles, states of development and student experiences.)	**Reviewing Content** **3.9**	The teacher engages students in a brief review of content that highlights the critical information.	**Teacher Evidence:** ***Teacher….*** ⊞ begins the lesson with a brief review of content.

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Illinois Standard	IPTS Descriptors	Marzano Design Questions	Marzano Descriptors	Evidence

6.1
 	
7.3
	6.1- Delivers content using multiple and appropriate instructional strategies, materials and technologies, including those that promote the development of critical thinking, problem solving and performance skills.
	
	7.3 Communicates with and challenges students in a supportive manner and provides students with constructive verbal and written feedback.
		Reviewing Content
		
		3.9
			The teacher engages students in a brief review of content that highlights the critical information.	☐ uses specific strategies to review information
				   o Summary
				   o Problem that must be solved using previous information
				   o Questions that require a review of content
				   o Demonstration
				   o Brief practice test or exercise.
				
				Student Evidence:
				☐ When asked, students can describe the previous content on which new lesson is based.
				☐ Student responses to class activities indicate that they recall previous content.

3.1
 	
3.2
 	
5.3
	3.1- Identifies, designs, and utilizes a wide range of instructional strategies and technologies to meet and enhance diverse students' needs (i.e., cultural backgrounds, learning styles, states of development and student experiences.)
	
	3.2 Demonstrates positive regard for the culture, religion, gender, sexual orientation and varying abilities of individual students and their families.
	
	5.3- Enhances student motivation by engaging students in productive, meaningful work.
		Organizing Students to Practice and Deepen Knowledge
		
		3.10
			The teacher uses grouping in ways that facilitate practicing and deepening knowledge.	**Teacher Evidence:**
				Teacher organizes students into groups with the expressed idea of…
				☐ deepening their knowledge of informational content
				☐ practicing a skill, strategy, or process.
				
				Student Evidence:
				☐ When asked, 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
				   o Asking each other questions
				   o Obtaining feedback from their peers.

3.2 4.1 4.2	3.2 Demonstrates positive regard for the culture, religion, gender, sexual orientation and varying abilities of individual students and their families. 4.1- Establishes clear student goals and designs both short- and long- range plans based on Illinois Standards and principles of instruction. 4.2- Modifies learning experiences based on student needs.	**Using Homework** **3.11**	When appropriate (as opposed to routinely) the teacher designs homework to deepen students' knowledge of information content or practice a skill, strategy or process.	**Teacher Evidence:** *Teacher…* ☐ communicates a clear purpose for homework. ☐ extends an activity that was begun in class to provide students with more time ☐ assigns a well crafted homework assignment that allows students to practice and deepen their knowledge independently.

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		Using Homework **3.11**	When appropriate (as opposed to routinely) the teacher designs homework to deepen students' knowledge of information content or practice a skill, strategy or process	**Student Evidence:** ⌗ When asked, 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 of the homework that help them understand its purpose.

4.3
 	
6.1
 	
6.3
	▶ 4.3 Assesses and uses a wide range of materials in instructional technologies to enhance student learning.
	
	▶ 6.1- Delivers content using multiple and appropriate instructional strategies, materials and technologies, including those that promote the development of critical thinking, problem solving and performance skills.
	
	▶ 6.3- Provides instructional strategies that demonstrate interconnections between subject areas and their relevance to life and career experiences.
		Examining Similarities and Differences
		
		3.12
			When content is informational, the teacher helps students deepen their knowledge by examining similarities and differences.	**Teacher Evidence:**
				Teacher…
				⌗ engages students in activities that require students to examine similarities and differences between content.
				  o Comparison activities
				  o Classifying activities
				  o Analogy activities
				  o Metaphor activities
				
				⌗ facilitates the use of these activities to help students deepen their understanding of content
				  o Ask students to summarize what they have learned from the activity
				  o Ask students to explain how the activity has added to their understanding
				
				Student Evidence:
				⌗ Student artifacts indicate that their knowledge has been extended as a result of the activity.
				⌗ When asked, about the activity, student responses indicate that they have deepened their understanding.
				⌗ When asked students can explain similarities and differences.
				⌗ Student artifacts indicate that they can identify similarities and differences.

7.2	▶ 7.2- Uses a variety of modes to communicate effectively with all students when conveying ideas and information and when implementing questioning techniques that stimulate discussion for specific instructional purposes.	**Examining Errors in Reasoning**
		
		3.13
			When content is informational, the teacher helps students deepen their knowledge by examining their own reasoning or the logic of the information as presented to them.	**Teacher Evidence:**
				Teacher asks students to examine…
				⌗ information for errors or informal fallacies.
				  o Faulty logic
				  o Attacks
				  o Weak reference
				  o Misinformation

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8.2	8.2 Involves students in self-assessment activities to help them become aware of their strengths and needs and encourages them to establish goals for learning.	**Examining Errors in Reasoning** **3.13**	When content is informational, the teacher helps students deepen their knowledge by examining their own reasoning or the logic of the information as presented to them.	♯ the strength of support presented for a claim. o Statement of a clear claim o Evidence for the claim presented o Qualifiers presented showing exceptions to the claim. **Student Evidence:** *When asked, students can…* ♯ describe errors or informal fallacies in information. ♯ explain the overall structure of an argument presented to support a claim. ♯ Student artifacts indicate that they can identify errors in reasoning.
2.1 3.1 4.3	2.1- Demonstrates an understanding of human development and learning theory by providing instruction that addresses the academic, social and emotional needs of all learners. 3.1- Identifies, designs and utilizes a wide range of instructional strategies and technologies to meet and enhance diverse students' needs (i.e., cultural backgrounds, learning styles, states of development and student experiences.) 4.3 Assesses and uses a wide range of materials in instructional technologies to enhance student learning.	**Practicing Skills, Strategies, and Processes** **3.14**	When the content involves the skill, strategy or process, the teacher engages students in practice activities that help them develop fluency.	**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. o Guided practice if students cannot perform the skill, strategy, or process independently. o Independent practice if students can perform the skill, strategy, or process independently. **Student Evidence:** *Students perform the skill, strategy, or process with increased…* ♯ Confidence ♯ competence
7.2 8.2	7.2- Uses a variety of modes to communicate effectively with all students when conveying ideas and information and when implementing questioning techniques that stimulate discussion for specific instructional purposes. 8.2 Involves students in self-assessment activities to help them become aware of their strengths and needs and encourages them to establish goals for learning.	**Revising Knowledge** **3.15**	The teacher engages students in revision of previous knowledge about content addressed in previous lessons.	**Teacher Evidence:** *Teacher…* ♯ ask students to examine previous entries in their academic notebooks or notes ♯ engages the whole class in an examination of how the current lesson changed perceptions and understandings of previous content. ♯ have students explain how their understanding has changed.

Illinois Standard	IPTS Descriptors	Marzano Design Questions	Marzano Descriptors	Evidence
		Revising Knowledge **3.15**	The teacher engages students in revision of previous knowledge about content addressed in previous lessons.	**Student Evidence:** ⊞ Students make corrections to information previously recorded about content. ⊞ When asked, students can explain previous errors or misconceptions they had about content.
4.1 **4.3** **5.2** **5.5** **6.1**	▶ 4.1- Establishes clear student goals and designs both short- and long- range plans based on Illinois Standards and principles of instruction. ▶ 4.3 Assesses and uses a wide range of materials in instructional technologies to enhance student learning. ▶ 5.2- Modifies learning environment to enhance social relationships, student motivation and engagement. ▶ 5.5- Modifies the learning environment (including the schedule and physical arrangement) to facilitate appropriate behaviors and learning for students with diverse learning characteristics. ▶ 6.1- Delivers content using multiple and appropriate instructional strategies, materials and technologies, including those that promote the development of critical thinking, problem solving and performance skills.	**Organizing Students for Cognitively Complex Tasks** **4.16**	The teacher organizes the class in such a way as to facilitate students working on complex tasks that require them to generate and test hypotheses.	**Teacher Evidence:** *Teacher…* ⊞ establishes the need to generate and test hypotheses. ⊞ organizes students into groups to generate and test hypotheses. **Student Evidence:** *When asked students….* ⊞ describe the importance of generating and testing hypotheses about content. ⊞ explain how groups support their learning. ⊞ Use group activities to help them generate and test hypotheses.
1.3 **2.1** **2.2** **4.3**	▶ 1.3- Communicates a variety of explanations and representations of key concepts, and makes connections to other content areas and experiences. ▶ 2.1- Demonstrates an understanding of human development and learning theory by providing instruction that addresses the academic, social and emotional needs of all learners. ▶ 2.2- Helps students to connect concepts to prior knowledge. ▶ 4.3 Assesses and uses a wide range of materials in instructional technologies to enhance student learning.	**Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing** **4.17**	The teacher engages students in complex tasks (e.g. decision making, problem solving, experimental inquiry, investigation) that require them to generate and test hypotheses.	**Teacher Evidence:** *Teacher….* ⊞ engages students with an explicit decision making, problem solving, experimental inquiry, or investigation task that requires them to generate and test hypotheses. ⊞ facilitates students generating their own individual or group task that requires them to generate and test hypotheses **Student Evidence:** ⊞ Students are clearly working on tasks that require them to generate and test hypotheses. ⊞ When asked, students can explain the hypothesis they are testing.

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5.2 5.3 6.1 6.3	▶ 5.2- Modifies learning environment to enhance social relationships, student motivation and engagement. ▶ 5.3- Enhances student motivation by engaging students in productive, meaningful work. ▶ 6.1- Delivers content using multiple and appropriate instructional strategies, materials and technologies, including those that promote the development of critical thinking, problem solving and performance skills. ▶ 6.3- Provides instructional strategies that demonstrate interconnections between subject areas and their relevance to life and career experiences.	**Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing** **4.17**	The teacher engages students in complex tasks (e.g. decision making, problem solving, experimental inquiry, investigation) that require them to generate and test hypotheses.	⊞ When asked, students can explain whether their hypothesis was confirmed or disconfirmed. ⊞ Student artifacts indicate that they can engage in decision making, problem solving, experiential inquiry, or investigation

3.1
 	
3.2
 	
4.2
 	
4.3
 	
5.4
 	
6.1
	▶ 3.1- Identifies, designs and utilizes a wide range of instructional strategies and technologies to meet and enhance diverse students' needs (i.e., cultural backgrounds, learning styles, states of development and student experiences.
	
	▶ 3.2- Demonstrates positive regard for the culture, religion, gender, sexual orientation and varying abilities of individual students and their families.
	
	▶ 4.2- Modifies learning experiences based on student needs.
	
	▶ 4.3 Assesses and uses a wide range of materials in instructional technologies to enhance student learning.
	
	▶ 5.4-Demonstrates a variety of effective behavior management techniques appropriate to the needs of all students, including those with disabilities (including implementing the least intrusive intervention consistent with the needs of these students).
	
	▶ 6.1- Delivers content using multiple and appropriate instructional strategies, materials and technologies, including those that promote the development of critical
		Providing Resources and Guidance
		
		4.18
			The teacher acts as a resource provider and guide as students engage in cognitively complex tasks.	**Teacher Evidence:**
				Teacher…
				⊞ makes himself/herself available to students who need guidance or resources.
				   ○ Circulates around the room
				   ○ Provides easy access to himself/herself.
				⊞ interacts with students during the class to determine their needs for hypothesis generating and testing.
				⊞ volunteers resources and guidance as needed by the entire class, groups, or individual students.
				
				Student Evidence:
				⊞ Students seek out the teacher for advice and guidance regarding hypothesis generation and testing tasks.
				⊞ When asked, students can explain how the teacher provides assistance and guidance in hypothesis generation and testing tasks.

Illinois Standard	IPTS Descriptors	Marzano Design Questions	Marzano Descriptors	Evidence
	thinking, problem solving and performance skills.			
6.2	▶ 6.2- Monitors and adjusts instructional strategies in response to student needs and learner feedback.			
6.3	▶ 6.3- Provides instructional strategies that demonstrate interconnections between subject areas and their relevance to life and career experiences.		The teacher acts as a resource provider and guide as students engage in cognitively complex tasks.	
7.2	▶ 7.2- Uses a variety of modes to communicate effectively with all students when conveying ideas and information and when implementing questioning techniques that stimulate discussion for specific instructional purposes.	**Providing Resources and Guidance** **4.18**		
7.3	▶ 7.3 Communicates with and challenges students in a supportive manner and provides students with constructive verbal and written feedback.			
5.1	▶ 5.1- Establishes clear behavioral expectations and demonstrates a variety of effective behavior management techniques, appropriate to the needs of all students.			**Teacher Evidence:** *Teacher…* ♯ notices when specific students or groups of students are not engaged. ♯ notices when the energy level in the room is low. ♯ takes action to re-engage students.
5.2	▶ 5.2- Modifies learning environment to enhance social relationships, student motivation and engagement.			**Student Evidence:** *Students…*
5.3	▶ 5.3- Enhances student motivation by engaging students in productive, meaningful work.	**Noticing when Students are not Engaged**		♯ appear aware of the fact that the teacher is taking note of their level of engagement. ♯ try to increase their level of engagement when prompted.
5.4	▶ 5.4-Demonstrates a variety of effective behavior management techniques appropriate to the needs of all students, including those with disabilities (including implementing the least intrusive intervention consistent with the needs of these students).	**5.1**	The teacher scans the room making note of when students are not engaged and takes overt action.	♯ When asked, students explain that the teacher expects high levels of engagement.
6.2	▶ 6.2- Monitors and adjusts instructional strategies in response to student needs and learner feedback.			

Illinois Standard	IPTS Descriptors	Marzano Design Questions	Marzano Descriptors	Evidence
3.1 4.3 5.3 6.1 6.2 6.5 6.6	▶ 3.1- Identifies, designs and utilizes a wide range of instructional strategies and technologies to meet and enhance diverse students' needs (i.e., cultural backgrounds, learning styles, states of development and student experiences.) ▶ 4.3 Assesses and uses a wide range of materials in instructional technologies to enhance student learning. ▶ 5.3- Enhances student motivation by engaging students in productive, meaningful work. ▶ 6.1- Delivers content using multiple and appropriate instructional strategies, materials and technologies, including those that promote the development of critical thinking, problem solving and performance skills. ▶ 6.2- Monitors and adjusts instructional strategies in response to student needs and learner feedback. ▶ 6.5- Uses technology appropriately to accomplish instructional objectives. ▶ 6.6- Adapts the general curriculum and uses instructional strategies and materials according to characteristics of the learner.	**Using Academic Games** **5.2**	Teacher uses academic gains and inconsequential competition to maintain student engagement.	**Teacher Evidence:** *Teacher…* ⬢ uses structured games such as Jeopardy, family feud, and the like. ⬢ develops impromptu games such as making a game out of which answer might be correct for a given question. ⬢ uses friendly competition along with classroom games. **Student Evidence:** ⬢ Students engage in the games with some enthusiasm. ⬢ When asked, students can explain how the games keep their interest and help them learn or remember content.
3.1 5.4	▶ 3.1- Identifies, designs and utilizes a wide range of instructional strategies and technologies to meet and enhance diverse students' needs (i.e., cultural backgrounds, learning styles, states of development and student experiences.) ▶ 5.4- Demonstrates a variety of effective behavior management techniques appropriate to the needs of all students, including those with disabilities.	**Managing Response Rates** **5.3**	The teacher uses response rate techniques to maintain student engagement in questions.	**Teacher Evidence:** *Teacher…* ⬢ uses wait time. ⬢ uses response cards. ⬢ has students use hand signals to respond to questions. ⬢ uses choral response. ⬢ uses technology to keep track of students' responses ⬢ uses response chaining

Illinois Standard	IPTS Descriptors	Marzano Design Questions	Marzano Descriptors	Evidence
7.2	▶ 7.2- Uses a variety of modes to communicate effectively with all students when conveying ideas and information and when implementing questioning techniques that stimulate discussion for specific instructional purposes.	**Managing Response Rates** **5.3**	The teacher uses response rate techniques to maintain student engagement in questions	**Student Evidence:** ✜ Multiple students or the entire class respond to questions posed by the teacher. ✜ When asked, students can describe their thinking about specific questions posed by the teacher.

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	▶ 5.1- Establishes clear behavioral expectations and demonstrates a variety of effective behavior management techniques, appropriate to the needs of all students.
	
	▶ 5.2- Modifies learning environment to enhance social relationships, student motivation and engagement.
	
	▶ 5.4- Demonstrates a variety of effective behavior management techniques appropriate to the needs of all students, including those with disabilities.
	
	▶ 6.2- Monitors and adjusts instructional strategies in response to student needs and learner feedback.
		Using Physical Movement
		
		5.4
			The teacher uses physical movement to maintain student engagement.	**Teacher Evidence:**
				Teacher…
				✜ has students stand up and stretch or related activities when their energy is low.
				✜ uses activities that require students to physically move to respond to questions
				   o Vote with your feet.
				   o Go to the part of the room that represents the answer you agree with.
				✜ have students physically act out or model content to increase energy and engagement.
				✜ use give-one-get-one activities that require students to move about the room
				
				Student Evidence:
				✜ Students engage in the physical activities designed by the teacher.
				✜ When asked, students can explain how the physical movement keeps their interest and helps them learn.

4.3 6.2	▶ 4.3 Assesses and uses a wide range of materials in instructional technologies to enhance student learning. ▶ 6.2- Monitors and adjusts instructional strategies in response to student needs and learner feedback.	**Maintaining a Lively Pace** **5.5**	The teacher uses pacing techniques to maintain student engagement.	**Teacher Evidence:** *Teacher…* ✜ employs crisp transitions from one activity to another. ✜ alters pace appropriately (i.e. speeds up and slows down.) **Student Evidence:** ✜ Students quickly adapt to transitions and re-engage when a new activity is begun. ✜ When asked about the pace of the class, students can describe it as too fast or not too slow.

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Illinois Standard	IPTS Descriptors	Marzano Design Questions	Marzano Descriptors	Evidence

5.3
 	
6.2
 	
6.3
	5.3- Enhances student motivation by engaging students in productive, meaningful work.
	
	6.2- Monitors and adjusts instructional strategies in response to student needs and learner feedback.
	
	6.3- Provides instructional strategies that demonstrate interconnections between subject areas and their relevance to life and career experiences.
		Demonstrating Intensity and Enthusiasm
		
		5.6
			The teacher demonstrates intensity and enthusiasm for the content in a variety of ways.	**Teacher Evidence:**
				Teacher…
				⊞ describes personal experiences that relate to the content.
				⊞ signals excitement for content by:
				   o Physical gestures
				   o Voice tone
				   o Dramatization of information
				⊞ overtly adjusts energy level
				
				Student Evidence:
				⊞ When asked, students say that the teacher "likes the content" and "likes teaching"
				⊞ Students' attention levels increase when the teacher demonstrates enthusiasm and intensity for the content.

3.1 3.2 4.3 6.1 7.3	3.1- Identifies, designs and utilizes a wide range of instructional strategies and technologies to meet and enhance diverse students' needs (i.e., cultural backgrounds, learning styles, states of development and student experiences.) 3.2- Demonstrates positive regard for the culture, religion, gender, sexual orientation and varying abilities of individual students and their families. 4.3 Assesses and uses a wide range of materials in instructional technologies to enhance student learning. 6.1- Delivers content using multiple and appropriate instructional strategies, materials and technologies, including those that promote the development of critical thinking, problem solving and performance skills. 7.3 Communicates with and challenges students in a supportive manner and provides students with constructive verbal and written feedback.	**Using Friendly Controversy** **5.7**	The teacher uses friendly controversy techniques to maintain student engagement.	**Teacher Evidence:** *Teacher…* ⊞ structures mini-debates about the content ⊞ has a student examine multiple perspectives and opinions about the content. ⊞ Elicits different opinions on content from members of the class. **Student Evidence:** ⊞ Students engage in friendly controversy activities with enhanced engagement. ⊞ When asked, students describe friendly controversy activities as "stimulating," "fun," and so on. ⊞ When asked, students explain how a friendly controversy activity helped them better understand the content.

Illinois Standard	IPTS Descriptors	Marzano Design Questions	Marzano Descriptors	Evidence
2.2 3.1 4.2 5.3 6.3	► 2.2- Helps students to connect concepts to prior knowledge. ► 3.1- Identifies, designs and utilizes a wide range of instructional strategies and technologies to meet and enhance diverse students' needs (i.e., cultural backgrounds, learning styles, states of development and student experiences.) ► 4.2- Modifies learning experiences based on student needs. ► 5.3- Enhances student motivation by engaging students in productive, meaningful work. ► 6.3- Provides instructional strategies that demonstrate interconnections between subject areas and their relevance to life and career experiences.	**Providing Opportunities for Students to Talk about Themselves** **5.8**	The teacher provides students with opportunities to relate what is being addressed in the class to their personal interest.	**Teacher Evidence:** *Teacher…* ⧓ is aware of student interests and makes connections between these interests and class content. ⧓ structures activities that ask students to make connections between the content and their personal interests. ⧓ When students are explaining how content relates to their personal interests, the teacher appears encouraging and interested. **Student Evidence:** ⧓ Students engage in activities that require them to make connections between their personal interests and the content. ⧓ When asked, students explain how making connections between content and their personal interests engages them and helps them better understand the content.
1.2 3.1 4.3 5.3 7.3	► 1.2- Teachers subject matter concepts by adapting materials and resources and methods of inquiry to meet the needs of all learners. ► 3.1- Identifies, designs and utilizes a wide range of instructional strategies and technologies to meet and enhance diverse students' needs (i.e., cultural backgrounds, learning styles, states of development and student experiences.) ► 4.3-Accesses and uses wide range of materials and instructional technologies to enhance student learning. ► 5.3- Enhances student motivation by engaging students in productive, meaningful work. ► 7.3 Communicates with and challenges students in a supportive manner and provides students with constructive verbal and written feedback.	**Presenting Unusual or Intriguing Information** **5.9**	The teacher uses unusual or intriguing information about the content in a manner that enhances student engagement.	**Teacher Evidence:** *Teacher…* ⧓ systematically provides interesting facts and details about the content. ⧓ encourages students to identify interesting information about the content. ⧓ engages students in activities like "Believe it or Not" about the content. ⧓ uses guest speakers to provide unusual information about the content. **Student Evidence:** ⧓ Students' attention increases when unusual information is presented about the content. ⧓ When asked, students explain how the unusual information makes them more interested in the content.

Illinois Standard	IPTS Descriptors	Marzano Design Questions	Marzano Descriptors	Evidence
5.1 5.4 5.5	5.1- Establishes clear behavioral expectations and demonstrates a variety of effective behavior management techniques appropriate to the needs of all students. 5.4- Demonstrates a variety of effective behavior management techniques appropriate to the needs of all students, including those with disabilities (including implementing the least intrusive intervention consistent with the needs of these students). 5.5- Modifies the learning environment (including the schedule and physical arrangement) to facilitate appropriate behaviors and learning for students with diverse learning characteristics.	**Demonstrating "Withitness"** **7.10**	The teacher uses behaviors associated with "withitness" to maintain adherence to rules and procedures.	**Teacher Evidence:** *Teacher…* ⌗ physically occupies all quadrants of the room. ⌗ scans the entire room making eye contact with all students ⌗ recognizes potential sources of disruption and deals with them immediately. ⌗ proactively addresses inflammatory situations. **Student Evidence:** ⌗ Students recognize that the teacher is aware of their behavior. ⌗ When asked, 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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	3.2- Demonstrates positive regard for the culture, religion, gender, sexual orientation and varying abilities of individual students and their families.
	
	5.1- Establishes clear behavioral expectations and demonstrates a variety of effective behavior management techniques, appropriate to the needs of all students.
	
	5.2- Modifies learning environment to enhance social relationships, student motivation and engagement.
	
	5.4- Demonstrates a variety of effective behavior management techniques appropriate to the needs of all students, including those with disabilities (including implementing the least intrusive intervention consistent with the needs of these students).
	
	5.5- Modifies the learning environment (including the schedule and physical arrangement) to facilitate appropriate behaviors and learning for students with diverse learning characteristics.
	
	5.7- Uses effective methods for teaching social skill development in all students.
		Applying Consequences for Lack of Adherence to Rules and Procedures
		
		7.11
			The teacher applies consequences for not following rules and procedures consistently and fairly.	**Teacher Evidence:**
				Teacher…
				⌗ provides nonverbal signals when students' behavior is not appropriate.
				   o Eye contact
				   o Proximity
				   o Tap on the desk
				   o Shaking head, no
				⌗ provides verbal signals when students' behavior is not appropriate
				   o Tells students to stop
				   o Tells students that their behavior is in violation of a
				
				   o rule or procedure
				⌗ uses group contingency consequences when appropriate (i.e. whole group must demonstrate a specific behavior)
				⌗ involves the home when appropriate (i.e. makes a call home to parents to help extinguish inappropriate behavior)
				⌗ uses direct cost consequences when appropriate (i.e. student must fix something he or she has broken)

Illinois Standard	IPTS Descriptors	Marzano Design Questions	Marzano Descriptors	Evidence
		Applying Consequences for Lack of Adherence to Rules and Procedures **7.11**	The teacher applies consequences for not following rules and procedures consistently and fairly.	**Student Evidence:** *Students…* ✣ cease inappropriate behavior when signaled by the teacher. ✣ accept consequences as part of the way class is conducted. ✣ When asked, students describe the teacher as fair in application of rules.
3.2 **5.1** **5.2** **5.4** **5.5** **5.7**	3.2- Demonstrates positive regard for the culture, religion, gender, sexual orientation and varying abilities of individual students and their families. 5.1- Establishes clear behavioral expectations and demonstrates a variety of effective behavior management techniques, appropriate to the needs of all students. 5.2- Modifies learning environment to enhance social relationships, student motivation and engagement. 5.4- Demonstrates a variety of effective behavior management techniques appropriate to the needs of all students, including those with disabilities (including implementing the least intrusive intervention consistent with the needs of these students). 5.5- Modifies the learning environment (including the schedule and physical arrangement) to facilitate appropriate behaviors and learning for students with diverse learning characteristics. 5.7- Uses effective methods for teaching social skill development in all students.	**Acknowledges Adherence to Rules and Procedures** **7.12**	The teacher consistently and fairly acknowledges adherence to rules and procedures.	**Teacher Evidence:** *Teacher…* ✣ provides nonverbal signals that a rule or procedure has been followed; o smile o nod of head o high five ✣ gives verbal cues that a rule or procedure has been followed. o Thanks students for following a rule or procedure. o Describes student behaviors that adhere to rule or procedure. ✣ notifies the home when a rule or procedure has been followed ✣ uses tangible recognition when a rule or procedure ahs been: o Certificate of merit o Token economies **Student Evidence:** ✣ Students appear appreciative of the teacher acknowledging their positive behavior. ✣ When asked, students describe teacher as appreciative of their good behavior. ✣ The number of students adhering to rules and procedure increases.

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Illinois Standard	IPTS Descriptors	Marzano Design Questions	Marzano Descriptors	Evidence
3.1 3.2	▶ 3.1- Identifies, designs and utilizes a wide range of instructional strategies and technologies to meet and enhance diverse students' needs (i.e., cultural backgrounds, learning styles, states of development and student experiences.) ▶ 3.2- Demonstrates positive regard for the culture, religion, gender, sexual orientation and varying abilities of individual students and their families.	**Understanding Students' Interests and Background** **8.13**	The teacher uses student interest and background to produce a climate of acceptance and community.	**Teacher Evidence:** *Teacher…* ♯ have side discussions with students about events in their lives. ♯ have discussions with students about topics in which they are interested. ♯ builds student interests into lessons. **Student Evidence:** ♯ When asked, students describe the teacher as someone who knows them and/or is interested in them. ♯ Students respond when teacher demonstrates understanding of their interests and background. ♯ When asked, students say they feel accepted.
3.2 7.3	▶ 3.2- Demonstrates positive regard for the culture, religion, gender, sexual orientation and varying abilities of individual students and their families. ▶ 7.3 Communicates with and challenges students in a supportive manner and provides students with constructive verbal and written feedback.	**Using Verbal and Nonverbal Behaviors that Indicate Affection for Students** **8.14**	When appropriate the teacher uses verbal and nonverbal behavior that indicates caring for students.	**Teacher Evidence:** *Teacher…* ♯ compliments students regarding academic and personal accomplishments. ♯ engages in informal conversations with students that are not related to academics ♯ uses humor with students when appropriate. ♯ smiles, nods, (etc.) at students when appropriate. ♯ puts hand on students' shoulders when appropriate **Student Evidence:** ♯ When asked, students describe teacher as someone who cares for them. ♯ Students respond to teacher's verbal interactions. ♯ Students respond to teacher's nonverbal interactions.

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Illinois Standard	IPTS Descriptors	Marzano Design Questions	Marzano Descriptors	Evidence
5.1 11.1 11.5	▶ 5.1- Establishes clear behavioral expectations and demonstrates a variety of effective behavior management techniques, appropriate to the needs of all students. ▶ 11.1 Follows codes of professional conduct and school policies, procedures and legal directives. ▶ 11.5- Promotes and maintains a high level of integrity in the practice of the profession.	**Displaying Objectivity and Control** **8.15**	The teacher behaves in an objective and controlled manner.	**Teacher Evidence:** *Teacher…* ⌗ does not exhibit extremes in positive or negative emotions. ⌗ addresses inflammatory issues and events in a calm and controlled manner. ⌗ interacts with all students in the same calm and controlled fashion. ⌗ does not demonstrate personal offense at student misbehavior. **Student Evidence:** ⌗ Students are settled by the teacher's calm demeanor. ⌗ When asked, students describe the teacher as in control of himself/herself and in control of the class. ⌗ When asked, students say that the teacher does not hold grudges or take things personally.

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	▶ 3.2- Demonstrates positive regard for the culture, religion, gender, sexual orientation and varying abilities of individual students and their families.
	
	▶ 4.4- Uses IEP goals and objectives to plan instruction for students with disabilities.
	
	▶ 5.1- Establishes clear behavioral expectations and demonstrates a variety of effective behavior management techniques, appropriate to the needs of all students.
	
	▶ 7.1- Creates varied opportunities for all students to use effective written, verbal, nonverbal and visual communication.
	
	▶ 7.2- Uses a variety of modes to communicate effectively with all students when conveying ideas and information and when implementing questioning techniques that stimulate discussion for specific instructional purposes.
	
	▶ 7.3 Communicates with and challenges students in a supportive manner and provides students with constructive verbal and written feedback.
		Demonstrating Value and Respect for Low Expectancy Students
		
		9.16
			The teacher exhibits behaviors that demonstrate value and respect for low expectancy students.	**Teacher Evidence:**
				⌗ When asked, the teacher can identify the 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 low expectancy with nonverbal indications that they are valued and respected:
				   o Makes eye contact
				   o Smiles
				   o Makes appropriate physical contact
				⌗ The teacher proves low expectancy students with verbal indications that they are valued and respected:
				   o Playful dialogue
				   o Addressing students in a manner they view as respectful
				⌗ Teacher does not allow negative comments about low expectancy students.

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Illinois Standard	IPTS Descriptors	Marzano Design Questions	Marzano Descriptors	Evidence
11.3 11.7 11.8	11.3- Demonstrates commitment to developing the highest educational and quality-of-life potential of individuals with disabilities. 11.7 complies with local, state and federal regulations and policies related to students with disabilities. 11.8- Uses a variety of instructional and intervention strategies prior to initiating a referral of a student for special education.	**Demonstrating Value and Respect for Low Expectancy Students** **9.16**	The teacher exhibits behaviors that demonstrate value and respect for low expectancy students	**Student Evidence:** ⌗ When asked, students say that the teacher cares for all students. ⌗ Students treat each other with respect.
3.1 3.2 4.4 6.2 6.4 7.1 7.2	3.1- Identifies, designs and utilizes a wide range of instructional strategies and technologies to meet and enhance diverse students' needs (i.e., cultural backgrounds, learning styles, states of development and student experiences.) 3.2- Demonstrates positive regard for the culture, religion, gender, sexual orientation and varying abilities of individual students and their families. 4.4- Uses IEP goals and objectives to plan instruction for students with disabilities. 6.2- Monitors and adjusts instructional strategies in response to student needs and learner feedback. 6.4- Uses strategies and techniques for facilitating meaningful inclusion of individuals with disabilities. 7.1- Creates varied opportunities for all students to use effective written, verbal, nonverbal and visual communication. 7.2- Uses a variety of modes to communicate effectively with all students when conveying ideas and information and when implementing questioning techniques that stimulate discussion for specific instructional purposes.	**Asking questions of Low Expectancy Students** **9.17**	The teacher asks questions of low expectancy students with the same frequency and depth as with high expectancy students.	**Teacher Evidence:** **Teacher makes sure low expectancy students are asked…** ⌗ questions at the same rate as high expectancy students. ⌗ complex questions at the same rate as high expectancy students. **Student Evidence:** **When asked, students say the teacher …** ⌗ …expects everyone to participate. ⌗ …asks difficult questions of everyone.

Illinois Standard	IPTS Descriptors	Marzano Design Questions	Marzano Descriptors	Evidence
3.1 3.2 6.2 6.4 7.2 7.3	3.1- Identifies, designs and utilizes a wide range of instructional strategies and technologies to meet and enhance diverse students' needs (i.e., cultural backgrounds, learning styles, states of development and student experiences.) 3.2- Demonstrates positive regard for the culture, religion, gender, sexual orientation and varying abilities of individual students and their families. 6.2- Monitors and adjusts instructional strategies in response to student needs and learner feedback. 6.4- Uses strategies and techniques for facilitating meaningful inclusion of individuals with disabilities. 7.2- Uses a variety of modes to communicate effectively with all students when conveying ideas and information and when implementing questioning techniques that stimulate discussion for specific instructional purposes. 7.3 Communicates with and challenges students in a supportive manner and provides students with constructive verbal and written feedback.	**Probing Incorrect Answers with Low Expectancy Students** **9.18**	The teacher probes incorrect answers of low expectancy students in the same manner as he/she does with high expectancy students.	**Teacher Evidence:** *Teacher…* ⊞ asks low expectancy students to further explain their answers when they are incorrect. ⊞ rephrases questions for low expectancy students when they provide an incorrect answer. ⊞ breaks a question into smaller and simpler parts when a low expectancy student answers a question incorrectly. ⊞ 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. **Student Evidence:** **When asked, students say that the teacher…** ⊞ …won't "let you off the hook" ⊞ …"won't give up on you" ⊞ …helps them answer questions successfully.

Marzano Design Questions For *The Art and Science of Teaching*

Routine Events:

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

   #6 What will I do to establish and maintain classroom rules and procedures?

Content:

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

   #3 What will I do to help students practice and deepen their understanding of new knowledge?

   #4 What will I do to help students generate and test hypotheses about new knowledge?

Enacted on the Spot:

   #5 What will I do to engage students?

   #7 What will I do to recognize and acknowledge adherence or lack of adherence to rules and procedures?

   #8 What will I do to establish and maintain effective relationships with students?

   #9 What will I do to communicate high expectations for all students?