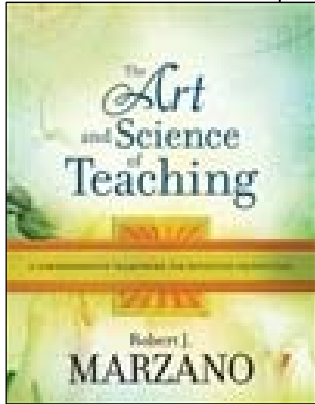


Handout for Processing the Post – Vodcast Discussion

The Marzano Framework

Design Question 8 *Elements 36-38*

Establishing and Maintaining Effective Relationships with Students



Lesson Segments Involving Routine Events

- Design Question 2:** What will I do to establish and maintain learning goals, track student progress, and determine success?
 - Providing Clear Learning Goals and States to Reach Those Goals
 - Tracking Student Progress
 - Celebrating Student Success
- Design Question 6:** What will I do to establish or maintain classroom rules and procedures?
 - Establishing Classroom Rules
 - Designing Physical Layout of the Classroom for Learning

Lesson Segments Addressing Content

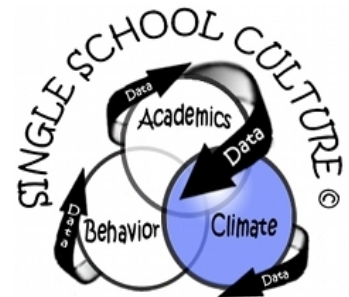
- Design Question 2:** What will I do to help students effectively interact with the new knowledge?
 - Mastering Core Information
 - Organizing Students to Interact with New Knowledge
 - Presenting New Content
 - Chunking Content into "Digestible Bits"
 - Presenting of New Information
 - Elaborating on New Information
 - Revisiting and Reorganizing Knowledge
 - Elaborating on Learning
- Design Question 3:** What will I do to help students practice and deepen their understanding of new knowledge?
 - Reviewing Content
 - Organizing Students to Practice and Deepen Knowledge
 - Using Strategies
 - Learning Strategies and Differences
 - Examining Errors in Reasoning
 - Practicing Skills, Strategies, and Processes
 - Learning Knowledge
- Design Question 4:** What will I do to help students generate and test hypotheses about new knowledge?
 - Organizing Students for Cognitively Complex Tasks
 - Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generating and Testing
 - Providing Resources and Guidance

Lesson Segments Enacted on the Spot

- Design Question 4:** What will I do to engage students?
 - Monitoring and Reacting when Students are Not Engaged
 - Using Academic Games
 - Managing Response Pairs
 - Using Physical Movement
 - Establishing a Lively Pace
 - Communicating Enthusiasm and Enthusiasm
 - Using Friendly Controversy
 - Providing Opportunities for Students to Talk about Their Learning
 - Providing Feedback on Learning Information
- Design Question 7:** What will I do to establish and maintain effective relationships with all of the students in the classroom?
 - Demonstrating "Warmth"
 - Showing Concern
 - Administering Incentives to Praise and Praise
- Design Question 8:** What will I do to establish and maintain effective relationships with students?
 - Understanding Students' Interests and Backgrounds
 - Using Behaviors that Indicate Affection for Students
 - Displaying Openness and Care
- Design Question 9:** What will I do to communicate high expectations for all students?
 - Demonstrating Value and Respect for Low Expectation Students
 - Making Questions of Low Expectation Students
 - Practicing Incentive Rewards with Low Expectation Students



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Ten Processing Questions For Viewing After the DQ 8 Vodcast

If you have the time to process the information in DQ8 more fully, you might want to employ some of these conversation-starters as a way to exchange ideas and build relationships within your own faculty.

You can use these questions in a myriad of ways: You could pick some to discuss with a single partner or a small group; you could move around the room, picking one partner at a time and asking that person any question on the list and then changing partners when a bell rings; you could write some of them on “gallery walk” posters where multiple groups get to travel from poster to poster, adding comments to the previous remarks. Have fun!

1. If “warmth” and “control” were on a 10-point scale, with extreme warmth being a “1” and extreme control being a “10”, where would you put yourself? Are you pleased with that placement, or would you want to bump your number one way or the other?
2. What three words do you think students would use to describe you? Which, if any, of those words would YOU use to describe yourself?
3. Are you satisfied with the relationships you have with students? Is there any way you would want it to change?
4. What techniques or strategies have you used to get to know something personal or meaningful about your students at the beginning of the year?
5. Do you do anything to monitor the emotional state of your class? If so, what has worked out well?
6. Have you tried anything in the relationship area that you WOULDN'T do again? Why not?
7. Do you have any favorite community-builders? What are they? How do you fit them into your schedule?
8. How do you manage feelings of frustration and annoyance without “losing it” with individuals or the class?
9. What do you do to convey strength without overpowering people?
10. What have you done to improve relationships with students who challenge you?