

Reflection Questions Using *The Art and Science of Teaching*

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(04)

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

Today...

Communicating learning goals:

- Will students be reminded about specific academic learning goals or will new goals be set?

Tracking student progress on learning goals:

- Will students be provided with feedback (e.g. a quiz, test, or informal assessment) on their progress on an academic learning goal?
- Will students be asked to record or reflect on their progress on learning goals?

Celebrating success on learning goals:

- Will students be provided with some form of recognition for their progress on learning goals?

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

Today...

- Am I being sensitive to the need for a variety of mediums for critical input experiences?
- Will I augment the critical input experience by using anecdotes and narratives?
- Have I broken the input experience into small “chunks” easily understood by students?
- What specific techniques will I use to ensure that students discuss, describe and make predictions regarding the knowledge chunks?
- What specific activities will I use to ensure that students elaborate on the knowledge chunks?
- What specific activities will I use to ensure that students write out and represent their conclusions after the input experience?
- What specific activities will I use to ensure that students reflect on their learning at the end of the input experience?
- How will grouping be used in those activities?

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

Today...

- What practice activities will I use and what is my role during those activities?
- Am I using a variety of practice activities?
- What knowledge deepening activities will I use and what is my role during those activities?

- Am I using a variety of knowledge deepening activities?
- What will the role of homework be in these activities?
- How will grouping be used in these activities?

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

Today...

- What will I do to facilitate the hypothesis generation and testing task(s) that has been assigned (e.g. experimental inquiry task, problem solving task, decision making task, investigation task)?
- What will my role be during these activities?
- What will the role of homework be during these activities?
- How will grouping be used during these activities?

Question #5: What will I do to engage students?

Today...

- Will I be particularly sensitive to the level of student engagement?
- Which of the following general engagement techniques will I be prepared to use: games and simulations, inconsequential competition, physical movement, friendly controversy, unusual information and building in opportunities for students to talk about themselves in relationship to new content?
- Which of the following techniques will I be prepared to use to manage response rates: wait time, response cards, choral response, and response chaining ?
- How will I orchestrate the flow of classroom activity to minimize dead time and enhance student engagement?
- How will I demonstrate intensity and enthusiasm for the content?

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

Today...

- What procedures and routines will be used?
- Will students be reminded of specific rules and procedures or will new ones be established?

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

Today...

- What positive consequences should I be ready to implement today?
- What negative consequences should I be ready to implement today?

- Am I being sensitive to the need for variety in these activities?

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

Today...

- Are my actions balanced between communicating a sense of guidance and control and a sense of cooperation and concern?
- What actions should I be ready to take to communicate a sense of guidance and control?
- What actions should I be ready to take to communicate a sense of cooperation and concern?
- Am I being sensitive to the need for variety in these actions?

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

Today...

- Which students should I be paying particular attention to in terms of eliciting their participation?
- What techniques should I be ready to use to establish an appropriate affective tone for low expectancy students?
- What techniques should I be ready to use to enhance quality of interactions with low expectancy students?
- Am I being sensitive to the need for variety in these techniques?

Question #10: What will I do to develop effective lessons organized into a cohesive unit?

Today...

- Is the focus of my unit clear to students?
- Is the relationship between this lesson and the focus of the unit clear?
- Are my assignments and activities consistent with my intended focus?
- Is the overall flow of my unit consistent with my intended focus?

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