

Your Daily Marzano Protocol 101

This is a guide to successful Marzano skills, step-by-step instructions, and explanations of each and every piece. There are examples not provided in the session as well as the domains not observed during the lesson. Please remember each county has its differences.

Any comments made in this blue will be by Katherine LaRose.
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Domains:

1 – Lesson Segment Involving Routine Events

DQ1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?

- 1) Provide Rigorous Learning Goals and Performance Scales (Rubrics)

Have your scale, and know how to use it, and how to incorporate it. This is NOT your grading rubric. That is your performance scale.

K Scale C.1.1 *Respond to music from various sound sources to show awareness of steady beat.*

4 – I can build my own steady beat movement. Most complex task, being able to keep the steady beat while also creating their own movements.

3 – I can perform steady beat. This is the standard and your goal for each and every student. They should be able to keep the steady beat, with or without help.

2 – I can recognize steady beat. Students can't do 3 if they can't do 2. If they cannot tell the heartbeat of music, know that it is steady and never changes, they cannot possibly ever be a 3.

1 – I can partially do 2/3 with teacher help. This is the beginning level. You are only a 1 once you know they cannot do 2. This level is when you have started on 2 and notice they are not able to do the activity, even with your teacher help.

Have a learning goal and reference it at least three times in class. Once at the beginning as something they are working towards, then

again in the middle of the activity that is your level 3 activity, and then lastly as they are lining up as an exit ticket reminder of what they have done that day.

2) Tracking Student Progress

Your students will be able to track their own progress once they are used to the scale/rubric. A well written scale will be obvious to the student what their expectations are and how they can accurately be on which level. Asking students to show their goal scale level as an exit ticket works very well.

5th Grade Scale S.3.4 – *Play melodies and accompaniments, by ear, using classroom instruments.*

4 – I can create a solfege pattern to play.

Much more complex than echoing and given freedom, encourages the exploration of new patterns outside of what you might use in class.

3 – I can play solfege patterns, by ear, using instruments. Again, the level 3 is the standard, what you are working on. This one focuses on playing melodies (solfeggio) but you can easily change it to accompaniments to fit the other half of the standard.

2 – I can perform solfege patterns.

In order to play them on instruments, students must be familiar with solfege patterns in the first place. It is a

necessity in order to reach the level 3.

1 – I can partially do 2/3 with teacher help.

If they can only somewhat do it with you helping, they are a 1. If they cannot echo a full solfege pattern back to you with you singing and showing the signs with them, they are a 1.

A 1 is that they cannot do a level 2 or 3 in full, even with help. If you are helping them and they are doing the level 3, then they are a level 3. If you are helping them and they cannot do most of the activity, even with you helping, they are a 1. If you explain to your class that most will start at level 1 or 2 and grow to be a 2 or 3 by the end of the activity, that will help them understand further. Ask the students what they were able to do to ensure they are at the level they show you.

Using a learning board/target can help greatly in this DQ. A learning board shows the target level and level they are currently at. By adding the levels one by one, the students are observing themselves grow closer to the goal throughout the class, but ONLY when you have observed the requisite percentage of students have achieved the current level.

Katherine uses a learning target made up of our school's mascot (Finley) cut into a puzzle. The background is 1, his bottom is 2, most of him is 3, and his surfboard is a 4. I will move each piece up as the class as a whole has shown they can do the level, usually with celebrating adding another piece to our 'Finley' puzzle. You can also use an exit ticket of them showing on their fingers what level they were held against their chest as confirmation as well as correction.



Stephanie uses a learning target made up of a cupcake cut into pieces. The level 1 isn't necessary, so I left it out and started at 2, the base of the cupcake. The frosting is 3 and the cherry on top is level 4. Level four is always the cherry on top, that extra above-and-beyond bit.



3) Celebrating Success

How are you going to identify those students who have accomplished their goals? How are you going to know which students did well and which students did not?

Show of Hands
Certification of success
Parent notification
Round of applause
Academic praise
Marble jar

Have the students show their level on their chest as an exit ticket, congratulate those doing well, or some other method of informing students where they were on the scale. If the entire class made it to the goal scale level 3, make a big show of it.

DQ6: What will I do to establish and maintain classroom rules and procedures?

4) Establishing Classroom Routines

This is one your principal won't really be able to see the creation of if they come in outside of the first week of school. This is less establishing and more the continuation of previously established rules, routines, and procedures. Make sure you are being consistent and firm in your classroom management to get full credit for this one and be

prepared for each student's needs. Know which students are likely to break which rules and find ways to help them to be on their best behavior daily. Routines can also include jobs, getting materials out, etc.

This may be demonstrated during an observation by:

- Reviewing rules

- Using a quick classroom meeting for problems

- Teacher moving around the room – proximity to students

- Making eye contact with students

- Praise students who are following your routines

5) Organizing the Physical Layout of the Classroom

This one is how your students will move from space to space. I have students start in chairs, then they come to the carpet before moving to instruments and ending back in the chairs prior to making the line at the door. Think about how your students will be moving to each activity and make sure there is a process (back to #4) to get to each activity. Also, make sure that supplies/materials are easily accessible during lesson. Have your lesson ready physically before the students come in to class.

DQ2: What will I do to help students effectively interact with new knowledge?

6) Identifying Critical Content

Pinellas County requires 2 observations, with CC in both. I do this by highlighting, underlining, or boxing in the *important* part of the scale.

First Grade Standard C.1.1 - *Respond to specific, teacher-selected musical characteristics in a song or instrumental piece.*

In this case, the scale focused on high and low

3) I can perform **high and low** on instruments. As you can see, the students

would be working on high and low. If they didn't necessarily play the instrument with proper technique, that doesn't matter. This is all about doing the high and low and that's what you are looking for in order for them to get to that level 3.

Make sure you cover this with the students, asking them what the Critical Content (using those words regularly, but also point, reason, main idea work to help solidify what CC means).

7) Organizing Students to Interact with New Content

This goes back to routines established but also the way the students work in the class. Be aware of the students when you place them in groups, give them various perspectives and interpretations, but also be aware of how the students view something. IE, knowing which students will be the first to give up on something and encouraging

them through a more challenging activity. Know your students with IEP's and 504 needs and reflect on how you can engage them further in a classroom setting. Give all students an equal representation in class, ensuring you are not calling on the same two students each time, but letting the students interact responsibly like compromising, taking turns, resolving conflict, etc.

8) Previewing New Content

Connect previous information in any method. I use my scale, especially if it is the same one we've worked on the week prior. Using a previous example, if students sang high and low last week and our goal level 3 is performing on instruments, remind the students we sang high and low last week, so what does that mean for this week? Or even between activities as a transition period.

If the level three is not something you are able to connect easily, then break the wording down with your students. Ask them what the critical content requires of them, how they can achieve that goal, and what activities they might expect to do to achieve it. Connect back to previous goals earlier this year. Connect to other subjects, even.

Ex: You are now working on playing mallets. What have you worked on this year that connects to that? Are you playing solfege on mallets and practiced singing it before? Are you combining rhythms and pitch together to play. Just remind the students that you built up skills that you carry over to this.

9) Chunking Content into "Digestible Bites"

This is perhaps one of the easier ones. As musicians, we naturally must analyze what we are doing. Use those skills to break down and analyze tasks and information with your students by stopping and asking them what you have done in the previous steps.

EX: You are showing a K class how to play an alto xylophone for the first time. Step one is how do you get behind the proper instrument? Step 2, how do you sit behind it? Step 3, when do you pick up your mallets? Step 4, how do you hold your mallets? Step 5, where do you tap on the xylophone? You would show each step first, then ask the class or a particular student what you did. It may seem like it takes forever, but it is far better than the students getting hurt or breaking your instruments.

10) Helping Students Process New Content

This is your bread and butter. This is the main content of your class and your level 3 goal. Whether it is singing, reading, playing, or

listening. This is the part where the students are working on their level 3 and you are making sure they are achieving the goal.

What the administrators want to see in this one is that after you teach something new the students sit in groups and digest it themselves. Teach your lesson as you would, but add 5 minutes in at the end of the lesson and have them sit together in small groups – 1. Discuss what they heard today. 2. Discuss what they learned today and 3. Discuss if it was part of the critical content (another nod at CC).

11) Helping Students Elaborate on New Content

This connects to 10. Your students should be able to describe the content covered in class as well as make further inferences or analyze other relations.

Admin will look for:

Appropriate wait time after asking students questions

Asking detailed questions

Asking for inferences, predictions, and definitions

12) Helping Students Record and Represent Knowledge

Students should be able to summarize the day and activities, including how they achieved their goal. Students can record and represent their understanding of critical content in linguistic or nonlinguistic ways. Knowledge should be recorded after presentation, not during. Recorded notes should be in students' own words, not copied from the board. They should record only the critical content. Knowledge can be recorded as notes, pictures, flow charts, body movements, and dramatizations.

13) Helping Students Reflect on Learning

This is clarifying what they know, what they have done, and how they understand what they have learned. Ask a neighbor, partner teaching (?), turn and talk and such where they talk with a neighbor is great. Asking them questions related to what they have done, asking them how they could have changed what they did, etc.

DQ3: What will I do to help students practice and deepen new knowledge?

14) Reviewing Content

Going back over content is important. Start each lesson or activity with a review of what you have done, had done in the past, or have already connected. Have the students do this as well. Summarize

previous content, ask a problem or demonstration involving previous content, practice tests, or even the students showing increased fluency works. This also counts with warm-up activities.

15) Organizing Students to Practice and Deepen Knowledge

Group work, partner work, arrangements of students, teamwork, and guidance of students through the class while ensuring the students are positive and working hard. Circles also work for this.

16) Using Homework

It sounds like this one does not apply, but we do have some minimal homework. Showing your students how to access the content online, at home instrument practice, word sheets to practice concert songs all count towards homework. Your principal may skip this one by virtue of it being a music classroom.

17) Helping Students Examine Similarities and Differences

Compare and contrast, naming and classifying instruments, loud and soft, fast and slow are all examples of how you already do this. Even reading rhythms can be used for this one as the students must be able to differentiate between varying notes while seeing the similarities between them as well.

18) Helping Students Examine Their Reasoning

Help students understand where they are right and where they are wrong. If they are right, ask them *why* they are right. Ask for an example they can use it in. Group discussions, debates, or inferencing are great ways to do this.

19) Helping Students Practice Skills, Strategies, and Processes

Bread and butter once more. This is the guided or independent practice of the skills you are working on. This is your singing, listening, moving, playing activity for the class. Admin wants to see the teacher model the skill first (even if it has already been taught). Think “I do/We do/You do”. Students will show increased competence, but also confidence.

20) Helping Students Revise Knowledge

This is adding new information to something they already knew or correcting knowledge. If they have been working on fast and slow, giving them the proper terms would count as revising. If they are reviewing instruments, clarify that guitar is still a string instrument because it has the strings even if it not always found in an orchestra.

Student evidence your admin would like to see:
Students explaining what they are confused about so you can clarify
Corrections made to skill
Coming up with a different or multiple solutions

DQ4: What will I do to help students generate and test hypotheses about new knowledge?

21) Organizing Students for Cognitively Complex Tasks

This is knowing that students are working on something more challenging and organizing them appropriately. Problem solving, working around the challenge, breaking it down so they can accomplish it.

22) Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing

This IS creating and testing a hypothesis. It can be done even in Kindergarten. For example, ask your K students what would happen if they changed the speed of the song. Would the steady beat change? Would the melody change? Would the rhythm change? Ask them if they can think of how they could change the song as well. Even if it is something like generating and testing something, it does not mean it has to be the students alone doing it. It can be you guiding them through the process of making a question and testing it to see how it changes.

I use a chair rhythm activity with second grade to understand the representation of beats and sounds. 1 chair, 1 beat. 1 student, 1 sound. Putting one person in one chair would be how many sounds? How do I get a rest? How do I get paired eighth notes? So on and so forth. It is guiding them through this testing, especially getting to a whole note where one student has to lay across all 4 chairs to represent the 1 sound, 4 beats.

I give my younger students drums of different sizes and ask them how they will sound and why. Then they actually play the drums and see if they had to change their hypothesis or not (Pitch unit).

23) Providing Resources and Guidance for Cognitively Complex Tasks

Circulate the room, proximity, answering questions, and making yourself available to the students is one of the most important in my opinion. Don't let the students struggle with something for too long but make it comfortable for them to ask you for help. Hand over hand

guidance with instruments, for example. If a student becomes stressed over it, hop in and help.

DQ5: What will I do to engage students?

24) Notice When Students are Not Engaged

Watch the class. Move around. And if a student is not paying attention or participating, do something about it. Look for all students to participate and be actively involved in the learning. Call out those students who sit in the back laying down and not playing instruments with the class. Find something for all hands to do during listening activities.

Know when students are done with a particular activity and move on to the next step. Always plan more than your class can accomplish in a particular class and move from activity to activity as needed. If you are spending 30 minutes on one activity and your class is not participating or growing fidgety, move on. It is better to have 5 short activities that engage your students fully than to have 1 long activity that only partially engages them.

25) Use Academic Games

Movement games, singing games, circle games, calling something a game even if it isn't a 'single winner' game all work. Focus on the concept and find a way to make it a game. Dances count as they focus on the concept, help the students with interacting responsibly, and are still structured.

26) Managing Response Rates

Keep track of how long you are letting a student sit and think. Give a timer or limit before moving to another student. Don't let the class sit for five minutes while one student answers or refuses to answer a question. Use cards, hand signals, my turn your turn, or even digital methods of asking and answering questions.

27) Using Physical Movement

Movement games, transitions, brain breaks, and even stations are great for this. Four Corners and other such games are good to throw in (#25) while also getting them to move if they've just finished a listening activity.

28) Maintaining a Lively Pace

Pacing is so important. Keep the kids moving and don't give them the time to start talking between activities. But don't make it so fast they

are never spending any time on something. Be aware of your class and slow down if they are too excited or don't understand the activity or the point of the activity.

29) Demonstrating Intensity and Enthusiasm

Enjoy your job! That's what this is all about. Don't be afraid to enjoy what you are doing and make faces with the kids. If you are doing a spooky song, pretend with them. If it is a slow piece, exaggerate it. Be dramatic to gain their attention. Change your voice. I love to use silly voices for loud and soft, high and low, fast and slow, etc. The students will giggle, but it is more enjoyable for all of us and it shows not only that I know what I'm doing to my principal, but it shows that I enjoy it.

30) Use Friendly Controversy

This is all part of knowing your students. Have mini-debates about whether the piano is a string or percussion instruments. Ask them their opinions on pieces of music and have them give evidence as to why they think what they do.

31) Providing Opportunities for Students to Talk about Themselves

Going back to above, you want to know and understand your students. Know their interests, know their likes and dislikes, and use those. If a student likes certain movies, ask how the music in class might be used in those movies. Or even use those particular pieces in your class. Use lining up or clean up time to talk to them about something they enjoy. Find a way to bond with your students over their favorite sports team, even if you are rivals. Some good natured rivalry can be useful in bonding with the students but also in showing them how to work with #30 above as well as others.

*Just be careful not to get too off topic during instruction time. I encourage my kids to do a lot of this while I'm in the hallway on duty in the morning and afternoon. Then I can incorporate it into class.

32) Presenting Unusual or Intriguing Information

Keep in mind that you are trying to make and keep students interested in the content. If you are studying Holst's *The Planets*, draw attention to the fact he was a major influence on John Williams. If they are performing a song in another language, help them understand it and its cultural importance.

DQ7: Recognizing Adherence to Rules and Procedures

33) Demonstrating “Withitness”

This is being able to be with your students, know where they are, observe and monitor them, and keep track of what’s happening in the classroom. KNOW and PREVENT drama, KNOW and PREVENT accidents, and KNOW AND ENCOURAGE your students to remain engaged.

34) Applying Consequences for Lack of Adherence to Rules and Procedures

This is a rookie teacher struggle as you need experience to get better at this particular one. You need to be strict with your rules and follow through. If your school has a behavior management plan, PBIS, or something school wide, DO it. Use it. If the classroom teacher has something that works, incorporate it. Talk with the teachers, tell them who was excellent and celebrate the success (heh heh). But do so in class as well. Be consistent throughout with making sure there are consequences for what your students are doing.

35) Acknowledging Adherence to Rules and Procedures

“Oh, thanks James for sitting down quietly! What a perfect example you’re being right now.” It’s that easy. Point out those students following directions, following the rules, and being their best.

DQ8: Establishing and Maintaining Effective Relationships with Students

36) Understanding Students’ Interests and Background

Know your students. Know where they are, where they come from, and where they are going. Some are interested in sports, some are interested in art, some in math, science, etc. Know which students are struggling with reading in the classroom and know which students have no parents at home to support them. Know which student is going to act out because they have to take care of five siblings at home while mom works two jobs to support them.

37) Using Verbal and Nonverbal Behaviors that Indicate Affection for Students

Love on your students. Smile, it’s really okay. Don’t necessarily touch them physically unless you plan on sanitizing everything constantly (germs spread SO easily in elementary), but show them that you care. And yes, CARE for and about them. Want them to succeed. Your worst behaved child can be absolutely hilarious and you can turn all that bad into good by showing some affection and kindness.

38) Displaying Objectivity and Control

They're going to test you. Don't get into a fight or argument with a student. You're the adult, act like the adult in charge instead of their friend. If student A hits student B when student B had already hit them, take care of both, not just student A because it was the one that just happened. Don't let students take that mile and run with it.

DQ9: Communicating High Expectations for All Students

39) Demonstrating Value and Respect for Low Expectancy Students

They may not be high achievers, but they are still your students and you can still show value and respect. Call on them but give them time. Give them help. If a student is struggling, ask simpler questions of them to lead them to the correct answer in a kind and compassionate way. Value them just as much as your top achievers.

40) Asking Questions of Low Expectancy Students

They can do it when you give them the chance. Call on them. If they get it wrong, lead them into the correct answer.

41) Probing Incorrect Answers with Low Expectancy Students

Again, ask them questions and lead them. They will look to you for advice, direction, and help. Give it to them. Give them that chance.

Domain 2: Planning and Preparing

Planning and Preparing for Lessons and Units

42) Effective Scaffolding of Information within Lessons

Start simple. Super simple. Start at a 5 year old's level and slowly increase the difficulty. Build up from the most basic of information. Tempo is the? Well, first they have to know speed. Nope, first they have to know what is fast and what is slow. How to tell something fast from something slow. Then they can know that is called a speed. Then they can know the word is tempo. Then they can grow from there. But you need to be able to break everything down and think of where your students are starting and where you need them to be by the end.

43) Lessons within Units

Units are awesome. Units are amazing. And you can refer back to other units even in a new unit. But keeping all form things together? They won't forget that the first section is always A and the B section

must be different. Even when you are talking about tempo or dynamics or melody. Don't mix up everything on your students. Finish one idea before moving on to the next, even if you still reference it.

Planning and Preparing for Use of Resources and Technology

45) Use of Available Traditional Resources

Orff. Instruments. Singing. Songs. Hand games. Circle time. Those are all traditional resources.

46) Use of Available Technology

If you have it, use it. CD player, dvd player, computer, SmartBoard, Mimio, Pinterest, TPT, those are all technological resources. If you have it, use it and point it out.

Planning and Preparing for the Needs of English Language Learners

47) Needs of English Language Learners

Know who these students are and have other ways. Show it in their language, in pictures, through movements, and even hand over hand.

Planning and Preparing for the Needs of Students Receiving Special Education

48) Needs of Students Receiving Special Education

Those 504s and IEPs are useful. SO useful. If you write those accommodations into your lesson planner the first day of preplanning, you'll have them as a reminder forever. Mark it, and do it. Proximity, breaks, extra time, hand over hand, my turn your turn, whatever it is, do it. It's required by law and it isn't a challenge.

Planning and Preparing for the Needs of Students Who Lack Support for Schooling

49) Needs of Students Who Lack Support for Schooling

This is a part of knowing your school. If a child is always hungry or always tired, know why. And then support them in your classroom. If they just need a five minute break at the beginning of class because they came to school upset, those five minutes will save your class chaos and drama. This goes back to knowing your students.

Domain 3: Reflecting on Teaching

Evaluating Personal Performance

50) Identifying Areas of Pedagogical Strength and Weakness

Know what you're working on and know what you're already good at. Telling your principal how you would make your lesson better *is not a*

bad thing. They want to know you are improving and thinking of how to improve.

51) Evaluating the Effectiveness of Individual Lessons and Units

Did your lesson go well? Why? Did it fit in with last week's lesson well? What about next week's lesson? Did you just finish a unit? How did that help your lesson?

52) Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

Did your behavior management go well? Did you have a child squawking like a chicken and handle it well or do you need to review what to do when such an unusual behavior occurs yourself.

Developing and Implementing a Professional Growth Plan

53) Developing a Written Growth and Development Plan

Typed still counts as written and with districts using things like iObservation, this should perhaps be one of the easiest. Mine is a checklist and it's quite easy to check through each thing as I'm creating the plan. It's a five minute task, really. The next element is the harder of these.

54) Monitoring Progress Relative to the Professional Growth and Development Plan

Keep track of what you're doing in your plan. Know how you are improving, what trainings you are attending to improve, the books you've read, and what in general you have done to improve. Write/type it in your plan or wherever it is meant to be.

Domain 4 Collegiality and professionalism

Promoting a Positive Environment

55) Promoting Positive Interactions with Colleagues

You're here, after all. You WANT to be a good teacher. Be happy with your school staff just as you should be with your colleagues here at conference. Don't be labeled as 'Grumpy Dwarf' at your school and encourage your colleagues just as you want to be encouraged by them. You clap for you and you are your best audience, but being kind to others will only give you a larger audience in the first place.

56) Promoting Positive Interactions about Students and Parents

Don't blame your students or parents when everything goes wrong. Work with what you have available. We can't all be at the best A+ schools, but neither are we all at the worst Title 1 schools with no

support even from the staff. Odds are more likely you have students who want to do good and are trying with what they have. So meet them halfway and show that kindness and affection. Be understanding and help where you can.

Promoting Exchange of Ideas and Strategies

57) Seeking Mentorship for Areas of Need or Interest

Keep learning and look for someone who is better than you at that particular thing to help. Ask for help and find someone to help you do it.

58) Mentoring Other Teachers and Sharing Ideas and Strategies

Mentor other teachers. First year teachers don't always get a mentor and even then, one mentor can always be supplemented with more. And it can even be a newer teacher to your school, discipline, instrument, or someone who just doesn't do as good at _____ as you.

Promoting District and School Development

59) Adhering to District and School Rules and Procedures

Know the rules. Know when you're breaking the rules. Accept consequences. Don't be that person who brought something on to campus who shouldn't have. Don't be that person complaining on social media using the child's full name and then tagging their teacher and principal in it. We know it sounds easy, and it really should be, but still make sure you know all the parts.

60) Participating in District and School Initiatives

Summer Institutes, trainings, school wide events, district wide events, you don't have to attend each and every single one. But do SOMETHING. Don't be a recluse and hide from anything outside of your school. You're better than that and how else will everyone else learn that? PS, your concerts are a good start but go to other concerts at other schools as well.