

Desired Effects for All 41 Elements



Based on the work of Dr. Robert J. Marzano and/or Learning Sciences International

Definition: ¹The intended result of the teacher's strategy. ² What you want as a result of that element to happen.

DQ1: Communicating Learning Goals and Feedback

1. Students understand what the goal and scale are and know what they mean.
2. Students know where they are on the scale and describe their progress toward the learning goal.
3. Students are proud of gaining knowledge and they are motivated to continue their progress toward the learning goal.

DQ6: Establishing Rules and Procedures

4. Students know and follow rules and procedures.
5. Students have easy access to classroom materials in an environment that focuses on communication what is being taught and learned.

DQ2: Helping Students Interact with New Knowledge

6. Students know what content is important and what is not important.
7. Students interact in small groups to process and understand new knowledge.
8. Students make a link from what they know to what is about to be learned: activating knowledge.
9. Students process and learn information in appropriate chunks.
10. Students are cognitively engaged with new content during interactions with other students.
11. Students can make inferences that were not explicitly taught with in the chunk.
12. Students accurately record and represent their understanding of critical content in linguistic and or nonlinguistic ways.
13. Students examine their level of understanding and identify areas where they are clear or confused.

DQ3: Helping Students Practice and Deepen New Knowledge

14. Students produce an accurate representation of previously taught critical content.
15. Students practice and deepen knowledge by interacting in small groups.
16. Student's understanding of content and or practice skills, strategies, or processes is deepened with appropriate homework.
17. Students describe how elements are similar and different and what new information they have learned as a result of their comparisons
18. Students can identify and articulate errors in logic or reasoning, or the structure of an argument, and explain new insights resulting from this analysis.
19. Students will develop fluency with skills, strategies, or processes by engaging in appropriate practice activities.
20. Students make additions and deletions to previous knowledge that deepens their understanding.

DQ4: Helping Students Generate and Test Hypotheses

21. Students are organized into small groups to generate and test hypotheses to enhance their understanding of the content.
22. Students generate and test hypotheses to enhance their understanding of content and the inquiry process.
23. Students have adequate resources and guidance to complete the hypothesis generation and testing task.

DQ5: Engaging Students

24. Students modify their level of engagement as a result of teacher action.
25. Students are cognitively engaged or re-engaged as a result of the use of inconsequential competition and academic games.
26. Students are cognitively engaged or re-engaged as a result of the use of questioning strategies or probing.
27. Students are cognitively engaged or re-engaged as a result of the use of physical movement activities.
28. Students are cognitively engaged or re-engaged as a result of the teacher maintaining a lively pace.
29. Student will state that the teacher makes learning fun by engaging and re-engaging with intensity and enthusiasm.
30. Students will remain engaged or re-engaged while participating in friendly controversy.
31. Students are cognitively engaged or re-engaged as a result of opportunities to talk about themselves.
32. Students will become engage or re-engaged when unusual or intriguing information is presented.

DQ7: Recognizing Adherence to Rules and Procedures

33. Students adhere to rules and procedures as a result of the teacher's withitness.
34. Students adhere to rules and procedures as a result of the teacher applying consequences consistently and fairly.
35. Students adhere to rules and procedures because they know the teacher will apply consequences fairly and evenly.

DQ8: Establishing and Maintaining Effective Relationships with Students

36. Students' perception of acceptance and sense of community are enhanced as a result of the teacher exhibiting understanding of student's interests and background.
37. Students' perception of acceptance and sense of community are enhanced as a result of the teacher using verbal and non-verbal behaviors that indicate affection for students.
38. Students' perception of acceptance and sense of community are enhanced as a result of the teacher displaying objectivity and control.

DQ9: Communicating High Expectations for All Students

39. All students feel equally valued by the teacher.
40. All students are asked questions with the same frequency and depth.
41. All students who respond who respond with incorrect answers are probed in the same manner.