

GLAD Strategies Within Marzano Framework for Washington Evaluation System

Criteria (Components and Elements)	GLAD Strategies that Provide Evidence/Artifacts	GLAD-related Student Evidence
Criterion 1 EXPECTATIONS: Centering instruction on high expectations for student achievement.		
Component 1.1: Providing Clear Learning Goals and Scales (Rubrics)	Rubrics for Team Tasks	
Component 1.2: Celebrating Success	Scout Awards, Team Points	Show enthusiasm when receiving team points
Component 1.3: Understanding Students' Interests and Backgrounds	Interactive Journal	
Component 1.4: Demonstrating Value and Respect for Low Expectancy Students	Philosophy "Teach to the Highest", High Expectations	Students performing at high levels
Criterion 2 INSTRUCTION: Demonstrating effective teaching practices.		
Component 2.1: Interacting with New Knowledge		
2.1.1	<i>The teacher identifies a lesson or part of a lesson as involving important information to which students should pay particular attention.</i>	Observation Charts, Big Books, Prediction/Reaction Guide
2.1.2	<i>The teacher organizes students into small groups to facilitate the processing of new information.</i>	Cooperative Grouping, T-Graph for Social Skills, Team Points, Numbered Heads
2.1.3	<i>The teacher engages students in activities that help them link what they already know to the new content about to be addressed and facilitates these linkages.</i>	Observation Charts, Inquiry Chart, Big Books, Learning Lots, Narrative Input
2.1.4	<i>Based on student needs, the teacher breaks content into small chunks (i.e., digestible bites) of information that can be easily processed by students.</i>	10:2 Lectures, Listen and Sketch, Heads Together, Expert Groups, Mind Map, Process Grid, Memory Bank, Input Charts-Pictorial, Graphic & Comparative
2.1.5	<i>During breaks in the presentation of content, the teacher engages students in actively processing new information.</i>	Expert Groups, 10:2 Lectures, Process Grid, Memory Bank, Heads Together, Think-Pair-Share, Numbered Heads

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2.1.6	<i>The teacher asks questions or engages students in activities that require elaborative inferences that go beyond what was explicitly taught.</i>	Personal Exploration Report, Expert Group, English Language Development (ELD) Review, Process Grid	Use higher level thinking skills to crosswalk Process Grid, create Personal Exploration Report
2.1.7	<i>The teacher engages students in activities that help them record their understanding of new content in linguistic ways and/or represent the content in nonlinguistic ways.</i>	Total Physical Response (TPR), Learning Logs, Team Tasks, Heads Together, 10:2 Lectures, Individual Projects/Explorations	
2.1.8	<i>The teacher engages students in activities that help them reflect on their learning and the learning process.</i>	Oral Evaluation, Written Evaluation, Letter Home, Rubrics, Team Conferences	
Component 2.2: Organizing Students to Practice and Deepen Knowledge			
2.2.1	<i>The teacher engages students in a brief review of content that highlights critical information.</i>	Input Chart Reviews-Pictorial, Narrative, Comparative; ELD Review (Levels of Questioning); Prediction/Reaction Guide; Inquiry Chart; Story Map; Read the Walls; Big Books	Actively participate in review by revisiting the charts and adding words or picture cards to visuals in the room
2.2.2	<i>The teacher uses grouping in ways that facilitate practicing and deepening knowledge.</i>	Flexible groups, Team Tasks, Expert Groups, ELD Review, Individual Re-teaching and Extensions, Group Frame	Acting as field experts on one aspect in order to teach teammates
2.2.3	<i>When appropriate (as opposed to routinely), the teacher designs homework to deepen students' knowledge of informational content or practice a skill, strategy, or process.</i>	Home/School Connection	Verbal processing of new knowledge via Home/School Connection
2.2.4	<i>When the content is informational, the teacher helps students deepen their knowledge by examining similarities and differences.</i>	Comparative Input, Picture Sorts, Graphic Organizers, Guess My Category, Expert Groups, Process Grids	

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2.2.5	<i>When the 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.</i>	Cognitive Content Dictionary (CCD), Input Chart Reviews, Cooperative Strip Paragraph, Metacognitive Questioning	Expected to give reasoning or evidence behind thinking with answers
2.2.6	<i>When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency.</i>	Team Tasks, Heads Together, ELD Review, Chants, Signal Word	Complete Team Tasks in cooperative groups
2.2.7	<i>The teacher engages students in revision of previous knowledge about content addressed in previous lessons.</i>	ELD Review, Inquiry Charts, Prediction/Reaction Guide, Cognitive Content Dictionary (CCD)	Add information gained or new questions as they occur on any classroom visual; add to walls; process Prediction/Reaction Guide
Component 2.3: Organizing Students for Cognitively Complex Tasks		Process Grid, Input Charts, Big Books	Generate own interest in study that transfers and apply new knowledge via Personal Exploration Report, original Input Charts, Big Books, etc.
Component 2.4: Asking Questions of Low Expectancy Students		Numbered Heads	Expected responses
Component 2.5: Probing Incorrect Answers with Low Expectancy		Tiered Levels of Questioning	
Component 2.6: Noticing when Students are Not Engaged			
2.6.1	<i>The teacher notices when students are not engaged.</i>	T-Graph, Team Points, 3 Standards, Scouts, Literacy Awards, Chants	Explain 3 Standards, Earn/Award Literacy Awards
2.6.2	<i>The teacher uses academic games to engage students.</i>	Process Grid, T-Graph, Team Points, 3 Standards, Scouts, Literacy Awards, Jimmy Cracked Corn, Phonemic Awareness	
2.6.3	<i>The teacher manages response rates.</i>	Choral Response, "Say it with me," Cognitive Content Dictionary, Wait Time, Auditory Cueing from Class, "When my marker is writing"	

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2.6.4	<i>The teacher uses physical movement.</i>	Chants, Total Physical Response, Team Tasks, Observation Charts	Move about the room independently as needed during Team Tasks
2.6.5	<i>The teacher maintains a lively pace.</i>	Signal Word, Zero Noise Signal, Auditory Cueing from Class, Transition in Movement, Proximity to Learning Spaces, 10:2 Lectures	Quickly respond to transition signals
2.6.6	<i>The teacher demonstrates intensity and enthusiasm.</i>	Personal Narrative, Chants, Realia	
2.6.7	<i>The teacher uses friendly controversy.</i>		
2.6.8	<i>The teacher provides opportunities for students to talk about themselves.</i>	Interactive Journals, Learning Logs/Double Entry Journals, Observation Charts, Home/School Connections, Picture File Cards, 10:2 Lectures	
2.6.9	<i>The teacher presents unusual or intriguing information.</i>	Found Poetry, Chants, Expert Groups, Literacy Awards, Clunkers & Links, Input Charts, Realia, Picture File Cards, Observation Charts, Big Books	Connect prior knowledge with intriguing information to form new questions
Component 2.7: Using and Applying Academic Vocabulary		Signal Word, Cognitive Content Dictionary, Word Cards on visuals, Input Charts, Chants, Big Books, Process Grid, Expert Groups	Uses academic vocabulary correctly in current setting and across disciplines; responds to Signal Word with corresponding synonym and action; uses vocabulary in student- and teacher-led conversations
Component 2.8: Evaluating Effectiveness of Individual Lessons and Units		Learning Log/Double Entry Journal	Reflection in Learning Log shows understanding of daily lesson

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Criterion 3 DIFFERENTIATION: Recognizing individual student learning needs and developing strategies to address those needs.		
Component 3.1: Effective Scaffolding of Information Within Lessons	Lesson design, all classroom visuals and resources, gradual release, Tiered Levels of Questioning	
Component 3.2: Planning and Preparing for the Needs of All Students	Learning Logs, Flexible Groups, Team Tasks, Listen and Sketch, Expert Groups, Scout Awards, Input Charts, Chants, 10:2 Lectures, Numbered Heads, Personal Exploration Report, Language Development Cycle, Total Physical Response, Cooperative Groups, Team Tasks	Active participation of second language learners in all classroom activities, equitable opportunities for demonstration of mastery of knowledge, feels like a valued contributing member of the class
Student Growth 3.1: Establish Student Growth Goal(s)		
Student Growth 3.2: Achievement of Student Growth Goal(s)		
Criterion 4 CONTENT KNOWLEDGE: Providing clear and intentional focus on subject matter content and curriculum.		
Component 4.1: Attention to Established Content Standards		
Component 4.2: Use of Available Resources and Technology		
Criterion 5 LEARNING ENVIRONMENT: Fostering and managing a safe, positive learning environment.		
Component 5.1: Organizing the Physical Layout of the Classroom	Classroom design is purposeful in regard to placement of GLAD resources, Signal Word to facilitate transitions between activities and movement around classroom	Interact with posted information throughout lessons
Component 5.2: Reviewing Expectations to Rules and Procedures	Three Personal Standards, T-Charts	Evaluate own and classmates' behavior in relation to T-Chart and Three Personal Standards
Component 5.3: Demonstrating "With-itness"		

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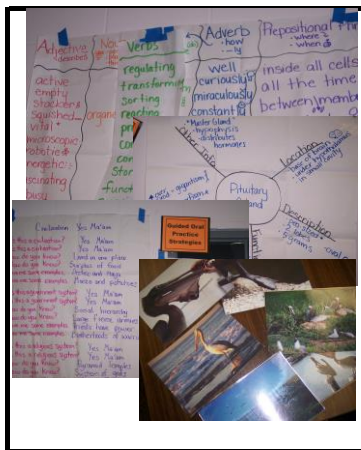
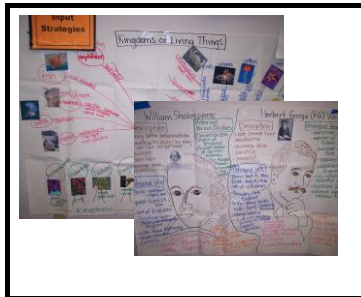
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Component 5.4: Applying Consequences for Lack of Adherence to Rules and Procedures		Refocus in order to make good decisions, show respect, and solve problems

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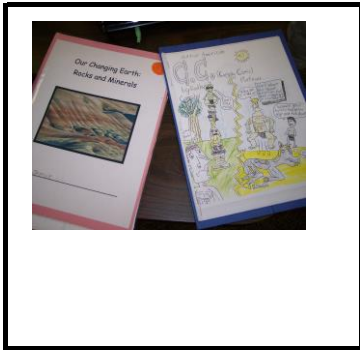
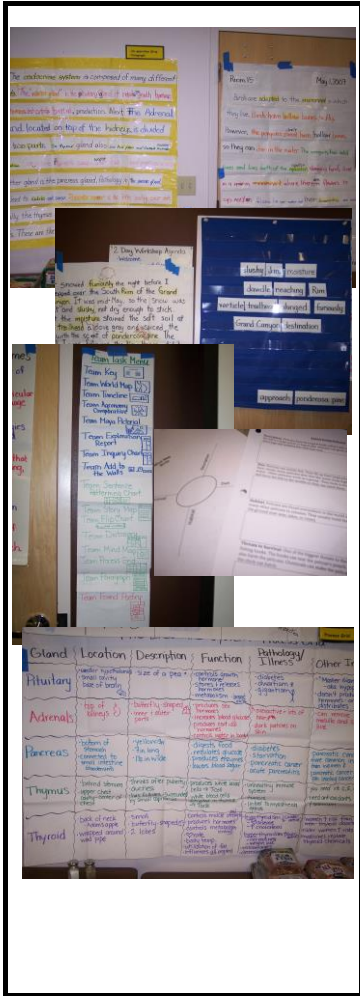
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Component 5.5: Acknowledging Adherence to Rules and Procedures		
Component 5.6: Displaying Objectivity and Control		
Criterion 6 STUDENT DATA: Using multiple student data elements to modify instruction and improve student learning.		
Component 6.1: Designing Instruction Aligned to Assessment		
Component 6.2: Using Multiple Data Elements		
Component 6.3: Tracking Student Progress	Learning Log, Double Entry Journal	
Student Growth 6.1: Establish Student Growth Goal(s)		
Student Growth 6.2: Achievement of Student Growth Goal(s)		
Criterion 7 FAMILIES AND COMMUNITIES: Communicating and collaborating with parents and the school community.		
Component 7.1: Promoting Positive Interactions about Students and Parents — Courses, Programs and School Events		
Component 7.2: Promoting Positive Interactions about Students and Parents — Timeliness and Professionalism		
Criterion 8 PROFESSIONAL PRACTICE: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.		
Component 8.1: Seeking Mentorship for Areas of Need or Interest		
Component 8.2: Promoting Positive Interactions with Colleagues		
Component 8.3: Participating in District and School Initiatives		
Component 8.4: Monitoring Progress Relative to the Professional Growth and Development Plan		
Student Growth 8.1: Establish Student Growth Goal(s), Implement, and Monitor Growth		

GLAD-Marzano Quick Reference Sheet

Strategies frequently used in GLAD classrooms cross-referenced with where these fit best within the components or elements of the Washington evaluation system.



GLAD AREA	GLAD STRATEGY	COMPONENT OR ELEMENT
Focus and Motivation	Cognitive Content Dictionary	2.2.5, 2.2.7, 2.6.3, 2.7
	Observation Charts	2.1.1, 2.1.3, 2.6.4, 2.6.8, 2.6.9
	Teacher Made Big Books	2.1.1, 2.1.3, 2.2.1, 2.3, 2.6.9, 2.7
	Inquiry Charts	2.1.3, 2.2.1, 2.2.7
	Literacy Awards	1.2, 2.6.1, 2.6.2, 2.6.9, 3.2
	Three Personal Standards (Show Respect, Make Good Decisions, Solve Problems)	2.6.1, 2.6.2, 5.2
	Zero Noise Signal	2.6.5
Input	Pictorial Input Charts	2.1.4, 2.2.1, 2.2.5, 2.3, 2.6.9, 2.7, 3.2
	Comparative Input Charts	2.1.4, 2.2.1, 2.2.4, 2.2.5, 2.3, 2.6.9, 2.7, 3.2
	Narrative Input Charts	2.1.3, 2.2.1, 2.2.5, 2.3, 2.6.9, 2.7, 3.2
	Graphic Organizers	2.1.4, 2.2.4
Guided Oral Practice	10:2 Lectures	2.1.4, 2.1.5, 2.1.7, 2.6.5, 2.6.8, 3.2
	ELD Review	2.1.4, 2.1.5, 2.1.7, 2.2.4, 2.5, 2.6.5, 2.6.8, 3.1, 3.2
	Cooperative Learning	2.1.2, 2.1.5, 2.4, 3.2
	Guess My Category	2.2.4
	Numbered Heads	2.1.2, 2.4, 2.5, 3.2
	T-Graph for Social Skills	2.1.2, 2.6.1, 2.6.2
	Chants/Poetry	2.2.6, 2.6.1, 2.6.4, 2.6.6, 2.6.9, 2.7, 3.2
	Sentence Patterning Chart	2.1.3, 2.2.5, 2.2.6, 2.7
	Exploration Report	2.1.6, 2.1.7, 3.2
	Mind Map	2.1.4, 2.2.4
	Picture File Cards	2.2.4, 2.6.8, 2.6.9



Reading and Writing	Cooperative Strip Paragraph	2.2.5, 2.2.7
	Poetry Frames	2.1.4, 2.1.1, 2.1.6, 2.2.1, 2.2.2, 2.2.6, 2.3, 2.7
	Found Poetry	2.6.9
	Learning Log	2.1.3, 2.1.7, 2.6.8, 2.8, 3.2, 6.3
	Expert Groups	2.1.4, 2.1.5, 2.1.6, 2.2., 2.2.4, 2.6.9, 2.7, 3.2
	Process Grid	2.1.4, 2.1.5, 2.1.6, 2.2.4, 2.3, 2.6.2, 2.7
	Story Maps	2.2.1
	ELD Group Frames	2.2.2
	Clunkers and Links	2.6.9
	SQ3R/DRTA	2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.8, 2.2.2, 2.2.5, 2.2.6, 2.2.7
	Memory Bank	2.1.4, 2.1.5
	Cooperative Strip Paragraph Rdg Group	2.1.2, 2.2.2, 2.2.6
	Ear to Ear Reading	2.2.6
	Listen and Sketch	2.2.5
	Team Tasks	1.1, 2.1.7, 2.2.2, 2.2.6, 2.6.4, 3.2
	Whole Class Group Frame	2.2.2
Interactive Journals	1.3, 2.6.8	
Writer's Workshop	1.1, 1.2, 1.3, 2.1.3, 2.3, 2.2.5, 2.2.6, 2.2.7, 2.6.4, 2.6.8, 2.6.6, 2.6.9, 5.1, 6.3	
Portfolios	1.3, 2.1.7, 2.1.8, 1.2, 6.3	
Closure/Evaluation	Team Exploration	2.1.3, 2.1.6, 2.1.7, 3.2
	Personal Exploration	2.1.3, 2.1.6, 2.1.7, 3.2
	Prediction/Reaction Guide	2.1.1, 2.2.1, 2.2.7
	Teacher and Student Made Rubrics	1.1, 2.8
	Home/School Connection	2.1.8, 2.2.3, 2.6.8
	Team Presentations	1.2, 2.3, 2.2.2, 2.2.6, 2.2.7, 2.7, 2.6.7, 2.6.8, 6.3,
	Graffiti Wall	2.6.7
	Jeopardy	2.6.2, 2.6.7
	Individual Tasks	6.2, 6.3

SOME QUESTIONS TO ASK:

How are you moving your students along the gradual release process from whole group, to team task processing

How are you deepening understanding by processing the input charts you have around the room?

How are you scaffolding instruction within your guided oral practice?