



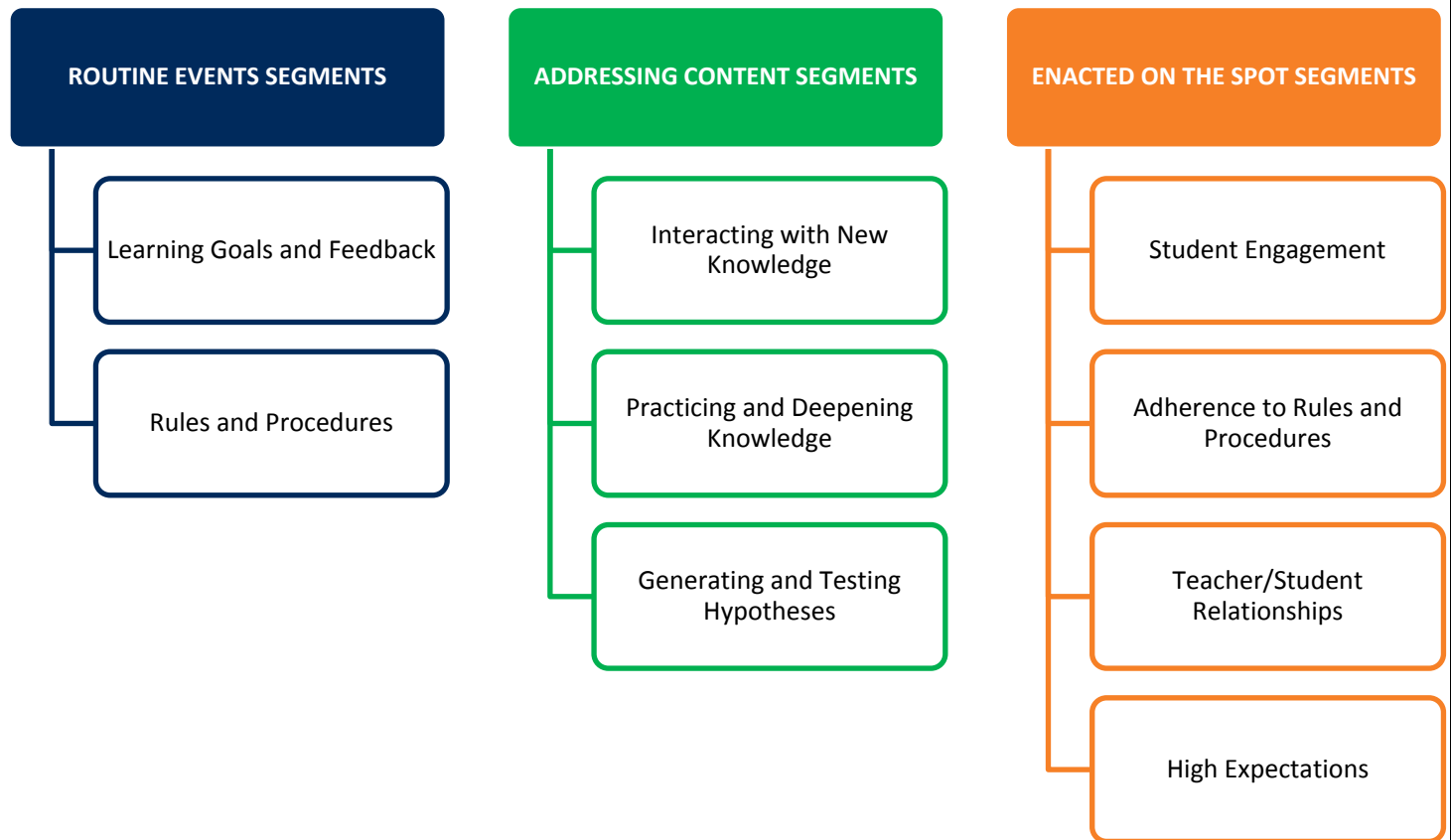
Marzano Instructional Framework

Formal Observation – Preconference Form

Employee: _____ Supervisor: _____

Preconference Date: _____ Observation Date and Time: _____

Marzano Instructional Framework - Domain 1: Classroom Strategies and Behaviors



Guidelines for Use

1. Supervisor and employee will discuss Domain 1 of Marzano’s Instructional Framework, using the “design questions” outlined for **Routine Events, Addressing Content, and Enacted on the Spot**.
2. Employee will fill out this preconference form by aligning the planned lesson to the Framework. The supervisor and employee may take more notes on this form during the preconference conversation.
3. Supervisor will discuss Domains 2 (*Planning and Preparing*), 3 (*Reflecting on Teaching*), and 4 (*Collegiality and Professionalism*) briefly and establish how employee will collect evidence for these domains.

**The purpose of this preconference is to prepare for the formal observation only.*

Lesson Segment Involving Routine Events

ROUTINE EVENTS SEGMENTS

Learning Goals and Feedback

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

- Providing Clear Learning Goals and Scales to Measure those Goals (WA Criterion 1 / Component 1.1)
- Tracking Student Progress (WA Criterion 6 / Component 6.3)
- Celebrating Student Success (WA Criterion 1 / Component 1.2)

Rules and Procedures

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

- Establishing Classroom Routines (WA Criterion 5 / Component 5.2)
- Organizing Physical Layout of the Classroom for Learning (WA Criterion 5 / Component 5.1)

Employee Notes:

Lesson Segment Involving Content-Specific Segments

CONTENT-SPECIFIC SEGMENTS

Interacting with New Knowledge

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

- Identify Critical Information (WA Criterion 2 / Component 2.1.1)
- Organize Students to Interact with New Knowledge (WA Criterion 2 / Component 2.1.2)
- Previewing New Content (WA Criterion 2 / Component 2.1.3)
- Chunking Content into "Digestible Bites" (WA Criterion 2 / Component 2.1.4)
- Processing of New Information (WA Criterion 2 / Component 2.1.4)
- Elaborating on New Information (WA Criterion 2 / Component 2.1.6)
- Recording and Representing Knowledge (WA Criterion 2 / Component 2.1.7)
- Reflecting on Learning (WA Criterion 2 / Component 2.1.8)

Practicing and Deepening Knowledge

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

- Reviewing Content (WA Criterion 2 / Component 2.2.1)
- Organizing Students to Practice and Deepen Knowledge (WA Criterion 2 / Component 2.2.2)
- Using Homework (WA Criterion 2 / Component 2.2.3)
- Examining Similarities and Differences (WA Criterion 2 / Component 2.2.4)
- Examining Errors in Reasoning (WA Criterion 2 / Component 2.2.5)
- Practicing Skills, Strategies, and Procedures (WA Criterion 2 / Component 2.2.6)
- Revising Knowledge (WA Criterion 2 / Component 2.2.7)

Generating and Testing Hypotheses

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

- Organize Students for Cognitively Complex Tasks (WA Criterion 2 / Component 2.3)
- Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generating and Testing (WA Criterion 2 / Component 2.3)
- Providing Resources and Guidance (WA Criterion 2 / Component 2.3)

Employee Notes:



Marzano Instructional Framework

Lesson Segments Enacted on the Spot

SEGMENTS ENACTED ON THE SPOT

Student Engagement

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

- Noticing and Reacting when Students are Not Engaged (WA Criterion 2 / Component 2.6.1)
- Using Academic Games (WA Criterion 2 / Component 2.6.2)
- Managing Response Rates (WA Criterion 2 / Component 2.6.3)
- Using Physical Movement (WA Criterion 2 / Component 2.6.4)
- Maintaining a Lively Pace (WA Criterion 2 / Component 2.6.5)
- Demonstrating Intensity and Enthusiasm (WA Criterion 2 / Component 2.6.6)
- Using Friendly Controversy (WA Criterion 2 / Component 2.6.7)
- Providing Opportunities for Students to Talk about Themselves (WA Criterion 2 / Component 2.6.8)
- Presenting Unusual or Intriguing Information (WA Criterion 2 / Component 2.6.9)

Adherence to Rules and Procedure

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

- Demonstrate "Withitness" (WA Criterion 5 / Component 5.3)
- Applying Consequences (WA Criterion 5 / Component 5.4)
- Acknowledging Adherence to Rules and Procedures (WA Criterion 5 / Component 5.5)

Teacher/Student Relationships

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

- Understanding Students' Interests and Backgrounds (WA Criterion 1 / Component 1.3)
- Using Behaviors that Indicate Affection for Students (WA Criterion 1 / Component 1.4)
- Displaying Objectivity and Control (WA Criterion 5 / Component 5.6)

High Expectations

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

- Demonstrating Value and Respect for Low Expectancy Students (WA Criterion 2 / Component 2.1.4)
- Asking Questions of Low Expectancy Students (WA Criterion 2 / Component 2.1.4)
- Probing Incorrect Answers with Low Expectancy Students (WA Criterion 2 / Component 2.1.4)

Employee Notes: