Additional Resources for Reflective Practice

For those who wish to learn more about any of the strategies or behaviors listed in the compendium, most entries include links to other works that describe the strategy and its research base in greater detail. The following source codes are used for this purpose throughout the compendium:


CAGTW—Classroom Assessment and Grading That Work (Marzano, 2006)

CITW—Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement (Marzano, Pickering, & Pollock, 2001)

CITW-HAND—A Handbook for Classroom Instruction That Works (Marzano, Norford, Paynter, Pickering, & Gaddy, 2001)

CMTW—Classroom Management That Works: Research-Based Strategies for Every Teacher (Marzano, 2003)


DTLGO—Designing and Teaching Learning Goals and Objectives (Marzano, 2009)

FASBG—Formative Assessment and Standards-Based Grading (Marzano, 2010)

HEC—The Highly Engaged Classroom (Marzano & Pickering, 2011)


VGC—Vocabulary Games for the Classroom (Carleton & Marzano, 2010)

Lesson Segments Involving Routine Events

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

Element 1: What do I typically do to provide clear learning goals and scales (rubrics)?

Clearly articulating learning goals, being careful not to confuse them with activities or assignments

ASOT (pp. 17–19)

ASOT-HAND (pp. 11–14)

DTLGO (pp. 13–18)

Creating scales or rubrics for learning goals

ASOT (pp. 19–23)

ASOT-HAND (pp. 14–19)
CAGTW (pp. 29–58)
DTLGO (pp. 25–78)
FASBG (pp. 42–45)

**Student-friendly scales**
ASOT-HAND (pp. 19–21)
CAGTW (pp. 92–94)
FASBG (pp. 45–46)

**Individual student learning goals**
ASOT (pp. 23–24)
ASOT-HAND (pp. 21–23)
CMTW (pp. 52–53)

**Element 2: What do I typically do to track student progress?**

**Formative assessments**
ASOT (pp. 24–25)
ASOT-HAND (pp. 27–30)
CAGTW (pp. 59–88)
FASBG (pp. 39–80)

**Response patterns**
ASOT-HAND (pp. 30–32)
CAGTW (pp. 42–56, 85–86)
FASBG (pp. 64–67)

**Individual score-level assessments**
ASOT-HAND (pp. 32–34)
CAGTW (pp. 59–88)

**Different types of assessments**
ASOT-HAND (pp. 35–37)
CAGTW (pp. 59–88)
FASBG (pp. 23–26, 59–80)

**Formative grading**
ASOT-HAND (pp. 39–42)
CAGTW (pp. 89–104)
FASBG (pp. 81–96)

**Charting student progress**
ASOT (pp. 25–26)
ASOT-HAND (pp. 37–38)
CAGTW (pp. 89–124)
DTLGO (pp. 83–92)
Charting class progress
CAGTW (pp. 90–91)

Element 3: What do I typically do to celebrate success?

Final status celebration
ASOT-HAND (pp. 38–39)
FASBG (p. 96)

Knowledge gain celebration
ASOT (pp. 26–28)
ASOT-HAND (pp. 38–39)
FASBG (p. 96)

Verbal feedback
HEC (pp. 123–126)

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

Element 4: What do I typically do to establish and maintain classroom rules and procedures?

Using a small set of rules and procedures
ASOT (pp. 123–128)
ASOT-HAND (pp. 213–218)
CMTW (pp. 18–25)
CMTW-HAND (pp. 11–36)

Explaining rules and procedures to students
ASOT (pp. 127–129)
ASOT-HAND (pp. 218–219)
CMTW (pp. 25–26)
CMTW-HAND (pp. 9–14)

Modifying rules and procedures with students
ASOT (pp. 127–129)
ASOT-HAND (pp. 218–219)
CMTW (pp. 25–26)
CMTW-HAND (pp. 9–14)

Generating rules and procedures with students
ASOT (pp. 127–129)
ASOT-HAND (pp. 218–219)
CMTW (pp. 25–26)
Language of responsibility and statements of school beliefs
CMTW (pp. 81–84)
CMTW-HAND (pp. 105–109, 123)

Posting rules around the room
CMTW-HAND (p. 13)

Class pledge or classroom constitution
CMTW-HAND (pp. 9–11)

Posters and graphics
CMTW-HAND (p. 11)

Gestures and symbols
CMTW-HAND (p. 13)

Vignettes and role-playing
CMTW-HAND (p. 143)

Reviewing rules and procedures with students
ASOT (p. 129)
ASOT-HAND (pp. 219–220)
CMTW (pp. 85–88)
CMTW-HAND (pp. 9–14)

Classroom meetings
ASOT (pp. 129–130)
ASOT-HAND (pp. 221–222)
CMTW (p. 81)
CMTW-HAND (pp. 123–126)

Student self-assessment
CMTW (pp. 85–91)
CMTW-HAND (pp. 113–122)

Element 5: What do I typically do to organize the physical layout of the classroom?

Learning centers
ASOT (pp. 121–122)
ASOT-HAND (pp. 201–202)
CMTW (pp. 94–98)
CMTW-HAND (pp. 135–140)

Computers and technology equipment
ASOT (pp. 121–122)
Becoming a Reflective Teacher

ASOT-HAND (pp. 201–202)
CMTW (pp. 94–98)
CMTW-HAND (pp. 135–140)

Lab equipment and supplies
ASOT (pp. 121–122)
ASOT-HAND (pp. 201–202)
CMTW (pp. 94–98)
CMTW-HAND (pp. 135–140)

Bookshelves
ASOT (pp. 121–122)
ASOT-HAND (pp. 201–202)
CMTW (pp. 94–98)
CMTW-HAND (pp. 135–140)

Wall space
ASOT (p. 122)
ASOT-HAND (pp. 202–204)
CMTW (pp. 94–98)
CMTW-HAND (pp. 135–140)

Displaying student work

Classroom décor
ASOT (p. 122)
ASOT-HAND (pp. 202–204)
CMTW (pp. 94–98)
CMTW-HAND (pp. 135–140)

Classroom materials
ASOT (p. 122)
ASOT-HAND (pp. 204–206)
CMTW (pp. 94–98)
CMTW-HAND (pp. 135–140)

Teacher’s desk
ASOT (pp. 122–123)
ASOT-HAND (pp. 206–208)
CMTW (pp. 94–98)
CMTW-HAND (pp. 135–140)

Student desks
ASOT (pp. 122–123)
ASOT-HAND (pp. 206–208)
Areas for whole-group instruction
Areas for group work
Lesson Segments Addressing Content

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

Element 6: What do I typically do to identify critical information?

Identifying critical-input experiences
Visual activities
Narrative activities
Tone of voice, gestures, and body position

Element 7: What do I typically do to organize students to interact with new knowledge?

Grouping for active processing
Group norms
Fishbowl demonstration
Job cards
Predetermined “buddies” to help form ad hoc groups
Contingency plan for ungrouped students
Grouping students using preassessment information

Element 8: What do I typically do to preview new content?

What do you think you know?
ASOT (p. 41)
ASOT-HAND (pp. 50–51)

Overt linkages
ASOT (p. 41)
ASOT-HAND (p. 51)

Preview questions
ASOT (pp. 41–42)
ASOT-HAND (p. 51)

Brief teacher summary
ASOT (p. 42)
ASOT-HAND (pp. 51–52)

Skimming
ASOT (p. 42)
ASOT-HAND (p. 52)

Teacher-prepared notes
ASOT (p. 42)
ASOT-HAND (p. 52)

K-W-L strategy (Ogle, 1986)
ASOT (p. 41)

Advance organizers
CITW (pp. 118–120)
CITW-HAND (pp. 281–284)
TA21CS (p. 97–103)

Anticipation guides

Word splash activity

Preassessment
Element 9: What do I typically do to chunk content into digestible bites?

Presenting content in small chunks
ASOT (pp. 44–46)
ASOT-HAND (pp. 58–60)

Using preassessment data to vary the size of each chunk
ASOT (pp. 44–46)
ASOT-HAND (pp. 58–60)

Chunk processing
ASOT (pp. 44–46)
ASOT-HAND (pp. 60–62)

Element 10: What do I typically do to help students process new information?

Perspective analysis (Marzano, 1992)
HEC (pp. 64–65)

Thinking hats (de Bono, 1999)
TA21CS (p. 156–157)

Collaborative processing

Jigsaw cooperative learning
ASOT (p. 47)
ASOT-HAND (p. 62)

Reciprocal teaching
ASOT (pp. 46–47)
ASOT-HAND (p. 62)

Concept attainment
ASOT (pp. 47–48)
ASOT-HAND (p. 63)

Element 11: What do I typically do to help students elaborate on new information?

General inferential questions
ASOT (pp. 48–49)
ASOT-HAND (p. 69)

Elaborative interrogation
ASOT (pp. 49–51)
ASOT-HAND (pp. 69–70)
Element 12: What do I typically do to help students record and represent knowledge?

Informal outline
ASOT-HAND (p. 71)

Combination notes, pictures, and summary
ASOT (pp. 51–52)
ASOT-HAND (pp. 72–73)

Graphic organizers
ASOT (pp. 52–54)
ASOT-HAND (pp. 74–75, 77)
TA21CS (p. 97–103)

Free-flowing web
ASOT-HAND (p. 72)

Academic notebooks
ASOT (p. 56)
ASOT-HAND (pp. 73–74)

Dramatic enactments
ASOT (p. 54)
ASOT-HAND (pp. 75, 77)

Rhyming pegwords
ASOT (p. 55)
ASOT-HAND (pp. 76–78)

Link strategy
ASOT (p. 56)
ASOT-HAND (pp. 76–78)

Element 13: What do I typically do to help students reflect on their learning?

Reflective journals
ASOT (p. 57)
ASOT-HAND (pp. 78, 151)

Think logs
ASOT-HAND (pp. 79, 151)

Exit slips
ASOT-HAND (p. 79)

Knowledge comparison

Two-column notes
Design Question: What will I do to help students practice and deepen their understanding of new knowledge?

Element 14: What do I typically do to review content?

Cloze activities
Summaries
Presented problems
Demonstration
Brief practice test or exercise
Questioning

Element 15: What do I typically do to organize students to practice and deepen knowledge?

Perspective analysis (Marzano, 1992)
HEC (pp. 64–65)

Thinking hats (de Bono, 1999)
TA21CS (p. 156–157)

Cooperative learning
ASOT (p. 82)
ASOT-HAND (pp. 105–106)

Cooperative comparisons
ASOT-HAND (p. 106)

Pair-check (Kagan & Kagan, 2009)

Think-pair-share and think-pair-square (Kagan & Kagan, 2009)

Student tournaments

Error analysis and peer feedback
ASOT-HAND (pp. 106–107)

Performances and peer critiques
ASOT-HAND (pp. 106–107)

Inside-outside circle (Kagan & Kagan, 2009)

Element 16: What do I typically do to use homework?

Preview homework
ASOT (p. 84)
Homework to deepen knowledge
ASOT (pp. 83–84)
ASOT-HAND (p. 111)

Homework to practice a process or skill
ASOT (p. 83)
ASOT-HAND (p. 112)

Parent-assisted homework
ASOT (pp. 82–84)
ASOT-HAND (p. 112)

Element 17: What do I typically do to help students examine similarities and differences?

Sentence stem comparisons
ASOT (p. 72)
ASOT-HAND (p. 87)

Venn diagrams
ASOT (pp. 72–73)
ASOT-HAND (pp. 87–88)

Double-bubble diagram
ASOT (pp. 73–74)
ASOT-HAND (pp. 88–89)

Comparison matrix
ASOT (pp. 73, 75)
ASOT-HAND (pp. 89–90)

Classification chart
ASOT (pp. 73–74)
ASOT-HAND (p. 91)

Student-generated classification patterns
ASOT-HAND (pp. 91–92)

Similes
ASOT-HAND (p. 92)

Metaphors
ASOT (pp. 74–76)
ASOT-HAND (pp. 92–93)

Sentence stem analogies
Visual analogies
ASOT (p. 77)
ASOT-HAND (pp. 93–94)

Element 18: What do I typically do to help students examine errors in reasoning?

Identifying errors of faulty logic
ASOT (pp. 77–79)
ASOT-HAND (pp. 95–99)
TA21CS (pp. 44–46)

Identifying errors of attack
ASOT (pp. 77–79)
ASOT-HAND (pp. 95–99)
TA21CS (pp. 46–48)

Identifying errors of weak reference
ASOT (pp. 77–79)
ASOT-HAND (pp. 95–99)
TA21CS (pp. 48–50)

Identifying errors of misinformation
ASOT (pp. 77–79)
ASOT-HAND (pp. 95–99)
TA21CS (pp. 50–51)

Practicing identifying errors in logic
ASOT-HAND (pp. 97–99)
TA21CS (pp. 46–50)

Finding errors in the media
TA21CS (pp. 51–52)

Examining support for claims
ASOT (pp. 90–91)
ASOT-HAND (pp. 121–127)
TA21CS (p. 61–69)

Statistical limitations
ASOT (pp. 90–91)
ASOT-HAND (pp. 127–129)
TA21CS (p. 44–55)
**Element 19: What do I typically do to help students practice skills, strategies, and processes?**

**Close monitoring**
ASOT-HAND (p. 103)

**Frequent structured practice**
ASOT (p. 80)
ASOT-HAND (p. 103)

**Varied practice**
ASOT (pp. 80–81)
ASOT-HAND (pp. 103–104)

**Fluency practice**
ASOT (pp. 81–82)
ASOT-HAND (pp. 104–105)

**Worked examples**

**Practice sessions prior to testing**

**Element 20: What do I typically do to help students revise knowledge?**

**Academic notebook entries**
ASOT-HAND (p. 113)

**Academic notebook review**
ASOT-HAND (p. 114)

**Peer feedback**
ASOT (pp. 84–85)

**Assignment revision**

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

**Element 21: What do I typically do to organize students for cognitively complex tasks?**

**Student-designed tasks**
ASOT (pp. 96–97)
ASOT-HAND (pp. 145–147)

**Cooperative learning**
ASOT (p. 97)
ASOT-HAND (pp. 147–150)
Academic notebook charts, graphs, and tables  
ASOT-HAND (p. 150)

Think logs  
ASOT-HAND (pp. 79, 151)

Journals  
ASOT-HAND (p. 151)

Peer response groups  
ASOT-HAND (pp. 151–152)

Self-evaluations  
ASOT-HAND (p. 152)

Peer tutoring

Element 22: What do I typically do to engage students in cognitively complex tasks involving hypothesis generation and testing?

Experimental-inquiry tasks  
ASOT (pp. 91–92)  
ASOT-HAND (pp. 133–134)  
TA21C (pp. 100–101)

Problem-solving tasks  
ASOT (pp. 92–93)  
ASOT-HAND (pp. 134–136)  
TA21C (pp. 98–99)

Decision-making tasks  
ASOT (pp. 93–95)  
ASOT-HAND (pp. 136–139)  
TA21CS (pp. 100–102)

Investigation tasks  
ASOT (pp. 95–96)  
ASOT-HAND (pp. 139–141)

Element 23: What do I typically do to provide resources and guidance?

Providing support for claims  
ASOT (pp. 90–91)  
ASOT-HAND (pp. 121–127)  
TA21CS (pp. 61–69)

Examining claims for errors  
ASOT (pp. 90–91)
Scoring scales
ASOT-HAND (p. 150)

Interviews
ASOT-HAND (p. 151)

Circulating around the room
Expressions and gestures
Collecting assessment information
Feedback

Lesson Segments Enacted on the Spot

Design Question: What will I do to engage students?

Element 24: What do I typically do to notice when students are not engaged?

Scanning the room
Monitoring levels of attention
Measuring engagement

Element 25: What do I typically do to use academic games?

What Is the Question?
ASOT (p. 104)
ASOT-HAND (pp. 159–160)
HEC (p.58)
VGC (pp. 91–126)

Name That Category
ASOT (pp. 104–106)
ASOT-HAND (pp. 160–161)

Talk a Mile a Minute
ASOT (p. 106)
ASOT-HAND (pp. 161–162)

Classroom Feud
ASOT (pp. 106–107)
Which One Doesn’t Belong?
HEC (pp. 57–58)
VGC (pp. 45–79)

Inconsequential competition
ASOT (p. 107)
ASOT-HAND (pp. 163–164)

Turning questions into games
HEC (p. 58)

Vocabulary review games
HEC (pp. 57–58)
VGC (pp. 7–201)

Element 26: What do I typically do to manage response rates?

Random names
HEC (p. 70)

Hand signals
ASOT-HAND (pp. 177–178)

Response cards
ASOT (pp. 108–110)
ASOT-HAND (p. 175)
HEC (p. 74)

Response chaining
ASOT (pp. 110–111)
ASOT-HAND (pp. 176–177)
HEC (pp. 72–73)

Paired response
HEC (p. 71)

Choral response
ASOT (p. 110)
ASOT-HAND (p. 176)
HEC (p. 73)

Wait time
ASOT (p. 108)
ASOT-HAND (pp. 171–174)
HEC (pp. 71–72)

**Elaborative interrogation**
ASOT (pp. 49–51)

**Multiple types of questions**
ASOT-HAND (pp. 169–171)

**Element 27: What do I typically do to use physical movement?**

**Stand up and stretch**
ASOT (p. 111)
ASOT-HAND (pp. 178–179)
HEC (p. 25)

**Give one, get one**
ASOT (pp. 111–112)
ASOT-HAND (pp. 179–180)
HEC (p. 26)

**Vote with your feet**
ASOT (p. 112)
ASOT-HAND (p. 180)
HEC (p. 26)

**Corners activities**
ASOT-HAND (p. 181)
HEC (p. 27)

**Stand and be counted**
ASOT-HAND (p. 182)

**Body representations**
ASOT (p. 111)
ASOT-HAND (p. 179)
HEC (pp. 25–26, 27)

**Drama-related activities**
HEC (p. 27)

**Element 28: What do I typically do to maintain a lively pace?**

**Instructional segments**
ASOT (pp. 112–113)
ASOT-HAND (pp. 182–185)
HEC (pp. 21–24)

**Pace modulation**
Becoming a Reflective Teacher

The parking lot

Motivational hook/launching activity

Element 29: What do I typically do to demonstrate intensity and enthusiasm?

Direct statements about the importance of content
ASOT-HAND (p. 189)

Explicit connections
ASOT-HAND (p. 189)

Nonlinguistic representations
ASOT-HAND (p. 189)

Personal stories
ASOT-HAND (p. 189)
HEC (p. 30)

Verbal and nonverbal signals
ASOT-HAND (p. 189)
HEC (p. 31)

Humor
HEC (pp. 32–35)

Quotations
HEC (p. 33)

Movie and film clips
HEC (p. 34)

Element 30: What do I typically do to use friendly controversy?

Friendly controversy
ASOT (pp. 113–114)
ASOT-HAND (pp. 190–192)
HEC (pp. 59–65)

Class vote
ASOT (p. 114)
HEC (p. 60)

Seminars
ASOT-HAND (p. 191)

Expert opinions
ASOT-HAND (p. 191)
Opposite point of view
ASOT-HAND (p. 191)

Diagramming perspectives
ASOT-HAND (p. 191)

Lincoln-Douglas debate
ASOT-HAND (p. 191)
HEC (pp. 60–61)

Town hall meeting (Hess, 2009)
HEC (pp. 61–62)

Legal model (Hess, 2009)
HEC (pp. 62–63)

Element 31: What do I typically do to provide opportunities for students to talk about themselves?

Interest surveys
ASOT-HAND (p. 193)
CMTW (pp. 99–100)

Student learning profiles
ASOT-HAND (p. 193)

Life connections
ASOT (pp. 114–115)
ASOT-HAND (p. 193)

Informal linkages during class discussion

Element 32: What do I typically do to present unusual or intriguing information?

Teacher-presented information
ASOT (pp. 115–116)
ASOT-HAND (pp. 194–195)
HEC (pp. 65–68)

Webquests
ASOT-HAND (p. 194)

One-minute headlines

Believe it or not
ASOT-HAND (p. 194)

History files
ASOT-HAND (p. 194)
Guest speakers and first-hand consultants
ASOT-HAND (p. 194)
HEC (p. 69)

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

Element 33: What do I typically do to demonstrate withitness?

Being proactive
ASOT (pp. 140–141)
ASOT-HAND (pp. 237–238)
CMTW (pp. 69–71)
CMTW-HAND (p. 86)

Occupying the whole room physically and visually
ASOT (p. 141)
ASOT-HAND (pp. 237–238)
CMTW (p. 70)
CMTW-HAND (p. 84)

Noticing potential problems
ASOT (pp. 141–142)
ASOT-HAND (pp. 237–238)
CMTW (pp. 70–71)
CMTW-HAND (pp. 84–85)

Series of graduated actions
ASOT (pp. 142–143)
ASOT-HAND (pp. 237–238)
CMTW-HAND (pp. 85–86)

Element 34: What do I typically do to apply consequences for lack of adherence to rules and procedures?

Verbal cues
CMTW (pp. 35–36)
CMTW-HAND (pp. 40–41)

Pregnant pause
CMTW-HAND (pp. 40–41)

Nonverbal cues
CMTW (pp. 35–36)
CMTW-HAND (pp. 40–41)
Time-out
ASOT (pp. 143–144)
ASOT-HAND (pp. 238–239)
CMTW (pp. 37–38)
CMTW-HAND (pp. 45–46)

Overcorrection
ASOT (p. 144)
ASOT-HAND (pp. 238–239)
CMTW (p. 38)
CMTW-HAND (p. 46)

Interdependent group contingency
ASOT (pp. 144–145)
ASOT-HAND (pp. 240–241)
CMTW (p. 38)
CMTW-HAND (pp. 47–49)

Home contingency
ASOT (pp. 145–146)
ASOT-HAND (pp. 241–242)
CMTW (p. 39)
CMTW-HAND (pp. 50–52)

Planning for high-intensity situations
ASOT (pp. 146–147)
ASOT-HAND (pp. 242–243)

Overall disciplinary plan
ASOT (pp. 147–148)
ASOT-HAND (pp. 244–245)

Element 35: What do I typically do to acknowledge adherence to rules and procedures?

Verbal affirmations
ASOT (pp. 136–137)
ASOT-HAND (pp. 229–230)
CMTW (pp. 35–36)

Nonverbal affirmations
ASOT (p. 137)
ASOT-HAND (pp. 229–230)
CMTW (pp. 35–36)

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

Element 36: What do I typically do to understand students’ interests and backgrounds?

Student background surveys
ASOT (p. 154)
CMTW (pp. 99–100)
CMTW-HAND (pp. 59–61)

Opinion questionnaires

Individual teacher-student conferences
ASOT-HAND (p. 253)
CMTW-HAND (pp. 59–61)

Parent-teacher conferences
ASOT (p. 154)
CMTW-HAND (p. 61)

School newspaper, newsletter, or bulletin
ASOT (p. 154)
Informal class interviews
ASOT (p. 155)
CMTW (p. 53)
CMTW-HAND (pp. 59–62)

Investigating student culture
ASOT (pp. 154–155)
CMTW (p. 53)
CMTW-HAND (pp. 59–62)

Autobiographical metaphors and analogies
ASOT (pp. 156–157)
ASOT-HAND (pp. 256–257)
HEC (pp. 88–91)

Six-word autobiographies

Independent investigations
ASOT-HAND (p. 256)

Quotes
HEC (pp. 129–134)

Commenting on student achievements or areas of importance
ASOT (p. 154)
ASOT-HAND (p. 253)
CMTW (p. 53)
CMTW-HAND (pp. 59–62)
HEC (pp. 40–44)

Lineups

Individual student learning goals
ASOT (pp. 23–24)
ASOT-HAND (pp. 21–23)
CMTW (pp. 52–53)

Element 37: What do I typically do to use verbal and nonverbal behaviors that indicate affection for students?

Greeting students at the classroom door
ASOT (p. 155)
ASOT-HAND (pp. 253–255)
HEC (pp. 38–39)
Informal conferences
ASOT-HAND (pp. 253–254)

Attending after-school functions
ASOT (p. 155)
ASOT-HAND (pp. 254–255)

Greeting students by name outside of school
ASOT-HAND (p. 254)

Giving students special responsibilities or leadership roles in the classroom
CMTW-HAND (p. 61)

Scheduled interaction
ASOT (pp. 155–156)
ASOT-HAND (p. 254)

Photo bulletin board
ASOT (p. 155)
ASOT-HAND (pp. 254–255)
CMTW-HAND (pp. 145–146)

Physical behaviors
ASOT (p. 157)
ASOT-HAND (pp. 257–258)
HEC (pp. 39–40)

Humor
ASOT (pp. 157–158)
ASOT-HAND (pp. 258–259)

Element 38: What do I typically do to display objectivity and control?

Self-reflection
ASOT (p. 158)
ASOT-HAND (pp. 262–263)
CMTW-HAND (pp. 87–88)

Self-monitoring
ASOT (pp. 158–160)
ASOT-HAND (pp. 264–265)
CMTW-HAND (pp. 88–89)

Identifying emotional triggers

Self-care
Becoming a Reflective Teacher

CMTW (pp. 74–75)
CMTW-HAND (pp. 90–97)

**Assertiveness**
CMTW (pp. 49–50)
CMTW-HAND (pp. 89–90)

**Maintaining a cool exterior**
ASOT (pp. 160–161)
ASOT-HAND (pp. 266–267)
CMTW-HAND (pp. 89–90)

**Active listening and speaking**
CMTW-HAND (pp. 90–92)

**Communication styles**
CMTW-HAND (pp. 67–70)

**Unique student needs**
CMTW (pp. 55–64)
CMTW-HAND (pp. 71–77)

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

**Element 39:** What do I typically do to demonstrate value and respect for low-expectancy students?

**Identifying expectation levels for all students**
ASOT (pp. 167–168)
ASOT-HAND (p. 273)

**Identifying differential treatment of low-expectancy students**
ASOT (pp. 168–169)
ASOT-HAND (pp. 274–277)

**Nonverbal and verbal indicators of respect and value**
ASOT (pp. 169–170)
ASOT-HAND (pp. 280–281)
CMTW (pp. 53–54)
CMTW-HAND (p. 64)

**Element 40:** What do I typically do to ask questions of low-expectancy students?

**Question levels**
ASOT (pp. 170–171)
ASOT-HAND (p. 282)
Response opportunities
ASOT (p. 170)

Follow-up questioning
ASOT (pp. 172–173)
ASOT-HAND (p. 282)

Evidence and support for student answers
ASOT-HAND (p. 282)

Encouragement
ASOT (pp. 171–172)
ASOT-HAND (p. 282)
CMTW (pp. 53–54)
CMTW-HAND (pp. 64–65)

Wait time
ASOT (p. 108)
CMTW-HAND (p. 65)

Tracking responses
ASOT (pp. 170–171)

Avoiding inappropriate reactions
ASOT (pp. 171–172)
CMTW (pp. 54–55)
CMTW-HAND (pp. 65–66)

Element 41: What do I typically do to probe incorrect answers with low-expectancy students?

Using an appropriate response process
ASOT (pp. 171–172)
ASOT-HAND (pp. 283–284)
CMTW (pp. 54–55)
CMTW-HAND (pp. 65–66)

Letting students “off the hook” temporarily
ASOT (p. 172)
ASOT-HAND (p. 284)
CMTW (pp. 54–55)
CMTW-HAND (pp. 65–66)

Answer revision
ASOT (p. 171)
CMTW (pp. 54–55)
CMTW-HAND (pp. 65–66)

Think-pair-share (Lyman, 2006)