

## Dimension 1 – Attitudes and Perceptions: Classroom Tasks

### Segment 1: Lesson Segments involving Routine Events

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

**Element: 3 - How can I use ICT to celebrate success?**

**AITSL STANDARDS:** Standard 1 - Know students and how they learn; Standard 3 – Plan for and implement effective teaching and learning; Standard 5 – Assess, provide feedback and report on student learning

Descriptor: The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal.

Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught, such as:	Sample Activities		
<b>Score 4.0</b>	<p><b>How am I doing?</b></p> <ul style="list-style-type: none"> <li>4 - <b>Innovating</b> - I adapt and create new strategies (differentiate) for unique student needs and situations.</li> </ul>	<p><b>Innovating Tip:</b> Use Digital or <i>ePortfolios</i> so that students can celebrate achievement through sharing this work with an audience, whether real or virtual.</p> <p><b>AND/OR 2.</b> Create behavioural goals with your students, and then use free online behaviour management tools (such as <i>ClassDojo</i>) to keep track of students' positive behaviours and interactions with others in your classroom. Celebrate both the individual and collective attainment of these classroom goals. When students are contributing to the social expectations of the group, they will be more likely to abide by them. Have your students contribute to the attributes for behavioral expectations in your classroom. Keep track of students' positive interactions using ClassDojo, and consider some group celebration for achieving weekly goals.</p>		
<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.			
<b>Score 3.0</b>	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"> <p><b>Example Teacher Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher acknowledges students who have achieved a certain score on the scale or rubric</li> <li><input type="checkbox"/> Teacher acknowledges students who have made gains in their knowledge and skill relative to the learning goal</li> <li><input type="checkbox"/> Teacher acknowledges and celebrates the final status and progress of the entire class</li> <li><input type="checkbox"/> Teacher uses a variety of ICT to celebrate success</li> </ul> </td> <td style="width: 50%;"> <p><b>Example Student Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student show signs of pride regarding their accomplishments in the class</li> <li><input type="checkbox"/> When asked, students say they want to continue to make progress</li> </ul> </td> </tr> </table> <p><b>How am I doing?</b> 3 - <b>Applying</b> - I provide students with recognition of their current status and their knowledge gain relative to the learning goal and monitor for evidence of the extent to which the majority of students are motivated to enhance their status.</p>	<p><b>Example Teacher Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher acknowledges students who have achieved a certain score on the scale or rubric</li> <li><input type="checkbox"/> Teacher acknowledges students who have made gains in their knowledge and skill relative to the learning goal</li> <li><input type="checkbox"/> Teacher acknowledges and celebrates the final status and progress of the entire class</li> <li><input type="checkbox"/> Teacher uses a variety of ICT to celebrate success</li> </ul>	<p><b>Example Student Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student show signs of pride regarding their accomplishments in the class</li> <li><input type="checkbox"/> When asked, students say they want to continue to make progress</li> </ul>	<p><b>Emerging Tip:</b> Introduce a celebratory routine (such as playing top 10 music hits from <i>spotify</i> or have students bring in their own mp3) when polling technology results indicate that 95 percent of your students answered a challenging assessment question correctly. Establish a different celebratory routine (such as playing a <i>top 10 music videos on youtube</i>) when 100 percent of your students correctly respond.</p> <p><b>AND/OR 2.</b> Use <i>ClassDojo</i> to reward positive learning habits. Create positive attributes for classroom behavioral expectations, such as "on task" or "random act of kindness," and use a free online behavior management tool like ClassDojo to track students' positive interactions in your classroom. Consider each point a microcelebration of students' behavioral success.</p>
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<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.			
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes</b></p> <p><b>How am I doing?</b> 2 - <b>Developing</b> - I provide students with recognition of their current status and their knowledge gain relative to the learning goal, but the majority of students are not monitored for the desired effect of the strategy.</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<p><b>Beginning Tips:</b> Use the templates in publishing software, such as Mirosoft Word or Publisher, to create certificates or awards that celebrate students' academic and citizenship successes.</p>		
<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.			
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>			
<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.			
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>			



## *Elaboration*

**Desired Effect:** Students are proud of gaining knowledge and motivated to do so.

### **Why Track Student Progress?**

The brain loves celebrations! When a teacher provides affirmation or when students celebrate the accomplishments of a peer, cooperative group, or the class as a whole, the classroom becomes a place where confidence increases and learning is accelerated.

- ✓ Knowledge gain is the currency of student success.
- ✓ The success of each individual student should be recognized and celebrated to promote self-regulation.

### **What Success Needs Celebration?**

- ✓ Students who gained 0.5 points for a learning goal stand and are recognized, followed by all students who gained 1.0 points, and so on.
- ✓ As students stand, create an enthusiastic atmosphere filled with cheers and applause.
- ✓ Students who make gains in their knowledge relative to specific learning goals.
- ✓ In formative assessment, verbal recognition is extremely important for students to stay aware of their progress.

### **How Often?**

- ✓ Celebrations should occur each time student increases her proficiency level on the learning scale.
- ✓ Celebrate knowledge gain, effort, and personal bests. Avoid comparing students' performances or encouraging competition.
- ✓ Make celebrations of success public. For example, communicate celebrations to parents, other teachers, and other students. Keep in mind that some students may prefer quieter, private celebrations.

### **What Could it Look Like in My Classroom?**

- ✓ Give students specific feedback about ways to improve their scores.
- ✓ Keep each student's individual scores private.
- ✓ Recognize specific student effort that led to a desired outcome.
- ✓ Hold mini-conferences with students to provide verbal feedback.

### **Student Questions:**

- What learning goal did today's lesson focus on?
- How well are you doing on that learning goal?
- Describe the different levels you can be at on the learning goal.

In deciding if you are proficient at this strategy, some of the evidence below can be used as a guide.

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Remember, to be proficient on Marzano's Teaching Scales for Reflective practice at level 3 you need to use the strategy, exhibit some of the evidence above **AND** monitor the extent to which it affects student outcomes. Then to achieve a 4 (innovating) you need to adapt and create a new version of the strategy that differentiates for unique student needs and situations.

**Scale**

	0 Not Using	1 Beginning	2 Developing	3 Applying	4 Innovating
<b>Celebrating success</b>	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Provides students with recognition of their current status and their knowledge gain relative to the learning goal, but the majority of students are not monitored for the desired effect of the strategy.	Provides students with recognition of their current status and their knowledge gain relative to the learning goal and monitors for evidence of the extent to which the majority of students are motivated to enhance their status	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

**Reflection Questions**

	0 Not Using	1 Beginning	2 Developing	3 Applying	4 Innovating
<b>Celebrating success</b>	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you provide students with recognition of their current status and their knowledge gain relative to the learning goal?	In addition to providing students with recognition of their current status and their knowledge gain relative to the learning goal, how can you monitor the extent to which students are motivated to enhance their status?	How might you adapt and create new strategies for providing students with recognition of their current status and their knowledge gain relative to the learning goal that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?