

**PROVIDING AND COMMUNICATING
CLEAR LEARNING GOALS**

Celebrating Success

THE **MARZANO COMPENDIUM** OF
INSTRUCTIONAL STRATEGIES



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INTRODUCTION

In 2007, Dr. Robert J. Marzano published *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*. The framework, composed of three lesson segments, ten design questions, and forty-one elements, was based on research showing that teacher quality is one of the strongest influences on student achievement—that is, an effective teacher can positively and significantly impact student learning. As such, *The Art and Science of Teaching* sought to identify specific action steps teachers could take to improve their effectiveness.

In 2015, Dr. Marzano updated *The Art and Science of Teaching* framework to reflect new insights and feedback. The Marzano Compendium of Instructional Strategies is based on this updated model, presenting forty-three elements of effective teaching in ten categories. Each folio in the series addresses one element and includes strategies, examples, and reproducible resources. The Compendium and its folios are designed to help teachers increase their effectiveness by focusing on professional growth. To that end, each folio includes a scoring scale teachers can use to determine their proficiency with the element, as well as numerous strategies that teachers can use to enact the element in their classrooms. Indeed, the bulk of each folio consists of these strategies and reproducibles for implementing and monitoring them, making the Compendium a practical, actionable resource for teachers, instructional coaches, teacher mentors, and administrators.

CELEBRATING SUCCESS

The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal. Research has shown that reinforcing students' effort is associated with a gain in student achievement. Helping students see a direct relationship between how hard they work and how much they learn is an important part of reinforcing effort.

Monitoring This Element

There are specific student responses that indicate this element is being effectively implemented. Before trying strategies for the element in the classroom, it is important that the teacher knows how to identify the types of student behaviors that indicate the strategy is producing the desired effects. General behaviors a teacher might look for include the following.

- Students show signs of pride regarding their accomplishments in the class.
- When asked, students say they want to continue to make progress.

Desired behaviors such as these are listed for each strategy in this element.

Teachers often wonder how their mastery of specific strategies relates to their mastery of the element as a whole. Successful execution of an element does not depend on the use of every strategy within that element. Rather, multiple strategies are presented within each element to provide teachers with diverse options. Each strategy can be an effective means of implementing the goals of the element. If teachers attain success using a particular strategy, it is not always necessary to master the rest of the strategies within the same element. If a particular strategy proves difficult or ineffective, however, teachers are encouraged to experiment with various strategies to find the method that works best for them.

Scoring Scale

The following scoring scale can help teachers assess and monitor their progress with this element. The scale has five levels, from Not Using (0) to Innovating (4). A teacher at the Not Using (0) level is unaware of the strategies and behaviors associated with the element or is simply not using any of the strategies. At the Beginning (1) level, a teacher attempts to address the element by trying specific strategies, but does so in an incomplete or incorrect way. When a teacher reaches the Developing (2) level, he or she implements strategies for the element correctly and completely, but does not monitor

Celebrating Success

their effects. At the Applying (3) level, a teacher implements strategies for the element and monitors their effectiveness with his or her students. Finally, a teacher at the Innovating (4) level is fluent with strategies for the element and can adapt them to unique student needs and situations, creating new strategies for the element as necessary.

Scale for Celebrating Success

4	3	2	1	0
Innovating	Applying	Developing	Beginning	Not Using
I adapt behaviors and create new strategies for unique student needs and situations.	I celebrate success, and I monitor the extent to which my actions affect students.	I celebrate success, but I do not monitor the effect on students.	I use the strategies and behaviors associated with this element incorrectly or with parts missing.	I am unaware of strategies and behaviors associated with this element.

The following examples describe what each level of the scale might look like in the classroom.

Not Using (0): A teacher does not provide verbal feedback to students to indicate that she has noticed their efforts or achievements. Additionally, she does not celebrate students' successes in front of their peers or parents.

Beginning (1): A teacher celebrates the academic achievements of students who consistently score high on class assignments, but he does not acknowledge other students' knowledge gains or provide verbal feedback to encourage their continued growth.

Developing (2): A teacher purposefully provides written and verbal feedback to all students and publically acknowledges their successes or growth over the term. However, she does not collect data to monitor whether her feedback encourages continued progress or motivates her students.

Applying (3): A teacher uses feedback and classwide celebrations to encourage students' improvement and to celebrate their success at the end of the term. He notes which of his behaviors incite changes in students' motivation and efforts and if students appear proud of their accomplishments at the end of the term.

Innovating (4): A teacher uses knowledge gain celebrations to celebrate student achievements. When one student struggles to improve or seems unmotivated in class, the teacher works with the student individually to set knowledge gain goals that they can track and celebrate together. The teacher also creates opportunities for students to share their knowledge with the class.

STRATEGIES

Each of the following strategies describes specific actions that teachers can take to enact this element in their classrooms. Strategies can be used individually or in combination with each other. Each strategy includes a description, a list of teacher actions, a list of desired student responses, and suggestions for adapting the strategy to provide extra support or extensions. Extra support and extensions relate directly to the Innovating (4) level of the scale. Extra support involves steps teachers can take to ensure they are implementing the strategy effectively for all students, including English learners, special education students, students from low socioeconomic backgrounds, and reluctant learners. Extensions are ways that teachers can adapt the strategy for advanced students. In addition, some strategies include technology tips that detail ways teachers can use classroom technology to implement or enhance the strategy. Finally, each strategy includes further information, practical examples, or a reproducible designed to aid teachers' implementation of the strategy.

Final Status Celebration

The teacher celebrates each student's final status (or summative score) at the end of each unit. Final status refers to a student's score at the end of a particular interval of time—often an instructional unit, quarter, or semester. With a scale that ranges from 0.0 to 4.0, the teacher might recognize all the students who achieved a final score of 3.0, all the students who achieved a final score of 3.5, and all the students who achieved a final score of 4.0. Students could stand for a round of applause from their peers, or the teacher could display their names on a poster in the classroom. The same concept would apply if the teacher used a 100-point scale.

Teacher Actions

- Using appropriate celebrations (round of applause, peer compliments, poster display, parent communication)
- Emphasizing effort and growth during celebrations

Desired Student Responses

- Exhibiting pride in their accomplishments
- Explaining how they achieved their final status for a learning goal
- Taking steps to improve their final status if they did not meet their goal

Extra Support

- Describing specific things individual students did to accomplish their goals

Extension

- Asking students to describe specific things they did to accomplish their goals

Examples of Final Status Celebrations

- **Certificates:** Hand out certificates to students who achieved their end-of-term goal during a special recognition ceremony at the end of a quarter or semester.
- **Snack parties:** Host a snack party during lunch, during recess, or after school for students or classes who achieved a particular goal for the term.
- **Success banners or posters:** Have students sign and draw pictures on a banner that commemorates individual or class achievements at the end of the term.
- **Student honor roll:** Post the names of all of the students who achieved final scores of 3.0, 3.5, and 4.0 for a particular learning target or unit on a class website or in the classroom.
- **Field trip:** Allow students to participate in an educational, end-of-term field trip. If possible, choose destinations that relate to the topics covered over the course of the unit or term.
- **Friday Fun Club:** One Friday a month, allow students who achieved a particular final score on a unit to spend the last hour of the day or class period playing academic games.
- **Film Club:** Invite students who achieved a particular score on a unit to attend the screening of a film that relates to the content covered in class. The club could convene at the end of a school day or over the course of one class period.

Knowledge Gain Celebration

The teacher celebrates knowledge gain, which is the difference between a student's initial and final scores for a learning goal. To do this, the teacher recognizes the growth each student has made over the course of a unit. This is one of the most powerful aspects of formative assessment—it allows students to see their progress over time. Recognizing and celebrating knowledge gain in addition to or in place of final status gives virtually every student something to celebrate because every student will increase his or her knowledge relative to specific learning goals. The teacher recognizes a student who started at a 1.5 and ended at 3.0 in the same way as a student who began with a score of 2.5 and ended with a score of 4.0; the teacher recognizes both students for a knowledge gain of 1.5. The teacher can recognize students with knowledge gains of .5, 1.0, 1.5, 2.0, 2.5, 3.0, and on up as applicable. The teacher can use the same celebration strategies—such as having students stand for a round of applause from their peers, displaying names on a poster, or giving certificates—as he or she would for final status celebration.

Teacher Actions

- Creating knowledge gain charts for students
- Helping students calculate their knowledge gains

Desired Student Responses

- Exhibiting pride in their knowledge gain
- Explaining the difference between final status and knowledge gain

Extra Support

- Describing specific things individual students did to achieve their knowledge gain

Extension

- Asking students to describe specific things they did to achieve their knowledge gain

Technology Tips

- Use the class website to post examples of high-quality student work and exemplary knowledge gains.
- Post congratulatory comments on students' learning products, and provide links for other students to view the products.
- Have students record tutorials for other students using screen capture software on computers (such as Jing) or apps on tablets (such as ScreenChomp, Educreations, or TouchCast) and post them on the class website.
- Use technology tools, like ClustrMaps, to monitor the work that students have published online and see how many views the work has received.

Examples of Knowledge Gain Celebrations

- **Knowledge gain demonstrations:** Ask the student to demonstrate to the class how he or she answered or solved a difficult question on a test or assignment. Have the student explain the reasoning behind the answer. If the student is uncomfortable presenting in front of the class, ask if you can present the student's thinking and acknowledge his or her success in class.
- **Knowledge gain charts:** Have students create a graph that demonstrates their progress over the course of a semester. Ask students to set learning goals for themselves and chart their progress towards their goal. When students meet or exceed a goal, add their names to a poster in the classroom that lists all of the students who achieved their learning goals.
- **Student work board:** Use a corkboard to display examples of good student work. Announce which papers, assignments, or tests will go up on the corkboard weekly or bi-weekly and ask the whole class to give those students a round of applause.
- **Student of the month award:** Give a student of the month award to a student who has shown great improvement, shared knowledge with others, or worked exceptionally hard to master new content. Create a certificate for the student and post his or her name and picture, if available, in the classroom or on a class website. Below the student's name or picture, describe in a sentence or two why that student was chosen as the student of the month.
- **Class progress goals:** Set a class goal that every student will raise their scores a certain amount by the end of a unit or semester. Encourage students who have already met their goals to work with students who may be struggling. Chart the progress of the class on a poster in the room or online on a class website. If the goal is met, organize a party for the class at the end of a class period, during lunch, or after school with drinks and snacks.

Verbal Feedback

The teacher emphasizes each student’s effort and growth by specifically explaining what a student did well on a task. The teacher should avoid attributing accomplishments to innate intelligence, talent, or other fixed characteristics. Appropriate phrases to use when giving verbal feedback include the following:

- You tried very hard on this—good job.
- You put a lot of effort into this—nice work.
- You were very focused while working on this—way to go.
- You were well prepared for this; keep up the good work.
- You really thought through this, and it paid off.
- You came very well informed about this—excellent work.
- You were ready for this—very good.

Teacher Actions

- Using words and phrases that emphasize effort and growth
- Explaining specific actions that made a student successful
- Explaining specific aspects of tasks that students can improve on

Desired Student Responses

- Saying things like “I succeeded because I worked hard at this” or “I love a challenge”

Extra Support

- Creating visuals (posters, flowcharts, diagrams) illustrating learning strategies that students in the class found effective

Extension

- Asking students to create visuals (posters, flowcharts, diagrams) illustrating learning strategies they found effective

Technology Tips

- Use publishing software to create certificates and awards to celebrate student academic achievement and knowledge gains.
- Post positive feedback on the class website to acknowledge student achievement, effort, and knowledge gain.
- Send short emails or text messages to parents acknowledging and celebrating student successes.

Tips for Providing Verbal Feedback

- Emphasize the student's effort or preparation for the task.
- Describe how the student's approach helped the student succeed.
- Try acknowledging a different student every day.
- Speak enthusiastically about the student's achievements or improvements.
- Acknowledge the student's hard work in front of peers, parents, and other teachers when possible.

Feedback Scenarios

- At the end of a successful class period, stand by the door, compliment the class on their hard work and effort, and give them high fives as they leave the classroom.
- After a student turns in an exemplary assignment or shows improvement, write an email to a parent letting the parent know how well the student is doing.
- Leave a personalized note at the bottom of an assignment or on the student's desk that compliments the student's efforts or work in class.
- Read a passage from a student's test answer, essay, or other written assignment in front of the class and explain what that student did well.

Create Your Own Feedback Scenarios

1. _____

2. _____

3. _____

REPRODUCIBLES

Teachers can use the following reproducibles to monitor their implementation of this element. The reproducible titled Tracking Progress Over Time helps teachers set goals related to their proficiency with this element and track their progress toward these goals over the course of a unit, semester, or year. Tracking Teacher Actions and Tracking Student Responses allow observers in classrooms to monitor specific teacher and student behavior related to this element. Teachers themselves can also use the Tracking Student Responses reproducible to document instances of student behaviors during class. The Strategy Reflection Log provides teachers a space to write down their thoughts and reflect on the implementation process for specific strategies related to this element. Finally, this section provides both a student survey and a teacher survey, the results of which provide feedback about teachers' proficiency with this element.

Tracking Progress Over Time

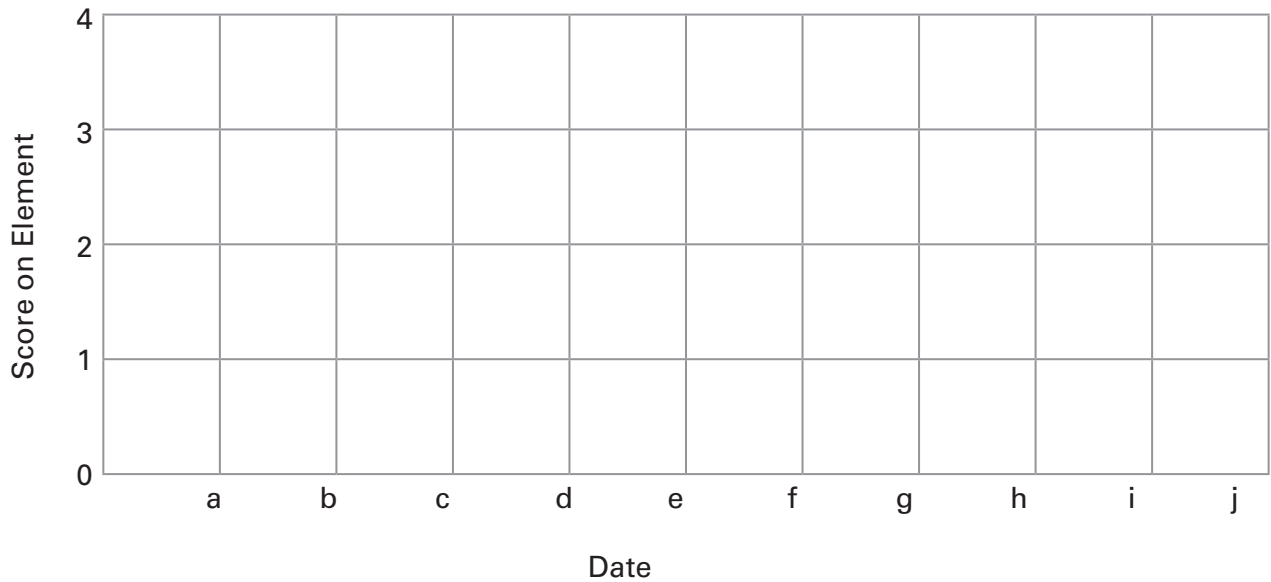
Use this worksheet to set a goal for your use of this element, make a plan for increasing your mastery, and chart your progress toward your goal.

Element: _____

Initial Score: _____

Goal Score: _____ by _____ (date)

Specific things I am going to do to improve: _____



a. _____

f. _____

b. _____

g. _____

c. _____

h. _____

d. _____

i. _____

e. _____

j. _____

Tracking Teacher Actions

During an observation, the observer can use this form to record the teacher's usage of strategies related to the element of celebrating success.

Observation Date and Time: _____ Length of Observation: _____

Check Strategies You Intend to Use	Strategies	Description of What Was Observed
	Final Status Celebration	
	Knowledge Gain Celebration	
	Verbal Feedback	
	Other:	
	Other:	
	Other:	

Tracking Student Responses

A teacher or observer can use this worksheet to record instances of student behavior to inform planning and implementation of strategies associated with celebrating success. Any item followed by an asterisk is an example of undesirable behavior related to the element; the teacher should look for a decrease in the number of instances of these items.

Observation Date and Time: _____ Length of Observation: _____

Behavior	Number of Instances
Celebrating the success of another student	
Setting a new learning goal	
Discussing ways to achieve a learning goal	
Asking questions about feedback on an assignment	
Describing what he or she did to succeed	
Demonstrating pride or excitement after accomplishing a goal	
Other:	
Other:	

Strategy Reflection Log

Use this worksheet to select a strategy, set a goal, and reflect on your use of that strategy.

Element: _____

Strategy: _____

Goal: _____

Date	How did it go?

Student Survey for Celebrating Success

1. My teacher notices when I do well.

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
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2. My teacher recognizes me for my successes in class.

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
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3. My teacher celebrates students who grow, regardless of their final score.

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
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4. My teacher celebrates the final status of the class as a whole.

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
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5. My teacher tells my parents about my successes in class.

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
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6. My teacher gives out certificates to recognize students' accomplishments.

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
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Teacher Survey for Celebrating Success

1. I provide feedback on student assignments.

Often Sometimes Rarely Never I don't know

2. I acknowledge students who make gains in their learning.

Often Sometimes Rarely Never I don't know

3. I acknowledge students who achieve their desired final score.

Often Sometimes Rarely Never I don't know

4. I inform parents of students' successes in the classroom.

Often Sometimes Rarely Never I don't know

5. I celebrate individual student's successes in front of the class.

Often Sometimes Rarely Never I don't know

6. I celebrate the final status of the class as a whole.

Often Sometimes Rarely Never I don't know

7. I give out certificates to recognize students' accomplishments.

Often Sometimes Rarely Never I don't know