

**COMMUNICATING
HIGH EXPECTATIONS**

Demonstrating Value and Respect for Reluctant Learners

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.

DEMONSTRATING VALUE AND RESPECT FOR RELUCTANT LEARNERS

Teachers who master this element exhibit behaviors that demonstrate value and respect for reluctant learners. Unfortunately, research has shown that teachers' interactions with students from whom they expect high achievement are more positive than their interactions with those from whom they expect low achievement. When interacting with reluctant learners, teachers tend to be less friendly to them, praise them less, seat them farther away, smile at them less, and make eye contact with them less often than they do with high-expectancy students. While these actions are usually unintentional, they certainly have a negative effect on the students' experiences in the classroom. This element focuses on intentionally creating a welcoming and supportive environment for all students.

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.

- When asked, students say that the teacher cares for all students.
- Students treat each other with respect.

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 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 Demonstrating Value and Respect for Reluctant Learners

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 exhibit behaviors that demonstrate value and respect for reluctant learners and I monitor the impact on reluctant learners.	I exhibit behaviors that demonstrate value and respect for reluctant learners, but I do not monitor the effects 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 realizes that he has differing expectations for his students, but he does not do anything to treat students more equitably.

Beginning (1): A teacher is generally friendly and respectful to all students. She notices that she does not have as many personal interactions with the reluctant learners in her class, yet she does not change her behavior.

Developing (2): A teacher has consciously begun to identify her expectations of various students and adjust her behavior to demonstrate value and respect for all students, but she has not collected any evidence of the impact this might be having on her reluctant learners.

Applying (3): A teacher uses words and gestures to affirm his value and respect for all his students. He keeps track of behaviors from reluctant learners that indicate they are becoming more comfortable in the classroom, as well as instances in which students treat one another with respect. He is able to see that both these indicators are increasing as he becomes more proficient with this element.

Innovating (4): A teacher uses verbal and nonverbal indicators to make all her students feel welcome and valued in her class. She often high-fives students or gives a pat on the back as encouragement. She notices, however, that one reluctant learner seems uncomfortable with this, so she modifies her implementation with that student to give him the personal space he needs.

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.

Identifying Expectation Levels for All Students

The first step toward demonstrating equal value and respect for all students is to identify any pre-existing differences in expectations of students. To do this, the teacher identifies the expectation level for each student by imagining that each student has completed a comprehensive assessment that covers some of the more difficult content addressed in class. On a class list, the teacher writes the level at which he or she expects each student to perform on such an assessment: high, average, or low.

Teacher Actions

- Anticipating how each student would score on a comprehensive assessment covering the more difficult content addressed in class
- Writing down his or her expectation level for each student: high, average, or low

Desired Student Responses

- Describing the teacher as someone who expects all students to achieve at high levels
- Treating other students with respect

Extra Support

- Identifying your expectation levels for students in specific subject areas
- Using more levels to classify students in terms of your expectations, such as low, low-average, average, high-average, and high

Extension

- Having students identify their expectations for themselves

Identifying Expectations Log

Student Name	Circle Expectation Level		
	High	Average	Low
	High	Average	Low
	High	Average	Low
	High	Average	Low
	High	Average	Low
	High	Average	Low
	High	Average	Low
	High	Average	Low
	High	Average	Low
	High	Average	Low
	High	Average	Low
	High	Average	Low
	High	Average	Low
	High	Average	Low
	High	Average	Low
	High	Average	Low
	High	Average	Low

Identifying Differential Treatment of Reluctant Learners

The teacher tracks his or her behavior for several days to increase awareness of differences in affective tone and quality of interaction with specific students. Using an informal observation form, the teacher keeps track of his or her affective tone and quality of interaction with specific students. Some behaviors associated with each area are identified as follows.

Behaviors Associated With Affective Tone and Quality of Interaction

Affective Tones	Quality of Interaction
Tone of voice	Feedback
Proximity	Probing for more complex information
Gestures	Coaching for an answer
Eye contact	Calling on students
Smiles	Level of questions
Playful dialogue	Level of response required for a reward (verbal or otherwise)
Physical contact	
Range of questions	

The teacher then uses the data collected to generate conclusions about differential treatment of reluctant learners. The teacher should identify specific students who seem to be receiving differential treatment. For example, a teacher might notice that he or she uses a distant or annoyed tone of voice with reluctant learners, but a more conversational or engaged tone with high-expectancy students. The teacher might also examine whether he or she has generalized low expectations for certain groups of students because of ethnicity, appearance, verbal patterns, or socioeconomic status. If this is the case, the teacher should actively seek to behave in a manner not controlled by biased patterns of thought. If biased patterns of thought are present, the teacher might try to ascertain the origin of those patterns and seek to suppress the behaviors prompted by them.

Teacher Actions

- Tracking his or her behavior toward each student in the class for several days
- Identifying differences in affective tone or quality of interaction toward specific students
- Examining whether he or she has generalized low expectations for students based on their ethnicity, appearance, speech patterns, or socioeconomic status
- Counteracting differential treatment of students by suppressing biased patterns of thought and using a consistent affective tone and quality of interaction toward all students

Desired Student Responses

- Describing the teacher as someone who treats all students as if they are able to achieve at high levels
- Treating other students with respect

Extra Support

- Meeting with students one-on-one to discuss their perceptions of how you treat them

Extension

- Administering a survey to students regarding their perception of your affective tone and quality of interaction

Identifying Differential Treatment Log

Student Name	Affective Tone										Quality of Interaction								
	Positive Tone	Negative Tone	Close Proximity	Physically Distant	Eye Contact	Avoiding Eye Contact	Smiles	Negative Facial Expressions	Playful Dialogue	Stilted Conversation	Calling on Student	Not Asking Student to Participate	Asking In-Depth Questions	Asking Only Basic Questions	Probing for More Complex Information	Accepting Basic Answers	Coaching Toward Correct Answer	Rejecting Incorrect Answers	Without Helping

Nonverbal and Verbal Indicators of Respect

The teacher uses eye contact, smiling, proximity, hand and body gestures, physical contact, and playful dialogue to communicate value and respect for all students. If a teacher recognizes different treatment for reluctant learners, the teacher should make an effort to use both verbal and nonverbal indicators to show respect and value for reluctant learners.

Teacher Actions

- Smiling and making eye contact when listening and talking to reluctant learners
- Using body language and physical contact that communicates value and respect for reluctant learners
- Joking and bantering playfully with reluctant learners

Desired Student Responses

- Increasing their personal expectations in response to the teacher's behavior
- Describing the teacher as someone who believes that all students can achieve at high levels

Extra Support

- Asking students which gestures or verbal cues help them feel most valued and respected

Extension

- Having students use nonverbal and verbal indicators of respect with their peers

Technology Tips

- Use texts, emails, or other digital communication tools to send encouraging feedback to students and their parents or guardians or to share information and content that might be of interest to a particular student.

Differentiating Indicators of Respect

The ultimate goal of demonstrating value and respect for reluctant learners, and indeed for all students, is to make them feel comfortable and welcome in the classroom. While the types of gestures and verbal indications presented in this strategy provide diverse options and a good starting point for teachers who wish to be more intentional about demonstrating value for all students, it is essential to note the importance of differentiation within this strategy. Different students will have different preferences when it comes to how their teachers interact with them. For example, one student might feel uncomfortable with physical gestures such as a pat on the back or a high-five. Another student might appreciate subtle gestures and positive facial expressions more than playful dialogue in front of the rest of the class. These likes and dislikes may be based on students' cultural backgrounds and upbringing, past experiences, or simple personal preferences. Using indicators of value and respect that a student dislikes or is not comfortable with will have an effect opposite of what was intended—the student will feel uncomfortable and disrespected in class. In short, methods of demonstrating value and respect for students cannot be used universally. This strategy requires that teachers know their individual students and pay attention to the effects these methods have on them.

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

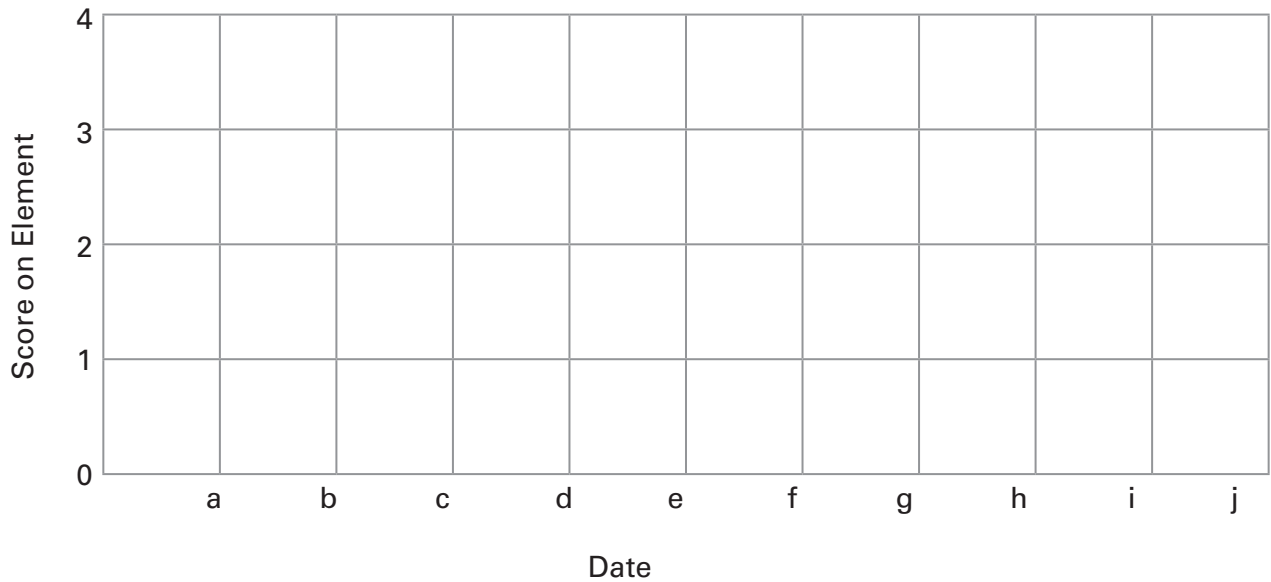
Use this worksheet to set a goal for your use of this element, make a plan for increasing your mastery, and chart your progress toward your goal.

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 demonstrating value and respect for reluctant learners.

Observation Date and Time: _____ Length of Observation: _____

Check Strategies You Intend to Use	Strategies	Description of What Was Observed
	Identifying Expectation Levels for All Students	
	Identifying Differential Treatment of Reluctant Learners	
	Nonverbal and Verbal Indicators of Respect	
	Other:	
	Other:	

Tracking Student Responses

A teacher or observer can use this worksheet to record behaviors from reluctant learners to inform planning and implementation of strategies associated with demonstrating value and respect for reluctant learners. 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
Demonstrating respect for others	
Appearing comfortable in the classroom	
Responding positively to encouragement	
Volunteering responses or questions	
Interacting positively with the teacher	
Appearing uncomfortable in the classroom*	
Avoiding interactions with teachers or classmates*	
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 Demonstrating Value and Respect for Reluctant Learners

1. My teacher thinks that I can succeed.

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
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2. Even if the lessons are difficult in my class, I know I can do the work and learn something new.

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
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3. My teacher treats all students with an equal level of respect.

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
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4. My teacher expects all students to succeed.

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
-------------------	----------	-------------------------------	-------	----------------

5. My teacher doesn't have favorites.

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
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6. Students in my class are not allowed to make negative comments about any other student.

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
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Teacher Survey for Demonstrating Value and Respect for Reluctant Learners

1. I can identify students for whom I have had lower expectations in the past.

Often Sometimes Rarely Never I don't know

2. I can identify ways that I have treated reluctant learners differently in the past.

Often Sometimes Rarely Never I don't know

3. I verbally demonstrate value and respect for all students.

Often Sometimes Rarely Never I don't know

4. I use nonverbal indications of value and respect with all students.

Often Sometimes Rarely Never I don't know

5. I ensure that other students do not make negative comments about reluctant learners.

Often Sometimes Rarely Never I don't know

6. My students treat each other with respect.

Often Sometimes Rarely Never I don't know

7. My students describe me as someone who cares about all students.

Often Sometimes Rarely Never I don't know