

Practice #1: Educators and learners model desired behaviors and attitudes such as those set forth in the Life Principles and the Eight Expectations for Living.			
Great Expectations	Marzano*¹	Danielson*²	Tulsa*³
Educator arrives early to prepare classroom atmosphere and lessons	1RS5 2PPUMT1-2	2e, 1c,e,f	CM1
Educator meets and greets each student using the Magic Triad and uses it all day.	1SEC14	2a	CM6
Educator extends a friendly, encouraging attitude to all students.	1SEC13-18	2a,b	CM6
Educator displays, models, and uses quotes, 8 Expectations for Living, Life Principles, creeds and character-building poetry in daily dialogue with students.	1SEC7-9	2b 3c	IE7,10
Educator models enthusiasm and a positive attitude.	1SEC10	2a,b	CM6
Educator establishes classroom procedures.	1SEC11-12	2c	CM2
Educator practices classroom procedures with students until they are mastered.	1RS4 1SEC11-12	2c	CM2
Educator demonstrates respect for students and colleagues.	1SEC14-18 4PPE1-2	2a	CM6
Educator uses positive dialogue that promotes the idea that mistakes are okay because they provide opportunities for learning.	1CS13,15	2b	IE13
Practice #2: Educators and learners speak in complete sentences and address one another by name demonstrating mutual respect and common courtesy.			
Great Expectations	Marzano	Danielson	Tulsa
Educator establishes procedures for speaking in complete sentences and addressing one another by name.	1SES16-18	2b	IE7, CM2
Educator models, encourages, and redirects students to use complete sentences.	1CS13-15	2d	IE7,14
Educator models, encourages, and redirects students to address educators and fellow classmates by name.	1SES1	2d 2a	CM6, IE14
Educator uses positive dialogue (in a coaching manner) to redirect	1CS13,15	2d	IE7, 14

students to rephrase grammatical errors within sentences.			
Educator uses positive dialogue (in a coaching manner) to redirect students to address teachers and fellow students by name.	1CS13,15	2a 2d	CM6, IE14
Educator uses positive dialogue (in a coaching manner) to redirect students to rephrase incomplete sentences.	1CS13,15	2d	IE7, 14
Practice #3: Learners are taught as a whole group, thoroughly and to mastery, with intensive and specific modification insuring success for all.			
Great Expectations	Marzano*	Danielson*	Tulsa
Educator uses anticipatory activities that engage students, building on prior knowledge and emotionally connecting them to the content to be taught.	1CS3	3c	IE9
Educator actively engages all students in all lessons.	1SES1-9	3c	IE9
Educator provides instruction in whole-group setting.	1CS2	3c	IE9
Educator provides frequent feedback keeping students encouraged, focused, and on-task.	1SES18	3d	IE13,9,14
Educator assesses the knowledge level and collective-individual learning needs of students through questioning and processing activities.	1SES17,18 1CS5,8	3d	IE9,13
Educator revisits newly learned content/concepts frequently.	1CS9	3e	IE15
Educator develops a variety of activities to assist students in processing new information.	1CS1-15	3a,b,c,d,e	IE10
Educator provides numerous opportunities for students to participate in flexible groups based on individual modifications needed.	1CS10 2PPSNS1-3	3e	IE10,14
Educator engages in positive dialogue with students.	1SES7	3a	CM6
Educator uses proximity to keep students engaged and focused.	1SES4	2c,d	IE13
Practice #4: Learning experiences are integrated, related to the real world, reviewed consistently, and connected to subsequent curricula.			

Great Expectations	Marzano	Danielson	Tulsa
Educator provides a “hook” or “thread” to connect content and learning.	1CS3	3c	IE 9
Educator develops creative, meaningful, and useful content that builds an emotional link between students and learning.	1SES13	3c	CM 9 IE 9
Educator builds into each lesson adequate time for processing new information and making connections to past learning.	1CS5,9	3e	IE 15
Educator provides frequent feedback to keep students on right track while learning and encourages students to self-evaluate learning.	1CS13,15	3d	IE 13
Educator connects what has already been learned with subsequent material to assist students in understanding the relevance and meaning of the new knowledge.	1CS9	3a,c,e	IE 15
Educator provides constant and consistent review of newly learned skills to assist students in maximizing internalization and to assist in the movement of knowledge from short-term to long-term memory.	1CS9,10-15	3e	IE 15
Educator provides opportunities for students to demonstrate learning through creative alternatives to pencil/paper tests.	1CS14,16-17	3e	IE 14
Practice #5: Critical thinking skills are taught.			
Great Expectations	Marzano	Danielson	Tulsa
Educator uses movement, actions, and music to engage students’ brains.	1SES4,2,9	3c	IE13
Educator facilitates discussions by using open-ended questions.	1CS6,8	3b	IE 13
Educator develops procedures to insure students apply and analyze concepts, synthesize elements, evaluate information.	1CS16-18	3a,b,c,d,e	IE13
Educator allows time for students	1CS1-8	3e	IE13

to process information.			
Educator accommodates different learning styles.	1SES1-9	3e	IE10
Educator facilitates the development of different forms of intelligence.	1CS16-18	3e	IE10
Educator offers dynamic multi-disciplinary approaches to teaching and learning.	1CS16-18 2PPLU2	3e	IE 10
Educator uses wisdom literature that causes students to draw conclusions, analyze cause and effect, examine opposite points of view, evaluate circumstances, weigh consequences, etc.	1CS6,12,13	3c 1d	IE7
Educator uses authentic assessments to check for student understanding.	1CS16-18	3d	IE16, 13
Practice #6: The environment is non-threatening environment and conducive to risk-taking. Mistakes are viewed as opportunities to learn and grow.			
Great Expectations	Marzano	Danielson	Tulsa
Educator establishes rapport with students.	1SES13-15	3a 2a,b	CM 6
Educator demonstrates respect for students.	1SES16-18	2a,b	CM 6
Educator uses team building activities to develop a feeling of community in the classroom.	1CS5,10	3b	CM 6
Educator is proactive in all things.	2all	1a,b,c,d,e,f	PG18
Educator uses appropriate wisdom literature as models or patterns for students to follow as they learn from mistakes and accept responsibility for their own decisions/actions.	2PPUMT1 1SES9	2d	IE7
Educator uses music to create a non-threatening environment that is conducive to learning.	1SES9	2b	CM6
Educator affirms and redirects students through the use of quotes, positive phrases, and expressions.	1SES9	2d	CM 6
Educator establishes classroom procedures using the Eight Expectations for Living.	1RS4	2c	CM2

Educator develops trust with students by teaching and modeling Covey's Eight Ways to Build Trust.	1SES10-18	2b	CM2
Educator removes all negative labels.	4PPE2	2a,b	CM 6
Educator empowers students with positive dialogue about their potential successes, rather than their failures.	4PPE2	2a,b	CM 6
Educator teaches with compassion, understanding, and flexibility.	1SES10,13-15	3e	IE 9 CM6
Educator acknowledges and thanks students for their	4PPE2	2a	CM 6
Educator gives immediate, positive feedback and coaches students toward mastering their goals.	1CS13	3d	IE 9
Practice #7: Memory work, recitations and/or writing occur daily. These enhance character development and effective communication skills while extending curricula.			
Great Expectations	Marzano	Danielson	Tulsa
Educator assists students in memorizing quotes and poetry.	1CS1-8	3c	IE 10
Educator provides opportunities for students to showcase in various ways.	4PPE2 1RS3	3d	CM 5
Educator works with students to develop a school/class/personal creed which is recited or reflected upon daily and applied in daily dialogue.	1RS1,3	2b	CM 6
Educator facilitates discussions and studies with students concerning challenging vocabulary from selected poetry, quotes, and recitations.	1CS1-8	3b	IE 10
Educator engages students in journal writing each day.	1CS8	3c	IE 10
Educator provides opportunities for students to memorize and recite character-building poetry and quotes designed to build social competence.	2PPLU2	2b	CM 6
Educator posts quotes and character-building poetry in the classroom.	2PPUMT1	1d	IE7

Educator provides students with selections of quotations/poetry to use as resources.	2PPUMT1	1d	IE7
Educator discusses and analyzes with students recitations, quotes, poetry to help them internalize ideas.	1CS8	3b	IE 7
Practice #8: Enriched vocabulary is evident and is drawn directly from challenging writings informational text, and/or wisdom literature.			
Great Expectations	Marzano	Danielson	Tulsa
Educator elects meaningful classics, character-building poetry, myths, fables, proverbs, and quotes from various cultures as content for reading lessons.	2PPLU2	1d	IE7
Educator uses excerpts from wisdom literature to create the stage for new topics/concepts/lessons.	1CS2	1d	IE7
Educator introduces authors and how their writings relate to real life.	1CS3,6	3b	IE7
Educator allows students to create their own form of book report.	1CS17,18	3d	IE10
Educator creates units of study around a piece of literature.	2PPLU2	1a	IE7
Educator helps students develop an increased vocabulary by using a lexicon, word wall, word of the day, etc.	1CS7	3b	IE11
Educator facilitates discussion groups for reviewing and reflecting on a piece of literature.	1CS8	3b	IE 7
Educator encourages the use of new vocabulary words in journal writing, discussion, and oral communications.	1CS14	3b	IE 11
Practice #9: The Magic Triad, a positive and caring environment, and discipline with dignity and logic are evident.			
Great Expectations	Marzano	Danielson	Tulsa
Educator demonstrates, teaches, and models the Magic Triad.	1SES14	2a,b	IE 12
Educator consistently greets students using the Magic Triad and models it throughout the day.	1SES14	2a,b	IE 12

Educator listens intently and empathetically to students.	1SES13-15	2a,b	IE 12
Educator verbally affirms students daily.	1SES12	2a,b	CM 6
Educator redirects any sarcasm/negativity heard from students.	1SES14,15	2d	CM2
Educator posts and uses quotes, proverbs, Eight Expectations for Living, Life Principles, creed, character-building poetry to affirm and/or redirect students.	1RS5	1d 2d	IE7
Educator moves around the classroom, using proximity to monitor class activities.	1SES4	2b,d	IE13
Educator seeks to change behavior, not to punish students.	1SES10-12	2d	CM 6
Educator uses positive dialog with everyone.	4PPE1-2	3a	CM6, IS19
Educator creates an optimal learning environment of low stress and high challenge.	2PPLU1-3	2b	CM 6
Educator builds good parent relationships.	4PPE2	4c	IS19
Practice #10: Learners work is displayed in some form. Positive and timely feedback is provided through oral and/or written commentary.			
Great Expectations	Marzano	Danielson	Tulsa
Educator displays student work in various ways.	1SES16	2e	CM 6
Educator displays student work throughout the school (hallways, cafeteria, etc.)	1SES16	2e	CM 6
Educator omits grades on displayed work.	1SES16	2a,b	CM 6
Educator uses positive captions to highlight group work.	1SES16	3a	CM6
Educator writes rich, positive comments on student work.	1SES16	3a	CM 6
Educator always looks for positive attributes in students' work and insures that comments reflect this.	1SES16	3a	CM 6
Practice #11: Word identification skills are used as a foundation for expanding the use of the English language.			
Great Expectations	Marzano	Danielson	Tulsa
Educator displays and routinely uses grade-appropriate phonics	2PPUMT1	1a	IE10

cards.			
Educator routinely reviews sounds, diacritical marks, spelling patterns, and morphologies.	1CS1	1a	IE10
Educator creates a word wall as a resource for students.	1CS3	2a	IE 11
Educator syllabicates new vocabulary in a variety of ways.	1CS7	3e	IE11
Educator develops a classroom lexicon, encouraging discussion and integration across the curricula.	1CS7	3b	IE10
Educator provides the decoding skills needed for students to read and comprehend rich vocabulary.	1CS1	1a	IE10, 11
Practice #12: Learners assume responsibility for their own behavior. Their choices determine the consequences.			
Great Expectations	Marzano	Danielson	Tulsa
Educator displays, teaches, models the Eight Expectations for Living and the Life Principles.	1SES14-16	2b	CM6
Educator provides time to discuss and process the meaning of each of the Eight Expectations for Living and Life Principles.	1SES8	3b	CM6
Educator redirects and encourages students by using the Eight Expectations for Living and the Life Principles.	1SES1	2d	CM6
Educator determines, jointly, with students, the natural/logical consequences for specific disruptions.	1SES11	2c	CM2
Educator empowers students by providing opportunities for choice.	1SES13	2a,b	IE9
Practice #13: A school, class, or personal creed is recited or reflected upon daily to reaffirm commitment to excellence.			
Great Expectations	Marzano	Danielson	Tulsa
Educator involves all students in developing and memorizing a school/class/personal creed.	1SES6	2a,b	CM2
Educator facilitates in the research and discussion of the meanings of difficult words, phrases, or	1SES6	3b	IE 11

sentences within the creed.			
Educator involves all student students in reciting or reflecting upon the creed daily.	1SES6	3c	CM 6
Educator uses language from within the creed to redirect or affirm behavior of students.	1SES1,6	2d	CM 6
Practice #14: All learners experience success. The educator guarantees it by comparing students to their own past performance, not the performance of others. Learners are showcased and past failures are disregarded.			
Great Expectations	Marzano	Danielson	Tulsa
Educator includes positive written or spoken commentary on all posted and non-posted student work.	1SES16	3a	IS13
Educator compares each student only to himself, not others.	1SES16	2a	IS13
Educator allows time during direct instruction to gauge student comprehension.	1RS2 1CS4,8	3d	IS13
Educator encourages and affirms students throughout the learning process.	1RS3 1SES16	2a,b	CM 6
Educator acknowledges student input and provides positive feedback.	1RS3 1SES3	2a,b	IE13 CM 6
Educator finds creative ways to showcase every student.	1RS3 1SES6,14	3e	CM 6
Educator reaffirms students that mistakes are learning opportunities and that each day is a new day.	1SES1	2a,b	CM 6
Educator reduces the level of negative competition in the classroom.	1SES16	2a,b	CM 6
Educator encourages students to bond with one another and to become active contributing parts of a larger community.	1SES16	2a,b	CM 6
Practice #15: Educators teach on their feet, thus utilizing proximity. They engage learners personally, hold high expectations of learners, and should not limit learners to grade level or			
Great Expectations	Marzano	Danielson	Tulsa
Educator arranges the classroom in a manner that allows for mobility.	1RS5 2PPUMT1-2	2e	CM6
Educator stand or walks about the classroom consistently,	1SES4-5,10-15	2d	IE13

monitoring and motivating all students.			
Educator engages all students in direct communication, making eye contact, varying tone of voice, and providing immediate feedback.	1SES10	3a	IS13
Educator holds high expectations of all students.	1SES16-18	2a,b	IE 16
Educator notices and encourages individual student strengths.	1SES13	2b,a	IE16
Educator offers students limitless opportunities for academic and social growth.	1SES16-18	1b	IE16
Practice #16: Educators and learners employ effective interpersonal communication skills.			
Great Expectations	Marzano	Danielson	Tulsa
Educator teaches the etiquette and protocol for formal and informal interactions and offers student leadership opportunities.	1CS8 1SES16-18	2c	CM2
Educator establishes procedures and processes with students, why, how, and when the visitor greeter is beneficial.	1RS1,4	2c	CM2
Educator helps students internalize the benefits of proficiency in the life skills involved in meeting and greeting people both new and familiar.	1RS4	2c	CM2
Practice #17: Educators and learners celebrate the successes of others.			
Great Expectations	Marzano	Danielson	Tulsa
Educator celebrates the success of students.	1RS3	3a 2a,b	CM 6
Educator uses praise, acknowledgment, and affirmations to create feelings of specialness in students.	1RS3 1SES14	3a 2a,b	CM 6
Educator assists students in appreciating others by acknowledging others' accomplishments.	1RS3 1SES14	2a,b	CM 6
Teacher encourages students to take risks by creating a threat-free environment where new ideas are welcomed and celebrated.	1RS3 1SES1-18	2a,b	CM3

***¹Marzano:** Might read 1CS12 meaning Domain 1, Content Segments, item 12

Domain 1 = Classroom Strategies and Behaviors (Routine Segments 1-5, Content Segments 1-18, Segments Enacted on the Spot 1-18)

Domain 2 = Planning and Preparing (Planning and Preparing for Lessons and Units 1-3, Planning and Preparing for Use of Materials and Technology 1-2, Planning and Preparing for Special Needs of Students 1-3);

Domain 3 = Reflecting on Teaching (Evaluating Personal Performance 1-3, Developing and Implementing a Professional Growth Plan 1-2);

Domain 4 = Collegiality and Professionalism (Promoting a Positive Environment 1-2, Promoting Exchange of Ideas and Strategies 1-2, Promoting District and School Development 1-2).

***²Danielson:** Might read 3b (Using questioning and discussion techniques)

Domain 1 = Planning and Preparation (Demonstrating knowledge of content and pedagogy; Demonstrating knowledge of students; Setting instructional outcomes; Demonstrating knowledge of resources and technology; designing coherent instruction; Use of appropriate data; designing student assessment)

Domain 2 = The Classroom Environment (Creating an environment of respect and rapport 1-3; Establishing a culture for learning 1-5; Managing classroom procedures 1-4; Managing student behavior 1-3; Organizing Physical Space 1-4)

Domain 3 = Instruction (Communicating with students 1-5; Using questioning and discussion techniques 1-3; Engaging students in learning 1-6; Using Assessment in Instruction 1-5; Demonstrating flexibility and responsiveness 1-4;

Domain 4 = Professional Responsibilities (Reflecting on teaching; Maintaining accurate records; Communicating with families; Participating in a Professional Community; Growing and Developing Professionally; Demonstrating Professionalism)

***³Tulsa:** Might read CM3 which means Classroom Management-Building Climate

Domain 1 = Classroom Management (Preparation, Discipline, Building-Wide Climate Responsibility, Lesson Plans, Assessment Practices, Student Relations)

Domain 2 = Instructional Effectiveness (Literacy, Common Core Standards, Involves All Learners, Explains Content, Explains Directions, Models, Monitors, Adjusts Based on Monitoring, Establishes Closure, Student Achievement)

Domain 3 = Professional Growth & Continuous Improvement (Uses Professional Growth as an Important Strategy, Exhibits Professional Behaviors and Efficiencies)

Domain 4 = Interpersonal Skills (Effective Interactions/Communications with Stakeholders)

Domain 5 = Leadership (Leadership Involvements)

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