

Figure 4.2: Teacher Scales for Reflective Practice

What do I typically do to provide opportunities for students to talk about themselves?					
The teacher provides students with opportunities to relate what is being addressed in class to their personal interests.			Notes		
Teacher Evidence <input type="checkbox"/> Teacher is aware of student interests and makes connections between these interests and class content. <input type="checkbox"/> Teacher structures activities that ask students to make connections between the content and their personal experience. <input type="checkbox"/> When students are explaining how content relates to their personal interests, the teacher appears encouraging and interested.			Student Evidence <input type="checkbox"/> Students engage in activities that require them to make connections between their personal interests and the content. <input type="checkbox"/> When asked, students explain how making connections between content and their personal interests engages them and helps them better understand the content.		
How am I doing?					
	Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Providing opportunities for students to talk about themselves	I should use the strategy but I don't.	I use the strategy incorrectly or with parts missing.	I give students opportunities to relate what is being addressed in class to their personal interests, but do so in somewhat of a mechanistic way.	I provide students with opportunities to relate what is being addressed in class to their personal interests and monitor the extent to which these activities enhance student engagement.	I adapt and create new strategies for unique student needs and situations.

Source: Marzano, R. (2010). Teacher scales for reflective practice: Applying the "Art and Science of Teaching." Accessed at www.freeholdboro.k12.nj.us/cms/lib/NJ01001089/Centricity/Domain/320/MRL%20Teacher%20Scales%20Reflective%20Practice%20-%20Domain%201.pdf on September 12, 2019.