

ENACTED ON THE SPOT

3 ELEMENTS



- 1. DEMONSTRATING “WITHITNESS”**
- 2. ACKNOWLEDGING ADHERENCE TO RULES AND PROCEDURES AND APPLYING CONSEQUENCES**
- 3. DEMONSTRATING VALUE AND RESPECT FOR ALL STUDENTS**

Learning Goal



Participants will be able to understand and apply research-based strategies as they relate to Enacted on The Spot (elements 1-3) as they apply to the Teacher Observation/Evaluation Rubric.

Enacted on the Spot: Element #1



What will the IP do to recognize and acknowledge adherence or lack of adherence to rules and procedures? **Demonstrating “Withiness”**

- Continuously scans the classroom, recognizing and proactively addressing potential disruptions.
- Students’ actions demonstrate that they know the IP is aware of their behavior.

What Does The Research Say?



- **“Withitness” means that a teacher demonstrates a balanced approach to managing the classroom as if the teacher “has eyes in the back of his/her head.”**
- **Teachers with withitness demonstrate that they know what is going on all over the classroom at all times.**
- **Withitness includes intervention to prevent disruptions in learning.**

Element #1 Rubric



- **Highly Effective**
 - Uses behaviors associated with “withitness” and monitors the effect on students’ behaviors.
- **Effective**
 - Uses behaviors associated with “withitness.”
- **Developing/Needs Improvement**
 - Uses strategy incorrectly or with parts missing.
- **Unsatisfactory**
 - Strategy was called for but not exhibited.

Enacted on the Spot: Element # 2



What will the IP do to recognize and acknowledge adherence or lack of adherence to rules and procedures?

Acknowledging Adherence to Rules and Procedures and Applying Consequences

- Rules and procedures are designed, posted, and consistently implemented.
- Student actions demonstrate that the IP consistently acknowledges adherence to rules and procedures, while applying and adapting consequences as needed.
- Adapts and creates new strategies and techniques for acknowledging adherence to rules and procedures consistently and fairly to address all student needs and situations.

What Does The Research Say?



- Rules, procedures, and consequences should be established at the beginning of a school year.
- Adherence to rules and procedures should be addressed frequently by the teacher and readdressed as the need arises.
- Students are more willing to be a positive influence during class time when they do a good job following rules and procedures.
- Including students in creating class rules and procedures can be helpful.

What Does The Research Say?



- **Disruptions associated with rules and procedures must be associated with consequences.**
- **Consequences may include:**
 - Punishment and reinforcement
 - Reinforcement—positive consequences
 - Punishment
 - No immediate consequence
- **A combination of both positive and negative consequences has been shown to be the best approach.**

Element #2 Rubric



- **Highly Effective**
 - Acknowledges adherence to rules and procedures consistently and fairly and monitors the extent to which these actions affect students' behaviors.
- **Effective**
 - Acknowledges adherence to rules and procedures consistently and fairly.
- **Developing/Needs Improvement**
 - Uses strategy incorrectly or with parts missing.
- **Unsatisfactory**
 - Strategy was called for but not exhibited.

Enacted on the Spot: Element #3



What will the IP do to communicate high expectations for all students? **Demonstrating Value and Respect for All Students**

- Works to establish effective relationships with students through positive verbal and non-verbal indications that they are valued and respected and monitors student impact.
- Consistently asks high level questions with the same frequency and depth of all students, monitors the quality of participation, and adjusts instruction accordingly.

What Does The Research Say?



- “A teacher’s beliefs about students’ chances of success in school influence the teacher’s actions with students, which in turn influence students’ achievement.” (Marzano, 2007)
- This is a critical part of the teacher/student relationship as it relates to learning.
- Teacher beliefs about student learning affect the way students are treated, and thus can have a major impact on student learning.
 - “If I believed this student was completely capable of learning this content, what would I be doing right now?” (Marzano, 2007)

What Does The Research Say?



- “Low-expectancy students receive less attention than high-expectancy students.” (Marzano, 2007)
- Teacher’s tone of voice, ways that students are addressed, gestures, facial expressions all communicates to students how the teacher perceives them.
- Changing teacher behaviors associated with low expectations affects student achievement.

What Does The Research Say?

Marzano, 2007



- “Teachers wait less time for lows to answer questions.”
- “Teachers give lows answers or call on someone else to answer a question as opposed to trying to delve into the logic underlying the answer or improve on the answers of lows.”
- “Teachers give lows briefer and less informative feedback on their responses.”
- “Teachers fail to give lows feedback for public responses.”
- “Teachers generally pay less attention to lows and interact with them less frequently.”
- “Teachers generally demand less from lows.”
- “Teachers make less use of effective but time-consuming instructional methods with lows when instructional time is running out.”

What Does The Research Say?

Marzano, 2007



- “Teachers praise lows less frequently than highs for success.”
- “Teachers seat lows farther away.”
- “Teachers are less friendly with low-achieving students, including smiling less and using friendly non-verbal behaviors less.”
- “Teachers give lows less eye contact and nonverbal communication of attention and responsiveness, such as leaning forward and using positive head nodding.”

Element #3 Rubric



- **Highly Effective**
 - Exhibits behaviors that demonstrate value and respect through effective relationships with all students and has the same high level of expectations for all students.
- **Effective**
 - Exhibits behaviors that demonstrate value and respect through effective relationships with all students.
- **Developing/Needs Improvement**
 - Uses strategy incorrectly or with parts missing.
- **Unsatisfactory**
 - Strategy was called for but not exhibited.

Teaching Channel Video Resources: Elementary



- [Prioritizing Classroom Management](#)
- [Positive Reinforcement Class Participation](#)
- [Engage - Motivate Students](#)
- [Reinforcing Learning](#)
- [Improve Student Focus](#)
- [Attention-Getting Signals \("Drumming Up Attention"\)](#)
- [Keeping Students Engaged](#)

Teaching Channel Video Resources: Middle/High



- [Prioritizing Classroom Management](#)
- [Positive Reinforcement Classroom Participation](#)
- [Engage - Motivate Students](#)
- [Reinforcing Learning](#)
- [Streamlining Classroom Procedures](#)
- [Attention-Getting Signals \("Drumming Up Attention"\)](#)
- [Attention-Getting Signals](#)
- [Keeping Students Engaged](#)



Additional information may be found in the *Art and Science of Teaching*, Marzano, 2007.

Good Luck!