



## Menu

This Menu gives you quick access to all the content for *Exceptional Teaching in Action*. It will also keep track of your progress as you work your way through the program's video content in the topics. When you feel comfortable with the content of a particular section, take the corresponding assessment.

### Module 1: What Does Exceptional Teaching Look Like?

This topic is:  
100% Complete

Topic A:  
**Exceptional Classroom Teaching Under Any Evaluation System** | Hide Content

- VIEW 1. Good Teaching is Good No Matter What Rubric | 02:33

### Module 2: Exceptional Teaching in Action

This topic is:  
82% Complete

Topic A:  
**Ms. Zanjani's Small Guided Reading Group - Elementary** | 20 min | Hide Content

- VIEW 1. Helping students interact with new knowledge (Marzano DQ #2: Elements 6, 7 & 8) | 03:05
- VIEW 2. Effectively using instructional strategies (Stronge Standard 3.5) | 01:12
- VIEW 3. Planning for a coherent lesson and successfully using assessment in instruction (Danielson Components 1e & 3d) | 01:28
- VIEW 4. Reinforcing learning by having students record what they know (Marzano DQ #2: Element 12) | 01:22
- VIEW 5. Promoting student inquiry through the use of meaningful questioning techniques (Danielson Component 3b) | 02:19
- VIEW 6. Building on student's existing knowledge (Stronge Standard 3.2 / Danielson Component 3b) | 02:23
- VIEW 7. Using effective questioning techniques to process new information (Danielson Component 3b / Marzano DQ #2: Element 10) | 02:06
- VIEW 8. Involving students in setting learning goals and monitoring progress (Stronge Standard 4.2) | 01:15
- VIEW 9. Empowering students to seek answers to their own questions (Danielson Component 3b) | 01:39
- VIEW 10. Encouraging students to practice and deepen new knowledge (Marzano DQ #3: Element 15) | 02:11
- VIEW 11. Thoughtfully reinforcing student learning goals (Stronge Standard 3.4 / Marzano DQ #3: Element 15) | 01:29

This topic is:  
92% Complete

Topic B:  
**Ms. Tocci and Ms. Edwards' Read Aloud and Group Work - Elementary** | 19 min | Hide Content

- VIEW 1. Effectively connecting to student's prior knowledge (Marzano DQ #2: Element 8) | 01:34
- VIEW 2. Using deliberate questions to encourage student participation (Danielson Component 3b) | 01:20
- VIEW 3. Appropriately integrating student "shoulder partners" into the lesson (Stronge Standard 3.2) | 01:32
- VIEW 4. Prompting students to explain and connect with content (Danielson Component 3a) | 01:26
- VIEW 5. Helping students deepen their understanding of new content (Marzano DQ #3: Element 14) | 02:13
- VIEW 6. Digging deeper and making personal connections (Danielson Components 2a & 3b) | 01:33
- VIEW 7. Inspiring critical thinking through the use of inferences (Marzano DQ #4: Element 23) | 01:56
- VIEW 8. Looking for opportunities to reinforce learning goals (Stronge Standard 3.4) | 01:55
- VIEW 9. Resisting the urge to provide students with the correct answer (Stronge Standard 4.7) | 00:57
- VIEW 10. Clearly communicating high expectations for all students (Marzano DQ #9: Element 39) | 01:39



This topic is:

100% Complete

- VIEW 11. Encouraging students to work as a team (Danielson Component 2a & Stronge Standard 5.4) | 01:32
- VIEW 12. Reviewing content and bringing closure to a lesson (Marzano DQ #3: Element 14) | 02:16

Assessment:

### Assessment for Zanjani, Tocci and Edwards (2 topics)

Topic C:

#### Ms. Siebert's Center on Pioneers - Elementary | 15 min | Hide Content

- VIEW 1. Starting a lesson by building upon student's existing knowledge (Stronge Standard 3.2) | 02:21
- VIEW 2. A group activity to stimulate cognitive thinking (Marzano DQ #5: Element 31) | 02:32
- VIEW 3. Using humor and prior knowledge to engage students (Stronge Standard 3.2) | 02:03
- VIEW 4. Thoughtful guidance helps students gain new knowledge (Marzano DQ #4: Element 23) | 01:20
- VIEW 5. Encouraging student debate (Danielson Component 3b) | 01:55
- VIEW 6. Compelling evidence that students are actively engaged (Stronge Standard 3.1) | 01:21
- VIEW 7. Cognitively demanding assignments foster student engagement (Danielson Component 3c) | 01:26
- VIEW 8. Establishing meaningful classroom routines for independent learning (Marzano DQ #6: Element 4) | 02:18

This topic is:

85% Complete

Topic D:

#### Ms. Tuttle's Engaging Centers - Elementary | 25 min | Hide Content

- VIEW 1. Start a lesson by establishing learning goals (Danielson Component 2b & 3b) | 02:15
- VIEW 2. Using prompts to guide struggling students (Stronge Standard 5.8) | 01:49
- VIEW 3. Using technology to enhance student learning (Marzano DQ #2) | 01:59
- VIEW 4. Designing collaborative student activities that use the computer (Danielson Component 3c) | 03:17
- VIEW 5. Students working together enthusiastically to deepen their understanding of new knowledge (Marzano DQ #3) | 01:16
- VIEW 6. Engagement can be a powerful antidote for student discipline issues (Danielson Component 3c) | 01:57
- VIEW 7. Reshaping your classroom to promote collaborative student learning (Stronge Standard 5.4) | 01:26
- VIEW 8. Avoiding distraction...keep the focus on student learning (Danielson Component 2b) | 01:43
- VIEW 9. Using academic games and friendly controversy to promote student engagement (Marzano DQ #5) | 02:09
- VIEW 10. Transforming your classroom by turning "ownership" over to the students (Marzano DQ #2 & #4) | 02:53
- VIEW 11. Reflecting on the learning is a great way to end a lesson (Stronge Standard 4.2) | 02:50
- VIEW 12. Exceptional teachers have great rapport with their students (Danielson Component 2a) | 01:07

Assessment:

### Assessment for Siebert and Tuttle (2 topics)

Topic E:

#### Ms. Boyer and Ms. O'Dell's History and Literature Integration - High School | 14 min | Hide Content

- VIEW 1. Effectively introducing an interdisciplinary lesson (Marzano Element #42) | 01:41
- VIEW 2. Organizing students for activities that require critical thinking (Marzano DQ #4) | 02:13
- VIEW 3. A compelling use of provocative posters to promote cognitive thinking (Stronge Standard 3.7) | 01:48
- VIEW 4. Do your students carry on their conversations after you intervene? (Marzano DQ #5) | 01:23
- VIEW 5. Thoughtfully connecting tasks within an interdisciplinary lesson (Stronge Standard 3.2) | 02:16
- VIEW 6. Effective scaffolding leads to meaningful student discussions (Danielson Component 3b) | 01:48

This topic is:

75% Complete

- VIEW 7. Monitoring student discussions and redirecting where appropriate (Marzano DQ #3) | 01:04
- VIEW 8. Are your probing questions effective? (Danielson Component 3D) | 01:07

This topic is:

86% Complete

Topic F:

**Ms. Cowger's Mathematical Thinking Class - Elementary | 12 min | Hide Content**

- VIEW 1. Does a student really understand what you are teaching? (Stronge Standard 3.5 & 3.7) | 04:52
- VIEW 2. Probing with meaningful questions to check for student understanding (Danielson Component 3b) | 01:59
- VIEW 3. A powerful example of examining errors in student reasoning (Marzano DQ #3) | 01:05
- VIEW 4. Effectively differentiating instruction to meet students' needs (Stronge Standard 3.3) | 01:29
- VIEW 5. Encouraging students to ask questions of each other (Danielson Component 3b & 3c) | 01:19
- VIEW 6. Persuade your students to verbalize their thinking (Marzano DQ #2) | 01:14

Assessment:

**Assessment for Boyer/ O Dell and Cowger (2 topics)**

This topic is:

100% Complete

Topic G:

**Ms. Dale's Interdisciplinary Space Station STEM class – Middle School | 23 min | Hide Content**

- VIEW 1. Planning an interdisciplinary lesson that is student-driven (Stronge Standard 1.3) | 01:57
- VIEW 2. Knowing students pays off in smooth classroom management (Danielson Component 1b) | 01:37
- VIEW 3. Using assessment for learning to make adjustments and ensure student understanding (Stronge Standard 4.6) | 01:00
- VIEW 4. Constructive feedback using probing questions (Marzano DQ#3) | 01:29
- VIEW 5. Joking with the students to build rapport (Danielson Component 2a) | 01:09
- VIEW 6. Going deeper using probing questions (Danielson 3b) | 00:40
- VIEW 7. Listening and building on students' response (Stronge Standard 5.7) | 00:53
- VIEW 8. How do we respond to mistakes? (Danielson Component 2b) | 00:37
- VIEW 9. Checking in on students' decisions in a student-directed class (Danielson Component 3d) | 00:45
- VIEW 10. Guiding student thinking for complex tasks (Marzano DQ#4) | 01:46
- VIEW 11. Engaging and connecting with all students effectively (Marzano DQ#5) | 00:42
- VIEW 12. Creating a culture for learning that is engaging (Danielson Component 3c) | 00:42
- VIEW 13. Summarizing the goals before releasing students into groups (Stronge Standard 3.4) | 01:20
- VIEW 14. Reviewing classroom routines for group work (Marzano DQ#6) | 00:57
- VIEW 15. Caring and respect are the norm for Ms. Dale (Strong Standard 5.4) | 00:25
- VIEW 16. Group work at stations shows excellent room arrangement (Strong Standard 5.1) | 00:44
- VIEW 17. Assessing students' misconceptions and redirecting them to think again (Danielson Component 3d) | 01:13
- VIEW 18. Giving feedback to individuals and groups (Stronge Standard 5.8) | 01:56
- VIEW 19. Productively working when the teacher is not present (Danielson Component 3c) | 00:38
- VIEW 20. Probing students to problem solve and test their thinking (Marzano DQ#4) | 03:01

This topic is:

87% Complete

Topic H:

**Ms. Lindblom's Students' Historical Analysis - High School | 22 min | Hide Content**

- VIEW 1. Intentional planning to utilize effective resources and strategies (Danielson Component 1d) | 01:46
- VIEW 2. Using primary source documents to think like an historian (Stronge Standard 1.2) | 00:50
- VIEW 3. Keeping students actively learning intentionally (Marzano DQ#5) | 01:04
- VIEW 4. Maintaining focus on the essential question (Stronge Standard 1.2) | 01:25

- VIEW 5. Think critically before discussion (Danielson Component 3b) | 01:36
- VIEW 6. High-level cognitive work starts with complex questions (Marzano DQ#4) | 01:49
- VIEW 7. Using pair and share so all students get the opportunity to talk (Stronge Standard 3.5) | 01:30
- VIEW 8. Engaging students in forming conclusions (Danielson Component 3c) | 01:19
- VIEW 9. Using historical facts to generate a hypothesis and create consensus (Marzano DQ#4) | 01:44
- VIEW 10. Monitoring conversations in small groups (Stronge Standard 4.7) | 01:33
- VIEW 11. Discussion questions are thoughtfully composed (Danielson Component 3b-3c) | 01:34
- VIEW 12. High-level conversations require thoughtful planning (Stronge Standard 1.2) | 02:08
- VIEW 13. Controversy and interpretations keep talk lively (Marzano DQ#5) | 02:07
- VIEW 14. A learning culture blooms with essential questions (Danielson Component 2b) | 01:40

Assessment:

**Assessment for Dale and Lindblom (2 topics)**

This topic is:

65% Complete

Topic I:

**Ms. Robertson's Singing Math Class – Elementary | 31 min | Hide Content**

- VIEW 1. Designing for Differentiation (Marzano Elements 48 & 49) | 01:11
- VIEW 2. Scaffolding learning targets to achieve standards (Stronge Standard 1.1) | 01:08
- VIEW 3. Planning for the extension of the lesson (Danielson Component 1c) | 00:50
- VIEW 4. Using music to get students ready to learn (Stronge Standard 1.7) | 01:45
- VIEW 5. Music is a fun way to practice math concepts (Marzano Elements DQ#3 and #5) | 01:43
- VIEW 6. Activating prior knowledge to explain the concept of quarters (Danielson Component 3a) | 01:09
- VIEW 7. Building on previous number work and making new connections (Marzano Elements DQ#2) | 01:39
- VIEW 8. Randomly assigning partners purposefully (Stronge Standard 3.5) | 00:48
- VIEW 9. Respectfully working in pairs (Danielson Component 2a) | 01:47
- VIEW 10. Processing new information requires think time (Marzano Elements DQ#2) | 01:42
- VIEW 11. Expecting the explanation because the answer is not enough (Danielson Component 2b) | 01:10
- VIEW 12. Keeping it lively and fun (Marzano Elements DQ#5) | 00:49
- VIEW 13. Different strategies for different students (Stronge Standard 3.3) | 01:23
- VIEW 14. Introducing friendly numbers to expand their repertoire (Marzano Elements DQ#3) | 02:24
- VIEW 15. Lots of ways to get the answer (Stronge Standard 3.3) | 01:12
- VIEW 16. Throwing a little bit of grammar into the transition (Danielson Component 2c) | 01:00
- VIEW 17. Modeling a real-world problem solving process (Stronge Standard 1.3) | 04:32
- VIEW 18. Using a student's revelation to teach others (Danielson Component 2b) | 01:11
- VIEW 19. Using constructive feedback in a timely manner (Stronge Standard 4.7) | 01:18
- VIEW 20. A community that sings, cleans and dismisses on time (Marzano Elements DQ#8) | 02:29

This topic is:


95% Complete

Topic J:

**Ms. Maloney's Preamble of the Constitution Lesson - Middle School | 32 min | Hide Content**

- VIEW 1. Using a wide variety of instructional strategies when planning (Stronge Standard 3.5) | 01:12
- VIEW 2. Long-term planning links new learning to previous knowledge (Marzano Element 42) | 01:19
- VIEW 3. Applying discussion techniques & facilitating productive group work (Danielson Component 3b) | 01:24
- VIEW 4. Effectively introducing the lesson with clear objectives and connections (Stronge Standard 1.3) | 02:04
- VIEW 5. Incorporating kinesthetic movement for better cognition (Marzano DQ#5: Element 27) | 01:43
- VIEW 6. A culture for learning is created with clear and high expectations (Danielson Component 2b) | 00:51
- VIEW 7. Offering autonomy and choices keep students engaged (Danielson Component 3c) | 00:57

- VIEW 8. Providing clear instructions for a new task (Marzano DQ#2: Element 8) | 01:49
- VIEW 9. Expending little time through practiced transitions (Danielson Component 2c) | 02:04
- VIEW 10. Using dialog to extend comprehension (Stronge Standard 3.5) | 02:09
- VIEW 11. Interacting students demonstrate collaboration (Danielson Component 2a) | 00:48
- VIEW 12. Reinforcing learning goals so students understand the "why" (Stronge Standard 3.4) | 00:56
- VIEW 13. Involving students in assessing and analyzing each other's work (Marzano DQ#4: Element 21) | 01:02
- VIEW 14. Bouncy balls help some students learn better (Stronge Standard 1.7) | 01:46
- VIEW 15. Scaffolding the lesson to allow high-level analysis (Danielson Component 1e) | 01:11
- VIEW 16. Deepening student understanding with collaboration and discussion (Marzano DQ#3: Element 15) | 00:54
- VIEW 17. Building student independence through peer assessments (Stronge Standard 4.2) | 01:04
- VIEW 18. Eliciting judgments and defenses takes good questioning (Danielson Component 3b) | 03:03
- VIEW 19. Using student responses to probe deeper and refine thinking (Marzano DQ#3: Element 20) | 01:24
- VIEW 20. Making adjustments on the fly (Danielson Component 3e) | 02:38
- VIEW 21. Encouraging reflection on what was learned (Element 13) | 02:38

This topic is:  
  
 83% Complete

Topic K:

**Mr. Bowman's AP US History Lesson – High School | 16 min | Hide Content**

- VIEW 1. Laying the foundation for critical discussion (Stronge Standard 1.3) | 01:57
- VIEW 2. Reflecting and adjusting lesson plans (Marzano Element 51) | 00:56
- VIEW 3. Designing the lesson to be increasingly challenging (Danielson Component 1e) | 01:51
- VIEW 4. Collaborating to become a better teacher (Stronge Standard 6.8) | 00:25
- VIEW 5. Applying history to today's real world (Stronge Standard 1.3) | 00:51
- VIEW 6. Communicating the directions carefully (Danielson Component 3a) | 01:15
- VIEW 7. Applying new knowledge through challenging activities (Marzano DQ#4: Element 21) | 01:10
- VIEW 8. Structuring activities for maximum participation (Danielson Component 3c) | 01:15
- VIEW 9. Changing perspectives provokes varying students' analysis (Stronge Standard 3.1) | 02:29
- VIEW 10. Encouraging students to generate their own hypothesis (Marzano DQ#4: Element 22) | 02:46
- VIEW 11. Assessing understanding through written conclusion activity (Stronge Standard 4.6) | 00:53

Assessment:

**Assessment for Robertson and Maloney and Bowman (3 topics)**

This topic is:  
  
 100% Complete

Topic L:

**Ms. Miliner's Math Strategies Lesson — Elementary | 15 min | Hide Content**

- VIEW 1. Using wait time so students can deepen their thinking (Marzano DQ#3) | 02:41
- VIEW 2. Students are consistently aware of learning goals (Stronge Standard 3.4) | 00:26
- VIEW 3. Making students the content experts (Danielson Component 3a) | 04:22
- VIEW 4. Students are ready to learn (Danielson Component 2b) | 01:09
- VIEW 5. Collaborating teams are given choices (Stronge Standard 3.1, 3.5) | 00:28
- VIEW 6. Transitions are an important part of classroom management (Marzano DQ#6) | 00:26
- VIEW 7. Designing sufficient complexity and assessment (Danielson Component 3c, 3d) | 01:18
- VIEW 8. Offering constructive and timely feedback (Stronge Standard 4.7) | 00:55
- VIEW 9. Monitoring allows for quick error analysis (Marzano DQ#3) | 00:54
- VIEW 10. Assessing individual understanding (Danielson Component 3d) | 02:35

This topic is:  
0% Complete

Topic M:

**Mr. Brosious' STEAM Art Robot Lesson — Elementary | 30 min | Hide Content**

- VIEW 1. Integration and collaboration with STEAM (Stronge Standard 1.3) | 01:33
- VIEW 2. Explaining next generation STEAM goals (Danielson Component 3a) | 01:04
- VIEW 3. Building on knowledge with new learning goals (Marzano DQ #1) | 03:48
- VIEW 4. Embracing challenges in your classroom culture (Danielson Component 3a, 2b) | 01:57
- VIEW 5. Complex tasks requiring multiple perspectives (Marzano DQ #4) | 03:23
- VIEW 6. Strategic grouping for STEAM lesson (Danielson Component 3c) | 03:06
- VIEW 7. Expectations of overcoming challenges (Danielson Component 2b, 2c) | 00:47
- VIEW 8. Understanding your students to challenge them appropriately (Stronge Standard 1.7, 2.4, 3.1) | 09:20
- VIEW 9. Applauding varying approaches (Danielson Component 3c, 2b) | 05:20

Assessment:

**Brosious-Miliner Assessment**

This topic is:  
 45% Complete

Topic N:

**Ms. Bryden's 3D Geometry Project — Middle/High School | 33 min | Hide Content**

- VIEW 1. Self-assessment goal setting for students (Stronge Standard 4.2, 4.6) | 02:08
- VIEW 2. Using differentiated choice-making opportunities (Marzano DQ #4) | 06:49
- VIEW 3. Partnering students for peer-tutoring and more (Stronge Standard 3.3, 3.5, 3.4, 4.7) | 02:41
- VIEW 4. Engaged students want to do more (Danielson Component 3c) | 00:45
- VIEW 5. Asking probing questions and pointing to resources (Strong Standard 3.3, 3.7) | 02:03
- VIEW 6. Asking students to problem solve on their own (Marzano DQ #9) | 01:58
- VIEW 7. Differentiated questioning philosophy (Stronge Standard 3.3, 3.7) | 03:41
- VIEW 8. Keeping Students on-pace with expectation communication (Danielson Component 3a) | 01:40
- VIEW 9. Students pushing their peers to think deeply (Marzano DQ #4) | 04:30
- VIEW 10. Assessing students by talking to them (Danielson Component 3d) | 02:38
- VIEW 11. Differentiated exit tickets (Stronge Standard 4.3, 4.6) | 04:31

This topic is:  
0% Complete

Topic O:

**Mr. White's Complex Text Reading Lesson — Elementary | 29 min | Hide Content**

- VIEW 1. Relating today's task to the enduring understanding (Marzano DQ #2) | 05:46
- VIEW 2. Explaining to students how knowledge will build upon itself (Stronge Standard 1.3, 3.2) | 02:57
- VIEW 3. Developing language understanding through guessing and mistake analysis (Marzano DQ#3) | 01:40
- VIEW 4. Becoming critical consumers of text (Danielson Component 3a) | 05:17
- VIEW 5. Processing and deepening understanding of complex text (Marzano DQ #3) | 01:36
- VIEW 6. Formatively assessing understanding using technology (Stronge Standard 4.6) | 03:48
- VIEW 7. Modeling success prior to releasing students to practice (Marzano DQ #1) | 03:37
- VIEW 8. Independence allows for differentiation and assistance (Stronge Standard 2.3, 3.3) | 01:35
- VIEW 9. Reflecting on the skills we just learned (Danielson Component 3d, 2b) | 03:05

Assessment:

**Bryden-White Assessment**



This topic is:



13% Complete

Topic A:

### Exceptional Lessons Require Exceptional Planning | 37 min | Hide Content

- VIEW 1. Ms. Zanjani organizes her reading lesson | 05:14
- VIEW 2. Ms. Tuttle plans her lesson to engage students | 07:53
- VIEW 3. Ms. Robertson searches for real world connections | 05:32
- VIEW 4. Ms. Boyer and Ms. O'Dell plan to integrate interdisciplinary standards | 03:09
- VIEW 5. Ms. Lindblom integrates primary resources | 05:31
- VIEW 6. Ms. Maloney plans to harness her students' strengths | 04:11
- VIEW 7. Ms. Dale integrates high expectations into her lesson | 03:35
- VIEW 8. Ms. Miliner intentionally plans conceptual understanding | 02:34

## Module 4:

### The "Behind the Scenes" work of Exceptional Teaching | 67 min

This topic is:



13% Complete

Topic A:

### Professional Responsibilities | Hide Content

- VIEW 1. Reflecting on teaching | 08:54
- VIEW 2. Mentoring other teachers | 06:46
- VIEW 3. Professional learning | 08:53
- VIEW 4. Collaborating with colleagues | 12:57
- VIEW 5. Using technology to connect | 06:01
- VIEW 6. Professional ethics | 09:21
- VIEW 7. Communicating with families | 05:48
- VIEW 8. Communicating with families - Part 2 | 08:47

## Module 5:

### Building an Exceptional Environment

This topic is:

0% Complete

Topic A:

### The Thoughtful Building of the Classroom's Atmosphere | 28 min | Hide Content

- VIEW 1. Orchestrating room arrangement and routines | 05:32
- VIEW 2. Making students feel safe | 06:01
- VIEW 3. Influencing student behavior | 04:53
- VIEW 4. Instilling student responsibility and love for learning | 05:32
- VIEW 5. Establishing student-teacher relationships | 05:54