Marzano Aligned Cavnas Tools - Sheet1

Canvas & Marzano Connection																												
Netfications	Chat	Inbax	Calendar	Scheduler	Collaborations	Groups	Conferencing	To Do List	«Partfolios	Faculty Journal	Rubrics	Quizzes	Assignments	Pages	Speedgrader	LTI Tesis	Learning Mastery Gradebook	Announcements	Discussions	Paer Raview	Student Analytics	Course Analytics	Quis Analytics	Modules	Mastery Paths	MagicMarker App	Polis App	User Interface
																									Allows instructors to create differentiated paths based on student performance.	Allows teachers to assess		
erates remindent that emailed or texted to		with teachers and students. Conversions can be						Dreamer a visual to do lict for students in their dashboard						Creatives a space to deliver			Outcomes / Standards based rinings that can track			each other's work and provide constructive		Several areas provide		interaction for students as well as build requirements	Create one path for shore who need retracting based	student performance on outcomes or standards for		
								area, helping to keep them. organized.			and expectations.									feedback. This typically provides greater refection on their own work as well.		interaction with the course.		and preveguistes for coudest progression through the course.	and another path for extended learning activities	may be modeling, performance, error analysis.		
						accignments and due dates.																			shove markey level performance.	66.		
Domain 1: reviews pectations regarding rules I procedure to ensure their effective execution	Domain 1 Helps students effectively interact with new knowledge.	Domain 1: Celebrates student success	Domain 1: reviews expectations regarding rules and procedure to ensure their effective execution	Domain 1: Provides opportunities for students 1 self-reflect and track progress toward learning-goals.	students in small groups to	Domain 1: Oranizes students in small groups to facilitate the processing of new knowledge.	in Complex tasks involving	Domain 2: Needs of students who lack support outside of school.	Domain 1: Students record & represent knowledge in linguistic and/or nonlinguistic ways.	Donain 2: Identifying area os Pedagogical streangth and weakness.	Domain 1 Helps students effectively interact with new knowledge.		Domain 1: Through Questions or activities, students elaborate on new information.		Domain 1: Manages student reponse rates	Domain 1:Helps students effectively interact with new knowledge.	Domain 1: Provides opportunities for students 1 self-reflect and track progress toward learning goals.	Domain 1: Celebrates student success	Domain 1 Helps students effectively interact with new knowledge.	Domain 1: Uses academic vocabulary	Domain 2: Needs of students receiving special education	Domain 2: Needs of students I receiving special education	Domain 2: Needs of students receiving special education	Domain 2: Effective scaffolding	Domain 1: Provides opportunities for students 1 self-reflect and track progress toward learning goals.	Domain 1: Manages student reponse rates.	Donain 1 Helps students effectively interact with new knowledge.	Domain 2: Needs of E
nain 2: Needs of students to lack support outside of school.	Domain 1: Through Questions or activities, students elaborate on new information.	Domain 2: Needs of students who lack support outside of school.	Domain 2: Needs of students receiving special education	Domain 1: Students reflect on their learning and the learning process.	Domain 1: Organizing students to interact with new knowledge.	Domain 1: Organizing students to interact with new knowledge.	Domain 2: Needs of students who lack support outside of school.		Domain 1: Uses academic vocabulary	Domain 3: Evaluating the effectiveness of individual lessons and units.	Domain 1: Provides opportunities for students 1 self-reflect and track progress toward learning opes.		Domain 1: Students record & represent knowledge in linguistic and/or nonlinguistic ways	Domain 1: Through Questions or activities, students elaborate on new information.	Domain 1: Manages student reponse rates	Domain 1: Uses academic vocabulary	Domain 2: Needs of students receiving special education	Domain 1 Manages student reponse rates	Domain 1: Uses academic vocabulary	Domain 1: Manages student reponse rates	Domain 4: Communicates individual student progress in a timely manner.	Domain 4: Communicates individual student progress in a timely manner.	Domain 4: Communicates individual student progress in a timely manner.	Domain 2: Lessons within units.	Domain 2: Needs of students receiving special education	Domain 2: Needs of students receiving special education	Domain 1: Manages student reponse rates	Domain 2: Needs of stud receiving special educal
	Domain 1: Students record & represent knowledge in linguistic and/or nonlinguistic ways	Domain 4: Communicates individual student progress in a timely manner.	Domain 4: Communicates with parents/guardians regarding programs, events and epectations.	Domain 1: Provides an opportunity for students to talk about themselves	Domain 1: Reflecting on Learning	Domain 1: Organizing students for cognitively complex tasks.			Domain 1: Manages student reponse rates	Comain 3: Evaluating the effectiveness of specific pedagogical strategies and behaviors.	Domain 1: Practicing Skills, Strategies and Processes	Domain 1: Asks questions of typucally understerved students with the same trequency and depth as other students.	Domain 1: Uses academic	Domain 1: Students record & represent knowledge in linguistic and/or nonlinguistic ways	Domain 4: Communicates individual student progress in a timely manner.	Comain 1: Asks questions of typically understanced students with the same frequency and depth as other students.	Domain 2: Evaluating the effectiveness of specific pedagogical strategies and behaviors.		Domain 1: Manages student reponse rates	Domain 1: Provides opportunities for students 1 self-reflect and track progress toward learning goals.					Domain 2: Identifying area os Pedagogical streangth and weakness.	Domain 3: Identifying area on Pedagogical streangth and weakness.	Domain 1: Asks questions of typucally understerved students with the same frequency and depth as other students.	
omain 4: Communicates In stakeholders in a timely and professional manner.	Domain 1: Uses academic vocabulary			Domain 2: Needs of students who lack support outside of school:	Domain 1: Organizing students to practice and deepen knowledge	Donair 1: Engaging students in Complex tasks involving hypothesis generation and testing			Domain 1: Provides an opportunity for students to talk about themselves		Domain 1: Engaging students in Complex tasks involving hypothesis generation and testing.	Domain 1: Practicino Salla.	Domain 1: Asks questions of typically understanded students with the same frequency and depth as other students.	Domain 2: Needs of students receiving special education		Domain 1: Practicing Skills, Strategies and Processes	Domain 2: Identifying area os Pedagogical streangth and weakness.		Domain 1: Asks questions of typucally undesterved students with the same frequency and depth as other students.	Domain 1: Practicing Skills, Strategies and Processes					Domain 3: Evaluating the effectiveness of individual lessons and units.	Domain 3: Evaluating the effectiveness of individual lessons and units.		
	Domain 1 Manages student reponse rates				Domain 1: Practicing Skills, Strategies and Processes	Domain 2: Needs of students receiving special education			Domain 1: Asks questions of typucally understerved students with teh same frequency and depth as other students.		Domain 2: Needs of students receiving special education		Domain 1: Practicing Skills, Strategies and Processes				Domain 3: Evaluating the effectiveness of individual lessons and units.		Domain 1: Practicing Skills, Strategies and Processes	Domain 2: Needs of students who tack support outside of school.					Domain 3: Evaluating the effectiveness of specific pedagogical strategies and behaviors.	Domain 3: Evaluating the effectiveness of specific pedagogical strategies and behaviors.		
	Domain 1: Provides an opportunity for students to talk about themselves				Domain 1: Organizing students for cognitively complex tasks.				Domain 1: Students reflect on their learning and the learning process.				Domain 1: Engaging students in Complex tasks involving trypothesis generation and testing.				Domain 4: Communicates individual student progress in a timely manner.		Domain 1 Engaging students in Complex tasks involving hypothesis generation and testing.	Domain 4: Communicates individual student progress in a timely manner.						Domain 4: Communicates individual student progress in a timely manner.		
	Domain 1: Asks questions of typucally undenterved students with the same frequency and digith as other students.				Domain 1: Engaging students in Complex tasks involving hypothesis generation and testing.				Domain 1: Provides opportunities for students 1 self-reflect and track progress toward learning goals.																			
					Omain 1: Managing response rates.																							