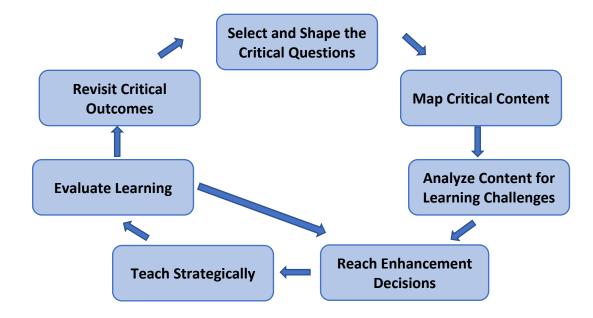
**SMARTER** is the planning and instructional cycle used as teachers analyze and reflect on the Florida Standards and implement the Strategic Instruction Model (SIM) Content Enhancement Routines (CER) and/or Learning Strategies (LS) to support diverse learners.



SMARTER Planning and Instructional Cycle	Aligned Marzano Focused Teacher Evaluation Domains (Areas of Expertise)	Marzano Focused Teacher Evaluation Elements Explicitly Addressed
<b>S</b> elect and Shape the Critical Questions Analyze standards and assessments. Turn what is critical in and about the standards at the course and unit level into student friendly questions or learning targets that reflect the conceptual rigor of the standards	Standards-Based Planning	Planning Standards-Based Lessons/Units
Map Critical Content* Identify the hierarchy of & relationships between the topics and concepts, the thinking that is required, and explicitly visually depict them	Standards-Based Planning	Planning Standards-Based Lessons/Units
Analyze Content for Learning Challenges Identify content that is challenging to master and transfer, and why (e.g. misconceptions, gaps in background knowledge/skills)	Standards-Based Planning	Planning to Close the Achievement Gap Using Data

SMARTER Planning and	Aligned Marzano Teacher	Aligned Marzano Teacher Evaluation Elements
Instructional Cycle	<b>Evaluation Domains</b>	Explicitly Addressed
<b>R</b> each Instructional Enhancement Decisions Choose appropriate Content Enhancement Routines (CER) or Learning Strategies (LS) based on data to address identified learning challenges and student needs	Standards-Based Planning	Aligning Resources to Standard(s) Planning to Close the Achievement Gap Using Data
<ul> <li>Teach Strategically</li> <li>Implement CER and/or LS with research-validated instructional sequences in partnership with learners</li> <li>Cue-Do-Review Instructional Sequence</li> <li>Cue</li> <li>Purpose- prepare students for learning by: <ul> <li>Stating what we are going to do;</li> <li>Reinforcing how it will help students meet the learning target (why we are doing it); and</li> <li>Outlining expectations for collaborative participation.</li> </ul> </li> <li>Do Purpose- collaboratively co-construct learning by: <ul> <li>Including explicit delivery of content and intentional modeling of strategies for thinking and talking about content;</li> <li>Ensuring percentage of student talk ≥ teacher talk; and</li> <li>Using tools that support collaborative exploration of learning.</li> </ul> </li> <li>Review</li> <li>Purpose- review and prompt for independent transfer by: <ul> <li>Reviewing content;</li> <li>Reviewing how the process supported learning; and</li> <li>Making explicit connections to other aspects of the content, other content areas, and the world.</li> </ul> </li> </ul>	Standards-Based Instruction	Identifying Critical Content from the StandardsPreviewing New ContentHelping Students Process New ContentUsing Questions to Help Students Elaborate onContentReviewing ContentHelping Students Practice Skills, Strategies, andProcessesHelping Students Examine Similarities and DifferencesHelping Students Examine Their ReasoningHelping Students Revise KnowledgeHelping Students Engage in Cognitively Complex TasksUsing Formative Assessment to Track ProgressProviding Feedback and Celebrating SuccessOrganizing Students to Interact with ContentEstablishing and Acknowledging Adherence to Rulesand ProceduresUsing Engagement StrategiesCommunicating High Expectations for Each Student toClose the Achievement Gap
<b>Evaluate Learning</b> Assess student proficiency of content before, during, and after instruction to monitor progress and adapt instructional practices as needed	Conditions for Learning Professional Responsibilities	Using Formative Assessment to Track Progress Providing Feedback and Celebrating Success Evaluating the Effectiveness of Individual Lessons and Units Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors
<b>R</b> evisit Critical Outcomes Establish whether the learning targets and activities were aligned with and supported students in meeting the standards	Professional Responsibilities	Evaluating the Effectiveness of Individual Lessons and Units Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

\*this process is the same as the one a teacher uses to create a proficiency scale.



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