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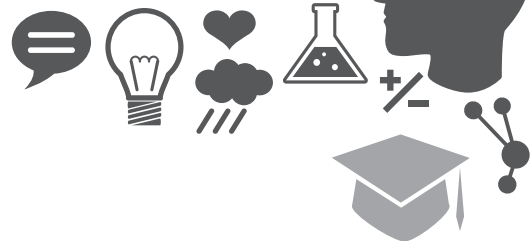
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## Phil Warrick

Sunday 25 May

### Coaching Classroom Instruction

### Session 1



**PHIL WARRICK**

Dr Phil Warrick, EdD, is associate vice president of Marzano Research Laboratory. He was an award-winning administrator for nearly 12 years, most recently as principal of Round Rock High School, which serves approximately 3000 students. Dr Phil Warrick has been an adjunct professor of Peru State College since 2005. In 2010, Dr Warrick was invited to participate in the Texas Principals' Visioning Institute, where he worked with other principals to develop model practices for Texas schools. He is a past regional president for the Nebraska Council of School Administrators (NCSA). He also served on the NCSA legislative committee and was elected chair.

Dr Warrick was named 2005 Nebraska State High School Principal of the year, 2004 Nebraska Secondary School Principals Region One Principal of the Year, and 1998 Nebraska Outstanding New Principal of the Year and Nebraska Secondary School Principals Region One Assistant Principal of the Year. Dr Warrick is part of the Australian based Marzano Research Laboratory team working exclusively with Hawker Brownlow Professional Learning Solutions.

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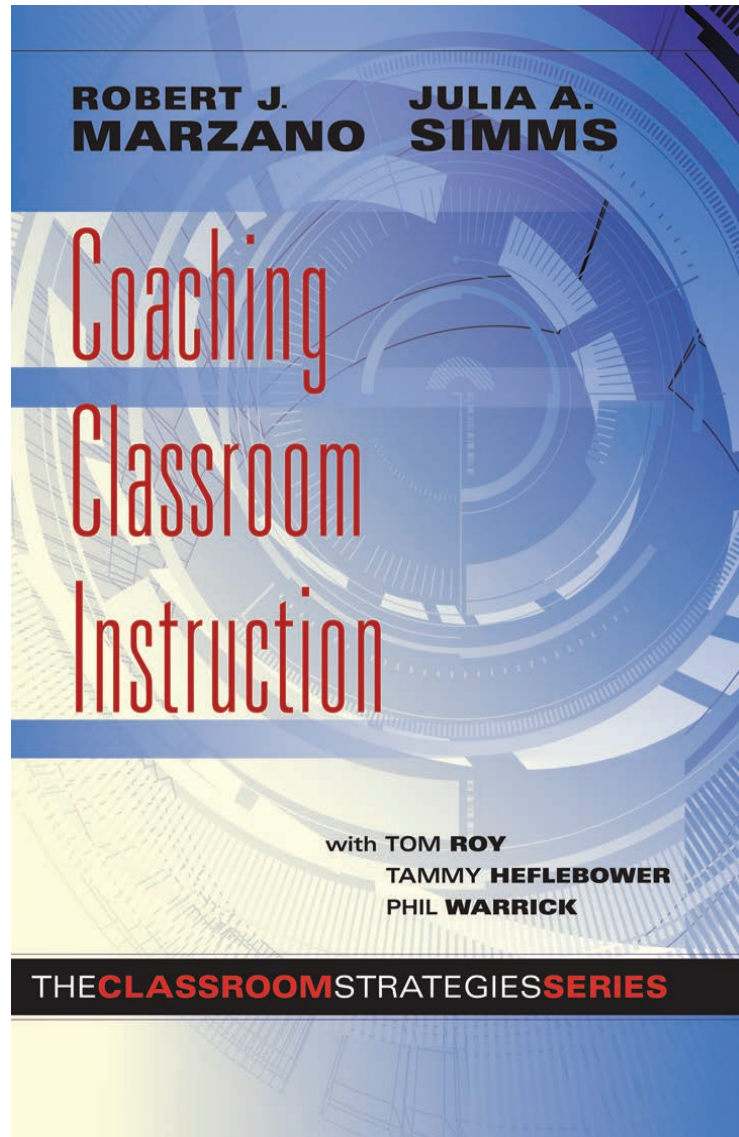
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# Coaching Classroom Instruction



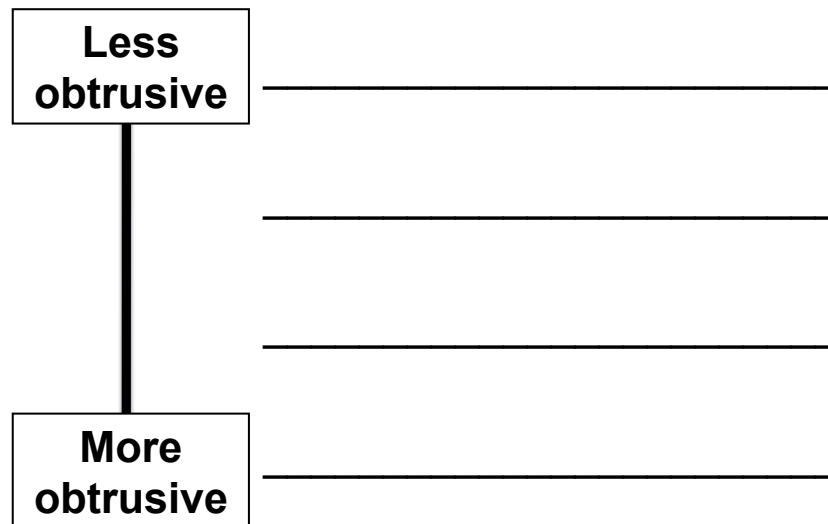
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**Dr Phil Warrick**

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## A Hierarchy of Data Types



### Three Types of Professional Practice

Automaticity:

Flow:

Deliberate Practice:

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### Five Goals for Coaching Classroom Instruction

- 1.
- 2.
- 3.
- 4.
- 5.

### Readiness for Coaching

**High Skills but Low Will**

**High Skill and High Will**

**Low Skill and Low Will**

**Low Skill but High Will**

## Generic Scale for Teacher Reflection and Self-Evaluation

| Innovating<br>4  | Applying<br>3  | Developing<br>2  | Beginning<br>1  | Not using<br>0                                    |
|--|--|--|---|---|
| I adapt and create new strategies for unique student needs and situations. | I engage students in the strategy and monitor the extent to which it produces the desired outcome. | I engage students in the strategy with no significant errors or omissions. | I use the strategy incorrectly or with parts missing. | The strategy was called for but I did not use it. |

## Generic Rubric for Coaching Instruction

| Innovating<br>4  | Applying<br>3   | Developing<br>2  | Beginning<br>1   | Not using<br>0   |
|--|---|--|--|--|
| The teacher integrates several strategies to create a macrostrategy or adapts strategies for unique student needs and situations | The teacher uses strategies or behaviors associated with an element and monitors their effects on student outcomes. | The teacher uses strategies or behaviors associated with an element, but in a mechanistic way. | The teacher uses strategies or behaviors associated with an element incorrectly or with parts missing. | The teacher is unaware of strategies or behaviors associated with an element |



## Strategies for Coaching Continued

Not Using to Beginning

Beginning to Developing

Developing to Applying

Applying to Innovating

## Coaching A Macrostrategy

**Macrostrategy:** A combined set of instructional strategies used to reach more learners and engage them deeper in the content.

Example: Questioning

### Possible strategies:

|                   |                           |
|-------------------|---------------------------|
| Random Names      | Choral Response           |
| Hand Signals      | Wait Time                 |
| Response Systems  | Elaborative Interrogation |
| Response Chaining | Multiple Types Questions  |
| Paired Response   |                           |

Assume you have been coaching a teacher in this area and she/he has improved to level 3 on the rubric using: **Random Names** and **Wait Time** as questioning strategies.

Using the concept of Macrostrategy, what other strategies above could you coach them to add to their practice to create a macrostrategy for questioning? Why did you choose them?



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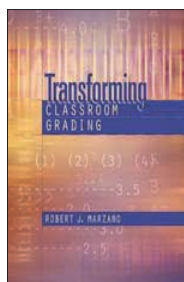


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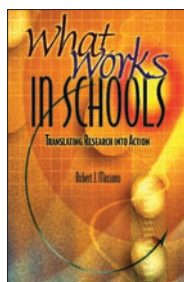


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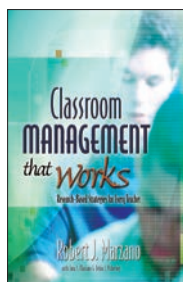
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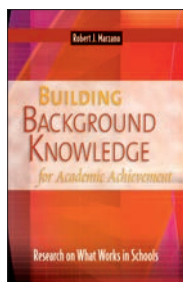
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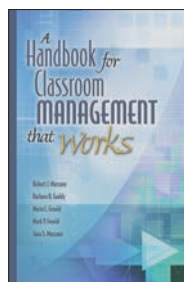
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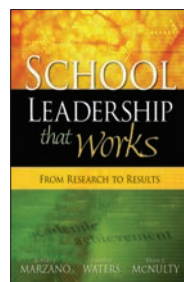
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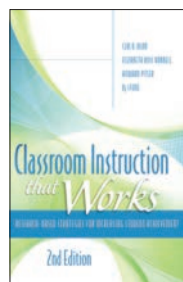
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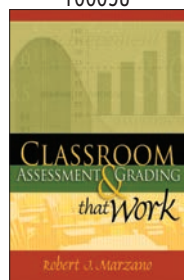
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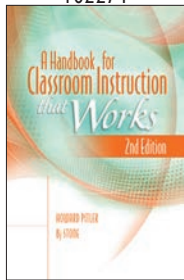
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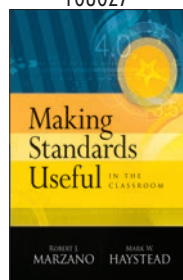
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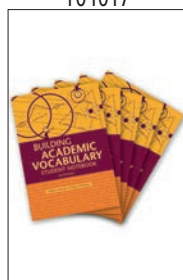
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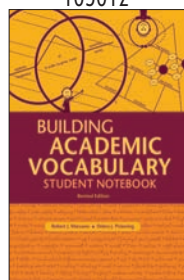
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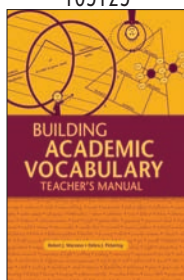
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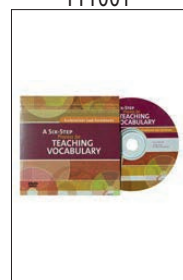
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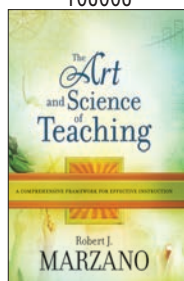
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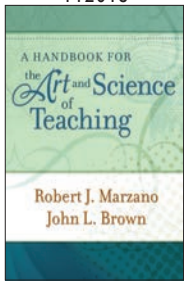
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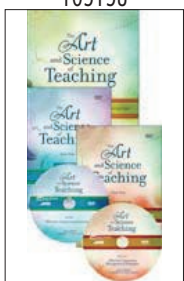
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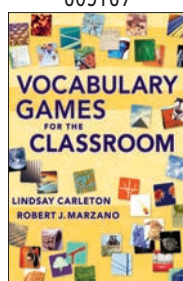
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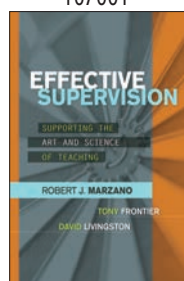
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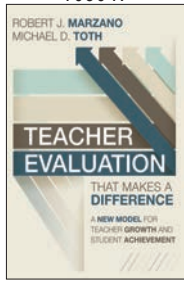
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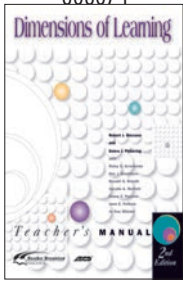
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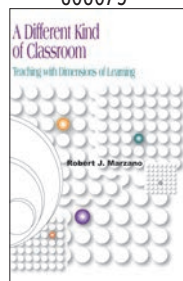
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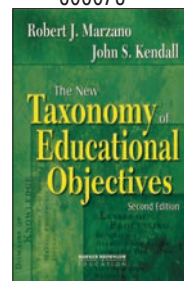
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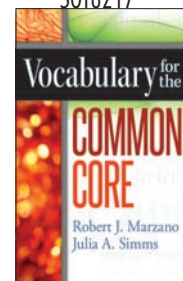
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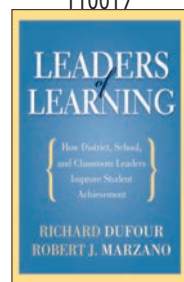
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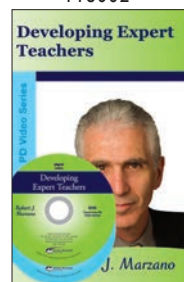
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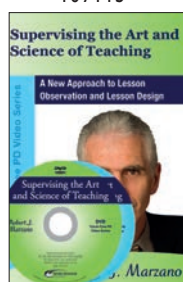
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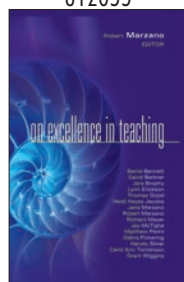
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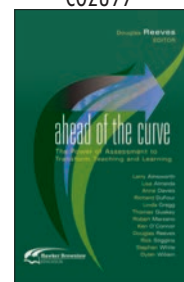
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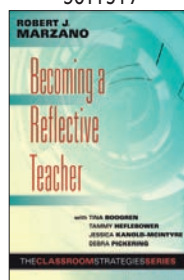
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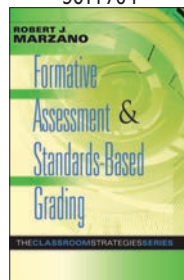
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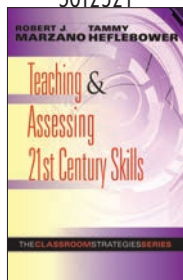
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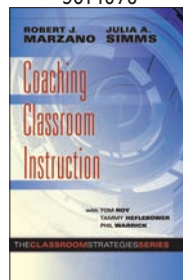
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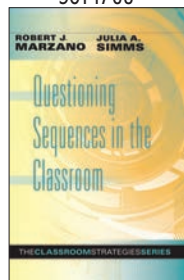
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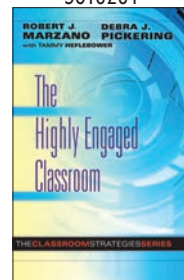
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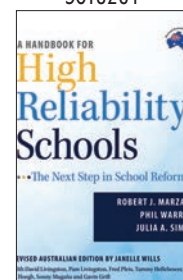
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