



Caulfield Racecourse



Thinking & Learning Conference

2014

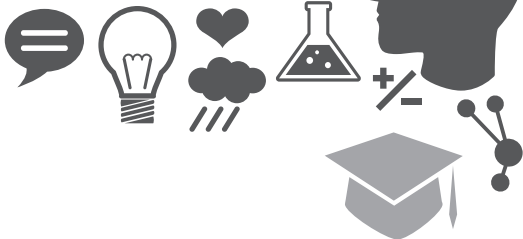
23–26 May

MELBOURNE

Innovate!

Educate!

Inspire!

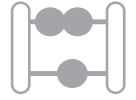
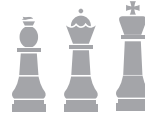


ROBERT MARZANO

Sunday 25 May

Becoming a Reflective Teacher

Session 2



ROBERT MARZANO

Dr Robert Marzano is co-founder and CEO of Marzano Research Laboratory in Englewood, Colorado. A leading researcher in education, he is a speaker, trainer and author of more than 30 books and 150 articles on topics such as instruction, assessment, writing and implementing standards, cognition, effective leadership and school intervention. His practical translations of the most current research and theory into classroom strategies are internationally known and widely practised by both teachers and administrators.

Dr Marzano's vision for education is simple: the vast majority of schools can be highly effective in promoting student learning. To show how, he has created the High Reliability Schools™ (HRS) framework. This framework, based on 40 years of educational research, defines five progressive levels of performance that a school must master to become high reliability: a school where all students learn the content and skills they need for success in university, careers and beyond.

The Marzano High Reliability Schools framework does not add a new initiative to school efforts. Many schools are already implementing a wide range of effective initiatives, and many educators are already practising research-based strategies. The HRS model explicitly supports improvement initiatives such as professional learning communities; The Art & Science of Teaching framework; teacher performance and development plans; curriculum implementation; vocabulary instruction; critical thinking and reasoning skills; formative assessment; standards-based marking and reporting systems; and student mastery systems.

Dr Robert Marzano, Dr Janelle Wills, Gavin Grift, Jan Hoegh and Dr Phil Warrick will be introducing the High Reliability Schools framework. Robert Marzano will provide an introductory keynote, followed by concurrent workshop sessions by each of the presenters throughout the conference. In each session, presenters will address leading indicators and samples of practice for the Marzano High Reliability Schools framework. Participants will be asked to do some self-assessment of their own situation in regard to these level, and they will be introduced to the concept of leading and lagging indicators a school might use to measure their progress within a designated level.

A message from Hawker Brownlow Education

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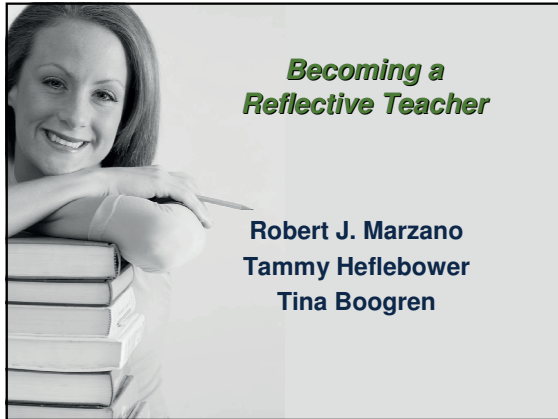


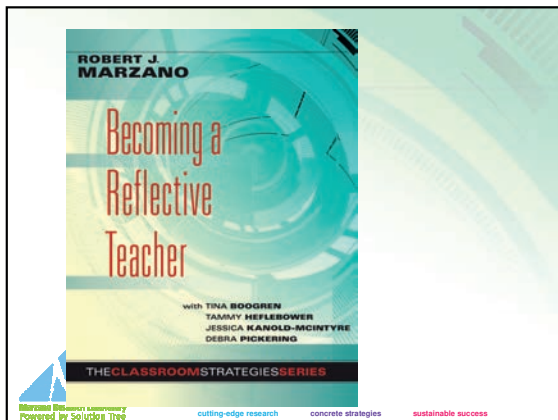
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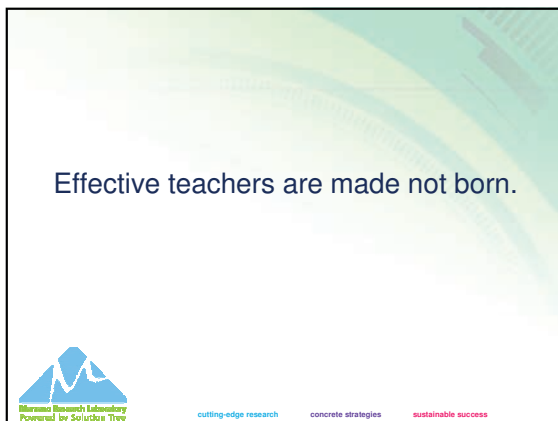
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Even small increments in teacher effectiveness can have a positive effect on student achievement.



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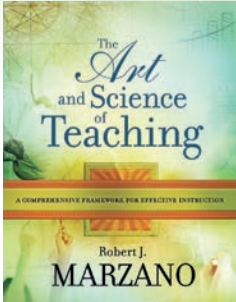
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Start with a language of instruction



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The Art and Science of Teaching

A COMPREHENSIVE FRAMEWORK FOR EFFECTIVE INSTRUCTION

Robert J. MARZANO



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The Art & Science of Teaching is a designed as a comprehensive framework that puts together other works into a unified whole.



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At the level of teacher planning, *The Art & Science of Teaching* involves 10 design questions teachers ask of themselves as they plan a unit of instruction.



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*If you don't like this one create your own...
but it should be at least as complex.*



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Q1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?



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Q1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?
Q2: What will I do to help students effectively interact with new knowledge?



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Q1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?
Q2: What will I do to help students effectively interact with new knowledge?
Q3: What will I do to help students practice and deepen their understanding of new knowledge?



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Q1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?
Q2: What will I do to help students effectively interact with new knowledge?
Q3: What will I do to help students practice and deepen their understanding of new knowledge?
Q4: What will I do to help students generate and test hypotheses about new knowledge?



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Q1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?
Q2: What will I do to help students effectively interact with new knowledge?
Q3: What will I do to help students practice and deepen their understanding of new knowledge?
Q4: What will I do to help students generate and test hypotheses about new knowledge?
Q5: What will I do to engage students?



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Q6: What will I do to establish or maintain classroom rules and procedures?



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Q6: What will I do to establish or maintain classroom rules and procedures?
Q7: What will I do to recognize and acknowledge adherence to and lack of adherence to classroom rules and procedures?



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Q6: What will I do to establish or maintain classroom rules and procedures?
Q7: What will I do to recognize and acknowledge adherence to and lack of adherence to classroom rules and procedures?
Q8: What will I do to establish and maintain effective relationships with students?



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Q6: What will I do to establish or maintain classroom rules and procedures?
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Q9: What will I do to communicate high expectations for all students?



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Q6: What will I do to establish or maintain classroom rules and procedures?
Q7: What will I do to recognize and acknowledge adherence to and lack of adherence to classroom rules and procedures?
Q8: What will I do to establish and maintain effective relationships with students?
Q9: What will I do to communicate high expectations for all students?
Q10: What will I do to develop effective lessons organized into a cohesive unit?



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Fundamental Segments of Classroom Instruction

- Segments that are routine components of every lesson
- Content-specific lesson segments
- Segments that must be enacted on the spot



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Supervising *The Art and Science of Teaching*

SEGMENTS ENACTED
ON THE SPOT

ROUTINE SEGMENTS

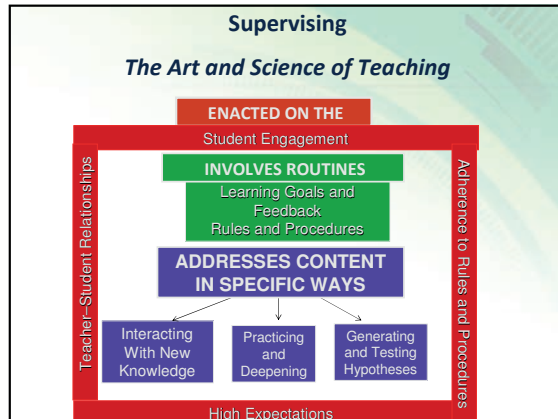
CONTENT-SPECIFIC
SEGMENTS

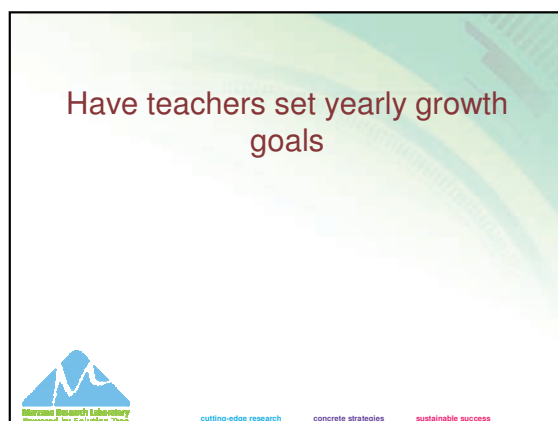


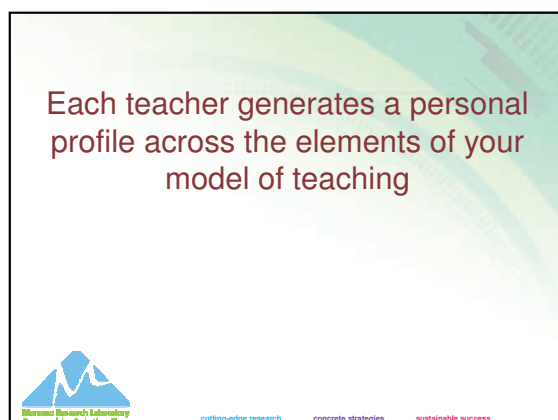
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Innovating 4	Applying 3	Developing 2	Beginning 1	Not Using 0
New strategies are created to meet needs of specific students or class as a whole.	Strategy is used and monitored to see if it has desired effect.	Strategy is used but in a mechanistic way.	Strategy is used but pieces are missing.	Strategy is called for, but not used.

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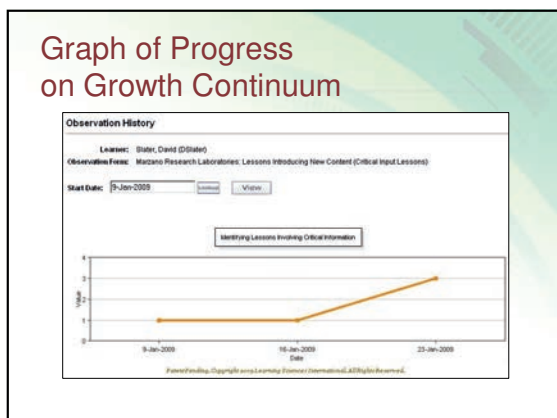
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Stages of learning a new skill

- Cognitive phase
- Shaping phase
- Autonomous phase

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Have teachers engage in focused practice



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Comparison Matrix:

- Identify the elements you wish to compare and write them at the top of each column
- Identify the attributes on which you wish to compare the elements, and write them in the rows
- In each cell, record how the elements are similar (note that similarities will be the same for multiple cells). In each cell, also record how the elements are different (note that differences will not be the same in each cell)
- Summarize what you have learned about the elements



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Develop a protocol
(Usually done for behaviors that
have not been well articulated in
the literature)



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Focus on specific steps



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Protocol for Effective Relationships:

- I will focus on students who seem disenfranchised in my class and those with whom I don't have a good rapport
- When a student does something well, I will compliment him or her
- I will find out information about my students and use that knowledge in my interactions with them




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Develop fluency


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K-W-L

- Students identify what they know about the topic, and the teacher records this information under the K on a chart
- Students list what they want to know about a topic, and the teacher records this information under the W on the chart
- After a lesson, the students identify and list things that they learned, and the teacher records this under the L on the chart


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Make adaptations


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K-W-L

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Integrate several strategies to create a macro strategy


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K-W-L

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Provide teachers with focused feedback

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9/12	I used a bubble map to introduce the writing process. It was not very effective at first because I <i>explained</i> how the map works instead of <i>showing</i> students how to use it. The class seemed to like the exercise though, so I would like to keep trying to use the maps.
9/14	Today, we used bubble maps to brainstorm ideas for an essay. Once my students had selected a topic for their essay, they mapped out main ideas and details using another bubble map. It worked well, but the bubbles tended to get disorganized.
10/19	Today, I tried asking students to use bubble maps to compare two things, and it worked really well. They drew the two things they were comparing in two big bubbles on the left and right of a page, and then wrote descriptors and facts in bubbles around them. Then they connected the big bubbles to all the descriptors and facts that applied to them. There were some really interesting maps that helped the kids see connections that they hadn't realized before.
10/20	Today, the counselor came in to do a career lesson and I asked her to use a bubble map as a part of her lesson, because the kids were already familiar with it. They really caught on to the idea of <i>putting themselves in the center bubble</i> and then connecting it to the things they wanted to do.


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Video data



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Student survey data




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Learning Goals and Feedback

1. My teacher clearly communicates what I am supposed to be learning during lessons.
 I disagree I agree I strongly agree

2. My teacher helps me see how well I am doing during each unit.
 I disagree I agree I strongly agree

3. My teacher notices when I do well.
 I disagree I agree I strongly agree



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Learning Goals and Feedback

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I disagree I agree I strongly agree

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3. My teacher notices when I do well.

I disagree I agree I strongly agree



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“As your teacher, I’ve been trying to wait a little while before calling on someone to answer a question. How does this change the way you think when questions are asked?”



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Student achievement data



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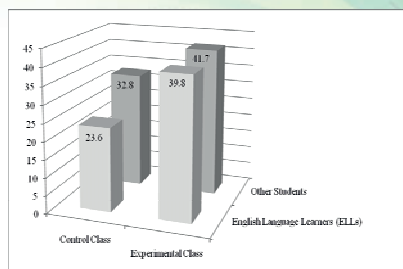
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Proof at the classroom level. Ask teachers to...

- Identify two groups of students with whom you can teach the same content
- Teach both groups using the selected strategy in one class but not the other
- Compare the results



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Provide opportunities for teachers to observe and discuss teaching



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Types of opportunities:

- Videos of other teachers
- Coaching colleagues
- Instructional rounds



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Instructional Rounds

- Teams are guided by lead teacher.
- Rounds can be short or long in duration.
- Primary focus is for observers to compare and contrast their practice with observed practice.
- It might be used to provide feedback to observed.



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How do you fit this into your state teacher evaluation model?




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Answer: Use it as the basis of your professional development plan for different elements of your state model. Remember, all state models have a relatively large section involving instruction.




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What must a district or school do?



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Develop a Common Language of Teaching



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Four Domains for a Common Language of Teaching


- Domain 1: Classroom strategies and behaviors
- Domain 2: Planning and preparing
- Domain 3: Reflecting on teaching
- Domain 4: Collegiality and professionalism



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Four Domains for a Common Language of Teaching

- Domain 1: Classroom strategies and behaviors
- Domain 2: Planning and preparing
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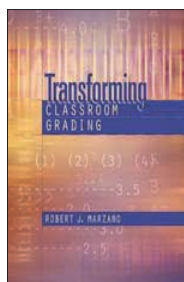


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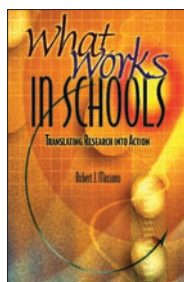


RELATED RESOURCES

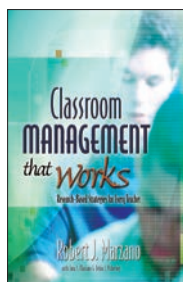
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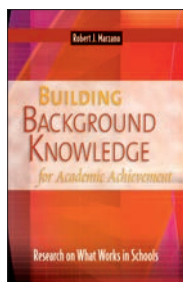
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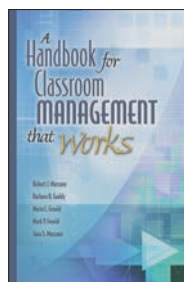
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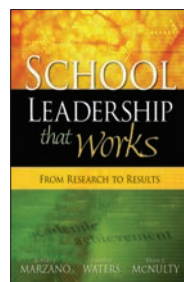
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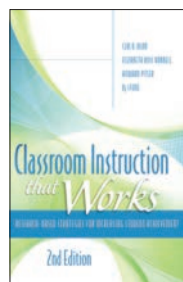
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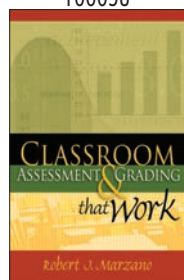
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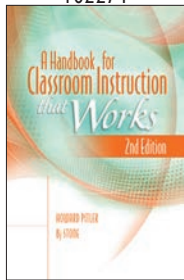
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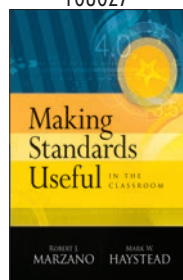
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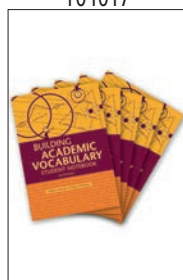
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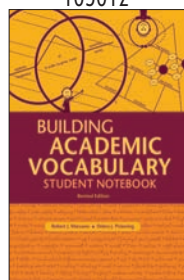
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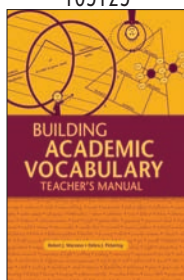
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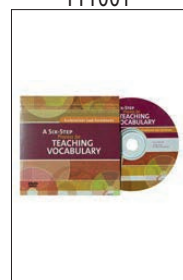
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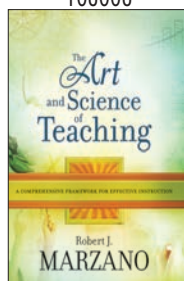
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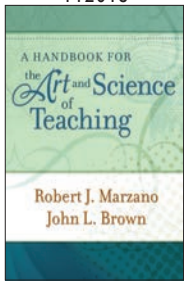
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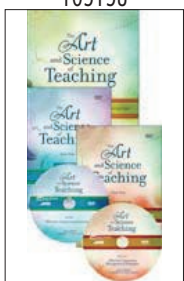
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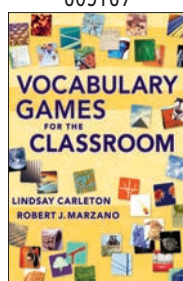
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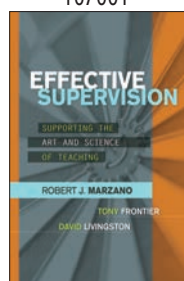
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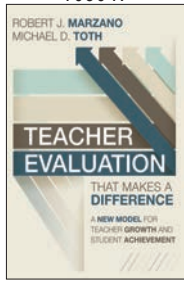
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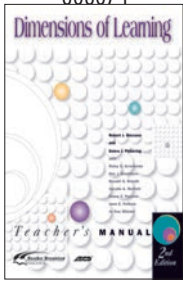
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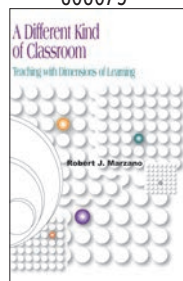
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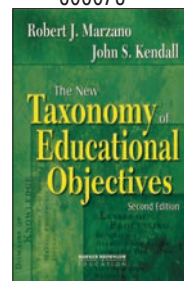
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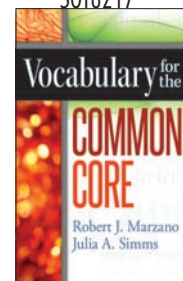
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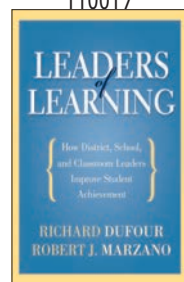
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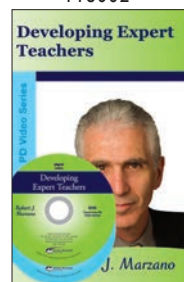
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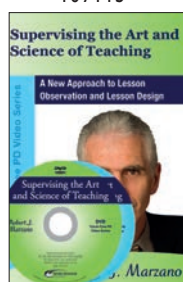
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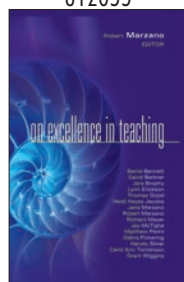
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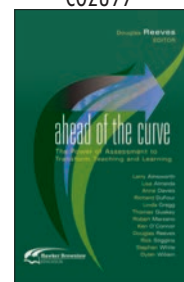
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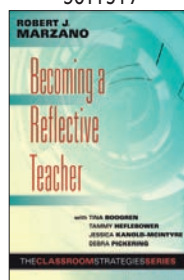
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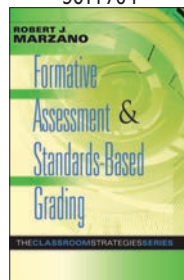
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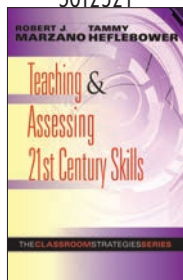
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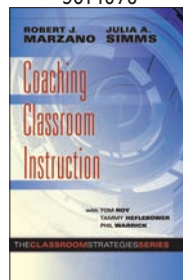
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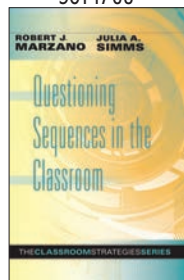
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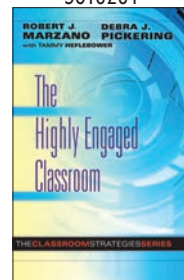
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