



Thinking & Learning Events

PHIL WARRICK



ADELAIDE

Tuesday 19 - Wednesday 20 May 2015

Breakout sessions are 2 hours in length.
There will be a brief welcome on day one to introduce all presenters.

Tuesday 19 May 2015

Session One | 8:30 am – 10:30 am

The Art and Science of Teaching: An Instructional Framework with Powerful Results

Great teachers are made, not born. Even small improvements in teacher effectiveness can impact student achievement. Acquire new tools and strategies to become the best teacher you can be. This session introduces and explains the evidence-based instructional framework from *The Art and Science of Teaching* that enables the acquisition of a common language of instruction across a school.

Session Two | 11:00 am – 1:00 pm

Engaging Students in Cognitive Complex Tasks

What can teachers do to help students engage deeper with important concepts? This session will focus specifically on seven elements from The Art and Science of Teaching framework that, in concert, will provide examples and processes that can be used in any content area to help students engage in critical thinking applications. Participants will be introduced to specific processes and begin to construct ideas on how some of these might be applied in their specific content and classroom.

Session Three | 2:00 pm – 4:00 pm

Creating a Highly Engaged Classroom

Student engagement happens as a result of a teacher's careful planning and execution of specific strategies. This session will provide an in-depth understanding of how to generate high levels of student attention and engagement. Using these strategies, every teacher can create a classroom environment where engagement is the norm, not the exception.

Wednesday 20 May 2015

Session One | 8:30 am– 10:30 am

Building a High Reliability School

Take the next step in school reform. The Marzano High Reliability Schools™ (HRS) model is the product of over 40 years of educational research and development. This session will introduce teachers and leaders to the five levels of high reliability schools and explain concrete steps to improve student achievement. Participants will learn about the leading and lagging indicators and critical commitments for each level and receive tools and resources to help them achieve high reliability status.

Session Two | 11:00 am– 1:00 pm

Leading the High Reliability Initiative

This session outlines the critical commitments required by school leaders to ensure schools are achieving high reliability status. Phil explains how to maintain a collaborative and safe environment, ensure effective teaching in all classrooms and provide access to a guaranteed and viable curriculum.

Session Three | 2:00 pm– 4:00 pm

Coaching Classroom Instruction

Provide targeted, constructive support for instructional change. Coaching is recognised by the Australian Institute for Teaching and School Leadership (AITSL) as an important professional learning strategy that supports the professional growth of teachers. Coaching can play a significant role in broadening educators' instructional repertoire and improving both teaching and learning. To do this, coaches must help teachers identify areas for potential growth, practise strategies associated with those areas and adjust their teaching in response to feedback. Participants will learn strategies for offering targeted feedback, nurturing the drive for self-improvement and engaging teachers in the process of growing their professional knowledge and skills. Empower teachers to respond to student needs and you will help them experience success in the classroom.

MELBOURNE

Friday 22 - Monday 25 May 2015

There is a keynote session each morning and then all breakout sessions for this conference are 1.5 hours in length

Friday 22 May 2015

Session One | 9:30 am– 11:00 am

Critical Habits of Transformational Leaders

Transformational leadership is about action over position and is a practice any organisation member can engage in. Participants will explore critical habits for transformational leadership and self-reflect on their own practices. This session is intended for all educators and is based on a review of leadership research including The Marzano High Reliability Schools model, The Wallace Foundation study and Leaders of Learning.

Session Two | 11:30 am– 1:00 pm

Building a High Reliability School

Take the next step in school reform. The Marzano High Reliability Schools™ model is the product of over 40 years of educational research and development. Be introduced to the five levels of high reliability schools and understand the concrete steps to improving student achievement. Discover the leading and lagging indicators and critical commitments for each level and receive tools to help you achieve high reliability status.



Friday 22 May 2015 continued...

Session Three | 2:00 pm– 3:30 pm

Leading the High Reliability Initiative

This session outlines the critical commitments required by school leaders to ensure schools are achieving high reliability status. Learn how to maintain a collaborative and safe environment, ensure effective teaching in all classrooms and provide access to a viable curriculum.



Saturday 23 May 2015

Session One | 9:30 am– 11:00 am

Engaging Students in Cognitive Complex Tasks

Focus specifically on seven elements from The Art and Science of Teaching framework that will provide examples and processes to help students engage in critical thinking. Construct ideas on how some of the processes might be applied in your specific content and classroom.

Session Two | 11:30 am– 1:00 pm

Teaching Argumentation

Students are increasingly asked to present claims, identify errors in reasoning, evaluate rhetoric and so on. Discover the importance of teaching students to construct organised, evidence-based arguments. Marzano Institute trainers will describe the research behind teaching argumentation in F–12 classrooms, outline component skills of effective argumentation, provide concrete teaching strategies and explain how to help students practise these skills through games and activities.

Session Three | 2:00 pm– 3:30 pm

Guaranteeing Effective Teaching in Every Classroom

Address factors that develop and maintain effective instruction in every classroom, as the quality of teaching in classrooms is a central feature of effective schooling. Phil explains the evidence-based instructional framework from Marzano's *The Art and Science of Teaching* that enables the acquisition of a common language of instruction across a school.



Sunday 24 May 2015

Sessions One and Two | 9:30 am– 1:00 pm

Coaching Classroom Instruction (this is a two-part session)

Provide targeted, constructive support for instructional change. Coaching is recognised by the Australian Institute for Teaching and School Leadership (AITSL) as an important professional learning strategy that supports the professional growth of teachers. Coaching can play a significant role in broadening educators' instructional repertoire and improving both teaching and learning. To do this, coaches must help teachers identify areas for potential growth, practise strategies associated with those areas and adjust their teaching in response to feedback. These sessions provide instructional coaches, heads of departments and school leaders with step-by-step guidelines for working with teachers to increase their effectiveness.

Participants will learn strategies for offering targeted feedback, nurturing the drive for self-improvement and engaging teachers in the process of growing their professional knowledge and skills. Empower teachers to respond to student needs and you will help them experience success in the classroom.

Session Three | 2:00 pm– 3:30 pm

Engaging Students in Cognitive Complex Tasks

Repeat Session from Saturday 23 May; Session One



Monday 25 May 2015

Session One | 9:30 am– 11:00 am

Building a High Reliability School

Repeat Session from Friday 22 May; Session Two

Session Two | 11:30 am– 1:00 pm

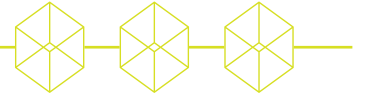
Using Questioning Sequences to Enhance Student Achievement

Repeat Session from Friday 22 May; Session Two (see Tammy Heflebower)

Session Three | 2:00 pm– 3:30 pm

Critical Habits of Transformational Leaders

Repeat Session from Friday 22 May; Session One



PHIL WARRICK

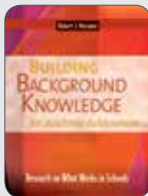
Phil (EdD) is Associate Vice President of Marzano Research Laboratory. He was an award-winning administrator for nearly 12 years, most recently as principal of Round Rock High School, Texas and was 2005's Nebraskan State High School Principal of the Year. Phil has been working in Australia supporting over 400 schools in the implementation of The Art and Science of Teaching framework.



PERTH
16–17 May

ADELAIDE
19–20 May

MELBOURNE
22–25 May



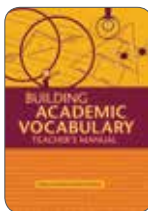
Building Background Knowledge for Academic Achievement

Robert J. Marzano • 9781741016888

In *Building Background Knowledge for Academic Achievement*, Robert J. Marzano shows how a carefully-structured combination of two approaches – sustained silent reading and instruction in subject-specific vocabulary terms – can help overcome the deficiencies in background knowledge that hamper the achievement of many children. Readers will learn the principles that underlie an effective sustained

silent reading program, a five-step process for using sustained silent reading to enhance background knowledge, a six-step process for direct instruction in vocabulary in each discipline, and the vocabulary terms critical to students' success in every academic subject.

104017 • \$29.95



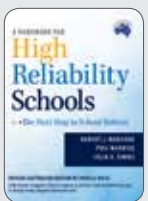
Building Academic Vocabulary

Robert J. Marzano, Debra Pickering • 9781741700022

Help educators guide students in using tools and activities that will deepen their understanding of critical academic vocabulary. It contains the following: A method to help teachers and schools determine which vocabulary terms are most essential for their needs; a six-step process for direct instruction in subject area vocabulary; and a "how to" for using student notebooks. The manual also contains samples and blackline masters for a variety of games and activities to reinforce and refine student understanding of the academic terms and concepts they

learn, as well as comprehensive list of vocabulary terms, organised into eleven subject areas and four year-level categories.

105153 • \$27.95



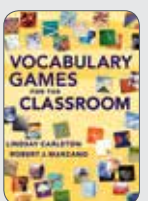
A Handbook for High Reliability Schools

Robert J. Marzano, Phil Warrick, Julia Simms • 9781760012779

Usher in the new era of school reform with *A Handbook for High Reliability Schools*. In this invaluable manual for whole-school improvement, Dr Robert J. Marzano and his co-authors help you to transform your school into an organisation that takes proactive steps to prevent failure and ensure student success. Using a research-based five-level hierarchy along with leading and lagging indicators, you'll learn to assess, monitor and confirm the effectiveness of your school.

This revised Australian edition of *A Handbook for High Reliability Schools* has been adapted by Dr Janelle Wills, director of the Marzano Institute Australia, to align with Australian educational policies and practices.

MRL2779 • \$29.95



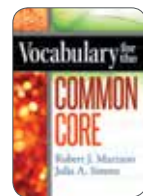
Vocabulary Games for the Classroom

Robert J. Marzano, Lindsay Carleton • 9781742396217

Get your students excited about vocabulary learning with these 13 fun games designed for students at all levels. Puzzle stories, category creators, word harvests and much more make learning easy and fun. The step by step approach clearly explains the design, set up, materials and directions for each game, and an extensive appendix is filled with vocabulary terms that are considered critical based on educational research by the Marzano Institute. This revised Australian edition offers

sample questions, suggestions and examples to help you teach each game.

MRL6217 • \$40.00



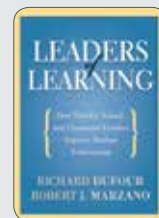
Vocabulary for the Common Core

Robert J. Marzano, Julia Simms • 9781760011222

Authors Robert J. Marzano and Julia A. Simms address the need for CCSS-aligned vocabulary instruction in their three-part resource *Vocabulary for the Common Core*. They guide teachers and teams toward the creation of a successful vocabulary program while highlighting both general academic and domain-specific terms from the mathematics and English language arts standards. Marzano and Simms show P–12 educators how to achieve success for all students. *Vocabulary for*

the Common Core is the ideal resource for teachers who wish to connect with curriculum standards on a deeper level.

MRL1222 • \$39.95



Leaders of Learning

Richard DuFour, Robert J. Marzano • 9781742391519

For many years, the authors have been fellow travellers on the journey to help educators improve their schools. Their first co-authored book focuses on district leadership, principal leadership and team leadership, and addresses how individual teachers can be most effective in leading students – by learning with colleagues how to implement the most promising pedagogy in their classrooms.

SOT1519 • \$27.95



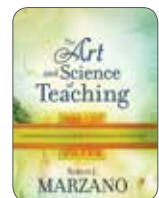
Effective Supervision

Robert J. Marzano, Tony Frontier, David Livingston • 9781742391465

Robert J. Marzano and his co-authors once again make a definitive case based on extensive research. Find out what it takes to create a teacher supervision and evaluation system that's more apt to lead to higher student achievement, including: five school-level conditions that are essential to systematically developing teacher expertise, four domains of teaching practice that provide a focus for instructional improvement, and five ways to provide teacher feedback that avoids the pitfalls of a checklist approach. The authors open your eyes to

broad principles of effective supervision that apply to all kinds of schools.

110019 • \$29.95



The Art & Science of Teaching

Robert J. Marzano • 9781741705102

Author Robert J. Marzano presents a model for ensuring quality teaching that balances the necessity of research-based data with the equally vital need to understand the strengths and weaknesses of individual students. Filled with charts, rubrics and organisers, this methodical, user-friendly guide will help teachers examine and develop their knowledge and skills, so they can achieve that dynamic fusion of art and science that results in exceptional teaching and outstanding student achievement.

107001 • \$20.95



Making Standards Useful in the Classroom

Robert J. Marzano, Mark Haystead • 9781741702620

It's true that standards often have way too much content and aren't written in a way that enhances classroom instruction and formative assessment. This guide is invaluable for any educator who wants to ensure that standards actually lead to higher student achievement. Learn how to sequence content and set up marking scales that help facilitate formative assessment and effective instruction. Get clear steps for unpacking and converting standards into guidelines that are more useful to teachers.

108006 • \$35.00

The Classroom Strategies Series

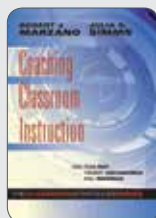


Teaching & Assessing 21st Century Skills

Robert J. Marzano, Tammy Heflebower • 9781742392325

As the 21st century unfolds, P-12 teachers and administrators must lead the cultural shift required to ensure their students can survive and thrive in the changing world. *Teaching & Assessing 21st Century Skills* presents a model of instruction and assessment based on a combination of cognitive skills (to succeed academically) and conative skills (to succeed interpersonally) – necessary skills for living and working in the highly varied and quickly changing knowledge economy of the 21st century.

MRL2325 • \$39.95



Coaching Classroom Instruction

Robert J. Marzano, Julia Simms • 9781743306741

Coaching Classroom Instruction demonstrates the importance of coaching an essential component in effective teaching. This book includes 280 research-based classroom strategies, organised under 41 elements of effective teaching, to help coaches move teachers through the five levels of Marzano's teacher progress scale. Contains additional resources for the text, including reproducible copies of the comprehension questions from the guide, 41 web-only resources taken from Marzano's website that supplement the lessons found in the text,

and a list of additional resources for reflective practice.

MRL6741 • \$39.95



Becoming a Reflective Teacher

Robert J. Marzano, Tammy Heflebower • 9781743305249

Becoming a Reflective Teacher demonstrates the importance of reflective practice – an essential component in developing expertise in teaching. Robert J. Marzano and his colleagues present research- and theory-based strategies that combine a model of effective instruction with goal setting, focused practice, focused feedback, and observations and discussions of teaching to improve the instructional practices of all P-12 educators. A detailed compendium of over 270 ready-to-use

strategies organised under 41 elements of effective teaching, along with reproducible self-assessment scales for each element.

MRL5249 • \$39.95



The Highly Engaged Classroom

Robert J. Marzano, Debra Pickering • 9781742397634

Student engagement is a central aspect of effective teaching. This text offers an in depth understanding of how to generate high levels of student attention and engagement to maximise learning potential. *The Highly Engaged Classroom* includes real classroom examples and strategies for achieving high engagement based on comprehensive research. Strategies range from capturing attention by connecting lessons to students' interests, to incorporating physical movement to lift energy or to further understanding.

MRL7634 • \$35.95



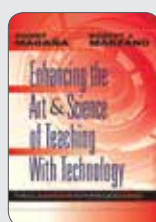
Designing & Teaching Learning Goals & Objectives

Robert J. Marzano • 9781742393261

Design and teach effective learning goals and objectives by following strategies based on the strongest research and theories available. The first book in the "Classroom Strategies That Work", *Designing & Teaching Learning Goals & Objectives* library includes a summary of key research behind these classroom practices and shows how to implement them using step-by-step hands-on strategies. Short quizzes

help readers assess their understanding of the instructional best practices explained in each section.

MRL3261 • \$29.95



Enhancing the Art & Science of Teaching With Technology

Robert J. Marzano, Sonny Magaña • 9781760012823

Successfully leverage technology to enhance classroom practices with this practical resource. Marzano and Magaña demonstrate the importance of educational technology, which is quickly becoming an essential component in effective teaching. Included are over 100 organised classroom strategies, vignettes that show each section's strategies in action, and a glossary of classroom-relevant technology terms. Key research is summarised and translated into classroom recommendations.

MRL2823 • \$32.95



Questioning Sequences in the Classroom

Robert J. Marzano, Julia Simms • 9781760012496

Questioning Sequences in the Classroom responds to the debate surrounding the effectiveness of higher-order and lower-order questioning. This thorough guide encourages teachers to ask targeted, specific questions to help students successfully meet learning goals. Using a four-phase questioning sequence, Robert J. Marzano and Julia A. Simms illustrate how to use questioning to reinforce what students learn, spark their curiosity and ultimately increase achievement, while

providing teachers with valuable assessment data. Part of "The Classroom Strategies" series, it follows the series format, summarising key research and translating it into recommendations for classroom practice.

MRL2496 • \$29.95



Formative Assessment & Standards-Based Grading

Robert J. Marzano • 9781742394916

Learn everything you need to know to implement an integrated system of assessment and grading that will enhance your teaching and your students' learning. Dr Robert J. Marzano details the specific benefits of formative assessment – assessment that is used during instruction rather than at the end of a course or unit. He explains how to design and interpret three different types of formative assessments, how to track

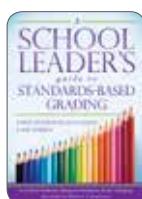
student progress, and how to assign meaningful grades, even if a school or district continues to use a traditional grading system.

MRL4916 • \$35.95



Complete Library (Set of 8)

MRL7000 • \$250.00



A School Leaders Guide to Standards-Based Grading

Tammy Heflebower, Jan Hoegh, Phil Warrick • 9781760012861

A School Leader's Guide to Standards-Based Grading offers a reliable framework for analysing student learning and providing students and stakeholders with effective feedback on student progress. This guide not only articulates significant research supporting standards-based grading as an accurate, precise, and effective way to report academic strengths and weaknesses but also shares applicable anecdotes from

educators implementing its components.

MRL2861 • \$27.95



ASCD Arias Publication: Vocab Rehab

Marilee Sprenger • 9781760013479

All teachers know that a robust vocabulary gives students the communication skills they need to do well on tests and shine in the classroom – and the best way to ensure successful vocabulary instruction is to embrace new and engaging strategies that don't take too much time away from other work. To get the clock on their side and do what's best for their students, teachers need to learn how to provide short and effective vocabulary mini-lessons that can be used at any point during class. The Vocab Rehab model offers teachers easy-to-implement 10-minute instructional strategies that can help time-strapped teachers ensure that their students have a sound grasp of both general and content-specific words across year levels and subject areas.

SF114047 • \$15.00



ASCD Arias Publication: Handling Student Frustrations

Renate Caine, Carol McClintic • 9781760013417

When students' fears, stresses and frustrations creep into the classroom and disrupt the learning process, how can you respond in a positive way that results in better relationships and higher levels of motivation and achievement? The authors draw on their decades of teaching experience and propose the APA method. This approach pulls back the curtain on emotional flare-ups and not only encourages students to recognise emotions in themselves and others but also motivates them to implement proactive solutions – rather than let negative emotions sabotage their academic goals.

SF114068 • \$15.00

