



PHIL WARRICK

Dr Phil Warrick, 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 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.

Thinking & Learning Conference



Friday 23rd - Monday 26th May 2014

Friday 23 May 2014 (Full day)

1-DAY INSTITUTE 



Building High Reliability Schools: The Next Step in School Reform

Session 1, 2 and 3*

Strand: High Reliability Schools, Leadership, Teaching Practice

Audience: Teachers & Leaders

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 created the High Reliability Schools framework. This framework, based on 40 years of educational research, defines five progressive levels of performance that a school must master to become a high reliability school: a school where all students learn the content and skills they need for success in university, careers and beyond.

Session 2 and 3*

Phil will be providing an overview of key indicators from Levels 1 & 2. Level 1 in this framework addresses the factors that are considered foundational to any substantive change within a school. Throughout this session, Phil will outline what effective schools do to create a safe environment that supports the building of collaboration and cooperation. Level 2 demonstrates how schools can guarantee quality teaching occurs in every classroom. Phil will outline how The Art & Science of Teaching supports every teacher to utilise effective instructional strategies.

*Repeat session

Saturday 24 May 2014 (Full day)

1-DAY INSTITUTE 



Keynote: Phil Warrick

Creating a Student-Centred School – Take account of your student's needs

The Art & Science of Teaching Institute

Sessions 1, 2 and 3

Strand: Curriculum Planning

Audience: Teachers & Leaders

Though classroom instructional strategies should clearly be based on sound science and research, knowing when to use them and with whom is more of an art. During this Institute, Phil Warrick (associate vice-president of Marzano Research Laboratory) will share his insights on incorporating quality classroom practices from the perspective of teacher and leader. Phil will guide you through the 10 questions and you will examine and develop your knowledge and skills so you can achieve that dynamic fusion of art and science that results in exceptional teaching and outstanding student achievement. Participants will be armed with practical strategies and concrete plans to implement in their school and classroom that have proven results! The Art & Science of Teaching has been implemented by over 400 schools across Australia.

Sunday 25 May 2014

Session 1

Coaching Classroom Instruction

Strand: Coaching, Teaching Practice

Audience: Teachers & Leaders

This session covers everything from approaches for boosting professional growth to creating macrostrategies that are responsive to student needs. Find advice on how to offer targeted feedback to teachers, empowering them to identify specific steps to improve their knowledge and skill.

Session 2

Leaders of Learning

Strand: Leadership, Teaching Practice

Audience: Leaders

This session will address the concept of instructional leadership at the school level, including teacher leadership. Participants will be introduced to strategies for establishing a collaborative culture of leadership that focuses on student achievement.

Session 3

Building High Reliability Schools (Levels 1 & 2) (Repeat)

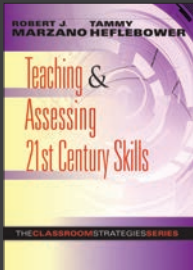
Strand: High Reliability Schools, Teaching Practice

Audience: Teachers & Leaders

Repeated session from Friday 23 May.



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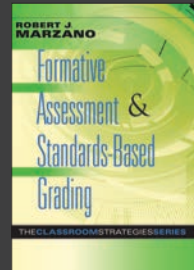


Teaching & Assessing 21st Century Skills

Robert Marzano, Tammy Heflebower • 9781742392325

In *Teaching & Assessing 21st Century Skills* the authors present a model of instruction and assessment based on a combination of cognitive skills (skills students will need to succeed academically) and conative skills (skills students will need to succeed interpersonally) necessary for the 21st century. The authors believe both cognitive and conative skills will be vital to the success of all citizens living and working in the highly varied and quickly changing knowledge economy of the 21st century.

SOT2325 • \$38.95

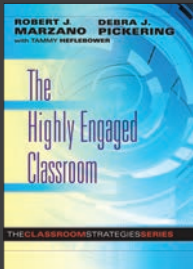


Formative Assessment & Standards-Based Grading

Robert Marzano • 9781742394916

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. Detailed examples brings each concept to life, and exercises help reinforce the content.

SOT4916 • \$42.95

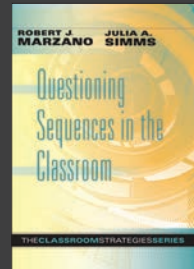


The Highly Engaged Classroom

Debra Pickering, Robert Marzano • 9781742397634

Using the suggestions in this book, every teacher can create a classroom environment where engagement is the norm, not the exception. Strategies range from capturing attention by connecting lessons to students' interests, to incorporating physical movement to lift energy or to further understanding. Each chapter includes extensive exercises to reinforce the reader's understanding of the content, including real classroom examples and strategies for achieving high engagement based on comprehensive research.

SOT7634 • \$37.95

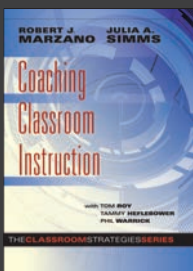


Questioning Sequences in the Classroom: The Classroom Strategies Series

Julia Simms, Robert Marzano • 9781760012496

This book responds to the debate surrounding the effectiveness of higher-order and lower-order questioning. It encourages teachers to ask targeted, specific questions to help students successfully meet learning goals. Using a four-phase questioning sequence it illustrates 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.

SOT2496 • \$29.95

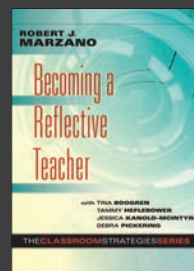


Coaching Classroom Instruction

Tom Roy, Julia Simms, Phil Warrick, Robert Marzano, Tammy Heflebower • 9781743306741

The articles in this volume highlight the many benefits of flexible instruction and curriculum, discuss impediments to the successful adoption of differentiation in classrooms and show how educators can overcome these obstacles collaboratively. Within this valuable reference guide, readers will also find specific models, general curriculum guidelines, specific instructional strategies and other tools and methods that will help them monitor learner needs and adapt their curriculum accordingly.

SOT6741 • \$42.95



Becoming a Reflective Teacher

Tina Boogren, Jessica Kanold-McIntyre, Debra Pickering, Tammy Heflebower • 9781743305249

Just as successful athletes must identify personal strengths and weaknesses, set goals and engage in focused practice to meet their goals, so must teachers. Crafted around a detailed compendium of over 270 ready-to-use reflection strategies and organised under 41 elements of effective teaching, this book combines a model of instruction with goal setting, focused practice, focused feedback, and observations and discussions to improve your instructional practices.

SOT5249 • \$39.95

The Classroom Strategies Series: Complete set of 7 SOT7000 • \$225.00



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