

Dr Janelle Wills

Dr Janelle Wills, PhD, is the lead training associate for High Reliability Schools, The Art and Science of Teaching and other Marzano Research topics. She works extensively with schools, regions and systems throughout Australia. With over 30 years of teaching and leadership experience, Dr Wills maintains a strong commitment to continued learning that enables her to remain both informed and innovative in her approach.



APPEARING AT

BRISBANE CONFERENCE

Saturday 13 May 2017
Saturday 13 May 2017
Saturday 13 May 2017

13 MAY, 2017

Designing and Teaching Learning Goals: The New Taxonomy
Building Academic Vocabulary
The Highly Engaged Classroom

MELBOURNE CONFERENCE

Friday 19 May 2017
Friday 19 May 2017
Friday 19 May 2017

19 MAY, 2017

Becoming a High Reliability School: 5 Levels for School Improvement
The Art and Science of Teaching: Developing Higher Levels of Engagement
Developing a Guaranteed and Viable Curriculum

BRISBANE SATURDAY 13 MAY

All sessions for this conference are 2 hours in length

SESSION 1: 8.30AM - 10.30AM

Designing and Teaching Learning Goals: The New Taxonomy

Designing clear learning goals is a staple of effective teaching. We might even say that goal setting is a necessary condition for effective teaching. If teachers aren't sure of instructional goals, their instructional activities will not be focused, and unfocused instructional activities do not engender student learning. As straightforward as this might sound, designing and teaching goals takes insight into the nature of content and the nature of learning. This session addresses the research, theory and practice regarding the design and use of effective goals with a particular focus on applying The New Taxonomy designed by Robert Marzano and John Kendall.

SESSION 2: 11.00AM - 1.00PM

Building Academic Vocabulary

Implement a comprehensive vocabulary program. Build a system that ensures students can engage complex texts, content-area concepts and academic discussions. Learn a process for creating a list of essential academic terms and phrases within content areas to use in direct instruction. Integrate engaging and motivational techniques such as games, technology and graphic organisers.

SESSION 3: 2.00PM - 4.00PM

The Highly Engaged Classroom

Student engagement happens as a result of a teacher's careful planning and execution of specific strategies. This basic premise drives The Highly Engaged Classroom. This workshop will provide an overview of the four key components as well as a few sample strategies for generating high levels of student attention and engagement.

MELBOURNE

All sessions for this conference are 2 hours in length

FRIDAY 19 MAY

SESSION 1: 8.30AM - 10.30AM

Becoming a High Reliability School: 5 Levels for School Improvement

Take the next step in school reform in ensuring you minimise the risk for students and maximise learning. Be introduced to the five levels of the High Reliability Schools framework and understand the concrete steps that can be taken to improve student achievement. Discover the leading and lagging indicators and critical commitments for each level and receive tools and strategies to help your school achieve high reliability status – a school where proactive steps are taken to prevent failure and ensure high levels of learning for teachers and students.

SESSION 2: 11.00AM - 1.00PM

The Art and Science of Teaching: Developing Higher Levels of Engagement

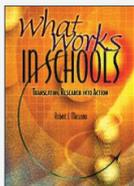
Student engagement happens as a result of a teacher's careful planning and execution of specific strategies. This basic premise drives the *Highly Engaged Classroom*, which is one component of The Art and Science of Teaching instructional framework. This workshop will provide an overview of the four key components that impact on student engagement and attention, along with practical strategies which can be readily implemented in the classroom.

SESSION 3: 2.00PM - 4.00PM

Developing a Guaranteed and Viable Curriculum

The concept of a guaranteed and viable curriculum was first introduced in *What Works in Schools* (Marzano, 2003) and was further developed in a number of later publications. By guaranteed we mean that the same content is being taught in all classrooms. A prerequisite to a guaranteed curriculum is a viable curriculum – one whose content can be taught in the time available to teachers. Collaborative teams and a guaranteed and viable curriculum have a symbiotic relationship. If one of the crucial objectives of the PLC process is to increase the quality of students' learning, then a guaranteed and viable curriculum is vital. Learn to identify essential content and learning goals and construct effective proficiency scales.

RESOURCES

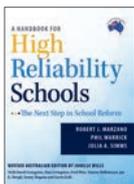


What Works In Schools: Translating Research Into Action

Robert Marzano • 9781741012453

In this book the researchers synthesised to provide clear and unequalled insight into the nature of schooling. In each chapter, the author recommends specific - and attainable - action steps to implement successful strategies culled from the wealth of research data. In his latest work, Marzano leads the way in establishing positive approaches that can make the long-held dream of effective public education a reality.

MRL2271 • \$27.95

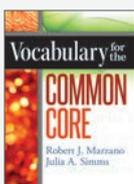


A Handbook for High Reliability Schools

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

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 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.

MRL1222 • \$39.95

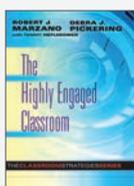


Transformative Collaboration: Five Commitments for Leading a Professional Learning Community

Michelle Jones, Colin Sloper, Tonia Flanagan, Janelle Wills, Alma Harris, Kylie Lipscombe, Gavin Grift • 9781760017477

Discover how teachers can help students develop stronger learning skills by ensuring that instruction moves from modelling and guided practice to collaborative learning and, finally, to independent tasks. You'll find out how to use the four components of this approach to help meet critical challenges, including differentiating instruction and making effective use of class time.

HB7477 • \$39.95

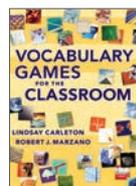


The Highly Engaged Classroom: The Classroom Strategies Series

Debra Pickering, Robert Marzano • 9781742397634

This text offers an in depth understanding of how to generate high levels of student attention and engagement to maximize learning potential. Part of 'The Classroom Strategies Series', 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

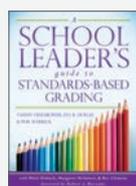


Vocabulary Games for the Classroom

Lindsay Carleton, Robert Marzano • 9781742396217

Get your students excited about vocabulary learning with these thirteen 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.

MRL6217 • \$40.00

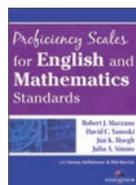


A School Leaders Guide to Standards-Based Grading

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

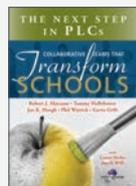


Proficiency Scales for English and Mathematics Standards

Robert J. Marzano, David Yanoski, Jan Hoegh, Julia Simms • 9781760012878

Whether you are actively engaged in implementing a Marzano Institute initiative in your school or simply need guidance when it comes to measuring student learning, Proficiency Scales for English and Mathematics Instruction can help. Designed to supplement your existing practice, it contains over 110 proficiency scales that will bring new rigour and focus to your teaching and assessment practice.

MRL2878 • \$38.95

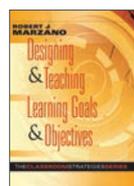


Collaborative Teams That Transform Schools: The Next Step in PLCs

Laurel Hecker, Janelle Wills, Jan Hoegh, Phil Warrick, Robert Marzano, Tammy Heflebower, Gavin Grift • 9781760017484

Collaborative Teams That Transform Schools: The Next Step in PLCs is groundbreaking. It offers teachers and school leaders a practical, comprehensive model for building successful professional learning communities (PLCs), drawing from the extensive research and experience of its authors to present a clear and compelling look at the future of PLCs.

MRL7484 • \$35.95

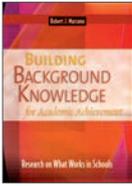


Designing & Teaching Learning Goals & Objectives

Robert J. Marzano • 9781742393261

Design and teach effective learning goals and objectives by following strategies based on the strongest research and theories available. This first book in the Classroom Strategies That Work 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. This self-study resource can be used by individuals, teams of teachers or an entire faculty to make improvements where it matters most: in classrooms.

MRL3261 • \$29.95

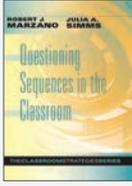


Building Background Knowledge for Academic Achievement

Robert Marzano • 9781741016888

In Building Background Knowledge for Academic Achievement, Robert 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.

104017 • \$29.95

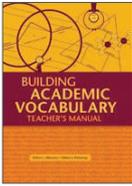


Questioning Sequences in the Classroom: The Classroom Strategies Series

Robert J. Marzano, Julia Simms • 9781760012496

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.

MRL2496 • \$29.95

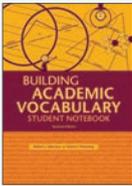


Building Academic Vocabulary: Teacher's Manual

Robert J. Marzano, Debra Pickering • 9781741700022

Building Academic Vocabulary: Teacher's Manual will 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

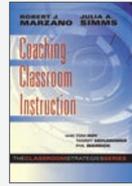


Building Academic Vocabulary Student Notebook, Revised Edition

Robert J. Marzano, Debra Pickering • 9781743301807

This notebook follows the six-step method for teaching academic vocabulary, outlined in the Building Academic Vocabulary: Teacher's Manual. There is space to record more terms, and students can add new information as their understanding of the terms deepens and matures throughout the year. Plus, teachers have more flexibility to assign each of the five distinct sections of the notebook to a different subject area. Supply each teacher in your program with the teacher's manual, and each student with this notebook, to implement a comprehensive approach to teaching academic vocabulary.

109030 • \$14.95

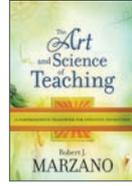


Coaching Classroom Instruction

Robert J. Marzano, Julia Simms • 9781743306741

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



The Art & Science of Teaching: A Comprehensive Framework for Effective Instruction

Robert Marzano • 9781741705102

In The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction, 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 • \$23.95



The New Art and Science of Teaching

Robert J. Marzano • 9781760562922

The New Art and Science of Teaching by Robert J. Marzano is more than a revision of The Art and Science of Teaching. It is a greatly expanded volume, offering a framework for substantive change based on Marzano's fifty years of education research and observation. In The New Art and Science of Teaching, Marzano identifies ten design areas within three categories of teaching - (1) feedback, (2) content, and (3) context - that form a road map for K-12 teachers' lesson and unit planning.

SOT2922 • \$41.25



Proficiency Scales for Learning

Janelle Wills, Judy Brown

HB0393 • \$39.95