Welcome!

Washington/Marzano Instructional Framework Overview

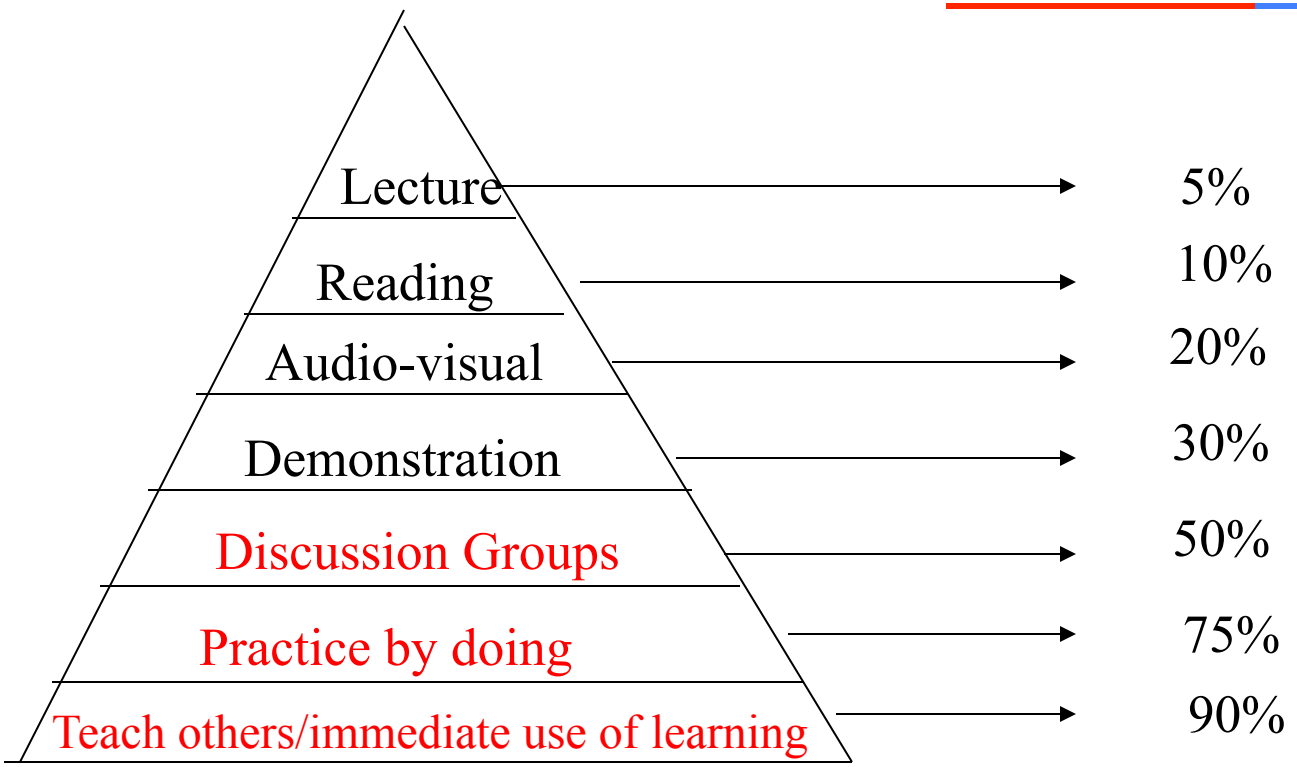
Wenatchee, WA

Dr. Tina Boogren & Dr. Phil Warrick

Boosting Retention

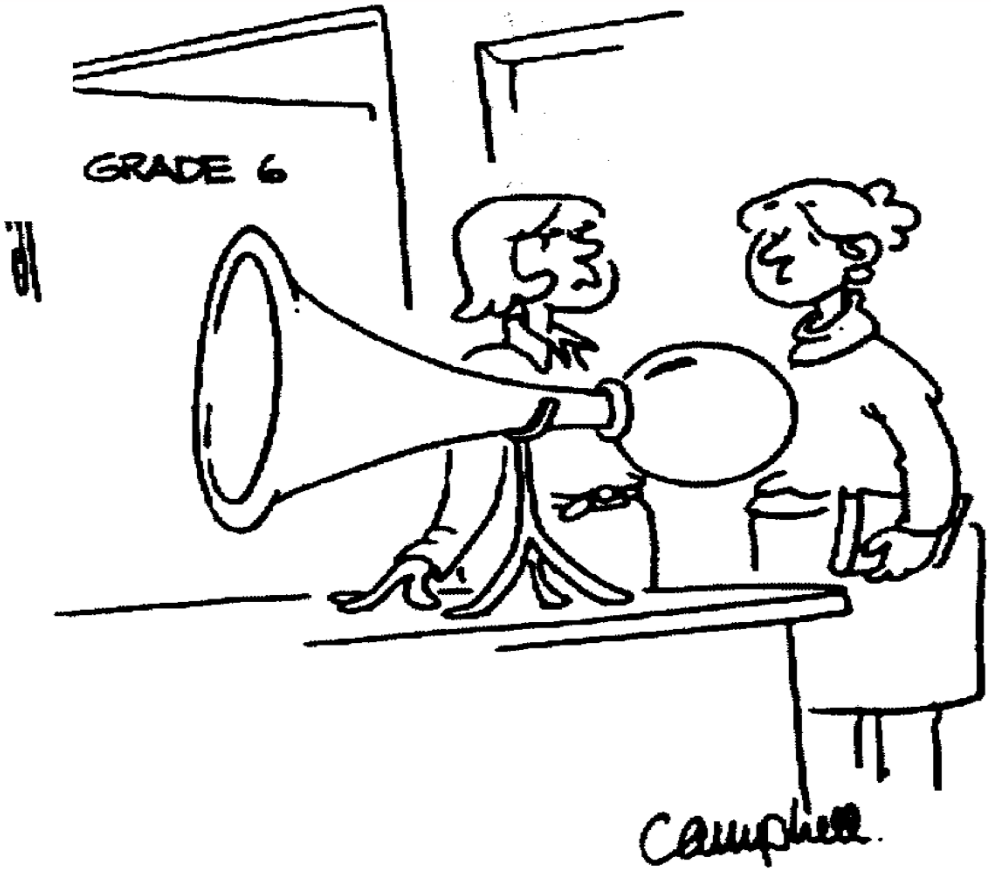
Average Retention Rate

after 24 hours Pg. 2



Adapted from David Sousa's figure 3.8 in his text, How the Brain Learns

Attention Signal



"First, you have to get their attention."

“The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.”

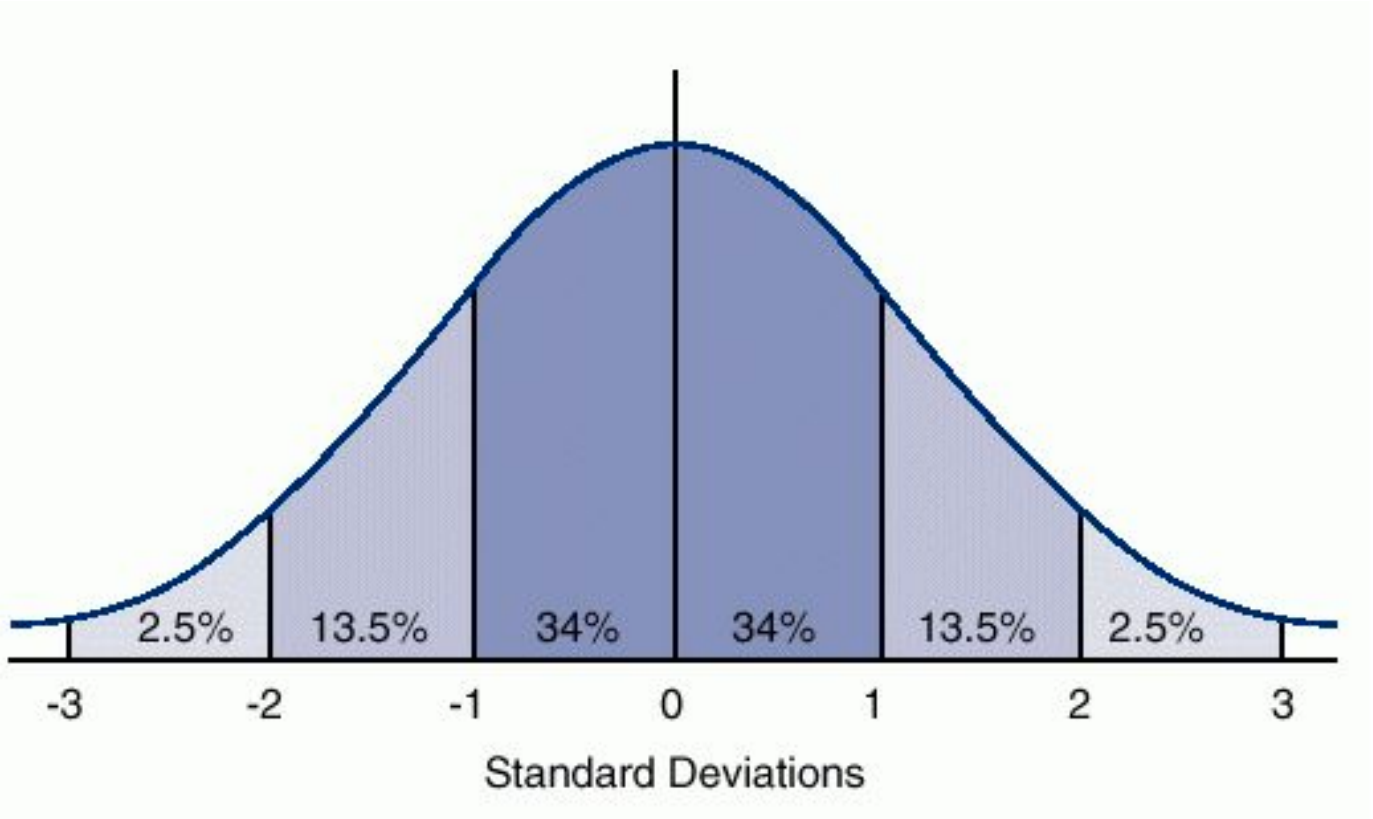
—Alvin Toffler, American writer and futurist

Marzano Research Laboratory
Powered by Solution Tree

Important Research

practical applications synthesized data inspired professional development

Normal Distribution of Population

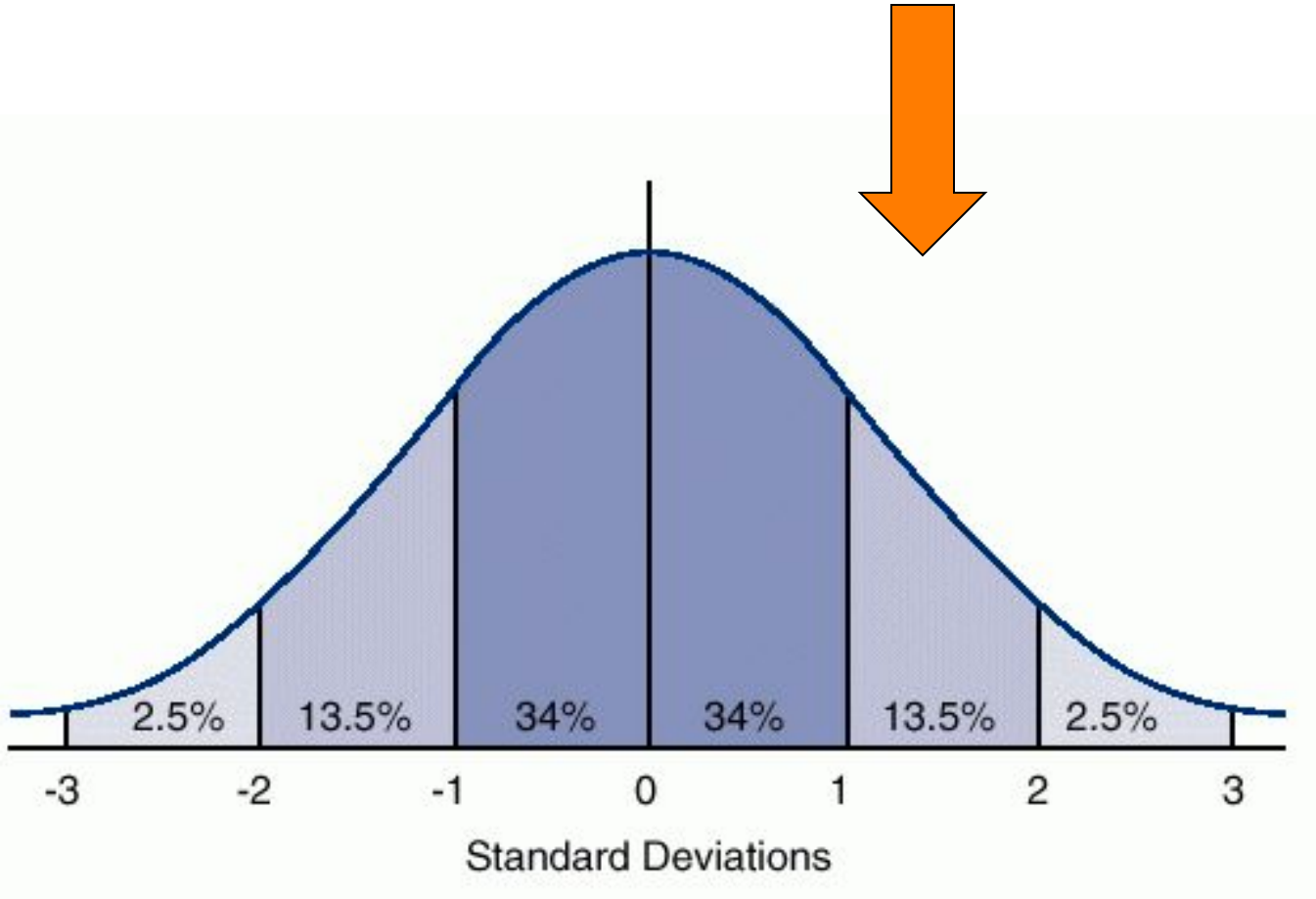


Findings: Reading

Teacher	School	District	Student
P50	P50	P50	P50

P= Percentile

Normal Distribution of Population

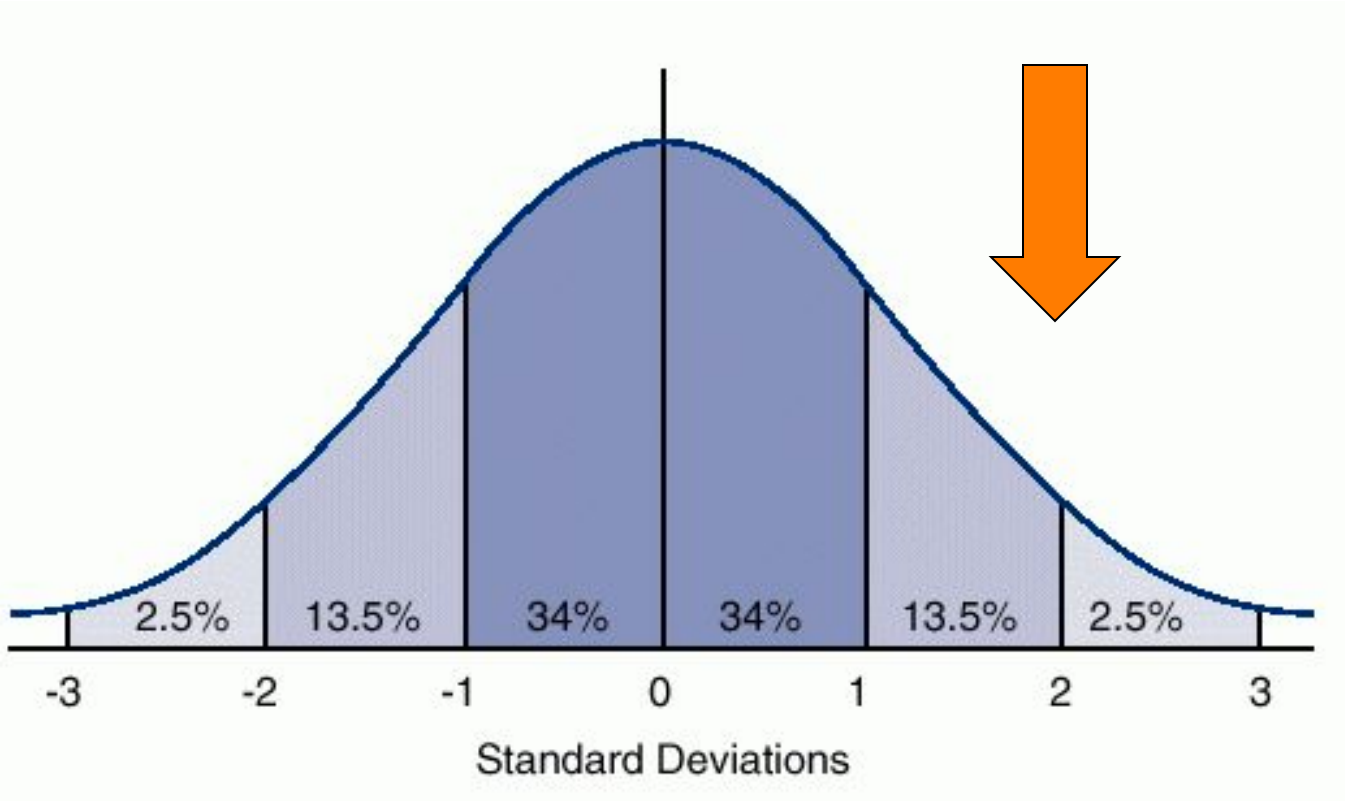


Findings: Reading

Teacher	School	District	Student
P50	P50	P50	P50
P84	P50	P50	P60

P= Percentile

Normal Distribution of Population

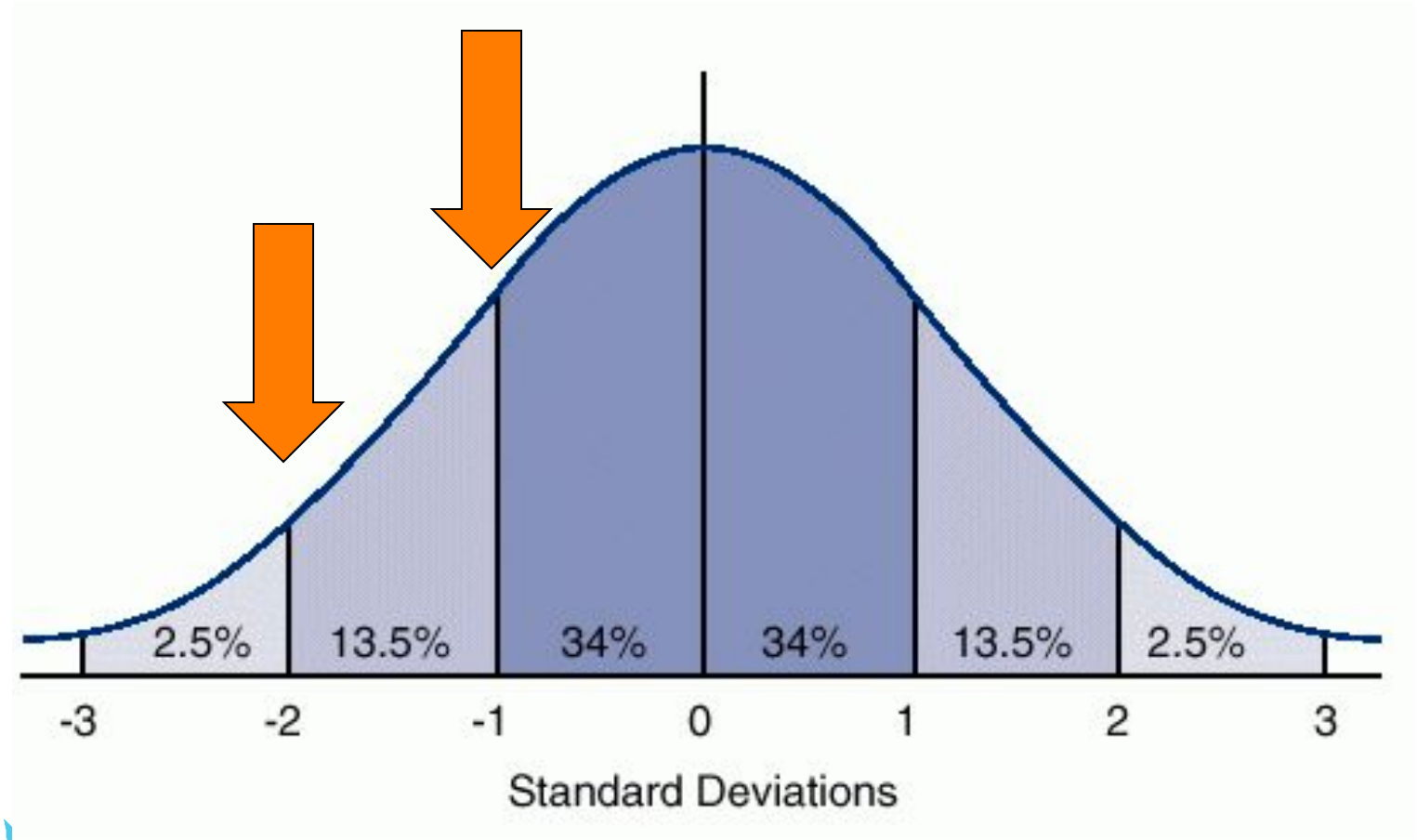


Findings: Reading

Teacher	School	District	Student
P50	P50	P50	P50
P84	P50	P50	P60
P98	P50	P50	P70

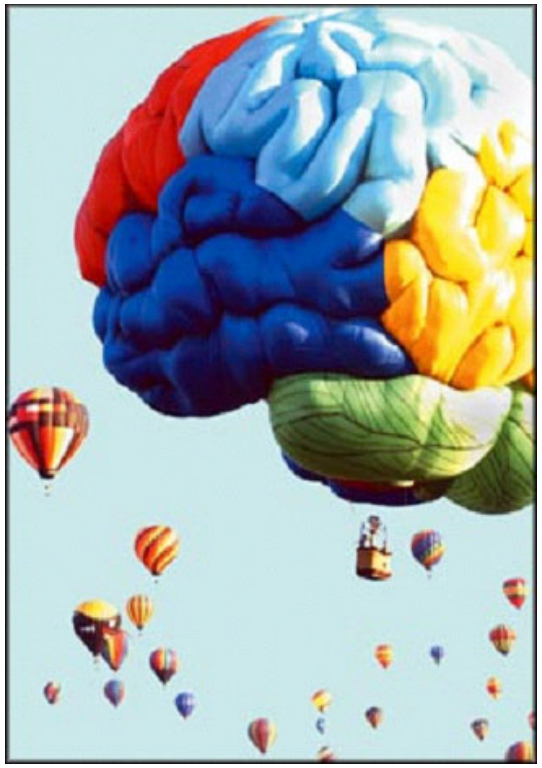
P= Percentile

Unfortunately, the converse can be devastating.



Important take-away #1---

Teachers matter immensely!



To Remember…

"Although it is unreasonable to expect all teachers to reach the lofty status of the 90th percentile or higher regarding their pedagogical skills, it is reasonable to expect ALL teachers to increase their expertise from year to year."

Effective Supervision, 2011

Discussion

New learning, unlearning, relearning?

The Nature of Expertise

Individuals can dramatically increase their performance through education and training if they have the necessary drive and motivation.

Expertise ≠ Talent or Intelligence

- **Determiners:**
  - Well-articulated knowledge base for teaching
  - Focused feedback and practice
  - Opportunities to observe and discuss expertise
  - Clear criteria and a plan for success
  - Recognition of expertise

Expertise ≠ Talent or Intelligence

- **Determiners:**
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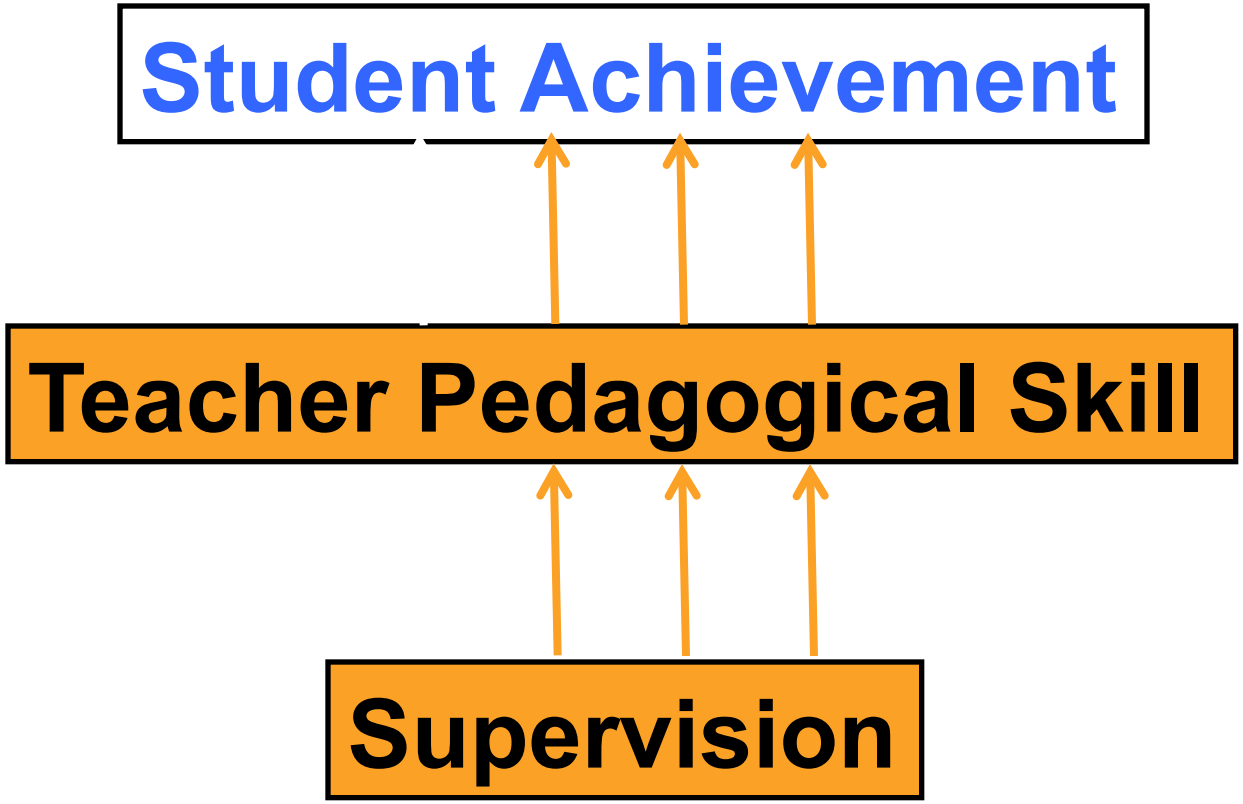
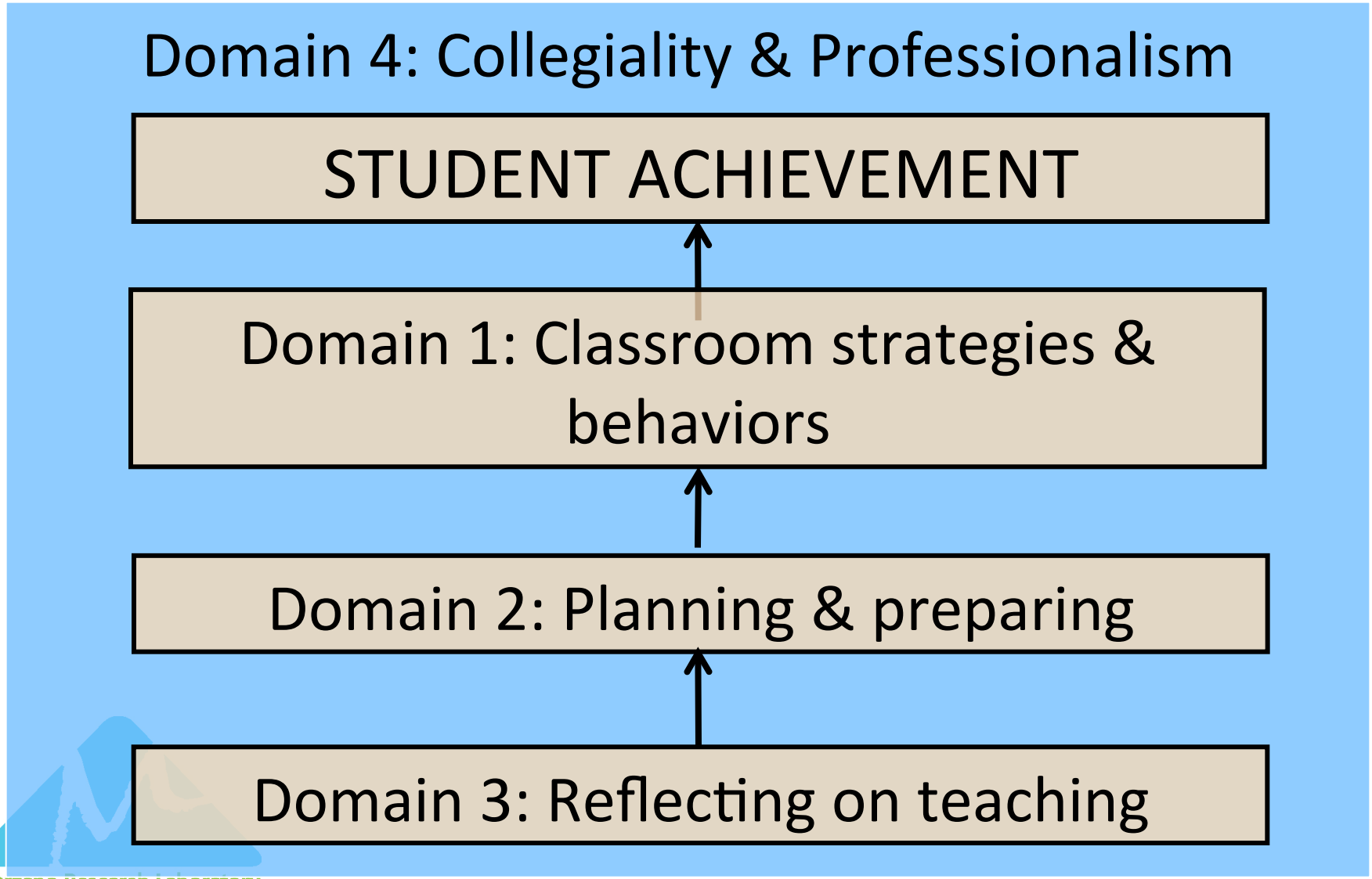
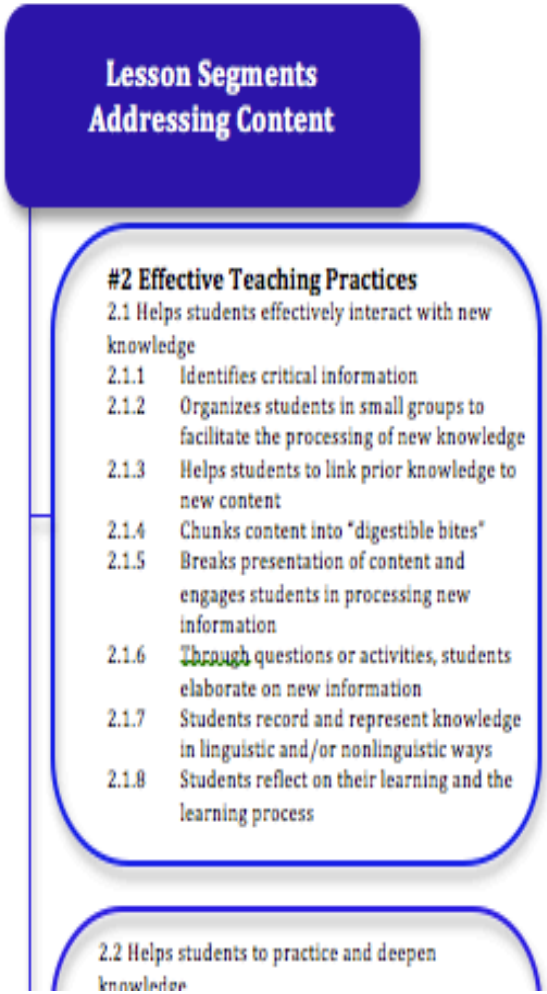
  - Recognition of expertise

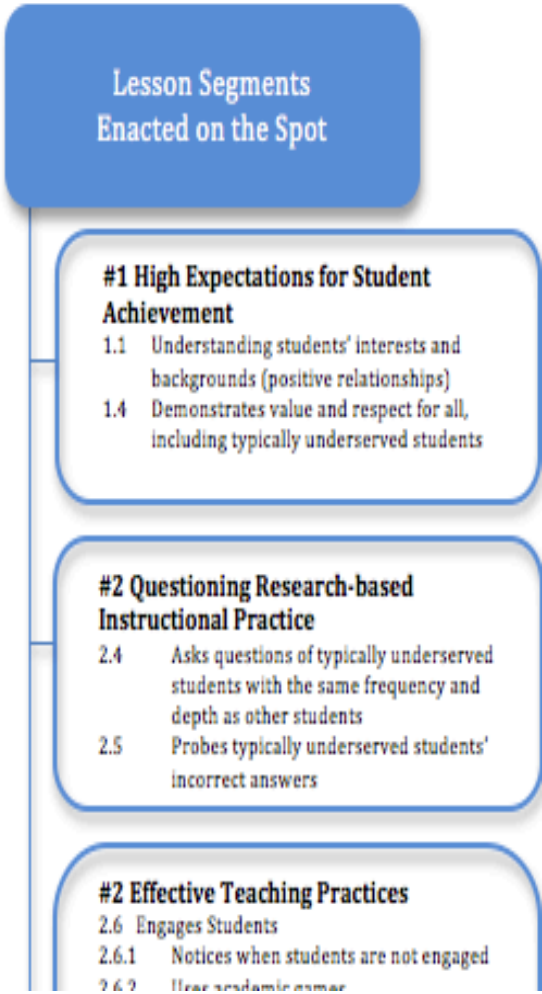

Student Achievement
Teacher Pedagogical Skill
Supervision

Four Domains, Marzano Teacher Evaluation Pg. 21

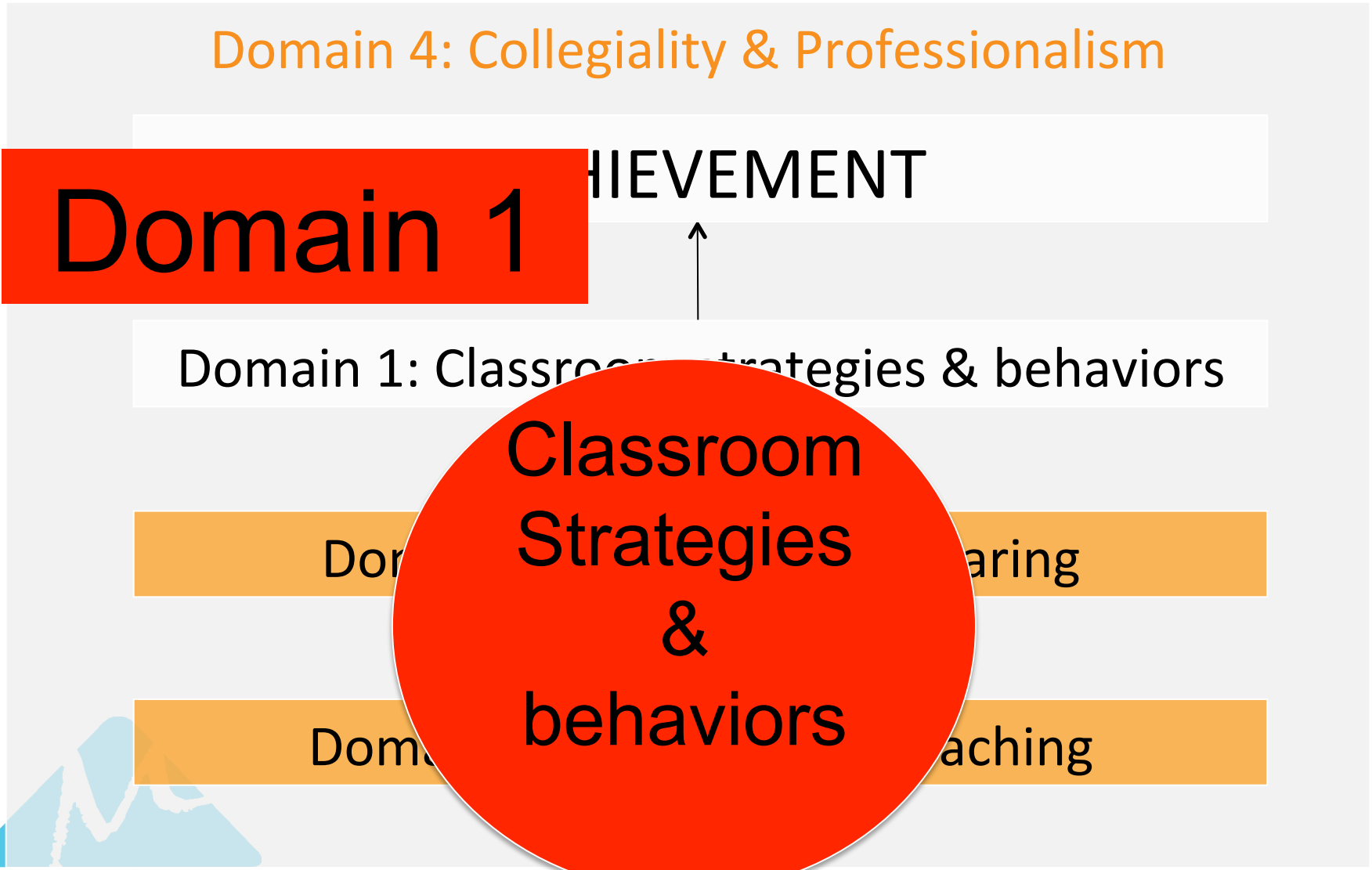


Wenatchee Docs





Four Domains for a Common Language of Teaching



At the level of planning,
The Art & Science of Teaching
involves 10 “design questions”
teachers ask of themselves as they
plan a unit of instruction. Pg. 4

The Art and Science of Teaching Handout, Page 4

1. Learning goals and feedback
2. Interacting with new knowledge
3. Practicing and deepening
4. Generating and testing hypotheses
5. Engaging students
6. Establishing rules and procedures
7. Adhering to rules and procedures
8. Developing teacher–student relationships
9. Maintaining high expectations

At the level of observing teaching, *The Art & Science of Teaching* sheds light on three fundamental segments of classroom instruction.

Fundamental Segments of Classroom Lessons

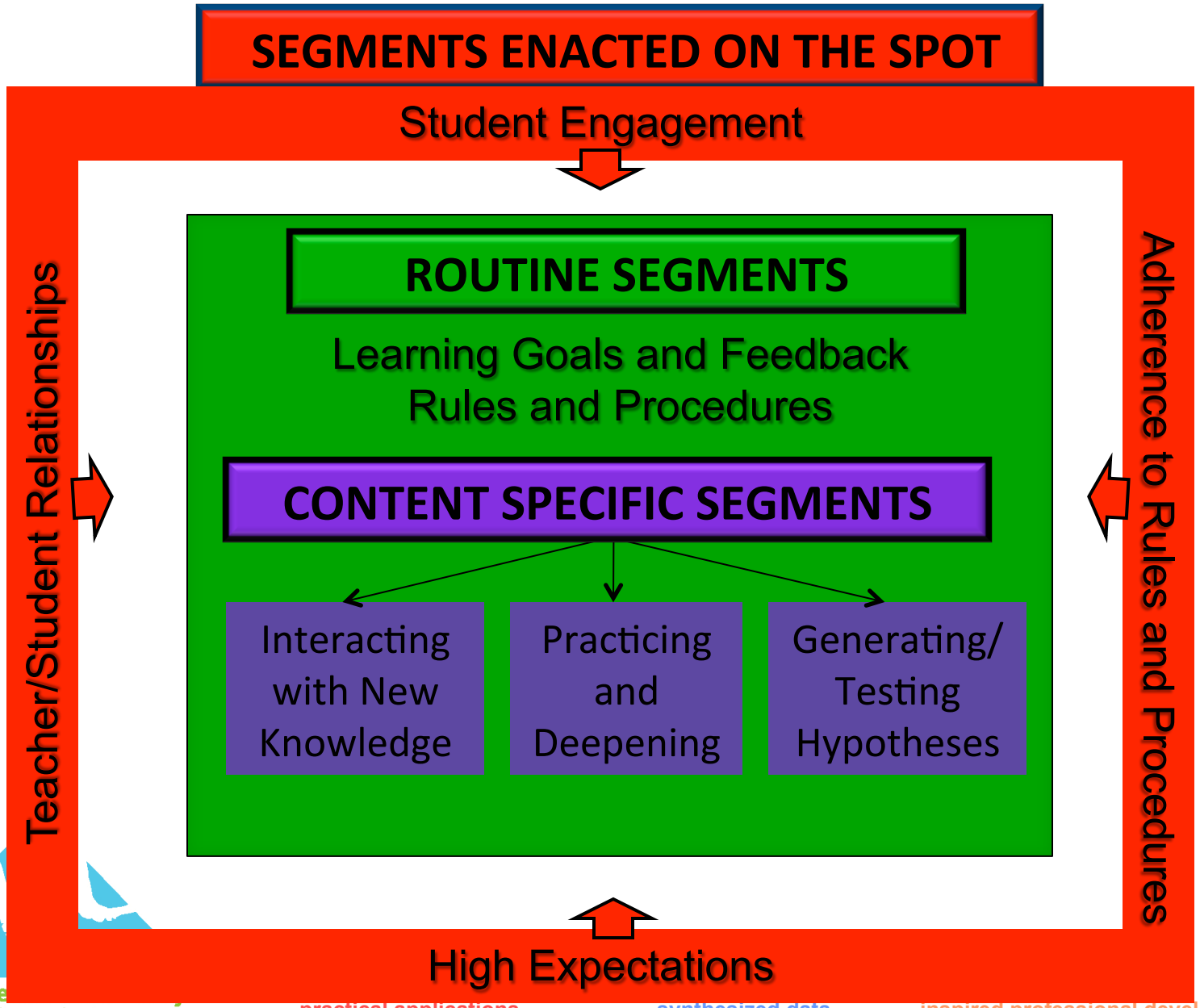
- Segments that are **routine components** of every lesson
- **Content specific** lesson segments
- Segments that must be **enacted on the spot**

The Art and Science of Teaching

SEGMENTS ENACTED ON THE SPOT

ROUTINE SEGMENTS

CONTENT-SPECIFIC SEGMENTS


SEGMENTS ENACTED ON THE SPOT
Student Engagement
Teacher/Student Relationships
Adherence to Rules and Procedures
ROUTINE SEGMENTS
Learning Goals and Feedback
Rules and Procedures
CONTENT SPECIFIC SEGMENTS
Interacting with New Knowledge
Practicing and Deepening
Generating/ Testing Hypotheses
High Expectations

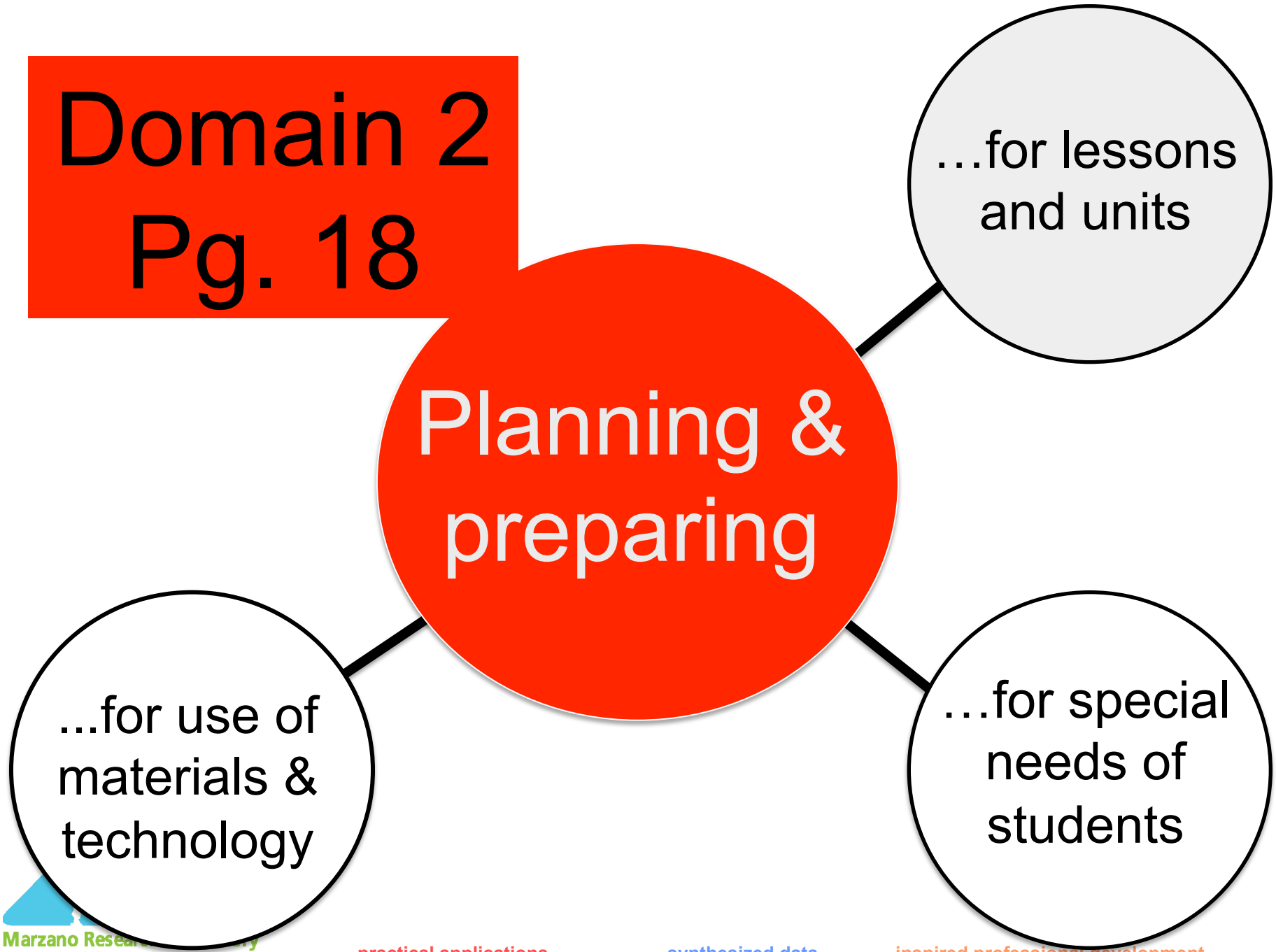
The fundamental questions that any observer must ask are:

What am I observing right now?

How is it going? Based on what evidence?

Should observations try to calculate the presence or absence of specific "high yield" strategies?

Domain 2
Pg. 18



DOMAIN 2
Planning & Preparing, Page 18

- Criterion 3 (3.1, 3.2)
- Criterion 4 (4.1, 4.2)
- Criterion 6 (6.1, 6.2)

Domain 3
Pg. 19

Developing & implementing a professional growth plan

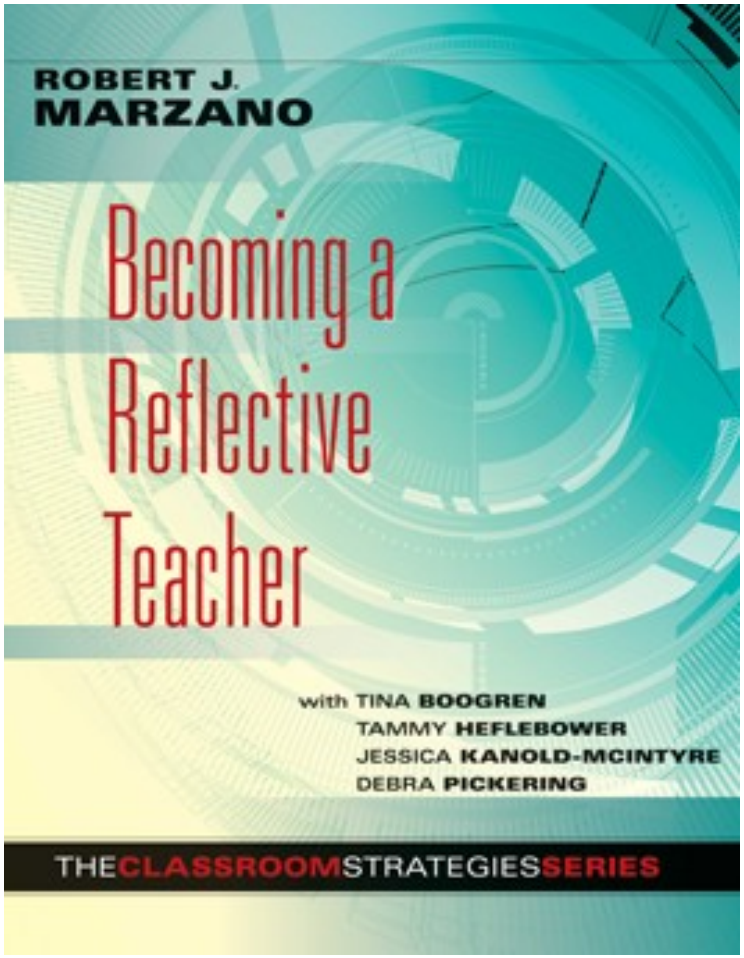
Reflecting on teaching

Evaluating personal performance

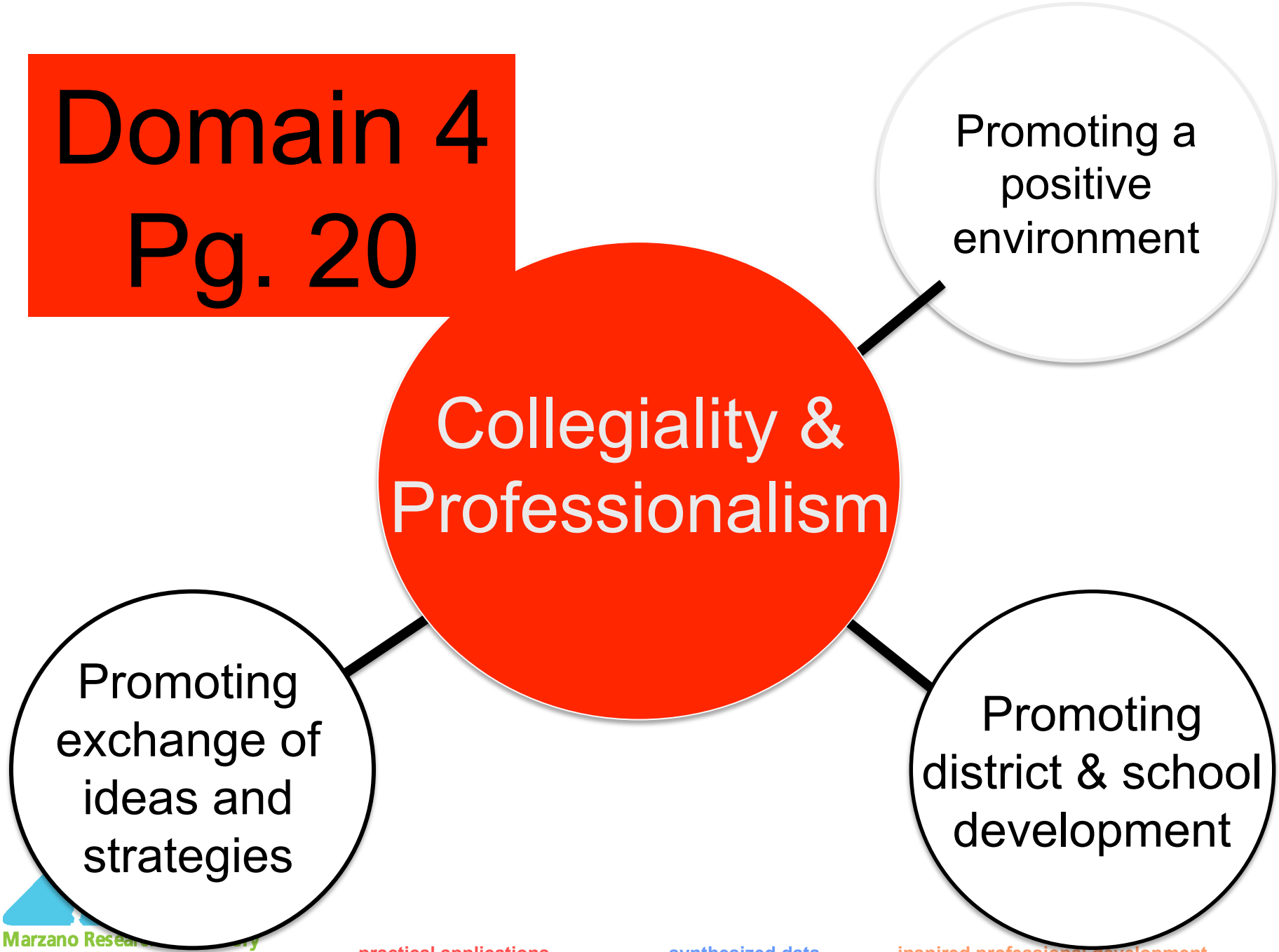
Domain 3
Reflecting on Teaching

- Criterion 2 (2.8)
- Criterion 8 (8.4)

Becoming a Reflective Teacher



Domain 4
Pg. 20



Domain 4
Collegiality & Professionalism

- Criterion 7 (7.1, 7.2)
- Criterion 8 (8.1, 8.2, 8.3)

Collegiality and Professionalism

"While collegiality and professionalism are thought of as a school characteristic, they are actually a function of individual teacher actions. That is, it is the responsibility of individual teachers and administrators to develop an atmosphere of collegiality and professionalism."

New Skill: Riding a Bike
(2 wheels)

- With table family:
  - What are the necessary skills/ strategies one needs to ride a bike.
    - Create a list.

Video:

Watch the video and check off the components from your list that you see.

Reflection…

Did the checklist work?

What would be more helpful?

How would you provide feedback?

Focused Feedback & Practice

"In the absence of feedback, efficient learning is impossible and improvement only minimal even for highly motivated subjects. Hence, mere repetition of an activity will not automatically lead to improvement."

Effective Supervision, 2011

Focused Feedback

"Feedback that involves too many elements or is too broad has little influence."

Effective Supervision, 2011

What must a district or school do? Pg. 21

- ❑ Develop a common language of teaching
- ❑ Provide opportunities for focused feedback and practice
- ❑ Provide opportunities for observing and discussing effective teaching
- ❑ Require individual teacher growth and development plans on a yearly basis

A Hierarchy of Data Types

Less intrusive

More intrusive

Teacher self-perception data

Teacher self-observation data

Observational data from peers, instructional coaches, and supervisors

A Hierarchy of Data Types

Less intrusive

More intrusive

Teacher self-perception data

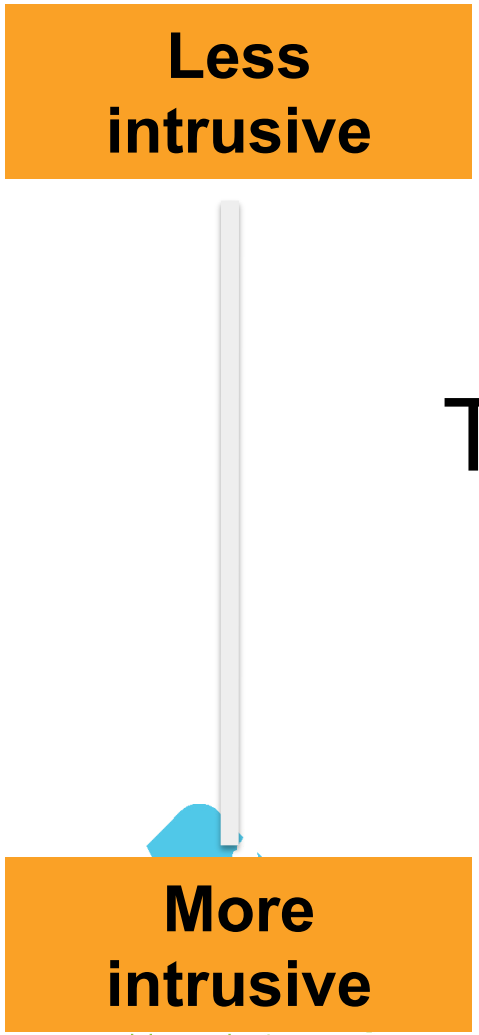
Observational data from peers, instructional coaches, and supervisors

Teachers score themselves on a rubric or scale for the various components of the model

Generic Format of Scales for Domain 1

UNSATISFACTORY	*BASIC*	*PROFICIENT*	*DISTINGUISHED*
Strategy was called for but not exhibited OR uses strategy incorrectly or with parts missing.	*Engages students in the strategy with no significant errors or omissions.*	*Engages students in the strategy and MONITORS the extent to which it produces the desired outcomes.*	*Adapts and creates new strategies for unique students needs and situations.*

A Hierarchy of Data Types



Teacher self-perception data

Teacher self-observation data

instructional coaches, and supervisors

Teachers score a videotape of their own lesson.

A Hierarchy of Data Types

Less intrusive

Teacher self-perception data

Observational data from peers, instructional coaches, and supervisors

More intrusive

Observational data from peers, instructional coaches, supervisors

- Walk-throughs (mini-observations)
- Comprehensive observations
- Cueing teaching
- Student surveys

Observational data from peers, instructional coaches, supervisors

Walk-throughs (mini-observations)

Comprehensive

(Arguably) Walk-Throughs Are the Most Common Form of Feedback to Teachers

Student surveys

(A couple of) Basic Assumptions Underlying Walk-Throughs

- Frequent feedback is beneficial to teachers
- Identification of “high-yield” strategies has made it possible to identify effective teaching more easily

(The Problem with) Basic Assumptions Underlying Walk-Throughs

- Frequent feedback is beneficial to teachers.

(Walking in with a checklist: *if I see it, that's good, if I don't see it, that's bad.*)

(A couple of) Basic Assumptions Underlying Walk-Throughs

- Frequent feedback is beneficial to teachers
- Identification of “high-yield” strategies has made it possible to identify effective teaching more easily

(The Problem with) Basic Assumptions Underlying Walk-Throughs

- Frequent feedback is beneficial to teachers.
- Identification of “high-yield” strategies has made it possible to identify effective teaching more easily.

There are no such things as “high yield” strategies. There are only “high probability” strategies.

What is clearly needed is a robust model of teaching as the basis of feedback to teachers…

that does not simply assume all research-based instructional strategies should be present in every lesson.

Walk-Throughs

- Two Purposes:
  - Feedback to Individual Teachers
  - To Provide Aggregate Data for the Entire Faculty

Observational data from peers, instructional coaches, supervisors

Walk-throughs (mini-observations)

Comprehensive observations

Cueing teaching

Student surveys

Comprehensive Observations

- Set up with a preconference
- Focus on specific elements of effective teaching
- Last the entire period or majority of it
- Good for feedback regarding deliberate practice

Observational data from peers, instructional coaches, supervisors

Walk-throughs (mini-observations)

Comprehensive observations

Cueing teaching

Student surveys

Cueing Teaching

- Focus on struggling teachers
- Specific areas of needed improvement
- Preconference-Cueing-Post conference

Observational data from peers, instructional coaches, supervisors

Walk-throughs (mini-observations)

Comprehensive observations

Cueing teaching

Student surveys

What is the role of student feedback regarding effective instruction?

Students complete surveys regarding the use of specific instructional strategies and their effectiveness.

Sample Student Questions

Completely Disagree (1)
to Completely Agree (5)

1 2 3 4 5

- The learning goals in this class are clear to me.
- My teacher provides consistent feedback to me about my performance.
- I can use the feedback my teacher provides to me to help improve my performance.
- I am asked to record and reflect on my progress toward learning goals.
- My teacher notices when students do well.

BRAIN BREAK

Stand up and STRETCH while you discuss if/how you ask for feedback from students.

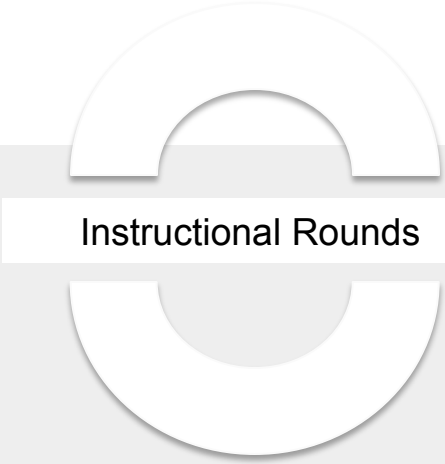
What must a district or school do? Pg. 22

- ❑ Develop a common language of teaching
- ❑ Provide opportunities for focused feedback and practice
- ❑ Provide opportunities for observing and discussing effective teaching ⏎
- ❑ Require individual teacher growth and development plans on a yearly basis

Opportunities to Observe and Discuss Effective Teaching

- Instructional rounds
- Expert coaches
- Expert videos
- Teacher-led PD
- Virtual communities

Instructional Rounds



- Teams of teachers (3 to 5 on the team) led by lead teacher
- Can be short or long in duration
- Primary focus is for observers to compare and contrast their practice with observed practice
- May or may not be used to provide feedback to observed

- School or district's observational protocols used for recording
- Observers record perceptions immediately after leaving the observed teacher's classroom

Debriefing:

- Comments should not be shared
- Suggestions should not be made to observed teachers unless requested
- Nothing observed within a lesson should be shared with anyone
- Observed teachers should be thanked and acknowledged for opening their classrooms

- Ideally, every teacher should have a chance to participate in instructional rounds at least once per semester
- Teachers who are observed are typically volunteers, drawn from the pool of master teachers in a building

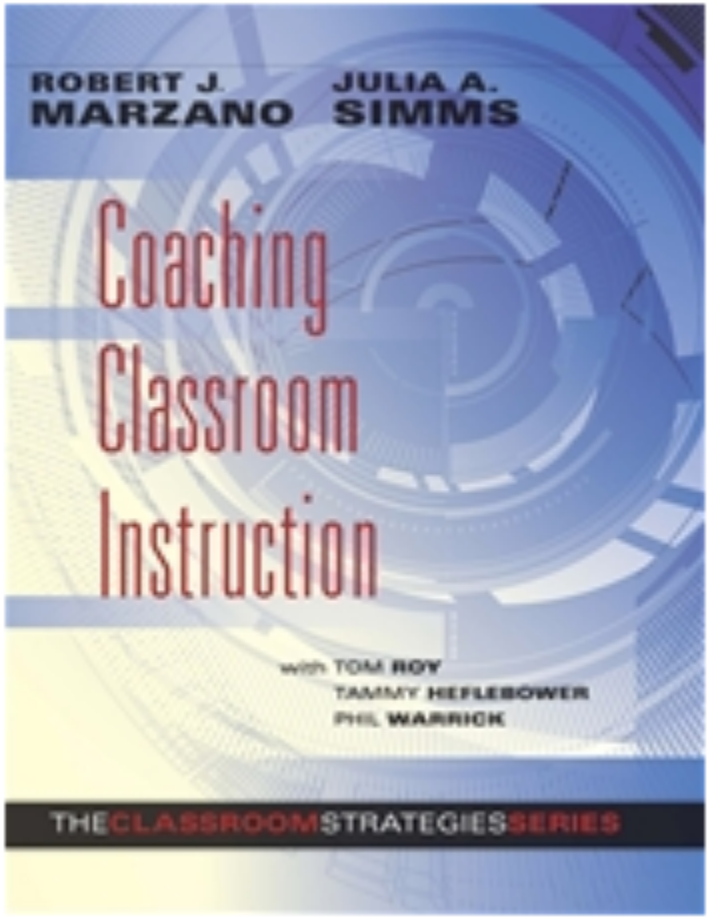
Opportunities to Observe and Discuss Effective Teaching

- Instructional rounds
- Expert coaches
- Expert videos
- Teacher-led PD
- Virtual communities

Expert Coaches

- Should be done by experts as opposed to peers.
- Requires specific technical feedback.
- Coaches seek to pass on their expertise to other teachers.

Coaching Effective Instruction



Expert videos

District provides clips of expert performance (from the ranks of expert coaches)

Ambady and Rosenthal's "thin slices of behavior"

Teacher-led PD

as the “consultant”

Preferred Norm: teachers within the district or school conducting workshops and seminars (healhty mixture of in-district and out of district support)

…and faculty meeting Gallery Walks, or…

Reeves’ “teacher science fair”

Powered by Solution Tree

Virtual communities

Virtual PLC's

Asynchronous responses to the problem of time: discussion forums or "threads"

Cross-Town Buddy

Share one new learning, unlearning, or relearning thus far…

What must a district or school do? Pg. 22

- ❑ Develop a common language of teaching
- ❑ Provide opportunities for focused feedback and practice
- ❑ Provide opportunities for observing and discussing effective teaching
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Professional Growth & Development Plans

- Area of need is identified.
- A goal is established to address the need.
- Action is taken to address the need.
- After a period of time, the results are determined.
- Primary Goals: Domain 1
- Secondary Goals: Domains 2, 3, 4

In Summary…

The more skilled the teacher, the greater the students' achievement.

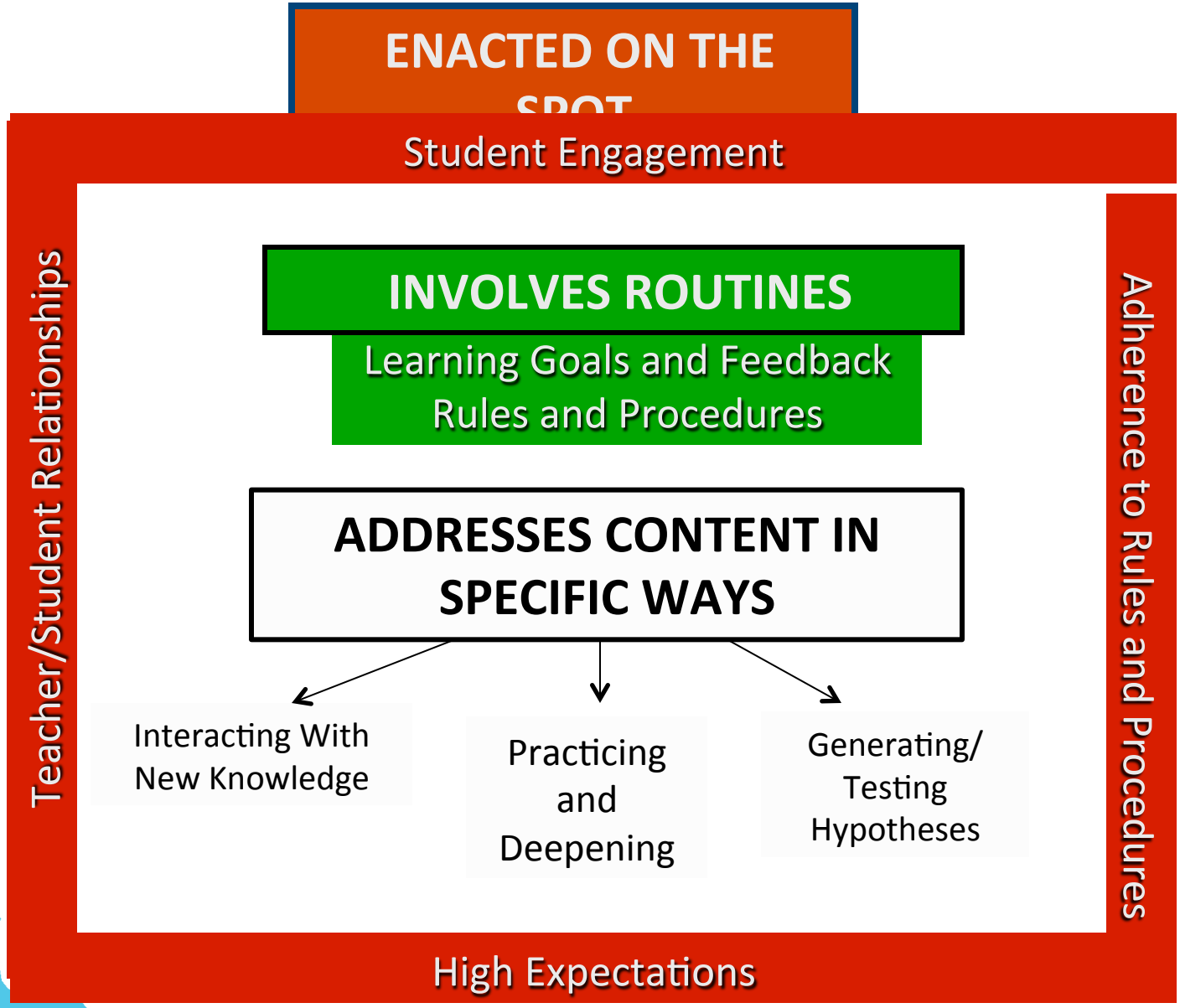
CONTENT SPECIFIC SEGMENTS

Page 8

Criterion 2

- Interacting with New Knowledge 2.1
- Practicing and Deepening 2.2
- Generating and Testing Hypotheses 2.3
- Using and Applying Academic Vocabulary 2.7

The Art and Science of Teaching



Introducing New Knowledge

Solo Thinking:

What are your most effective strategies to introduce NEW content knowledge to students?

Table Family Sharing

Share your list with your table family…

Introducing New Knowledge

Handout, page 9

Plug your strategies into the action steps.

Introducing New Knowledge

Let's Try One!

What do I typically do to help students record and represent knowledge?

Rhyming Pegwords

- The Peg memory systems are ideal for remembering information that must be recalled in a particular order.

- Like all memory systems, the Peg systems improve your memory by creating a filing cabinet in your mind.

You first remember a concrete object whose name rhymes with the number…

Record on Scratch Paper:

One=bun.

Two=shoe.

Three=tree.

Four=door.

Five=hive.

Next…

- Visualize the item (*vividly!*)
- Draw each item
- Say each item out loud

Grocery List

Milk

Eggs

Bread

Ham

Water

We'll Check Back In Later…

Practicing and Deepening

Practicing and Deepening

Solo Thinking:

What are your most effective strategies to help students practice and deepen their understanding of new knowledge?

Table Family Sharing

Share your list with your table family…

Practicing & Deepening

Handout, page 10

Plug your strategies into the action steps.

Let's Try One…

Practicing and Deepening

With Your Table Family:

Come up with a list of five different pieces of sports equipment…

Create a Metaphor

The New Teacher Evaluation System is like a

_____

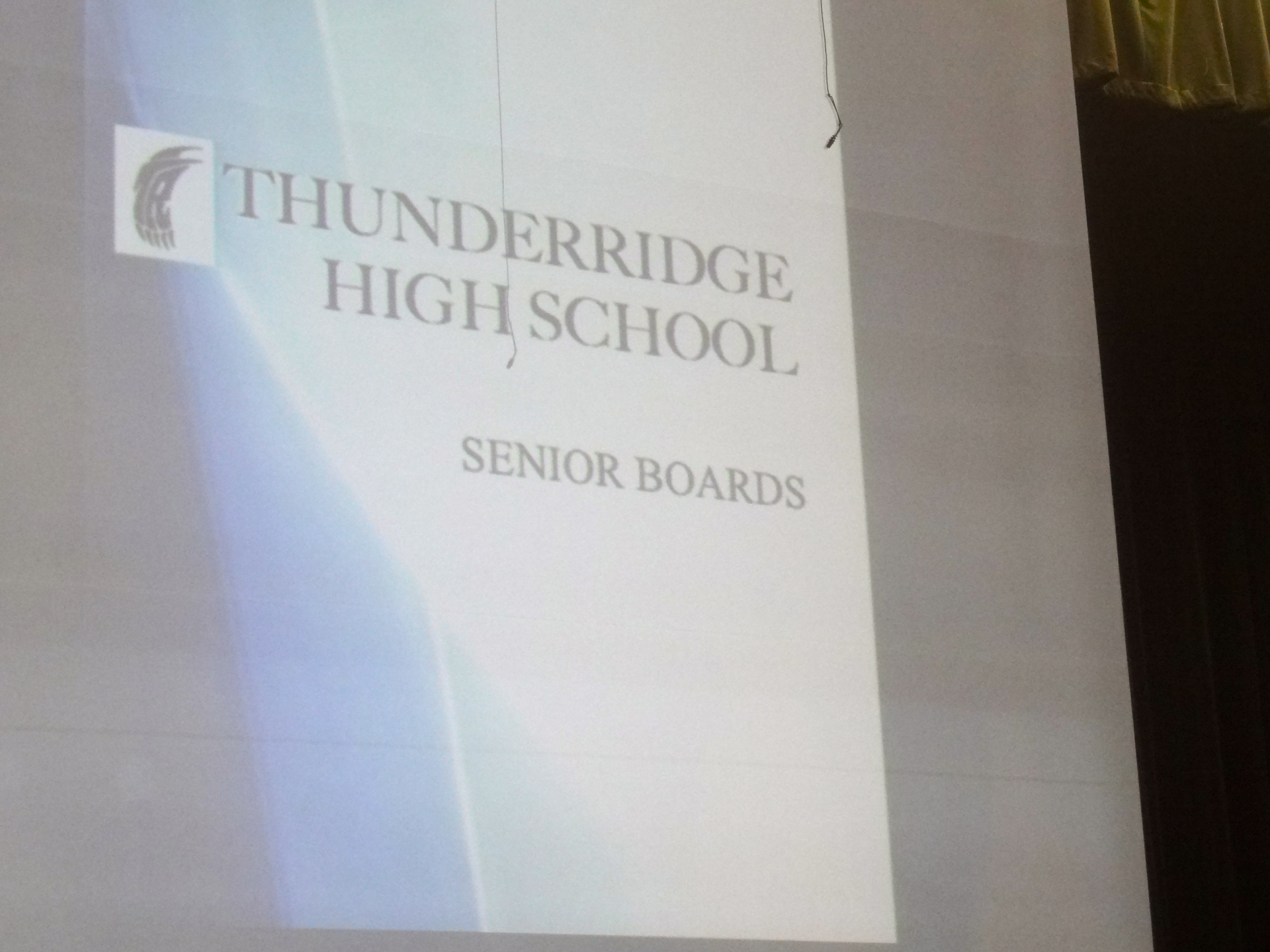
because _____.

Generating & Testing Hypotheses?

Cognitively Complex Tasks

Generating & Testing Hypotheses

Review the action steps on page 11.


THUNDERRIDGE
HIGH SCHOOL
SENIOR BOARDS

TRHS Speech Proficiency Level Descriptors

Student Name: **Senior Project:**

Criteria	Excellent	Commendable	Acceptable	Non-Proficient
Organization • Introduction has attention-getter and clearly states purpose • Body develops ideas clearly and logically • Conclusion summarizes, restates, and reflects	Clearly and logically organized speech with an engaging introduction, a logically sequenced body with appropriate transitions, and a clear conclusion *purposeful and effective structure *speech is focused, coherent and presented in a very effective manner	Clear organization with a beginning, middle, and end and an attempt to use transitions *clear and logical structure *speech is focused and coherent	Lack of sustained focus, either unclear or underdeveloped, throughout and/ or inconsistent use of transitions *adequate structure *speech is generally focused	Lack of organization makes it difficult to follow the speaker's ideas; speech may be too conversational and may ramble without a clear beginning, middle, and end *little evidence of structure *little attempt to present in a coherent manner
Information Base • Learning stretch, learning risk explained • Knowledge, skills, attitudes gained during Senior Project communicated	Clear and convincing understanding of experience with insightful explanations to define and prove learning stretch *thorough knowledge and understanding of project *precise knowledge of particular field	Clear experience and partial understanding of learning stretch *good knowledge and understanding of project *good knowledge of particular field	Partial discussion of experience with limited or incomplete understanding of learning stretch *adequate knowledge of project *adequate knowledge of particular field with some gaps	Confusing or incomplete knowledge of experience with unclear or insufficient understanding of learning stretch *little to no knowledge or understanding of project *little to no knowledge of particular field
Language Use • Correct and appropriate grammar usage • Precise, varied, and interesting vocabulary	Uses sophisticated and varied language that is suited to the topic and audience. *appropriate tone for subject and audience. *precise use of varied grammatical structures	Uses appropriate language and word choice, but with less sophistication, expressiveness and/or originality *appropriate tone *no significant lapses in grammar or expression	Uses words that may be unsuited to the topic; word choice lacks originality *tone may occassionally be inappropriate and/ or too informal *vocabulary may be inaccurate in places *non-standard grammar, but does not interfere with meaning	Inappropriate or confusing use of language distracts the audience *tone is highly inappropriate and / or offensive *many lapses in grammar and expression detracts from meaning

V) Fieldwork
Dialectical
Journal

Train For A 100 Mile

Cody Hut

April 27th 2012

Dsew A. Miller
SHADOW
tattoo
Artist

Learning Yoga

Khandaker

Forming a
Stuttering
Support
Group

Severseike

Quick!

What do you need to pick up at the grocery?

Grocery List

Milk

Eggs

Bread

Ham

Water

BRAIN BREAK

LIVE
FOX NEWS
channel
FOX NEWS
ADDITIONAL CHARGES ARE FILED AGAINST J

Component 2.7, pg. 8

The teacher identifies appropriate academic vocabulary aligned to the learning targets and uses various strategies for student acquisition.

Today's Vocabulary Word

Itinerant

First Rating:

Level 4:	I can define it and explain its meaning to someone else.
Level 3:	I have a good sense of the meaning of the word when I see it or hear it.
Level 2:	I'm a little uncertain about what the term means, but I have a general idea.
Level 1:	I'm very uncertain about the term. I really don't understand what it means.

Itinerant

Synonyms: *traveler, wanderer, vagrant, migratory, mobile, moving…*

Itinerant

Noun: *A person who travels from place to place with no fixed home*

Adjective: *roaming, traveling from place to place*

Second Rating:

Level 4:	I can define it and explain its meaning to someone else.
Level 3:	I have a good sense of the meaning of the word when I see it or hear it.
Level 2:	I'm a little uncertain about what the term means, but I have a general idea.
Level 1:	I'm very uncertain about the term. I really don't understand what it means.

Itinerant

- Write your own description, explanation, or example for itinerant.
- Construct a nonlinguistic representation (a picture, symbol, or graphic) for itinerant.

Elbow Partner

- Compare your descriptions of the term
- Describe your pictures to one another
- Identify areas of disagreement or confusion

Third Rating:

Level 4:	I can define it and explain its meaning to someone else.
Level 3:	I have a good sense of the meaning of the word when I see it or hear it.
Level 2:	I'm a little uncertain about what the term means, but I have a general idea.
Level 1:	I'm very uncertain about the term. I really don't understand what it means.

A Six-Step Process for Teaching New Terms

- ***Step 1: Provide a description, explanation, or example of the new term***
- ***Step 2: Ask students to restate the description, explanation, or example in their own words***
- ***Step 3: Ask students to construct a picture, symbol, or graphic representing the term or phrase.***

A Six-Step Process for Teaching New Terms (cont.)

- ***Step 4: Engage students periodically in activities that help them add to their knowledge of the terms in their notebooks.***

- ***Step 5: Periodically ask students to discuss the terms with one another.***

- ***Step 6: Involve students periodically in games that allow them to play with terms.***

Two-Column Note Review

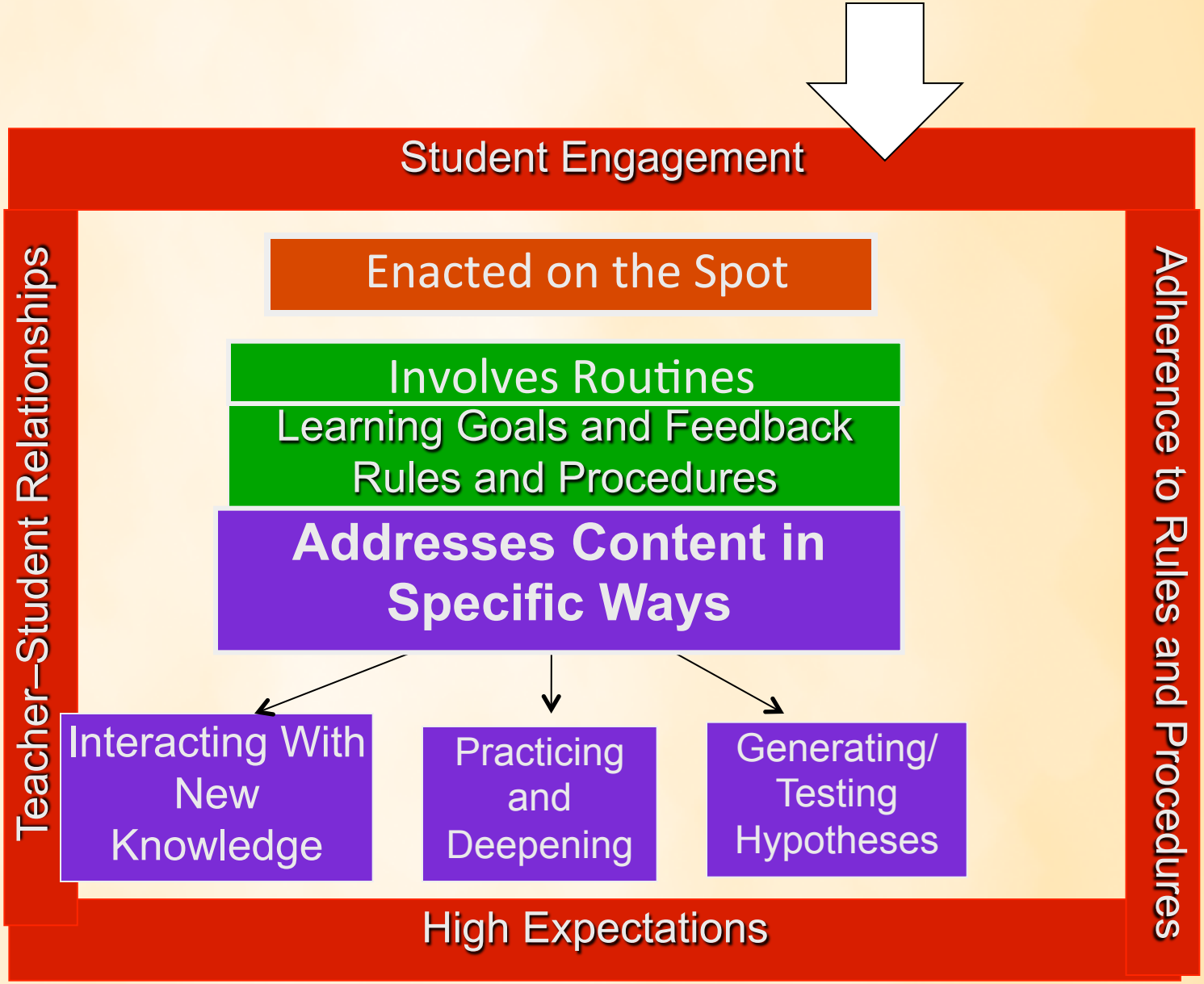
Left Hand Column: Record information that you found interesting from the content-specific segment.

Right Hand Column: Record your reactions, questions, and extended ideas related to the left-hand column.

SEGMENTS ENACTED ON THE SPOT
Page 12

- Student Engagement 2.6
- Adherence to Rules & Procedures 5.3, 5.4, 5.5
- Relationships 1.3, 5.6
- High Expectations 1.4, 2.4, 2.5

The Art and Science of Teaching



How to re-engage our students!

Component 2.6, pg. 13

Student Engagement

Engagement Strategies

- Elements for Component 2.6:
  - Noticing
  - Games
  - Response Rates
  - Physical Movement
  - Pacing
  - Intensity & Enthusiasm
  - Friendly Controversy
  - Students Talk About Themselves
  - Unusual Information

Unusual Information

Did you know:

- Thirty-one percent of employees skip lunch entirely.
- The 1912 Olympics was the last Olympics that gave out gold medals that were made entirely out of gold.
- Take your height and divide by eight. That is how tall your head is.

A few more…

- The first product to have a bar code was Wrigley's gum.
- Three percent of pet owners give Valentine's Day gifts to their pets.
- Venus is the only planet that rotates clockwise.

SEGMENTS ENACTED ON THE SPOT, *DOMAIN 1*

- ~~Student Engagement 2.6~~
- Adherence to Rules & Procedures 5.3, 5.4, 5.5
- Relationships 1.3, 5.6
- High Expectations 1.4, 2.4, 2.5

Table Family Discussion

Review the
Action Steps
on page 15 and
share your expertise…

Discussion Question

How would you rate your withitness?

Good?

Ok but can be improved?

Poor?

Withitness…

In the next slide, count the number of F's.

FINAL FOLIOS SEEM TO RESULT FROM YEARS OF DUTIFUL STUDY OF TEXTS ALONG WITH YEARS OF SCIENTIFIC EXPERIENCE.

FINAL FOLIOS SEEM TO RESULT FROM YEARS OF DUTIFUL STUDY OF TEXTS ALONG WITH YEARS OF SCIENTIFIC EXPERIENCE.

SEGMENTS ENACTED ON THE SPOT, *DOMAIN 1*

- ~~Student Engagement 2.6~~
- ~~Adherence to Rules & Procedures 5.3, 5.4, 5.5~~

- Relationships 1.3, 5.6
- High Expectations 1.4, 2.4, 2.5

Relationships, Pg. 15

Components 1.3, 5.6

Mix-and-Mingle

- When the music is playing, you're mingling.
- When the music stops, pair up with one or two other people and discuss the question on the screen.
- We will conduct three rounds.

Round 1

- Share 1-2 strategies you use to consciously build positive relationships with students.

Round 2

- Share 1-2 strategies you use with students who are ‘more difficult to love.’

Round 3

- Share a memory you have of a teacher who made an effort to forge a positive relationship with you (or one who didn't).

Please Head Back to Your Seat…

(*You can boogie back if you'd like…*)

Add any take-aways to page 17.

SEGMENTS ENACTED ON THE SPOT, *DOMAIN 1*

- ~~Student Engagement~~ ~~2.6~~
- ~~Adherence to Rules & Procedures~~ ~~5.3, 5.4, 5.5~~
- ~~Relationships~~ ~~1.3, 5.6~~
- High Expectations 1.4, 2.4, 2.5

High Expectations, pg. 16

Components

1.4, 2.4, 2.5

High Expectations

- *Component 1.4: Demonstrating Value and Respect for All/Typically US Students*
- *Component 2.4: Asking Questions of All/ Typically US Students*
- *Component 2.5: Probing Incorrect Answers with Typically US Students*

Top four sources of expectations about new students

Dusek & Gail (1983)

- Cumulative folder (previous info about students)
- Social class
- Physical attractiveness
- Race

It is difficult, if not impossible, for a person to change his or her thinking about students. Yet it is entirely possible to change behavior toward students so that all students receive the same behavior in terms of affective tone and quality interactions.

Working with ALL students:
ASOT Book Pgs. 167-173

- Identify which students
- Identify differential treatment
- Use verbal and nonverbal messages
- Ask questions
- Stay with them

Consciously and Systematically

- Engage in the following behaviors:
  - Make eye contact frequently
  - Smile at appropriate times
  - Make appropriate contact (hand on shoulder)
  - Maintain proximity (interest)
  - Engage in playful dialogue

Stay with them…

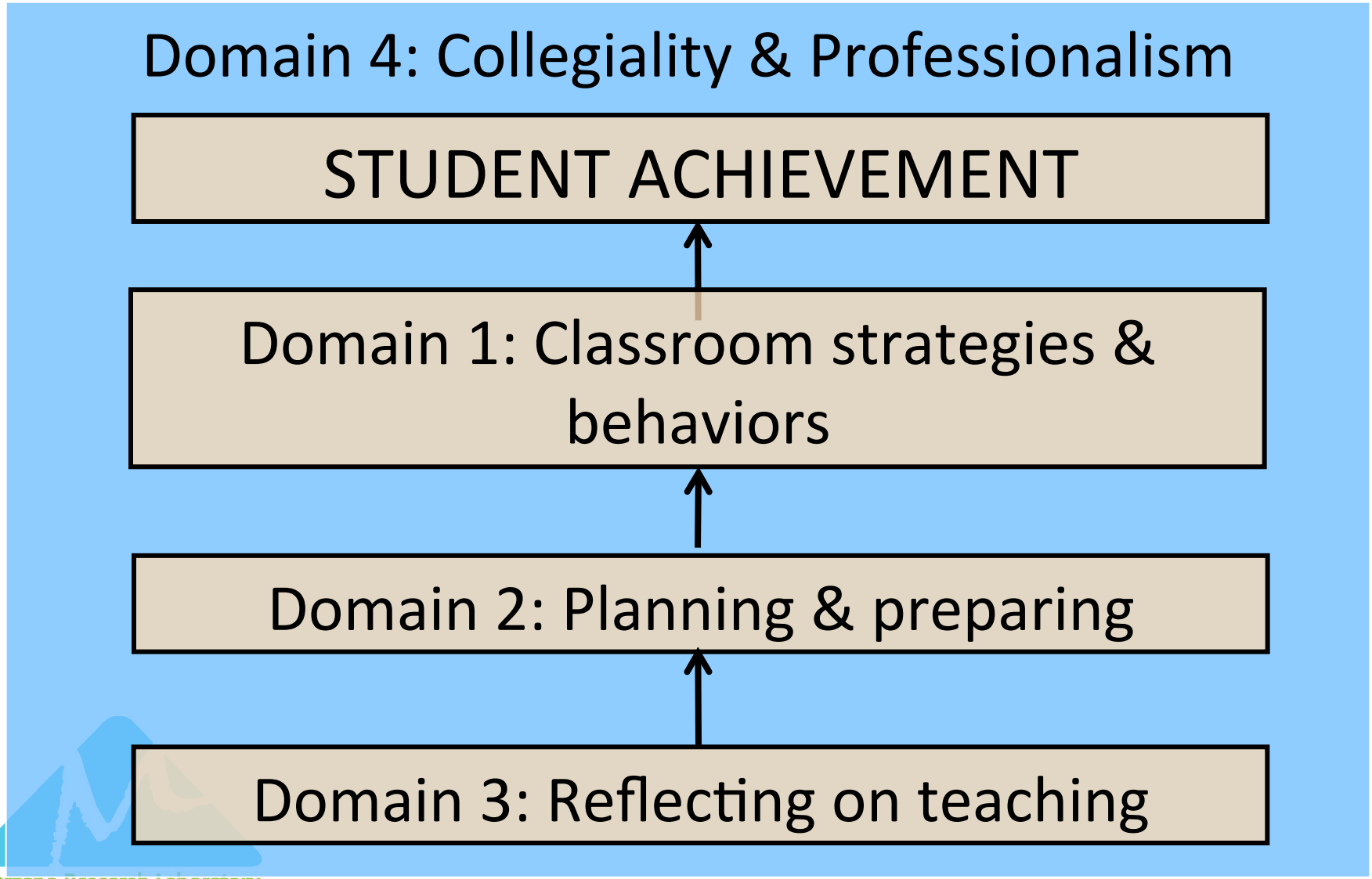
- Demonstrate gratitude for response
- Do not allow negative comments from other students
- Point out what is correct/incorrect
- Restate the question
- Provide ways to temporarily let students off the hook

William Purkey's work…

Unintentionally Disinviting	Intentionally Inviting
Intentionally Disinviting	**Unintentionally Inviting**

If I believed this student was completely capable of learning this content, what would I be doing RIGHT NOW?

Four Domains of the Marzano Teacher Evaluation



Six-Word Summary

"For sale: baby shoes; never worn."

Hemingway

Be the change you wish in this world.

Ghandi

"I am fairly certain that given a cape and a nice tiara, I could save the world."

--Leigh Standley

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Thank You!

Evaluations

Dr. Tina Boogren & Dr. Phil Warrick