

Marzano Research Laboratory

Supervision and Instruction Using the Art and Science of Teaching Webinar

Hosted by Dr. Robert J. Marzano



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Phases of Supporting Effective Teaching in Every Classroom

- Phase I: The school/district develops a common “language of instruction” or uses/adapts someone else’s
- Phase II: Data is collected from teachers, students, peers, and supervisors regarding classroom activities. Teachers engage in professional discussions regarding instruction in their classrooms.
- Phase III: Data is used by teachers to set personal goals for enhancing their instructional expertise and the engagement and achievement of their students.



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Phases of Supporting Effective Teaching in Every Classroom

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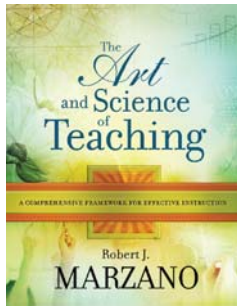
Whatever model you use, adapt, or create, make sure you keep the three types of segments in mind:

- Routines
- Segments that address content in specific ways
- Segments that must be enacted on the spot



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The Art and Science of Teaching



Available on MarzanoResearch.com



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The Art and Science of Teaching

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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The Art and Science of Teaching

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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The Art and Science of Teaching

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?

The Art and Science of Teaching

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?

The Art and Science of Teaching

At the level of teacher observation, The Art & Science of Teaching sheds light on three fundamental segments of classroom instruction.



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Fundamental Segments of a 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

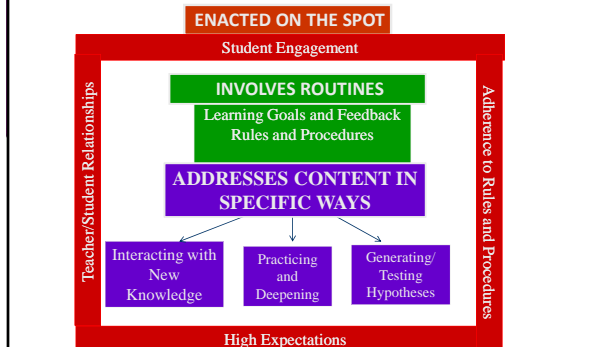


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Supervising The Art and Science of Teaching



The fundamental question any supervisor/observer must ask:

- What am I looking at right now?
 - Segment that is a routine component of every lesson?
 - Content specific lesson segment?
 - Segment that must be enacted on the spot?



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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


INVOLVES ROUTINES
 Learning Goals and Feedback
 Rules and Procedures



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Supervising The Art and Science of Teaching


- Rules and procedures (Q 6)
- Communicating learning goals (Q1)
- Tracking student progress (Q1)
- Celebrating success (Q1)



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What do you look for as routine components of every lesson?


- Reviewing important rules and procedures
- Reviewing learning goals
- Reviewing student progress
- Celebrating success



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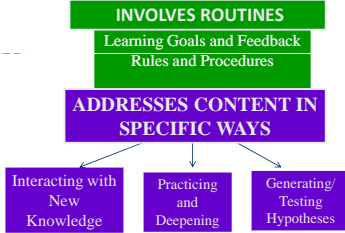
Fundamental Segments of Classroom Instruction

- 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




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graph TD
    A[INVOLVES ROUTINES  
Learning Goals and Feedback  
Rules and Procedures] --> B[ADDRESSES CONTENT IN SPECIFIC WAYS]
    B --> C[Interacting with New Knowledge]
    B --> D[Practicing and Deepening]
    B --> E[Generating/Testing Hypotheses]
  
```

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- Interacting with new knowledge (Critical input experiences) (Q2)
- Knowledge practice and deepening activities (Q3)
- Hypothesis generation and testing tasks (Q4)



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What type of content segment am I observing?

- Does this segment involve new knowledge (Q2)?
- Does this segment involve knowledge practice and deepening activities (Q3) ?
- Does this segment involve hypothesis generation and testing tasks (Q4) ?



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Supervising The Art and Science of Teaching

INVOLVES ROUTINES

Learning Goals and Feedback
Rules and Procedures

ADDRESSES CONTENT IN SPECIFIC WAYS

Interacting with New Knowledge

If the segment involves new knowledge what do you expect to see?



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**If the segment involves new knowledge
what do you expect to see?**

- Previewing activities
- Info presented in small chunks
- Students processing each chunk in small groups
- Students summarizing and taking notes after content has been introduced
- Students reflecting on their learning



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**Supervising The Art and Science
of Teaching**



**If the segment involves knowledge practice and
deepening activities what do you expect to see?**



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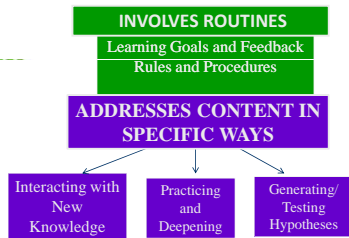
If the segment involves knowledge practice and deepening activities what do you expect to see?

- Brief review of content
- Activities involving similarities and differences
- Activities involving identifying errors in thinking
- Activities involving massed and distributed practice
- Homework possibly used as an extension of these activities



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If the segment involves hypothesis generating and testing tasks what do you expect to see?



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If the segment involves hypothesis generating and testing tasks what do you expect to see?

- Brief review of content
- Students working individually or in groups on long term tasks
- Teacher acting as facilitator and resource provider



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Different Lessons/Different Expected Behaviors

- New Knowledge
- Hypothesis Generate/Test



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Different Lessons/Different Expected Behaviors


- New Knowledge
 - Preview
 - Small chunks
 - Students process chunks
 - Summarize/take notes
 - Students reflect
- Hypothesis Generate/Test



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Different Lessons/Different Expected Behaviors

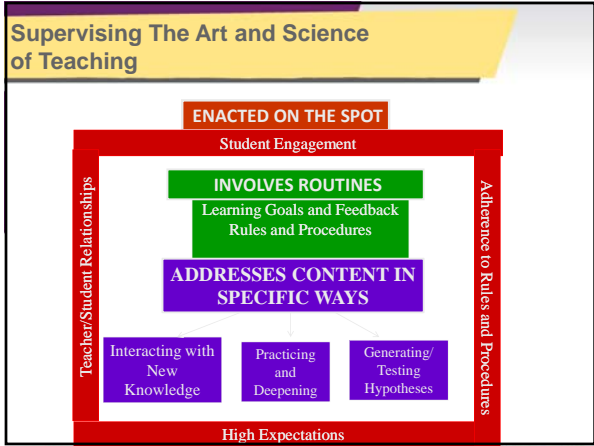
- New Knowledge
 - Preview
 - Small chunks
 - Students process chunks
 - Summarize/take notes
 - Students reflect
- Hypothesis Generate/Test
 - Brief review
 - Students work individually/groups applying content
 - Teacher as facilitator/resource provider



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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- Engagement activities (Q5)
- Consequences regarding rules and procedures (Q7)
- Relationships (Q8)
- Expectations (Q9)



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What do you look for regarding segments that must be enacted on the spot?



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What do you look for regarding segments that must be enacted on the spot?


- Engagement activities when student lose focus
- Acknowledge of rules and procedures being followed or not being followed
- Behaviors that forge positive relationships with students
- Attention to behaviors that communicate high expectations for all students



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A Hierarchy of Data Types


- Teacher self-perception data
- Teacher self-observation data
- Observation data from peers, instructional coaches, supervisors



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A Hierarchy of Data Types

- Teacher self-perception data**
- Teacher self-observation data
- Observation data from peers, instructional coaches, supervisors



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A Hierarchy of Data Types

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



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A Hierarchy of Data Types

- Teacher self-perception data
- **Teacher self-observation data**
- Observation data from peers, instructional coaches, supervisors



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A Hierarchy of Data Types

Teachers score a video-tape of their own lesson



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A Hierarchy of Data Types

- Teacher self-perception data
- Teacher self-observation data
- **Observation data from peers, instructional coaches, supervisors**



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Observation data from peers, instructional coaches, supervisors

- Walk-Throughs (Mini-Observations)
- Observations
- Instructional Rounds
- Cueing Teaching



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Observation data from peers, instructional coaches, supervisors

- **Walk-Throughs (Mini-Observations)**
- Observations
- Instructional Rounds



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Walk-Throughs (Mini-Observations)

- 3-5 minute tour through classroom
- Good for 30,000 foot view of teachers as a whole
- Must include the context in which mini-observation took place
 - Routines
 - Content lesson
 - On the spot



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Observation data from peers, instructional coaches, supervisors

- Walk-Throughs (Mini-Observations)
- **Observations**
- Instructional Rounds



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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



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Observation data from peers, instructional coaches, supervisors


- Walk-Throughs (Mini-Observations)
- Observations
- **Instructional Rounds**



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Instructional Rounds


- Teams of teachers 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



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MARZANO WORKSHOPS

Supervision and Instruction Using the Art and Science of Teaching
Dr. Marzano and Dr. Tammy Heflebower share their insights on incorporating quality classroom practices from the perspectives of teacher and leader.




April 6-7 **Columbus, OH**
May 4-5 **Albuquerque, NM**

Register today! MarzanoResearch.com
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Question and Answer Session

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Thank you!

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