

Today's Presenter



Dr. Robert J. Marzano

Cofounder and CEO of Marzano Research Laboratory in Englewood, Colorado

Leading researcher in education, speaker, trainer, and author of more than 30 books and 150 articles

Topics include:

- Instruction
- Assessment
- Writing and implementing standards
- Cognition
- Effective leadership

Books include:

- Designing & Teaching Learning Goals & Objectives*
- District Leadership That Works*
- Formative Assessment & Standards-Based Grading*
- On Excellence in Teaching*
- The Art and Science of Teaching*
- Vocabulary Games for the Classroom*
- NEW!** *The Highly Engaged Classroom*



About MRL

Marzano Research Laboratory is a joint venture between Solution Tree and Dr. Marzano. In service to educators, the company synthesizes Dr. Marzano's scope of educational research, world-renowned for its breadth and depth, into accessible components teachers and principals can use for concrete gains in student learning.



Mission and Goal

Our Mission

To provide the best research, the most useful actions, and the highest level of services to educators.

Our Vision

To continuously develop tools that translate high-quality educational research into practical applications educators can put to use.

Our Goal

To be the place educators go for the latest information and data, synthesized into clear, concise resources that facilitate action.

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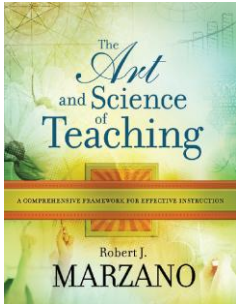
Whatever model you use, adapt, or create, make sure you keep the three types of segments in mind:

Routines

Segments that address content in specific ways

Segments that must be enacted on the spot

The Art and Science of Teaching



Available on
MarzanoResearch.com

The Art and Science of Teaching

***The Art and Science of Teaching* is designed as a comprehensive framework that puts together other works into a unified whole.**

The Art and Science of Teaching

At the level of teacher planning, *The Art and Science of Teaching* involves 10 "design questions" teachers ask themselves as they plan a unit of instruction.

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

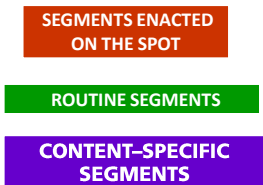
At the level of teacher observation,

The Art and Science of Teaching sheds light on three fundamental segments of classroom instruction.

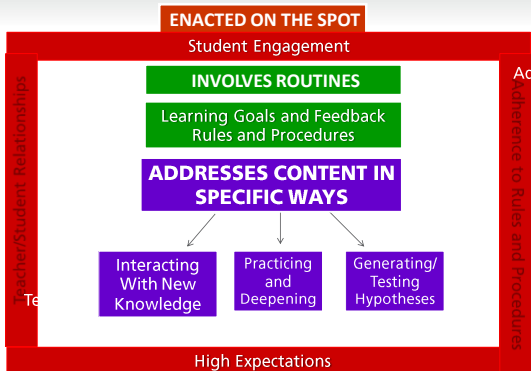
Fundamental Segments of Classroom Instruction

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

Supervising the Art and Science of Teaching



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?

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

Supervising the Art and Science of Teaching

INVOLVES ROUTINES

Learning Goals and Feedback
Rules and Procedures

Supervising the Art and Science of Teaching

- Rules and procedures (Q6)
- Communicating learning goals (Q1)
- Tracking student progress (Q1)
- Celebrating success (Q1)

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

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

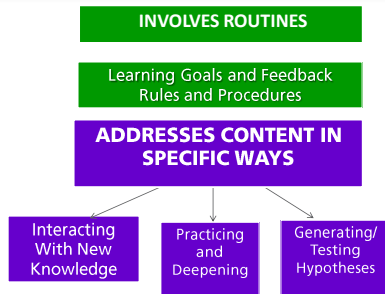
Fundamental Segments of Classroom Instruction

Segments that are routine components of every lesson

Content-specific lesson segments

Segments that must be enacted on the spot

Supervising the Art and Science of Teaching



Supervising the Art and Science of Teaching

Interacting with new knowledge
(critical input experiences) (Q2)

Knowledge practice and deepening
activities (Q3)

Hypothesis generation and testing tasks
(Q4)

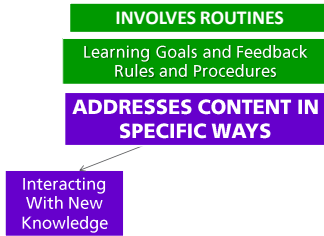
What type of content segment am I observing?

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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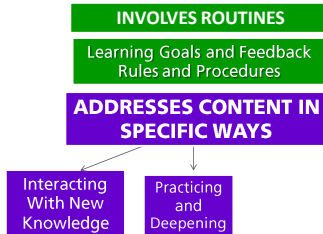


If the segment involves new knowledge, what do you expect to see?

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

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Brief review of content

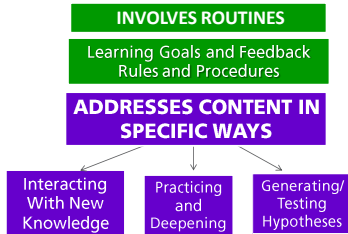
Activities involving similarities and differences

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?

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

Different Lessons/Different Expected Behaviors

New Knowledge

- Hypothesis
Generate/Test

Different Lessons/Different Expected Behaviors

New Knowledge

Preview small chunks
Students process chunks
Summarize/take notes
Students reflect

- Hypothesis
Generate/Test

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

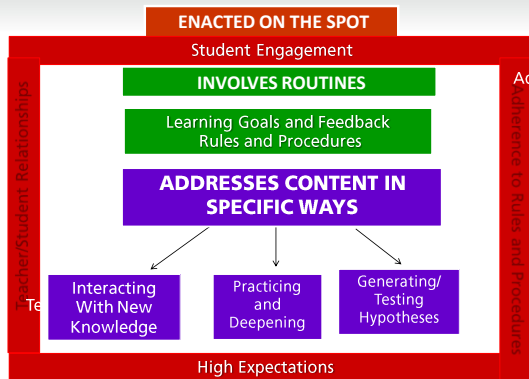
Fundamental Segments of Classroom Instruction

Segments that are routine components of every lesson

Content-specific lesson segments

Segments that must be enacted on the spot

Supervising the Art and Science of Teaching



Supervising the Art and Science of Teaching

Engagement activities (Q5)

Consequences regarding rules and procedures (Q7)

Relationships (Q8)

Expectations (Q9)

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

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

Engagement activities when students lose focus

Acknowledgement 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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Teacher self-observation data

Observation data from peers, instructional
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A Hierarchy of Data Types

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

A Hierarchy of Data Types

Teacher self-perception data

Teacher self-observation data

Observation data from peers,
instructional coaches, supervisors

A Hierarchy of Data Types

**Teachers score a videotape of
their own lesson.**

A Hierarchy of Data Types

Teacher self-perception data

Teacher self-observation data

**Observation data from peers,
instructional coaches,
supervisors**

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Walk-Throughs (Mini-Observations)

Observations

Instructional Rounds

**Observation data from peers,
instructional coaches, supervisors**

Walk-Throughs (Mini-Observations)

Observations

Instructional Rounds

Walk-Throughs (Mini-Observations)

- 3–5 minute tour through classroom
- Must include the context in which mini-observation took place
 - Routines
 - Content lesson
 - On the spot

**Observation data from peers,
instructional coaches, supervisors**

Walk-Throughs (Mini-Observations)

Observations

Instructional Rounds

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

**Observation data from peers,
instructional coaches, supervisors**

Walk-Throughs (Mini-Observations)

Observations

Instructional Rounds

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 2011


Ft. Worth, TX

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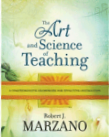
Featuring
Robert J. Marzano
and
Tammy Heflebower




Robert J. Marzano



Tammy Heflebower



The Art and Science of Teaching is included with your registration.



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