


**IPLI  
Cohort 7**

**Leading A High Reliability School**

**Level 2  
Effective Teaching in Every Classroom**


**Dr. Phil Warrick  
Author/Associate  
Marzano Resources**

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Just a little about me....


- Grew up in Nebraska in a family of 5 boys
- 5 brothers = 9 daughters for children
  - God has a sense of humor
- Teacher/Coach 10 years in Nebraska
- 15 years as administrator (Nebraska and Texas)
- Associate with Bob Marzano since 2011
- My parents are retired Educators


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**Our Norms**

- Please mute yourself unless you are interacting during a planned discussion or sharing your thoughts on a question.
- Use the chat feature to “think out loud” and interact with others.
- I will monitor the chat for questions and try and respond periodically to the whole group or back to the individual.





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**How do professionals learn?**

✦ When you have background knowledge and experience in a profession, you are able to learn in three ways:



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**Professional Learners....**

Learn = New concepts or ideas for your practice

Relearn = Reaffirm something you do now or want to get back to doing


Unlearn = Thinking differently now about aspects of your practice

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Professional Dialogue

- Our approach today will be to create an ongoing, professional conversation about high quality instruction and educators as professional learners.
- Practice “Collective Wisdom”

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### Materials and Logistics

- Working Handout for today's session
- Leading a High Reliability School Book
- Formal break mid-morning (15 minutes)
- 20 minute break to get a working lunch
- End our session today around 2:30

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### Our Session Training Goals:

- Understand why establishing an Instructional Model is critical for the success and academic growth of a district or school.
- Explore specific aspects of leadership that work interdependently to create a culture of instructional growth.
- Consider where your school is currently and engage in some initial, strategic thinking.

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Creating the conditions in which others can be successful is one of the highest duties of leadership!

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### The Right Work

#### • **Leading Indicators**

- Specific conditions a school strives to implement and sustain to enhance the ability to be effective in the business of learning.
- These are the conditions in which others can be successful.

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#### • **Lagging Indicators**

- Data and/or artifacts of practice that provide evidence for the degree to which leading indicators are present and working in a school's operation.

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### Leading and Lagging

- Leading indicators come first to create the conditions of best practice for school effectiveness.
- Lagging indicators "trail behind" and provide the evidence that the leading indicators are in place.


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### Leading A High Reliability School


- This approach to leadership is appropriate for turn-around schools....
- as well as schools who are doing well and want to replicate their successes over time.

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### Leading A High Reliability School

- This approach to leadership puts specific emphasis on systems of operation.
- It puts less emphasis on the specific personal attributes of school leaders.

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### HRS = Level 5 Leadership


- The high reliability school perspective involves the highest level of leadership and accountability....

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### Leadership Accountability


- STAGE 1: The school isn't really engaging in activities and innovations ("leading indicators") that would help improve the school.
- STAGE 2: The school is trying to implement activities and innovations ("leading indicators") that would help improve the school but are in the beginning and incomplete stages.
- STAGE 3: The school is implementing activities and innovations ("leading indicators") that would help improve the school.

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### Leadership Accountability

- STAGE 4: The school identifies and collects data and/or concrete artifacts that indicate the activities and innovations are working ("lagging indicators").
- STAGE 5: The school continually collects "quick data" to monitor their activities and innovations to ensure they are sustained successfully.

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### When schools hold themselves up to stage 5 scrutiny, they are operating as a high reliability school.

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### Leadership Accountability Scale For Each Leading Indicator

Leadership Accountability Scale for Leading Indicator 2.1

| Sustaining                                                                                                                                                                                                                                                           | Applying                                                                                                                                                      | Developing                                                                | Beginning                                                                                                             | Not Attempting                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| The school continually cultivates information through quick data sources to monitor the extent to which the schoolwide language or model of instruction is consistently used, and it takes proper actions to intervene when quick data indicate a potential problem. | The school has implemented a schoolwide language or model of instruction, and it can produce lagging indicators to show the desired effects of these actions. | The school has implemented a schoolwide language or model of instruction. | The school is in the beginning, yet incomplete, stages of implementing a schoolwide language or model of instruction. | The school has not attempted to implement a schoolwide language or model of instruction. |

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### HRS Level 2 Leadership and Strategic Planning Matrix

| Leading Indicator: (Where is your school currently on the leadership scale?) | Strategic Initiatives (to implement the leading indicators)                                                                                                                     | Lagging Indicators (data/practices prove the leading indicator is in place and healthy)                                                                                                                                                                                                                             | Quick Data Monitoring (who will monitor, what will they monitor, how often will they monitor?) |
|------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| Stand on the leadership accountability scale:                                | This could be a couple of initiatives and it would represent what is done specifically that will be monitored.                                                                  | With appropriate include data and artifacts.                                                                                                                                                                                                                                                                        |                                                                                                |
| 2.1<br>Developing to Applying                                                | <ul style="list-style-type: none"> <li>Collaboratively Develop model of instruction snapshot document, (insert specific documents, and instructional planning guide.</li> </ul> | <ul style="list-style-type: none"> <li>All staff have instructional model snapshot document hard copy.</li> <li>Walkthrough data indicate 90% of staff using instructional model elements 90% of the time.</li> </ul>                                                                                               |                                                                                                |
| 3.1<br>Applying to Sustaining                                                | Established School-Wide Instructional Model.                                                                                                                                    | <ul style="list-style-type: none"> <li>Artifacts: Every teacher has hard copy snapshot document.</li> <li>Copies of instructional model are hanging in multiple areas within the school.</li> <li>Data: Walkthrough data indicates 90% of staff are using instructional model practices 90% of the time.</li> </ul> | Administrative team will review % of use data quarterly.                                       |

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## High Reliability School Levels

5. Competency-Based Education
4. Standards-Referenced Reporting of Student Progress
3. A Guaranteed and Viable Curriculum
2. Effective Teaching In Every Classroom
1. Safe, Supportive, and Collaborative Culture

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- Substantial school improvement requires a coordinated, systemic, and collective effort rather than a series of isolated individual events.
- Leaders of Learning Rick DuFour and Robert Marzano 2012

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Do you agree or disagree?

What's the role of talent?

Effective teachers are made, not born.

What's the role of deliberate practice?

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**School Improvement... Means People Improvement**

**Leaders of Learning**

**Effective leaders help those they lead feel more capable by helping them become more capable.**

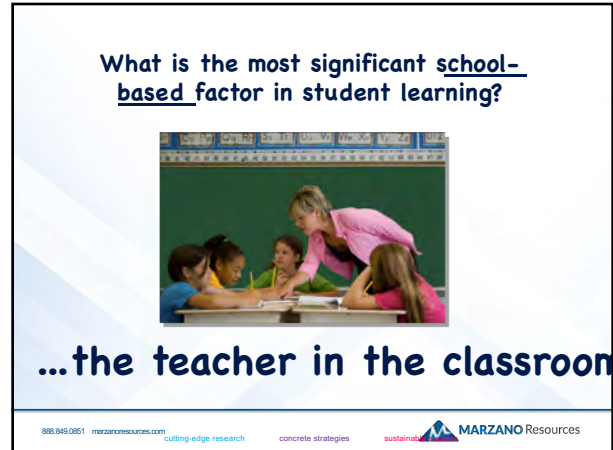
**DuFour and Marzano**

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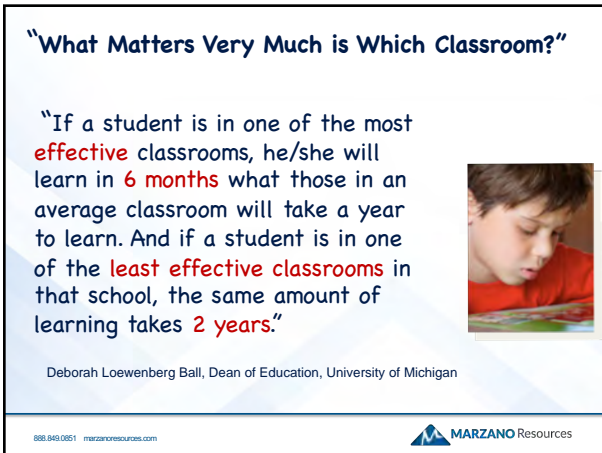
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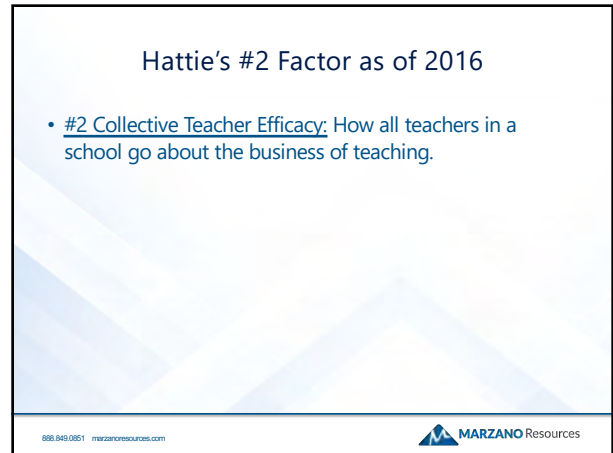
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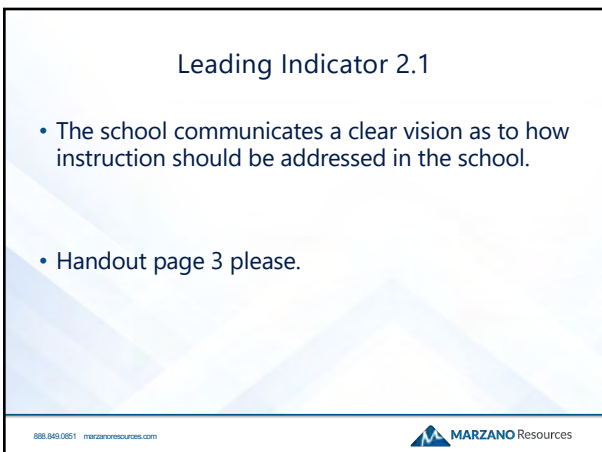
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| Sustaining                                                                                                                                                                                                                                                           | Applying                                                                                                                                                      | Developing                                                                | Beginning                                                                                                             | Not Attempting                                                                           |
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A critical role of the principal as Leader of Learning




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**+** The Wallace Study

What actions and behaviors are most associated with high performing principals?

**...Clearly defines standards of instructional practice.**




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What is a model of instruction?

Why might having one as a district or school be important?




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A model of instruction...


- Establishes a common language of instructional practice for district and schoolwide practice.
- Clearly defines instructional actions that a district and school commit to using to help students learn.
- Provides a framework for quality, initial instruction aka... tier one academic (RTI / MTSS).



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Schools should use a research base to guide their instructional model development




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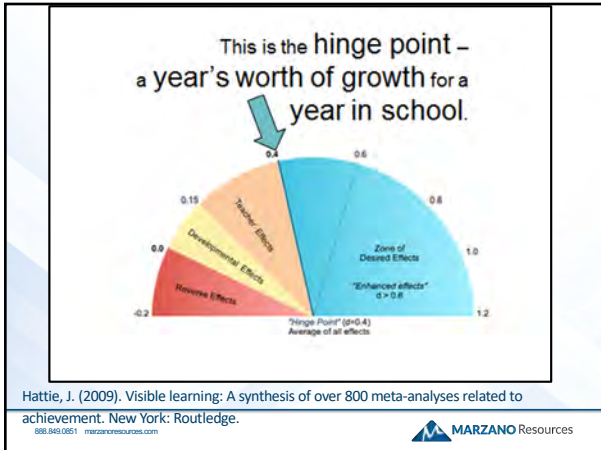
Research-Based Instruction

- **'Effect Size'** is a way of measuring the difference in performance between two groups of students.
- The **Effect Size** = the effectiveness of a specific instructional element or strategy on learning as compared to without it.
- The Effect Size is a probable result when specific aspects of instruction are used consistently and correctly over time.



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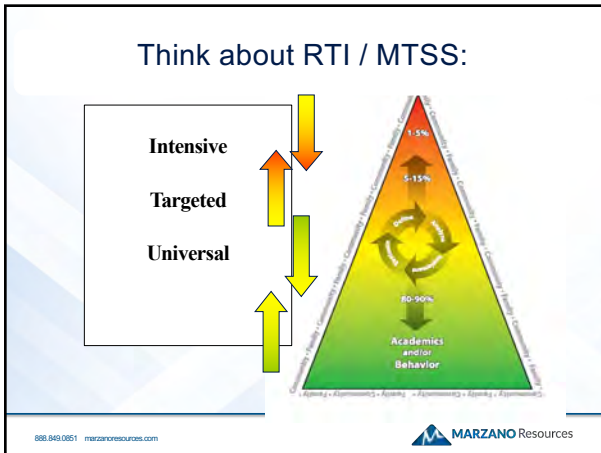
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A model of instruction is your first level of academic RTI or MTSS

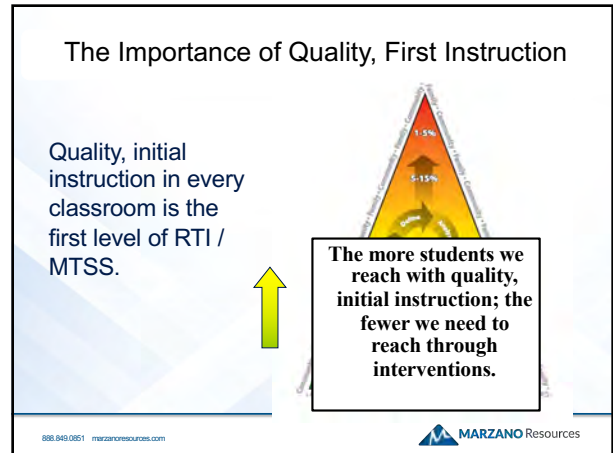
For the district or school as a whole  
And  
For each individual classroom

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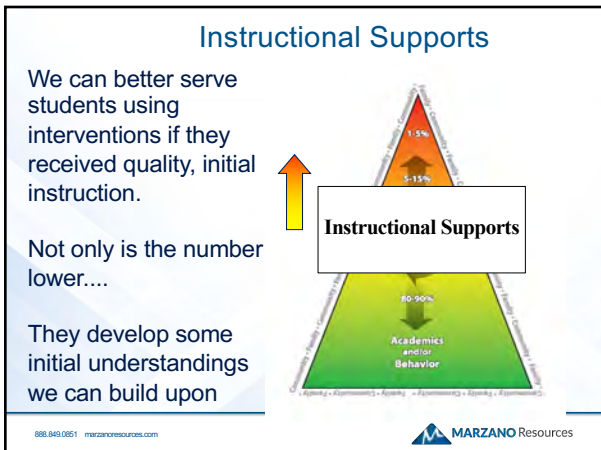
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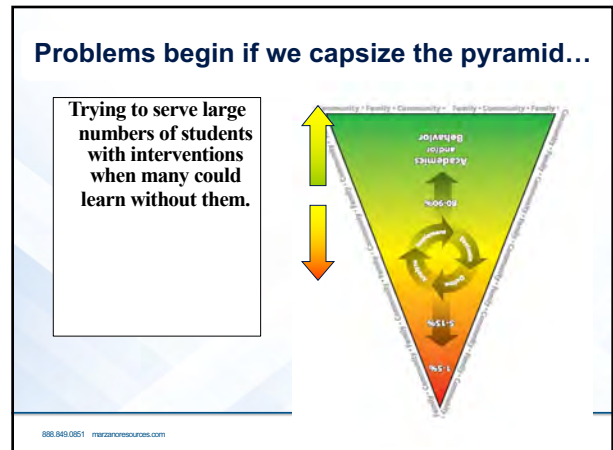
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### The Importance of Quality, First Instruction

A research-based model of instruction provides clear expectations for quality, initial instruction.

**Quality, Initial Instruction**

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### Implementation Action

- Collaboratively develop a common model and language of instructional practice.
- Use a research base to help guide you.

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## The **New** Art and Science of Teaching

An updated and improved model of instruction that incorporates over 50 years of research.

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### The design of the NASOT model:

Handout Pages 3/4 Please

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| FEEDBACK                                                                                                                                                                                                                                                                    | CONTENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | CONTEXT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Providing and Communicating Clear Learning Goals</b><br>1. Providing Scales and Rubrics<br>2. Tracking Student Progress<br>3. Celebrating Success<br><br><b>Assessment</b><br>4. Informal Assessments of the Whole Class<br>5. Formal Assessments of Individual Students | <b>Direct Instruction Lessons</b><br>6. Chunking Content<br>7. Processing Content<br>8. Recording and Representing Content<br><br><b>Practicing and Deepening Lessons</b><br>9. Structured Practice Sessions<br>10. Examining Similarities and Differences<br>11. Examining Errors in Reasoning<br><br><b>Knowledge Application Lessons</b><br>12. Engaging Students in Cognitively Complex Tasks<br>13. Providing Resources and Guidance<br>14. Generating and Defending Claims<br><br><b>Strategies That Appear in All Types of Lessons</b><br>15. Previewing<br>16. Highlighting Critical Information<br>17. Reviewing Content<br>18. Revising Knowledge<br>19. Reflecting on Learning<br>20. Purposeful Homework<br>21. Elaborating on Information<br>22. Organizing Students to Interact | <b>Engagement</b><br>23. Noticing When Students Are Not Engaged and Reacting<br>24. Increasing Response Rates<br>25. Using Physical Movement<br>26. Maintaining a Lively Pace<br>27. Demonstrating Intensity and Enthusiasm<br>28. Presenting Unusual Information<br>29. Using Friendly Controversy<br>30. Using Academic Games<br>31. Providing Opportunities for Students to Talk About Themselves<br>32. Motivating and Inspiring Students<br><br><b>Rules and Procedures</b><br>33. Establishing Rules and Procedures<br>34. Organizing the Physical Layout of the Classroom<br>35. Demonstrating "Withitness"<br>36. Acknowledging Adherence to Rules and Procedures<br>37. Acknowledging Lack of Adherence to Rules and Procedures<br><br><b>Relationships</b><br>38. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students<br>39. Understanding Students' Backgrounds and Interests<br>40. Displaying Objectivity and Control<br><br><b>Communicating High Expectations</b><br>41. Demonstrating Values and Respect for Reluctant Learners<br>42. Asking In-Depth Questions of Reluctant Learners<br>43. Probing Incoherent Answers with Reluctant Learners |

Use this overview page to follow along as I explain the How and Why of the NASOT design.

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**THE NEW ART AND SCIENCE OF TEACHING**

| FEEDBACK                                                                                                                                                                                                                                                                                                                                                                                           | CONTENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | CONTEXT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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**feedback** (specific information provided to and from the teacher and learner to clarify and guide learning)

**content** (the ways in which lessons typically progress from direct instruction through use and review of the knowledge and skills being learned)

**context** (addressing the psychological needs of students—things like engagement, a sense of belonging, and high expectations)

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| FEEDBACK                                                                                                                                                                                                                                                                                                                                                                                           | CONTENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | CONTEXT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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# 43 Research Based Elements


**Categories of classroom practice that have a clear and consistent effect size on learning.**

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## Elements and Strategies

- Elements are categories of instructional best practice....
- **Strategies are the ways teachers choose to enact an element in their classroom....**
- This relationship provides **"Defined Autonomy"** for teachers in their professional practice.


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Take two minutes and review the design of the NASOT with your teams or individually.

What do these three numbers represent?  
3, 10, 43


What is the relationship between Instructional Elements and Instructional Strategies

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## Leading Indicator 2.1

- The school communicates a clear vision as to how instruction should be addressed in the school.
- **However, this should be collaboratively developed with teacher leadership involved in the process.**

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## An example of how you might approach the Collaborative Development

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Let's look at some examples...

I put each of these in your handout so you have some good, initial examples.

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**GRAFTON INSTRUCTIONAL MODEL**

| FEEDBACK                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | CONTENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | CONTENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Providing and Communicating Clear Learning Goals</b></p> <ul style="list-style-type: none"> <li>Providing Scales and Rubrics (E1)</li> <li>Clearly articulating learning goals</li> <li>Creating scales or rubrics for learning goals</li> </ul> <p><b>Tracking Student Progress (E2)</b></p> <ul style="list-style-type: none"> <li>Formative scores are used to help teachers and students monitor progress</li> <li>Using different types of assessments to collect formative scores</li> <li>Charting student and/or class progress</li> </ul> <p><b>Celebrating Success (E3)</b></p> <ul style="list-style-type: none"> <li>Final class celebration</li> <li>Knowledge gain celebration</li> <li>Appropriate Specific Feedback</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Internal Assessments (E4)                             <ul style="list-style-type: none"> <li>Response Boards</li> <li>Confidence Rating Techniques (fit to five, thumbs up)</li> </ul> </li> <li>Formal Assessments (E5)                             <ul style="list-style-type: none"> <li>Selected response and short constructed response items</li> <li>Student demonstrations</li> <li>Student generated assessment</li> </ul> </li> </ul> | <p><b>Direct Instruction</b></p> <ul style="list-style-type: none"> <li>Recording and Representing Content (E8)                             <ul style="list-style-type: none"> <li>Summaries</li> <li>Graphic organizers</li> <li>Academic notebooks</li> <li>Practical notes and metaphors</li> </ul> </li> </ul> <p><b>Practicing and Deepening Lessons</b></p> <ul style="list-style-type: none"> <li>Examining Similarities and Differences (E10)                             <ul style="list-style-type: none"> <li>Summative Status</li> <li>Yarn diagrams</li> <li>T charts</li> <li>Sorting, matching, and categorizing</li> <li>Stimuli and metaphors</li> <li>Visual analogies</li> </ul> </li> </ul> <p><b>Using Strategies That Appear in All Types of Lessons</b></p> <ul style="list-style-type: none"> <li>Previewing (E15)                             <ul style="list-style-type: none"> <li>Bell-ringer</li> <li>Brief teacher summaries</li> <li>Word glazes</li> <li>Pre-assessments</li> </ul> </li> <li>Reflecting on Learning (E19)                             <ul style="list-style-type: none"> <li>Exit slips</li> <li>KWL chart</li> <li>Reflective journals</li> </ul> </li> <li>Organizing Students to Interact (E22)                             <ul style="list-style-type: none"> <li>Think-pair-share</li> <li>Pair-check</li> <li>Group using pre-assessment information</li> <li>Inside-outside circle</li> <li>Cooperative learning</li> <li>Peer response groups</li> </ul> </li> </ul> | <p><b>Engagement</b></p> <ul style="list-style-type: none"> <li>Noticing When Students are Not Engaged and Reacting (E23)                             <ul style="list-style-type: none"> <li>Monitoring individual/class engagement</li> <li>Re-engaging individual student(s)</li> <li>Brain break</li> </ul> </li> <li>Increasing Response Rates (E24)                             <ul style="list-style-type: none"> <li>Wait time (pre and post questioning)</li> <li>Question sequencing</li> <li>Elaborative interrogation (probing)</li> <li>Paired response</li> <li>Choral response</li> </ul> </li> <li>Maintaining a Lively Pace (E26)                             <ul style="list-style-type: none"> <li>Books</li> <li>Instructional segments</li> <li>Pace modulation</li> </ul> </li> </ul> <p><b>Rules and Procedures</b></p> <ul style="list-style-type: none"> <li>Establishing Rules and Procedures (E31)                             <ul style="list-style-type: none"> <li>Post-backcheck rules and procedures</li> <li>Generating rules and procedures with students</li> </ul> </li> <li>Acknowledge Adherence to the Rules and Procedures (E34)                             <ul style="list-style-type: none"> <li>Verbal/nonverbal affirmation</li> <li>Phone calls, emails and notes to parents</li> <li>Token economy</li> </ul> </li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>Understanding Students' Backgrounds and Interests (E39)                             <ul style="list-style-type: none"> <li>One on one teacher student conferences</li> <li>Informal class interviews</li> <li>Survey/Questionnaires</li> </ul> </li> </ul> |

Instructional Model based on Marzano's New Art and Science of Teaching

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**MISD Model of Instruction**

| PLANNING                                                                                                                                                                                                                                                                                                                                                                                      | SHOULD OCCUR                                                                                                                                                                                                                                                                                                              | MIGHT OCCUR                                                                                                                   | NEVER OCCUR |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|-------------|
| <p><i>What will you do to prepare students?</i></p> <ul style="list-style-type: none"> <li>Standards driven</li> <li>Learning &amp; Language Objectives tied to the standards</li> <li>Assessments - formative &amp; summative</li> <li>Differentiation</li> <li>Determination of evidence of mastery</li> <li>Planned higher-order questions</li> <li>Anticipating misconceptions</li> </ul> | <ul style="list-style-type: none"> <li>Pre-assessment</li> <li>Evidence of Mastery Learning Objective</li> <li>Teacher reflection and tracking of student learning</li> </ul>                                                                                                                                             | <ul style="list-style-type: none"> <li>Tasks not aligned to cognitive level of independent Practitioners on a team</li> </ul> |             |
| <p><i>What will you do to communicate High Expectations for All students?</i></p> <ul style="list-style-type: none"> <li>Communication of Learning &amp; Language Objectives</li> <li>Accommodations</li> <li>Students sharing their thinking</li> <li>Student discourse</li> <li>Small group instruction</li> <li>Charting of content</li> <li>Formative Assessment</li> </ul>               | <ul style="list-style-type: none"> <li>Technology</li> <li>Collaborative structures</li> <li>Coaching</li> <li>Real-world connections</li> <li>Clear writing instructions</li> <li>Students monitoring progress</li> <li>Teacher modeling</li> <li>Instructional feedback</li> <li>Opportunities for extension</li> </ul> | <ul style="list-style-type: none"> <li>All teacher talk</li> </ul>                                                            |             |
| <p><i>What will you do to create a safe, trusting Teacher/Student Relationship?</i></p> <p><i>What will you do to monitor, recognize, and acknowledge Adherence to Rules and Procedures?</i></p>                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>Clear routines &amp; procedures</li> <li>Off-task behavior dealt with seamlessly</li> <li>Positive Behavior Support</li> </ul>                                                                                                                                                     | <ul style="list-style-type: none"> <li>Lack of safety - psychologically or physically from either teacher or peers</li> </ul> |             |

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**Wahoo Instructional Model**

| FEEDBACK                                                                                                                                                                                                                                                                                                                                                                                                                        | CONTENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | CONTENT                                                                                                                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Providing and Communicating Clear Learning Goals</b></p> <ul style="list-style-type: none"> <li>Providing Scales and Rubrics (E1)</li> <li>Tracking Student Progress (E2)</li> <li>Celebrating Success (E3)</li> </ul> <p><b>Using Assessments</b></p> <ul style="list-style-type: none"> <li>Using Informal Assessments of the Whole Class (E4)</li> <li>Using Formal Assessments of Individual Students (E5)</li> </ul> | <p><b>Conducting Direct Instruction Lessons</b></p> <ul style="list-style-type: none"> <li>Chunking Content (E6)</li> <li>Processing Content (E7)</li> <li>Recording and Representing Content (E8)</li> </ul> <p><b>Conducting Practicing and Deepening Lessons</b></p> <ul style="list-style-type: none"> <li>Using Structured Practice Sessions (E9)</li> <li>Examining Similarities and Differences (E10)</li> <li>Examining Errors in Reasoning (E11)</li> </ul> <p><b>Conducting Knowledge Application Lessons</b></p> <ul style="list-style-type: none"> <li>Generating and Defending Claims (E14)</li> </ul> <p><b>Using Strategies That Appear in All Types of Lessons</b></p> <ul style="list-style-type: none"> <li>Previewing Strategies (E15)</li> <li>Highlighting Critical Information</li> </ul> | <p><b>Using Engagement Strategies</b></p> <ul style="list-style-type: none"> <li>Noticing and Reacting When Students Are Not Engaged (E23)</li> <li>Increasing Response Rates (E24)</li> </ul> |

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**Wahoo Instructional Model**  
Marzano Essential Elements  
**ELEMENT 6 -**  
Chunking Content  
\*NASCT pgs. 30-31

**Conducting Direct Instruction Lessons**

"This category involves strategies teachers use specifically to help students learn the information and skills that are the focus of instruction." NASCT pg. 29

**Direct Instruction** - essential when teachers present new content to students (students understand which parts are important and how the parts fit together).

**Chunking Content**

- Presenting content in digestible bites is a strategic instructional practice

**Resources:**

Smart Resources

**KEY STRATEGIES**

**Using Measurement Data to Plan for Chunks**

- Based on students' initial understanding of new content, the teacher presents new content in larger or smaller chunks

**Presenting Content in Small, Sequentially Related Sets**

- The teacher chunks content into small, digestible bites for students. When presenting declarative knowledge (the chunks comprise concepts & details that naturally go together) When presenting procedural knowledge (the chunks comprise steps in a process that go together).

**Allowing for Processing Time Between Chunks**

- The teacher has students work together to process chunks of information

**WHAT TO EXPECT**

**Students**

- Actively engage in processing content between chunks
- Can explain why the teacher stops at specific points during a presentation of new content
- Appear to understand the content in each chunk

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**Charlotte High School Framework for Instruction**

All CHS are using instructional strategies that make the biggest impact on student learning. We have based this work on Marzano's The New Art and Science of Teaching, and we have collected thousands of data points to focus the various elements and strategies. Marzano's can point us to use the Transfer Elements in all lessons, the Lesson Specific Elements in the content-specific lessons, and the Transfer Elements in all lessons, the Lesson Specific Elements in the content-specific lessons.

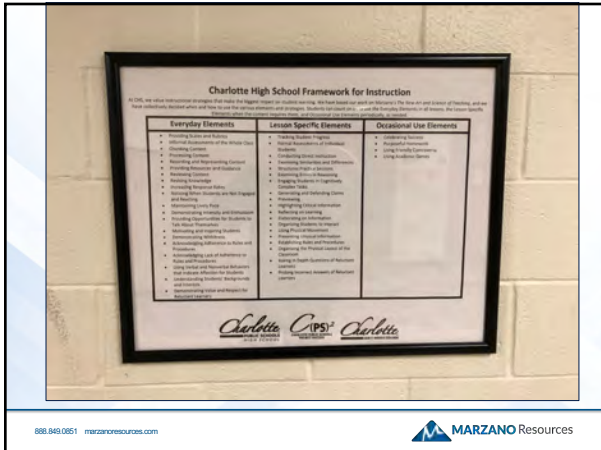
| Everyday Elements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Lesson Specific Elements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Occasional Use Elements                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Providing Scales and Rubrics</li> <li>Informal Assessments of the Whole Class</li> <li>Chunking Content</li> <li>Processing Content</li> <li>Recording and Representing Content</li> <li>Monitoring Student Learning</li> <li>Reviewing Knowledge</li> <li>Tracking Student Progress</li> <li>Monitoring Student Learning</li> <li>Monitoring When Students are Not Engaged and Reacting</li> <li>Maintaining a Lively Pace</li> <li>Presenting Content in Small, Sequentially Related Sets</li> <li>Responding Appropriately for Students to Ask Questions</li> <li>Monitoring and Defending Claims</li> <li>Generating and Defending Claims</li> <li>Examining Similarities and Differences</li> <li>Examining Errors in Reasoning</li> <li>Autocorrecting Lack of Adherence to Rules and Procedures</li> <li>Using Informal Assessments of the Whole Class</li> <li>Using Formal Assessments of Individual Students</li> <li>Using Informal Assessments of the Whole Class</li> <li>Using Formal Assessments of Individual Students</li> <li>Using Informal Assessments of the Whole Class</li> <li>Using Formal Assessments of Individual Students</li> </ul> | <ul style="list-style-type: none"> <li>Providing Scales and Rubrics</li> <li>Informal Assessments of the Whole Class</li> <li>Chunking Content</li> <li>Processing Content</li> <li>Recording and Representing Content</li> <li>Monitoring Student Learning</li> <li>Reviewing Knowledge</li> <li>Tracking Student Progress</li> <li>Monitoring Student Learning</li> <li>Monitoring When Students are Not Engaged and Reacting</li> <li>Maintaining a Lively Pace</li> <li>Presenting Content in Small, Sequentially Related Sets</li> <li>Responding Appropriately for Students to Ask Questions</li> <li>Monitoring and Defending Claims</li> <li>Generating and Defending Claims</li> <li>Examining Similarities and Differences</li> <li>Examining Errors in Reasoning</li> <li>Autocorrecting Lack of Adherence to Rules and Procedures</li> <li>Using Informal Assessments of the Whole Class</li> <li>Using Formal Assessments of Individual Students</li> <li>Using Informal Assessments of the Whole Class</li> <li>Using Formal Assessments of Individual Students</li> <li>Using Informal Assessments of the Whole Class</li> <li>Using Formal Assessments of Individual Students</li> </ul> | <ul style="list-style-type: none"> <li>Generating and Defending Claims</li> <li>Examining Similarities and Differences</li> <li>Examining Errors in Reasoning</li> <li>Using Informal Assessments of the Whole Class</li> <li>Using Formal Assessments of Individual Students</li> <li>Using Informal Assessments of the Whole Class</li> <li>Using Formal Assessments of Individual Students</li> </ul> |

Charlotte Public Schools (PS) Charlotte-Mecklenburg Schools

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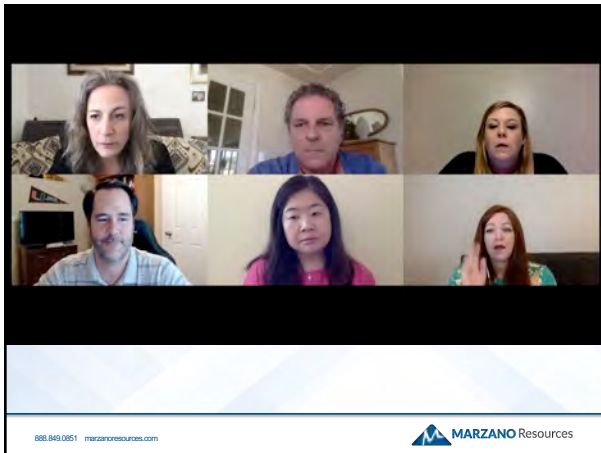


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Listen to this school leadership team's discussion about their instructional model.

It was developed just as we have spoken about today as part of their High Reliability Schools Level 2 work.

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### Working In Your School Teams

- What would be important to see and hear in every classroom instructionally?
- Using the NASOT menu on page 3 in the handout....
- Develop an initial draft of elements you would consider important for your school's instructional model....
- Identify between 15 to 20 elements total for your draft in this exercise.

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### Consider This Approach

- Have smaller teams such as grade level teams work and identify 15 to 20 elements.
- Then begin to look at those collectively to build your first draft.
- The discussion in this activity provides some great collaboration around instructional practice.
- Once all small teams have contributed, the school leadership team can collate this info and provide the initial draft copy.

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### The Use Of Technology

- Considering the use of technology for teaching and learning:
- What are your thoughts on this?

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### Using the ASOT Model

- Pedagogy should inform the use of technology....
- Your instructional model should inform the use of technology for learning....
- Technology should be a strategy to enact an element of instruction
- Consider these examples:

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### NASOT Element 28 Presenting Unusual Information

Secondary World History Teacher

Uses Google Earth to have students look at the current day views and compare them to photos of the same places they are studying in history.

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### Informal Assessments of The Whole Class

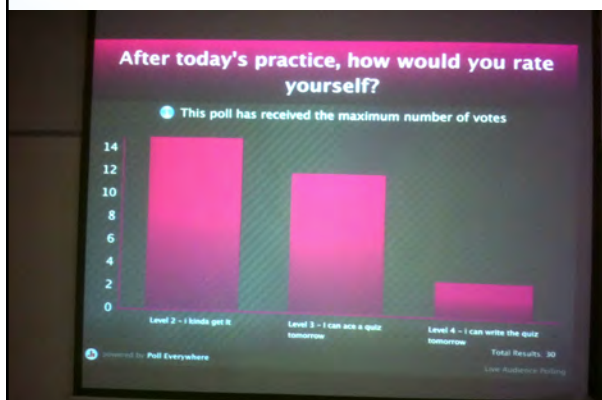
- Serve as a barometer for how the whole class in general is performing and progressing toward the learning goal.
- Expose common misunderstandings or common areas of high competence across the whole group.
- Gives students an opportunity to informally gauge their own progress.

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### Generally Know How The Class Is Progressing



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### For Virtual Instruction Elements and Strategies

- For virtual instruction, the elements stay the same....adaptations might occur in the strategies a teacher uses.
- Some elements will require very little adaptation to be used virtually.
- Some virtual strategies will be highly effective when used in an in-person setting as well.
- The key is to stay focused on the elements.

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### Discussion

What does your survey data currently say about leading indicator 2.1?

Where do you see your school currently on the leadership accountability scale?

Use the strategic planning matrix based on where you see your school currently.

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### Welcome Back

Questions, Thoughts, Clarifications?

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Do you agree or disagree?

What's the role of talent?

Effective teachers are made, not born.

What's the role of deliberate practice?

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### School Improvement... Means People Improvement

Effective leaders help those they lead feel more capable by helping them become more capable.

**Leaders of Learning**

**DuFour and Marzano**

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### Leading Indicator 2.2

- Support is provided to teachers to continually enhance their pedagogical skills through reflection and professional growth plans.
- Handout page 8 please.

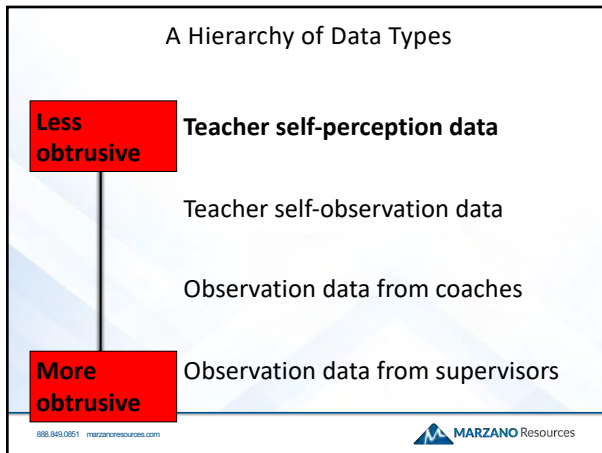
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| Sustaining                                                                                                                                                                                                                                                                                     | Applying                                                                                                                                                                                                                                           | Developing                                                                                                                                                     | Beginning                                                                                                                                                                                                 | Not Attempting                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| The school continually cultivates information through quick data sources to monitor the extent to which all teachers establish growth goals for pedagogical skills and track their individual progress, and it takes proper actions to intervene when quick data indicate a potential problem. | The school has protocols and practices in place to ensure that all teachers establish growth goals for pedagogical skills and track their individual progress, and it can produce lagging indicators to show the desired effects of these actions. | The school has protocols and practices in place to ensure that all teachers establish growth goals for pedagogical skills and track their individual progress. | The school is in the beginning, yet incomplete, stages of drafting protocols and practices to ensure that all teachers establish growth goals for pedagogical skills and track their individual progress. | The school has not attempted to ensure that all teachers establish growth goals for pedagogical skills and track their individual progress. |

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Productive Goals are set in the **STRETCH zone**.

This is where we get true growth in our practices.

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Stretch Zone:

- **The Stretch Zone can include:**
  - Elements that offer a good to great opportunity in your practice
  - Elements someone doesn't use often but wants to use more
  - Elements someone doesn't use at all but would like to add to their practice

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### Team Growth Goals

- Some schools have teams of teachers select a common growth goal element such as a department.
- Some have PLC teams select a common growth goal element.

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### Example of Practice Handout Page 9

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Caldwell Professional Growth Plan

Name: \_\_\_\_\_

Goal: **This school year, I will provide instructional extension opportunities for students who have met or exceeded standard in order to help them to reach mastery.**

|                        |  |
|------------------------|--|
| Distinguished (4)      |  |
| Accomplished (3)       |  |
| Proficient (2)         |  |
| Developing (1)         |  |
| Improvement Needed (0) |  |

My total score: 2      My final score: \_\_\_\_\_

Teacher and Student Evidence: **Differentiated Science  
Student  
Statements picked out for  
different learning styles  
Heterogeneous groups  
Retracted at teacher table  
Flex Days - small group at  
teacher table, differentiated  
notes.**

Teacher and Student Evidence: \_\_\_\_\_

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Caldwell Professional Growth Plan

Name: \_\_\_\_\_

|     |  |  |  |
|-----|--|--|--|
| 4   |  |  |  |
| 3.5 |  |  |  |
| 3   |  |  |  |
| 2.5 |  |  |  |
| 2   |  |  |  |
| 1.5 |  |  |  |
| 1   |  |  |  |
| 0.5 |  |  |  |
| 0   |  |  |  |

My total score: 2      My final score: \_\_\_\_\_

Teacher and Student Evidence: **all the  
statements  
(essential  
statements)  
generated  
what needed  
extension  
opportunities  
instead of  
existing things  
science table  
extended  
worked on  
collaborated  
instead of  
just  
statements  
before this**

Teacher and Student Evidence: \_\_\_\_\_

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Strategy Reflection Log

Use this worksheet to select a strategy, set a goal, and reflect on your use of that strategy.

Strategy: Organizing Physical Layout of Classroom

Goal: From Group A - developing level 2 to  
accomplished level 3

| Date  | How did it go?                                                                                                                                                                                                       |
|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10/26 | Open date - very hectic - not many opportunities to make - no time - moving to different area - <b>Students interested and asking related questions - had conversations and opportunities for learning teaching.</b> |
| 10/27 | 1. Incomplete room / increased noise related to open date - busy hour (busy school) - demonstrated good form on date - demonstrated how to use space to have many different places - a chance to sit with            |
| 10/28 | 1. continue to group - open date - increased good body - students on date - quality conversation - date - small conversations - (later - open date - working on - not a student)                                     |
| 10/29 | 1. students who sit on date - continue to work - working well at small group.                                                                                                                                        |
| 10/30 | 1. need to talk to learning activities related to date - students - body - open date - students - (later - open date - busy school) - right - date - need - students - for - open - date - sitting.                  |

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Domain 1  
Element #16 What do I typically do to understand students' interests and backgrounds?

Scale:

|                                                   | 4                                                                                  | 3                                                                                                                                             | 2                                                                                                                                              | 1                                                                                  | 0                                                                                             |
|---------------------------------------------------|------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| Understanding students' interests and backgrounds | I listen and engage in dialogues for understanding students' needs and situations. | I use students' comments and backgrounds during our lessons with students, but I do not make a note of each student's needs or the situation. | I use students' interests and backgrounds during our lessons with students, but I do not make a note of each student's needs or the situation. | I use the plan, but I do not make a note of each student's needs or the situation. | I do not use the strategy, but I do not make a note of each student's needs or the situation. |

Beginning of the Year Score: 3

Middle of the Year Score: 3

End of the Year Score: 4

How will I train myself to improve in this area? I will make sure that I use the "Teacher Know" step from each child at least once a month. I will have more personal letters home.

What was the impact on students and their learning because of the work I did in this area? I feel like my students are more engaged in their learning and they are asking more questions. I feel like I have a better understanding of each of them and their needs. I would not have been able to have this kind of relationship with students if I had not done this. I feel like this has really helped me to get to know each student in my classroom.

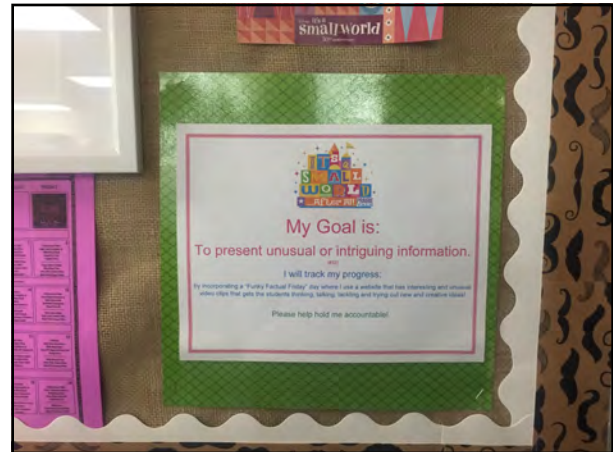
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Some Schools Have Teachers Post Their Goals Posted In Their Classroom

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### Individual or Team Goals

- Allows a school to differentiate for the needs of teachers as professional learners.

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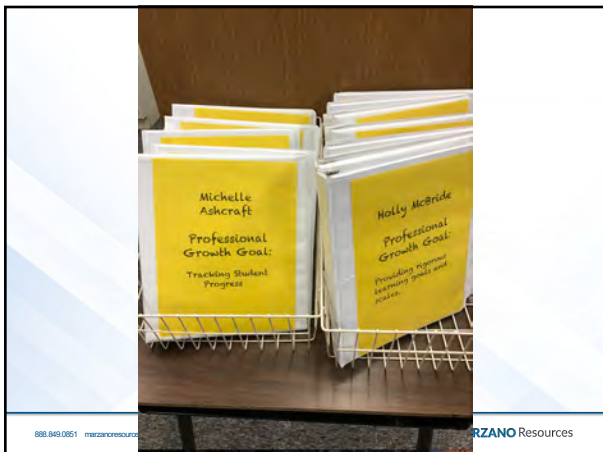
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### Collective Leadership:

- School Administrators:
  - Develop clear protocols and systems for teachers to set personal, professional growth goals.
  - Approach the goal setting in a way that honors teachers' taking a risk and engaging in Deliberate Practice.
  - Model the goal setting process and set your own growth goal to learn more about specific aspects of your instructional model.

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### Collective Leadership:

- Teacher Leadership:
- Don't practice: Fake it till you make it.
- Rather....
- Engage in: Mistake it till you make it.
- Engage in true and purposeful Deliberate Practice by setting goals in your stretch zone.

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### Considering Your School

#### **What are your thoughts on how you move forward in this aspect of practice?**

- Develop clear protocols and systems for teachers to set personal, professional growth goals.
- Approach the goal setting in a way that honors teachers taking a risk and engaging in Deliberate Practice.
- Decide how you might model the goal setting process and set your own growth goals in your instructional model.

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### Planning for Leading Indicator 2.2

- Where is your school in this aspect of practice currently?
- What does your data indicate?
- Where do you see your school on the leadership scale?
- What are your possible next steps in this aspect?

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### Welcome Back

Questions, Thoughts, Clarifications?

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### Leading Indicator 2.3

- Predominant instructional practices throughout the school are known and monitored.

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### How can school administrators monitor predominant practices?

- In nearly all schools...
- Administrators do walk-throughs to observe instructional practices.
- Provide some type of feedback to individual teachers from those walkthroughs.
- This indicator is very simple if you add one more step:
- Develop a system to monitor the aggregate data and let it speak to you.

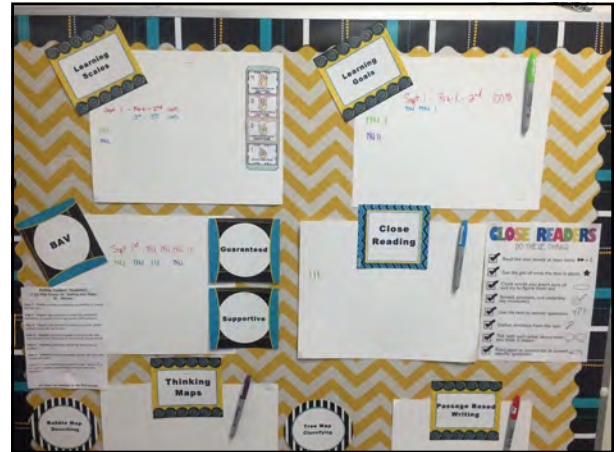
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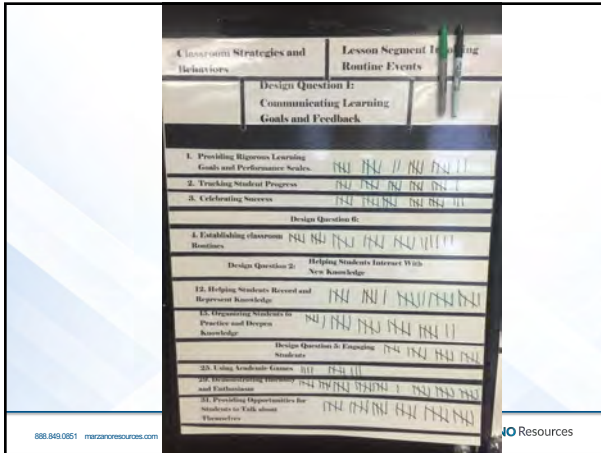
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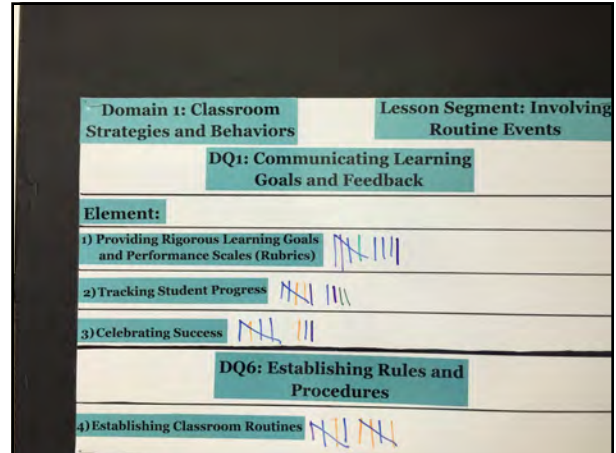
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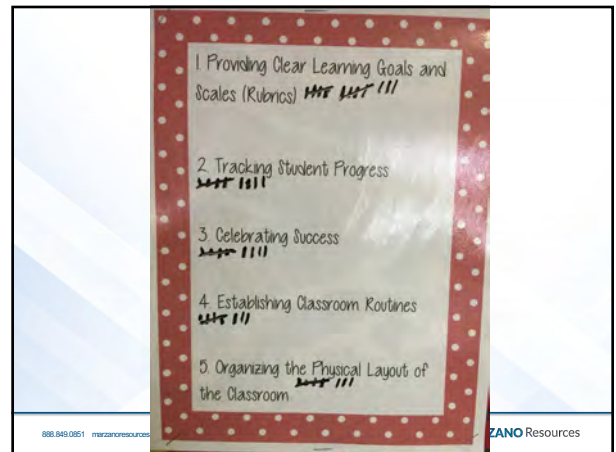
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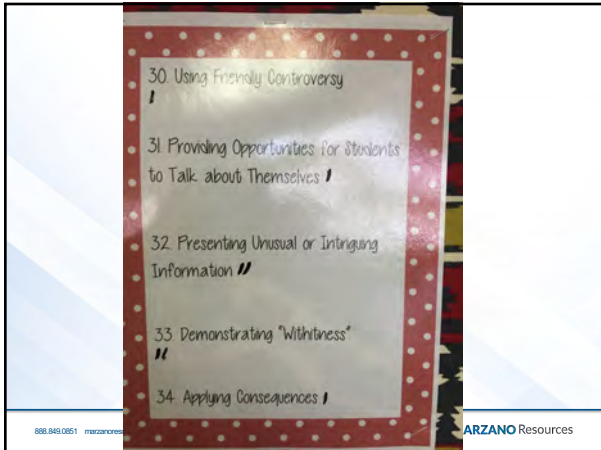
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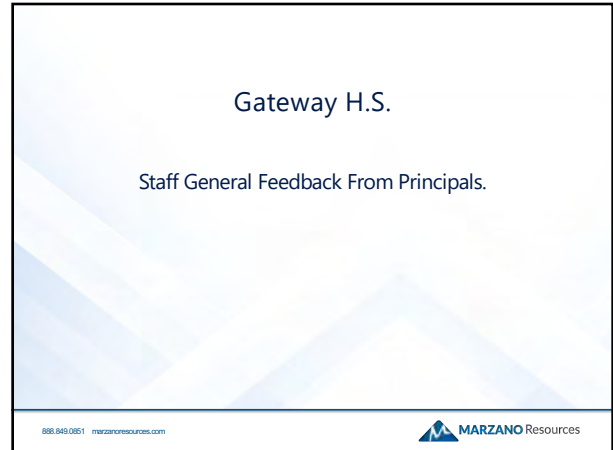
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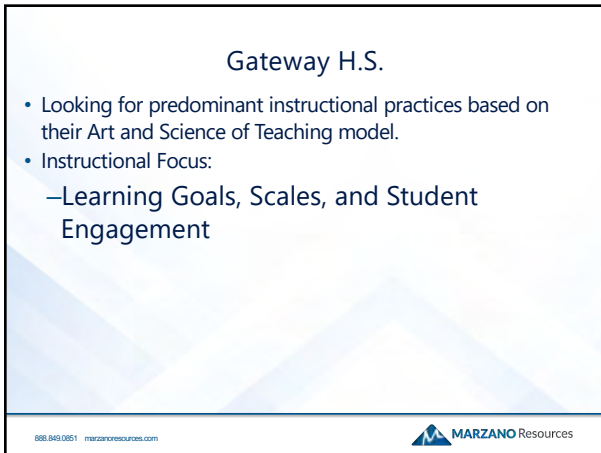
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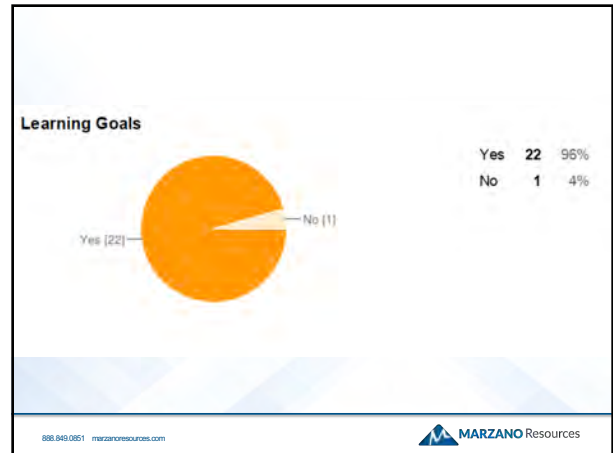
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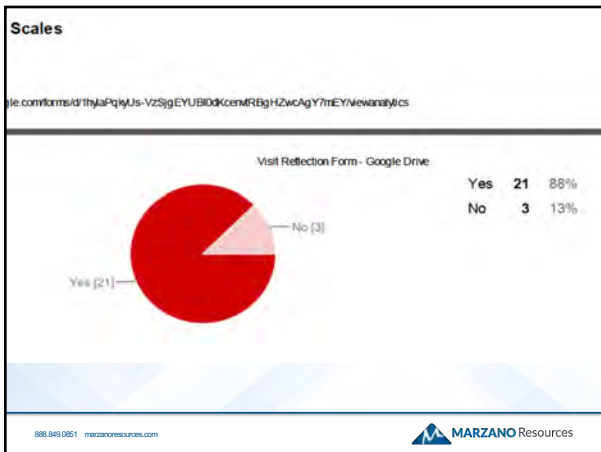
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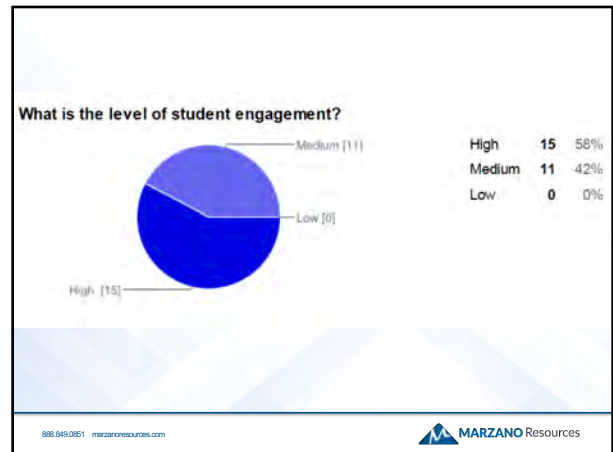
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**Monitoring leads to PD and/or Celebration**


- Once we knew what our predominant instructional practices were....
- We could plan professional development and coaching to address our needs.
- We also began to recognize and celebrate quality practices to encourage others to grow.

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**Quality Questioning**

This was a weakness of ours that became a school-wide area of deliberate practice.


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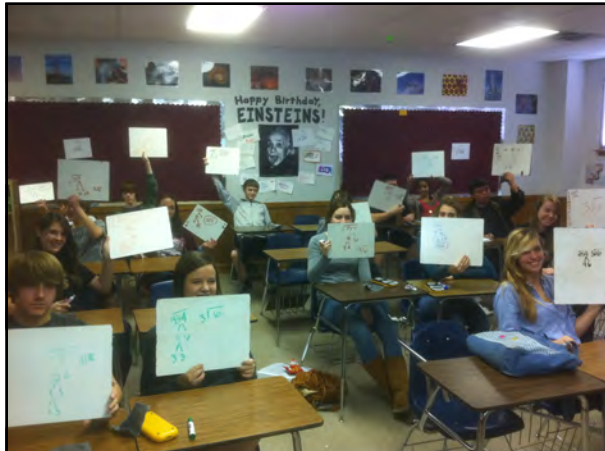
**Celebrating predominant instructional practices:**

Use photographs of instructional practice.

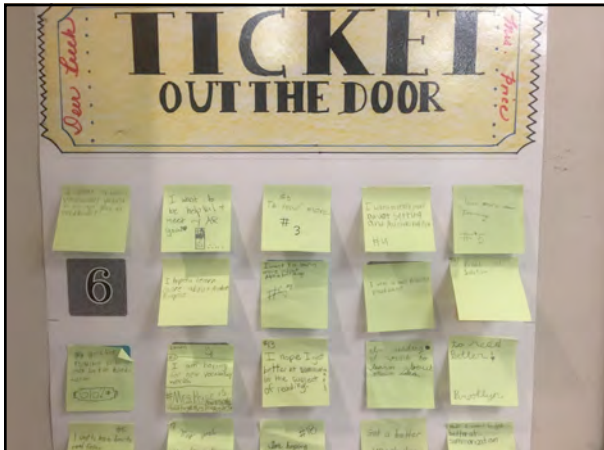
- Take pictures of instructional elements in classrooms
- Discuss and celebrate them as a staff

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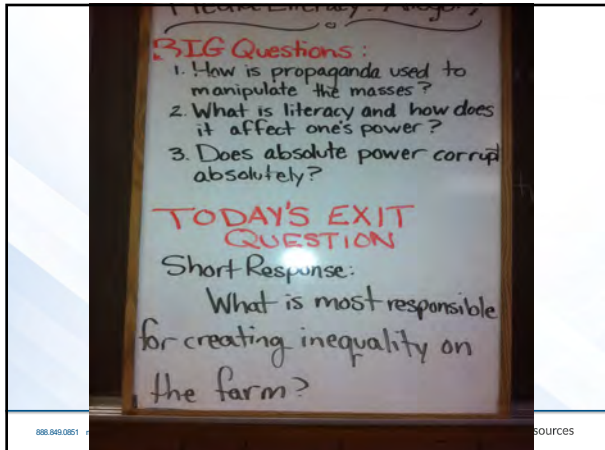
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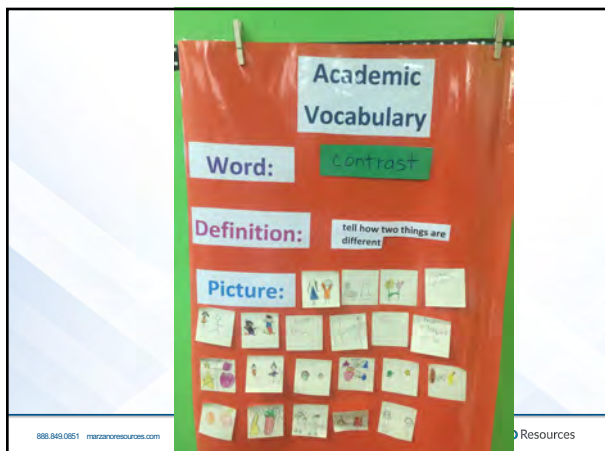
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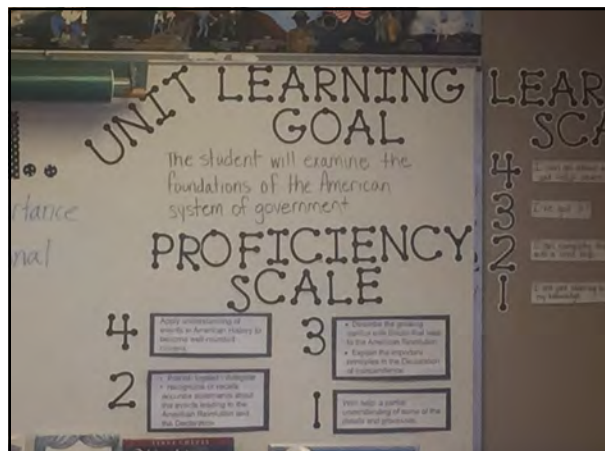
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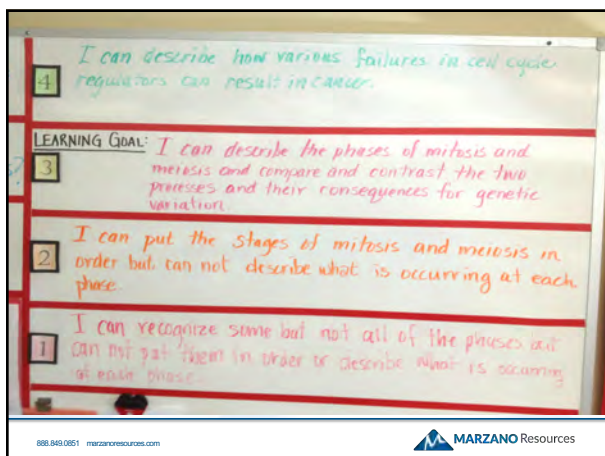
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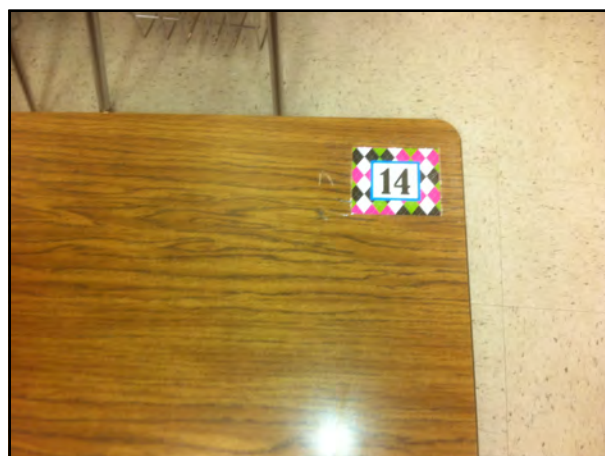
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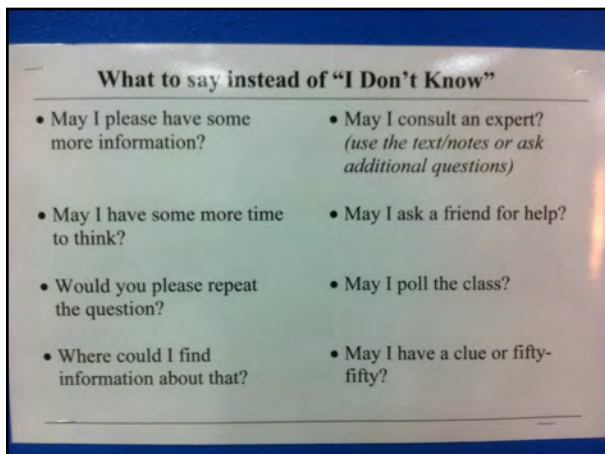
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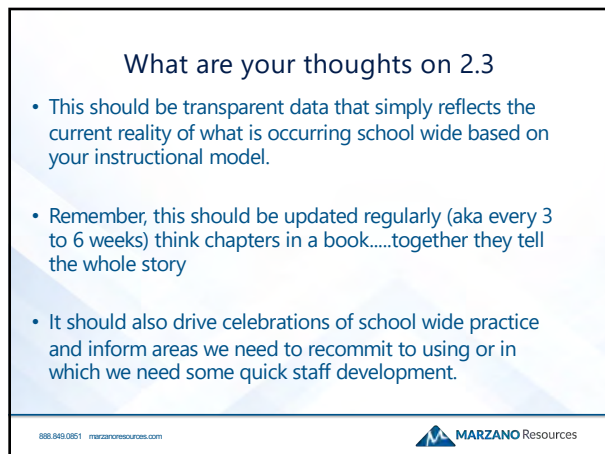
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### Discussion on 2.3

- Where do you see your school in the leading indicator currently?
- How could you monitor the (cumulative) predominant practices and share them openly with your staff?
- Are you using pictures and video to recognize quality instructional practices right now?

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### Welcome Back

Questions, Thoughts, Clarifications?

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### Leading Indicator 2.4

- Teachers are provided with clear evaluations of their pedagogical strengths and weaknesses that are based on **multiple sources of data** and consistent with student achievement.
- Handout page 13

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### Leading Indicator 2.4

- Teachers are provided with clear evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and consistent with student achievement.

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### Leading Indicator 2.4

- Teachers are provided with clear evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data..

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### Multiple Sources of Data

- What does research tell us?
- If you are using random walk-throughs and one formal observation....you need to try and get a minimum of 9 to 10 data points across a year of performance.
- This decreases measurement error in evaluation.

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### Let's Do A Simple Time Study

- Principals and assistant principals...
- How much time do you allocate to observation and evaluation of classroom instruction?
- Consider a "typical" two weeks period of time.

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### What percentage of your time goes to each of these areas?

| Management Tasks | Student Issues | Staff-issues Non-instructional | Teacher Evaluation and Feedback |
|------------------|----------------|--------------------------------|---------------------------------|
|                  |                |                                |                                 |

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### A common reality

| Management Tasks | Student Issues | Staff-issues Non-instructional | Teacher Evaluation and Feedback                         |
|------------------|----------------|--------------------------------|---------------------------------------------------------|
|                  |                |                                | <b>Usually 5% to 10 % of your time gets spent here.</b> |

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### How Can You "Cultivate" Time?

- We will look at key practices for creating time for teacher evaluation:

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### Minimize Interruptions:

- Calendar your evaluations in advance
- Consider using a responder schedule
- Incorporate a video evaluation option

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### WALK THROUGH CALENDAR

|                     | Monday                                         | Tuesday                                    | Wednesday                                      | Thursday                                       | Friday                                     |
|---------------------|------------------------------------------------|--------------------------------------------|------------------------------------------------|------------------------------------------------|--------------------------------------------|
| Sept. 14 – Sept. 18 | Math<br>Everett<br>Strong<br>Teel, J.          | Science<br>Scott<br>Thraugh<br>York        | Language Arts<br>Hanson<br>Velasco<br>SPED     | Social Studies<br>Mays<br>Edmondson<br>Kleauer |                                            |
| Sept. 21 – Sept. 25 | Science<br>Scott<br>Thraugh<br>York            | Language Arts<br>Hanson<br>Velasco<br>SPED | Social Studies<br>Mays<br>Edmondson<br>Kleauer | Math<br>Everett<br>Strong<br>Teel, J.          |                                            |
| Sept. 28 – Oct. 2   | <b>Professional Day</b>                        |                                            | Social Studies<br>Mays<br>Edmondson<br>Kleauer | Math<br>Everett<br>Strong<br>Teel, J.          | Language Arts<br>Hanson<br>Velasco<br>SPED |
| Oct. 5 – Oct. 9     | Social Studies<br>Mays<br>Edmondson<br>Kleauer | Math<br>Everett<br>Strong<br>Teel, J.      | Science<br>Scott<br>Thraugh<br>York            | Language Arts<br>Hanson<br>Velasco<br>SPED     |                                            |
| Oct. 12 – Oct. 16   | Math<br>Everett<br>Strong<br>Teel, J.          | Science<br>Scott<br>Thraugh<br>York        | Language Arts<br>Hanson<br>Velasco<br>SPED     | <b>Fall Break</b>                              | <b>Fall Break</b>                          |

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### What gets in your way?

- Consider a responder schedule...
- Don't let other issues get in your way of getting in classrooms.

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### RRHS Responder Schedule

| Responder                    | Responder                     |
|------------------------------|-------------------------------|
| 1 <sup>st</sup> Mr. Simonds  | 5 <sup>th</sup> Mrs. Schaefer |
| 2 <sup>nd</sup> Mrs. Nichols | 6 <sup>th</sup> Mr. Scott     |
| 3 <sup>rd</sup> Dr. Warrick  | 7 <sup>th</sup> Mrs. La Hane  |
| 4 <sup>th</sup> Mr. Acosta   | 8 <sup>th</sup> Admin. Intern |

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### Responder Schedule = Relative To Situation

- School with 1 administrator...
  - 2 days each month have a lead teacher be in the office for 1 or 2 periods while you evaluate
- School with 2 administrators....
  - Pick an afternoon or morning each week when each person serves as the responder so the other knows they are free for evaluations.

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### Consider A Video Evaluation Option

- Have teachers' video 10 to 15 minutes of their class and turn it in as a substitute for a classroom walkthrough.
- This is basically the same as an announced, formal visit because they know it will go to you.
- Let the teacher choose what to video....aka...show me your best.

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### What are your thoughts on these aspects of leading indicator 2.4?

- Calendaring observations
- Using a responder schedule
- Video evaluation option

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### Welcome Back

Questions, Thoughts, Clarifications?

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### Leading Indicator 2.5

- Leaders ensure that teachers are provided with job-embedded professional development that is directly related to their instructional growth goals.
- Handout page 15

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### Job Embedded PD?

What is Job Embedded PD?

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### Different Methods of Job-Embedded PD

- Instructional Coaching
- Team teaching sessions
- Lesson study
- Virtual PD options
- Teacher Led PD sessions
- Gallery walks of best practices
- Video reflection (self-observation)

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### Compare and Contrast

Evaluation and Coaching are similar because they both \_\_\_\_\_.

Evaluation and Coaching are different because \_\_\_\_\_.

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### Coaching = Professional Development

- When teachers receive an appropriate amount of support for professional learning (i.e. coaching) they have a better than 90% implementation rate for that particular professional learning.

Knight (2007)

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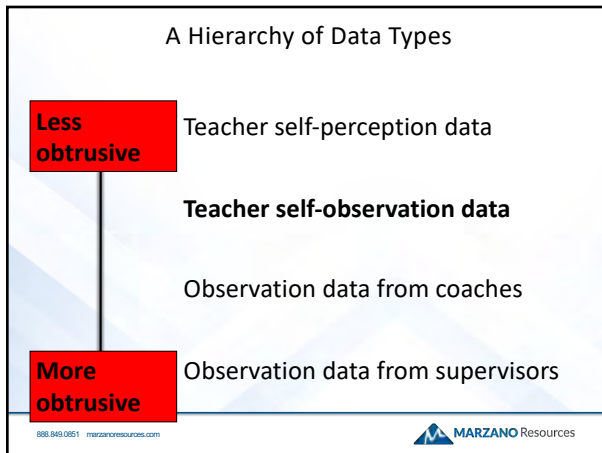
### Professional Goals = Coaching

- If teachers set professional growth goals each year....they should be about pedagogical growth in your model of instruction.
- They should set the goals expecting to get specific coaching for the goal elements they are working on.

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### Self-Video Review

- Teachers video their own practice in the area of their growth goal.
- No one else needs to see it.
- Teachers review their own video and look for:
  - What they did well
  - What they would like to improve

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MARZANO Resources

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### Visual Library of Instructional Practices

My Personal PD  
How is it being used?

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MARZANO Resources

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MARZANO Resources

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### Video Library Cooperative

- Cross County and David City, Nebraska
- Small districts near each other (20 miles)
- Each district contributes videos of practice to the library based on their instructional model.
- Teachers have protected access to the site.

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MARZANO Resources

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### Team Discussion

- Where do you see your school on this leading indicators right now based on your data and the leadership scale?
- What might be some possible next steps for you strategically?

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MARZANO Resources

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### Leading Indicator 2.6

- The school leaders ensure that teachers have opportunities to observe and discuss effective teaching.
- Handout page 18 please

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### Opportunities to Observe and Discuss Effective Teaching

- **Instructional rounds**
- Video-instructional rounds

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Leading Indicator 2.6  
Teachers have opportunities to observe and discuss effective teaching.

My favorite strategy for this is Instructional Rounds

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### Marzano Model For Instructional Rounds

- Teams of teachers (3 to 5 on the team) led by a lead teacher; observe instructional practice of other teachers.
- Spend 10 to 15 minutes in a classroom.
- Rounds are better without administrators participating in the rounds themselves.
- Rounds are NOT evaluations of the teachers being observed.
- Primary focus is for teachers to observe classroom practice and gain ideas for possible implementation in their own classroom.

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### During a rounds session

- Observers record perceptions during and/or immediately after leaving the observed teacher's classroom.
- Group debrief occurs as soon as possible
- Focus on three basic questions:
  - What did you see that reaffirms something you do?
  - What did you see that you would like to know more about?
  - What did you see that you would like to add to your own practice?

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### Debriefing Session

- Debrief is facilitated by the rounds leader.
- Facilitated discussion based on the three rounds focus questions.
- Should not involve any "suggestions or critique" of the teachers that were seen.

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### Rounds Feedback:

- Feedback should only be provided to the observed teacher if they desire it.
- Feedback should only be provided by the rounds leader (not everyone in the group)
- Suggestions should not be made to observed teachers
- Let them know what you saw them do well and want to try in your classroom.

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Sample comments and feedback to teachers observed at our school.

**At their request feedback was provided via email from the rounds leaders to observed teachers.**

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Here are some of the amazing practices that we saw in your pre-ap Biology classroom, which we want to incorporate into our own teaching:

Very clear speech using academic and high level vocabulary. Your answers to student questions were clear, focused and easy to understand.

Using models such as "The fat cat ate the rat" to teach gene mutations. We, as observers, were as fascinated as the students by the way you illustrated gene mutations by changing letters in the sentences.

The classroom contracts you have posted on the wall - we like the layout of the posters and that each class created their own with you.

Thank you so much for allowing us to learn from you!

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We learned so many things from observing you during the instructional round yesterday!

Here are some of the amazing practices that we saw in your double block Algebra classroom and that we want to incorporate into our own teaching:

Constant assessment of student progress - you rotated continuously among the student tables, checking for understanding and correcting misconceptions.

Peer teaching - we heard students teaching each other and engaging in "math talk".

Your poster - "If you are not sure, ask a question" We liked that you are giving students a visual reminder that it is okay to seek information.

A warm and inviting classroom - this is a math class we all would like to take!!!

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### How Often?

- Ideal = every teacher participates in instructional rounds once each semester
- At least once per year if once per semester is not feasible.

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### How Many?

- Seeing 2 different teachers has shown to be the most productive in our experience.
- 1 is not enough and 3 is a bit much.
- 2 teachers for 10 to 15 minutes provides a great deal of valuable information


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Like Content/Grade Level  
or  
Cross Content/Grade Level?

- The key is to focus on pedagogy not content....
- Like content groups do work
- Cross-content groups have shown to be more effective to help keep the focus on pedagogy.
- As part of the debrief, teachers can discuss how they might apply strategies in their own content area.

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Effectiveness of Rounds


A research project using rounds

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Omaha Westside H.S.


- Worked with our lab to conduct Action Research using Instructional Rounds at their school.
- Focused specifically on the elements of student engagement from Art and Science.
- 9 teachers in study group

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The process we used:


- Evaluated teacher engagement strategies via video tape of their classroom practices prior to participating in rounds.
- Teachers then participated in rounds and got to see 3 other teachers in the school during their rounds.
- Post rounds evaluation of their engagement strategies.

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Also used student survey data


- Conducted pre and post rounds surveys with students.
- Specifically asked students to react to what their teachers were doing in these specific areas pre and post.

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Calculating the effects of rounds

- Combine data from pre and post video evaluations
- Added student survey data
- Measured teacher behaviors as increments of one standard deviation of improvement.
- Expressed as the effect size....

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### Average Improvement across 9 teachers on elements of engagement

- Maintaining a lively pace = 0.65
- Noticing and reacting when students are not engaged = 0.77
- Demonstrating intensity and enthusiasm = 0.79
- Managing response rates during questioning = 0.94
- Using physical movement = 1.27

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Grove Valley Elementary School

Rounds Pilot Group Reaction

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As we observed the first teacher, I immediately witnessed the way the teacher kept referring everything back to the learning goal. Not only did the teacher repeat it multiple times, but the students showed evidence of their learning by sharing orally with the class and by applying it in writing/illustration in their math journals.

Cristin Clements (4<sup>th</sup> grade)

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It was a confidence builder for me to see teachers using some of the same instructional strategies I use. It was interesting to me the things that others noticed and appreciated in the classrooms. Their points of interest made me think about my own practice.

Kammy Hoskins 4<sup>th</sup> grade teacher

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I liked how the teacher would refer to previously learned knowledge and how the teacher and the students used the vocabulary words throughout the entire lesson.

Philip Boone 4<sup>th</sup> grade

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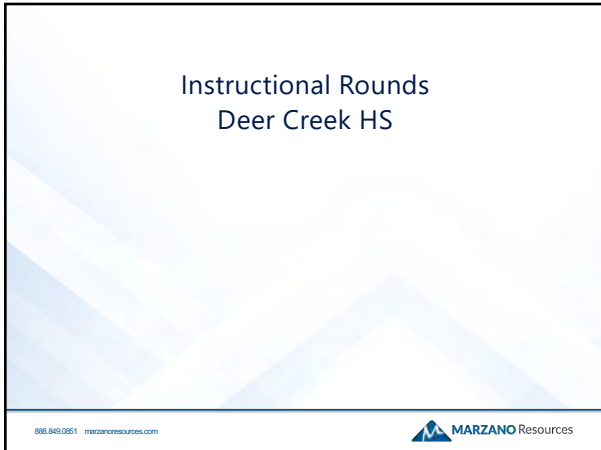
As a host classroom teacher for the instructional rounds, I appreciated the facilitation of the classroom visit. The visiting teachers quietly entered my classroom during a math and writing lesson which I was able to continue as if they weren't there. They walked around the room and took notes but in a non-intrusive way and then left just as quietly. I am now looking forward to my turn to visit other classrooms.

Kathy Jagers, 3<sup>rd</sup> grade teacher

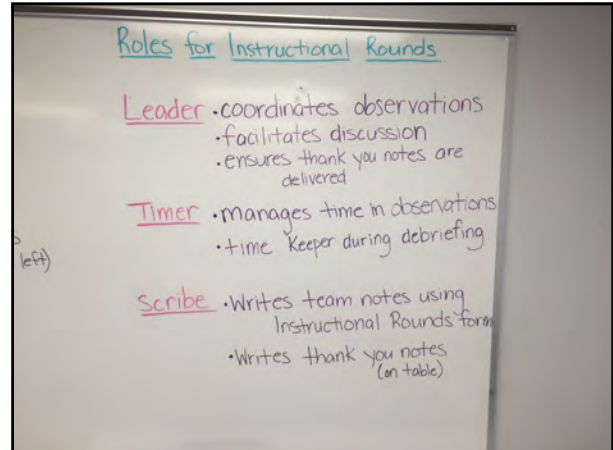
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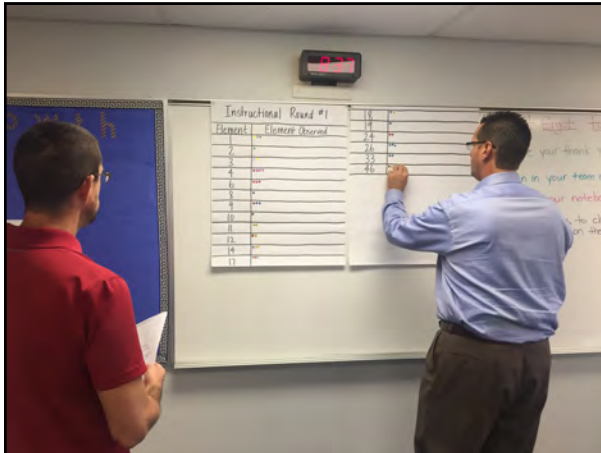
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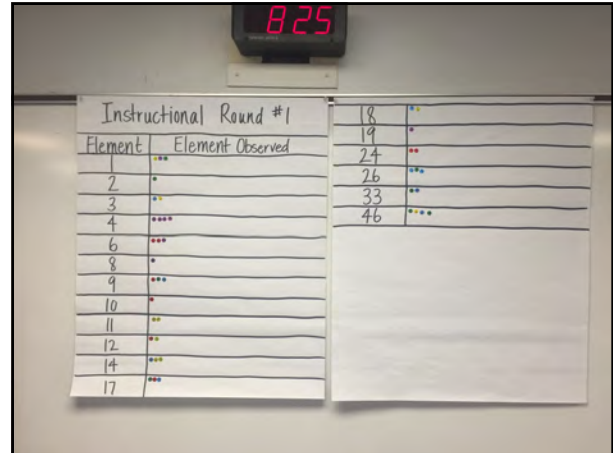
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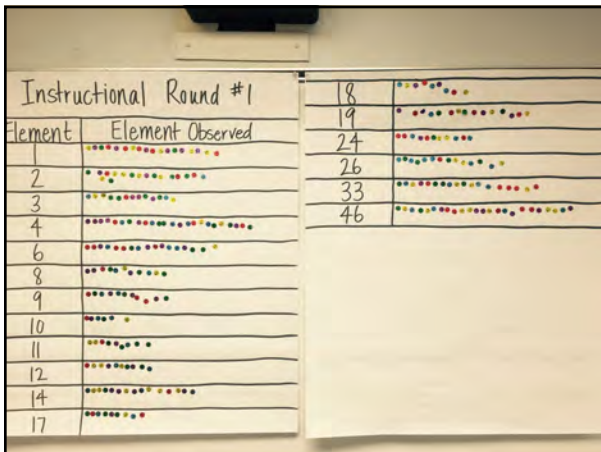
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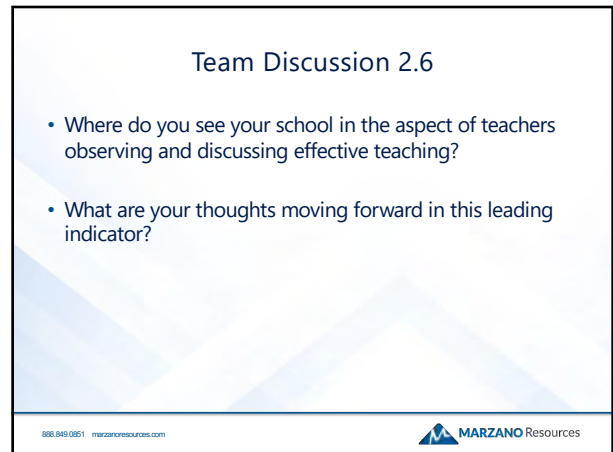
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