The Art and Science of Teaching

Community of Learners Book Study

Presented by
Pam Connolly, FDLRS/Springs
Jan McLain, FDLRS/NEFEC
April 30, 2012
Welcome Florida school district teacher evaluation redevelopment team members!

As a service to the Florida Department of Education (FLDOE), Learning Sciences International (LSI) will provide technical assistance for all Florida school districts around redeveloping your Teacher Evaluation System. Every district will receive both tools and services paid for by the FLDOE over a four-year period.

Technical assistance for this year will include:

- The approved state model for teacher evaluation developed by Dr. Robert Marzano that embodies contemporary research and practice
  - Approved classroom observation instrument aligned to FEAPs
  - Approved evaluation forms aligned to FEAPs
- Teacher Evaluation Academy: Contemporary Research and Practice. 3-day Academies at 12 locations throughout FL for LEA Teacher Evaluation Redevelopment Teams
- Series of 4 Regional Facilitated Teacher Evaluation Team meetings at 15 locations
- Technical assistance website for asking questions and engaging in collaboration with teacher evaluation team members from other districts
- Stakeholder focus group toolkit, training webinar, and co-facilitation of focus group sessions with 31 LEAs (district and consortia)

Dr. Robert Marzano
Author, Researcher, CEO
Marzano Research Laboratory
Learn more about Dr. Robert Marzano

Teacher Evaluation in Education
Dr. Marzano talks about the role of student achievement and teacher behavior in evaluation.

Watch more Dr. Robert Marzano’s videos
Classroom Tips and New Research

Tips are from Designing & Teaching Learning Goals & Objectives

- To design specifying goals, use verbs such as "make and defend," "predict," "judge," and "deduce." Read More

- Identifying a target goal for a unit of instruction is the first step in building a scale. Read More

- Effective learning goals provide both student and teacher with a clear understanding of the target knowledge. Read More

"We synthesize educational research into products and services that teachers and principals can put to use for concrete gains in student learning."

www.marzanoresearch.com
on his acclaimed Art and Science of Teaching Framework, which identifies the instructional strategies identified by research to increase student learning gains.

Domain 1: Classroom Strategies & Behaviors
Knowledge and application of the common language of instruction

Domain 2: Planning & Preparing
Planning and preparing for units of instruction and lessons within units

Domain 3: Reflecting on Teaching
Ability and willingness to self-assess and plan for growth

Domain 4: Collegiality & Professionalism
Promoting a positive environment, open communication, and district development

Dr. Marzano’s Teacher Evaluation Framework leads a new era for supervision and evaluation, one that focuses on developing teacher effectiveness to increase student learning as the primary goal.

Visit www.iObservation.com/Marzano to register for a webinar with Dr. Robert Marzano or schedule a demonstration to preview the Art and Science of Teaching Teacher Evaluation Framework in iObservation.
The Art and Science Connection

DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS

Lesson Segments Involving Routine Events

**Learning Goals & Feedback**
- What will I do to establish and communicate learning goals, track student progress, and celebrate success?
  - Providing Clear Learning Goals and Scales to Measure those Goals
  - Tracking Student Progress
  - Celebrating Student Success

**Rules & Procedures**
- What will I do to establish or maintain classroom rules and procedures?
  - Establishing Classroom Routines
  - Organizing Physical Layout of the Classroom for Learning

Lesson Segments Addressing Content

**Interacting With New Knowledge**
- What will I do to help students effectively interact with the new knowledge?
  - Identifying Critical Information
  - Organizing Students to Interact with New Knowledge
  - Previewing New Content
  - Chunking Content into "Digestible Bites"
  - Processing of New Information
  - Elaborating on New Information
  - Recording and Representing Knowledge
  - Reflecting on Learning

**Practicing & Deepening Knowledge**
- What will I do to help students practice and deepen their understanding of new knowledge?
  - Reviewing Content
  - Organizing Students to Practice and Deepen Knowledge
  - Using Homework
  - Examining Similarities and Differences
  - Examining Errors in Reasoning
  - Practicing Skills, Strategies, and Processes
  - Revising Knowledge

**Generating & Testing Hypotheses**
- What will I do to help students generate and test hypotheses about new knowledge?
  - Organizing Students for Cognitively Complex Tasks
  - Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generating and Testing
  - Providing Resources and Guidance

Lesson Segments Enacted on the Spot

**Student Engagement**
- What will I do to engage students?
  - Noticing and Reacting when Students are Not Engaged
  - Using Academic Games
  - Managing Response Rates
  - Using Physical Movement
  - Maintaining a Lively Pace
  - Demonstrating Intensity and Enthusiasm
  - Using Friendly Controversy
  - Providing Opportunities for Students to Talk about Themselves
  - Presenting Unusual or Intriguing Information

**Adherence to Rules & Procedures**
- What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?
  - Demonstrating "Withitness"
  - Applying Consequences
  - Acknowledging Adherence to Rules and Procedures

**Teacher/Student Relationships**
- What will I do to establish and maintain effective relationships with students?
  - Understanding Students' Interests and Backgrounds
  - Using Behaviors that Indicate Affection for Students
  - Displaying Objectivity and Control

**High Expectations**
- What will I do to communicate high expectations for all students?
  - Demonstrating Value and Respect for Low Expectancy Students
  - Asking Questions of Low Expectancy Students
  - Probing Incorrect Answers with Low Expectancy Students
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DOMAIN 2: PLANNING AND PREPARING

Planning and Preparing for Lessons and Units
1. Effective Scaffolding of Information within Lessons
2. Lessons within Units
3. Attention to Established Content Standards

Planning and Preparing for Use of Resources and Technology
1. Use of Available Traditional Resources
2. Use of Available Technology

Planning and Preparing for Special Needs of Students
1. Needs of English Language Learners
2. Needs of Special Education Students
3. Needs of Students Who Lack Support for Schooling

DOMAIN 3: REFLECTING ON TEACHING

Evaluating Personal Performance
1. Identifying Areas of Pedagogical Strength and Weakness
2. Evaluating the Effectiveness of Individual Lessons and Units
3. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

Developing and Implementing a Professional Growth Plan
1. Developing a Written Growth and Development Plan
2. Monitoring Progress Relative to the Professional Growth and Development Plan

DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM

Promoting a Positive Environment
1. Promoting Positive Interactions with Colleagues
2. Promoting Positive Interactions about Students and Parents

Promoting Exchange of Ideas and Strategies
1. Seeking Mentorship for Areas of Need or Interest
2. Mentoring Other Teachers and Sharing Ideas and Strategies

Promoting District and School Development
1. Adhering to District and School Rules and Procedures
2. Participating in District and School Initiatives
Clarity of the Learning Goal

Know, Understand, Do (KUDs)

At the end of “The Art and Science of Teaching” Book Study, participants will know, understand and be able to do the following:

KNOW: The following terms as they relate to answering the 10 design questions for effective instruction:

<table>
<thead>
<tr>
<th>KNOW</th>
<th>UNDERSTAND</th>
<th>ABLE TO DO</th>
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<tbody>
<tr>
<td>K-U-D (1)</td>
<td>Establishing and communicating learning</td>
<td>Identify what students should Know-Understand-Do at the end of lessons/units and develop a rubric or scale to determine instructional targets.</td>
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<tr>
<td>Declarative Knowledge (1)</td>
<td>It is key for teachers to identify critical-input experiences for students to effectively interact with and increase understanding of new content.</td>
<td>Describe how the use of critical-input experiences to introduce and deepen declarative and procedural knowledge are evident in the classroom.</td>
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<tr>
<td>Procedural Knowledge (1)</td>
<td>It is key for teachers to identify critical-input experiences for students to effectively interact with and increase understanding of new content.</td>
<td>Implement activities that promote physical movement, challenge students’ thinking and stimulate their attention to the task at hand.</td>
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<td>Critical-Input Experiences (2)</td>
<td>Deepening understanding of new knowledge is dependent on a teacher’s understanding of declarative and procedural knowledge and structuring activities for each.</td>
<td>Recognize and use effective classroom management procedures to support a positive learning environment.</td>
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<td>Macro-strategies (2)</td>
<td>Capturing students’ attention in a way that enhances their knowledge of academic content is necessary to engage students in learning.</td>
<td>• Identify what students should Know-Understand-Do at the end of lessons/units and develop a rubric or scale to determine instructional targets.</td>
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<td>Active Processing (2)</td>
<td>Meaningful instruction is dependent upon a proactive and positive approach to classroom management.</td>
<td>• Describe how the use of critical-input experiences to introduce and deepen declarative and procedural knowledge are evident in the classroom.</td>
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<td>General Inferential Questions (2)</td>
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<td>• Implement activities that promote physical movement, challenge students’ thinking and stimulate their attention to the task at hand.</td>
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<td>Elaborate Interrogations (2)</td>
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<td>• Recognize and use effective classroom management procedures to support a positive learning environment.</td>
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<td>Schema (3)</td>
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<td>Restructuring (4)</td>
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<td>Experimental Inquiry (4)</td>
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<td>Types of Engagement (5)</td>
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<td>Rules &amp; Procedures (6)</td>
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<td>Withitness (7)</td>
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<td>High/Low Expectancy (9)</td>
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<td>Academic Notebooks (2)</td>
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Chapter 1: Clarity of Learning Goals

Chapters 2-4: Introducing and Deepening Knowledge

Chapter 5: Engaging Students in Learning

Chapters 6 & 7: Rules and Procedures

Chapter 8 & 9: Relationships and High Expectations

Chapter 10: Unit and Lesson Construction
“Adults do not learn from experience; they learn from processing experience.”

(Arline-Krupp, 1997)
Common Themes

Research and Theory
Common Themes

ACTION STEPS
Reflection Questions
YOU Choose the Question!

Reflection Question Forums

• Questions posted weekly
• Three (3) questions from each chapter
• Select the question that interest you most
• Share your insights, new learning, classroom practices with PLC colleagues by posting to the forum
• Provide meaningful feedback to a minimum of one colleague in the group.

Questions taken from *The Art and Science of Teaching* study guide developed by Association of Supervision and Curriculum Development (ASCD)
In-service Documentation

Reflection Question Forums Guidelines

There are no right or wrong answers to the reflection questions. Responses are meant to encourage reflection on your teaching practices.

Responses should demonstrate that you’ve really thought about where you are and where you want to go next to improve your instructional practice.

Provide thoughtful constructive feedback on a colleague’s reflection responses that demonstrate you have read and reacted to what they shared. You must respond to at least one of your PLC colleagues postings.

Responses: Pass Excellent, Pass Satisfactory or Revise
Action Steps

YOU Choose the Steps!

Action Step Documentation

Name ___________________________ School ___________________________ District __________________

Chapter 1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?

Action Step(s) you chose to implement:

Description of Implementation/Examples:

This form is optional. Refer to your Moodle guide for other suggestions.
Assignments and Schedule
In-service Documentation

Action Steps Implementation and Moodle Forums

No right or wrong answer to the Action Steps documentation. Responses need to demonstrate that you’ve really thought about where you are and where you want to go next to improve your instructional practice.

I am looking for clear and concise descriptions and examples showing implementation of strategies.

You will share your Action Step successes or challenges in our discussion forum and respond to postings of at least two of your PLC colleagues.

Responses: Pass Excellent, Pass Satisfactory or Revise
<table>
<thead>
<tr>
<th>Academic Journal Reflection</th>
<th>Action Step Implementation</th>
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<tr>
<td><strong>Satisfactory</strong> – The response is appropriate to the question or request. The response reflects and examination of current teaching practices and questions student achievement or lack of achievement. The response does not have grammar, punctuation or spelling errors.</td>
<td><strong>Satisfactory</strong> – The response reflects implementation of at least one action step from that chapter. The example(s) given demonstrate an understanding of the instructional tool being used. The response does not have grammar, punctuation or spelling errors.</td>
</tr>
<tr>
<td><strong>Excellent</strong> – The response is succinct but comprehensive and reflects a deep examination of current teaching practices and questions individual student achievement or lack of achievement. The response does not have grammar, punctuation or spelling errors.</td>
<td><strong>Excellent</strong> – The response reflects implementation of at least one action step from that chapter. The example(s) given demonstrate a thorough understanding of the instructional tool being used. The response does not have grammar, punctuation or spelling errors.</td>
</tr>
<tr>
<td><strong>Revise</strong> - The response does not demonstrate examination of current teaching practices nor questions student achievement or lack of achievement. The response has glaring grammar, punctuation or spelling errors.</td>
<td><strong>Revise</strong> - The response does not reflect implementation of at least one action step from that chapter. The example(s) shown show lack of understanding of the instructional tool being used. The response has glaring grammar, punctuation or spelling errors.</td>
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At the Conclusion

You must complete the Evaluation form and email or fax to me by Due Date.

30 in-service points will be awarded for successfully completing all components of the book study. FDLRS/Springs will notify your district staff development office of your points.

Participants who successfully complete the book study will be allowed to keep *The Art and Science of Teaching* book.
“Adults do not learn from experience, they learn from processing experience.”

(Arline-Krupp, 1997)
Let’s take a look at the online tools: Moodle and wiki
Contact Information

Pam Connolly, Coordinator, FDLRS/Springs
pamela.connolly@marion.k12.fl.us

Jan McLain, Program Administrator, FDLRS/NEFEC
mclainj@nefec.org