



The Best of Classroom Instruction that Works

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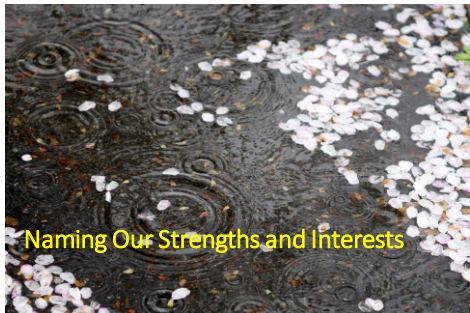
Focal Points for August 20th:

- Essential Questions
- Establishing Learner-Centered Goals
- Assessment and Feedback
- Cooperative Learning

Focal Points for August 21st:

- Non-Linguistic Representation
- Questions, Cues, and Advanced Organizers
- Summarizing and Note-taking







WHAT
DOES
QUALITY
INSTRUCTION
LOOK
LIKE?

Starting with Essential Questions





Does it pass the beer test?

Ten Considerations:

- How can you reframe your standards so that they **matter** to your students?
- What is **essential** about your topic?
- What **needs, issues, and controversies** are at play in the community?
- What questions would a **professional** in your discipline ask?
- What is **worthy of evaluation**? What's worthy of **debate**?
- What **judgments** could your students be making?
- What **ethical or moral questions** arise relevant to the study of this content?
- Which questions encourage **shifts** in perspective, lens, and stance?
- How is **change** critical to the content, concept, or skill you are teaching?
- How could your essential questions about his unit work to **shape the learner** you are teaching into the citizen you hope they will become?



USEFUL STRUCTURES
CAN HELP YOU
REFINE YOUR PURPOSES

TEACHING WITH OBJECTIVES

CRAFT A GREAT OBJECTIVE.....

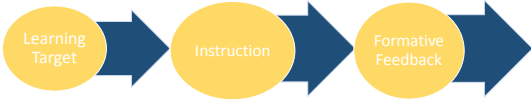
- Distinguish between objectives and activities.



.....AND THEN.....PUT IT TO WORK!

- Craft a rubric or a scale.
- Have learners personalize REALISTIC, aligned goals.
- Assess learners and coach them to self-assess.
- Document learning and performance.
- Study and celebrate growth.

Considering Alignment

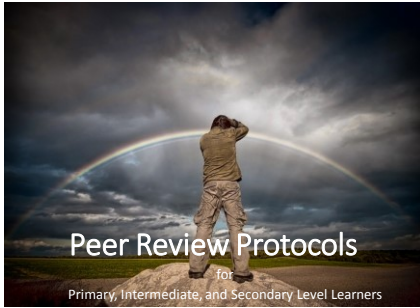


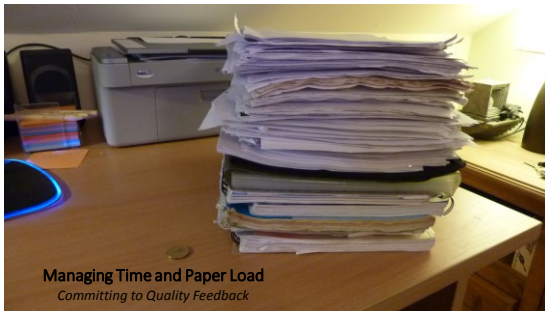


Feedback Approaches

- **Over the Shoulder Feedback**
 - All learners addressed in one session
 - High frequency
 - Tightly aligned to learning targets
 - 1-2 minutes maximum
- **Conferences**
 - All learners addressed over time
 - Less frequent
 - Varied settings and purposes
 - 5 minutes minimum
- **Written Feedback on Work**
 - All learners addressed over time
 - Less frequent
 - Tightly aligned to learning targets
 - Eased by use of quality rubrics









Planning for Success:

- ❑ Anticipating Needs and Dynamic Grouping
- ❑ Norms, Roles, and Discussion Frames
- ❑ Protocols and Cooperative Learning Structures
- ❑ Assessment: Individual and Group, Documentation
- ❑ Gradual Release of Responsibility

Anticipating Needs:

- Redesign with Interdependence in Mind
- Rely on Dynamic Grouping
- Use Text with Intention
- Assess and Adjust: Daily



Flexible Norms and Tools

- Active Listening: Look, Listen, Reframe, Respond
- Voice Level: 3 inch voice/6 inch voice Inside/Outside
- Transitions: Smooth and Silent
- Role Cards
- Discussion Frames:
 - Initiating Discussion
 - Clarifying a Point
 - Summarizing
 - Challenging a Point
 - Providing Evidence
 - Reaching Consensus
 - Providing Feedback

Protocols

- Expeditionary Learning: Appendix 1 Protocols and Resources (text)
- National School Reform Faculty (nsrf.org)

Approaching Assessment

Group Assessments

- Strictly formative
- Primarily behavioral
- Primarily qualitative
- Used to inform instruction relevant to social learning skills

Individual Assessments

- Formative and summative
- Declarative, procedural, and behavioral
- Qualitative and quantitative
- Used to inform instruction relevant to social learning skills, content, and domain-specific skills

Gradually Release Responsibility: Try Ticket Talk



End of Day 1 Reflection

How can I make tomorrow even better?

Welcome Back!

Adjusting Our Data

Non-Linguistic Representation

What it is

"Nonlinguistic strategies require students to generate a representation of new information that does not rely on language."

Robert Marzano,
Educational Leadership, May 2010

How We Do It

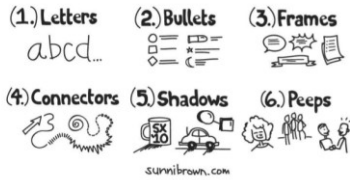
- Doodling and Sketch-noting
- Picture Walking
- Analogies and Metaphors
- Video Design
- Tables, Charts, Graphs
- Maps and Boards
- Gamestorming

Five Critical Considerations

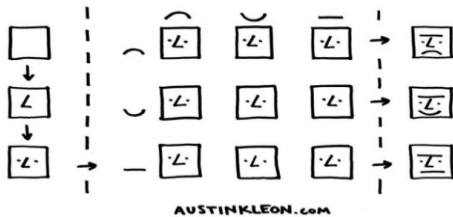
- Non-linguistic representations take many forms
- They must identify critical information
- Learners must explain their representations
- They may take a great deal of time
- Revision is encouraged

Strategies for the Double- Minded

6 fundamentals of Visual Notetaking



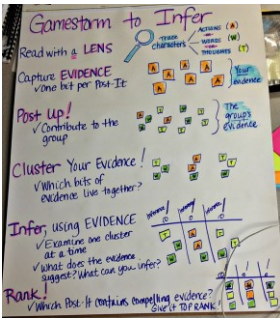
HOW TO DRAW FACES





Let's Go Surfing....

A Tidy Collection of Web Tools and Resources



Gamestorming

- The Book
- The App
- The Website
- The Cheat Sheet

Cues and Advanced Organizers

Cues

- Explicitly direct learners to what is mostly important rather than what is most compelling or unusual.
- Require learners to engage in research, examine texts, visuals, data, charts, graphs, or artifacts in order to make evidenc-based predictions.
- Plan for total/active participation.

Advanced Organizers

- Enable learners to mind the gap between what they know and what they will learn.
- Describe the content, concepts and skills to be learned.
- Share a story that details important content, concepts, and skills.
- Agendas, skimming, anticipation guides, KWLH/W charts, essential questions all serve as advanced organizers
- Brief expository texts enable quality front-loading

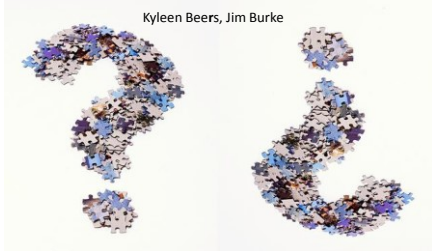
Questioning: The Basics

- Design questions that align to your objectives and learning targets.
- Avoid leading questions: these are questions that suggest their own answer.
- If you must ask a question that elicits a yes or no response, be prepared to follow it up with one that does not.
- Rather than beginning with a question that is multi-layered and complex, pose a series of clear, specific, sequential questions that build understanding.
- Use a variety of closed and open questions. Closed questions have a limited number of correct responses, while open questions elicit varied and often conflicting responses.
- Use Pose, Pause, Pair, Pounce, Bounce to extend and deepen the learning.
- Wait on responses: 5-10 seconds before inviting anyone to answer, and another 5-10 seconds once someone does before asking a follow up question.
- Practice reframing incorrect responses to ensure that learners arrive at better ones.

The Six Purposes of Socratic Questioning

1. Get your students to **clarify their thinking**, for instance: "Why do you say that?" ... "Could you explain that further?"
2. **Challenging students assumptions**, for instance: "Is this always the case? Why do you think that this assumption holds here?"
3. **Require evidence as a basis for argument** using questions such as: "Why do you say that?" or "Is there reason to doubt this evidence?"
4. **Tap varied viewpoints and perspectives**, challenging students to investigate other ways of looking at the same issue, for example: "What is the counter argument for...?" or "Can/did anyone see this another way?"
5. **Consider implications and consequences**, for instance: "But if that happened, what else would result?" or "How does... affect...?" By investigating this, students may analyse more carefully before jumping to an opinion
6. **Question the question**, just when students think they have a valid answer this is where you can tip them back into the pit: "Why do you think I asked that question?" or "Why was that question important?"

Exploring a Variety of Question Frames



SUMMARIZING

What it Means:

Research shows that to be effective at summarizing, students need to analyze information by learning to delete, substitute and keep pertinent information.

Closely aligned with summarizing, note taking requires the student to determine the most important information and to restate it in understandable and clear terms.

Best Practices:

- Use a rule-based summary strategy and frames
- Teach a variety of note-taking formats
- Share your own notes



Note-Taking

A Video Demo from Trotwood Madison School District

End of Session Reflection

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