

Welcome Back!

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Marzano Research Laboratory



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Table Family Discussion...

- What is the general response from those in the pilot now that we're half-way through the year?
- How are teachers being reflective about their own practice in new ways?
- To what capacity do you utilize coaches in your school/district?



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Five Categories for Reflective Practice

1. Having a model of instruction, ✓
2. Setting growth goals, ✓
3. Engaging in focused practice, ✓
4. Engaging in focused feedback, ✓ and
5. Observing and discussing effective teaching ✓



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The Marzano Teacher Evaluation Model

- Two Purposes for Teacher Evaluation....



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Two purposes for evaluation

- **Measurement** = Measure teaching competence
- **Growth** = Improve teaching skills

What should an evaluation system do?



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During the past year...

Marzano Research Laboratory has surveyed just over 3,000 educators using a five point scale for responses to the question of:

What should a good evaluation system do?



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The scale we used:

- 1 = Only measure teacher competence
- 2 = More measurement than development/growth
- 3 = Equally measure teacher competence and promote teacher professional growth
- 4 = More development/growth than measurement
- 5 = Only promote teacher growth



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Table Family Discussion

What do you think about the purpose of an evaluation system?

Where should it be on the scale?

1.....2.....3.....4.....5



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The results so far...

1 = 0%
2 = 2%
3 = 20%
4 = 76%
5 = 2%



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Stated differently...

Evaluation should be used for both purposes but the development of teachers' professional skills should be the more important purpose.



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Three key aspects must exist...

- A clear model or language for instruction
- Specific levels of performance to measure and guide instructional development
- Celebrations of teacher growth within the model on a yearly basis
 - *Do you celebrate teacher growth? How?*



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Let's review what we learned

Teacher Actions



Student Achievement

An incontestable fact: "...student achievement in classes with highly skilled teachers is better than student achievement with less skilled teachers."



Effective Supervision: Supporting the Art and Science of Teaching
(Marzano, Frontier, & Livingston, 2011)

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"What Matters is Which Classroom?"

"If a student is in one of the most **effective** classrooms, he/she will learn in **6 months** what those in an average classroom will take a year to learn. And if a student is in one of the **least effective classrooms** in that school, the same amount of learning takes **2 years**."



Deborah Loewenberg Ball, Dean of Education,
University of Michigan

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Principal Behaviors and Student Achievement

Principal
Actions



Teacher
Actions



Student
Achievement



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What must a district or school do?

...to cultivate teacher effectiveness.

- ☐ **Develop a common language of teaching**
- ☐ Provide opportunities for focused feedback and practice
- ☐ Provide opportunities for observing and discussing effective teaching
- ☐ Require individual teacher growth and development plans on a yearly basis



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A shared language of instruction:

Allows everyone to
focus on common
instructional elements.

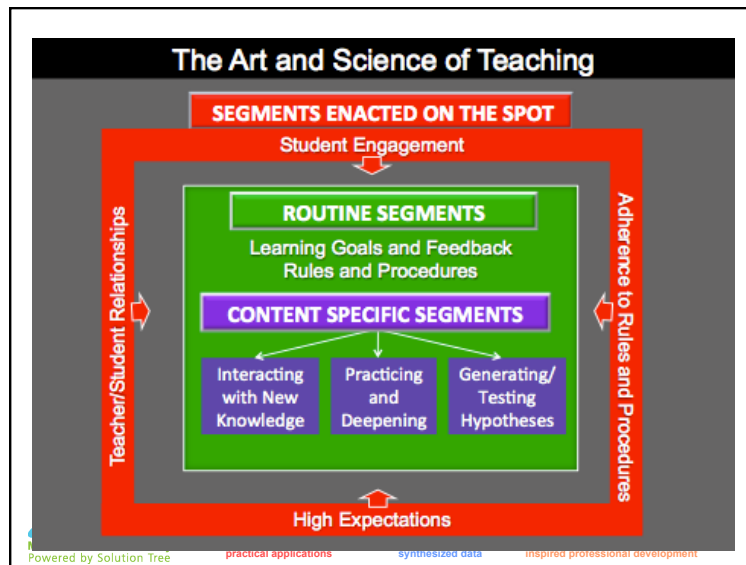


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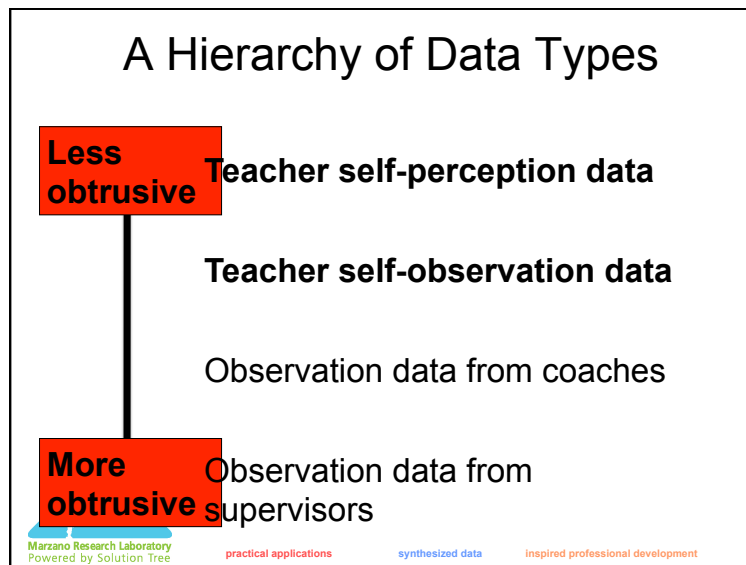
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Supporting Research and Practice

The Art and Science of Teaching
A COMPREHENSIVE FRAMEWORK FOR EFFECTIVE INSTRUCTION
Robert J. MARZANO

Becoming a Reflective Teacher
ROBERT J. MARZANO
with TINA BOOGREN, TAMMY HEFLEBOWER, JESSICA KANOLD-MCINTYRE, DEBRA PICKERING
THE CLASSROOM STRATEGIES SERIES

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3 types of practice...

Discussion Topic: *Describe the three types of practice and what each one means:*

- Automaticity
- Flow
- Deliberate Practice

Where does a coach fit into each of these areas??

Becoming a Reflective Teacher, pgs. 6-8



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Automaticity

- Occurs with a task that is carried out with minimal mental effort, possibly even without conscious thought.
- Example: Riding a bike
- *Examples from classrooms or current practice?*



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Flow

- ♦ Individuals engage in activities at which they are skilled and the level of challenge perfectly matches the skills, training, strengths, and resources of the performer.
- ♦ Engagement = Top Performance
- ♦ Often lose track of time during Flow



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Deliberate Practice

- ♦ In deliberate practice, you are continually challenging yourself and you are on the edge of comfort and failure with the challenge.
- ♦ By being deliberate in your practice, you are engaging in the constant pursuit of excellence and growth.



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Where does a coach fit into each of these areas??

Automaticity

Flow

Deliberate Practice



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A Hierarchy of Data Types

**Less
obtrusive**

Teacher self-perception data

Teacher self-observation data

Observation data from coaches

**More
obtrusive**

**Observation data from
supervisors**

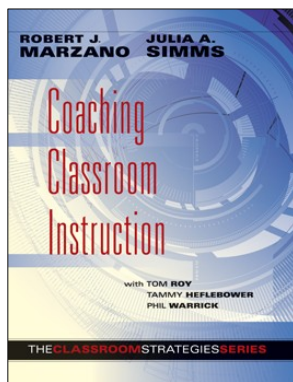


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Supporting Research



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Table Group Discussion

- When/where have you been coached?
- When/where have you coached?
 - Benefits?
 - Challenges?



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The History of Coaching

- Handout, pg. 2



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In any complex endeavor...

- It is extremely difficult to reach and maintain the highest levels of performance without help.
- The most effective help comes in the form of coaching.

Gawande (2011)



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Coaching:

helping “transport”
someone from where he/
she is to where he/she
wants or needs to be.



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Clinical Supervision as the Foundation

- Handout, pg. 2



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Clinical Supervision

- Preconference between supervisor and teacher
- Classroom observation by supervisor
- Analysis of the results of the observation
- Post-conference between supervisor and teacher
- Evaluation and critique of the supervision process



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What's missing?

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What's Missing?

- Over time, the five phases became an end in themselves.
- Teachers and administrators would move through each stage but they were not engaging in a collegial, inquiry-driven quest for more effective instructional practices.



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Benefits of Coaching

- Handout, pg. 3



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Coached Teachers...

1. Practiced new strategies more frequently and developed greater skill in a new strategy.
2. Used newly learned strategies more appropriately.
3. Exhibited greater long-term retention about specific skills within strategies.



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CCI, pg. 6

Coached Teachers...

4. Were much more likely to explain new models of teaching to their students so they understood the purpose of the strategy.
5. Exhibited clearer cognitions with regard to the purposes and uses of the new strategies.



Joyce and Showers (2002)

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Discussion Topic...

- Solo Thinking First:

How would you define the “ideal” goal of instructional coaching in a school?

- Now whole group: develop one common answer.



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Five Goals of Coaching



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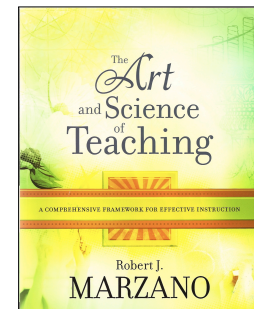
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Five Goals for Successful Instructional Coaching:

1. To Point Teachers Toward Best Practices...

The coach holds up the standards and expectations determined from a solid base of research.

Kee, Anderson, Dearing, Harris, & Shuster,
2010 pp. 46-47



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Goals for Successful Instructional Coaching:

2. To Show Teachers What Good Teaching Looks Like

Successful coaches know how to break down performance into critical, individual components.

Gawande, 2011, p.5



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Goals for Successful Instructional Coaching:

3. To help teachers maintain their best performance

The coaching model recognizes that few can achieve and maintain their best on their own.

Gawande, 2011, pp. 2-3



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Goals for Successful Instructional Coaching:

4. To help teachers achieve flow

Flow happens when teachers are fully immersed in the process of growth and change.

The sweet spot – the flow spot – is where the level of challenge perfectly matches the skills, training, strengths, and resources of the performer.

Tschannen-Moran & Tschannen-Moran 2010 p. 218



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Goals for Successful Instructional Coaching:

5. To Help Teachers Take Risks

A successful coach/leader will challenge educators to break away from the norm, to be creative, to use their imagination.

A successful coach/leader facilitates a new mindset needed in schools today.

Kee et al., 2010, p. 11



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Non-evaluative Nature of Coaching

- Handout, pg. 4



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Non-evaluative Nature of Coaching

- Effective communication can only take place in a nonthreatening environment:
 - Equality and freedom
 - Trust and understanding
 - Acceptance and warmth

Coaching should never be about 'fixing' another person.



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Requirements for Effective Coaching

Handout, pg. 4

Teaching is a Personal Profession.

Coaching will always be taken personally.



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“The first requirement of effective coaching is that the person receiving the coaching agrees that a change in performance will be useful.”

Reeves (2007)



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Paralanguage

- Vocal qualities, body gestures, and other verbal and nonverbal behaviors that exist alongside the words we speak.
- On average, adults find more meaning in nonverbal cues than in verbal ones.



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Rapport Activity

What Makes Your Heart Sing?

What makes you get out of bed in the morning? What is the most important thing in your life? (Family, hobbies, experiences, a place, home, pets, beliefs, etc., etc.).

Write a short sentence to describe this.



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Groups of Three

- **Person A:** Relate what it is that makes your heart sing to Person B. (60 seconds)
- **Person B:** Actively listen to Person A with positive and encouraging questions and body language.
 - After 30 seconds, Person B 'switches off' and becomes disinterested and detached—this should be echoed in body language and demeanor

Person C: Keeps time/observes and then provides feedback on the conversation/leads discussion

This pattern is repeated until all have had their turn.



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Reflection



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Rapport

- Posture
- Gesture
- Inflection
- Pitch
- Volume
- Rate of Speech
- Language Choices
- Breathing



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Requirements for Effective Coaching

- Rapport
- Trust
- Feedback
- Choice
- Modeling



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Trust

- Maintaining confidentiality
- Being visible and accessible
- Behaving consistently
- Keeping commitments
- Sharing personal information about out-of-school activities
- Revealing feelings



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Trust (Continued)

- Expressing personal interest in other people
- Acting nonjudgmentally
- Listening reflectively
- Admitting mistakes
- Demonstrating professional knowledge and skills



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Trust-Building Tools

Rapport and trust

*(**trust** is about the whole of a relationship; **rapport** is about the moment)*



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Trust

■ School trust study: 2002

Schools with a low trust score had only a 1 in 7 chance to improve student learning and nearly no chance to improve in reading and mathematics.

Bryk and Schneider (2002)



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Trust

■ Teacher-Teacher Trust

Teachers value other teachers who are expert at their craft and who take leadership roles in school improvement.

Bryk and Schneider (2002)



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Trust

■ Teacher-Principal Trust

Teachers see the principal as an effective leader who supports their professional development.

Bryk and Schneider (2002)



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Requirements for Effective Coaching

- Rapport
- Trust
- Feedback
- Choice
- Modeling



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Feedback

- Be clear about what you want to say in advance.
- Own the feedback.
- Start with the positive.
- Be specific, not general.
- Give one piece of feedback at a time.
- Focus on behavior rather than the person.
- Refer to behavior that can be changed.
- Be descriptive rather than evaluative.



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Requirements for Effective Coaching

- Rapport
- Trust
- Feedback
- Choice
- Modeling



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Choice

- Allowing someone to choose what to work on and how to work on it builds trust and keeps a coaching relationship from being manipulative.

“In the place of manipulation, there is choice. In the place of doubt and over-control, there is trust.” Knight (2011)



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Requirements for Effective Coaching

- Rapport
- Trust
- Feedback
- Choice
- Modeling



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Modeling

- You don't teach someone to drive by just explaining how to do it....
- Modeling builds credibility....



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Modeling...

- How often do you model strategies for and with your staff?
- Every staff meeting provides that opportunity....don't miss it....



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Modeling...

- Whenever possible, model a strategy with a teacher's own class in an authentic environment.
- Co-teach when appropriate to model side-by-side.
- Video-record model teachers and build a collection to use for coaching.



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A Foundation for Coaching

Handout, pgs. 7-9

- Establishing a Model of Effective Teaching = *The Art and Science of Teaching*
- Conducting a Self-Audit
- Using a Scale to Measure Teachers' Progress



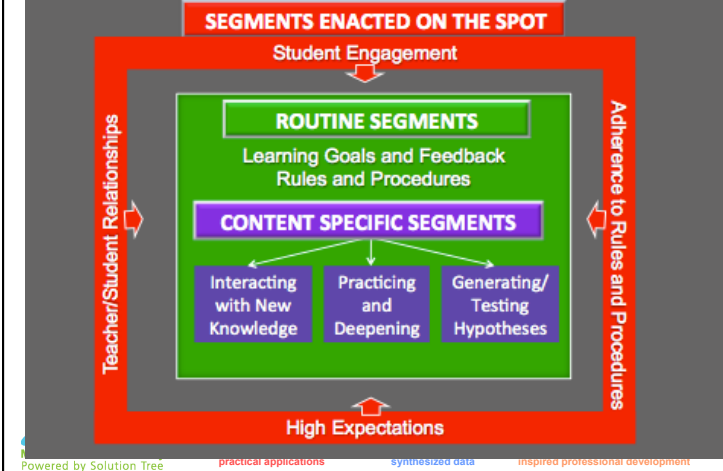
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The Art and Science of Teaching



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A Foundation for Coaching

- Establishing a Model of Effective Teaching = *The Art and Science of Teaching*
- Conducting a Self-Audit
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Self-Audit = Reflective Practice

Example: Element 1 Learning Goals

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Providing clear learning goals and scales (rubrics)	I adapt and create new strategies for unique student needs and situations.	I provide a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance and monitors students' understanding of the learning goal and the levels of performance.	I provide a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.



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Self-Audit

Handout, pgs. 7-8

- **Teacher:** Complete a Profile
(marzanoresearch.com/classroomstrategies)
- **Teacher:** Select Growth Goals (one element every three months)
- **Coach:** Verifies the Teacher's Selections (*how?*)
- **Teacher/Coach:** Writing Growth Goals



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A Foundation for Coaching

- Establishing a Model of Effective Teaching = *The Art and Science of Teaching*
- Conducting a Self-Audit
- **Using a Scale to Measure Teachers' Progress** (*Handout, pg. 7 & 9*)



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Teacher Evaluation Scales

- Teacher Evaluation Scales (WA state):
 - www.marzanoresearch.com
 - Services
 - Teacher Evaluation Model
 - Teacher Evaluation Scales for WA state



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Generic Rubric for Coaching Instruction

Innovating/ DISTINGUISHED 4	Applying/ PROFICIENT 3	Developing/ BASIC 2	Beginning/ UNSAT 1	Not using/ UNSAT 0
The teacher integrates several strategies to create a macrostrategy or adapts strategies for unique student needs and situations	The teacher uses strategies or behaviors associated with an element and monitors their effects on student outcomes.	The teacher uses strategies or behaviors associated with an element, but in a mechanistic way.	The teacher uses strategies or behaviors associated with an element incorrectly or with parts missing.	The teacher is unaware of strategies or behaviors associated with an element

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Not Using(0) to Beginning(1) (UNSATISFACTORY)

- Provide teachers with research supporting the element. (the why)
- Provide teachers with some sample strategies in the element. (the what)
- Once a specific strategy has been selected, provide an understanding of the steps in the strategy. (the how)
- Model or co-teach the strategy. (optional)



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HO, pg. 10

Let's Try It...

- Elbow Partners: Teacher (A) and Coach (B) are meeting to begin work on a growth goal.
 - **Teacher:** Choose a growth-goal element.
 - **Coach:** Guide the teacher from Not Using to Beginning (UNSAT) for his/her chosen growth-goal element.



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Beginning (1) to Developing(2)

UNSAT to BASIC

- Look for proper set-up and directions
- Look for correct execution of a strategy
OR
- Look for a protocol when using a strategy when appropriate
- **Coach: monitor the effect the strategy has on the learners, especially errors**
(Valuable Feedback)



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HO, pg. 11

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Developing(2) to Applying(3)

BASIC to PROFICIENT

- Coach teachers in ways to **monitor** the effectiveness of the strategy they are working on.
- Look for teacher decisions based on the monitoring. (*What do they do and why?*)



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Discuss...

What does MONITORING look like in a classroom?



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MONITORING

Formative Assessment:

- Actively listening
- Checks for understanding/questioning
- Exit slips
- White boards
- Thumbs up
- Conferences
- Keeping a record of student responses
- Discussions

■ **ADJUSTMENTS IN INSTRUCTION ARE MADE**



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Let's Try It...

- Teacher is engaged in deliberate practice around **previewing new content**.
 - First, find the **element** in the scales
 - What are the associated teacher actions to look for?
 - What are the associated desired student responses to look for?



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Previewing New Content

- <http://www.iobservation.com/Marzano-Suite/Library/>



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Coaching

- Elbow Partners: Teacher (**B**) and Coach (**A**) are meeting after the observed lesson.
 - Determine the level of scale demonstrated (joint decision between the **coach** and the **teacher**).
 - **Coach**: Guide the teacher to the next level.



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Applying(3) to Innovating(4) PROFICIENT to DISTINGUISHED

- Coach teachers to create macrostrategies
- Coach teachers to adapt strategies for unique needs of learners.

HO, pg. 12



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MACROSTRATEGY

- A set of instructional strategies used together to help students interact with and process content.
- Within one instructional element or across several elements.



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Creating a Macrostrategy Sample

Remember the importance of modeling?

- Element 26/Element 2.6.3: Manage Response Rates
- With your table team, combine strategies in this element and prepare what you could describe to a teacher as a macrostrategy.



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Example – Element 26
What do I typically do to manage response rates?
Sample Strategies/Possible Teacher Evidence

- Random Selection
- Hand Signals
- Response System
- Response Chaining
- Paired Response
- Choral Response
- Wait Time
- Elaborative Interrogation
- Multiple Types of Questions



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Example – Element 26
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Applying(3) to Innovating(4) PROFICIENT to DISTINGUISHED

- Coach teachers to create macrostrategies
- Coach teachers to adapt strategies for unique needs of learners.

HO, pg. 12



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Observation...

- Growth goal: **Organizing students to interact with new knowledge**
 - Locate element on scales
 - Teacher actions?
 - Student actions?



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Organizing Students to Interact with New Knowledge

<http://www.iobservation.com/Marzano-Suite/Library/>



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Let's Try It...

- Elbow Partners: Teacher (**A**) and Coach (**B**) are meeting to continue work around the teacher's growth goal around *Organizing Students to Interact with New Knowledge* after observing the previous class.
- Determine what level the teacher is currently working in.
 - Teacher actions=**developing/basic**
 - Student actions=**applying/proficient**



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- The teacher has reached the applying/proficient level and now wishes to move to the innovating/distinguished level.
 - Coach (**B**): How will you guide the teacher to move to innovating/distinguished for this strategy?



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Bias

Table Family: Define 'bias' and 'interpretation'

How do you control for bias/opinion/interpretation while coaching a teacher under this system?



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With your table family:

Evaluation and coaching are similar because they both _____.

Evaluation and coaching are different because _____.



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Aspects of Coaching

Chapter 6
Handout, pg. 13-15



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Selecting Coaches

- Coach is a master teacher with the proven ability to increase student achievement in his/her classroom.
- Coach has a wide knowledge of curriculum and instruction and the interpersonal skills necessary to interact with others respectfully and professionally.



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Selecting Coaches (continued)

- Coach agrees with the goals of the coaching program.
- Coach understands and can describe and demonstrate what performance looks and sounds like at each level of the scale.



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Differentiating Coaching

1. Using different types of coach-teacher conversations.
2. **Taking into account a teacher's level of experience.**
3. Gauging a teacher's readiness for change.



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Considerations for Experience

- New Teachers
- Experienced Teachers

What issues should a coach be aware of when working with new or experienced teachers?



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New Teachers

- Shorter coaching sessions
- Co-teach when appropriate
- Small chunks that fit nicely together
(ie... Learning goals and tracking student progress)



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Experienced

- On their "turf" when appropriate.
- Have them share their experiences with you and artifacts of practice.
- Have them describe their areas of perceived strength.

Differentiating Coaching

1. Using different types of coach-teacher conversations.
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Readiness for Change

- Dealing with levels of receptiveness to change in a very personal profession.

How would you describe different levels of teacher readiness for change?



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Readiness for Change

High Skills but Low Will

Often unaware or don't believe that they need to improve.

High Skill and High Will

Motivated and always want to improve.

Low Skill and Low Will

Not motivated and not knowledgeable about how to improve.

Low Skill but High Will

Motivated, but don't always know what to do to improve.



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Categories of Teachers

- Superstars:
- Backbones:
- Mediocres:



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Categories of Teachers

- Superstars: *Best teachers at a school, irreplaceable; deeply respected, go above and beyond*
- Backbones: *Good, solid teachers, work hard and do what is asked or required of them*
- Mediocres: *Replacement would probably be an improvement, resistant to change and do not consistently do what is asked or required of them*



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Working With Reluctant Teachers

- Monitor one's own behaviors closely
- Meet in a neutral location
- Honor confidentiality
- Ask questions
- Avoid arguing
- Involve administrators when necessary



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Anne Frank:

*How wonderful it is that nobody
need wait a single moment to
improve the world.*



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Reflection

Exit Slip:

- Any NEW learning, UN-learning, or RE-learning from today.
- I will take what I've learned today back to my building by...
- Something I want to dig into more deeply is:



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Homework

- Deepen understanding of the instructional framework
- Continue to support teachers' focused practice
- Set up opportunities for focused feedback
- Determine coaching opportunities
- ???



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Thank you!

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 - Marzanoresearch.com



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