Welcome Back!!

September 4th

Professional Learning Day

Agenda

- It's a Beautiful Day!
- Verona's New Mission Statement
- Marzano's Causal Observation "Coaching" Model
- SGOs

Verona Public Schools Mission Statement

"The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences."

Two Quotes ...

- "Students (and teachers) m... ...he **criteria and standard**... ...aster: th... must have **feedb**... ...ster the... and they ... **use the f**... **revi**... ...evaluati... ...**ained b**... ...**model-**... ...**dback-p**...

~ Wiggins

...**cused f**... ...e, **teachers can engage in** ...**cused p**... ...her critical element of deliberate prac... ...her practices the selected strategy ...g with small variations to determines what works ...his or her particular situation."

~ Marzano

What do both quotes have in common...???

Feedback with Common Language

Common Language of Instruction

Marzano Art and Science of Teaching Teacher Evaluation Model
Learning Map

Domain 1: Classroom Strategies and Behaviors

Lesson Segments Involving [illegible]vents

Lesson Segments Addressing Content

Lesson Segments Enacted on the Spot

STAGE 1

DQ1: Communicating Learning Goals and Feedback
1. Providing Clear Learning Goals and Scales (Rubrics)
2. Tracking Student Progress
3. Celebrating Success

DQ6: Establishing Rules and Procedures
4. Establishing Classroom Routines
5. Organizing the Physical Layout of the Classroom

A

DQ2: Helping Students Interact with New Knowledge
6. Identifying Critical Information
7. Organizing Students to Interact with New Knowledge
8. Previewing New Content
9. Chunking Content into "Digestible Bites"
10. Processing of New Information
11. Elaborating on New Information
12. Recording and Representing Knowledge
13. Reflecting on Learning

DQ5: Engaging Students
24. Noticing When Students are Not Engaged
25. Using Academic Games
26. Managing Response Rates
27. Using Physical Movement
28. Maintaining a Lively Pace
29. Demonstrating Intensity and Enthusiasm
30. Using Friendly Controversy
31. Providing Opportunities for Students to Talk about Themselves
32. Presenting Unusual or Intriguing Information

M

DQ3: Helping Students Practice and Deepen New Knowledge
14. Reviewing Content
15. Organizing Students to Practice and Deepen Knowledge
16. Using Homework
17. Examining Similarities and Differences
18. Examining Errors in Reasoning
19. Practicing Skills, Strategies, and Processes
20. Revising Knowledge

DQ7: Recognizing Adherence to Rules and Procedures
33. Demonstrating "Withitness"
34. Applying Consequences for Lack of Adherence to Rules and Procedures
35. Acknowledging Adherence to Rules and Procedures

[illegible] and Maintaining Effective Relationships

T

DQ4: Helping Students Generate and Test Hypotheses
21. Organizing Students for Cognitively Complex Tasks
22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
23. Providing Resources and Guidance

DQ9: Comm[illegible] All Students
39. Demonstrating Value and Respect for Low Exp[illegible] Students
40. Asking Questions of Low Expectancy Students
41. Probing Incorrect Answers with Low Expectancy Students

UNIT PLANNING

The final Design Question, DQ10: Developing Effective Lessons Organized into a Cohesive Unit is contained in Domain 2: Planning and Preparing.

What is the relationship between Marzano and UbD?

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Domain 2: Planning and Preparing

Planning and Preparing

Planning and Preparing for Lessons and Units
42. Effective Scaffolding of Information with Lessons
43. Lessons within Units
44. Attention to Established Content Standards

Planning and Preparing for Use of Resources and Technology
45. Use of Available Traditional Resources
46. Use of Available Technology

Planning and Preparing for the Needs of English Language Learners
47. Needs of English Language Learners

Planning and Preparing for the Needs of Students Receiving Special Education
48. Needs of Students Receiving Special Education

Planning and Preparing for the Needs of Students Who Lack Support for Schooling
49. Needs of Students Who Lack Support for Schooling

Domain 3: Reflecting on Teaching

Reflecting on Teaching

Evaluating Personal Performance
50. Identifying Areas of Pedagogical Strength and Weakness
51. Evaluating the Effectiveness of Individual Lessons and Units
52. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

Developing and Implementing a Professional Growth Plan
53. Developing a Written Growth and Development Plan
54. Monitoring Progress Relative to the Professional Growth and Development Plan

Domain 4: Collegiality and Professionalism

Collegiality and Professionalism

Promoting a Positive Environment
55. Promoting Positive Interactions with Colleagues
56. Promoting Positive Interactions about Students and Parents

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

Promoting District and School Development
59. Adhering to District and School Rule and Procedures
60. Participating in District and School Initiatives

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Marzano EQ

- How can the "elements" in the Design Questions make our teaching more effective?
- DQ #5 Engaging the Students: Using Physical Movement
- It's all about the EVIDENCE – teacher and student.

DQ5: Engaging the Students

27. Using Physical Movement

The teacher uses physical movement to maintain student engagement.

Teacher Evidence

- Teacher has students stand up and stretch or related activities when their energy is low
- Teacher uses activities that require students to physically move to respond to questions
- Vote with your feet
- Go to the part of the room that represents the answer you agree with
- Teacher has students physically act out or model content to increase energy and engagement
- Teacher use give-one-get-one activities that require students to move about the room

DQ5: Engaging the Students

Student Evidence

- Students engage in the physical activities designed by the teacher
- When asked, students can explain how the physical movement keeps their

What scale level do we place the teacher?

Levels of Performance for Observations, Marzano Causal Teacher Evaluation Model

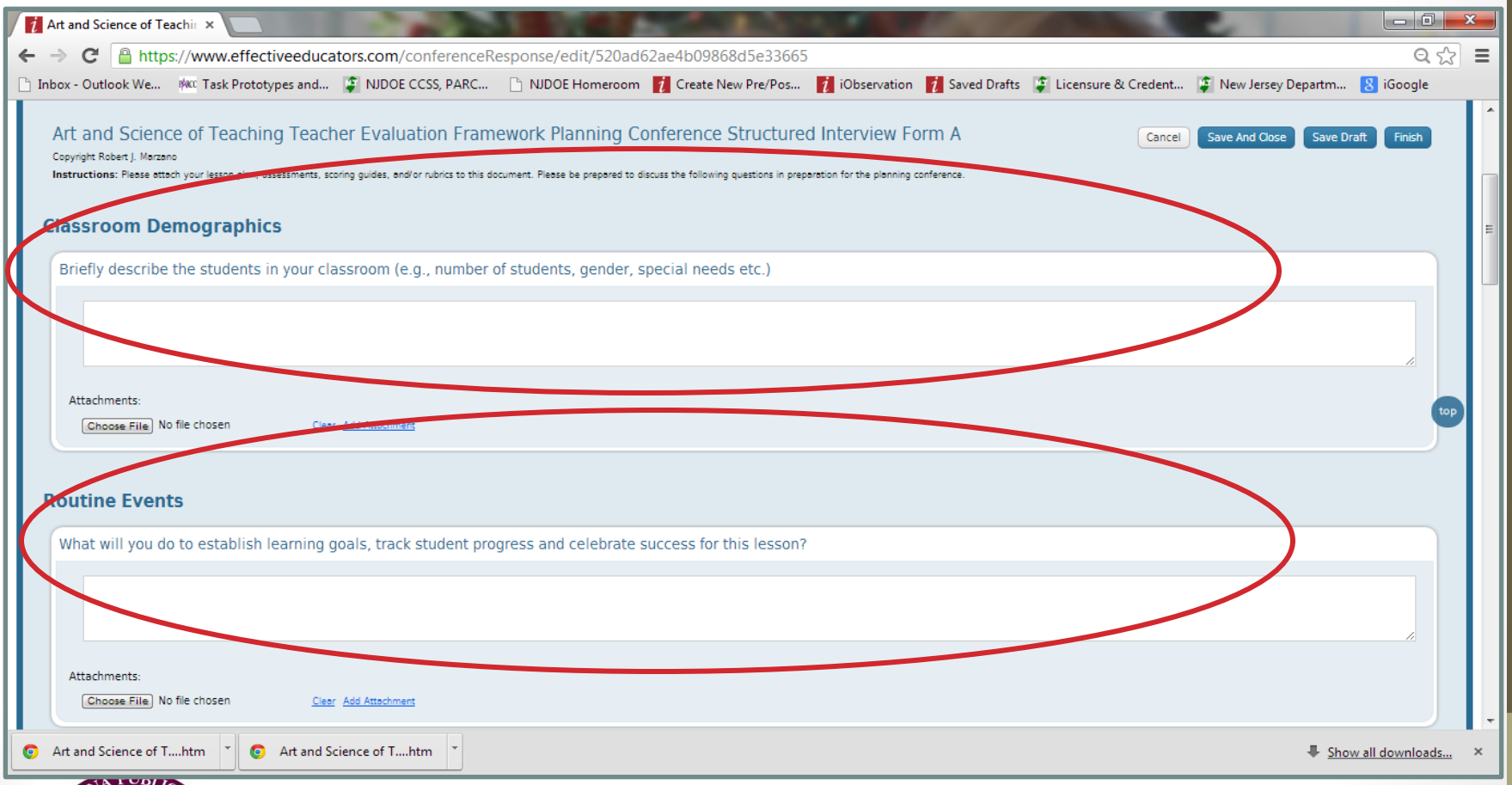
Scales: it's all about monitoring the desired effect with the students

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
The teacher gets **100% of students to the desired effect** of the strategy by adapting/ creating new strategies for unique student needs and situations	The teacher uses the strategy correctly, and **monitors the majority of students** to determine if the strategy has the desired effect.	The teacher uses the strategy correctly.	The teacher uses the strategy incorrectly or with parts missing.	The strategy was called for but not exhibited.

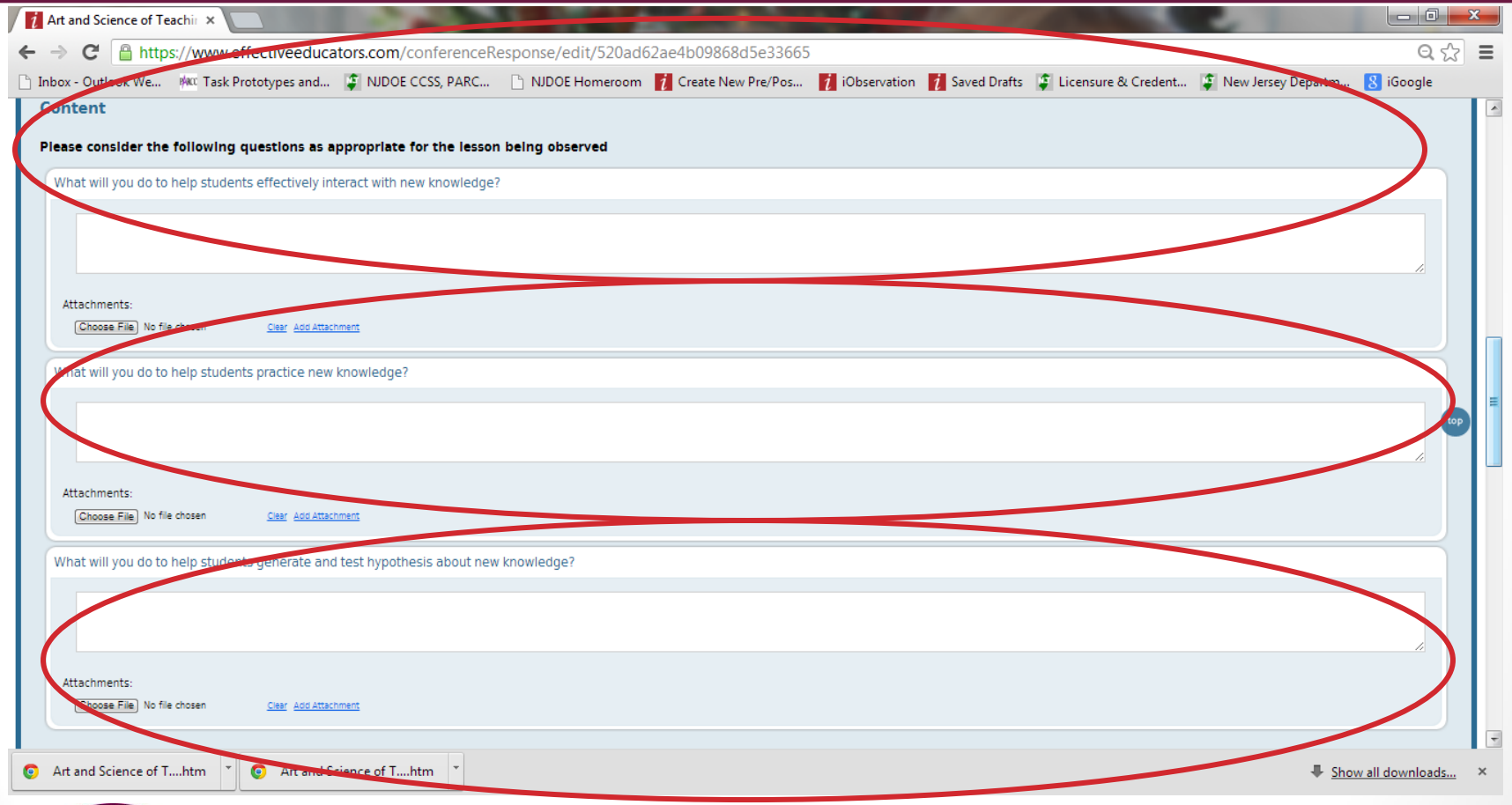
Observations #1 & #2 for 2013-14

- Observations are announced
- Teacher completes pre-observation form in iObservation by identifying 5 to 7 elements from DQ 1 - 5 for the observer
- Formal observation occurs (Long/Short)
- Teacher completes reflection form in iObservation
- Teacher meets with observer for instructional feedback

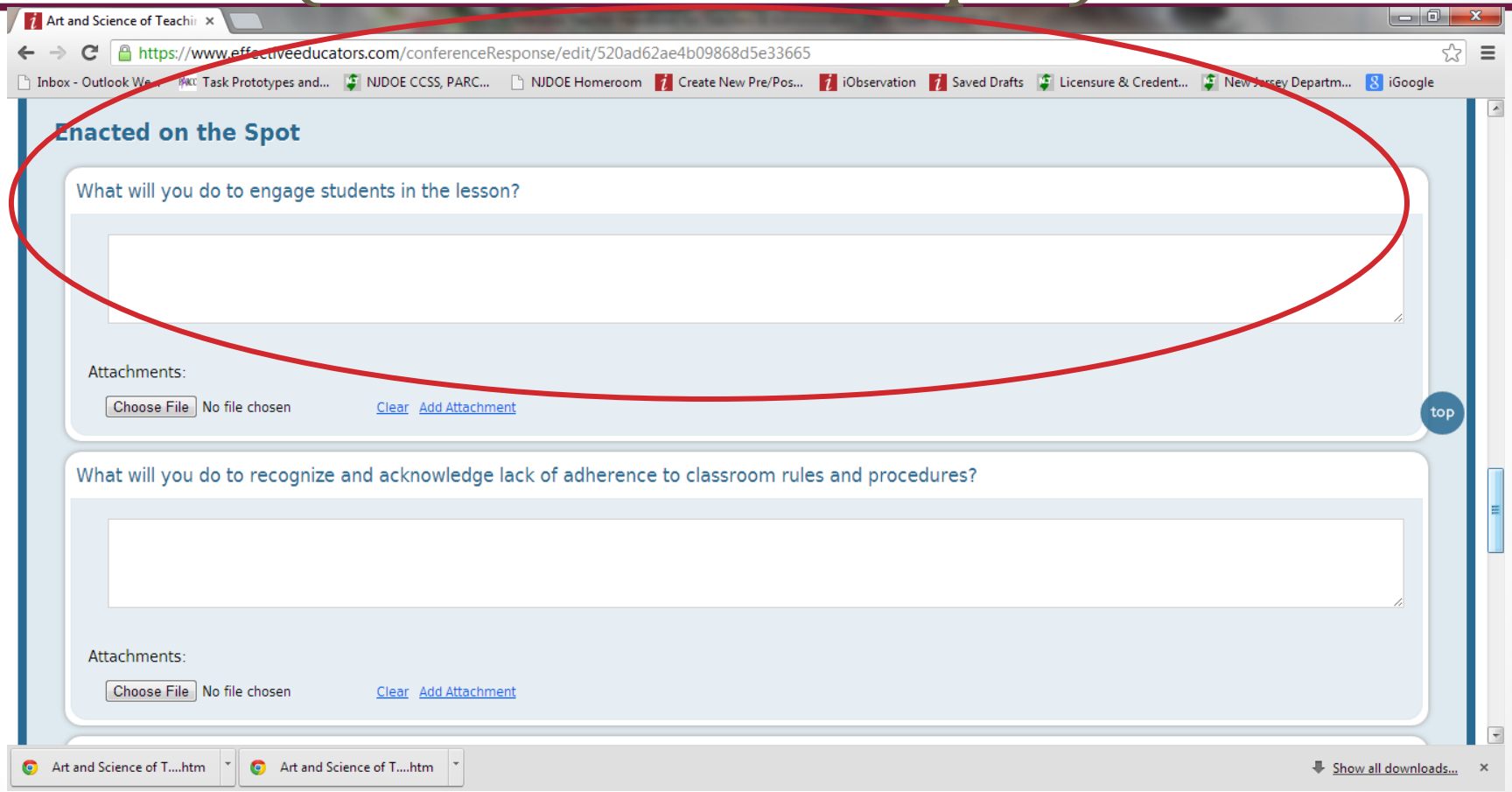
Verona Observation: Pre-Conference Form (Involving Routine Events)



Verona Observation: Pre-Conference Form (Addressing Content)



Verona Observation: Pre-Conference Form (Enacted on the Spot)



Conducting an Observation

A pre-conference between the administrator and teacher determines five to seven of the elements that will be observed ahead of time from Domain 1

What am I looking at right now
OR
What am I focusing on now

STEP 1
Identify Primary Segment

- DQ#1: Lesson Segment Involving Routine Events
- DQ#2-4: Lesson Segment Addressing Content
- DQ#5: Lesson Segment Enacted on the Spot

STEP 2
Identify Design Question

- Design Question #1
- Design Question #6

STEP 3
Identify Element

- Providing Clear Learning Goals and (Scales to Measure Those Goals)*

Verona Observation: Reflection Post-Conference Form

Overall, how do you think the lesson went and why?

Routine Events

In what ways did students meet or not meet the learning goals you established for this lesson? How did your assessments inform your understanding of student learning?

To what extent did the organization of your classroom (room arrangement, materials) and your rules and procedures maximize student learning?

Content

How did the strategies you used to introduce new content to students support student learning?

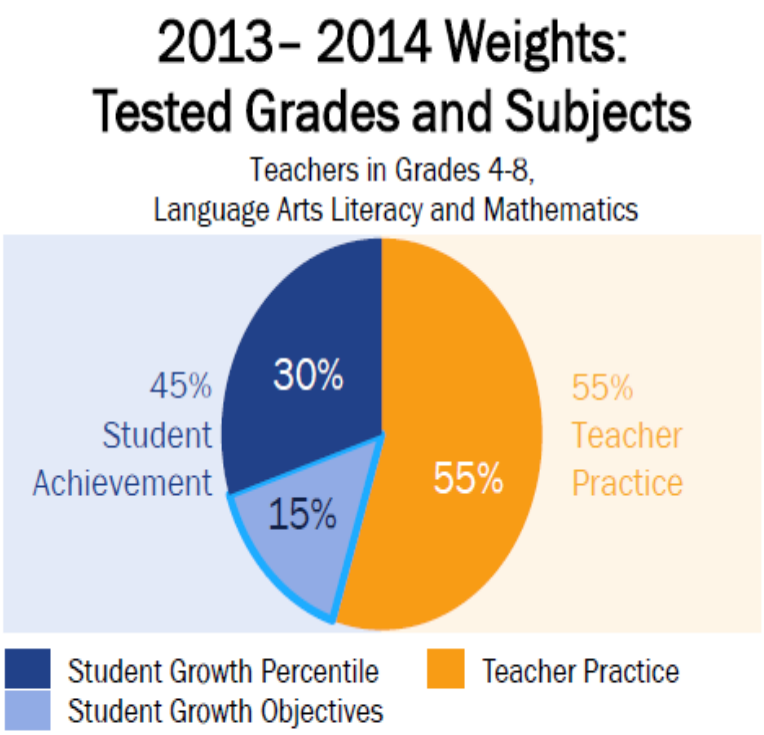
Observation #3 for 2013-14

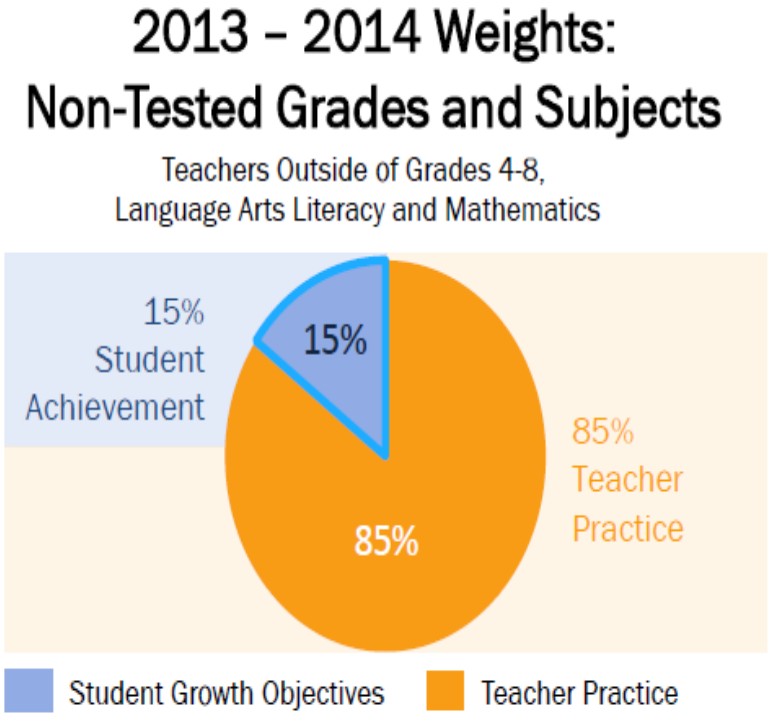
- No pre-conference prior to the formal observation (*Teacher does not complete pre-observation from in iObservation)*
- Observation is unannounced & short
- Teacher completes reflection form in iObservation
- Teacher meets with observer for instructional feedback

Summative Evaluation

"Today's test is 70% of your final grade which makes up 35% of your grade for the semester and 20% of your GPA for 50% of your scholastic career for 15% of the curriculum. If you can explain this to the person next you, you pass the test."

Summative Score Calculation





N.J.A.C. 6A:10-4.1

Professional Learning for 2013-14

- **September 3**
  - AM – Superintendent Welcome
  - PM - Building based
- **September 4**
  - AM – Marzano/SGO (VHS)
  - PM – SGO work groups
- **October 31**
  - Building-based PD (Wrap up SGOs, discuss common assessments (work toward rigor like PARCC), Data Analysis (NJASK, SGO, …), **Online Marzano Course #1 (Pre/Post Test)**
- **November 5**
  - All Staff – Meet at VHS Auditorium for HIB, Affirmative Action, School Security Updates, **Online Marzano Course #1**

**Please note: This is a tentative schedule*

- **February 18**
  - Begin school-wide development of Design Question #1: Learning Goals, Scales, Tracking Student Progress (Marzano)
  - Common assessments
  - Review SGOs
  - Review SGPs
  - **Online Marzano Course #2**
- **March 14**
  - Continue work on DQ #1
  - Continue to work on common assessments
  - Review/Analyze SGOs (Post assessments)
  - **Online Marzano Course #2**
- **June 6**
  - "Survey Says …" Professional Development Day☺

Teacher Evaluation Handbook

- A teacher handbook was created this summer for the 2013-14 school year and will be emailed to you shortly …
  - Included in it are SGOs, SGPs, Marzano's Design Questions & Elements, PDPs, ….