# Authenticity and the Marzano Framework of TLE





# Fold the Line

How much do you know about Marzano and Teacher Leader Effectiveness?



 Using a post-it note, rank yourself on level of knowledge concerning the Marzano Protocol.

• 1 − The Marzano what?

 5 – I helped Marzano write the book on classroom strategies.



# Session Objectives

Participants will be able to identify:

- ways in which authenticity can help them meet the requirements of the Teacher Leader Efficiency (TLE).
- Specific classroom strategies that fit the Authenticity and Marzano Frameworks
- Specific connections between the Authenticity framework and the content elements of Marzano's Classroom Strategies and Behaviors.



#### 2014 Marzano Teacher Evaluation Model Learning Map





#### **Domain 1: Classroom Strategies and Behaviors**

Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQs) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol.

# Marzano Art and Science of Teaching

#### Lesson Segment Involving Routine Events

#### DQ1: Communicating Learning Goals and Feedback

- Providing Rigorous Learning Goals and Performance Scales (Rubrics)
- 2. Tracking Student Progress
- 3. Celebrating Success

#### DQ6: Establishing Rules and Procedures

- Establishing Classroom Routines
- Organizing the Physical Layout of the Classroom

Note: DQ refers to Design Question in the Marzano Art and Science of Teaching Framework. The 9 DQs organize the 41 elements in Domain 1.

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

#### Lesson Segment Addressing Content

#### DQ2: Helping Students Interact with New Knowledge

- 6. Identifying Critical Content
- Organizing Students to Interact with New Content
- 8. Previewing New Content
- Chunking Content into "Digestible Bites"
- 10. Helping Students Process New Content
- 11. Helping Students Elaborate on New Content
- Helping Students Record and Represent Knowledge
- 13. Helping Students Reflect on Learning

#### DQ3: Helping Students Practice and Deepen New Knowledge

- 14. Reviewing Content
- Organizing Students to Practice and Deepen Knowledge
- Using Homework
- Helping Students Examine Similarities and Differences
- 18. Helping Students Examine Their Reasoning
- Helping Students Practice Skills, Strategies, and Processes
- 20. Helping Students Revise Knowledge

#### **DQ4: Helping Students Generate and Test Hypotheses**

- 21. Organizing Students for Cognitively Complex Tasks
- Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
- Providing Resources and Guidance for Cognitively Complex Tasks

#### Lesson Segment Enacted on the Spot

#### 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

#### DQ7: Recognizing Adherence to Rules and Procedures

- 33. Demonstrating "Withitness"
- Applying Consequences for Lack of Adherence to Rules and Procedures
- 35. Acknowledging Adherence to Rules and Procedures

#### DQ8: Establishing and Maintaining Effective Relationships with Students

- 36. Understanding Students' Interests and Backgrounds
- Using Verbal and Nonverbal Behaviors that Indicate Affection for Students
- 38. Displaying Objectivity and Control

#### DQ9: Communicating High Expectations for All Students

- Demonstrating Value and Respect for Low Expectancy Students
- 40. Asking Questions of Low Expectancy Students
- 41. Probing Incorrect Answers with Low Expectancy Students

## Classroom Strategies and Behaviors

Elements
Involving
Routine Events

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

DQ-6
What will I do to
establish or maintain
classroom rules and
procedures?

Elements
Addressing
Content

DQ-2
What will I do to help students effectively interact with new knowledge?

DQ-3
What will I do to help students practice and deepen their understanding of new knowledge?

DQ-4
What will I do to help students generate and test hypotheses about new knowledge?

K20 CENTER Elements
Enacted on the
Spot

DQ-5
What will I do to engage students?

DQ-7
What will I do to recognize id acknowledge adherence and lack of adherence to classroom rules and procedures?

DQ-8
What will I do to establish and maintain effective relationships with students?

DQ-9
What will I do to communicate high expectations for all students?

# Authenticity

# **Making Connections**

Construction of Knowledge (Higher order thinking)

Disciplined Inquiry (Meaningful questions) (Substantive conversation)

Value Beyond School (Real world, personal connections)

Student-Centered Learning
(Student Autonomy)
(Active Learning)

DQ-2

What will I do to help students effectively interact with new knowledge?

DQ-3

What will I do to help students practice and deepen their understanding of new knowledge?

DQ-4

What will I do to help students generate and test hypotheses about new knowledge?



## Marzano Elements Card Sort

- Pair an authenticity principle with a Marzano element
- Share which Marzano Element(s) you chose to put with the Authenticity Principle
- Explain why you think they go together



Why doesn't everybody's chart look the same?



# Teaching and Learning Strategies

- Pull a Marzano element from the "hat"
- Brainstorm some authentic strategies you might use to address that element.



What is one element of Marzano that you feel more equipped to address authentically in your classroom?







### Resources

- Card Sort instructional strategy. K20 Center. (n.d.). Card sort instructional strategies. Retrieved from <a href="https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f506976b">https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f506976b</a>
- Fold the Line instructional strategy. K20 Center. (n.d.). Fold the line instructional strategies. Retrieved from <a href="https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f5079658">https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f5079658</a>
- Give Me Five instructional strategy. K20 Center. (n.d.). Give me five. Instructional Strategies. Retrieved from <a href="https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f506b3f9">https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f506b3f9</a>
- Marzano, R. (2013). Art and science of teaching/ask yourself: Are students engaged. ASCD: Technology-Rich Learning.
- Marzano, R. (2014). Teacher evaluation model. Learning Map. Retrieved from http://www.marzanocenter.com/

