

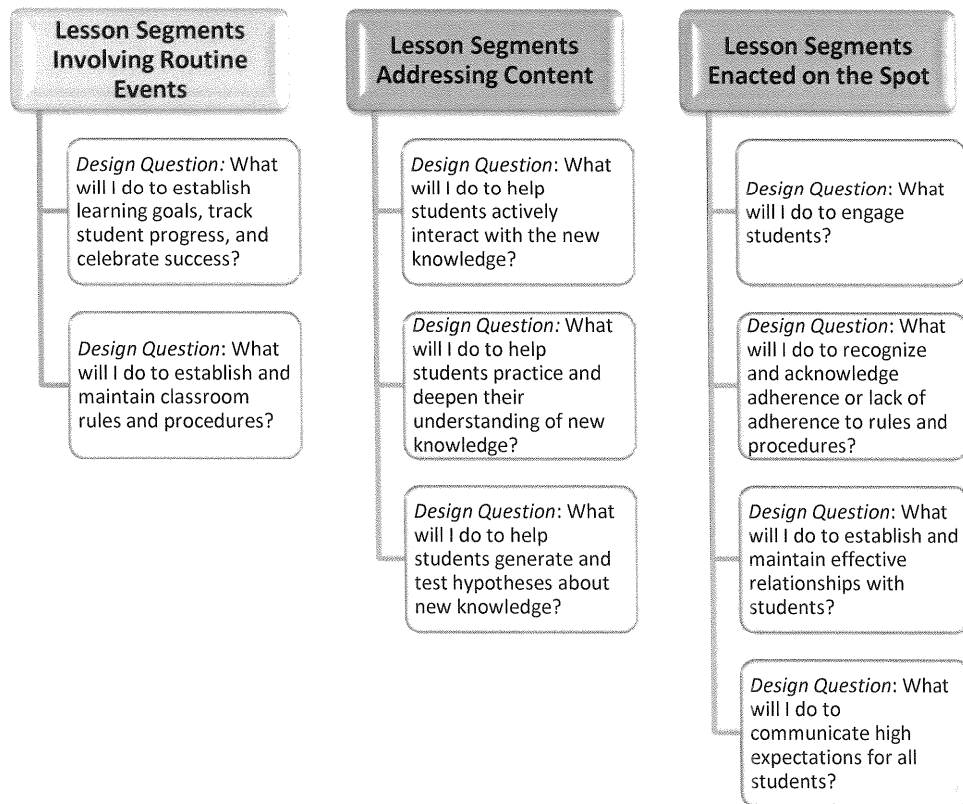
The Art and Science of Teaching
Synthesizing Dr. Robert Marzano's four decades of research around teaching and learning, the Art and Science of Teaching framework offers a model of instruction that honors the complexity and dynamics of the classroom environment. The framework features design questions with research-based instructional strategies in the context of lesson segments to provide teachers with specific guidance around unit planning and instruction while also allowing for flexibility in their individual approach to pedagogy.

Dr. Marzano's Suite: Observation and Feedback Protocol

Building on the Art and Science of Teaching framework, the Marzano Observation and Feedback Protocol incorporates Dr. Robert Marzano's most current research around the use of research-based strategies within the context of appropriate **lesson segments** to produce the greatest gains in student learning. Lesson segments organize the instructional design questions into categories to provide a framework for observing classroom instruction.

Following the Marzano Protocol, observers must first look at what is happening in the classroom to select the type of lesson segment from the list of three categories. After selecting the lesson segment, observers select the design question, revealing the appropriate instructional strategies on which to focus. The Marzano Protocol provides guidance to observers by starting broad with lesson segments, then drilling down to design questions, and finally to the appropriate strategies for that segment. This promotes effective teaching by classifying the use of strategies under the appropriate lesson segments rather than simply a checklist of present/nonpresent behaviors.

The Marzano Protocol organizes design questions into three types of lesson segments:



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Feedback

The Marzano Protocol establishes a **common model or language of instruction** across the district in every classroom. It builds a foundation from which collaborative and reflective conversations occur around professional practice focused on student learning. The Marzano Protocol engages specific and relevant feedback from supervisors, mentor teachers, teacher leaders, instructional coaches, and teacher self reflections as well as student surveys and achievement data. The feedback loops allow for continuous dialogue and collaboration that builds sustainable **professional learning communities**. Because the conversations are conveniently conducted online, they can be maintained without interrupting teachers' classroom time and administrators' busy schedules.

There are no high-yield instructional strategies; there are only high-probability strategies. The simple presence or absence of an instructional strategy does not define effectiveness, but it is rather the teacher's expertise in adapting that strategy to the classroom within the context of lesson segments that produces gains in student achievement.

The Marzano Protocol in iObservation

The iObservation system provides an electronic platform that tracks teacher growth and performance over time. Each lesson segment features its own electronic form and feedback loop for teachers to engage in continuous instructional improvement as determined by student gains. The iObservation system facilitates ease and flexibility for observers as they follow the Marzano Observation and Feedback Protocol through a dynamic interface that reveals the appropriate strategies within the context of lesson segments.

The Marzano Observation and Feedback Protocol is available exclusively through the Marzano Suite.

Dr. Marzano's Complete Suite includes:

Observation and Feedback Protocol – creates a robust profile of teacher effectiveness as evidenced by student achievement gains with rich feedback loops and powerful data reports

Leaders of Learning Program – develops effective leaders of learning using the Marzano Observation and Feedback Protocol

Library of Online Resources – supports teachers in their assessed growth areas as on-demand professional development

Online Program to Support Effective Teaching – uses advanced models to develop effective teachers as evidenced by student achievement gains

Master of Science in Education: Major in the Art and Science of Teaching – provides a graduate track for teachers seeking to become Expert Teachers

Certifications for Teachers – provides national recognition for Expert Teachers

Marzano Research Laboratory Virtual Coaches – offers support and assistance throughout the implementation process to help districts achieve their teacher growth and performance goals

The Marzano Suite features components that support the professional learning and growth of all members within the district. While components may be used independently, they are designed to be integrated and more powerful when used together.

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10 Tips to Successful Classroom Visits

iObservation

-- Classroom Walk-through Management System --



1 Prepare school teams to analyze disaggregated student data to determine student and adult learning needs. Once student learning needs are identified, determine what adults need to know and be able to do to accomplish student goals. Examine the curriculum and instructional materials to determine if the curriculum is aligned with the assessments and that materials are adequate to meet the needs of students. Once you have established this process, focus your presence in classrooms on determining the use and quality of instructional strategies.

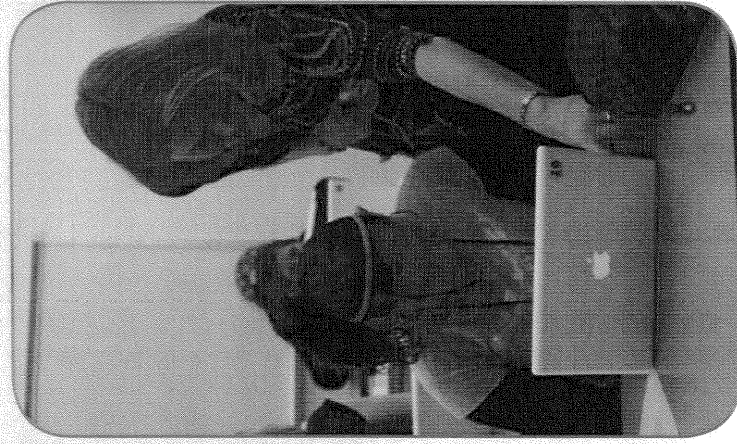
2 Be willing to make a personal commitment to increasing your time in classrooms. Deliberately, set aside time on a daily, weekly, and monthly basis as you normally do for important objectives that you wish to achieve. Make sure that it is an achievable goal. Once you make this a personal commitment, record actual times on your calendar. Keep yourself and others on your support staff focused on this priority. Just as schools strive for uninterrupted blocks for instructional time, principals too can strive for uninterrupted time in classrooms.

3 Create a plan that divides your school into manageable bits that enable you to visit teachers regularly. This can be accomplished by scheduling time based on various categories such as new teachers, specific grade levels, departments, or sections of the building. Be sure to communicate your rationale to your staff.

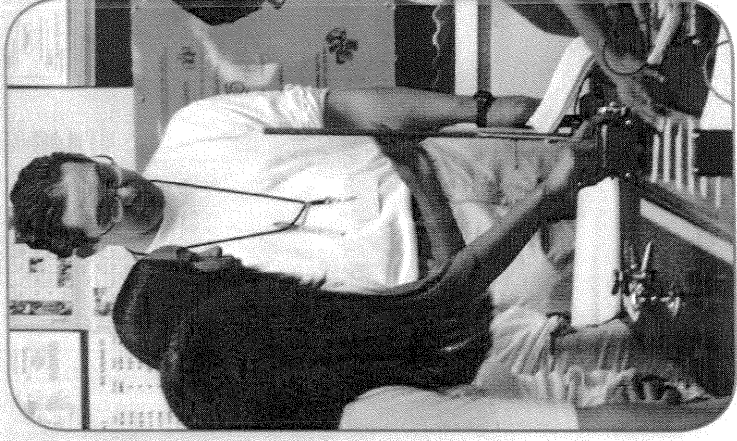
4 Take advantage of short time periods (10-20) minutes to be present in classrooms. Use transition times (to and from the playground or cafeteria, assemblies, team meetings, department meetings, and meetings outside of your building) to stop in classrooms on the way back to and from your office.

5 Begin the school year, by making a goal to stop in every classroom in the first several weeks of school. Keep your visits between 3-5 minutes. To start, set aside thirty minutes of your day. You can visit up to six classrooms in just thirty minutes a day! Schedule similar times after vacation breaks.

6 Begin, by focusing on a specific aspect of instruction to help you identify areas of teacher strength and topics for further professional development. Over time, invite your leadership team and your teaching staff to collaboratively determine the focus of these visits with your leadership team.



7 Establish clear expectations for your presence in the classroom with your faculty. Communicate your goals for increasing your presence in classrooms. By dropping in regularly, teachers will become more comfortable with your presence in their rooms. Students and teachers will also come to expect your visits.



8 Begin by announcing when you will be in classrooms as you build comfort and trust with your faculty. Over time, teachers will become more comfortable as this routine becomes part of the culture of the school.



9 Collaboratively develop and use a common language that describes indicators of effective instruction with your staff. Use faculty meetings to develop collective understanding about what the indicators look like, sound like, and feel like in the classroom.



10 Language matters. Provide feedback to each teacher that is immediate and explicit. Phrases such as "good job!" are not as powerful as the "During the brief time, I was in your room today, you held conferences with four students about their independent reading. How do you use this information in planning your next focus with these students?" Provide feedback within 24 hours at the most. Strive to provide timely feedback that helps teachers to reflect on their practice.