The Art and Science of Teaching
William Ross State High School
Pedagogical Framework 2015

Success through Commitment:

☑ Building Teacher Capacity
☑ Reflection and Observation Protocol
☑ Proficiency Scale (Teacher Evidence and Student Evidence)
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Establishing William Ross State High School’s Pedagogical Framework

In line with regional educational initiatives William Ross State High School adopts Robert Marzano’s Art and Science of Teaching (ASOT) as its pedagogical framework to support teaching and learning. Effective classroom instruction involves engaged students and improved student outcomes; to achieve this educators must examine every element of the teaching process. The Art and Science of teaching framework is designed to aid teachers in examining and developing their pedagogical knowledge and skills so they can achieve improvement in teaching and student results. The ASOT framework concentrates on three key areas and in underpinned by 10 design questions.

The ASOT framework incorporates **Three key areas of improving teaching and learning:**

- Use of effective instructional strategies
- Use of effective management strategies
- Use of effective curriculum design.

These three key areas of improvement are underpinned by **10 design questions:**

1. What will I do to establish and communicated learning goals, track student progress, and celebrate success?
2. What will I do to help students effectively interact with new knowledge?
3. What will I do to help students practice and deepen their understanding of new knowledge?
4. What will I do to help students generate and test hypotheses about new knowledge?
5. What will I do to engage students?
6. What will I do to establish or maintain classroom rules and procedures?
7. What will I do to recognise and acknowledge adherence and lack of adherence to classroom rules and procedures?
8. What will I do to establish and maintain effective relationships with students?
9. What will I do to communicate high expectations for all students?
10. What will I do to develop effective lessons organised into a cohesive unit?
## Implementation of the Art and Science of Teaching

<table>
<thead>
<tr>
<th>Lesson Segments Involving Routine Events</th>
<th>Lesson Segments Addressing Content</th>
<th>Lesson Segments Enacted on the Spot</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DQ1: What Will I Do to Establish and Communicate Learning Goals, Track Student Progress, and Celebrate Success?</strong></td>
<td><strong>DQ2: What Will I Do to Help Students Effectively Interact with New Knowledge?</strong></td>
<td><strong>DQ5: What Will I Do to Engage Students?</strong></td>
</tr>
<tr>
<td>2. Tracking Student Progress</td>
<td>7. Organizing Students to Interact with New Knowledge</td>
<td>25. Using Academic Games</td>
</tr>
<tr>
<td></td>
<td>11. Elaborating on New Information</td>
<td>29. Demonstrating Intensity and Enthusiasm</td>
</tr>
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<td></td>
<td>12. Recording and Representing Knowledge</td>
<td>30. Using Friendly Controversy</td>
</tr>
<tr>
<td></td>
<td>13. Reflecting on Learning</td>
<td>31. Providing Opportunities for Students to Talk about Themselves</td>
</tr>
<tr>
<td></td>
<td></td>
<td>32. Presenting Unusual or Intriguing Information</td>
</tr>
<tr>
<td><strong>DQ6: What Will I Do to Establish or Maintain Classroom Rules and Procedures?</strong></td>
<td><strong>DQ3: What Will I Do to Help Students Practice and Deepen their Understanding of New Knowledge?</strong></td>
<td><strong>DQ7: What Will I Do to Recognize and Acknowledge Adherence and Lack of Adherence to Classroom Rules and Procedures?</strong></td>
</tr>
<tr>
<td>5. Organizing the Physical Layout of the Classroom</td>
<td>15. Organizing Students to Practice and Deepen Knowledge</td>
<td>34. Applying Consequences for Lack of Adherence to Rules and Procedures</td>
</tr>
<tr>
<td></td>
<td>17. Examining Similarities and Differences</td>
<td><strong>DQ8: What Will I Do to Establish and Maintain Effective Relationships with Students?</strong></td>
</tr>
<tr>
<td></td>
<td>18. Examining Errors in Reasoning</td>
<td>36. Understanding Students’ Interests and Background</td>
</tr>
<tr>
<td></td>
<td>19. Practicing Skills, Strategies, and Processes</td>
<td><strong>DQ9: What Will I Do to Communicate High Expectations for All Students?</strong></td>
</tr>
<tr>
<td></td>
<td>20. Revising Knowledge</td>
<td>37. Using Verbal and Nonverbal Behaviours that Indicate Affection for Students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>38. Displaying Objectivity and Control</td>
</tr>
<tr>
<td><strong>DQ4: What Will I Do to Help Students Generate and Test Hypotheses About New Knowledge?</strong></td>
<td><strong>DQ10: What Will I Do to Develop Effective Lessons into a Cohesive Unit?</strong></td>
<td><strong>DQ10: What Will I Do to Communicate High Expectations for All Students?</strong></td>
</tr>
<tr>
<td>21. Organizing Students for Cognitively Complex Tasks</td>
<td>1. Identifying the Focus of the Unit</td>
<td>39. Communicating Value and Respect for Low Expectancy Students</td>
</tr>
<tr>
<td>22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing</td>
<td>2. Developing Effective Lessons</td>
<td><strong>DQ11: What Will I Do to Establish and Maintain Effective Relationships with Students?</strong></td>
</tr>
<tr>
<td>23. Providing Resources and Guidance</td>
<td></td>
<td>36. Understanding Students’ Interests and Background</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>DQ12: What Will I Do to Communicate High Expectations for All Students?</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>37. Using Verbal and Nonverbal Behaviours that Indicate Affection for Students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>38. Displaying Objectivity and Control</td>
</tr>
</tbody>
</table>

**DQ2: What Will I Do to Help Students Effectively Interact with New Knowledge?**
- Identifying Critical Information
- Organizing Students to Interact with New Knowledge
- Previewing New Content
- Chunking Content into "Digestible Bites"
- Processing New Information
- Elaborating on New Information
- Recording and Representing Knowledge
- Reflecting on Learning

**DQ3: What Will I Do to Help Students Practice and Deepen their Understanding of New Knowledge?**
- Reviewing Content
- Organizing Students to Practice and Deepen Knowledge
- Using Homework
- Examining Similarities and Differences
- Examining Errors in Reasoning
- Practicing Skills, Strategies, and Processes
- Revising Knowledge

**DQ4: What Will I Do to Help Students Generate and Test Hypotheses About New Knowledge?**
- Organizing Students for Cognitively Complex Tasks
- Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
- Providing Resources and Guidance

**DQ5: What Will I Do to Engage Students?**
- Noticing when Students are not Engaged
- Using Academic Games
- Managing Response Rates
- Using Physical Movement
- Maintaining a Lively Pace
- Demonstrating Intensity and Enthusiasm
- Using Friendly Controversy
- Providing Opportunities for Students to Talk about Themselves
- Presenting Unusual or Intriguing Information

**DQ6: What Will I Do to Establish or Maintain Classroom Rules and Procedures?**
- Establishing Classroom Routines
- Organizing the Physical Layout of the Classroom

**DQ7: What Will I Do to Recognize and Acknowledge Adherence and Lack of Adherence to Classroom Rules and Procedures?**
- Demonstrating “Withitness”
- Applying Consequences for Lack of Adherence to Rules and Procedures
- Acknowledging Adherence to Rules and Procedures

**DQ8: What Will I Do to Establish and Maintain Effective Relationships with Students?**
- Understanding Students’ Interests and Background
- Using Verbal and Nonverbal Behaviours that Indicate Affection for Students
- Displaying Objectivity and Control

**DQ9: What Will I Do to Communicate High Expectations for All Students?**
- Communicating Value and Respect for Low Expectancy Students
- Asking Questions of Low Expectancy Students
- Probing Incorrect Answers with Low Expectancy Students

**DQ10: What Will I Do to Develop Effective Lessons into a Cohesive Unit?**
- Identifying the Focus of the Unit
- Developing Effective Lessons
At William Ross State High School, we started our professional development with the Art and Science of Teaching at the beginning of 2013. All teaching staff at the school commits to regular and scheduled professional development engaging in ASOT. This commitment is cemented in the school’s mandatory meeting allocation and occurs on a three weekly rotation with Full Staff Meetings and Department Meetings. These meetings are a time for teachers to learn new skills, reflect on professional practice and share success in the classroom. Furthermore ASOT leaders meet fortnightly to discuss the implementation process ensuring a team driven approach. Teachers at William Ross State High School strive to achieve that dynamic mixture of art and science that results in exceptional teaching and outstanding student outcomes through our school’s teaching and learning framework: The Art and Science of Teaching.
Design Question 1

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

LEARNING GOALS and LEARNING TARGETS

Communicating effective learning goals and targets

☐ A learning goal is a statement of what students will know or be able to do by the end of a unit or ‘chunk’ of lessons.

☐ A learning target is a statement of what student will know or be able to do by the end of a lesson to help them achieve the final learning goal.

NOTE: A learning activity is not a learning goal or target rather a specifically designed activity to achieve a (or part thereof) learning target.

<table>
<thead>
<tr>
<th>DECLARATIVE GOAL OR TARGET</th>
<th>What students will know or understand</th>
<th>How the Learning Target helps students achieve the Learning Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Knowledge</td>
<td>Students participate in a series of lessons regarding cyber-safety. Initial lesson looks specifically at a person’s digital footprint and they are introduced to the cybersafety.gov website that will be the basis for much of the research regarding online behaviour. The following lessons will allow students to use the website to do some group and/or individual activities about unethical online behaviour including topics on identity theft, sexting, trolling, cyber-bullying on Facebook, offensive and illegal content. Students then participate in a lesson dealing specifically with problem solving strategies including online self-awareness and eliminating privacy risks.</td>
</tr>
<tr>
<td></td>
<td>Information based</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROCEDURAL GOAL OR TARGET</th>
<th>What students be able to do</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Processes</td>
</tr>
</tbody>
</table>

Curriculum intent must be established at the beginning of every unit. Teachers must be aware and conscious of the learning goals of the unit before commencing the unit of work. Once teachers are aware of what students need to know to achieve success and what they will need to be able to do to demonstrate this knowledge, they can design adequate learning targets and activities to achieve these goals.

Differentiating between Learning Goals and Targets

By the end of this unit students will:

☐ Analyse cyber-safety issues and identify the risks and threats to computer security and privacy making valid judgements as to preventative measures available.
### Effective Language Choices for Learning Goals and Targets

#### Marzano’s Taxonomy

<table>
<thead>
<tr>
<th>Level</th>
<th>Verb Examples</th>
<th>Verbs</th>
<th>Use</th>
<th>Level</th>
<th>Verb Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognize</td>
<td>- Recognize (from a list), select (from a list), identify (from a list), determine (true/false).</td>
<td></td>
<td></td>
<td>Retrieval</td>
<td>- Name, list, describe, state, identify who, where or when and describe what.</td>
</tr>
<tr>
<td>Recall</td>
<td>- Name, list, describe, state, identify who, where or when and describe what.</td>
<td></td>
<td></td>
<td>Comprehension</td>
<td>- Use, demonstrate, show, make, draft and complete.</td>
</tr>
<tr>
<td>Executing</td>
<td>- Use, demonstrate, show, make, draft and complete.</td>
<td></td>
<td></td>
<td>Analysis</td>
<td>- Summarize, paraphrase, describe the key parts of, describe the relationship between, explain the ways in which, describe how or why, describe the effects.</td>
</tr>
<tr>
<td>Integrating</td>
<td>- Summarize, paraphrase, describe the key parts of, describe the relationship between, explain the ways in which, describe how or why, describe the effects.</td>
<td></td>
<td></td>
<td>Analysis</td>
<td>- Use models, symbolize, depict, represent, draw, illustrate, show, diagram and chart.</td>
</tr>
<tr>
<td>Symbolizing</td>
<td>- Use models, symbolize, depict, represent, draw, illustrate, show, diagram and chart.</td>
<td></td>
<td></td>
<td>Analysis</td>
<td>- Compare &amp; contrast, categorize, sort, differentiate, discriminate, distinguish and create an analogy or metaphor.</td>
</tr>
<tr>
<td>Matching</td>
<td>- Compare &amp; contrast, categorize, sort, differentiate, discriminate, distinguish and create an analogy or metaphor.</td>
<td></td>
<td></td>
<td>Analysis</td>
<td>- Classify, organize, sort, identify different types or categories and identify a broader category.</td>
</tr>
<tr>
<td>Classifying</td>
<td>- Classify, organize, sort, identify different types or categories and identify a broader category.</td>
<td></td>
<td></td>
<td>Analysis</td>
<td>- Edit, revise, identify errors or problems, evaluate, identify issues or misunderstandings, assess, critique and diagnose.</td>
</tr>
<tr>
<td>Analyzing Errors</td>
<td>- Edit, revise, identify errors or problems, evaluate, identify issues or misunderstandings, assess, critique and diagnose.</td>
<td></td>
<td></td>
<td>Analysis</td>
<td>- Form conclusions, create a principle, generalizations, or rule, trace the development of, generalize, what conclusions can be drawn and what inferences can be made.</td>
</tr>
<tr>
<td>Generalizing</td>
<td>- Form conclusions, create a principle, generalizations, or rule, trace the development of, generalize, what conclusions can be drawn and what inferences can be made.</td>
<td></td>
<td></td>
<td>Knowledge Utilization</td>
<td>- Make &amp; defend, predict, what would have to happen, develop an argument for, judge, under what conditions and deduce.</td>
</tr>
<tr>
<td>Specifying</td>
<td>- Make &amp; defend, predict, what would have to happen, develop an argument for, judge, under what conditions and deduce.</td>
<td></td>
<td></td>
<td>Knowledge Utilization</td>
<td>- Select the best among the following alternatives, which of the following would best, what is the best way, decide which of these is most suitable.</td>
</tr>
<tr>
<td>Decision-Making</td>
<td>- Select the best among the following alternatives, which of the following would best, what is the best way, decide which of these is most suitable.</td>
<td></td>
<td></td>
<td>Knowledge Utilization</td>
<td>- Solve, adapt, develop a strategy, figure out a way, how would you overcome and how will you reach your goal under these conditions.</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>- Solve, adapt, develop a strategy, figure out a way, how would you overcome and how will you reach your goal under these conditions.</td>
<td></td>
<td></td>
<td>Knowledge Utilization</td>
<td>- Experiment, generate &amp; test, what would happen if, how would you test that, how can this be explained, how would you determine if, based on the experiment, what can be predicted.</td>
</tr>
<tr>
<td>Experimenting</td>
<td>- Experiment, generate &amp; test, what would happen if, how would you test that, how can this be explained, how would you determine if, based on the experiment, what can be predicted.</td>
<td></td>
<td></td>
<td>Knowledge Utilization</td>
<td>- Investigate, research, find out about, take a position on, how &amp; why did this happen, what would happen if and what are differing features of.</td>
</tr>
<tr>
<td>Investigating</td>
<td>- Investigate, research, find out about, take a position on, how &amp; why did this happen, what would happen if and what are differing features of.</td>
<td></td>
<td></td>
<td>Knowledge Utilization</td>
<td>- Investigate, research, find out about, take a position on, how &amp; why did this happen, what would happen if and what are differing features of.</td>
</tr>
</tbody>
</table>
Writing a Rubric or Scale for Learning Goals

A clear scale for each learning goal allows for teachers to ascertain and monitor the success of students in achieving particular goals throughout the year. The rubric or scale is designed to identify the learning goal or a series of goals within a unit and measure the success of each student in achieving this goal.

The practical applications if teachers know exactly how successful students were at meeting the targets of the unit:

1. Allows for teachers to design classroom learning activities to meet specific aspects of the learning goal that students are struggling with.
2. Allows for teachers to differentiate tasks (either in the class or homework) that target specific aspects of the learning goal that students are struggling with, providing them with a second chance at success.
3. Provides detailed feedback for students about what specific aspect of the goal they need to work towards to gain greater success in the classroom.
4. Provides detailed feedback for parents which teachers can use at parent teacher interviews.

William Ross State High School
Physical Education – Year 11/12

By the end of this unit:
☐ I understand the rules of volleyball.
☐ I am able to apply these rules during game play.
☐ I can competently reproduce the volleyball skills of digging, setting, serving and communicating and can competently apply these across authentic performance environments.
☐ I can apply a range of simple and team strategies to enhance performance of myself and the team.
☐ I reflect on my physical performance and make some adjustments to my technique and decision making skills in order to improve my overall performance in volleyball.

Your personal Scale Rubric: The idea behind a rubric is to move up the scale score. At the beginning of the unit it is common for you to be at a one (or a zero) - you move up the score scale through engaging with the content. You have successfully completed the unit objectives if you reach scale score three. This is equivalent to achieving a “C” across all domains.

<table>
<thead>
<tr>
<th>Score</th>
<th>I am able to</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>☐ I understand the rules of volleyball and accurately demonstrate these during game play. ☐ I can successfully reproduce the volleyball skills of digging, setting, serving, spiking, blocking and communicating and can competently apply these across authentic performance environments. ☐ I use a range of individual and team strategies to enhance performance of myself and the team. ☐ I consistently reflect on my physical performance and adjust my technique and decision making skills in order to improve my overall performance in volleyball.</td>
</tr>
<tr>
<td>3</td>
<td>☐ I understand the rules of volleyball in a theory context. ☐ I am able to apply these rules during game play. ☐ I can competently reproduce the volleyball skills of digging, setting, serving and communicating and can competently apply these across authentic performance environments. ☐ I can apply a range of simple and team strategies to enhance performance of myself and the team. ☐ I reflect on my physical performance and make some adjustments to my technique and decision making skills in order to improve my overall performance in volleyball.</td>
</tr>
<tr>
<td>2</td>
<td>☐ I understand some of the rules of volleyball. ☐ I do not always apply these rules during game play. ☐ I am able to dig, set and serve but do so inconsistently. ☐ In game play I struggle to control the direction of my dig, set and serve. ☐ I use simple strategies during game play. ☐ I reflect on my performance with guidance.</td>
</tr>
<tr>
<td>1</td>
<td>☐ I don’t understand the rules of volleyball. ☐ I do not always apply these rules during game play. ☐ I am unable to dig, set and serve using the correct technique. ☐ I don’t actively engage in game play. ☐ I rarely use any strategies during game play. ☐ I don’t reflect on my performance.</td>
</tr>
</tbody>
</table>

Date | My Score | My Justification for this score |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Procedure: Unit Starter Handout for Students

Our Shared Beliefs and Understandings

- Every student can achieve high standards given the right time and
  the right support.
- Every teacher can teach to high standards given the right assistance.
- High expectations and early and on-going intervention are essential
- Leaders and teachers need to be able to articulate what they do and
  why they teach the way they do.

Purpose

To develop assessment literate learners

Guiding Principles

- Five questions for teachers (Sharratt & Fullan, 2012); refer to attached anchor chart for more explanation
  - What am I teaching?
  - Why am I teaching it?
  - How will I teach it?
  - How will I know when students have learnt it?
  - What next?
- Clarity: what am I teaching? Do teachers have clarity about what they are teaching? Know the students and how they
  learn; know the content and how to teach it;
- Evidence-driven instruction: why am I teaching it? Can teachers use evidence of student learning to plan for
  instruction?
- Gradual Release of Responsibility; how will I teach it?
- Monitor learning; how will I know when students have learnt it? What next?

Schedule

<table>
<thead>
<tr>
<th>WHEN?</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Monday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20 April</td>
<td>21 April</td>
<td>22 April</td>
<td>27 April</td>
</tr>
<tr>
<td>Faculty PLTs</td>
<td>English</td>
<td>Humanities</td>
<td>HPE</td>
<td>Business, Languages &amp; IT</td>
</tr>
<tr>
<td>Year 7 - 10</td>
<td>Mathematics</td>
<td>Science</td>
<td>The Arts</td>
<td>Practical Tech &amp; Design</td>
</tr>
<tr>
<td></td>
<td>Q08</td>
<td>Q08</td>
<td>B05</td>
<td>M07</td>
</tr>
<tr>
<td></td>
<td>Q06</td>
<td>Science</td>
<td>P03</td>
<td>F10</td>
</tr>
<tr>
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<td></td>
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</tr>
</tbody>
</table>

HOW?

- Heads of Department will address the PLT regarding the format and purpose of the Quality Teaching and Learning
  Workshops. CONSISTENCY.
- Heads of Department discuss the Unit Starter Handout using the Master Template and exemplars
- PLTs break into year level groups to develop a Unit Starter Handout that is consistent with the master template for the
  current unit.
- Unit Starter Handout is submitted to Curriculum Head of Department for approval by the end of Week 1.
- Distributed to students by the end of Week 2.
- Heads of Department submit to Line Manager (Admin) by the end of Week 3.
- Feedback given on Unit Starter Handout from Admin and Heads of Department for next unit preparation.
The master template will include the following:

<table>
<thead>
<tr>
<th>Element (Header)</th>
<th>Details of what to include</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will I <strong>learn about</strong> in this unit?</td>
<td>The curriculum intent expressed using high-order thinking skills.</td>
</tr>
<tr>
<td><strong>Why</strong> I am learning about this?</td>
<td>Links to real world, connections to future or previous units, cross-curricular.</td>
</tr>
<tr>
<td>What will I need to <strong>know and do</strong> to be successful?</td>
<td>Generated from ACARA Curriculum Content Descriptors or QCAR Essential Learnings.</td>
</tr>
<tr>
<td>What are my <strong>learning goals</strong> for this unit?</td>
<td>Learning goals (as per ASOT framework)</td>
</tr>
<tr>
<td></td>
<td>Must clearly link to the ‘know and do’ table.</td>
</tr>
<tr>
<td>What is the <strong>proficiency scale</strong> (rubric) I will use to track my progress?</td>
<td>Proficiency scale or rubric (as per ASOT framework). Must clearly link to the ‘know and do’ table.</td>
</tr>
<tr>
<td>How will I be <strong>assessed</strong>?</td>
<td>Genre/Technique for assessment task</td>
</tr>
<tr>
<td>What are the <strong>reading and writing skills</strong> I need to successfully complete the task?</td>
<td>Details of the reading and writing demands required to successfully complete the assessment task.</td>
</tr>
<tr>
<td>What pre-task(s) will I need to complete to demonstrate <strong>what I already know and can do</strong>?</td>
<td>Details about common pre-task(s) all students will complete to provide feedback to teachers about what students in their class already know and can do. This should relate directly to the ‘know and do’ table. Information from the pre-task will assist with planning for this class.</td>
</tr>
<tr>
<td>What is my <strong>assessment task</strong> including the conditions in which I will be assessed?</td>
<td>Up-front assessment. Task sheet for all assignments. Summary task sheet showing conditions for exams and practical tasks.</td>
</tr>
<tr>
<td>What are the <strong>assessable criteria</strong> for this task?</td>
<td>Task-specific criteria sheet provided</td>
</tr>
<tr>
<td>What are some strong and weak <strong>examples</strong> of this assessment task?</td>
<td>Each teacher to complete assessment task. PLT use these to provide students with samples that show strong and weak examples.</td>
</tr>
</tbody>
</table>
Have students identify their own learning goals

‘Knowing your students is the best key to providing a successful curriculum’

Teachers at William Ross pride themselves on knowing their students, as when a teacher understands what interests students within a class have they can use this knowledge to make deeper connections with the student and guide students to making real life connections with the content. If students can make connections between their own interests and the curriculum being addressed, they are more likely to be engaged and enjoy the unit; thus they are more likely to meet their educational goals.

When this unit is complete I will better understand ___________________________ and be able to ____________________________________.

To ensure I have success at achieving this goal I will _____________________________________________________________________________.

**Transference:** It is the knowledge and skill to succeed that we want to embed; if it means that the student can readily apply the concept to a practical context however not in the same context taught explicitly in class, has the student still not meet the outcome desired? Once we have ‘hooked’ them into achieving the skill then we work on contexts.

**Assessing students using formative approach**

‘Formative assessment allows for students to observe their own progress’

Formative assessment can be designed in a variety of ways including readiness to learn activities, structured questioning, targeted learning activities, three level guides, cloze activities, tests... the list goes on! However, Marzano has determined that these formative tasks need not only to be determined in the learning targets and goals, but need to be designed specifically to allow for success according to the levels established in the ‘complete scale rubric’. That is, teachers would need to design their formative assessment to determine which level each student is achieving at and record and monitor student progress.

**The Case for Formative Assessment**

☑ An assessment functions formatively to the extent that evidence about student achievement is elicited, interpreted and used by teachers, learners and their peers to make decisions about the next steps in instruction that are likely to be better, or better founded, than the decisions they would have made in the absence of that evidence.

☑ The first point to make about this definition is that the term *formative* is used to describe the function that evidence from the assessment actually serves, rather than the assessment itself.

☑ The second point concerns who are actually doing the assessment. While in many cases, the decisions will be made by the teacher, the definition also includes individual learners or their peers as agents in making such decisions.

☑ The third point is that the focus is on decisions instead of the intentions of those involved, as is the case with some definitions of *assessment for learning*. Evidence that is collected with the intent of being used but never actually used is unhelpful.

☑ The fourth point continues the third. As an alternative to focusing the definition on the intent, we could focus on the resulting *action*. In other words, we could require that the evidence be used to make adjustments that actually improve learning beyond what would have happened without those adjustments.

☑ The fifth point is that the focus is on decisions about the next steps in *instruction*.

☑ The sixth point is that decisions are either better or better founded than decisions that would have been made without the evidence elicited as part of the assessment process (William, D)
Where do students ideas come from?
The key insight here is that children are active in the construction of their own knowledge. They literally ‘make sense’ of things that go on around them, including what we teach, and sometimes, the sense they make is not what we intended. The second point is that even if we wanted to, we are unable to control the students’ environments to the extent necessary for unintended conceptions not to arise. Teachers must acknowledge that what their students learn is not necessarily what they intended, and this is inevitable because of the unpredictability of teaching. Thus, it is essential that teachers explore students’ thinking before assuming that students have understood something (William, D)

Eliciting Evidence of Learners’ Achievement
Firstly teachers need to ‘know’ their students and have a clear understanding of where their students’ knowledge lies prior to starting a unit of work.

Find out what students know?
- Pretest
- Prior knowledge quiz
- Getting to know you
- Readiness to learn task

Where do students ideas come from?
The key insight here is that children are active in the construction of their own knowledge. They literally ‘make sense’ of things that go on around them, including what we teach, and sometimes, the sense they make is not what we intended. The second point is that even if we wanted to, we are unable to control the students’ environments to the extent necessary for unintended conceptions not to arise. Teachers must acknowledge that what their students learn is not necessarily what they intended, and this is inevitable because of the unpredictability of teaching. Thus, it is essential that teachers explore students’ thinking before assuming that students have understood something (William, D)

Getting to Know You

- Pretest
- Prior knowledge quiz
- Getting to know you
- Readiness to learn task

Hot-Seat Questioning
Another useful technique for deepening classroom discussion, is “hot-seat questioning”. In the typical classroom, the teacher scatters questions around the class, which can create student engagement but tends to lead to a rather flat discussion in which there is little development of the subject matter. In hot-seat questioning, the teacher asks a student a question and then a series of follow up questions to probe the student’s ideas in depth. Other students in the class pay close attention because they know that at any minute, the teacher can turn from the student in the hot seat to anyone else in the class (chosen with an icy pole stick) and say, “okay, summarise for me what James just said.”

Exit Passes
Exit passes are a tool that allows the student to revisit the critical content of the lesson in a short response, dot point, list or pointed question to demonstrate their success at meeting the lesson’s learning target.

Exit pass questions work best when there is a natural break in the instruction; the teacher then has time to read through the students’ responses and decide what to do next (William, D)

The use of multiple correct answers allows the teacher to incorporate items that support differentiation, by including some responses that all students should be able to identify correctly but also others that only the ablest students will be able to answer correctly. Such differentiation also keeps the highest-achieving students challenged and therefore engaged.

ABCD cards can also be used when there are no right and wrong answers but different views (William, D)
Recognise and Celebrate Growth

It is important to establish that success can be achieved at a variety of levels and that individual success can be determined by that student’s personal growth. While we want all students to achieve at a scale of 3 or higher, enormous success may have occurred in the student moving from a score of 0 to 1.5 and therefore these achievements must be acknowledged. Individual teachers achieve this in a variety ways including, positive postcards, certificates, token rewards etc.

Celebrating success is one of the most powerful aspects of formative assessment as it allows students to see their progress over time. The recognition and celebration of student success and progress in the classroom allows for validation of student effort. William Ross State High School celebrates individual achievement through an award system that celebrates student growth within individual subjects. Teachers nominate a student who has shown significant growth within a subject over a five week period. For a student to be successful in this nomination they must have demonstrated significant improvement in at least one of the following areas:

- focus and motivation in achieving the learning goals of the unit
- following classroom expectations and teacher instructions
- effort placed into completing set tasks
- meeting academic goals for individual success
- effort concerning the practical aspects of the this subject
- in writing, reading fluency and comprehension skills
- in their understanding and use of Numeracy skills
- in meeting deadlines and seeking feedback leading to improvement in results.

Traffic Lights

Many teachers use “Traffic Lights” to activate students as owners of their own learning. At the beginning of the lesson, the teacher shares the learning targets and any associated success criteria with the students. At the end of the period, the students have to assess the extent to which they have achieved the intended learning by placing a coloured circle against the learning target that they wrote in their notebooks at the start of the lesson. Green indicates confidence that the intended learning has been achieved. Yellow indicates either ambivalence about the extent to which the intended learning has been achieved or that the objectives have been partially met. Red indicates that the student believes that he/she has not learned what was intended (William, D)

Red/Green Discs

Red/Green discs provide more ‘real time’ feedback for the teacher as it gives an on the spot indication if the students are feeling confident with the content or progress of the lesson. At the beginning of the lesson student place the green disc on their desk, as the lesson progresses if the student wishes to indicate they are struggling, they can flip the disc to red.

Mini Whiteboards

Whiteboards are powerful tools in that the teacher can quickly frame questions and get an answer from the whole class, furthering their ability to monitor response rates.

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Whiteboards are powerful tools in that the teacher can quickly frame questions and get an answer from the whole class, furthering their ability to monitor response rates.
Design Question 2

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

Identifying Critical Information

It is important for the teacher to single out a few well-structured input experiences as critical to students’ learning. These experiences allow students to explore the core content of a unit. If students understand CRITICAL INPUT EXPERIENCES, students have a good start to accomplish the learning goal.

“Throughout a well-structured unit teachers are continually providing input to students regarding new content. Sometimes this occurs in the form of answers to questions, discussions with individual students, discussions with small groups of students, and other types of rather spontaneous interactions. At other times, input is planned as part of the overall design of the unit. For example, a teacher might plan to have students engage in one or more of the following activities: read a section of a textbook, listen to a lecture, observe a demonstration, be part of a demonstration, or watch a video. I refer to these designed input activities as critical-input experiences.” (Marzano, R.J. 2007:29)

Providing input to students regarding new content:
- Reading a section of textbook
- Listening to information presented
- Observing a demonstration or participating in a demonstration
- Watching a short video clip
- Discussions in small groups

Organizing Students to Interact with New Knowledge

Group work encourages and helps students to:
- use and manipulate knowledge in practical situations; develop problem-solving skills.
- develop and increase their thinking skills by explaining and negotiating their contributions to a group
- use “low risk” situations to begin to establish what they know and to find out what they have yet to learn; develop language and social skills needed for cooperation; take turns in discussion; are more likely to develop social and teamwork skills.
- use exploratory language to try out ideas; stretch their language as they talk critically and constructively; develop a sense of empathy and to understand other views;
- support and build on each other’s contributions; acknowledge and utilise the strengths and talents of others; practise and to learn from each other;
- develop other important life skills including:
  - organisation;
  - negotiation;
  - delegation;
  - team work;
  - co-operation;
  - leadership;
  - responsibility and accountability.

Ensuring effective group work

- Have clearly defined tasks, with sharp timings and with the appropriate tools organized
- Have clearly defined group roles
- Have clear ground rules for talk, listening and fair allocation of workload etc.
- Target your support and interventions throughout the task, but make them interdependent of one another, not dependent upon you
- Always be prepared to curtail group work if students don’t follow your high expectations.

Enhancing group work

- Explicitly teach the rules and procedures of group work. Ensure they are clearly understood and consistently enforced
- organise classes into small groups with a common goal;
- ensure that pupils within a group work collaboratively until they understand and have completed the task;
- ensure that pupils engage in peer teaching, learning and assessment;
- celebrate collaborative efforts with pupils.
- Share and vary the outcomes of the groups:
Presentations which engage the audience;  
Poster presentations;  
Individual follow-up assessments;  
A mark or grade which assesses how the group engaged with the task in terms of interaction and cooperation etc.

“What the child learns to do in cooperation with others, he will learn to do alone.”

(Lev Vygotsky, Mind and Society, 1978)

<table>
<thead>
<tr>
<th>STRATEGY</th>
<th>EXAMPLE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening triads:</strong> Pupils work in groups of three. One pupil takes on the role of talker, one the role of questioner and one the recorder. The talker explains something, or comments on an issue, or expresses opinions. The questioner prompts and seeks clarification. The recorder makes notes and gives a report at the end of the conversation. Next time, pupils change roles.</td>
<td>Pupils in a Year 9 English class were given a poem. Each pupil selected sections that they felt were interesting or significant. The teacher organised the pupils into groups of three and each read out her or his chosen section and discussed with the ‘questioner’ reasons for the choice. At the end, after all three had introduced their chosen sections, and taken a turn as questioner and recorder, the recorder’s notes were considered and the group drafted a collaborative written response to the whole poem.</td>
<td></td>
</tr>
<tr>
<td><strong>Envoys:</strong> Once groups have carried out a task, one person from each group is selected as an ‘envoy’. The envoy moves to a new group to explain and summarise their group’s work and to find out what the new group thought, decided or achieved. The envoy then returns to the original group and feeds back. This is an effective way of avoiding tedious and repetitive reporting-back sessions. It also encourages the envoy to think about his/her use of language and creates groups of active listeners.</td>
<td>A Year 7 history class was divided into small groups. Each group was given a different historical artefact to handle and speculate about. Once some ideas about origin, age and use had been generated, one group member went to the next group to introduce the artefact and explain the group’s thinking. The new group contributed ideas before the envoy returned to the original group.</td>
<td></td>
</tr>
<tr>
<td><strong>Rainbow groups:</strong> This is a way of ensuring that pupils are regrouped and learn to work with a range of others. After groups have done a task, each pupil in the group is given a number or colour. Pupils with the same number or colour then join up to form new groups comprising representatives of each original group. In their new groups, pupils take turns to report on their original group’s work and perhaps begin to work on a new, combined task.</td>
<td>A Year 7 science class was asked, in pairs, to draw a concept map of all their ideas about the term ‘force’. Pairs then formed fours to compare lists and categorise their ideas into different kinds of force. The teacher then gave each pupil a colour (red, green, blue, yellow). New ‘rainbow’ groupings were then formed — all those with the same colour — and pupils were asked to introduce their force categories to each other. Each new group was then asked to devise some scientific questions in preparation for a class discussion.</td>
<td></td>
</tr>
<tr>
<td><strong>Jigsaw:</strong> A topic is divided into sections. In ‘home’ groups of four or five, pupils take a section each and then regroup into ‘expert’ groups. The experts work together on their chosen areas, then return to their home groups to report on their area of expertise. The home group is then set a task that requires the pupils to use the different areas of expertise for a joint outcome. This strategy requires advance planning, but is a very effective speaking and listening strategy because it ensures the participation of all pupils.</td>
<td>A Year 9 history class was working on maps of the local town. Five maps were used, each from a different period of history. Home groups of five divided the maps up and then expert groups formed, with a checklist of questions to help them to interrogate their map. When home groups reformed, each pupil was required to introduce his or her map and talk through the information gleaned from it. Each group was then asked to summarise what it had learned about how the town had developed over a 200-year period, and to start speculating about the reasons for this.</td>
<td></td>
</tr>
</tbody>
</table>
Previewing New Content

There are many ways to preview new content; teachers can engage students using an anticipation guide, predicting activity, an experiment that highlights critical learning experiences, a graphic organiser, K-W-L or a brainstorm. The Anticipation Guide and many of these learning activities are used to activate prior knowledge of the Design Question and provide connections to experience and practice. It is through these overt linkages that students see the overall picture and make links between the unit of work and reality and past units.

“Activating prior knowledge is considered a previewing strategy, because previewing is defined as any activity that starts students thinking about the new content.”—(Perrault, B. & Hunziker, D.)

<table>
<thead>
<tr>
<th>Teacher Evidence</th>
<th>Student Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Teacher uses preview question before reading</td>
<td>☐ When asked, students can explain linkages with prior knowledge</td>
</tr>
<tr>
<td>☐ Teacher uses K-W-L strategy or variation of it</td>
<td>☐ When asked, students make predictions about upcoming content</td>
</tr>
<tr>
<td>☐ Teacher asks or reminds students what they already know about the topic</td>
<td>☐ When asked, students can provide a purpose for what they are about to learn</td>
</tr>
<tr>
<td>☐ Teacher provides an advanced organizer</td>
<td>☐ Students actively engage in previewing activities</td>
</tr>
<tr>
<td>• Outline</td>
<td></td>
</tr>
<tr>
<td>• Graphic organizer</td>
<td></td>
</tr>
<tr>
<td>☐ Teacher has students brainstorm</td>
<td></td>
</tr>
<tr>
<td>☐ Teacher uses anticipation guide</td>
<td></td>
</tr>
<tr>
<td>☐ Teacher uses motivational hook/launching activity</td>
<td></td>
</tr>
<tr>
<td>• Anecdotes</td>
<td></td>
</tr>
<tr>
<td>• Short selection from video</td>
<td></td>
</tr>
<tr>
<td>☐ Teacher uses word splash activity to connect vocabulary to upcoming content</td>
<td></td>
</tr>
</tbody>
</table>

Examples of Previewing Content

### Previewing Content through Experimentation

“Two of the most powerful opportunities for students to preview science content are through teacher demonstration or student experiments.”

### Previewing Content through an Anticipation Guide

<table>
<thead>
<tr>
<th>Agree or disagree</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Law Act 1975 established Australia’s marriage laws</td>
<td></td>
</tr>
<tr>
<td>Marriages of two people to be the union of two adults, voluntarily entered into and entered into by both</td>
<td></td>
</tr>
<tr>
<td>Mothers always regret custody decisions as they have little time to bond with their children</td>
<td></td>
</tr>
<tr>
<td>Polyandry is the practice of having more than one husband or one wife</td>
<td></td>
</tr>
<tr>
<td>Divorce is the way to get to Australia people should their marriage work</td>
<td></td>
</tr>
<tr>
<td>Polygamy refers to situations where one man has multiple wives</td>
<td></td>
</tr>
<tr>
<td>Divorce should be regulated in Australia</td>
<td></td>
</tr>
<tr>
<td>Custody is no longer a term used in Australia, it has been replaced with “guardianship”</td>
<td></td>
</tr>
<tr>
<td>A Parenting Plan is an agreement that indicates possible activities for their children with the care of two children</td>
<td></td>
</tr>
<tr>
<td>Children’s relationships should have same as marriages in the eyes of the law</td>
<td></td>
</tr>
<tr>
<td>Anyone over the age of 18 years is allowed to get married as long as the union meets the definition of marriage however this marriage age is too low.</td>
<td></td>
</tr>
</tbody>
</table>

Chunking Content into “Digestible Bites”

“There is only so much new information that a learner can ingest at one time. Learning proceeds more efficiently if students receive information in small chunks that are processed immediately. To facilitate this technique, the teacher identifies the chunks within a critical-input experience ahead of time.” (Marzano.R.J. 2007:44)

Furthermore, for lesson chunking to be successful the teacher must first have a clear understanding of the curriculum intent of the unit and have divided the unit into critical learning areas (unit chunks) with explicit critical-input experiences within each unit chunk. This clear understanding of unit planning and design then allows the teacher to design effective learning experiences within the classroom that allows students to comprehend small sections of the required unit at one time.
Helping Students to Process New Information and Elaborate on Information

“In its simplest form, inference involves asking students questions that require them to go beyond what was presented in a critical input experience. There are two basic types of such questions. One type of inferential question requires students to use their background knowledge to fill in information implied but not explicit in the input experience. Another type of inferential question requires students to use the information provided in the critical input experiences to infer what must be true or is likely to be true. To answer these questions, students must use their ability to reason logically with the information presented.” (Marzano, R.J. 2007:48)

General Inferential Questions

Inference involves asking students questions that require them to go beyond what was presented in a critical input experience.

**Default inferential questions**
- How long do you think a person can be a member of the upper house?
- How many politicians make up the House of Representatives?

To answer these questions students must draw on their existing knowledge about politicians

**Reasoned inferential questions:**
- What would happen to the Senate (upper house) if the allocation of seats were determined much like the House of Representatives?
- The Upper house is often called the House of Review why is this the case?

To answer these question students must use what is explicitly stated in the input experience to generate conclusions about what might happen.

Elaborative Interrogations

Elaborative Interrogations begin with simple inferential questions but further asks the student to evaluate or investigate their responses with further evidence. This requires some skilful interaction with students to explicitly generate the answer to a question.

- What are some typical characteristics of a ...?
- What would expect to happen if...?
- What would be the ongoing impacts of this chain reaction on society?
- Interesting point... what would happen if we failed to stop ...

This type questioning allows for students to expand their thinking past what is being taught explicitly and place the content in real life situations or contexts- thus making the ‘chunk’ important and realistic.

WAYS TO IMPLEMENT ‘CHUNKS’ IN THE CLASSROOM

**TEACHER orientated:**
- a) Teacher demonstration
- b) Teacher guided feedback session: Student feedback and discussion of content
- c) Teacher engages with students and facilitates student interaction with content
- d) Teacher redirection and affirmation of content chunk

**Reciprocal teaching Model**
- a) Predict
- b) Question
- c) Clarify
- d) Summarise

**Jigsaw**
- a) Students divided into groups (according to student grouping guidelines)
- b) Each member becomes an ‘expert’ in one area of information
- c) Expert members get together and discuss their topic
- d) Experts report back to groups
- e) Group members take notes on information

**Concept attainment**
- a) Students compare and contrast exemplars at varying levels of success to identifying elements within each sample to match the success of each piece against criteria (critical information)

**Rephrase / paraphrase content**
- a) Students are asked to paraphrase content in their own words

‘Chunking’ in Miss Kim Noack’s Year 12 English Class

“The lesson target was to understand how the dark side is demonstrated in the plot of the play. To do this we used a graphic organiser. The students ‘chunked’ each section of the play, in note form. For each section they added an image or graphic that represented what occurred in the section. As they did so, when they found a part of the plot that showed the dark side, they marked it with a sticky note.

By breaking it into chunks, students were able to both become more familiar with the play - and see how the dark side theme developed through the plot.” – K. Noack
Recording and Representing Knowledge and Reflecting on Learning

Recording of information is not as simple as students copying information from the board. We need for students to get smart about the important information that needs to be recorded each lesson. For example how do students identify important information? (Underlining, highlighting, spacing on page)

Strategies to use:

- Notes
- Graphic Organisers
- Dynamic Enactments
- Mnemonic Devices Employing Imagery (tricky)
- Academic Notebooks

**FACTS**

Facts are linked to the ‘mini’ arguments that are used to support the hypothesis.

**LAW**

This is the Act of Parliament, Precedent (Court case) or legal policy or practice that is directly linked to the argument. Remember all laws should be in italics and bolded.

**INVESTIGATING THE LAW**

Investigate whether the law is: consistent with other states or countries, written in a clear and concise manner without ambiguity, is enforced and enforceable by authorities, is justified by the morality and expectations of Australian society.

**RESPONDING TO THE LAW**

How does society respond to the law:
- Is the law fair for all stakeholders
- Is the law accessible to all Australians?
- What is the impact on society if this law fails to meet the expectations of a law?
- What remedies are available? (changing legislation, public perception, interpretation of law)

**TIE IT BACK**

This is where you make a direct link back to your main argument to reinforce your position.

Throughout Teacher’s short term data cycle they should have students using reflection tools to reflect on their progress. This could be through a variety of strategies including a reflection journal, exit cards or class discussion.

*NOTE: these reflection activities can be (and should be) done throughout the lesson to monitor student progress.*

Some questions that students could be asked:

- What are they right or wrong about?
- How confident they are about what they have learned?
- What they did well during the experience and what they could have done better?
- What was the most important piece of information they learnt that lesson?
- What are they still struggling with and how are they going to ensure that they catch up with this information or learning experience?

*NB: The teacher selects ONE question to be addressed after each critical input experience.*
Shifting the Cognitive Load

Teachers at William Ross State High School use a gradual release model of instruction. The Gradual Release Model allows for the cognitive load to shift from the teacher to the student. The model requires the teacher to provide planned opportunities for students to do the thinking and problem solving as well as developing academic language of the learning area. This shift also allows for students to move towards independent application of knowledge.

“We believe that differentiation of instruction is more than flexible groupings. We add the importance of the gradual-release/acceptance-responsibility model when teachers scaffold the level of learning for each student through modelling, questioning, clarifying, chunking, sharing, rehearsing, guiding and making their thinking visible through words, pictures, and symbols – all to make meaning of their world.”

Source: Sharratt and Fullan, Putting FACES on the Data, 2012

### English Department: Gradual Release Teaching Model

<table>
<thead>
<tr>
<th>Teaching</th>
<th>TD/TP</th>
<th>We Do</th>
<th>You Do</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching and Learning Practice</strong></td>
<td><strong>Explicit Demonstration</strong></td>
<td><strong>Guided practice</strong></td>
<td><strong>Independent work</strong></td>
</tr>
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<td></td>
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</tr>
</tbody>
</table>
| Example A: Analytical Essay | Teaching: Focus on the introduction, specific content body paragraphs, conclusion | Introduce or focus on the topic sentence | Introduce 

| Example B: Short Story | Teaching: Introduce the story theme, character, exposition, climax, evaluation and resolution | Orientation | Orientation |
| Example C: Paragraph | Teaching: Write a paragraph, develop ideas, introduce paragraph, focus on the introduction | Specific orientation to develop a paragraph, focus on the introduction, focus on the development of ideas, focus on the evaluation and resolution | Specific orientation to develop a paragraph, focus on the introduction, focus on the development of ideas, focus on the evaluation and resolution |

### Guided Instruction...

When using guided instruction teachers should:
- Respond to evidence of student learning
- Provide feedback to students about their application of learning
- Ensure appropriate use of metalanguage
- Set goals with students for ongoing learning

### Independent Application...

During independent application teachers should:
- Provide tasks which allow students to actively apply knowledge and rehearse skills learnt
- Allow students to use the metalanguage of the learning area

How much time do students spend engaged in the thinking and academic language of the learning area each day in your classroom?

Can you see guided instruction practices being used in your classroom each lesson?

Can you see students working independently in your classroom each lesson?
Design Question 5

What will I do to engage students?

“Engagement includes on-task behaviour, but it further highlights the central role of students’ emotion, cognition, and voice... When engagement is characterised by the full range of on-task behaviour, positive emotions, invested cognition, and personal voice, as it functions as the engine for learning and development.” (Reeve. J. 2006)

A key component in promoting high levels of student achievement is ensuring that all students are intellectually, emotionally and socially engaged with the content they are learning and the tasks they are assigned. The Art and Science of Teaching identifies five general factors related to student engagement:

- **High Energy**
  Teacher energy and enthusiasm for the content is a strong motivating factor in student engagement. Furthermore, a teacher who uses high energy in their instruction coupled with effective pacing of instruction can dramatically impact on the engagement levels in a classroom and student outcomes.

- **Missing Information**
  Tapping into students’ sense of curiosity and anticipation through the use of missing information also allows teachers to engage students to solve academic problems by exploring their prior knowledge to ‘fill in the gaps’.

- **The Self-system**
  Teachers can further engage students by allowing students opportunities to engage in the concept of ‘self’, that is students are more likely to engage in curriculum if they are able to makes links to their own personal ideologies.

- **Mild Pressure**
  Exerting mild pressure on students during games, questioning, activities and competitions aids in focusing on students the key elements of the learning process.

- **Mild Controversy and Competition**
  Controversy and competition used in a nonthreatening manner such as debates, tournaments and other related forms of team-based activities taps into the students’ competitive nature.

(Morzano, R.J & Brown, J.L 2011: 157)

“The teacher needs to keep the activity moving and avoid interruptions to the activity flow by using good pacing” (Dwyer, Blizzard, & Dean 1996; Dwyer, Sallis, Blizzard, Lazarus, & Dean, 2001: 423)

Using a variety of Question Structures

Questions can activate student engagement by both encouraging the learner to investigate missing information and by providing mild pressure for the learner. Teachers who use effective questioning provide clarity for the student in what they are being asked and why the question is relevant.

**Questioning Structures:**

- **Retrieval**
  Requires the students to recognise, recall and execute knowledge as it was explicitly taught

- **Analytical**
  Requires the students to deconstruct information and determine how each part relates as a whole

- **Predictive**
  Requires the students to form conjectured hypotheses about what will occur next in the sequence of events

- **Interpretative**
  Requires the students to make clear and defined inferences about the intentions of the author

- **Evaluative**
  Requires the students to make valid judgements and assessments about a subject

“Good Teaching is more about giving the right questions than it is of giving the right answers”

- Josef Albers
Using Wait-Time Strategies

One of the most effective ways of ensuring that students will engage in a classroom question and answer session is for the teacher to ensure they give the students ample time to respond, reflect and recalculate their response. By allowing students at least three seconds to respond to a question, teachers will dramatically enhance the number of students who both hear and respond to the question. Similarly, providing students with adequate time to reflect on their response allows students to process their ideas and come up with follow-up questions and responses.

There are five types of wait time strategies:

- **Post-Teacher-Question Wait Time**
  When posing a question teachers are to wait three seconds for students to respond

- **Within-Student Pause Time**
  A teacher should allow a further three seconds for students to think during pauses while they are answering or asking a question

- **Post-Student-Response Wait Time**
  It is recommended that teachers allow a pause time between when one student responds to a question and another student’s follow up response

- **Teacher Pause Time**
  While presenting content, teachers should pause to allow students to process and ‘soak in’ the new information. This is particularly important in the critical-input experiences within a lesson

- **Impact Pause Time**
  This is uninterrupted pause time that is used to create anticipation for what is about to occur


Presenting Unusual Information

‘Out of the mainstream’ information can be used to stimulate students’ interest and imagination. Strategies for acquiring and sharing unusual content-based information include:

| **WebQuest** | Use the Internet and WebQuest format to have students find a range of obscure but interesting facts and ideas associated with content being studied. *E.g.*
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>Use the internet and find the largest crocodile in the world. Compare the size of this animal to an everyday object.</em></td>
</tr>
</tbody>
</table>

| **Ripley’s Believe It or Not!** | Ask students to compile an electronic database of unusual or little known information about content being studied *E.g.*
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td><em>The Aztecs were an interesting race; create a database of information about their more ‘unusual’ habits.</em></td>
</tr>
</tbody>
</table>

| **History**     | It can be especially entertaining and enlightening for students to research differences among various historical eras’ perceptions of ‘facts’ related to specific content being studied *E.g.*
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>Research and create a Venn Diagram that compares punishments in the Dark Ages to that of modern society.</em></td>
</tr>
</tbody>
</table>

| **Guest Speaker** | Whenever possible, invite individuals to the classroom who can share direct experience with students *E.g.*
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>Natalie Howard (CEC) to speak to students about Indigenous culture, Ceri Briant (Defence Support Officer) to discuss career opportunities in the defence force, Local Business Representatives, Community Lobby Groups, Local Political Leaders and Indigenous Elders.</em></td>
</tr>
</tbody>
</table>
Educational and Content Driven Games

Group theory is an abstract algebra concept which can be hard to grasp. In order to get students to make some meaning to the concept I use this activity to capture their attention. The concepts throughout the unit are then related back to the activity (and subsequent table produced) so that students can make the physical link to the abstract ideas presented. Mrs Margaret Congram

Voting with your feet

In order to have students preview new content regarding the cultural and historical context of the play we’re studying, The Crucible, students completed an activity where they had to vote with their feet.

Students were read three statements (1 at a time) and had to vote with their feet (moving to the left or right side of the classroom) to show their personal view on which statement the agreed with most.

The statements are shown below:

Communism Vs. Capitalism - Ideologies

<table>
<thead>
<tr>
<th>Communism</th>
<th>Capitalism</th>
</tr>
</thead>
<tbody>
<tr>
<td>People need one another</td>
<td>People need freedom</td>
</tr>
<tr>
<td>When people work together</td>
<td>When people compete</td>
</tr>
<tr>
<td>as equals, they achieve</td>
<td>against one another, they</td>
</tr>
<tr>
<td>greater things</td>
<td>achieve greater things</td>
</tr>
<tr>
<td>Governments should make</td>
<td>Governments should not</td>
</tr>
<tr>
<td>sure that everyone’s needs</td>
<td>interfere with the rights</td>
</tr>
<tr>
<td>are being met</td>
<td>of individuals to make their</td>
</tr>
<tr>
<td></td>
<td>own living</td>
</tr>
</tbody>
</table>

Each time students were asked to explain/justify the reason for their vote (at this point they could change their vote if they were convinced by perspectives presented). At the end of the voting it was revealed that the left reflected Communist ideologies and the right represented Capitalist ideologies. This information was important for their understanding of the Cold War and McCarthyism in the 1950s in America.

Miss Jessica Thomas

‘Physical Movement promotes healthy choices and positive health and well-being’ Mr Adam Kehl

‘It is the supreme art of the teacher is to awaken joy in creative expression and knowledge’ - Albert Einstein

William Ross State High School Professional Development Opportunities: Full School ASOT Meetings

The Line Game – Adapted from Freedom Writers- used to break down barriers between students by establishing shared values and interests.
ASOT OVERVIEW DESIGN QUESTION 6
A comprehensive framework for effective instruction to be used by teachers in every subject area at every grade level.
A common ‘language of instruction’.

DQ 6 – Establishing Rules and Procedures
What Will I Do to Establish or Maintain Classroom Rules and Procedures?
Why is it important?
It is important that students are clear about what they are expected to do and how they are expected to do it. The way the classroom is organised communicates to students both consciously and unconsciously how instruction and student learning will be managed and facilitated. The appearance of the classroom is aligned with the learning goals and instructional priorities. Students receive reinforcement for what they are learning and why they are learning it. DQ 6 is one of the three critical aspects of classroom management.

STEPS:
1. The classroom is organised for effective teaching and learning.
2. Establish a set of rules and procedures.
3. Include student-generated classroom rules and procedures.
4. Review the rules and procedures throughout each term and make changes as necessary.
5. Use classroom meetings to design and maintain compliance with the rules and procedures.

Teacher Evidence
In relation to establishing rules and procedures:
- Visual displays highlight current learning goals.
- The classroom is organised to focus learning and materials are organised.
- The physical layout of the classroom has clear traffic patterns.
- The physical layout of the classroom provides easy access to resources and materials.
- The classroom is decorated with learning examples which communicates powerful messages to students.
- Students are involved in designing the classroom routines.
- Students are reminded of the rules and procedures.
- Students can restate or explain the rules and procedures.
- Cues or signals are used when a rule or procedure should be used.

Student Evidence
- Students move easily about the classroom.
- Students make purposeful use of materials and resources.
- Students can focus without distraction on the learning goal and aligned activities.
- Students follow clear routines during class.
- When asked, students can describe the set rules and procedures.
- When asked, students can describe the classroom as a place where they can learn.
- Students recognise and respond to cues and signals by the teacher.
- Students regulate their own behaviour.

Example of Classroom Rules
Making Our Classroom a Place for Learning
1. All students have the right to be treated with respect.
2. All teachers have the right to be treated with respect.
3. Everyone has the right to feel safe in the teaching and learning environment.
4. Everyone must demonstrate a respect for the school’s property.
5. Maintain respect and quiet, think before you act, and minimise disruptions to the learning process.
Design Question 7

What will I do to recognise and acknowledge adherence and lack of adherence to classroom rules and procedures?

Recognising Adherence to Rules and Procedures

This design question relates to the positive as well as negative consequences for following classroom rules and procedures. Effective classroom management works on the basis that there are a clear set of consequences for behaviour and that the teacher reinforces the adherence with these rules and procedures not only through negative consequences, but also through positive reinforcement of desired behaviour.

For Classroom Rules and Procedures to be effective a teacher must:

- Use a combination of positive and negative consequences to guide students’ behavioural choices
- Recognise and celebrate appropriate behaviours in the classroom
- Use tangible recognition through a symbol or token of success (e.g. Stickers, PBS stamps, Postcard)
- Effective teacher reaction to certain behaviours (Verbal and Non-Verbal)
- Effective use of ‘withitness’
- Use of direct consequences for certain behaviours
- Recognising groups of students who work effectively with positive affirmations
- Contacting and involving parents in the success and challenges of student behaviour in the classroom

Applying Consequences for Lack of Adherence to Rules and Procedures in the Classroom

William Ross State High School prides itself on providing engaging, safe and productive learning environments for its students. On the occasions where a student disrupts the learning process or fails to follow teacher instruction the teacher has a variety of solutions available to them. Firstly, the teacher can use a variety of microskills, both verbal and non-verbal, to reengage students in learning. If the behaviour persists, teachers can encourage the student to work in a different setting engaging the ‘buddy class’ system, which includes students completing an Individual Behaviour Plan. Lastly, if the student still fails to engage in the class of instruction the teacher may contact a Head of Department to assist in the management of student behaviour.

Acknowledging Adherence to Rules and Procedures

Teachers at William Ross State High School understand that the ‘battle’ on student behaviour is best won through the use of positive affirmations to students who exhibit on task, safe and respectful behaviour under our Positive School’s framework.
John Hattie’s (2008) research revealed that feedback was among the most powerful influences on achievement. Helpful feedback is goal-referenced; tangible and transparent; actionable; user-friendly (specific and personalized); timely; ongoing; and consistent.

Elements of Effective Feedback at William Ross State High

1. **Goal-Referenced**
   Effective feedback requires that a person has a goal, takes action to achieve the goal, and receives goal-related information about his or her actions.

2. **Tangible and Transparent**
   Any effective feedback system involves not only a clear goal, but also tangible results related to the goal. Specifically, tangible feedback should be directly linked to the success criteria related to the specific task.

3. **Actionable**
   Effective feedback is concrete, specific, and useful; it provides actionable information. Thus, "Good job!" and "You didn’t meet the task" and C- is not effective feedback as each fail to provide detail on the actions the student can complete to be successful. Effective feedback at William Ross State High School is provided when students are provided with clear feedback on elements they have been successful in and elements in which improvement can be made.

4. **User-Friendly**
   When feedback is specific and accurate however is in-actionable to the student due to the complexity, language used or volume, it provides little value. If the student cannot understand it or is overwhelmed by the volume of required steps they are less likely to take action. Feedback must be represented in a way that students can engage with it and use it to develop goals for improvement; a learning wall is a great way to help students track their success throughout a unit of work.
Timely
As educators, we are required to ensure that students get more timely feedback and opportunities to use it while they attempt new work and set new goals. At William Ross State High School it is expected that feedback, will occur regularly and in a variety ways, including instant, formative and summative feedback.

5. Ongoing – summative vs formative feedback
Allowing a student to adjust their performance depends on receiving effective feedback and the teacher providing opportunities for students to enact the feedback. What makes any assessment in education formative is not merely that it precedes summative assessment, but that the performer has opportunities, if results are less than optimal, to reshape their performance to better achieve the goal. In summative assessment, the feedback comes too late; the performance is over, thus ongoing formative feedback is necessary.

6. Consistent
To be beneficial, feedback must be consistent. Clearly, students can only adjust their performance successfully if the information fed back to them is stable, accurate, and trustworthy. Consistent practices within William Ross State High School classrooms include the use of pre-testing, questioning, exit cards, interactive whiteboards, peer reviews, and other formative assessment tools.

7. Progressing toward a Goal
Students most effectively use feedback as part of a system of formative and summative assessment. The key is to use feedback to create and monitor long-term goals. At William Ross State High School this includes the ongoing use of the Student Learning Journal to track student progress in conjunction with Unit Starters and Unit Rubrics. Students have opportunities through classroom learning targets, student led conferencing and also academic audit interviews to also reflect on their progress.
Purpose of feedback at William Ross State High

Feedback is an essential part of education and training programs. It helps learners to maximize their potential at different stages of education, raise their awareness of strengths and areas for improvement, and identify actions to be taken to improve performance.

At William Ross State High School we measure the effectiveness of feedback by ensuring we provide time and space for students to understand the concept of feedback by using the following North Queensland Region’s 5 questions:

It is important that we are accountable for students knowing what feedback is and how they can access feedback. William Ross State High School has 5 (five) processes in place to support this accountability.

<table>
<thead>
<tr>
<th>What</th>
<th>Purpose</th>
<th>How</th>
<th>When</th>
<th>Who</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timely and productive feedback from teachers and peers</td>
<td>To provide timely, tangible and actionable feedback that gives students a clear understanding of how to improve their practice.</td>
<td>Formative Assessment tools, questioning techniques, peer review process and detailed feedback on assessment.</td>
<td>Throughout the Unit</td>
<td>Constructed by students and teacher</td>
</tr>
<tr>
<td>Learning Walls</td>
<td>To provide students a clear understanding of what they have learnt, will learn and the expectation within a unit of work</td>
<td>Every teacher develops and constructs a word wall in their classroom that is driven by student work samples.</td>
<td>From start of Term 3 2015</td>
<td>Constructed student and teacher</td>
</tr>
<tr>
<td>Walkthroughs/Observations</td>
<td>To determine a broad sense of classroom engagement and students’ ability to share information based on the NQ Region’s 5 questions.</td>
<td>ASOT leaders to conduct walkthroughs/informal iObservations.</td>
<td>Ongoing throughout the year</td>
<td>All staff</td>
</tr>
<tr>
<td>Learning Targets/Rubrics</td>
<td>To allow students to actively track their progress and success in a KLA.</td>
<td>Learning Targets in every lesson, every day. Rubrics in every unit/ every KLA</td>
<td>Ongoing throughout the year</td>
<td>All staff</td>
</tr>
<tr>
<td>Tracking of JCE/QCE in Learning Journal</td>
<td>To develop a culture of self-reflection and actions around effort, results and outcomes</td>
<td>Students track results, feedback and JCE/QCE in Student Learning Journal. Students actively create action goals to improve practice.</td>
<td>Ongoing throughout the year</td>
<td>All students PEC/QCE teachers</td>
</tr>
</tbody>
</table>
Feedback should be Goal Referenced

Effective feedback requires that a person has a goal, takes action to achieve the goal, and receives goal-related information about his or her actions.

Information becomes feedback if, and only if, you are trying to change something and the information tells you whether you are on track or need to change course. If some joke or aspect of your writing isn’t working—a revealing, nonjudgmental phrase—you need to know.

Ask Yourself:

- What have I done well?
- What specific areas do I need to improve on?
- How can I improve in these areas?
- How can I clarify what I need to do?

Feedback should be Clear and Tangible

Any useful feedback system involves not only a clear goal, but also tangible results related to the goal. Remember that ideally the feedback you are given should be easy to understand and obtainable. You should have an opportunity to improve your practice.

Feedback should be Actionable

Effective feedback is concrete, specific, and useful; it provides actionable information. Thus, actionable feedback should identify: What specifically should you do more or less of next time, based on this information?

Actionable feedback must also be accepted, teachers are giving you feedback to help you improve NOT to criticise your performance. Feedback should offer neutral, goal-related facts. This type of feedback that allows students to assess their own behaviour and successes and ‘roadblocks’ allows you to move forward and make the judgements required to be successful on your next attempt.

Feedback should be User Friendly

Even if feedback is specific and accurate in the eyes of experts or bystanders, it is not of much value if the user cannot understand it or is overwhelmed by it. Highly technical feedback can sometimes seem odd and confusing. Because of this, too much feedback can also be counterproductive; therefore to better help students, teachers may concentrate on only one or two key elements of performance at one time. Therefore don’t rely on only one feedback session to ensure students achieve their ultimate goal!

Feedback should be Timely

In most cases, the sooner get feedback, the better. We don’t want to wait for hours or days to find out whether we have been successful or understand a concept learned, however we also can’t expect that extensive feedback happens immediately! That’s why it is more precise to say that good feedback is “timely” rather than “immediate”.

Remember the teacher is not your only source of feedback you can:

- Self-reflect and assess your own understanding
- Engage in a peer review session
- Discuss lesson content and topics with family members to clarify understanding
- Engage in group review sessions
Unit Planning

At William Ross State High School, it is a common belief that prior preparation is the key to successful student outcomes. As a staff we strive to ensure that within our everyday practice we use a common language and common practice to engage our learners. Staff are required to track and monitor their pedagogical practices throughout a unit by developing a differentiated unit plan designed to suit the individual needs of the students in a particular class. In this unit plan teachers are required to embed a variety of teaching strategies that fit within the Marzano Framework.

**UNIT:**

**CURRICULUM INTENT**
- *Content Descriptors
- *Big Ideas
- *Standard Elaborations
- *CCEs
- *Critical Content

**ASSESSMENT:**

**IMPORTANT DATES (SCHOOL CALENDAR):**

**UNIT GOALS:**

**LITERACY AND NUMERACY FOCUSED STRATEGIES:**

<table>
<thead>
<tr>
<th>ASOT</th>
<th>Design Question 1</th>
<th>Design Question 2</th>
<th>Design Question 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week</td>
<td>LESSON 1</td>
<td>LESSON 2</td>
<td>LESSON 3</td>
</tr>
<tr>
<td>1</td>
<td>LEARNING TARGET:</td>
<td>LEARNING TARGET:</td>
<td>LEARNING TARGET:</td>
</tr>
<tr>
<td></td>
<td>LITERACY FOCUSED ACTIVITY:</td>
<td>LITERACY FOCUSED ACTIVITY:</td>
<td>LITERACY FOCUSED ACTIVITY:</td>
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<td></td>
<td>LEARNING ACTIVITIES:</td>
<td>LEARNING ACTIVITIES:</td>
<td>LEARNING ACTIVITIES:</td>
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<tr>
<td></td>
<td>EXIT/REFLECTION ACTIVITIES:</td>
<td>EXIT/REFLECTION ACTIVITIES:</td>
<td>EXIT/REFLECTION ACTIVITIES:</td>
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<tr>
<td></td>
<td>HOMEWORK TASK:</td>
<td>HOMEWORK TASK:</td>
<td>HOMEWORK TASK:</td>
</tr>
<tr>
<td></td>
<td>STUDENTS RECEIVE RUBRIC AND COMPLETE PRESCORE</td>
<td></td>
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<tr>
<td>2</td>
<td>LEARNING TARGET:</td>
<td>LEARNING TARGET:</td>
<td>LEARNING TARGET:</td>
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<td></td>
<td>LITERACY FOCUSED ACTIVITY:</td>
<td>LITERACY FOCUSED ACTIVITY:</td>
<td>LITERACY FOCUSED ACTIVITY:</td>
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<td>EXIT/REFLECTION ACTIVITIES:</td>
<td>EXIT/REFLECTION ACTIVITIES:</td>
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<td>HOMEWORK TASK:</td>
<td>HOMEWORK TASK:</td>
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<td>3</td>
<td>LEARNING TARGET:</td>
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<td>LITERACY FOCUSED ACTIVITY:</td>
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<td></td>
<td>HOMEWORK TASK:</td>
<td>HOMEWORK TASK:</td>
<td>HOMEWORK TASK:</td>
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</tbody>
</table>
The relationship between classroom strategies and behaviours and student achievement is very straightforward. The causal relationship between reflective practice and pedagogical skill is not as commonly recognised although, reflective practice has been recognised as an important component of professional development for some time (Becoming a Reflective Teacher Marzano, R. 2012)

To establish an effective culture of reflective practice, teachers must systematically set annual growth goals for themselves. This process involves teachers completing a ‘self-audit’ that involves determining one’s level of confidence and competence for each of the forty-one elements under the Art and Science of Teaching Framework. Once a teacher has established areas in need of improvement reflective teachers create growth goals.

These goals are required to be:

**Specific**
**Measureable**
**Attainable**
**Relevant**
**Time-Bound**

Teachers are encouraged to score themselves on each of the forty-one elements using the self-rating sheet available at marzanoresearch.com/classroomstrategies. Once teachers have established clear growth goals William Ross has developed a self-reflection sheet and tracking of success table that allows teachers to reflect on their progress throughout the year in achieving specific targets to meet their goal. Teachers are further encouraged to discuss their growth goals with other staff and engage in professional conversations about improving pedagogical practice.
1. Focussed practice involves repeating a specific strategy with attention to improving detailed aspects of the strategy. In the classroom this usually means that a teacher selects a specific strategy for practice, along with a specific aspect of that strategy.

2. What are the benefits of focussing on specific steps of a strategy or developing a protocol for a strategy?

While some strategies have clear guidelines or steps to follow, some do not (such as what will I do to build effective relationships with students?) and therefore devising a protocol or specific practice will allow for greater success through trial and error. By focussing on improving this area through a set of specific steps and practices, the teacher is able to find which micro-strategies work best in specific situations ultimately becoming fluent in the practice, enacting it without even thinking of the practice.

3. What are the similarities and differences between focussed practice at the applying level (3) and the innovating level (4)?

A teacher might choose to integrate strategies as the subject of focussed practice. At this stage of development, a teacher is competent with most, if not all, of the strategies for a particular element but wishes to combine some of those strategies into a composite or ‘macrostrategy’. Focussed practice that involves integrating usually means a teacher is at the Innovating (4) level on the scale.
STEP 2: Receiving Focussed Feedback

Why is receiving feedback so important?

Feedback is essential to determining the success of focussed practice. Specifically, feedback tells teachers if their efforts are actually developing expertise. At a very basic level, focussed feedback simply means continually examining one’s progress towards the desired goal (Becoming a Reflective Teacher Marzano, R. 2012).

Ways of Receiving Feedback

**Video Data**

One powerful way for teachers to obtain focussed feedback about their progress is to watch video recordings of themselves using specific strategies in the class. Teachers can reflect independently or with a peer mentor.

**1. Student survey data**

Surveying students and having them assess the success of a teaching strategy or strategies allows teachers to not only establish productive relationships with students, but also provides adequate and detailed feedback on the way students learn. By establishing the success of the use of teaching strategies, teachers are able to make informed choices about the implementation of such strategies in future contexts.

**2. Student Learning (achievement data)**

The most valid information a teacher can use to determine the extent to which a specific strategy has been used to reflect on the outcomes achieved by students through analysis of student results. One of the ways to assess the success of a strategy is to follow the four step process of data reflection.

1. Identify two groups of students with whom you can teach the same content. This can be two separate classes or groups within a class context.

2. Teach the same content to both classes/groups using a selected strategy with one class/group but not the other.

3. Administer the same pre-test and post-test both groups and compare the results.

4. Use information collated in testing and revise strategy implementing a modified strategy if required.
References


