

Marzano Focused Teacher Evaluation Model

For DIGITAL INSTRUCTION

2020-2021

Learning Targets

- Gain insight into how Marzano's Focused Teacher Evaluation Model (FTEM) can be applied to digital lessons.
- Apply knowledge to developing digital lessons to ensure students are learning the standards and actively engaged in on-line lessons.

Standards-Based Planning

- **Don't abandon standards-based lessons and units**
 - They can be incorporated digitally
 - Critical to adhere to the curriculum to ensure equity
- **Continue aligning resources to standards**
 - Technology offers many resources
- **Use student data to plan for instruction remains critical**
 - Using technology can help teachers immediately consider individual student needs for instruction

Standards-Based Planning

- Finding the most efficient path in supporting your students with mastering academic standards is essential as you prepare for the 2020-2021 school year. To do this, you will need to:
 - Develop a deep understanding of grade level standards and how the skills are used in everyday life.
 - Use a standards progression chart to identify the content knowledge from previous grade levels that serve as prerequisite skills and knowledge for on-grade-level learning.
 - Meet with previous grade level teachers to discuss which standards were taught during distance learning and if there were any standards not taught. Decide how the identified standards could be embedded into learning during this school year.
 - Use assessment data to determine a baseline for each student in the subject area.
 - Identify the achievement gaps that may be present due to missed instruction. These should not be taught in isolation, but at point of need. If you spend time trying to catch students up, they will always be behind.
 - Prepare traditional scaffolded instructional supports for students to be successful in their current grade level.
 - Intentionally form student teams to leverage student strengths so they can support one another.
 - Schedule individual digital chats with students to discuss where they are and to set academic goals.

Conditions for Learning

- **Determine expectations for e-learning in your digital learning environment**
 - Keep procedures simple on how to use online tools and chat functions
- **Provide students with formative assessments**
 - Help students self-assess where they are with their own learning
 - How and when should students check-in with their own learning?
 - Use chat functions, surveys, polls, etc.
- **Student engagement is critical**
 - There are online resources with built in engagement tools
 - Don't forget simple techniques too
- **Remain focused on relationships**
 - Set up a schedule to be sure you have checked in with each student throughout the week

Standards-Based Instruction

- **7 Tips to Ensure Standards Drive Your Instruction in Digital Learning**
 - 1. Be explicit in explaining to the students what a learning target is, what they should be able to do with it, how to communicate their growth with you, and what you will do to assist them.
 - 2. Define daily student learning into learning targets based on standards. For example: I can determine an author's point of view or purpose in a text. Or, I can analyze how the author distinguishes his or her position from that of others.
 - 3. Share learning targets daily with students to help them gauge their own learning.
 - 4. Post the learning targets daily where they are accessible to students, which could be on a slide or sentence strip if teaching digitally.

Standards-Based Instruction

- 7 Tips to Ensure Standards Drive Your Instruction in Digital Learning (continued)
 - 5. Say the learning target aloud. Have students repeat it to an online chat partner. Be thoughtful and purposeful in communicating the target throughout the lesson.
 - 6. Have students track their progress toward the learning target. Many of the ways you've had success in traditional classrooms can be used digitally or in a socially distanced situation. For example, have a set point in the lesson for students to private message you their level of understanding on a scale of 1-4 or send an emoji describing their current progress. At the end of each lesson, ask students to summarize in a sentence where they are and what they may still not understand.
 - 7. Embed learning targets in all student-facing documents.

Standards-Based Instruction

- Make sure students know what their learning targets are
 - This is a great time to promote student autonomy!
- Try a new technology method
 - Use an online survey to have students *preview new* content with true/false statements. Students can revisit the survey after the content has been taught to *revise their* knowledge and clarify misconceptions.
 - In teams, create different channels to use as breakout rooms so you can *organize students* to interact with content. Put students in groups of 2-5 and give them a task that *processes the critical content or examines similarities and differences*.
 - Pose a question to the class that requires students to *examine their reasoning* when they provide logical support and evidence via a chat function. Question stems such as, 'How do you know/why do you believe that is true?', 'What are some characteristics or behaviors you would expect of...?', and 'What would you expect to happen if...?'
 - Engage students in *cognitively complex tasks* digitally. Remember a complex learning task involves students in reality-based, thought-provoking tasks connected to the learning target where a question or prompt stimulates further exploration of the content. Students can work in organized groups to generate a hypothesis, predict what they will discover or conclude, and then provide support for or against their prediction using evidence.

Standards-Based Instruction

- Quality standards-based tasks are what lead to rich student team conversations, regardless of where the learning takes place
- Students will need each other more than ever to deepen and expand their thinking
- Creating tasks that allow for student collaboration will:
 - Fill in achievement gaps
 - Strengthen content knowledge
 - Support social and emotional connections

Standards-Based Instruction

- Provide structures for students to respond to one another, express different ways of thinking, consider each other's perspective, and generate new ideas
 - In a digital learning environment:
 - Breakout rooms
 - Chat features
 - Polls
 - Shared documents
 - Screen sharing
 - Web conferencing
 - In a socially distant learning environment:
 - Agree/disagree cards with conversation stems
 - Roles and responsibilities
 - Room configuration
 - Individual white boards
 - Utilize technology platforms

Standards-Based Instruction

- **Things to consider while developing a task that generates conversation**
 - **Ensure alignment of the standard to the learning and the task**
 - **Create a task that includes an open-ended question that allows for multiple responses**
 - **Encourage students to support/explain their reasons by citing specific evidence from the resource, text, anchor chart, teacher notes, or other sources of learning**

Standards-Based Instruction

- **Student evidence should not be abandoned during digital lessons**
 - Student evidence = specific observable artifacts or behaviors that students produce in response to the teacher's use of particular instructional strategies
- **Collection of Student Evidence is still paramount in digital lessons**
 - Discuss with colleagues and administrators what student evidence is acceptable and how it will be provided during/after an observation

Professional Responsibilities

- **Translating professional responsibilities to digital teaching can be challenging**
 - Utilize policies and procedures the district and school has communicated as the expectations for e-learning
 - Separate content knowledge and pedagogy expertise
 - It's OK to feel 'clunky' as you teach with new methods and expectations.
 - Collaborate with your colleagues
 - Offer to teach others skills that might assist them with e-learning
 - Support the needs of each other in addition to students
 - Pat yourself on the back for the efforts you are making to stretch your comfort zones with new tools and use technology you have not used before

Reminders for Teachers

- What will your non-negotiables be for digital instruction?
 - Plan for quality instruction. Break apart a standard and define the learning to ensure students' mastery of standards.
 - Don't let the mode of instruction impact this important step
 - Set clear expectations for students in an online learning environment
 - Collaboration and organized groups need to be used in the digital environment
 - Examples: roles, agree/disagree cards, summarizing mat
 - Incorporate grade level standards-based instruction
 - Schedule weekly digital grade level meetings for planning purposes
 - Buddy up with another teacher for additional support

Technology for Digital Teaching

- **Examples you can use in the classroom:**
 - Teams
 - Flipgrid
 - Mentimeter
 - Plickers
 - PollEverywhere
 - Nearpod
 - Kahoot
- **Dedicate time to practice**
- **Consider webinars, digital conferences, podcasts, Green Shirts to learn more**
- **Identify and enlist the help of colleagues who excel in technology**

Supporting Students and Parents

- How will students know and understand the new expectations?
 - Provide an online scheduler to help students manage their schedule (synchronous and asynchronous)
 - Dedicate time for all students to learn how to use the chosen platform and some of the online tools
 - Use morning messages or video news to start the day that include reminders, review of expectations, learning targets, etc.
 - Consider an online newsletter for students to go to access information
- How will you engage parents and help them cope with at home school routines?
 - Schedule a family tech time to teach parents how to use technology
 - Create an online parent technology playground where they can experiment on their own and improve their understanding
 - Prepare text, audio, and video demos and tutorials
 - Create an online parking lot where parents can post questions

How will Classroom Observations be Conducted in the Digital Setting?

- **As articulated in the Instructional Classroom Evaluation Handbook**
 - Focused Observations will be announced and conducted within a two week window
 - Formal Observations will have a pre and post conference and be scheduled in advance
 - Walk-through observations are not scheduled in advance

The administrator shall choose from the following options to conduct an observation:

- **Option 1:** The administrator can observe teaching and learning by visiting the physical classroom at the school where the teacher is providing the digital lesson.
- **Option 2:** The administrator can observe teaching and learning by joining the digital lesson (via TEAMS or other approved platform).



Quick tips to ease concerns

■ Collaborate

- 'Conferences' and 'Discussions' allow you to securely communicate online
- Remember 'conferences' is between you and one other person and cannot be deleted; 'discussions' can include several people

■ Resource Library

- Instant professional development and support

Contacts/ Information

- **Work closely with your administrators on the expectations, instructional strategies, and student evidences that should be evident in your digital learning environment**
- **Reach out to Virginia Ramie, Director of Student Success & Instructional Improvement (65059) or Karen Vislocky, Senior Manager of Student Success & Instructional Improvement (65060) if you have questions about the evaluation model or the iObservation platform**
- **The information in this PowerPoint came from LSI (Learning Sciences International)**