

Chapter Response Format for *The New Art and Science of Teaching* – Marzano

Chapter 1-2 Theme: Feedback- The communication link between teacher and students that provides students of an awareness of what they should be learning and how they are doing.

Chapter 3-6 Theme: Content –The lesson progression which allows the student to move from an initial understanding of content to application of content

Chapter 7-10 Theme: Context- Meeting student needs in order to learn including engagement, create a sense of belonging, and high expectations.

Chapter __1__ Title : __Providing and Communicating Clear Learning Goals

Chapter __1__ Design Question (See Planning Section) **How will I communicate clear learning goals that help students understand the progression of knowledge they are expected to master and where they are along that progression?**

The Elements are the categories of strategies which research says will enable students to learn effectively.

The Strategies are the specific methods of instruction connected to giving feedback or teaching content or providing a motivating context for learning which meets the needs of the students.

The Outcomes are the desired effects of using the strategies in the classroom learning environment.

Elements, Strategies, and Outcomes – Choose **at least 2-3 elements to describe for each chapter. Then add a strategy to use** for each Element and share how you could use that strategy in your classroom or future classroom. In the second column list at least 2 of the outcomes for that element as described in the chapter.

Elements – Write out the Element category name and a strategy for that element and briefly how you could use it.	List at least 2 desired Learning and/or Behavior Outcome for that Element – See bullet points at end of each element section
<p>Element: Providing Scales and Rubrics</p> <p>Strategy: One strategy is creating student-friendly scales. I use both student and teacher-generated rubrics in my 4th grade classroom, but haven’t ever used a scale before. I could use this to support students with writing expository paragraphs. I like how creating a scale would help students see the progression of skills that support the learning goal of writing an expository paragraph.</p>	<p>Students can explain the proficiency scale in their own words.</p> <p>Students can explain what learning goal is being addressed in the current lesson.</p> <p>Students can describe how the current activity relates to the target goal.</p> <p>Students can explain the progression of content on the scale.</p>
<p>Element: Tracking Student Progress</p> <p>Strategy: One strategy is using formative scores. In my classroom, my students named these “data tickets” because I frequently have them complete a quick problem that’s not graded but shows evidence of student levels of understanding and confidence in a discrete skill. My students see that this type of formative assessment is one way that we use data as information to guide next steps.</p>	<p>Students can describe how they have progressed on a particular proficiency scale.</p> <p>Students can periodically update their status on a proficiency scale.</p> <p>Students can describe what they need to do to get to the next level of performance.</p>

<p>Element: Celebrating Success</p> <p>Strategy: One strategy is verbal feedback. When I give feedback, I typically describe the learning behaviors I observe that are leading to a particular outcome. Students learn to connect their choices/words/mindset with their positive or negative consequences on learning. Teacher language can help kids to see their ability to impact change. Verbal feedback is powerful.</p>	<p>Students demonstrate pride regarding their accomplishments in class.</p> <p>Students appear to strive for higher scores on a proficiency scale.</p> <p>Students say they enjoy celebrations.</p>
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Reflection

Marzano (2017), Brookhart, Long, and Moss (2011) all caused me to think more deeply about student-centered learning. Marzano’s strategies are all ways to help the learning process become more concrete and progress as learners more student driven. The Brookhart, Long, and Moss article focuses on learning targets as a simple tool to make learning more goal-oriented and to shift the responsibility for learning from just teachers to students.

The article about learning targets was a helpful reminder for me to consider the student’s point of view in a typical elementary day. As a teacher, I sometimes feel like I need to write or post what the student will be able to do, what they’ll learn, and how they’ll show evidence of understanding for every lesson. As I read this article, it makes me wonder how I could NOT do this because these components should be the structure of every learning experience. I currently write a learning target in the form of an “I can” statement for every subject through our day. I also use the questions, “What will the students know and be able to do? And “How will the students show evidence of understanding?” to guide my planning.

When I read further in Brookhart, Long, and Moss’ article about the 6-year old and the shape lesson, I see the power of student ownership as it relates to learning goals. The specificity of a learning goal and our expectation that students can articulate their learning is powerful. I’m also reading about how lessons need to be a “performance of understanding.” That way of thinking about lesson design helps me think about each learning experience matching the learning target more directly. Sometimes I get caught in activities that have my students working around the target but perhaps not as directly as I could. If every part of a lesson should include kids working to demonstrate understanding, that would also ignite a greater sense of urgency from students about their learning goals.

The Wall suggests that schools are like a factory producing all the same product. Teachers hold knowledge and “pour” it into faceless students in a one-size-fits-all learning experience. Students are passive throughout learning and are basically herded through curriculum.

A Living Curriculum distinguishes between traditional and an authentic, experiential guide for student learning called a living curriculum. Students are “co-learners...discovering, creating, and collaborating.” A living curriculum seems to be responsive to the needs of a diverse student group. It also suggests a hands-on experience instead of passive activities where every student is seated and doing the same work at the same time. Goals of a living curriculum also seem to extend beyond what might be considered strictly academics and include global awareness and components of social-emotional learning.

My experience in the elementary classroom suggests that curriculum is a framework, but that it stretches and is responsive to the needs of the learners. In a sense, the students are the curriculum. To create learning cultures where students seek knowledge and learn to think, teachers first need to know their students and their standards. Teaching then becomes the art and science of igniting curiosity in each unique group of students for the standards that we know they need to master.

References

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