

COURSE SYLLABUS

Course: Becoming a Reflective Teacher

Presenters: Dr. Robert J. Marzano

Credits: 3 Graduate Credits

Course Overview

In this course, Dr. Robert J. Marzano, CEO of the Marzano Research Lab, posits teaching as a collection of skills that benefit from practice and reflection. He assists participants in developing those skills by reflecting on their personal strengths and weaknesses in relation to nine critical design questions, setting growth goals, engaging in focused practice to meet those goals, and soliciting feedback from students and colleagues. Participants will learn from a workshop setting, classroom footage, interviews, and models of reflection-in-process how to use systematic reflection to improve their practice in order to affect student achievement.

Presenters' Bios

Dr. Robert J. Marzano is the cofounder and CEO of Marzano Research Laboratory in Denver, Colorado. Throughout his forty years in the field of education, he has become a speaker, trainer, and author of more than thirty books and 150 articles on topics such as instruction, assessment, writing, and implementing standards, cognition, effective leadership, and school intervention. His books include: *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*, *Making Standards Useful in the Classroom*, *District Leadership That Works: Striking the Right Balance*, *Designing and Teaching Learning Goals and Objectives*, and *On Excellence in Teaching*. His practical translations of the most current research and theory into classroom strategies are internationally known and widely practiced by both teachers and administrators. He received a bachelor's degree from Iona College in New York, a master's degree from Seattle University, and a doctorate from the University of Washington.

Course Objectives

After completing this course, educators will know:

- Nine critical design questions and their elements
- Methods for systematizing the reflection process
- How to set and pursue specific growth goals

Student Learning Outcomes

After completing this course, educators will apply the following skills:

- Conduct a complete self-audit of their practice
- Articulate growth goals
- Pursue growth goals through the establishing of protocols and focused strategies



- Solicit feedback from students and colleagues
- Improve their practice through the reflection process

Unit 1: Research and Theory

In this unit, Dr. Robert J. Marzano establishes why teachers should systematically reflect on their practice. He reviews the history of reflection, as well as the supporting research, and elicits from the workshop participants their experience with reflection and its benefits for them and their students.

Unit Objectives

After completing this unit, educators will know:

- The history of reflective practice
- The research that supports reflective practice
- The benefits of reflective practice

Student Learning Outcomes

After completing this unit, educators will apply the following skills:

- Support the practice of reflection
- Analyze the strengths and weaknesses of their reflective practices to date

eBook: “Research and Theory”

Participants read chapter 1, “Research and Theory,” in their eBook and respond to reflection prompts.

Unit 2: Routine and Content Strategies and Behaviors

In this unit, Dr. Robert J. Marzano and the workshop participants delve into the nine critical design questions that can inform teachers’ reflective practice. They explore how to reflect on routine events and learning content.

Unit Objectives

After completing this unit, educators will know:

- The first five critical design questions and their elements



Student Learning Outcomes

After completing this unit, educators will apply the following skills:

- Reflect on their practice by answering these questions:
 - What will I do to establish and communicate learning goals, track student progress, and celebrate success?
 - What will I do to establish and maintain classroom rules and procedures?
 - What will I do to help students effectively interact with new knowledge?
 - What will I do to help students practice and deepen their understanding of new knowledge?
 - What will I do to help students generate and test hypotheses about new knowledge?

Unit 3: On-the-Spot Strategies and Behaviors

In this unit, Dr. Robert J. Marzano and the workshop participants study the four remaining critical design questions. They consider how to reflect on their on-the-spot behaviors.

Unit Objective

After completing this unit, educators will know:

- The four remaining critical design questions and their elements

Student Learning Outcomes

After completing this unit, educators will apply the following skills:

- Reflect on their practice by answering these questions:
 - What will I do to engage students?
 - What will I do to recognize and acknowledge adherence or lack of adherence to rules and procedures?
 - What will I do to establish and maintain effective relationships with students?
- What will I do to communicate high expectations for all students?

eBook: “Having a Model of Effective Teaching”

Participants read chapter 2, “Having a Model of Effective Teaching,” in their eBook and respond to reflection prompts.



Unit 4: Setting Growth Goals

In this unit, participants consider their practice in relation to three stages of progress: cognitive, shaping, and autonomous. They learn to assess different skills as beginning, developing, applying, and innovating, finally conducting a complete self-audit that leads to the articulation of specific growth goals.

Unit Objectives

After completing this unit, educators will know:

- The cognitive, shaping, and autonomous phrases of their practice
- Where to modify their practice to progress from beginning to developing to applying to innovating
- The parameters of growth goals

Student Learning Outcomes

After completing this unit, educators will apply the following skills:

- Assess aspects of their practice as being in the cognitive, shaping, or the autonomous phase
- Assess aspects of their practice from beginning to innovating
- Conduct a complete self-audit
- Establish growth goals

eBook: “Growth Goals”

Participants read chapter 3, “Setting Growth Goals,” in their eBook and respond to reflection prompts.

Unit 5: Engaging in Focused Practice

In this unit, Dr. Robert J. Marzano and participants explore the processes that lead to achievement of growth goals. They discuss how to determine protocols and pursue specific strategies.

Unit Objective

After completing this unit, educators will know:

- Processes by which to achieve growth goals



Student Learning Outcomes

After completing this unit, educators will apply the following skills:

- Establish protocols to help them achieve their growth goals
- Focus on particular strategies relevant to their growth goals

eBook: “Focused Practice”

Participants read chapter 4, “Engaging in Focused Practice,” in their eBooks and respond to reflection prompts.

Unit 6: Receiving Focused Feedback

In this unit, Dr. Robert J. Marzano assists participants in developing methods for gathering focused feedback on their practice through such strategies as student surveys and the analysis of student data.

Unit Objective

After completing this unit, educators will know:

- Assorted methods for receiving focused feedback

Student Learning Outcomes

After completing this unit, educators will apply the following skills:

- Develop student surveys
- Analyze student data

eBook: “Focused Feedback”

Participants read chapter 5, “Receiving Focused Feedback,” in their eBooks and respond to reflection prompts.

Unit 7: Observing and Discussing Teaching

In this unit, Dr. Robert J. Marzano and participants explore different methods for observing and discussing teaching, including interacting around videos, creating coaching-colleagues relationships, and facilitating instructional rounds.



Unit Objective

After completing this unit, educators will know:

- Different methods for facilitating observation and discussion of teaching

Student Learning Outcomes

After completing this unit, educators will apply the following skills:

- Have productive conversations about teaching using videos as a source
- Create coaching-colleagues relationships
- Structure instructional rounds

eBook: “Observation and Discussion”

Participants read chapter 6, “Observing and Discussing Teaching,” in their eBook and respond to reflection prompts.

Unit 8: Facilitated Reflection

In this unit, Dr. Robert J. Marzano and his colleague Tina Boogren assist the workshop participants in reflecting on their practice by debriefing video segments of their teaching in practice. They discuss where in the teacher’s practice they see alignment to the elements of the nine critical design questions and where there might be room for growth.

Unit Objective

After completing this unit, educators will know:

- What reflection-in-action can look like

Student Learning Outcome

After completing this unit, educators will apply the following skills:

- Deepen and extend their reflection practice



Methods of Instruction

- Videos (presentations consisting of lecture, interviews, and classroom footage)
- Readings
- Reflection questions (open-ended questions at intervals throughout the video presentations where participants are asked to reflect on the course content, their own practice, and their intentions for their practice)
- Quizzes (selected-response quizzes to assess understanding of the video presentations)
- Discussion forum (prompts after each unit that engage participants in online dialogue with their cohorts)
- Midterm (a project intended to get teachers to begin to develop their practice by putting to work in the classroom what they have learned)
- Final (a project that enables educators to reflect on their practice and assess their students' work through the lens of what they have learned)

Plagiarism Policy

KDS recognizes plagiarism as a serious academic offense. Plagiarism is the passing off of someone else's work as one's own and includes failing to cite sources for others' ideas, copying material from books or the Internet (including lesson plans and rubrics), and handing in work written by someone other than the participant. Plagiarism will result in a failing grade and may have additional consequences. For more information about plagiarism and guidelines for appropriate citation, consult plagiarism.org.

Percentage of Course Credit

- | | |
|------------------------|-----|
| • Reflection questions | 25% |
| • Quizzes | 15% |
| • Midterm | 25% |
| • Final | 35% |

In order to complete the requirements of the course, the participant must complete all course work (e.g., reflections, quizzes, and any midterm and/or final), including watching all videos and participating in all discussion forums. We do not award partial credit.

Grading Policy

A: 3.4 – 4.0
B: 2.7 – 3.3
C: 2.0 – 2.6
F: < 2.0



Reflection/Quiz Rubric

Activity	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
Quizzes	90-100%	80-89%	70-79%	69% or below
Reflection Question	<p>Participant has provided rich detail and supporting examples from the course content.</p> <p>Participant has made responses to prompts personally meaningful and relevant to his or her teaching practice.</p>	<p>Participant has included appropriate content from the course content.</p> <p>Participant has made thoughtful comments in direct response to the prompts.</p>	<p>Participant has included little that indicates consideration and comprehension of course content.</p> <p>Participant has answered most questions directly but some too briefly.</p>	<p>Participant has included little to no content indicating consideration and comprehension of course content.</p> <p>Participant has not addressed the specific questions posed.</p> <p>Participant has not responded to all reflection questions.</p> <p>Participant has copied from the course transcript without synthesis or analysis.</p>

Midterm

For your midterm, you will choose one of the critical design questions to reflect so as to develop a specific growth goal.

Please do the following:

1. Choose one critical design question.
2. Flesh out in as much detail as possible all that you do in the classroom—both strategies and behaviors—that align with that question.
3. Choose two to three elements from that design question and describe your practice in relation to them.
4. Explain why you designate your practice as either in the cognitive or the shaping stage.
5. Explain how you are either beginning or developing in relation to the above. Be sure to refer to Dr. Marzano’s descriptors for each category.
6. Identify your specific growth goal.



Midterm Rubric

Step	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
<p>Choose one critical design question.</p> <p>Flesh out in as much detail as possible all that you do in the classroom—both strategies and behaviors—that align with that question.</p>	Participant has fleshed out in significant detail, with supporting examples, his or her strategies and behaviors that align with one critical design question.	Participant has fleshed out in some detail his or her strategies and behaviors that align with one critical design question.	Participant has described his or her strategies and behaviors that align with one critical design question but without sufficient detail.	Participant has either not described both strategies and behaviors that align with one critical design question nor offered any supporting detail.
<p>Choose 2-3 elements from that design question and describe your practice in relation to them.</p>	Participant has described in detail with supporting examples his or her practice in relation to 2-3 elements.	Participant has described his or her practice in relation to 2-3 elements.	Participant has listed aspects of his or her practice that relate to 1-2 elements.	Participant has listed 0-1 aspects of his or her practice that relate to 0-1 elements.
<p>Explain why you designate your practice as either in the cognitive or shaping stage.</p>	Participant has explained with supporting examples how his or her practice is in either the cognitive or	Participant has explained how his or her practice is in either the cognitive or shaping stage.	Participant has indicated, though not wholly clearly, how his or her practice is in either the cognitive or shaping stage.	Participant has not indicated how his or her practice is in either the cognitive or shaping stage.
<p>Explain how you are either beginning or developing in relation to the above. Be sure to refer to Dr. Marzano’s descriptors for each category.</p>	Participant has used Dr. Marzano’s category descriptors, supported by examples, to explain how he or she is beginning or developing in relation to particular elements of his or her practice.	Participant has used Dr. Marzano’s category descriptors to explain how he or she is beginning or developing in relation to particular elements of his or her practice.	Participant has indicated how he or she is beginning or developing in relation to particular elements of his or her practice though has not incorporated Dr. Marzano’s language nor been especially persuasive.	Participant has not indicated how he or she is beginning or developing in relation to particular elements of his or her practice.
<p>Identify your specific growth goal.</p>	Participant has identified a specific, clearly relevant growth goal.	Participant has identified a specific growth goal.	Participant has identified a vague growth goal.	Participant has not identified a growth goal.



Formal issues	Participant has made no grammatical errors.	Participant has made a few grammatical errors.	Participant has made some distracting grammatical errors.	Participant has made multiple grammatical errors.
	Participant has organized paragraphs around clearly articulated main ideas.	Participant has organized most paragraphs around clearly articulated main ideas.	Participant has organized some paragraphs around main ideas but not others.	Paragraphs are not organized around main ideas.
	Participant has written in an effective and eloquent style—i.e., has varied his or her sentence structure and made careful word choice.	Participant has written in an effective and eloquent style—i.e., has varied his or her sentence structure though not always found the right word.	Participant has written in a style that communicates his or her thoughts but with no marked eloquence and insufficient attention to word choice.	Participant has written in a style that does not effectively communicate his or her thoughts.

Final

For your midterm, you went through a process that helped you articulate a specific growth goal. Now, your objective is to determine what the protocol should be to achieve that goal; what strategy, strategies, or macrostrategy you will focus on; and where—in addition to a student survey—you will get feedback on your efforts to pursue your goal.

Please do the following:

1. Reiterate your growth goal and describe why you chose to focus on it.
2. Outline the steps of an appropriate protocol that will help you achieve your goal. Include a description of the specific strategy, strategies, or macrostrategy you intend to implement toward achieving your goal.
3. Design and present a student survey with at least five (5) questions that will give you feedback on your progress.
4. Choose one strategy for pursuing feedback from your colleagues—e.g., from videos, coaching colleagues, or instructional rounds—and explain why you would choose that method.

Final Rubric

Step	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
Reiterate your growth goal and describe why you chose to focus on it.	Participant has clearly summarized the growth goal identified in the	Participant has summarized the growth goal identified in the	Participant has attempted to summarize the growth goal	Participant has not attempted to summarize the growth goal



	<p>midterm.</p> <p>The explanation for the choice of the growth goal is clear and appropriate.</p>	<p>midterm.</p> <p>The participant explains the choice of the growth goal.</p>	<p>identified in the midterm</p> <p>The explanation for the choice of the growth goal is somewhat unclear.</p>	<p>identified in the midterm.</p>
<p>Outline the steps of an appropriate protocol that will help you achieve your goal.</p> <p>Then detail the specific strategy, strategies, or macrostrategy you intend to implement toward achieving your goal.</p>	<p>Participant has outlined a clear and purposeful protocol to achieve his or her goal.</p> <p>Participant has detailed a clearly appropriate and efficient strategy, strategies, or macrostrategy he or she intends to implement toward achieving his or her goal.</p>	<p>Participant has outlined an appropriate protocol to achieve his or her goal.</p> <p>Participant has detailed a specific strategy, strategies, or macrostrategy he or she intends to implement toward achieving his or her goal.</p>	<p>Participant has indicated a protocol to achieve his or her goal, but it is not evident that the protocol is appropriate.</p> <p>Participant has indicated, though without supporting detail, a strategy, strategies, or macrostrategy he or she intends to implement toward achieving his or her goal.</p>	<p>Participant has not indicated a protocol to achieve his or her goal.</p> <p>Participant has not indicated a strategy, strategies, or macrostrategy he or she intends to implement toward achieving his or her goal. Or, participant has indicated an inappropriate strategy, strategies, or macrostrategy to do so.</p>
<p>Design and present a student survey with at least 5 questions that will give you feedback on your progress.</p>	<p>Participant has designed and presented a potentially illuminating student survey with at least 5 questions.</p>	<p>Participant has designed and presented a student survey with at least 5 questions.</p>	<p>Participant has designed and presented a student survey with fewer than 5 not clearly appropriate questions.</p>	<p>Participant has not designed or presented a student survey with appropriate questions.</p>
<p>Choose one strategy for pursuing feedback from your colleagues—e.g., from videos, coaching colleagues, or instructional rounds—and explain why you would choose that method.</p>	<p>Participant has persuasively argued, with supporting detail, his or her choice of a method for pursuing feedback from colleagues.</p>	<p>Participant has explained his or her choice of a method for pursuing feedback from colleagues.</p>	<p>Participant has indicated his or her choice of a method for pursuing feedback from colleagues but without adequate explanation.</p>	<p>Participant has not indicated his or her choice of a method for pursuing feedback from colleagues.</p>



Formal issues	<p>Participant has made no grammatical errors.</p> <p>Participant has organized paragraphs around clearly articulated main ideas.</p> <p>Participant has written in an effective and eloquent style—i.e., has varied his or her sentence structure and made careful word choice.</p>	<p>Participant has made a few grammatical errors.</p> <p>Participant has organized most paragraphs around clearly articulated main ideas.</p> <p>Participant has written in an effective and eloquent style—i.e., has varied his or her sentence structure though not always found the right word.</p>	<p>Participant has made some distracting grammatical errors.</p> <p>Participant has organized some paragraphs around main ideas but not others.</p> <p>Participant has written in a style that communicates his or her thoughts but with no marked eloquence and insufficient attention to word choice.</p>	<p>Participant has made multiple grammatical errors.</p> <p>Paragraphs are not organized around main ideas.</p> <p>Participant has written in a style that does not effectively communicate his or her thoughts.</p>
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