

Making the Shift and GLAD about it!



Wenatchee Demographics

Rural NCW

Mid-sized District

- Number of Students: 7,829
- Number of Teachers: 469
- Free and Reduced Lunch: 60.9%
- Bilingual Qualified: 21.3%
- Special Education: 11.3%
- Migrant: 17.9%



Framework: MARZANO

**Choose the
Destination**



Plan the Journey

Legend	Category:	Already trained	Retiring	Needs to Complete	1/2/3 GLAD	Kinder Only	5TH GRADE
	Sponsor:	Misc.	No training	Wen Sch. Dist.	Wen Sch. Dist.	Wen. Sch. Dist.	Wen. Sch. Dist.
	Date:	Varies	()	Individually Arranged	FEB.26&27, & MAR. 10-13	MAR 23 & 24 APR 6-9	DEC. 12-19

	SUNNYSLOPE	WASHINGTON	NEWBERY	LINCOLN	COLUMBIA	MISSION VIEW	LEWIS & CLARK
K	FERRIANS, SARA	ARREDONDO, ZULMA	DEMPSEY	GONZALEZ, ROCIO	LYNCH, LANI	OROZCO, ELIZABETH	STEITZ, LISA
	LUND, JODY	LAKE, CAROLINE	LONG TERM	SMITH, CANDY	MARTINEZ, MARIA	WRIGHT, MARCY	YANEZ, CARMEN
		HANNAH, BETSY	VIVANCO, MATILDE	REED, SUSAN	WIGGINS, CAMERON	PORTER, SUZANNE	JARVIS, OLIVA
		STEFANIDES/WILKENS	PAGE, BROOKE	CONNOR, MICHELLE	CONE, PATTI	HEPTON	SPRINGER, MEG
I	JANSEN, KELLI	GARCIA/WALSH	SMITH, SOYLA	HURT, ALISON	CUEVAS, KIM	MONTALVO, PATRICIA	SOLIS, ADELITA
	MARTIN, PEGGY	LARSEN, REBECCA	MICKEY	KERSHNER-BLANKENS	LOPEZ-VASQUEZ	MARR, MARIA	NAVARRO, NANCY
		OLTMAN, ERIN	WOOLSEY, TAMARA	SAVAGE, SUNNY	(DRAGGOO, ROY)	BERDINE, MARY	MCGUIRE, ANA
		KNELL, MOLLY	MCLAUGHLIN, LORRAINE	PATTISON, LISA	ANSPACH, JULIE	O'BANION, HEIDI	GONZALEZ, MARIA
2	HOWARD, JERI	CLAYSON, WENDY	MICHAEL, CONNOR	RODRIGUEZ, CHRISTINE	BENTSEN, CAROLYN	YANEZ, SOCORRO	KUNKEL, MYRNA
	NORWOOD, DIANE	HUSON, LYNDA	PETERSON, TRACI	WILSON, CARMEN	VANATTA ROXY	MARTINEZ, BRANDY	SANTILLAN, MARICELA
		LEWIS, DOUG	HENDRICKSON, C	MCKEE, NANCY	WEAVER, RYAN	HILL, CAROL	LOPEZ, ORALIA
		ANGUIANO, STEPHEN	DUNDAS, CHERIE	SCHMIDT, SANDRA	CARD-ROLEY, LAURA	CHRISTENSEN, JENNY	SCHMIDT, DESIREE
3	DALBECK, ABBY	(CAMPBELL, KATHLEEN)	BROOKS, INGRID	WILLIAMS, DIANNA	HEFFRON, REBECCA	CHAVEZ, GABBY	DELAMORA, CINDY
	PETERSON, LESLIE	MCGINNIS, LANCE	CROLLARD, DEBBIE	HEINZ, TERESA	ELLS, JOE	MARTINEZ, LUPE	
		WILLIAMS, DAVE	WISE, JILL	MILLER, SUSAN J.	KNIVETON, JENNIFER	BONNIWELL, LAUREN	WEST, MARIE
		BUCHOLZ, HEIDI	GRIGGS, SHANNON	MASON, KRISTINA		BROWN, SARAH	PONCE, EVA
4	NOBLE, DEB	DETWILER, TAMARA	BAKER, DEBRA	GUERRERO, MARTA	AVILA, DAHLIA	AVILA, MARIO	LOPEZ, DANIZ
	NASH, SUE	JOHNSON, DAN	DILLEY, AMY	GAYTLEY, TODD	SIEPMAN, CONNIE	MORGAN, CONI	JAGLA, ANGGIE
		GILESPIE, TERRY	SCHOTT	PARR, KEVIN	WEAVER, KATIE	AVILA, ARMANDO	ZURCHER
		LYON, TERRI				SAVAGE, TAMMY	
5	LAMMERT, AMY	ANSPACH, DON	KNIVETON, KYLE	NICPAN-BROWN, TINA	CLINE, GRETCHEN	DOUGLASS, LISA	COLLINS
	LOOMIS, MEREDITH	CHRISTENSEN, M	(STEINBERG, ED)	MAHLER	HAUG, ALLISON	PHELPS, THERESA	SLEEPER
	KING, MARGARET	PARR, MIA	VIALI, TIFFANY	BULLIS	WOOLSEY, MARK	ALTO, ANGIE	SANCHEZ, JUAN
		REINFELD, JILL		FERSON		VALERI, DESILEE	

Map It Out

**Marzano Instructional Framework Aligned to Washington State Teacher Evaluation Criteria and
GLAD Phase 1 Strategies**

Domain 2: Planning & Preparing
Domain 3: Reflecting on Teaching
Domain 4: Collegiality & Professionalism

Planning & Preparing

#3 DIFFERENTIATION

- 3.1** Plans and prepares for effective scaffolding of information within lessons and units that progresses toward a deep understanding and transfer of content **WAC10 Individual Cognitive Content Dictionary, Pictorial Input, Narrative Input, 10:2, Cooperative Learning, Numbered Heads**
- 3.2** Uses data to plan and provide interventions that meet individual learning needs of students including the following: **Inquiry Chart**
- ELL Students-
 - Special Education Students
 - Students who come from home environments that offer little support-

SG # STUDENT GROWTH CRITERION

- SG3.1** Establish subgroup growth goals
- SG3.2** Multiple sources of student data from at least 2 points in time show achievement of growth goals

#4 CONTENT KNOWLEDGE

- 4.1** Demonstrates a comprehensive understanding of the subject taught and the standards for the subject **Teacher-made Big Book, Picture File Cards, Observation Charts, Inquiry Chart, Input Charts, Literacy Awards**
- 4.2** Plans/prepares for use of available resources and technology **PFC, Teacher-made Big Book, Observation Charts, Input Charts, CCD**

#6 STUDENT DATA

- 6.1** Designs instruction aligned to assessments that impact student learning
- 6.2** Uses multiple data elements to modify instruction and assessments **Cognitive Content Dictionary, Inquiry Chart, Numbered Heads**

SG#6 STUDENT GROWTH CRITERION

- SG6.1** Establish whole class growth goals
- SG6.2** Multiple sources of student data from at least 2 points in time show achievement of growth goals

Reflecting on Teaching

#2 INSTRUCTION

- 2.8** Reflects and evaluates the effectiveness of instructional performance to identify areas of pedagogical strength and weakness **Cognitive Content Dictionary**

#8 PROFESSIONAL PRACTICE

- 8.4** Pursues professional development based on his/her written growth and development plan, and monitors progress relative to that plan **Follow-up Training, In-class Modeling with Agency Trainers, Make it and Take it Nights, Refreshers, Coaching with Sara, NTC Trainer, Observation/Feedback from Instructional Coaches**

Marzano Design Questions

1. What will I do to establish & communicate learning goals, track student progress, & celebrate success? **WAC1.1, 1.2, 6.3**
2. What will I do to help students effectively interact with new knowledge? **WAC2.1**
3. What will I do to help students practice & deepen their understanding? **WAC2.2**
4. What will I do to help students test hypotheses about new knowledge? **WAC2.3**
5. What will I do to engage students? **WAC2.6**
6. What will I do to establish or maintain classroom rules & procedures? **WAC3.1, 5.2**
7. What will I do to recognize & acknowledge adherence & lack of adherence to classroom rules & procedures? **WAC3.3, 5.4**
8. What will I do to establish & maintain effective relationships with students? **WAC1.3, 5.6**
9. What will I do to communicate high expectations for all students? **WAC1.4, 2.4, 2.5**
10. What will I do to develop effective lessons organized into a cohesive unit? **WAC3.1**

WAC=Washington State Components From *The Art and Science of Teaching*

Collegiality & Professionalism

#7 FAMILIES AND COMMUNITIES

- 7.1** Communicates with parents/guardians and school/communities in a timely and professional manner regarding courses, programs, school events and grade level expectations
- 7.2** Communicates individual student progress to parents/guardians in a timely and professional manner

#8 PROFESSIONAL PRACTICE

- 8.1** Collaborates with colleagues about student learning and instructional practices by seeking mentorship for areas of need or interest, and/or by mentoring other teachers through sharing ideas and strategies
- 8.2** Promotes positive interactions with colleagues and displays dependability through active participation
- 8.3** Participates in district and school initiatives **GLAD Phase 1 Implementation**

SG#8 STUDENT GROWTH CRITERION

- SG8.1** **Team goals:** Team establishes student growth goals, implements common measures and monitors growth

GLAD UNDERLYING PRINCIPLES

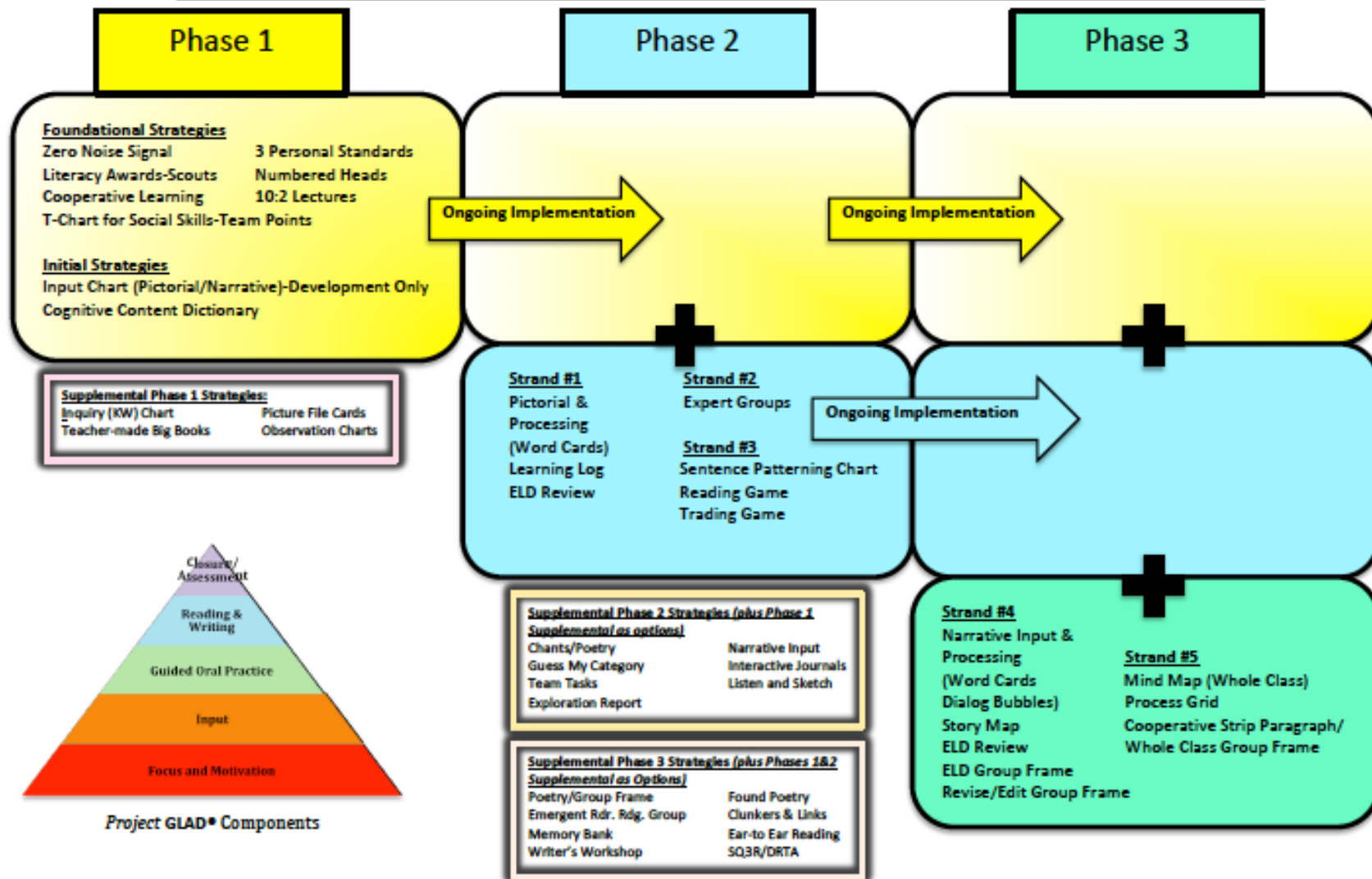
RIGOR, DIFFERENTIATION, INTEGRATED LANGUAGE & CONTENT, NON-LINGUISTIC REPRESENTATIONS, ORAL PROCESSING, PRAISE IN PUBLIC-CORRECT IN PRIVATE, GRADUAL RELEASE, METACOGNITIVE QUESTIONING

PHASE 1 STRATEGIES: ZERO NOISE SIGNAL, COOPERATIVE LEARNING, NUMBERED HEADS, 10:2 LECTURES, 3 PERSONAL STANDARDS, LITERACY AWARDS-SCOUTS, T-CHART FOR SOCIAL SKILLS-TEAM POINTS, INPUT CHART DEVELOPMENT, COGNITIVE CONTENT DICTIONARY

SUPPLEMENTAL STRATEGIES: INQUIRY CHART, PICTURE FILE CARDS, TEACHER-MADE BIG BOOKS, OBSERVATION CHARTS

**Plan Stops
Along the Way**

Phases of GLAD® Implementation that Support the Marzano Framework



**Share the
Itinerary**

Pictorial Input

(Brechtel & Haley, Shefelbine, Kovalik)
MF: 2.1.1, 2.1.4, 2.7, 2.6.4, 2.6.9
3.1, 4.1, 4.2

Pictorial input charts are large, color-coded illustrations on chart paper that introduce a concept and use academic language to label items or concepts around the illustration.



Pictorial Input Key Points

1. Students are in proximity to the teacher and all can see the chart and teacher.
2. Chart is pre-planned (e.g., lecture notes, sketches, words penciled in ahead of time).
3. Teacher presents information in chunks (e.g., in categories/themes or subtopics).
4. The teacher uses color-coding for each chunk of the lesson.
5. Chart includes academic vocabulary.
6. Teacher uses 10/2 lecture.
7. Students are given writing opportunity at the end (e.g., in their learning logs).

PICTORIAL INPUT

NARRATIVE INPUT

COGNITIVE CONTENT DICTIONARY

FOUNDATIONAL

Start Your Engines



**Offer Ongoing
Support**



**Reach Your
Destination**



GLAD® PHASE 1 STRATEGIES
THAT SUPPORT MARZANO FRAMEWORK
SCHOOL IMPLEMENTATION CHART WITH DATES

		Foundational																		Input						Focus & Motivation					
Teachers who have completed initial training		Zero Noise Signal MF: 5.2, 2.6.3, 2.6.5			3 Personal Standards MF: 5.2, 2.6.1, 5.4, 5.5, 5.6			Cooperative Learning MF: 5.1, 2.1.2, 2.1.5, 2.1.6, 2.2.2, 2.3, 2.6.7, 1.4, 2.4, 3.1			Numbered Heads MF: 2.1.2, 2.1.5, 2.2.2, 2.2.6, 2.3, 2.6.1, 2.6.3, 1.4, 2.4, 2.5, 3.1, 6.2			T-Chart for Social Skills-Team Points MF: 1.2, 5.2, 6.3, 2.1.2, 2.1.8, 2.2.6, 2.7, 2.6.1, 5.5, 5.6, 1.4			Literacy Awards/Scouts MF: 1.2, 5.2, 2.1.1, 2.1.4, 2.2.1, 2.7, 2.6.1, 2.6.6, 2.6.9, 5.5, 4.1			10:2 Lectures MF: 2.1.2, 2.1.4, 2.5, 2.1.8, 2.2.2, 2.2.6, 2.3, 2.6.1, 2.6.3, 2.6.5, 2.6.8, 3.1			Pictorial MF: 2.1.1, 2.1.4, 2.7, 2.6.4, 2.6.9, 3.1, 4.1, 4.2			Narrative MF: 2.1.1, 2.1.4, 2.7, 2.6.4, 2.6.6, 2.6.9, 3.1, 4.1, 4.2			Cognitive Content Dictionary MF: 5.1, 5.2, 2.1.1, 2.1.4, 2.1.6, 2.1.7, 2.2.5, 2.2.6, 2.2.7, 2.6.4, 2.6.5, 2.6.6, 2.6.9, 2.5, 3.1, 6.2, 2.8		
	Finished Phase 1	Dates			Dates			Dates			Dates			Dates			Dates			Dates			Dates			Dates			Dates		
1		11/3	10/27	1/18	11/3	10/27	12/17				1/18																				
2		9/3	9/27	10/2	9/3	9/27	11/5	9/3	9/22	12/4	9/22	10/20	12/4	9/3	9/22	10/2	9/22	11/5	12/4	11/12	10/28	12/4	10/2	10/28	11/12	x	x	x	9/22	10/20	12/4
3		1/30			1/30									1/30			1/30			1/30			1/30						1/8		
4		10/21	11/4	11/14	10/21	11/14	12/1	10/21	11/14	12/1	10/21	11/14	12/3	10/21	11/14	12/3	10/21	11/14	12/1	11/14	12/1	12/3	11/14	12/1	12/3	x	x	x	10/21	12/3	1/6
5		10/21	11/6	11/24	10/21	9/3	11/6	9/3	10/21	11/6	11/6	11/24	12/4	9/3	10/21	11/6	10/21	11/6	11/24	11/6	11/24	11/25	11/6	11/24	11/25	10/21	11/25	x	11/6	11/24	12/4
6		11/18	11/21	1/7	11/18	11/21	1/7	2/23						11/18	11/21		11/18	11/21	1/7	2/23			2/19	2/23					11/21		
7		11/4	11/5	11/18	11/4			11/4	11/5		11/4	11/5	1/7	11/4	11/18														11/5		
8		9/2	10/24	2/23	9/2	10/24	1/14	9/2	2/23		9/2	2/23		9/2	11/6	1/14	9/2	11/6	10/24	9/2	2/23		9/2	2/23					9/2	11/6	
9		9/2	10/24	12/3	9/2	10/24	12/10	9/2	12/3	12/10	9/2	12/3	12/10	9/2	12/3	12/10	9/2	12/3	12/10	9/2	10/24	12/3	9/2	10/24	12/10	9/25	12/1	x	10/24	12/3	12/10
10		9/2	9/25	11/7	9/2	9/25	11/7	9/25	11/7	2/12	9/25	11/7	2/12	9/2	11/7	2/23	9/2	9/25	11/7	9/2	9/25	11/7	9/2	9/25	2/12	x	x	x	11/7	12/3	2/23
11		12/4	12/10		12/4			12/10			12/10			12/4			12/4			12/4									12/10		
12		9/4			9/4			9/4									9/4						9/4								
13		9/3	11/4	12/1	9/2	11/4	12/1	9/3	11/4	12/3	12/3	1/5	1/15	9/2	11/4	1/5	11/4	12/1	1/5	9/2	11/4	12/1	9/2	11/4	12/1	x	x	x	11/4	12/3	1/5
14		9/2	1/5	11/4	9/2	11/4	2/3	9/2	11/4	2/3	9/2	11/4	2/3	9/2	1/5	2/3	9/2	11/4	2/3	9/2			9/2						11/4	2/3	
15		9/2	1/5	1/21	9/2	1/5		9/2	1/5		9/2	1/5	1/21	9/2	1/5		1/5	1/6		9/2	1/16		9/2	1/16		1/5			1/21		
16		9/2	11/4	11/5	9/2	11/4	11/5	9/2	11/4	11/5	9/2	11/4	11/5	9/2	11/6	12/4	9/2	1/28	2/2	9/2	1/28	2/2	9/2	12/4	1/28	x	x	x	11/5	1/28	2/2
17		12/3			12/3			12/3						12/3			12/3			12/3											

Celebrate!

Plan the Trip

- I. Choose the Destination
- II. Plan the Journey
- III. Map It Out
- IV. Plan Stops Along the Way
- V. Share the Itinerary
- VI. Start Your Engines
- VII. Offer Ongoing Support
- VIII. Reach Your Destination
- IX. Celebrate!
- X. Plan a New Trip

