

## Syllabus

**Course:** Becoming a Reflective Teacher

**Presenter:** Dr. Robert J. Marzano

**Credits:** 3

**Required eBook:** *Becoming a Reflective Teacher* (Robert Marzano with Tina Boogren, Tammy Heflebower, Jessica McIntyre, and Debra Pickering, Marzano Research Laboratory, 2012)

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### 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.

### 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

### **Presenter’s Bio**

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.

## **Methods of Instruction:**

- Videos (presentations consisting of lecture, interviews, and classroom footage)
- Text (units based on required reading)
- 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 and eBook content)
- 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 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)

**All steps listed under each topic must be completed to receive credit for the course. No partial credit is given.**

## **Plagiarism Policy**

KDS recognizes plagiarism as a serious academic offense. Plagiarism is the dishonest 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, 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](http://plagiarism.org).

## **KDS Rubric for Letter Grade Courses: 3 Credits**

### Percentage of Course Credit

- Reflection questions 25%
- Quizzes 15%

- Midterm 25%
- Final 35%

A: 90 - 100 points

B: 80 - 89 points

C: 70 - 79 points

F: Fewer than 70 points

| Component                   | Unsatisfactory  | Basic  | Proficient   | Distinguished  |
|-----------------------------|---|--|--|--|
| <b>Quizzes</b>              | <u>(6 points)</u><br><br><u>Quizzes:</u><br><br>0-40% correct   | <u>(9 points)</u><br><br><u>Quizzes:</u><br><br>60% correct  | <u>(12 points)</u><br><br><u>Quizzes:</u><br><br>80% correct   | <u>(15 points)</u><br><br><u>Quizzes:</u><br><br>100% correct  |
| <b>Reflection questions</b> | <u>(10 points)</u><br><br><u>Reflection questions:</u><br><br>-Participant includes no content from the course in his or her responses<br><br>-Participant does not address the questions posed | <u>(15 points)</u><br><br><u>Reflection questions:</u><br><br>-Participant includes some content from the course, usually appropriate, in his or her responses<br><br>-Participant answers the questions directly, | <u>(20 points)</u><br><br><u>Reflection questions:</u><br><br>-Participant includes appropriate content from the course in his or her responses<br><br>-Participant makes thoughtful | <u>(25 points)</u><br><br><u>Reflection questions:</u><br><br>-Participant provides rich detail from the content of the course in his or her responses<br><br>-Participant makes his or her responses to the |

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|                |   | not always fully  | comments in direct response to the questions  | questions personally meaningful  |
| <b>Midterm</b> | (10 points)   | (15 points)   | (20 points)   | (25 points)  |
| <b>Final</b>   | (20 points)   | (25 points)   | (30 points)   | (35 points)  |
|                | <u>Requirements of Assignment:</u><br><br>-The assignment is substantially incomplete                           | <u>Requirements of Assignment :</u><br><br>-Many requirements met, but a few pieces are missing, while others are underdeveloped— e.g., missing reflection or rubric or scant reflection and vague rubric | <u>Requirements of Assignment:</u><br><br>-Participant has fulfilled all the requirements of the assignment                         | <u>Requirements of Assignment:</u><br><br>-Participant has fulfilled all the requirements of the assignment with marked creativity, intelligence, and thoughtfulness |
|                | <u>Form:</u><br><br>- Plentiful grammatical mistakes<br>-Confusing content<br>-Missing documentation of sources | <u>Form:</u><br><br>-Distracting grammatical errors<br>-Confusing content<br>-Inconsistent or missing documentation of sources  | <u>Form:</u><br><br>-Participant has written a solid essay or lesson plan, including appropriate detail and in an interesting style | <u>Form:</u><br><br>-No grammatical errors<br>-Eloquent expression<br>-Proper citation of sources  |

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|  | <p><u>Content:</u></p> <ul style="list-style-type: none"> <li>-No main idea and/or main idea is irrelevant to the assignment</li> <li>-No apparent paragraph organization</li> <li>-No supporting evidence for supporting ideas</li> <li>-No evidence in the lesson plan—in objectives, activities, or assessments—that the learner comprehends the course content</li> </ul> | <p><u>Content:</u></p> <ul style="list-style-type: none"> <li>-The main idea is not clear in the opening paragraph</li> <li>-Relevance to main idea of supporting paragraphs is not always clear</li> <li>-Supporting ideas are only minimally illustrated by examples or quotes</li> <li>-The lesson plan does not show enough evidence that the learner understands the course content. Objectives and/or activities and/or assessments only vaguely apply to the course content</li> </ul> | <p><u>Content:</u></p> <ul style="list-style-type: none"> <li>-Essay is organized around a thesis or main idea</li> <li>-Paragraphs are organized around ideas relevant to the main idea</li> <li>-Supporting ideas are evident, and usually include illustrating examples and/or quotes</li> <li>-The lesson plan shows evidence of understanding of the course content in its objectives, activities, and/or assessments</li> </ul> | <p><u>Content:</u></p> <ul style="list-style-type: none"> <li>-Essay is organized around a thesis or main idea</li> <li>-Paragraphs are organized around ideas relevant to the main idea</li> <li>-Supporting points are illustrated with examples and/or quotes</li> <li>-Lesson plan shows evidence of a deep understanding of course content and participant uses that understanding to create opportunities for students to authentically show what they have learned</li> </ul> |
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**KDS Pass/Fail Option: 3 credits**

Passing Requirements

- Grade of “C” or higher