

School Matters

District School Board of Pasco County

Kurt S. Browning, Superintendent of Schools

September 20, 2013



You did it!
Congratulations

Teacher and Student Recognized

Seven Springs Middle School teacher **Andrea Schleicher** received the Florida 2013-2014 Outstanding Educator of the Blind Award, and **Genesis Morales-Agosto**, a senior at River Ridge High School, received the Most Promising Visually Impaired High School Senior Award Thursday from the Florida Association for Education and Rehabilitation of the Blind and Visually Impaired.

Pasco's 2014 National Merit Semi-Finalists!



Chelsea S. Chitty, Wiregrass Ranch High School
Colin F. Gaynor, J.W. Mitchell High School
David M. Graniero, Gulf High School
Rachael M. Hargrove, Land O' Lakes High School
Shahob R. Miltenberger, Land O' Lakes High School
Madison L. Morlan, Gulf High School
Bridget R. Weber, Sunlake High School

2013-2014 Budget

The School Board approved the 2013-2014 budget this week. The final budget is \$1,079,412,731, an increase of \$52.4 million over last year's budget. That includes a General Operating Budget of \$518 million and a Capital Projects Budget of \$244 million.

Celebrate Freedom Week, September 23-27, 2013

State statute directs Florida schools to educate students about the sacrifices made for freedom in the founding of this country and the values on which this country was founded during Celebrate Freedom Week. The week must include an in-depth study of the *Declaration of Independence*, and an oral recitation by students (led by principal or teachers) of an excerpt from the *Declaration of Independence*. Teachers will be sent instructional resources to assist with this study.



Together We Stand

All of our school administrators and staff have received anti-bullying training this year. We are determined to make students understand that we will not tolerate "bullying" behavior in Pasco County Public Schools, so we have created the online reporting system, posters that are displayed in every school, and continue to educate students about the consequences of such behavior. It's important that all of us follow-up on any reports of "bullying," and complete investigations to determine whether the reports are founded or unfounded.

Pasco Education Foundation News

Apply for a **Creative Teaching Grant**. The application period will be open from **September 24 – October 14**. Applications can be completed on-line at www.pascoeducationfoundation.org during this time. Every teacher has creative and innovative ideas to help their students engage in learning. Unfortunately, classroom budgets do not leave much for purchasing the supplies to bring those ideas to fruition. Each year, our classroom grant program provides teachers across Pasco County with the financial resources they need to inspire learning among their students.

Professional Growth System

The teaching profession is enormously complex. As such, we believe that any model designed to measure classroom instruction and teacher performance must address many aspects of classroom practice. Starting this week, our newsletter will highlight the 41 Elements of Domain 1 based on Marzano's Art and Science of Teaching framework.

Our intent is to transform the current system from an exercise in compliance and evaluation into an effective engine of professional growth. Of all the factors that are important to student achievement in productive schools, and there are many, the most important are what individual teachers believe, know, and can do. In our Professional Growth System, we recognize the importance of teaching in a high performing school system, one in which there is an emphasis on continuous improvement and shared accountability for student achievement. Good teaching is nurtured in a school and in a school system culture that values constant feedback, analysis, and refinement of the quality of teaching. **(See More)**



 "like" us on
facebook
facebook.com/pascoschools

Follow us on
twitter
pasco schools

@kurtsbrowning
@ameliadgvl
@cobbelinda

Domain 1: Classroom Strategies and Behaviors

Lesson Segments Involving Routine Events

DQ1: Communicating Learning Goals and Feedback

1. Providing Clear Learning Goals and Scales
2. Tracking Student Progress
3. Celebrating Success

DQ6: Establishing Rules and Procedures

4. Establishing Classroom Routines
5. Organizing the Physical Layout of the Classroom

Lesson Segments Addressing Content

DQ2: Helping Students Interact with New Knowledge

6. Identifying Critical Information
7. Organizing Students to Interact with New Knowledge
8. Previewing New Content
9. Chunking Content into “Digestible Bites”
10. Processing of New Information
11. Elaborating on New Information
12. Recording and Representing Knowledge
13. Reflecting on Learning

DQ3: Helping Students Practice and Deepen New Knowledge

14. Reviewing Content
15. Organizing Students to Practice and Deepen Knowledge
16. Using Homework
17. Examining Similarities and Differences
18. Examining Errors in Reasoning
19. Practicing Skills, Strategies, and Processes
20. Revising Knowledge

DQ4: Helping Students Generate and Test Hypotheses

21. Organizing Students for Cognitively Complex Tasks
22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
23. Providing Resources and Guidance

Lesson Segments Enacted on the Spot

DQ5: Engaging Students

24. Noticing When Students are Not Engaged
25. Using Academic Games
26. Managing Response Rates
27. Using Physical Movement
28. Maintaining a Lively Pace
29. Demonstrating Intensity and Enthusiasm
30. Using Friendly Controversy
31. Providing Opportunities for Students to Talk about Themselves
32. Presenting Unusual or Intriguing Information

DQ7: Recognizing Adherence to Rules and Procedures

33. Demonstrating “Withitness”
34. Applying Consequences for Lack of Adherence to Rules and Procedures
35. Acknowledging Adherence to Rules and Procedures

DQ8: Establishing and Maintaining Effective Relationships with Students

36. Understanding Students' Interests and Background
37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students
38. Displaying Objectivity and Control

DQ9: Communicating High Expectations for All Students

39. Demonstrating Value and Respect for Low Expectancy Students
40. Asking Questions of Low Expectancy Students
41. Probing Incorrect Answers with Low Expectancy Students

Note: DQ refers to Design Questions in the Marzano Art and Science of Teaching Framework. The nine (9) DQs organize the 41 elements in Domain 1.



Desired Effects of the 41 Elements

Lesson Segments Involving Routine Events

DQ1: Communicating Learning Goals and Feedback

1. Students understand the learning goal and the levels of performance in relation to the scale.
2. Students know where their level of performance is in relation to the scale and can describe their progress.
3. Students are proud of gaining knowledge and motivated to do so.

DQ6: Establishing Rules and Procedures

4. Students know and follow rules and procedures so learning can occur.
5. Students are able to focus on learning, move freely throughout the classroom, access all materials, and examples of students' work is visible.

Note: Each of the 41 elements in the Marzano framework has a desired effect for student learning. An element does not represent a single strategy, rather a category of strategies that teachers can use to reach a desired effect. Strategies will only produce desired effects when implemented accurately and in the right context. The goal is for teachers to implement a specific strategy and then monitor the students to make sure the desired effect for the specific element has been reached. This is done through intentional planning with careful analysis of the outcomes teachers want to achieve with all students. Within the nine Design Questions in Domain 1, each element has a different desired effect. All strategies will not work in every type of lesson. Please refer to the chart to read about the desired effects for each of the 41 elements.



**DISTRICT SCHOOL BOARD
OF PASCO COUNTY**

Kurt S. Browning, Superintendent of Schools

Lesson Segments Addressing Content

DQ2: Helping Students Interact with New Knowledge

6. Students can describe and explain the level of importance of the content.
7. Students are able to move to groups efficiently and group norms have been established and followed, which allow students to interact with new knowledge and deepen their understanding.
8. Students can link prior knowledge to new content.
9. Students process information in small chunks.
10. Students can explain what they have just learned, ask clarifying questions, and/or actively discuss the content.
11. Students can elaborate on and/or make inferences based upon what was explicitly taught.
12. Students demonstrate knowledge of critical content using linguistic or non-linguistic methods.
13. Students can self-assess their understanding and effort.

DQ3: Helping Students Practice and Deepen New Knowledge

14. Students can recall and describe the previous content on which the new lesson is based.
15. Students are able to deepen their knowledge of informational content and practice a skill, strategy, or process through group work.
16. Students can describe how the homework assignment will deepen their understanding of content, or help them practice a skill, strategy, or process.
17. Students can examine and explain similarities and differences to deepen their knowledge.
18. Students can examine and explain their errors in reasoning to deepen their knowledge.
19. Students perform the skill, strategy, or process with increased confidence and competence.
20. Students can examine, explain and revise previous content to deepen understanding.

DQ4: Helping Students Generate and Test Hypotheses

21. Students understand and describe the importance of how working collaboratively supports the generating and testing of hypotheses (e.g. decision making, problem solving, experimental inquiry, investigation).
22. Students are engaged in cognitively complex tasks that generate and test hypotheses (e.g. decision making, problem solving, experimental inquiry, investigation).
23. Students can explain how the teacher provides assistance and guidance with generating and testing hypotheses through personal interaction or resources.

Lesson Segments Enacted on the Spot

DQ5: Engaging Students

24. Students are self-aware of their level of engagement and can re-engage when prompted.
25. Students maintain engagement in academic games and inconsequential competition, and can explain how the games help them learn or remember content.
26. Students maintain engagement resulting from effective response rate techniques (e.g. wait time, response cards, choral response, etc.).
27. Students maintain engagement resulting from effective implementation of physical movement techniques (e.g. vote with your feet, four corners, mix-pair-share, etc.).
28. Students maintain engagement resulting from effective pacing techniques (lively pace, crisp transitions, etc.).
29. Students' attention levels increase when the teacher demonstrates enthusiasm and intensity for the content.
30. Students participate in friendly controversy activities to maintain or enhance engagement.
31. Students' engagement is enhanced by making connections between the content addressed in class, and their personal interests.
32. Students' attention and interest is enhanced when unusual information is presented about the content.

DQ7: Recognizing Adherence to Rules and Procedures

33. Students maintain adherence to rules and procedures because they recognize teacher's "withitness" (awareness of "what's going on" and "eyes on the back of his/her head").
34. Students cease inappropriate behavior and accept consequences when signaled by the teacher.
35. Students adhere to rules and procedures because they are appreciative of the teacher's recognition of positive behavior.

DQ8: Establishing and Maintaining Effective Relationships with Students

36. Students have a sense of acceptance and community in the classroom when the teacher demonstrates understanding of their interests and background.
37. Students respond to teacher's verbal and nonverbal interactions and can describe the teacher as someone who cares for them.
38. Students are settled by teacher's objective behavior and controlled manner.

DQ9: Communicating High Expectations for All Students

39. Students feel important and respected by each other and the teacher.
40. Students are given the opportunity to answer questions with the same frequency and depth regardless of varying levels of expectancy.
41. When students answer incorrectly, students are probed with the same frequency and depth, regardless of varying levels of expectancy.