

**Superintendent's Report at  
Regular School Board Meeting  
of September 6, 2005**

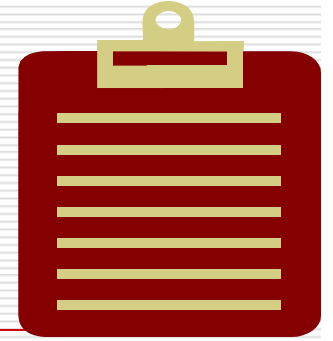
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**“Framing the Initiative  
to Improve *Teaching-  
for-Learning-for-All* in  
the Williamsburg-  
James City County  
Public Schools”**

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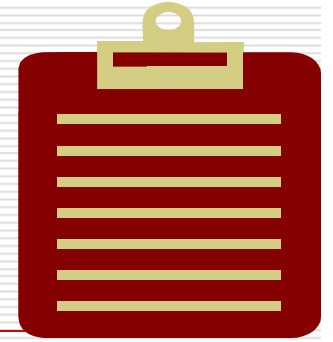
# Noteworthy Notes



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- **Strategic Plan Goal 1**: “*WE* will establish high educational standards for each and every student and ensure that all students achieve these standards in order to graduate fully prepared for employment and/or further education.”
  
  - **Strategy 1.3**: “Provide staff development to ensure that instruction supports the curriculum and student learning needs.”
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# Noteworthy Notes

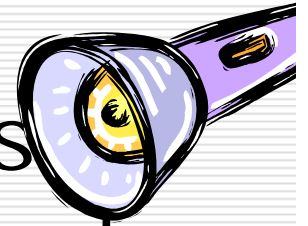
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- Strategic Plan Goal 2: “*WE* will eliminate the achievement gap for all groups of students regardless of ethnicity, gender, socioeconomic background, or other identified subgroups.”
  - Strategy 2.3: “Provide staff with training that supports eliminating the achievement gap.”
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# Guiding Questions for the Development of NSDC Standards for High Quality Staff Development

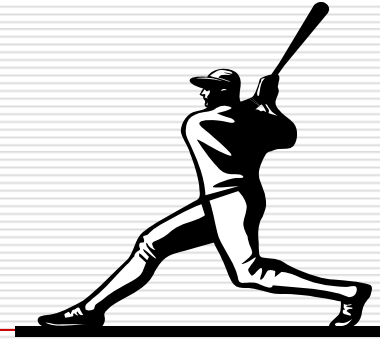
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- 1. What are all students expected to know, do [and understand]?**
  - 2. What must teachers know, do [and understand] in order to ensure student success?**
  - 3. Where must staff development focus to meet both goals?**
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# “Let’s collect RBIS for our students!”

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**Staff Development**  
**Focus for**  
**Divisionwide**  
**Professional Staff:**  
*Classroom Instruction*  
*That Works:*  
*Research-Based*  
*Strategies for*  
*Increasing Student*  
*Achievement* by  
Marzano, Pickering, &  
Pollock, ASCD, 2001

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- Know
- Understand
- Practice
- Reflect
- Refine

# Framing the RBIS Initiative



- I. The Research Base (Chap. 1)**
    - A. Applying the Research on Instruction: An Idea Whose Time Has Come**
    - B. Average Effect Sizes & Percentile Gains**
  - II. The Strategies**
    - A. Homework & Practice (Chap. 5)**
    - B. Setting Objectives & Providing Feedback (Chap. 8)**
    - C. Reinforcing Effort & Recognition (Chap. 4)**
    - D. Cooperative Learning (Chap. 7)**
    - E. Identifying Similarities & Differences (Chap. 2)**
    - F. Summarizing & Note Taking (Chap. 3)**
    - G. Nonlinguistic Representations (Chap. 6)**
    - H. Cues, Questions, & Advance Organizers (Chap. 10)**
    - I. Generating & Testing Hypotheses (Chap. 9)**
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# Framing the RBIS Initiative

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## **III. Staff Development: “The WJC Way”**

- A. Consistent with Standards of the National Staff Development Council (NSDC) – See WJC web site for 12 standards.**
  - B. A Process of Professional Development, Not an Event (3-Year Focus)**
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# 2005-06

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- **Create a “Common Language” of Research-Based Instructional Strategies (RBIS)**
  - **Review Disaggregated SOL Data for Your Subject Area and/or School**
  - **A Book Study of Marzano**
    - ˘ **Pre-Assessment**
    - ˘ **Ongoing Self-Assessments**
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# 2005-06 cont'd

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- **Teachers “Practice” at Least 3 of Marzano’s 9 RBIS**
  - **Teachers Show Evidence of “Practice” via Classroom Observation by Administrator and/or Lesson Plan and/or Teacher Portfolio**
  - **Teachers Dialogue/Reflect on “Practice” of RBIS with Peer Colleagues &/or Administrators**
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# 2005-06 cont'd

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- **Teachers Observe Others who are “Practicing” the Same RBIS [mini-grant \$]**
  - **Teachers Refine for Next Time RBIS is Used**
  - **Principal Provides Evidence of Observation & Support of Teacher “Practice” of RBIS (per Evaluation Conference with Superintendent and Assistant Superintendent for Academic Services during and/or at Year’s End)**
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# 2006-07

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- **All Steps as in 05-06**
  - **Teachers “Practice” at Least 3 “New” RBIS per Marzano (Now 6 of 9 since 05-06)**
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# 2007-08

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- **All Steps as in 06-07**
  - **Teachers "Practice" at Least 3 "New" RBIS per Marzano (Now 9 of 9 since 05-06)**
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# Marzano's "Afterword"

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- ❑ **Adequate Modeling & Practice**: schools and districts should provide teachers with training experiences that include effective modeling of strategies, along with substantial time to practice those strategies.
  - ❑ **Feedback**: schools and districts must provide teachers with accurate and timely feedback relative to their acquisition of RBIS.
  - ❑ **Allowance for Differences in Implementation**: there is no single way to implement a RBIS...it depends upon particular needs and context.
  - ❑ **Celebration**: schools and districts should devote a formal and systematic part of the training to celebrating not only the success teachers are experiencing implementing strategies in their classrooms, but also the sheer effort they are putting into making substantive change in their classroom.
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