Changes to Marzano for 2014
Why Are There Changes?

- Ensure students are college and career ready, no matter what the standards are
- More rigor
- More thoughtful planning
4 Adaptations

- 7 Focus Elements
- Provide More Rigor and Depth
- Directly Teach and Foster Specific Mental Skills and Processes
- Plan More Thoughtfully
Adaptation 1: 7 Focus Elements

- Should be staples of instruction
- Value higher level thinking
- Clear sequence of progression of knowledge
- Student centered
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<th>Design Question 2</th>
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<td>6. Identifying Critical Content</td>
<td>17. Helping Students to Examine Similarities and Differences</td>
<td>22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing</td>
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<td>11. Helping Students Elaborate on New Content</td>
<td>18. Helping Students Examine their Reasoning (all the time)</td>
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<td>12. Helping Students Record and Represent Knowledge</td>
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Element 6- Identifying Critical Content

- On the “old” learning map this was Identifying Critical Information, “Critical Content” is more tied to a specific standard
- Teacher highlights the important content that is being addressed in class
The teacher continually highlights important content

**Traditional Classroom**
- The teacher provides cues as to which information is important.

**Rigorous Classroom**
- The teacher continuously identifies critical content, leading to a clear progression of information for deeper content understanding by the end of the lesson.
Element 11- Helping Students Elaborate on New Information

- On the “new” map helping has been added to several elements, this emphasizes the shift to more student centered classrooms
- Make inferences on new information
- Provide evidence to support inferences
Students Make and Support Inferences

**Traditional Classroom**
- The teacher asks questions that require the students to make and defend inferences.

**Rigorous Classroom**
- The teacher’s question require students to make inferences about the content as well as provide evidence for their inferences.
Element 12- Helping Students Record and Represent New Knowledge

- Student created representations of information and knowledge
- This may include graphic organizers, mental models, mathematical models, etc.
- “Explain Their Brain”
Students Create Representations

**Traditional Classroom**
- The teacher asks students to summarize, take notes, or use nonlinguistic representation.

**Rigorous Classroom**
- The teacher requires students to record and represent knowledge, emphasizing student creation of a variety of models. (e.g. mental, mathematical, visual, and linguistic) that organize and summarize important content.
Element 17- Helping Students Examine Similarities and Differences

- Can be applied to all types of information and processes
- Helps to create distinctions and make connections
Students examine all types on information and processes

**Traditional Classroom**
- The teacher engages students in comparing, classifying, and creating analogies and metaphors.

**Rigorous Classroom**
- The teacher involves students in comparing, classifying, and creating analogies and metaphors to address the big ideas and conclusions as well as specific details.
Element 18-Helping Students Examine Their Reasoning

- On the “old” map this was examining errors in reasoning
- The “Core” of instructional changes
- Students are provided the opportunity and guidance to examine their own reasoning as well as that of others
Students examine their reasoning

**Traditional Classroom**
- The teacher asks students to examine informal fallacies, propaganda, and bias.

**Rigorous Classroom**
- The teacher asks students to analyze errors in more efficient ways to execute processes as well as examine and critique the overall logic of their own reasoning as well as that of others.
Element 20- Helping Students Revise Knowledge

- Take note of “Helping”
- Need for students to update their understanding of information
Students Update their Understanding

**Traditional Classroom**
- The teacher asks students to revise entries in notebook to clarify and add to previous information.

**Rigorous Classroom**
- The teacher asks questions requiring correcting errors and misconceptions as well as adding new information, viewing knowledge from different perspectives and identifying alternative procedures.
Element 22- Engaging students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing

- “Centerpiece” strategy
- Students constantly make predictions and provide support for the logic of these predictions
- Provided opportunities to test
Students predict, provide support, and test efficacy

**Traditional Classroom**
- The teacher engages students in decision-making tasks, experimental inquiry tasks, and investigative tasks.

**Rigorous Classroom**
- The teacher asks students to analyze the accuracy of their original hypotheses and examine their own thinking and execution of the cognitively complex tasks.
Adaptation 2: More Rigor and Depth

- More Rigor
- Higher Level Thinking
- Student Centered
- Compare Traditional Classroom/More Rigor and Depth
Adaptation 3: Directly Teach and Foster Specific Mental Skills and Processes

- Cognitive Skills - Analyze and process information effectively
- Conative Skills - Combine what you know with how you feel

Explicitly teach both sets of skills
Skill Types

Cognitive Skills
- Generating conclusions
- Identifying common logical errors
- Presenting and supporting claims
- Navigating digital sources
- Problem Solving

Conative Skills
- Becoming aware of the power of interpretation
- Cultivating a growth mindset
- Cultivating resiliency
- Avoiding negative thinking
Cognitive Skills (Cont’d)

- Decision Making
- Experimenting
- Investigating
- Identifying basic relationships between ideas
- Generating and manipulating mental images

Conative Skills (Cont’d)

- Taking various perspectives
- Interacting responsibly
- Handling controversy and conflict resolutions
Adaptation 4: Plan More Thoughtfully

- District Level Planning (how will this be done)? Pacing Guides?
- Classroom Teacher Planning- PLC’s
- Opportunities to incorporate the 7 focus elements and provide more rigor need to be planned and documented
New Learning Map

- Element 1 - Rigorous and Performance Scales
- Elements 6 and 7 - Critical Content, not Information
- Elements 17, 18, 19, 20 - Helping
- Element 23 - Resources and Guidance for Cognitively Complex Tasks
New Protocols

- Focus Statement
- Desired Effect
- “Example” Teacher and Student Evidence
- Scale is reversed

(OLD) Innovating-Applying-Developing-Beginning- Not Using
(NEW) Not Using-Beginning-Developing-Applying-Innovating