

# Colbert County Schools PCN Experience

February 2024



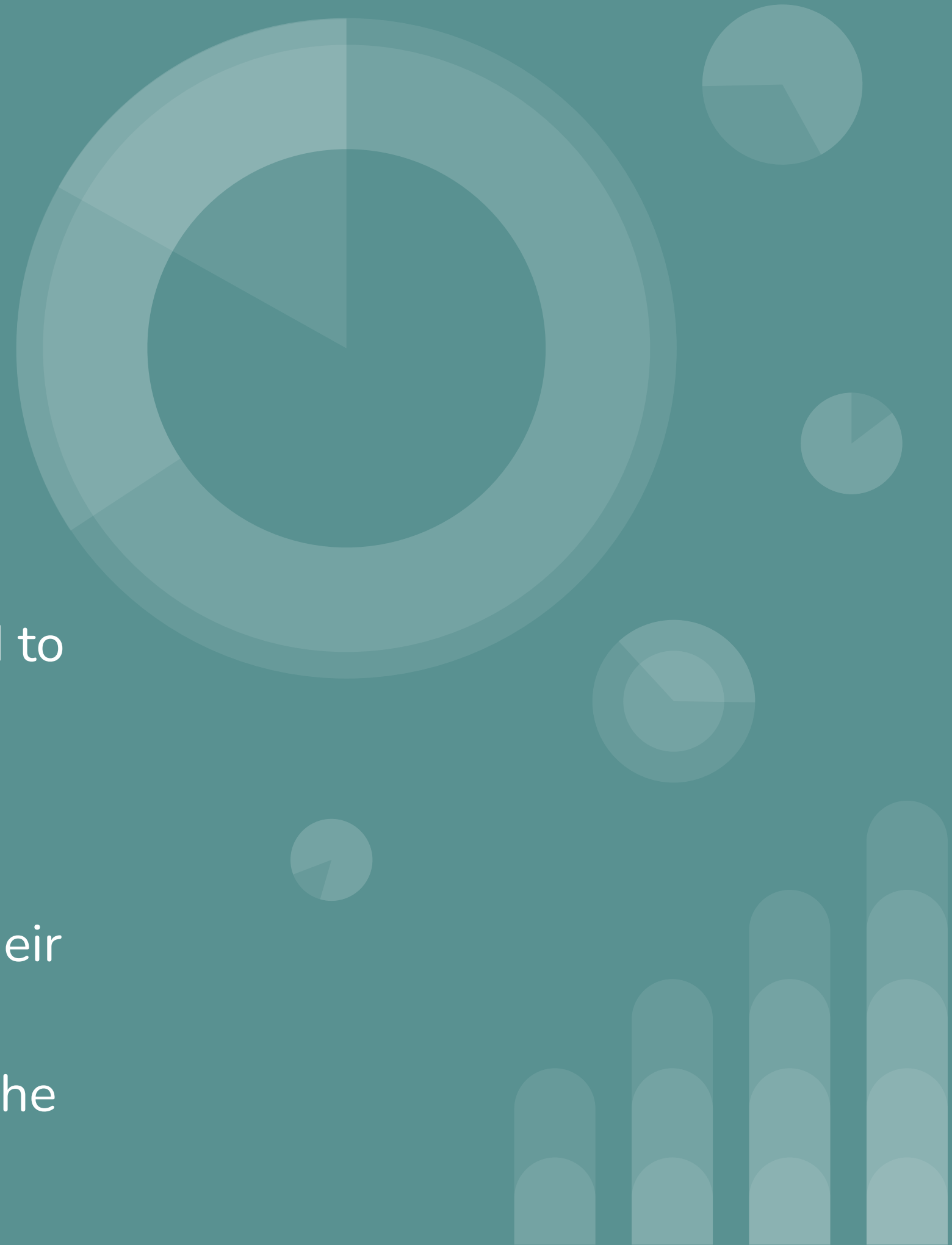
# Why Are We Here?

- Colbert County Schools is taking a leap into Marzano's High Reliability Schools.
- After joining Cohort 1 of MTSS, we confirmed what we were already trying to improve. We were operating as a system of schools, not a school system. We need equity, continuity, and collaboration.
- MTSS and Marzano's High Reliability Schools have been the guiding factor in growing our schools.



# 3 Communities, 1 Goal

- Lighting the path and leading the way for every child to have every chance everyday.
- Each communities feeder pattern worked together to chose one strategy to implement from top to bottom K-12. They know what works for their students in their schools.
- The pathway in our schools may look different, but the goal is the same across all 3 communities.



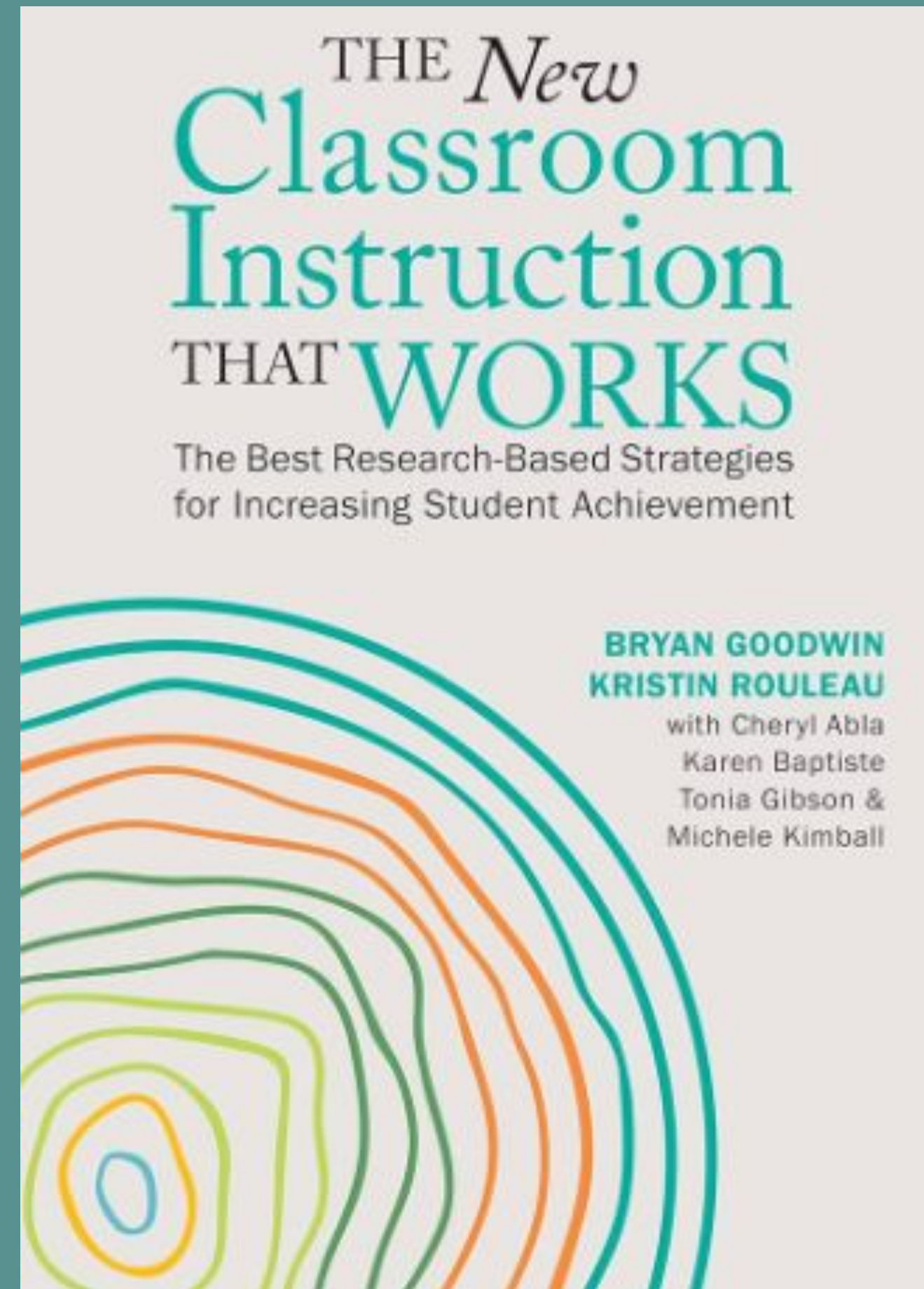
# Colbert County District Expectations

- Active Participation in Group Work
- Learn New Strategies
- Turn Around Training with Colleagues
- Implementation of Strategies in the Classroom
- Add these strategies to our Marzano Walkthroughs with the Admins

# PCN

## Strategy 1: Cognitive Interest Cues

Colbert County School System  
Karen Farris, Anna Cowley, Breanne Owen,  
Jared Cooper, Meghan Unger, and Brittany  
Roberson



# What are cognitive interest cues?

- “Cognitive interest cues motivate learning by framing units and lessons in ways that make learning stimulating and relevant to students.”
- The purpose of these cues are to stimulate students interest in learning to enhance their achievement and must be directed toward desired learning.
- It could be as easy as having them interpret a picture or as complex as a question that sparks a deep conversation.

## A HOOK IS

### SOMETHING THAT...

...grabs your student's attention.

...engages your students

...sparks wonder and curiosity about your topic

...makes the student ask questions about your topic



# How to plan curiosity hooks?

- Get to know your students' interests.
  - Interest Inventory
  - Get to Know Me
- Align their interests with the learning goals.
- Hands-on activities are effective.
- Connect prior knowledge to new material.
  - You know how \_\_\_\_\_, but do you know \_\_\_\_\_?
- Mystery - Why did the dinosaurs disappear?
- Controversy - Should the majority rule?
- Riddles/puzzles - How do we calculate a circle's area when a circle has no sides?
- Cognitive conflict - When you divide by a proper fraction, why do the answers get larger?





## How has this changed the learning in our classroom?

- Increasing student engagement and Classroom discourse (Formative assessment/Teacher Observation)
- Peaking curiosity in students (Post-survey)
- Increased long term working memory (Improved summative assessment scores)
- Better teacher-student relationship (Fewer discipline referrals)



# Math



**Clue #1**  
The answer is greater than 20.

**Clue #2**  
The answer is less than 41.

**Clue #3**  
The answer is part of this pattern:  
22, 24, 26 ...

**Clue #4**  
The answer does not include  
the digit 3.

**Clue #5**  
The answer is not 24, 26, or 28.

# Examples

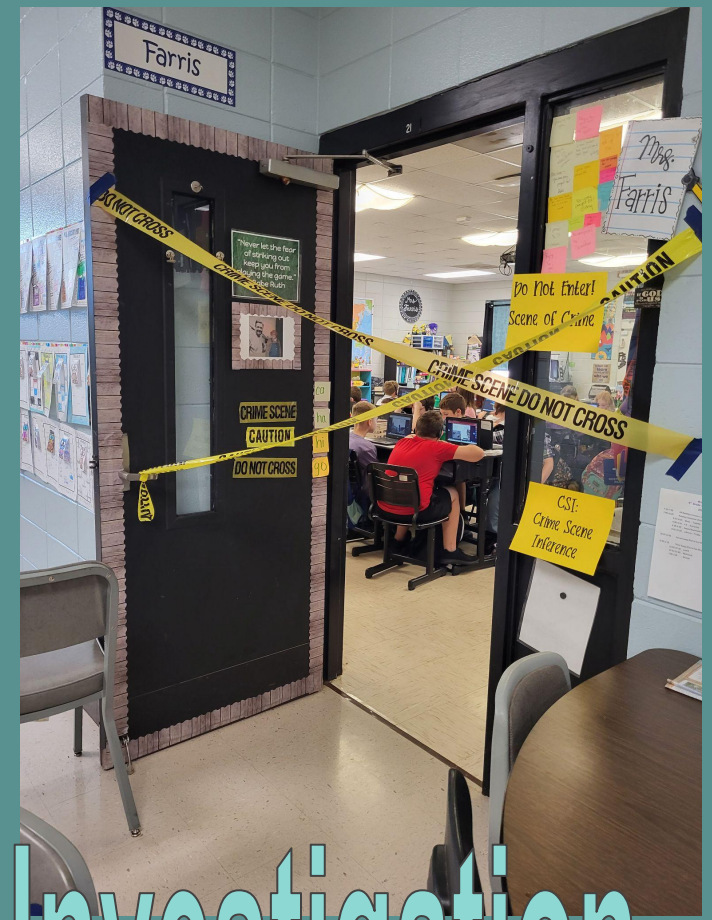
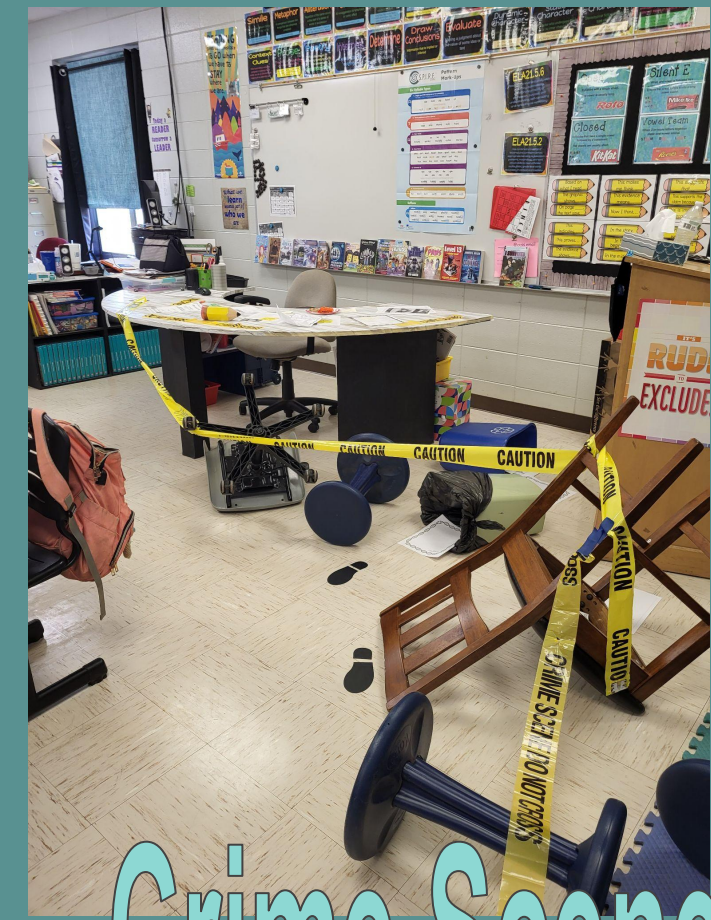


# Colonial Day

jokes

puns

Questions



# Crime Scene Investigation

# Math



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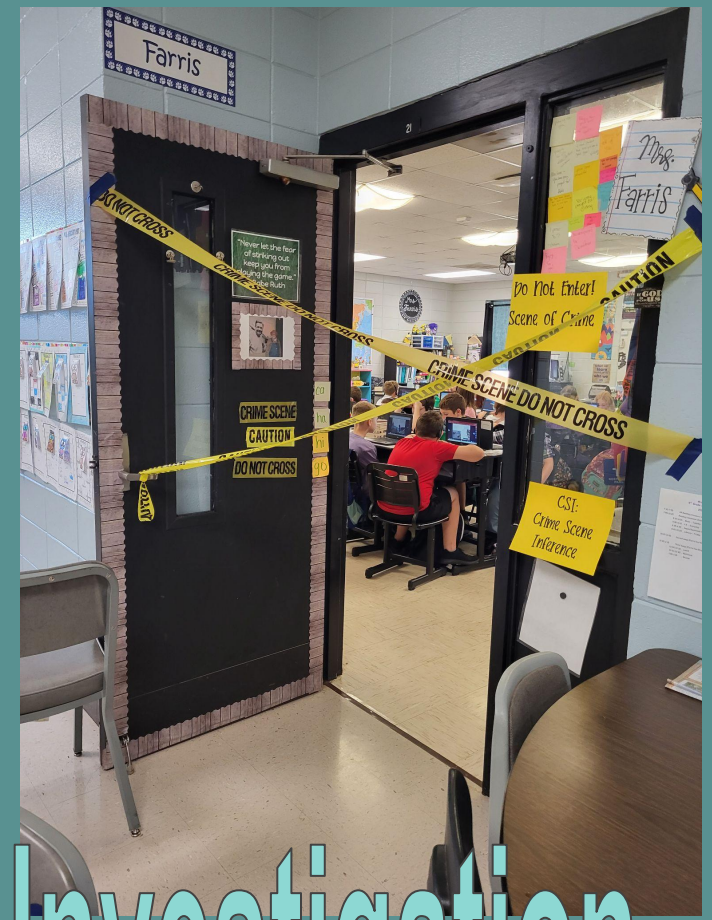
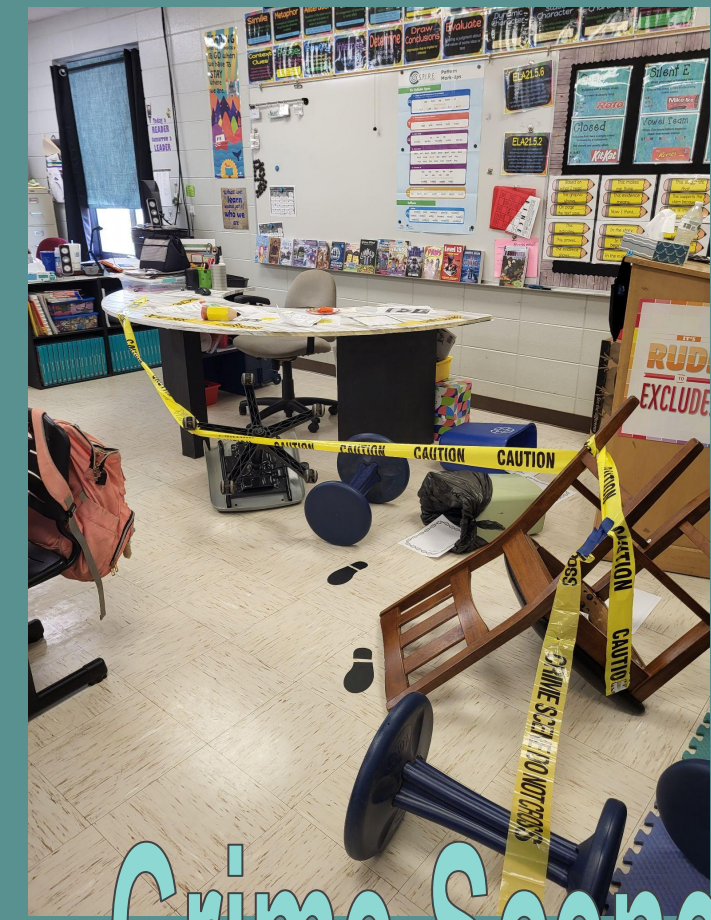


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# Resources

Goodwin, Bryan, and Pete Hall. “How Evidence-Based Teaching Strategies Create Student-Centered Classrooms.” McREL International, 25 Apr. 2022, [www.mcrel.org/how-evidence-based-teaching-strategies-create-student-centered-classrooms/#:~:text=Some%20of%20the%20best%20cognitive,from%20mountaintops%20warm%20the%20valleys](http://www.mcrel.org/how-evidence-based-teaching-strategies-create-student-centered-classrooms/#:~:text=Some%20of%20the%20best%20cognitive,from%20mountaintops%20warm%20the%20valleys).

Marzano, Robert J. Classroom Instruction That Works : Research-Based Strategies for Increasing Student Achievement. Alexandria, Va. :Association for Supervision and Curriculum Development, 2001.



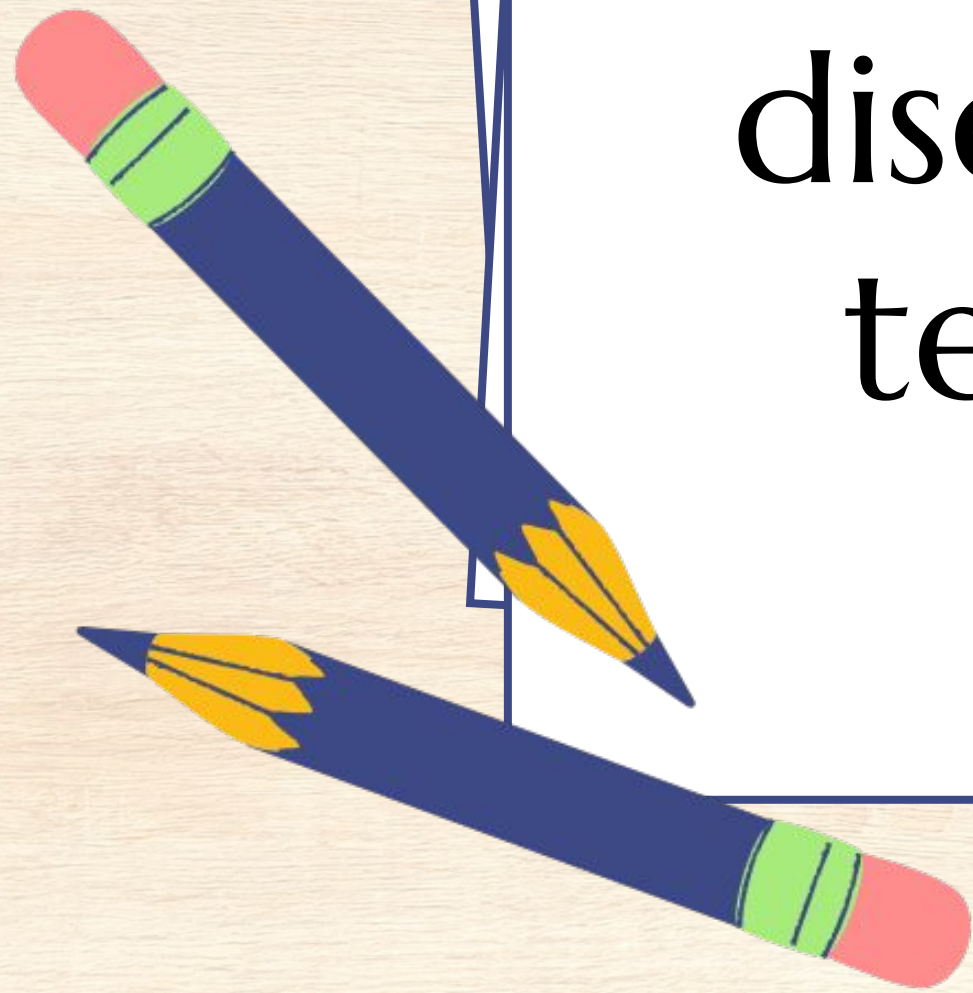
# District PCN Training

## Cherokee Implementation Proposal

Caitlyn Crawford, Natasha Durham, Mandy Johnson, & Erica Waldman

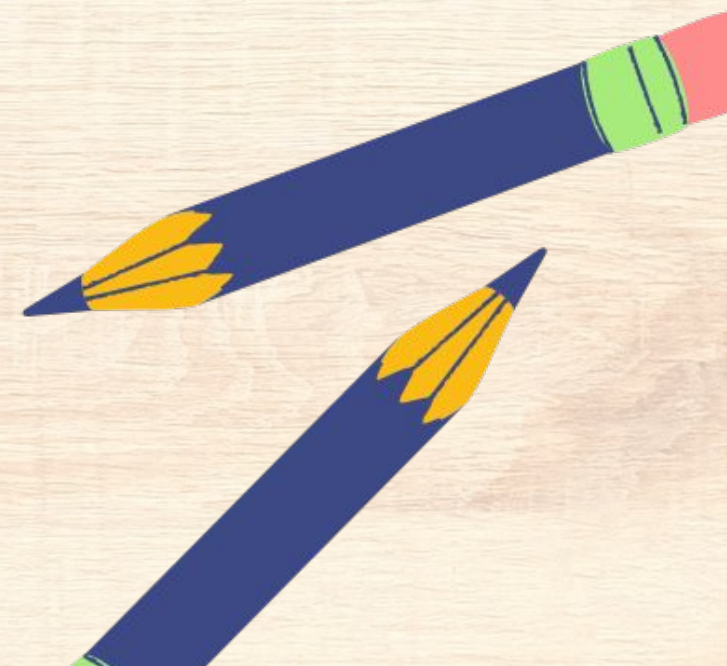
# Implementation goal

Students will show progress in vocab understanding and discussion, as represented in teacher-reported surveys submitted quarterly.



# Our Chosen Strategy

"Vocabulary instruction builds declarative knowledge by helping students understand, recall, and apply **subject-specific words** and **academic terms.**"



# ***“How does this work in my class?”***

## Primary goal

**Five Words  
a Week**

## Activity Ideas

- Word Wall
- Frayer Model Activity\*
- Vocab Notebook
- Gamification
- Word of the Week (School-wide)\*

*\*Modified per grade and/or content*



# Possible Challenges

- time constraints
- routine / consistency
- using academic terms



# Data Collection Methods

Teacher  
surveys,  
distributed  
quarterly

Standardized  
tests, as  
appropriate to  
grade level

# District Training

Instruction and Modeling

Logan Pouncy, Christy Wilcoxson,  
Beth Brickner, Margaret Mullins,  
Lynette Berry, Haley Gargis

# Strategy 4:

Instruction and Modeling

# 1. Overall description of strategy 4: Instruction and Modeling

Strategy 4: Strategy Instruction and modeling discusses the importance of demonstrating how students should perform specific tasks rather than having them work their way through them independently. Students will gain more from straightforward instruction and step by step modeling of new skills. Studies have shown that when students are guided through instruction that it can help them develop the foundational skills needed for them to engage in more complex, high-level learning.

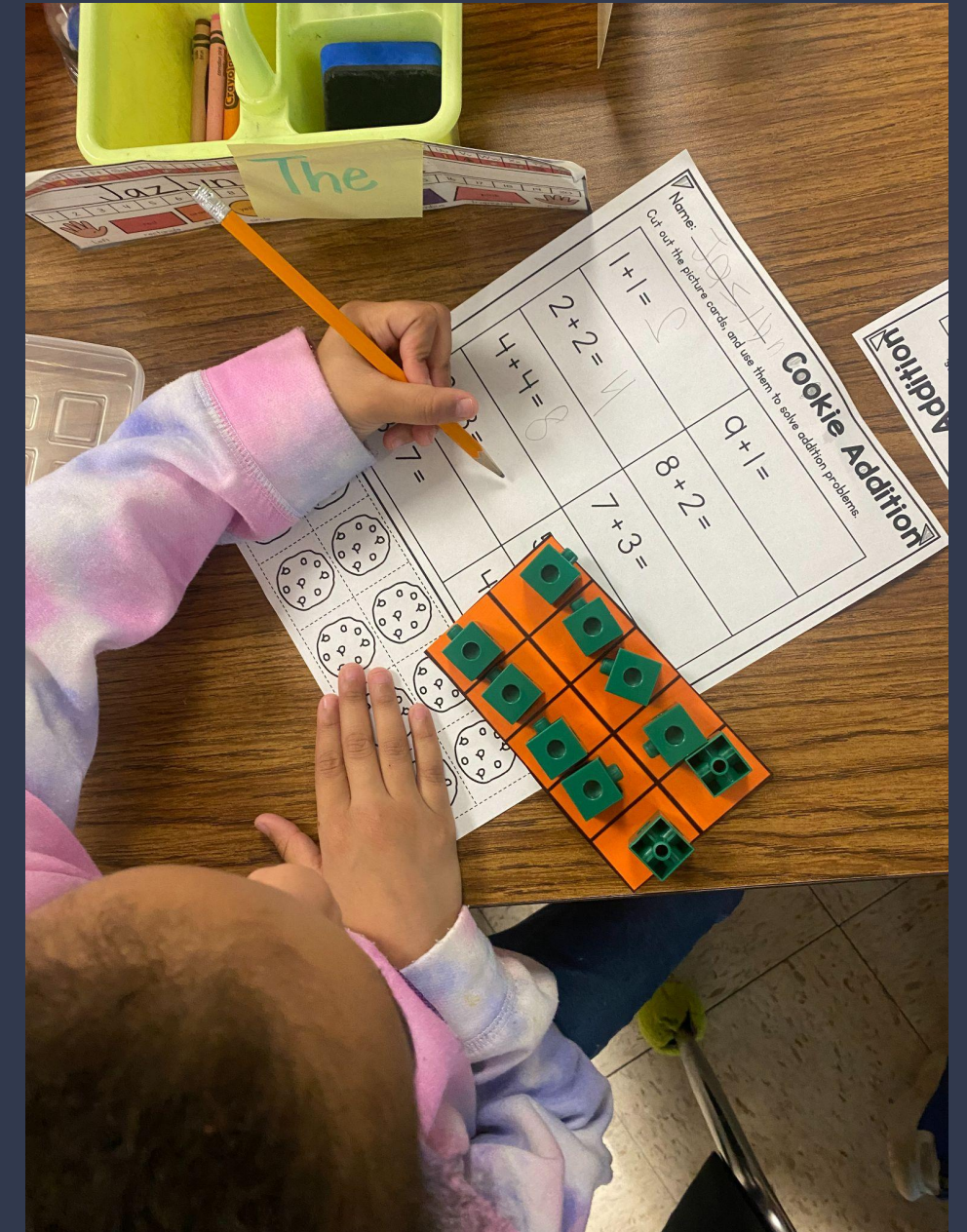
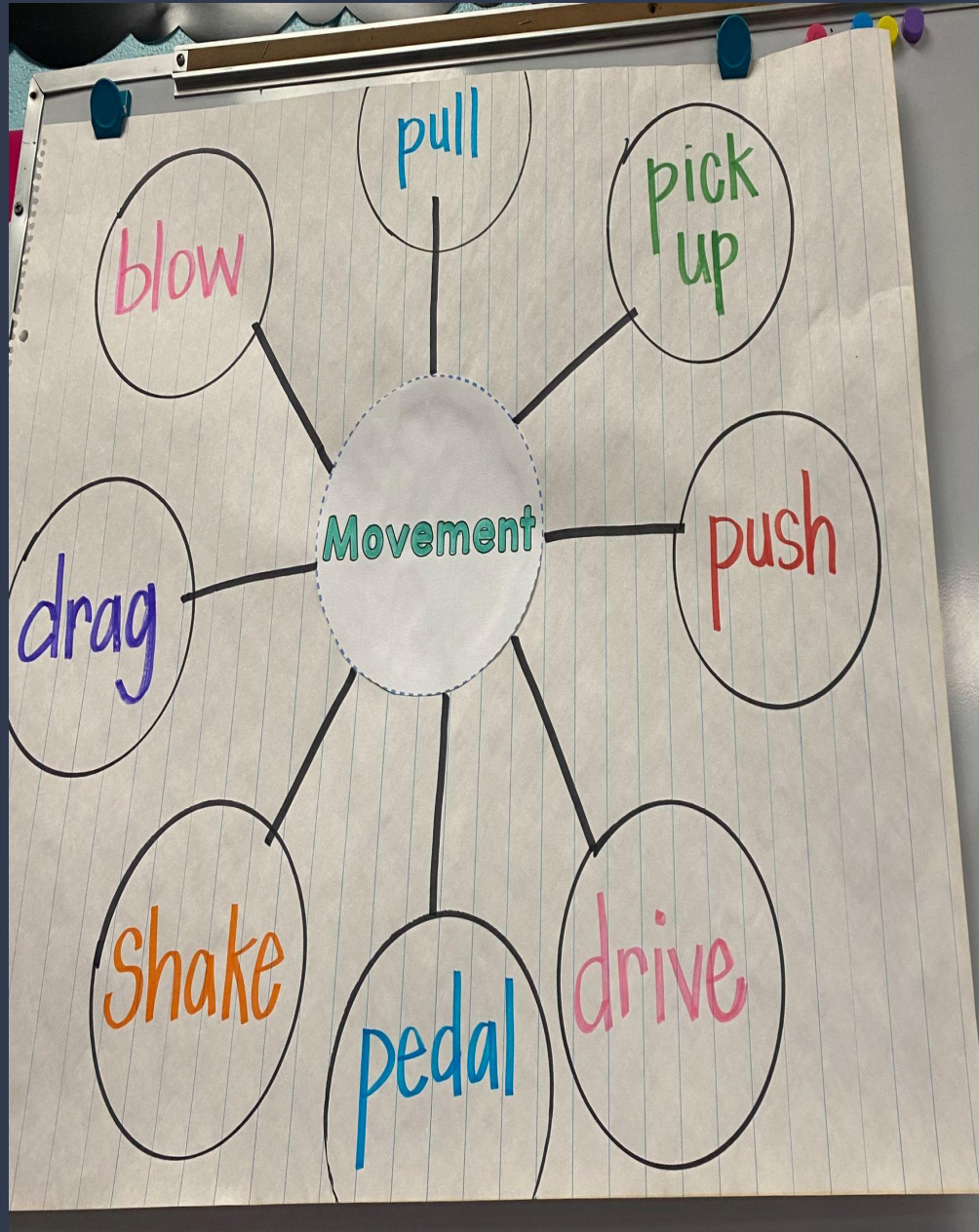
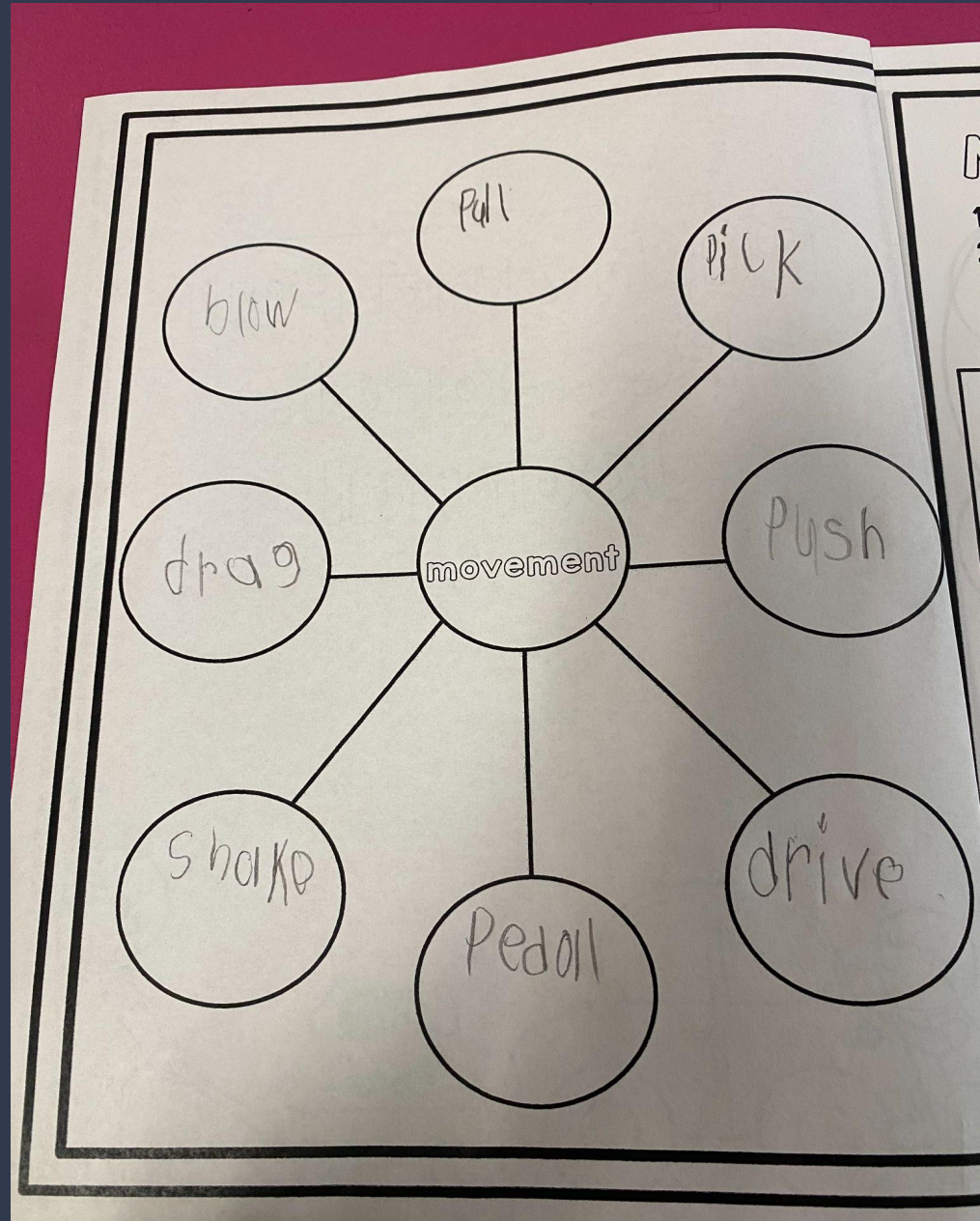
## 2. Implementation of Strategy

- To start each task, students should be introduced to the learning goals. They should also be shown the process and thinking skills they will need to achieve these learning goals.
- Determine how to “show and tell” the new procedures. Showing students each step of the process is just as important as telling them.
- Provide direct instruction in thinking strategies.
  - Cognitive and Metacognitive Chart(3.6 page 55)

**FIGURE 3.6** COGNITIVE AND METACOGNITIVE THINKING STRATEGIES

COGNITIVE STRATEGIES		METACOGNITIVE STRATEGIES	
Analysis	What kind of problem is this? Which strategy should I use to solve it?	Planning	What are my goals? What do I need to do to accomplish this task well?
Comprehension	What does this mean? Does it make sense to me?	Monitoring comprehension	What do I still not understand?
Connection	How does this relate to what I already know?	Monitoring progress	Am I still on track?
Recall	Do I remember what I've learned? What steps do I need to follow?	Evaluating procedures	Did I do that right? Did I forget anything?
Summarization	What's the main idea? Can I express it in my own words?	Evaluating outcomes	Does that answer look right? What do I need to revise?

# Examples:





### 3. Plan to Present to Faculty and Staff

- Introduce strategy during common planning time or during faculty meeting
- Explain how strategy will be implemented in each school and grade level
- Provide examples to accompany google slide presentation
- We chose strategy 4 because instruction and modeling is used pre-k through 12th grade in every content area to ensure that students are provided with effective instruction.

## 4. Data Collection Plan After the Implementation

- Teacher Surveys
- Grade-Level Instructional Rounds
- Instructional Leader Observations