



Dear Dr. Bev Clemens (as private and confidential)

Report: Marzano Research Evaluation Results

Dear Bev,

This email contains evaluation results for Salamanca City Central School District-Cattaraugus-Allegany BOCES 1342194 8/5/2019 8/6/2019 / Salamanca, NY / 1342194 8/5/2019 8/6/2019:

The question categories are listed first, followed by the individual question results, consisting of the following topics:

- About the workshop

In the second part of the analysis the average values of all individual questions are listed.

Bev Clemens

Salamanca City Central School District-Cattaraugus-Allegany BOCES 1342194 8/5/2019 8/6/2019 (1342194
8/5/2019 8/6/2019)
No. of responses = 80



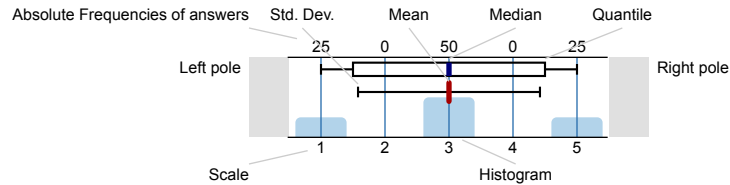
Overall indicators

2. About the workshop



Legend

Question text



Description of quality symbol

Mean value is below the quality guideline.

Mean is within the range of tolerance for the quality guideline.

Mean value is within the quality guideline.

1. Tell us about you

Your Name:

School Name:

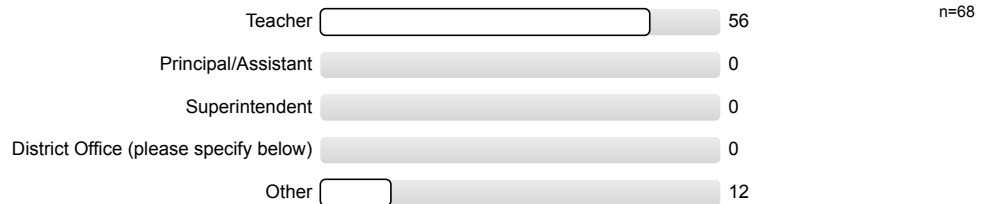
School Address:

Phone:

Fax:

E-mail:

1.1) Title/Position



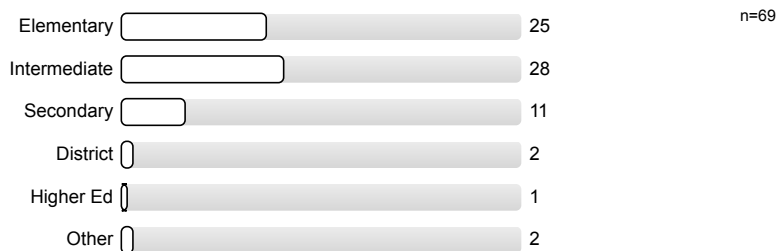
1.2) If you selected District Office above please specify here.

Sonora

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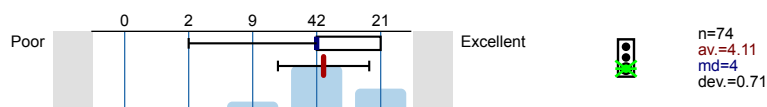
N/A

1.3) Grade Level



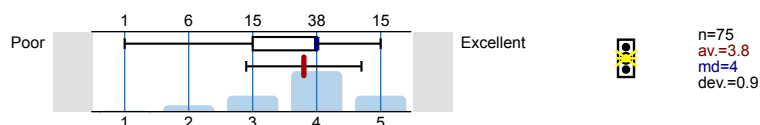
2. About the workshop

2.1) Content



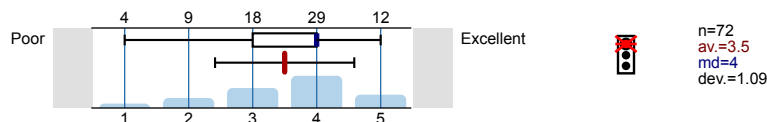
(relevant and current information)

2.2) Workshop Outcomes



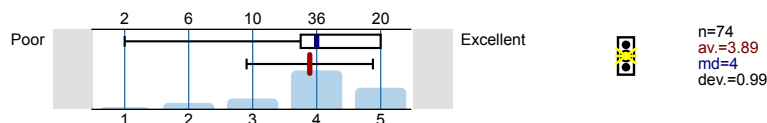
(defined and achieved)

2.3) Presentation



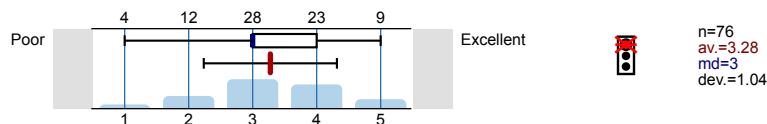
(effective PowerPoint presentation, organization, communication, etc.)

2.4) Materials



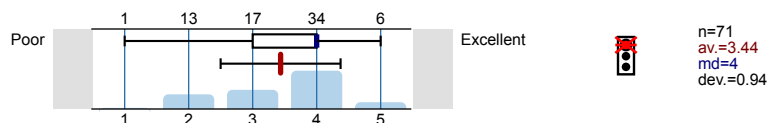
(handouts, notebooks, etc.)

2.5) Participation



(engaging activities, interactive focus)

2.6) Overall Workshop Rating



3. Your comments about the workshop

3.1) What was the most valuable aspect of the workshop?

p.27 - The take home and template ~~off~~ to incorporate teaching this vocab. It's a key to getting started with this approach.

2nd day- time to work w/ team.

Book as a resource.

However, I wish Tier 3 words were defined like Tier 2 was in the book.

Team working together to review the steps

non-linguistic ideas for vocab. delivery / practice

- learning different vocab games/ activities and how they fit into the 6 steps

Hands-on activities for class

The Materials

to re-learn the 6 steps.

Vocabulary organizers

The six step process.

Team discussion related to vocabulary
& growth and expectation

I liked the 6 step process & seeing how it works
when we did the "Mehendi" example.

6 Step process

Vocabulary lists by gr. level
games/techniques

Learning the 6 step process & resources to increase vocabulary
Having a better understanding of the guaranteed words,
supportive.

The importance of vocabulary and the impact on future reading/comprehension.

The content of the workshop was valuable and essential to student achievement.

The most valuable aspect of any workshop is the application

Data on vocab and lack of. How it really does make a difference.

6 steps of learning vocabulary

To learn the steps in presenting new vocabulary words to my students. Having opportunity to practice the procedures was also valuable.

The book & the time to plan

cognitive vocabulary

How important / critical vocab is, the tiers & how to use them & the lists of words

The six-step process of instruction of vocabulary

working with grade level teams to create word lists

Constructing Vocab lists *

Understanding the differences + connections of Tier 1, 2, + 3.

Resources

I liked the website resource list. I also liked the words listed in the back of the book.

-grade level word list making

Six Steps

The resources.

understanding differences/reasoning
behind Tier 1/2/3 words

the various examples and working on each

I enjoyed learning the 6 step process and how to
implement it in my classroom.

The six step process, along with learning interactive strategies to
implement vocabulary.

Words are important!
Skill level varies among students!

learning steps to teaching vocab.

There are new strategies to enhance the students' vocabulary.
The activity where we had to show our understanding of the
word was powerful. Most did not know the word but after a few
strategies were in place, most of us were more knowledgeable of it.

Networking with my peers

WORK TIME

Reviewing the six-step process, - Day 1

Placing vocabulary words into lists - Day 2

(

Time to plan and look up word on Day 2

30 million vocabulary difference between High+Low Socioeconomic Status

Vocabulary is such a foundational skill!

Reminding Teachers that vocab is Key...
Develop the base and work upward. Many
Reinforcement Links/websites

Learning the 6 steps

- 6 steps for vocab - Activities
- Textbook CC, word lists
- Developing grade level vocabulary guarantee

The vocab. list to help set-up a plan for the future.

6 step process clearly explained & identified & implemented.

Six Step Process

games and activities

Learning the 6 steps

Learning the six-step process for vocabulary development
(games)

The worktime on the 2nd day - more of that

Learning to identify the differences between the tiers.

Working on our own

the resources to use in my classroom

The strategies of identifying and teaching vocabulary.

The most valuable aspect is the free online resources to use w/ vocabulary instruction.

The resources provided to help us achieve our goals

The outline of the six steps.
The Marzano book.

Practical applications for the classroom.

the ~~man~~ Mahandi activity

It was all valuable. I loved the 6 steps for vocabulary instruction

Understanding how Cognitive Vocabulary has different definitions ~~to~~ for each subject level

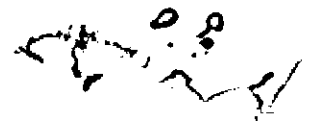
Learning how much of difference direct teaching of vocabulary can have on student achievement.

learning 6 steps

The most valuable aspect of this workshop for me was how to use the Vocabulary Notebooks & how to build on vocabulary words.

the workbook and handout

The six-step process, the given resources, step 2 and step 4 organizers



The 6 steps

The statistics for how much time is spent on vocabulary and the increase in comprehension when using vocabulary games.

Six-Step Process

The websites that support each step of vocabulary instruction

3.2) What feedback do you have for the presenter(s)? Please be specific.

I think you have a great teaching voice, and creative way of presenting the material.

Please be more engaging - enthusiastic.

Passion for the subject that you are presenting was lacking. All info can be condensed into 1 day - basic info for experienced teacher (3) Move around the room more.

N/A

Front load 6 steps

Get to the point - distill all of the stuff

more enthusiastic

I felt she did a good job.

Day 2 was confusing. I felt myself and many others struggled w/ the creating a list of guaranteed & supportive

there was too much down time

glad we were interactive with all

sorts of teachers here/ at out of our seats!

It seemed a bit unorganized and unfocused.

It felt like she would start to say something and then change directions.

Not very engaging, unorganized at times

There was a lot of confusion about Guaranteed, Supportive, and Cognitive words

Defining and maybe classifying some words given by you would have helped clear up some confusion.

The presenter was really not active or seemed into program. She been doing for a long time feel she's just going w/ flow. Not excited.

Presenter did an excellent job presenting information and then utilizing activities to help support the learning of that material.

Model ~~more what~~ exactly you would like us to do for the selecting vocabulary words for our grade level. We were a little chatty in doing it a little time a character you should know your audience better. Almost everyone in the room ~~had~~ have taught 10+ years & just wants to learn the 6 steps & then have a lot of time to implement into lessons.

• written instructions for group/individual activities

time management → too much lag between activities
engagement → a lot of talking to not with

☺ Thank you.

incorporating engagement into more aspects of presentation

Spent less time going through the 6 steps & more time on the planning instruction portion.

- too much time spent on the "why" in Day 1
- too much "reading" of materials being presented
- umms around - choppy

We need more meaningful activities. Split this presentation into elementary + middle/high school. Don't spend so much time on the why... we get it, we live it. We want to know what.

- Give clear directions for activities and appropriate time

Move the presentation along. Pass out activities before the session, explain things less. Keep it moving. It was difficult to stay focused and pay attention.

There was too much time given for activities and not enough movement.

The material was well given, however I felt that when we had group work/discussions there was too much time, leaving us to lose track of the objective on hand.

The constant timers made it hard to focus. I would suggest a bell when you're ready to regroup or something digital. Every 5 min, 1 min and a 3, 2, 1. was hard.

- She was terrific
- Material could be more focused

She was very good.

She was good... seems to love what she does.

Too Much Repetition

Great job using strategies for movement.

Need to keep some on task better during lecture part of instruction.

I am a learner who needs time!

Very thorough - Good presentation

- flexible & supportive ^{voice}

- Post its to mark key pages

- Hand-outs w/ answers for later reference

- list of key points / goal

Boring

Small break out groups

Elementary | interm. | high school

Day one was a lot of lecturing. (More activities)

move along through "why" faster

Just teach us + give us
more work time

The presentation was too long and drawn out, it could have been condensed to give us more time to practice some strategies within our tables rather than lecturing the entire time.

Presentation was hard to focus to. Long periods of sitting / listening.
As a special education teacher I felt forgotten

The videos were very fun to watch + demonstrated how important vocabulary is.

too Dry-on day one - we need to do more activities.

She was very informative, very poised.

I would like more specific strategies & vocabulary related to LOTE. We teach a lot of "basic" & "supportive" vocab in grades 8-12 because we have to teach these words in another language.
Did an excellent explanation of 6 Steps

It would be helpful to have a list of games & directions in printouts.

N/A

Please be more engaging and upbeat, and include more time in teacher to teacher discussions, made us get up so we weren't bored

The 3,7,1 thing gets old by the end of the 1st day

Bev did a great job explaining the Six-Step Process.

More small group practice for 6 steps and activities.

3.3) What suggestions do you have for future sessions?

Day 1 seemed a little drawn out for me, ~~one~~ as I am already familiar with the model.

- ① Hand-outs prepared - email to school to be created at least a week before
- ② Energy
- ③ Clarification of directions
- ④ Know your facility -
Can you use a post-it note

More participation - condense to one day

• delineate days for advanced training or independent work: day 1 was not as useful since a lot of this was info/content I've received before.

More ideas surrounding actual implementation in the classroom

- Create more unstructured time

I think it would be more helpful to have more examples of lessons including the six step process.

Speed it up

make lesson plans on day 1 as well?

Talk about the end focus before the days begin.

Split days into Elementary + High School and provide level specific examples.

For ex. (story) I said it was
a guaranteed word & my teammates said
it was a supportive word

A more engaging presenter

Printed agendas, so we know what/how content will be delivered
• less sit and get, more time to apply the information

breakout sessions to workout with grades to scan/
compare word lists.

More interactive

more time for activities

Have attendees bring current curriculum to planning section.

more excitement

1 day...

-Give more feedback on our
generated wordlists

Give a little information then let people work. Not just
turn and talk, but actually do some work that applies
to planning and instruction.

more time to share + work
together in groups

- notes to follow along with the powerpoint
for note taking
- post it notes to mark book

More time spent teaching practical strategies less on
broad spectrum overview.

- Special Ed.
- Exceptional Students

I feel more needs to be considered for Special
Ed students.

Maybe a few more get up and move activities.
more for special ed.

More on the ~~Doing~~ less on the why

Review powerpoint presentation ahead of time.

If we could have the list of guaranteed word first or be prepared with a list from our district before coming we could use our planning time more effectively to create lessons more time

Hands on / work based take away - creation of lesson based on Workshop. - Continue this maybe whole second day.

More use of the book material
* might need white boards - visuals
to be

Be better prepared.

updated examples → pinterest
colorful teachers pay teachers

Less introductory content more in depth
Lesson planning, game ideas unless it's a
group of brand new teachers.

More work time for grade levels

More audience engagement, more preparation area of time. Handouts should have been on tables before we arrived Day 1 and Day 2 to save time instead of wasting time passing them out in the middle of the presentation.

More engaging, include more special education perspective.

Day 2 - vocabulary lists
More time needed for this important activity.
Possibly start guaranteed list on day 1.

More work time as opposed to instruction

Not sure

Make the room warmer. Every single person said it was too cold.

I think that it's important for us to see how this ^{phonological awareness & #2-1} intertwines across subjects & grade levels, but I also think it's important to have a separation for LOTE to work on the ^{Lang}

N/A

N/A

It would be nice to have specific examples of, for example, how to incorporate vocab if you have 3 minutes to use, or 5, or 10 because that is realistic to teachers today, especially maybe show games more

Find a few more ways to use as memory aids. Some of the examples "handshake" don't work for everyone

N/A

None

3.4) Other comments:

Thank you for coming! I hope you had a great time here!

- please consider using the term

This did not need to be a two day training.
One day would be appropriate. It dragged on.
Should have been given vocabulary lists for
specific grade level early in the workshop.

Paper, highlighters
etc.

N/A

This could have been 1 Day

I liked the website info.

* I think if handout pages are same or linked w/ book they
should be numbered the same. A few times the presenter

N/A

+ Thank you!!

The material was great but I think more time
should be to work with grade levels.

I was looking for new, exciting information, felt like
a lot of the info was "repackaged"

Really needed further clarification from district coaches to help understand material.

- Answer questions / Say she doesn't know but will find out!

LOTE = Languages other than English.

Very organized!

Excellent presentation

clear

I felt like a lot of the information was already known and I didn't learn anything new or exciting to use in my classroom.

N/A

combined day 1 but a separate Day 2 for LOTE

N/A

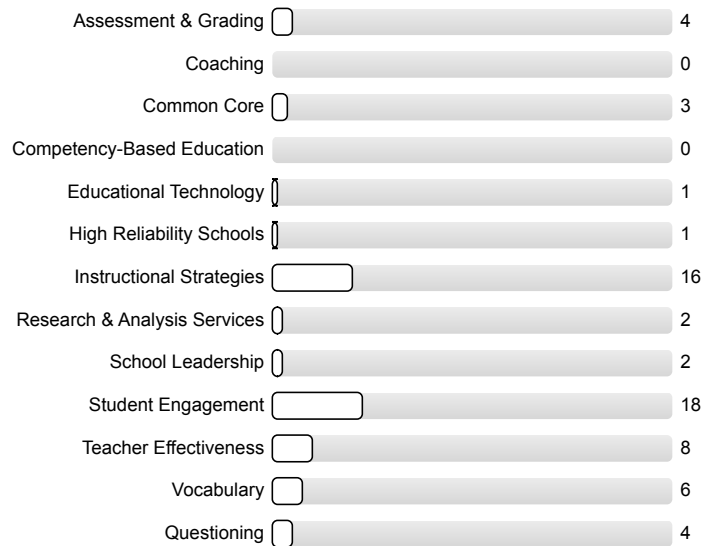
N/A

There is alot of indirect resrence to Bloom's Taxonomy
 Maybe some of the other critical thinking skills
 will help in vocabulary comprehension
 Some of the Activities are not very practical in

N/A

None

3.5) I would like to know more about the following topic(s):



n=80

3.6) If you feel that we've done a good job, who else do you think would benefit from Marzano Research services, either in your organization, or another organization?

Our public library media specialists!

LOTTE, language department.

1st year teachers, + anyone who would like to
PARENTS! Headstart & homecare providers

This is great for teachers and Speech Pathologists

Other teachers that need a refresher or more
Working on implementing in classroom

Good for now,

back more colorful

n/a

Administrators and others who did not attend in our district

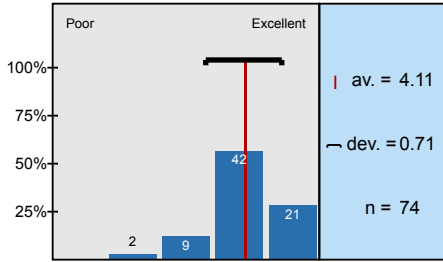
Signing here grants Marzano Research permission to use these comments in our marketing materials.

Signature: _____

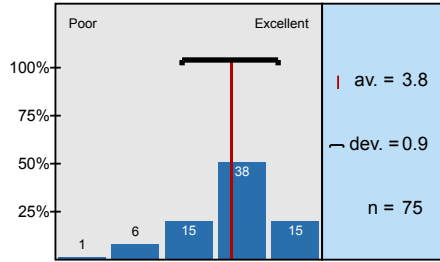
Thank you for your feedback!

Histogram for scaled questions

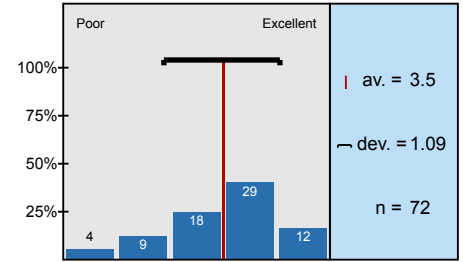
Content



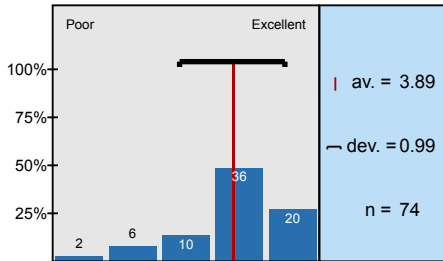
Workshop Outcomes



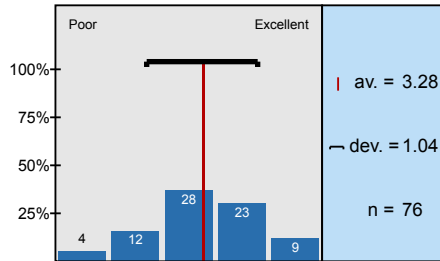
Presentation



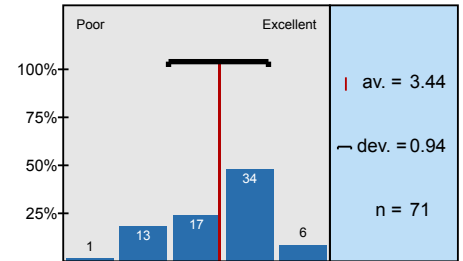
Materials



Participation



Overall Workshop Rating



Profile

Subunit: Marzano Resources

Name of the trainer: Bev Clemens

Name of the course: Salamanca City Central School District-Cattaraugus-Allegany BOCES 1342194 8/5/2019 8/6/2019
(Name of the survey)

Values used in the profile line: Mean

2. About the workshop

2.1) Content	Poor					Excellent	n=74	av.=4.11	md=4.00	dev.=0.71
2.2) Workshop Outcomes	Poor					Excellent	n=75	av.=3.80	md=4.00	dev.=0.90
2.3) Presentation	Poor					Excellent	n=72	av.=3.50	md=4.00	dev.=1.09
2.4) Materials	Poor					Excellent	n=74	av.=3.89	md=4.00	dev.=0.99
2.5) Participation	Poor					Excellent	n=76	av.=3.28	md=3.00	dev.=1.04
2.6) Overall Workshop Rating	Poor					Excellent	n=71	av.=3.44	md=4.00	dev.=0.94

Normed profile

Subunit: Marzano Resources

Name of the trainer: Bev Clemens

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(Name of the survey)

	70	85	100	115	130	Dimension	Norm value
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Content

Workshop Outcomes

Presentation

Materials

Participation

Overall Workshop Rating

About the workshop

For a detailed report including recommendations please copy and paste the link in your browser:

<http://classclimate.marzanoresources.com/classclimate/norm.php?mode=show&umfid=2107139798&tan=CPPXV>

Profile Line for Indicators

Subunit: Marzano Resources
 Name of the trainer: Bev Clemens
 Name of the course: Salamanca City Central School District-Cattaraugus-Allegany BOCES 1342194 8/5/2019 8/6/2019
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2. About the workshop

