Marzano Focused Teacher Evaluation Model:
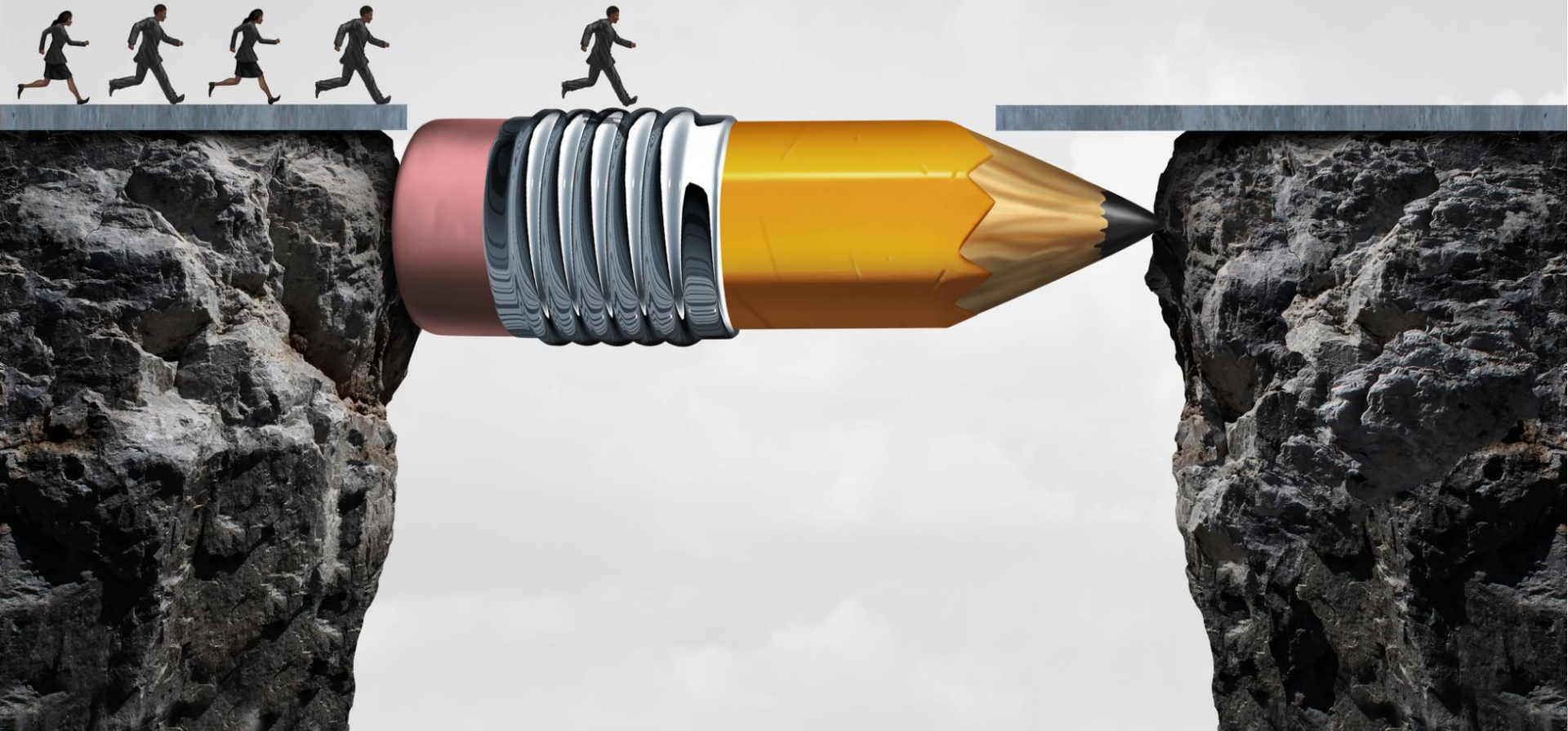## *Making the Transition*

Norms

- If you think it, say it

- Ask questions

- Take care of your neighbor

- Take care of yourself

- What is said here, stays here; what is learned here, leaves here

- Be present

Scale for Our Learning

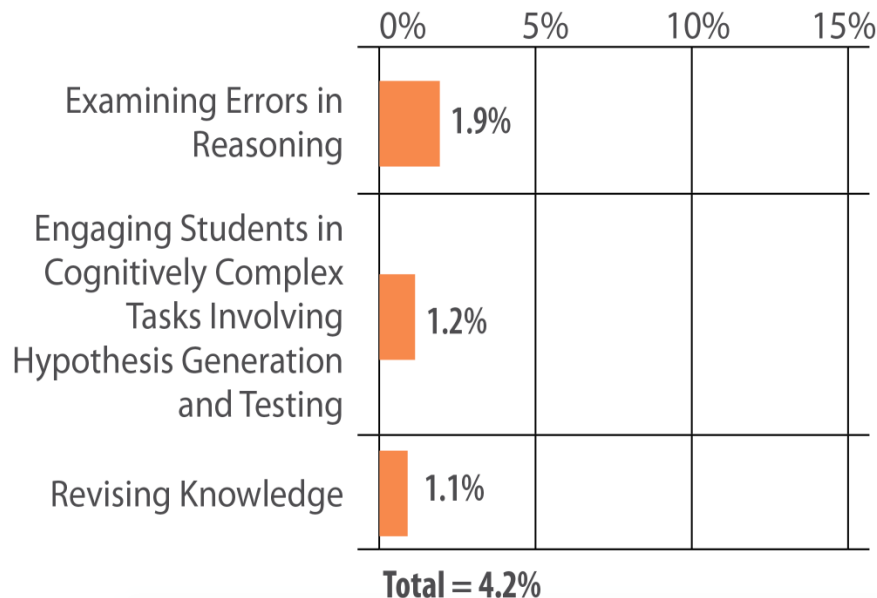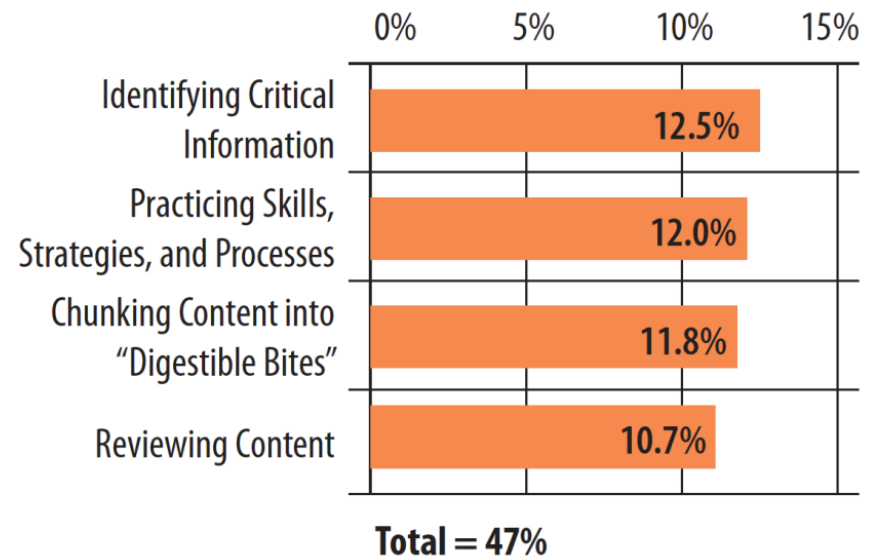|	
4.0	Participants will be able to **conduct** a standards-based observation resulting in accurate and specific feedback for teacher growth, utilizing evidence from a Planning Conference, Classroom Observation, and Reflection Conference and the 5-Step Process.
3.0	Participants will be able to: • **Utilize** protocols to assign and justify Applying or Innovating scores in all domains based on evidence of achieving the Desired Effect • **Use** protocols and evidence to identify correct and incorrect use of elements from all domains • **Differentiate** between scoring levels on the developmental scale
2.0	Participants will be able to **recognize** and **recall** specific vocabulary, including**:** • Element, protocol, developmental scale, focus statement, evidence, monitoring, desired effect, adaptations, standards, learning targets, performance scale Participants will be able to: • **Explain** how student evidence is used to identify Applying and Innovating levels • **Explain** the process for observing classroom instruction • **Describe, depict** or **give** examples of the elements of each domain of the Marzano Focused Teacher Evaluation Model (Focused Model) • **Identify** the key parts of the protocols and their purposes • **Describe** the structure and common language of the Focused Model • **Describe** the essential components of effective teaching as defined in the Focused Model • **Explain** the ways in which a focused model of evaluation supports increased student achievement
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Overview and Need for a Focused Model of Evaluation

Highest frequency strategies associated with lecture, practice and review

	0%	5%	10%	15%
Identifying Critical Information			12.5%	
Practicing Skills, Strategies, and Processes			12.0%	
Chunking Content into "Digestible Bites"			11.8%	
Reviewing Content			10.7%	

Total = 47%

|	0%	5%	10%	15%
Examining Errors in Reasoning	1.9%			
Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing	1.2%			
Revising Knowledge	1.1%			

Total = 4.2%

Lowest frequency strategies, among the most critical for developing cognitively complex skills

How do we accelerate the shift?

Are students in your classrooms engaging in discussions in which they:
- **process** information?
- are more **thoughtful** and **analytic** about their **conclusions**?
- **apply** their knowledge?
- are less dependent on the teacher and more dependent on their own problem solving abilities?
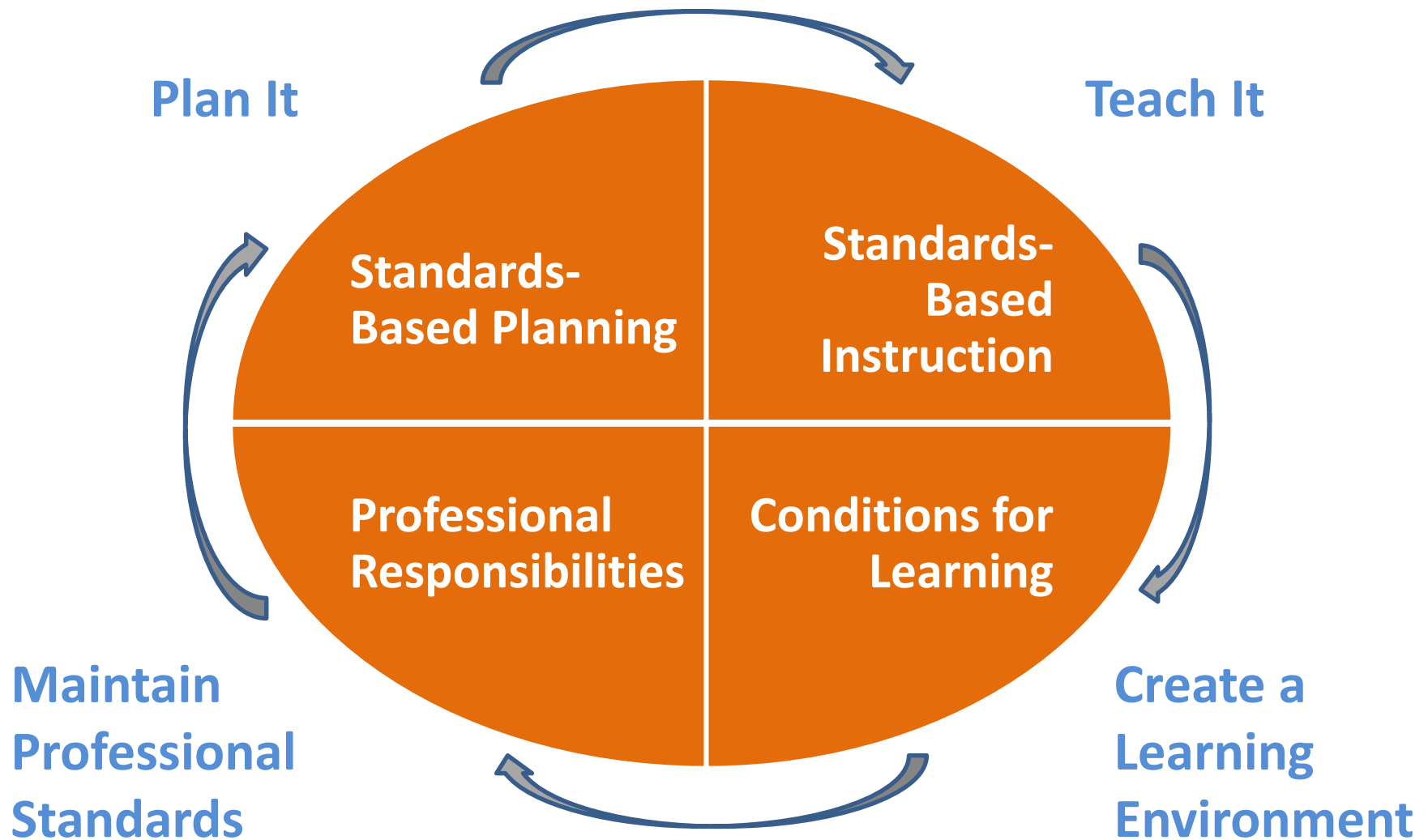
Marzano Focused Teacher Evaluation Model
Standards-Based Classroom with Rigor

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C E N T E R

Standards-Based Planning

- Planning Standards-Based Lessons/Units
- Aligning Resources to Standard(s)
- Planning to Close the Achievement Gap Using Data

Standards-Based Instruction

- **Identifying Critical Content from the Standards**
- Previewing New Content
- Helping Students Process New Content
- Using Questions to Help Students Elaborate on Content
- Reviewing Content
- Helping Students Practice Skills, Strategies, and Processes
- Helping Students Examine Similarities and Differences
- Helping Students Examine Their Reasoning
- Helping Students Revise Knowledge
- Helping Students Engage in Cognitively Complex Tasks

Conditions for Learning

- Using Formative Assessment to Track Progress
- Providing Feedback and Celebrating Progress
- Organizing Students to Interact with Content
- Establishing and Acknowledging Adherence to Rules and Procedures
- Using Engagement Strategies
- Establishing and Maintaining Effective Relationships in a Student-Centered Classroom
- Communicating High Expectations for Each Student to Close the Achievement Gap

Professional Responsibilities

- Adhering to School and District Policies and Procedures
- Maintaining Expertise in Content and Pedagogy
- Promoting Teacher Leadership and Collaboration

2014 Marzano Teacher Evaluation Model
Learning Map

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LEARNING AND PERFORMANCE MANAGEMENT

Domain 2: Planning and Preparing

Planning and Preparing

Planning and Preparing for Lessons and Units
42. Effective Scaffolding of Information within Lessons
43. Lessons within Units
44. Attention to Established Content Standards

Planning and Preparing for Use of Resources and Technology
45. Use of Available Traditional Resources
46. Use of Available Technology

Planning and Preparing for the Needs of English Language Learners
47. Needs of English Language Learners

Planning and Preparing for the Needs of Students Receiving Special Education
48. Needs of Students Receiving Special Education

Planning and Preparing for the Needs of Students Who Lack Support for Schooling
49. Needs of Students Who Lack Support for Schooling

Domain 3: Reflecting on Teaching

Reflecting on Teaching

Evaluating Personal Performance
50. Identifying Areas of Pedagogical...

Domain 4: Collegiality and Professionalism

Collegiality and Professionalism

Promoting a Positive Environment
55. Promoting Positive Interactions...

Domain 1: Classroom Strategies and Behaviors

Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQs) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol.

Lesson Segment Involving Routine Events

Lesson Segment Addressing Content

Lesson Segment Enacted on the Spot

DQ1: Communicating Learning Goals and Feedback
1. Providing Rigorous Learning Goals and Performance Scales (Rubrics)
2. Tracking Student Progress
3. Celebrating Success

DQ6: Establishing Rules and Procedures
4. Establishing Classroom Routines
5. Organizing the Physical Layout of the Classroom

DQ2: Helping Students Interact with New Knowledge
6. Identifying Critical Content
7. Organizing Students to Interact with New Content
8. Previewing New Content
9. Chunking Content into "Digestible Bites"
10. Helping Students Process New Content
11. Helping Students Elaborate on New Content
12. Helping Students Record and Represent Knowledge
13. Helping Students Reflect 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. Helping Students Examine Similarities and Differences
18. Helping Students Examine Their Reasoning
19. Helping Students Practice Skills, Strategies, and Processes
20. Helping Students Revise 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 for Cognitively Complex Tasks

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 Backgrounds
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 Question in the Marzano Art and Science of Teaching Framework. The 9 DQs organize the 41 elements in Domain 1.

The final Design Question, DQ10: Developing Effective Lessons Organized into a Cohesive Unit, is contained in Domain 2: Planning and Preparing.

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Identifying Critical Content from the Standards (Required evidence in every lesson)

Focus Statement: Teacher uses the progression of standards-based learning targets (embedded within a performance scale) to identify accurate critical content during a lesson or part of a lesson.

Desired Effect: Evidence (formative data) demonstrates students know what content is important and what is not important as it relates to the learning target(s).

Example Teacher Instructional Techniques (Check all that apply)
- ☐ Identify a learning target aligned to the grade level standard(s)
- ☐ Begin and end the lesson with focus on the learning target to indicate the critical content of the lesson
- ☐ Provide a learning target embedded in a scale specifying critical content from the standard(s)
- ☐ Relate classroom activities to the target and/or scale throughout the lesson
- ☐ Identify differences between the critical content from the standard(s) and non-critical content
- ☐ Identify and accurately teach critical content
- ☐ Use a scaffolding process to identify critical content for each 'chunk' of the learning progression
- ☐ Use verbal/visual cueing
- ☐ Use storytelling and/or dramatic instruction
- ☐ Model how to identify meaning and purpose in a text
- ☐ Ensure text complexity aligns to the critical content
- ☐ When appropriate, use cultural examples to connect learning activities to the learning target/critical content

Example Teacher Techniques for Monitoring for Learning (Check all that apply)
- ☐ **Use a Group Activity** to monitor that students know what content is important
- ☐ **Use Student Work** (Recording and Representing) to monitor that students know what content is important
- ☐ **Use Response Methods** to monitor that students know what content is important
- ☐ **Use Questioning Sequences** to monitor that students know what content is important

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students know what content is important. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.)
- ☐ Student conversation in groups focus on critical content
- ☐ Generate short written response (i.e. summary, entrance/exit ticket)
- ☐ Create nonlinguistic representations (i.e. diagram, model, scale)
- ☐ Student-generated notes focus on critical content
- ☐ Responses to questions focus on critical content
- ☐ Explain purpose and unique characteristics of key concepts/critical content
- ☐ Explain applicable mathematical practices in critical content
- ☐ When appropriate, responses involve explanatory content specific to their culture

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply)
- ☐ Reteach or use a new teacher technique
- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify the task
- ☐ Provide additional resources

A Shift to Student Evidence of Learning

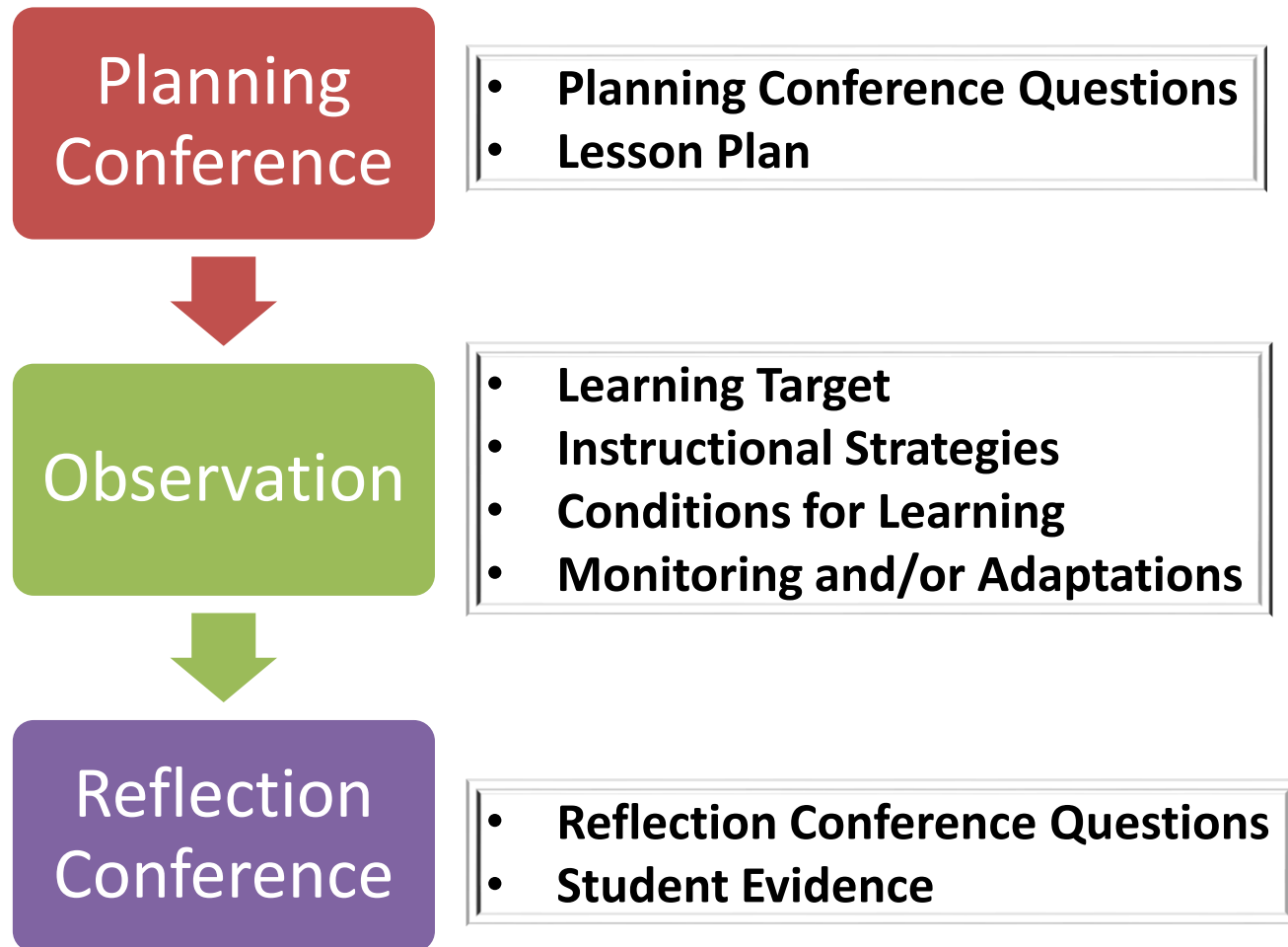- Desired effects in the instructional domain focus on student learning

Where Does Success Begin?

Standards-Based Planning

- Planning Standards-Based Lessons/Units
- Aligning Resources to Standard(s)
- Planning to Close the Achievement Gap Using Data

How do you get the whole picture?

Planning Conference

- **Planning Conference Questions**
- **Lesson Plan**

Observation

- **Learning Target**
- **Instructional Strategies**
- **Conditions for Learning**
- **Monitoring and/or Adaptations**

Reflection Conference

- **Reflection Conference Questions**
- **Student Evidence**

Why is planning the first step to success?

Planning Process

Planning Standards-Based Lessons and Units

Lessons and units aligned to grade level standards.

Data shows all students make progress towards closing achievement gap.

Traditional and digital resources support standards-based units.

Planning to Close the Achievement Gap Using Data

Aligning Resources to Standard(s)
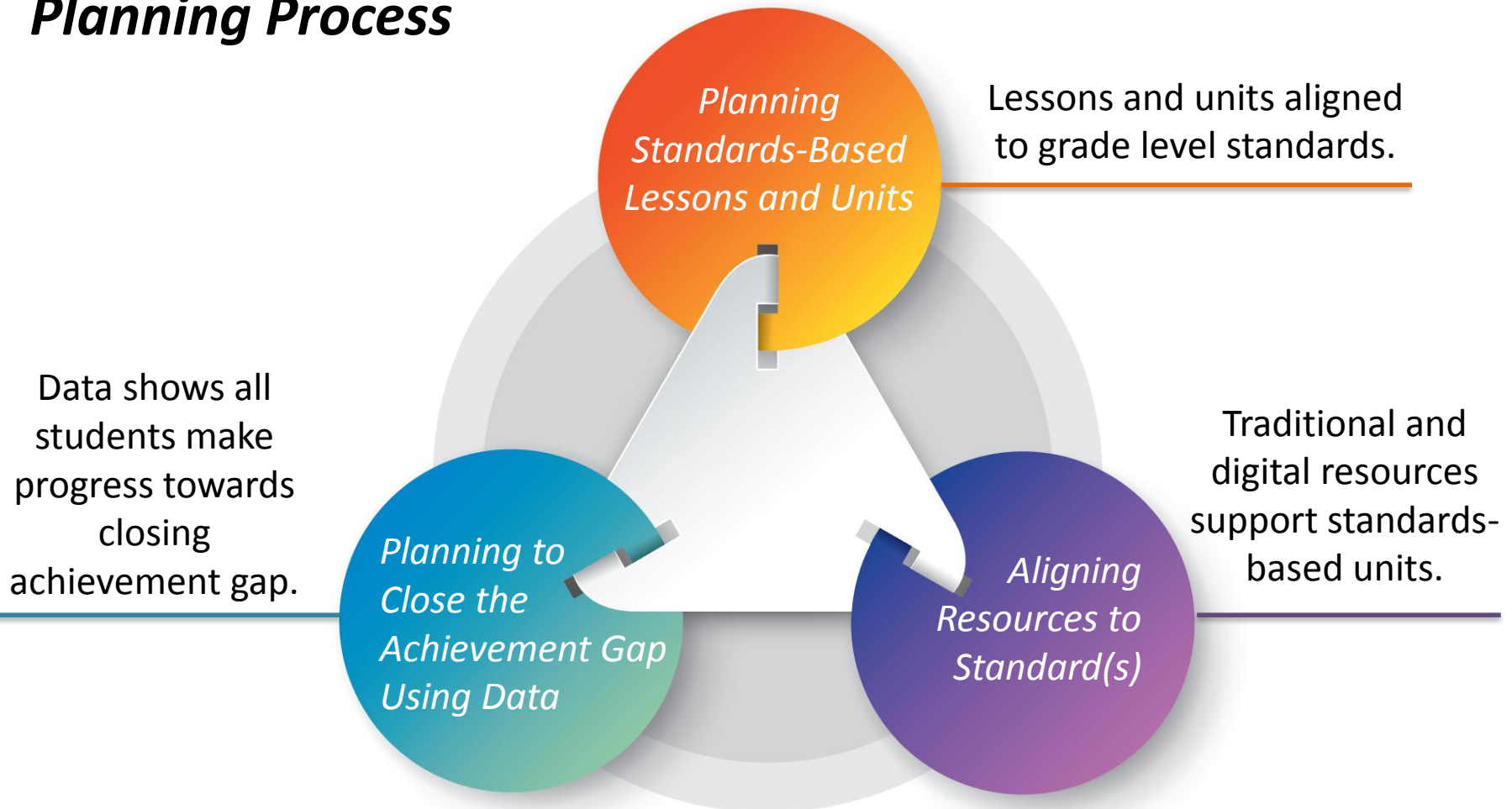
Planning Standards-Based Lessons/Units

Identify Standards for a Unit

to this… Plan Instructional Strategies

Why is unpacking critical to success?

- HSA-CED.A.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable.

- RI 5.2 Determine two or more main ideas of a text, and explain how they are supported by key details: summarize the text.
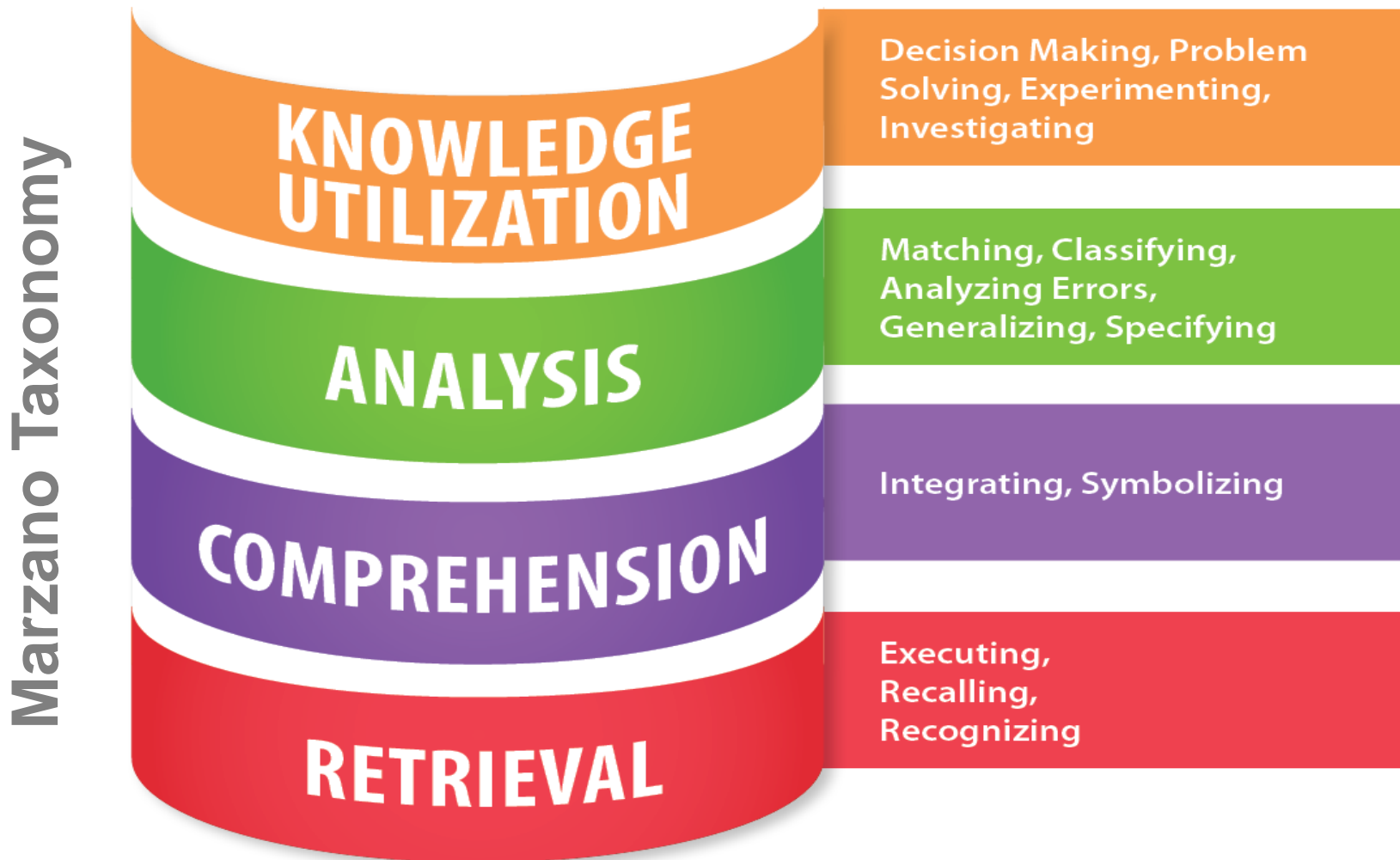
How does an unpacked standard become a scale?

Develop an extension learning target that will move beyond the required standard.

Create a list of learning targets - all critical content/skills from the standard(s), including identifying taxonomy level.

Sequence learning targets to create a learning progression - what must be taught/learned first, next, etc. to scaffold to level of the standard.

Add to list of learning targets - identify foundational content and skills needed to build to level required by standard.

What happens when teachers aren't clear about the level of cognitive complexity?

Marzano Taxonomy

KNOWLEDGE UTILIZATION — Decision Making, Problem Solving, Experimenting, Investigating

ANALYSIS — Matching, Classifying, Analyzing Errors, Generalizing, Specifying

COMPREHENSION — Integrating, Symbolizing

RETRIEVAL — Executing, Recalling, Recognizing

Planning Standards-Based Lessons/Units

Focus Statement: Using established content standards, the teacher plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.

Desired Effect: Teacher provides evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets embedded in a performance scale.

Planning Evidence (Check all that apply)

- ☐ Plans exhibit a focus on the essential standards
- ☐ Plans include a scale that builds a progression of knowledge from simple to complex
- ☐ Plans identify learning targets aligned to the rigor of required standards
- ☐ Plans identify specific instructional strategies appropriate for the learning target
- ☐ Plans illustrate how learning will scaffold from an understanding of foundational content to application of information in authentic ways
- ☐ Lessons are planned with teachable chunks of content
- ☐ When appropriate, lessons/units are integrated with other content areas
- ☐ When appropriate, learning targets and unit plans include district scope and sequence
- ☐ Plans illustrate how equity is addressed in the classroom
- ☐ When appropriate, plans illustrate how Individualized Education Plans (IEPs)/personal learning plans are addressed in the classroom
- ☐ When appropriate, plans illustrate how EL strategies are addressed in the classroom
- ☐ When appropriate, plans integrate cultural competencies and/or standards

Example Implementation Evidence (Check all that apply)

- ☐ Lesson plans align to grade level standard(s) with targets and use a performance scale
- ☐ Planned and completed student assignments/work demonstrate that lessons are aligned to grade level standards/targets at the appropriate taxonomy level
- ☐ Planned and completed student assignments/work require practice with complex text and its academic language
- ☐ Planned and completed student assignments/work demonstrate development of applicable mathematical practices
- ☐ Planned and completed student assignments/work demonstrate grounding in real-world application
- ☐ Planned and completed student assignments/work demonstrate how equity has been addressed in the lesson/unit
- ☐ Planned and completed student assignments/work demonstrate how Individualized Education Plans (IEPs)/personal learning plans have been addressed in the lesson/unit
- ☐ Planned and completed student assignments/work demonstrate how EL strategies have been addressed in the lesson/unit
- ☐ Planned and completed student assignments/work indicate opportunities for students to insert content specific to their cultures
- ☐ Artifacts demonstrate the teacher helps others by sharing evidence of planning and implementing lesson/unit plans aligned to grade level standards (e.g. PLC notes, emails, blogs, sample units, discussion group)

How has scoring changed?

Planning Standards-Based Lessons/Units

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to plan rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	Using established content standards, attempts to plan rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	Using established content standards, plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	Using established content standards, plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning *and* provides evidence of implementing lessons/units plans aligned to grade level standard(s) using learning targets embedded in a performance scale.	Helps others by sharing evidence of implementing lessons/units plans aligned to grade level standard(s) using learning targets embedded in a performance scale *and* the impacts on student learning.

What helps the observer build background knowledge before observing a teacher?

Conditions for Learning

- Using Formative Assessment to Track Progress
- Providing Feedback and Celebrating Progress
- Organizing Students to Interact with Content
- Establishing and Acknowledging Adherence to Rules and Procedures
- Using Engagement Strategies
- Establishing and Maintaining Effective Relationships in a Student-Centered Classroom
- Communicating High Expectations for Each Student to Close the Achievement Gap

Why is Tracking Progress a Condition for Learning?

Using Formative Assessment to Track Progress

Providing Feedback and Celebrating Progress

How does *Using Formative Assessment to Track Student Progress* help students?

Where am I going?

Where am I now?

How can I close the gap in my learning?

How do we track progress towards the standard?

Goal: 100% Achievement

Tracking Progress Across Lessons

- Formative
- Authentic Assessments
- Quizzes/Tests

- Instructional Decisions

Track Student Progress on Learning Targets

Student	Scale			
	1.0	2.0	3.0	4.0
A	🟩	🟨	🟥	🟥
B	🟩	🟨	🟥	🟥
C	🟩	🟨	🟥	🟥
D	🟩	🟨	🟥	🟥
E	🟩	🟩	🟩	🟨
F	🟩	🟩	🟩	🟨
G	🟩	🟩	🟥	🟥
H	🟩	🟩	🟥	🟥

Can either of these stand alone?

Using Formative Assessment to Track Progress
Focus Statement: Teacher uses formative assessment to facilitate tracking of student progress on one or more learning targets.
Desired Effect: Evidence (formative data) demonstrates students identify their current level of performance as it relates to standards-based learning targets embedded in the performance scale.

Providing Feedback and Celebrating Progress
Focus Statement: Teacher provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals.
Desired Effect: Evidence (formative data) demonstrates students continue learning and making progress towards learning targets as a result of receiving feedback.

What evidence would place these elements at Developing?

In the Classroom: Conditions for Learning

1. Based on the evidence, what element is being demonstrated?

2. What technique(s) did the teacher use?

3. Does the teacher use the element correctly and with no parts missing?

Using Engagement Strategies

Establishing Rules and Procedures

Organizing Students to Interact with Content

Establishing and Maintaining Effective Relationships in a Student-Centered Classroom

Communicating High Expectations for All Students to Close the Achievement Gap

Standards Based Instruction

Supporting Rigorous Instruction in a Standards-Based Classroom

- **Identifying Critical Content from the Standards**
- Previewing New Content
- Helping Students Process New Content
- Using Questions to Help Students Elaborate on Content
- Reviewing Content
- Helping Students Practice Skills, Strategies, and Processes
- Helping Students Examine Similarities and Differences
- Helping Students Examine Their Reasoning
- Helping Students Revise Knowledge
- Helping Students Engage in Cognitively Complex Tasks

How can this tool benefit observers and teachers?

1 What element(s) am I "seeing" when I observe a teacher? Does the teacher use the strategy correctly?

2 What strategy does the teacher use to monitor if students are learning at the appropriate level of the target?

3 What percent of students demonstrate the desired effect of the strategy at the appropriate level of the target?

4 After monitoring student evidence and determining the number of students who demonstrate the desired effect, does the teacher make an adaptation?

5 Use student evidence to assign the final score on the scale for all elements observed in the lesson.
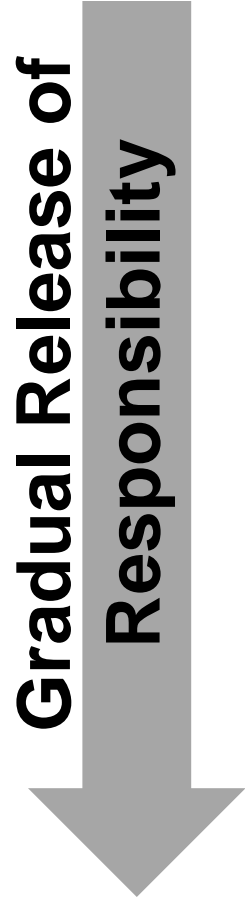
How do we guide teacher growth?

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Identifying Critical Content from the Standards

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses the progression of standards-based learning targets embedded within a performance scale to identify accurate critical content during a lesson or part of a lesson, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Uses the progression of standards-based learning targets embedded within a performance scale to identify accurate critical content during a lesson or part of a lesson.

The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content. | Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content. |

Standards-Based Instruction

Gradual Release of Responsibility

- **Identifying Critical Content from the Standards—** must be aligned to the learning target

- *Previewing New Content*
- *Helping Students Process New Content*
- *Using Questions to Help Students Elaborate on Content*

- *Reviewing Content*

- *Helping Students Practice Skills, Strategies, and Processes*

- *Helping Students Examine Similarities and Differences*

- *Helping Students Examine Reasoning*

- *Helping Students Revise Knowledge*

- *Helping Students Engage in Cognitively Complex Tasks*

When can you observe and score Identifying Critical Content?

The Learning Target derived from the standard IS THE Critical Content.

Identifying Critical Content from the Standards should be evident in all lessons (as the progression of learning targets on the scale) and so may be scored in every lesson.

Knowledge

Vocabulary

Skills
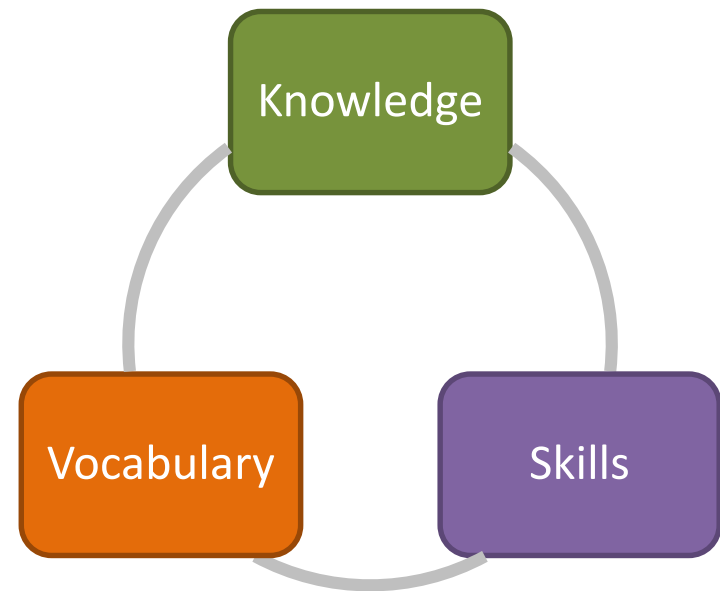
Essential Questions for the Observer when Giving Feedback Regarding Critical Content from the Standards

- Is the learning target for the lesson aligned to the **correct taxonomy level**?

- Is the **critical content** being identified during the lesson at the correct taxonomy level?

If not, Identifying Critical Content is **<u>not</u>** being used appropriately.
What is the appropriate score?

In the Classroom

1. What is the learning target and taxonomy level being addressed?

2. Are the teacher's instructional strategies appropriate to generate the level of student evidence required by the target and taxonomy level?

3. If the appropriate strategies are being used for the target and taxonomy level, is the teacher using them correctly?

How do teachers ensure that students deepen their understanding of the content?

- Reviewing Content

- Helping Students Practice Skills, Strategies, and Processes

- Helping Students Examine Similarities and Differences

- Helping Students Examine Their Reasoning

- Revising Knowledge

Do you ever see a mismatch?

- Identify what students will know and be able to do to demonstrate the standard

- Escalate in complexity and align with the increasingly difficult levels of a taxonomy within a sequence
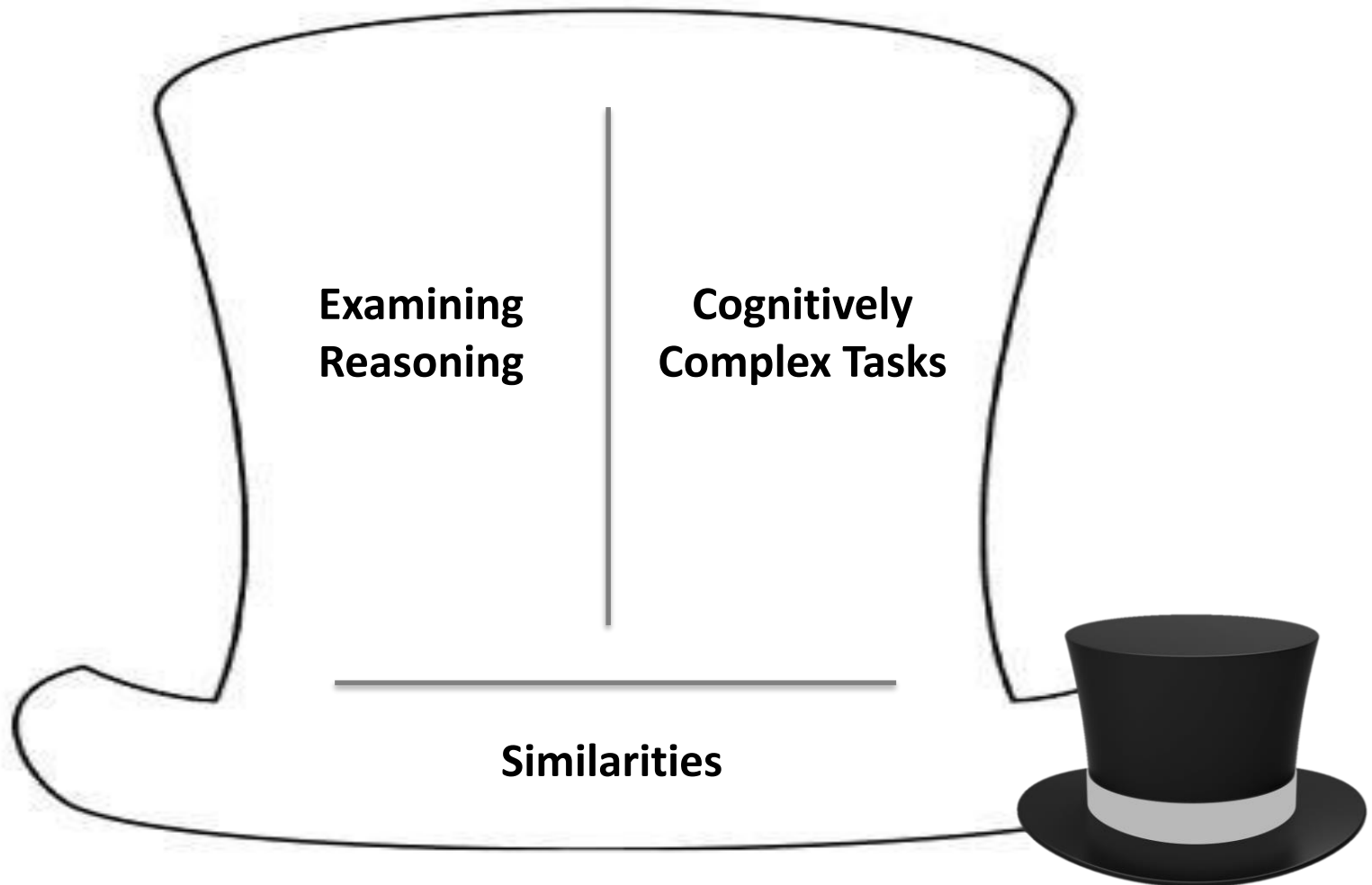
Learning Targets

Activities & Tasks

- Align to the learning targets in order to advance students toward mastery of the standard

How does an observer know?

Examining Reasoning
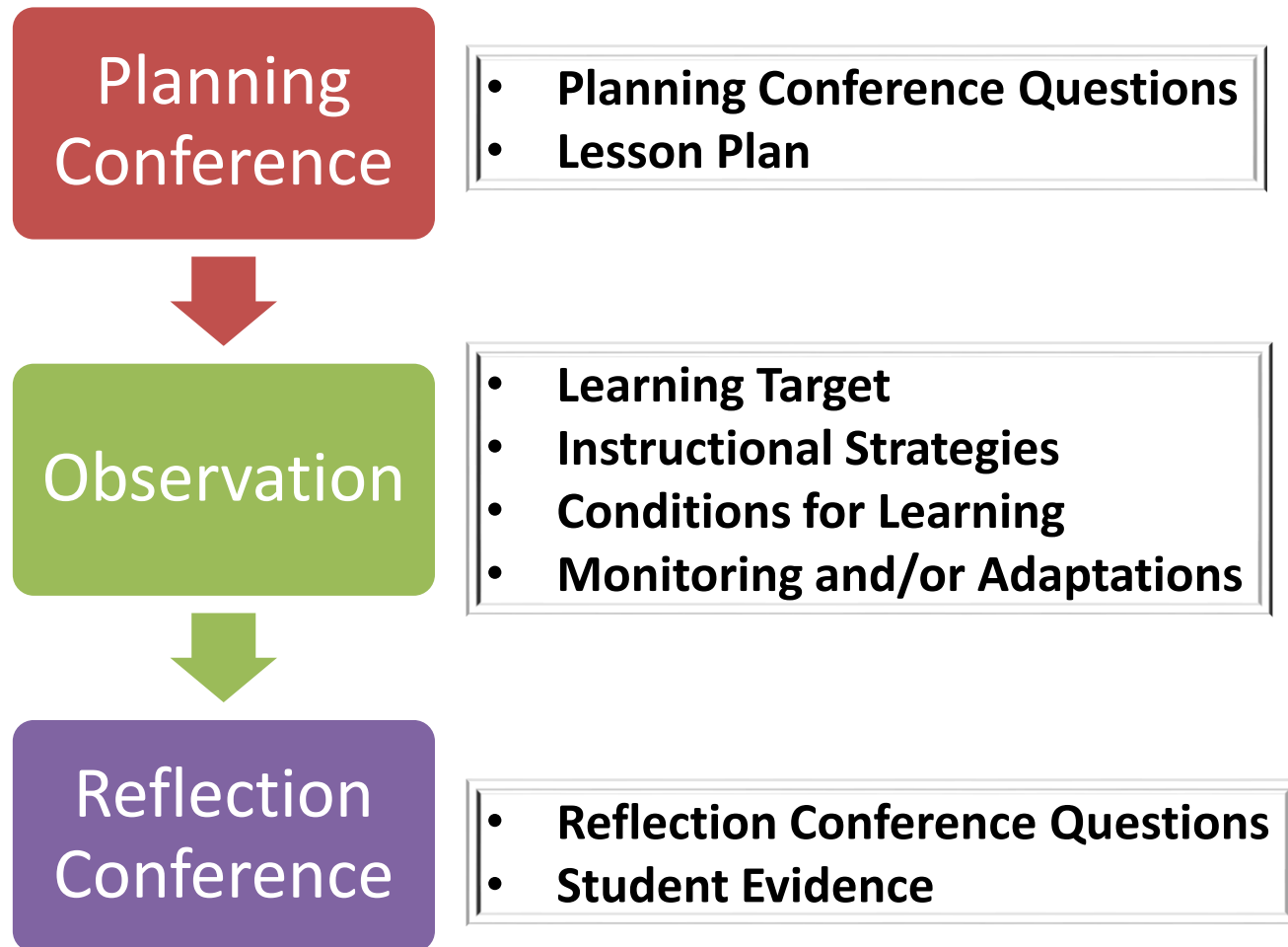
Cognitively Complex Tasks

Similarities

In the Classroom

1. What is the learning target and taxonomy level being addressed?

1. Are the teacher's instructional strategies appropriate to generate the level of student evidence required by the target and taxonomy level?

1. Is the teacher using the strategy correctly?

The Process

How do you get the whole picture?

Planning Conference

- **Planning Conference Questions**
- **Lesson Plan**

Observation

- **Learning Target**
- **Instructional Strategies**
- **Conditions for Learning**
- **Monitoring and/or Adaptations**

Reflection Conference

- **Reflection Conference Questions**
- **Student Evidence**

Are we only observing teacher actions?

1 What element(s) am I "seeing" when I observe a teacher? Does the teacher use the strategy correctly?

Teacher can be scored at Beginning or Developing

Can we get to developing if the learning target is not aligned to a grade appropriate standard?

Desired Effect of Instructional Strategies

2 What strategy does the teacher use to monitor if students are learning at the appropriate level of the target?

Is the teacher **monitoring** whether the **student-produced evidence** demonstrates proficiency of the targets at the **correct taxonomy level** for the lesson?

Monitoring for Learning is...

MINUTE-TO-MINUTE

Relentless inspection of all students

for evidence of learning

Achievement of the Learning Target

Monitoring IS Formative Assessment

Observer Essential Questions for Monitoring

- **WHAT** is the teacher monitoring?

- **HOW** is the teacher monitoring?

- **WHO** is the teacher monitoring?

- **What ACTION** is the teacher taking as a result of the monitoring?

3 What percentage of students demonstrate the desired effect of the strategy at the appropriate level of the target?

How does the observer know how many students achieved the desired effect (met the learning target?)
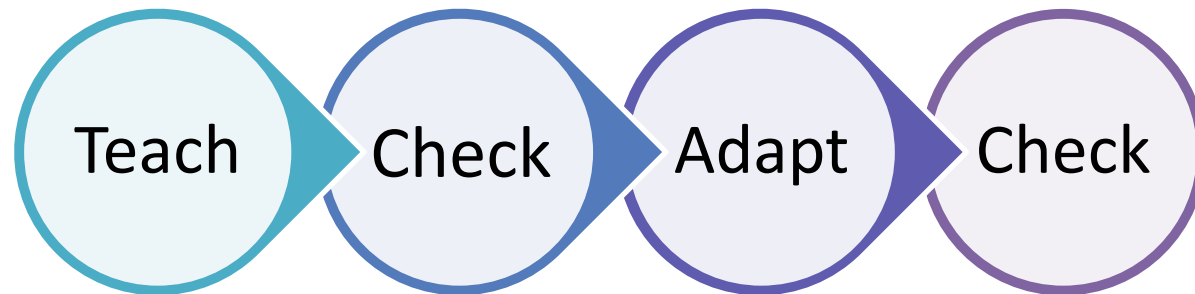
In the Classroom

# What kinds of adaptations would you expect to see in this lesson?

4 After monitoring student evidence and determining the number of students who demonstrate the desired learning, does the teacher make an adaptation?

Teach → Check → Adapt → Check

Use student evidence to assign the final score on the scale for all elements observed in the lesson.

Identifying CC

Processing
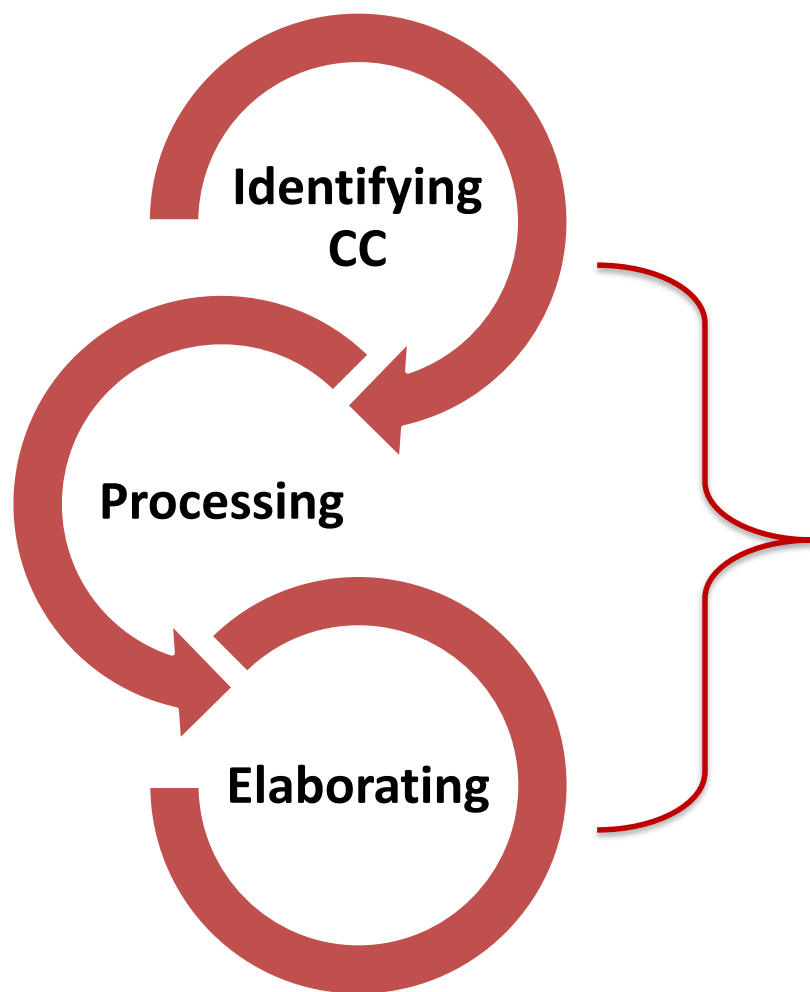
Elaborating

Students work in groups to discuss and complete a graphic organizer that includes:

- highlighting or underlining key content from the lesson
- answering detail, category and elaborative questions
- summarizing what they learned in the lesson

How can a Reflection Conference complete the process?

Putting It All Together

What sources of data help the observer to assign an accurate score?

Planning Conference

- **Planning Conference Questions**
- **Lesson Plan**

Observation

- **Learning Target**
- **Instructional Strategies**
- **Conditions for Learning**
- **Monitoring and/or Adaptations**

Reflection Conference

- **Reflection Conference Questions**
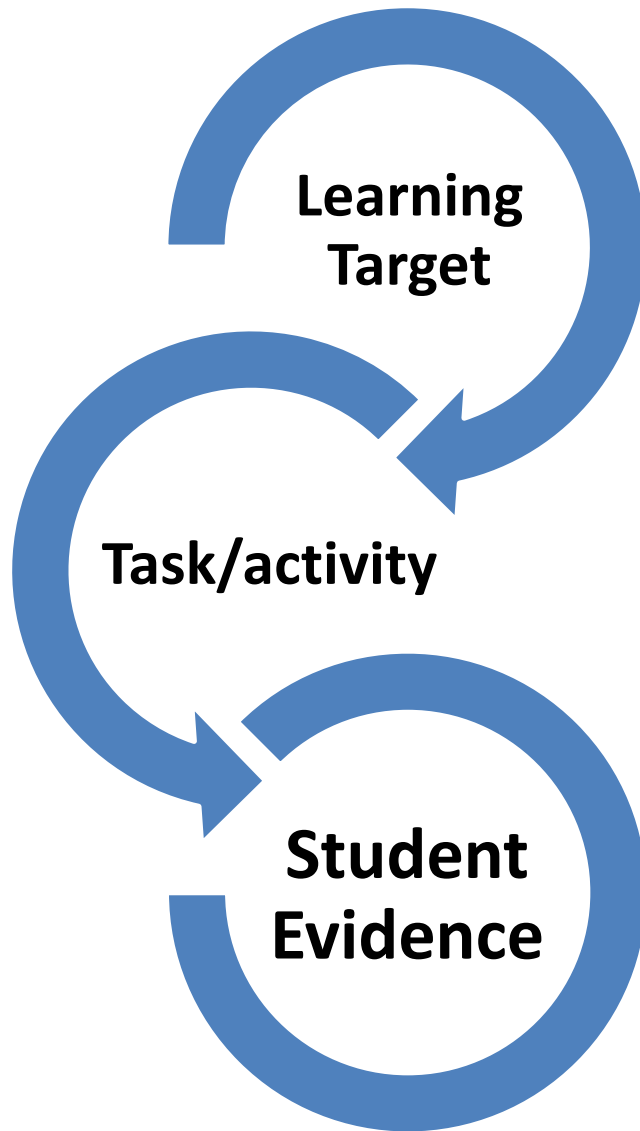- **Student Evidence**
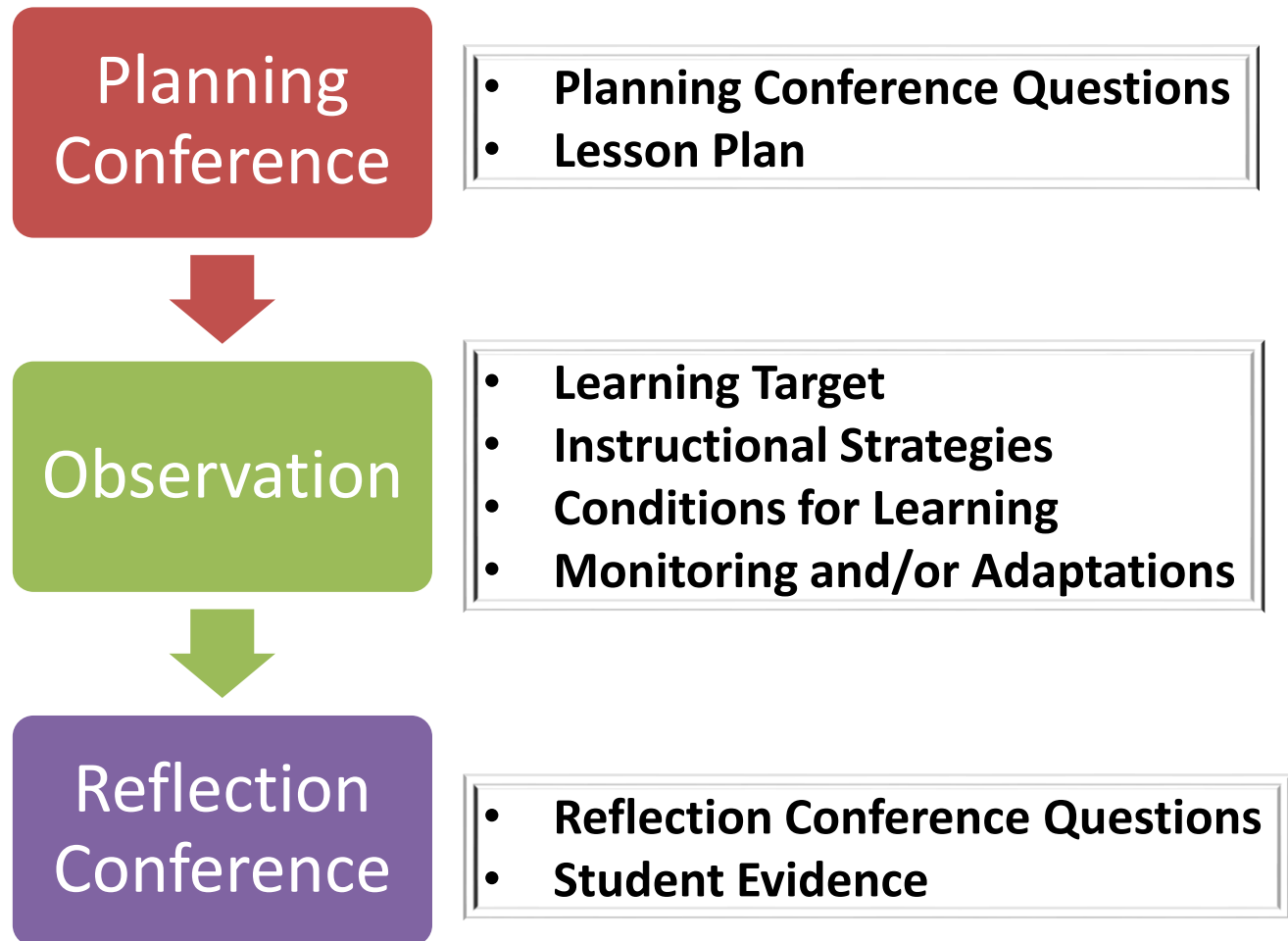
Assess the Assessment

Planning Standards-Based Lessons/Units

Aligning Resources to Standard(s)

Planning to Close the Achievement Gap Using Data

Use the Protocol to evaluate if the lesson plan is scored correctly.

Using the Tool

1 What element(s) am I "seeing" when I observe a teacher? Does the teacher use the strategy correctly?

2 What strategy does the teacher use to monitor if students are learning at the appropriate level of the target?

3 What percent of students demonstrate the desired effect of the strategy at the appropriate level of the target?

4 After monitoring student evidence and determining the number of students who demonstrate the desired effect, does the teacher make an adaptation?

5 Use student evidence to assign the final score on the scale for all elements observed in the lesson.

In the Classroom

Professional Responsibilities

- Adhering to School and District Policies and Procedures
- Maintaining Expertise in Content and Pedagogy
- Promoting Teacher Leadership and Collaboration

Scale: **Maintaining Expertise in Content and Pedagogy**

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to deepen knowledge in content area and classroom instructional strategies.	Attempts to deepen knowledge in content area and classroom instructional strategies.	Continually deepens knowledge in content (subject area) and classroom instructional strategies (pedagogy).	Continually deepens knowledge in content and classroom instructional strategies *and* provides evidence of developing expertise in content area and classroom instructional strategies.	Helps others by sharing evidence of how to develop expertise in content area and classroom instructional strategies.

What other aspects contribute to being an effective teacher?

Adhering to School and District Policies and Procedures

Maintaining Expertise in Content and Pedagogy

Promoting Teacher Leadership and Collaboration

Completing the Professional Picture

Examine the Protocols

Maintaining Expertise in Content and Pedagogy

Focus Statement: Teacher continually deepens knowledge in content (subject area) and classroom instructional strategies (pedagogy).

Desired Effect: Teacher provides evidence of developing expertise in content area and classroom instructional strategies.

Example Teacher Evidence (Check all that apply)

- ☐ Participates in professional development opportunities
- ☐ Demonstrates content expertise and knowledge in the classroom
- ☐ Seeks mentorship from subject area experts
- ☐ Seeks mentorship from highly effective teachers
- ☐ Actively seeks help and input from appropriate school personnel to address issues that impact instruction
- ☐ Demonstrates a growth mindset and/or seeks feedback
- ☐ Implements a deliberate practice or professional growth plan
- ☐ Seeks innovative ways to improve student achievement
- ☐ Gathers and keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of students (i.e., different socio-economic groups, different ethnic groups)
- ☐ Uses a reflection process for analysis of specific strengths and weaknesses of individual lessons and units
- ☐ Uses a reflection process for analysis of specific instructional strengths and weaknesses
- ☐ Explains the differential effects of specific classroom strategies on closing the achievement gap
- ☐ Seeks opportunities to develop deeper understanding of cultural responsiveness
- ☐ Uses formative and summative data to make instructional planning decisions
- ☐ Teacher observational data is correlated to student achievement data
- ☐ Identifies specific areas of strengths and weaknesses within instructional strategies or conditions for learning
- ☐ Keeps track of identified focus areas for improvement within instructional strategies or conditions for learning

SCENARIOS

How does it all fit?

Focused Evaluation Score Sample

Learning Sciences
MARZANO
C E N T E R

Domain	Element	Obs 1	Obs 2	Obs 3	Obs 4	Score
Standards-Based Planning	Planning Standards-Based Lessons/Units	Developing	Applying	Innovating		4
	Aligning Resources to Standard(s)	Not Using		Developing	Applying	3
	Planning to Close the Achievement Gap Using Data		Developing	Applying		3
Standards-Based Instruction	Identifying Critical Content	Developing	Applying	Applying	Innovating	4
	Previewing New Content	Applying		Innovating		4
	Helping Students Process Content		Beginning	Developing	Applying	3
	Using Questions to Help Students Elaborate on Content	Developing				2
	Reviewing Content	Developing			Applying	3
	Helping Students Practice Skills, Strategies, and Processes		Applying	Applying		3
	Helping Students Examine Similarities and Differences	Not Using	Developing	Applying		3
	Helping Students Examine Their Reasoning		Developing	Developing		2
	Helping Students Revise Knowledge		Developing		Applying	3
	Helping Students Engage in Cognitively Complex Tasks	Beginning	Developing	Developing		2
Conditions for Learning	Using Formative Assessment to Track Progress	Not Using	Applying			3
	Providing Feedback and Celebrating Progress	Developing		Applying	Innovating	4
	Organizing Students to Interact with Content				Applying	3
	Establishing and Acknowledging Adherence to Rules and Procedures	Not Using	Developing	Developing	Applying	3
	Using Engagement Strategies	Not Using		Developing		2
	Establishing and Maintaining Effective Relationships in a Student-Centered Classroom	Applying				3
	Communicating High Expectations for All Students to Close the Achievement Gap	Beginning	Developing			2
Professional Responsibilities	Adhering to School and District Policies and Procedures		Applying	Innovating		4
	Maintaining Expertise in Content and Pedagogy				Applying	3
	Promoting Teacher Leadership and Collaboration				Innovating	4

From	To	Proficiency Level
3.5	4	Highly Effective
2.5	3.49	Effective
1.5	2.49	Developing
0	1.49	Unsatisfactory

Domain	Weight	Score	Level
Standards-Based Planning	13%	3.33	Effective
Standards-Based Instruction	44%	2.90	Effective
Conditions for Learning	30%	2.86	Effective
Professional Responsibilities	13%	3.67	Highly Effective
Instructional Practice Score:		3.04	Effective

Instructional Practice: Calculating the Evaluator Score

- **Step 1:** Rate each element (over the course of a year) using the following scale: *Not Using (0), Beginning (1), Developing (2), Applying (3),* and *Innovating (4)*

	0	1	2	3	4
Formative Ratings Used for Each Element	Not Using	Beginning	Developing	Applying	Innovating

Instructional Practice: Step 1 Rate Elements

Domain	Element	Obs 1	Obs 2	Obs 3	Obs 4
Standards-Based Planning	Planning Standards-Based Lessons/Units	Developing	Applying	Innovating	
	Aligning Resources to Standard(s)	Not Using		Developing	Applying
	Planning to Close the Achievement Gap Using Data		Developing	Applying	
Standards-Based Instruction	Identifying Critical Content	Developing	Applying	Applying	Innovating
	Previewing New Content	Applying		Innovating	
	Helping Students Process Content		Beginning	Developing	Applying
	Using Questions to Help Students Elaborate on Content	Developing			
	Reviewing Content	Developing			Applying
	Helping Students Practice Skills, Strategies, and Processes		Applying	Applying	
	Helping Students Examine Similarities and Differences	Not Using	Developing	Applying	
	Helping Students Examine Their Reasoning		Developing	Developing	
	Helping Students Revise Knowledge		Developing		Applying
	Helping Students Engage in Cognitively Complex Tasks	Beginning	Developing	Developing	
Conditions for Learning	Using Formative Assessment to Track Progress	Not Using	Applying		
	Providing Feedback and Celebrating Progress	Developing		Applying	Innovating
	Organizing Students to Interact with Content				Applying
	Establishing and Acknowledging Adherence to Rules and…	Not Using	Developing	Developing	Applying
	Using Engagement Strategies	Not Using		Developing	
	Establishing and Maintaining Effective Relationships in…	Applying			
	Communicating High Expectations for All Students to…	Beginning	Developing		
Professional Responsibilities	Adhering to School and District Policies and Procedures		Applying	Innovating	
	Maintaining Expertise in Content and Pedagogy				Applying
	Promoting Teacher Leadership and Collaboration				Innovating

Each observation adds to the collection of element ratings

Instructional Practice: Calculating the Evaluator Score

- **Step 2:** Create a score for each element based on the highest rating given

Domain	Element	Obs 1	Obs 2	Obs 3	Obs 4	Score
Standards-Based Planning	Planning Standards-Based Lessons/Units	Developing	Applying	Innovating		4
	Aligning Resources to Standard(s)	Not Using		Developing	Applying	3
	Planning to Close the Achievement Gap Using Data		Developing	Applying		3

- **Step 3:** For each domain, average the individual element scores to generate a domain score

Domain	Element	Obs 1	Obs 2	Obs 3	Obs 4	Score
Standards-Based Planning	Planning Standards-Based Lessons/Units	Developing	Applying	Innovating		4
	Aligning Resources to Standard(s)	Not Using		Developing	Applying	3
	Planning to Close the Achievement Gap Using Data		Developing	Applying		3
				Domain 1: Standards-Based Planning		3.33

Instructional Practice: Calculating the Evaluator Score

- **Step 4:** For each domain, use the score to assign a label based on the proficiency scale

Proficiency Scale

From	To	Proficiency Level
3.5	4	Highly Effective
2.5	3.49	Effective
1.5	2.49	Developing
0	1.49	Unsatisfactory

Domain Scores

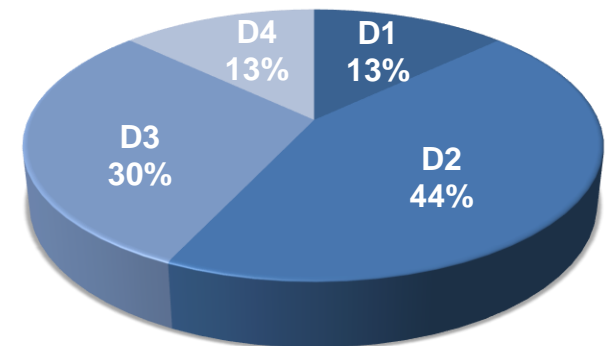| Domain	Score	Level
Standards-Based Planning	3.33	Effective
Standards-Based Instruction	2.90	Effective
Conditions for Learning	2.86	Effective
Professional Responsibilities	3.67	Highly Effective

Instructional Practice: Calculating the Evaluator Score

- **Step 5:** Add the weighted domain scores together for an overall evaluator score and assign the appropriate label

Domain	Weight	Score	Level
Standards-Based Planning	13%	3.33	Effective
Standards-Based Instruction	44%	2.90	Effective
Conditions for Learning	30%	2.86	Effective
Professional Responsibilities	13%	3.67	Highly Effective
Instructional Practice Score:		3.04	Effective

Domain Weights

- The recommended weights are based on the number of elements in a domain

- Domain scores highlight areas of strength and weakness

- Recommended weight for each domain:
  - D1: Standards Based Planning: 13%
  - D2: Standards Based Instruction: 44%
  - D3: Conditions for Learning: 30%
  - D4: Professional Responsibilities: 13%

Preview: Decision Point

After we have reviewed the instructional practice scoring system, you will have to decide as a district if you want to have domain scores.

- Without domain scores, all 23 elements are averaged together to determine the Instructional Practice score.

- With domain scores, elements within a domain determine each of the four domain scores. The four domain scores are then averaged to find the Instructional Practice score.

- The instructional practice score will be the same (except for minor rounding differences) for both approaches unless the weights for the domain scores are changed.

Next Right Steps for Success

Thank You

Survey Link