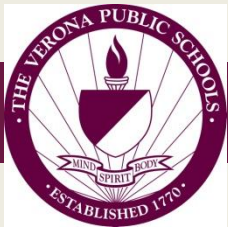# VERONA PUBLIC SCHOOLS

Marzano Causal Teacher Evaluation Model

~~October 31, 2012~~

February 19, 2013
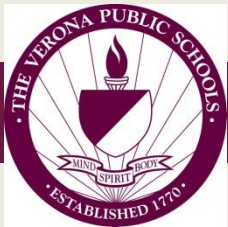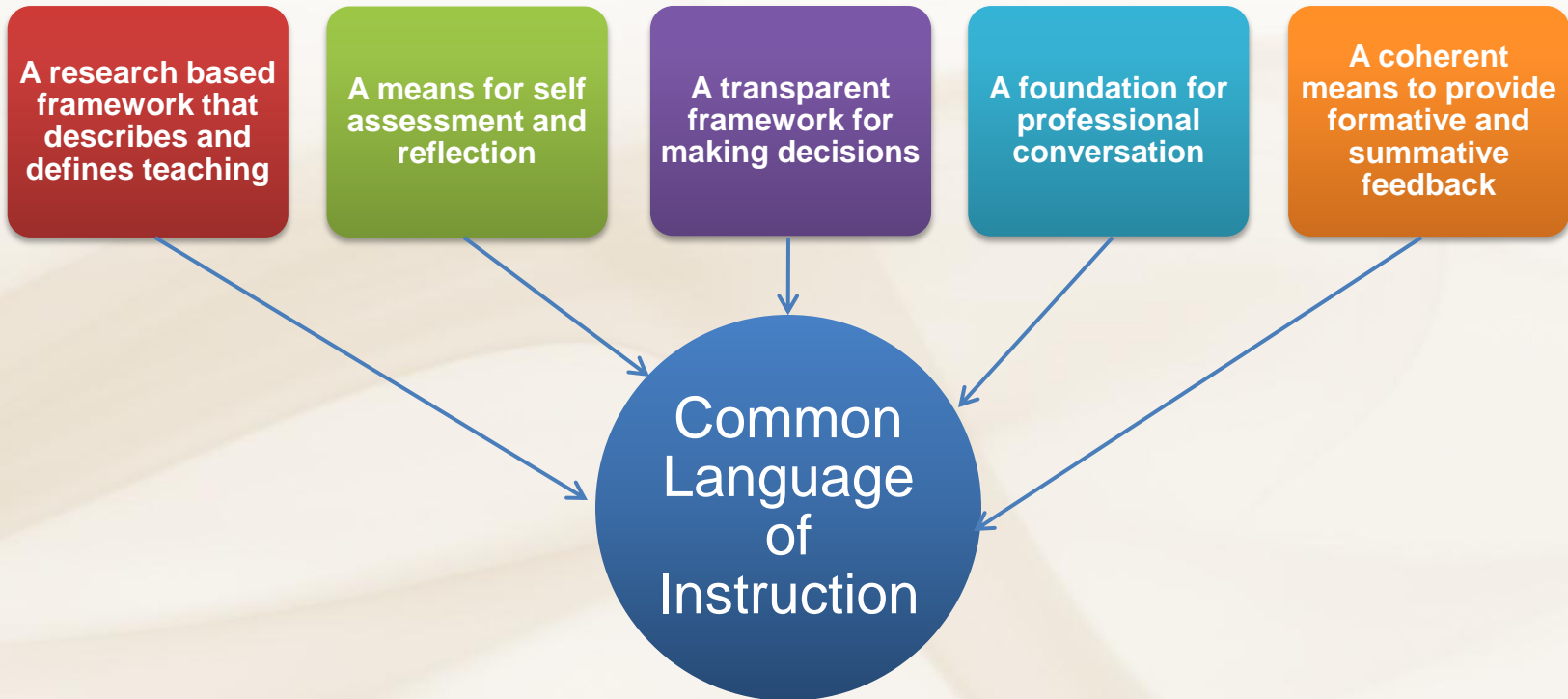
Agenda

- Purpose
- Key Terms
- Performance Scale
- Design Question 1
- Next Steps

Causal Links to Student Achievement

Common Language of Instruction
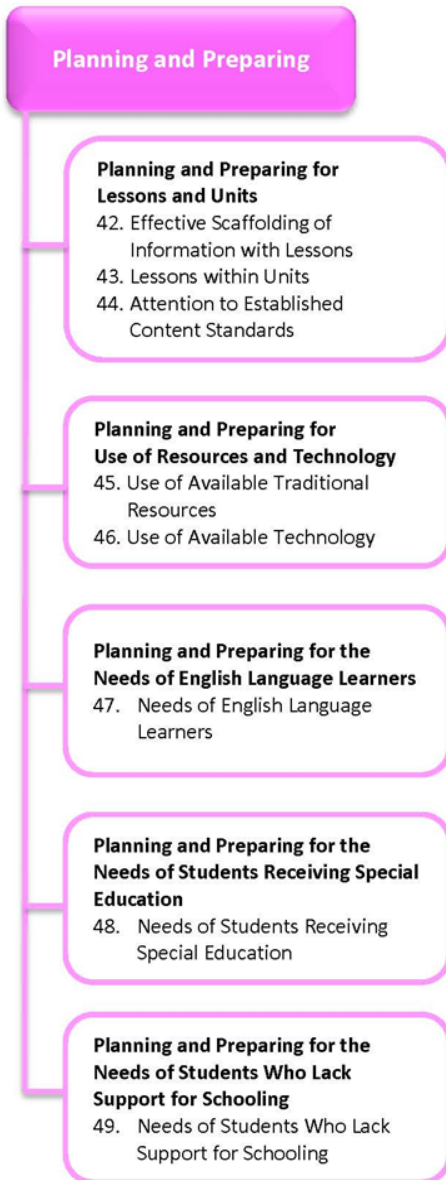
Student Achievement

Domain One ← Classroom Strategies and Behaviors

Domain Two ← Planning and Preparing

Domain Three ← Reflecting on Teaching

Domain Four ← Collegiality & Professionalism

Marzano Art and Science of Teaching Teacher Evaluation Model
Learning Map

Domain 1: Classroom Strategies and Behaviors ← DOMAIN

Lesson Segments Involving Routine Events

Lesson Segments Addressing Content DESIGN QUESTION

Lesson Segments Enacted on the Spot CATEGORY/ LESSON SEGMENT

DQ1: Communicating Learning Goals and Feedback
1. Providing Clear Learning Goals and 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 Inte... New Knowledge
6. Identifying Critical Information
7. Organizing Students to Interact with New Knowledge
8. Previewing New Content
9. Chunking Content into "...
10. Processing of New Infor...
11. Elaborating on New Infor...
12. Recording and Represe...
13. Reflecting on Learning

ELEMENTS (a.k.a. Strategies, Look-Fors)

DQ3: Helping Students Practice and Deepen New Knowledge
14. Reviewing Content
15. Organizing Students to Practice and Deepen Knowledge
16. Using Homework
17. Examining Similarities and Differences
18. Examining Errors in Reasoning
19. Practicing Skills, Strategies, and Processes
20. Revising 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

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 Background
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
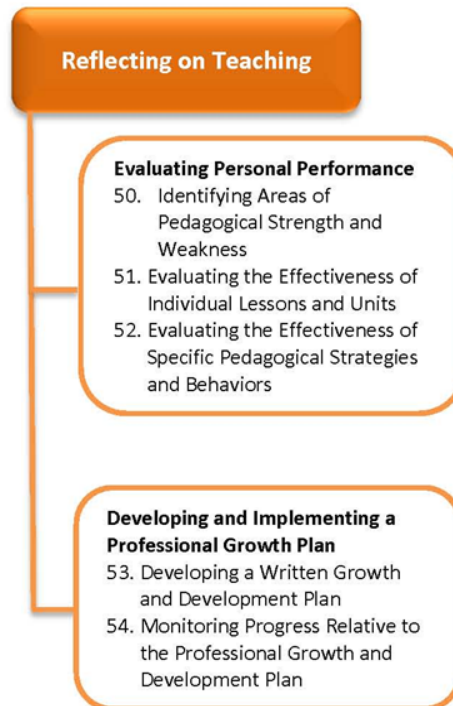41. Probing Incorrect Answers with Low Expectancy Students

Note: DQ referrers to Design Questions in the Marzano Art and Science of Teaching Framework. The nine (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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Page 1

Domain 2: Planning and Preparing

Planning and Preparing

Planning and Preparing for Lessons and Units
42. Effective Scaffolding of Information with 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 Strength and Weakness
51. Evaluating the Effectiveness of Individual Lessons and Units
52. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

Developing and Implementing a Professional Growth Plan
53. Developing a Written Growth and Development Plan
54. Monitoring Progress Relative to the Professional Growth and Development Plan

Domain 4: Collegiality and Professionalism

Collegiality and Professionalism

Promoting a Positive Environment
55. Promoting Positive Interactions with Colleagues
56. Promoting Positive Interactions about Students and Parents

Promoting Exchange of Ideas and Strategies
57. Seeking Mentorship for Areas of Need or Interest
58. Mentoring Other Teachers and Sharing Ideas and Strategies

Promoting District and School Development
59. Adhering to District and School Rule and Procedures
60. Participating in District and School Initiatives

Design Questions

DQ1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?

DQ2: What will I do to establish and maintain classroom rules and procedures?

DQ3: What will I do to help students effectively interact with new knowledge?

DQ4: What will I do to help students practice and deepen understanding of new knowledge?

DQ5: What will I do to help students generate and test hypotheses about new knowledge?

DQ6: What will I do to engage students?

DQ7: What will I do to recognize adherence and lack of adherence to classroom rules and procedures?

DQ8: What will I do to establish and maintain effective relationships with students?

DQ9: What will I do to communicate high expectations for all students?

DQ10: What will I do to develop effective lessons organized into a cohesive unit?

1. Providing Clear Learning Goals and Scales (Rubrics)

The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal.

Desired Effect:

Teacher Evidence
- ☐ Teacher has a learning goal posted so that all students can see it
- ☐ The learning goal is a clear statement of knowledge or information as opposed to an activity or assignment
- ☐ Teacher makes reference to the learning goal throughout the lesson
- ☐ Teacher has a scale or rubric that relates to the learning goal posted so that all students can see it
- ☐ Teacher makes reference to the scale or rubric throughout the lesson
- ☐
- ☐

Student Evidence
- ☐ When asked, students can explain the learning goal for the lesson
- ☐ When asked, students can explain how their current activities relate to the learning goal
- ☐ When asked, students can explain the meaning of the levels of performance articulated in the scale or rubric
- ☐
- ☐

Scale and Reflection Questions

Innovating	Applying	Developing	Beginning	Not Using
Adapts and creates new strategies for unique student needs and situations. *If the original strategy reaches the desired effect with most of the students, how does the teacher adapt the strategy for the rest? How does the teacher monitor whether the innovation enhances student learning?*	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance and monitors students' understanding of the learning goal and levels of performance. *How does the teacher monitor (majority) students to determine if the strategy has the desired effect?*	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance. *What evidence(s) does the teacher demonstrate to at this level of implementation?*	Uses strategy incorrectly or with parts missing. *What evidence(s) does the teacher demonstrate at this level of implementation?*	Strategy was called for but not exhibited. *What evidence(s) does the teacher demonstrate at this level of implementation?*

The Marzano Art and Science of Teaching Framework

- 10 Design Questions
  (9 Observable Teaching Behaviors)

- 3 Lesson Segments

- 41 Categories of Instructional Strategies (Elements)

A System of Feedback

Personal
- Self-Observation
- Self-Reflection

Teacher-focused
- Observations – Formal and Informal
- Instructional Coaching

Team or Trend focused
- Instructional Rounds
- Classroom Walkthroughs
- Professional Learning Communities

Levels of Performance for Observations, Marzano Causal Teacher Evaluation Model

Scales: continuum of teaching behavior that documents growth over time and can be used as a formative feedback tool or a summative assessment.

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
The teacher gets **100% of students to the desired effect** of the strategy by adapting/ creating new strategies for unique student needs and situations	The teacher uses the strategy correctly, and **monitors the majority of students** to determine if the strategy has the desired effect.	The teacher uses the strategy correctly.	The teacher uses the strategy incorrectly or with parts missing.	The strategy was called for but not exhibited.

Performance Scales

- Performance scales provide a developmental (growth/implementation) continuum for teachers.

- It is not "bad" to be "Beginning" when trying something new.

- Helping teachers move quickly through the implementation levels is important to increase effectiveness

- Developmental ratings help provide specific feedback

Not Using

- **Example:** Teachers are unaware that the strategy is called for

- **Non-Example:** A teacher who makes an appropriate decision to not use a particular strategy

- It is recommended to have a conference with the teacher before assigning a scale rating of "Not Using"

Beginning

- Teacher uses the strategy incorrectly or with parts missing

Developing

- All components in the element description are evident

- Strategy may be used mechanistically until the teacher develops fluency with the strategy

- Teacher evidences may be more likely checked than student evidences

- Teacher focus is more on teaching than on monitoring students

- Observers rate teachers "Developing" until they see monitoring of at least 50% of students for the desired effect of the strategy

Applying

- All components in the element description are evident

- Teacher is monitoring the desired effect of the strategy for more than 50% of students

- Teacher AND student evidence should be evident

- As a result of solid strategy knowledge and fluent use of strategy, teacher can focus on monitoring student for the desired effect of the strategy

[Dr. Marzano talks about Applying…](#)

Innovating

- The strategy is having the desired effect on all of the students. To accomplish this:
  - The teacher has made adaptations for special needs of groups of students or individual students and/or
  - The teacher has consciously created a macro-strategy that ensures desired effect is evident with all students
- If observer doesn't see an overt adaptation to a strategy or an overt macro-strategy, the teacher MIGHT be making these adaptations on a one-to-one basis as he/she moves around the classroom

Dr. Marzano talks about Innovating…

Innovating may be evidenced by…

Totality

- All students demonstrate the desired effect.

- The strategy is adapted to meet the individual needs of all students to achieve the desired effect.

- Student evidence clearly exists to support the teacher's use of the strategy has the desired effect.

Articulation

- Teacher fluently explains the employed strategy is having the desired effect on all students (e.g. shows evidence at pre/post conference)

- Teacher can articulate the reasoning behind the use of the strategy (during pre/post conference)

- Student can articulate that the strategy had the desired effect (when asked)

Specificity

- Teacher focuses on specific class or student needs.

- The teacher has made adaptations for special needs of groups of students or individual students

- The teacher has consciously created a macro-strategy that ensures desired effect is evident with all students

Scale Review

- At the lowest level of Developing, teachers are mechanistic in their use of elements. Fluency is developed within Developing and teachers begin to monitor students for the desired effect of the strategy.

- Once teachers develop fluency and monitor more than 50% of students for the desired effect, they move to Applying on the scale.

- Teachers who get 100% of their students to the desired effect of the strategy are Innovating with that strategy.

Lesson Segment
Involving Routine Events

Design Question 1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?

Providing Clear Learning Goals and Scales to Measure those Goals

Tracking Student Progress

Celebrating Student Success

Setting Learning Goals, Tracking Student Progress and Celebrating Success

Setting learning goals and providing feedback gives students direction and helps them think about their own learning.

Recommendations:

- Set goals that are not too specific

- Personalize learning goals

- Clearly communicate learning goals

- Use criterion-referenced feedback and explanations

- Use feedback from assessments

- Engage students in peer feedback

- Ask students to self-assess

- Celebrate incremental progress as well as success

Lesson Segment
Involving Routine Events

Design Question 1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?

Providing Clear Learning Goals and Scales to Measure those Goals

Tracking Student Progress

Celebrating Student Success

Learning Goal
"What"

Daily Objective
Day-to-Day Instructional Target

"How"

Activity

Assignment

Guided learning experiences that take place in a classroom setting

Learning experiences designed to be completed independently in a class or as a homework opportunity to extend classroom learning

Marzano Protocol: Lesson Segment Involving Routine Events

DQ 1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?

1. Providing Clear Learning Goals and Scales (Rubrics)

The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal.

Desired Effect:

Teacher Evidence
- ☐ Teacher has a learning goal posted so that all students can see it
- ☐ The learning goal is a clear statement of knowledge or information as opposed to an activity or assignment
- ☐ Teacher makes reference to the learning goal throughout the lesson
- ☐ Teacher has a scale or rubric that relates to the learning goal posted so that all students can see it
- ☐ Teacher makes reference to the scale or rubric throughout the lesson
- ☐
- ☐

Student Evidence
- ☐ When asked, students can explain the learning goal for the lesson
- ☐ When asked, students can explain how their current activities relate to the learning goal
- ☐ When asked, students can explain the meaning of the levels of performance articulated in the scale or rubric
- ☐
- ☐

Scale and Reflection Questions

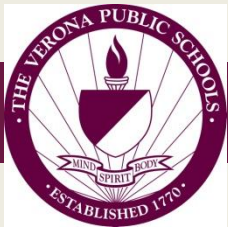| Innovating	Applying	Developing	Beginning	Not Using
Adapts and creates new strategies for unique student needs and situations. *If the original strategy reaches the desired effect with most of the students, how does the teacher adapt the strategy for the rest? How does the teacher monitor whether the innovation enhances student learning?*	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance and monitors students' understanding of the learning goal and levels of performance. *How does the teacher monitor (majority) students to determine if the strategy has the desired effect?*	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance. *What evidence(s) does the teacher demonstrate to at this level of implementation?*	Uses strategy incorrectly or with parts missing. *What evidence(s) does the teacher demonstrate at this level of implementation?*	Strategy was called for but not exhibited. *What evidence(s) does the teacher demonstrate at this level of implementation?*

Informal, Simplistic Scale

4: I understand this so well that I can do the assignment and I can apply it to any new situation

3: I completely understand the big idea and can work on my own

2: I understand the basic ideas, but have some questions

1: I don't understand much of what we are doing, and I really need help

Lesson Segment
Involving Routine Events

Design Question 1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?

Providing Clear Learning Goals and Scales to Measure those Goals

Tracking Student Progress

Celebrating Student Success

Marzano Protocol
Lesson Segment Involving Routine Events

DQ 1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?

2. Tracking Student Progress

The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment.

Desired Effect:

Teacher Evidence

☐ Teacher helps student track their individual progress on the learning goal

☐ Teacher uses formal and informal means to assign scores to students on the scale or rubric depicting student status on the learning goal

☐ Teacher charts the progress of the entire class on the learning goal

☐

☐

Student Evidence

☐ When asked, students can describe their status relative to the learning goal using the scale or rubric

☐ Students systematically update their status on the learning goal

☐

☐

Scale and Reflection Questions

Innovating	Applying	Developing	Beginning	Not Using
Adapts and creates new strategies for unique student needs and situations. *If the original strategy reaches the desired effect with most of the students, how does the teacher adapt the strategy for the rest? How does the teacher monitor whether the innovation enhances student learning?*	Facilitates tracking of student progress using a formative approach to assessment and monitors the extent to which students understand their level of performance. *How does the teacher monitor (majority) students to determine if the strategy has the desired effect?*	Facilitates tracking of student progress using a formative approach to assessment. *What evidence(s) does the teacher demonstrate to at this level of implementation?*	Uses strategy incorrectly or with parts missing. *What evidence(s) does the teacher demonstrate at this level of implementation?*	Strategy was called for but not exhibited. *What evidence(s) does the teacher demonstrate at this level of implementation?*
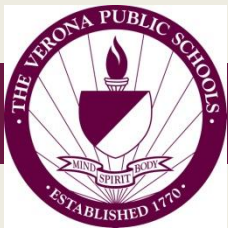
Tracking Student Progress: Feedback

"When we give students feedback, there are eight things that can happen – and six of them are bad!"

Dylan William

Educational Leadership, Sept. 2012

Tracking Student Progress: Feedback

Recipients respond to feedback in 4 ways	If feedback indicates that performance has *fallen short* of the goal, the recipient may:	If feedback indicates that performance has *exceeded* the goal, the recipient may:
By changing behavior	Increase effort	Exert less effort
By modifying the goal	Reduce aspiration	Increase aspiration
By abandoning the goal	Decide the goal is too hard	Decide the goal is too easy
By rejecting the feedback	Ignore the feedback	Ignore the feedback

Educational Leadership, Sept. 2012
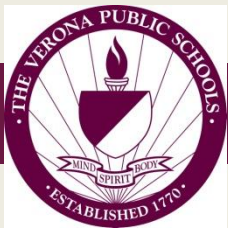
"It turns out that it isn't the *giving* of feedback that causes learning gains, it is the *acting* on feedback that determines how much students learn."

Educational Leadership, Sept. 2012
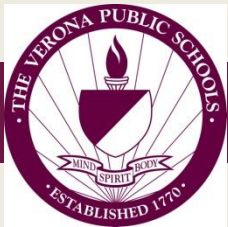
Five Characteristic of Effective Feedback

1. Effective feedback directs attention to the intended learning, pointing out strengths and offering specific information to guide improvement.

Educational Leadership, Sept. 2012
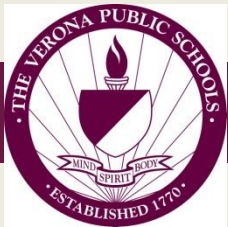
Five Characteristic of Effective Feedback

2. Effective feedback occurs during the learning, while there is still time to act on it.

i.e. Practice doesn't make perfect; practice makes permanent. Only *perfect* practice makes perfect.

Educational Leadership, Sept. 2012
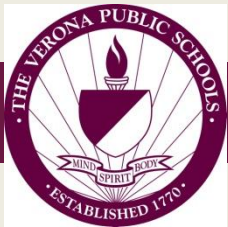
Five Characteristic of Effective Feedback

3. Effective feedback addresses partial understanding.

i.e. When the work doesn't demonstrate any understanding, don't give feedback – reteach instead.

Educational Leadership, Sept. 2012
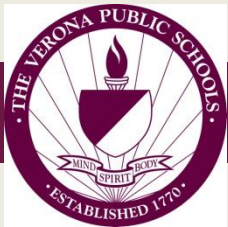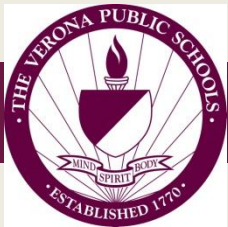
Five Characteristic of Effective Feedback

4. Effective feedback does not do the thinking for the student.

Educational Leadership, Sept. 2012

Five Characteristic of Effective Feedback

5. Effective feedback limits corrective information to an amount the student can act on.

 * In studies on error correcting, teachers who marked every error were no more effective in increasing the quality of students' work than teachers who only marked the errors that current instruction focused on.

Educational Leadership, Sept. 2012
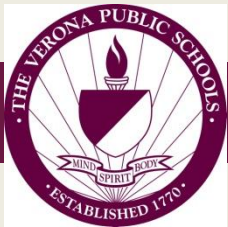
- "Students must have routine access to the **criteria and standards** for the task they need to master; they must have **feedback** in their attempts to master those tasks; and they must have **opportunities to use the feedback to revise work and resubmit it** for evaluation against the standard. **Excellence is attained by such cycles of model-practice-perform-feedback-perform.**"

~ Grant Wiggins
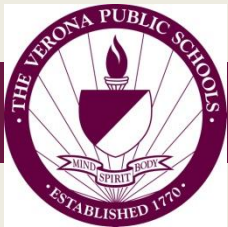
Lesson Segment
Involving Routine Events

Design Question 1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?

Providing Clear Learning Goals and Scales to Measure those Goals

Tracking Student Progress

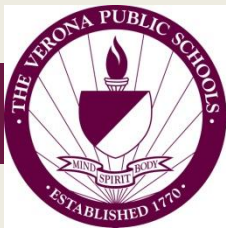**Celebrating Student Success**

Marzano Protocol
Lesson Segment Involving Routine Events

DQ 1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?

3. Celebrating Success

The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal.

Desired Effect

Teacher Evidence
- ☐ Teacher acknowledges students who have achieved a certain score on the scale or rubric
- ☐ Teacher acknowledges students who have made gains in their knowledge and skill relative to the learning goal
- ☐ Teacher acknowledges and celebrates the final status and progress of the entire class
- ☐ Teacher uses a variety of ways to celebrate success
  - Show of hands
  - Certification of success
  - Parent notification
  - Round of applause
- ☐

- ☐

Student Evidence
- ☐ Student show signs of pride regarding their accomplishments in the class
- ☐ When asked, students say they want to continue to make progress
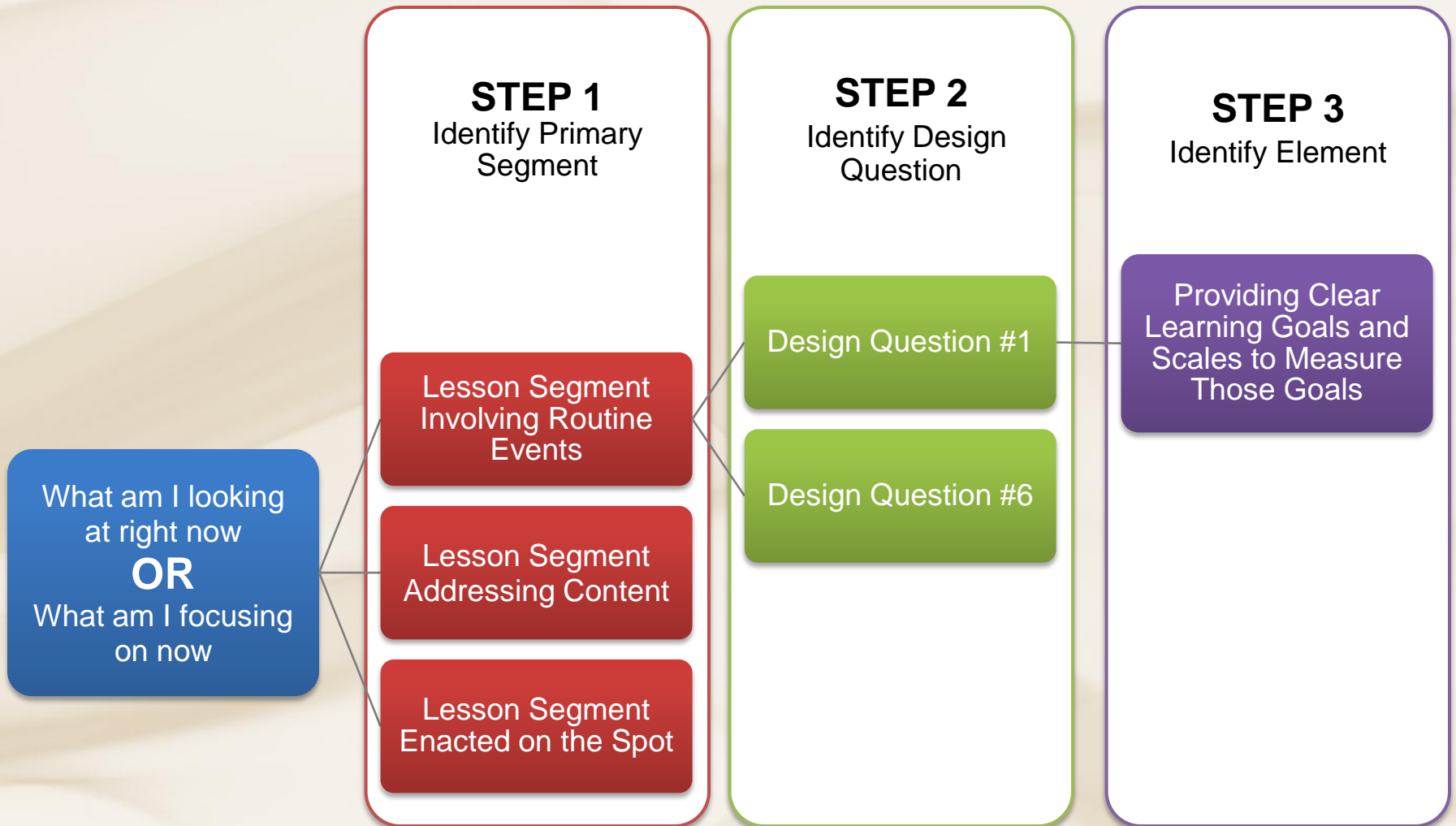- ☐

- ☐

Scale and Reflection Questions

| Innovating	Applying	Developing	Beginning	Not Using
Adapts and creates new strategies for unique student needs and situations. *If the original strategy reaches the desired effect with most of the students, how does the teacher adapt the strategy for the rest? How does the teacher monitor whether the innovation enhances student learning?*	Provides students with recognition of their current status and their knowledge gain relative to the learning goal and monitors the extent to which students are motivated to enhance their status. *How does the teacher monitor (majority) students to determine if the strategy has the desired effect?*	Provides students with recognition of their current status and their knowledge gain relative to the learning goal. *What evidence(s) does the teacher demonstrate to at this level of implementation?*	Uses strategy incorrectly or with parts missing. *What evidence(s) does the teacher demonstrate at this level of implementation?*	Strategy was called for but not exhibited. *What evidence(s) does the teacher demonstrate at this level of implementation?*

Conducting an Observation

STEP 1
Identify Primary Segment

STEP 2
Identify Design Question

STEP 3
Identify Element

Lesson Segment Involving Routine Events

Lesson Segment Addressing Content

Lesson Segment Enacted on the Spot

Design Question #1

Design Question #6

Providing Clear Learning Goals and Scales to Measure Those Goals

What am I looking at right now
OR
What am I focusing on now

What's Next?

- March 15th
  - Building-based PD
    - iObservation
    - Update on state regulations released on March 6th

- DEAC will meet on March 12th to discuss regulations and calculation of summative evaluation score
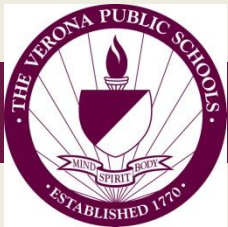
Closure

On a notecard, please indicate the following:
1) Your biggest area of concern

2) A burning question you still have

3) Something new you learned today