Marzano Causal Teacher Evaluation Model
Based on the Art and Science of Teaching

Teacher and Leader Effectiveness Commission
Oklahoma State Department of Education

Peggy Schooling, Ed. D., Director of Teaching, Learning and Development
Learning Sciences International, provider of iObservation

Copyright, 2010 Learning Sciences International
Who is Dr. Robert Marzano and Learning Sciences International?

• Dr. Marzano is among the most respected national researchers and authors

• LSI provides expertise in the field of teacher and principal growth, development and evaluation

• Statewide provider of teacher evaluation technical assistance for the Departments of Education

• Partners with Dr. Robert Marzano, Charlotte Danielson and ASCD, and Dr. Douglas Reeves

• Implementations with districts in 38 states including Oklahoma
Big Ideas

Causal Model of Growth and Evaluation

• Link to Student Achievement
Two Components of the Evaluation System

- Instructional Practice, 50%
- Student Academic Growth, 35%
- Other Academic Measures, 15%

Instructional Practice measured by the District Instructional Evaluation Framework
STUDENT ACHIEVEMENT

Domain 1: Classroom Strategies and Behaviors (41 Elements)
- Routine Segments (5 Elements)
- Content Segments (18 Elements)
- On the Spot Segments (18 Elements)

Domain 2: Planning and Preparing (8 Elements)
- Lesson and Units (3 Elements)
- Use of Materials and Technology (2 Elements)
- Special Needs of Students (3 Elements)

Domain 3: Reflecting on Teaching (5 Elements)
- Evaluating Personal Performance (3 Elements)
- Professional Growth Plan (2 Elements)

Domain 4: Collegiality and Professionalism (6 Elements)
- Promoting a Positive Environment (2 Elements)
- Promoting Exchange of Ideas (2 Elements)
- Promoting District and School Development (2 Elements)
The Goal: An expectation that *all* teachers can increase their expertise from year to year which produces gains in student achievement from year to year with a powerful cumulative effect.
Marzano Causal Teacher Evaluation Model

- 4 Domains describing levels of teaching performance
- 60 Elements
- **Validation studies** *(What Works in Oklahoma Schools)*
  - Correlational
  - Correctly identifies teachers’ performance levels
- **Effect size studies** for strategies within the framework
Framework Comparison

**Marzano**
- 4 Domains (60 elements)
- Emphasis on instruction
  - 41 elements in Classroom Strategies and Behaviors (68%)
  - Research indications of higher levels of observer accuracy due to specificity
  - Greater clarity for a common language of instruction

**Traditional**
- More broadly describes instruction
  - Difficulty to achieve observer accuracy and inter-rater reliability
  - Teachers could rate effective due to performance in non-instruction domains
Marzano Construct Research-Based Strategies

- Developmental continuum for teachers to implement research-based strategies
  - Specific guidance for teachers to improve instruction
  - Evidences of sufficient implementation to raise student learning
  - Guidance on the appropriate instructional context (when) to use each strategy to have the highest probability to raise student learning
Common Language/Framework Based Upon Decades of Research

Figure 11. Percentile Gain for Specific Instructional Strategies (Corrected)
Why do results vary for teachers using the same research-based strategy?

- **When used in instruction**
  (appropriate strategy for type of lesson?)

- **Appropriate level of implementation**

- **Appropriate for the students**
  (e.g., age, knowledgebase, ELL, etc.)
Big Idea

Common Language
• Reflects the complexity of Teaching
Architecture of a Common Language
For Growth and Evaluation

• 4 Domains
• 10 Design Questions
3 Lesson Segments
60 Elements
• Look For’s
• Teacher Evidence
• Student Evidence
• Scales
• Reflection Questions
Domain 1: Classroom Strategies and Behaviors (41 Elements)
- Routine Segments (5 Elements)
- Content Segments (18 Elements)
- On the Spot Segments (18 Elements)

Domain 2: Planning and Preparing (8 Elements)
- Lesson and Units (3 Elements)
- Use of Materials and Technology (2 Elements)
- Special Needs of Students (3 Elements)

Domain 3: Reflecting on Teaching (5 Elements)
- Evaluating Personal Performance (3 Elements)
- Professional Growth Plan (2 Elements)

Domain 4: Collegiality and Professionalism (6 Elements)
- Promoting a Positive Environment (2 Elements)
- Promoting Exchange of Ideas (2 Elements)
- Promoting District and School Development (2 Elements)
Domain 1 identifies the 41 key strategies revealed by research for effective teaching presented in a robust, easy-to-understand model of instruction based on the Art and Science of Teaching.

All 41 Key Strategies are organized into 9 Design Questions, which are further organized into 3 Lesson Segments.
Domain 2: 10th Design Question

- What will I do to develop effective lessons organized into a cohesive unit?
- Focus on the relationship between teacher planning, decision making and student achievement
- Use of materials traditional as well as technologies
- Careful consideration of students with specific needs
- Intentional Planning
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

Ability and willingness to examine one’s own teaching practices in a metacognitive manner.
Domain 3: Reflecting on Teaching

- What does it mean to be a reflective practitioner?

- What are some of the behaviors you would observe in a teacher who was strong in this Domain?
Domain 3

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

- Collaborative and collegial environment
- Supporting an exchange of ideas
- Promoting school and district development
Domain 4

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
# Sources of Evidence

## Domain 1: Classroom Strategies & Behaviors
- Formal observation(s)
- Informal, announced observation
- Informal unannounced observation
- Student surveys
- Videos of classroom practice
- Student Work

## Domain 2: Planning and Preparing
- Planning conference or preconference
- Lesson and Unit Planning Documents

## Domain 3: Reflecting on Teaching
- Self-assessment
- Reflection conference
- Professional Growth Plan
- Conferences
- Discussions
- Artifacts

## Domain 4: Collegiality & Professionalism
- Conferences
- Discussions
- Lesson Study minutes, agendas
Architecture of a Common Language For Growth and Evaluation

- 4 Domains
- 10 Design Questions
- 3 Lesson Segments
- 60 Elements
  - Look For’s
  - Teacher Evidence
  - Student Evidence
  - Scales
  - Reflection Questions
Observation Protocol Components

- Design Question
- Element
- Look For
- Teacher Evidence
- Student Evidence
- Scale
- Reflection Questions
Marzano Causal Teacher Evaluation Model

Examining the Observation Protocol

Domain 1: Classroom Strategies and Behaviors
Big Ideas

Deliberate Practice
Performance Scales
Focused Practice and Focused Feedback
Reciprocal Accountability
Marzano Causal Teacher Evaluation Model

Domain 1: Classroom Strategies and Behaviors (41 Elements)
- Routine Segments (5 Elements)
- Content Segments (18 Elements)
- On the Spot Segments (18 Elements)

Domain 2: Planning and Preparing (8 Elements)
- Lesson and Units (3 Elements)
- Use of Materials and Technology (2 Elements)
- Special Needs of Students (3 Elements)

Domain 3: Reflecting on Teaching (5 Elements)
- Evaluating Personal Performance (3 Elements)
- Professional Growth Plan (2 Elements)

Domain 4: Collegiality and Professionalism (6 Elements)
- Promoting a Positive Environment (2 Elements)
- Promoting Exchange of Ideas (2 Elements)
- Promoting District and School Development (2 Elements)
Status Score Weighting System

- Recommended weight for each domain (60 Total Elements)
  - Domain 1: 68%, 41 Elements
  - Domain 2: 14%, 8 Elements
  - Domain 3: 8%, 5 Elements
  - Domain 4: 10%, 6 Elements

- Percentages can be adjusted by the district
Final Rating

Instructional Practice Score = Status Score combined with Deliberate Practice Score
Rating Scale for Domain Elements (Marzano Scale)

<table>
<thead>
<tr>
<th>Formative Ratings Used for Each Domain Element</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovating</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applying</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Using</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Proficiency Scale for All 3 Categories

<table>
<thead>
<tr>
<th>CI</th>
<th>Superior (5)</th>
<th>Highly Effective (4)</th>
<th>Effective (3)</th>
<th>Needs Improvement (2)</th>
<th>Ineffective (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1:</td>
<td>At least 65% at Level 4 and 1% at Level 1 or 0</td>
<td>At least 56% at Level 4</td>
<td>At least 65% at Level 3 or higher</td>
<td>Less than 65% at Level 3 or higher and Less than 50% at Level 1, 0</td>
<td>Greater than or equal to 50% at Level 1, 0</td>
</tr>
<tr>
<td>D2:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D3:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D4:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CII</th>
<th>Superior (5)</th>
<th>Highly Effective (4)</th>
<th>Effective (3)</th>
<th>Needs Improvement (2)</th>
<th>Ineffective (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1:</td>
<td>At least 75% at Level 4 and 1% at Level 1 or 0</td>
<td>At least 75% at Level 4</td>
<td>At least 75% at Level 3 or higher</td>
<td>Less than 75% at Level 3 or higher and Less than 50% at Level 1, 0</td>
<td>Greater than or equal to 50% at Level 1, 0</td>
</tr>
<tr>
<td>D2:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D3:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D4:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CIII</th>
<th>Superior (5)</th>
<th>Highly Effective (4)</th>
<th>Effective (3)</th>
<th>Needs Improvement (2)</th>
<th>Ineffective (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1:</td>
<td>At least 85% at Level 4 and 1% at Level 1 or 0</td>
<td>At least 85% at Level 4</td>
<td>At least 85% at Level 3 or higher</td>
<td>Less than 85% at Level 3 or higher and Less than 50% at Level 2, 1, 0</td>
<td>Greater than or equal to 50% at Level 2, 1, 0</td>
</tr>
<tr>
<td>D2:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D3:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D4:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Marzano Teacher Evaluation

From:

• Compliance focused, annual reviews that are inflated and lack specific guidance for instructional improvement

• Misaligned system without specificity in the common language of instruction

• Ambiguity and subjectivity due to the lack of specificity

• Lacks connections to student achievement gains

To:

• Formative and summative process that is timely, specific, and honors growth over time

• Coherent research-based common language of instruction with clear and objective measures and teacher and student evidences

• Clarity and consistency, from the newest teacher to the most veteran practitioners and supports accuracy for observers

• Causal links to raising student achievement
Marzano and Reeves (Teacher and Leadership)

• Models *weight/emphasize* instructional improvement

• Reeves leadership evaluation model *weights/emphasizes* teacher development and student achievement practices

• Marzano and Reeves models are *aligned* so that evidences from implementation of the teacher growth, development and evaluation model rollup into the leadership evaluation model