Learning Sciences International
LEARNING AND PERFORMANCE MANAGEMENT

Marzano Causal Teacher Evaluation Model

Based on the Art and Science of Teaching

By:

Wes Holsinger, Learning Sciences International

Who is Learning Sciences International?

- Experts in the field of teacher and principal growth, development and evaluation

- Statewide provider of teacher evaluation technical assistance for the Florida Department of Education

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

- Implementations with districts in 38 states

- Providers of professional development, observer training, and iObservation growth, development and evaluation data systems

The Widget Effect, 2009

Districts using binary ratings for teacher evaluation:

- More than 99% of teacher receive satisfactory ratings in districts using binary ratings (satisfactory/unsatisfactory)

Districts using binary ratings for teacher evaluation:

- 94% of teachers receive one of the top two ratings
- Less than 1 percent are rated unsatisfactory
- Inflation of ratings is pervasive in many district evaluation systems

Questions

- When most all teachers are rated the same, do we honor great teachers?

- How can we expect teachers to improve when their instructional performance is not differentiated nor accurately rated?

The Importance of Effective Teaching and Leadership

Research tells us that the role of the teacher is the single greatest factor on student learning.

(Sanders, et al)

Research also tells that one of the greatest factors central office can contribute is to maintain a singular focus on improving instruction.

(Marzano and Waters, 2009)

Why do we need to change?

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Teacher Evaluation Reform

Student Achievement/Growth and Instructional Practice

Student Growth | Instructional Practice

Instructional Practice must improve in order to raise student growth measures/ student achievement
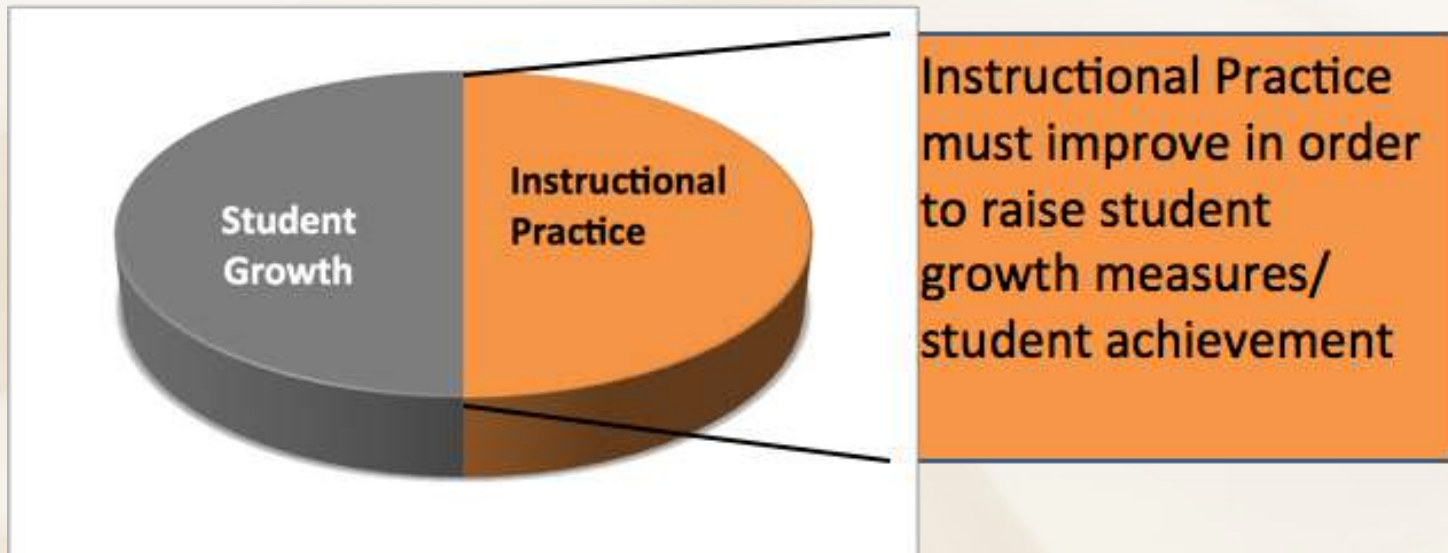
Purposes of Teacher Evaluation

Formative/Growth

Summative/Evaluation

Shape, form or improve teacher practice

Quality Assurance

Sources of Evidence

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Here's What We Know

- Student achievement will not improve unless teaching improves

- Teachers working alone without feedback will not be able to improve no matter how much professional development they receive

- The challenge of Teacher Evaluation is to create a system of continuous improvement of instruction, professional development, and feedback

- Supervision needs to be frequent and focused on the improvement of instruction within a common language of Instruction

Why Doing Teacher Evaluation Differently

What is the goal?

Marzano Causal Teacher Evaluation Model

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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

  – Correlational

  – Correctly identifies teachers' performance levels

- Effect size studies for strategies within the framework

  This is unique in the sense that these studies are designed to <u>establish a direct *causal* link between elements of the model and student achievement.</u>

Framework Comparison

MARZANO CAUSAL MODEL

- 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
- Teachers are empowered
- Transparent processes
- More formative feedback
- Continuous growth

TRADITIONAL MODEL

- More broadly describes instruction
  - Difficulty to achieve observer accuracy and inter-rater reliability
  - Teachers could rate effective due to performance in non-instruction domains
- Principal more active and teacher more passive
- More compliance-oriented with summative feedback

Marzano Causal Model:
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

Domain 1

DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS

Lesson Segments Involving Routine Events

Learning Goals & Feedback
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

Rules & Procedures
What will I do to establish or maintain classroom rules and procedures?
- Establishing Classroom Routines
- Organizing Physical Layout of the Classroom for Learning

Lesson Segments Addressing Content

Interacting With New Knowledge
What will I do to help students effectively interact with the new knowledge?
- Identifying Critical Information
- Organizing Students to Interact with New Knowledge
- Previewing New Content
- Chunking Content into "Digestible Bites"
- Processing of New Information
- Elaborating on New Information
- Recording and Representing Knowledge
- Reflecting on Learning

Practicing & Deepening Knowledge
What will I do to help students practice and deepen their understanding of new knowledge?
- Reviewing Content
- Organizing Students to Practice and Deepen Knowledge
- Using Homework
- Examining Similarities and Differences
- Examining Errors in Reasoning
- Practicing Skills, Strategies, and Processes
- Revising Knowledge

Generating & Testing Hypotheses
What will I do to help students generate and test hypotheses about new knowledge?
- Organizing Students for Cognitively Complex Tasks
- Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generating and Testing
- Providing Resources and Guidance

Lesson Segments Enacted on the Spot

Student Engagement
What will I do to engage students?
- Noticing and Reacting when Students are Not Engaged
- Using Academic Games
- Managing Response Rates
- Using Physical Movement
- Maintaining a Lively Pace
- Demonstrating Intensity and Enthusiasm
- Using Friendly Controversy
- Providing Opportunities for Students to Talk about Themselves
- Presenting Unusual or Intriguing Information

Adherence to Rules & Procedures
What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?
- Demonstrating "Withitness"
- Applying Consequences
- Acknowledging Adherence to Rules and Procedures

Teacher/Student Relationships
What will I do to establish and maintain effective relationships with students?
- Understanding Students' Interests and Backgrounds
- Using Behaviors that Indicate Affection for Students
- Displaying Objectivity and Control

High Expectations
What will I do to communicate high expectations for all students?
- Demonstrating Value and Respect for Low Expectancy Students
- Asking Questions of Low Expectancy Students
- Probing Incorrect Answers with Low Expectancy Students

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.

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Marzano – Element Scale "Providing Clear Learning Goals and Scales"

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

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	Innovating	Applying	Developing	Beginning	Not Using
Providing clear learning goals and scales (rubrics)	Adapts and creates new strategies for unique student needs and situations.	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 the levels of performance.	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Marzano – Element Evidences

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

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

Marzano Causal Model:
Research Based Strategies

Effective teacher = student achievement
(use of research-based strategies to achieve student learning results)

Effective Principal = Effective Teachers

Student achievement learning results are lagging indicators.

Teacher and student behavior is a leading indicator
(effective use of research-based instructional strategies)

Marzano Model Causal Links

Deliberate Practice → Teacher Behaviors → Student Learning Gains

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Deliberate Practice

Feedback

Practice
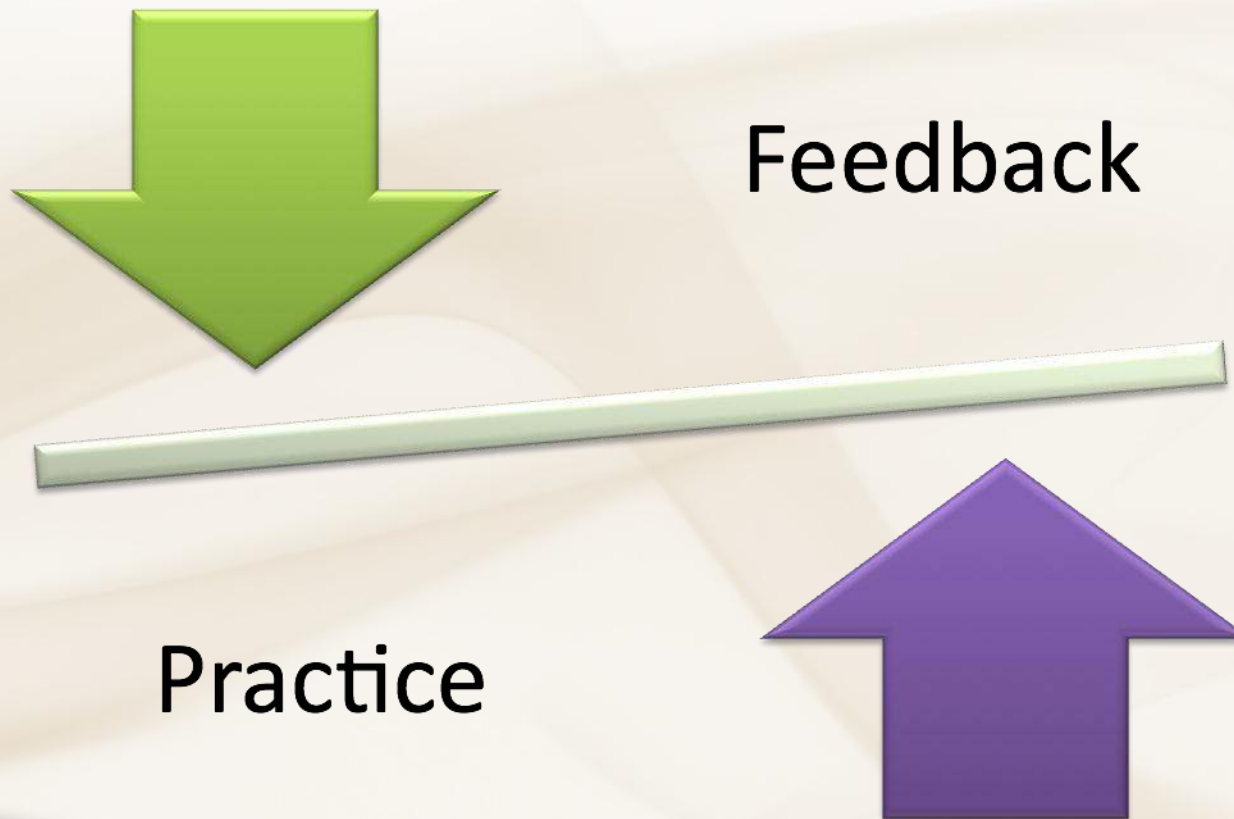
Traditional vs. Causal Roles

Roles	Principal	Teacher	Student	Data
Traditional System of Evaluation				
Causal Model of Evaluation				

Marzano Causal Teacher Evaluation Model

The primary emphasis of supervision is to raise student achievement through the effective implementation of research-based instructional strategies

Marzano Causal Teacher Evaluation Model

When these strategies are used, here is the typical effect on raising student achievement (percentile gain corrected):

Note Taking	17%	Building Vocabulary	20%
Practice	14%	Effort and Recognition	14%
Setting Goals/Objectives	25%	Graphic Organizers	13%
Student Discussion/Chunking	17%	Homework	15%
Summarizing	19%	Identifying Similarities and Differences	20%
Tracking Student Progress and Using Scoring Scales	34%	Interactive Games	20%
		Nonlinguistic Representations	17%

Research-Based Strategies

Research-based strategies have a **high probability** of raising student achievement *if* they are used:

- In the **part (segment)** or **type of lesson** that is appropriate for the strategy

- At the appropriate **level of implementation**

Are Your Teachers…

- Using these strategies at a sufficient level of implementation to raise student achievement?

- Using the appropriate strategies for different types of lessons or parts of a lesson?

Common Language/
Model of Instruction

**Why is a Common Language/Model of Instruction Critical
for Developing Effective Teachers?**

- Definition of Effective Teaching so every leader and every teacher knows **what effective teaching looks and sounds like**

    - Accuracy and inter-rater reliability for supervisors, teacher leaders, coaches, and teachers

- Ability to provide professional development rigorously aligned to the Model of Instruction and measure progress in improving teacher practice

- Consistency for data collection to measure progress across classrooms, schools and districts

Common Language/
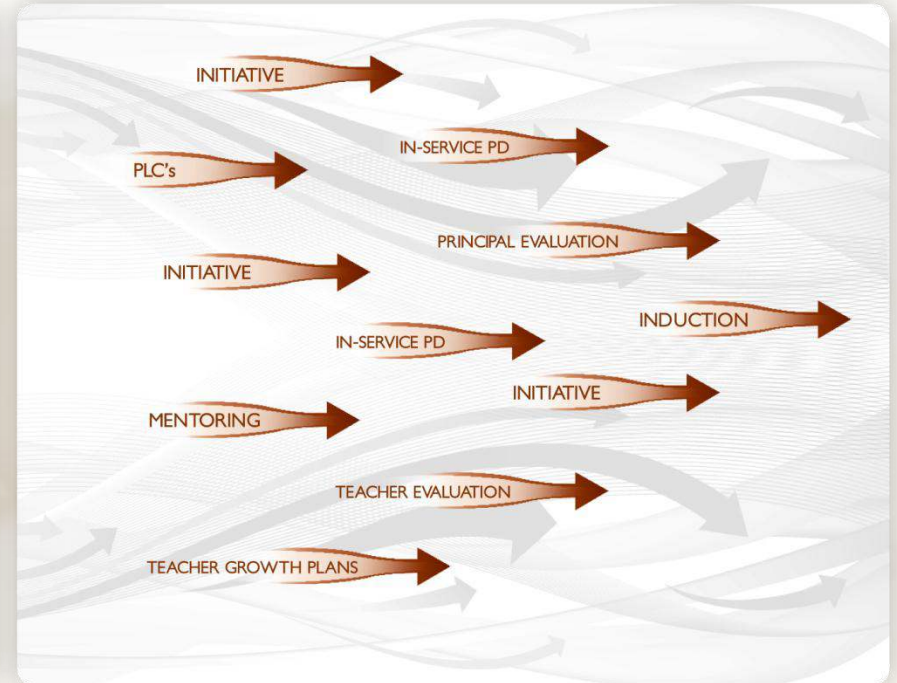# Model of Instruction Must:

- Accurately reflect the complexity and sophistication of the teaching/learning process

- Indentify the key strategies revealed by research for effective teaching within a framework of instruction

- Identify _which_ research-based strategies are appropriate for different _types_ of lessons or lesson segments

- Include rubrics with a clearly defined continuums of implementation and evidences sufficient to impact student learning

- Be flexible to allow districts to adapt and adopt the model to reflect local needs and priorities yet retain the Common Language

Common Language of Instruction Aligns Misaligned Systems
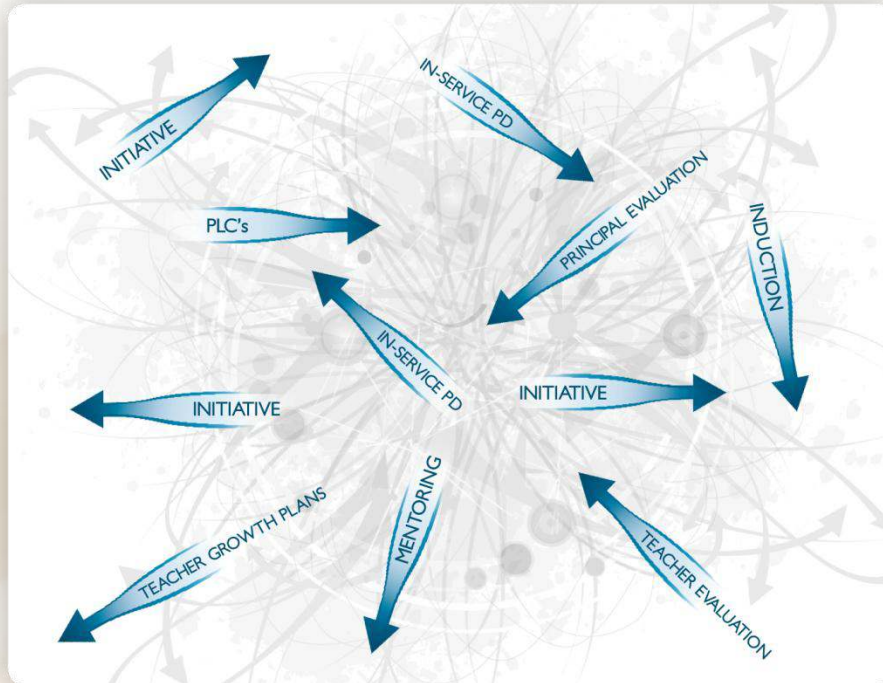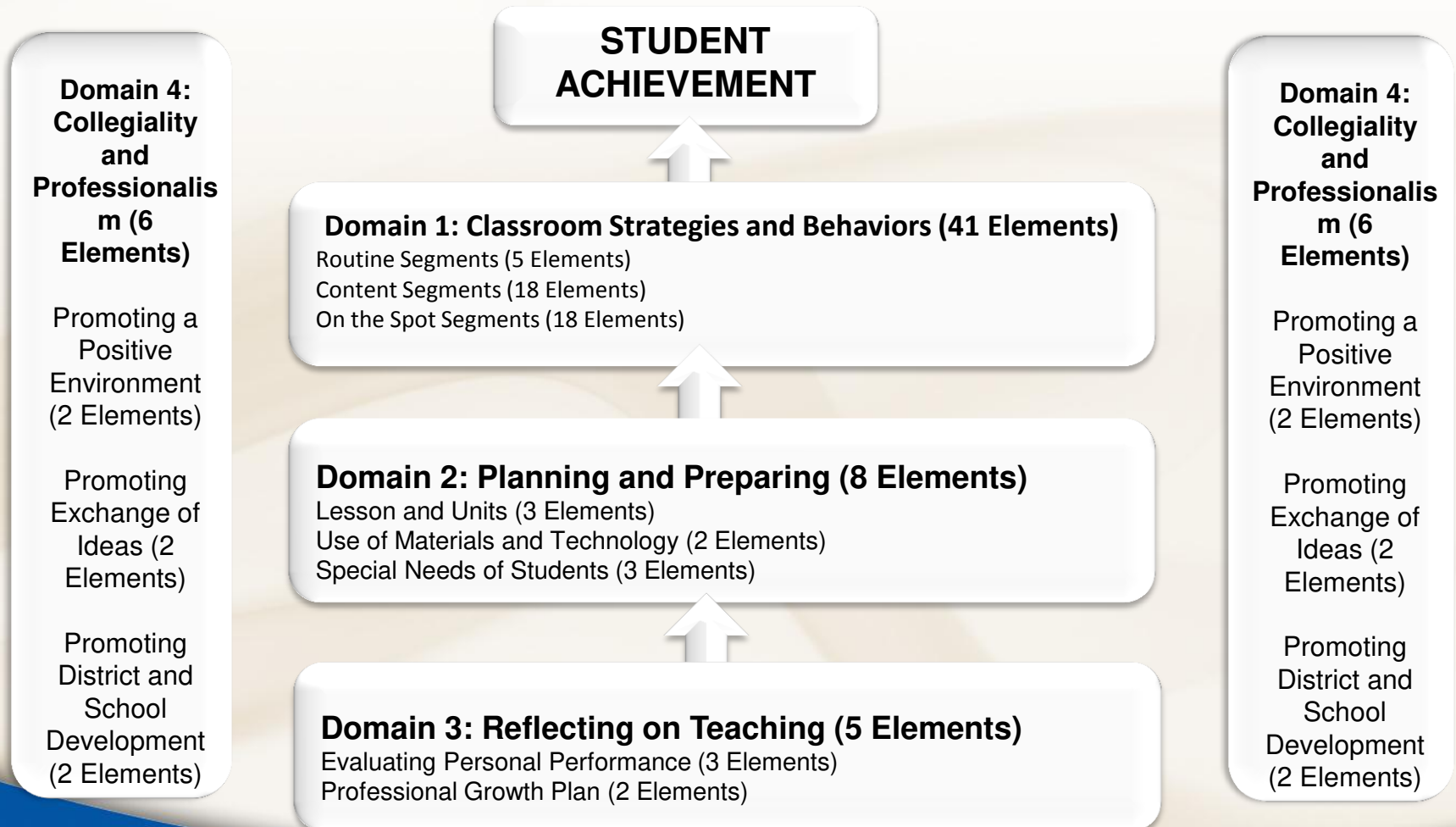

MISALIGNED SYSTEM
No Common Language or Model of Instruction

**ALIGNED SYSTEM**
Common Language or Model of Instruction

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Marzano Causal Teacher Evaluation Model

STUDENT ACHIEVEMENT

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: 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)
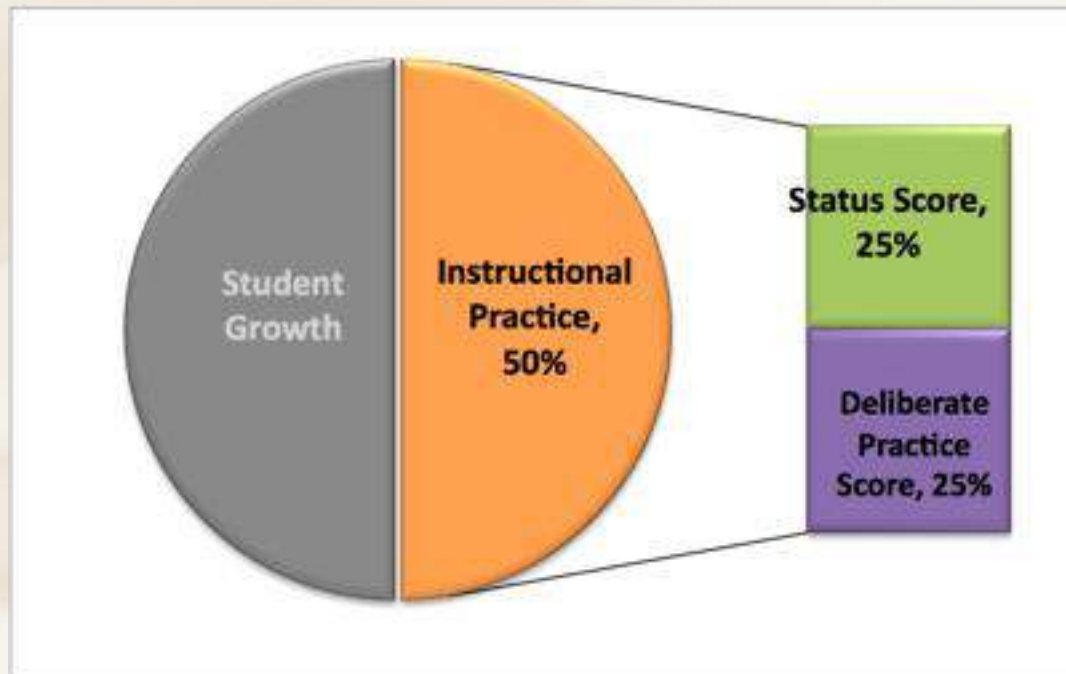
Demonstration

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*
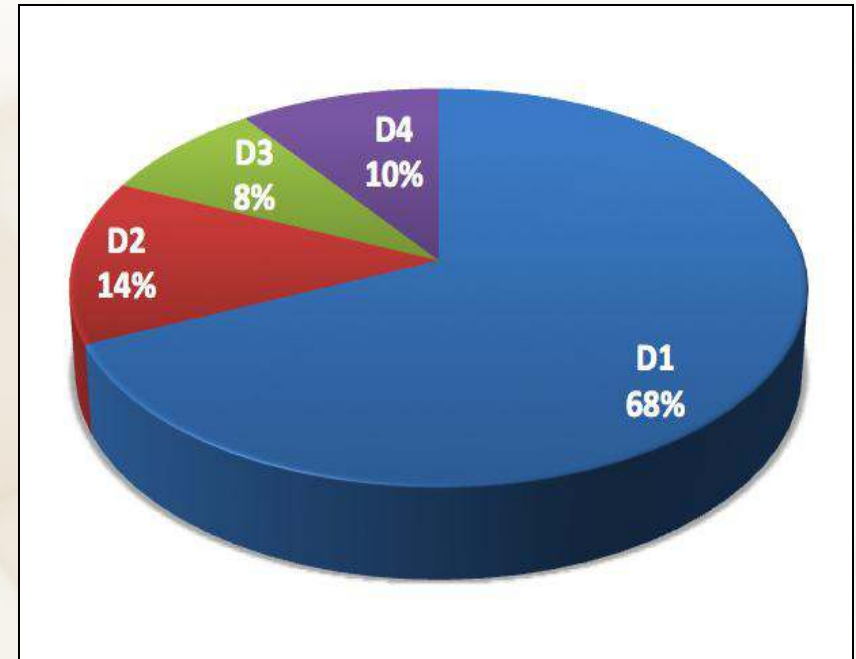
Final Rating

Instructional Practice Score =

Status Score combined with Deliberate Practice Score

Rating Scale for Domain Elements (Marzano Scale)

	4	3	2	1	0
Formative ratings used for each domain element	Innovating	Applying	Developing	Beginning	Not Using

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Proficiency Scale
for All 3 Categories

CI	Highly Effective (4)	Effective (3)	Developing (2)	Unsatisfactory (1)
D1:				
D2:	At least 65% at Level 4 and 1% at Level 1 or 0	At least 65% at Level 3 or higher	Less than 65% at Level 3 or higher and Less than 50% at Level 1, 0	Greater than or equal to 50% at Level 1, 0
D3:				
D4:				

CII	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Unsatisfactory (1)
D1:				
D2:	At least 75% at Level 4 and 1% at Level 1 or 0	At least 75% at Level 3 or higher	Less than 75%at Level 3 or higher and Less than 50% at Level 1, 0	Greater than or equal to 50% at Level 1, 0
D3:				
D4:				

CIII	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Unsatisfactory (1)
D1:				
D2:	At least 85% at Level 4 and 1% at Level 1 or 0	At least 85% at Level 3 or higher	Less than 85% at Level 3 or higher and Less than 50% at Level 2, 1, 0	Greater than or equal to 50% at Level 2, 1, 0
D3:				
D4:				

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

Implementation Services from Learning Sciences International

- Redevelopment of teacher evaluation procedures to reflect the causal model

- Leaders of Learning – observer and scoring training program for both administrators and informal feedback loops with coaches and teacher leaders

- Certified staff developer program

- iObservation instructional improvement data system for teacher and principal growth, development and evaluation

- Observer certification program

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CONTACT INFORMATION
Email: wholsinger@learningsciences.com
Phone: 717-817-7232

www.MarzanoEvaluation.com

www.iObservation.com

www.LearningSciences.com