

LearningSciencesInternational  
LEARNING AND PERFORMANCE MANAGEMENT  
**iObservation.**  
a division of Learning Sciences International  
ADVANCING PROFESSIONAL GROWTH

**Nebraska DOE**  
**January 10, 2013**

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**Welcome and Introductions**

**Materials**



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**Participant Learning Goals:**

1. Understand the basic framework of the Marzano Teacher Evaluation Model.
2. Understand contemporary research to make decisions to improve teacher effectiveness.
3. Understand how to use protocols to give teachers accurate feedback.

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### The Goal of Teacher Evaluation

An expectation that **all teachers and leaders** can increase their expertise from year to year which produces gains in student achievement from year to year producing a powerful cumulative effect.



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### Why is a change needed in teacher evaluation?

- 1. Current systems do not discriminate between effective and ineffective teachers.
- 2. Evaluation has not help develop a highly skilled teacher workforce (Gates Foundation, 2011)

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### What are the Two Purposes of Evaluation?

- Measuring teachers
- Developing teachers
- Which is most important?

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## A Comprehensive System Focused on Development

- Comprehensive
- Specific
- Developmental
- Growth oriented

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## Why Does the Marzano System Work for Teachers? It is a System to Empower Teachers!

- Guides daily practice
- Self assessment and reflection
- Deliberate practice
- Formal and informal feedback loops

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## Teacher Effectiveness: The Research Behind the Model

Relationship between Teacher Effectiveness and Student Achievement		
Teacher Performance Rating (Example)	Expected Percentile Gain in Achievement for a Student Starting at the 50 <sup>th</sup> Percentile	Predicted Percentile Rank for a Student Starting at the 50 <sup>th</sup> Percentile
50th	0	50th
70th	8	58th
90th	18	68th
98th	27	77th

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### Adams 50 Study

The more strategies teachers used and the better they executed them, the greater their students' achievement in terms of both status and growth.

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### 3<sup>rd</sup> Party Research

Dr. Paul Mielke, 2012: Qualitative comparative case study of teacher evaluation models:

- o Purpose of study: to discover impact of a potential teacher supervision and evaluation process focusing on **developing self-directed teachers**
- o Marzano Model was found to have greater emphasis on **current research and alignment to the new demands of Common Core**
- o Marzano Model found to have greater emphasis on classroom strategies and behaviors
- o Marzano Model teachers more likely to identify *specific* elements of improvement, compared to the *general* insights from the other model

Systematic Process to Develop Teacher Expertise

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From Dr. Marzano



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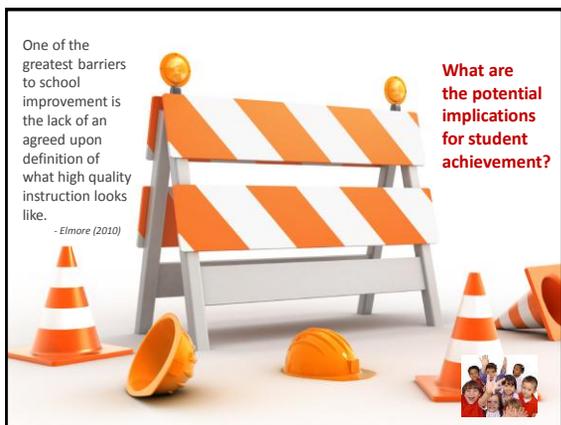
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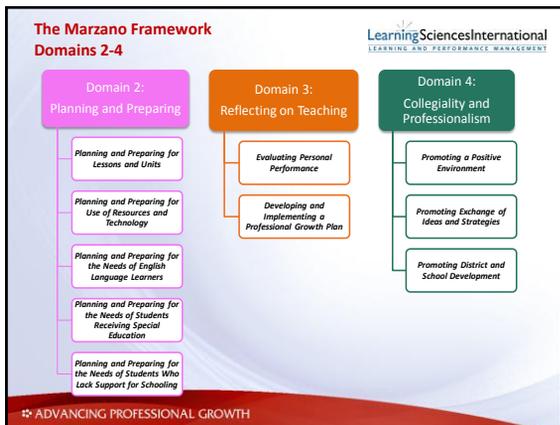
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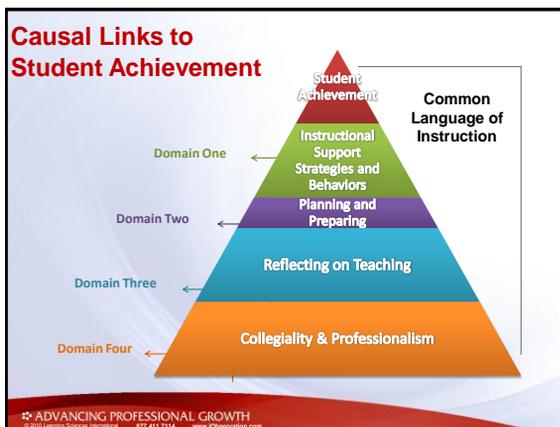
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The quality of instruction that students receive in their classrooms is the most important variable in student achievement. (Hattie, 2009; Marzano, 2003)

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### Art and Science of Teaching Framework Based Upon Decades of Research

Figure 11. Percentile Gain for Specific Instructional Strategies (Corrected)

Instructional Strategy	% Gain
Advance Organizers*	27
Building Vocabulary	20
Effort and Praise/Reward	14
Facilitation	24
Graphic Organizers*	16
Homework*	13
Identifying Similarities and Differences*	20
Interactive Games*	20
Nongraphic Representations*	17
Note Taking*	17
Practice*	14
Setting Goals/Objectives*	28
Student Discussions/Chunking*	17
Summarizing*	18
Tracking Student Progress and Setting Goals*	24

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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**

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### Developmental Scale

All 41 elements in Domain 1: Classroom Strategies and Behaviors use the same developmental scale construct.

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## Rating Rubric 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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## Protocol- Components

Marzano Protocol: Lesson Segments Involving Routine Events

1. Planning (What Learning Goal and Scale Element?)	
1.1. Identify the learning goal and scale element.	1.2. Identify the learning goal and scale element.
2. Design (How will the learning goal and scale element be implemented?)	
2.1. Identify the learning goal and scale element.	2.2. Identify the learning goal and scale element.
3. Implement (How will the learning goal and scale element be implemented?)	
3.1. Identify the learning goal and scale element.	3.2. Identify the learning goal and scale element.
4. Reflect (How will the learning goal and scale element be implemented?)	
4.1. Identify the learning goal and scale element.	4.2. Identify the learning goal and scale element.

- Element description
- Teacher Evidence
- Student Evidence
- Scale
- Reflection Questions

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## Lesson Segment Routine Event: Design Question 1

- Providing Clear Learning Goals and Scales
- Tracking Student Progress
- Celebrating Success

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### Generic Scale—A Progression of Learning

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Score	Goal
4.0	More Complex Learning Goal
3.0	Target Learning Goal
2.0	Simpler Learning Goal
1.0	With help, partial success at score 2.0 score 3.0 content
0.0	Even with help, no success/understanding

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### Creating Scale Tasks

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**Level Four: Knowledge Utilization**  
Decision Making, Problem Solving, Experimenting, Investigating

**Level Three: Analysis**  
Matching, Classifying, Analyzing Errors, Generalizing, Specifying

**Level Two: Comprehension**  
Integrating, Symbolizing

**Level One: Retrieval**  
Recognizing, Recalling, Executing

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### Classroom Visit

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### Lesson Segment Involving Routine Events

*Design Question 6: What will I do to establish or maintain classroom rules and procedures?  
Establishing Classroom Routines  
Organizing Physical Layout of the Classroom for Learning*

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### Let's Review – “Give one - Get One”

Common Language of Instruction  
Causal Model Of Evaluation  
Instructional Framework  
Domains  
Design Questions  
Lesson Segments  
Strategies, Elements, Look-fors (teach as synonyms)  
Scale  
Evidence  
Protocol  
Routine Events

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### Design Question 2: What will I do to help students effectively interact with the new knowledge?

- 6. Identifying Critical Information
- 7. Organizing Students to Interact with New Knowledge
- 8. Previewing New Content
- 9. Chunking Content into “Digestible Bites”
- 10. Processing New Information
- 11. Elaborating on New Information
- 12. Recording and Representing Knowledge
- 13. Reflecting on Learning

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**Design Question 3: What will I do to help students practice and deepen their understanding of new knowledge?**

- 14. Reviewing Content
- 15. Organizing Students
- 16. Using Homework
- 17. Examining Similarities and Differences
- 18. Examining Errors in Reasoning
- 19. Practicing Skills, Strategies, and Processes
- 20. Revising Knowledge

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**Design Question 4: 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
- Providing Resources and Guidance

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## Classroom Visit



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### Lesson Segments Enacted on the Spot

- Design Question 5: What will I do to engage students?
- Design Question 7: What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?
- Design Question 8: What will I do to establish and maintain effective relationships with students?
- Design Question 9: What will I do to communicate high expectations for all students?

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## Design Question 5: Student Engagement

- How does DQ 5 relate to the Lesson Segment on Content?
- What happens when a teacher does or does not notice when students are not engaged?
- What behaviors/strategies do teachers use to keep students engaged in learning activities?

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## Student Engagement and the Apple Store

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## Classroom Visit

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## Design Question 7: Rules and Procedures

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How does DQ 7 relate to DQ 6?



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### DQ 7

- Use verbal and non-verbal acknowledgement
- Teacher "With-it-ness"
- Involve the home-positively and consequentially
- Use consequences, contingencies, tangible recognition at appropriate and varied times
- Have a strategy for high-intensity situations
- Have an overall discipline plan

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### Design Questions 8, 9: Valuing the Student

- DQ8 Relationships
- DQ9 Expectations



How do these DQs enhance the conditions for learning?

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### Planning and Preparing

The decisions teachers make about the focus of units of instruction, the lessons within those units, and the segments within each lesson provide the infrastructure for effective or ineffective teaching.

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**Domain 2:  
Design Question 10**

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

- There is a direct causal relationship between Domains 1 and 2. Teachers need to plan units and lessons using the Design Questions, which helps guide the instructional decision-making process to **identify** the appropriate lesson for certain types of strategies.

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**Planning and Preparing for Lessons and Units**

**#42 Effective Scaffolding of Information within Lessons**

- Organizes content in such a way that each new piece of information builds on the previous piece.

**#43 Lessons Within Units**

- Organizes lessons within a unit so that students move from an understanding of the foundational content to applying that content in authentic ways.

**#44 Attention to Established Content Standards**

- Ensures that lessons and units include the important content identified by the district and the manner in which that content should be sequenced.

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**Planning and Preparing for Uses of Resources and Technology**

**#45 Use of Available Traditional Resources**

Identifies available traditional materials that can enhance students' understanding of the content in a given lesson or unit and determines how these materials might be used.

**#46 Use of Available Technology**

Identifies the available technologies that can enhance students' understanding of the content in a given lesson or unit and decides how those technologies will be used.

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### Planning and Preparing for the Needs of Students

- #47 Needs of English Language Learners**
  - Provides for the needs of English Language Learners by identifying the adaptations that must be made within a lesson or unit.
- #48 Needs of Students Receiving Special Education**
  - Provides for the needs of students receiving special education by providing accommodations and modifications that must be made within a lesson or unit.
- #49 Needs of Students Who Lack Support for Schooling**
  - Identifies adaptations that must be made for specific students who come from home environments that offer little support for schooling.

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### Sources of Evidence: Domain 2

**Planning and Preparing**

- Planning Conference
- Lesson and Unit Planning Documents
- Pacing Guides, Curriculum Map
- Classroom Artifacts



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### Domain 3

Ability and willingness to examine one's own teaching practices in a metacognitive manner



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**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

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**Sources of Evidence: Domain 3**

**Reflecting on Teaching**

- Self-assessment
- Reflection Conference
- Artifacts
- Professional Growth Plan
- Conferences
- Discussions

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**Evaluating Personal Performance**

- Is a necessary component of Deliberate Practice

**#50 Identifying Areas of Pedagogical Strength and Weakness** • Identifies specific strategies and behaviors on which to improve.

**#51 Evaluating the Effectiveness of Individual Lessons and Units** • Determines how effective a lesson or unit of instruction was and identifies causes of success or difficulty.

**#52 Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors** • Determines the effectiveness of specific instructional strategies with subgroups of students and identifies specific reasons.

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## Developing and Implementing a Professional Growth Plan

**#53 Developing a Written Growth and Development Plan**

- Develops a written professional growth and development plan with milestones and timelines.

**#54 Monitoring Progress Relative to the Professional Growth and Development Plan**

- Charts his or her own progress using established milestones and timelines.

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## Domain 4

- Collegiality and Professionalism are the context in which the other domains function.
- They are one of the critical variables that have a strong correlation with student achievement.
- Teachers engage in specific activities that create a professional environment that fosters teachers' development.



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## Domain 4

**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

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**Sources of Evidence: Domain 4**

**Professionalism and Collegiality**

- Professional Development Logs
- Team and Faculty Meetings
- Curriculum Committees
- Lesson Study
- Virtual Discussion
- Virtual Conferences

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**Promoting a Positive Environment**

**#55 Promoting Positive Interactions with Colleagues**

- Interacts with other teachers in a positive manner and helps extinguish negative conversations.

**#56 Promoting Positive Interactions about Students and Parents**

- Interacts with parents in a positive manner and helps extinguish negative conversations about students and parents.

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**Promoting Exchange of Ideas and Strategies**

- No matter how experienced a teacher is, there are aspects of their practice in which they can seek mentorship or mentor others.

**#57 Seeking Mentorship for Areas of Need or Interest**

- Seeks help and input from colleagues regarding specific strategies and behaviors.

**#58 Mentoring Other Teachers and Sharing Ideas and Strategies**

- Provides other teachers with help and input regarding specific classroom strategies and behaviors.

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### Promoting District and School Development

**#59 Adhering to District and School Rules and Procedures**

**#60 Participating in District and School Initiatives**

- Is aware of the district's and school's rules and procedures and adheres to them.

- Is aware of the district's and school's initiatives and participates in them.

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### Let's Review – Which is Which ?

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- **Elements or Protocols?**  
Which would you use as a rubric to observe classroom instruction?
- **Design Questions or Domains?**  
Which will guide teachers as they plan units and lesson?
- **Evidence or Lesson Segment?**  
Which is a part of a lesson with specific characteristics?
- **Causal Model of Evaluation or Scale?**  
Which is a continuum of behavior that represents growth over time?

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### Purposes of Teacher Evaluation

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**Formative**  
Shape, form or improve teacher practice

**Summative**  
Quality Assurance

Sources of Evidence for Domains 1 -4

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## Take- A ways...

1. I am affirmed by.....
2. I still have questions about.....
3. I want to learn more about.....

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## Crosswalk Activity

- Use the Nebraska effective practices
- Work in groups

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## iObservation

*Platform Connecting Teacher and Principal  
Growth, Development and Evaluation*

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