Domain 1: Framework

Introduction to the
Marzano Teacher Evaluation Model
Teacher Mentor Track

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

TAT

2

Materials

Unit Goal and Objectives

Learning Goal: Participants will understand how the Marzano Teacher Evaluation Model supports teacher growth through feedback and **will be able to** utilize the Marzano protocol to capture instructional evidence and provide growth feedback.

Domain 1 Framework: Learning Targets:

Participants will:

1. Understand the common language and organization of the Marzano Framework and how it serves to support growth and teacher expertise.
2. Describe the desired effect of each Design Question.
3. Describe the role and impact of teacher planning in this model, including the importance of intentional planning for dominant use of strategies.
4. Begin to identify the appropriate Lesson Segment and Design Question when observing or working with teachers.
5. Begin to understand the teacher-mentor role as it relates to this model.

The Research Behind the Model

The Research Base: Meta-analysis
1,036 classroom studies, 38 schools… typical student achievement increased by **16 percentile points.**

A Correlational Study: What Works in Oklahoma Schools
Correlations were associated with a **31 percentile point increase** in student achievement.

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.

ESTABLISHING COMMON LANGUAGE

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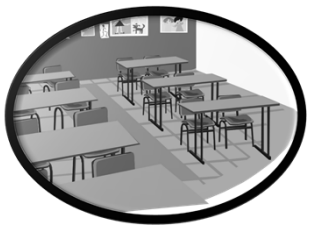

Classroom Visit 1

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What are the Potential Implications for Teacher Growth and Student Achievement?

One of the greatest barriers to school improvement is the lack of an agreed upon definition of what high quality instruction looks like.

- Elmore (2010)

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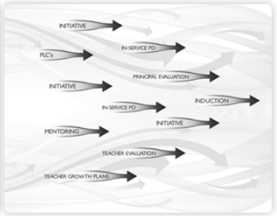
Common Language: Aligned Systems

Misaligned System



Aligned System

The Goal of Teacher Evaluation:
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.

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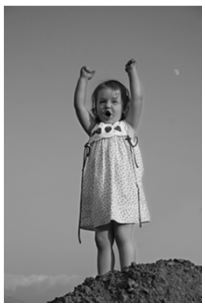
The Ultimate Goal



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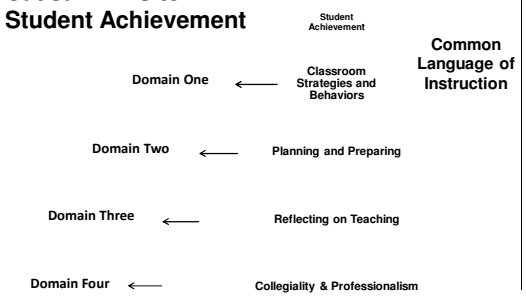
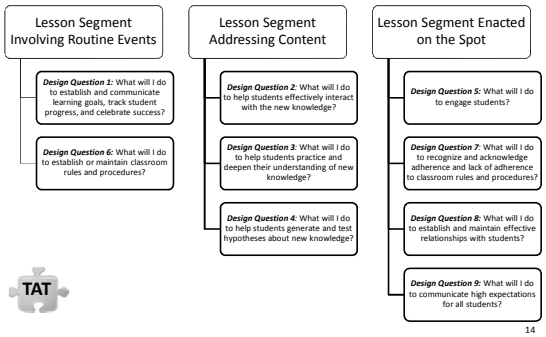
Five Conditions to Support Teacher Expertise

Causal Links to Student Achievement



The Marzano Art and Science of Teaching Framework: Domain 1



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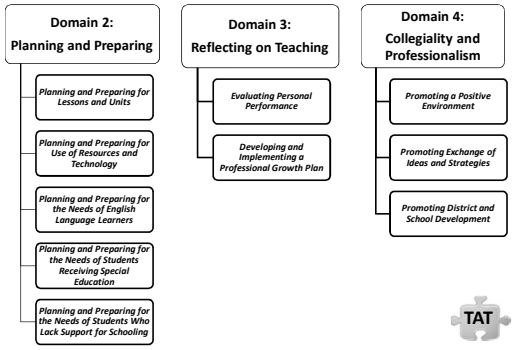
14

The Marzano Art and Science of Teaching Framework: Domains 2-4



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Overview of Domain 1-
"Classroom Strategies and Behaviors"

3 Lesson Segments
- Routine Events
- Addressing Content
- Enacted on the Spot

9 Design Questions
- Questions teachers ask themselves as they plan units and lessons

41 Elements
- **Categories** of Instructional Strategies

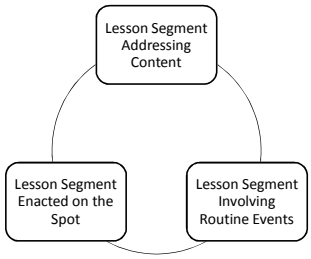
Processing the Learning

Goal of the framework	Conditions to Support Teacher Expertise
Causality	Structure of Framework

INTENTIONAL TEACHING

18

The Marzano Art and Science of Teaching Framework: Domain 1



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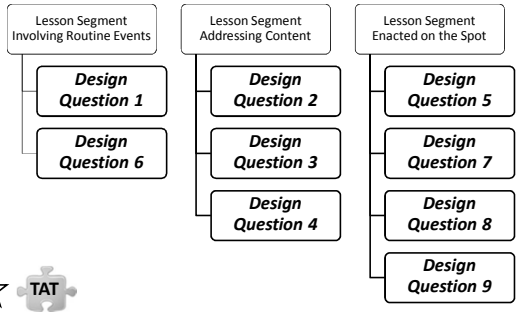
What is the Desired Effect of Each Design Question?



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20

Monitoring for Desired Effect

TURN AND TALK: Consider the desired effects of the 10 Design Questions.

Choose 2 or 3 Design Questions and discuss ways teachers could monitor to determine if the desired effect was achieved. What would this look like to an observer?

Example: To monitor for Design Question 2, a teacher could ask students to do a Quick-write listing the main ideas discussed during class.

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Narrowing the Focus…

Marzano Teacher Evaluation Model

When these strategies are used, student achievement percentile gains are the result.

Note Taking	17%
Practice	14%
Setting Goals/Objectives	25%
Student Discussion/Chunking	17%
Summarizing	19%
Tracking Student Progress and Using Scoring Scales	34%

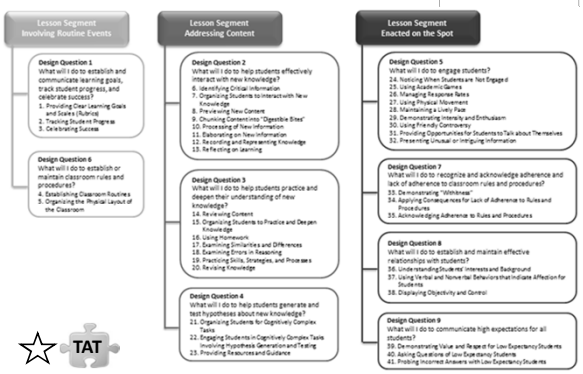
Building Vocabulary	20%
Effort and Recognition	14%
Graphic Organizers	13%
Homework	15%
Identifying Similarities and Differences	20%
Interactive Games	20%
Nonlinguistic Representations	17%

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**

Domain 1



PLANNING IS KEY!

26

Domain 2: Planning and Preparing

- *Planning and Preparing for Lessons and Units*
- *Planning and Preparing for Use of Resources and Technology*
- *Planning and Preparing for the Needs of English Language Learners*
- *Planning and Preparing for the Needs of Students Receiving Special Education*
- *Planning and Preparing for the Needs of Students Who Lack Support for Schooling*

TAT

Previewing Activity

TURN AND TALK:
What does planning look like in your district now?

How do teachers in your system intentionally plan instruction for units, lessons and assessments?

The Role of Planning in the Marzano Framework

- Step 1
  - Group Standards
  - Write Goal(s) for the Unit with Scale(s)
- Step 2
  - Identify critical information
  - Create daily learning targets, assessments, activities and assignments
- Step 3
  - Introduce New Knowledge
- Step 4
  - Practice and Deepen Knowledge
- Step 5
  - Hypothesis Generation

For each Chunk of Critical Information:

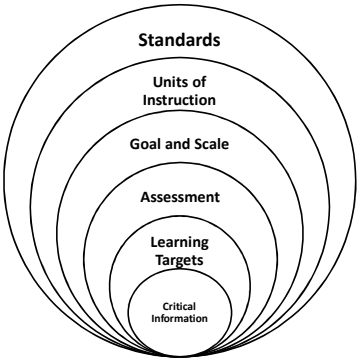
Introduce New Knowledge

Practice and Deepen Knowledge

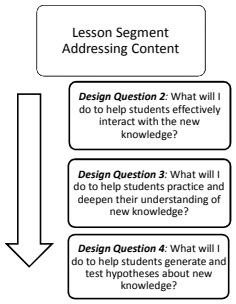
Hypothesis Generation

TAT

Unit Planning



Gradual Release of Responsibility



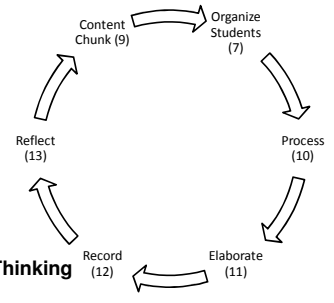
Teach the Thinking

- Small chunks of content need to be processed during a critical input experience
- Active processing requires the use of macro-strategies, or interacting instructional strategies
- Students cannot intuit these strategies, they must be taught

32

Design Question 2

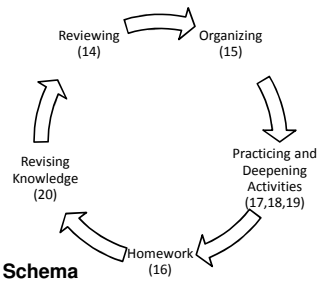
Critical Info Drives Daily Instruction



Teach the Thinking

TAT

Design Question 3
Practicing and Deepening Knowledge



Developing Schema

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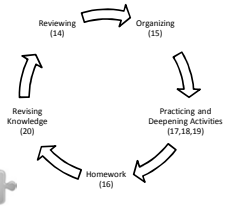
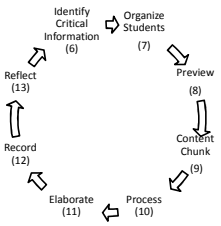
Repeat, Repeat, Repeat

Repeat for EACH piece of critical information for the unit

The process of having students *first*:
- Process
- Elaborate
- Record, and
- Reflect





Then, having students:
- Deepen, and
- Revise their thinking

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Processing

TURN AND TALK:

Consider what you currently do in your classroom.

- How does this process connect with what you currently do in your classrooms?
- What are the similarities and differences?

What happens when you're not prepared to apply new knowledge in a real world situation?

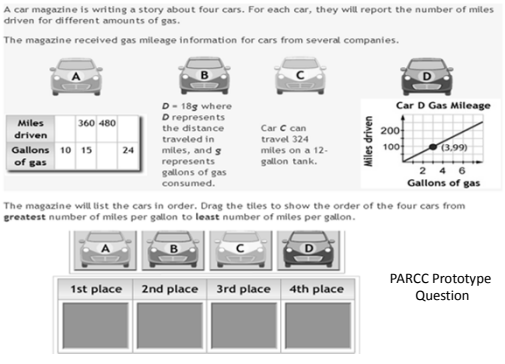
Video Clip

Design Question 4:

Hypothesis Generating and Testing Activities

- Cognitively complex learning task in which students apply their knowledge, typically in real world situations
- Requires students to question and make meaning of learning
- Pathway to long-term memory
- Can be a long-term or short-term investigation focused on a content chunk, single standard or unit of study

Design Question 4 and Common Core



PARCC Prototype Question

Elaborate: CCSS and the Content Design Questions

TURN AND TALK:

How do DQs 2, 3 & 4 align with the CCSS Mission Statement?

"…The standards are designed to be *robust* and *relevant* to the *real world*, reflecting the *knowledge and skills* our young people need for *success* in *college and careers.*"

PLANNING INSTRUCTIONAL STRATEGIES

41

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**
- **Tracking Student Progress**
- **Celebrating Success**

Design Question 6: What will I do to establish or maintain classroom rules and procedures?

- **Establishing Classroom Routines**
- **Organizing the Physical Layout of the Classroom**

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Establishing and Communicating Learning Goals and Scales

Design Question 1

1. Providing Clear Learning Goals and Scales
- Students write learning goal in their own words
- Check for understanding of learning goal with all students

2. Tracking Student Progress
- Students can self assess progress toward the goal
- Students justify where they placed themselves using the scale

3. Celebrating Success
- Celebrate progress toward the goal
- Celebrate achieving the goal
- Celebrate moving beyond the goal

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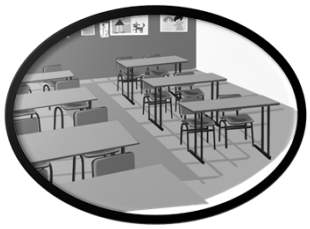

Classroom Visit

Establishing Rules and Procedures

Design Question 6

4. Establishing Classroom Routines
- Set expectations for behavior as well as academics
- Explicitly teach and model rules and procedures
- Review and revisit during class meetings

5. Organizing the Physical Layout
- Arrangement of furniture is conducive to learning
- Ensure students have access to all materials for class
- The room décor should reflect student learning

TAT

Classroom Visit #2

What **ROUTINE EVENTS** is the teacher using to help students focus on the content?

- Design Question(s)?
  - What evidence did you identify?

Processing the Learning on the Lesson Segment Involving Routine Events:

3 Sentence Wrap Up

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Lesson Segment
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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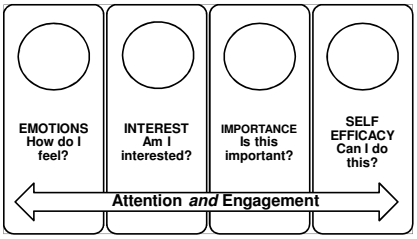
It is Important to Distinguish Between…

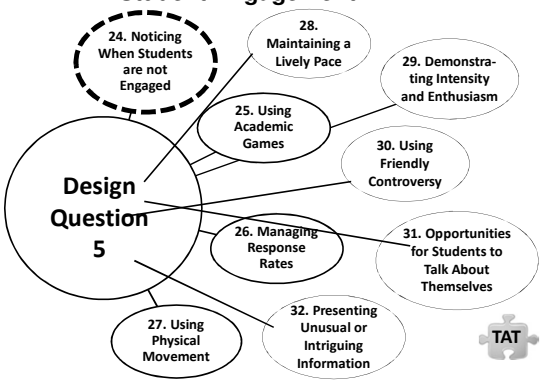
Compliant Behavior

Cognitive Engagement



Students ask these 4 questions

Strategies for Increasing Student Engagement



Recognizing Adherence and Lack of Adherence to Classroom Rules and Procedures

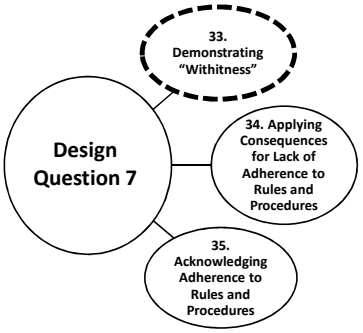
A **COMBINATION** of positive and negative work best

Reinforcement

Both of them work

Consequences

Strategies for Increasing Student Adherence to Rules and Procedures



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Processing the Learning- Design Question 7

TURN AND TALK

Elements 34 and 35

How might a combination of positive reinforcement for adherence to rules and consequences for lack of adherence to rules have a positive impact on all student behaviors in the classroom?

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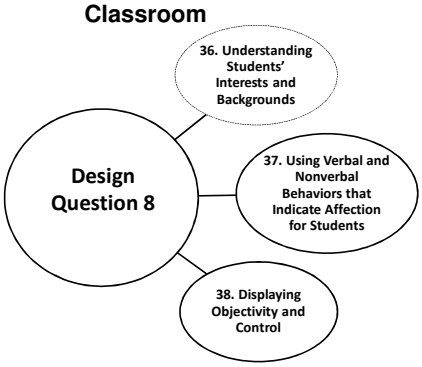
Strategies for Increasing Effective Relationships in the Classroom



TAT

Processing the Learning-Design Question 8

TURN AND TALK

Elements 36, 37 & 38

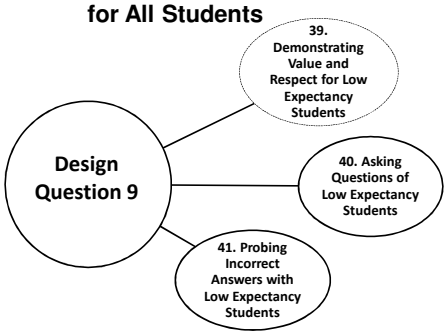
What might you see as evidence in a classroom where these strategies are utilized to create a positive classroom community?

Low Expectancy Defined

"A teacher's belief about students' chances of success in school influence the teacher's actions with students, which in turn influences student achievement. If the teacher believes students can succeed, she tends to behave in ways that help them succeed. If the teacher believes that students cannot succeed, she unwittingly tends to behave in ways that subvert student success. This is perhaps one of the most powerful hidden dynamics of teaching because it is typically an unconscious activity."

— Marzano, 2007

Strategies for Increasing the Feeling of High Expectations for All Students

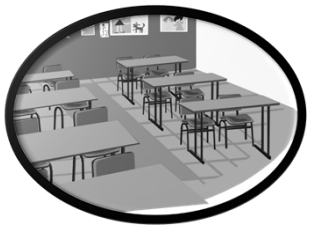


Processing the Learning Design Question 9

Elements 39, 40, and 41 speak to strategies the teacher must put in place to ensure their actions are fair and consistent for all students.

TURN AND TALK

- What teacher behaviors might be observed with students for whom the teacher has high expectations? How might that differ for low-expectancy students?
- What can a teacher do to monitor his or her questioning strategies to ensure all students are asked questions with equal rigor and frequency?



Classroom Visit

Classroom Visit

What **ENACTED ON THE SPOT** strategies is the teacher using to help students focus on the content?

- Design Question(s)?
  - What evidence did you identify?

Preconditions for Learning

Routine Events strategies and *Enacted on the Spot* strategies are used by teachers to create the classroom conditions for students to be ready to focus on the content.

TAT

Lesson Segment Addressing Content

- ***Design Question 2***: What will I do to help students effectively interact with the new knowledge?
- ***Design Question 3***: What will I do to help students practice and deepen their understanding of new knowledge?
- ***Design Question 4***: What will I do to help students generate and test hypotheses about new knowledge?

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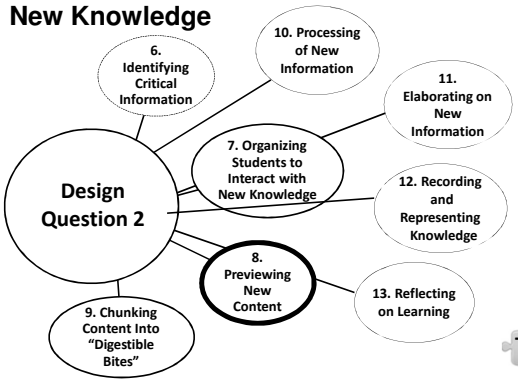
Strategies to Help Students Interact with New Knowledge



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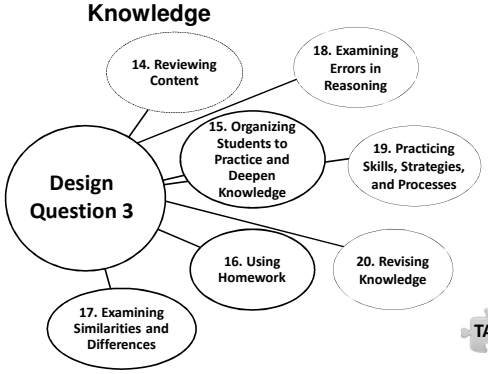
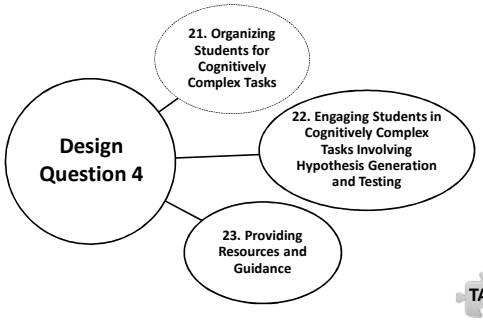
Strategies to Help Students Practice and Deepen New Knowledge



Strategies to Help Students Generate and Test Hypotheses



Focused Video Viewing

ASK:

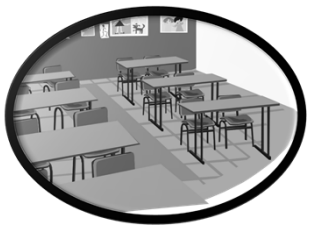
- What is happening as I begin the observation?
- What am I looking at right now?

THEN:

- Identify the Lesson Segment you are observing.
- Identify the Design Question being evidenced.

ASK:

- How did the teacher monitor for the desired effect of the observed design questions?



Classroom Visit

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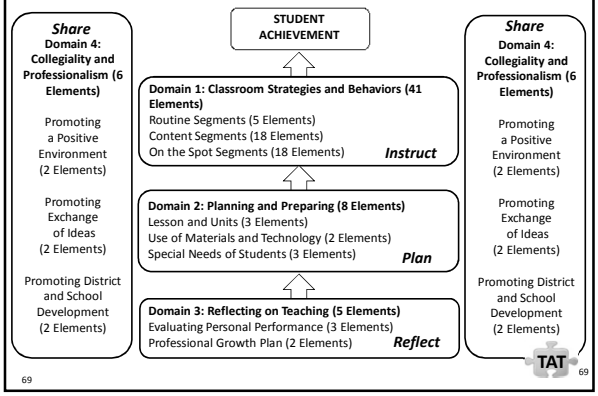
Classroom Visit

What **CONTENT** is the focus of the lesson?

- Design Question(s)?
  - What evidence did you identify?

Marzano Teacher Evaluation Model



Instructional Coaching

MENTORING AND COACHING DEFINED

70

The Origins of the Term "Mentor"

In Homer's *The Odyssey*, Mentor was the name of the loyal advisor of Odysseus, entrusted with the care and education of his son Telemachus

71

What About the Term "Coaching"?

The word coaching derived from the field of transportation and describes the process used to transport people from where they are, to where they want to be.

72

Mentoring and Coaching

"Mentoring or coaching has one clear purpose, the learning and development of an individual, a process that involves change."

Anne Brockbank and Ian McGill
Facilitating Reflective Learning Through Mentoring & Coaching

Mentoring & Coaching Goals

- To point teachers toward best practices
- To show teachers what good teaching looks like
- To help teachers maintain their best performance
- To help teachers achieve the "flow" and to grow
- To help teachers take risks

Instructional Coaching

THE TEACHER MENTOR ROLE

75

Coaching Systems May Vary

Ultimately it will be up to administration to define the specific roles and responsibilities of the Teacher Mentor. No matter what system is used, it should be one that supports teachers' professional development and growth.

- Help teachers plan and reflect
- Provide job-embedded professional development one-on-one in classrooms
- Observe and provide informal feedback to teachers
- Model best practices
- Provide professional development during PLCs, grade level or team meetings

76

Coaching Behaviors
Creating Learning Conversations

Understand communication process	Employ authentic listening	Understand your audience
Recognizing interference	Interpreting non-verbal communication	Build relationships through emotional connections

Coaching Behaviors
Modeling

Model strategies in a teacher's class	Videotape yourself modeling a strategy
Utilize videos from iObservation	Invite a teacher to do a peer observation

Coaching Behaviors
Providing Feedback

Timely and specific

Highlight positive behaviors

Highlight areas of possible improvement

Informal loops

Formal loops

Good Coaches Partner for Success

- They Engage Teachers
- They Help Identify Teacher's Goals
- They Listen
- They Ask Questions
- They Explain Teaching Practices
- They Provide Feedback
- They Partner for Success

Differentiating Coaching

Some aspects of the coaching relationship can be tailored to a teacher's specific situation.

Use different types of coach-teacher conversations	Take into account the teacher's level of expertise	Gauge a teacher's readiness for change
• Reflecting • Facilitating • Coaching • Directing	• New Teachers • Experienced Teachers	• Skill (ability to learn) • Will (motivation to learn)

How to work with Reluctant Teachers

- Monitor your own behavior closely
- Meet in a neutral location
- Honor confidentiality
- Ask questions
- Avoid arguing
- Involve administrators when necessary

Empowerment

TURN AND TALK
How to be a Teacher Mentor

How can you support growth in your school in your role as a teacher mentor?

Possible Next Steps

- Turnaround trainings to help the teachers unpack the framework, link intentional planning to intentional instruction and use the lesson design tool

- Complete practice rounds, identifying lesson segments and design questions
- Focused video viewing
- Take online teacher courses to deepen knowledge of the model
- Engage in discussions with other teacher mentors about school defined roles when provided

Tools for Implementation

In order to support teacher implementation of the Marzano Teacher Evaluation Model, teacher mentors should engage teachers in collegial conversations . This dialogue should emphasize the Continuous Improvement Cycle of planning, teaching, and reflecting within the Marzano Teacher Evaluation Model.

Lesson Plan Tool or Intentional Thinking Map

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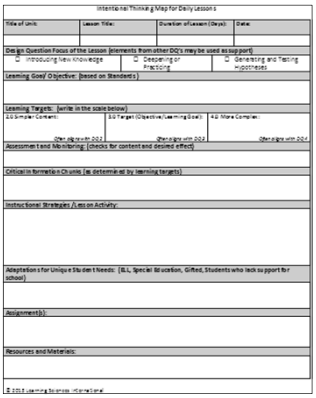

Intentional Thinking Map for Daily Lessons

Title of Unit:	Lesson Title:	Duration of Lesson (Days):	Date:

Design Question Focus of the Lesson (elements from other DQ's may be used as support)

☐ Introducing New Knowledge ☐ Deepening or Practicing ☐ Generating and Testing Hypotheses

Learning Goal/ Objective: (based on Standards)

Learning Targets: (write in the scale below)

2.0 Simpler Content:	3.0 Target (Objective/Learning Goal):	4.0 More Complex:
(How aligned with 3.0)	(How aligned with 3.0)	(How aligned with 3.0)

Assessment and Monitoring: (checks for content and desired effect)

Critical Information Chunks (as determined by learning targets)

Instructional Strategies / Lesson Activity:

Adaptations for Unique Student Needs: (ELL, Special Education, Gifted, Students who lack support for school)

Assignment(s):

Resources and Materials:

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The Intentional Thinking Map Guides Intentional Teaching

- Frames planning through the Marzano Teacher Model
- Focuses on standards
- Ensures alignment of daily instruction to standards
- Helps teachers think through strategies to get students to daily lesson objectives
- Operationalizes “intentional teaching”

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Key Points

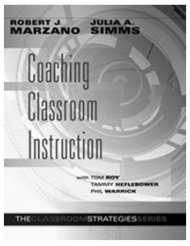
- Practice with the planning tool to help teachers think through the model
- The tool will help operationalize intentional instruction
- Not every design question or strategy is used in every lesson
- Identifying use of instructional strategies and sharing the plans with observers helps observers provide more accurate feedback

TAT

APPENDIX

89

Coaching Classroom Instruction



This is a great resource for Teacher Mentors. You will be able to help K–12 teachers employ the 41 elements of effective teaching in their classrooms using over 280 research-based strategies.

Desired Effects of Design Questions

DQ 1: Students know and understand their goal for learning and can track their progress on a scale.

DQ 6: Students understand classroom rules and procedures, can move easily about the classroom and have easy access to materials.

Desired Effects of Design Questions

DQ 2: Students process and understand new content.

DQ 3: Students practice and deepen knowledge.

DQ 4: Students enhance their new knowledge by engaging in cognitively complex and authentic learning tasks.

Desired Effects of Design Questions

DQ 5: Students are actively engaged in learning.

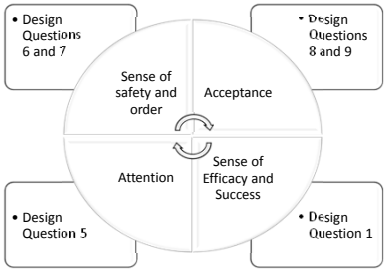
DQ 7: Students follow the rules and procedures.

DQ 8: Students feel part of the classroom community.

DQ 9: All students feel the teacher has high expectations of them.

DQ 10: Teachers prepare well-planned lessons and units which intentionally include research-based strategies to meet the needs of all students.

Preconditions for Student Learning



Please complete the survey

THANK YOU!

95