



**Domain 1:
Protocol and Feedback**
Marzano Teacher Evaluation Model
Teacher Mentor



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



2



Materials

Learning Goal and Targets

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.

Learning Targets:

Participants will:

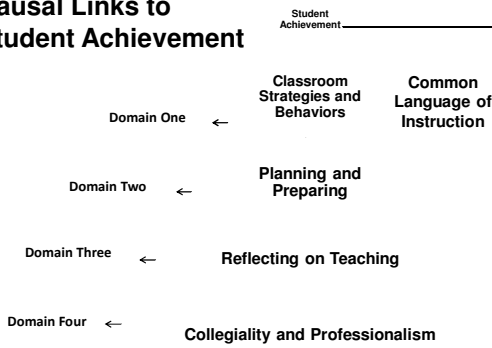
- Understand the need for and strength in a common language of instruction
- Understand the purpose and components of the Marzano Protocols for Observation including the distinctions in the developmental scale and how the protocols are used to provide specific, actionable feedback to teachers
- Support teacher growth by serving as a daily lesson planning coach - identifying intentional planning in terms of lesson segments, design questions and elements, as well as the importance of planning for dominant elements and monitoring for desired effects



REVIEW OF THE FRAMEWORK & COMMON LANGUAGE

5

Causal Links to Student Achievement



The Protocol

This is the roadmap using the common language of instruction that allows us to easily navigate through the model.

- Each element has its own protocol
- Provides clear criteria for success
- Drives the feedback for growth



Navigating the Protocol: Focus Statement

- Provides a description of the element category
- Includes the key constructs of the strategy
- Takes a “teacher perspective”
- Statement directly under the element heading

8. Previewing New Content

The teacher engages students in activities that help them link what they already know to the new content about to be addressed and facilitates these linkages.



Navigating the Protocol: Evidences

- **Teacher Evidence**
 - List of some common examples of teacher use of strategies within the element category
- **Student Evidence**
 - List of common examples of student outcomes that relate to the element category

Teacher Evidence

- Teacher uses preview question before reading
- Teacher uses K.W.L strategy or variation of it
- Teacher asks or reminds students what they already know about the topic
- Teacher provides an advanced organizer
 - Outline
 - Graphic organizer
- Teacher has students brainstorm
- Teacher uses anticipation guide
- Teacher uses motivational hook/launching activity
 - Anecdotes
 - Short selection from video
- Teacher uses word splash activity to connect vocabulary to upcoming content

Student Evidence

- When asked, students can explain linkages with prior knowledge
- When asked, students make predictions about upcoming content
- When asked, students can provide a purpose for what they are about to learn
- Students actively engage in previewing activities

- Not exhaustive lists
- Not checklists



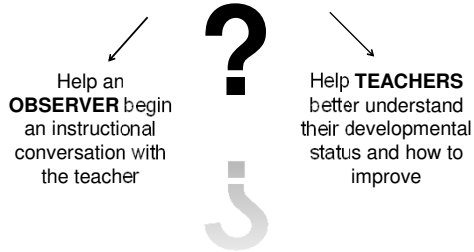
Navigating the Protocol: Developmental Scale

- A continuum, or learning progression, that articulates distinct levels of teacher growth towards a goal
- Contains descriptions for each performance level of the strategy
- Developmental levels help provide specific, or actionable feedback to teachers
- 5 levels on the Marzano scale for teachers:

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
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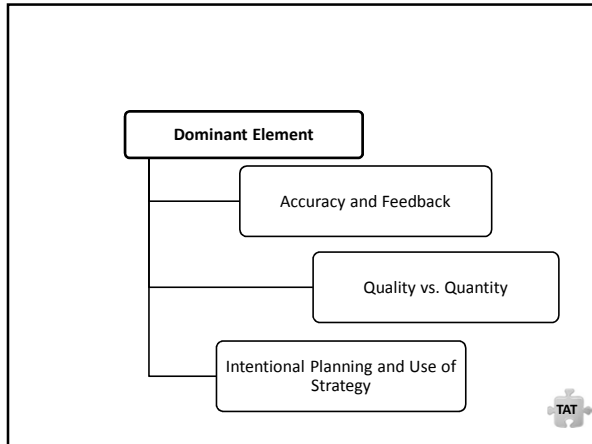
Navigating the Protocol: Reflection Questions



Focused Feedback

How could feedback on elements be as accurate as possible?







Desired Effect

Once the Observer identifies the Dominant Elements in the lesson, he determines if the **Desired Effect** is reached with the strategy.

TURN & TALK
What do you think is meant by Desired Effect?




What is the Desired Effect?

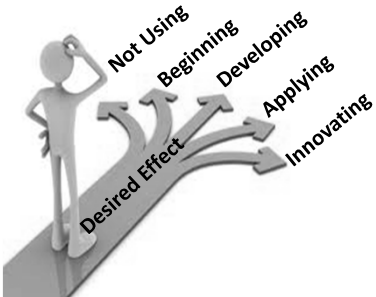
Design Question 2
Element 8: Previewing

What is the point of Previewing when we are working with new content?

What are we hoping to achieve with this strategy?



Let's Link Desired Effect Back to the Developmental Scale



TAT

Not Using

- **Example:** A teacher who is 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"

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TAT

Beginning

- Teacher uses the strategy incorrectly or with parts missing
- The strategy might also be used at the wrong time
- Use of strategies at this level can have a negative effect on student learning


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TAT

Developing

- All constructs 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
- Teachers are rated “Developing” until it is evident that the majority of students are monitored for the desired effect of the strategy


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Applying

- All constructs in the focus statement are evident
- Teacher is monitoring the desired effect of the strategy with the majority of students
- The majority of students display the desired effect
- Teacher **and** student evidence should be evident
- As a result of solid strategy knowledge and fluent use of strategy, teacher can focus on monitoring students for the desired effect of the strategy



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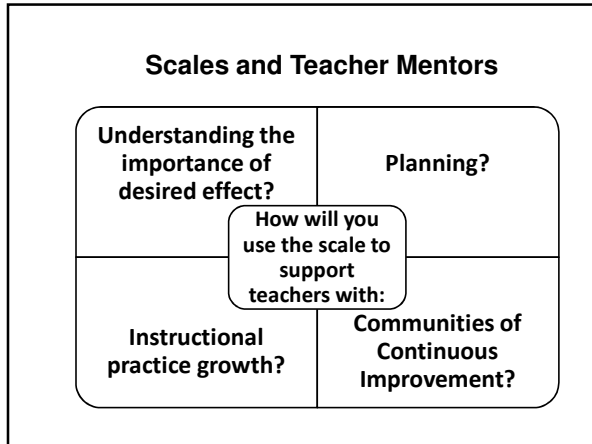


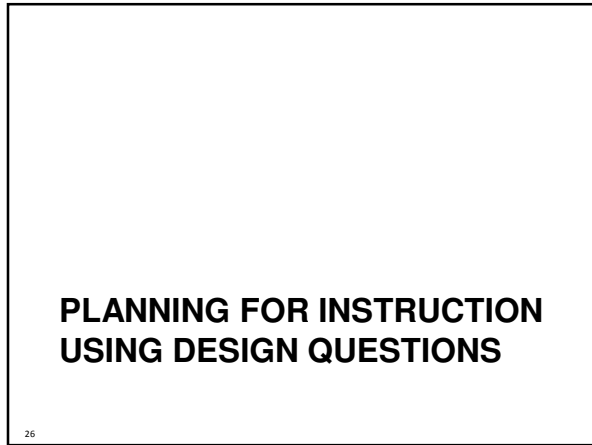
Innovating

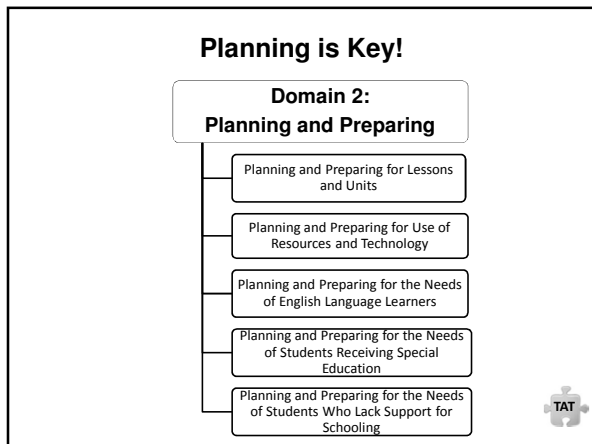
- The strategy is having the desired effect on all of the students. To accomplish this:
 - All students are displaying the desired effect and/or
 - The teacher has made adaptations for special needs of groups of students or individual students and/or
 - The teacher has consciously created a macro-strategy that ensures desired effect is evident with all students
- If you don'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 and he/she moves around the classroom

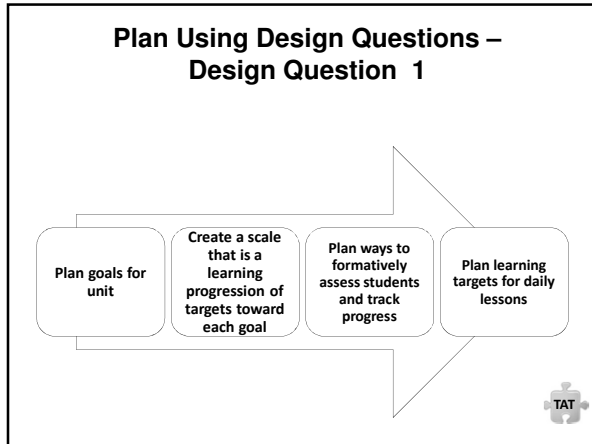
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Making the Distinction

Learning Goal	<ul style="list-style-type: none"> • A learning goal identifies what students will learn or be able to do over time and within a unit of instruction • Are created from state or national standards
Learning Targets	<ul style="list-style-type: none"> • Day-to-Day Curricular Targets that scaffold with escalating complexity and align with the increasingly difficult levels of a taxonomy and formal scale
Activities & Assignments	<ul style="list-style-type: none"> • Learning activities and assignments are designed to scaffold with increasing complexity to advance students toward mastery of the learning goal.

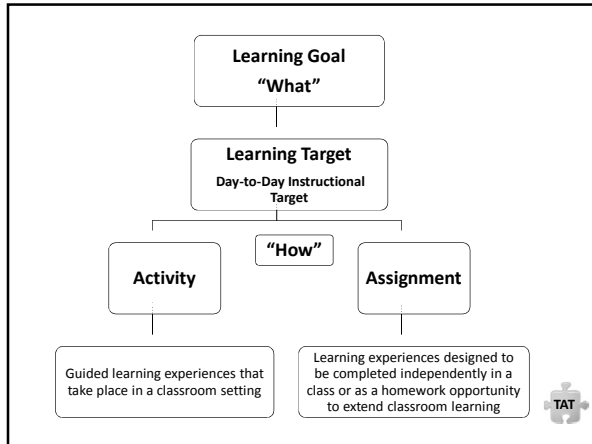
COMMON CORE
STATE STANDARDS INITIATIVE
NATIONAL GOVERNORS ASSOCIATION OF STATE EDUCATION OFFICIALS

Learning Goal: Common Core

College and Career Readiness Anchor Standards for Speaking and Listening

*The K–5 standards... define what students should **understand and be able to do** by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards...*

The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity — that together define the skills and understandings that all students must demonstrate.



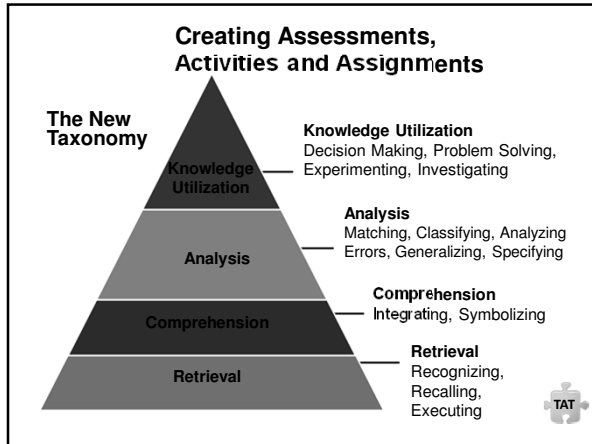
Learning Goals – Activities and Assignments: Example

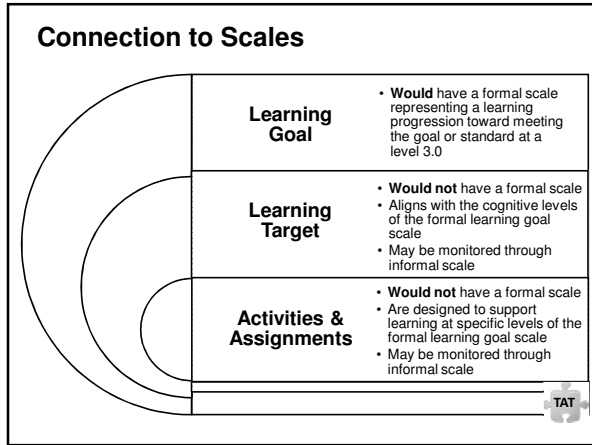
Subject	Learning Goal	Learning Target	Activity	Assignment
Science	Students will be able to identify similarities and differences between various planets in the solar system.	Students will be able to identify key characteristics of and relationship between the earth and moon.	Students will watch a video that demonstrates the relationship between the earth and the moon and the place of these bodies in the solar system. Students will construct a model in small groups to represent understanding.	Read pp 24-32 and complete a graphic organizer that will represent individual understanding of the configuration of planets in the solar system.

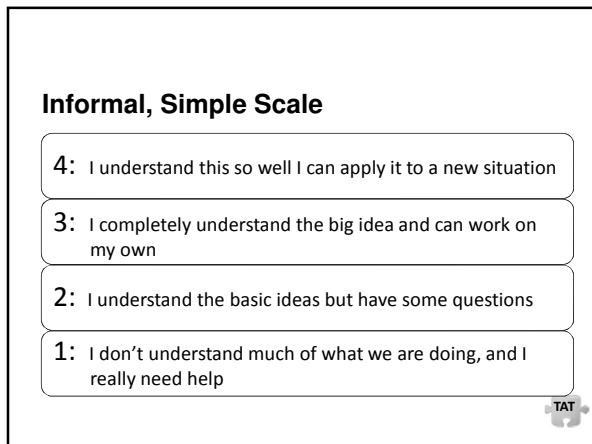
Development of a Scale for Student Learning

Scale	Comments
Score 4.0	The student will be able to investigate the gradual growth of knowledge about the solar system.
Score 3.0	The student will be able to explain similarities and differences between the planets in the solar system.
Score 2.0	The student will be able to recognize and recall important details about the solar system and be able to explain its critical features.
Score 1.0	With help the student can reach partial success at levels 2.0 and 3.0 above.
Score 0.0	Even with help, no success



Activities, assignments and even assessments are planned for each level.








Where does this fit?



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**Processing the Understanding:
Goal and Scale**

Text Structure and Features

CCSS.ELA-Literacy.RI.7.5
Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

CCSS.ELA-Literacy.RL.7.5
Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

Scale	Comments
Score 4.0	
Score 3.0	
Score 2.0	
Score 1.0	
Score 0.0	



**Text Structure and Features
RI.7.5 and RL.7.5**

Scale	Comments
Score 4.0	
Score 3.0	<ul style="list-style-type: none"> Analyze how the structure an author uses to organize a grade-appropriate text, including how the major sections contribute to the whole and to the development of ideas. Analyze how a grade appropriate drama's or poem's form or structure (e.g. soliloquy, sonnet) contributes to its meaning
Score 2.0	
Score 1.0	
Score 0.0	

Text Structure and Features RI.7.5 and RL.7.5	
Scale	Comments
Score 4.0	
Score 3.0	<ul style="list-style-type: none"> Analyze how the structure an author uses to organize a grade-appropriate text, including how the major sections contribute to the whole and to the development of ideas. Analyze how a grade appropriate drama's or poem's form or structure (e.g. soliloquy, sonnet) contributes to its meaning
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> Analyze, author, development, drama, form, idea, meaning, organize, poem, soliloquy, sonnet, structure, text <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Identify the form or structure of a grade-appropriate drama or poem Describe the structure of a given grade-appropriate text Recognize signal words or phrases associated with text structure (e.g. following, compared with, therefore, as a result of) in a grade appropriate text
Score 1.0	
Score 0.0	

Text Structure and Features RI.7.5 and RL.7.5	
Scale	Comments
Score 4.0	<ul style="list-style-type: none"> Utilize a decision-making matrix to determine which structure would best express a given story or piece of information. Hypothesize about the most appropriate structure, determine the alternatives and judgment criteria, apply alternatives and explain why you would choose a certain structure over another.
Score 3.0	<ul style="list-style-type: none"> Analyze how the structure an author uses to organize a grade-appropriate text, including how the major sections contribute to the whole and to the development of ideas. Analyze how a grade appropriate drama's or poem's form or structure (e.g. soliloquy, sonnet) contributes to its meaning
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Score 1.0	
Score 0.0	

Text Structure and Features RI.7.5 and RL.7.5	
Scale	Comments
Score 4.0	<ul style="list-style-type: none"> Utilize a decision-making matrix to determine which structure would best express a given story or piece of information. Hypothesize about the most appropriate structure, determine the alternatives and judgment criteria, apply alternatives and explain why you would choose a certain structure over another.
Score 3.0	<ul style="list-style-type: none"> Analyze how the structure an author uses to organize a grade-appropriate text, including how the major sections contribute to the whole and to the development of ideas. Analyze how a grade appropriate drama's or poem's form or structure (e.g. soliloquy, sonnet) contributes to its meaning
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> Analyze, author, development, drama, form, idea, meaning, organize, poem, soliloquy, sonnet, structure, text <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Identify the form or structure of a grade-appropriate drama or poem Describe the structure of a given grade-appropriate text Recognize signal words or phrases associated with text structure (e.g. following, compared with, therefore, as a result of) in a grade appropriate text
Score 1.0	With help partial success at score 2.0 and score 3.0 content
Score 0.0	Even with help no success



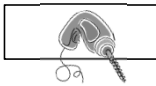
Deepening Our Understanding...

Now that you have an overview of Design Question 1 on Goals and Scales let's process what you know.

We will begin by Drilling Down to the **desired effect** of the elements in Design Question 1.



Drilling Down Into Design Question 1



#	Element	Desired Effect of the Strategy	What can teachers have students do?
1	Providing Clear Learning Goals and Scales		
2	Tracking Student Progress		
3	Celebrating Success	Students feel pride in their knowledge gain and accomplishments and students are motivated to continue progress toward goal.	





Classroom Visit #1

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



Elaborate

How will a goal and scale help students track their progress towards a learning goal and authentically celebrate success?

TAT

Plan Using Design Questions

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

A comprehensive set of elements to facilitate students interaction with new content

- Identify and Chunk Critical Information (#6 & 9)
- Prepare a Previewing Activity (#8)
- Plan ways to organize students (#7) in groups to:
 - Process (#10)
 - Elaborate (#11)
 - Record (#12)
 - Reflect (#13)

TAT

**Plan Using Design Questions-
Design Question 2**

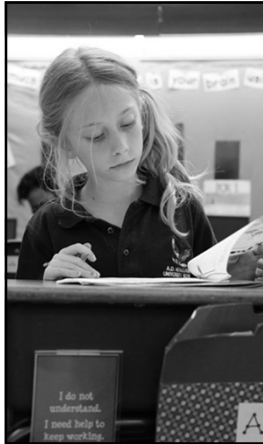
• Teacher Focus

- Identify Critical Information
- Organize Students to Interact with Knowledge
- Chunk Content into Digestible Bites

• Student Focus

- Previewing
- Processing
- Elaborating
- Recording and Representing
- Reflecting on Learning

TAT



Teach the Thinking

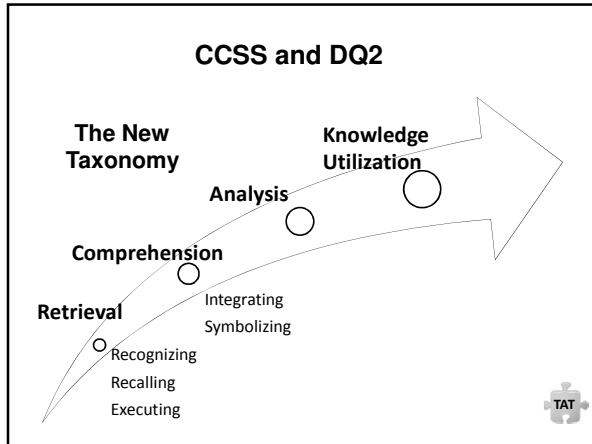
- Small chunks of content need to be processed during a critical input experience
- Active processing requires the use of macro-strategies, or interacting instructional strategies
- Summarizing, note-taking, non-linguistic representations, questioning, visualizing, cooperative learning



Drilling Down Into DQ 2			
#	Element	Desired Effect of the Strategy	What can teachers have students do?
6	Identifying Critical Information	Students know what content is important vs. what isn't important	
7	Organizing Students to Interact with New Knowledge	Students benefit from the thinking of their peers through group interaction	
8	Previewing New Content	Students activate their prior knowledge	
9	Chunking Content into "Digestible Bites"	Students process and learn information in appropriate chunks.	
10	Processing of New Information	Students are cognitively engaged with new content during interactions with other students.	
11	Elaborating on New Information	Students draw conclusions that were not explicitly taught within the chunk.	
12	Recording and Representing Knowledge	Students accurately record and represent their understanding of critical content in linguistic and/or nonlinguistic ways.	
13	Reflecting on Learning	Students examine their level of understanding and identify areas where they are clear and confused.	 TAT

Classroom Visit #2

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



Design Question 3:

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

Knowledge can be categorized as *Procedural* or *Declarative*.

<p style="text-align: center;">Procedural Knowledge</p> <ul style="list-style-type: none"> • Skills, Strategies and Processes 	<p style="text-align: center;">Declarative Knowledge</p> <ul style="list-style-type: none"> • Information
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Procedural and Declarative Knowledge

Procedural	Practice & Feedback	Fluency
Declarative	Multiple Exposures	Deepening Understanding

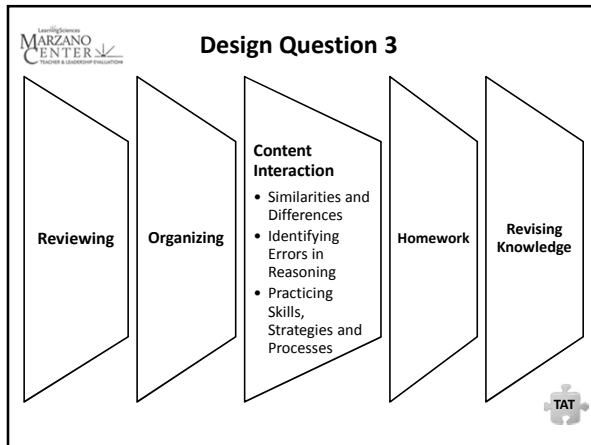
Plan Using Design Questions

Design Question 3- What will I do to help students practice and deepen new knowledge?

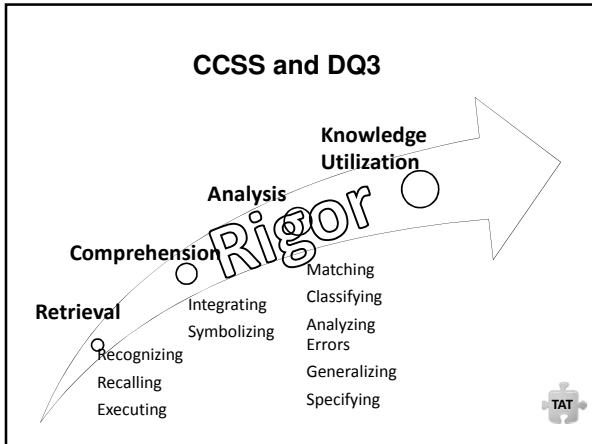
To help students practice and deepen knowledge:

- Plan for review and revision of content (#14, 20)
- Choose strategies to best achieve the desired effect (#17, 18 or 19)
- Plan for ways to organize students in groups to do the activities (#15)
- Plan purposeful homework when appropriate (#16)









CCSS and Design Question 3

CCSS Anchor Standards Language	Level 3 Taxonomy	Examples of Design Question 3 Strategies
Analyze how two or more texts address similar themes or topics	Compare and Contrast	Examining Similarities and Differences
Delineate and evaluate the specific argument in a text	Identify Errors and Issues	Examining Errors in Reasoning
Analyze how and why individuals, events and ideas develop and interact over the course of a text.	Critique	Examining Similarities and Differences
Assess how the POV or purpose shapes the content and style of a text	Evaluate	Examining Similarities and Differences
Site specific evidences and make logical inferences	Draw Inferences	Examining Errors in Reasoning
Site specific evidences when writing or speaking to support conclusions drawn from text	Draw Conclusions	Examining Errors in Reasoning


Plan Using Design Questions

Design Question 4: What will I do to help students generate and test hypothesis about new knowledge?

- 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 chunk, single standard or unit of study


Design Question 4

Short Term <ul style="list-style-type: none">• Focused on a chunk of instruction• Brief visits to Design Question 4 cognitive levels• Brief visits support student readiness for long term Design Question 4 investigations	Long Term <ul style="list-style-type: none">• Focused on a standard or unit of instruction• Structured, problem-based investigation with time for in-depth student inquiry
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Classroom Visit #4

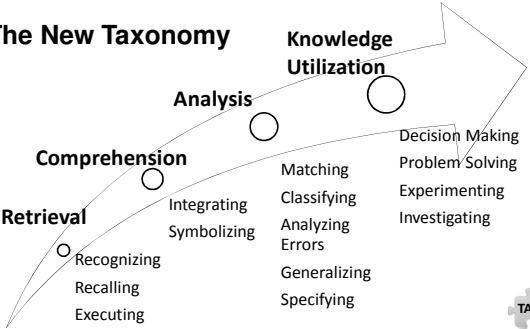
Design Question 4 - What will I do to help students generate and test hypotheses about new knowledge?



Coach the Teacher:
What changes would you make in this lesson to make the students generate and test their hypothesis?

CCSS and DQ4

The New Taxonomy




Retrieval
Recognizing
Recalling
Executing

Comprehension
Integrating
Symbolizing

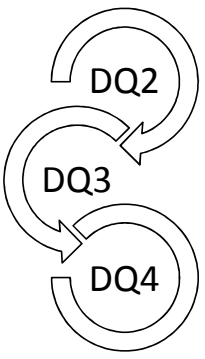
Analysis
Matching
Classifying
Analyzing
Errors
Generalizing
Specifying

Knowledge Utilization
Decision Making
Problem Solving
Experimenting
Investigating



Elaborate

Consider the Lesson Segment Addressing Content. Describe what happens to the teacher's role, the student's role and cognitive level as a teacher moves from DQ2 to DQ3 to DQ4.



TAT

Plan Using Design Questions – Design Question 5

Noticing When Students are Not Engaged (#24)

Plan for ways to engage students in the content

Using Academic Games (25)	Managing Response Rates (26)	Using Physical Movement (27)	Maintaining a Lively Pace (28)	Demonstrating Intensity and Enthusiasm (29)	Using Friendly Controversy (30)	Providing Opportunities for Students to Talk about Themselves (31)	Presenting Unusual or Intriguing Information (32)
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TAT

 **Classroom Visit #5**

Design Question 5 - What will I do to engage students?



What about Design Questions 6, 7, 8 & 9?

Remember these design questions support the learning process in the classroom and should be "running in the background" during every lesson.

- DQ 6** Focus is classroom rules and procedures
- DQ 7** Focus is adherence or lack of adherence to rules and procedures
- DQ 8** Focus is establishing and maintaining relationships with students
- DQ 9** Focus is communicate high expectations for all students – even those low expectancy students





Classroom Visit #6

Design Questions 6, 7 and 8



THE IMPORTANCE OF MONITORING

Monitoring is Key

- Teachers must plan for monitoring techniques
- Monitoring is specific to the element
- Monitoring students for the desired effect provides the information needed to make adjustments
- Research based strategies have a high probability of raising student achievement at the applying and innovating levels



Ways to Monitor Students

In the table below, brainstorm ways that a teacher could monitor students in each of the three lesson segments.

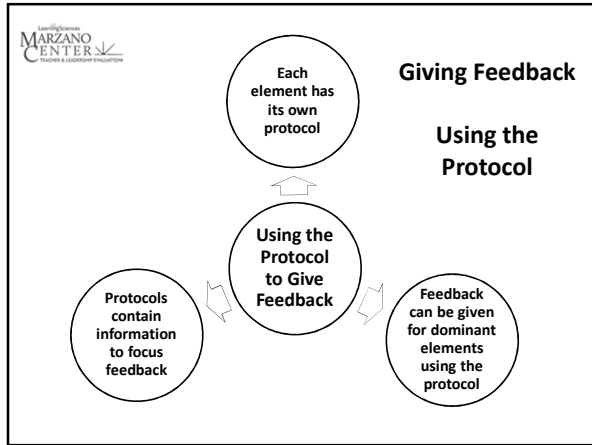
Routine Events	Addressing Content	Enacted on the Spot



FEEDBACK FOR GROWTH

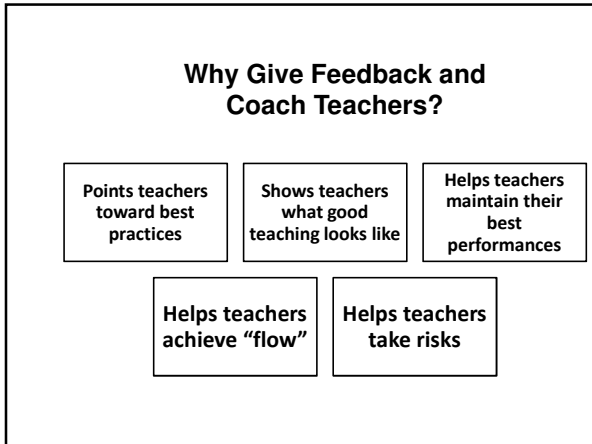
What skills are necessary to provide meaningful feedback to teachers?

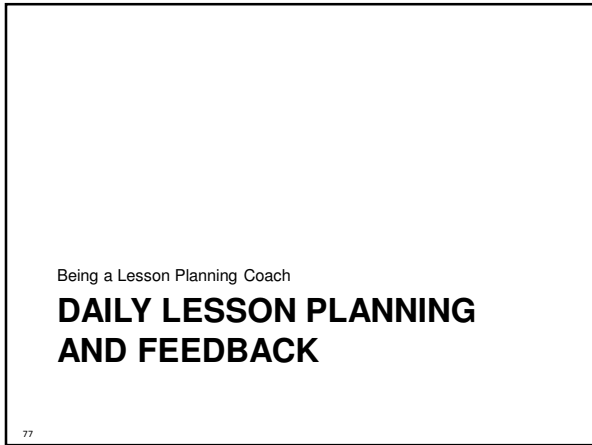


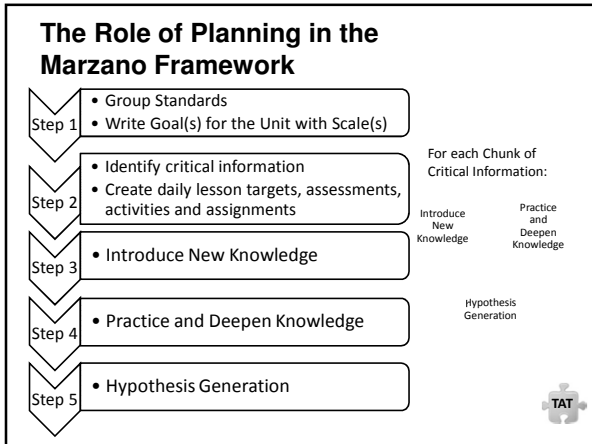


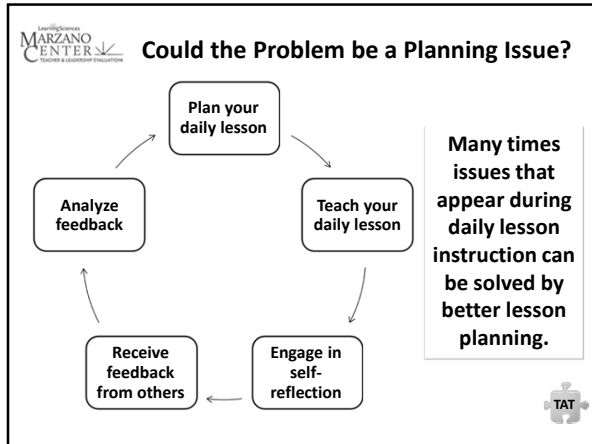
Giving Feedback Using the Scale

Not Using 0	Beginning 1	Developing 2	Applying 3	Innovating 4
Strategy is called for, but not exhibited.	Strategy is used incorrectly, or with parts missing.	Strategy is used correctly but the majority of students are not monitored for the desired effect of the strategy.	Strategy is used correctly and monitored for evidence of the extent to which the majority of students display the desired effect.	Strategy is adapted and created for unique student needs and situations in order for the desired effect to be evident in all students.







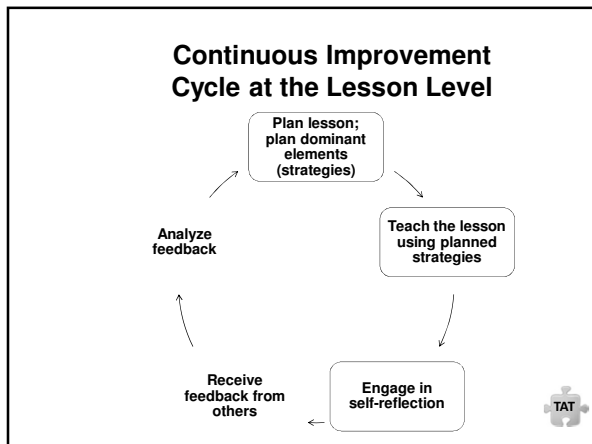


What have we learned today that we can now add to the Intentional Thinking Map or your Lesson Plan template?

Intentional Thinking Map for Daily Lessons

Title of Lesson	Lesson Title	Duration of Lesson (Days)	Date
Design Question Focus of this lesson (Identify, Summarize, or make use of your own)			
Learning Goal/Objective (Lesson or standards)			
Learning Targets (Write in the main body)			
2.3 Similar Content: 3.07 Page (Check on Learning Goal) 4.0 More Complex			
Other align with 3.07 Other align with 3.07 Other align with 3.07			
Assessment and Monitoring (Include formative and summative)			
Critical Information Checks (as determined by learning target)			
Instructional Strategies/Lesson Activities			
Adaptations for Unique Student Needs (How, When, Where, What, Student who will support for each)			
Assignments			
Resources and Materials			

TAT



Giving Teachers Feedback on Planning

Questions to consider:

- Is there planning evidence for **intentional use of strategies** aligned with student outcomes?
- Is there planning for **monitoring of the desired effect** of the strategies?
- Is there planning evidence for the **unique needs of students**?



SUMMING UP

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Learning Goal and Targets

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.

Learning Targets:

Participants will:

- Understand the need for and strength in a common language of instruction
- Understand the purpose and components of the Marzano Protocols for Observation including the distinctions in the developmental scale and how the protocols are used to provide specific, actionable feedback to teachers
- Support teacher growth by serving as a daily lesson planning coach - identifying intentional planning in terms of lesson segments, design questions and elements, as well as the importance of planning for dominant elements and monitoring for desired effects



**Final Reflection-
My Learning Today**

Select one of today's goals to reflect upon

- Reflect on what you are learning
 - What makes sense?*
 - What is concerning?*
 - What need clarification?*
- Record your questions
- Turn and talk about your thinking and listen to other perspectives



Next Steps

What are your
"Take-Aways" and
your "To-Dos" or
"Think-Abouts"?