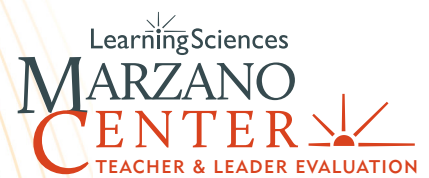




TEACHER MENTOR PARTICIPANT NOTEBOOK

DOMAIN 1: FRAMEWORK



Introduction to the
Marzano Teacher Evaluation Model

Domain 1: Framework

Participant Notebook

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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:

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.

A Scale for Your Learning

Scale	Comments
Score 4.0	In addition to the score of 3.0, participants will be able to: Proactively prepare for implementation of the Marzano Teacher Evaluation Model.
Score 3.0 Essential Target Knowledge	In addition to the score of 2.0, participants will be able to: <ul style="list-style-type: none"> • Understand the common language and organization of the Marzano Framework and how it serves to support growth and teacher expertise. • Describe the desired effect of each design question. • Describe the role and impact of teacher planning in this model, including the importance of intentional planning for dominant use of strategies. • Begin to identify the appropriate lesson segment and design question when observing or working with teachers. • Begin to understand the teacher-mentor role as it relates to this model.
Score 2.0 Essential Foundational Knowledge	Participants will be able to: <ul style="list-style-type: none"> • List the domains and lesson segments of the Marzano Framework. • Recognize the design questions and desired effects. • Understand that the elements within each design question are the research-based strategies intentionally used in planning lessons and units.
Score 1.0	With use of notes and prompting, participants can accomplish score 2.0 and score 3.0 items above.

Classroom Visit #1

Consider these questions as you view the video:

What do you see happening?

What questions do you have for the teacher?

Do you see evidence of high quality instruction? List evidences.

Processing the Learning

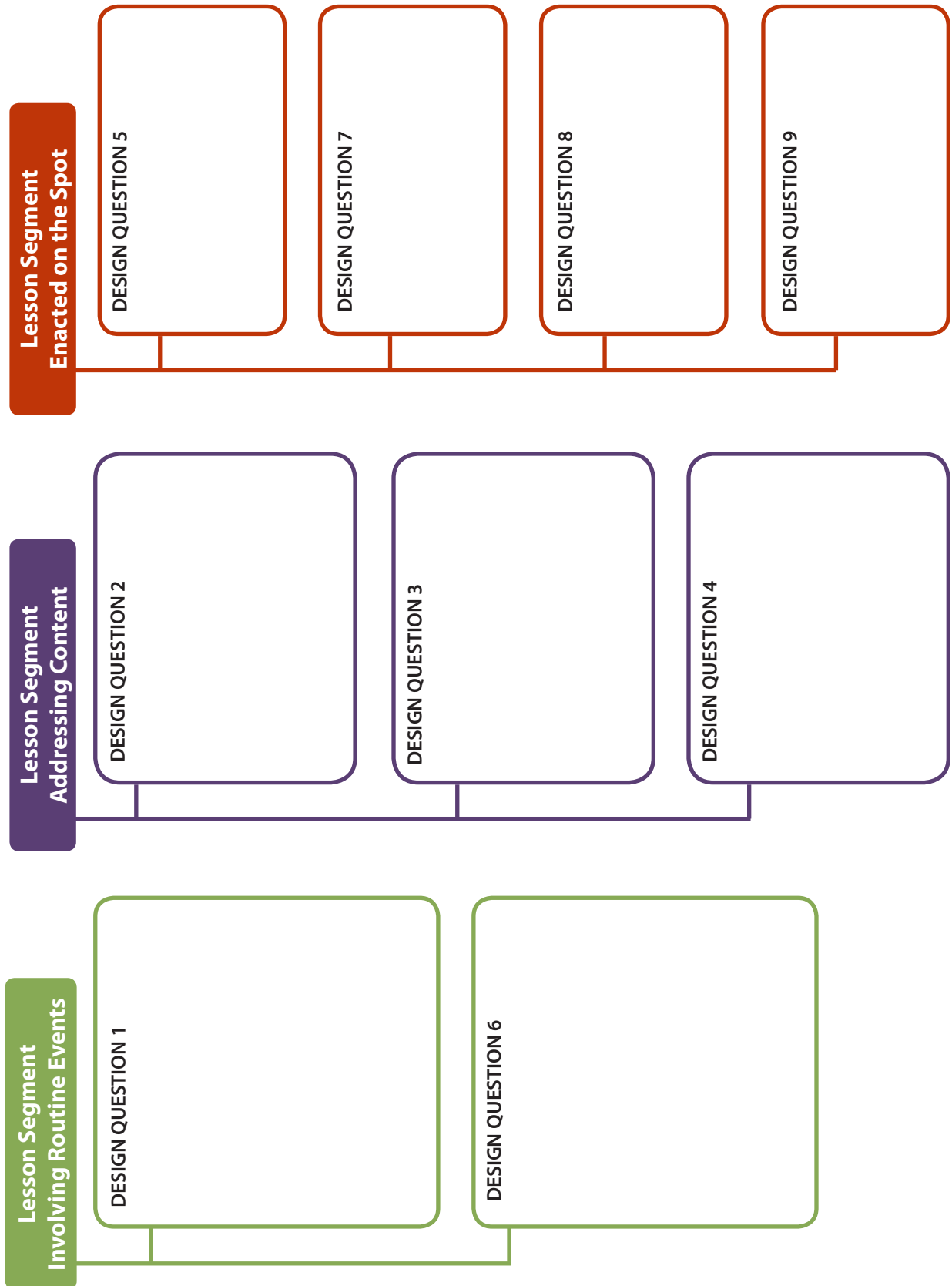
1. Goal of the Framework: What is the main goal? What is a realistic expectation for this framework?

2. Conditions to Support Teacher Expertise: Begin with the condition of the common language of instruction and discuss how each bubble supports the succeeding bubble.

3. Causality: Why does Domain 1 have the greatest emphasis in the framework?

4. Structure of Framework: Utilize your learning map and move from global to granular using the following terms:
 - Domain
 - Lesson Segment
 - Design Question
 - Element

What is the Desired Effect of Each Design Question?



The Ten Design Questions from The Art and Science of Teaching

Design Questions are questions teachers ask themselves as they design lessons and units.

1. What will I do to establish and communicate learning goals, track student progress, and celebrate success?
2. What will I do to help students effectively interact with new knowledge?
3. What will I do to help students practice and deepen understanding of new knowledge?
4. What will I do to help students generate and test hypotheses about new knowledge?
5. What will I do to engage students?
6. What will I do to establish and maintain classroom rules and procedures?
7. What will I do to recognize adherence and lack of adherence to classroom rules and procedures?
8. What will I do to establish and maintain effective relationships with students?
9. What will I do to communicate high expectations for all students?
10. What will I do to develop effective lessons organized into a cohesive unit?

Instructional Strategies – Percentile Gains

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%

Haystead, Mark W., & Marzano Robert J., (2009). Meta-analytic Synthesis of Studies Conducted at Marzano Research Laboratory on Instructional Strategies.

Processing the Learning: Three Sentence Wrap-Up

Directions: Using your notes on the *Lesson Segment Involving Routine Events*, summarize the main concepts in three sentences or less. Once your summary is complete, share with your table mates and refine your summary if necessary.

Processing the Learning – Design Question 7

What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?

- **Element 34: Applying Consequences for Lack of Adherence to Rules and Procedures**
- **Element 35: Acknowledging Adherence to Rules and Procedures**

How might the use of a combination of positive reinforcement and consequences have a positive impact on all student behaviors in the classroom?

Processing the Learning – Design Question 8

What will I do to establish and maintain effective relationships with students?

- **Element 36: Understanding Students' Interests and Backgrounds**
- **Element 37: Using Verbal and Nonverbal Behaviors that Indicate Affection for Students**
- **Element 38: Displaying Objectivity and Control**

What might you see that would be evidence that these strategies are having a positive impact on students?

Processing the Learning – Design Question 9

What will I do to communicate high expectations for all students?

- **Element 39: Demonstrating Value and Respect for Low Expectancy Students**
- **Element 40: Asking Questions of Low Expectancy Students**
- **Element 41: Probing Incorrect Answers with Low Expectancy Students**

These three elements are strategies teachers must put in place to ensure their actions are fair and consistent for all students.

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?

Focused Video Viewing

1. What is happening as I begin the observation? *or* What am I looking for right now?
2. Identify the Lesson Segment you are observing.
3. Identify the Design Question(s) being evidenced.
4. Identify the dominant strategy(ies) being used.
5. Were the strategy(ies) being used effectively?
6. How did the teacher monitor for the desired effect?

Intentional Thinking Map for Daily Lessons

Title of Unit:	Lesson Title:	Duration of Lesson (Days):	Date:
Design Question Focus of the Lesson: <i>(elements from other DQs may be used as support)</i>			
<input type="checkbox"/> Introducing New Knowledge	<input type="checkbox"/> Deepening or Practicing	<input type="checkbox"/> Generating and Testing Hypotheses	
Learning Goal/Objective: <i>(based on Standards)</i>			
Learning Targets: <i>(write in the scale below)</i>			
2.0 Simple Content: Often aligns with DQ2	3.0 Target (Objective/Learning Goal): Often aligns with DQ3	4.0 More Complex: Often aligns with DQ4	
Assessment and Monitoring: <i>(checks for content and desired effect)</i>			
Critical Information Chunks: <i>(as determined by learning targets)</i>			
Instructional Strategies/Lesson Activity:			
Adaptations for Unique Student Needs: <i>(ELL, Special Education, Gifted, Students who lack support for school)</i>			
Assignment(s):			
Resources and Materials:			

Domain 1: Framework (Teacher Mentor)

Communities of Continuous Improvement (CoCI) Support

In order to support teacher implementation of the Marzano Teacher Evaluation Model, teachers should engage in a community of learning within their school where they meet with other teachers and engage in collegial conversations. These communities of learning times should focus on supporting teachers during the implementation of the Continuous Improvement Cycle of planning, teaching, and reflecting within the Marzano Teacher Evaluation Model.

Establishing Procedures

At this stage, the first priorities include establishing purposeful communities, creating agendas, identifying roles, as well as establishing norms and timelines for implementation.

Establishing Communities of Continuous Improvement

As Communities of Continuous Improvement are formed, different communities will have different focus. Some communities may come together because members teach the same grade or subject, others may come together to focus on vertical articulation, while others may become communities for some other specific need. It is important that all communities establish their focus from the beginning so that all decisions are made with it in mind.

Identifying Roles

In order for communities to operate effectively, each member of the community needs to be an active participant of that community. In order to help guide that process, community members should have roles and responsibilities. Taking time to establish roles and responsibilities helps alleviate ongoing discussions about personal responsibility.

Establishing Norms

Norms are necessary to establish conditions for collaboration. Norms are agreements team members make to be actively involved in the process of growing as a community. Groups should create their own norms so that they feel more ownership to the process. Establishing routines is essential to all learning situations.

Creating a Timeline for Implementation

Establishing a timeline for implementation helps members of the CoCI see how the year will unfold and how the focus will change over time. Intentional instruction takes time to implement. CoCI members cannot be expected to focus on all aspects of the model immediately. A timeline helps frame the pacing and intentionality of implementation.

Creating Agendas

It is essential to Communities of Continuous Improvement to manage meeting time effectively. Effective CoCI's focus on both intentionally implementing specific aspects of the framework and reflecting on the evidence to inform planning. Agendas should have specific time frames for each section of the meeting as well as who is responsible and what will be accomplished during that section.

Guiding Implementation of the Marzano Teacher Evaluation Model

The second area of focus for CoCI's during initial implementation is guidance in the initial phases of implementation of the model. Participants need guidance in thinking around the Continuous Improvement Cycles, as well as reflecting on the design questions and lesson segments within the context of daily lesson planning.

Understanding Continuous Improvement Cycles

Continuous Improvement Cycles are the constant cycles of planning, instruction, and reflection involved in a framework that is designed to support the increase in teacher expertise. Helping teachers understand the purposefulness of the Continuous Improvement Cycle allows for thoughtful planning and reflection based on student evidence.

Focusing on the Desired Effect

Each lesson segment and design question has a specific purpose. The desired effect of a design question is the effect the teacher wants to have on the students because they are implementing strategies from that design question. Taking the time to think about the desired effect of each design question is the first step in reflecting on the intentionality of instructional practice and how teachers will know they have achieved the desired effect they want.

Reflecting on the 10 Design Questions

Teachers should reflect on how the 10 Design Questions allow them to intentionally plan for implementing instructional strategies. Teachers can discuss their strengths and where they would like to focus for growth. CoCI members can then use the *Read and Reflect* document from the resource library in iObservation to focus specifically on a Design Question for growth.

Establishing the Pre-Conditions for Learning

In the Marzano Teacher Evaluation Model, the instructional strategies that specifically address content are more obvious to reflect on, but it is also key to focus on the pre-conditions of learning. The pre-conditions for learning allow the student to focus on the content. These are found in the Lesson Segment Involving Routine Events and the Lesson Segment Enacted on the Spot. Teachers can be asked to reflect on how they set the pre-conditions to support learning and use the Art and Science of Teaching Framework Learning Map to organize their reflection.

Planning Lessons

Effective lesson planning includes selecting instructional strategies that intentionally scaffold toward the standards. The Art and Science of Teaching Framework Learning Map helps teachers think through strategies to scaffold toward daily lesson targets and learning goals. In other words, it operationalizes "intentional teaching". Guiding teachers through the process of thinking about the intentionality of each aspect of their lesson leads to more purposeful teaching.

Notes

**OBSERVATIONAL ROUNDS
FOR PROFESSIONAL DEVELOPMENT:**

PART A



Purpose of Observational Rounds

The purpose of observational rounds is for teacher mentors to practice and apply knowledge gained during trainings. Each consecutive training will deepen understanding of the model and introduce increasingly complex observational skills. This practice and application will calibrate and deepen understanding of teacher mentors and provide documentation for future professional development needs. Improving teacher mentors' ability to identify appropriate elements, identify levels of implementation and provide growth-centered feedback will occur through participation in observational rounds. The occurrence of these rounds should be communicated as a purposeful practice time for teacher mentors to deepen understanding and collaboratively improve support skills.

Rounds can be conducted virtually or in a live school setting

- **Live Rounds:** The live rounds process is outlined in the Norms and Processes section of this document.
- **Virtual Rounds:** Rounds can be conducted virtually by participants viewing a video in iObservation, completing the attached worksheets and then coming together with their colleagues for the purpose of discourse, collaboration and consensus building about the video and worksheet concepts.

Aligning Rounds with Professional Development Sessions

Each session within the Learning Sciences Marzano Center teacher mentor track provides an opportunity for, along with the expectation of, practice of information taught in the session. These practice sessions help participants grow their understanding of the key concepts within each training session. The practice sessions are titled "Observational Rounds" and are specific to each session. To support maximum growth between one facilitated session and the next in the series, observational rounds are designed to encourage practice and a high level of collaboration.

Homework should be considered a natural and essential part of the learning process and will be reviewed at the beginning of each subsequent session in the series.

Observational Rounds Homework to be Completed After Domain 1: Framework

As a result of looking at the framework from a more global perspective, the focus of the Domain 1: Framework session is to highlight the power and connection between intentional teaching that aligns with intentional planning. Two key presented concepts within Domain 1 are lesson segments and design questions. The observational rounds following this session are meant to help participants to begin looking at instruction through the lens of the Marzano Framework, most specifically lesson segments and design questions.

The expected outcomes from Domain 1: Framework Observational Rounds:

- Clarity about how to identify intentional teaching
- Identification of lesson segments and design questions used during classroom instruction
- Identification of questions teacher mentors may need to ask teachers in order to capture a more-complete picture of teacher observational practice

Observational Rounds Team Leader Selection

Observational rounds are led by team leaders and should be selected by the district. The team leader plays an integral role in the success of observation rounds.

Observational Rounds Team Leader Responsibilities

- Support and monitor observational rounds norms
- Facilitate discussion and ensure all team members have an opportunity to participate and contribute to the collaborative discussion
- Maintain productive pace of the discussion
- Ensure all conversations are devoid of personal judgments and are based upon protocol elements, evidences, focus statements, and the common language

Documentation of Rounds

To document participation in observational rounds, rounds groups should complete the reflection sheet for each homework activity and submit it to the department overseeing the rounds. Please contact the district for more information about where to send completed reflection sheets.

Suggested number of rounds:

Groups should participate in at least three sets of rounds for each homework activity.

Norms and Processes for Rounds

- A. Rounds should be done by groups numbering from 2 to 6, with no more than 6 teacher mentors in a group (including team leader). Teams should have a cross-section of leaders in terms of tenure and grade bands, when possible.
- B. Rounds should be performed in classrooms of teachers who have volunteered and include a cross-section of ability and tenure. Teachers should understand the outcomes of the rounds (What type of rounds are being performed?). Feedback should not be provided to teacher unless it is specifically requested by the teacher and approved by the site administrator.
- C. Teachers should provide a copy of the lesson plan in advance of observation.
- D. The team should enter the room as quietly as possible and establish a “home base” area near the back of the room to minimize disruption to the flow of instruction.

- E. The team should ensure the capturing of all evidence occurs at an appropriate time and does not distract from the momentum of the lesson. (Ideally, student interviewing will take place during discussion, group or independent practice time).
- F. Groups should record evidences/facts, not opinions, about elements and consider how the evidence applies to the scale. (What do I see? Was the desired effect monitored and evident in students?)
- G. Groups should remain in classrooms for at least 20 minutes to get a decent picture of instructional practice, but must understand that anything less than the entire lesson may provide an incomplete picture of certain teaching practices. Groups should strive to complete the picture by capturing follow-up questions about elements. (What questions do I have for this teacher?)
- H. Groups should, in a non-disruptive manner, exit the classroom and the host building administrator may, if appropriate, thank the teacher for allowing his or her classroom to be used for increasing expertise.
- I. Time should be structured so that groups can leave the classroom and begin dialog about observed elements immediately after leaving. Care should be taken to debrief in a location away from the ears of other teachers.
- J. All observational rounds discussions are to be **confidential**.
- K. Debrief should be a practice in using the common language and should be focused around the protocol.
- L. After each teacher observation, the debrief conversation for Observational Rounds for Professional Development, should follow this process:
 - a. Each group member should identify intentional teaching or use of strategies through what the teacher and students are doing during the observation.
 - b. Each group member should identify the evidences indicating a teacher is focused on a particular lesson segment. After each member has shared, the group should come to a consensus about observed lesson segment evidences.
 - c. Each group member should identify the evidences indicating a teacher is focused on a particular design question. After each member has shared, the group should come to a consensus about observed design question evidences.
 - d. The team leader should complete the reflection sheet about what the group either has clarity or needs more information on. This document should be submitted to the indicated Professional Development Department Representative.

Observational Rounds Worksheet

Name of Observer _____

Date: _____

Identifying Intentional Teaching

Teacher #1: _____

What is the teacher doing?	What are the students doing?

Identifying Lesson Segments

	Routine Events	Content	Enacted on the Spot
Evidences that indicate the teacher is focused on this lesson segment			

Identifying Design Questions

	Routine Events	Content	Enacted on the Spot
Design questions within each lesson segment that are apparent for the lesson			

Identifying Intentional Teaching

Teacher #2: _____

What is the teacher doing?	What are the students doing?

Identifying Lesson Segments

	Routine Events	Content	Enacted on the Spot
Evidences that indicate the teacher is focused on this lesson segment			

Identifying Design Questions

	Routine Events	Content	Enacted on the Spot
Design questions within each lesson segment that are apparent for the lesson			

Identifying Intentional Teaching

Teacher #3: _____

What is the teacher doing?	What are the students doing?

Identifying Lesson Segments

	Routine Events	Content	Enacted on the Spot
Evidences that indicate the teacher is focused on this lesson segment			

Identifying Design Questions

	Routine Events	Content	Enacted on the Spot
Design questions within each lesson segment that are apparent for the lesson			

Observational Rounds Reflection Worksheet

Rounds Team Leader _____

Team Members

1. _____
2. _____
3. _____
4. _____
5. _____

Team Reflection Log

	The team has clarity about...	The team has questions about...
Intentional Teaching		
Lesson Segments		
Design Questions		

Signature of Team Leader _____ Date _____

Please send completed Reflection Worksheets to the department overseeing your training.

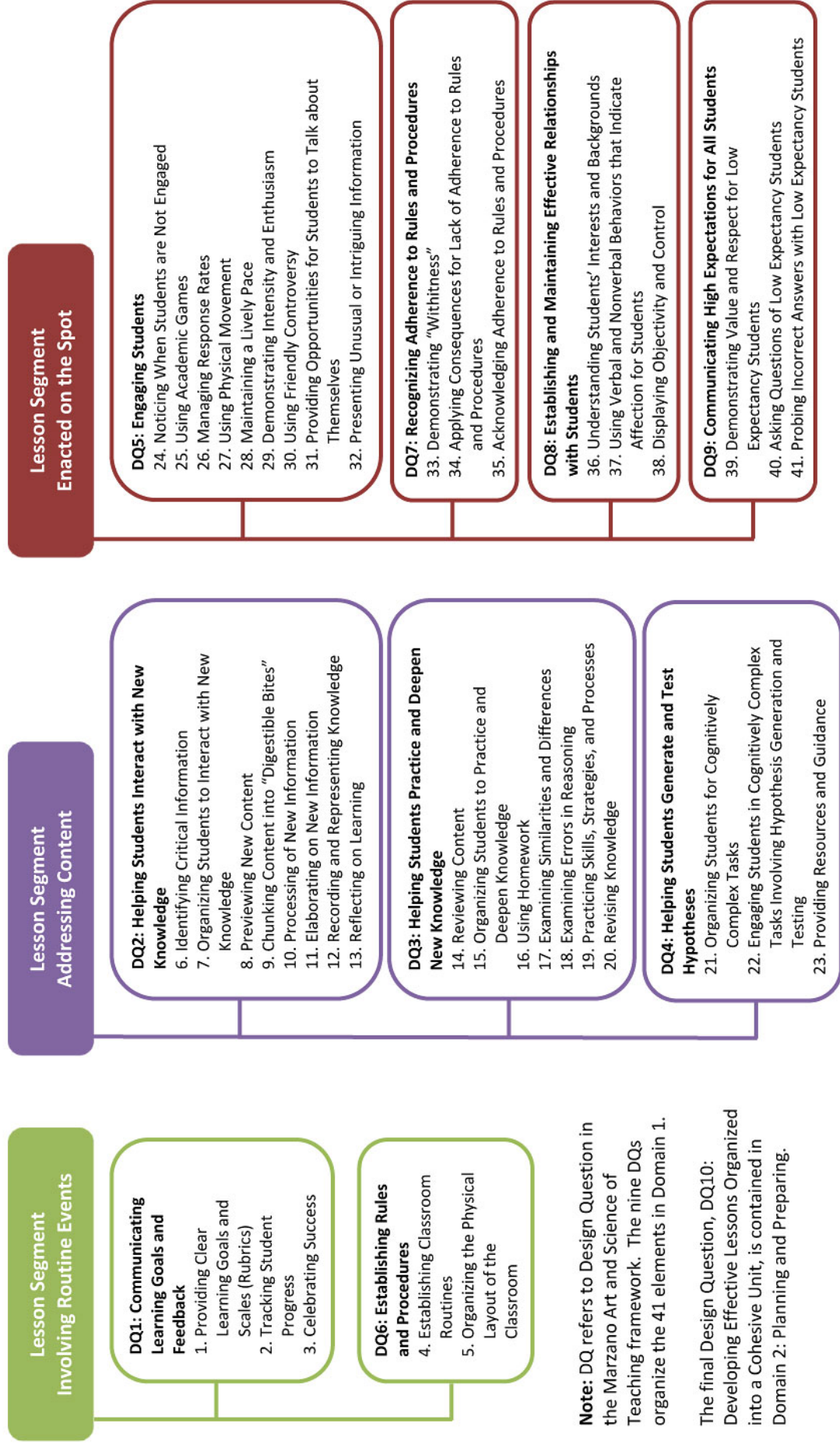
Notes

LEARNING MAP



Domain 1: Classroom Strategies and Behaviors

Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQs) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol.



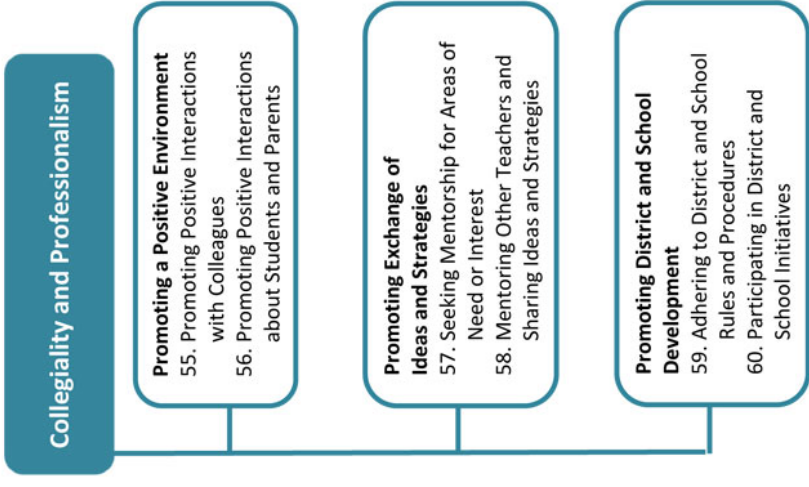
Domain 2: Planning and Preparing



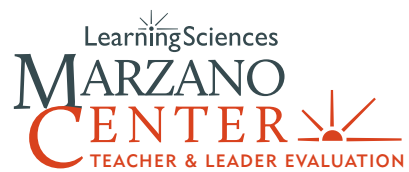
Domain 3: Reflecting on Teaching



Domain 4: Collegiality and Professionalism



Notes



For implementation inquiries, contact:

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