Marzano Evaluation Framework

Marzano:
Moving Teaching from an Art to a Science

- Analyzed selected research studies on instructional strategies that could be used by k-12 teachers.

- Determined average effect of techniques. An effect size expresses the increase or decrease in achievement of the experimental group who are exposed to a specific instruction technique.

- Marzano took the effect size and translated to percentile gain.

Instructional Strategies

Identifying Similarities and Differences	Percentile Gain is 45
Summarizing and Note Taking	Percentile Gain is 34
Reinforcing Effort and Providing Recognition	Percentile Gain is 29
Homework and Practice	Percentile Gain is 28
Nonlinguistic Representations	Percentile Gain is 27
Cooperative Learning	Percentile Gain is 27
Setting Objectives and Providing Feedback	Percentile Gain is 23
Generating and Testing Hypothesis	Percentile Gain is 23
Questions, Cues, and Advance Organizers	Percentile Gain is 22

Evaluation Framework

- Requires training
- Focuses on growth, not a "gotcha"
- Involves no subjectivity
- Gives teachers a common language that revolve around the "how" not the "what"
- Improves teacher practice overtime; this is not a quick fix
- Focuses on student engagement and teacher quality

Good News

Strategies include the following:

- Venn Diagram
- Comparison Matrix
- Graphic Organizers
- Analogies
- Summary Activities
- Narrative Frame
- Reciprocal Teaching
- Webbing for notetaking
- Incentives
- Guidelines for Effective Praise
- Focused Practice
- Cooperative Learning
- Rubrics for Providing Feedback
- Questioning

Implementation Time Line

- November: Overview with Principals; MDE Crosswalk
- December: Overview with School Board
- January: Utilize a one-week trial
- February: Schedule Training
- May: All Teachers trained (1 day)
- June: All Admin trained on Marzano (3 days)
- July: All Admin trained on iobservation (1 day)

Crosswalk of the Marzano Focus Teacher Evaluation Model to the Mississippi Teaching Standards

The Marzano Focused Teacher Evaluation Model identifies key elements, or professional and instructional strategies, divided into four domains, or areas of expertise: **Standards-Based Planning** (3 elements); **Standards-Based Instruction** (10 elements), **Conditions for Learning** (7 elements), and **Professional Responsibilities** (3 elements).

Mississippi Teaching Standards		Marzano Focused Teacher Evaluation Model
Domain I: Lesson Design	1. Lessons are aligned to standards and represent a coherent sequence of learning	**Domain: Standards-Based Planning** • Planning Standards-Based Lessons/Units
	2. Lessons have high levels of learning for all students	**Domain: Standards-Based Instruction** • Planning to Close the Achievement Gap Using Data
Domain II: Student Understanding	3. Assists students in taking responsibility for learning and monitors student learning	The scale (rubric) in **Domain: Standards-Based Instruction** requires teachers to monitor for student learning and make adaptations by differentiating. • Helping Students Examine Similarities and Differences • Helping Students Examine Their Reasoning • Helping Students Revise Knowledge • Helping Students Engage in Cognitively Complex Tasks
	4. Provides multiple ways for students to make meaning of content	The scale (rubric) in **Domain: Standards-Based Instruction** requires teachers to monitor for student learning and make adaptations by differentiating. • Identifying Critical Content from the Standards • Previewing New Content • Helping Students Process New Content • Using Questions to Help Students Elaborate on Content • Reviewing Content • Helping Students Practice Skills, Strategies, and Processes

Mississippi Teaching Standards		Marzano Focused Teacher Evaluation Model
Domain III: Culture and Learning Environment	5. Manages a learning-focused classroom community	**Domain: Conditions for Learning** • Organizing Students to Interact with Content • Establishing and Acknowledging Adherence to Rules and Procedures • Using Engagement Strategies
	6. Manages classroom space, time, and resources (including technology when appropriate) effectively for student learning	**Domain: Conditions for Learning** • Using Formative Assessment to Track Progress • Providing Feedback and Celebrating Progress **Domain: Standards-Based Planning** • Aligning Resources to Standard(s)
	7. Creates and maintains a classroom of respect for all students	**Domain: Conditions for Learning** • Establishing and Maintaining Effective Relationships in a Student-Centered Classroom • Communicating High Expectations for Each Student to Close the Achievement Gap
Domain IV: Professional Responsibilities	8. Engages in professional learning	**Domain: Professional Responsibilities** • Maintaining Expertise in Content and Pedagogy
	9. Establishes and maintains effective communication with families/guardians	**Domain: Professional Responsibilities** • Adhering to School and District Policies and Procedures • Promoting Teacher Leadership and Collaboration

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STANDARDS-BASED PLANNING

- Planning Standards-Based Lessons/Units
- Aligning Resources to Standard(s)
- Planning to Close the Achievement Gap Using Data

STANDARDS-BASED INSTRUCTION

- Identifying Critical Content from the Standards
- Previewing New Content
- Helping Students Process New Content
- Using Questions to Help Students Elaborate on Content
- Reviewing Content
- Helping Students Practice Skills, Strategies, and Processes
- Helping Students Examine Similarities and Differences
- Helping Students Examine Their Reasoning
- Helping Students Revise Knowledge
- Helping Students Engage in Cognitively Complex Tasks

CONDITIONS FOR LEARNING

- Using Formative Assessment to Track Progress
- Providing Feedback and Celebrating Progress
- Organizing Students to Interact with Content
- Establishing and Acknowledging Adherence to Rules and Procedures
- Using Engagement Strategies
- Establishing and Maintaining Effective Relationships in a Student-Centered Classroom
- Communicating High Expectations for Each Student to Close the Achievement Gap

PROFESSIONAL RESPONSIBILITIES

- Adhering to School and District Policies and Procedures
- Maintaining Expertise in Content and Pedagogy
- Promoting Teacher Leadership and Collaboration

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