Art and Science of Teaching
Causal Teacher Evaluation Model

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Poll Question

What does your current evaluation system look like?

A) Contractual compliance with HR and collective bargaining unit

A) Moving towards emphasizing teacher growth with observations tied to teacher PD plans

B) Aligned and systematic engine of teacher growth and development linked to student achievement
Poll Question

We are currently looking to revise our teacher evaluation system to include:

A) Formative and summative feedback for teachers
B) Multiple measures of student learning
C) Alignment with professional learning
D) All the above
Why is a new causal teacher evaluation model necessary?
Goal is for every teacher to increase his/her effectiveness every year:

- Assessed growth in use of research-based strategies (multiple measures against a common language/framework of instruction)
- Rigorously aligned professional development to what teachers are actually working on to improve
- Deliberate practice within a professional growth plan
- Connections to student achievement

The Art and Science of Teaching Causal Evaluation system focuses on building teacher capacity to raise student achievement.
Art and Science of Teaching Framework Based Upon Decades of Research

Figure 11. Percentile Gain for Specific Instructional Strategies (Corrected)
Causal Links to Student Achievement

Student Achievement

Teacher Behaviors & Strategies

Planning & Preparing

Reflecting on Teaching

Collegiality & Professionalism

Common Language of Instruction
Domain 1: Classroom Strategies and Behaviors

- Routine Segments
- Content Segments
- Enacted on the Spot
Domain 2: Planning and Preparing

- Planning and Preparation for Lessons and Units
- Planning and Preparing for Use of Materials and Technology
- Planning and Preparing for Special Needs of Students
Domain 3: Reflecting on Teaching

Reflecting on Teaching

- Evaluating Personal Performance
- Developing and Implementing a Professional Growth Plan
Domain 4: Collegiality and Professionalism

- Promoting a Positive Environment
- Promoting Exchange of Ideas
- Promoting School and District Development
The critical importance of establishing a research-based **Common Language/Model of Instruction** for a Causal Teacher Evaluation Model.
Why is a Common Language/Model of Instruction Critical for Developing Effective Teachers?

- Definition of Effective Teaching so every leader and every teacher knows **what effective teaching looks and sounds like**
  - Inter-rater reliability for supervisors, teacher leaders, coaches, and teachers
- Ability to provide professional development rigorously aligned to the Model of Instruction and measure progress in improving teacher practice
- Consistency for data collection to measure progress across classrooms, schools and districts
Common Language/Model of Instruction must:

• Accurately reflect the complexity and sophistication of the teaching/learning process

• Identify the key strategies revealed by research for effective teaching within a framework of instruction
  • Must go beyond “high-yield” strategies
  • Articulate the relationship between teacher and student evidence

• Identify which research-based strategies are appropriate for different types of lessons or lesson segments

• Include rubrics with a clearly defined continuums of implementation and evidences sufficient to impact student learning

• Be flexible to allow districts to adapt and adopt the model to reflect local needs and priorities yet retain the Common Language
Primary Goals for Student Achievement and Classroom Strategies and Behaviors

• Each year teachers set growth goals regarding Domain 1: Classroom Strategies and Behaviors.
<table>
<thead>
<tr>
<th>Innovating</th>
<th>Applying</th>
<th>Developing</th>
<th>Beginning</th>
<th>Not Using</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

- **New strategies are created to meet needs of specific students or class as a whole.**
- **Strategy is used and monitored to see if it has desired effect.**
- **Strategy is used but in a mechanistic way.**
- **Strategy is used but pieces are missing.**
- **Strategy is called for, but not used.**
Graph of Progress on Growth Continuum

**Observation History**

**Learner:** Slater, David (DSlater)

**Observation Form:** Marzano Research Laboratories: Lessons Introducing New Content (Critical Input Lessons)

**Start Date:** 9-Jan-2009
Primary Goals for Student Achievement and Classroom Strategies and Behaviors

• Each year teachers set growth goals regarding Domain 1: Classroom Strategies and Behaviors.

• Each year teachers set growth goals regarding student value-added achievement.
Secondary Goals for Domains 2, 3 & 4

- Domain 2: Planning and Preparing
- Domain 3: Reflecting on Teaching
- Domain 4: Collegiality and Professionalism
<table>
<thead>
<tr>
<th>Domain</th>
<th>Goal Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value-Added Achievement</td>
<td>Primary</td>
</tr>
<tr>
<td>Domain 1: Class Strategies and Behaviors</td>
<td>Primary</td>
</tr>
<tr>
<td>Domain 2: Planning and Preparing</td>
<td>Secondary</td>
</tr>
<tr>
<td>Domain 3: Reflecting on Teaching</td>
<td>Secondary</td>
</tr>
<tr>
<td>Domain 4: Collegiality and Professionalism</td>
<td>Secondary</td>
</tr>
</tbody>
</table>
Domain 2: Planning and Preparing

• Planning and preparing for lessons and units
• Planning and preparing for use of materials and technology
• Planning and preparing for special needs of students
Domain 3: Reflecting on Teaching

• Evaluating personal performance
• Developing and implementing a professional growth plan
## Identifies specific areas of pedagogical strength and weakness within Domain 1

<table>
<thead>
<tr>
<th>Innovating 4</th>
<th>Applying 3</th>
<th>Developing 2</th>
<th>Beginning 1</th>
<th>Not Using 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher is a recognized leader in helping others with this activity</td>
<td>The teacher identifies specific strategies and behaviors on which to improve from routine lesson segments, content lesson segments, and segments that are enacted on the spot</td>
<td>The teacher identifies specific strategies and behaviors on which to improve but does not select the strategies and behaviors that are most useful for his or her development</td>
<td>The teacher attempts to perform this activity but does not actually complete or follow through with these attempts</td>
<td>The teacher makes no attempt to perform this activity</td>
</tr>
</tbody>
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**ADVANCE PROFESSIONAL GROWTH**

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Domain 4: Collegiality and Professionalism

• Promoting a positive environment
• Promoting exchange of ideas and strategies
• Promoting district and school development
Stages of Teacher Development

- Initial-status teacher
- Professional teacher
- Mentor teacher
- Expert teacher
Initial-Status Teacher

- Bottom one-third of distribution of value-added achievement
- Minimum scores of 1 on all elements of Domain 1
Professional Teacher

• Between 34\textsuperscript{th} and 84\textsuperscript{th} percentile on value-added achievement
• Minimum scores of 2 and a majority of scores of 3 on Domain 1
Mentor Teacher

- Above 84th percentile on value-added achievement
- Scores of 4 on selected elements of Domain 1 and minimum scores of 3 on all other elements
- Leads instructional rounds
- Serves as an expert coach
Master Teacher

• Above 98th percentile on value-added achievement
• Scores of 4 on selected elements of Domain 1 and minimum scores of 3 on all other elements
• Leads instructional rounds
• Serves as an expert coach
• Is involved in teacher evaluation policy and practice
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
Demonstration of Domain 1: Classroom Strategies and Behaviors

Art and Science of Teaching Observation and Feedback Protocol on iObservation

www.iObservation.com
Next Steps

For more information or to schedule a more in-depth demonstration, please visit www.iObservation.com.