Art and Science of Teaching
Causal Teacher Evaluation Model -
Raising Student Achievement

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Doing Teacher Evaluation Differently

What is the goal?
The Goal: 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
Teacher Expertise and Student Achievement

Predicted Effect on Student Achievement Based on Incremental Teacher Skill Development

Teacher Skill
+2 Percentile Every Year

+ 8 Percentile

Research on **developing expertise** (expert-level performance)

- Why do some people not plateau in their performance but continue to develop to expert status?
- 10 years or 10,000 hours of deliberate practice
What is Deliberate Practice?

The process by which teachers attain **incremental gains** in **teacher expertise**

- under the **supervision and direction** of their **administrators**
- and **through the support** of their **peers**
- in order to **produce gains in student achievement** from year to year
Deliberate Practice: Five Conditions to Support Teacher Expertise

- Common Language of Instruction
- Focused Feedback and Deliberate Practice
- Opportunity to Observe and Discuss Teaching and Learning
- Clear Criteria for Success and Plan for Success
- Recognition of progress
Deliberate Practice:

- Continually self-assess and seek feedback on performance
- Focus on “thin slices”
- Identify areas of weakness
- Select focus area for improvement
- Determine current level of performance in focus area
- Set time-bound goal for increasing performance
- Seek mentors in area in which they are working
- Constantly monitor progress
Deliberate Practice Involves:

Feedback

Practice
4 Keys to Teacher Growth

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
Art and Science of Teaching Framework Based Upon Decades of Research

Figure 11. Percentile Gain for Specific Instructional Strategies (Corrected)
Typical bell curve of student results from teachers using a research-based strategy

- Decreased Student Achievement
- Increased Student Achievement

ES=0
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
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 checklists and “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
Common Language of Instruction Aligns Misaligned Systems

MISALIGNED SYSTEM
No Common Language or Model of Instruction

ALIGNED SYSTEM
Common Language or Model of Instruction
Art and Science of Teaching
Teacher Evaluation Model

Domain 1: Classroom Strategies and Behaviors (41 Elements)
  Routine Segments (5 Elements)
  Content Segments (18 Elements)
  On the Spot Segments (18 Elements)

Domain 2: Planning and Preparing (8 Elements)
  Lesson and Units (3 Elements)
  Use of Materials and Technology (2 Elements)
  Special Needs of Students (3 Elements)

Domain 3: Reflecting on Teaching (5 Elements)
  Evaluating Personal Performance (3 Elements)
  Professional Growth Plan (2 Elements)

Domain 4: Collegiality and Professionalism (6 Elements)
  Promoting a Positive Environment (2 Elements)
  Promoting Exchange of Ideas (2 Elements)
  Promoting District and School Development (2 Elements)
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
## Traditional vs. Causal Roles

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<tr>
<th>Roles</th>
<th>Principal</th>
<th>Teacher</th>
<th>Student</th>
<th>Data</th>
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<tbody>
<tr>
<td><strong>Traditional System of Evaluation</strong></td>
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<td><strong>Causal Model of Evaluation</strong></td>
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Implementation Services from Learning Sciences International:

- Redevelopment of district teacher evaluation system
- Leaders of Learning - evaluator and observer training program
- Certified staff developer program
- iObservation instructional improvement data system for teacher and principal growth, development and evaluation
- Observer certification program
- MSEd: Art and Science of Teaching