



MARZANO
FOCUSED TEACHER
EVALUATION MODEL

2019-2020

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

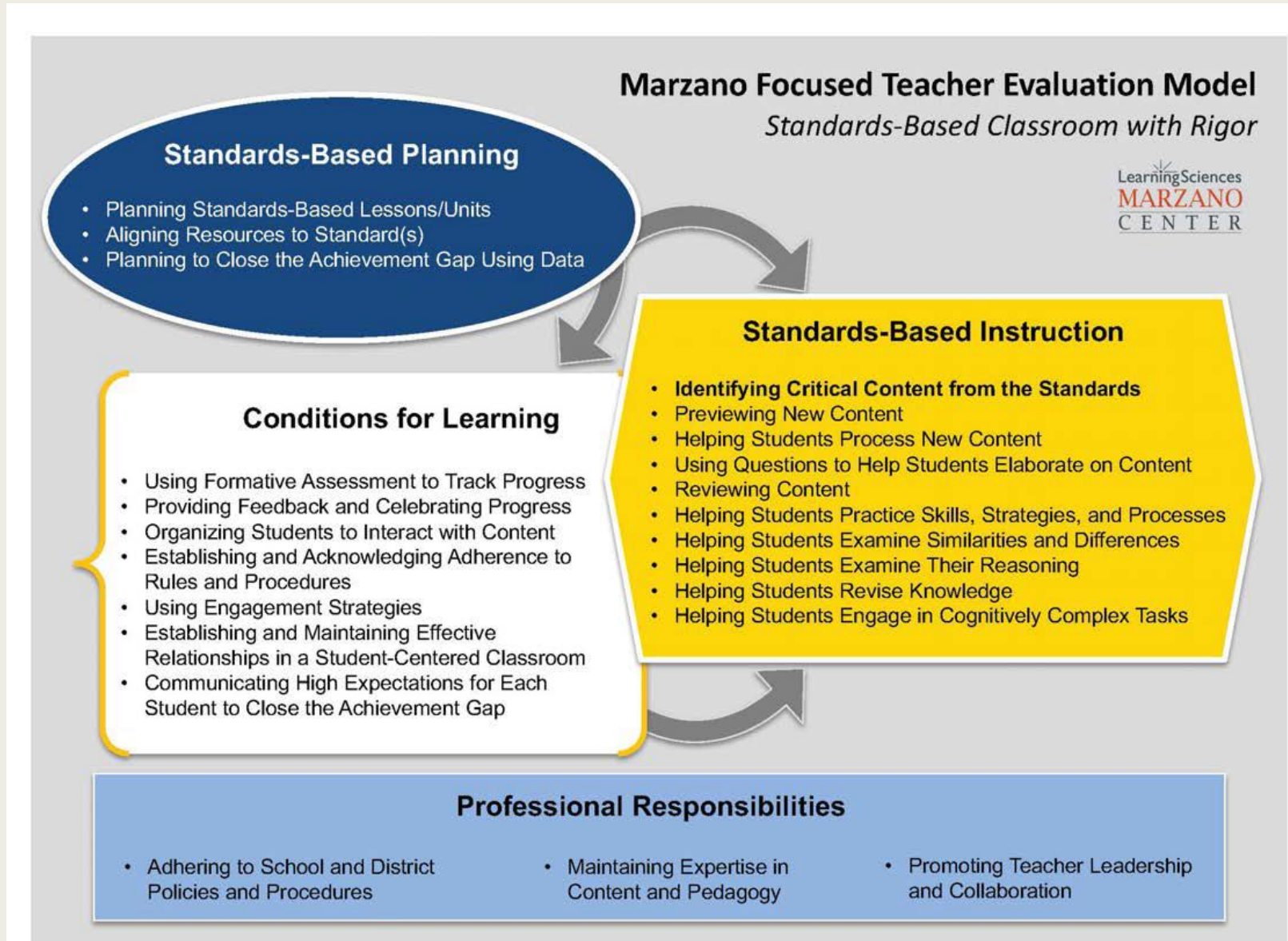
Learning Targets

- Participants will be able to:
 - *Describe* the components of the Marzano Focused Teacher Evaluation Model.
 - *Navigate* the protocols that explicitly reference the key ideas and evidence of the 23 elements within the Marzano Focused Teacher Evaluation Model.
 - *Explain* how student evidence may be used to determine accurate ratings.
 - *Explain* how competency based scoring differs from averaging.
 - *Identify* which courses and students apply to the Student Growth Value associated with the Final Score.
 - *Calculate* an Instructional Practice Score based on an example set of scores.
 - *Calculate* a Final Evaluation Score based on an example of set Instructional Practice and Student Growth Scores.

The Marzano Focused Teacher Evaluation Model Framework At-a-Glance

- 23 Elements or Professional and Instructional Strategies
- Four Domains
 - *Standards-Based Planning*
 - *Standards-Based Instruction*
 - *Conditions For Learning*
 - *Professional Responsibilities*
- 17 elements observable during classroom instruction
 - *10 in Standards-Based Instruction*
 - *7 in Conditions for Learning*

FTEM Learning Map (Instructional Status Score)



Instructional Employee
Evaluation
(Classroom Teacher)

Instructional Practice Rating

Student Growth Value / VAM

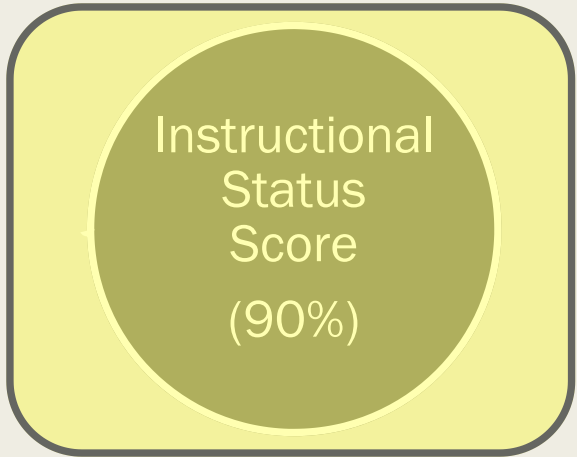
Instructional Practice Rating

- 65% of the Final Evaluation Score
- Instructional Status (90%)
 - Domains 1-4
- Growth Plan (10%)
 - Deliberate Practice

Final Evaluation Score

Student Growth Value / VAM

- 35% of the Final Evaluation Score
- Tied to all students



Instructional Status Score

Domain 1-4 Observations

- Standards-Based Planning
(Domain 1)
 - *3 Elements*
- Standards-Based Instruction
(Domain 2)
 - *10 Elements*
- Conditions for Learning
(Domain 3)
 - *7 Elements*
- Professional Responsibilities
(Domain 4)
 - *3 Elements*

Instructional Status Score

Observation: Event when instructional practices are observed (Domains 2 & 3) or evidences are reviewed (Domains 1 & 4)

- Standards-Based Instruction & Conditions for Learning (Domains 2 & 3)
 - *Formal Observation*
 - *Focused Observation*
 - *Walk Through*

- Standards-Based Planning & Professional Responsibilities (Domains 1 & 4)
 - *Review of Evidence*

Formal Observation

Standards-Based Instruction & Conditions for Learning (Domains 2 & 3)

- Must be pre-scheduled / announced
- Requires teacher and administrator to have a pre-conference and post conference, which may be face-to-face or via the evaluation website
- Teacher should be prepared to discuss:
 - *Standards-based learning goal and learning targets to be observed*
 - *Focus on the essential standard, including a scale or learning targets that show a progression of the full intent of the standard*
 - *Available resources aligned to the standard*
 - *Techniques to close the achievement gap*
- **Twenty-five (25) minute observation to the entire class period**
- Observer will look for specific instructional strategies discussed in pre-conference to apply as data points towards the summative evaluations
- **Recorded data points shall count towards Final Evaluation**

Focused Observation

Standards-Based Instruction & Conditions for Learning (Domains 2 & 3)

- Any of the 17 elements may be scored during a focused observation, but the focus is on elements with ‘no’ score and / or with ‘low’ scores
- No more than a two week window ‘drop-in announcement’ prior to the administration of the observation
- Ten (10) to thirty (30) minutes
- Data points will count towards Final Evaluation
- If a teacher receives a score of Developing or lower on the same element two or more times, the teacher shall schedule a meeting with his / her administrator

Standards-Based Instruction & Conditions for Learning (Domains 2 & 3)

Walk Through Observation

- Score and provide feedback on any of the 17 elements
 - *Elements which are observed and based on substantial teacher and student evidence, OR*
 - *Elements which were called for during the lesson but not exhibited*
- 3-5 minutes
- Conducted for all teachers
- Not scheduled in advance
- Does not count towards Instructional Status Score / Final Evaluation
- May contribute to teacher's Deliberate Practice
- Walk through observations serve as feedback for teacher growth and development

Instructional Status Score

23 Key Elements or Professional and Instructional Strategies

- Standards-Based Planning (Domain 1)
 - *3 Elements*
- Standards-Based Instruction (Domain 2)
 - *10 Elements*
- Conditions for Learning (Domain 3)
 - *7 Elements*
- Professional Responsibilities (Domain 4)
 - *3 Elements*



Each element has:

- Protocol which may include
 - *Focus Statement*
 - *Desired Effect*
 - *Planning Evidences*
 - *Example Teacher Instruction Techniques*
 - *Example Teacher Techniques for Monitoring for Learning*
 - *Example Student Evidences of Desired Effect*
 - *Example Adaptations*
 - *Scale for scoring*

Each Element has a Protocol

Identifying Critical Content from the Standards (Required evidence in every lesson)
Focus Statement: Teacher uses the progression of standards-based learning targets (embedded within a performance scale) to identify accurate critical content during a lesson or part of a lesson.
Desired Effect: Evidence (formative data) demonstrates students know what content is important and what is not important as it relates to the learning target(s).
Example Teacher Instructional Techniques (Check any technique used in the lesson) <ul style="list-style-type: none">☞ Identify a learning target aligned to the grade level standard(s)☞ Begin and end the lesson with focus on the learning target to indicate the critical content of the lesson☞ Provide a learning target embedded in a scale specifying critical content from the standard(s)☞ Relate classroom activities to the target and/or scale throughout the lesson☞ Identify differences between the critical content from the standard(s) and non-critical content☞ Identify and accurately teach critical content☞ Use a scaffolding process to identify critical content for each 'chunk' of the learning progression☞ Use verbal/visual cueing☞ Use storytelling and/or dramatic instruction☞ Model how to identify meaning and purpose in a text☞ Ensure text complexity aligns to the critical content☞ When appropriate, use cultural examples to connect learning activities to the learning target/critical content
Example Teacher Techniques for Monitoring for Learning (Check any category used in the lesson) <ul style="list-style-type: none">☞ Use a Group Activity to monitor that students know what content is important☞ Use Student Work (Recording and Representing) to monitor that students know what content is important☞ Use Response Methods to monitor that students know what content is important☞ Use Questioning Sequences to monitor that students know what content is important
Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students know what content is important. Student evidence is obtained as the teacher uses a monitoring technique.) <ul style="list-style-type: none">☞ Student conversation in groups focus on critical content☞ Generate short written response (i.e. summary, entrance/exit ticket)☞ Create nonlinguistic representations (i.e. diagram, model, scale)☞ Student-generated notes focus on critical content☞ Responses to questions focus on critical content☞ Explain purpose and unique characteristics of key concepts/critical content☞ Explain applicable mathematical practices in critical content☞ When appropriate, responses involve explanatory content specific to their culture
Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning <ul style="list-style-type: none">☞ Reteach or use a new teacher technique☞ Reorganize groups☞ Utilize peer resources☞ Modify the task☞ Provide additional resources

Each Element has a Rating Scale

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses the progression of standards-based learning targets embedded within a performance scale to identify accurate critical content during a lesson or part of a lesson, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	<p>Uses the progression of standards-based learning targets embedded within a performance scale to identify accurate critical content during a lesson or part of a lesson.</p> <p>The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.</p>	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Instructional Status Score

Competency Based Scoring

- For Formal and Focused Observations, the highest score per element **achieved** is the highest score **received** and counts towards the Final Evaluation.
 - *For Example – when scored on the instructional strategy Identifying Critical Content from the Standards on 4 different occasions receiving scores of Applying (3), Applying (3), Developing (2), and Innovating (4), your final score will reflect the score of Innovating (4).*
- Competency Based Scoring applies to Domains:
 - *Standards-Based Planning*
 - *Standards-Based Instruction*
 - *Conditions for Learning*
- The calculation for elements in Professional Responsibilities will remain an average.

Instructional Status Score

Required Elements

- The following 15 elements are required to be scored by the end of the evaluation cycle
- **Standards Based Planning**
 - *ALL 3*
- Standards Based Instruction
 - *Identifying Critical Content from the Standards*
 - *Helping Students Engage in Cognitively Complex Tasks*
 - *3 Additional*
- **Conditions for Learning**
 - *Using Formative Assessment to Track Progress*
 - *Using Engagement Strategies*
 - *2 Additional*
- Professional Responsibilities
 - *ALL 3*

Instructional Status Score

Focused Observation

- **Focused** Observations will focus on identifying and scoring instructional strategies that **have not yet been scored or have a low score.**
- There is no minimum or maximum number of elements scored during a Formal or Focused Observation.
- Teachers may request additional observations so that they can continue to receive feedback on instructional strategies and improve their ratings (if scores are developing or below) as they grow in the instructional strategies defined in **Standards-Based Instruction and Conditions for Learning.**
- Evidence of student learning may be provided during an observation's post conference to determine the percentage of students displaying the desired effect at the taxonomy level of the critical content. This may impact the rating of the elements identified in the domain Standards-Based Instruction.

Marzano Focused Teacher Evaluation Model

Factors to consider

The table below identifies the maximum amount of observations that can contribute towards a classroom teacher's final evaluation from domains Standards-Based Instruction and Conditions for Learning. The number of observations a teacher should have is dependent on the 'Category' of which they belong. The category type is defined by the instructional employees' contract type.

REQUIRED OBSERVATION	Category 1 (PP - A2)	Category 2 A / 2 (A3+ or PSC)	*Struggling Teachers
Formal (Announced)	2	Not Required (May be requested by the teacher)	As Determined By School Leader
Focused (Announced or Unannounced)	Not to exceed 4	2-4	As Determined By School Leader
Walkthrough	Unlimited Feedback Only	Unlimited Feedback Only	Unlimited Feedback Only

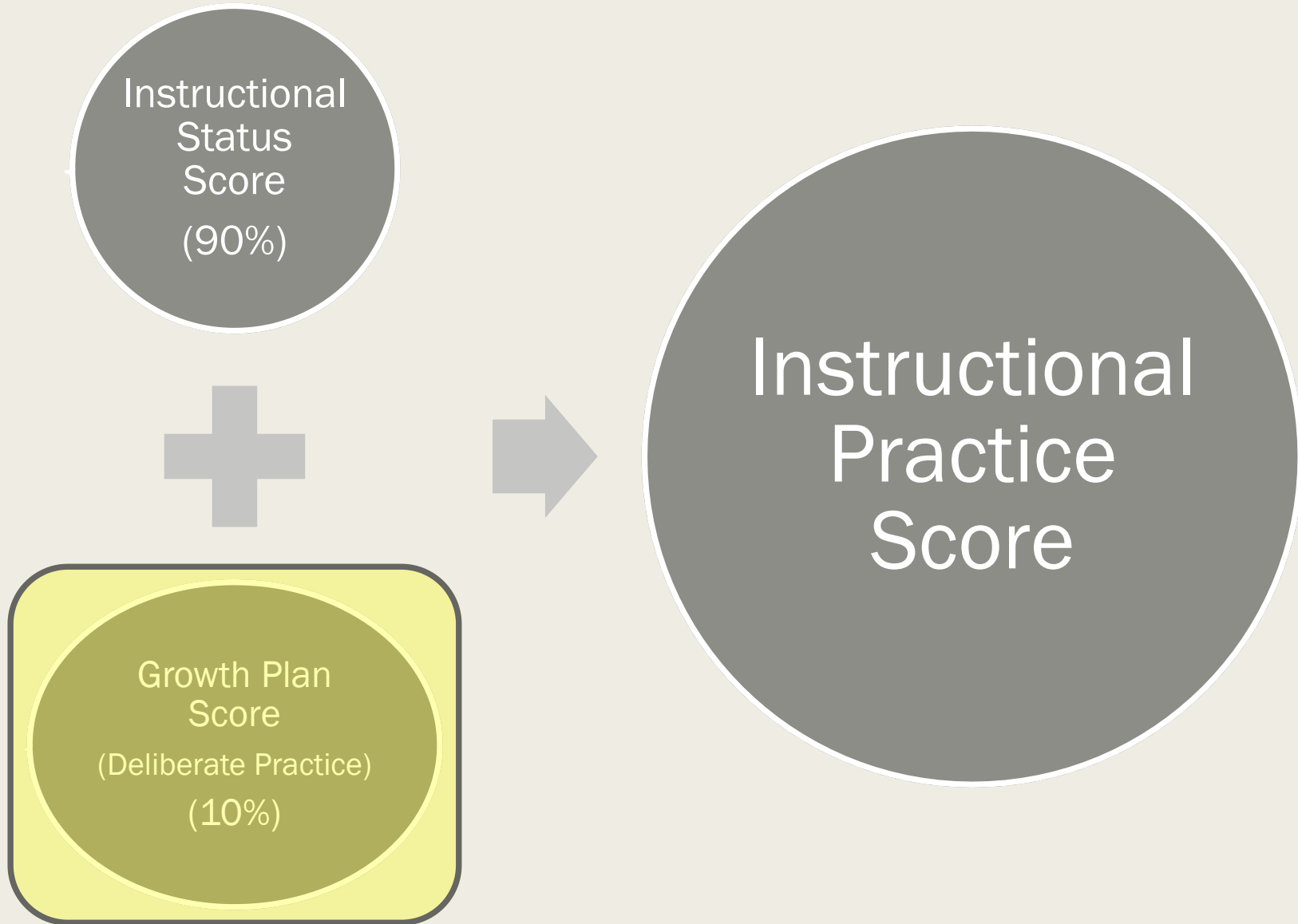
- Formal observations are not required for Category II teachers, although may be requested by the teacher if he or she prefers it.
 - Category 2 A teachers are those on annual contract.
 - Category 2 teachers are those on professional service contract.
- Teachers may request additional Focused observations in Standards-Based Instruction or Conditions for Learning if:
 - all required elements have not been rated in the domains after the maximum observations have been met
 - the highest rating of an element does not exceed a rating of Developing in observations that contribute to the Instructional Practice Score
- Requests for additional Focused observations must be made prior to the end of the third quarter of the school year and within 10 days of the last observation.

Marzano Focused Teacher Evaluation Model

Factors to consider

Domains Data Points	ALL Classroom Teachers (Category 1 & 2) Semester 1	ALL Classroom Teachers (Category 1 & 2) Semester 2	Struggling Teachers
Standards-Based Planning (Domain 1) (Weight = 20%)	A minimum of 1 score for each element	Only if current scores are rated lower than Applying	As needed
Professional Responsibilities (Domain 4) (Weight = 20%)	A minimum of 1 score for each element	Only if current scores are rated lower than Applying	As needed

- If a rating of Applying or above is scored in domains Standards-Based Planning or Professional Responsibilities during the first semester, and no questionable behaviors occur during the second semester, a second scoring of those elements is not required.

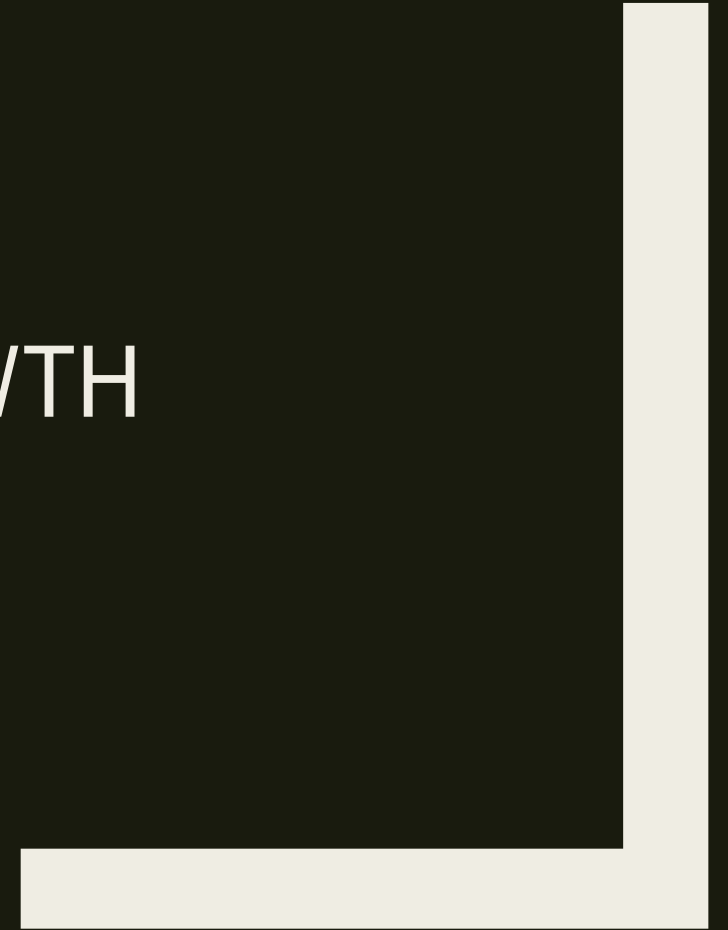


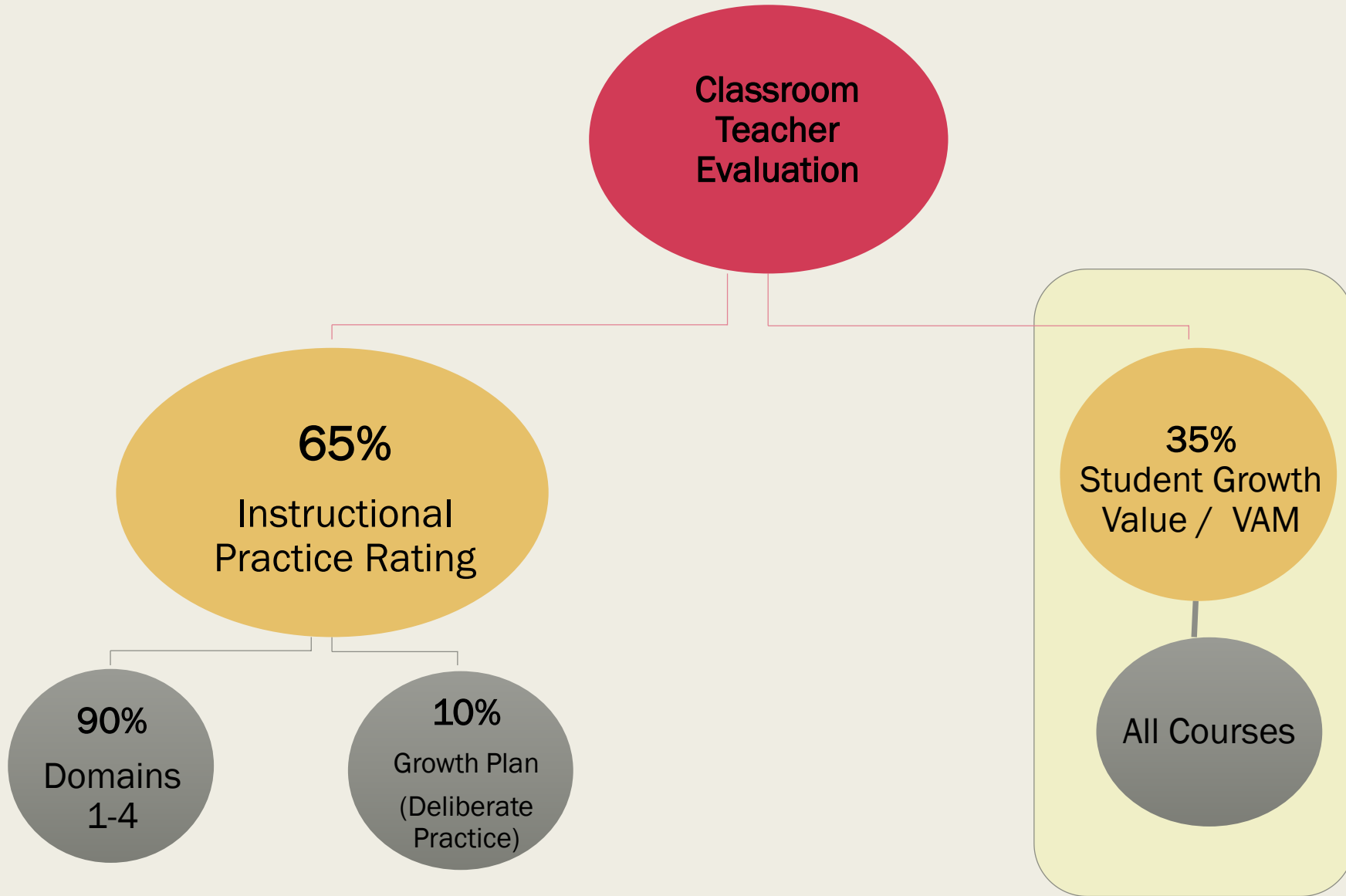
Growth Plan (Deliberate Practice)

- One element selected in domains Standards-Based Instruction or Conditions for Learning and deliberately focused on throughout the school year.
- Individual Professional Growth Goal that is:
 - *Measurable with data available at beginning of school year and results available prior to the end of April.*
 - *Aligned with closing the achievement gap of students and/or improving student achievement*
 - *Aligned with the school improvement or district goals*
 - *Focused on throughout the school year through collaboration with professional learning communities and aligned professional development*
 - *Documented through growth of student performance and evidenced through participation and application of professional learning activities.*
- Reviewed twice per year by Administrator
 - *Mid year data review and check of progress*
 - *End of year score by administrator which will assess and rate the following:*

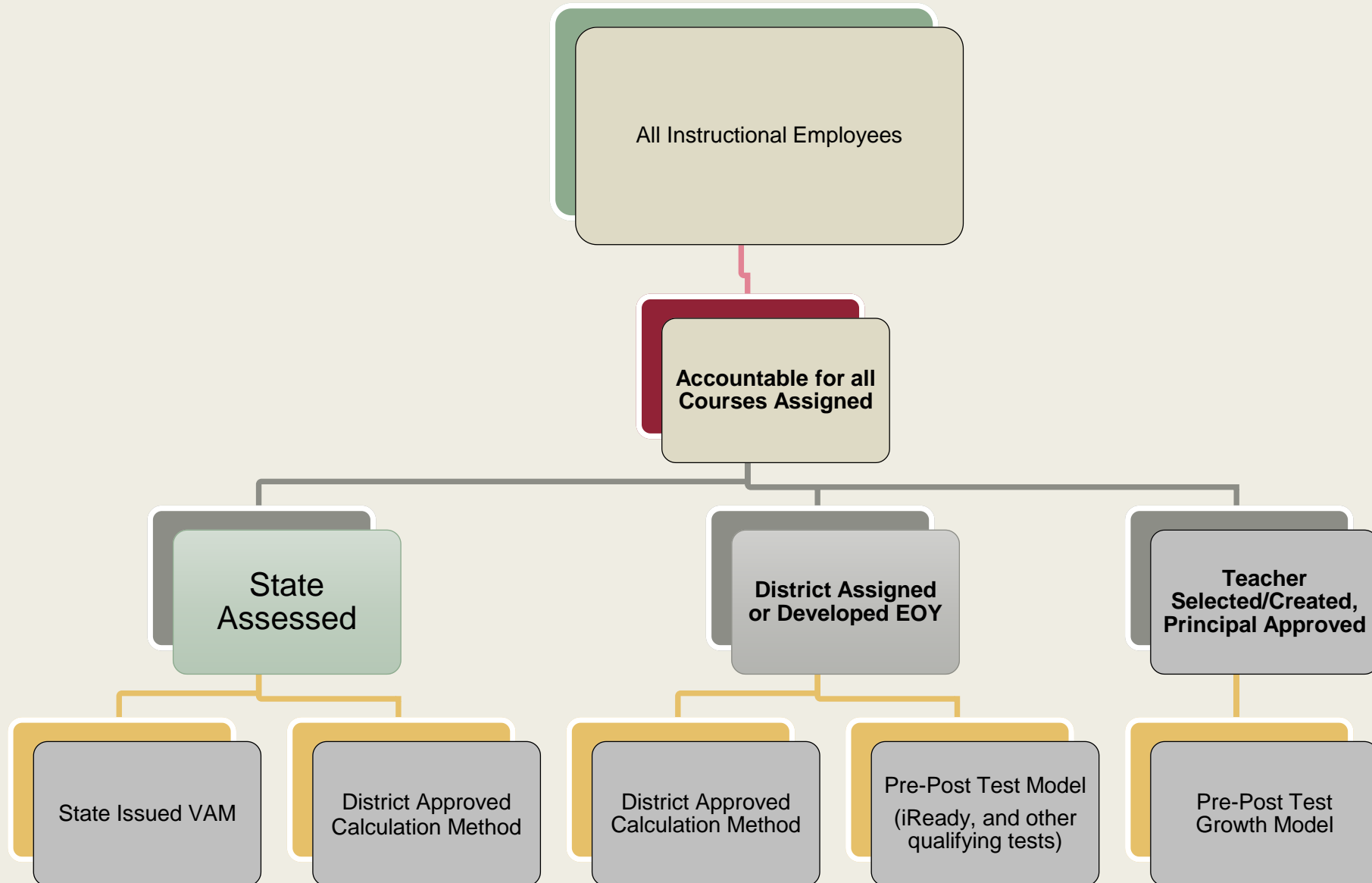
4	Highly Effective	Exceeded Goal - Action plan accomplished and exceeded the target set
3	Effective	Goal Met - Action plan and target accomplished
2	Needs Improvement	Did Not Reach Goal - Evidence of completion of action plan, but target not reached
1	Unsatisfactory	Unsatisfactory - Little to no effort to work on action plan or meet target

STUDENT GROWTH
VALUE / VAM





For the 2019-2020 School Year



How to Access Courses and Evaluation Methods Aligned with Teacher Evaluation

Go to district website homepage.

- *Click on 'Employees' at top of page*
- *Scroll down left of page to 'Evaluation Systems'*
- *Select:*
 - '2019-2020 Elementary Master Teacher Evaluation and Grading'*
 - Or*
 - '2019-2020 Middle and High Master Teacher Evaluation and Grading'*

Example of a Blended/Weighted Student Growth Score

■ Teacher A

Course	Sections	#of Students	Weight by Student #	Average Score or VAM	Weighted Score
ELA Grade X	2	36	.33	2	.66
ELA Grade Y	3	54	.5	3	1.5
Elective/Block	1	18	.17	4	.068
Student Growth Total Score					2.23



FINAL EVALUATION

Scoring Practice
with example scores



Instructional Status Score

Domain 1 20%	<p>The Instructional Status Score is competency based. Classroom teachers will receive the highest rated score given at the element level. The highest rated elements are then averaged at the domain level and weighted according to the percent indicated on the left.</p> <p>In Domain 4 - Professional Responsibilities, instructors will receive an average of all elements scored, then weighted according to left.</p>
Domain 2 30%	
Domain 3 30%	
Domain 4 20%	

STANDARDS-BASED PLANNING	0	1	2	3	4	Score
Planning Standards-Based Lessons/Units			X	X		
Aligning Resources to Standard(s)				X		
Planning to Close the Achievement Gap Using Data				X		

STANDARDS-BASED INSTRUCTION	0	1	2	3	4	Score
Identifying Critical Content from the Standards <i>(Required evidence in every lesson)</i>			X	XX		
Previewing New Content		X	X	X		
Helping Students Process New Content						
Using Questions to Help Students Elaborate on Content						
Reviewing Content					XX	
Helping Students Practice Skills, Strategies, and Processes						
Helping Students Examine Similarities and Differences						
Helping Students Examine Their Reasoning				X		
Helping Students Revise Knowledge						
Helping Students Engage in Cognitively Complex Tasks				X		

CONDITIONS FOR LEARNING	0	1	2	3	4	Score
Using Formative Assessment to Track Progress			X	X		
Providing Feedback and Celebrating Progress						
Organizing Students to Interact with Content			X	XXX		
Establishing and Acknowledging Adherence to Rules and Procedures			XX	X	X	
Using Engagement Strategies			X	XXX		
Establishing and Maintaining Effective Relationships in a Student-Centered Classroom				X	X	
Communicating High Expectations for Each Student to Close the Achievement Gap		X	X			

PROFESSIONAL RESPONSIBILITIES	0	1	2	3	4	Score
Adhering to School and District Policies and Procedures			X	X		
Maintaining Expertise in Content and Pedagogy				X		
Promoting Teacher Leadership and Collaboration				X	X	

STANDARDS-BASED PLANNING	0	1	2	3	4	Score
Planning Standards-Based Lessons/Units			X	X		3
Aligning Resources to Standard(s)				X		3
Planning to Close the Achievement Gap Using Data				X		3

Domain Score

Weighted Domain Score

3

$3 \times .20 = .6$

STANDARDS-BASED INSTRUCTION	0	1	2	3	4	Score
Identifying Critical Content from the Standards <i>(Required evidence in every lesson)</i>			X	XX		3
Previewing New Content		X	X	X		3
Helping Students Process New Content						
Using Questions to Help Students Elaborate on Content						
Reviewing Content					XX	4
Helping Students Practice Skills, Strategies, and Processes						
Helping Students Examine Similarities and Differences						
Helping Students Examine Their Reasoning				X		3
Helping Students Revise Knowledge						
Helping Students Engage in Cognitively Complex Tasks				X		3

3.2

$3.2 \times .30 = .96$

CONDITIONS FOR LEARNING	0	1	2	3	4	Score
Using Formative Assessment to Track Progress			X	X		3
Providing Feedback and Celebrating Progress						
Organizing Students to Interact with Content			X	XXX		3
Establishing and Acknowledging Adherence to Rules and Procedures			XX	X	X	4
Using Engagement Strategies			X	XXX		3
Establishing and Maintaining Effective Relationships in a Student-Centered Classroom				X	X	4
Communicating High Expectations for Each Student to Close the Achievement Gap		X	X			2

3.17

$3.17 \times .30 = .95$

PROFESSIONAL RESPONSIBILITIES	0	1	2	3	4	Score
Adhering to School and District Policies and Procedures			X	X		2.5
Maintaining Expertise in Content and Pedagogy				X		3
Promoting Teacher Leadership and Collaboration				X	X	3.5

3

$3.0 \times .20 = .6$

Instructional Status Score: 3.11

Evaluation Calculation with Example Scores

Final Evaluation Score = Instructional Practice (65%) + Student Growth (35%)

Instructional Practice Score

Instructional Status Score (90%) + Deliberate Practice Score (10%)

- $3.11 \times .90 = 2.8$ (Instructional Status Score)
- $3 \times .10 = .3$ (Deliberate Practice Score)
- $2.8 + .3 = 3.1$ (Instructional Practice Score)
- $3.1 \times .65 = 2.02$

Student Growth = 3

- $3 \times .35 = 1.05$

Final Evaluation Score

- $2.02 + 1.05 = 3.07$

Rating	Highly Effective	Effective	Developing / Needs Improvement	Unsatisfactory
Score	3.5 - 4.0	2.0 – 3.49	1.5 – 1.99	0.0 – 1.49

Resources

- Instructional Employee Evaluation Handbook

- http://www.osceolaschools.net/employees/employee_evaluation_system/

- iObservation

- <https://www.effectiveeducators.com>

Additional Questions?

Contacts

Leadership Development Team

- Virginia Ramie, Director Student Success and Instructional Improvement
- Janice Franceschi, Director of Professional Development
- Karen Vislocky, Senior Manager for Student Success and Instructional Improvement
- Michelle Henninger, Senior Manager for Leadership and Development