



Developing a Passion for Professional Teaching: The Marzano Teacher Evaluation Model

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OUR MISSION

Learning Sciences Marzano Center promotes excellence in public education by providing and developing next-generation teacher and leadership evaluation tools and training. Built on a foundation of expert research into best practices under the direction of national researcher and author Dr. Robert Marzano, and staffed by a team of education experts, the Marzano Center identifies, develops, and disseminates cutting-edge resources in educational best practices. Our goal is to support teachers to be highly effective, lifelong learners, and in doing so, to significantly impact student growth and achievement over time.





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INTRODUCTION

Teaching is an enormously complex task. The skilled teacher uses an artful combination of practical experience, judgment, passion, teaching strategies, and the responsiveness to differing student learning needs. Even more, any committed teacher can become a better teacher over time with focused practice in research-based strategies.

One way that even experienced teachers can improve their instruction in the Marzano Teacher Evaluation Model is based on an extensive review of the literature; it is the only evaluation model to have been tested by action research studies in the field. No other model has been subjected to such a wide array of experimental/control and correlation

studies. On average, as teachers improved at using the classroom strategies and behaviors in the Marzano Teacher Evaluation Model, typical student achievement increased by 16 percentile points.

Further, the model works in any professional development situation: self-development, peer-to-peer development, and whole-school development. In this brief paper, we'll offer a big-picture understanding of the model design, with a focus on Lesson Segment 2, Addressing Content. Teachers may work independently or with their colleagues or

PLCs to grow their classroom expertise through deliberate practice of

the model's strategies.

USING THE MARZANO MODEL FOR PROFESSIONAL GROWTH

The **four domains of the Marzano Teacher Evaluation Model** contain 60 elements, each of which builds on the others to support teacher growth, development, and performance. (See Figure 1).

- Domain 1 Classroom Strategies and Behaviors
- Domain 2 Planning and Preparing
- Domain 3 Reflecting on Teaching
- Domain 4 Collegiality and Professionalism

Unlike other evaluation models, the Marzano Teacher Evaluation Model shines the spotlight on **Domain 1: Classroom Strategies and Behaviors.** This domain contains not only the largest number of strategies, but also those that have been shown in causal studies to have the most direct effect on improving student performance.

Together, the four domains contain 60 elements that define a knowledge base for teaching and a framework for the systematic development of expertise.



Nonnegotiable goal for instruction STUDENT ACHIEVEMENT

Strategies and Behaviors Domain 1: Classroom

Domain 4: Collegiality

and Professionalism

(6 Elements)

 Routine Segments (41 Elements)

(5 Elements)

Content Segments (18 Elements)

On the Spot Segments (18 Elements)

Promoting Exchange of

Promoting District and

(2 Elements)

deas

School Development

(2 Elements)

Domain 4, while not classroom strategies

directly related to

have a direct effect on student achievement. It provides the framework for lesson/unit planning as well as an instrument Straight from the Art and Science of Teaching, this domain addresses what teachers do in the classroom, actions that every classroom. It is also used by teachers as a general framework that establishes a common language across for classroom observation and feedback.

This domain calls for the appropriate strategy to be used during the appropriate segment of the lesson.

Domain 2: Planning and Preparing (8 Elements)

In the causal chain, activities within this domain are directly

classroom in order to produce the greatest gains in student

planning and preparing facilitates better decisions in the

related to classroom strategies and behaviors. Effective

Use of Materials and Lesson and Units (3 Elements)

earning.

echnology

(2 Elements)

environment around

provides the

and behaviors,

domains can be

effectively

which the other

Special Needs of Students (3 Elements)

Domain 3: Reflecting on Teaching (5 Elements)

Evaluating Personal Performance

but also the individual

responsibility of all

teachers and

administrators.

school characteristic professionalism not

only describes the

Collegiality and

implemented.

(3 Elements)

Domain 4: Collegiality and Professionalism (6 Elements)

Promoting a Positive

Environment

(2 Elements)

Promoting Exchange of (2 Elements) deas

Promoting District and School Development (2 Elements)

environment around Domain 4, while not classroom strategies directly related to domains can be and behaviors, which the other implemented. provides the effectively

but also the individua school characteristic professionalism not responsibility of all only describes the Collegiality and administrators. teachers and

instructional practices and the ability for them to translate this self-awareness into professional growth plans that are

monitored and adjusted as appropriate.

Domain 3 describes teachers' awareness of their own

Professional Growth Plan (2 Elements)

Promoting a Positive

Environment

(2 Elements)

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.



Lesson Segment Involving Routine Events

DQ1: Communicating Learning Goals and Feedback

- 1. Providing Clear Learning Goals and Scales (Rubrics)
- 2. Tracking Student Progress
- 3. Celebrating Success

DQ6: Establishing Rules and Procedures

- 4. Establishing Classroom Routines
- 5. Organizing the Physical Layout of the Classroom

Note: DQ refers to Design Question in the Marzano Art and Science of Teaching Framework. The nine (9) DQs organize the 41 elements in Domain 1.

Lesson Segment Addressing Content

DQ2: Helping Students Interact with New Knowledge

- 6. Identifying Critical Information
- 7. Organizing Students to Interact with New Knowledge
- 8. Previewing New Content
- 9. Chunking Content into "Digestible Bites"
- 10. Processing of New Information
- 11. Elaborating on New Information
- 12. Recording and Representing Knowledge
- 13. Reflecting on Learning

DQ3: Helping Students Practice and Deepen New Knowledge

- 14. Reviewing Content
- 15. Organizing Students to Practice and Deepen Knowledge
- 16. Using Homework
- 17. Examining Similarities and Differences
- 18. Examining Errors in Reasoning
- 19. Practicing Skills, Strategies, and Processes
- 20. Revising Knowledge

DQ4: Helping Students Generate and Test Hypotheses

- 21. Organizing Students for Cognitively Complex Tasks
- 22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
- 23. Providing Resources and Guidance

Lesson Segment Enacted on the Spot

DQ5: Engaging Students

- 24. Noticing When Students are Not Engaged
- 25. Using Academic Games
- 26. Managing Response Rates
- 27. Using Physical Movement
- 28. Maintaining a Lively Pace
- 29. Demonstrating Intensity and Enthusiasm
- 30. Using Friendly Controversy
- 31. Providing Opportunities for Students to Talk about Themselves
- 32. Presenting Unusual or Intriguing Information

DQ7: Recognizing Adherence to Rules and Procedures

- 33. Demonstrating "Withitness"
- 34. Applying Consequences for Lack of Adherence to Rules and Procedures
- 35. Acknowledging Adherence to Rules and Procedures

DQ8: Establishing and Maintaining Effective Relationships with Students

- 36. Understanding Students' Interests and Background
- 37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students
- 38. Displaying Objectivity and Control

DQ9: Communicating High Expectations for All Students

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

Domain 4: Collegiality and Professionalism

Domain 2: Planning and Preparing

Planning and Preparing

Planning and Preparing for Lessons and Units

- 42. Effective Scaffolding of Information within Lessons
- 43. Lessons within Units
- 44. Attention to Established Content Standards

Planning and Preparing for Use of Resources and Technology

- 45. Use of Available Traditional Resources
- 46. Use of Available Technology

Planning and Preparing for the Needs of English Language Learners

47. Needs of English Language Learners

Planning and Preparing for the Needs of Students Receiving Special Education

48. Needs of Students Receiving Special Education

Planning and Preparing for the Needs of Students Who Lack Support for Schooling

49. Needs of Students Who Lack Support for Schooling

Domain 3: Reflecting on Teaching

Reflecting on Teaching

Evaluating Personal Performance

- 50. Identifying Areas of Pedagogical Strength and Weakness
- 51. Evaluating the Effectiveness of Individual Lessons and Units
- 52. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

Developing and Implementing a Professional Growth Plan

- 53. Developing a Written Growth and Development Plan
- 54. Monitoring Progress Relative to the Professional Growth and Development Plan

Collegiality and Professionalism

Promoting a Positive Environment

- 55. Promoting Positive Interactions with Colleagues
- 56. Promoting Positive Interactions about Students and Parents

Promoting Exchange of Ideas and Strategies

- 57. Seeking Mentorship for Areas of Need or Interest
- 58. Mentoring Other Teachers and Sharing Ideas and Strategies

Promoting District and School Development

- 59. Adhering to District and School Rules and Procedures
- 60. Participating in District and School Initiatives

Figure 2: Domain 1 Learning Map

For a more detailed explanation of the four domains in the Marzano Teacher Evaluation Model or the nine design guestions and 41 strategies, visit:

MarzanoCenter.com/teacher-evaluation



A GROWTH MODEL BASED ON RESEARCH

The Marzano Teacher Evaluation Model was initially based on more than 5,000 studies spanning five decades. These studies have been chronicled and catalogued in books widely disseminated to teachers and principals in the United States; more than 2 million copies have been purchased by K-12 educators. They include *What Works in Schools* (Marzano, 2003); *Classroom Instruction that Works* (Marzano, Pickering, & Pollock, 2001); *Classroom Management that Works* (Marzano, Pickering, & Marzano, 2003); *Classroom Assessment and Grading that*

Work (Marzano, 2006); The Art and Science of Teaching (Marzano, 2007); and Effective Supervision: Supporting the Art and Science of Teaching (Marzano, Frontier, & Livingston, 2011). Thus, the Marzano Teacher Evaluation Model was developed from research on specific elements that correlate with increased student academic achievement. The model has also undergone continuous study in the field since it was first introduced.

TEACHER COLLABORATION AND INSTRUCTIONAL GROUP STUDY

As Roland Barth, a pioneer in professional development, writes about teacher collaboration:

... The relationships among adults in schools are the basis, the precondition, and ¹ sine qua non that allow, energize, and sustain all other attempts at school improvement. Unless adults talk with one another, observe one another, and help one another, very little will change. (1990, p. 32)

Teachers who focus their lens on the essential questions of teaching that influence student learning can develop their passion for achievement. **There are nine design questions in Domain 1 of the Marzano Teacher Evaluation Model that ask these essential teaching questions** (See Figure 2, page 5).

- 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 their 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 or maintain classroom rules and procedures?
- 7. What will I do to recognize and acknowledge 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?

¹Sine qua non: Something absolutely indispensable or essential



Each chapter of the *Art and Science of Teaching* (the basis for the Marzano Teacher Evaluation Model) elaborates on these questions with detailed research. Further, the book is an excellent resource for professional learning communities (PLCs) characterized by a passion for improving instruction. *It is also important to note that teachers who are in situations where PLCs are not possible can gain much from an individual study of the questions in the book.* According to Dr. Robert J. Marzano, though, teachers should not focus on numerous design questions at one time. Instead it's best to focus on one or two.

Much is known about Design Question 2, one of the more important design questions. Research tells us that students must actively process new information to retain it. They need to engage with other students, the teacher, and the content. Design Question 2 guides teachers to design instruction that encourages students to construct knowledge through their interactions, an important step up the ladder to self-directed learning.

This moves education away from the old model where teachers processed the information, shared it through lecture, and had students repeat it back on a test.

How do PLCs Work?

As Richard DuFour (2004) notes in "What is a Professional Learning Community," professional learning communities are characterized by big ideas.

- Ensuring that Students Learn
- A Culture of Collaboration
- A Focus on Results
- Hard Work and Commitment

Let's look at an example of how a group of teachers (or a teacher), passioned about professional teaching, could collectively work on a question they have about their instruction:

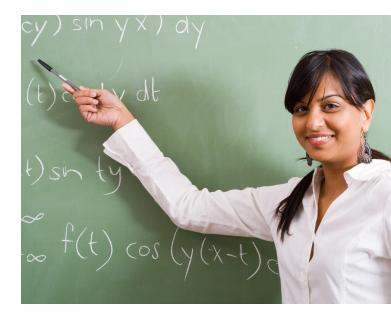
Say that students are having difficulties learning new information. Teachers would study Design Question 2 ("What will I do to help students effectively interact with new knowledge?") in Chapter 2 of the *Art and Science of Teaching*, because students are having trouble **actively processing new content.** Teachers would then seek craft knowledge about how to improve this particular skill.





Design Question 2 is the first of three design questions within the **Lesson Segment, Addressing Content.** This content segment quides teachers to help students effectively process new knowledge:

- **Identifying Critical Information.** Through critical-input experiences (i.e. lecture, simulation, lab, demonstration, etc.) teachers let students know what information is important.
- Organizing Students to Interact with New Knowledge.
 We know students learn better in small groups. It's important that students understand the group processes needed to ensure the groups run successfully.
- Previewing New Content. Teachers link new knowledge
 to previously learned knowledge through a preview
 activity. Commonly used preview strategies include KWLs
 and anticipation guides. Their purpose is to activate prior
 knowledge and give teachers an idea of what students know
 so they can chunk the information appropriately.
- Chunking Content into "Digestible Bites." Teachers
 should give students the right amount and complexity of
 information. Students need bite-sized chunks of information
 so they're not overwhelmed, but not so little that they lose
 interest. It's like eating a good steak: You don't put the whole
 thing in your mouth; you cut it up and eat it one bite at a
 time!
- Processing of New Information. Students use
 macro-strategies to analyze and synthesize each chunk
 of information so it connects with previous knowledge.
 Such knowledge will be stored in long-term memory.
 Macro-strategies are combinations of thinking skills such
 as questioning, clarifying, predicting, sequencing, and
 summarizing.



- Elaborating on New Information. Teachers ask questions
 that lead students to draw inferences from the newly
 processed information. Inferences are usually drawn from the
 students' past experiences or text clues. This allows students
 to make more connections with the new information and
 strengthens their ability to recall and comprehend it.
- Recording and Representing Knowledge. In this kind
 of note taking, students use linguistic or nonlinguistic
 representations to depict their understanding of the new
 knowledge. By taking such notes later in the process,
 as opposed to the first time they hear the information,
 they are able to summarize and obtain a more accurate
 understanding of what they are learning.
- Reflecting on Learning. At the end of the process, students take time to think about and reflect on what they learned and/or the thinking process they used to learn it (metacognition).



A Powerful Progression of Introducing and Deepening Student Knowledge

The power of the Marzano Teacher Evaluation Model lies in showing teachers how to prepare a careful progression in introducing and deepening knowledge. As teachers introduce new concepts and help students interact with them, the classroom strategies are teacher-directed. But Design Question 2 helps teachers prepare students for the higher-order thinking skills they will use as lessons progress in complexity. As students progress to Marzano Design Question 3, Practicing and Deepening New Knowledge, and Marzano Design Question 4, Helping Students Generate and Test Hypotheses, they depend less and less on direct teacher instruction. They become users of knowledge on their way to becoming independent lifelong learners. In this way, the Marzano Teacher Evaluation Model helps teachers know the *right* strategies and the right *time* to use those strategies to prepare their students for complex thinking skills.

"The Marzano Teacher Evaluation Model has changed my practices this year. I'm always trying to figure out what I can do better. When the students don't do well, you can't look at them first. You have to look at yourself first. And Marzano says basically the same thing. Student performance is primarily about the teacher. You can put 15 or 20 or 30 students in that classroom and it's the teacher's responsibility to be able to influence them and impact them with the rigorous curriculum and engage them. And Marzano does speak to that."

--Joseph Bowen Teacher Cobb Middle School, Tallahassee, Florida

CHANGES IN TEACHER PRACTICE WITH THE MARZANO MODEL

The Marzano model . . . has been an eye opener because it has made me look at myself as a teacher and my planning practices

. . .

I thought I planned well, but I was planning on what I was telling the children to learn and not what I wanted them to learn for themselves. So the Marzano model has really opened my eyes to planning and teaching practices.

--Chriencia Barzey, 2nd Grade Teacher
A.D. Henderson University School, Boca Raton, FL

HOW THE MODEL INFLUENCES STUDENT BEHAVIOR

I find that when the kids are all engaged, which they seem to be so much more, there are much fewer discipline problems. You don't have much chatting or off test behaviors.

-- Gina Bove, 5th Grade Teacher

A.D. Henderson University School, Boca Raton, FL

Further reading and information on how the Marzano Teacher Evaluation Model can help you improve your practice is available at MarzanoCenter.com.

Of particular interest for teachers looking for self-directed or group study is the Marzano Center blog at MarzanoCenter/Blog. Learning Sciences Marzano Center staff developers post two to three times a week on strategies to help teachers improve their practice.



Other Resources

- Professional Development Books
 http://www.marzanocenter.com/Products-Services/Teacher-Evaluation-Books/
- Marzano Center Resources
 http://www.marzanoevaluation.com/evaluation/free
 resources/
- Teacher Observation and Debriefing
 http://www.iobservation.com/files/Marzano-Protocol-Using Rounds1009.pdf
- 4. Marzano Center Blog http://www.marzanocenter.com/Blog/
- 5. **Marzano Center Twitter** https://twitter.com/MarzanoCenter
- 6. The Art and Science of Teaching
 http://www.marzanocenter.com/Products-Services/item/
 http://www.marzanocenter.com/Products-Services/item/
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- Marzano, R. J. (2007). The Art and Science of Teaching.
 Alexandria, VA: ASCD.

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Videos

- Dr. Robert J. Marzano on the Art and Science of Teaching https://www.youtube.com/watch?v=YhB R FT9y42
- Dr. Robert J. Marzano and Michael D. Toth https://www.youtube.com/watch?v=PEg7M6mCE1E
- Dr. Robert J. Marzano on Leadership https://www.youtube.com/watch?v=QYUr7lor3qc
- Dr. Robert J. Marzano on Designing and Assessing Educational Objectives https://www.youtube.com/watch?v=Y5R2puQK5fl
- Dr. Robert J. Marzano on the Power of a Common Language https://www.youtube.com/watch?v=Yk-jUogjFMY
- Dr. Robert J. Marzano Video Resources
 http://www.marzanoevaluation.com/evaluation/free_video_resources/





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