Marzano Causal Teacher Evaluation Model
Based on the Art and Science of Teaching

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Districts using binary ratings for teacher evaluation:
• More than 99% of teacher receive satisfactory ratings in districts using binary ratings (satisfactory/unsatisfactory)

Districts using a broader range of ratings for teacher evaluation:
• 94% of teachers receive one of the top two ratings
• Less than 1 percent are rated unsatisfactory
• Inflation of ratings is pervasive in many district evaluation systems
The Importance of Effective Teaching and Leadership

Research tells us that the role of the teacher is the single greatest factor on student learning. (Sanders, et al)

Research also tells that one of the greatest factors central office can contribute is to maintain a singular focus on improving instruction. (Marzano and Waters, 2009)
Why do we need to change?
Value-Added Example

The difference between the predicted performance and the actual performance represents the *value-added* by the teacher’s instruction.

The predicted performance represents the level of performance the student is expected to demonstrate after statistically accounting for factors (for example, prior performance and student attendance) through a value-added model.
Teacher Evaluation Reform

Student Achievement/Growth and Instructional Practice

Instructional Practice must improve in order to raise student growth measures/student achievement.
Purposes of Teacher Evaluation

Formative/Growth
- Shape, form or improve teacher practice

Summative/Evaluation
- Quality Assurance

Sources of Evidence
Here’s What We Know

• Student achievement will not improve unless teaching improves

• Teachers working alone without feedback will not be able to improve no matter how much professional development they receive

• The challenge of Teacher Evaluation is to create a system of continuous improvement of instruction, professional development, and feedback

• Supervision needs to be frequent and focused on the improvement of instruction within a common language of Instruction
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.
Marzano Causal Teacher Evaluation Model

• 4 Domains describing levels of teaching performance
• 60 Elements
• Validation studies
  – Correlation analysis
  – Causal links using experimental/control studies

This is unique in the sense that these studies are designed to establish a direct causal link between elements of the model and student achievement.
Framework Comparison

Marzano

• 4 Domains (60 elements)
• Emphasis on instruction
  – 41 elements in Classroom Strategies and Behaviors (68%)
  – Research indications of higher levels of observer accuracy due to specificity
  – Greater clarity for a common language of instruction

Traditional

• More broadly describes instruction
  – Difficulty to achieve observer accuracy and inter-rater reliability
  – Teachers could rate effective due to performance in non-instruction domains
# Traditional Construct

## Performance Levels: Key Words

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsafe</td>
<td>Partial</td>
<td>Consistent</td>
<td>Seamless</td>
</tr>
<tr>
<td>Lack of</td>
<td>Generally</td>
<td>Frequent</td>
<td>Solid</td>
</tr>
<tr>
<td>Unaware</td>
<td>Inconsistently</td>
<td>Successful</td>
<td>Subtle</td>
</tr>
<tr>
<td>Harmful</td>
<td>Attempts</td>
<td>Appropriate</td>
<td>Skillful</td>
</tr>
<tr>
<td>Unclear</td>
<td>Awareness</td>
<td>Clear</td>
<td>Preventative</td>
</tr>
<tr>
<td>Poor</td>
<td>Moderate</td>
<td>Positive</td>
<td>Leadership</td>
</tr>
<tr>
<td>Unsuitable</td>
<td>Minimal</td>
<td>Smooth</td>
<td>Always</td>
</tr>
<tr>
<td>None</td>
<td>Some</td>
<td>Most</td>
<td></td>
</tr>
</tbody>
</table>
Marzano Construct
Research-Based Strategies

- Developmental continuum for teachers to implement research-based strategies
  - **Specific guidance** for teachers to improve instruction
  - **Evidences of sufficient implementation** to raise student learning
  - Guidance on the **appropriate instructional context** (when) to use each strategy to have the highest probability to raise student learning
Effective teacher = student achievement
(use of research-based strategies to achieve student learning results)

Effective Principal = Effective Teachers

Student achievement learning results are lagging indicators.

Teacher and student behavior is a leading indicator
(effective use of research-based instructional strategies)
Marzano Model Causal Links

Deliberate Practice → Teacher Behaviors → Student Learning Gains
Deliberate Practice Involves:

Feedback

Practice
When these strategies are used, here is the typical effect on raising student achievement (percentile gain corrected):

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Note Taking</td>
<td>17%</td>
</tr>
<tr>
<td>Practice</td>
<td>14%</td>
</tr>
<tr>
<td>Setting Goals/Objectives</td>
<td>25%</td>
</tr>
<tr>
<td>Student Discussion/Chunking</td>
<td>17%</td>
</tr>
<tr>
<td>Summarizing</td>
<td>19%</td>
</tr>
<tr>
<td>Tracking Student Progress and Using Scoring Scales</td>
<td>34%</td>
</tr>
<tr>
<td>Building Vocabulary</td>
<td>20%</td>
</tr>
<tr>
<td>Effort and Recognition</td>
<td>14%</td>
</tr>
<tr>
<td>Graphic Organizers</td>
<td>13%</td>
</tr>
<tr>
<td>Homework</td>
<td>15%</td>
</tr>
<tr>
<td>Identifying Similarities and Differences</td>
<td>20%</td>
</tr>
<tr>
<td>Interactive Games</td>
<td>20%</td>
</tr>
<tr>
<td>Nonlinguistic Representations</td>
<td>17%</td>
</tr>
</tbody>
</table>
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**
Are Your Teachers…

Using these strategies at a sufficient level of implementation to raise student achievement?

Using the appropriate strategies for different types of lessons or parts of a lesson?
Common Language of Instruction Aligns Misaligned Systems

MISALIGNED SYSTEM
No Common Language or Model of Instruction

ALIGNED SYSTEM
Common Language or Model of Instruction
Marzano Causal 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)
Marzano Causal Teacher Evaluation Model

Demonstration
Domain 1: Classroom Strategies and Behaviors
Marzano Teacher Evaluation

From:
- Compliance focused, annual reviews that are inflated and lack specific guidance for instructional improvement
- Misaligned system without specificity in the common language of instruction
- Ambiguity and subjectivity due to the lack of specificity
- Lacks connections to student achievement gains

To:
- Formative and summative process that is timely, specific, and honors growth over time
- Coherent research-based common language of instruction with clear and objective measures and teacher and student evidences
- Clarity and consistency, from the newest teacher to the most veteran practitioners and supports accuracy for observers
- Causal links to raising student achievement
Implementation Services from Learning Sciences International:

- Review of teacher evaluation procedures and policies to reflect the causal model
- Observer and scoring training program for both evaluators and informal feedback loops with coaches and teacher leaders
- iObservation instructional improvement data system for teacher growth, development and evaluation
- Certified staff developer program
- Observer certification program
For More Information:

www.iObservation.com
www.MarzanoEvaluation.com
www.LearningSciences.com