



**The Marzano Focused Teacher Evaluation Model  
Teacher Evaluation: Postings and Assurances  
State Approved Evaluation Tool**

Per MCL 380.1249: Beginning with the 2016-2017 school year, a school district, intermediate school district, or public school academy shall post on its public website specific information about the evaluation tool(s) used for its performance evaluation system for teachers. Complete language (including requirements) for MCL 380.1249 can be found on [The Revised School Code, P.A. 451 of 1976](#) website.

This evaluation tool has been approved by the district, as the result of a review process implemented with fidelity. The contents of this document are compliant with the law laid forth, specifically pertaining to Marzano Focused Evaluation Model.

Ben Kirby

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Printed Name of Superintendent

A handwritten signature in black ink, appearing to read 'Ben Kirby', is written over a horizontal line.

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Signature of Superintendent

2013

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Date of Approval

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## **Research Base for the Evaluation Framework, Instrument, and Process** [Section 1249(3)(a)]

### **The Research Base for the Marzano Focused Teacher Evaluation Model**

The Focused Teacher Evaluation Model draws from the foundational concepts and research articulated in Robert Marzano's *The Art and Science of Teaching* (2007), and from earlier works including *What Works in Schools* (Marzano, 2003), *Classroom Instruction that Works* (Marzano, Pickering, & Pollock, 2001), *Classroom Management that Works* (Marzano, Pickering, & Marzano, 2003), and *Classroom Assessment and Grading that Work* (Marzano, 2006), as well as from the findings outlined in John Hattie's seminal work, *Visible Learning* (2008), which synthesized 800 meta-analyses related to student achievement. Taken together, these books represent the largest ever evidence-based research into what works in schools to improve learning. The model's design was also influenced by the work of cognitive psychologist Anders Eriksson, whose research dispelled many of the myths surrounding the acquisition of expertise. A major premise of Eriksson's research is that individuals can improve when they have clear goals and expert feedback. More recently, Hattie has suggested that the difference between novice and expert teachers is that they focus their attention on improving their practice in specific areas. The evaluation model was designed to focus teachers' attention on specific instructional elements correlated to student achievement, and to support a common language of instruction throughout schools and districts. The original Marzano Evaluation Model is an aggregation of the extensive research on those elements and practices that have been shown to correlate with student academic achievement. In addition to a dozen research papers and several updates to the teacher evaluation model since 2010, Marzano and Toth published *Teacher Evaluation that Makes a Difference* in 2013.

The Focused Teacher Evaluation Model is a revised version of the research-validated Marzano Teacher Evaluation Model created by a partnership between Robert J. Marzano and Learning Sciences International in 2010. The Focused Model addresses emerging needs identified by our researchers at Learning Sciences Marzano Center for evaluation models that directly support standards-based instruction. Our goal in developing the Focused Model was to simplify the evaluation process for teachers and school leaders by emphasizing 23 essential behaviors to measure teacher effectiveness within four areas of expertise. The model establishes a rigorous, standards-based system in every classroom; it supports a relentless focus on student results with leading indicators; it provides an instructional model to scaffold instruction for complex tasks; and it empowers teachers with the tools and resources necessary to grow their practice. Because the Marzano Focused Teacher Evaluation Model is concentrated and streamlined, it improves accuracy of scoring; supports administrators in giving teachers more concrete, actionable feedback; and is more directly aligned to rigorous state standards. Among other emphases, our scoring options also strongly recommend competency-based scoring to support teacher growth and improve fairness.

Additionally, the Focused Model provides clear benefits for teachers and observers. The Focused Model includes recommended procedures for implementation and scoring:

- Focuses on 10 research-based elements for rigorous, standards-based instruction
- Focuses on 3 critical standards-based planning elements
- Integrates 60 prior elements into 23 for improved inter-rater agreement

- Makes desired effects of student learning more specific, focusing on evidence of student learning
- Aligns scales closely with each domain
- Includes performance scales to recommend 91-100% student proficiency at the level of “Innovating”
- Recommends scoring of all 23 elements for competency-based scoring
- Is aligned with the Marzano Focused Non-Classroom Instructional Support Member Evaluation Model

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## **Identification and Qualifications of the Author(s)** [Section 1249(3)(b)]

[Robert J. Marzano, PhD](#), is a nationally recognized education researcher, speaker, trainer, and author of more than 50 books and 200 articles on topics such as instruction, assessment, writing and implementing standards, cognition, effective leadership, and school intervention.

His practical translations of the most current research and theory into classroom strategies are widely practiced internationally by both teachers and administrators. Marzano has partnered with Learning Sciences International to offer the Marzano Teacher Evaluation Model (2014), Marzano Focused Teacher Evaluation Model (2018), the Marzano Focused Non-Classroom Instructional Support Member Evaluation Model, the Marzano School Leader Evaluation Model (2014), Marzano Focused School Leader Evaluation Model (2018), and the Marzano District Leader Evaluation Model (2013 and 2018 updated model). The Marzano evaluation models have been adopted by school districts across the country because they don’t simply measure ability, they help teachers and leaders grow, improving their instruction over time. Marzano also co-developed the Learning Sciences Marzano Center Essentials for Achieving Rigor, a model of instruction that fosters essential teaching skills and strategies to support college and career readiness standards. He received a bachelor’s degree from Iona College in New York, a master’s degree from Seattle University, and a doctorate from the University of Washington. Learn more about Marzano’s research, as well as his products and services at the [Learning Sciences Marzano Center](#).

[Michael D. Toth](#) is founder and Chief Executive Officer and Chief Learning Officer of Learning Sciences International. Formerly the president of the National Center for the Profession of Teaching, a university faculty member, and director of research and development grants, Toth transformed his university research and development team into a company that is focused on leadership, teacher professional growth and instructional effectiveness correlated to student achievement gains.

Toth is actively involved in research and development, gives public presentations, and advises education leaders on issues of leadership and teacher effectiveness, school improvement, and professional development systems. He is the award-winning author of *Who Moved My Standards? Joyful Teaching in an Age of Change* and co-author of *Teacher Evaluation That Makes a Difference: A New Model for Teacher Growth and Student Achievement* with Robert J. Marzano, and the *Essentials for Standards-Driven Classrooms: A Practical Instructional Model for Every Student to Achieve Rigor* with Robert J. Marzano and Carla Moore.

[Beverly Carbaugh, EdD](#), specializes in school- and district-level leadership. She is co-author of white papers and books on school leadership, and the Focused Teacher, Non-Classroom, School and District Leader Evaluation models with Robert J. Marzano. Before joining Learning Sciences International, she was deputy superintendent of the School District of Osceola County in Florida. Carbaugh began her career in 1979 as a teacher and served as principal of Mintz Elementary and Tomlin Middle School and as charter principal of Colleen Lunsford Bevis Elementary School, a National Blue Ribbon School.

Carbaugh's expertise includes executive leadership in school administration, human resources, and business and finance. She also has extensive experience in professional development and presenting at state and national forums. She earned a doctorate degree in education leadership from the University of South Florida and her bachelor's degree in elementary education from the University of Arizona.

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## **Evidence of Reliability, Validity, and Efficacy [Section 1249(3)(c)]**

### **Research on the Comprehensive Marzano Teacher Evaluation Model**

We discussed in some depth our recommendations for future iterations of teacher evaluation models to meet the requisite levels of high accuracy and fairness. Those challenges and others have been addressed in the updated Focused Model. Further research on the Comprehensive Marzano Teacher Evaluation Model Between 2012-2016, Learning Sciences Marzano Center conducted research projects utilizing the largest dataset available to analyze correlations between student growth on state assessments and raw observation scores in the Marzano Teacher Evaluation Model. The Center's dataset included:

- 1.48 to 1.85 million scores for instructional elements collected during evaluative classroom observations over three years
- 248,000 to 277,000 evaluative observations across three years
- 58,000 to 63,000 total teachers across three years (12,000 to 13,000 teachers each year)

Our researchers matched student growth on state assessments with observation scores (the final dataset includes tested teachers only). Our findings were as follows:

- There was a small, positive, statistically significant correlation between observation scores and value-added measures (VAM).
- All elements in the model have a small positive significant correlation to student learning gains
- The observation score was the second largest predictor of the VAM accounting for teacher and school level characteristics.
- Correlations coefficients appeared to increase for principal observers who received training and side-by-side coaching
- When examining teacher attributes including advanced degrees, the teacher observation score was the largest predictor in the study of student growth on state assessments.

It is important to emphasize that the original Marzano Teacher Evaluation Model has been supported by research. However, teacher evaluation is not, and should not be a static enterprise— any evaluation system needs to respond to current research, national policy initiatives, and data collected from implementations in the field. It has always been our goal to continue to evolve the Marzano Evaluation Models as our Center has continued our research and received implementation evidence from schools and districts. Our design of these updates has also considered inputs from our partner districts. Further,

national initiatives such as Common Core State 3 (Basilio, L. and Toth, M. 2016 (submitted) “Predicting Teacher Value-Added Measures Using Observation Scores: A State Level Analysis of Marzano Teacher Evaluation Model”) Standards, State College and Career Readiness Standards, and the Professional Standards for Educational Leaders, have continued to influence our revisions as the need for rigorous, standards based evaluation models utilizing student evidence of learning has become more urgent. During more than half a decade of ongoing development, we have worked to support increasingly reliable teacher and leader evaluation scores; to encourage teachers and leaders to improve their pedagogy and leadership skills; and to increase transparency, ease of use, and validity for teachers, school leaders, and district personnel. The Marzano Focused Teacher Evaluation Model addressed in this paper is a distillation of all that we have learned. The Focused Model provides greater clarity of expectations for both teachers and observers, improves the focus on key pedagogical principles, and significantly improves ease of adoption and use. With the need for a shift in teacher practice to address rigorous standards, there is also a call for a shift in observer practice to refocus the lens of teacher evaluation. Evaluation systems must move from compliance with human resource processes to a greater emphasis on leveraging the observational and feedback process to support necessary teaching shifts with new standards. Observers must now focus on classroom implementation of new academic standards, and on helping teachers identify and plan for the level of instruction necessary for students to demonstrate evidence of progress toward those standards. The evaluation model supports a standards-based classroom.

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## **Evaluation Framework and Rubric [Section 1249(3)(d)]**

### **The Marzano Focused Teacher Evaluation Model Instrument**

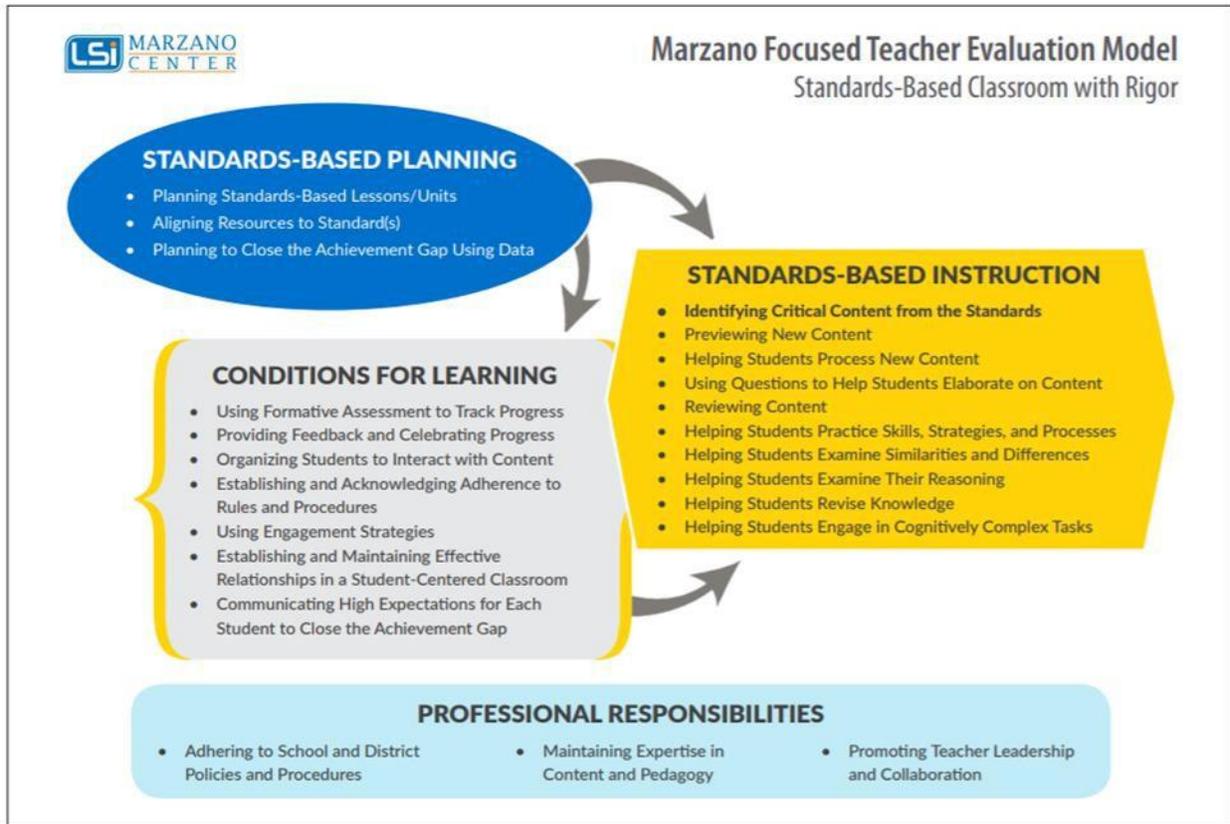
The Marzano Focused Teacher Evaluation Model is observer and teacher-friendly; it utilizes a systematic, step-by-step approach for observation to improve inter-rater agreement. The model is comprised of four domains, or areas of expertise, designed to progressively guide and grow teachers:

- Standards-Based Planning, contains 3 of the 23 elements.
- Standards-Based Instruction, contains 10 of the 23 elements.
- Conditions for Learning, contains 7 of the 23 elements.
- Professional Responsibilities, contains 3 of the 23 elements.

The design of the Focused Model integrates the four domains into a framework for standards-based classrooms to establish:

- A rigorous standards-based system in every classroom
- A relentless focus on student results with leading indicators
- An Instructional Framework with a pathway to scaffold instruction from foundational to complex tasks
- Teachers empowered with access to the tools and resources within a continuum for growing their practice

Critical to the model is not only teacher use of instructional strategies, but also monitoring of learning through student evidences. These evidences become the measure for determining the effect of teachers’ use of instructional strategies.



*Figure 1: The updated Focused Teacher Evaluation Model is comprised of 23 elements in four domains, or areas of expertise.*

### A Model Designed to Increase Competency

Competency-based evaluation scoring for the Marzano Focused Teacher Evaluation Model requires scoring of all 23 elements in the model using a common five-point scale. Further, the Focused Evaluation Model allows for flexible adaptations to meet current state regulations and/or local decision-making. The model has been developed not just to measure instructional effectiveness, but to drive improvement toward successful, standards-based instruction.

Focused on elements that support a teacher in developing expertise, the Focused Model concentrates measurable teacher actions and capabilities into 23 essential behaviors to measure teacher effectiveness within four areas of expertise. This focused number of elements helps teachers more easily make the shift to standards-based pedagogy; it also decreases potential scoring errors by observers. Additionally, because the 17 instructional behaviors are research-based, the Marzano Focused Teacher Evaluation Model is compatible with most district initiatives. As with the original Marzano Teacher Evaluation Model, the Focused Model is an objective, evidence-based model that evaluates teacher performance against specific criteria, alignment to standards, and student evidences. The Focused Model explicitly foregrounds the instructional shifts necessary for teaching rigorous state standards. The model further emphasizes student evidence of learning as the key indicator of teacher effectiveness, with sample evidences of desired effects included in the protocols. Rigorous state standards ask students to effectively process new information, be more thoughtful and analytic about their conclusions, and apply their knowledge to real-world scenarios. Our research at Learning Sciences Marzano Center has indicated that

teachers must make specific instructional shifts to support these goals<sup>1</sup>. But teaching in rigorous classrooms does not mean “teaching harder” using traditional instructional techniques.

Data collected from 277,000 classroom observations using the Marzano Teacher Evaluation Model has indicated that teachers are still not effectively helping students develop the necessary skills, at the higher taxonomy levels, to meet rigorous standards. Having identified that instructional time is rarely used for developing cognitively complex skills, we recommend that observers working with the Focused Teacher Evaluation Model aim to score all 23 elements, or competencies, during the course of each year.

Figure 2, below, illustrates that most teachers are spending the bulk of their classroom time in lecture, practice, and review (47% of observed lessons). Conversely, classrooms are observed far less often engaged in the cognitively complex tasks required by new standards (4.2%).

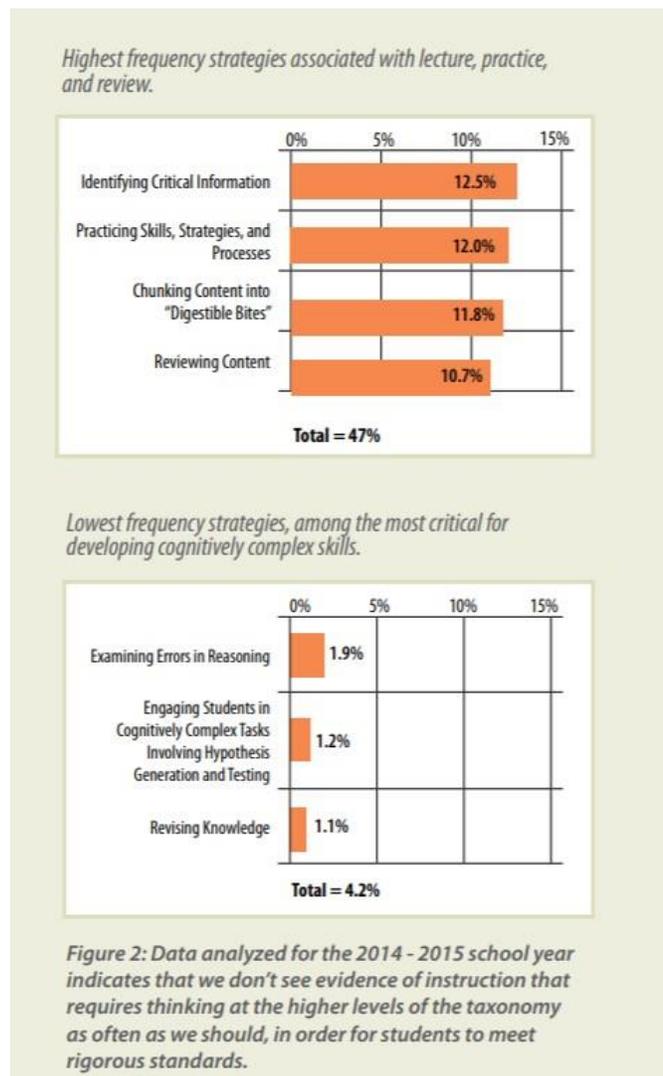
### The Focused Model Protocols

The Focused Model protocols list specific desired effects for each element to support evidence of student learning. These desired effects are included on the protocol for each element for quick reference. Additionally, observers and teachers may take advantage of a broad number of sample teacher and student evidences that align with standards-based teaching and learning. Figure 3, on the next page, is an example of the protocol for previewing new content.

### Scoring

Like the comprehensive model, the Focused Model utilizes common five-point scales. The performance scales provide a developmental continuum for teachers on five levels of proficiency: Not Using (0), Beginning (1), Developing (2), Applying (3), and Innovating (4).

The Focused Model makes the following recommendations for scoring. 1) A score of Innovating is awarded when there is evidence that 91-100% of students have reached the desired effect. 2) Scoring of all 23 elements



**Figure 2: Teachers spend bulk of classroom time in lecture, practice, and review**

<sup>1</sup> See Marzano, Carbaugh, Rutherford, Toth: “Marzano Center Teacher Observation Protocol For The 2014 Marzano Teacher Evaluation Model” and Marzano, Toth, “Teaching for Rigor: A Call for a Critical Instructional Shift.” [www.marzano-center.com](http://www.marzano-center.com)

during the course of the year is recommended. 3) Competency-based scoring is recommended. Figure 3, below, illustrates the scale for previewing new content.

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.	Engages students in previewing activities that require students to access prior knowledge as it relates to the new content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Engages students in previewing activities that require students to access prior knowledge as it relates to the new content.  The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	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.

Figure 3: The Five-Point Scale for Previewing New Content

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**Description of Process for Conducting Classroom Observations, Collecting Evidence, Conducting Evaluation Conferences, Developing Performance Ratings, and Developing Performance Improvement Plans [Section 1249(3)(e)]**

**The 5-Step Process for Classroom Observation**

The Focused Model is also supported by guidelines for a 5-step observation process. The 5-step observation process is detailed below. This process was developed to improve inter-rater agreement among observers.

**What is a standards-based observation?**

Observations within the Marzano Focused Teacher Evaluation Model are always standards-based. The observer conducts a pre-conference session with the teacher prior to the classroom observation, during which they discuss the teacher’s standards-based plan for the lesson to be observed. In collaboration with the teacher, the observer ensures that the plan exhibits a focus on the essential standards, including a scale or learning targets that build to the level of rigor required by the standard; that the plan incorporates resources aligned to the standard; and that it incorporates techniques to close the achievement gap using data. Once this plan has been agreed upon, the observer visits the classroom to see the plan in action. The observer looks for specific elements and techniques discussed in the plan, observes how and when the teacher monitors for evidence of learning, and notes any adaptations made by the teacher. We recommend observation of the full lesson. If a full lesson is not possible, the teacher provides evidence of student learning (artifacts, data, etc.) subsequent to the observation during a post-observation conference.

## Types of Observations

	Announced	Unannounced
<b>Formal</b>	<ul style="list-style-type: none"> <li>• Class period</li> <li>• Pre-Conference</li> <li>• Post-Conference</li> <li>• Results used for annual evaluation</li> <li>• Written feedback provided to the teacher</li> </ul>	
<b>Informal</b>	<ul style="list-style-type: none"> <li>• At least 10 minutes long</li> <li>• Results used for the annual evaluation</li> <li>• May include written feedback</li> </ul>	<ul style="list-style-type: none"> <li>• At least 10 minutes long</li> <li>• Results used for the annual evaluation</li> <li>• May include written feedback</li> </ul>
<b>Targeted</b>	<ul style="list-style-type: none"> <li>• Usually 5-10 minutes</li> <li>• Planned so feedback for a single element can be given</li> <li>• Used for Deliberate Practice</li> </ul>	
<b>Walkthroughs</b>		<ul style="list-style-type: none"> <li>• Usually 3-10 minutes</li> <li>• Results may be used for the annual evaluation</li> </ul>

*Figure 4: Types of Classroom Observations*

### The 5-Step Process for Classroom Observation

**Step 1—What element(s) am I seeing when I observe a teacher? Does the teacher use the strategy correctly?**

- Before making any decisions, observe the teacher in action, then select an element to score and move to the Example Teacher Instructional Techniques box.
- Scroll through the menu and check any techniques that the teacher is implementing.
- If the teacher is using the technique correctly, the observer can move to the scale and indicate a Level 2/Developing.

**Step 2—What technique(s) does the teacher use to monitor for the desired effect/outcome?**

- This step concerns teacher techniques for monitoring for student learning as a result of using an Instruction element or monitoring to determine if implementing a Conditions for Learning element produces the desired effect or desired outcome.
- After identifying the element from Standards-Based Instruction or Conditions, how does the teacher monitor to determine if students are learning or changing their behavior?
- Observe the teacher and check the box for any monitoring technique that is implemented. If observing Conditions for Learning, the observer monitors student behaviors and quickly notes how many students demonstrate the desired effect or desired outcome.
- Note—the use of a monitoring technique does not change the teacher’s rating on the scale. However, it is the bridge for moving from a 2/Developing, to a 3/Applying, and ultimately a 4/Innovating (see Step 3, below).

**Step 3—What percent of students demonstrate achievement of the desired effect at the appropriate level of the target?**

- Step 3 is directly connected to Step 2, but it transitions from a focus on teacher action to a focus on the student and student work. At this point, the teacher is monitoring to determine if students are learning. The observer moves to the Example Student Evidence box, and checks the applicable boxes based on observed student evidence.
- The critical step is to determine the number of students who achieve the desired effect or desired outcome. The observer must examine student work to determine a) if the work is at the correct level of the target; and b) the number of students who demonstrate the desired effect or outcome.
- At this point, the observer moves to the scale. If less than half the class exhibits the desired effect, the score remains a 2/Developing. If 51% to 90% demonstrate the desired effect, the teacher earns a 3/Applying on the scale. If more than 90% show the desired effect, at the appropriate level of the target, then the score moves to a Level 4/Innovating.
- If the teacher does not earn a 3/Applying or 4/Innovating on the scale, the observer moves to step 4.

**Step 4—After monitoring student evidence and determining the number of students who demonstrate the desired effect, does the teacher make an adaptation?**

- The observer moves to this step if the teacher monitors student evidence and notes that less than 91% of the students are demonstrating the desired outcome.
- If the teacher makes an adaptation, continues to monitor student evidence, and confirms that more than 90% of students achieve the desired outcome, the observer moves the teacher’s score to a 4/Innovating.
- If the outcome remains less than 91%, the score remains at 3/Applying, or if less than 51%, at level 2/Developing.

**Step 5—Use student evidence to assign the final score on the scale for all elements observed in the lesson.**

- Can take place in a post-conference.
- The teacher may bring evidence to confirm the percentage of students who demonstrate the desired effect.



*Figure 5: Process Overview for Classroom Observation*

### Competency-Based Scoring

As we have indicated, observers will plan to score all 23 elements during the course of the school year. This goal encourages teachers to practice and achieve competency in those instructional elements so critical to rigorous classrooms: helping students examine errors in reasoning, revise knowledge, and engage in cognitively complex tasks. Scoring all the elements encourages teachers to build expertise in areas where they need to grow. The Focused Teacher Evaluation Model not only measures current instructional practice, but helps teachers develop the practices they need to improve their teaching. Competency-based scoring allows school leaders to move away from traditional scoring models that simply average scores toward a scoring system that supports teachers to practice and master higher order strategies in rigorous classrooms and requires teachers to demonstrate a full range of instructional skills. Competency-based scoring provides teachers with the safety they need to deliberately practice and improve those skills incrementally. With this system, each element is a competency that teachers are expected to master. At the end of the year, observers average all the highest scores for the elements to achieve an overall proficiency score for the year. Thus if, in the course of four observations during a year, a teacher scores a 1, 2, 2, 4 in “Helping Students Examine Their Reasoning,” the teacher would receive a score of 4 for that element, having achieved competency.

This system allows for feedback on any early low scores to be non-punitive and formative, as there is no averaging at the element level. Competency-based scoring encourages teachers to adopt a growth mindset. It is the scoring system we believe to be most fair and accurate for measuring individual teachers’ competencies. Further, teachers will be able to access up-to-date, real-time data on the iObservation platform, so that every teacher knows precisely which of the 23 elements have been scored during the course of the year.

## Description of Plan for Providing Evaluators and Observers with Training [Section 1249(3)(f)]

LSI specializes in deep implementation of continuous teacher growth systems, focusing on best practices to support teachers in improving their daily instruction. Our own internal research division, the Learning Sciences Marzano Center for Teacher and Leader Evaluation (Learning Sciences Marzano Center), conducts comprehensive research and develops next-generation teacher and leader evaluation tools and training focused on improving teacher effectiveness to raise student achievement.

Our partnership with internationally acclaimed educational researcher, Dr. Robert J. Marzano, gives Learning Sciences exclusive rights to train and support the evaluation models for teacher, non-classroom support personnel, school leader, and district leader. As such, Learning Sciences has partnered with many state departments of education to assist districts to redevelop their evaluation systems, provide technical assistance, certify rater accuracy and differentiated scoring, and research services to ensure validity and agreement of the measures. Learning Sciences also has full capability with evaluation software provided through iObservation.

## Implementation Overview – Marzano Evaluation Models

	SERVICES	DISTRICT LEADERS	SCHOOL LEADERS	CLASSROOM TEACHERS	NON-CLASSROOM INSTRUCTIONAL PERSONNEL
PREP	<b>REDEVELOPMENT</b> (District Committee formed from District Leadership)				
	<b>FTEM 3 DAY PROGRESSION WITH ASSESSMENT</b>	✓	✓		
	<b>DISTRICT LEADER EVALUATION MODEL 2018 UPDATE</b>				
	<b>FOCUSED SCHOOL LEADER EVALUATION MODEL</b>	✓	✓		
	<b>FTEM INTRODUCTION AND OVERVIEW FOR TEACHERS</b>				
	<b>SIDE-BY-SIDE COACHING</b>	✓	✓		
	<b>FOCUSED NON-CLASSROOM INSTRUCTIONAL SUPPORT PERSONNEL</b>				
SAMPLE SUPPORT	<b>FTEM: SUPPORTING INTER-RATER AGREEMENT</b>	✓	✓		
	<b>SIDE-BY-SIDE COACHING</b>	✓	✓		
	<b>iOBSERVATION</b>	✓	✓		

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## DISTRICT LEADER & CENTRAL OFFICE

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### ***Redevelopment: Policies & Procedures and Calculating & Weighting a Final Score***

LSI facilitates an onsite planning day, ***Redevelopment: Policies & Procedures and Calculating & Weighting a Final Score***, to provide a road map for districts to make major decisions related to implementation of the four Focused Evaluation models, including Policies and Procedures, and Calculating and weighting a Final Score.

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## DISTRICT & SCHOOL LEADERS

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### ***3 Day FTEM Progression - Day 1: Introduction***

***Day 1: Introduction*** focuses on an overview of the Marzano Focused Teacher Evaluation Model which includes a comprehensive, robust, and research-based description of teacher effectiveness that measures the impact of teachers using observation protocols, classroom artifacts, student work, and professional growth plans. It teaches district leaders, principals, and all staff who observe or support teachers to focus on the 23 high leverage teacher elements to measure effectiveness and guide a teacher from standards-based planning, through selection and implementation of research based instructional strategies, to awareness of conditions for learning in the classroom and professional responsibilities.

### ***3 Day FTEM Progression - Day 2: Inter-Rater Agreement***

***Day 2: Inter-Rater Agreement*** focuses on five critical conditions for building teacher expertise and learning the process for using protocols to observe classroom instruction. As part of that practice, participants will utilize the protocol to observe classroom videos and determine which strategies are being used.

### ***3 Day FTEM Progression- Day 3: Scoring and Deepening Calibration***

***Day 3: Scoring and Deepening Calibration*** focuses on utilizing the 5-step process to accurately score teachers, including evaluating standards-based lesson plans, observing classroom instruction, and evaluating student evidence, as well as providing feedback using the scale.

### ***Side-by-Side Coaching***

LSI provides onsite ***Side-by-Side Coaching*** sessions where an LSI consultant facilitates a team of 1-5 administrators in the classroom observation and feedback process. The consultant and administrative team participate in a briefing to establish goals for the coaching session, followed by classroom visits. Observers share their observation data, learn ways to provide specific feedback to teachers, and brainstorm next steps in improving their practice as instructional leaders.

### ***FTEM: Supporting Inter-rater Agreement***

Observers will continue development of inter-rater agreement and feedback through repeated, facilitated video practice. The simple structure of viewing and rating video with an LSI expert and having follow-up conversation about ratings and feedback is designed to continue deepening inter-rater agreement.

### ***Marzano District Leader Evaluation Model Overview***

The ***Marzano District Leader Evaluation Model*** is based on the most current research into the relationship between school district culture and student achievement. The model is the only school district leader evaluation framework designed to correspond to both a teacher evaluation and school leader evaluation framework to maximize impact on raising student achievement. The model is also closely aligned with the Focused Non-Classroom Instructional Support Personnel Evaluation Model.

Like all Marzano evaluation models, the district leader evaluation model works on the web-based iObservation instructional and leadership improvement platform to help create a district-wide common language with a data-driven focus on instruction.

### ***Marzano Focused School Leader Evaluation Model Overview***

The ***Marzano Focused School Leader Evaluation Model*** is the only school leader evaluation framework designed to correspond to a teacher evaluation framework to maximize impact on raising student achievement. Like the Marzano Focused Teacher Evaluation Model, it works on the iObservation platform to create a common language with a focus on instruction within today's rigorous standards.

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## TEACHERS

### ***Marzano Focused Teacher Evaluation Model Introduction & Overview***

The ***Marzano Focused Teacher Evaluation Model*** focuses on an overview of the Marzano Focused Teacher Evaluation Model which includes a comprehensive, robust, and research-based description of teacher effectiveness that measures the impact of teachers using observation protocols, classroom artifacts, student work, and professional growth plans. It introduces the 23 high-leverage teacher elements to measure effectiveness and guide a teacher from standards-based planning, through selection and implementation of research-based instructional strategies, to awareness of conditions for learning in the classroom and professional responsibilities.

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## SCHOOL LEADERS & NON INSTRUCTIONAL SUPPORT PERSONNEL

### ***Marzano Focused Non-Classroom Instructional Support Personnel Evaluation Model Introduction & Overview***

The ***Marzano Focused Non-Classroom Instructional Support Personnel Evaluation Model*** is designed for staff members who support instruction at the school or district level, but who do not have day-to-day teaching schedules with specific groups of students, such as guidance counselors, psychologists, therapists, media specialists, and other district personnel required to hold a teacher certificate, and/or technology teachers. The Focused Non-Classroom Instructional Support Personnel Model promotes the use of focused goals and specific behaviors correlated with increased student achievement. It serves as a valuable part of our comprehensive approach to evaluation, as it is compatible with other Marzano evaluation models. Districts will be able to determine which personnel should be evaluated with this model and how to evaluate them.

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## **Developing Performance Improvement Plans [Section 1249(3)(e)]**

One critical aspect of developing expertise, whether you're a beginning teacher or experienced teacher, is deliberate practice. Continual professional learning is necessary in order to meet the demands of new rigorous standards and to prepare our students for the 21st Century. All teachers are expected to continuously learn and develop during their professional careers. Deliberate practice is specifically designed and intended to improve individual practice.

During the Redevelopment session, participants consider if additional metrics will be used as part of a teacher's final evaluation (e.g. Deliberate Practice, District benchmarks, Peer Input, etc), Deliberate practice is a way for teachers to grow their expertise through a series of planned activities, reflection, and collaboration. It involves a set of practices based on a model of effective teaching:

- Setting growth goals
- Engaging in a focused practice



- Receiving focused feedback
- Observing and discussing teaching

Growth Plans are supported in the iObservation platform.