



MARZANO

Evaluation Center

**Vision-Driven
Teacher
Evaluation**

Transforming Observation
Processes to Achieve
Your Mission

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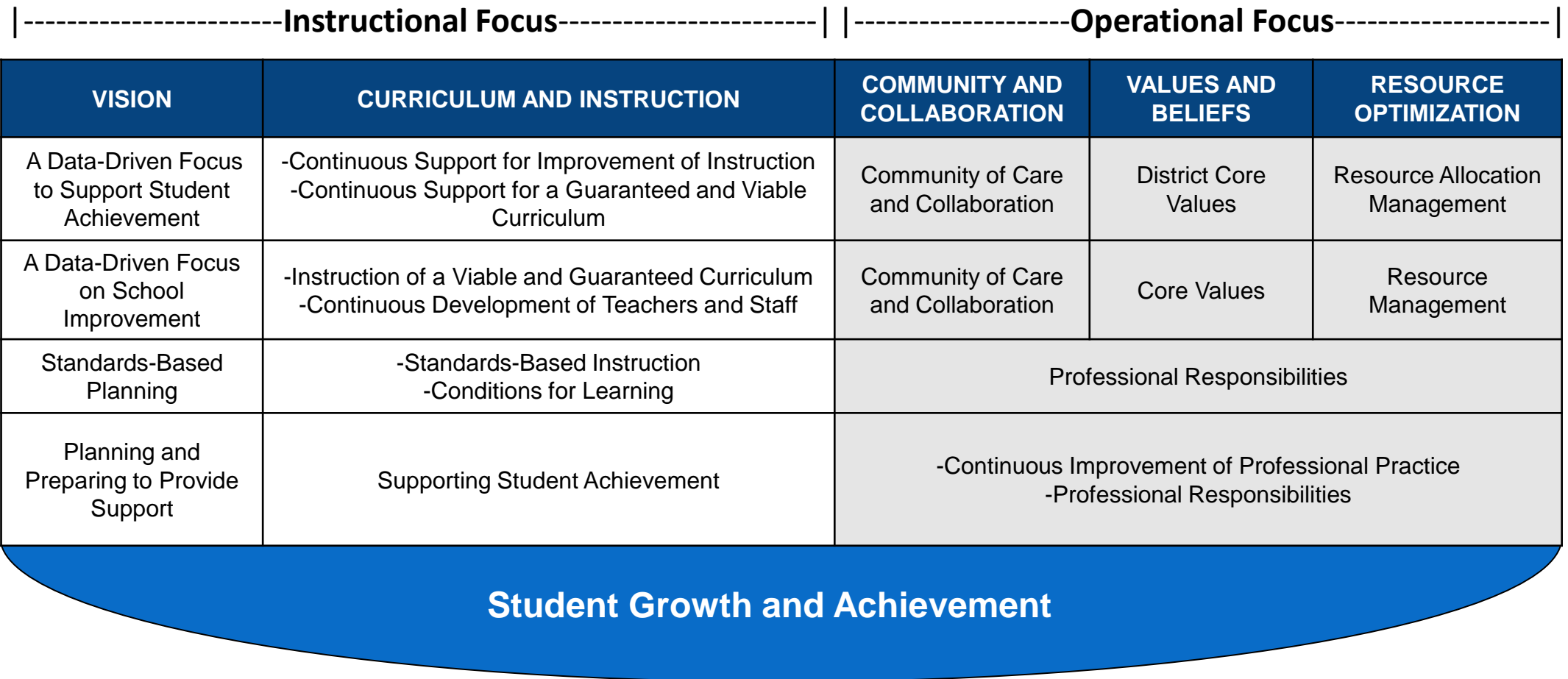
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Cascading Domains of Influence



What is your mission and vision?

- Future Ready
- Empower Every Student
- Nurture Constant Learning
- Innovative Education Experience
- Genius Awakening Education
- Equip Students to Apply Skills and Knowledge
- Researched-Based and Relevant Curriculum
- Ignite a Passion for Learning
- College and Career Ready

How Well Does Your Observation Process Support your Mission and Vision?

The bridge from a focus on traditional instruction to standards-based instruction with student evidence.



Marzano Focused Teacher Evaluation Model

Standards-Based Classroom with Rigor

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Standards-Based Planning

- Planning Standards-Based Lessons/Units
- Aligning Resources to Standard(s)
- Planning to Close the Achievement Gap Using Data

Conditions for Learning

- Using Formative Assessment to Track Progress
- Providing Feedback and Celebrating Progress
- Organizing Students to Interact with Content
- Establishing and Acknowledging Adherence to Rules and Procedures
- Using Engagement Strategies
- Establishing and Maintaining Effective Relationships in a Student-Centered Classroom
- Communicating High Expectations for Each Student to Close the Achievement Gap

Standards-Based Instruction

- **Identifying Critical Content from the Standards**
- Previewing New Content
- Helping Students Process New Content
- Using Questions to Help Students Elaborate on Content
- Reviewing Content
- Helping Students Practice Skills, Strategies, and Processes
- Helping Students Examine Similarities and Differences
- Helping Students Examine Their Reasoning
- Helping Students Revise Knowledge
- Helping Students Engage in Cognitively Complex Tasks

Professional Responsibilities

- Adhering to School and District Policies and Procedures
- Maintaining Expertise in Content and Pedagogy
- Promoting Teacher Leadership and Collaboration

Previewing New Content

Focus Statement: Teacher engages students in previewing activities that require students to access prior knowledge as it relates to the new content.

Desired Effect: Evidence (formative data) demonstrates students make a link from what they know to what is about to be learned.

Example Teacher Instructional Techniques (Check any technique used in the lesson)

- Facilitate identification of the basic relationship between prior ideas and new content (purpose for the new content)
- Use preview questions before instruction or a teacher-directed activity
- Use K-W-L strategy or variation
- Provide advanced organizer (e.g. outline, graphic organizer)
- Facilitate a student brainstorm
- Use anticipation guide or other pre-assessment activity
- Use motivational hook/launching activity (e.g. anecdote, short multimedia selection, simulation/demonstration, manipulatives)
- Use digital resources and/or other media to help students make linkages to new content
- Use cultural resources to facilitate students making a link from what they know to the new content
- Facilitate identification of previously seen mathematical patterns or structures

Example Teacher Techniques for Monitoring for Learning (Check any category used in the lesson)

- Use a Group Activity** to monitor that students can make a link from prior learning to the new content
- Use Student Work** (Recording and Representing) to monitor that students can make a link from prior learning to the new content
- Use Response Methods** to monitor that students can make a link from prior learning to the new content
- Use Questioning Sequences** to monitor that students can make a link from prior learning to the new content

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students can make a link from prior learning to the new content. Student evidence is obtained as the teacher uses a monitoring technique.)

- Identify basic relationship between prior content and new content
- Explain linkages with prior knowledge in individual or group work
- Make predictions about new content
- Summarize the purpose for new content
- Explain how prior standards or learning targets link to the new content
- Explain linkages between mathematical patterns and structure from previous grades/lessons and current content

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning

- Reteach or use a new teacher technique
- Reorganize groups
- Utilize peer resources
- Modify the task
- Provide additional resources

Step 1

Step 2

Step 3

Step 4

Domain: Standard-Based Instruction

Protocol Sample

Scale: **Previewing New Content**

Step 5

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.

Target Elements:

Element	Start Point	Level Achieved	Growth Plan Rating
Marzano Focused Teacher Evaluation Model			
Helping Students Examine Similarities and Differences	Beginning	Applying <i>Modified</i>	Change 3.0 - Effective
Growth Plan Score: 3.0 - Effective			

Action Steps: [Show Less](#)

Filter by Status:

Filter by Element:

Have a peer conduct a classroom observation focusing on my target elements

Date: Sept 30, 2022

Elements: Helping Students Examine Similarities and Differences

Read book from Dr. Marzano on "Examining Similarities and Differences"

Date: Sept 30, 2022

Elements: Helping Students Examine Similarities and Differences

Principals will review progress on Action Plan

Date: Second week in November

Elements: All

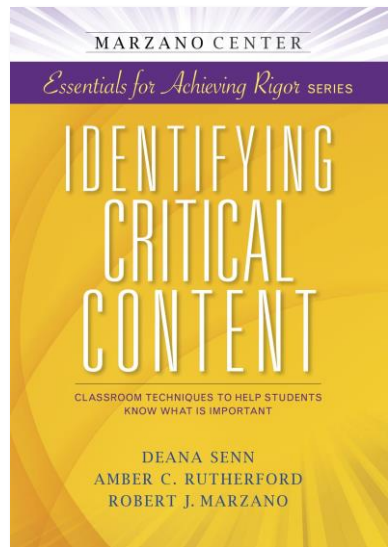
Principals will review progress on Action Plan

Date: Last Week in April

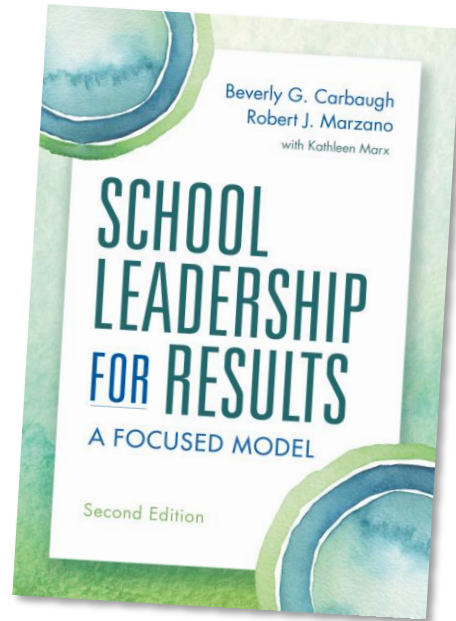
Elements: All

Deliberate Practice

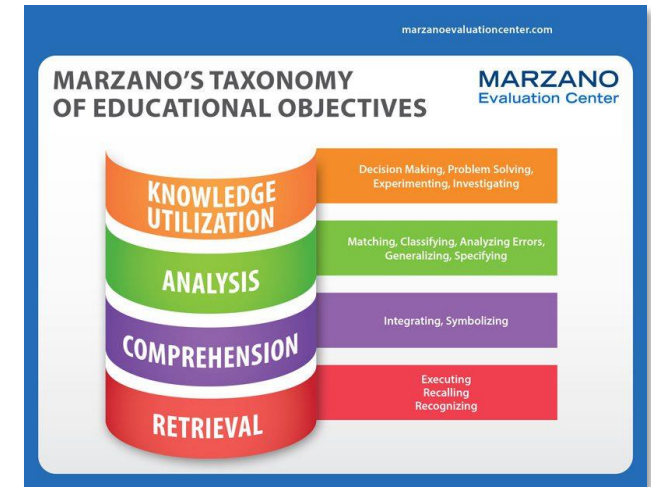
Training and Resources



Observation
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Cultivating a Learner-Driven Classroom

- Setting the Stage for Empowered Learning
- Elevating the Classroom Learning Experience
- Coaching to Empower
- Using Data to Power Up Student Outcomes
- Leading to Empower Others



Brandon Fleming



The Marzanos



Nikki Giovanni



Michael Toth

3-Day Conference

June 19-21, 2024

Disney's Coronado Springs Resort
Orlando, Florida

InstructionalEmpowermentConference.com
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