

TRANSITION TO MARZANO FOCUSED INSTRUCTIONAL MODEL



Professional Development

Instructional Staff

- Making the Transition
- Facilitating Cognitively Complex Tasks
- Learning Boards & Goals/Scales

Administrators

- Focused Teacher Instructional Model: Making the Transition
- Inter-rater Reliability
- iObservation

All presentations will be facilitated by the PCS Professional Development Department.

2018-2019 Updates

60 Elements to 23 Elements

- 20 out of 23 elements must be scored by the end of the school year.
- Critical Content, must be rated in every observation.
- Cognitively Complex Tasks must be scored at least one time during the school year.
- All elements will be rated in Domains 1, 3, and 4.

Areas of Expertise (Domains) & Weighted Scores

- Standards-Based Planning 14%
- Standards-Based Instruction 34%
- Conditions for Learning 34%
- Professional Responsibilities 18%

Types of Observations

- Formal
- Targeted
- Walkthrough

Minimum Number of Observations:

- All Contracts: 2 Formals, Optional Targeted
- Probationary Contract (New Hires): 3 Formals

Instructional Practice Score Calculation (see blue box on right)

iObservation

- Instructional staff can track their growth and scores using iObservation

Instructional Practice

Score Calculation

1. Take the highest rating for each element.
2. In each Domain, add the ratings and divide by the number of rated elements. (Domain Score)
3. Weigh each Domain score.
4. Add all of the weighted Domain scores to receive an Instructional Practice Score.
5. The Instructional Practice score is applied to the scale:
Highly Effective: 3.45-4.0
Effective: 2.45-3.44
Developing/NI: 1.45-2.44
Unsatisfactory: 1.0-1.44

* For Domain 2: Standards-Based Instruction, the elements Identifying Critical Content element and Helping Students Engage in Cognitively Complex Tasks are required. The other five highest rated elements will count towards the Domain Score.

Marzano Focused Teacher Evaluation Model	2014 Marzano Teacher Evaluation Model
Standards-Based Planning	
Planning Standards-Based Lessons/Units	1 – Providing Rigorous Learning Goals and Performance Scales (Rubrics) 9 – Chunking Content into “Digestible Bites” 42 – Effective Scaffolding of Information within Lessons 43 – Lessons with Units 44 – Attention to Established Content Standards
Aligning Resources to Standard(s)	45 – Use of Available Traditional Resources 46 – Use of Available Technology
Planning to Close the Achievement Gap Using Data	47 – Needs of English Language Learners 48 – Needs of Students Receiving Special Education 49 – Needs of Students Who Lack Support for Schooling
Standards-Based Instruction	
Identifying Critical Content from the Standards	6 – Identifying Critical Content 9 – Chunking Content into “Digestible Bites”
Previewing New Content	8 – Previewing Content
Helping Students Process New Content	10 – Helping Students Process New Content 12 – Helping Students Record and Represent Knowledge
Using Questions to Help Students Elaborate on Content	11 – Helping Students Elaborate on New Content
Reviewing Content	14 – Reviewing Content
Helping Students Practice Skills, Strategies, and Processes	16 – Using Homework 19 – Helping Students Practice Skills, Strategies, and Processes
Helping Students Examine Similarities and Differences	17 – Helping Students Examine Similarities and Differences
Helping Students Examine Their Reasoning	18 – Helping Students Examine Their Reasoning
Helping Students Revise Knowledge	13 – Helping Students Reflect on Learning 20 – Helping Students Revise Knowledge
Helping Students Engage in Cognitively Complex Tasks	22 – Engaging in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
Conditions for Learning	
Using Formative Assessment to Track Progress	2 – Tracking Student Progress
Providing Feedback and Celebrating Success	2 – Tracking Student Progress 3 – Celebrating Success
Organizing Students to Interact with Content	7 – Organizing Students to Interact with New Content 15 – Organizing Students to Practice and Deepen Knowledge 21 – Organizing Students for Cognitively Complex Tasks 23 – Providing Resources and Guidance for Cognitively Complex Tasks
Establishing and Acknowledging Adherence to Rules and Procedures	4 – Establishing Classroom Routines 5 – Organizing the Physical Layout of the Classroom 33 – Demonstrating “Withitness” 34 – Applying Consequences for Lack of Adherence to Rules and Procedures 35 – Acknowledging Adherence to Rules and Procedures
Using Engagement Strategies	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
Establishing and Maintaining Effective Relationships in a Student-Centered Classroom	36 – Understanding Students’ Interests and Backgrounds 37 – Using Verbal and Nonverbal Behaviors that Indicate Affection for Students 38 – Displaying Objectivity and Control
Communicating High Expectations for Each Student to Close the Achievement Gap	39 – Demonstrating Value and Respect for Low Expectancy Students 40 – Asking Questions of Low Expectancy Students 41 – Probing Incorrect Answers with Low Expectancy Students
Professional Responsibilities	
Adhering to School/District Policies and Procedures	59 – Adhering to District and School Rules and Procedures 60 – Participating in District and School Initiatives
Maintaining Expertise in Content and Pedagogy	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 53 – Developing a Written Growth and Development Plan 54 – Monitoring Progress Relative to the Professional Growth and Development Plan
Promoting Teacher Leadership and Collaboration	55 – Promoting Positive Interactions with Colleagues 56 – Promoting Positive Interactions about Students and Parents 57 – Seeking Mentorship for Areas of Need or Interest 58 – Mentoring Other Teachers and Sharing Ideas and Strategies