



NOVEMBER 5, 2013

# Oklahoma City Public Schools DISTRICT TLE GUIDELINES

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# INTRODUCTION

The Oklahoma City Public Schools district mission is simple- Preparing students for success in school, work and life. To achieve this mission we must have an effective teacher in every classroom. Research shows that teacher quality is the most important school-based factor in student achievement. (McCaffrey, Lockwood, Koretz, & Hamilton, 2003; Rivkin, Hanushek, & Kain, 2000; Rowan, Correnti & Miller, 2002; Wright, Horn, & Sanders, 1997). Before now, we did not have a clear, research based way to evaluate effectiveness. A tool to support, develop, and grow teachers to be the most effective educators they could be was allusive.

Developing, supporting, growing, and improving effective teachers takes an effective evaluation system. Oklahoma City Public Schools has selected the Marzano Causal Teacher Evaluation to shift the focus of evaluations from punitive to continuous growth. This evaluation will not only provide clear, timely, and actionable feedback regarding an educator's effectiveness, it will also provide the tools and supports needed to improve practice and ultimately increase student achievement. OKCPS is in the process of developing a culture of continuous growth and improvement among administrators, school leaders, professional educators, and students. We are committed to assisting professional educators, principals, and administrators in this growth process. As such, the District has made significant changes to the evaluation process. These Evaluation Guidelines were created in cooperation with the district's TLE Task Force, the District and OKC-AFT Negotiation Team ("Negotiation Team"), as well as anecdotal notes from discussions with hundreds of OKCPS teachers and administrators. The OKCPS District TLE Guidelines provide detailed information regarding the evaluation process as well as tips to manage the process.

## THE MARZANO CAUSAL TEACHER EVALUATION

### The Overview

The Marzano Causal Teacher Evaluation is based on the book entitled, *The Art and Science of Teaching*, by Dr. Robert Marzano. The *Art and Science of Teaching* Framework provides a research based model of instruction to develop effective teaching in every classroom. (See Appendix A). It identifies 60 key competencies connected to student achievement and learning gains and establishes a common language or model of instruction.

Domain 1, Classroom Strategies and Behaviors, contain 41 of the strategies that must be used during the appropriate part of the lesson in order to maximize student achievement and

learning. To help identify which strategies should be used and when, Dr. Robert Marzano has organized the strategies into three broad categories or types of lessons. Each type of lesson is further divided into subcategories or Design Questions (DQ):

- Lesson Segments Involving Routine Events
  - DQ1: Communicating Learning Goals and Feedback
  - DQ6: Establishing Rules and Procedures
- Lesson Segments Addressing Content
  - DQ2: Helping Students Interact with New Knowledge
  - DQ3: Helping Students Practice and Deepen New Knowledge
  - DQ4: Helping Students Generate and Test Hypotheses
- Lesson Segments Enacted on the Spot
  - DQ5: Engaging Students
  - DQ7: Recognizing Adherence to Rules and Procedures
  - DQ8: Establishing and Maintaining Effective Relationships with Students
  - DQ9: Communicating High Expectations for All Students

The remaining strategies are found in Domains 2-4. Domain 2, Planning and Preparing, emphasizes the decisions teachers make about the focus of units of instruction, the lessons within those units and the segments within each lesson that provide the infrastructure for effective teaching. Domain 3, Reflecting on Teaching, focusses on the ability and willingness to examine one's own teaching practice in a metacognitive manner. Finally, Domain 4, Collegiality and Professionalism, is the context in which the other domains function. In Domain 4, effective teachers engage in specific activities that create a professional environment that fosters a teacher's development.

## The Benefits

The benefits of using the Marzano Causal Teacher Evaluation as not only an instructional model, but an evaluation tool are numerous and far-reaching. A few of the benefits include:

- **Accuracy and reliability.** The Model offers high levels of inter-rater reliability, ensuring fairness and accuracy in teacher evaluation.
- **Results-oriented.** It provides specific, focused feedback and a library of resources to show teachers how to improve over time in a wide array of instructional practices. Originally developed as a teacher growth framework, the model is both summative and formative. Data collection and observation feedback with the iObservation platform is instant.
- **Focused on student progress.** The Model is validated by decades of data analysis and on-site experimental/control studies in real classrooms correlating strategies to increased student achievement.
- **Supportive.** Outside Marzano Consultants provide ongoing, in-depth training and scalable programs rooted in research to transform theory into practice. Professional development, self-assessment, and peer collaboration are built into the model and into the iObservation platform.

### Remember!

The District celebrates your teaching style. Marzano recognizes the many effective teaching styles found in our classrooms. The Marzano Evaluation is not a “checklist”. There are not a set number of strategies that an evaluator needs to see to achieve a certain rating. Rather, it is the appropriateness of the strategy and the implementation quality of the strategy that is rated. In addition, it is against the basic tenants of teaching to use all 41 classroom strategies during a single observation. Strategies are rated based on quality and appropriateness, not quantity. Several strategies should however, be evident throughout a unit of instruction.

## THE EVALUATION PROCESS

### What Will Be Evaluated?

Because of the size of our district and the mobility of our certified employees, it is critical that the implementation process is as uniform as possible. More specifically, with a uniform implementation process, a more cohesive professional development plan can be created when every teacher is implementing the same Design Questions at the same time. Therefore, for the 2013-2014 school year, the selection and order of the Design Questions was made at a district level through the TLE Task Force, the Negotiation Team, and research on best practices. Each

Design Question was selected based on its relevance in implementation throughout the year and logical connection to the other Design Questions.

The Design Question quarterly focus is as follows:

<b>Quarter</b>	<b>Design Question/Domain</b>
1 <sup>st</sup> Quarter	Design Questions 1,6,7 and Domain 2
2 <sup>nd</sup> Quarter	Design Questions 2,3, and 5
3 <sup>rd</sup> Quarter and 4 <sup>th</sup> Quarter	Design Questions 4,8, and 9 Deeper Connections with all Design Questions and Complete Domains 2-4

## Who Will Be Evaluated?

All certified teachers will use a Marzano Evaluation System. A certified teacher is defined by statute as “a duly certified or licensed person who is employed to serve as a counselor, librarian or school nurse or in any instructional capacity.”70 O.S. 6-101.3 Classroom teachers will be evaluated using the Marzano Causal Teacher Evaluation System. (See Appendix A). Non-classroom teachers such as, nurses, counselors, librarians, speech pathologists, reading coaches, math coaches, and instructional coaches will be evaluated using the Marzano Instructional Support Member Evaluation. (See Appendix B).

## How Will Teachers Be Evaluated?

### Probationary and Career Teachers

State statute requires teachers to be categorized as either “Probationary” or “Career” teachers. Until the state fully implements TLE, a probationary teacher is one who has completed fewer than three (3) consecutive complete school years in the school district. In addition, a career teacher is one who has completed at least three (3) consecutive complete school years in the school district.

The district recognizes that probationary teachers may come to the district with varying pedagogical backgrounds as compared to career teachers. As such, the district will assist teachers in their developmental progression by utilizing two (2) teacher categories when calculating evaluation scores in iObservation. All probationary teachers will be Category I (CI) teachers and all career teachers will be Category II (CII) teachers.

## Marzano Rating Scale

The Marzano Evaluation has created a 0-4 rating system as illustrated below:

Innovating (Level 4)	Applying (Level 3)	Developing (Level 2)	Beginning (Level 1)	Not Using (Level 0)
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## Proficiency Scales

As stated earlier, Category I teachers (probationary teachers) and Category II teachers (career teachers) will take advantage of two different proficiency scales. As indicated by the chart below, the scale for Category II teachers (career teachers) is approximately 10% greater than for Category I teachers (probationary teachers).

## Proficiency Scale for Category I (CI) and Category II (CII) Teachers

Category I (Probationary Teachers)	<b>Superior (5)*</b>	<b>Highly Effective (4)*</b>	<b>Effective(3)*</b>	<b>Needs Improvement (2)*</b>	<b>Ineffective (1)*</b>
<b>Calculation Formula</b>	At least 55% at a Level 4	At least 55% at Level 3 or higher	At least 25% at Level 2 or higher	75% or more at Level 1 or lower and more than 0% at Level 3 or higher	75% or more at Level 1 or lower and 0% at Level 3 or higher
Category II (Career Teachers)	<b>Superior (5)</b>	<b>Highly Effective (4)</b>	<b>Effective(3)</b>	<b>Needs Improvement (2)</b>	<b>Ineffective (1)</b>
<b>Calculation Formula</b>	At least 65% at Level 4	At least 65% at Level 3 or higher	At least 35% at Level 2 or higher	65% or more at Level 1 or lower and more than 0% at Level or higher	65% or more at Level 1 or lower and 0% at Level 3 or higher

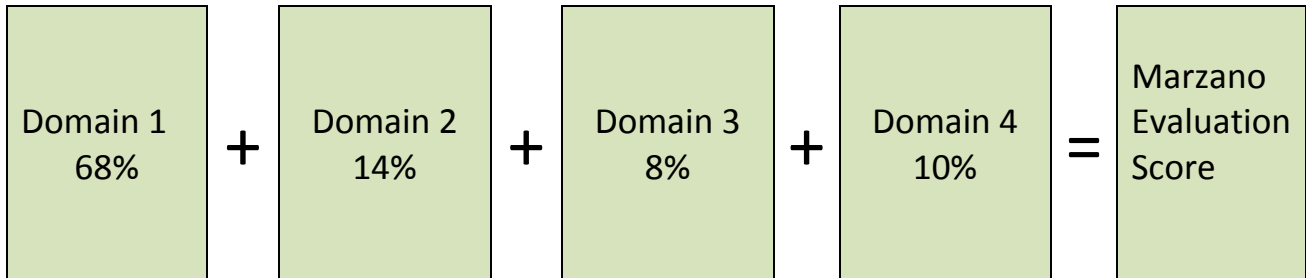
\* Refers to Oklahoma's five-tier rating system.

- Superior
- Highly effective
- Effective
- Needs Improvement
- Ineffective

*See 70 O.S. § 6-101.16*

## Domain Weighting

The Domains will be weighted using the default formula provided by Learning Sciences International (LSI). The weighting is based on sound research conducted by LSI utilizing each Domain's direct correlation to student achievement. The weighting is as follows:



The Marzano Evaluation Score will then be converted to a Final Score that will reflect the State's 5-Tier Rating System.

## Overall Status and Final Score

<b>Superior</b> Greater than or equal to 4.5	<b>Highly Effective</b> Less than 4.5 and greater than or equal to 3.5	<b>Effective</b> Less than 3.5 and greater than or equal to 2.5	<b>Needs Improvement</b> Less than 2.5 and greater than or equal to 1.5	<b>Ineffective</b> Less than 1.5
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Please Note:

All calculations will be computed via iObservation.

Administrators will not need to manually calculate any ratings.



## Example

Tina Shutterfield is a probationary teacher who had 4 observations and received the following observation ratings:

	Domain 1 (D1)	Domain 2 (D2)	Domain 3 (D3)	Domain 4 (D4)
Innovating (4)	1	3	2	4
Applying (3)	4	5	4	2
Developing (2)	10	6	3	2
Beginning (1)	7	9	2	2
Not Using (0)	3	2	0	0
<b>Total Elements Used</b>	<b>25</b>	<b>25</b>	<b>11</b>	<b>10</b>

Ms. Shutterfield's frequency percentage of each rating is as follows:

	Domain 1 (D1)	Domain 2 (D2)	Domain 3 (D3)	Domain 4 (D4)
Innovating (4)	4.00%	12.00%	18.18%	40.00%
Applying (3)	16.00%	20.00%	36.36%	20.00%
Developing (2)	40.00%	24.00%	27.27%	20.00%
Beginning (1)	28.00%	36.00%	18.18%	20.00%
Not Using (0)	12.00%	8.00%	0.00%	0.00%
	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

This data can then be applied to the Proficiency Scale to calculate Ms. Shutterfield's Status Score for each Domain.

	Domain 1 (D1)	Domain 2 (D2)	Domain 3 (D3)	Domain 4 (D4)
<b>Superior</b> - At least 55% at Level 4?	No	No	No	No
<b>Highly Effective</b> - At least 55% at Level 3 or higher?	No	No	No	Yes
<b>Effective</b> -At least 25% at Level 2 or higher?	Yes	Yes	Yes	N/A
<b>Needs Improvement</b> - 75% or more at Level 1 or lower and more than 0% at Level 3 or higher?	N/A	N/A	N/A	N/A
<b>Ineffective</b> -75% or more at Level 1 or lower and 0% at Level 3 or higher	N/A	N/A	N/A	N/A

For each Domain, Ms. Shutterfield’s rating is:

	<b>Domain 1 (D1)</b>	<b>Domain 2 (D2)</b>	<b>Domain 3 (D3)</b>	<b>Domain 4 (D4)</b>
Rating	Effective	Effective	Effective	Highly Effective

Based on these ratings, Ms. Shutterfield’s weighted score for each Domain is as follows:

	<b>Domain 1 (D1)</b>	<b>Domain 2 (D2)</b>	<b>Domain 3 (D3)</b>	<b>Domain 4 (D4)</b>
Weight	68%	14%	8%	10%
Weighted Score	2.04	0.42	0.24	0.40

To calculate the Overall Status Score, simply add each of the weighted scores

$$2.04(D1) + 0.42(D2) + 0.24(D3) + 0.40(D4) = 3.10$$

<b>Superior</b> Greater than or equal to 4.5	<b>Highly Effective</b> Less than 4.5 and greater than or equal to 3.5	<b>Effective</b> Less than 3.5 and greater than or equal to 2.5	<b>Needs Improvement</b> Less than 2.5 and greater than or equal to 1.5	<b>Ineffective</b> Less than 1.5
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Therefore, Ms. Shutterfield’s Overall Status Score is **3.10** and her Overall Status is **Effective**.

## Definitions and Frequency of Formal and Informal Observations

For the 2013-2014 school year, Category I (probationary) and Category II (career) teachers will receive the same number of observations. All teachers will participate in:

- ✓ one (1) peer observation that will not count towards the final evaluation;
- ✓ two (2) informal observations-one that will count towards the final evaluation, and one that will not count towards the final evaluation; and
- ✓ two (2) formal observations that will count towards the final evaluation.

All observations will use the same form found in iObservation. Definitions of these observation types are as follows:

<i>Observation Type</i>	<i>Announced</i>	<i>Unannounced</i>
<b>Informal</b>	<ul style="list-style-type: none"> <li>➤ minimum 15 minutes in length</li> <li>➤ Teacher is informed that the observation will occur</li> <li>➤ Actionable feedback provided</li> <li>➤ Results may be used in final evaluation scores</li> </ul>	<ul style="list-style-type: none"> <li>➤ 5-15 minutes in length</li> <li>➤ Teacher is not informed that the observation will occur</li> <li>➤ Actionable feedback provided</li> <li>➤ Results may be used in final evaluation scores</li> </ul>
<b>Formal</b>	<ul style="list-style-type: none"> <li>➤ Minimum 30 minutes in length</li> <li>➤ Pre-Conference</li> <li>➤ Post-Conference</li> <li>➤ Results used in final evaluation scores</li> <li>➤ Written, actionable, and timely feedback provided to the teacher</li> </ul>	N/A
<b>Peer</b>	<ul style="list-style-type: none"> <li>➤ 15-30 minutes in length</li> <li>➤ Teachers work together to schedule an observation time</li> <li>➤ Peers will only observe specific elements</li> <li>➤ Actionable feedback provided</li> <li>➤ Results will not be used in final evaluation scores</li> </ul>	N/A

The absence of Walkthroughs as an option for evaluation purposes in no way implies that an administrator or outside vendor cannot “walkthrough” a teacher’s classroom to observe. Walkthroughs are used in a variety of other ways in the district, including, but not limited to Focus Walks (Pearson) and Walkthroughs (Great Expectations.) Documents produced from said classroom visits shall be made available to the teacher upon written request.

## Formal Observations

As stated earlier, formal observations will occur twice per year. These observations will be a minimum of 30 minutes in length and include a pre and post conference. The forms for the pre and post conferences can be found on iObservation. (See also Appendix C, D, and E). The *Art and Science of Teaching Teacher Evaluation Framework Planning Conference Structured Interview Form A*, (Appendix A) shall be used for the first Formal Observation, and The *Art and Science of Teaching Teacher Evaluation Framework Planning Conference Structured Interview Form B (appendix B)* shall be used for the second Formal Observation. These forms will provide a method to document elements found in Domain 2.

Each conferencing form includes several sections for a teacher to complete. For the 2013-2014 school year, all teachers will complete the selected portions of the pre/post conferencing forms (See Appendix C,D, and E). Each teacher will complete the document in bulleted form. (See Appendix C)

**STEP 1- Pre-Conference** The evaluator will electronically provide the teacher with the appropriate pre-conference form via iObservation. For the 2013-2014 school year, teachers will only need to complete five questions from the Pre-Conference Form A (see Appendix C) for the first formal observation and four questions from the Pre-Conference Form B (See Appendix D) for the second formal observation. The evaluator should also include the date, time and place for the pre-conference meeting. The pre-conference meeting should be held in the teacher's room. This will allow the teacher to show the evaluator specific ways they have prepared their classroom for the upcoming observation. It is important that the evaluator provide the pre-conference form to the teacher well in advance of the pre-conference meeting to provide the teacher with ample time to respond. During the conference, the teacher should discuss what the evaluator should see when the evaluator comes into the classroom. The evaluator may ask for clarification, make suggestions, or offer guidance based on the responses on the pre-conference form as well as the conference dialogue. Finally, a date and time will be set for the observation.

**STEP 2- Observation** The Evaluator will conduct the observation using iObservation.

**STEP 3- Post-Conference** Evaluators should send the teacher the post-conference form immediately following the observation. For the 2013-2014 school year, teachers will only need to complete five questions from the Post-Conference Form (see Appendix E) for both formal observations. When sending the post-conference form, evaluators should also provide the date, time and place for the post-conference. As with the pre-conference, holding the post-

conference in the teacher's room allows the teacher to explain the specifics of their classroom. After the teacher electronically returns the post-conference form, the evaluator should "share" (not "finish") the observation via iObservation. This will also allow the evaluator the opportunity to add to the observation before it is finalized. Please note, post-conferences must be scheduled within five (5) days of the Formal Observation. During the post-conference, the teacher and evaluator should summarize the lesson, analyze student learning against the planned purpose, and consider ways that the learning will impact future instruction. After the conclusion of the post-conference, the evaluator can "finish" the observation in iObservation. This finalizes the observation results and, if appropriate, adds the ratings into the overall Marzano rating score.

## Informal Observations

Informal Observations can be announced or unannounced and may or may not count towards a teacher's final evaluation score. As stated in the chart found on page 12, an announced Informal Observation is:

- ✓ A minimum of fifteen minutes in length,
- ✓ the teacher is informed in advance of the observation,
- ✓ the evaluator will provide actionable feedback, and
- ✓ the results may be used in final evaluation scores.

An unannounced Informal Observation is:

- ✓ 5-15 minutes in length,
- ✓ the teacher is not informed in advance of the observation,
- ✓ the evaluator will provide actionable feedback, and
- ✓ the results may be used in final evaluation scores.

**Please refer to the Marzano Observation Cycle found at page 15, as to the specific scheduling of each Informal Observation type.**

## Peer Observations

Peer observations are observations conducted by teachers. These observations do not count towards summative evaluations, with the exception of Instructional Consultant evaluations at School Improvement Grant (SIG) Schools. It is important to note that iObservation restricts

access to the peer observations. In other words, only the teacher conducting the observation and the teacher being observed will have access to the observation. An administrator does not have access to any peer observations. Only the teacher being observed has the right to share the peer observation with others. Teachers shall not be required to share the peer observation with administrators.

It is important to note that peer observations must maintain the same level of confidentiality as a standard (principal) observation. Teachers must respect the privacy and confidentiality of the information they gather throughout the observation process. Peer observation information shall not be shared with anyone other than the observed teacher and the observing teacher.

Each teacher will be required to conduct one peer observation per school year. In addition, each teacher will be observed by a peer once per school year. If a teacher is in need of instructional coaching, an administrator may use additional peer observations as part of that process.

The peer observation pairings can be made in a variety of ways. This includes, but is not limited to, vertical teams, PLCs, grade level teams, or partner sites. Building administrators shall consult with teachers to create a peer observation schedule. The ultimate scheduling of the peer observations shall be made by the building administrators.

Teachers will be encouraged to discuss areas of strength and areas of improvement both before and after the observation. Peer observations will utilize only those evaluation elements that have been previously introduced by the district and/or a focus of the site.

## OKCPS Marzano Evaluation Observation Cycle

<h1 style="font-size: 4em; margin: 0;">1<sup>st</sup> Semester</h1> <p style="font-size: 1.2em; margin: 0;">August 5<sup>th</sup>-December 17<sup>th</sup></p>	<h3 style="font-size: 1.5em; margin: 0;">1<sup>st</sup> Quarter</h3> <p style="font-size: 1.1em; margin: 0;">August 5<sup>th</sup> September 27<sup>th</sup></p>	<p><b>PROBATIONARY AND CAREER TEACHERS OBSERVATION CYCLE MUST BE COMPLETED IN THIS ORDER</b></p> <p><b>Informal Observation</b>-This observation is <u>announced</u> and <u>will not count</u> towards final evaluation scores.</p> <p><b>FOCUS:</b> Design Questions 1,6,7 and Domain 2</p>
	<h3 style="font-size: 1.5em; margin: 0;">2<sup>nd</sup> Quarter</h3> <p style="font-size: 1.1em; margin: 0;">September 30<sup>th</sup> December 17<sup>h</sup></p>	<p><b>Formal Observation.</b> This observation is <u>announced</u> and <u>will count</u> towards the final evaluation score. Formal Observation procedures may be found on page 13.</p> <p><b>FOCUS:</b> Design Questions 1,2,3,5,6,7 and Domain 2.</p>
	<p>By the end of the 1<sup>st</sup> Semester, each teacher shall receive the following:</p> <ul style="list-style-type: none"> <li>✓ One Informal Observation that is announced and will not count towards a final evaluation score.</li> <li>✓ One Formal Observation that is announced and will count towards a final evaluation score.</li> </ul>	

# 2<sup>nd</sup> Semester

January 6th-May 30th

## PROBATIONARY AND CAREER TEACHERS OBSERVATIONS MUST BE COMPLETED IN THIS ORDER

**Informal Observation.** This observation is unannounced and will count towards final evaluation scores.

**FOCUS:** Design Questions 4,8,and 9

**Peer Observation.\*** This observation is announced and will not count towards final evaluation score.

**Observed by Peer.\*** This observation is announced and will not count towards final evaluation score.

**\* These observations must be completed by the end of the 3<sup>rd</sup> quarter.**

**Formal Observation.** This observation is announced and will count towards the final observation score. Formal Observation procedures may be found on page 13. Classroom observations shall not be conducted during the state mandated spring testing window in accordance with the district calendar.

**FOCUS:** Domains 1-4

### REMINDERS:

1. Domain 1 elements represent classroom observations. Domains 2-4 elements represent behaviors outside of the classroom. Therefore, both a classroom observation as well as an overall observation of the elements in Domains 2-4 will need to occur.
2. In order to promote teacher growth, a minimum of five (5) days must occur between an Informal Observation that counts towards an evaluation and a Formal Observation.

By the end of the school year, each teacher shall receive the following:

- ✓ Two Informal Observations
  - a. An informal, announced observation that does not count
  - b. An informal, unannounced observation that does count
- ✓ Two Formal Observations
- ✓ One Peer Observation

By the end of the school year, each teacher shall complete the following:

- ✓ One Peer Observation



## INTERVENTIONS AND SUPPORTS FOR TEACHERS AND PLAN FOR FIRST YEAR TEACHERS

The District is committed to providing supportive and structured intensive Professional Development for teachers who need additional assistance. The district has created four (4) avenues for teachers to receive additional interventions and supports.

1. Category I teachers (probationary) teachers will receive additional supports through the New Teacher Induction Program. This group will meet monthly.
2. If a teacher is rated as Needs Improvement (after a formal observation), then by statute, the teacher will receive a “comprehensive remediation plan and instructional coaching.” See 70 O.S. 6-101.16. The District will use Performance Goals to complete this task. See Appendix F
3. A principal may recommend a teacher to participate in additional professional development based on the Marzano instructional framework.
4. On their own initiative, a teacher may participate in additional professional development based on the Marzano instructional framework.

A teacher’s progress through the program may be assessed through reviewing observation data. Specifically, the use of additional informal observations that will not count towards a final evaluation, as documented through iObservation will be used to assess progress. Evaluators will provide clear, actionable feedback to the teachers that participate in The New Teacher Induction Program.

All Departments will work in conjunction with the TLE Director to provide opportunities for job-embedded professional development that is directly related to each teacher's instructional growth goals and is aligned to the Marzano Evaluation through common language as well as explicitly addressing Design Question(s) and/or Element(s).

## PLAN FOR IMPROVEMENT

If a teacher is rated as Ineffective in one (1) or more Domains after the first informal observation that counts towards evaluation (in the 3<sup>rd</sup> Quarter), the teacher will be placed on a Plan for Improvement. The Plan for Improvement shall not exceed 60 calendar days. The teacher's evaluator shall make a reasonable effort to assist the teacher in completing the Plan for Improvement. The teacher is responsible for completing the requirements of the Plan for Improvement by the Plan's end date. The evaluator shall provide the teacher with written notification of the outcome of the Plan for Improvement within ten (10) days of Plan's ending date.

### Steps for Completing a Plan for Improvement

As stated earlier, the trigger to begin the Plan for Improvement process begins after the completion of the first informal observation that counts towards evaluation (in the 3<sup>rd</sup> Quarter). If the teacher is rated Ineffective in one (1) or more Domains, then the evaluator must begin the Plan for Improvement process as outlined below. See Appendix G. Please note, the Plan for Improvement form will be made available electronically.

**STEP 1**- The evaluator must complete the teacher information section and "Marzano Causal Teacher Evaluation Targeted Element(s)" section of the form prior to meeting with the teacher. The form refers to a "Targeted Element". A "Targeted Element" is an element that was consistently rated low in the teacher's observations and significantly contributed to the Ineffective rating for a particular Domain. When scheduling the meeting, it is recommended that the evaluator ask the teacher to review their past observations via iObservation and come to the meeting with suggestions on how to improve.

**STEP 2**- Conduct the Plan for Improvement meeting. During the meeting, the evaluator will review the observations that resulted in an Ineffective rating. Specifically, the evaluator and teacher will discuss the "Marzano Causal Teacher Evaluation Targeted Element(s)" section.

**STEP 3**- The evaluator and teacher will develop a SMART Goal for each Targeted Element. A SMART Goal is **S**pecific, **M**easureable, **A**ttainable and **A**mbitious, **R**esults-driven, and **T**ime-Bound. These goals should be collaboratively created; however, the evaluator should provide clear guidance as to the required outcome.

**STEP 4-** The evaluator will complete the “Instructional Coaching to be Provided” section. Ideally, instructional coaching should be provided by the evaluator. If this is not possible, the evaluator must be intimately involved in the oversight of the coaching.

**STEP 5-** The evaluator will review the admonishment statement with the teacher and provide the teacher with an opportunity to comment on the Plan. The teacher will have up to ten (10) workdays to complete the teacher comments section. The evaluator should also include any comments they may have. Both the teacher and the evaluator must sign and date the form in the area provided.

Based on the SMART Goal Completion Date, the evaluator will select a date to review the Plan’s progress. The evaluator will insert the selected date in the space provided.

**STEP 6-** Prior to the meeting, the evaluator must complete the chart in Part B indicating whether the goals were met. During the meeting, the evaluator and teacher shall discuss the Plan and the evaluator shall make recommendations in the section provided. The teacher then has an opportunity to comment on the Plan. The teacher may have up to ten workdays to complete the teacher comments section. The evaluator should also include any comments they may have as well as next steps. Both the teacher and the evaluator must sign and date the form in the area provided.

## Marzano Evaluation Glossary

Term	Description
<b>Applying</b> (generic)	Strategy is used and monitored to see if it has the desired effect with the majority of students.
<b>Beginning</b> (generic)	Strategy is used but pieces or components are missing.
<b>Category I Teachers</b>	A probationary teacher who has completed fewer than three (3) consecutive complete school years in the district.
<b>Category II Teachers</b>	A career teacher who has completed at least three (3) consecutive complete school years in the district.
<b>Causal Model of Teacher Evaluation</b>	Describes the link between classroom practices and behaviors that have a direct impact on student learning. In the Marzano Evaluation Framework, Domain 1 Classroom Strategies and Behaviors have the most direct link to student learning.
<b>Common Language</b>	<p>A transparent way to talk about instruction that is shared by everyone. It is a well-articulated knowledge base that describes the complexity of teaching and describes key strategies revealed by the research to have a high probability of impacting student learning. It should also describe the instructional context for appropriate use of instructional strategies to have the highest probability for raising student learning. The common language represents what a school or district defines as effective instruction.</p> <p>A common language enables teachers to engage in decision making, professional conversations and deliberate practice aimed at improving student achievement.</p> <p>For administrators, a common language provides the means to offer focused formative and summative feedback. It supports administrators in making decisions regarding hiring and selection of teachers, the induction of new teachers, professional development, coaching and support for struggling teachers as well as opportunities to develop career ladders for teachers. A common language is a key improvement strategy that provides the context for aligning all instructional programs.</p>
<b>Consecutive Complete School Years</b>	A teacher fulfills the requirement of a complete school year if they begin employment with the district by the

Term	Description
	1 <sup>st</sup> day of instruction. The school year becomes consecutive when there is an uninterrupted succession of subsequent years.
<b>Contemporary Research</b>	Recent research conducted within the last five to seven years.
<b>Deliberate Practice</b>	A mindset that requires teachers to precisely attend to what they are doing in the classroom on a daily basis to identify what is working and what isn't and to determine why students are learning or not. In deliberate practice teachers identify up to three thin slices of teaching to focus their efforts to improve. Deliberate practice requires establishing a baseline for performance in a focus area (thin slice) and engaging in focused practice, feedback and monitoring of progress within a time-bound goal for improvement.
<b>Design Questions</b>	10 questions that teachers ask themselves when planning a lesson or unit of instruction.
<b>Developing (generic)</b>	Strategy is used correctly but the majority of students are not monitored for the desired effect of the strategy.
<b>Domain</b>	A body of knowledge defined by research representing a particular aspect of teaching.
<b>Focused Feedback</b>	Feedback that is focused on specific classroom strategies and behaviors during a set time interval. The feedback is informative, constructive, objective and actionable. Feedback is generally provided by administrators, coaches, and peers.
<b>Focused Practice</b>	Practice that is focused on a limited number of strategies where corrections, modifications, and adaptations are made to improve student learning at an appropriate level of difficulty so that the teacher can experience success.
<b>Formal Observation</b>	The formal observation is one method for collecting evidence that will be used as a source of data for the summative evaluation and provides a rich source of feedback to teachers regarding their instructional practice and professional growth. It is <b>not</b> the summative evaluation. The formal observation will be a minimum of 30 minutes. The formal observation includes a planning (pre) and reflection (post) conference with the teacher. These conferences provide a rich opportunity for teachers to reflect upon their practice, engage in a collaborative decision

Term	Description
	making process and help administrators clarify expectations. Both the planning conference and the reflection conference should be scheduled at the same time that the observation is scheduled and should be conducted in a timely manner.
<b>High Probability Strategies</b>	Research can never identify the instructional strategies that work with every student in every class. The best research can tell us is which strategies have a good chance of working well. Teacher must determine which strategies to use with the right students at the right time. Research-based strategies have a higher probability of raising student learning when they are used at the appropriate level of implementation and within the appropriate instructional context.
<b>Informal Observation</b>	The informal observation can be announced or unannounced and will be between 5 and 15 minutes. There is no planning or reflection conference. An informal announced observation will be scheduled prior to the observation while an unannounced informal observation is not scheduled. These observations are useful for providing additional feedback to teachers, acknowledging professional growth and collecting additional evidence to further inform the annual evaluation process. While planning and reflection conferences are not required, observers should provide timely and actionable feedback to teachers regarding these observations.
<b>Innovating (generic)</b>	New strategies are created to meet needs of specific students or class as a whole in order for the desired effect to be evident in all students.
<b>Instructional Consultant</b>	A teacher released full time to provide assistance and support to a participating teacher in the Oklahoma City Peer Assistance and Review Program (PAR). PAR may include entry-level and/or probationary teachers or referred teachers. Instructional Consultants assist participating teachers by demonstrating, observing, coaching and conferencing. They regularly monitor the progress of the participating teacher to meet the identified standards and complete a recommendation to the Advisory Panel. Instructional Consultants shall

Term	Description
	be the evaluator of record for the assigned teachers.
<b>Lesson Segment</b>	Parts of a lesson that have unique goals and purposes for teachers and for students. Teachers engage in intentional and specific actions during these times. The Marzano Evaluation Framework consists of three major lesson segments: Lesson Segment Addressing Routine Events, Lesson Segment Addressing Content, and Lesson Segment Enacted on the Spot.
<b>Not Using</b> (generic)	Strategy is called for, but not used.
<b>Peer Assistance and Review (PAR)</b>	See Instructional Consultant
<b>Plan for Improvement</b>	A collaborative action plan created by the evaluator with assistance from the teacher rated as ineffective.
<b>Planning (Pre)Conference</b>	The planning or pre-conference provides an opportunity for the teacher and the administrator to talk about the lesson prior to the formal announced observation. During this time, the teacher and observer use the planning conference form as a means to discuss the lesson, engage in collaborative decision making, clarify expectations and identify areas where specific feedback will be provided.
<b>Reflection (Post)Conference</b>	The reflection or post-conference provides an opportunity for the teacher and the administrator to reflect about the lesson, clarify expectations and plan forward using the reflection (post)conference form as a guide for reflection and feedback.
<b>Scales</b>	Scales describe novice to expert performance (level of skills) for each of the 60 strategies included in the four domains of the Marzano Evaluation Framework. The scales provide a means for teachers to gauge their use of particular instructional strategies and for administrators to provide feedback to teachers regarding their use of specific classroom strategies. These are embedded within the observation protocol using the labels: Not Using, Beginning, Developing, Applying, and Innovating.
<b>Student Evidence</b>	Specific observable behaviors that students engage in

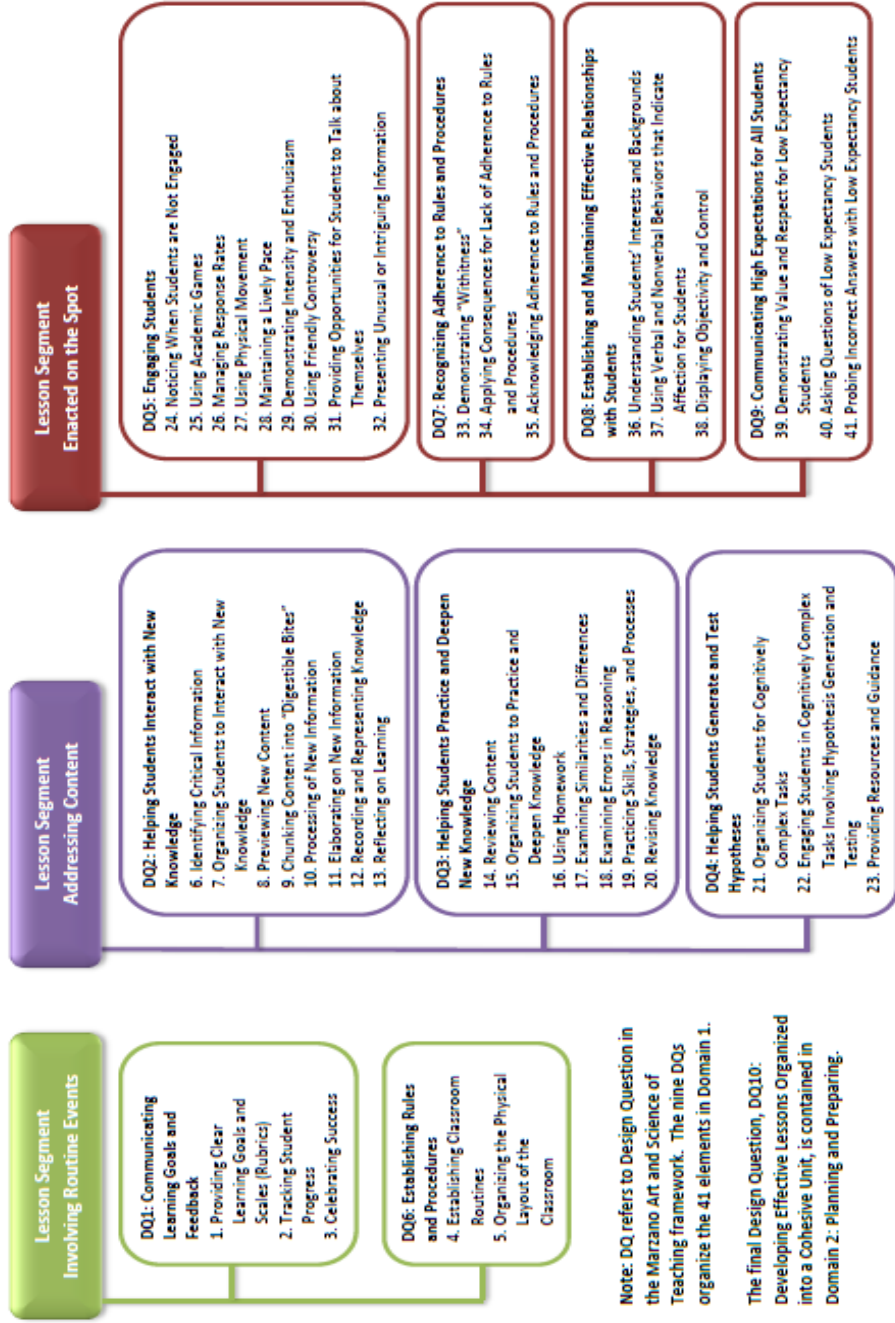
Term	Description
	response to the teacher's use of particular instructional strategies.
<b>Targeted Element</b>	An element that was consistently rated low in the teacher's observations and significantly contributed to the Ineffective rating for a particular Domain.
<b>Teacher Evidence</b>	Specific observable behaviors that teachers engage in when using a particular instructional strategies.
<b>Thin Slices of Behavior</b>	Notable teaching moves that can be observed in a classroom.



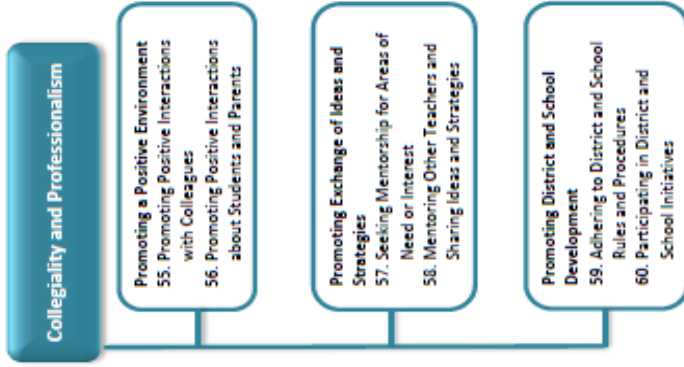
**Marzano Art and Science of Teaching Framework Learning Map**

**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.



**Domain 4: Collegiality and Professionalism**



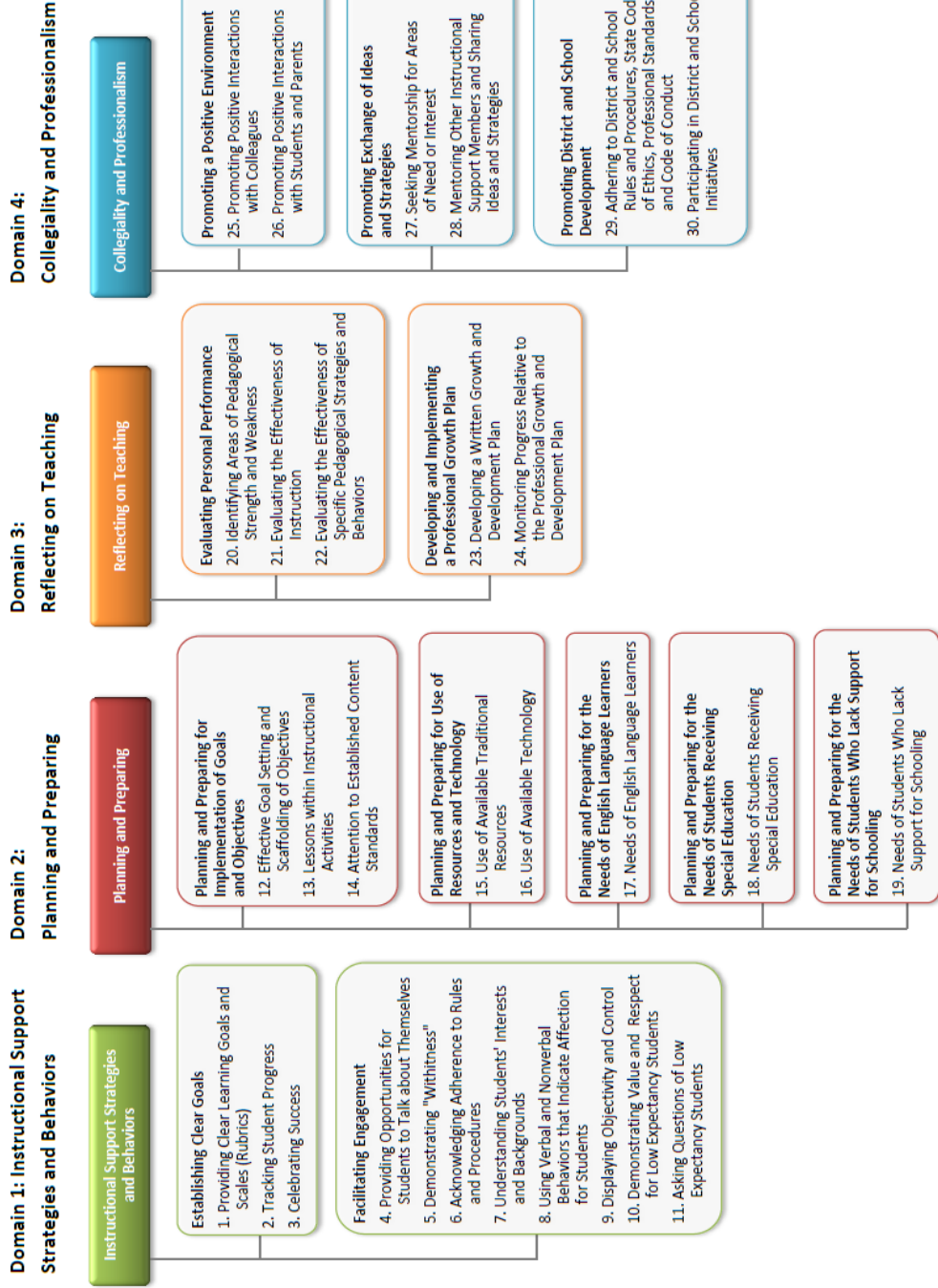
**Domain 3: Reflecting on Teaching**



**Domain 2: Planning and Preparing**



**Instructional Support Member Evaluation Framework Learning Map**



## Appendix C

### *To be electronically completed via iObservation prior to the first Formal Observation*

#### **Art and Science of Teaching Teacher Evaluation Framework Planning Conference Structured Interview Form A**

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Instructions: Please attach your lesson plan, assessments, scoring guides, and/or rubrics to this document. Please be prepared to discuss the following questions in preparation for the planning conference.

##### **Classroom Demographics**

Briefly describe the students in your classroom (e.g., number of students, gender, special needs etc.)

###### *SAMPLE ANSWER*

- I have 25 students in my class
- 17 boys 8 girls
- 4 students receive speech services, 3 students receive Special Education services for reading with Ms. McDonald
- 1 student was retained
- 5 students receive counseling services

##### **Routine Events**

What will you do to establish learning goals, track student progress and celebrate success for this lesson?

###### *SAMPLE ANSWER*

- At the beginning of the lesson, I will introduce the Learning Goal to the students verbally and refer to the Learning Goal posted on the wall. Throughout the lesson, I will remind the students of the Learning Goal and ask them to state the goal.
- I will track student progress by monitoring the students in small groups and asking them to clarify their thinking. After the small group activity is complete, the class will then use response clickers to answer several questions. As a class, we will monitor the frequency of correct responses. I will use this information to determine who needs additional assistance.

- I will celebrate success with the students as I monitor the small group activity. As listen to their responses I will congratulate them on their successful progress.

What will you do to establish or maintain classroom rules and procedures for this lesson?

*SAMPLE ANSWER*

- Early in the year we established 3 basic rules “Be Kind” “Be Safe” “Do Your Best”. We continually review rules throughout the day. The class procedures vary depending on the lesson. For the observed activity, we will review group activity procedures and act out proper and improper ways to behave during group activities.

### **Content**

Please consider the following questions as appropriate for the lesson being observed

What will you do to help students effectively interact with new knowledge?

What will you do to help students practice new knowledge?

What will you do to help students generate and test hypothesis about new knowledge?

*SAMPLE ANSWER*

- The students will use graphic organizers to map out their thinking and reasoning.

### **Enacted on the Spot**

What will you do to engage students in the lesson?

*SAMPLE ANSWER*

- In general, I will reinforce engaged behavior with positive recognition. Within the small groups, students will be asked to play “Give One, Get One” where they will used their graphic organizers to “give” a piece of new information to a partner and also “get” a new piece of information from their partner.

What will you do to recognize and acknowledge lack of adherence to classroom rules and procedures?

What will you do to establish and maintain effective relationships with students during this lesson?

What will you do to communicate high expectations to students within the lesson?

How will this lesson be organized as part of a cohesive unit?

## Appendix D

### ***To be electronically completed via iObservation prior to the second Formal Observation***

#### **Art and Science of Teaching Teacher Evaluation Framework Planning Conference Structured Interview Form B**

Copyright Robert J. Marzano

Instructions: Please attach your lesson plan, assessments, scoring guides, and/or rubrics to this document. Please be prepared to discuss the following questions in preparation for the planning conference.

##### **Classroom Demographics**

Briefly describe the students in your classroom (e.g., number of students, gender, special needs etc.)

##### **Planning and Preparing for Lessons and Units**

How will you scaffold the content within the lesson?

Please describe:

- the rationale for how the content of the lesson is organized
- the rationale for the sequence of instruction
- how the content is related to previous lessons, units or other content
- possible confusions that may impact the lesson

How does this lesson progress within the unit over time?

Please describe:

- how lessons within the unit progress toward deep understanding and transfer of content
- describe how students will make choices and take initiative
- how learning will be extended

How will you align this lesson with established content standards identified by the district and the manner in which that content should be sequenced?

Please describe:

- important content (scope) identified by the district
- sequence of the content to be taught as identified by the district

### **Planning and Preparing for Use of Resources and Technology**

How will the resources and materials that you select be used to enhance students' understanding of the content?

Please describe the resources that will be used:

- traditional resources
- technology

### **Planning and Preparing For the Special Needs of Students**

How do you plan to address the special needs of your students to include special education students, ELL students and students who come from home environments that offer little support for schooling?

Please describe:

- specific accommodations that will be made

## Appendix E

*To be electronically completed via iObservation after each Formal Observation*

### Art and Science of Teaching Teacher Evaluation Framework Reflection Conference Structured Interview Form A

Copyright Robert J. Marzano

Instructions: Please bring student work, assessments, scoring guides, and/or rubrics to the reflection conference and be prepared to discuss the following questions.

#### General Reflection

Overall, how do you think the lesson went and why?

#### Routine Events

In what ways did students meet or not meet the learning goals you established for this lesson?

How did your assessments inform your understanding of student learning?

To what extent did the organization of your classroom (room arrangement, materials) and your rules and procedures maximize student learning?

#### Content

How did the strategies you used to introduce new content to students support student learning?

How did the strategies you used to help students deepen and practice their understanding of new knowledge support student learning?

How did the strategies you used to help students generate and test hypotheses about new knowledge support student learning?

#### Enacted on the Spot

Which techniques for engaging students were most successful? Which techniques were not successful?

How did the use of positive and negative consequences impact student adherence or lack of adherence to rules and procedures?



What specific actions did you take during this lesson to build student relationships with your students? What impact did these actions have on your relationships with students?

What specific actions did you take to communicate high expectations for students? How did these impact students learning?

How will this lesson inform changes to your instructional plan?

## OKCPS PERFORMANCE GOALS

2013-2014 School Year

**Teacher Name:** \_\_\_\_\_

**Grade Level/Subject:** \_\_\_\_\_

**School Name:** \_\_\_\_\_

**Evaluator:** \_\_\_\_\_

These Performance Goals have been issued as a result of your formal observation in which you have been rated as "Needs Improvement" in the following areas:

**Domain:** \_\_\_\_\_

**Design Question:** \_\_\_\_\_

**Element:** \_\_\_\_\_

**What follows are 3 – 5 recommendations for improvement in each area:**

1) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**These Performance Goals remain in effect for \_\_\_\_\_ days. Improvement must be demonstrated over several subsequent observations in order to accomplish these goals. Failure to accomplish these Performance Goals may result in an Admonishment & Plan for Improvement.**

**Teacher Signature \_\_\_\_\_**

**Date \_\_\_\_\_**

**Principal's Signature \_\_\_\_\_**

**Date \_\_\_\_\_**

**Signatures show that the conference has been held and that the teacher has seen, although not necessarily approved, this report and discussed the items with the evaluator. The teacher has the right to answer any evaluation, and such answers will be attached to the evaluation.**

## Appendix G

### Plan For Improvement

Teacher: \_\_\_\_\_

Grade Level/Subject(s) Taught: \_\_\_\_\_

Building: \_\_\_\_\_

School Year: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Date Issued: \_\_\_\_\_

Dated to be completed (not to exceed 60 calendar days from date issued): \_\_\_\_\_

**PART A-** *To be completed after the first informal observation that counts towards the evaluation (in the 3<sup>rd</sup> Quarter) which necessitated the Plan*

#### Marzano Causal Teacher Evaluation Targeted Element(s)

Domain	Targeted Element	Current Rating	Number of Observations used to Calculate Rating

Plan for Improvement-SMART Goals

Domain	Targeted Element	SMART Goal	Rating Goal	Date to be Completed

Instructional Coaching to be Provided

Domain	Targeted Element	Instructional Coaching Strategies	Responsible Party

**ADMONISHMENT:** Unsatisfactory completion of this plan may lead to a recommendation for dismissal or non-reemployment

Comments

Teacher Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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Evaluator Comments: \_\_\_\_\_

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Teacher's  
Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator's  
Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**PART B- To be completed by: (date)**

Domain	Targeted Element	Rating listed in Part A	Rating Goal	Current Rating	Goal Expectations Met?

**Evaluator Recommendations:**

Based on this teacher's Plan for Improvement progress, I recommend the following:

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Comments

Teacher Comments: \_\_\_\_\_

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Evaluator Comments: \_\_\_\_\_

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Next Steps: \_\_\_\_\_

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Teacher's  
Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator's  
Signature: \_\_\_\_\_ Date: \_\_\_\_\_