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Oklahoma City Public Schools
DISTRICT TLE GUIDELINES

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The Marzano Causal Teacher Evaluation- 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 formative and summative. 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.** 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. Several strategies should however, be evident throughout a unit of instruction.

THE EVALUATION PROCESS

What Will Be Evaluated?

As OKCPS moves into its second year of implementing Marzano, it becomes necessary for the District to use the Model as a whole. By taking a holistic approach to observations and evaluations, we will be better equipped to assist in the growth and development of our teachers. As such, for the 2014-2015 school year, the District will not have a quarterly Design Question focus. Instead, all Design Questions will be observeable during an observation.

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 PAR Consultants will be evaluated using the Marzano Instructional Support Member Evaluation. A Job Title/Evaluator/Form guide is also available on the TLE website.

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:

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

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)	**Superior (5)***	**Highly Effective (4)***	**Effective(3)***	**Needs Improvement (2)***	**Ineffective (1)***
Calculation Formula	At least 60% at a Level 4	At least 60% at Level 3 or higher	At least 30% at Level 2 or higher	70% or more at Level 1 or lower and more than 0% at Level 3 or higher	70% or more at Level 1 or lower and 0% at Level 3 or higher
Category II (Career Teachers)	**Superior (5)**	**Highly Effective (4)**	**Effective(3)**	**Needs Improvement (2)**	**Ineffective (1)**
Calculation Formula	At least 70% at Level 4	At least 70% at Level 3 or higher	At least 40% at Level 2 or higher	60% or more at Level 1 or lower and more than 0% at Level 3 or higher	60% or more at Level 1 or lower and 0% at Level 3 or higher

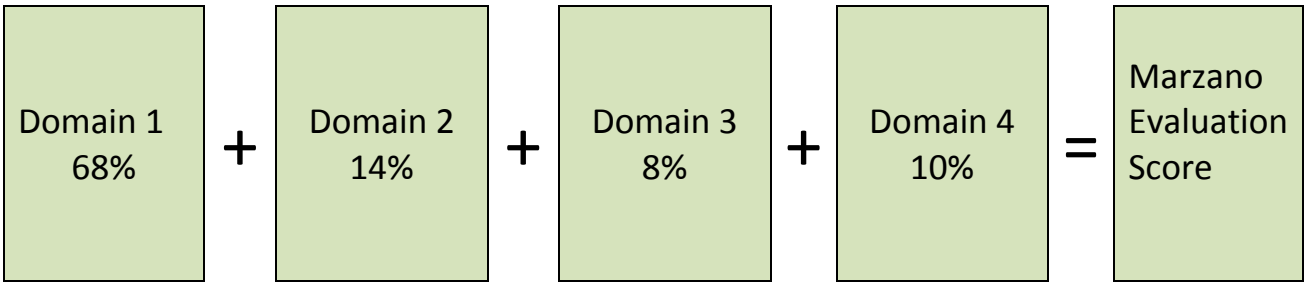
* Refers to Oklahoma's five-tier rating system.

- ✓ 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-Teir Rating System.

Overall Status and Final Score

Superior	**Highly Effective**	**Effective**	**Needs Improvement**	**Ineffective**
Greater than or equal to 4.5	Less than 4.5 and greater than or equal to 3.5	Less than 3.5 and greater than or equal to 2.5	Less than2.5 and greater than or equal to 1.5	Less than 1.5

Please Note:

All calculations will be computed via iObservation.

Administrators will not need to manually caculate any ratings.

Definitions and Frequency of Formal and Informal Observations

For the 2014-2015 school year, Category I (probationary) and Category II (career) teachers will receive the same number of observations. All teachers will participate in:

- ✓ 1 informal announced observation that **does not count** toward the final evaluation
- ✓ 2 informal unannounced observations that **do count** toward the final evaluation
- ✓ 1 formal announced observation that **does count** toward the final evaluation
- ✓ Conduct one peer observation that **does not count** toward the final evaluation
- ✓ Be observed by a peer that **does not count** toward the final evaluation

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

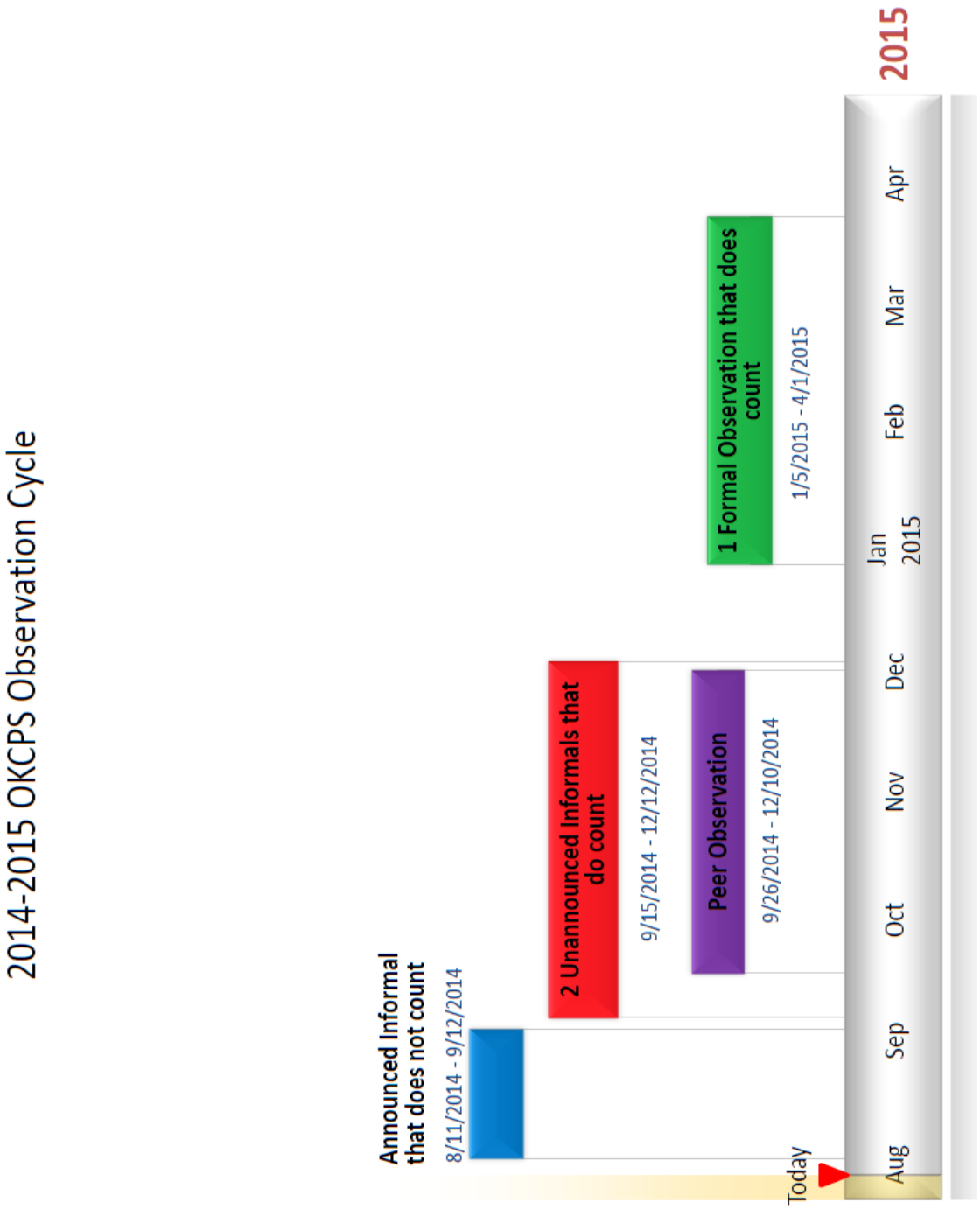
Observation Type	*Announced*	*Unannounced*
Informal	➢ 15-20 minutes in length ➢ Teacher is informed that the observation will occur ➢ Timely, actionable feedback provided ➢ Results will not be used in final evaluation scores	➢ 15-20 minutes in length ➢ Teacher is not informed that the observation will occur ➢ Timely, actionable feedback provided ➢ Results will be used in final evaluation scores
Formal	➢ Minimum 30 minutes in length ➢ Pre-Conference ➢ Post-Conference ➢ Results used in final evaluation scores ➢ Written, actionable, and timely feedback provided to the teacher	N/A
Walkthrough	➢ N/A	➢ 5-10 minutes in length ➢ Use iObservation to document ➢ Same day, actionable feedback provided to the teacher ➢ Results will not be used in final evaluation scores

Peer	➢ 15-30 minutes in length ➢ Teachers work together to schedule an observation time ➢ Written, actionable feedback provided ➢ Results will not be used in final evaluation scores	N/A

Walkthroughs are a new addition to the Marzano observation process at OKCPS. This addition will only be in effect for the 2014-2015 school year. The TLE Task Force will analyze the data collected through the Walkthrough process to determine its effectiveness and use in future school years. The TLE Task Force will then make a recommendation to the AFT President and the OKCPS Superintendent for final approval.

Vendors may observe classroom instruction. However, information obtained through vendor visitations shall not be used for District evaluation purposes. Documents produced from vendor classroom visits shall be made available to the teacher upon request.

The 2014-2015 OKCPS Observation Cycle



Formal Observations

As stated earlier, formal observations will occur once 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. Each teacher will complete the document in bulleted form.

STEP 1- Pre-Conference The teacher will submit the pre-conference from to their evaluator via iObservation. All of the pre-conference questions must be completed, with the exception of the "Addressing Content" section. For this section, only answer the question(s) related to the observed lesson. The evaluator will set the date, time and place for the in-person, 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. 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 will provide the teacher the post-conference form immediately following the observation When providing the post-conference form, evaluators will 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 held 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 9, an announced Informal Observation is:

- ✓ 15-20minutes in length,
- ✓ the teacher is informed in advance of the observation,
- ✓ the evaluator will provide timely, actionable feedback, and
- ✓ the results may be used in final evaluation scores.

An unannounced Informal Observation is:

- ✓ 15-20 minutes in length,
- ✓ the teacher is not informed in advance of the observation,
- ✓ the evaluator will provide timely, actionable feedback, and
- ✓ the results will be used in final evaluation scores.

Please refer to the Marzano Observation Cycle found on page 11, 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 PAR Consultant evaluations at pre-determined sites. 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. At minimum, the following elements should be observed in a peer observation:

- ✓ Element 1- Providing Rigorous Learning Goals and Performance Scales
- ✓ Element 2- Tracking Student Progress
- ✓ Element 4- Establishing Classroom Routines
- ✓ Element 24- Noticing When Students are Not Engaged

Walkthroughs

Walkthroughs are short, non-evaluative observations to provide teachers with immediate feedback regarding classroom strategies. Characteristics of a Walkthrough are:

- ✓ 5-10 minutes in length,
- ✓ Recorded via iObservation,
- ✓ Same day, actionable feedback provided to the teacher, and
- ✓ Results will not be used in final evaluation scores.

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. New teachers at selected sites will also benefit from additional coaching through the PAR Program.

2. If a teacher is rated as Needs Improvement (2 observations that count) 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.

3. A principal may recommend a teacher to participate in additional professional development based on the Marzano instructional framework. This includes, but is not limited to "Marzano Mondays"; Professional Development offerings hosted by the TLE Department.

4. Teachers may also benefit from the instructional coaching services of the TLE Coordinators.

5. 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 2 observations that count toward the final evaluation, 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 2 observations that count toward the final evaluation. 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. 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 closely 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
Applying (generic)	Strategy is used and monitored to see if it has the desired effect with the majority of students.
Beginning (generic)	Strategy is used but pieces or components are missing.
Category I Teachers	A probationary teacher who has completed fewer than three (3) consecutive complete school years in the district.
Category II Teachers	A career teacher who has completed at least three (3) consecutive complete school years in the district.
Causal Model of Teacher Evaluation	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.
Common Language	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. A common language enables teachers to engage in decision making, professional conversations and deliberate practice aimed at improving student achievement. 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.

Term	Description
Consecutive Complete School Years	A teacher fulfills the requirement of a complete school year if they begin employment with the district by the 1st day of instruction. The school year becomes consecutive when there is an uninterrupted succession of subsequent years.
Contemporary Research	Recent research conducted within the last five to seven years.
Deliberate Practice	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.
Design Questions	10 questions that teachers ask themselves when planning a lesson or unit of instruction.
Developing (generic)	Strategy is used correctly but the majority of students are not monitored for the desired effect of the strategy.
Domain	A body of knowledge defined by research representing a particular aspect of teaching.
Focused Feedback	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.
Focused Practice	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.
Formal Observation	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 **not** 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

Term	Description
	provide a rich opportunity for teachers to reflect upon their practice, engage in a collaborative decision 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.
High Probability Strategies	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.
Informal Observation	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.
Innovating (generic)	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.
Instructional Consultant	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

Term	Description
	to the Advisory Panel. Instructional Consultants shall be the evaluator of record for the assigned teachers.
Lesson Segment	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.
Not Using (generic)	Strategy is called for, but not used. A teacher may be unaware of the strategy or is aware of the strategy but has not tried it in their classroom.
Peer Assistance and Review (PAR)	See Instructional Consultant
Plan for Improvement	A collaborative action plan created by the evaluator with assistance from the teacher rated as ineffective.
Planning (Pre)Conference	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.
Reflection (Post)Conference	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.
Scales	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.

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

Appendix A- The Marzano Causal Teacher Framework

2014 Marzano Teacher Evaluation Model
Learning Map

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LEARNING AND PERFORMANCE MANAGEMENT

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.

Lesson Segment Involving Routine Events

DQ1: Communicating Learning Goals and Feedback
1. Providing Rigorous Learning Goals and Performance Scales (Rubrics)
2. Tracking Student Progress
3. Celebrating Success

DQ6: Establishing Rules and Procedures
4. Establishing Classroom Routines
5. Organizing the Physical Layout of the Classroom

Lesson Segment Addressing Content

DQ2: Helping Students Interact with New Knowledge
6. Identifying Critical Content
7. Organizing Students to Interact with New Content
8. Previewing New Content
9. Chunking Content into "Digestible Bites"
10. Helping Students Process New Content
11. Helping Students Elaborate on New Content
12. Helping Students Record and Represent Knowledge
13. Helping Students Reflect on Learning

DQ3: Helping Students Practice and Deepen New Knowledge
14. Reviewing Content
15. Organizing Students to Practice and Deepen Knowledge
16. Using Homework
17. Helping Students Examine Similarities and Differences
18. Helping Students Examine Their Reasoning
19. Helping Students Practice Skills, Strategies, and Processes
20. Helping Students Revise Knowledge

DQ4: Helping Students Generate and Test Hypotheses
21. Organizing Students for Cognitively Complex Tasks
22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
23. Providing Resources and Guidance for Cognitively Complex Tasks

Lesson Segment Enacted on the Spot

DQ5: Engaging Students
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

DQ7: Recognizing Adherence to Rules and Procedures
33. Demonstrating "Withitness"
34. Applying Consequences for Lack of Adherence to Rules and Procedures
35. Acknowledging Adherence to Rules and Procedures

DQ8: Establishing and Maintaining Effective Relationships with Students
36. Understanding Students' Interests and Backgrounds
37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students
38. Displaying Objectivity and Control

DQ9: Communicating High Expectations for All Students
39. Demonstrating Value and Respect for Low Expectancy Students
40. Asking Questions of Low Expectancy Students
41. Probing Incorrect Answers with Low Expectancy Students

Note: DQ refers to Design Question in the Marzano Art and Science of Teaching Framework. The 9 DQs organize the 41 elements in Domain 1.

The final Design Question, DQ10: Developing Effective Lessons Organized into a Cohesive Unit, is contained in Domain 2: Planning and Preparing.

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2014 Marzano Teacher Evaluation Model
Learning Map

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Learning Sciences International
LEARNING AND PERFORMANCE MANAGEMENT

Domain 2: Planning and Preparing

Planning and Preparing

Planning and Preparing for Lessons and Units
42. Effective Scaffolding of Information within Lessons
43. Lessons within Units
44. Attention to Established Content Standards

Planning and Preparing for Use of Resources and Technology
45. Use of Available Traditional Resources
46. Use of Available Technology

Planning and Preparing for the Needs of English Language Learners
47. Needs of English Language Learners

Planning and Preparing for the Needs of Students Receiving Special Education
48. Needs of Students Receiving Special Education

Planning and Preparing for the Needs of Students Who Lack Support for Schooling
49. Needs of Students Who Lack Support for Schooling

Domain 3: Reflecting on Teaching

Reflecting on Teaching

Evaluating Personal Performance
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

Developing and Implementing a Professional Growth Plan
53. Developing a Written Growth and Development Plan
54. Monitoring Progress Relative to the Professional Growth and Development Plan

Domain 4: Collegiality and Professionalism

Collegiality and Professionalism

Promoting a Positive Environment
55. Promoting Positive Interactions with Colleagues
56. Promoting Positive Interactions about Students and Parents

Promoting Exchange of Ideas and Strategies
57. Seeking Mentorship for Areas of Need or Interest
58. Mentoring Other Teachers and Sharing Ideas and Strategies

Promoting District and School Development
59. Adhering to District and School Rules and Procedures
60. Participating in District and School Initiatives

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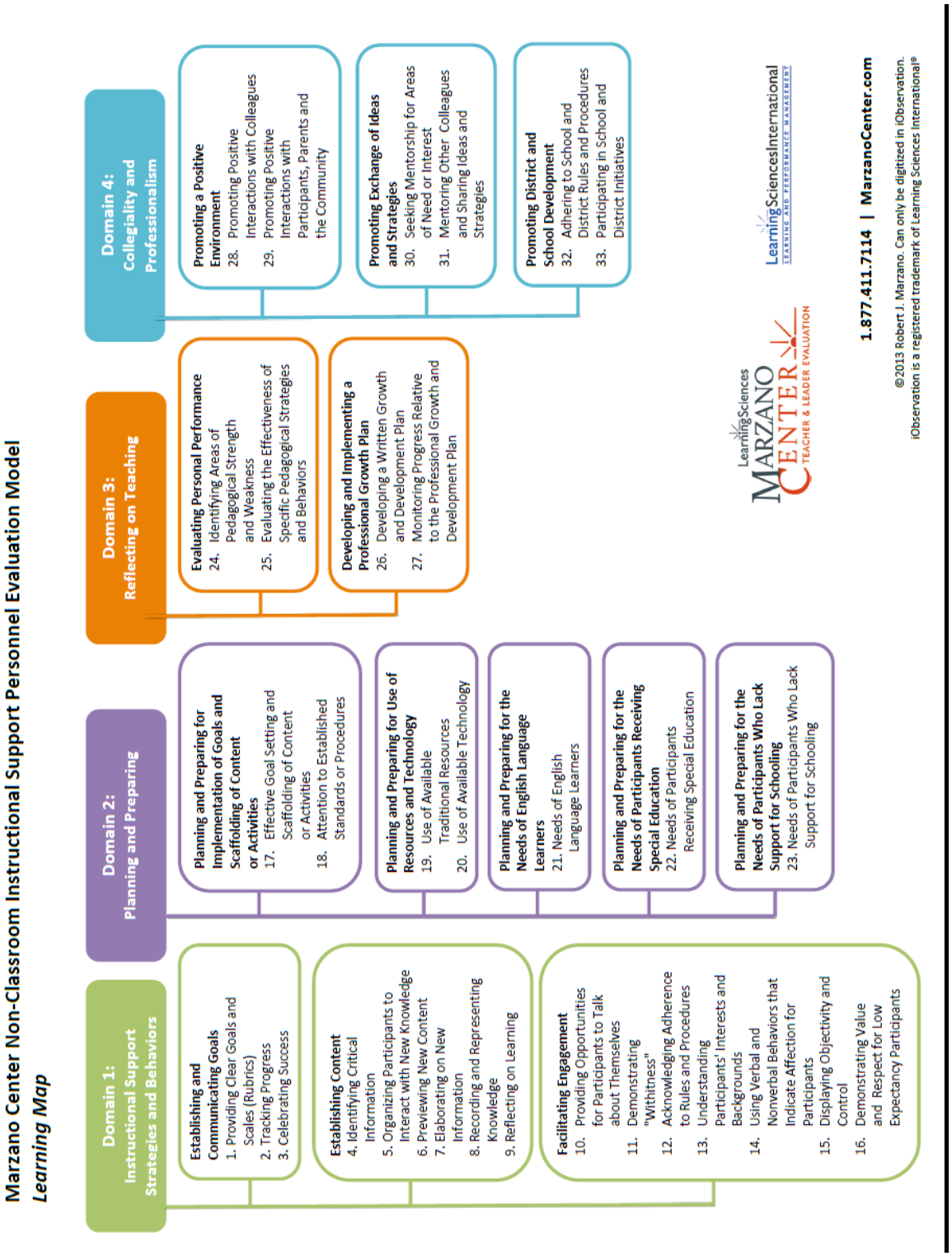
Appendix B- The Marzano Non-Classroom Framework



Appendix C- OKCPS/AFT Signed Agreement

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An agreement has been entered into this 8th day of August 2014, by and between Oklahoma City Public Schools and Oklahoma City AFT Local 2309, of The American Federation of Teachers. It is understood and agreed that the 2014-2015 OKCPS TLE Guidelines will be in effect for the entire 2014-2015 school year, unless both parties deem it necessary to modify said Guidelines.

Mr. Robert Neu, Superintendent, OKCPS — Date 8/11/14

Mr. Ed Allen, President, OKC AFT Local 2309 — Date 8/8/14