



The Marzano Causal Teacher Evaluation Model
Alignment to the New York State Teaching Standards

*Exclusive partners with Dr. Robert J. Marzano
for the Causal Teacher Evaluation Model*

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Preface

Federal initiatives (e.g. Race to the Top) and state legislation call for rigorous, transparent, and fair evaluation systems that differentiate teacher effectiveness based on student achievement as described by value-added models. Subsequently, there is an increased need for a teacher evaluation model that also includes a comprehensive, robust, and research-based description of teacher effectiveness that can measure the effectiveness of teachers using observation protocols, classroom artifacts, portfolios, student work, and professional growth plans.

The goal of an effective evaluation system is for teachers to incrementally increase their expertise in teaching year to year and, therefore, incrementally increase their ability to raise student learning gains year to year. Dr. Marzano's Causal Teacher Evaluation Model (*herein referred to as the Marzano Teacher Evaluation Model*) is based on his acclaimed Art and Science of Teaching framework, which defines instructional strategies identified by research to increase student learning gains. The Marzano Teacher Evaluation Model closely aligns with state teaching standards through the development of clear criteria for success and a student data module that ties student achievement to teacher evaluation using data closest to the classroom.

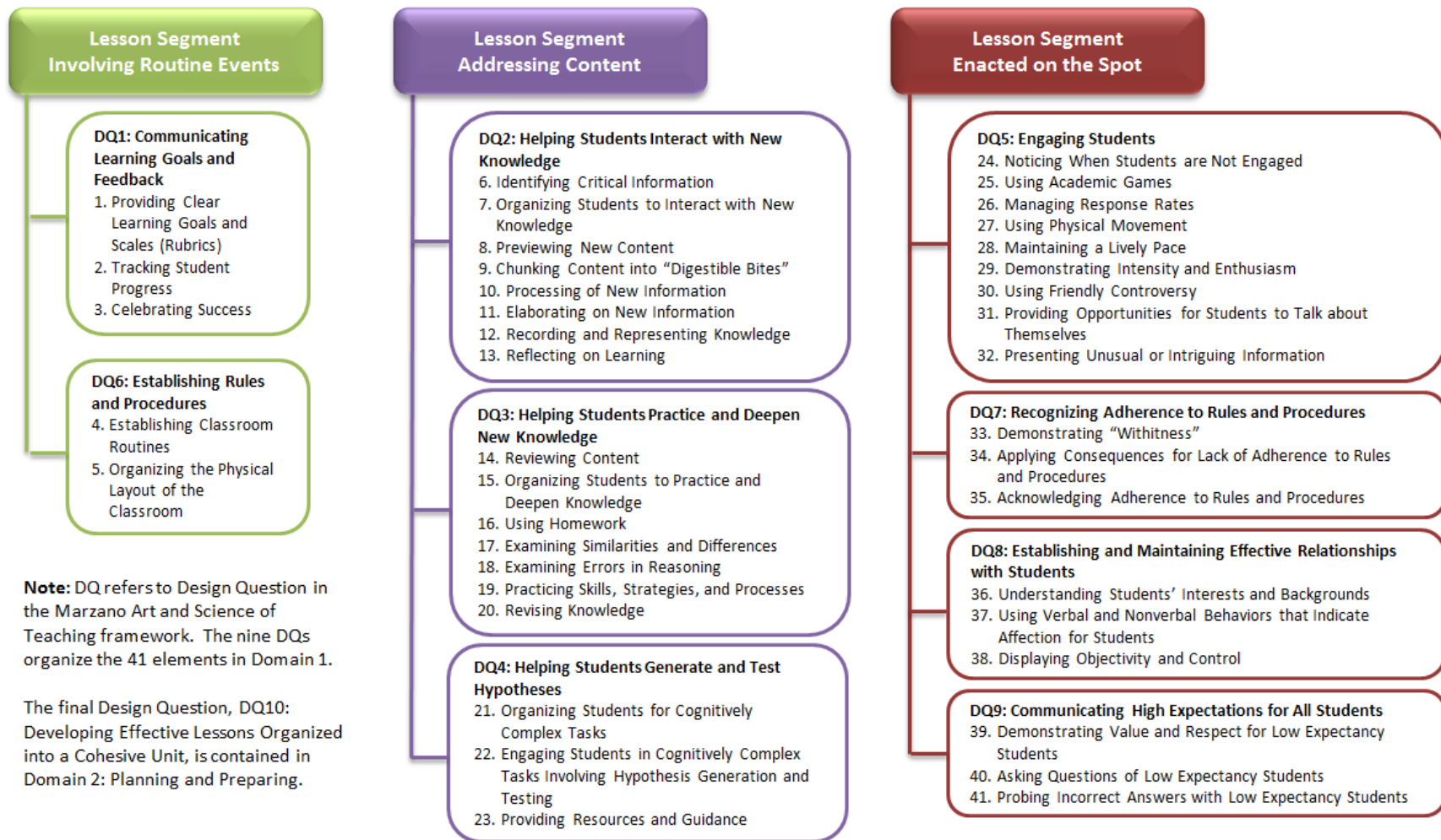
The New York State Teaching Standards¹ broadly describe what teachers need to know and be able to do, while the Marzano Teacher Evaluation Model provides a means for teachers to translate the standards into their daily practice.

¹ Source: New York State Education Department, *The New York State Teaching Standards*, (September 2011).

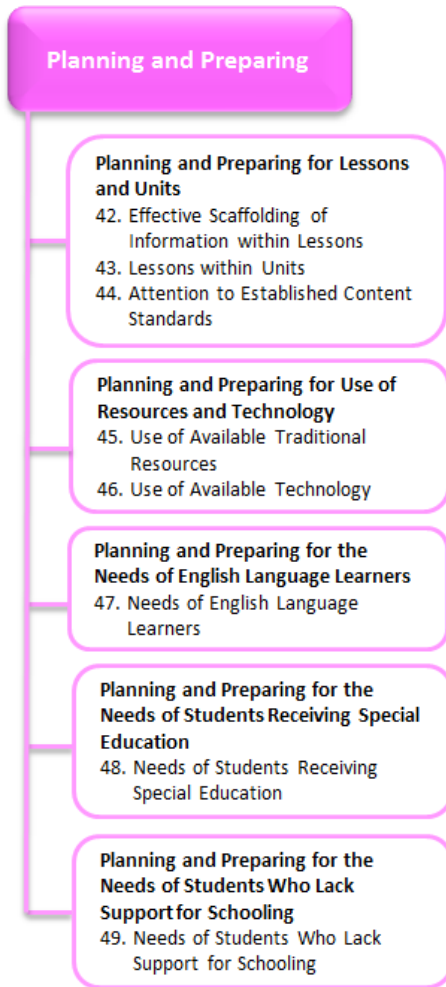
Marzano Causal Teacher Evaluation Model Map of Domains 1-4

Domain 1: Classroom Strategies and Behaviors

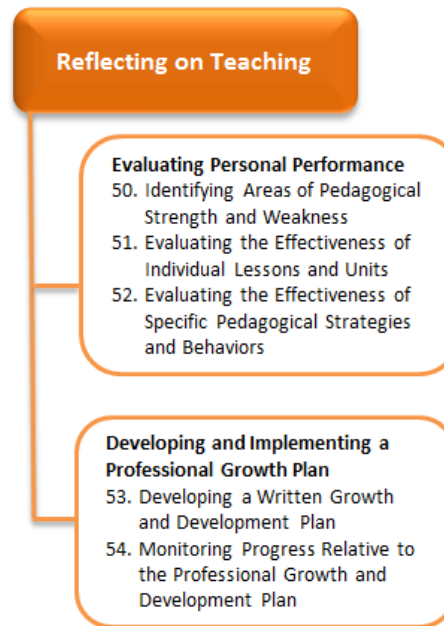
Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQs) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol.



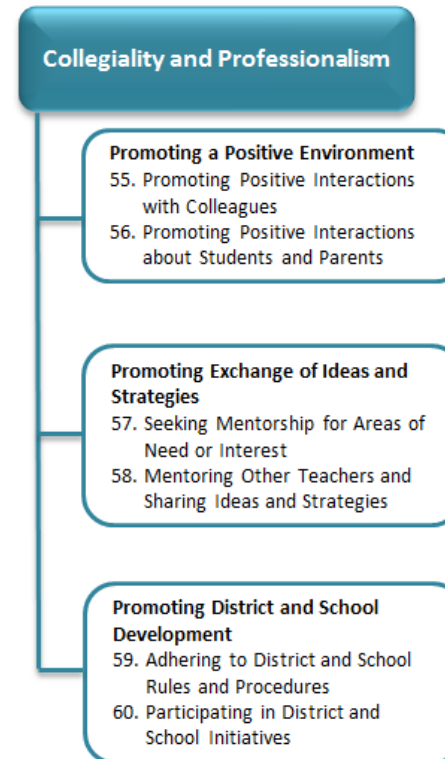
Domain 2: Planning and Preparing



Domain 3: Reflecting on Teaching



Domain 4: Collegiality and Professionalism



The Marzano Teacher Evaluation Model Alignment to the New York State Teaching Standards

Marzano Evaluation Model Domains 1, 2, 3, and 4	New York State Teaching Standards
DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	
I. Lesson Segments Involving Routine Events	
Design Question #1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?	
1. Providing Clear Learning Goals and Scales (Rubrics)	Element I.1 Element I.2 Element I.5 Element II.1 Element II.4 Element II.6 Element III.1 Element III.2 Element III.3 Element IV.2 Element V.1 Element V.2 Element V.3 Element V.5
2. Tracking Student Progress	Element I.1 Element I.2 Element I.5 Element II.1 Element II.4 Element II.6 Element III.1 Element III.2 Element III.3 Element III.4 Element III.6 Element IV.2 Element V.1 Element V.2 Element V.3 Element V.5
3. Celebrating Success	Element I.1 Element I.5 Element III.1 Element III.4 Element IV.2
Design Question #6: What will I do to establish and maintain classroom rules and procedures?	
4. Establishing Classroom Routines	Element III.2

	Element IV.1 Element IV.2 Element IV.3 Element IV.4
5. Organizing the Physical Layout of the Classroom	Element II.6 Element III.1 Element III.4 Element IV.3 Element IV.4
II. Lesson Segments Addressing Content	
Design Question #2: What will I do to help students effectively interact with new knowledge?	
6. Identifying Critical Information	Element I.1 Element I.2 Element I.3 Element II.1 Element II.2 Element II.3 Element III.1 Element III.3 Element III.4
7. Organizing Students to Interact with New Knowledge	Element I.1 Element I.2 Element I.3 Element II.1 Element II.3 Element II.5 Element III.1 Element III.2 Element III.3 Element III.4 Element III.5 Element IV.2 Element IV.3
8. Previewing New Content	Element I.1 Element I.2 Element I.3 Element I.5 Element I.6 Element II.1 Element II.2 Element II.3 Element II.5 Element III.1 Element III.2 Element III.3 Element III.4

	Element III.5 Element IV.2
9. Chunking Content into “Digestible Bites”	Element I.1 Element I.2 Element I.3 Element II.1 Element II.2 Element II.3 Element II.5 Element III.1 Element III.3 Element III.4 Element III.5 Element IV.2
10. Processing of New Information	Element I.1 Element I.2 Element I.3 Element I.5 Element I.6 Element II.1 Element II.2 Element II.3 Element II.5 Element III.1 Element III.3 Element III.4 Element III.5 Element IV.2
11. Elaborating on New Information	Element I.2 Element I.3 Element I.6 Element II.1 Element II.2 Element II.3 Element II.5 Element III.2 Element III.3 Element III.4 Element III.5 Element IV.2
12. Recording and Representing Knowledge	Element I.1 Element I.2 Element I.3 Element I.6 Element II.1 Element II.2 Element II.3 Element II.5

	Element III.2 Element III.3 Element III.4 Element III.5 Element IV.2
13. Reflecting on Learning	Element I.1 Element I.2 Element I.3 Element I.6 Element II.1 Element II.2 Element II.3 Element II.5 Element III.2 Element III.3 Element III.4 Element III.5 Element IV.2
Design Question #3: What will I do to help student practice and deepen their understanding of new knowledge?	
14. Reviewing Content	Element I.1 Element I.2 Element I.3 Element I.6 Element II.1 Element II.2 Element II.3 Element II.5 Element III.3 Element III.4 Element III.5 Element IV.2
15. Organizing Students to Practice and Deepen Knowledge	Element I.1 Element I.2 Element I.3 Element I.6 Element II.1 Element II.2 Element II.3 Element II.5 Element III.2 Element III.3 Element III.4 Element III.5 Element IV.2 Element IV.3
16. Using Homework	Element I.1

	Element I.2 Element I.3 Element I.4 Element I.6 Element II.1 Element II.2 Element II.3 Element II.5 Element II.6 Element III.3 Element III.4 Element III.5 Element IV.2 Element VI.3
17. Examining Similarities and Differences	Element I.1 Element I.2 Element I.3 Element I.6 Element II.1 Element II.2 Element II.3 Element II.5 Element III.2 Element III.3 Element III.4 Element III.5 Element IV.2
18. Examining Errors in Reasoning	Element I.2 Element I.3 Element I.6 Element II.1 Element II.2 Element II.3 Element II.5 Element III.2 Element III.3 Element III.4 Element III.5 Element IV.2
19. Practicing Skills, Strategies, and Processes	Element I.1 Element I.2 Element I.3 Element I.6 Element II.1 Element II.2 Element II.3 Element II.5 Element III.3

	Element III.4 Element III.5 Element IV.2
20. Revising Knowledge	Element I.1 Element I.2 Element I.3 Element I.6 Element II.1 Element II.2 Element II.3 Element II.5 Element III.2 Element III.4 Element III.5 Element IV.2
Design Question #4: What will I do to help students generate and test hypotheses about new knowledge?	
21. Organizing Students for Cognitively Complex Tasks	Element I.1 Element I.2 Element I.3 Element II.1 Element II.2 Element II.3 Element III.2 Element III.3 Element III.4 Element III.5 Element IV.2 Element IV.3
22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing	Element I.1 Element I.2 Element I.3 Element I.6 Element II.1 Element II.3 Element III.2 Element III.3 Element III.4 Element III.5 Element IV.2
23. Providing Resources and Guidance	Element I.1 Element I.2 Element I.3 Element I.6 Element II.1 Element II.2 Element II.3

	Element III.2 Element III.3 Element III.4 Element III.5 Element IV.2
III. Lesson Segments Enacted on the Spot	
Design Question #5: What will I do to engage students?	
24. Noticing When Students are Not Engaged	Element I.1 Element I.2 Element I.3 Element I.5 Element I.6 Element II.3 Element II.5 Element III.2 Element III.4 Element III.5 Element III.6
25. Using Academic Games	Element I.1 Element I.2 Element I.3 Element I.4 Element I.6 Element II.2 Element II.3 Element II.5 Element III.3 Element III.4 Element III.5 Element IV.2
26. Managing Response Rates	Element I.1 Element I.2 Element I.3 Element I.5 Element I.6 Element II.3 Element II.5 Element III.2 Element III.3 Element III.4 Element III.5 Element III.6 Element IV.2
27. Using Physical Movement	Element I.1 Element I.2 Element I.3 Element I.5

	Element II.3 Element II.5 Element II.6 Element III.3 Element III.4 Element IV.2
28. Maintaining a Lively Pace	Element I.1 Element I.2 Element I.3 Element I.6 Element II.3 Element III.1 Element III.2 Element III.3 Element III.4 Element III.5 Element IV.2
29. Demonstrating Intensity and Enthusiasm	Element I.1 Element I.2 Element I.3 Element III.2 Element III.3 Element III.4 Element III.5 Element IV.2
30. Using Friendly Controversy	Element I.1 Element I.2 Element I.3 Element I.4 Element I.5 Element I.6 Element II.2 Element II.3 Element III.3 Element III.4 Element III.5 Element IV.2
31. Providing Opportunities for Students to Talk about Themselves	Element I.1 Element I.2 Element I.3 Element I.4 Element I.5 Element I.6 Element II.2 Element II.3 Element III.2 Element III.3 Element III.4

	Element III.5 Element III.6 Element IV.2
32. Presenting Unusual or Intriguing Information	Element I.1 Element I.2 Element I.3 Element I.4 Element I.5 Element I.6 Element II.3 Element II.5 Element II.6 Element III.4 Element III.5 Element IV.2
Design Question #7: What will I do to recognize and acknowledge adherence or lack of adherence to rules and procedures?	
33. Demonstrating “Withitness”	Element I.3 Element III.6 Element IV.1 Element IV.2 Element IV.3 Element IV.4
34. Applying Consequences for Lack of Adherence to Rules and Procedures	Element IV.1 Element IV.2 Element IV.3 Element IV.4
35. Acknowledging Adherence to Rules and Procedures	Element IV.1 Element IV.2 Element IV.3 Element IV.4
Design Question #8: What will I do to establish and maintain effective relationships with students?	
36. Understanding Students’ Interests and Background	Element I.3 Element I.4 Element I.5 Element I.6 Element II.2 Element II.3 Element III.4 Element IV.1
37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students	Element III.2 Element IV.1
38. Displaying Objectivity and Control	Element IV.1
Design Question #9: What will I do to communicate high expectations for all students?	
39. Demonstrating Value and Respect for Low Expectancy Students	Element I.1

	Element I.3 Element I.5 Element II.3 Element II.4 Element III.2 Element III.3 Element III.4 Element III.5 Element IV.1 Element IV.2
40. Asking Questions of Low Expectancy Students	Element I.1 Element I.3 Element I.5 Element II.3 Element II.5 Element III.2 Element III.3 Element III.4 Element III.5 Element IV.1
41. Probing Incorrect Answers with Low Expectancy Students	Element I.1 Element I.3 Element I.5 Element II.3 Element II.5 Element III.2 Element III.3 Element III.4 Element III.5 Element IV.1
DOMAIN 2: PLANNING AND PREPARING	
I. Planning and Preparing for Lessons and Units	
42. Effective Scaffolding of Information with Lessons	Element I.1 Element I.2 Element I.3 Element I.4 Element I.5 Element I.6 Element II.1 Element II.2 Element II.3 Element II.4 Element II.5 Element II.6 Element III.1
43. Lessons within Units	Element I.1 Element I.2

	Element I.3 Element I.5 Element I.6 Element II.2 Element II.3 Element III.1
44. Attention to Established Content Standards	Element I.1 Element I.2 Element I.3 Element I.5 Element II.1 Element II.2 Element III.1 Element V.1 Element V.4
II. Planning and Preparing for Use of Resources and Technology	
45. Use of Available Traditional Resources	Element 1.6 Element III.4
46. Use of Available Technology	Element IV.4
III. Planning and Preparing for Needs of English Language Learners	
47. Needs of English Language Learners	Element I.1 Element I.2 Element I.4 Element II.3 Element II.5
IV. Planning and Preparing for Needs of Students Receiving Special Education	
48. Needs of Students Receiving Special Education	Element II.6 Element III.3 Element III.4 Element V.1 Element V.2 Element V.5
V. Planning and Preparing for Needs of Students Who Lack Support for Schooling	
49. Needs of Students Who Lack Support for Schooling	Element V.1 Element V.2 Element V.5
DOMAIN 3: REFLECTING ON TEACHING	
I. Evaluating Personal Performance	
50. Identifying Areas of Pedagogical Strength and Weakness	Element VII.1 Element VII.2
51. Evaluating the Effectiveness of Individual Lessons and Units	Element II.1 Element II.6 Element V.1 Element V.2 Element V.3 Element V.4 Element VII.1
52. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors	Element V.1 Element V.2 Element V.3 Element V.4
II. Developing and Implementing a Professional Growth Plan	

53. Developing a Written Growth and Development Plan	Element VII.1 Element VII.2 Element VII.3 Element VII.4
54. Monitoring Progress Relative to the Professional Growth and Development Plan	Element VII.2 Element VII.3 Element VII.4
DOMAIN 4: COLLEGIALLY AND PROFESSIONALISM	
I. Promoting a Positive Environment	
55. Promoting Positive Interactions with Colleagues	Element VI.1 Element VI.2 Element VI.3 Element VII.4
56. Promoting Positive Interactions about Students and Parents	Element I.1 Element I.3 Element I.4 Element I.5 Element II.3 Element II.6 Element III.2 Element III.3 Element IV.1 Element V.5 Element VI.1 Element VI.3
II. Promoting Exchange of Ideas and Strategies	
57. Seeking Mentorship for Areas of Need or Interest	Element I.2 Element I.3
58. Mentoring Other Teachers and Sharing Ideas and Strategies	Element II.1 Element II.6 Element VI.2 Element VII.3
III. Promoting District and School Development	
59. Adhering to District and School Rule and Procedures	Element IV.4 Element VI.5
60. Participating in District and School Initiatives	Element VI.4

The New York State Teaching Standards

I. Knowledge of Students and Student Learning

Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.

- Element I.1: Teachers demonstrate knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels.
- Element I.2: Teachers demonstrate knowledge of current research in learning and language acquisition theories and processes.
- Element I.3: Teachers demonstrate knowledge of and are responsive to diverse learning needs, strengths, interests, and experiences of all students.
- Element I.4: Teachers acquire knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning.
- Element I.5: Teachers demonstrate knowledge of and are responsive to the economic, social, cultural, linguistic, family, and community factors that influence their students' learning.
- Element I.6: Teachers demonstrate knowledge and understanding of technological and information literacy and how they affect student learning.

II. Knowledge of Content and Instructional Planning

Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.

- Element II.1: Teachers demonstrate knowledge of the content they teach, including relationships among central concepts, tools of inquiry, structures and current developments within their discipline(s).
- Element II.2: Teachers understand how to connect concepts across disciplines, and engage learners in critical and innovative thinking and collaborative problem-solving related to real world contexts.
- Element II.3: Teachers use a broad range of instructional strategies to make subject matter accessible.
- Element II.4: Teachers establish goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement.
- Element II.5: Teachers design relevant instruction that connects students' prior understanding and experiences to new knowledge.
- Element II.6: Teachers evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals.

III. Instructional Practice

Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.

- Element III.1: Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning.

- Element III.2: Teachers communicate clearly and accurately with students to maximize their understanding and learning.
- Element III.3: Teachers set high expectations and create challenging learning experiences for students.
- Element III.4: Teachers explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students, and promote achievement.
- Element III.5: Teachers engage students in the development of multidisciplinary skills, such as communication, collaboration, critical thinking, and use of technology.
- Element III.6: Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs.

IV. Learning Environment

Teachers work with all students to create a dynamic learning environment that supports achievement and growth.

- Element IV.1: Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student.
- Element IV.2: Teachers create an intellectually challenging and stimulating learning environment.
- Element IV.3: Teachers manage the learning environment for the effective operation of the classroom.
- Element IV.4: Teachers organize and utilize available resources (e.g., physical space, time, people, technology) to create a safe and productive learning environment.

V. Assessment for Student Learning

Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.

- Element V.1: Teachers design, adapt, select, and use a range of assessment tools and processes to measure and document student learning and growth.
- Element V.2: Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction.
- Element V.3: Teachers communicate information about various components of the assessment system.
- Element V.4: Teachers reflect upon and evaluate the effectiveness of their comprehensive assessment system to adjust assessment and plan instruction accordingly.
- Element V.5: Teachers prepare students to understand the format and directions of assessments used and the criteria by which the students will be evaluated.

VI. Professional Responsibilities and Collaboration

Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.

- Element VI.1: Teachers uphold professional standards of practice and policy as related to students' rights and teachers' responsibilities.

- Element VI.2: Teachers engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning.
- Element VI.3: Teachers communicate and collaborate with families, guardians, and caregivers to enhance student development and success.
- Element VI.4: Teachers manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations.
- Element VI.5: Teachers understand and comply with relevant laws and policies as related to students' rights and teachers' responsibilities.

VII. Professional Growth

Teachers set informed goals and strive for continuous professional growth.

- Element VII.1: Teachers reflect on their practice to improve instructional effectiveness and guide professional growth.
- Element VII.2: Teachers set goals for, and engage in, ongoing professional development needed to continuously improve teaching competencies.
- Element VII.3: Teachers communicate and collaborate with students, colleagues, other professionals, and the community to improve practice.
- Element VII.4: Teachers remain current in their knowledge of content and pedagogy by utilizing professional resources.

Research Base and Validation Studies on the Marzano Causal Teacher Evaluation Model, April 2011

The Marzano Causal Teacher Evaluation Model² (Marzano Teacher Evaluation Model) is based on a number of previous, related works that include: *What Works in Schools* (Marzano, 2003), *Classroom Instruction that Works* (Marzano, Pickering, & Pollock, 2001), *Classroom Management that Works* (Marzano, Pickering, & Marzano, 2003), *Classroom Assessment and Grading that Work* (Marzano, 2006), *The Art and Science of Teaching* (Marzano, 2007), *Effective Supervision: Supporting the Art and Science of Teaching* (Marzano, Frontier, & Livingston, 2011). Each of these works was generated from a synthesis of the research and theory. Thus the model can be considered an aggregation of the research on those elements that have traditionally been shown to correlate with student academic achievement. The model includes four domains:

- Domain 1: Classroom Strategies and Behaviors
- Domain 2: Preparing and Planning
- Domain 3: Reflecting on Teaching
- Domain 4: Collegiality and Professionalism

The four domains include 60 elements: 41 elements in Domain 1, eight elements in Domain 2, five elements in Domain 3 and six elements in Domain 4. For a detailed discussion of these elements see *Effective Supervision: Supporting the Art and Science of Teaching* (Marzano, Frontier, & Livingston, 2011).

Domain 1 contains 41 elements (5 + 18 + 18); **Domain 2** contains eight elements (3 + 2 + 3); **Domain 3** contains five elements (3 + 2); and **Domain 4** contains six elements (2 + 2 + 2). Given that 41 of the 60 elements in the model are from Domain 1, the clear emphasis in the Marzano model is what occurs in the classroom—the strategies and behaviors teachers use to enhance student achievement. This emphasis differentiates it from some other teacher evaluation models.

Teacher status and growth can be assessed in each component of the model in a manner that is consistent with the New York State Teaching Standards guidelines and the requirements of Race to the Top initiative.

The Research Base from which the Model was Developed

Each of the works cited above from which the Marzano Teacher Evaluation Model was developed report substantial research on the elements they address. For example, *The Art and Science of Teaching* includes more than 25 tables reporting the research on the various elements of Domain 1. These tables report the findings from meta-analytic studies and the average effect sizes computed in these studies. In all, more than 5,000 studies (i.e., effect sizes) are covered in the tables representing research over the last five decades. The same can be said for the other titles listed above. Thus, one can say that the model was initially based on thousands of studies that span multiple decades and these studies were chronicled and catalogued in books that have been widely disseminated in the United States. Specifically, more than 2,000,000 copies of the books cited above have been purchased and disseminated to K-12 educators across the United States.

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Experimental/Control Studies

Perhaps one of the more unique aspects of the research on the Marzano Teacher Evaluation Model is that a growing number of experimental/control studies have been conducted by practicing teachers on the effectiveness of specific strategies in their classrooms. This is unusual in the sense that these studies are designed to establish a direct causal link between elements of the model and student achievement. Studies that use correlation analysis techniques (see next section) can establish a link between elements of a model and student achievement; however, causality cannot be easily inferred. Other evaluation models currently used throughout the country only have correlational data regarding the relationship between their elements and student achievement.

To date, more than 300 experimental/control studies have been conducted. Those studies involved more than 14,000 students and 300 teachers across 38 schools in 14 districts. The average effect size for strategies addressed in the studies was .42, with some studies reporting effect sizes of 2.00 and higher. An average effect size of .42 is associated with a 16 percentile point gain in student achievement. Stated differently: on the average, when teachers used the classroom strategies and behaviors in the Marzano Teacher Evaluation Model, their typical student achievement increased by 16 percentile points. However, greater gains (i.e., those associated with an effect size of 2.00) can be realized if specific strategies are used in specific ways.

Correlational Studies

As mentioned above, correlational studies are the most common approach to examining the validity of an evaluation model. Such studies have been and continue to be conducted, on various elements of the Marzano Teacher Evaluation Model. For example, a study was recently conducted in Oklahoma as a part of an examination of elements related to student achievement in K-12 schools (see *What Works in Oklahoma Schools: Phase I Report* and *What Works in Oklahoma Schools: Phase II Report*, by Marzano Research Laboratory, 2010 and 2011 respectively). Those studies involved 61 schools, 117 teachers and more than 13,000 K-12 students. Collectively, those reports indicate positive relationships with various elements of the Marzano Teacher Evaluation Model across the domains. Specific emphasis was placed on Domain 1, particularly in the Phase II report. Using state mathematics and reading test data, 96% of the 82 correlations (i.e., 41 correlations for mathematics and 41 for reading) were found to be positive with some as high as .40 and greater. A .40 correlation translates to an effect size (i.e., standardized mean difference) of .87 which is associated with a 31 percentile point gain in student achievement. These studies also aggregated data across the nine design questions in Domain 1. All correlations were positive for this aggregated data. Seven of those correlations ranged from .33 to .40. These correlations translate into effect sizes of .70 and higher. High correlations such as these were also reported for the total number of Domain 1 strategies teachers used in a school. Specifically, the number of Domain 1 strategies teachers used in school had a .35 correlation with reaching proficiency and a .26 correlation with mathematics proficiency.

Technology Studies

Another unique aspect of the research conducted on the Marzano Teacher Evaluation Model is that its effects have been examined in the context of technology. For example, a two-year study was conducted in part to determine the relationship between selected elements from Domain 1 and the effectiveness of interactive whiteboards in enhancing student achievement (see *Final Report: A Second Year Evaluation Study of Promethean ActivClassroom*, Haystead and Marzano, 2010). In all, 131 experimental/control studies were conducted across the spectrum of grade levels. Selected elements of

Domain 1 were correlated with the effect sizes for use of the interactive whiteboards. All correlations for Domain 1 elements were positive with some as high as .70. This implies that the effectiveness of the interactive whiteboards as used in these 131 studies was greatly enhanced by the use of Domain 1 strategies.

Summary

In summary, the Marzano Teacher Evaluation Model was designed using literally thousands of studies conducted over the past five decades and published in books that have been widely used by K-12 educators. In addition, experimental/control studies have been conducted that establish a more direct causal linkage with enhanced student achievement that can be made with other types of data analysis. Correlation studies, the more typical approach to examining the viability of a model, have also been conducted and indicate positive correlations between the elements of the model and student mathematics and reading achievement. Finally, the Marzano Teacher Evaluation Model has been studied as to its effects on the use of technology (e.g., interactive whiteboards) and found to be highly correlated with the effectiveness of that technology.

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