



The Marzano Causal Teacher Evaluation Model  
Alignment to InTASC Model Core Teaching Standards

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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 Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards<sup>1</sup> describe what teachers need to know and be able to do. The Marzano Teacher Evaluation Model parallels this effort and provides a means for teachers to translate the standards into their daily practice.

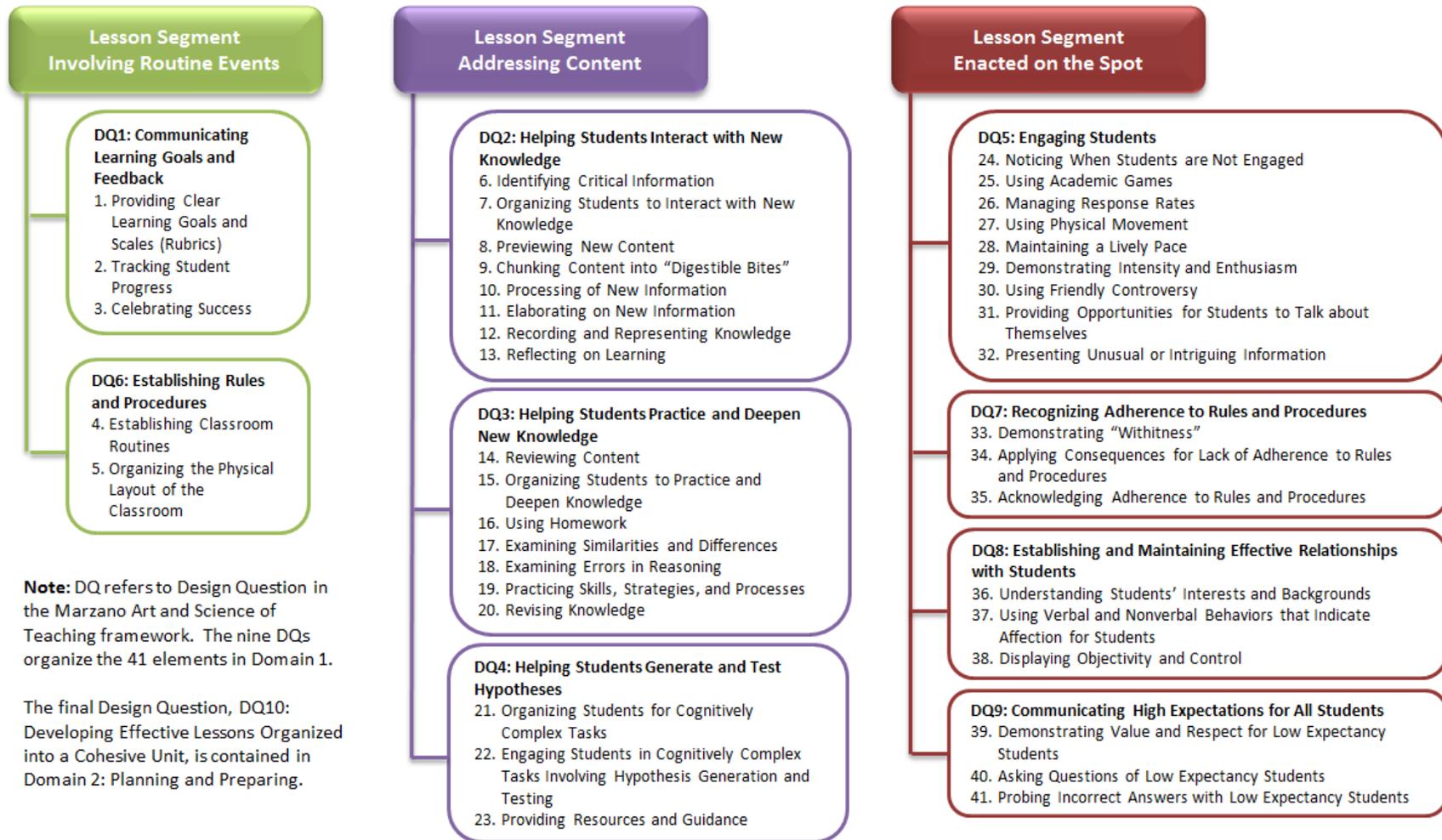
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<sup>1</sup> Source: CCSSO's Interstate Teacher Assessment and Support Consortium, *InTASC Model Core Teaching Standards: A Resource for State Dialogue*, (April 2011). Website: [http://www.ccsso.org/Documents/2011/InTASC\\_Model\\_Core\\_Teaching\\_Standards\\_2011.pdf](http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf)

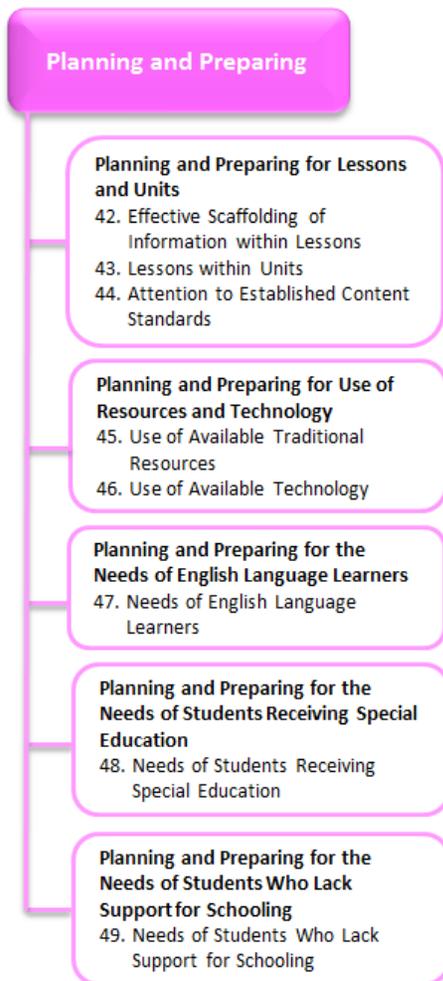
## Marzano Causal Teacher Evaluation Model Map of Domains 1-4

### Domain 1: Classroom Strategies and Behaviors

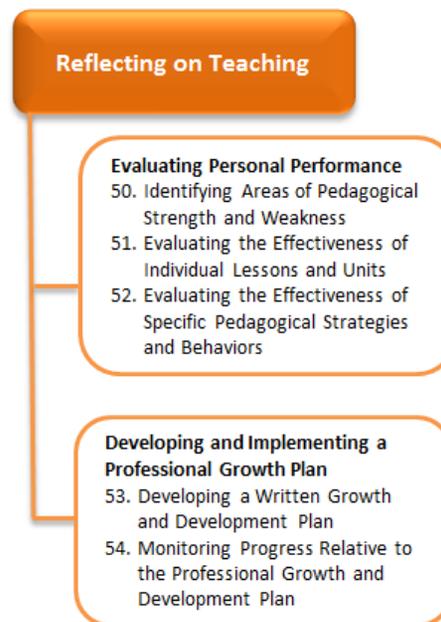
Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQs) and further grouped into 3 Lesson Segments to define the Observation and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

Marzano Evaluation Model Domains 1, 2, 3, and 4	InTASC Model Core Teaching Standards
<b>DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS</b>	
<b>I. Lesson Segments Involving Routine Events</b>	
<b>Design Question #1:</b> What will I do to establish and communicate learning goals, track student progress, and celebrate success?	
1. Providing Clear Learning Goals and Scales (Rubrics)	<a href="#">Standard 1: Learner Development</a> <a href="#">Standard 2: Learning Differences</a> <a href="#">Standard 3: Learning Environments</a> <a href="#">Standard 6: Assessment</a>
2. Tracking Student Progress	<a href="#">Standard 1: Learner Development</a> <a href="#">Standard 2: Learning Differences</a> <a href="#">Standard 3: Learning Environments</a> <a href="#">Standard 6: Assessment</a> <a href="#">Standard 8: Instructional Strategies</a> <a href="#">Standard 9: Professional Learning and Ethical Practice</a>
3. Celebrating Success	<a href="#">Standard 6: Assessment</a>
<b>Design Question #6:</b> What will I do to establish and maintain classroom rules and procedures?	
4. Establishing Classroom Routines	<a href="#">Standard 3: Learning Environments</a>
5. Organizing the Physical Layout of the Classroom	<a href="#">Standard 3: Learning Environments</a>
<b>II. Lesson Segments Addressing Content</b>	
<b>Design Question #2:</b> What will I do to help students effectively interact with new knowledge?	
6. Identifying Critical Information	<a href="#">Standard 1: Learner Development</a> <a href="#">Standard 2: Learning Differences</a> <a href="#">Standard 3: Learning Environments</a> <a href="#">Standard 4: Content Knowledge</a>
7. Organizing Students to Interact with New	<a href="#">Standard 1: Learner</a>

Knowledge	<a href="#">Development</a> <a href="#">Standard 2: Learning Differences</a> <a href="#">Standard 3: Learning Environments</a> <a href="#">Standard 8: Instructional Strategies</a>
8. Previewing New Content	<a href="#">Standard 1: Learner Development</a> <a href="#">Standard 2: Learning Differences</a> <a href="#">Standard 3: Learning Environments</a> <a href="#">Standard 4: Content Knowledge</a> <a href="#">Standard 8: Instructional Strategies</a>
9. Chunking Content into “Digestible Bites”	<a href="#">Standard 1: Learner Development</a> <a href="#">Standard 2: Learning Differences</a> <a href="#">Standard 3: Learning Environments</a> <a href="#">Standard 4: Content Knowledge</a> <a href="#">Standard 6: Assessment</a> <a href="#">Standard 8: Instructional Strategies</a> <a href="#">Standard 9: Professional Learning and Ethical Practices</a>
10. Processing of New Information	<a href="#">Standard 1: Learner Development</a>
11. Elaborating on New Information	<a href="#">Standard 2: Learning Differences</a> <a href="#">Standard 3: Learning Environments</a>
12. Recording and Representing Knowledge	<a href="#">Standard 4: Content Knowledge</a> <a href="#">Standard 6: Assessment</a> <a href="#">Standard 8: Instructional Strategies</a>
13. Reflecting on Learning	<a href="#">Standard 1: Learner Development</a> <a href="#">Standard 2: Learning Differences</a> <a href="#">Standard 3: Learning Environments</a> <a href="#">Standard 4: Content Knowledge</a> <a href="#">Standard 5: Application of Content</a> <a href="#">Standard 6: Assessment</a>

	<a href="#">Standard 8: Instructional Strategies</a>
<b>Design Question #3:</b> What will I do to help student practice and deepen their understanding of new knowledge?	
14. Reviewing Content	<a href="#">Standard 1: Learner Development</a>
15. Organizing Students to Practice and Deepen Knowledge	<a href="#">Standard 2: Learning Differences</a>
16. Using Homework	<a href="#">Standard 3: Learning Environments</a>
17. Examining Similarities and Differences	<a href="#">Standard 4: Content Knowledge</a>
18. Examining Errors in Reasoning	<a href="#">Standard 5: Application of Content</a>
19. Practicing Skills, Strategies, and Processes	<a href="#">Standard 6: Assessment</a>
20. Revising Knowledge	<a href="#">Standard 8: Instructional Strategies</a>
<b>Design Question #4:</b> What will I do to help students generate and test hypotheses about new knowledge?	
21. Organizing Students for Cognitively Complex Tasks	<a href="#">Standard 3: Learning Environments</a>
22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing	<a href="#">Standard 4: Content Knowledge</a>
	<a href="#">Standard 5: Application of Content</a>
	<a href="#">Standard 6: Assessment</a>
	<a href="#">Standard 8: Instructional Strategies</a>
23. Providing Resources and Guidance	<a href="#">Standard 1: Learner Development</a>
	<a href="#">Standard 2: Learning Differences</a>
	<a href="#">Standard 3: Learning Environments</a>
	<a href="#">Standard 4: Content Knowledge</a>
	<a href="#">Standard 5: Application of Content</a>
	<a href="#">Standard 6: Assessment</a>
	<a href="#">Standard 8: Instructional Strategies</a>
<b>III. Lesson Segments Enacted on the Spot</b>	
<b>Design Question #5:</b> What will I do to engage students?	
24. Noticing When Students are Not Engaged	<a href="#">Standard 1: Learner</a>

	<a href="#">Development</a> <a href="#">Standard 2: Learning Differences</a> <a href="#">Standard 3: Learning Environments</a> <a href="#">Standard 4: Content Knowledge</a> <a href="#">Standard 8: Instructional Strategies</a>
25. Using Academic Games	<a href="#">Standard 1: Learner Development</a> <a href="#">Standard 2: Learning Differences</a> <a href="#">Standard 3: Learning Environments</a> <a href="#">Standard 4: Content Knowledge</a> <a href="#">Standard 5: Application of Content</a> <a href="#">Standard 8: Instructional Strategies</a>
26. Managing Response Rates	<a href="#">Standard 1: Learner Development</a> <a href="#">Standard 2: Learning Differences</a> <a href="#">Standard 3: Learning Environments</a> <a href="#">Standard 4: Content Knowledge</a> <a href="#">Standard 8: Instructional Strategies</a>
27. Using Physical Movement	<a href="#">Standard 1: Learner Development</a> <a href="#">Standard 2: Learning Differences</a> <a href="#">Standard 3: Learning Environments</a> <a href="#">Standard 8: Instructional Strategies</a>
28. Maintaining a Lively Pace	<a href="#">Standard 1: Learner Development</a>
29. Demonstrating Intensity and Enthusiasm	<a href="#">Standard 2: Learning Differences</a> <a href="#">Standard 3: Learning Environments</a> <a href="#">Standard 4: Content Knowledge</a> <a href="#">Standard 8: Instructional Strategies</a>
30. Using Friendly Controversy	<a href="#">Standard 1: Learner Development</a> <a href="#">Standard 2: Learning Differences</a>

	<a href="#">Standard 3: Learning Environments</a> <a href="#">Standard 4: Content Knowledge</a> <a href="#">Standard 5: Application of Content</a> <a href="#">Standard 8: Instructional Strategies</a>
31. Providing Opportunities for Students to Talk about Themselves	<a href="#">Standard 1: Learner Development</a> <a href="#">Standard 2: Learning Differences</a> <a href="#">Standard 3: Learning Environments</a> <a href="#">Standard 5: Application of Content</a> <a href="#">Standard 8: Instructional Strategies</a>
32. Presenting Unusual or Intriguing Information	<a href="#">Standard 1: Learner Development</a> <a href="#">Standard 2: Learning Differences</a> <a href="#">Standard 3: Learning Environments</a> <a href="#">Standard 4: Content Knowledge</a> <a href="#">Standard 5: Application of Content</a> <a href="#">Standard 8: Instructional Strategies</a>
<b>Design Question #7:</b> What will I do to recognize and acknowledge adherence or lack of adherence to rules and procedures?	
33. Demonstrating “Withitness”	<a href="#">Standard 1: Learner Development</a> <a href="#">Standard 2: Learning Differences</a> <a href="#">Standard 3: Learning Environments</a> <a href="#">Standard 4: Content Knowledge</a>
34. Applying Consequences for Lack of Adherence to Rules and Procedures	<a href="#">Standard 1: Learner Development</a>
35. Acknowledging Adherence to Rules and Procedures	<a href="#">Standard 3: Learning Environments</a> <a href="#">Standard 10: Leadership and Collaboration</a>
<b>Design Question #8:</b> What will I do to establish and maintain effective relationships with students?	

36. Understanding Students' Interests and Background	<a href="#">Standard 1: Learner Development</a> <a href="#">Standard 2: Learning Differences</a> <a href="#">Standard 3: Learning Environments</a> <a href="#">Standard 4: Content Knowledge</a> <a href="#">Standard 6: Assessment</a> <a href="#">Standard 8: Instructional Strategies</a> <a href="#">Standard 9: Professional Learning and Ethical Practices</a>
37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students	<a href="#">Standard 1: Learner Development</a> <a href="#">Standard 2: Learning Differences</a> <a href="#">Standard 3: Learning Environments</a> <a href="#">Standard 8: Instructional Strategies</a>
38. Displaying Objectivity and Control	<a href="#">Standard 1: Learner Development</a> <a href="#">Standard 2: Learning Differences</a> <a href="#">Standard 4: Content Knowledge</a> <a href="#">Standard 9: Professional Learning and Ethical Practices</a>
<b>Design Question #9:</b> What will I do to communicate high expectations for all students?	
39. Demonstrating Value and Respect for Low Expectancy Students	<a href="#">Standard 1: Learner Development</a> <a href="#">Standard 2: Learning Differences</a> <a href="#">Standard 6: Assessment</a> <a href="#">Standard 10: Leadership and Collaboration</a>
40. Asking Questions of Low Expectancy Students	<a href="#">Standard 1: Learner Development</a> <a href="#">Standard 2: Learning Differences</a>
41. Probing Incorrect Answers with Low Expectancy Students	<a href="#">Standard 6: Assessment</a> <a href="#">Standard 8: Instructional Strategies</a> <a href="#">Standard 10: Leadership and Collaboration</a>
<b>DOMAIN 2: PLANNING AND PREPARING</b>	

<b>I. Planning and Preparing for Lessons and Units</b>	
42. Effective Scaffolding of Information with Lessons	<a href="#">Standard 1: Learner Development</a> <a href="#">Standard 2: Learning Differences</a> <a href="#">Standard 6: Assessment</a> <a href="#">Standard 7: Planning for Instruction</a> <a href="#">Standard 10: Leadership and Collaboration</a>
43. Lessons within Units	<a href="#">Standard 1: Learner Development</a> <a href="#">Standard 2: Learning Differences</a> <a href="#">Standard 6: Assessment</a> <a href="#">Standard 7: Planning for Instruction</a>
44. Attention to Established Content Standards	<a href="#">Standard 4: Content Knowledge</a> <a href="#">Standard 5: Application of Content</a> <a href="#">Standard 7: Planning for Instruction</a> <a href="#">Standard 9: Professional Learning and Ethical Practices</a>
<b>II. Planning and Preparing for Use of Resources and Technology</b>	
45. Use of Available Traditional Resources	<a href="#">Standard 1: Learner Development</a> <a href="#">Standard 2: Learning Differences</a>
46. Use of Available Technology	<a href="#">Standard 4: Content Knowledge</a> <a href="#">Standard 5: Application of Content</a> <a href="#">Standard 6: Assessment</a> <a href="#">Standard 7: Planning for Instruction</a>
<b>III. Planning and Preparing for Needs of English Language Learners</b>	
47. Needs of English Language Learners	<a href="#">Standard 1: Learner Development</a> <a href="#">Standard 2: Learning Differences</a> <a href="#">Standard 4: Content Knowledge</a> <a href="#">Standard 5: Application of Content</a> <a href="#">Standard 6: Assessment</a>

	<a href="#">Standard 7: Planning for Instruction</a> <a href="#">Standard 9: Professional Learning and Ethical Practices</a>
<b>IV. Planning and Preparing for Needs of Students Receiving Special Education</b>	<a href="#">Standard 1: Learner Development</a>
48. Needs of Students Receiving Special Education	<a href="#">Standard 2: Learning Differences</a> <a href="#">Standard 4: Content Knowledge</a> <a href="#">Standard 5: Application of Content</a>
<b>V. Planning and Preparing for Needs of Students Who Lack Support for Schooling</b>	<a href="#">Standard 6: Assessment</a>
49. Needs of Students Who Lack Support for Schooling	<a href="#">Standard 7: Planning for Instruction</a> <a href="#">Standard 10: Leadership and Collaboration</a>
<b>DOMAIN 3: REFLECTING ON TEACHING</b>	
<b>I. Evaluating Personal Performance</b>	
50. Identifying Areas of Pedagogical Strength and Weakness	<a href="#">Standard 9: Professional Learning and Ethical Practices</a>
51. Evaluating the Effectiveness of Individual Lessons and Units	<a href="#">Standard 10: Leadership and Collaboration</a>
52. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors	
<b>II. Developing and Implementing a Professional Growth Plan</b>	
53. Developing a Written Growth and Development Plan	<a href="#">Standard 9: Professional Learning and Ethical Practices</a>
54. Monitoring Progress Relative to the Professional Growth and Development Plan	<a href="#">Standard 10: Leadership and Collaboration</a>
<b>DOMAIN 4: COLLEGIALLY AND PROFESSIONALISM</b>	
<b>I. Promoting a Positive Environment</b>	
55. Promoting Positive Interactions with Colleagues	<a href="#">Standard 3: Learning Environments</a> <a href="#">Standard 7: Planning for Instruction</a> <a href="#">Standard 9: Professional Learning and Ethical Practices</a>

	<a href="#">Standard 10: Leadership and Collaboration</a>
56. Promoting Positive Interactions about Students and Parents	<a href="#">Standard 1: Learner Development</a> <a href="#">Standard 2: Learning Differences</a> <a href="#">Standard 3: Learning Environments</a> <a href="#">Standard 8: Instructional Strategies</a> <a href="#">Standard 9: Professional Learning and Ethical Practices</a> <a href="#">Standard 10: Leadership and Collaboration</a>
<b>II. Promoting Exchange of Ideas and Strategies</b>	
57. Seeking Mentorship for Areas of Need or Interest	<a href="#">Standard 1: Learner Development</a> <a href="#">Standard 2: Learning Differences</a> <a href="#">Standard 3: Learning Environments</a> <a href="#">Standard 4: Content Knowledge</a> <a href="#">Standard 5: Application of Content</a> <a href="#">Standard 7: Planning for Instruction</a> <a href="#">Standard 8: Instructional Strategies</a> <a href="#">Standard 9: Professional Learning and Ethical Practices</a> <a href="#">Standard 10: Leadership and Collaboration</a>
58. Mentoring Other Teachers and Sharing Ideas and Strategies	<a href="#">Standard 1: Learner Development</a> <a href="#">Standard 7: Planning for Instruction</a> <a href="#">Standard 8: Instructional Strategies</a> <a href="#">Standard 9: Professional Learning and Ethical Practices</a> <a href="#">Standard 10: Leadership and Collaboration</a>

III. Promoting District and School Development	
59. Adhering to District and School Rule and Procedures	<a href="#">Standard 9: Professional Learning and Ethical Practices</a> <a href="#">Standard 10: Leadership and Collaboration</a>
60. Participating in District and School Initiatives	

## InTASC Model Core Teaching Standards

### THE LEARNER AND LEARNING

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners' communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners' acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

### I. Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

- **Performances**
  - The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.
  - The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.
  - The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.
- **Essential Knowledge**
  - The teacher understands how learning occurs-- how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.
  - The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.
  - The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.
  - The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.
- **Critical Dispositions**
  - The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.

- The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.
- The teacher takes responsibility for promoting learners' growth and development.
- The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

## II. Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

### ● Performances

- The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.
- The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.
- The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.
- The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.
- The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.
- The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

### ● Essential Knowledge

- The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.
- The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.
- The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.
- The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.
- The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

### ● Critical Dispositions

- The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.
- The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.
- The teacher makes learners feel valued and helps them learn to value each other.

- The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

### III. Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

- **Performances**

- The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
- The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.
- The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.
- The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.
- The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.
- The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.
- The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.
- The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

- **Essential Knowledge**

- The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.
- The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.
- The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.
- The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.
- The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

- **Critical Dispositions**

- The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
- The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

- The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.
- The teacher seeks to foster respectful communication among all members of the learning community.
- The teacher is a thoughtful and responsive listener and observer.

## CONTENT

Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

### IV. Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

- **Performances**

- The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.
- The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.
- The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.
- The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.
- The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.
- The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/ her learners.
- The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.
- The teacher creates opportunities for students to learn, practice, and master academic language in their content.
- The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

- **Essential Knowledge**

- The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.

- The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.
- The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.
- The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.
- The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.
- **Critical Dispositions**
  - The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.
  - The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.
  - The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.
  - The teacher is committed to work toward each learner's mastery of disciplinary content and skills.

## V. Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

- **Performances**
  - The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).
  - The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).
  - The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.
  - The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.
  - The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.
  - The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.
  - The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.
  - The teacher develops and implements supports for learner literacy development across content areas.

- **Essential Knowledge**
  - The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.
  - The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.
  - The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.
  - The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.
  - The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.
  - The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.
  - The teacher understands creative thinking processes and how to engage learners in producing original work.
  - The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.
- **Critical Dispositions**
  - The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.
  - The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.
  - The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

## INSTRUCTIONAL PRACTICE

Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

## VI. Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

- **Performances**
  - The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.

- The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.
- The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.
- The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.
- The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.
- The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.
- The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.
- The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.
- The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.
- **Essential Knowledge**
  - The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.
  - The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.
  - The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.
  - The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.
  - The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.
  - The teacher knows when and how to evaluate and report learner progress against standards.
  - The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.
- **Critical Dispositions**
  - The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.
  - The teacher takes responsibility for aligning instruction and assessment with learning goals.
  - The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.
  - The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.

- The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.
- The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

## VII. Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

- **Performances**
  - The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.
  - The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.
  - The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.
  - The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.
  - The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.
  - The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.
- **Essential Knowledge**
  - The teacher understands content and content standards and how these are organized in the curriculum.
  - The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.
  - The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.
  - The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.
  - The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.
  - The teacher knows when and how to adjust plans based on assessment information and learner responses.
  - The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).
- **Critical Dispositions**
  - The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.

- The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.
- The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.
- The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

## VIII. Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

### ● Performances

- The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.
- The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.
- The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.
- The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.
- The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.
- The teacher engages all learners in developing higher order questioning skills and metacognitive processes.
- The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.
- The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.
- The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

### ● Essential Knowledge

- The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.
- The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.
- The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.
- The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships.
- The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.

- The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.
- **Critical Dispositions**
  - The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.
  - The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.
  - The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.
  - The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

## PROFESSIONAL RESPONSIBILITY

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

## IX. Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

- **Performances**
  - The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.
  - The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.
  - Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.
  - The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.
  - The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

- The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.
- **Essential Knowledge**
  - The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.
  - The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.
  - The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.
  - The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).
  - The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.
- **Critical Dispositions**
  - The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.
  - The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.
  - The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.
  - The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

## X. Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

- **Performances**
  - The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.
  - The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.
  - The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

- The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.
- Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well being.
- The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.
- The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.
- The teacher uses and generates meaningful research on education issues and policies.
- The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.
- The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.
- The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.
- **Essential Knowledge**
  - The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.
  - The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.
  - The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.
  - The teacher knows how to contribute to a common culture that supports high expectations for student learning.
- **Critical Dispositions**
  - The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.
  - The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.
  - The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.
  - The teacher takes responsibility for contributing to and advancing the profession.
  - The teacher embraces the challenge of continuous improvement and change.

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

The Marzano Causal Teacher Evaluation Model<sup>2</sup> (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 national 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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<sup>2</sup> © 2011 Robert J. Marzano. The Marzano Causal Teacher Evaluation Model can only be digitized in iObservation. iObservation is a registered trademark of Learning Sciences International® [www.MarzanoEvaluation.com](http://www.MarzanoEvaluation.com)

## 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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