Reducing Observer Subjectivity in Teacher Evaluation

Marzano Causal Teacher Evaluation Model
Based on the Art and Science of Teaching

Michael Toth, CEO,
Learning Sciences International, provider of iObservation

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Who is Learning Sciences International?

• Experts in the field of teacher and principal growth, development and evaluation

• Statewide provider of teacher evaluation technical assistance for the Florida Department of Education

• Partners with Dr. Robert Marzano, ASCD for Charlotte Danielson’s Framework for Teaching, and Dr. Douglas Reeves

• Implementations with districts in 38 states

• Providers of professional development, observer training, and iObservation growth, development and evaluation data systems
Teacher Evaluation Redevopment

Teacher evaluation system goals:

• Primary goal should be to support teachers to continuously improve their instructional practice

• Fair, transparent, equitable

• Reasonable expectations for improvement

• Empowerment model that empowers teachers to take control of their own growth and development

• Reduce observer subjectivity
The Importance of Effective Teaching and Leadership

Research tells us that the role of the teacher is the single greatest factor on student learning. (Sanders, et al)

Research also tells that one of the greatest factors central office can contribute is to maintain a singular focus on improving instruction. (Marzano and Waters, 2009)
Districts using binary ratings for teacher evaluation:
• More than 99% of teacher receive satisfactory ratings in districts using binary ratings (satisfactory/unsatisfactory)

Districts using a broader range of ratings for teacher evaluation:
• 94% of teachers receive one of the top two ratings
• Less than 1 percent are rated unsatisfactory
• Inflation of ratings is pervasive in many district evaluation systems
Teacher Evaluation Reform

Student Achievement/Growth and Instructional Practice

Instructional Practice must improve in order to raise student growth measures/student achievement.
Purposes of Teacher Evaluation

**Formative/Growth**
- Shape, form or improve teacher practice

**Summative/Evaluation**
- Quality Assurance

Sources of Evidence
Here’s What We Know

- Student achievement will not improve unless teaching improves.
- Teachers working alone without feedback will not be able to improve no matter how much professional development they receive.
- The challenge of Teacher Evaluation is to create a system of continuous improvement of instruction, professional development, and feedback.
- Supervision needs to be frequent and focused on the improvement of instruction within a common language of Instruction.
Doing Teacher Evaluation Differently

What is the goal?
Marzano Causal Teacher Evaluation Model

The Goal: An expectation that all teachers can increase their expertise from year to year which produces gains in student achievement from year to year with a powerful cumulative effect
Marzano Causal Teacher Evaluation Model

- 4 Domains describing levels of teaching performance
- 60 Elements
- Validation studies
  - Correlation analysis
  - Causal links using experimental/control studies

This is unique in the sense that these studies are designed to establish a direct causal link between elements of the model and student achievement.
Framework Comparison

Marzano

• 4 Domains (60 elements)
• Emphasis on instruction
  – 41 elements in Classroom Strategies and Behaviors (68%)
  – Research indications of higher levels of observer accuracy due to specificity
  – Greater clarity for a common language of instruction

Traditional

• More broadly describes instruction
  – Difficulty to achieve observer accuracy and inter-rater reliability
  – Lacks clarity on what teachers should do in order to improve their teaching
### Traditional Construct

#### Performance Levels: Key Words

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsafe</td>
<td>Partial</td>
<td>Consistent</td>
<td>Seamless</td>
</tr>
<tr>
<td>Lack of</td>
<td>Generally</td>
<td>Frequent</td>
<td>Solid</td>
</tr>
<tr>
<td>Unsafe</td>
<td>Partial</td>
<td>Consistent</td>
<td>Seamless</td>
</tr>
<tr>
<td>Harmful</td>
<td>Generally</td>
<td>Frequent</td>
<td>Subtle</td>
</tr>
<tr>
<td>Unclear</td>
<td>Partial</td>
<td>Consistent</td>
<td>Skillful</td>
</tr>
<tr>
<td>Poor</td>
<td>Generally</td>
<td>Frequent</td>
<td>Skillful</td>
</tr>
<tr>
<td>Unsuitable</td>
<td>Partial</td>
<td>Consistent</td>
<td>Preventative</td>
</tr>
<tr>
<td>None</td>
<td>Generally</td>
<td>Consistent</td>
<td>Preventative</td>
</tr>
<tr>
<td></td>
<td>Partial</td>
<td>Consistent</td>
<td>Always</td>
</tr>
</tbody>
</table>
## Element Rubric: Structure and Pacing

<table>
<thead>
<tr>
<th>Elements</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structure and pacing</td>
<td>The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.</td>
<td>The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.</td>
<td>The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.</td>
<td>The lesson’s structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.</td>
</tr>
</tbody>
</table>
Marzano Construct
Research-Based Strategies

• Developmental continuum for teachers to implement research-based strategies
  – **Specific guidance** for teachers to improve instruction
  – **Evidences of sufficient implementation** to raise student learning
  – Guidance on the **appropriate instructional context** (when) to use each strategy to have the highest probability to raise student learning
Marzano – Element Scale “Providing Clear Learning Goals and Scales”

The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal.

<table>
<thead>
<tr>
<th>Providing clear learning goals and scales (rubrics)</th>
<th>Innovating</th>
<th>Applying</th>
<th>Developing</th>
<th>Beginning</th>
<th>Not Using</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapts and creates new strategies for unique student needs and situations.</td>
<td>Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance and monitors students understanding of the learning goal and the levels of performance.</td>
<td>Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance.</td>
<td>Uses strategy incorrectly or with parts missing.</td>
<td>Strategy was called for but not exhibited.</td>
<td></td>
</tr>
</tbody>
</table>
The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal.

**TEACHER EVIDENCE**
- Teacher has a learning goal posted so that all students can see it
- The learning goal is a clear statement of knowledge or information as opposed to an activity or assignment
- Teacher makes reference to the learning goal throughout the lesson
- Teacher has a scale or rubric that relates to the learning goal posted so that all students can see it
- Teacher makes reference to the scale or rubric throughout the lesson

**STUDENT EVIDENCE**
- When asked, students can explain the learning goal for the lesson
- When asked, students can explain how their current activities relate to the learning goal
- When asked, students can explain the meaning of the levels of performance articulated in the scale or rubric
Marzano Construct Research-Based Strategies

• Developmental continuum for teachers to implement research-based strategies
  – **Specific guidance** for teachers to improve instruction
  – **Evidences of sufficient implementation** to raise student learning
  – Guidance on the **appropriate instructional context** (when) to use each strategy to have the highest probability to raise student learning
<table>
<thead>
<tr>
<th>Strategy</th>
<th>Effect (Percentile Gain Corrected)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Note Taking</td>
<td>17%</td>
</tr>
<tr>
<td>Practice</td>
<td>14%</td>
</tr>
<tr>
<td>Setting Goals/Objectives</td>
<td>25%</td>
</tr>
<tr>
<td>Student Discussion/Chunking</td>
<td>17%</td>
</tr>
<tr>
<td>Summarizing</td>
<td>19%</td>
</tr>
<tr>
<td>Tracking Student Progress and Using Scoring Scales</td>
<td>34%</td>
</tr>
<tr>
<td>Building Vocabulary</td>
<td>20%</td>
</tr>
<tr>
<td>Effort and Recognition</td>
<td>14%</td>
</tr>
<tr>
<td>Graphic Organizers</td>
<td>13%</td>
</tr>
<tr>
<td>Homework</td>
<td>15%</td>
</tr>
<tr>
<td>Identifying Similarities and Differences</td>
<td>20%</td>
</tr>
<tr>
<td>Interactive Games</td>
<td>20%</td>
</tr>
<tr>
<td>Nonlinguistic Representations</td>
<td>17%</td>
</tr>
</tbody>
</table>
Marzano Model Causal Links

Deliberate Practice → Teacher Behaviors → Student Learning Gains
Deliberate Practice Involves:

Feedback

Practice
## Traditional vs. Causal Roles

<table>
<thead>
<tr>
<th>Roles</th>
<th>Principal</th>
<th>Teacher</th>
<th>Student</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional System of Evaluation</td>
<td>Preponderance of responsibility</td>
<td>Typically passive role</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Causal Model of Evaluation</td>
<td>Monitor and support</td>
<td>Empowers to take control of their own growth and development</td>
<td>Student evidences to determine if strategies are having the desired effect</td>
<td>Allows teachers to success with student growth data</td>
</tr>
</tbody>
</table>

**Learning Sciences International**

**Learning and Performance Management**
Research-based strategies have a high probability of raising student achievement if they are used:

- In the part (segment) or type of lesson that is appropriate for the strategy
- At the appropriate level of implementation
Common Language/Model of Instruction must:

• Accurately reflect the complexity and sophistication of the teaching/learning process

• Identify the key strategies revealed by research for effective teaching within a framework of instruction

• Identify which research-based strategies are appropriate for different types of lessons or lesson segments

• Include rubrics with a clearly defined continuums of implementation and evidences sufficient to impact student learning

• Be flexible to allow districts to adapt and adopt the model to reflect local needs and priorities yet retain the Common Language
Common Language of Instruction Aligns Misaligned Systems

**MISALIGNED SYSTEM**
No Common Language or Model of Instruction

**ALIGNED SYSTEM**
Common Language or Model of Instruction
Marzano Causal Teacher Evaluation Model

Domain 1: Classroom Strategies and Behaviors (41 Elements)
- Routine Segments (5 Elements)
- Content Segments (18 Elements)
- On the Spot Segments (18 Elements)

Domain 2: Planning and Preparing (8 Elements)
- Lesson and Units (3 Elements)
- Use of Materials and Technology (2 Elements)
- Special Needs of Students (3 Elements)

Domain 3: Reflecting on Teaching (5 Elements)
- Evaluating Personal Performance (3 Elements)
- Professional Growth Plan (2 Elements)

Domain 4: Collegiality and Professionalism (6 Elements)
- Promoting a Positive Environment (2 Elements)
- Promoting Exchange of Ideas (2 Elements)
- Promoting District and School Development (2 Elements)
Marzano Causal Teacher Evaluation Model

Demonstration
Marzano Teacher Evaluation

From:

• Compliance focused, annual reviews that are inflated and lack specific guidance for instructional improvement

• Misaligned system without specificity in the common language of instruction

• Ambiguity and subjectivity due to the lack of specificity

• Lacks connections to student achievement gains

To:

• Formative and summative process that is timely, specific, and honors growth over time

• Coherent research-based common language of instruction with clear and objective measures and teacher and student evidences

• Clarity and consistency, from the newest teacher to the most veteran practitioners and supports accuracy for observers

• Causal links to raising student achievement
For More Information:

www.MarzanoEvaluation.com
www.iObservation.com
www.LearningSciences.com