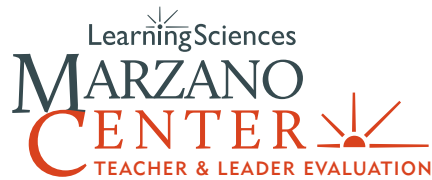


Developing a Passion
for Professional Teaching:
**The Marzano Teacher
Evaluation Model**

Learning Sciences Marzano Center
April, 2013

OUR MISSION

Learning Sciences Marzano Center promotes excellence in public education by providing and developing next-generation teacher and leadership evaluation tools and training. Built on a foundation of expert research into best practices under the direction of national researcher and author Dr. Robert Marzano, and staffed by a team of education experts, the Marzano Center identifies, develops, and disseminates cutting-edge resources in educational best practices. Our goal is to support teachers to be highly effective, lifelong learners, and in doing so, to significantly impact student growth and achievement over time.



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INTRODUCTION

Teaching is an enormously complex task. The skilled teacher uses an artful combination of practical experience, judgment, passion, teaching strategies, and the responsiveness to differing student learning needs. Even more, any committed teacher can become a better teacher over time with focused practice in research-based strategies.

One way that even experienced teachers can improve their instruction in the Marzano Teacher Evaluation Model is based on an extensive review of the literature; it is the only evaluation model to have been tested by action research studies in the field. No other model has been subjected to such a wide array of experimental/control and correlation

studies. On average, as teachers improved at using the classroom strategies and behaviors in the Marzano Teacher Evaluation Model, typical student achievement increased by 16 percentile points.

Further, the model works in any professional development situation: self-development, peer-to-peer development, and whole-school development. In this brief paper, we'll offer a big-picture understanding of the model design, with a focus on Lesson Segment 2, Addressing Content. Teachers may work independently or with their colleagues or PLCs to grow their classroom expertise through deliberate practice of the model's strategies.

USING THE MARZANO MODEL FOR PROFESSIONAL GROWTH

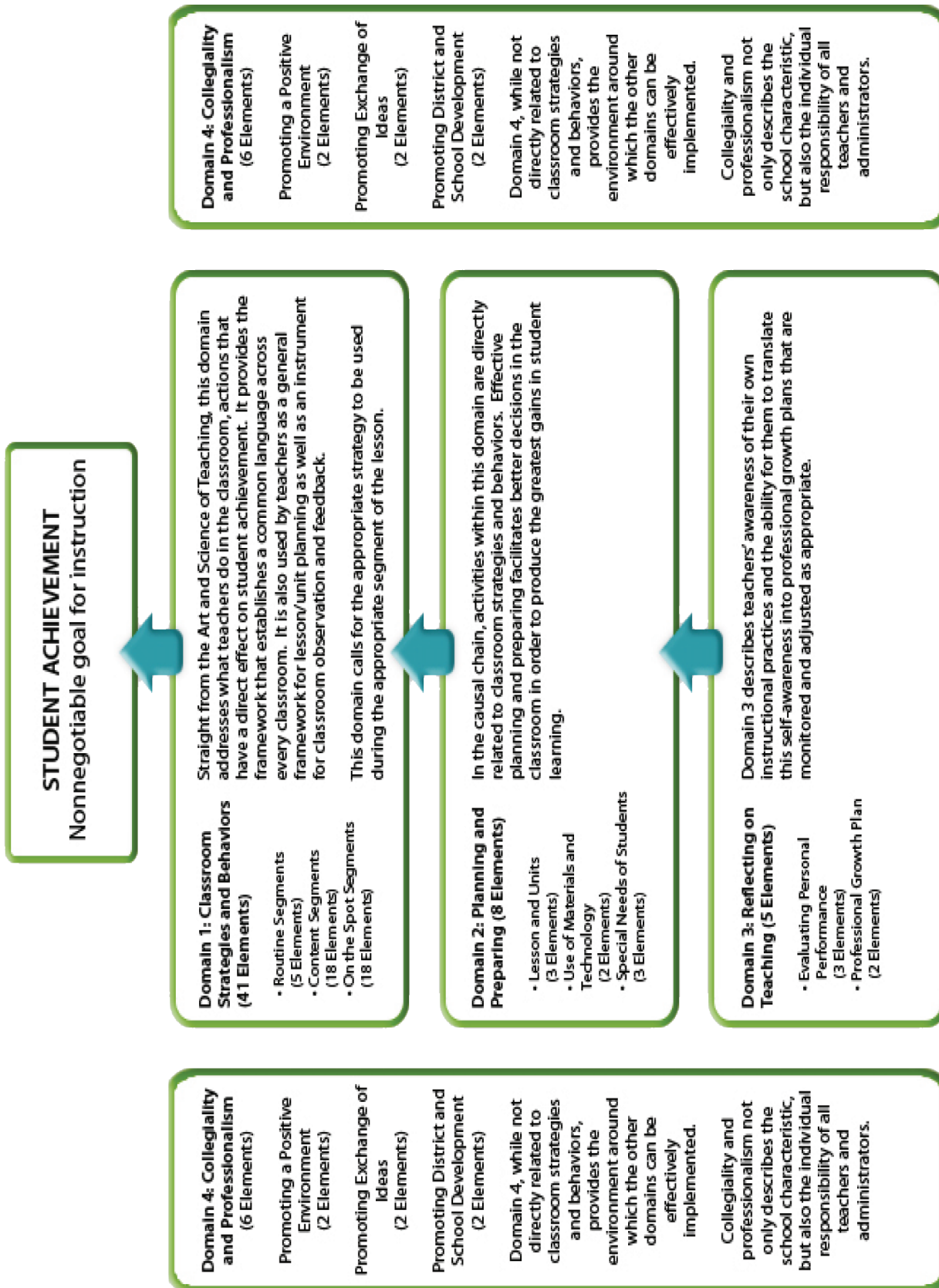
The **four domains of the Marzano Teacher Evaluation Model** contain 60 elements, each of which builds on the others to support teacher growth, development, and performance. (See Figure 1).

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

Unlike other evaluation models, the Marzano Teacher Evaluation Model shines the spotlight on **Domain 1: Classroom Strategies and Behaviors**. This domain contains not only the largest number of strategies, but also those that have been shown in causal studies to have the most direct effect on improving student performance.

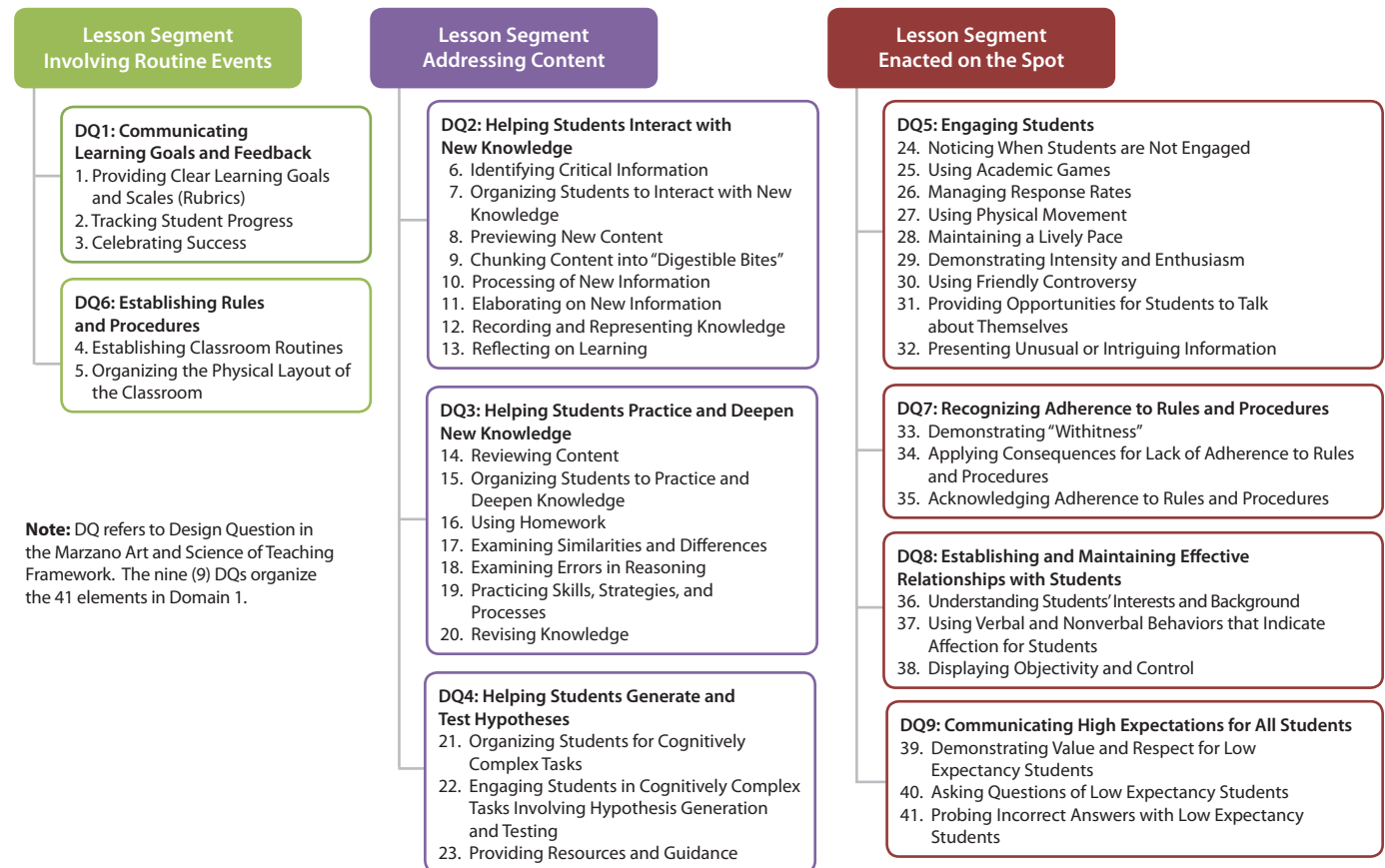
Together, the four domains contain 60 elements that define a knowledge base for teaching and a framework for the systematic development of expertise.

Figure 1 - Four Domains of the Marzano Teacher Evaluation Model

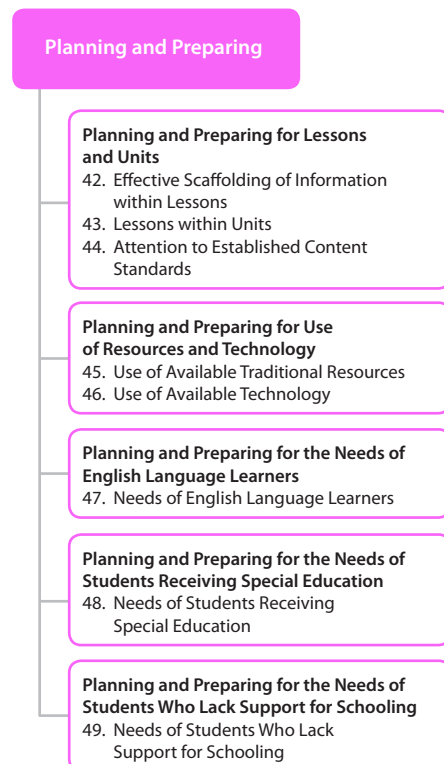


Domain 1: Classroom Strategies and Behaviors

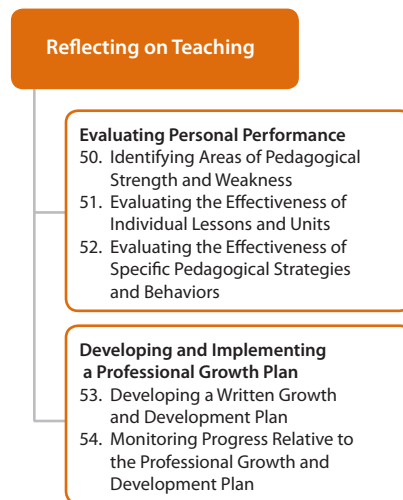
Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQs) and further grouped into 3 Lesson Segments to define the Observation and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



Domain 2: Planning and Preparing



Domain 3: Reflecting on Teaching



Domain 4: Collegiality and Professionalism

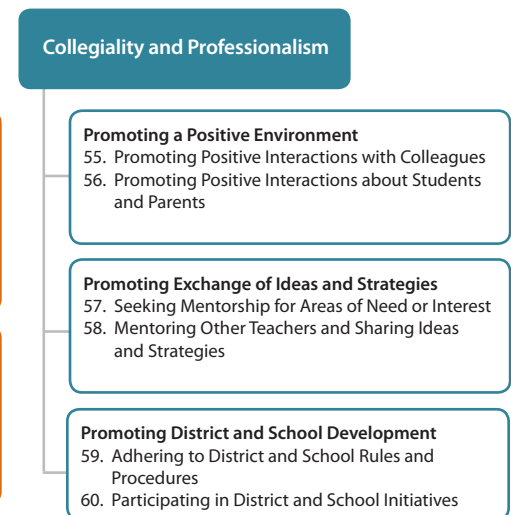


Figure 2: Domain 1 Learning Map

For a more detailed explanation of the four domains in the Marzano Teacher Evaluation Model or the nine design questions and 41 strategies, visit:

MarzanoCenter.com/teacher-evaluation

A GROWTH MODEL BASED ON RESEARCH

The Marzano Teacher Evaluation Model was initially based on more than 5,000 studies spanning five decades. These studies have been chronicled and catalogued in books widely disseminated to teachers and principals in the United States; more than 2 million copies have been purchased by K-12 educators. They 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); and *Effective Supervision: Supporting the Art and Science of Teaching* (Marzano, Frontier, & Livingston, 2011). Thus, the Marzano Teacher Evaluation Model was developed from research on specific elements that correlate with increased student academic achievement. The model has also undergone continuous study in the field since it was first introduced.

TEACHER COLLABORATION AND INSTRUCTIONAL GROUP STUDY

As Roland Barth, a pioneer in professional development, writes about teacher collaboration:

... The relationships among adults in schools are the basis, the precondition, and ¹sine qua non that allow, energize, and sustain all other attempts at school improvement. Unless adults talk with one another, observe one another, and help one another, very little will change. (1990, p. 32)

Teachers who focus their lens on the essential questions of teaching that influence student learning can develop their passion for achievement. **There are nine design questions in Domain 1 of the Marzano Teacher Evaluation Model that ask these essential teaching questions** (See Figure 2, page 5).

1. What will I do to establish and communicate learning goals, track student progress, and celebrate success?
2. What will I do to help students effectively interact with new knowledge?
3. What will I do to help students practice and deepen their understanding of new knowledge?
4. What will I do to help students generate and test hypotheses about new knowledge?
5. What will I do to engage students?
6. What will I do to establish or maintain classroom rules and procedures?
7. What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?
8. What will I do to establish and maintain effective relationships with students?
9. What will I do to communicate high expectations for all students?

¹Sine qua non: Something absolutely indispensable or essential

Each chapter of the *Art and Science of Teaching* (the basis for the Marzano Teacher Evaluation Model) elaborates on these questions with detailed research. Further, the book is an excellent resource for professional learning communities (PLCs) characterized by a passion for improving instruction. *It is also important to note that teachers who are in situations where PLCs are not possible can gain much from an individual study of the questions in the book.* **According to Dr. Robert J. Marzano, though, teachers should not focus on numerous design questions at one time. Instead it's best to focus on one or two.**

Much is known about Design Question 2, one of the more important design questions. Research tells us that students must actively process new information to retain it. They need to engage with other students, the teacher, and the content. Design Question 2 guides teachers to design instruction that encourages students to construct knowledge through their interactions, an important step up the ladder to self-directed learning.

This moves education away from the old model where teachers processed the information, shared it through lecture, and had students repeat it back on a test.

How do PLCs Work?

As Richard DuFour (2004) notes in "What is a Professional Learning Community," professional learning communities are characterized by big ideas.

- Ensuring that Students Learn
- A Culture of Collaboration
- A Focus on Results
- Hard Work and Commitment

Let's look at an example of how a group of teachers (or a teacher), passionate about professional teaching, could collectively work on a question they have about their instruction:

Say that students are having difficulties learning new information. Teachers would study Design Question 2 ("What will I do to help students effectively interact with new knowledge?") in Chapter 2 of the *Art and Science of Teaching*, because students are having trouble **actively processing new content**. Teachers would then seek craft knowledge about how to improve this particular skill.



Design Question 2 is the first of three design questions within the **Lesson Segment, Addressing Content**. This content segment guides teachers to help students effectively process new knowledge:

- **Identifying Critical Information.** Through critical-input experiences (i.e. lecture, simulation, lab, demonstration, etc.) teachers let students know what information is important.
- **Organizing Students to Interact with New Knowledge.** We know students learn better in small groups. It's important that students understand the group processes needed to ensure the groups run successfully.
- **Previewing New Content.** Teachers link new knowledge to previously learned knowledge through a preview activity. Commonly used [preview strategies include KWLs](#) and [anticipation guides](#). Their purpose is to activate prior knowledge and give teachers an idea of what students know so they can chunk the information appropriately.
- **Chunking Content into "Digestible Bites."** Teachers should give students the right amount and complexity of information. Students need bite-sized chunks of information so they're not overwhelmed, but not so little that they lose interest. It's like eating a good steak: You don't put the whole thing in your mouth; you cut it up and eat it one bite at a time!
- **Processing of New Information.** Students use macro-strategies to analyze and synthesize each chunk of information so it connects with previous knowledge. Such knowledge will be stored in long-term memory. Macro-strategies are combinations of thinking skills such as [questioning, clarifying, predicting, sequencing, and summarizing](#).



- **Elaborating on New Information.** Teachers ask questions that lead students to [draw inferences](#) from the newly processed information. Inferences are usually drawn from the students' past experiences or text clues. This allows students to make more connections with the new information and strengthens their ability to recall and comprehend it.
- **Recording and Representing Knowledge.** In this kind of note taking, students use linguistic or [nonlinguistic representations](#) to depict their understanding of the new knowledge. By taking such notes later in the process, as opposed to the first time they hear the information, they are able to summarize and obtain a more accurate understanding of what they are learning.
- **Reflecting on Learning.** At the end of the process, students take time to think about and reflect on what they learned and/or the thinking process they used to learn it (metacognition).

A Powerful Progression of Introducing and Deepening Student Knowledge

The power of the [Marzano Teacher Evaluation Model](#) lies in showing teachers how to prepare a careful progression in introducing and deepening knowledge. As teachers introduce new concepts and help students interact with them, the classroom strategies are teacher-directed. But [Design Question 2](#) helps teachers prepare students for the higher-order thinking skills they will use as lessons progress in complexity. As students progress to [Marzano Design Question 3](#), Practicing and Deepening New Knowledge, and [Marzano Design Question 4](#), Helping Students Generate and Test Hypotheses, they depend less and less on direct teacher instruction. They become users of knowledge on their way to becoming independent lifelong learners. In this way, the Marzano Teacher Evaluation Model helps teachers know the *right* strategies and the *right time* to use those strategies to prepare their students for complex thinking skills.

“The Marzano Teacher Evaluation Model has changed my practices this year. I’m always trying to figure out what I can do better. When the students don’t do well, you can’t look at them first. You have to look at yourself first. And Marzano says basically the same thing. Student performance is primarily about the teacher. You can put 15 or 20 or 30 students in that classroom and it’s the teacher’s responsibility to be able to influence them and impact them with the rigorous curriculum and engage them. And Marzano does speak to that.”

--Joseph Bowen Teacher Cobb Middle School,
 Tallahassee, Florida

CHANGES IN TEACHER PRACTICE WITH THE MARZANO MODEL

The Marzano model . . . has been an eye opener because it has made me look at myself as a teacher and my planning practices

. . .

I thought I planned well, but I was planning on what I was telling the children to learn and not what I wanted them to learn for themselves. So the Marzano model has really opened my eyes to planning and teaching practices.

--Chriencia Barzey, 2nd Grade Teacher

A.D. Henderson University School, Boca Raton, FL

HOW THE MODEL INFLUENCES STUDENT BEHAVIOR

I find that when the kids are all engaged, which they seem to be so much more, there are much fewer discipline problems. You don’t have much chatting or off test behaviors.

-- Gina Bove, 5th Grade Teacher

A.D. Henderson University School, Boca Raton, FL

Further reading and information on how the Marzano Teacher Evaluation Model can help you improve your practice is available at MarzanoCenter.com.

Of particular interest for teachers looking for self-directed or group study is the Marzano Center blog at MarzanoCenter.com/Blog. Learning Sciences Marzano Center staff developers post two to three times a week on strategies to help teachers improve their practice.

Other Resources

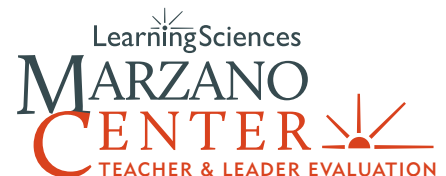
1. **Professional Development Books**
<http://www.marzanoevaluation.com/Products-Services/Teacher-Evaluation-Books/>
2. **Marzano Center Resources**
<http://www.marzanoevaluation.com/evaluation/free-resources/>
3. **Teacher Observation and Debriefing**
http://www.iobservation.com/files/Marzano-Protocol-Using_Rounds1009.pdf
4. **Marzano Center Blog**
<http://www.marzanoevaluation.com/Blog/>
5. **Marzano Center Twitter**
<https://twitter.com/MarzanoCenter>
6. **The Art and Science of Teaching**
<http://www.marzanoevaluation.com/Products-Services/item/book-the-art-and-science-of-teaching-a-comprehensive-framework-for-effectiv/>
7. **Handbook for the Art and Science of Teaching**
<http://www.marzanoevaluation.com/Products-Services/item/handbook-for-the-art-and-science-of-teaching/>

References

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- DuFour, R. (2004). What is a Professional Learning Community? *Educational Leadership*, (61)8, 6-11. Retrieved from <http://www.ascd.org/publications/educational-leadership/may04/vol61/num08/What-Is-a-Professional-Learning-Community%C2%A2.aspx>
- Marzano, R. J. (2007). *The Art and Science of Teaching*. Alexandria, VA: ASCD.

Videos

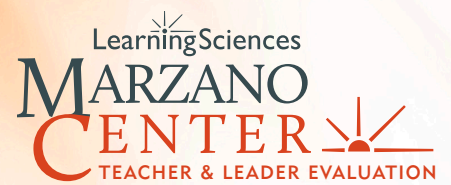
1. **Dr. Robert J. Marzano on the Art and Science of Teaching**
https://www.youtube.com/watch?v=YhB_R_FT9y42
2. **Dr. Robert J. Marzano and Michael D. Toth**
<https://www.youtube.com/watch?v=PEg7M6mCE1E>
3. **Dr. Robert J. Marzano on Leadership**
<https://www.youtube.com/watch?v=QYUr7lor3qc>
4. **Dr. Robert J. Marzano on Designing and Assessing Educational Objectives**
<https://www.youtube.com/watch?v=Y5R2puQK5fl>
5. **Dr. Robert J. Marzano on the Power of a Common Language**
<https://www.youtube.com/watch?v=Yk-jUogjFMY>
6. **Dr. Robert J. Marzano Video Resources**
http://www.marzanoevaluation.com/evaluation/free_video_resources/



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