Using Teacher Evaluation to Increase Student Achievement in the Common Core

Michael D. Toth, CEO, Learning Sciences International
New Book:
Teacher Evaluation that Makes a Difference
A New Model for Teacher Growth and Student Achievement

Coauthors
Teacher Evaluation that Makes a Difference (ASCD)

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Palm Beach Gardens, FL
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About the Learning Sciences International and Learning Sciences Marzano Center

- Link teacher growth, development and evaluation and align to leadership growth, development and evaluation
- Conduct research and develop the next generation of tools and supports
- Support districts throughout their evaluation model adoption and implementation phases including professional development and next generation tools
- Provide training for teachers, coaches, principals and district leaders
About our audience

Level of understanding of CCSS:

1. I attended a session on the CCSS
2. I read the standards
3. I facilitated teachers unpacking of the CCSS
4. I facilitated teachers developing and teaching lessons on the CCSS
5. I observed, collected evidence, and gave feedback on CCSS in teachers’ classrooms
About our audience

Which teacher evaluation framework for Instructional Practice evidence and scoring do you use?

1. State Model/Marzano
2. Danielson
3. Hybrid
4. Other
The Standards:

...Common Core State Standards focus on core conceptual understandings and procedures starting in the early grades, thus enabling teachers to take the time needed to teach core concepts and procedures well—and to give students the opportunity to master them.
Common Core = A New Worker

21st Century Work Force Study:
• Employers rank these skills highest for jobs in the next ten years:
  – Critical thinking, problem solving
  – Information technology Application
  – Teamwork/Collaboration
  – Creativity/Innovation
  – Communication
  – Self-direction
  – Social responsibility
What the standards intentionally don’t provide, define or specify…

- a specified curriculum
- strategies for how teachers should teach
- a specific reading or content list
- the nature of advanced work beyond the Core
- the interventions needed for students well below grade level
- the full range of support for English language learners and students with special needs
The “What” and the “How”
Align CCSS evidences in Framework with a deep understanding of instruction and rigor

Examine Common Core State Standards

Unpack the rich language and identify rigor

Examine where within a Framework does this rigor manifest and live
Florida Teacher Evaluation: Need to pick up CCSS implementation evidences

- Student Growth
- Instructional Practice

Need: Framework evidence to connect CCSS implementation with observation and artifacts
## Framework for Teaching (4 domains, 22 components, 76 elements)

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<thead>
<tr>
<th>Domain 1: Planning and Preparation</th>
<th>Domain 2: The Classroom Environment</th>
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If we are just measuring teachers and want to align to CCSS, we can pretty much stop here.
If our goal is to grow and develop teachers in order to connect CCSS implementation to student growth measures, then it also requires a deeper *Model of Instruction*.
Florida Teacher Evaluation: Need to connect CCSS implementation to student achievement

Need: leading and lagging measures that teachers can connect to their CCSS implementation and instructional practice improvements to student growth measures
What is a Model of Instruction Suitable for CCSS?

• Framework for planning units and lessons
• Framework for decision making for planning for use of instructional strategies
• Taxonomy of cognitive processing levels
• Process for tracking student progress for both content knowledge and cognitive processing levels
• Continuous instructional improvement cycle linked to student achievement results
Leading and Lagging Indicators

**Leading Indicators**
- Performance Scales
  (Lesson Objectives and Unit Learning Goal)
- Unit Assessments

**Lagging Indicators**
- End of Course/Benchmark Assessments
- State Assessment/VAM

Classroom Observations
Linking Curriculum, Assessment, Teaching and Student Learning with Alignment to Common Core within a Model of Instruction
State Model/Marzano 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)
## Domain 1: Classroom Strategies and Behaviors (Common Core Alignment)

### Lesson Segment Involving Routine Events

#### Learning Goals & Feedback
- Providing Clear Learning Goals and Scales to Measure those Goals
- Tracking Student Progress
- Celebrating Student Success

#### Rules & Procedures
- Establishing Classroom Routines
- Organizing Physical Layout of the Classroom for Learning

### Lesson Segments Addressing Content

#### Interacting With New Knowledge
- Identifying Critical Information
- Organizing Students to Interact with New Knowledge
- Previewing New Content
- Chunking Content into “Digestible Bites”
- Processing of New Information
- Elaborating on New Information
- Recording and Representing Knowledge
- Reflecting on Learning

#### Practicing & Deepening Knowledge
- Reviewing Content
- Organizing Students to Practice and Deepen Knowledge
- Using Homework
- Examining Similarities and Difference
- Examining Errors in Reasoning
- Practicing Skills, Strategies, and Processes
- Revising Knowledge

### Lesson Segments Enacted on the Spot

#### Student Engagement
- Noticing When Students are Not Engaged
- Using Academic Games
- Managing Response Rates
- Using Physical Movement
- Maintaining a Lively Pace
- Demonstrating Intensity and Enthusiasm
- Using Friendly Controversy
- Providing Opportunities for Students to Talk about Themselves
- Presenting Unusual or Intriguing Information

#### Adherence to Rules & Procedures
- Demonstrating “Withitness”
- Applying Consequences for Lack of Adherence to Rules and Procedures
- Acknowledging Adherence to Rules and Procedures

#### Teacher/Student Relationships
- Understanding Students’ Interests and Backgrounds
- Using Verbal and Nonverbal Behaviors that Indicate Affection for Students
- Displaying Objectivity and Control

#### High Expectations
- Demonstrating Value and Respect for Low Expectancy Students
- Asking Questions of Low Expectancy Students
- Probing Incorrect Answers with Low Expectancy Students

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**Notes:**
- **Learning Goals & Feedback:** Focus on clear communication of objectives and their measurement.
- **Rules & Procedures:** Establish routines to maintain order and support learning.
- **Interacting With New Knowledge:** Techniques for active engagement and understanding new content.
- **Practicing & Deepening Knowledge:** Methods for reinforcing and extending learning.
- **Student Engagement:** Strategies for maintaining student interest and participation.
- **Adherence to Rules & Procedures:** Ensuring that rules are followed and consequences are applied.
- **Teacher/Student Relationships:** Building positive interactions and connections.
- **High Expectations:** Encouraging all students to reach their full potential.
Typical bell curve of student results from teachers using a research-based strategy

- Decreased Student Achievement
- Increased Student Achievement

ES=0
Applying Knowledge…. Basis of CCSS

- **DQ 2**
  - Students are introduced to both declarative and procedural knowledge.

- **DQ 3**
  - Students practice and deepen their knowledge and skills.

- **DQ 4**
  - Students question their new knowledge and apply it as they explore real world problems and extensions.
Learning Goal
“What”

Daily Objective
Day-to-Day Instructional Target

“How”

Activity
Guided learning experiences that take place in a classroom setting

Assignment
Learning experiences designed to be completed independently in a class or as a homework opportunity to extend classroom learning
CREATING SCALE Tasks AND ASSESSMENTS

- **Level Four: Knowledge Utilization**
  - Decision Making, Problem Solving, Experimenting, Investigating

- **Level Three: Analysis**
  - Matching, Classifying, Analyzing Errors, Generalizing, Specifying

- **Level Two: Comprehension**
  - Integrating, Symbolizing

- **Level One: Retrieval**
  - Recognizing, Recalling, Executing
# Scaffolding of Content

<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>Learning Targets</th>
<th>Activities &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>• A learning goal identifies what students will learn or be able to do over time and within a unit of instruction.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Are created from state standards/CCSS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Day-to-Day Curricular Targets that scaffold with escalating complexity and align with the increasingly difficult levels of the taxonomy and formal scale</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Learning activities and assignments are designed to scaffold with increasing complexity to advance students toward mastery of the learning goal</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Marzano Teacher Evaluation Model

When these strategies are used, here is the typical effect on raising student achievement (percentile gain corrected):

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Effect</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>
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</table>
A Correlational Study: What Works in Oklahoma Schools

Correlations were associated with a **31 percentile point increase** in student achievement.
Domain 2-4

**Domain 2: Planning and Preparing**

**Planning and Preparing for Lessons and Units**
1. Effective Scaffolding of Information within Lessons
2. Lessons within Units
3. Attention to Established Content Standards

**Planning and Preparing for Use of Resources and Technology**
1. Use of Available Traditional Resources
2. Use of Available Technology

**Planning and Preparing for Special Needs of Students**
1. Needs of English Language Learners
2. Needs of Special Education Students
3. Needs of Students Who Lack Support for Schooling

**Domain 3: Reflecting on Teaching**

**Evaluating Personal Performance**
1. Identifying Areas of Pedagogical Strength and Weakness
2. Evaluating the Effectiveness of Individual Lessons and Units
3. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

**Development and Implementing a Professional Growth Plan**
1. Developing a Written Growth and Development Plan
2. Monitoring Progress Relative to the Professional Growth and Development Plan

**Domain 4: Collegiality and Professionalism**

**Promoting a Positive Environment**
1. Promoting Positive Interactions with Colleagues
2. Promoting Positive Interactions about Students and Parents

**Promoting Exchange of Ideas and Strategies**
1. Seeking Mentorship for Areas of Need or Interest
2. Mentoring Other Teachers and Sharing Ideas and Strategies

**Promoting District and School Development**
1. Adhering to District and School Rules and Procedures
2. Participating in District and School Initiatives
Big Idea: Domain 2

What will I do to develop effective lessons organized into a cohesive unit?

- Planning is key to attainment of CCSS
- There is a direct causal relationship between planning and teachers’ intentional use of instructional strategies
Unit Planning

Step 1: Choose standards that will be included in the unit of instruction.
Step 2: Write Learning Goals Based on the Standards

- Analyze the standards included in the unit
- Develop an overarching goal statement
- Ensure it expresses the “point” of all of the standards
Example: Learning Goals

**Standard: RL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

**Learning Goal:** Students will be able to cite examples from the text to support their analyses and inferences drawn from the text.

**Standard: RL.6.3** Analyze in detail how a key individual, event or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes)

**Learning Goal:** Students will be able to analyze in detail how a key individual, event or idea is introduced, illustrated, and elaborated in a text.
Step 3: Create a Scale

• This scale is used as a tool to organize the unit.

• A scale is a learning progression, or continuum showing distinct levels of learning towards a goal.

• The overarching learning goal is the target at level 3.0 on this scale for the unit.

• Level 2 represents a simpler goal, or a stair step to the target.

• Level 4 is a more complex goal, or an extension beyond the goal.
<table>
<thead>
<tr>
<th>Scale</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td><strong>MORE COMPLEX GOAL</strong></td>
</tr>
<tr>
<td>3</td>
<td><strong>TARGET GOAL</strong></td>
</tr>
<tr>
<td>2</td>
<td><strong>SIMPLER GOAL</strong></td>
</tr>
<tr>
<td>1</td>
<td>With help from the teacher, the student has partial success with the unit content.</td>
</tr>
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<td>Even with help, the student has no success with the unit content.</td>
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CREATING SCALE TASKS AND ASSESSMENTS

**Level Four: Knowledge Utilization**
Decision Making, Problem Solving, Experimenting, Investigating

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**Level Two: Comprehension**
Integrating, Symbolizing

**Level One: Retrieval**
Recognizing, Recalling, Executing
Scaffolding Lessons: Implementing the Taxonomy

- **LEVEL ONE**
  - Retrieval
- **LEVEL TWO**
  - Comprehension
- **LEVEL THREE**
  - Analysis
- **LEVEL FOUR**
  - Knowledge Utilization

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### Sample Scale - 2nd Grade Science

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<th>Score</th>
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<td>4</td>
<td>The student: compares the different ways in which plants and animals breathe and find nourishment.</td>
</tr>
<tr>
<td>3</td>
<td>The student: explains what plants and animals need to survive</td>
</tr>
<tr>
<td>2</td>
<td>The student: recognizes and recalls specific terminology such as: plant; animal; survival recalls accurate information about the survival needs of animals and plants, such as&lt;br&gt;- Both animals and plants need food, water, and air to survive&lt;br&gt;- Plants absorb nutrients and air through their roots and leaves&lt;br&gt;- Animals use respiration (lungs) to breathe and digestion to process nutrients.</td>
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Step 10: Develop Aligned Assessments

- Pre-, post-, and formative assessment
- Develop questions for each level of the scale (tiered items)
- Use Marzano’s Taxonomy to identify cognitive level
- Use assessments to track student progress
Big Idea: Test Less, Assess More

4 types of assessment:
1. observation
2. traditional
3. student created assessment
4. probing discussions

- Don’t need a sheet of paper or artifact in your hand to assess.
- Once you know a student is at a level on the scale (are convinced), don’t assess it any more. Move to the next level.
Linking Curriculum, Assessment, Teaching and Student Learning with Alignment to Common Core within a Model of Instruction
What are Sources of Evidence that can identify CCSS implementation?

**Domain 1: Classroom Strategies & Behaviors**
- Formal observation(s)
- Informal, announced observation
- Informal, unannounced observation
- Student surveys
- Videos of classroom practice
- Student work

**Domain 2: Planning and Preparing**
- Planning conference or pre-conference
- Lesson and unit planning documents

**Domain 3: Reflecting on Teaching**
- Self-assessment
- Reflection conference
- Professional Growth Plan
- Conferences
- Discussions
- Artifacts

**Domain 4: Collegiality & Professionalism**
- Conferences
- Discussions
- PLC meeting agendas and artifacts
- Lesson study minutes, agendas
For more information, contact us or visit:

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