The Marzano Focused Administrator Evaluation Model:
Postings and Assurances
District-Approved Evaluation Tool

Per MCL 380.1249b: Beginning with the 2016-2017 school year, a school district, intermediate school district, or public school academy shall post on its public website specific information about the evaluation tool(s) used for its performance evaluation system for school administrators. Complete language (including requirements) for MCL 380.1249b can be found on The Revised School Code, P.A. 451 of 1976 website.

This evaluation tool has been approved by the district, as the result of a review process implemented with fidelity. The contents of this document are compliant with the law laid forth, specifically pertaining to The Marzano Focused Evaluation Model.

Research Base for the Evaluation Framework, Instrument, and Process
[Section 1249b(2)(a)]

The Focused Evaluation Model draws from the foundational concepts and research articulated in Robert Marzano's *The Art and Science of Teaching* (2007), and from earlier works including *What Works in Schools* (Marzano, 2003), *Classroom Instruction that Works* (Marzano, *Pickering, & Pollock*, 2001), *Classroom Management that Works* (Marzano, Pickering, & Marzano, 2003), and *Classroom Assessment and Grading that Work* (Marzano, 2006), as well as from the findings outlined in John Hattie's seminal work, *Visible Learning* (2008), which synthesized 800 meta-analyses related to student achievement. Taken together, these books represent the largest ever evidence-based research into what works in schools to improve learning. The model's design was also influenced by the work of cognitive psychologist Anders Eriksson, whose research dispelled many of the myths surrounding the acquisition of expertise. A major premise of Eriksson's research is that individuals can improve when they have clear goals and expert feedback. More recently, Hattie has suggested that the difference between novice and expert teachers is that they focus their attention on improving their practice in specific areas. The evaluation model was designed to focus teachers' attention on specific instructional elements correlated to student achievement, and to support a common language of instruction throughout schools and districts. The original Marzano Evaluation Model is an aggregation of the extensive research on those elements and practices that have been shown to correlate with student academic achievement. In addition to a dozen research papers and several updates to the teacher and administrator evaluation model since 2010, Marzano and Toth published *Teacher Evaluation that Makes a Difference* in 2013.

The Focused Evaluation Model is a revised version of the research-validated Marzano Evaluation Model created by a partnership between Robert J. Marzano and Learning Sciences International in 2010. The Focused Model addresses emerging needs identified by our researchers at Learning Sciences Marzano Center for evaluation models that directly support standards-based instruction. Our goal in developing the Focused Model was to simplify the evaluation process for teachers and school leaders by emphasizing essential behaviors to measure teacher effectiveness within four areas of expertise. The model establishes a rigorous, standards-based system in every classroom; it supports a relentless focus on student results with leading indicators; it provides an instructional model to scaffold instruction for complex tasks; and it empowers teachers with the tools and resources necessary to grow their practice. Because the Marzano Focused Evaluation Model is concentrated and streamlined, it improves accuracy of scoring; supports administrators in giving teachers more concrete, actionable feedback; and is more directly aligned to rigorous state standards. Among other emphases, our scoring options also strongly recommend competency-based scoring to support growth and improve fairness.

Additionally, the Focused Model provides clear benefits for teachers and observers. The Focused Model includes recommended procedures for implementation and scoring:

- Focuses on research-based elements for rigorous, standards-based instruction
- Focuses on critical standards-based planning elements
- Integrates prior elements into for improved inter-rater agreement
- Makes desired effects of student learning more specific, focusing on evidence of student learning
- Aligns scales closely with each domain
- Includes performance scales to recommend 91-100% student proficiency at the level of "Innovating"
- Recommends scoring of all of the elements for competency-based scoring

- Is aligned with the Marzano Focused Non-Classroom Instructional Support Member Evaluation Model

Identification and Qualifications of the Author(s) [Section 1249b(2)(b)]

Robert J. Marzano, PhD, is a nationally recognized education researcher, speaker, trainer, and author of more than 50 books and 200 articles on topics such as instruction, assessment, writing and implementing standards, cognition, effective leadership, and school intervention.

His practical translations of the most current research and theory into classroom strategies are widely practiced internationally by both teachers and administrators. Marzano has partnered with Learning Sciences International to offer the Marzano Teacher Evaluation Model (2014), Marzano Focused Teacher Evaluation Model (2018), the Marzano Focused Non-Classroom Instructional Support Member Evaluation Model, the Marzano School Leader Evaluation Model (2014), Marzano Focused School Leader Evaluation Model (2018), and the Marzano District Leader Evaluation Model (2013 and 2018 updated model). The Marzano evaluation models have been adopted by school districts across the country because they don't simply measure ability, they help teachers and leaders grow, improving their instruction over time. Marzano also co-developed the Learning Sciences Marzano Center Essentials for Achieving Rigor, a model of instruction that fosters essential teaching skills and strategies to support college and career readiness standards. He received a bachelor's degree from Iona College in New York, a master's degree from Seattle University, and a doctorate from the University of Washington. Learn more about Marzano's research, as well as his products and services at the Learning Sciences Marzano Center.

Michael D. Toth is founder and Chief Executive Officer and Chief Learning Officer of Learning Sciences International. Formerly the president of the National Center for the Profession of Teaching, a university faculty member, and director of research and development grants, Toth transformed his university research and development team into a company that is focused on leadership, teacher professional growth and instructional effectiveness correlated to student achievement gains.

Toth is actively involved in research and development, gives public presentations, and advises education leaders on issues of leadership and teacher effectiveness, school improvement, and professional development systems. He is the award-winning author of Who Moved My Standards? Joyful Teaching in an Age of Change and co-author of Teacher Evaluation That Makes a Difference: *A New Model for Teacher Growth* and *Student Achievement with Robert J. Marzano,* and the *Essentials for Standards-Driven Classrooms: A Practical Instructional Model for Every Student to Achieve Rigor* with Robert J. Marzano and Carla Moore.

Beverly Carbaugh, EdD, specializes in school- and district-level leadership. She is co-author of white papers and books on school leadership, and the Focused Teacher, Non-Classroom, School and District Leader Evaluation models with Robert J. Marzano. Before joining Learning Sciences International, she was deputy superintendent of the School District of Osceola County in Florida. Carbaugh began her career in 1979 as a teacher and served as principal of Mintz Elementary and Tomlin Middle School and as charter principal of Colleen Lunsford Bevis Elementary School, a National Blue Ribbon School.

Carbaugh's expertise includes executive leadership in school administration, human resources, and business and finance. She also has extensive experience in professional development and presenting at state and national forums. She earned a doctorate degree in education leadership from the University of South Florida and her bachelor's degree in elementary education from the University of Arizona.

Evidence of Reliability, Validity, and Efficacy [Section 1249b(2)(c)]

We discussed in some depth our recommendations for future iterations of evaluation models to meet the requisite levels of high accuracy and fairness. Those challenges and others have been addressed in the updated Focused Model. Further research on the Comprehensive Marzano Evaluation Model Between 2012-2016, Learning Sciences Marzano Center conducted research projects utilizing the largest dataset available to analyze correlations between student growth on state assessments and raw observation scores in the Marzano Evaluation Model. The Center's dataset included:

- 1.48 to 1.85 million scores for elements collected during evaluative classroom observations over three years
- 248,000 to 277,000 evaluative observations across three years

Our researchers matched student growth on state assessments with observation scores. The findings were as follows:

- There was a small, positive, statistically significant correlation between observation scores and value-added measures (VAM).
- All elements in the model have a small positive significant correlation to student learning gains
- The observation score was the second largest predictor of the VAM accounting for teacher and school level characteristics.
- Correlations coefficients appeared to increase for principal observers who received training and side-by-side coaching.
- When examining teacher attributes including advanced degrees, the teacher observation score was the largest predictor in the study of student growth on state assessments.

It is important to emphasize that the original Marzano Evaluation Model has been supported by research. However, evaluation is not, and should not be a static enterprise— any evaluation system needs to respond to current research, national policy initiatives, and data collected from implementations in the field. It has always been our goal to continue to evolve the Marzano Evaluation Models as our Center has continued our research and received implementation evidence from schools and districts. Our design of these updates has also considered inputs from our partner districts. Further,
national initiatives such as Common Core State 3 (Basilio, L. and Toth, M. 2016 (submitted) "Predicting Teacher Value-Added Measures Using Observation Scores: A State Level Analysis of Marzano Teacher Evaluation Model") Standards, State College and Career Readiness Standards, and the Professional Standards for Educational Leaders, have continued to influence our revisions as the need for rigorous, standards based evaluation models utilizing student evidence of learning has become more urgent. During more than half a decade of ongoing development, we have worked to support increasingly reliable teacher and leader evaluation scores; to encourage teachers and leaders to improve their pedagogy and leadership skills; and to increase transparency, ease of use, and validity for teachers, school leaders, and district personnel. The Marzano Focused Evaluation Model addressed in this paper is a distillation of all that we have learned. The Focused Model provides greater clarity of expectations for both teachers and observers, improves the focus on key pedagogical principles, and significantly improves ease of adoption and use. With the need for a shift in educator practice to address rigorous standards, there is also a call for a shift in observer practice to refocus the lens of teacher evaluation. Evaluation systems must move from compliance with human resource processes to a greater emphasis on leveraging the observational and feedback process to support necessary teaching shifts with new standards. Observers must now focus on classroom implementation of new academic standards, and on helping teachers identify and plan for the level of instruction necessary for students to demonstrate evidence of progress toward those standards. The evaluation model supports a standards-based classroom.

Evaluation Framework and Rubric [Section 1249b(2)(d)]

The Marzano Focused Evaluation Model is observer and teacher-friendly; it utilizes a systematic, step-by-step approach for observation to improve inter-rater agreement. The model is comprised of six domains, or areas of expertise, designed to progressively guide and grow leaders:

Data-Driven Focus on School Improvement, contains 3 of the 21 elements.
Instruction of a Viable and Guaranteed Curriculum, contains 5 of the 21 elements.
Continuous Development of Teachers & Staff, contains 3 of the 21 elements.
Community of Care & Collaboration, contains 4 of the 21 elements.
Core Values, contains 3 of the 21 elements.
Resource Management, contains 3 of the 21 elements.

The design of the Focused Model integrates the six domains into a framework for schools to establish:

- A rigorous standards-based system in every classroom
- A relentless focus on student results with leading indicators
- An Instructional Framework with a pathway to scaffold instruction from foundational to complex tasks
- Leaders empowered with access to the tools and resources within a continuum for growing their practice

Critical to the model is not only use of instructional strategies, but also monitoring of learning through student evidences. These evidences become the measure for determining effect use of instructional strategies.

A Model Designed to Increase Competency

Competency-based evaluation scoring for the Marzano Focused Evaluation Model requires scoring of all the elements in the model using a common five-point scale. Further, the Focused Evaluation Model allows for flexible adaptations to meet current state regulations and/or local decision-making. The model has been developed not just to measure instructional leader effectiveness, but to drive improvement.

Focused on elements that support a leader in developing expertise, the Focused Model concentrates measurable leader actions and capabilities into essential behaviors to measure leader effectiveness within certain areas of expertise. This focused number of elements helps leaders more easily make the shift to standards-based pedagogy; it also decreases potential scoring errors by observers. Additionally, because the behaviors are research-based, the Marzano Focused Evaluation Model is compatible with most district initiatives. As with the original Marzano Evaluation Model, the Focused Model is an objective, evidence-based model that evaluates performance against specific criteria, alignment to standards and evidences. Rigorous standards ask leaders to effectively process new information, be more thoughtful and analytic about their conclusions, and apply their knowledge. Our research at Learning Sciences Marzano Center has indicated that leaders must make specific shifts to support developed goals.

The Focused Model Protocols

The Focused Model protocols list specific desired effects for each element to support evidence of learning. These desired effects are included on the protocol for each element for quick reference. Additionally, observers and teachers may take advantage of a broad number of sample evidences that align with leadership.

Scoring

Like the comprehensive model, the Focused Model utilizes common five-point scales. The performance scales provide a developmental continuum for leaders on five levels of proficiency: Not Using (0), Beginning (1), Developing (2), Applying (3), and Innovating (4).

The Focused Model makes the following recommendations for scoring. 1) A score of Innovating is awarded when there is evidence that 91-100% of students have reached the desired effect. 2) Scoring of all 23 elements during the course of the year is recommended. 3) Competency-based scoring is recommended.

Description of Process for Conducting Classroom Observations, Collecting Evidence, Conducting Evaluation Conferences, Developing Performance Ratings, and Developing Performance Improvement Plans [Section 1249b(2)(e)]

The 5-Step Process for Classroom Observation

The Focused Model is also supported by guidelines for a 5-step observation process. The 5-step observation process is detailed below. This process was developed to improve inter-rater agreement among observers.

What is a standards-based observation?

Observations within the Marzano Focused Evaluation Model are always standards-based. The observer conducts a pre-conference session prior to the observation, during which they discuss the plan for the observation. In collaboration with the leader, the observer ensures that the plan exhibits a focus on the standards, including a scale or learning targets that build to the level of rigor required by the standard; that the plan incorporates resources aligned to the standard; and that it incorporates techniques to close the achievement gap using data. Once this plan has been agreed upon, the observer visits the school areas to see the plan in action and make adaptions as necessary.

The 5-Step Process for Classroom Observation

Step 1—What element(s) am I seeing when I observe a leader? Does the leader use the strategy correctly?

- Before making any decisions, observe the leader in action, then select an element to score.
- Scroll through the menu and check any techniques that the leader is implementing.
- If the leader is using the technique correctly, the observer can move to the scale and indicate a Level 2/Developing.

Step 2—What technique(s) does the leader use to monitor for the desired effect/outcome?

- This step concerns techniques for monitoring for learning as a result of using an element or monitoring to determine if implementing an element produces the desired effect or desired outcome.
- After identifying the element, how does the leader monitor it?
- Observe the leader and check the box for any monitoring technique that is implemented.
- Note—the use of a monitoring technique does not change the leader's rating on the scale.

Step 3—What percent of the desired effect is at the appropriate level of the target?

- Step 3 is directly connected to Step 2, but it transitions from a focus on leader action to a focus on their impact of others' work. At this point, the leader is monitoring implementation and adaptation.
- The critical step is to determine how the leader interacts with the desired effect or desired outcome. The observer must examine the environment to determine a) if the work is at the correct level of the target; and b) the depth of implementation regarding the desired effect or outcome.
- At this point, the observer moves to the scale. If less than half of the desired effect is apparent, the score remains a 2/Developing. If 51% to 90% demonstrate the desired effect, the leader earns a 3/Applying on the scale. If more than 90% show the desired effect, at the appropriate level of the target, then the score moves to a Level 4/Innovating.
- If the leader does not earn a 3/Applying or 4/Innovating on the scale, the observer moves to step 4.

Step 4—After monitoring evidence and determining the desired effect, does the leader make an adaptation?

- The observer moves to this step if the leader monitors evidence and notes that less than 91% of the desired outcome is apparent.
- If the leader makes an adaptation, continue to monitor the evidence, and confirms that more than 90% of the desired outcome is acheieved, the observer moves the leader's score to a 4/Innovating.
- If the outcome remains less than 91%, the score remains at 3/Applying, or if less than 51%, at level 2/Developing.

Step 5—Use evidence to assign the final score on the scale for all elements observed.

- Can take place in a post-conference.
- The leader may bring evidence to confirm the desired effect.

Competency-Based Scoring

As we have indicated, observers will plan to score all of the elements during the course of the school year. This goal encourages leaders to practice and achieve competency critical to rigorous standards; helping staff examine errors in reasoning, revise practice, and engage in cognitively complex tasks. Scoring all the elements encourages leaders to build expertise in areas where they need to grow. The Focused Evaluation Model not only measures current practice, but helps develop the practices needed to improve leadership. Competency-based scoring allows leaders to move away from traditional scoring models that simply average scores toward a scoring system that supports growth toward higher order strategies. Competency-based scoring provides leaders with the safety they need to deliberately practice and improve those skills incrementally. With this system, each element is a competency that leaders are expected to master. At the end of the year, observers average all the highest scores for the elements to achieve an overall proficiency score for the year.

This system allows for feedback on any early low scores to be non-punitive and formative, as there is no averaging at the element level. Competency-based scoring encourages leaders to adopt a growth mindset. It is the scoring system we believe to be most fair and accurate for measuring individual leaders' competencies. Further, leaders will be able to access up-to-date, real-time data on the iObservation platform, so that every leaders knows precisely which of the elements have been scored during the course of the year.

Description of Plan for Providing Evaluators and Observers with Training
[Section 1249b(2)(f)]

LSI specializes in deep implementation of continuous teacher growth systems, focusing on best practices to support teachers in improving their daily instruction. Our own internal research division, the Learning Sciences Marzano Center for Teacher and Leader Evaluation (Learning Sciences Marzano Center), conducts comprehensive research and develops next-generation teacher and leader evaluation tools and training focused on improving teacher effectiveness to raise student achievement.

Our partnership with internationally acclaimed educational researcher, Dr. Robert J. Marzano, gives Learning Sciences exclusive rights to train and support the evaluation models for teacher, non-classroom support personnel, school leader, and district leader. As such, Learning Sciences has partnered with many state departments of education to assist districts to redevelop their evaluation systems, provide technical assistance, certify rater accuracy and differentiated scoring, and research services to ensure validity and agreement of the measures. Learning Sciences also has full capability with evaluation software provided through iObservation.

DISTRICT LEADER & CENTRAL OFFICE

Redevelopment: Policies & Procedures and Calculating & Weighting a Final Score

LSI facilitates an onsite planning day, ***Redevelopment: Policies & Procedures and Calculating & Weighting a Final Score***, to provide a road map for districts to make major decisions related to implementation of the Focused Evaluation models, including Policies and Procedures, and Calculating and weighting a Final Score.

DISTRICT & SCHOOL LEADERS

3 Day FTEM Progression - Day 1: Introduction

Day 1: Introduction focuses on an overview of the Marzano Focused Evaluation Model which includes a comprehensive, robust, and research-based description of effectiveness that measures the impact of using the protocols. It teaches district leaders, principals, and all staff who observe or support teachers to focus on the high leverage teacher elements to measure effectiveness and guide a teacher from standards-based planning, through selection and implementation of research based instructional strategies, to awareness of conditions for learning in the classroom and professional responsibilities.

3 Day FTEM Progression - Day 2: Inter-Rater Agreement

Day 2: Inter-Rater Agreement focuses on five critical conditions for building teacher expertise and learning the process for using protocols to observe classroom instruction. As part of that practice, participants will utilize the protocol to observe classroom videos and determine which strategies are being used.

3 Day FTEM Progression- Day 3: Scoring and Deepening Calibration

Day 3: Scoring and Deepening Calibration focuses on utilizing the 5-step process to accurately score teachers, including evaluating standards-based lesson plans, observing classroom instruction, and evaluating student evidence, as well as providing feedback using the scale.

Side-by-Side Coaching

LSI provides onsite ***Side-by-Side Coaching*** sessions where an LSI consultant facilitates a team of 1-5 administrators in the classroom observation and feedback process. The consultant and administrative team participate in a briefing to establish goals for the coaching session, followed by classroom visits.

Observers share their observation data, learn ways to provide specific feedback to teachers, and brainstorm next steps in improving their practice as instructional leaders.

FTEM: Supporting Inter-rater Agreement

Observers will continue development of inter-rater agreement and feedback through repeated, facilitated video practice. The simple structure of viewing and rating video with an LSI expert and having follow-up conversation about ratings and feedback is designed to continue deepening inter-rater agreement.

Marzano District Leader Evaluation Model Overview

The ***Marzano District Leader Evaluation Model*** is based on the most current research into the relationship between school district culture and student achievement. The model is the only school district leader evaluation framework designed to correspond to both a teacher evaluation and school leader evaluation framework to maximize impact on raising student achievement. The model is also closely aligned with the Focused Non-Classroom Instructional Support Personnel Evaluation Model.

Like all Marzano evaluation models, the district leader evaluation model works on the web-based iObservation instructional and leadership improvement platform to help create a district-wide common language with a data-driven focus on instruction.

Marzano Focused School Leader Evaluation Model Overview

The ***Marzano Focused School Leader Evaluation Model*** is the only school leader evaluation framework designed to correspond to a teacher evaluation framework to maximize impact on raising student achievement. Like the Marzano Focused Teacher Evaluation Model, it works on the iObservation platform to create a common language with a focus on instruction within today's rigorous standards.

TEACHERS

Marzano Focused Teacher Evaluation Model Introduction & Overview

The ***Marzano Focused Teacher Evaluation Model*** focuses on an overview of the Marzano Focused Teacher Evaluation Model which includes a comprehensive, robust, and research-based description of teacher effectiveness that measures the impact of teachers using observation protocols, classroom artifacts, student work, and professional growth plans. It introduces the 23 high-leverage teacher elements to measure effectiveness and guide a teacher from standards-based planning, through selection and implementation of research-based instructional strategies, to awareness of conditions for learning in the classroom and professional responsibilities.

SCHOOL LEADERS & NON INSTRUCTIONAL SUPPORTPERSONNEL

Marzano Focused Non-Classroom Instructional Support Personnel Evaluation Model Introduction & Overview

The ***Marzano Focused Non-Classroom Instructional Support Personnel Evaluation Model*** is designed for staff members who support instruction at the school or district level, but who do not have day-to-day teaching schedules with specific groups of students, such as guidance counselors, psychologists, therapists, media specialists, and other district personnel required to hold a teacher certificate, and/or technology teachers. The Focused Non-Classroom Instructional Support Personnel Model promotes the use of focused goals and specific behaviors correlated with increased student achievement. It serves as a valuable part of our comprehensive approach to evaluation, as it is compatible with other Marzano evaluation models. Districts will be able to determine which personnel should be evaluated with this model and how to evaluate them.