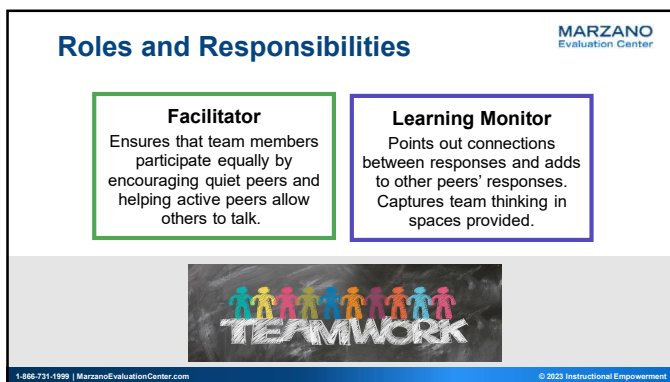
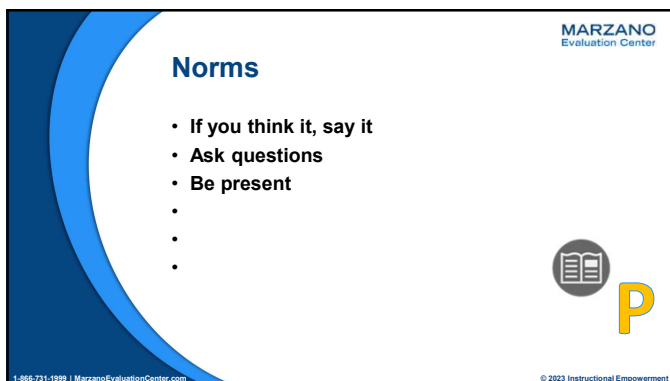




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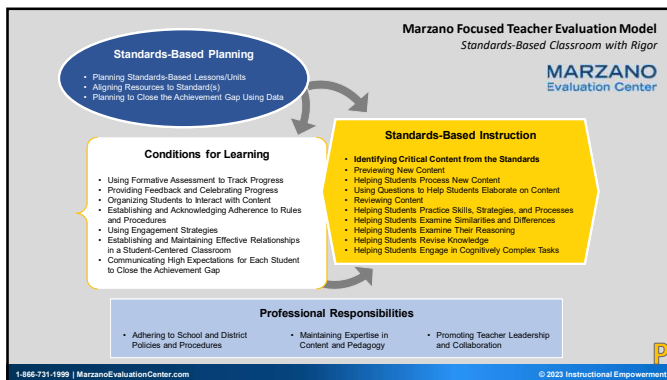
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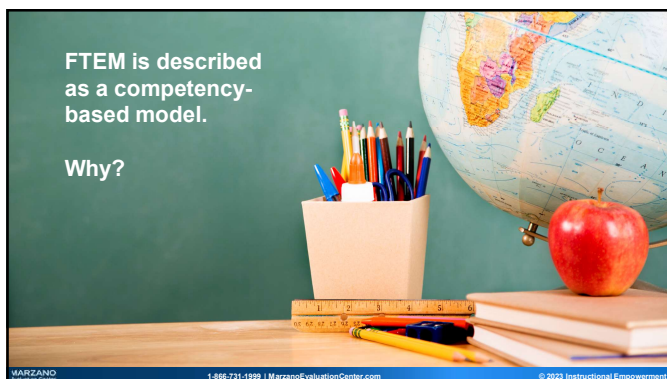
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Scale for Our Learning		MARZANO Evaluation Center
4.0	Participants will be able to evaluate current practice and plan appropriate next steps for growth.	
3.0	Participants will be able to: <ul style="list-style-type: none"> • Utilize the five-step process to conduct and accurately score a classroom observation • Plan feedback for growth 	
2.0	Participants will be able to recognize and recall specific vocabulary, including: <ul style="list-style-type: none"> • Element, protocol, developmental scale, focus statement, evidence, monitoring, desired effect, adaptations, standards, learning targets, critical content Participants will be able to: <ul style="list-style-type: none"> • Give examples of the elements of each domain of the Focused Teacher Evaluation Model, including examples of student evidence for these elements • Describe the key parts of the protocols and their purposes for scoring and for feedback • Use common language to describe and differentiate between elements and their desired effects 	
1.0	With help, partial success at level 2.0 content and level 3.0 content	
0.0	Even with help, no success	
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4



5



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Standards-Based Planning

Where does success begin?


- Planning Standards-Based Lessons/Units
- Aligning Resources to Standard(s)
- Planning to Close the Achievement Gap Using Data

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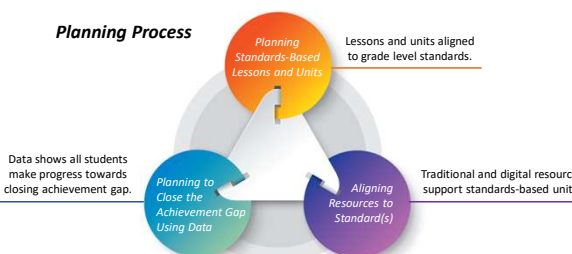
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What do you look for in an effective lesson plan?



Planning Process




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Menu for Success



Planning Standards-Based Lessons/Units

Focus Statement: Using essential content standards, the teacher plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.

Desired Effect: Teacher provides evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets embedded in a performance scale.

Planning Evidence (Check all that apply)

- ☐ Plans exhibit a focus on the essential standards
- ☐ Plans include a scale that builds a progression of knowledge from simple to complex
- ☐ Plans identify learning targets aligned to the rigor of required standards
- ☐ Plans identify specific instructional strategies appropriate for the learning target
- ☐ Plans illustrate how learning will scaffold from an understanding of foundational content to application of information in authentic ways
- ☐ Lessons are planned with teachable chunks of content
- ☐ When appropriate, lessons/units are integrated with other content areas
- ☐ When appropriate, learning targets and unit plans include district scope and sequence
- ☐ Plans illustrate how equity is addressed in the classroom

Planning Evidence – Equity, Access, SEL (Check all that apply)

- ☐ When appropriate, plans illustrate how Individualized Education Plans (IEPs)/personal learning plans are addressed in the classroom
- ☐ When appropriate, plans illustrate how EL strategies are addressed in the classroom
- ☐ When appropriate, plans integrate cultural competencies and/or standards

Example Implementation Evidence (Check all that apply)

- ☐ Lesson plans align to grade level standard(s) with targets and use a performance scale
- ☐ Planned and completed student assignments/work demonstrate that lessons are aligned to grade level standards/targets at the appropriate taxonomy level
- ☐ Planned and completed student assignments/work require practice with complex text and its academic language
- ☐ Planned and completed student assignments/work demonstrate development of applicable mathematical practices
- ☐ Planned and completed student assignments/work demonstrate grounding in real-world application
- ☐ Artifacts demonstrate the teacher helps others by sharing evidence of planning and implementing lesson/unit plans aligned to grade level standards (e.g., PLC notes, emails, blogs, sample units, discussion groups)

Example Implementation Evidence – Equity, Access, SEL (Check all that apply)

- ☐ Planned and completed student assignments/work demonstrate how equity has been addressed in the lesson/unit
- ☐ Planned and completed student assignments/work demonstrate how Individualized Education Plans (IEPs)/personal learning plans have been addressed in the lesson/unit
- ☐ Planned and completed student assignments/work demonstrate how EL strategies have been addressed in the lesson/unit
- ☐ Planned and completed student assignments/work indicate opportunities for students to insert content specific to their cultures

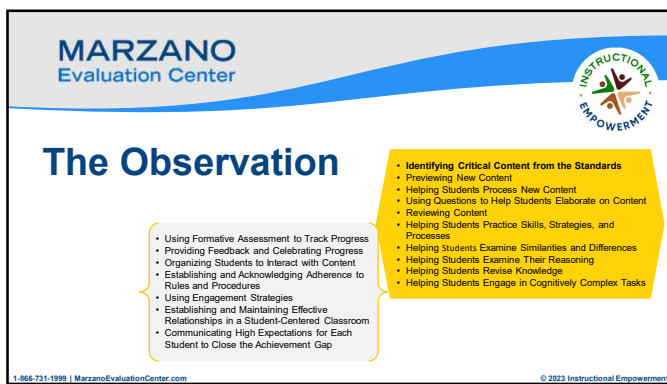
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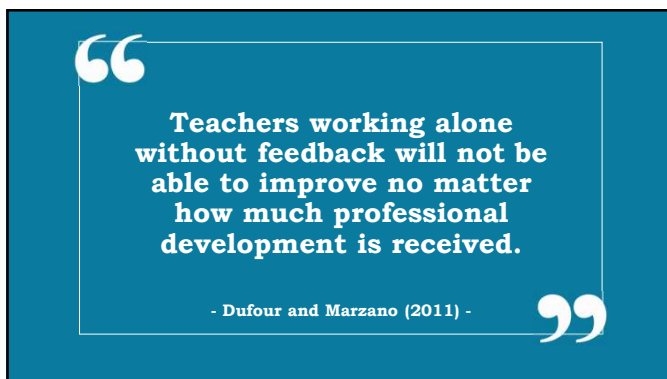
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12

Menu for Success

Identifying Critical Content from the Standards (Required evidence in every assessment)

Focus Statement: Teacher uses the progression of standards-based learning targets (embedded within a performance scale) to identify accurate critical content during a lesson or part of a lesson.

Desired Effect: Evidence (formative data) demonstrates students know what content is important and what is not important as it relates to the learning targets.

Example Teacher Instructional Techniques (Check all that apply)

- ☐ Identify a learning target aligned to the grade-level standards
- ☐ Design and the lesson with focus on the learning target to indicate the critical content of the lesson
- ☐ Provide a learning target embedded in a scale specifying critical content from the standards
- ☐ Relate discussion questions to the target and/or scale throughout the lesson
- ☐ Identify differences between the critical content from the standards and non-critical content
- ☐ Identify and accurately teach critical content
- ☐ Use a scaffolding process to identify critical content for each "chunk" of the learning progression
- ☐ Use verbal/cueing
- ☐ Use scaffolding and/or direct instruction
- ☐ Model how to identify meaning and purpose in a text
- ☐ Ensure text complexity aligns to the critical content

Example Teacher Instructional Techniques - Equity, Access, SEL (Check all that apply)

- ☐ When appropriate, use cultural examples to correct learning activities to the learning target/critical content

Example Teacher Techniques for Monitoring for Learning (Check all that apply)

- ☐ Use a **Group Activity** to monitor that students know what content is important
- ☐ Use **Student Work** (Monitoring and Responding) to monitor that students know what content is important
- ☐ Use **Response Methods** to monitor that students know what content is important
- ☐ Use **Questioning** techniques to monitor that students know what content is important

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students know what content is important. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply)

- ☐ Student conversation in groups focus on critical content
- ☐ Generate short written responses (i.e. summary, exit-ticket)
- ☐ Create non-graphic representations (i.e. diagram, model, scale)
- ☐ Student-generated notes focus on critical content
- ☐ Responses to questions focus on critical content
- ☐ Explain purpose and unique characteristics of key concepts/critical content
- ☐ Explain appropriate mathematical processes in critical content

Example Student Evidence of Desired Effect - Equity, Access, SEL (Check all that apply)


- ☐ When appropriate, responses involve explanatory content specific to their culture

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply)

- ☐ Refresh or use a new teacher technique
- ☐ Reorganize groups
- ☐ Utilize peer resources

- ☐ Modify the task
- ☐ Provide additional resources

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How clear are these to you and to your teachers?

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
------------------	------------------	-------------------	-----------------	-------------------

Definition:
A scale is a standard system for measuring teacher progress on a specific element and is used to formatively assess teacher use of a strategy.




Why use a developmental scale in teacher evaluation?



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Standards-Based Instruction & Conditions for Learning




In these two domains, how are the Applying and Innovating Levels different from Standards-Based Planning?



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How can this tool benefit teachers and observers?

- 1 What element(s) am I "seeing" when I observe a teacher?
Does the teacher use the strategy correctly?
- 2 What strategy does the teacher use to monitor if students are learning at the appropriate level of the target?
- 3 What percent of students demonstrate the desired effect of the strategy at the appropriate level of the target?
- 4 After monitoring student evidence and determining the number of students who demonstrate the desired effect, does the teacher make an adaptation?
- 5 Use student evidence to assign the final score on the scale for all elements observed in the lesson.

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Adaptations/Innovating

- Does the teacher adapt for students who do not demonstrate learning?
- More than 90% of students show desired effect

[if the plan doesn't work]

change the

plan

not

the goal.

Can an observer always see this while in the classroom?

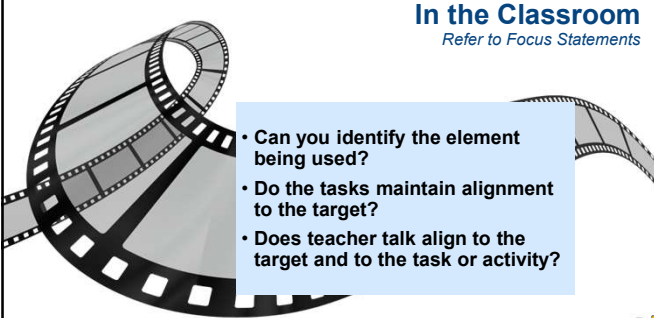
How will you know?

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In the Classroom

Refer to Focus Statements



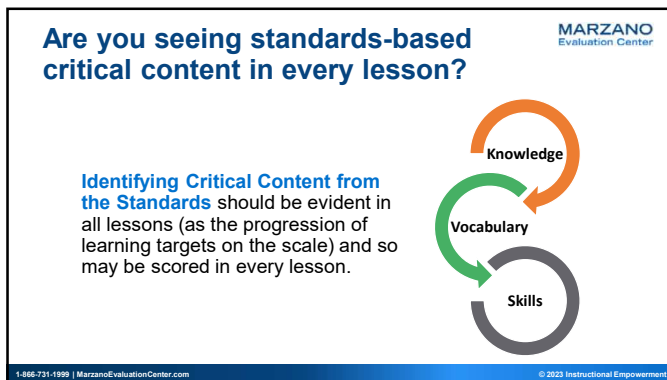
- Can you identify the element being used?
- Do the tasks maintain alignment to the target?
- Does teacher talk align to the target and to the task or activity?

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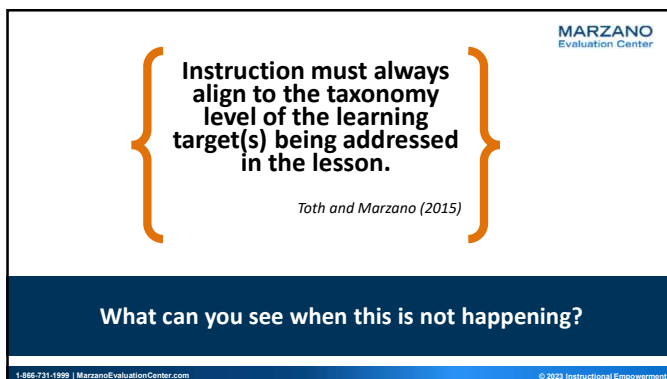
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21




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What formative data provides evidence that students attend to the critical content of a lesson?

Explain a formal and an informal way that teachers have students process new content.

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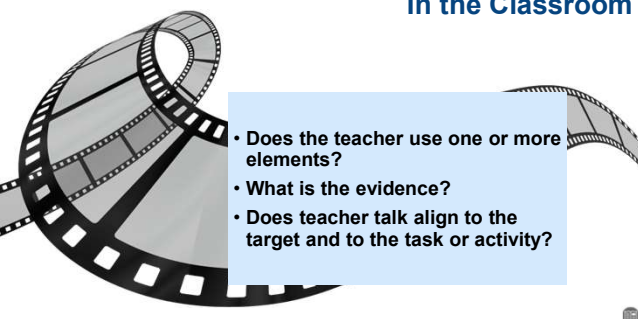
Explain the difference between previewing and reviewing.

How do you know which is which during an observation?

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In the Classroom




- Does the teacher use one or more elements?
- What is the evidence?
- Does teacher talk align to the target and to the task or activity?

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Name three to four different activities that help students examine similarities and differences.

What taxonomy level is required for these tasks?


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Helping Students Revise Knowledge

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Teacher engages students in revision of previous knowledge by correcting errors and misconceptions as well as adding new information.



- How do you use Revising Knowledge as a culmination after practicing, examining similarities and differences, or examining reasoning?
- Why is it critical to have students do this?

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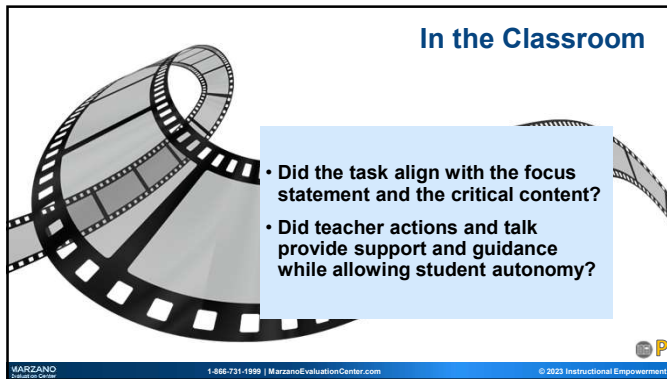
Going Deeper

Explain the instructional progression from Helping Students Examine Reasoning to Helping Students Engage in Cognitively Complex Tasks.

Cite examples you see in classrooms.

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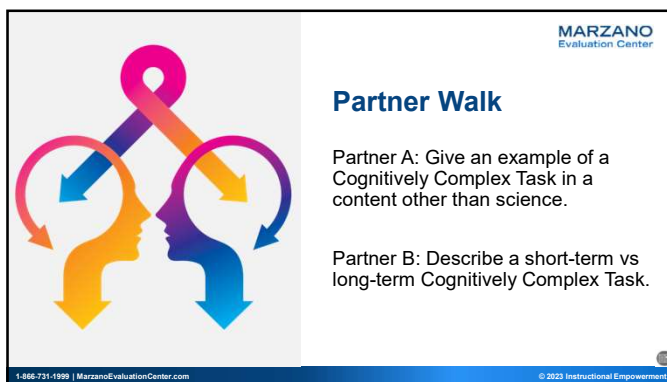


In the Classroom

- Did the task align with the focus statement and the critical content?
- Did teacher actions and talk provide support and guidance while allowing student autonomy?

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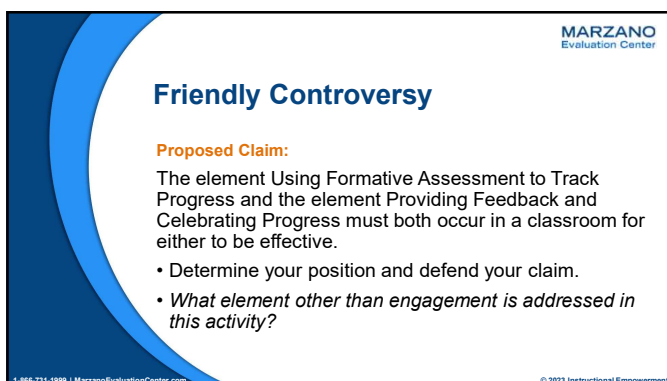
Partner Walk

Partner A: Give an example of a Cognitively Complex Task in a content other than science.

Partner B: Describe a short-term vs long-term Cognitively Complex Task.

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Friendly Controversy

Proposed Claim:
The element Using Formative Assessment to Track Progress and the element Providing Feedback and Celebrating Progress must both occur in a classroom for either to be effective.

- Determine your position and defend your claim.
- *What element other than engagement is addressed in this activity?*

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Partner Walk

Partner A: Cite at least three different techniques a student can use to track their progress on a scale.


Partner B: Does Providing Feedback and Celebrating Progress relate to behavioral success or academic success or both? Why or why not? Defend your answer.

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Are groups a necessary condition for learning?

Convince me.



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Types of Groups:

- Paired Grouping
- Organized Grouping
- Structured Grouping

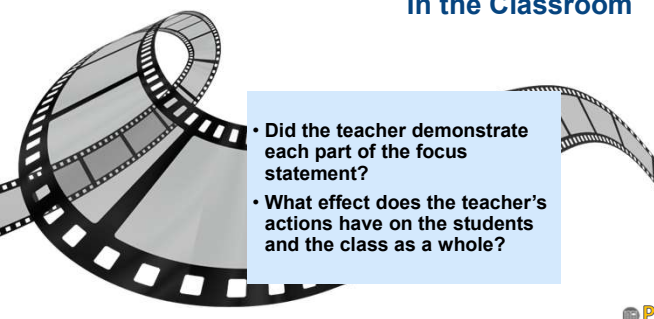
Tips:

- Establish routines
- 2-5 per group works best
- Room layout influences collaboration
- Minimize interruptions

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In the Classroom




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- Did the teacher demonstrate each part of the focus statement?
- What effect does the teacher's actions have on the students and the class as a whole?

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- Adhering to School and District Policies and Procedures
- Maintaining Expertise in Content and Pedagogy
- Promoting Teacher Leadership and Collaboration


Professional Responsibilities

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How do teachers provide evidence?



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Scale: Maintaining Expertise in Content and Pedagogy

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to deepen knowledge in content area and classroom instructional strategies.	Attempts to deepen knowledge in content area and classroom instructional strategies.	Continually deepens knowledge in content (subject area) and classroom instructional strategies (pedagogy).	Continually deepens knowledge in content and classroom instructional strategies <i>and</i> provides evidence of developing expertise in content area and classroom instructional strategies.	Helps others by sharing evidence of how to develop expertise in content area and classroom instructional strategies.

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To the Protocols

Give specific examples of a teacher at the Applying level in the element Maintaining Expertise in Content and Pedagogy.

What are the differences between Applying and Innovating in Professional Responsibilities and in Standards-Based Instruction?

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Let's REFLECT!

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Next Right Steps for Success

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Please take a moment to complete the survey.

Thank You!

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40
