



# STILLWATER PUBLIC SCHOOLS

Teacher Evaluation Toolkit

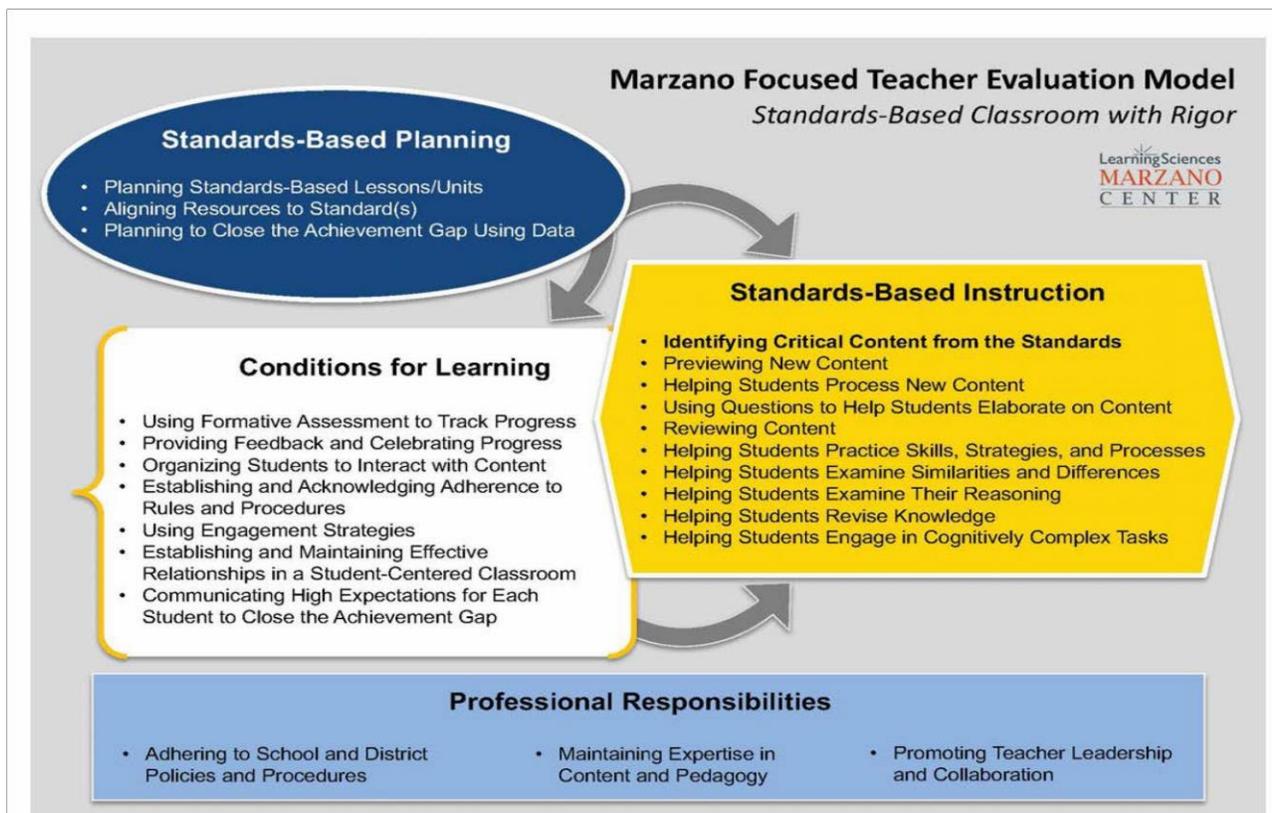
August 2023

# Marzano Focused Teacher Evaluation Model

We are using the Marzano Focused Teacher Evaluation Model as our evaluation tool for 2023-2024.

## The Focused Model

- integrates the prior 60 behaviors into 23 scoreable elements for standards-based classrooms
- concentrates measurable teacher actions and capabilities into 23 essential behaviors
- measures teacher effectiveness within four areas of expertise
  - 1. Standards-Based Planning
  - 2. Standards-Based Instruction
  - 3. Conditions for Learning
  - 4. Professional Responsibilities



Sample of real-time data displayed in iObservation. The figure is not comprehensive for all four domains.

Standards-Based Planning	Evaluative Observations	Evaluation Score
Planning Standards-Based Lessons/Units	Dv Ap In	4 Innovating
Aligning Resources to Standard(s)	NU Dv Ap	3 Applying
Planning to Close the Achievement Gap Using Data	Bg Dv Ap	3 Applying
<b>Standards-Based Planning Score: 3.33</b>		
Standards-Based Instruction	Evaluative Observations	Evaluation Score
Identifying Critical Content from the Standard	Dv Ap Ap Ap In	4 Innovating
Previewing New Content	Ap In	4 Innovating
Helping Students Process Content	NU Bg Dv	2 Developing
Using Questions to Help Students Elaborate on Content	Dv Dv Ap	3 Applying
Reviewing Content	Bg Dv Ap	3 Applying
Helping Students Practice Skills, Strategies, and Processes	Dv Ap	3 Applying
Helping Students Examine Similarities and Differences	NU Bg Dv	2 Developing
Helping Students Examine Their Reasoning	Bg Dv Ap	3 Applying
Helping Students Revise Knowledge	Bg Dv	2 Developing
Helping Students Engage in Cognitively Complex Tasks	Ap	3 Applying
<b>Standards-Based Instruction Score: 2.90</b>		
Conditions for Learning	Evaluative Observations	Evaluation Score
Using Formative Assessment to Track Progress	NU Bg Dv Ap	3 Applying
Providing Feedback and Celebrating Progress	Ap In	4 Innovating
Organizing Students to Interact with Content	Ap	3 Applying

Each element receives a score

Element score history is shown

Each score links to the observation for details

## Who Will Be Evaluated?

All **classroom teachers** will be evaluated using the Marzano Focused Teacher Evaluation Model.

All **certified non-classroom teachers** such as, nurses, counselors, librarians, speech pathologists, school psychologists and academic coaches, will be evaluated using the Marzano Focused Instructional Support Personnel Evaluation Model.

# How Will Teachers Be Evaluated?

## Probationary and Career Teachers

State statute requires teachers to be categorized as either “Probationary” or “Career” teachers.

In order for an educator to attain career status, regulations set in HB2957 (2016) must be met. In accordance with HB2957 (2016), a career teacher who was employed for the first time in one school district under a written continuing or temporary teaching contract beginning in 2017-2018 or thereafter:

- a.) has completed three consecutive complete school years in one district and has achieved a district evaluation score of *superior* for two of the three school years,
- b.) has completed four consecutive complete school years in one district and achieved at least an *effective* district evaluation score on the TLE for the last two years of the four year period, or
- c.) has completed four or more consecutive complete school years in one district and has not met the requirements above, **only** if the principal of the school of which the teacher is employed submits a petition to the district superintendent requesting that the teacher be granted career status, the superintendent agrees with the petition and the local board of education approves the petition. The petition shall specify the facts supporting the granting of career status to the educator. These documents should be retained as part of the educator's personnel file.

We will consider two (2) teacher categories when calculating evaluation scores in iObservation;

- all **probationary** teachers will be **Category 1 (C1)** teachers, and
- all **career** teachers will be **Category 2 (C2)** teachers.

## ***DISTRICT STANDARDS FOR TEACHER EVALUATION***

1. EVERY DOMAIN IS OBSERVED (not every element)
  - A. PROFESSIONAL RESPONSIBILITIES DOMAIN will be observed and scored for each teacher
  - B. STANDARDS-BASED PLANNING is observed and scored for each teacher
2. GROWTH PLANS are required and are included in conference dialogue
3. STUDENT ACHIEVEMENT DATA is included when considering an evaluation score (when available)
4. NO FEWER THAN 60 DOCUMENTED MINUTES/semester for Probationary Teachers and 30 minutes/semester for Career Teachers
5. INFORMAL OBSERVATIONS

\*Informal - unannounced, pre- & post-conference as needed

# Observation/Evaluation Table

	<b>Probationary Teacher</b>	<b>Career Teacher</b>
	Requirements have changed and can be found in the <a href="#">Teacher and Leadership Effectiveness document</a> .	Requirements have changed and can be found in the <a href="#">Teacher and Leadership Effectiveness document</a> .
First Semester Prior to Dec 31, 2023	30 Minutes Minimum 2 Observations Minimum  <hr style="width: 50%; margin: auto;"/> Mid Term Summative Evaluation	30 Minutes Minimum 1 Observation Minimum
Second Semester Prior to April 1, 2024	30 Minutes Minimum 2 Observations Minimum  <hr style="width: 50%; margin: auto;"/> Final Evaluation on or before April 1, 2024	30 Minutes Minimum 1 Observation Minimum  <hr style="width: 50%; margin: auto;"/> Final Evaluation on or before April 1, 2024

# 0 – 4 Rating Scale

(Inherent component in iObservation)

## LEVELS OF PERFORMANCE

Innovating (Level 4)	Applying (Level 3)	Developing (Level 2)	Beginning (Level 1)	Not Using (Level 0)
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Proficiency Scale for all teachers, Probationary [Category I (CI)] and Career, [Category II (CII)]

All Teachers	Superior (5)	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
Calculation Formula	At least 70% at Level 4 and 0% in Level 0-1	At least 70% at Level 3 or higher and 0% in Level 0-1	At least 40% at Level 2 or higher	60% or more at Level 1 or lower and more than 0% at Level 3 or higher	60% or more at Level 1 or lower and 0% at Level 3 or higher

The Evaluation Score will then be converted to a Final Score that will reflect the 5-Tier Rating System as required by legislation.

Overall Status and Final Score in Oklahoma’s 5-Tier Rating system.

Superior	Highly Effective	Effective	Needs Improvement	Ineffective
4.8-5.0	3.8 – 4.79	2.8– 3.79	1.8 – 2.79	Less Than or Equal to 1.79

Note:

1. Observations and Evaluations are required to be acknowledged electronically in iObservation.
2. All calculations will be computed via iObservation. Administrators do not calculate ratings.

## TLE Scoring Explanation

The Marzano Focused Teacher Evaluation Model contains 23 scorable elements divided among four domains: Standards-Based Planning, Standards-Based Instruction, Conditions for Learning, and Professional Responsibilities. The four domains are weighted as follows:

<b>DOMAIN 1</b> Standards- Based Planning 13%	<b>DOMAIN 2</b> Standards- Based Instruction 44%	<b>DOMAIN 3</b> Conditions for Learning 30%	<b>DOMAIN 4</b> Professional Responsibilities 13%
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In each element, the highest score marked is the score used in the calculation. In Example 1 below, a teacher was marked in the first domain - Standards-Based Planning. The highest mark is the mark that is used in the calculation of each element in that domain.

### Example 1

Standards-Based Planning		
Score: 3.0 - Effective		Weight: 14.94% (adj. from 13.0%)
Look-for	Last Observations	Evaluation Score
Planning Standards-Based Lessons/Units	- - Ap Ap	Applying <b>3</b>
Aligning Resources to Standard(s)	Ap - Ap In	Innovating <b>4</b>
Planning to Close the Achievement Gap Using Data	- - - Dy	Developing <b>2</b>
<b>Standards-Based Planning Score: 3.0</b>		

In each domain, the score is calculated as a simple average of all the highest marks in that domain. In the above example this calculation is  $(3 + 4 + 2) / 3 = 3.0$

A teacher's score is calculated by converting each domain score to match the 5-point scale used in Oklahoma, and then using the weights for each domain to calculate the weighted average that appears within the iObservation system. The following example illustrates what is automatically calculated by iObservation.

### Example 2: Suppose a teacher earned the following scores in each domain

<b>DOMAIN 1</b> Standards- Based Planning 13% <b>3.0</b>	<b>DOMAIN 2</b> Standards- Based Instruction 44% <b>3.0</b>	<b>DOMAIN 3</b> Conditions for Learning 30% <b>3.5</b>	<b>DOMAIN 4</b> Professional Responsibilities 13% <b>3.33</b>
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Since Oklahoma is on a 1-5 scale, we have to convert the Marzano 0-4 scale to the Oklahoma 1-5 scale. The next table shows the scale conversion that is used to accomplish this.

Scale:					
Label	Superior	Highly Effective	Effective	Needs Improvement	Ineffective
Details	3.6 - 4.0	3.3 - 3.59	2.3 - 3.29	1.3 - 2.29	0.0 - 1.29
Value	5.0	4.0	3.0	2.0	1.0

After conversion to the Oklahoma 5-point scale, this teacher's scores are as follows:

DOMAIN 1 Standards- Based Planning 13% <b>3.0</b>	DOMAIN 2 Standards- Based Instruction 44% <b>3.0</b>	DOMAIN 3 Conditions for Learning 30% <b>4</b>	DOMAIN 4 Professional Responsibilities 13% <b>4</b>

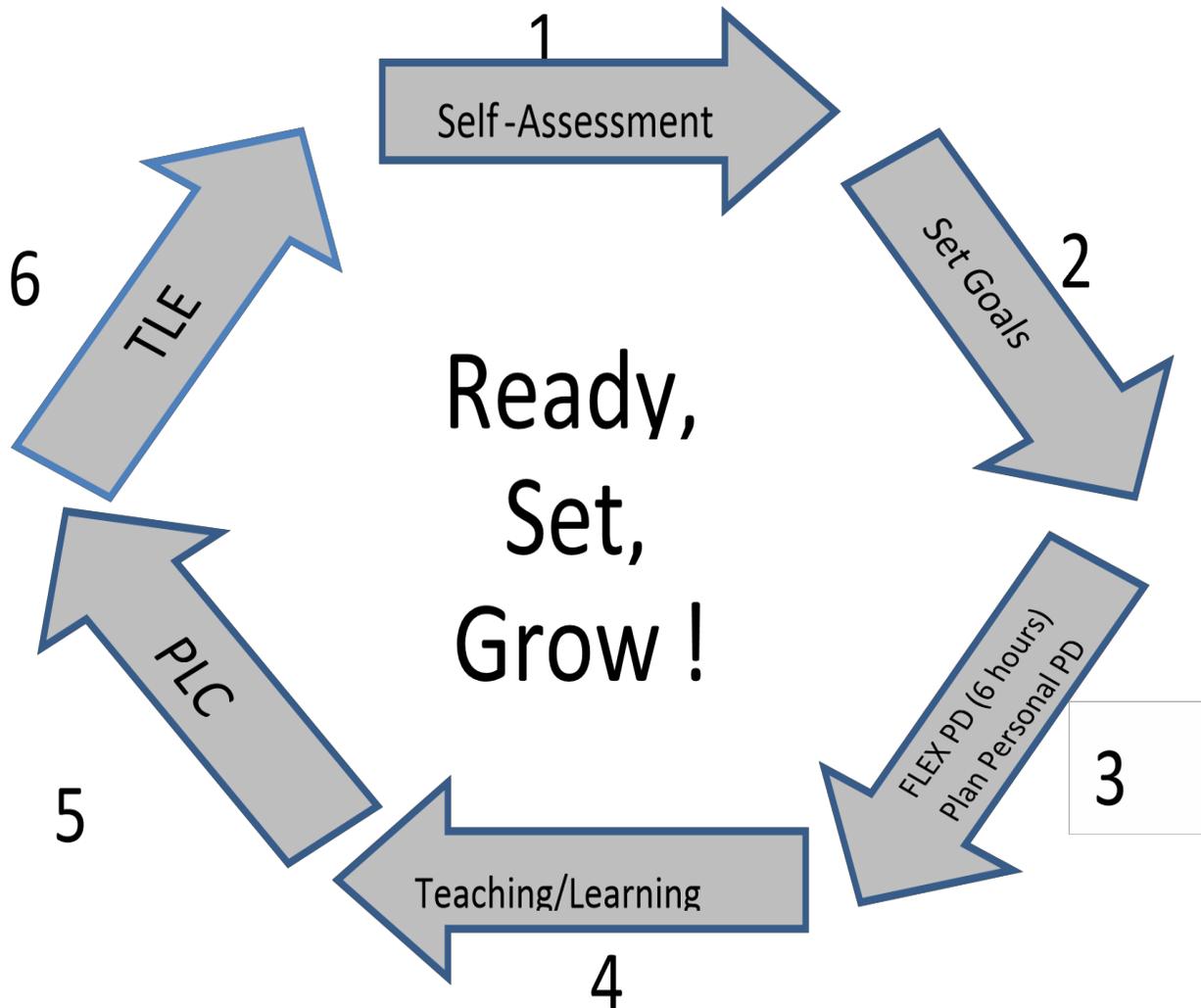
How to calculate the weighted average:  $3.0 (.13) + 3.0 (.44) + 4 (.30) + 4 (.13) = 3.43$

iObservation will round to the nearest tenth and report a final score of **3.4 Effective** on the 5-point Oklahoma scale.

All certified staff will complete a Growth Plan in the iObservation tool. This plan must include a minimum of two goals to meet the Professional Learning Focus expectation.

# Professional Learning Focus

(PL Focus)



Name \_\_\_\_\_

Date \_\_\_\_\_

Track your learning. **Identify 2 focus areas for growth**, and document the PD that you have participated in to assist in these areas. Other PD can be identified on this worksheet as well. Submit this along with your PD Log to your principal.

		<b>Standards-Based Planning</b>	Fall '21	PD	Spring '22	PD
*		Planning Standards-Based Lessons/Units				
*		Aligning Resources to Standard(s)				
*		Planning to Close the Achievement Gap Using Data				
		<b>Standards-Based Instruction</b>				
*		Identifying Critical Content from the Standards				
*		Previewing New Content				
*		Helping Students Process New Content				
*		Using Questions to Help Students Elaborate on Content				
*		Reviewing Content				
*		Helping Students Practice Skills, Strategies, and Processes				
*		Helping Students Examine Similarities and Differences				
*		Helping Students Examine Their Reasoning				
*		Helping Students Revise Knowledge				
*		Helping Students Engage in Cognitively Complex Tasks				
		<b>Conditions for Learning</b>				
*		Using Formative Assessment to Track Progress				
*		Providing Feedback and Celebrating Progress				
*		Organizing Students to Interact with Content				
*		Establishing and Acknowledging Adherence to Rules and Procedures				
*		Using Engagement Strategies				
*		Establishing and Maintaining Effective Relationships in a Student-Centered Classroom				
*		Communicating High Expectations for Each Student to Close the Achievement Gap				
		<b>Professional Responsibilities</b>				
*		Adhering to School and District Policies and Procedures				
*		Maintaining Expertise in Content and Pedagogy				
*		Promoting Teacher Leadership and Collaboration				

Term	Description
<b>Applying</b> (generic)	Strategy is used and monitored to see if it has the desired effect with the majority of students.
<b>Beginning</b> (generic)	Strategy is used but pieces or components are missing.
<b>Category I Teacher</b>	Probationary Teachers
<b>Category II Teacher</b>	Career Teachers
<b>Focused Teacher Evaluation Model</b>	<p>The Focused Teacher Evaluation Model is not a new model; instead, it is a revised version of the research-validated Marzano Teacher Evaluation Model. The Focused Model directly supports standards-based instruction and simplifies the evaluation process for teachers and school leaders. The research-based practices and effective strategies, and the common language embedded in earlier versions of the model are still embedded in the Focused Model.</p>
<b>Common Language</b>	<p>A transparent way to talk about instruction that is shared by everyone. It is a well-articulated knowledge base that describes the complexity of teaching and describes key strategies revealed by the research to have a high probability of impacting student learning. It should also describe the instructional context for appropriate use of instructional strategies to have the highest probability for raising student learning. The common language represents what a school or district defines as effective instruction. A common language enables teachers to engage in decision making, professional conversations and deliberate practice aimed at improving student achievement.</p> <p>For administrators, a common language provides the means to offer focused formative and summative feedback. It supports administrators in making decisions regarding hiring and selection of teachers, the induction of new teachers, professional development, coaching and support for struggling teachers as well as opportunities to develop career ladders for teachers. A common language is a key improvement strategy that provides the context for aligning all instructional programs.</p>

<b>Consecutive Complete School Years</b>	A teacher fulfills the requirement of a complete school year if they begin employment with the district by the 1 <sup>st</sup> day of instruction. The school year becomes consecutive when there is an uninterrupted succession of subsequent years.
<b>Contemporary Research</b>	Recent research conducted within the last five to seven years.
<b>Deliberate Practice</b>	A mindset that requires teachers to precisely attend to what they are doing in the classroom on a daily basis to identify what is working and what isn't and to determine why students are learning or not. In deliberate practice teachers identify up to three thin slices of teaching to focus their efforts to improve. Deliberate practice requires establishing a baseline for performance in a focus area (thin slice) and engaging in focused practice, feedback and monitoring of progress within a time-bound goal for improvement.
<b>Design Questions</b>	10 questions that teachers ask themselves when planning a lesson or unit of instruction.
<b>Developing (generic)</b>	Strategy is used correctly but the majority of students are not monitored for the desired effect of the strategy.
<b>Domain</b>	A body of knowledge defined by research representing a particular aspect of teaching.
<b>Focused Feedback</b>	Feedback that is focused on specific classroom strategies and behaviors during a set time interval. The feedback is informative, constructive, objective and actionable. Feedback is generally provided by administrators, coaches, and peers.
<b>Focused Practice</b>	Practice that is focused on a limited number of strategies where corrections, modifications, and adaptations are made to improve student learning at an appropriate level of difficulty so that the teacher can experience success.

<p><b>High Probability Strategies</b></p>	<p>Research can never identify the instructional strategies that work with every student in every class. The best research can tell us is which strategies have a good chance of working well. Teacher must determine which strategies to use with the right students at the right time. Research-based strategies have a higher probability of raising student learning when they are used at the appropriate level of implementation and within the appropriate instructional context.</p>
<p><b>Innovating (generic)</b></p>	<p>New strategies are created to meet needs of specific students or class as a whole in order for the desired effect to be evident in all students.</p>
<p><b>Lesson Segment</b></p>	<p>Parts of a lesson that have unique goals and purposes for teachers and for students. Teachers engage in intentional and specific actions during these times. The Marzano Evaluation Framework consists of three major lesson segments: Lesson Segment Addressing Routine Events, Lesson Segment Addressing Content, and Lesson Segment Enacted on the Spot.</p>
<p><b>Not Using (generic)</b></p>	<p>Strategy is called for, but not used. A teacher may be unaware of the strategy or is aware of the strategy but has not tried it in their classroom.</p>
<p><b>Observation</b></p>	<p>Observation is one method for collecting evidence that will be used as a source of data for the summative evaluation and provides a rich source of feedback to teachers regarding their instructional practice and professional growth. While planning and reflection conferences are not required, observers should provide timely and actionable feedback to teachers regarding these observations.</p>

<b>Performance Scales</b>	Scales describe novice to expert performance (level of skills) for each of the 60 strategies included in the four domains of the Marzano Evaluation Framework. The scales provide a means for teachers to gauge their use of particular instructional strategies and for administrators to provide feedback to teachers regarding their use of specific classroom strategies. These are embedded within the observation protocol using the labels: Not Using, Beginning, Developing, Applying, and Innovating.
<b>Plan for Improvement</b>	A collaborative action plan created by the evaluator with assistance from the teacher rated as ineffective.
<b>Reflection (Post)Conference</b>	The reflection or post-conference provides an opportunity for the teacher and the administrator to reflect about the lesson, clarify expectations and plan forward using the reflection (post)conference form as a guide for reflection and feedback.
<b>Student Evidence</b>	Specific observable behaviors that students engage in response to the teacher's use of particular instructional strategies.
<b>Targeted Element</b>	An element that was consistently rated low in the teacher's observations and significantly contributed to the Ineffective rating for a particular Domain.
<b>Teacher Evidence</b>	Specific observable behaviors that teachers engage in when using a particular instructional strategy.