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The Marzano Focused Teacher Evaluation Model

A Focused, Scientific-Behavioral Evaluation Model for Standards-Based Classrooms

REPORT

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Introduction

Finding time for meaningful observation and feedback has been the topic of educational conversations for decades. More than ever, school leaders need a concise, standards-based evaluation model that rewards attainment of competency, supports inter-rater reliability, and increases efficiency for school leaders without sacrificing the ultimate purpose of a teacher evaluation system: to measure skill accurately and to improve teacher performance.

Because the Marzano Focused Teacher 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.

This paper frames the rationale and the background for the development of the **Marzano Focused Teacher Evaluation Model.** The Focused Teacher Evaluation Model is a revised version of the research-validated Marzano Teacher Evaluation Model created in 2010. The Focused Evaluation Model addresses emerging needs identified by researchers at the Applied Research Center for evaluation models that directly support standards-based instruction. Our goal in developing the Focused Model is to simplify the evaluation process for teachers and school leaders by emphasizing *23 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 Teacher 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 teacher growth and improve fairness.

This paper offers an overview of the design of the Focused Teacher Evaluation Model and outlines suggested methods for successful implementation in K-12 schools.

The Purpose of Teacher Evaluation

Teacher Evaluation systems are designed to allow administrators to discriminate between levels of teacher performance fairly and objectively. In our view, teacher evaluation models must also provide a methodology to support teacher growth as teachers make the instructional shifts necessary to support students in rigorous, standards-based classrooms. It should be noted that early evaluation models developed before the implementation of rigorous standards do not always reflect the language and outcomes aligned to standards-based instruction. Further, given the time constraints on school administrators, effective evaluation models must also prioritize ease of use and accuracy of scoring. The evaluation data we have collected over half a decade of classroom observations indicates that a streamlined, scientific-behavioral model is the one most likely to meet these challenges with the greatest accuracy.

The Marzano Focused Teacher Evaluation model is a scientific-behavioral evaluation system. Based on objective metrics aligned to specific standards-based strategies, this system creates reliability for observers and simplifies the evaluation process. This behavioral approach emphasizes observable elements with specific evidences of effectiveness to determine scores and construct feedback, as opposed to constructivist approaches that determine evaluation scores based on lesson scripting and employing a much larger number of elements.

Feedback from the field indicates that evaluation systems requiring scripting and coming to consensus on scoring have become burdensome for administrators already pressed for time. A principal association survey reveals that substantive teacher evaluation requires administrators to put in an average of 11-15 hours per teacher per year (Maxwell, 2014). Thus, a principal managing a staff of 40 might be expected to devote 600 or more hours annually to evaluation! The Focused Teacher Evaluation Model is designed to greatly streamline the observation process.

This new focus effectively returns time to administrators for the important work of instructional coaching, working with PLCs, advancing their own professional development, and providing feedback to teachers—practices that have a demonstrated positive impact on student achievement.

While classroom observations still constitute a necessary component of effective evaluation, the Focused model incorporates pre-planning and post-observation conferences, so that teachers can plan more efficiently prior to observations, and also present student evidence of desired results during the post-observation conference. Thus, if the number of annual observations or time for individual observations is limited, the observer will still be able to fairly and accurately determine scores based on evidence of student learning. This new focus effectively returns time to administrators for the important work of instructional coaching, working with PLCs, advancing their own professional development, and providing feedback to teachers—practices that have a demonstrated positive impact on student achievement.

Because the Focused Model relies on research-based practices in instruction, the design facilitates use with any instructional model. The focused evaluation model is agnostic, in that the model recognizes effective instruction with student evidence as the critical factor. Districts using alternate models of instruction will find that the focused evaluation model honors the professional development they have previously invested in.

Because the Focused Model relies on research-based practices in instruction, the design facilitates use with any instructional model. The focused evaluation model is agnostic, in that the model recognizes effective instruction with student evidence as the critical factor.

The Focused Teacher Evaluation Model: Summary and Implementation

The Marzano Focused Teacher Evaluation Model is observer and teacher-friendly; it utilizes a systematic, step-by-step approach for observation to improve inter-rater reliability. The model is comprised of four domains, or areas of expertise, designed to progressively guide a teacher from planning, to implementation of instructional strategies, to awareness of conditions for learning in the classroom, and to professional responsibilities. Critical to the model is not only teacher use of instructional strategies, but also monitoring of learning through student evidences. These evidences become the measure for determining the effect of teachers' use of instructional strategies.

A Model Designed to Increase Competency

Competency-based evaluation scoring for the Marzano Focused Teacher Evaluation Model requires scoring of all 23 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 effectiveness, but to drive improvement toward successful, standards-based instruction. The design of the Focused Model integrates the four domains, or areas of expertise, into a framework for standards-based classrooms 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
- Teachers empowered with access to the tools and resources within a continuum for **growing their practice**

Key Objectives of the Marzano Focused Teacher Evaluation Model

- **Simplifies the overall evaluation process,**
- **Reduces the time and complexity burden on principals and teachers,**
- **Increases the specificity and accuracy of observations focusing on student evidences of attaining standards,**
- **Prioritizes deeper alignment to the instructional shifts required for rigorous academic standards, and**
- **Incorporates stronger diagnostic feedback capabilities for teachers**

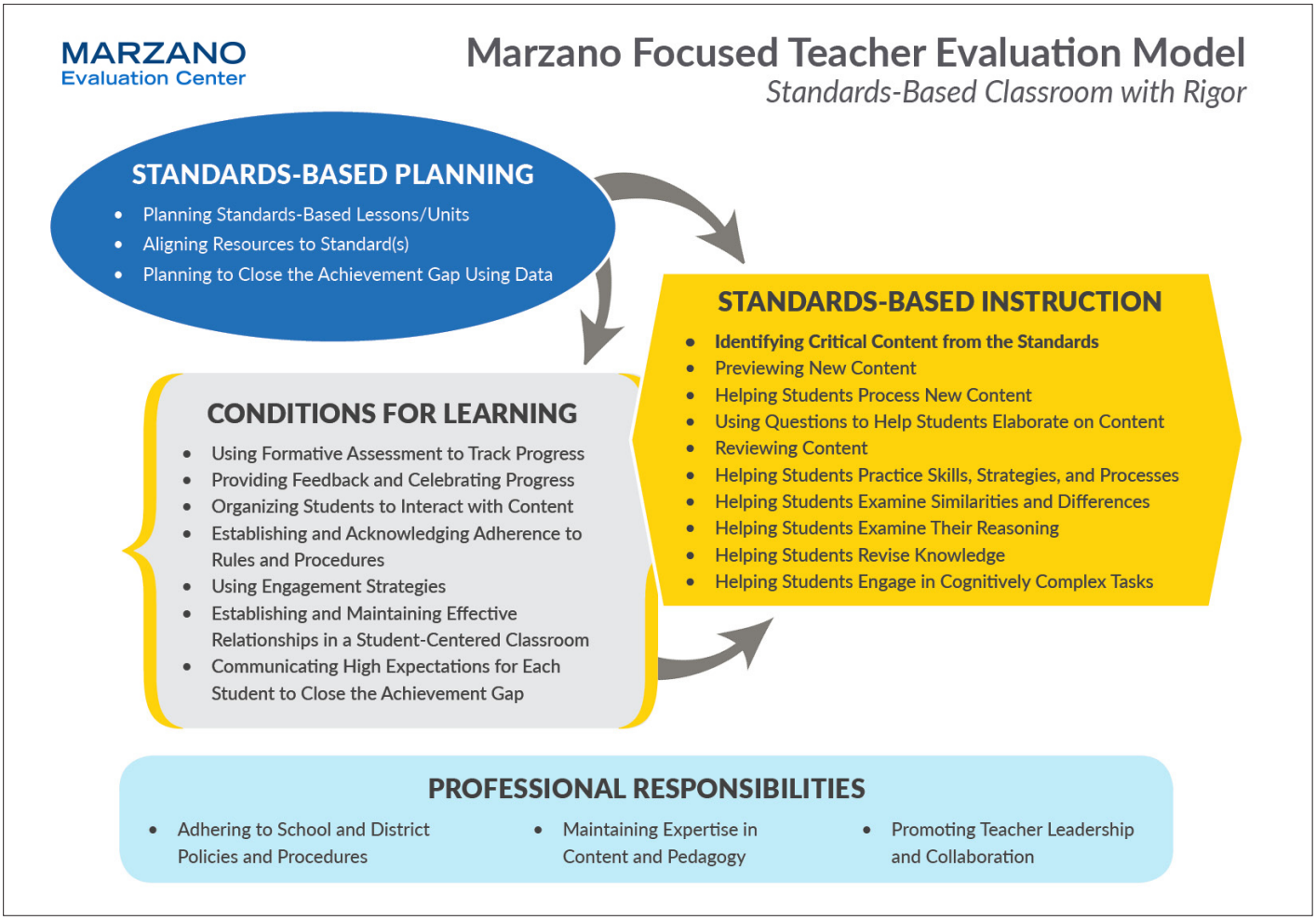


Figure 1: The updated Focused Teacher Evaluation Model is comprised of 23 elements in four domains, or areas of expertise.

The Marzano Focused Teacher Evaluation model is compatible with the majority of district initiatives.

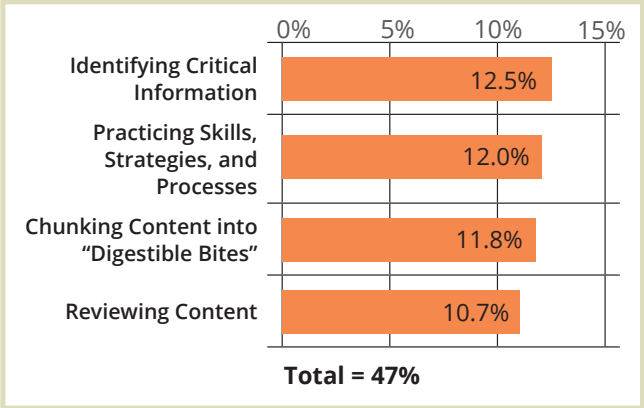
Focused on elements that support a teacher in developing expertise, the Focused Model concentrates measurable teacher actions and capabilities into 23 essential behaviors to measure teacher effectiveness within four areas of expertise. This focused number of elements helps teachers more easily make the shift to standards-based pedagogy; it also decreases potential scoring errors by observers. Additionally, because the 17 instructional behaviors are research-based, the Marzano Focused Teacher Evaluation Model is compatible with the majority of district initiatives.

As with the original Marzano Teacher Evaluation Model, the Focused Model is an objective, evidence-based model that evaluates teacher performance against specific criteria, alignment to standards, and student evidences. The Focused Model explicitly highlights the instructional shifts necessary for teaching rigorous state standards. The model further emphasizes student evidence of learning as the key indicator of teacher effectiveness, with sample evidences of desired effects included in the protocols.

Rigorous state standards ask students to effectively process new information, be more thoughtful and analytic about their conclusions, and apply their knowledge to real-world scenarios. The research at the Applied Research Center has indicated that teachers must make specific instructional shifts to support these goals (Marzano, Carbaugh, Rutherford, & Toth, 2013; Marzano & Toth, 2014). But teaching in rigorous classrooms does not mean "teaching harder" using traditional instructional techniques.

Data collected from 277,000 classroom observations using the Marzano Teacher Evaluation Model has indicated that teachers are still not effectively helping students develop the necessary skills, at the higher taxonomy levels, to meet rigorous standards. Figure 1 illustrates that most teachers are spending the bulk of their classroom time in lecture, practice, and review (47% of observed lessons). Conversely, classrooms are observed far less often engaged in the cognitively complex tasks required by rigorous standards (4.2%).

Highest frequency strategies associated with lecture, practice, and review.



Lowest frequency strategies, among the most critical for developing cognitively complex skills.

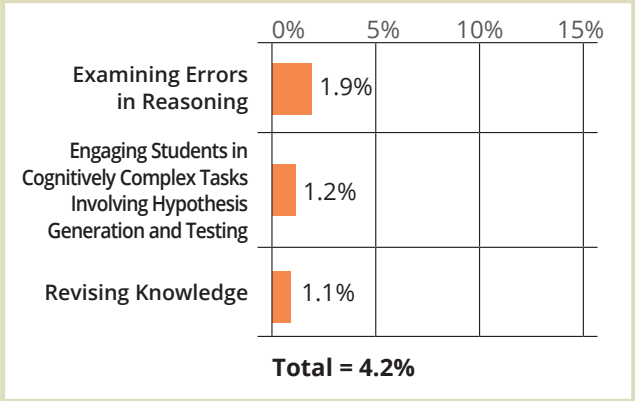


Figure 2: Data analyzed indicates that we don't see evidence of instruction that requires thinking at the higher levels of the taxonomy as often as we should, in order for students to meet rigorous standards.

Having identified that instructional time is rarely used for developing cognitively complex skills, we recommend that observers working with the Focused Teacher Evaluation Model aim to score all 23 elements, or competencies, during the course of each year.

Additional Benefits of the Focused Teacher Evaluation Model

As indicated in the teaching map in Figure 1, the Focused Model identifies key elements, or professional and instructional strategies, divided into four domains, or areas of expertise: **Standards-Based Planning** (3 elements); **Standards-Based Instruction** (10 elements), **Conditions for Learning** (7 elements), and **Professional Responsibilities** (3 elements). Like the comprehensive model, the Focused Model utilizes common five-point scales. The performance scales provide a developmental continuum for teachers on five levels of proficiency: Not Using (0), Beginning (1), Developing (2), Applying (3), and Innovating (4).

Additionally, the Focused Model provides clear benefits for teachers and observers. The Focused Model:

- Includes recommended procedures for implementation and scoring
- Focuses on 10 research-based elements for rigorous, standards-based instruction
- Focuses on 3 critical standards-based planning elements
- Integrates 60 prior elements into 23 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 23 elements for competency-based scoring.
- Is aligned with the Marzano Focused Non-Classroom Instructional Support Member Evaluation Model

We recommend that observers working with the Focused Teacher Evaluation Model aim to score all 23 elements, or competencies, during the course of each year.

The Aligned Marzano Focused Non-Classroom Instructional Support Member Evaluation Model

One-sized teacher evaluation may not fit all employees. Within a district, there are many certificated personnel with unique positions who are critical to achieving the vision and mission of the district but who do not directly teach students. The Marzano Focused Non-Classroom Instructional Support Evaluation Model adapted by Dr. Beverly Carbaugh aligns with the Marzano Focused Teacher Evaluation Model. While it can be used independently, the form was developed to be used in conjunction with the Focused Teacher Evaluation Model. The form is an evaluation framework for certificated instructors whose primary job is not day-to-day instruction of students.

Instructional support personnel typically provide appropriate support to students, schools, and districts in a non-classroom setting; positions may include both instructional support personnel such as educational specialists, media specialists, and instructional coaches, and student services personnel such as art therapists, school psychologists, and career specialists. The categories of support personnel who would be evaluated using this form is a district level decision.

The instructional support form is rooted in the common language of the Marzano Focused Teacher Evaluation Model, but has been adapted to capture the unique responsibilities of personnel who support instruction at the school and district levels. The Focused Instructional Support Personnel Evaluation Model has been designed for growth as well as measurement, with four domains and specific elements that support schools and districts.

For more information about the Marzano Focused Non-Classroom Instructional Support Evaluation Model, email us at info@marzanoevaluationcenter.com.

The Focused Model Protocols

The Focused Model protocols list specific desired effects for each element to support evidence of student 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 teacher and student evidences that align with standards-based teaching and learning. Figure 3, on the next page, is an example of the protocol for previewing new content.

Previewing New Content

Focus Statement: Teacher engages students in previewing activities that require students to access prior knowledge as it relates to the new content.

Desired Effect: Evidence (formative data) demonstrates students make a link from what they know to what is about to be learned.

Example Teacher Instructional Techniques (Check any technique used in the lesson)

- ☐ Facilitate identification of the basic relationship between prior ideas and new content (purpose for the new content)
- ☐ Use preview questions before instruction or a teacher-directed activity
- ☐ Use K-W-L strategy or variation
- ☐ Provide advanced organizer (e.g. outline, graphic organizer)
- ☐ Facilitate a student brainstorm
- ☐ Use anticipation guide or other pre-assessment activity
- ☐ Use motivational hook/launching activity (e.g. anecdote, short multimedia selection, simulation/ demonstration, manipulatives)
- ☐ Use digital resources and/or other media to help students make linkages to new content
- ☐ Use cultural resources to facilitate students making a link from what they know to the new content
- ☐ Facilitate identification of previously seen mathematical patterns or structures

Example Teacher Techniques for Monitoring for Learning (Check any category used in the lesson)

- ☐ Use a Group Activity to monitor that students can make a link from prior learning to the new content
- ☐ Use Student Work (Recording and Representing) to monitor that students can make a link from prior learning to the new content
- ☐ Use All Response Methods to monitor that students can make a link from prior learning to the new content
- ☐ Use Questioning Sequences to monitor that students can make a link from prior learning to the new content

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students can make a link from prior learning to the new content. Student evidence is obtained as the teacher uses a monitoring technique.)

- ☐ Identify basic relationship between prior content and new content
- ☐ Explain linkages with prior knowledge in individual or group work
- ☐ Make predictions about new content
- ☐ Summarize the purpose for new content
- ☐ Explain how prior standards or learning targets link to the new content
- ☐ Explain linkages between mathematical patterns and structure from previous grades/lessons and current content

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning

- ☐ Reteach or use a new teacher technique
- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify the task
- ☐ Provide additional resources

Figure 3: The protocols for the Focused Teacher Evaluation Model include a non-scored section to assist teachers and observers with monitoring for desired effects.

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in previewing activities that require students to access prior knowledge as it relates to the new content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Engages students in previewing activities that require students to access prior knowledge as it relates to the new content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Figure 4: The 5-point scale for Previewing New Content

Scoring

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. Figure 4, above, illustrates the scale for previewing new content.

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.

Conducting Standards-Based Observations with the Marzano Focused Teacher Evaluation Model

What is a standards-based observation?

Observations within the Marzano Focused Teacher Evaluation Model are always standards-based. The observer conducts a pre-conference session with the teacher prior to the classroom observation, during which they discuss the teacher's standards-based plan for the lesson to be observed. In collaboration with the teacher, the observer ensures that the plan exhibits a focus on the essential 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 classroom to see the plan in action. The observer looks for specific elements and techniques discussed in the plan, observes how and when the teacher monitors for evidence of learning, and notes any adaptations the teacher makes. We recommend observation of the full lesson. If a full lesson is not possible, the teacher provides evidence of student learning (artifacts, data, etc.) subsequent to the observation during a post-observation conference.

The 5-Step Process for Classroom Observation

Step 1

What elements am I seeing when I observe a teacher? Does the teacher use the strategy correctly?

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

Step 2

What technique or techniques does the teacher use to monitor for the desired effect/outcome?

- This step concerns teacher techniques for monitoring for student learning as a result of using an Instruction element, or monitoring to determine if implementing a Conditions for Learning element produces the desired effect or desired outcome.

- After identifying the element from Instruction or Conditions, how does the teacher monitor to determine if students are learning or changing their behavior?
- Observe the teacher and check the box for any monitoring technique that is implemented. If observing Conditions for Learning, the observer monitors student behaviors and quickly notes how many students demonstrate the desired effect or desired outcome.
- Note—the use of a monitoring technique does not change the teacher's rating on the scale. However, it is the bridge for moving from a 2/Developing, to a 3/Applying, and ultimately a 4/Innovating (see Step 3, below).

Step 3

What percent of students demonstrate achievement of the desired effect at the appropriate level of the target?

- Step 3 is directly connected to Step 2, but it transitions from a focus on teacher action to a focus on the student and student work. At this point, the teacher is monitoring to determine if students are learning. The observer moves to the Example Student Evidence box, and checks the applicable boxes based on observed student evidence.
- The critical step is to determine the number of students who achieve the desired effect or desired outcome. The observer must examine student work to determine: a) if the work is at the correct level of the target; and b) the number of students who demonstrate the desired effect or outcome.
- At this point, the observer moves to the scale. If less than half the class exhibits the desired effect, the score remains a 2/Developing. If 51% to 90% demonstrate the desired effect, the teacher 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 teacher does not earn a 3 or 4 on the scale, the observer moves to step 4.

Step 4

After monitoring student evidence and determining the number of students who demonstrate the desired effect, does the teacher make an adaptation?

- The observer moves to this step if the teacher monitors student evidence and notes that less than 91% of the students are demonstrating the desired outcome.
- If the teacher makes an adaptation, continues to monitor student evidence, and confirms that more than 90% of students achieve the desired outcome, the observer moves the teacher's score to a 4.
- If the outcome remains less than 91%, the score remains at 3, or if less than 51%, at level 2.

Step 5

Use student evidence to assign the final score on the scale for all elements observed in the lesson.

- Assigning the final score can take place in a post-conference.
- The teacher may bring evidence to confirm the percentage of students who demonstrate the desired effect.

Competency-Based Scoring

As we have indicated, observers will plan to score all 23 elements during the course of the school year. This goal encourages teachers to practice and achieve competency in those instructional elements so critical to rigorous classrooms: helping students examine errors in reasoning, revise knowledge, and engage in cognitively complex tasks. Scoring all the elements encourages teachers to build expertise in areas where they need to grow. The Focused Teacher Evaluation Model not only measures current instructional practice, but helps teachers develop the practices they need to improve their teaching. Competency-based scoring allows school leaders to move away from traditional scoring models that simply average scores toward a scoring system that supports teachers to practice and master higher-order strategies in rigorous classrooms and requires teachers to demonstrate a full range of instructional skills. Competency-based scoring provides teachers with the safety they need to deliberately practice and improve those skills incrementally.

With this system, each element is a competency that teachers 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. Thus if, in the course of four observations during a year, a teacher scores a 1, 2, 2, 4 in "Helping Students Examine Their Reasoning," the teacher would receive a score of 4 for that element, having achieved competency.

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 teachers to adopt a growth mindset. It is the scoring system we believe to be most fair and accurate for measuring individual teachers' competencies. Further, teachers will be able to access up-to-date, real-time data on the iObservation platform, so that every teacher knows precisely which of the 23 elements have been scored during the course of the year.

The Research Base of the Model

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 actually 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 evaluation model since 2010, Marzano and Toth published *Teacher Evaluation that Makes a Difference* in 2013. We discussed in some depth our recommendations for future iterations of teacher 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 Teacher Evaluation Model

Between 2012-2016, the Applied Research 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 Teacher Evaluation Model. The Center's dataset included:

- 1.48 to 1.85 million scores for instructional elements collected during evaluative classroom observations over three years
- 248,000 to 277,000 evaluative observations across three years
- 58,000 to 63,000 total teachers across three years (12,000 to 13,000 teachers each year)

Our researchers matched student growth on state assessments with observation scores (the final dataset includes tested teachers only).

Our findings were as follows (Basilio & Toth, 2019):

- 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 Teacher Evaluation Model has been supported by research. However, teacher 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 taken into account inputs from our partner districts. Further, national initiatives such as Common Core State 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 Teacher 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 teacher 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 (i.e., rating teachers) to a greater emphasis on leveraging the observational and feedback process to support necessary teaching shifts with rigorous standards. Observers must now focus on classroom implementation of rigorous 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 supports a standards-based classroom.

Conclusion

Our goal in designing the Marzano Teacher Evaluation Model is to ensure that schools and districts utilizing the model can take advantage of the most current framework available, one that is both validated by research and that meets national and state policy initiatives. We have simplified and integrated the Focused Teacher Evaluation Model in a way we believe will increase fairness, accuracy of scoring, and inter-rater reliability, and that also keeps the evaluative focus on standards-based classroom instruction and teacher instructional growth. We have further emphasized a competency-based approach to observation and scoring, with clearly delineated desired effects for student learning, that will help teachers develop their professional expertise over time. We will continue to study the model in the field and partner with our schools and districts to ensure that the Marzano Focused Teacher Evaluation Model remains the most effective and transparent teacher evaluation model available.

Applied Research Center

The Applied Research Center partners with schools and districts to study and collect data on frameworks for teacher and leader effectiveness. Since 2012, the Center has been the exclusive partner with Robert Marzano in training and supporting evaluation models for teachers, school leaders, and district leaders, including providing technical assistance for statewide redevelopment of evaluation systems and processes to ensure rater accuracy and differentiated scoring. In our capacity to support large-scale implementations, we provide the training, evaluation software, and research services for validity and reliability of measures, surveys, and multiple student growth metrics. Our mission is to provide full and transparent research support and validity studies to our implementation partners in schools and districts across the United States, and to continuously update our evaluation and instructional frameworks based on research and best practices.

Aligned Evaluation Models

- Marzano Focused Non-Classroom Instructional Support Personnel Evaluation Model
- Marzano Focused School Leader Evaluation Model
- Marzano District Leader Evaluation Model - 2018 Update

For information about these Models visit MarzanoEvaluationCenter.com

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For further information on the Marzano Focused Teacher Evaluation Model, email info@marzanoevaluationcenter.com or call toll free at 866-731-1999.

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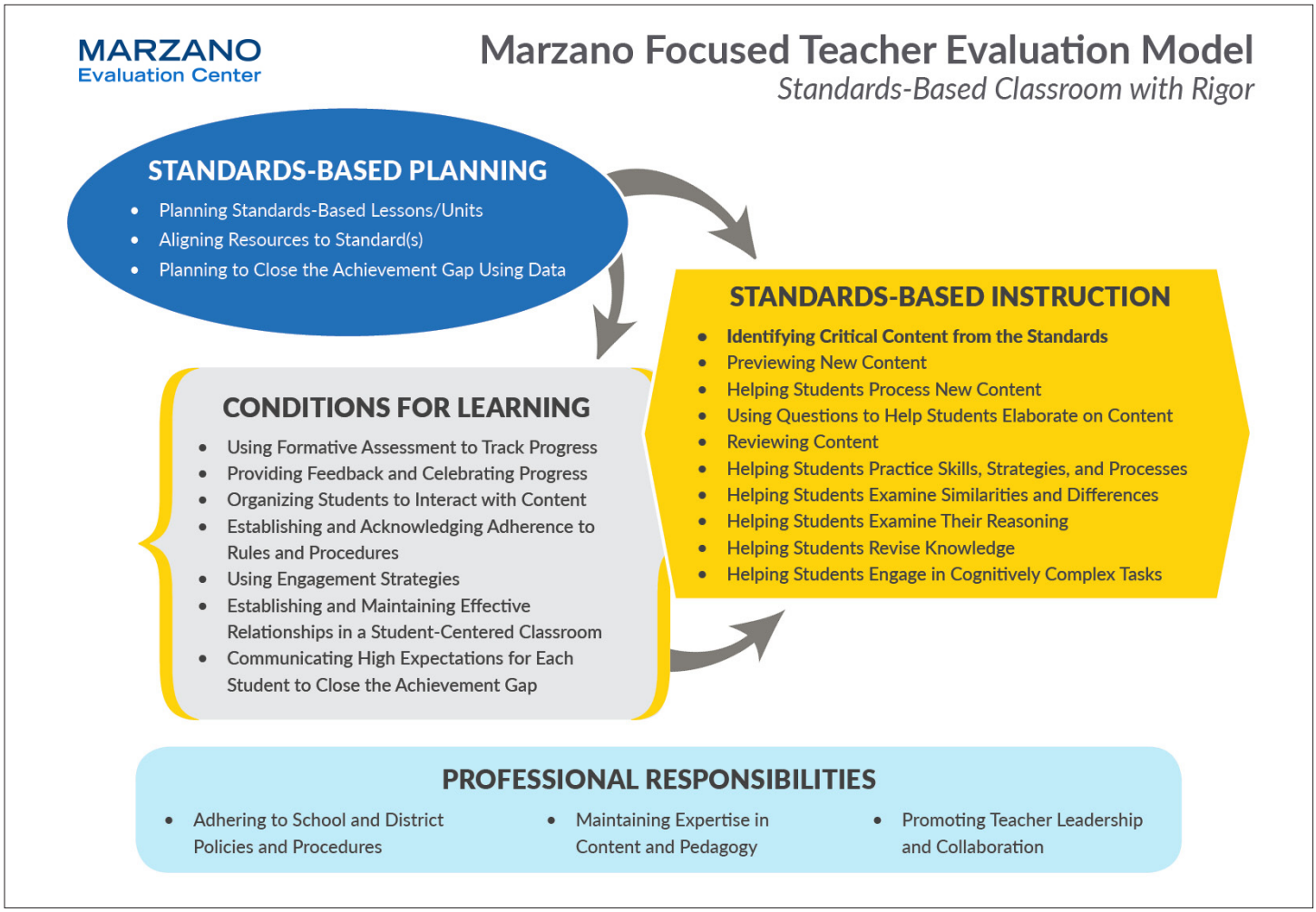
Appendix: Crosswalk to InTASC Model Core Teaching Standards

InTASC Model Core Teaching Standards



InTASC Model Core Teaching Standards	Marzano Focused Teacher Evaluation Elements
Standard 1: Learner Development	1, 3, 15, 19, 20
Standard 2: Learning Differences	3, 19, 20
Standard 3: Learning Environments	15, 16, 17, 18, 19, 20
Standard 4: Content Knowledge	1, 2, 4, 22
Standard 5: Application of Content	1, 2, 10, 11, 13
Standard 6: Assessment	14
Standard 7: Planning for Instruction	1, 2, 3
Standard 8: Instructional Strategies	4, 5, 6, 7, 8, 9, 10, 11, 12, 13
Standard 9: Professional Learning and Ethical Practice	21, 22, 23
Standard 10: Leadership and Collaboration	1, 2, 3, 22, 23