

Marzano Instructional Model

O'Neill Public Schools

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Always ~ Sometimes ~ Never

**What should you see
or hear in every
classroom every
day?**

**What should you
sometimes see or hear
in classrooms?**

**What should you never
see or hear in any
classroom?**

Educator Effectiveness Reforms

In recent years, national, state, and local educational leaders have come to realize that improving teacher and principal effectiveness is the key to increasing student achievement and developing better school systems.

Put another way...

“...more can be done to improve education by improving the effectiveness of teachers than by any other single factor.”

- Wright, Sanders, and Horn

*“Effective teachers matter a great deal
and ineffective teachers may matter
even more.”*

- National Council on Teacher Quality,
State of the States Report, October 2011

“What Matters is Which Classroom?”

“If a student is in one of the most **effective** classrooms, he/she will learn in **6 months** what those in an average classroom will take a **year** to learn. And if a student is in one of the **least effective classrooms** in that school, the same amount of learning takes **2 years**.”

Deborah Loewenberg Ball, Dean of Education,
University of Michigan

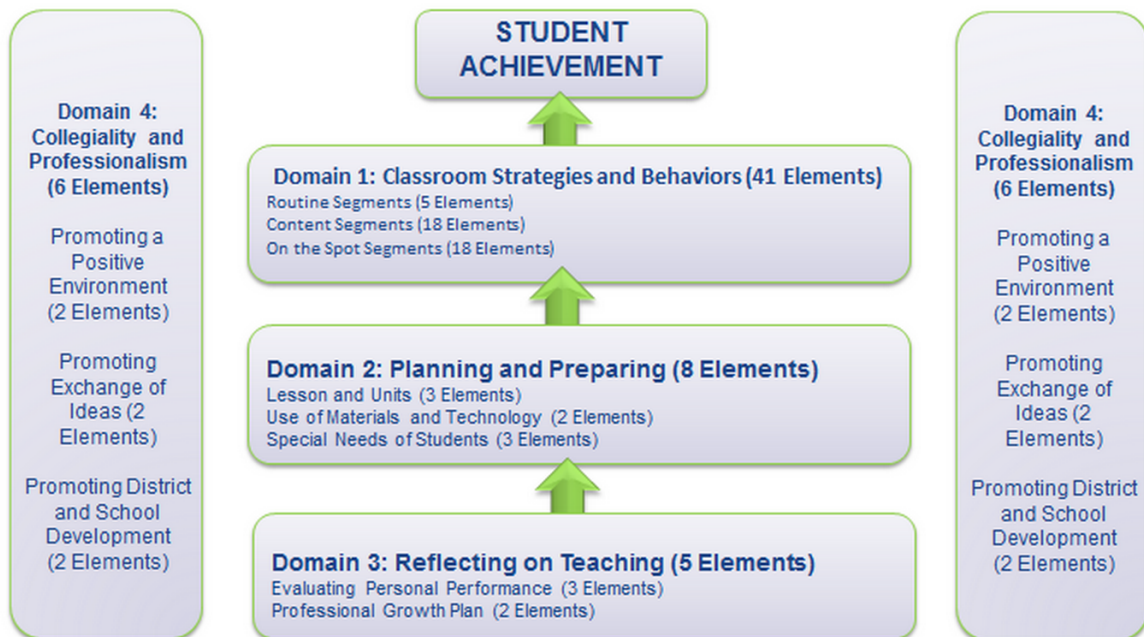
Marzano: What Works in Schools

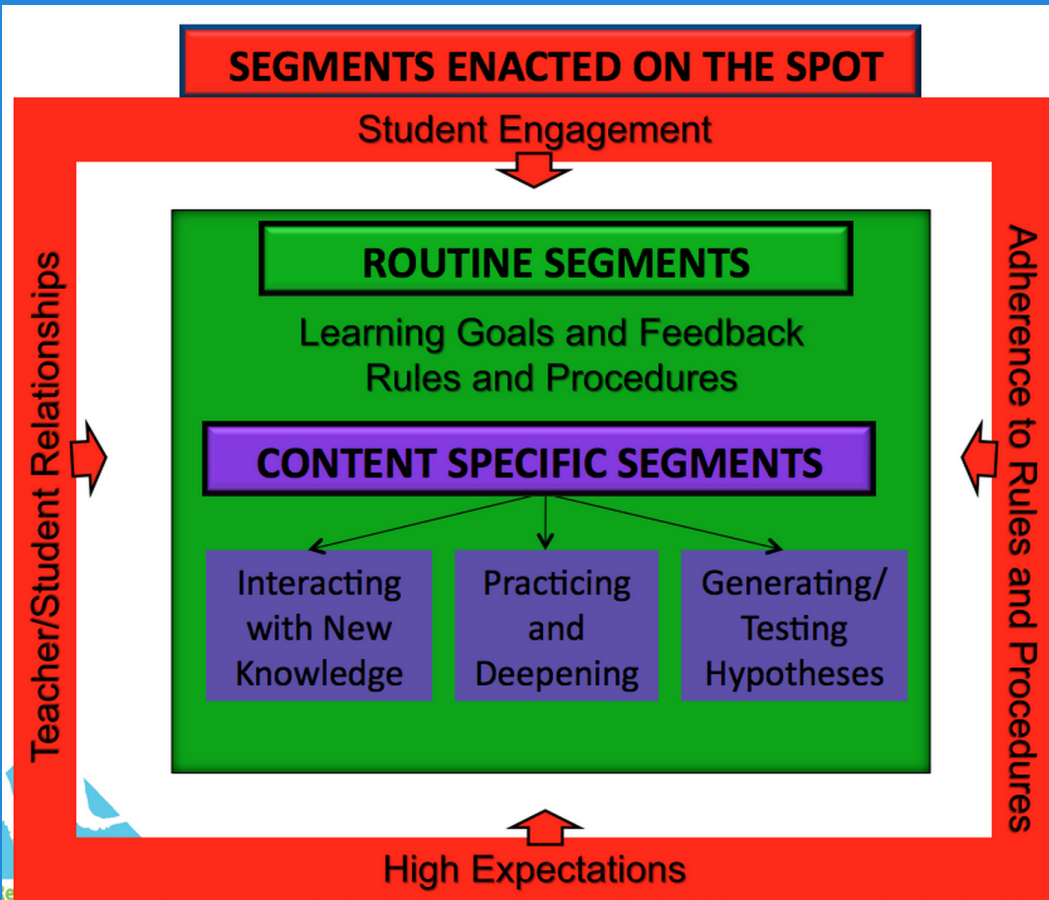
School and Teacher Scenario	Achievement Percentile After Two (2) Years
Average School and Average Teacher	50th
Least Effective School and Least Effective Teacher	3rd
Most Effective School and Least Effective Teacher	37th
Least Effective School and Most Effective Teacher	63rd
Most Effective School and Most Effective Teacher	96th
Most Effective School and Average Teacher	78th

Marzano Model of Instructions



Marzano Teacher Evaluation Model

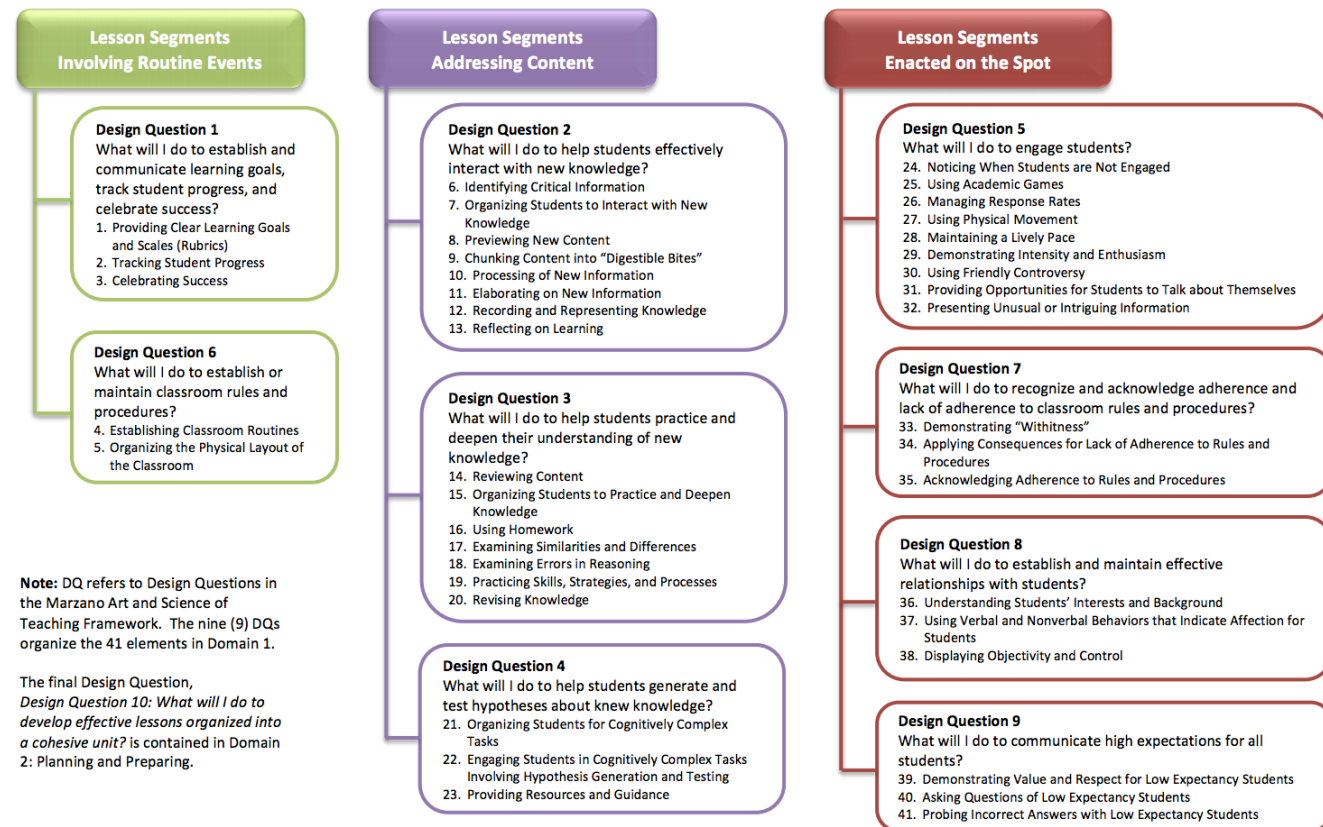




Domain 1 - Instructional Strategies and Behaviors

Domain 1: Classroom Strategies and Behaviors

Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQ) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol.



Domain 2: Planning and Preparing

Planning and Preparing

Planning and Preparing for Lessons and Units

- 42. Effective Scaffolding of Information with Lessons
- 43. Lessons within Units
- 44. Attention to Established Content Standards

Planning and Preparing for Use of Resources and Technology

- 45. Use of Available Traditional Resources
- 46. Use of Available Technology

Planning and Preparing for the Needs of English Language Learners

- 47. Needs of English Language Learners

Planning and Preparing for the Needs of Students Receiving Special Education

- 48. Needs of Students Receiving Special Education

Planning and Preparing for the Needs of Students Who Lack Support for Schooling

- 49. Needs of Students Who Lack Support for Schooling

Domain 3: Reflecting on Teaching

Reflecting on Teaching

Evaluating Personal Performance

- 50. Identifying Areas of Pedagogical Strength and Weakness
- 51. Evaluating the Effectiveness of Individual Lessons and Units
- 52. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

Developing and Implementing a Professional Growth Plan

- 53. Developing a Written Growth and Development Plan
- 54. Monitoring Progress Relative to the Professional Growth and Development Plan

Domain 4: Collegiality and Professionalism

Collegiality and Professionalism

Promoting a Positive Environment

- 55. Promoting Positive Interactions with Colleagues
- 56. Promoting Positive Interactions about Students and Parents

Promoting Exchange of Ideas and Strategies

- 57. Seeking Mentorship for Areas of Need or Interest
- 58. Mentoring Other Teachers and Sharing Ideas and Strategies

Promoting District and School Development

- 59. Adhering to District and School Rules and Procedures
- 60. Participating in District and School Initiatives

Self-Reflection

1. Thinking of your own practice:
 - a. •Star 2 personal strengths (glows)
 - b. •Delta 2 personal challenges (grows)
2. On the Marzano Domain 1: Classroom Strategies and Behaviors document, highlight elements that are also found on the “Always-Sometimes-Never.”
3. Share observations