Art and Science of Teaching Evaluation Model

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Immaculata University
Agenda

Learning Goals for this Session

Problems of Practice

Focus on DQ 1

Design DQ 5
Session Learning Goals

Participants will:

• Understand the connections between DQ 1 and DQ 5

• Distinguish between various levels of the performance scale for Design Questions 1 and 5

• Defend ratings using the evaluation instrument by stating a claim and supporting it with evidence for DQ 1 and 6
Personal Learning Goals

I expect to learn:

What I value most for my personal learning today is:
Quick Review of the Art and Science of Teaching

https://youtu.be/8MKTNdZm-Mo
Problems of Practice

**INDIVIDUALLY**
- Record two questions you have.
- Share with your group

**GROUP**
- Prepare to share out any questions for which you do not have an answer.
From MET (2014)

• Observation is highly challenging: A classroom is a complex and unpredictable environment, and a lesson may include thousands of interactions. But accurate feedback and fair evaluation demand that any observer focuses on the same small number of behaviors to reach the same conclusions that any other observer would draw, if scoring correctly. Compounding the challenge is the fact that observers come to the task with their own personal and professional biases, of which they may not be aware.
Sir Ken Robinson

• [https://www.youtube.com/watch?v=BUatQQYha3w](https://www.youtube.com/watch?v=BUatQQYha3w)
Standardization of Teaching
WHAT IS COMPETENCY-BASED EDUCATION?

Students progress through learning objectives as they demonstrate mastery of content, at their own pace.

It allows them to show what they know, as soon as they know it.

<table>
<thead>
<tr>
<th></th>
<th>Competency-Based Education</th>
<th>Traditional Education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CURRICULUM</strong></td>
<td>Variable class structure, testing out of subject matter at different levels</td>
<td>Standardized class structure, regardless of prior knowledge</td>
</tr>
<tr>
<td><strong>CLASS COMPLETION</strong></td>
<td>Students finish as they are able</td>
<td>End of term</td>
</tr>
<tr>
<td><strong>AVERAGE TIME TO GRADUATE</strong></td>
<td>30 months*</td>
<td>60 months</td>
</tr>
</tbody>
</table>

*Data is only from Western Governor’s University
Guaranteed and Viable Curriculum

Intensive

Supplemental

Core
Curriculum Instruction
Assessment

Guaranteed and Viable Curriculum
Learning Goals and Scales
Assessment
Grading and Reporting
Assessment data are gathered on a regular basis and each student’s response to instruction is evaluated.
Marzano Teacher Evaluation Model

Domain 1 identifies the 41 key strategies revealed by research for effective teaching presented in a robust, easy-to-understand model of instruction based on the Art and Science of Teaching.

All 41 Key Strategies are organized into 9 Design Questions, which are further organized into 3 Lesson Segments.
Writing Goals

• The student will understand...(Declarative)

• The student will be able to...(Procedural)

• The student will understand and be able to...(Both)

The sentence starter used is dependent on the category of knowledge into which the content falls.
Learning Goal, Lesson Objective, Lesson Purpose

- Learning Goals within and across Units
- District/School Level
- Classroom Level
  - Learning Goals
  - Lesson Objectives
- Lesson Purpose
  - Kid Friendly Goals and Objectives
- Student
Standards Based Not Standardized

Focuses on the **Desired Outcome**

Incorporates teacher developed routines leading to the **Desired Outcome**.

**Guaranteed and Viable Curriculum** does not mean that strategies must look the same.
Learning Goals and Scales

- What is the routine that might be established?
- How is the learning goal made visible to the students?
- Is there a scale?
- If so, is the scale representative of a continuum of difficulty?
- Is it aligned to the standards?
- Is it Kid Friendly?
- How are students making meaning or sense of the goals?
<table>
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<th>Description</th>
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<tbody>
<tr>
<td><strong>Score 4.0</strong></td>
<td>In addition to the score of 3, participants will be able to: Provide actionable, defensible and constructive feedback to teachers based on the data they have collected.</td>
</tr>
</tbody>
</table>
| **Score 3.0 Essential Target Knowledge (Standards)** | Participants will be able to:  
• Use the Art and Science of Teaching Protocol to distinguish between various levels of the performance scale by identifying dominant elements during classroom observations  
• Defend ratings using the evaluation instrument by stating a claim and supporting it with evidence. |
| **Score 2.0 Essential Foundational Knowledge** | Participants will be able to identify key concepts within the Framework DQ Element Look For Teacher Evidence/Student Evidence Performance Scale Descriptors |
| **Score 1.0** | Participants will be able to: Demonstrate partial success at a 2.0 |
Kahoot!
Lesson Segments Involving Routine Events

- June 2015\MP Lesson Segments Involving Routine Events.pdf
Unpacking the Protocol

Desired Effect

Teacher and Student Evidence

Scale
Desired Effect

• For each of the 41 elements, there is a specific **desired effect on student learning** if the teacher uses and monitors the strategy appropriately
Focused Feedback

involves seeing thin slices of behavior
Quick Review

I have a question about.....

I am still wondering.....
## Scales: Levels of Performance

<table>
<thead>
<tr>
<th>Innovating (4)</th>
<th>Applying (3)</th>
<th>Developing (2)</th>
<th>Beginning (1)</th>
<th>Not Using (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher adapts and creates new strategies for unique student needs and situations <strong>ALL</strong></td>
<td>In addition to using the strategy correctly, the teacher monitors the impact that the strategy has on student learning <strong>MOST</strong></td>
<td>The teacher uses the strategy correctly</td>
<td>The teacher uses the strategy incorrectly or with parts missing</td>
<td>The strategy was called for but not exhibited</td>
</tr>
</tbody>
</table>
On Innovation

- https://www.youtube.com/watch?v=4ZkwBK0zg2s
Questions to Ask at the Innovating Level

• Is the desired effect evident for all students?
• Are there obvious adaptations being made for special groups of students (or individuals)?
• Is a combination of sub-strategies being used to ensure the desired effect on all students?
• Is the teacher making adaptations on a one-to-one basis as he/she moves around the classroom?
Quick Review

I have a question about.....

I am still wondering.....
Observation Process

Before
- Review the protocol

During
- Record what the teacher is doing
- Record what the students are doing

After
- Review the evidence
- Rate the element
One Way To Observe: T-Chart

<table>
<thead>
<tr>
<th><strong>Teacher</strong></th>
<th><strong>Student(s)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher said “Today we are going to learn how to solve for x”</td>
<td></td>
</tr>
<tr>
<td>Wrote the learning goal on the board</td>
<td>All students took out notebooks, and copied what the teacher put on the board</td>
</tr>
<tr>
<td>Teacher asked students “What do you expect to learn? Or What are you having difficulty with?” Students instructed to write it in their notebooks.</td>
<td>Students recorded their own learning goals in their notebooks</td>
</tr>
<tr>
<td>Teacher asked J, T, L to share their goals and recorded them on the board, then asked for a class thumbs up for agreement</td>
<td>Students responded by indicating agreement</td>
</tr>
</tbody>
</table>
## Types of Observation Evidence

<table>
<thead>
<tr>
<th>Type</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbatim scripting</td>
<td>“Could one person from each table collect materials?”</td>
</tr>
<tr>
<td>Non-evaluative statements</td>
<td>The teacher stands by the door, greeting students as they enter</td>
</tr>
<tr>
<td>Numeric information about time, student participation, resource use, etc.:</td>
<td>Three students of the eighteen offer nearly all of the comments during discussion.</td>
</tr>
<tr>
<td>An observed aspect of the environment:</td>
<td>The assignment is on the board for students to do while roll is taken.</td>
</tr>
</tbody>
</table>
Lesson Segment
Enacted on the Spot

**Design Question 5**
What will I do to engage students?

**Design Question 7**
What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?

**Design Question 8**
What will I do to establish and maintain effective relationships with students?

**Design Question 9**
What will I do to communicate high expectations for all students?
Table Group Brainstorm: Describe a Highly Engaged Classroom You Visited this Year.
Student engagement happens as a result of a teacher’s careful planning and implementation of specific strategies.
It is important to distinguish between..... because

Compliant Behavior

Cognitive Engagement
The Role of Memory

Outside World → Sensory Memory → Working Memory → Permanent Memory
EMOTIONS
How do I feel?

INTEREST
Am I interested?

IMPORTANCE
Is this important?

SELF EFFICACY
Can I do this?

Attention and Engagement
Effective teachers make instructional decisions that foster student attention and engagement.

Do I have their attention?
- Yes
- No

Are they engaged?
- Yes
- No

Raise Emotional Tone of the Classroom

Help students recognize important content
Attention and Engagement

**ATTENTION**

- How do I feel?
  - Classroom Energy Level
  - Teacher Demeanor
  - Perceptions of Acceptance

- Am I Interested?
  - Game-Like Activities
  - Unusual Information
  - Questioning

**ENGAGEMENT**

- Is this important?
  - Connecting to Students Lives
  - Encouraging application of knowledge
  - Choice

- Can I do this?
  - Tracking Student Progress
  - Using effective verbal feedback
  - Teaching Self Efficacy

ATTENTION

ENGAGEMENT
DQ 5 – What will I do to Engage Students?

- 24. Noticing and reacting when students are not engaged
- 25. Using academic games and inconsequential competition
- 26. Managing Response Rates
- 27. Using Physical Movement
- 28. Maintaining a Lively Pace
- 29. Demonstrating Intensity and Enthusiasm
- 30. Using Friendly Controversy
- 31. Providing Opportunities for Students to Talk about themselves
- 32. Presenting Unusual or Intriguing Information
Group Activity

- Form table groups of four
- Review elements 24-28
- Break
- Large group debrief
- Review elements 29-32 (30 minutes)
- Large group debrief
Group Task:
How would you group these strategies

• Should they be just enacted on the spot or should they be throughout the map?
Attention and Engagement

**ATTENTION**

- How do I feel?
  - 26, 28. Classroom Energy Level
  - 24, 29, 33, 38. Teacher Demeanor
  - 37, 39, 34, 35. Perceptions of Acceptance

- Am I Interested?
  - 25, 30. Game-Like Activities
  - 32. Unusual Information
  - 26. Questioning

- Is this important?
  - 31, 36. Connecting to Students Lives
  - 21, 22, 23. Encouraging application of knowledge
  - DQ 21, 22, 24 Choice

**ENGAGEMENT**

- Can I do this?
  - 2. Tracking Student Progress
  - 1, 2, 3 Using effective verbal feedback
  - 40, 41 Teaching Self Efficacy
What gets students attention does not necessarily keep them engaged.

Teachers must attend to students’ perceptions of importance and efficacy to achieve engagement.
Noticing When Students Are Not Engaged

24. What will I do when students are not engaged?

- Proximity
- Eye contact
- Appropriate touch
- Changing the pace
- Graduated response
- Changing the mode of instruction: using games, physical movement, group sharing
Using Academic Games

Games that re-engage students and provide practice:

- What is the question?
- Name that category
- Classroom feud
- Talk a mile a minute
Use Inconsequential Competition

Regularly Change Membership in Groups

Purely in the Spirit of Fun
Monitoring Using Academic Games

Games

- Structure
- Content
- Pace
- Participate
Managing Response Rates

• Answering a question occupies working memory. Once a student is called on to answer other students may disengage. Managing response rates increase the number of students answering questions and therefore increases engagement.
Monitoring: Managing Response Rates

- Simultaneous Individual Response
- Paired Response
- Choral Response
- Wait Time
- Response Chaining
- Call on Students Randomly
Using Physical Movement in the Classroom

Movement to Lift Energy

Movement that Furthers Understanding of the Content

Examples:
- Stand and stretch
- Give one - Get one
- Vote with your feet
- Act out important content
Monitoring: Physical Movement

- Stretch Breaks
- Rehearsal and Repetition
- Shaping
- Movement that furthers understanding of content
Lively Pace

Maintaining a lively pace is often thought of as a classroom management strategy, but it is tied to students’ energy levels and impacts attention.
Maintaining a Lively Pace

- Content Delivery
- Procedures
- Transitions

When Do I Monitor Pacing?
Intensity and Enthusiasm

Intensity and enthusiasm facilitates student achievement because animated behavior increases arousal and communicates via timing, verbal and non-verbal communication, and tone that what is said is important.
Monitoring: Demonstrating Intensity and Enthusiasm

Personal Stories
- Invite students to find their own personal connection to the content

Verbal and Nonverbal Signals
- Voice modulation and hand gestures
- Smiling while presenting content
- Using hand gestures indicating excitement

Zest for Teaching
- Demonstrating a variety of presentation styles
- Intense scanning for understanding
Using Friendly Controversy

Controversies among students can promote transitions to higher stages of cognitive and moral reasoning.
Monitoring: Friendly Controversy

Establish rules for interaction

Use structured activities to facilitate debates, voting and discussion

Encourages students to see issues from multiple perspectives
Intensity and Enthusiasm

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**Personal Stories**
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**Zest for Teaching**
- Demonstrating a variety of presentation styles
- Intense scanning for understanding
Providing Opportunities for Students to Talk About Themselves
Monitoring: Opportunities for Students to Talk About Themselves

- Opportunities to learn about topics of interest
- Provides students with opportunities to identify learning goals
- Connecting to life experience
- Cognitively Challenging Tasks
- Choice of Task and Reporting Format
Presenting Unusual or Intriguing Information
Essential Activities for the District

• Verify if observation procedures are being followed.
• Check for “Drift”
• Check for Agreement between administrators
Video Resources

• Michigan School of Education
• http://soe.mivideo.it.umich.edu/category/My+Videos%3A+METX/13678361
• Observation is highly challenging: A classroom is a complex and unpredictable environment, and a lesson may include thousands of interactions. But accurate feedback and fair evaluation demand that any observer focuses on the same small number of behaviors to reach the same conclusions that any other observer would draw, if scoring correctly. Compounding the challenge is the fact that observers come to the task with their own personal and professional biases, of which they may not be aware.
Trustworthy Observations are:

- **Consistent.** Results vary little by observer or lesson.
- **Unbiased.** Results don’t reflect personal or pedagogical preferences.
- **Authentic.** Expectations are clear and reflect best practice for effective teaching.
- **Reasonable.** Performance standards are challenging but attainable.
- **Beneficial.** Teachers get actionable feedback and support for success.

- (MET Project, 2014)
Effective Feedback

• Practical, specific, and improvement-focused feedback.

• A teacher should leave the feedback conversation with a clear idea of how to put a strategy into immediate use.

• Prepare reflective prompts.
Too vague

• “utilize multiple strategies to increase engagement”

• “find ways to reach all learners”
Feedback

Keep in mind that the ability to develop effective teaching depends on the ability to identify it.
Feedback

• The ratings alone produced by observations are not feedback, nor are those ratings feedback when backed by evidence.

• Feedback needs to help teachers not just understand their current level of practice, but also how to elevate it.
Feedback is:

• A DIALOUGE
• Focused on strengths and areas of improvement
• Honest, fair and aligned with the elements, look fors and evident.
• Clear and concrete so that teachers understand the feedback
<table>
<thead>
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<th>Video 1 Description:</th>
<th>Innovating</th>
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<td>Individual Score</td>
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<tr>
<td>Expert's Score</td>
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<tr>
<td>Video 2 Description:</td>
<td>Innovating</td>
<td>Applying</td>
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Video-Learning Goals

SWBAT

https://www.teachingchannel.org/videos/making-lesson-objectives-clear
Video

Godby
• [https://www.youtube.com/watch?v=CKD4SKKJs8A](https://www.youtube.com/watch?v=CKD4SKKJs8A)

Elementary
• [https://www.youtube.com/watch?v=XLeNsVnVyVkS](https://www.youtube.com/watch?v=XLeNsVnVyVkS)

Science Middle School

High School- Stand Up Game- Engagement
[https://www.teachingchannel.org/videos/stand-up-game](https://www.teachingchannel.org/videos/stand-up-game)
Videos- Engagement

Rolling Two Die- High Expectations/Student Engagement
• https://www.teachingchannel.org/videos/increase-student-participation-getty

Fractions- Grade 6
• https://www.teachingchannel.org/videos/teach-fractions-with-manipulatives

Science Middle Level Games in Science
• https://www.teachingchannel.org/videos/energy-flow-lesson-plan
Some Vetted Video Resources

• Stages on the Scale- Spanish
  • [http://www.youtube.com/watch?v=3_mFjzSZbUc](http://www.youtube.com/watch?v=3_mFjzSZbUc)
• Confidentially in Tracking Student Progress
  • [http://www.youtube.com/watch?v=pDZ3nHwj3lc](http://www.youtube.com/watch?v=pDZ3nHwj3lc)
• Examples in Art and PE
  • [http://www.youtube.com/watch?v=hHy1EMUSVrng](http://www.youtube.com/watch?v=hHy1EMUSVrng)
• Explanation of DQ 1
  • [http://www.youtube.com/watch?v=IuWO_Wm1Vc8](http://www.youtube.com/watch?v=IuWO_Wm1Vc8)
More Videos

Innovating

http://www.youtube.com/watch?v=4ZkwBK0zq2s
Tracking Student Progress-Football Theme

http://www.youtube.com/watch?v=uzx7zRXviWg
Tracking Student Progress Celebrating Success- Math 4th Grade

http://www.youtube.com/watch?v=g63scvNJRzE
Tracking Student Progress on the Scale

http://www.youtube.com/watch?v=CKD4SKKJs8A
Teacher Made Learning Goals and Scales

• [https://www.youtube.com/watch?v=ydMDAGKHW7Q](https://www.youtube.com/watch?v=ydMDAGKHW7Q)
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  - Learning Goals within and across Units

- **Classroom Level**
  - Lesson Objectives

- **Student**
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  - Kid Friendly Goals and Objectives
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