Indicators of Completer Effectiveness: 2017 Updated Marzano Teacher Evaluation Model

The Kansas State Department of Education (KSDE) approved the Marzano Teacher Evaluation Model for use by school districts to evaluate Kansas teachers starting in the 2014-15 school year. The Center provided training and resources to ensure that districts implement the model with fidelity.

A participating district, which hires a substantial number of University of Kansas graduates, has agreed to work with the University of Kansas School of Education, to inform the CAEP annual reporting measure for Indicators of Completer Effectiveness (Standard 4.1) and to provide relevant teacher performance data collected on the Marzano domain, Classroom Strategies and Behaviors. According to the 2017 Updated Marzano Teacher Evaluation Model Protocol, this domain is based on the Art and Science of Teaching Framework and identifies 41 instructional elements that happen in the classroom. The 41 instructional elements are organized into 3 Lesson Segments to define the Observation and Feedback Protocol.

District leadership has determined that, upon review of the data, the comprehensive evaluation model underestimates the level of teaching quality observed in the classrooms. District leadership changed protocols to the Marzano Focused Teacher Evaluation Model starting in the 2018-19 academic year. 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).

The following table represents data collected from observations of 2021-22 K-12 classroom teachers who were within their first 3 years of teaching. This data set contains 28 teachers from the University of Kansas and 266 teachers from other teaching institutions. **Overall, a greater percentage of early career teachers who graduated from the University of Kansas were rated at the "Applying" performance category across all of the assessment elements in comparison with their peers from other institutions (64% compared to 53%).**

University of Kansas Teacher Licensure Graduates Performance Category Distribution

	Innovating	Applying	Developing	Beginning	Not Using
Average Level Across All Elements	>1%	64%	36%	0%	0%
Domain 1: Standards-Based Planning	0%	60%	35%	5%	0%
Domain 2: Standards-Based Instruction	0%	56%	44%	0%	0%
Domain 3: Conditions for Learning	4%	70%	26%	0%	0%
Domain 4: Professional Responsibilities	0%	67%	33%	0%	0%

Other Institutions Teacher Licensure Graduates Performance Category Distribution

	Innovating	Applying	Developing	Beginning	Not Using
Average Level Across All Elements	>1%	53%	41%	6%	0%
Domain 1: Standards-Based Planning	1%	52%	36%	11%	0%
Domain 2: Standards-Based Instruction	1%	51%	43%	6%	0%
Domain 3: Conditions for Learning	5%	59%	29%	7%	0%
Domain 4: Professional Responsibilities	4%	63%	29%	4%	0%