

Tagged to Standards:  
CAEP 4.2

**Indicators of Teaching Effectiveness: 2014 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 Teaching Effectiveness (Standard 4.2) and to provide relevant teacher performance data collected on the Marzano domain, Classroom Strategies and Behaviors. According to the 2014 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 K-12 classroom teachers who were within their first 3 years of teaching.

Year of Observation		University of Kansas		Other Institutions		All	
2019	Count	46		105		151	
	<b>Scale: 0 - 4</b>	<b>Mean (SD)</b>	<b>Performance Category</b>	<b>Mean (SD)</b>	<b>Performance Category</b>	<b>Mean (SD)</b>	<b>Performance Category</b>
	Average Element Score	2.1 (0.5)	Developing	2.1 (0.5)	Developing	2.1 (0.5)	Developing
	Domain 1: Classroom Strategies and Behaviors	2.0 (0.5)	Developing	2.0 (0.5)	Developing	2.0 (0.5)	Developing
	Domain 2: Planning and Preparing	0.1 (0.5)	Not Using	0.4 (0.9)	Not Using	0.3 (0.8)	Not Using
	Domain 3: Reflecting on Teaching	0.3 (0.7)	Not Using	0.2 (0.7)	Not Using	0.2 (0.7)	Not Using
	Domain 4: Collegiality and Professionalism	0.6 (1.1)	Beginning	0.5 (1.1)	Beginning	0.5 (1.1)	Beginning

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Year of Observation		University of Kansas		Other Institutions		All	
2018	Count	43		101		144	
	<b>Scale: 0 - 4</b>	<b>Mean (SD)</b>	<b>Performance Category</b>	<b>Mean (SD)</b>	<b>Performance Category</b>	<b>Mean (SD)</b>	<b>Performance Category</b>
	Average Strategy Score	1.5 (0.4)	Beginning	1.4 (0.4)	Beginning	1.4 (0.4)	Beginning
	Strategy 1: Routine Segments	1.9 (0.6)	Developing	1.8 (0.5)	Developing	1.8 (0.5)	Developing
	Strategy 2: Content Segments	1.1 (0.6)	Beginning	1.2 (0.6)	Beginning	1.1 (0.6)	Beginning
	Strategy 3: On the Spot Segments	1.4 (0.5)	Beginning	1.4 (0.6)	Beginning	1.4 (0.6)	Beginning

2017	Count	20		50		70	
	<b>Scale: 0 - 4</b>	<b>Mean (SD)</b>	<b>Performance Category</b>	<b>Mean (SD)</b>	<b>Performance Category</b>	<b>Mean (SD)</b>	<b>Performance Category</b>
	Average Strategy Score	1.5 (0.4)	Beginning	1.4 (0.4)	Beginning	1.4 (0.4)	Beginning
	Strategy 1: Routine Segments	1.9 (0.5)	Developing	1.8 (0.5)	Developing	1.8 (0.5)	Developing
	Strategy 2: Content Segments	1.3 (0.6)	Beginning	1.2 (0.5)	Beginning	1.2 (0.5)	Beginning
	Strategy 3: On the Spot Segments	1.3 (0.6)	Beginning	1.2 (0.6)	Beginning	1.2 (0.6)	Beginning