It is the philosophy of the Lyon County School District that evaluation is meant to improve instruction through continual learning opportunities along with providing consistent, timely feedback. This philosophy coupled with months of research lead to our selection of the Marzano Evaluation Model through iObservation created by Learning Sciences International (LSI).

Lyon County School District Evaluation Implementation Timeline

March-May 2012	Research and select Marzano Evaluation Model (iObservation) through Learning Sciences International
July 2012	Initial meeting with Evaluation Committee to lay out 2-3 year implementation plan
August 2012	MOU with teacher and administrator associations regarding a hold harmless year
August 1-3, 2012	3 day administrator training on Domain 1 and the iObservation tool
August 2012	Superintendent and Deputy Superintendent addressed all staff before school regarding the new evaluation expectations and implementation plan
Oct. 2012, Feb. 2013	2 full days of training with all teachers on Domain 1
Oct., Dec., Feb. 2012-2013	3 full days of inter-rater reliability (IRR) training for administrators
March-May 2013	Adopted the Marzano Leader Evaluation Model through LSI iObservation
June 2013	Full day training for administrators on Domains 2-4
2012-2013 School Year	Collaboration/PLC professional learning opportunities for all teachers on the Art and Science of Teaching
July 2013	4 day training on all domains and IRR certification for new administrators
August 1-2, 2013	Leader Evaluation Training with all administrators and DO
August 2013	2nd MOU with teacher and administrator associations regarding another hold harmless year
2013-2014 school year	Continued monthly administrator IRR training using modules from LSI.
2013-2014 school year	Administrators conduct instructional rounds monthly in each attendance area for further IRR validity.
2013-2014 school year	Administrators meet in data teams monthly to examine observational data from instructional rounds with an emphasis on targeted elements
March-April 2014	Validation Study with selected schools
May 2014	Administrator IRR Test and Certification
2014-2015 School Year	Lyon County School District would benefit from another year of hold harmless and validation

EXHIBIT Q - EDUCATION
Document consists of 7 pages.
Entire exhibit provided.
Meeting Date: 02-25-14

Tools and Resources in iObservation

- Resource library that includes hundreds of videos, research, documents, etc.
- Peer to peer online discussion forums around the elements
- Peer observation
- Growth Plan linked directly to target elements of instruction
- Informal and Formal observations completed by administrators
- Inter-rater reliability training modules

Implementation and Ongoing Costs

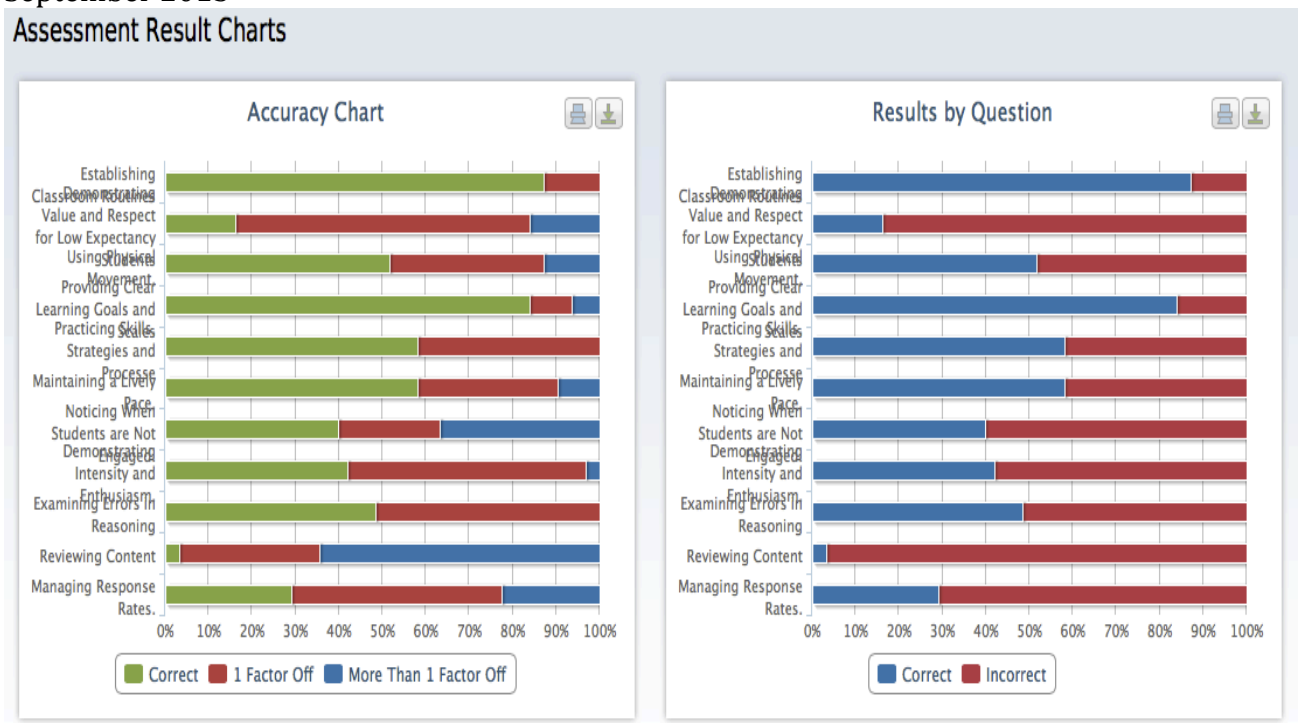
2012-2013	$42,500 for software and support $51,300 for training $10,000 for books/materials
2013-2014	$42,500 for software and support
2014-2015	$42,500 for software and support

There are two critical components that must be in place in order for any evaluation model to be effective for teachers and leaders.

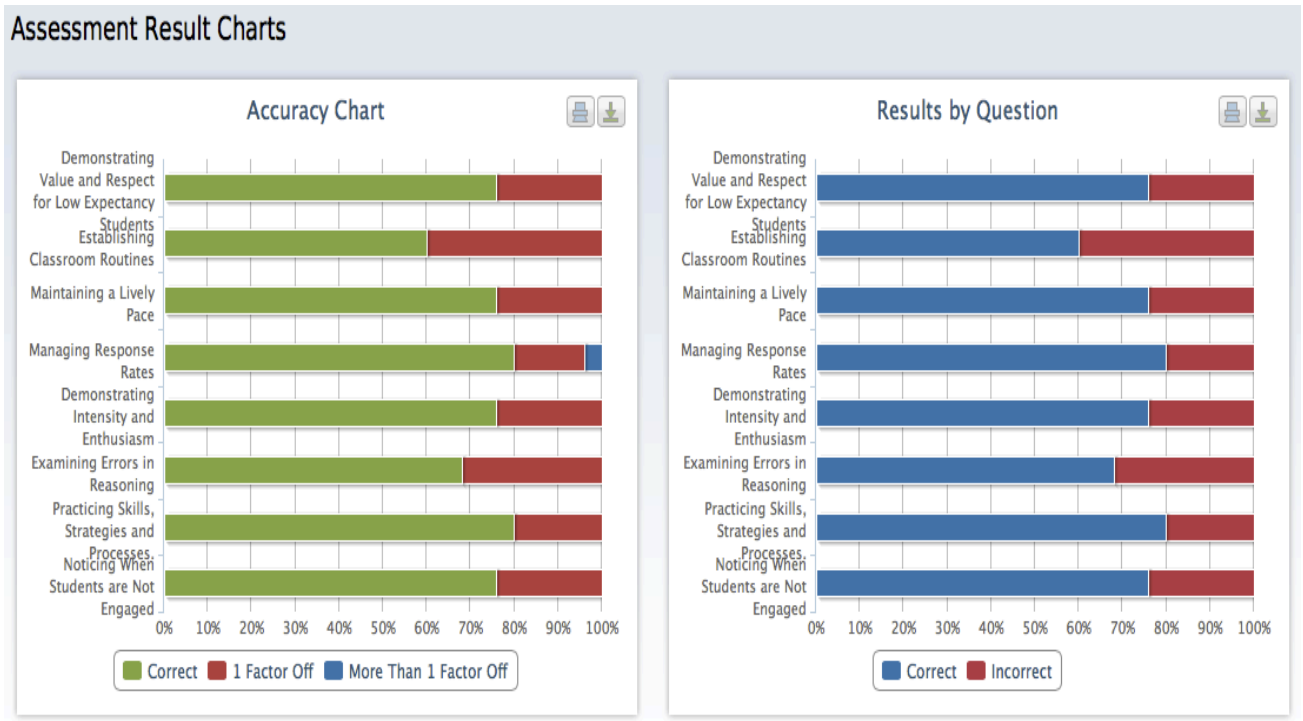
1. Ongoing professional learning opportunities for teachers and administrators
2. Ongoing inter-rater reliability training for administrators

The following graphs demonstrate the increased reliability of scoring using the iObservation inter-rater reliability modules:

September 2013



November 2013



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 Rule and Procedures
60. Participating in District and School Initiatives

©2011 Robert J. Marzano. Can only be digitized in iObservation.
iObservation is a registered trademark of Learning Sciences International®

Domain 4

Cooperation and Collaboration

Element 1:
The school leader ensures that teachers have opportunities to observe and discuss effective teaching.

Element 2:
The school leader ensures that teachers have formal roles in the decision-making process regarding school initiatives.

Element 3:
The school leader ensures that teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.

Element 4:
The school leader ensures that teachers and staff have formal ways to provide input regarding the optimal functioning of the school and delegates responsibilities appropriately.

Element 5:
The school leader ensures that students, parents, and community have formal ways to provide input regarding the optimal functioning of the school.

Domain 5

School Climate

Element 1:
The school administrator is recognized as the leader of the school who continually improves his or her professional practice.

Element 2:
The school leader has the trust of the faculty and staff that his or her actions are guided by what is best for all student populations.

Element 3:
The school leader ensures that faculty and staff perceive the school environment as safe and orderly.

Element 4:
The school leader ensures that students, parents, and the community perceive the school environment as safe and orderly.

Element 5:
The school leader manages the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.

Element 6:
The school leader acknowledges the success of the whole school, as well as individuals within the school.

Learning Sciences
MARZANO CENTER
TEACHER & LEADERSHIP EVALUATION

Learning Sciences International
LEARNING AND PERFORMANCE MANAGEMENT

©2012 Robert J. Marzano. All Rights Reserved. May only be digitized in iObservation®.
iObservation® is a registered trademark of Learning Sciences International.

Domain 1

A Data-Driven Focus On Student Achievement

Element 1:
The school leader ensures clear and measureable goals are established and focused on critical needs regarding improving overall student achievement at the school level.

Element 2:
The school leader ensures clear and measureable goals are established and focused on critical needs regarding improving achievement of individual students within the school.

Element 3:
The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.

Element 4:
The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward achievement goals for individual students.

Element 5:
The school leader ensures that appropriate school-level and classroom-level programs and practices are in place to help all students meet individual achievement goals when data indicate interventions are needed.

Domain 2

Continuous Improvement of Instruction

Element 1:
The school leader provides a clear vision as to how instruction should be addressed in the school.

Element 2:
The school leader effectively supports and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans.

Element 3:
The school leader is aware of predominant instructional practices throughout the school.

Element 4:
The school leader ensures that teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.

Element 5:
The school leader ensures that teachers are provided with job-embedded professional development that is directly related to their instructional growth goals.

Domain 3

A Guaranteed and Viable Curriculum

Element 1:
The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards.

Element 2:
The school leader ensures that the school curriculum is focused enough that it can be adequately addressed in the time available to teachers.

Element 3:
The school leader ensures that all students have the opportunity to learn the critical content of the curriculum.

Learning Sciences
MARZANO CENTER
TEACHER & LEADERSHIP EVALUATION

Learning Sciences International
LEARNING AND PERFORMANCE MANAGEMENT

©2012 Robert J. Marzano. All Rights Reserved. May only be digitized in iObservation®.
iObservation® is a registered trademark of Learning Sciences International.

LearningSciencesInternational
LEARNING AND PERFORMANCE MANAGEMENT

Domain 1: Classroom Strategies and Behaviors

Lesson Segments Involving Routine Events

DQ1: Communicating Learning Goals and Feedback
1. Providing Clear Learning Goals and Scales (Rubrics)
2. Tracking Student Progress
3. Celebrating Success

DQ6: Establishing Rules and Procedures
4. Establishing Classroom Routines
5. Organizing the Physical Layout of the Classroom

Lesson Segments Addressing Content

DQ2: Helping Students Interact with New Knowledge
6. Identifying Critical Information
7. Organizing Students to Interact with New Knowledge
8. Previewing New Content
9. Chunking Content into "Digestible Bites"
10. Processing of New Information
11. Elaborating on New Information
12. Recording and Representing Knowledge
13. Reflecting on Learning

DQ3: Helping Students Practice and Deepen New Knowledge
14. Reviewing Content
15. Organizing Students to Practice and Deepen Knowledge
16. Using Homework
17. Examining Similarities and Differences
18. Examining Errors in Reasoning
19. Practicing Skills, Strategies, and Processes
20. Revising Knowledge

DQ4: Helping Students Generate and Test Hypotheses
21. Organizing Students for Cognitively Complex Tasks
22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
23. Providing Resources and Guidance

Lesson Segments Enacted on the Spot

DQ5: Engaging Students
24. Noticing When Students are Not Engaged
25. Using Academic Games
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

DQ7: Recognizing Adherence to Rules and Procedures
33. Demonstrating "Withitness"
34. Applying Consequences for Lack of Adherence to Rules and Procedures
35. Acknowledging Adherence to Rules and Procedures

DQ8: Establishing and Maintaining Effective Relationships with Students
36. Understanding Students' Interests and Background
37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students
38. Displaying Objectivity and Control

DQ9: Communicating High Expectations for All Students
39. Demonstrating Value and Respect for Low Expectancy Students
40. Asking Questions of Low Expectancy Students
41. Probing Incorrect Answers with Low Expectancy Students

Note: DQ referrers to Design Questions in the Marzano Art and Science of Teaching Framework. The nine (9) DQs organize the 41 elements in Domain 1.

The final Design Question, DQ10: Developing Effective Lessons Organized into a Cohesive Unit is contained in Domain 2: Planning and Preparing.

©2011 Robert J. Marzano. Can only be digitized in iObservation.
iObservation is a registered trademark of Learning Sciences International®