

Wenatchee School District Teacher Evaluation Field Guide



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The Marzano Teacher Evaluation Model by Washington State Criteria

Marzano Teacher Evaluation Model by Washington State Criteria

The Marzano Teacher Evaluation Model is an instructional model that is both comprehensive and specific.

- Comprehensive* - It includes all those components that research has identified as associated with student achievement.
- Specific* - It identifies classroom strategies and behaviors used in classroom instruction

This particular model is designed to help teachers develop their instructional expertise and practices thus acknowledging that it is possible for teachers to improve their expertise with deliberate practice over time.

Therefore, the Marzano Teacher Evaluation Model is the foundation of the WSD Evaluation System that will be used in accomplishing this purpose.

Two Formats

The Marzano Teacher Evaluation Model

The “Marzano Teacher Evaluation Model” that includes the rubrics by state criteria with scales and possible evidence **is** the Wenatchee School District’s model for evaluation. The possible examples of evidence are divided into two categories: teacher evidence and student evidence. The lists of evidence found in each criterion are **suggestions** that have been vetted by Dr. Marzano.

These lists of evidence **are not** comprehensive. Therefore, evidence used in the evaluation is not limited to those on the lists.

The Marzano Evaluation Model At A Glance

The second document is the “Marzano Evaluation Model At A Glance.” It is to be used as a quick reference guide to the Marzano Teacher Evaluation model.

The Marzano Teacher Evaluation Model by Washington State Criteria For Use in the 2014-15 School Year – Version 1.1

Criterion 1: Centering instruction on high expectations for student achievement.

Component 1.1: Providing Clear Learning Goals and Scales (Rubrics)

The teacher communicates high expectations for learning by developing, aligning, and communicating clear daily learning targets and/or longer-term learning goals (grade-level standards) with rubrics for the goals.

| Possible Teacher Evidence | | Possible Student Evidence | |
|--|---|---|--|
| <ul style="list-style-type: none"> Has a learning target/goal posted so that all students can see it Ensures that the learning target/goal is a clear statement of knowledge or skill as opposed to an activity or assignment Makes reference to the learning target/goal throughout the lesson Has a scale or rubric that relates to the learning goal posted so that all students can see it Makes reference to the scale or rubric throughout the lesson | | <ul style="list-style-type: none"> Can explain the learning target for that day's lesson Can explain the relationship of the daily target to the long-term learning goal (grade-level standard) Can explain how their current activities relate to the learning target/goal Can explain the meaning of the levels of performance articulated in the scale or rubric Can explain how they will achieve the learning target/goal | |
| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
| <p>When the strategy is called for the teacher does not use it or the teacher uses the strategy incorrectly or with parts missing.</p> | <p>The teacher provides a stated learning target (daily) and/or learning goal (longer term) but the learning goal is not accompanied by a scale or rubric that describes levels of performance.</p> | <p>The teacher provides a clearly stated learning target (daily) and/or learning goal (longer term). The learning goal is accompanied by a scale or rubric that describes levels of performance. Additionally, the teacher monitors students' understanding of the learning target/goal and the levels of performance.</p> | <p>The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.</p> |

The Marzano Teacher Evaluation Model by Washington State Criteria For Use in the 2014-15 School Year – Version 1.1

Criterion 1: Centering instruction on high expectations for student achievement.

Component 1.2: Celebrating Success

The teacher celebrates student success relative to the learning targets and/or the learning goals.

| Possible Teacher Evidence | | Possible Student Evidence | |
|---|---|--|--|
| <ul style="list-style-type: none"> Acknowledges students who have achieved a certain score on the scale or rubric Acknowledges students who have made gains in their knowledge and skill relative to the learning goal Acknowledges and celebrates the final status and progress of the entire class Uses a variety of ways to celebrate success <ul style="list-style-type: none"> Show of hands Certification of success Parent notification Round of applause | | <ul style="list-style-type: none"> Show signs of pride regarding their accomplishments in the class Say they want to continue to make progress Show enthusiasm when receiving team points | |
| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
| <p>When the strategy is called for the teacher does not use it or the teacher uses the strategy incorrectly or with parts missing.</p> | <p>The teacher provides students with recognition of their current status but not their knowledge gain relative to the learning goal.</p> | <p>The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal and monitors the extent to which students are motivated to enhance their status.</p> | <p>The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.</p> |

The Marzano Teacher Evaluation Model by Washington State Criteria For Use in the 2014-15 School Year – Version 1.1

Criterion 1: Centering instruction on high expectations for student achievement.

Component 1.3: Understanding Students' Interests and Backgrounds

The teacher builds positive relationships with students by understanding students' interests and background.

| Possible Teacher Evidence | | Possible Student Evidence | |
|--|---|--|--|
| <ul style="list-style-type: none"> Has side discussions with students about events in their lives Has discussions with students about topics in which they are interested Builds student interests into lessons | | <ul style="list-style-type: none"> Describe the teacher as someone who knows them and/or is interested in them Respond when teacher demonstrates understanding of their interests and background Say they feel accepted Participates willingly in team-building activities | |
| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
| <p>When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.</p> | <p>The teacher minimally uses students' interests and background during interactions with students.</p> | <p>The teacher uses students' interests and background during interactions with students and monitors the sense of community in the classroom.</p> | <p>The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.</p> |

Component 1.4: Demonstrating Value and Respect for Typically Underserved Students

The teacher demonstrates value and respect for all, including typically underserved students.

| Possible Teacher Evidence | | Possible Student Evidence | |
|---|--|--|--|
| <ul style="list-style-type: none"> Compliments students regarding academic and personal accomplishments Engages in informal conversations with students that are not related to academics Uses humor with students when appropriate Makes eye contact with students Smiles, nods, etc. at students when appropriate Displays sensitivity to cultural issues | | <ul style="list-style-type: none"> Describe teacher as someone who values and respects them Respond to teachers' verbal interactions Respond to teachers' nonverbal interactions Demonstrate a strong sense of belonging | |
| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
| <p>When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.</p> | <p>The teacher minimally uses verbal and nonverbal behaviors that indicate value and respect for students, with particular attention to those typically underserved.</p> | <p>The teacher uses verbal and nonverbal behaviors that indicate value and respect for students, with particular attention to those typically underserved, and monitors the quality of relationships in the classroom.</p> | <p>The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.</p> |

The Marzano Teacher Evaluation Model by Washington State Criteria For Use in the 2014-15 School Year – Version 1.1

Criterion 2: Demonstrating effective teaching practices.

Component 2.1: Interacting with New Knowledge

The teacher helps students effectively interact with new knowledge.

| Possible Teacher Evidence | Possible Student Evidence |
|--|---|
| <ul style="list-style-type: none"> Previews new content by activating students' prior knowledge Organizes content into small chunks appropriate for students Provides guidance as to which information is most important Has students interact about each chunk of content Asks inferential or elaborative questions Has students summarize content Has students create graphic organizers representing content | <ul style="list-style-type: none"> Can describe what they already know about the new topic Can describe which information is the most important Ask clarifying questions as information is presented in chunks Generate inferences about the content Accurately summarize the content Accurately represent the content using graphic organizers |

| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
|--|--|---|---|
| The teacher does not employ strategies designed to preview and introduce new knowledge in digestible chunks OR does so with significant errors or omissions. | The teacher employs strategies designed to preview and introduce new knowledge in digestible chunks BUT does not monitor the extent to which strategies have their desired effect. | The teacher employs strategies designed to preview and introduce new knowledge in digestible chunks AND monitors the extent to which strategies have their desired effect, which includes: elaborating on critical information and summarizing it in linguistic and nonlinguistic ways. | The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect. |

Elements for Component 2.1 – Elements are designed to allow teachers to select specific strategies on which to improve and then track their progress using the scales.

Element 2.1.1 – The teacher identifies a lesson or part of a lesson as involving important information to which students should pay particular attention.

| Possible Teacher Evidence | Possible Student Evidence |
|---------------------------|---------------------------|
| | |

The Marzano Teacher Evaluation Model by Washington State Criteria For Use in the 2014-15 School Year – Version 1.1

Criterion 2: Demonstrating effective teaching practices.

- Begins the lesson by explaining why upcoming content is important
- Tells students to get ready for some important information
- Cues the importance of upcoming information in some indirect fashion
 - Tone of voice
 - Body position
 - Level of excitement

- Can describe the level of importance of the information addressed in class
- Can explain why the content is important to pay attention to
- Visibly adjust their level of engagement

| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
|--|--|--|--|
| When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing. | The teacher signals to students which content is critical versus non-critical BUT does not monitor the extent to which students are attending to this information. | The teacher signals to students which content is critical versus non-critical and monitors the extent to which students are attending to critical information. | The teacher adapts and creates new strategies for unique student needs and situations. |

Element 2.1.2 – The teacher organizes students into small groups to facilitate the processing of new information.

| Possible Teacher Evidence | Possible Student Evidence |
|--|--|
| <ul style="list-style-type: none"> • Has established routines for student grouping and student interaction in groups • Organizes students into ad hoc groups for the lesson <ul style="list-style-type: none"> • Pairs • Triads • Small groups up to about 5 | <ul style="list-style-type: none"> • Move to groups in an orderly fashion • Appear to understand expectations about appropriate behavior in groups |

| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
|--|---|---|--|
| When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing. | The teacher organizes students into small groups to facilitate the processing of new knowledge BUT does not monitor group processing to ensure that it enhances student learning. | The teacher organizes students into small groups to facilitate the processing of new knowledge and monitors group processing. | The teacher adapts and creates new strategies for unique student needs and situations. |

Element 2.1.3 – The teacher engages students in activities that help them link what they already know to the new content about to be addressed and facilitates these linkages.

| Possible Teacher Evidence | Possible Student Evidence |
|---------------------------|---------------------------|
| | |

**The Marzano Teacher Evaluation Model by Washington State Criteria
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Criterion 2: Demonstrating effective teaching practices.

| | |
|--|--|
| <ul style="list-style-type: none"> • Previews reading selections or chapters • Uses K-W-L strategy or variation of it • Asks or reminds students what they already know about the topic • Provides an advanced organizer (i.e., outline, graphic organizer) • Has students brainstorm • Uses an anticipation guide • Uses a motivational hook/launching activity (i.e., anecdotes, short videos) • Uses a word splash activity to connect vocabulary to upcoming content | <ul style="list-style-type: none"> • Can explain linkages with prior knowledge • Make predictions about upcoming content • Can provide a purpose for what they are about to learn • Actively engage in previewing activities |
|--|--|

| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
|--|--|--|--|
| When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing. | The teacher engages students in learning activities that require them to preview and link new knowledge to what has been previously addressed BUT does not monitor the extent to which students are making those linkages. | The teacher engages students in learning activities that require them to preview and link new knowledge to what has been previously addressed and monitors the extent to which students are making linkages. | The teacher adapts and creates new strategies for unique student needs and situations. |

Element 2.1.4 – Based on student needs, the teacher breaks content into small chunks (i.e., digestible bites) of information that can be easily processed by students.

| Possible Teacher Evidence | | Possible Student Evidence | |
|--|------------------|--|--------------------------|
| <ul style="list-style-type: none"> • Stops at strategic points in a verbal presentation • Pauses at key junctures while showing a video • Stops at strategic points while providing a demonstration • Stops at strategic points while students are reading information or stories orally as a class • Breaks content into comprehensible chunks ordered by daily segments • Maximizes student processing of content by breaking lectures into 10-minute-or-less segments with processing time for students | | <ul style="list-style-type: none"> • Can explain why the teacher is stopping at various points during demonstrations or during presentations • Appear to know what is expected of them when the teacher stops at strategic points • Process with classmates | |
| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |

**The Marzano Teacher Evaluation Model by Washington State Criteria
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Criterion 2: Demonstrating effective teaching practices.

| | | | |
|--|---|--|--|
| When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing. | The teacher breaks input experiences into small chunks based on student needs BUT does not monitor the extent to which chunks are appropriate to students' levels of knowledge. | The teacher breaks input experiences into small chunks based on student needs and monitors the extent to which chunks are appropriate. | The teacher adapts and creates new strategies for unique student needs and situations. |
|--|---|--|--|

Element 2.1.5 – During breaks in the presentation of content, the teacher engages students in actively processing new information.

| Possible Teacher Evidence | Possible Student Evidence |
|---|---|
| <ul style="list-style-type: none"> Has group members summarize new information Employs formal group processing strategies (i.e., jigsaw, reciprocal teaching, concept attainment) | <ul style="list-style-type: none"> Can explain what they have just learned Volunteer predictions Voluntarily ask clarification questions Actively discuss the content in groups <ul style="list-style-type: none"> Ask each other and answer questions about the information Make predictions about what they expect next Ensure everyone knows the content |

| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
|--|--|--|--|
| When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing. | The teacher engages students in summarizing, predicting, and questioning activities BUT does not monitor the extent to which these activities enhance students' understanding. | The teacher engages students in summarizing, predicting, and questioning activities and monitors the extent to which the activities enhance students' understanding. | The teacher adapts and creates new strategies for unique student needs and situations. |

Element 2.1.6 – The teacher asks questions or engages students in activities that require elaborative inferences that go beyond what was explicitly taught.

| Possible Teacher Evidence | Possible Student Evidence |
|---|--|
| <ul style="list-style-type: none"> Asks explicit questions that require students to make elaborative inferences about the content Asks students to explain and defend their inferences Presents situations or problems that require inferences | <ul style="list-style-type: none"> Volunteer answers to inferential questions Provide explanations and “proofs” for inferences Use higher-level thinking skills |

| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
|--------------------|-----------|----------------|-------------------|
|--------------------|-----------|----------------|-------------------|

The Marzano Teacher Evaluation Model by Washington State Criteria

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Criterion 2: Demonstrating effective teaching practices.

| | | | |
|--|--|--|--|
| When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing. | The teacher engages students in answering inferential questions BUT does not monitor the extent to which students' responses elaborate on what was explicitly taught.. | The teacher engages students in answering inferential questions and monitors the extent to which students elaborate on what was explicitly taught. | The teacher adapts and creates new strategies for unique student needs and situations. |
|--|--|--|--|

Element 2.1.7 – The teacher engages students in activities that help them record their understanding of new content in linguistic ways and/or represent the content in nonlinguistic ways.

| Possible Teacher Evidence | Possible Student Evidence |
|---|--|
| <ul style="list-style-type: none"> • Asks students to summarize the information they have learned • Asks students to generate notes that identify critical information in the content • Asks students to create nonlinguistic representations for new content <ul style="list-style-type: none"> • Graphic organizers • Pictures • Pictographs • Flow charts • Asks students to create mnemonics that organize the content | <ul style="list-style-type: none"> • Include critical content in their summaries and notes • Include critical content or demonstrate understanding in their nonlinguistic representations • Can explain main points of the lesson |

| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
|--|--|---|--|
| When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing. | The teacher engages students in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways BUT does not monitor the extent to which these activities enhance students' understanding. | The teacher engages students in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways and monitors the extent to which this enhances students' understanding. | The teacher adapts and creates new strategies for unique student needs and situations. |

Element 2.1.8 – The teacher engages students in activities that help them reflect on their learning and the learning process.

| Possible Teacher Evidence | Possible Student Evidence |
|---|---|
| <ul style="list-style-type: none"> • Asks students to state or record what they are clear about and what they are confused about • Asks students to state or record how hard they tried • Asks students to state or record what they might have done to enhance their learning | <ul style="list-style-type: none"> • Can explain what they are clear about and what they are confused about • Students can describe how hard they tried • Students can explain what they could have done to enhance their learning |

**The Marzano Teacher Evaluation Model by Washington State Criteria
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Criterion 2: Demonstrating effective teaching practices.

| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
|--|---|---|--|
| When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing. | The teacher engages students in reflecting on their own learning and the learning process BUT does not monitor the extent to which students self-assess their understanding and effort. | The teacher engages students in reflecting on their own learning and the learning process and monitors the extent to which students self-assess their understanding and effort. | The teacher adapts and creates new strategies for unique student needs and situations. |

Component 2.2: Organizing Students to Practice and Deepen Knowledge

The teacher helps students to practice and deepen their understanding of new knowledge.

| Possible Teacher Evidence | Possible Student Evidence |
|---|--|
| <ul style="list-style-type: none"> • Reviews content before engaging in practicing or deepening activities • Provides practice activities that are at the appropriate level for guided practice or independent practice • Provides activities that require students to examine similarities and differences in content • Provides activities that require students to critique or analyze validity of information | <ul style="list-style-type: none"> • Increase the accuracy and fluency with which they perform skills and processes • Can describe what they now see differently about content previously addressed • Can describe how items are the same and different • Can explain why information is or is not logical/valid |

| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
|--|--|---|---|
| The teacher does not employ strategies designed to practice skills and processes and critically analyze information OR does so with significant errors or omissions. | The teacher employs strategies designed to practice skills and processes and critically analyze information BUT does not monitor the extent to which strategies have their desired effect. | The teacher employs strategies designed to practice skills and processes and critically analyze information AND monitors the extent to which strategies have their desired effect, which includes: developing fluency with skills and processes, determining similarities and differences between important information, and determining the validity and structure of important information. | The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect. |

The Marzano Teacher Evaluation Model by Washington State Criteria For Use in the 2014-15 School Year – Version 1.1

Criterion 2: Demonstrating effective teaching practices.

Elements for Component 2.2 – Elements are designed to allow teachers to select specific strategies on which to improve and then track their progress using the scales.

Element 2.2.1 – The teacher engages students in a brief review of content that highlights critical information.

| Possible Teacher Evidence | | Possible Student Evidence | |
|--|--|---|--|
| <ul style="list-style-type: none"> • Begins the lesson with a brief review of content • Uses specific strategies to review information (i.e. summary, problem that must be solved using previous information, questions that require a review of content, demonstration, brief practice test or exercise) • Uses variety of critical input for brain imprinting | | <ul style="list-style-type: none"> • Can describe the previous content on which a new lesson is based • Responses to class activities indicate that they recall previous content • Actively participate in review by adding word or picture cards to visuals in the room | |
| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
| When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing. | The teacher engages students in a brief review of content that highlights the critical information BUT does not monitor the extent to which the students can recall and describe previous content. | The teacher engages students in a brief review of content that highlights the critical information and monitors the extent to which students can recall and describe previous content. | The teacher adapts and creates new strategies for unique student needs and situations. |

Element 2.2.2 – The teacher uses grouping in ways that facilitate practicing and deepening knowledge.

| Possible Teacher Evidence | | Possible Student Evidence | |
|---|---|---|--|
| <ul style="list-style-type: none"> • Organizes students into groups with the expressed idea of deepening their knowledge of informational content • Organizes students into groups with the expressed idea of practicing a skill, strategy, or process • Sets up structures which allow flexible grouping for individual re-teaching and/or extensions | | <ul style="list-style-type: none"> • Explain how the group work supports their learning • While in groups, interact in explicit ways to deepen their knowledge of informational content or practice a skill, strategy, or process <ul style="list-style-type: none"> • Asking each other questions, especially clarifying questions • Obtaining feedback from their peers • Acting as field experts on one aspect in order to teach teammates | |
| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
| When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing. | The teacher organizes students into groups to practice and deepen their knowledge BUT does not monitor the extent to which group processes extend students' learning. | The teacher organizes students into groups to practice and deepen their knowledge and monitors the extent to which the group work extends their learning. | The teacher adapts and creates new strategies for unique student needs and situations. |

**The Marzano Teacher Evaluation Model by Washington State Criteria
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Criterion 2: Demonstrating effective teaching practices.

Element 2.2.3 – When appropriate (as opposed to routinely), the teacher designs homework to deepen students’ knowledge of informational content or practice a skill, strategy, or process.

| Possible Teacher Evidence | | Possible Student Evidence | |
|---|---|---|--|
| <ul style="list-style-type: none"> Communicates a clear purpose for homework Extends an activity that was begun in class to provide students with more time Assigns a well-crafted homework assignment that allows students to practice and deepen their knowledge independently Uses homework as a home/school connection for verbal processing of new knowledge | | <ul style="list-style-type: none"> Can describe how the homework assignment will deepen their understanding of informational content or help them practice a skill, strategy, or process Ask clarifying questions of the homework that help them understand its purpose | |
| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
| When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing. | When appropriate (as opposed to routinely), the teacher assigns homework that is designed to deepen knowledge of information or practice a skill, strategy, or process BUT does not monitor the extent to which students understand the homework. | When appropriate (as opposed to routinely), the teacher assigns homework that is designed to deepen knowledge of information or practice a skill, strategy, or process and monitors the extent to which students understand the homework. | The teacher adapts and creates new strategies for unique student needs and situations. |

Element 2.2.4 – When the content is informational, the teacher helps students deepen their knowledge by examining similarities and differences.

| Possible Teacher Evidence | Possible Student Evidence |
|---|---|
| <ul style="list-style-type: none"> Engages students in activities that require students to examine similarities and differences between content <ul style="list-style-type: none"> Comparison activities Classifying activities Analogy activities Metaphor activities Follows analysis of similarities and differences with having students summarize what they have learned and/or explaining how the activity has added to their understanding of the content | <ul style="list-style-type: none"> Artifacts indicate that their knowledge has been extended as a result of the activity Can explain similarities and differences Artifacts indicate that they can identify similarities and differences |

**The Marzano Teacher Evaluation Model by Washington State Criteria
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Criterion 2: Demonstrating effective teaching practices.

| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
|--|--|--|--|
| When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing. | When content is informational, the teacher engages students in activities that require them to examine similarities and differences, BUT does not monitor the extent to which these activities deepen their knowledge. | When content is informational, the teacher engages students in activities that require them to examine similarities and differences and monitors the extent to which the students are deepening their knowledge. | The teacher adapts and creates new strategies for unique student needs and situations. |

Element 2.2.5 – When the content is informational, the teacher helps students deepen their knowledge by examining their own reasoning or the logic of the information as presented to them.

| Possible Teacher Evidence | Possible Student Evidence |
|--|---|
| <ul style="list-style-type: none"> • Asks students to examine information for errors or informal fallacies <ul style="list-style-type: none"> • Faulty logic • Attacks • Weak reference • Misinformation • Asks students to examine the strength of support presented for a claim <ul style="list-style-type: none"> • Statement of a clear claim • Evidence for the claim presented • Qualifiers presented showing exceptions to the claim | <ul style="list-style-type: none"> • Can describe errors or informal fallacies in information • When asked, can explain the overall structure of an argument presented to support a claim • Artifacts indicate that they can identify errors in reasoning • Expected to give reasoning or evidence behind thinking with answers |

| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
|--|---|---|--|
| When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing. | When content is informational, the teacher engages students in activities that require them to examine their own reasoning or the logic of information as presented to them BUT does not monitor the extent to which these activities deepen their knowledge. | When content is informational, the teacher engages students in activities that require them to examine their own reasoning or the logic of information as presented to them, and the teacher monitors the extent to which students are deepening their knowledge. | The teacher adapts and creates new strategies for unique student needs and situations. |

The Marzano Teacher Evaluation Model by Washington State Criteria For Use in the 2014-15 School Year – Version 1.1

Criterion 2: Demonstrating effective teaching practices.

Element 2.2.6 – When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency.

| Possible Teacher Evidence | | Possible Student Evidence | |
|---|--|--|--|
| <ul style="list-style-type: none"> • Engages students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process <ul style="list-style-type: none"> • Guided practice if students cannot perform the skill, strategy, or process independently • Independent practice if students can perform the skill, strategy, or process independently | | <ul style="list-style-type: none"> • Perform the skill, strategy, or process with increased confidence • Perform the skill, strategy, or process with increased competence • Work with teacher for any re-teaching during flexible groups | |
| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
| When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing. | When content involves a skill, strategy, or process, the teacher engages students in practice activities, BUT does not monitor the extent to which the practice increases student fluency. | When content involves a skill, strategy, or process, the teacher engages students in practice activities and monitors the extent to which the practice is increasing student fluency. | The teacher adapts and creates new strategies for unique student needs and situations. |

Element 2.2.7 – The teacher engages students in revision of previous knowledge about content addressed in previous lessons.

| Possible Teacher Evidence | | Possible Student Evidence | |
|--|--|--|--|
| <ul style="list-style-type: none"> • Asks students to examine previous entries in their academic notebooks or notes • Engages the whole class in an examination of how the current lesson changed perceptions and understandings of previous content • Has students explain how their understanding has changed • Encourages students to add questions, new understanding, or revisions to visuals and preview charts on walls | | <ul style="list-style-type: none"> • Make corrections to information previously recorded about content • Can explain previous errors or misconceptions they had about content • Add information gained or new questions as they occur on any classroom visual | |
| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
| When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing. | The teacher engages students in revision of previous content BUT does not monitor the extent to which these revisions deepen students understanding. | The teacher engages students in revision of previous content and monitors the extent to which these revisions deepen students' understanding. | The teacher adapts and creates new strategies for unique student needs and situations. |

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Component 2.3: Organizing Students for Cognitively Complex Tasks

The teacher provides resources and guidance and organizes students to engage in cognitively complex tasks involving application and transfer of new knowledge.

| Possible Teacher Evidence | | Possible Student Evidence | |
|--|---|--|--|
| <ul style="list-style-type: none"> • Establishes the need to transfer and apply new knowledge • Designs and engages students in the following types of cognitively complex tasks: <ul style="list-style-type: none"> • Decision-making tasks • Problem-solving tasks • Investigation tasks • Experimental/inquiry tasks • Organizes students into groups to complete tasks that require application and transfer of new knowledge • Makes himself/herself available and offers resources and guidance as needed by the entire class, groups of students, or individual students <ul style="list-style-type: none"> • Circulates around the room • Provides easy access to himself/herself • Uses process grids/matrices to lead students through analysis, evaluation, and synthesis of new knowledge | | <ul style="list-style-type: none"> • Engage in decision-making tasks • Engage in problem-solving tasks • Engage in investigation tasks • Engage in experimental/inquiry tasks • Describe the importance of transferring and applying new knowledge • Explain how groups support their learning if groups are used o Use group activities to help them generate and test hypotheses • Seek out the teacher for advice and guidance regarding application and transfer tasks • Can explain how the teacher provides assistance and guidance in application and transfer tasks • Generate their own interest in study that transfers and applies new knowledge | |
| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
| <p>When the strategy is called for the teacher does not use it or the teacher uses the strategy incorrectly or with parts missing.</p> | <p>The teacher organizes students and acts as a guide and resource provider but students primarily engage in low level tasks.</p> | <p>The teacher organizes students and acts as a guide and resource provider as students engage in cognitively complex tasks and monitors the level to which students apply and transfer the new knowledge.</p> | <p>The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.</p> |

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Component 2.4: Asking Questions of Typically Underserved Students

The teacher asks questions of typically underserved students with the same frequency and depth as other students.

| Possible Teacher Evidence | | Possible Student Evidence | |
|---|---|--|---|
| <ul style="list-style-type: none"> Asks typically underserved students complex questions at the same rate as other students Rephrases questions Scaffolds questions for all students for language and ability needs Allows various responses to show understanding Gives wait time equitably Doesn't let students "off the hook" Uses think-pair-share Uses team discussions Uses written response | | <ul style="list-style-type: none"> Say that the teacher expects everyone to participate Say that the teacher asks difficult questions of every student | |
| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
| When the strategy is called for the teacher does not use it or the teacher uses the strategy incorrectly or with parts missing. | The teacher asks questions of all students with the same frequency and depth but does not monitor the quality of participation. | The teacher asks questions of all students with the same frequency and depth and monitors the quality of participation. | The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect. |

Component 2.5: Probing Incorrect Answers with Typically Underserved Students

The teacher probes typically underserved students' incorrect answers in the same manner as other students' incorrect answers.

| Possible Teacher Evidence | | Possible Student Evidence | |
|---|--|--|--|
| <ul style="list-style-type: none"> Rephrases questions in response to incorrect answers Asks additional questions to further explain answers Breaks questions into smaller/simpler parts when answers are incorrect Allows students to collect their thoughts and returns to them at a later time | | <ul style="list-style-type: none"> Say that the teacher does not "let you off the hook" Say that the teacher "won't give up on you" Say that the teacher helps them answer questions successfully | |

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| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
|---|---|---|---|
| When the strategy is called for the teacher does not use it or the teacher uses the strategy incorrectly or with parts missing. | The teacher is not consistent in probing all students' incorrect answers. | The teacher probes all students' incorrect answers and monitors the level and quality of the responses. | The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect. |

Component 2.6: Noticing When Students Are Not Engaged

The teacher uses various methods to engage students.

| Possible Teacher Evidence | Possible Student Evidence |
|---|--|
| <ul style="list-style-type: none"> • Scans room to determine the level of student engagement • If students are not engaged, employs one or more strategies to re-engage students, such as (but not limited to): <ul style="list-style-type: none"> • Academic games • Questioning techniques with high response rates • Physical movement • Friendly controversy | <ul style="list-style-type: none"> • Students visibly adjust their level of engagement based on teacher actions • Students describe the class as interesting • Students attend to appropriate activities throughout the class |

| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
|--|--|---|---|
| The teacher does not monitor student engagement and apply re-engagement strategies as necessary OR does so with significant errors or omissions. | The teacher monitors student engagement and applies re-engagement strategies as necessary BUT does not monitor the extent to which strategies have their desired effect. | The teacher monitors student engagement and applies re-engagement strategies as necessary AND monitors the extent to which strategies have their desired effect, which includes: enhanced energy and engagement and enhanced student participation in questioning activities and activities designed to analyze and review information. | The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect. |

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Elements for Component 2.6 – Elements are designed to allow teachers to select specific strategies on which to improve and then track their progress using the scales.

Element 2.6.1 – The teacher notices when students are not engaged.

| Possible Teacher Evidence | | Possible Student Evidence | |
|--|---|--|--|
| <ul style="list-style-type: none"> Notices when specific students or groups of students are not engaged Notices when the energy level in the room is low Takes action to re-engage students | | <ul style="list-style-type: none"> Appear aware of the fact that the teacher is taking note of their level of engagement Try to increase their level of engagement when prompted Explain that the teacher expects high levels of engagement | |
| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
| When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing. | The teacher scans the room, making note of when students are not engaged, and takes action BUT does not monitor the extent to which students re-engage. | The teacher scans the room, making note of when students are not engaged, and takes action and monitors the extent to which students re-engage. | The teacher adapts and creates new strategies for unique student needs and situations. |

Element 2.6.2 – The teacher uses academic games to engage students.

| Possible Teacher Evidence | | Possible Student Evidence | |
|---|--|---|--|
| <ul style="list-style-type: none"> Uses structured games such as Jeopardy, Family Feud, and the like Develops impromptu games such as making a game out of which answer might be correct for a given question Uses friendly competition along with classroom games | | <ul style="list-style-type: none"> Engage in the games with some enthusiasm Can explain how the games keep their interest and help them learn or remember content | |
| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
| When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing. | The teacher uses academic games and inconsequential competition to maintain student engagement BUT does not monitor the extent to which students focus on the academic content of the games. | The teacher uses academic games and inconsequential competition to maintain student engagement and monitors the extent to which students focus on the academic content of the game. | The teacher adapts and creates new strategies for unique student needs and situations. |

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Element 2.6.3 The teacher manages response rates.

| Possible Teacher Evidence | | Possible Student Evidence | |
|--|--|--|--|
| <ul style="list-style-type: none"> • Uses wait time • Uses response cards • Has students use hand signals to respond to questions • Uses choral response • Uses technology to keep track of students' responses • Uses response chaining | | <ul style="list-style-type: none"> • Multiple students or the entire class respond to questions posed by the teacher • Can describe their thinking about specific questions posed by the teacher | |
| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
| When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing. | The teacher uses response rate techniques to maintain student engagement in questions BUT does not monitor the extent to which enhanced response rates keep student engaged. | The teacher uses response rate techniques to maintain student engagement in questions and monitors the extent to which the techniques keep students engaged. | The teacher adapts and creates new strategies for unique student needs and situations. |

Element 2.6.4 – The teacher uses physical movement.

| Possible Teacher Evidence | | Possible Student Evidence | |
|---|---|---|--|
| <ul style="list-style-type: none"> • Has students stand up and stretch or use related activities when their energy is low • Uses activities that require students to physically move to respond to questions <ul style="list-style-type: none"> • Vote with your feet • Go to the part of the room that represents the answer you agree with • Has students physically act out or model content to increase energy and engagement • Use give-one-get-one activities that require students to move about the room | | <ul style="list-style-type: none"> • Engage in the physical activities designed by the teacher • Can explain how the physical movement keeps their interest and helps them learn • Move about room independently as needed | |
| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
| When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing. | The teacher uses physical movement to maintain student engagement BUT does not monitor the extent to which these activities enhance student engagement. | The teacher uses physical movement to maintain student engagement and monitors the extent to which these activities enhance student engagement. | The teacher adapts and creates new strategies for unique student needs and situations. |

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Element 2.6.5 – The teacher maintains a lively pace.

| Possible Teacher Evidence | | Possible Student Evidence | |
|--|--|---|--|
| <ul style="list-style-type: none"> • Employs crisp transitions from one activity to another • Alters pace appropriately (i.e., speeds up and slows down) | | <ul style="list-style-type: none"> • Quickly adapt to transitions and re-engage when a new activity is begun • Describe the pace of the class as neither too fast nor too slow • Quickly respond to transition signals | |
| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
| When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing. | The teacher uses pacing techniques to maintain students’ engagement BUT does not monitor the extent to which these techniques engage students. | The teacher uses pacing techniques to maintain students’ engagement and monitors the extent to which these techniques keep students engaged. | The teacher adapts and creates new strategies for unique student needs and situations. |

Element 2.6.6 – The teacher demonstrates intensity and enthusiasm.

| Possible Teacher Evidence | | Possible Student Evidence | |
|--|---|---|--|
| <ul style="list-style-type: none"> • Describes personal experiences that relate to the content • Signals excitement for content by: <ul style="list-style-type: none"> • Physical gestures • Voice tone • Dramatization of information • Overtly adjusts energy level | | <ul style="list-style-type: none"> • Say that the teacher “likes the content” and “likes teaching” • Attention levels increase when the teacher demonstrates intensity and enthusiasm for the content | |
| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
| When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing. | The teacher demonstrates intensity and enthusiasm for the content in a variety of ways BUT does not monitor the extent to which students’ engagement increases. | The teacher demonstrates intensity and enthusiasm for the content in a variety of ways and monitors the extent to which students’ engagement increases. | The teacher adapts and creates new strategies for unique student needs and situations. |

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Element 2.6.7 – The teacher uses friendly controversy.

| Possible Teacher Evidence | | Possible Student Evidence | |
|---|--|--|--|
| <ul style="list-style-type: none"> Structures mini-debates about the content Has students examine multiple perspectives and opinions about the content Elicits different opinions on content from members of the class | | <ul style="list-style-type: none"> Engage in friendly controversy activities with enhanced engagement Describe friendly controversy activities as “stimulating,” “fun,” and so on Explain how a friendly controversy activity helped them better understand the content | |
| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
| When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing. | The teacher uses friendly controversy techniques to maintain student engagement But does not monitor the extent to which students’ remain engaged. | The teacher uses friendly controversy techniques to maintain student engagement and monitors the extent to which students stay engaged. | The teacher adapts and creates new strategies for unique student needs and situations. |

Element 2.6.8 – The teacher provides opportunities for students to talk about themselves.

| Possible Teacher Evidence | | Possible Student Evidence | |
|---|--|---|--|
| <ul style="list-style-type: none"> Is aware of student interests and makes connections between these interests and class content Structures activities that ask students to make connections between the content and their personal interests When students are explaining how content relates to their personal interests, the teacher appears encouraging and interested | | <ul style="list-style-type: none"> Engage in activities that require them to make connections between their personal interests and the content Explain how making connections between content and their personal interests engages them and helps them better understand the content Participate willingly in team building activities | |
| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
| When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing. | The teacher provides students with opportunities to relate what is being addressed in class to their personal interests BUT does not monitor the extent to which these activities enhance student engagement . | The teacher provides students with opportunities to relate what is being addressed in class to their personal interests and monitors the extent to which these activities enhance student engagement. | The teacher adapts and creates new strategies for unique student needs and situations. |

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Element 2.6.9 – The teacher presents unusual or intriguing information.

| Possible Teacher Evidence | | Possible Student Evidence | |
|---|--|---|--|
| <ul style="list-style-type: none"> Systematically provides interesting facts and details about the content using activities such as: <ul style="list-style-type: none"> Believe it or not” Guest speakers Stories Encourages students to identify interesting information about the content | | <ul style="list-style-type: none"> Attention increases when unusual information is presented about the content Explain how the unusual information makes them more interested in the content Connect prior knowledge with intriguing information to form new questions | |
| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
| When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing. | The teacher uses unusual or intriguing information about the content BUT does not monitor the extent to which this information enhances students’ interest in the content. | The teacher uses unusual or intriguing information about the content and monitors the extent to which this information enhances students’ interest in the content. | The teacher adapts and creates new strategies for unique student needs and situations. |

Component 2.7: Using and Applying Academic Vocabulary

The teacher identifies appropriate academic vocabulary aligned to the learning targets and uses various strategies for student acquisition.

| Possible Teacher Evidence | | Possible Student Evidence | |
|--|-----------|--|-------------------|
| <ul style="list-style-type: none"> Intentionally selects limited strategic academic vocabulary and includes it in instructional lessons Repeats academic vocabulary throughout learning activities | | <ul style="list-style-type: none"> Maintains a vocabulary notebook Uses academic vocabulary correctly in the current setting and across disciplines Refers to and uses previous academic vocabulary Response to Signal Word with corresponding synonym and action Uses vocabulary in student- and teacher-led conversations | |
| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |

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| | | | |
|--|--|---|--|
| <p>The teacher does not identify important academic vocabulary specific to the lesson or does so in a manner that does not reflect the critical content.</p> | <p>The teacher identifies important academic vocabulary specific to the lesson and makes students aware of the meaning of these terms BUT does not monitor the extent to which students have internalized the meaning of these terms using their own background knowledge.</p> | <p>The teacher identifies important academic vocabulary specific to the lesson and makes students aware of the meaning of these terms. Additionally, the teacher monitors the extent to which students have internalized the meaning of these terms using their own background knowledge.</p> | <p>The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.</p> |
|--|--|---|--|

Component 2.8: Evaluating Effectiveness of Individual Lessons and Units

The teacher reflects on and evaluates the effectiveness of instructional performance to identify areas of pedagogical strength and weakness.

| Possible Teacher Evidence | Possible Student Evidence |
|---|--|
| <ul style="list-style-type: none"> • Identifies specific areas of strength and weakness • Keeps track of specifically identified focus areas for improvement • Identifies and keeps track of specific areas identified based on teacher interest • Can describe how specific areas for improvement are identified • Gathers and keeps records of his or her evaluations of individual lessons and units • Gathers and keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of students (i.e., different socio-economic groups, different ethnic groups) • Provides a written analysis of specific causes of success or difficulty • Can explain the differential effects of specific classroom strategies and behaviors on specific categories of students | <ul style="list-style-type: none"> • Reflection in learning log shows understanding of daily lesson |

| Unsatisfactory | Basic | Proficient | Distinguished |
|--|---|---|--|
| <p>The teacher makes no attempt to perform this activity, or the teacher attempts to perform this activity but does not actually complete or follow through with these attempts.</p> | <p>The teacher identifies specific strategies and behaviors on which to improve but does not select the strategies and behaviors that are most useful for his or her development.</p> | <p>The teacher determines how effective a lesson or unit was in terms of enhancing student achievement and identifies causes of success or failure.</p> | <p>The teacher is a recognized leader in helping others identify areas of pedagogical strength and weakness.</p> |

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Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.

Component 3.1: Effective Scaffolding of Information Within a Lesson

The teacher plans and prepares for effective scaffolding of information within lessons and units that progresses toward a deep understanding and transfer of content.

| Possible Teacher Evidence | | Possible Student Evidence | |
|--|---|---|---|
| <ul style="list-style-type: none"> • Content is organized to build upon previous information or Presentation of content is logical and progresses from simple to complex • Where appropriate, presentation of content is integrated with other content areas, other lessons, and/or other units • Plans anticipate potential confusions that students may experience • Plans illustrate how learning will move from an understanding of foundational content to application of information in authentic ways • Plans incorporate student choice and initiative • Plans provide for extension of learning • Plans integrate English Language Development with any content area | | <ul style="list-style-type: none"> • Can describe the rationale for how the content is organized • Can describe the rationale for the sequence of instruction • Can describe how content is related to previous lessons, units, or other content • Can describe how lessons within the unit progress toward deep understanding and transfer of content • Can describe how students will make choices and take initiative • Can describe how learning will be extended | |
| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
| <p>The teacher makes no attempt to perform this activity, or the teacher attempts to perform this activity but does not actually complete or follow through with these attempts.</p> | <p>The teacher organizes lessons within a unit so that students move from surface to deeper understanding of content, but does not require students to apply the content in authentic ways.</p> | <p>The teacher organizes content in such a way that each new piece of information clearly builds on the previous piece, and students move from understanding to applying the content through authentic tasks.</p> | <p>The teacher is a recognized leader in helping others scaffold lessons and units that progress toward a deep understanding and transfer of content.</p> |

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Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.

Component 3.2: Planning and Preparing for the Needs of All Students

The teacher uses data to plan and provide interventions that meet individual student learning needs, including ELL, special education, and students who come from home environments that offer little support for schooling.

| Possible Teacher Evidence | | Possible Student Evidence | |
|--|--|--|--|
| <ul style="list-style-type: none"> • Uses differentiation • Uses data for flexible grouping • Implements a variety of classroom interventions o Knows when to move students to the next level of intervention • Identifies the accommodations/adaptations that must be made for individual ELL students or groups within a lesson and/or unit of instruction • Has plans that have been adapted or modified appropriately according to the language needs of the student • Accommodations and adaptation are visible throughout the classroom and units of instruction | | <ul style="list-style-type: none"> • Is aware of the purpose for the intervention • Shows evidence of growth • Is aware of available resources and accesses them appropriately • Active participation of second language learners in all classroom activities • Equitable opportunities for demonstration of mastery of knowledge • Feels like a valued contributing member of the class | |
| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
| <p>The teacher does not know or understand the intervention system or does not use the intervention system to address student needs.</p> | <p>The teacher identifies interventions that meet the needs of specific sub-populations (e.g., ELL, special education, and students who come from environments that offer little support for learning), but does not ensure that all identified students are adequately served by the interventions.</p> | <p>The teacher identifies and effectively employs interventions that meet the needs of specific sub-populations (e.g., ELL, special education, and students who come from environments that offer little support for learning).</p> | <p>The teacher is a recognized leader in helping others employ interventions that meet the needs of specific sub-populations (e.g., ELL, special education, and students who come from environments that offer little support for learning).</p> |

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Student Growth Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.

Student Growth 3.1: Establish Student Growth Goal(s)

| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
|---|---|---|--|
| <p>Does not establish student growth goal(s) or establishes inappropriate goal(s) for subgroups of students not reaching full learning potential. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).</p> | <p>Establishes appropriate student growth goal(s) for subgroups of students not reaching full learning potential. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).</p> | <p>Establishes appropriate student growth goal(s) for subgroups of students not reaching full learning potential. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).</p> | <p>Establishes appropriate student growth goal(s) for subgroups of students not reaching full potential in collaboration with students, parents, and other school staff. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).</p> |
| Critical Attributes | | | |
| <ul style="list-style-type: none"> • Does not establish student learning goal(s) • Does not specify assessment(s) to monitor progress towards goal(s) | <ul style="list-style-type: none"> • Identification of subgroups is partially aligned to data that identifies students not reaching full learning potential (i.e. achievement/opportunity gaps, ELL, special education, highly capable) • Goals may be missing one or more of the following qualities: specific, measurable and time-bound • Goals are not based on prior available student learning • Goals partially aligned to content standards • Grain size of goal may be missing one or more of the following: appropriate for the context, instructional interval and content standard(s) • Goal is not connected to a significant impact on student learning of content. Identified formative and summative assessments unable to monitor progress toward specified goals. | <ul style="list-style-type: none"> • Identification of subgroups uses data that identifies students not reaching full learning potential (i.e. achievement/opportunity gaps, ELL, special education, highly capable) • Goals are specific, measurable and time-bound • Based on multiple sources of available data that reveal prior student learning • Goals aligned to content standards • Grain size of goal is appropriate for the context, instructional interval and content standard(s) • Goal demonstrates a significant impact on student learning of content (transferable skills) within the content area • Identifies formative and summative measures aligned to learning targets to monitor progress towards goals | <ul style="list-style-type: none"> • Proficient Attributes <i>and</i>: • Establishes multiple two-way communication paths to collaborate with , families, students and/or other staff to establish goals specific to individual learning needs • Students reflect on their own learning and articulate their understanding of their goals and progress toward goals |

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Student Growth Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.

Student Growth 3.2: Achievement of Student Growth Goal(s)

| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
|--|---|--|--|
| Growth or achievement data from at least two points in time shows no evidence of growth for most students. | Multiple sources of growth or achievement data from at least two points in time show some evidence of growth for some students. | Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students. | Multiple sources of growth or achievement data from at least two points in time show evidence of high growth for all or nearly all students. |

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Criterion 4: Providing clear and intentional focus on subject matter content and curriculum.

Component 4.1: Attention to Established Content Standards

The teacher demonstrates a comprehensive understanding of the subject taught and the standards for the subject.

| Possible Teacher Evidence | | Possible Student Evidence | |
|---|--|--|--|
| <ul style="list-style-type: none"> • Appropriately uses content language • Adjusts lesson based on content knowledge • Connects content to the standards • Develops appropriate formative/summative assessments/rubrics • Engages in content discussions with colleagues • Shows evidence of knowledge of standards through the syllabi • Communicates standards to parents • Monitors progress toward standards • Assessments reflect standards | | <ul style="list-style-type: none"> • Can summarize important content • Student notes include critical content • Can make connections to other disciplines and prior knowledge • Can describe the standard that is being worked on • Track progress toward meeting standards | |

| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
|--|--|--|---|
| The teacher does not demonstrate adequate knowledge of the subject and/or the standards for the subject. | The teacher demonstrates an acceptable but incomplete knowledge of the subject and/or the standards for the subject. | The teacher demonstrates a comprehensive knowledge of the subject and the standards for the subject. | The teacher is a recognized leader in helping others understand the subject and/or the standards for the subject. |

Component 4.2: Use of Available Resources and Technology

The teacher plans and prepares for the use of available materials, including technology.

| Possible Teacher Evidence | Possible Student Evidence |
|--|---------------------------|
| <ul style="list-style-type: none"> • Has plan that outlines and/or can describe resources within the classroom that will be used to enhance students' understanding of the content • Has plan that outlines and/or can describe resources within the school that will be used to enhance students' understanding of the content • Has plan that outlines and/or can describe resources within the community that will be used to enhance students' understanding of the content | N/A |

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For Use in the 2014-15 School Year – Version 1.1**

Criterion 4: Providing clear and intentional focus on subject matter content and curriculum.

| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
|--|---|---|--|
| <p>The teacher makes no attempt to perform this activity, or the teacher attempts to perform this activity but does not actually complete or follow through with these attempts.</p> | <p>The teacher identifies the available materials that can enhance student understanding but does not clearly identify or describe the manner in which they will be used.</p> | <p>The teacher identifies the available materials that can enhance student understanding and the manner in which they will be used.</p> | <p>The teacher is a recognized leader in helping others plan and prepare for the use of available materials, including technology.</p> |

The Marzano Teacher Evaluation Model by Washington State Criteria For Use in the 2014-15 School Year – Version 1.1

Criterion 5: Fostering and managing a safe, positive learning environment.

Component 5.1: Organizing the Physical Layout of the Classroom

The teacher organizes a safe physical layout of the classroom to facilitate movement and focus on learning.

| Possible Teacher Evidence | Possible Student Evidence |
|---|---|
| <ul style="list-style-type: none"> Organizes the physical layout of the classroom to have clear traffic patterns Arranges the physical layout to provide easy access to the materials and centers Decorates the classroom in a way that enhances student learning <ul style="list-style-type: none"> Bulletin boards relate to current content Student work is displayed Design of classroom is purposeful in regard to teaching spaces and placement of resources Uses signal to facilitate transitions between activities and movement around classroom | <ul style="list-style-type: none"> Move easily about the classroom Use materials and learning centers Attend to examples of their work that are displayed Attend to information on the bulletin boards Focus on instruction Show signs of pride regarding their accomplishments in class Say they want to continue to make progress Interact with posted information throughout lessons |

| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
|---|---|--|--|
| <p>When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.</p> | <p>The teacher organizes the physical layout of the classroom to ensure safety, facilitate movement, and focus on learning but the classroom layout addresses only minimal aspects of these issues.</p> | <p>The teacher organizes the physical layout of the classroom to ensure safety, facilitate movement, and focus on learning and monitors the extent to which these activities enhance student learning.</p> | <p>The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.</p> |

Component 5.2: Reviewing Expectations to Rules and Procedures

The teacher reviews expectations regarding rules and procedures to ensure their effective execution.

| Possible Teacher Evidence | Possible Student Evidence |
|---|---|
| <ul style="list-style-type: none"> Involves students in designing classroom routines Uses classroom meetings to review and process rules and procedures Reminds students of rules and procedures Asks students to restate or explain rules and procedures Provides cues or signals when a rule or procedure should be used | <ul style="list-style-type: none"> Follow clear routines during class Can describe established rules and procedures Describe the classroom as an orderly place Recognize cues and signals from the teacher Regulate their own behavior |

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Criterion 5: Fostering and managing a safe, positive learning environment.

| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
|--|--|--|---|
| When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing. | The teacher establishes and reviews expectations regarding rules and procedures. | The teacher establishes and reviews expectations regarding rules and procedures and monitors the extent to which students understand the rules and procedures. | The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect. |

Component 5.3: Demonstrating “Withitness”

The teacher demonstrates awareness of the classroom environment at all times (withitness).

| Possible Teacher Evidence | Possible Student Evidence |
|--|--|
| <ul style="list-style-type: none"> • Physically occupies all quadrants of the room • Scans the entire room making eye contact with all students • Recognizes potential sources of disruption and deals with them immediately • Proactively addresses inflammatory situations | <ul style="list-style-type: none"> • Recognize that the teacher is aware of their behavior • Describe the teacher as “aware of what is going on” or “has eyes on the back of his/her head” |

| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
|--|--|--|---|
| When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing. | The teacher demonstrates awareness of classroom environment. | The teacher demonstrates awareness of classroom environment and monitors the effect on students’ behavior. | The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect. |

**The Marzano Teacher Evaluation Model by Washington State Criteria
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Criterion 5: Fostering and managing a safe, positive learning environment.

Component 5.4: Applying Consequences for Lack of Adherence to Rules and Procedures

The teacher applies consequences for lack of adherence to rules and procedures.

| Possible Teacher Evidence | | Possible Student Evidence | |
|---|---|---|---|
| <ul style="list-style-type: none"> • Provides nonverbal signals when students' behavior is not appropriate (i.e., eye contact, proximity, tap on desk, shaking head) • Provides verbal signals when students' behavior is not appropriate <ul style="list-style-type: none"> • Tells students to stop • Tells students that their behavior is in violation of a rule, procedure, or classroom expectations • Uses group contingency consequences when appropriate (i.e., whole group must demonstrate a specific behavior) • Involves the home when appropriate (i.e., makes a call home to parents to help extinguish inappropriate behavior) • Uses direct cost consequences when appropriate (e.g., student must fix something he or she has broken) | | <ul style="list-style-type: none"> • Cease inappropriate behavior when signaled by the teacher • Accept consequences as part of the way class is conducted • Describe the teacher as fair in application of rules • Refocus in order to make good decisions, show respect, and solve problems | |
| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
| The teacher does not apply consequences for not following rules and procedures. | The teacher applies consequences for not following rules and procedures but does not do so in a consistent and fair manner. | The teacher applies consequences for not following rules and procedures in a consistent and fair manner and monitors the extent to which rules and procedures are followed. | The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect. |

**The Marzano Teacher Evaluation Model by Washington State Criteria
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Criterion 5: Fostering and managing a safe, positive learning environment.

Component 5.5: Acknowledging Adherence to Rules and Procedures

The teacher acknowledges adherence to rules and procedures.

| Possible Teacher Evidence | | Possible Student Evidence | |
|--|---|--|---|
| <ul style="list-style-type: none"> • Provides nonverbal signals that a rule or procedure has been followed <ul style="list-style-type: none"> • Smile • Nod of head • High Five • Gives verbal cues that a rule or procedure has been followed <ul style="list-style-type: none"> • Thanks students for following a rule or procedure • Describes student behaviors that adhere to rule or procedure • Notifies the home when a rule or procedure has been followed • Uses tangible recognition when a rule or procedure has been followed <ul style="list-style-type: none"> • Certificate of merit • Token economies | | <ul style="list-style-type: none"> • Appear appreciative of the teacher acknowledging their positive behavior • Describe teacher as appreciative of their good behavior • The number of students adhering to rules and procedures increases | |
| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
| The teacher does not acknowledge adherence to rules and procedures. | The teacher acknowledges adherence to rules and procedures but does not do so a consistent and fair manner. | The teacher acknowledges adherence to rules and procedures in a consistent and fair manner and monitors the extent to which new actions affect students' behavior. | The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect. |

**The Marzano Teacher Evaluation Model by Washington State Criteria
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Criterion 5: Fostering and managing a safe, positive learning environment.

Component 5.6: Displaying Objectivity and Control

The teacher builds positive relationships with students by displaying objectivity and control.

| Possible Teacher Evidence | | Possible Student Evidence | |
|---|--|---|---|
| <ul style="list-style-type: none"> Does not exhibit extremes in positive or negative emotions Addresses inflammatory issues and events in a calm and controlled manner Interacts with all students in the same calm and controlled fashion Does not demonstrate personal offense at student misbehavior | | <ul style="list-style-type: none"> Are settled by the teacher’s calm demeanor Describe the teacher as in control of himself/herself and in control of the class Say that the teacher does not hold grudges or take things personally | |
| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
| When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing. | The teacher behaves in an objective and controlled manner. | The teacher behaves in an objective and controlled manner and monitors the effect on the classroom climate. | The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect. |

**The Marzano Teacher Evaluation Model by Washington State Criteria
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Criterion 6: Using multiple student data elements to modify instruction and improve student learning.

Component 6.1: Designing Instruction Aligned to Assessment

The teacher designs instruction aligned to assessments that impact student learning.

| Possible Teacher Evidence | | Possible Student Evidence | |
|---|---|---|--|
| <ul style="list-style-type: none"> • Uses common assessments designed by his or her collaborative team to assess student learning • Designs instructional activities and assignments that are designed to help students learn the content that will be assessed • Explains the structure of assessments to students • Explains to students how their assessments will be graded • Modifies instruction based on assessment results • Differentiates instruction and assessments to meet students' individual learning needs | | <ul style="list-style-type: none"> • Know what to expect on assessments • Can explain different strategies that the teacher uses to assess them (obtrusive, unobtrusive, and student-generated assessments) • Can explain why they were assigned a specific grade on an assessment • Can explain what they need to learn next to improve their performance on assessments | |
| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
| The teacher does not design instruction with clear alignment to learning targets (daily) and/or learning goals (longer term). | The teacher designs instruction with assessments aligned to learning target (daily) and/or learning goal (longer term) but does not adapt those assessments to meet student learning needs. | The teacher designs instruction with assessments aligned to clearly stated learning target (daily) and/or learning goal (longer term). Those assessments are adapted to meet student learning needs. | The teacher adapts or creates new strategies designed to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect. |

Component 6.2: Using Multiple Data Elements

The teacher uses multiple data elements to modify instruction and assessments.

| Possible Teacher Evidence | | Possible Student Evidence | |
|---|--|--|--|
| <ul style="list-style-type: none"> • Differentiates instruction practices according to student needs • Differentiates assessment practices according to student needs • Analyzes data from formal and informal assessments • Determines whether re-teaching, practice, or moving forward with instruction is appropriate at both the group and individual level • Modifies teacher-made assessments based on previous scores of students | | <ul style="list-style-type: none"> • Based on their individual needs and abilities, students are engaged in different instructional activities • Based on their individual needs and abilities, students are engaged in different assessment activities • Are aware of the fact that individuals in class may be involved in different assessment and instructional activities based on their individual strengths and weaknesses | |

**The Marzano Teacher Evaluation Model by Washington State Criteria
For Use in the 2014-15 School Year – Version 1.1**

Criterion 6: Using multiple student data elements to modify instruction and improve student learning.

| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
|--|--|--|--|
| The teacher does not examine multiple data points with the intent of modifying instruction and assessment or does so with significant errors or omissions. | The teacher examines a few data points and makes minimal adjustments to instruction and assessment based on the information. | The teacher examines multiple data points and makes changes to instruction and assessment based on the information. Additionally the teacher monitors the extent to which the changes result in enhanced student learning. | The teacher adapts or creates new strategies designed to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect. |

Component 6.3: Tracking Student Progress

The teacher provides opportunities for students to self-reflect and track progress toward learning goals.

| Possible Teacher Evidence | Possible Student Evidence |
|--|---|
| <ul style="list-style-type: none"> • Helps students track their individual progress on the learning goal • Uses formal and informal means to assign scores to students on the rubric depicting student status on the learning goal • Charts the progress of the entire class on the learning goal | <ul style="list-style-type: none"> • Can describe their status relative to the learning goal using the rubric • Systematically update their status on the learning goal • Use a learning log to reflect daily about learning |

| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
|---|--|--|---|
| When the strategy is called for the teacher does not use it or the teacher uses the strategy incorrectly or with parts missing. | The teacher facilitates tracking of student progress using a formative approach to assessment but does not monitor the extent to which this process enhances student learning. | The teacher facilitates tracking of student progress using a formative approach to assessment and monitors the extent to which this process enhances student learning. | The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect. |

**The Marzano Teacher Evaluation Model by Washington State Criteria
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Student Growth Criterion 6: Using multiple student data elements to modify instruction and improve student learning.

Student Growth 6.1: Establish Student Growth Goal(s)

| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
|---|---|--|---|
| Does not establish student growth goal(s) or establishes inappropriate goal(s) for whole classroom. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s). | Establishes appropriate student growth goal(s) for whole classroom. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s). | Establishes appropriate student growth goal(s) for whole classroom. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s). | Establishes appropriate student growth goal(s) for students in collaboration with students and parents. These whole classroom goals align to school goal(s). Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s). |

Critical Attributes

| | | | |
|---|---|--|--|
| <ul style="list-style-type: none"> Does not establish student learning goals Does not specify assessment(s) to monitor progress towards goal(s) | <ul style="list-style-type: none"> Goals may be missing one or more of the following qualities: specific, measurable and time-bound Goals are not based on prior available student learning Goals partially aligned to content standards Grain size of goal may be missing one or more of the following: appropriate for the context, instructional interval and content standard(s) Goal is not connected to a significant impact on student learning of content. Identified formative and summative assessments unable to monitor progress toward specified goals. | <ul style="list-style-type: none"> Goals are specific, measurable and time-bound Based on multiple sources of available data that reveal prior student learning Goals aligned to content standards Grain size of goal is appropriate for the context, instructional interval and content standard(s) Goal demonstrates a significant impact on student learning of content (transferable skills) within the content area Identifies formative and summative measures aligned to learning targets to monitor progress towards goals | <ul style="list-style-type: none"> Proficient Attributes and: Effort to Communicates (two-way)/Collaborates with other staff, families and/or students to establish goals specific to whole class learning needs Students articulate their understanding of their goals and progress toward goals |
|---|---|--|--|

Student Growth 6.2: Achievement of Student Growth Goal(s)

| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
|--|---|--|--|
| Growth or achievement data from at least two points in time shows no evidence of growth for most students. | Multiple sources of growth or achievement data from at least two points in time show some evidence of growth for some students. | Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students. | Multiple sources of growth or achievement data from at least two points in time show evidence of high growth for all or nearly all students. |

**The Marzano Teacher Evaluation Model by Washington State Criteria
For Use in the 2014-15 School Year – Version 1.1**

Criterion 7: Communicating and collaborating with parents and the school community.

Component 7.1: Promoting Positive Interactions about Students and Parents – Courses, Programs and School Events

The teacher actively communicates and collaborates with parents/guardians and school/community regarding courses, programs, and school events.

| Possible Teacher Evidence | Possible Student Evidence |
|---|---|
| <ul style="list-style-type: none"> Utilizes the appropriate means of communication Presents to, works with, or speaks to the school board, ad hoc committees, PTSA, media, advisory groups, etc. Fosters partnerships with families/school/community Encourages parent and community involvement in classroom and school activities Accesses available expertise and resources to support students' learning needs Works cooperatively with appropriate school personnel to address issues that impact student learning | <ul style="list-style-type: none"> When asked, are aware that teachers actively communicate with their parents When asked student are aware that teachers are active in the community |

| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
|---|--|--|---|
| The teacher makes no attempt to perform this activity, or the teacher attempts to perform this activity but does not actually complete or follow through with these attempts. | The teacher attempts to communicate and collaborate with parents/guardians and school/community regarding courses, programs and school events relevant to the students', but does not necessarily do so in a timely or clear manner. | The teacher communicates and collaborates with parents/guardians and school/community regarding courses, programs and school events relevant to the students' in a timely and professional manner. | The teacher is a recognized leader in helping others communicate and collaborate with parents/guardians and school/community regarding courses, programs and school events relevant to the students'. |

Component 7.2: Promoting Positive Interactions about Students and Parents – Timeliness and Professionalism

The teacher communicates individual student progress to parents/guardians in a timely and professional manner.

| Possible Teacher Evidence | Possible Student Evidence |
|--|--|
| <ul style="list-style-type: none"> Ensures consistent and timely communication with parents regarding student expectations, progress, and/or concerns Uses multiple means and modalities to communicate with families Respects and maintains confidentiality of student/family information Demonstrates awareness and sensitivity to social, cultural, and language backgrounds of families Responds to requests for support, assistance, and/or clarification promptly | <ul style="list-style-type: none"> Participates in conferences Knows that teachers and parents communicate |

**The Marzano Teacher Evaluation Model by Washington State Criteria
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Criterion 7: Communicating and collaborating with parents and the school community.

| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
|---|--|--|--|
| The teacher makes no attempt to perform this activity, or the teacher attempts to perform this activity but does not actually complete or follow through with these attempts. | The teacher communicates individual students' progress to parents/guardians, but does not necessarily do so in a timely or clear manner. | The teacher communicates individual students' progress to parents/guardians in a timely and professional manner. | The teacher is a recognized leader in helping others communicate individual student progress to parents/guardians in a timely and professional manner. |

**The Marzano Teacher Evaluation Model by Washington State Criteria
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Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

Component 8.1: Seeking Mentorship for Areas of Need or Interest

The teacher collaborates with colleagues about student learning and instructional practices by seeking mentorship for areas of need or interest, and/or by mentoring other teachers through the sharing of ideas and strategies.

| Possible Teacher Evidence | | Possible Student Evidence | |
|--|---|--|--|
| <p>Seeking mentorship</p> <ul style="list-style-type: none"> Keeps track of specific situations during which he or she has sought mentorship from others Actively seeks help and input in Professional Learning Community meetings Actively seeks help and input from appropriate school personnel to address issues that impact instruction Can describe how he or she seeks input from colleagues regarding issues that impact instruction <p>Providing mentorship</p> <ul style="list-style-type: none"> Keeps tracks of specific situations during which he or she mentored other teachers Contributes and shares expertise and new ideas with colleagues to enhance student learning in formal and informal ways Serves as an appropriate role model (mentor, coach, presenter, researcher) regarding specific classroom strategies and behaviors Can describe specific situations in which he or she has mentored colleagues | | N/A | |
| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
| <p>The teacher makes no attempt to perform this activity, or the teacher attempts to perform this activity but does not actually complete or follow through with these attempts.</p> | <p>The teacher seeks help and mentorship from colleagues regarding specific classroom strategies and/or mentors other teachers, but does not necessarily do so in a manner that enhances pedagogical skill.</p> | <p>The teacher seeks help and mentorship from colleagues regarding specific classroom strategies and/or mentors other teachers in such a manner as to enhance pedagogical skill.</p> | <p>The teacher is a recognized leader in mentoring others in such a way as to enhance their pedagogical skill.</p> |

**The Marzano Teacher Evaluation Model by Washington State Criteria
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Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

Component 8.2: Promoting Positive Interactions with Colleagues

The teacher displays dependability through active participation.

| Possible Teacher Evidence | | Possible Student Evidence | |
|--|--|--|--|
| <ul style="list-style-type: none"> • Is punctual • Is prepared for meetings • Works to resolve conflicts • Respectfully addresses others • Assists in the effective functioning of a team/group | | N/A | |
| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
| The teacher makes little or no attempt to follow established norms or collective commitments. The teacher's behavior may be obstructing the functioning of the team/group. | The teacher attempts to follow established norms or commitments but does not comply with all norms and collective commitments. | The teacher follows established norms and collective commitments, contributing to the overall effectiveness of the team. | The teacher consistently models established norms and collective commitments. The teacher is a recognized leader in facilitating the team/group in resolving conflict for effective functioning. |

Component 8.3: Participating in District and School Initiatives

The teacher participates in district and school initiatives.

| Possible Teacher Evidence | | Possible Student Evidence | |
|--|--|---------------------------|--|
| <ul style="list-style-type: none"> • Participates in school activities and events as appropriate to support students and families • Serves on school and district committees • Participates in staff development opportunities • Works to achieve school and district improvement goals • Keeps track of specific situations in which he or she has participated in school or district initiatives • Can describe or show evidence of his/her participation in district and school initiatives | | N/A | |

**The Marzano Teacher Evaluation Model by Washington State Criteria
For Use in the 2014-15 School Year – Version 1.1**

Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
|---|---|---|--|
| The teacher makes no attempt to perform this activity, or the teacher attempts to perform this activity but does not actually complete or follow through with these attempts. | The teacher is aware of the district and school initiatives, but does not participate at a level consistent with his or her talents and availability. | The teacher participates in district and school initiatives at a level consistent with his or her talents and availability. | The teacher is a recognized leader in helping others be aware of and participate in district and school initiatives. |

Component 8.4: Monitoring Progress Relative to the Professional Growth and Development Plan

The teacher pursues professional development based on his/her written growth and development plan and monitors progress relative to that plan.

| Possible Teacher Evidence | Possible Student Evidence |
|--|----------------------------------|
| <ul style="list-style-type: none"> • Constructs a growth plan that outlines measurable goals, action steps, manageable timelines and appropriate resources • Can describe the professional growth plan using specific and measurable goals, action steps, manageable timelines and appropriate resources • Constructs a plan that outlines a method for charting progress toward established goals supported by evidence (e.g., student achievement data, student work, student interviews, peer, self and observer feedback) • Can describe progress toward meeting the goals outlined in the plan supported by evidence (e.g., student achievement data, student work, student interviews, peer, self and observer feedback) | N/A |

| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
|---|--|--|---|
| The teacher makes no attempt to perform this activity, or the teacher attempts to perform this activity but does not actually complete or follow through with these attempts. | The teacher develops a written professional growth and development plan but does not articulate clear goals and timelines. The teacher charts his or her progress on the professional growth and development plan using established goals and timelines but does not make adaptations as needed. | The teacher develops a written professional growth and development plan with goals and timelines, charts his or her progress, and makes adaptations as needed. | The teacher is a recognized leader in helping others develop professional growth and development plans. |

The Marzano Teacher Evaluation Model by Washington State Criteria

For Use in the 2014-15 School Year – Version 1.1

Student Growth Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

Student Growth 8.1: Establish Team Student Growth Goal(s)

| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
|---|--|---|--|
| <p>Does not collaborate or reluctantly collaborates with other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.</p> | <p>Does not consistently collaborate with other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.</p> | <p>Consistently and actively collaborates with other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.</p> | <p>Leads other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.</p> |
| Critical Attributes | | | |
| <ul style="list-style-type: none"> • Team does not establish goal(s) for student learning • Team does not specify assessments to monitor progress towards goal(s) and/or goal is neither specific or time-bound • Teacher does not communicate with team regarding team goals or plans • Teacher rarely shares student data, student work or suggestions for strategies to achieve team goal(s) • Teacher undermines team’s ability to make and implement team decisions and/or does not follow through with team decisions regarding instruction and assessment | <ul style="list-style-type: none"> • Team goal(s) or measures are established without consensus • Team goal is missing one or more of the following qualities: specific, measurable, time-bound • Team goal is missing one or more of the following qualities: appropriate for the context, instructional interval or content standard(s) • Team goal is not connected to a significant impact on student learning of content • Teacher’s communication with team is inconsistent regarding team goals and plans • Teacher occasionally shares student work or suggestions for strategies to achieve team goal(s) • Teacher rarely shares reflection on instruction to achieve team goal(s) • Teacher demonstrate inconsistent follow-through with team decisions regarding instruction and assessment | <ul style="list-style-type: none"> • Team goal(s) and measures are decided collaboratively • Team goal(s) are specific, measurable and time-bound • Team goal(s) are appropriate for context, instructional interval and content standard(s) • Team goal(s) demonstrate significant impact on student learning of content (transferable skills) • Teacher communicates responsibly with team regarding team goals and plans for measuring and monitoring • Teacher consistently and actively contributes multiple sources of data to collectively determine evidence of student learning • Teacher engages in data-based reflection with team and adjusts practice accordingly • Teacher implements team decisions regarding instruction and assessment | <ul style="list-style-type: none"> • Team goal(s) and measures are decided collaboratively • Team goal(s) are specific, measurable and time-bound • Team goal(s) are appropriate for context, instructional interval and content standard(s) • Goal(s) demonstrate significant impact on student learning of content (transferable skills) • Teacher helps develop other team members’ capacity to be effective • Teacher regularly makes his/her practice public by sharing models and facilitating data processes • Teacher promotes reflective analysis among team • Teacher shares a wide range of resources to build and sustain support for team goals |

Marzano Instructional Framework

What is it?

The Marzano Instructional Framework is organized into four domains: 1)Observable Classroom Behaviors and Strategies; 2)Planning and Preparing; 3)Reflecting On Teaching; and 4)Collegiality and Professionalism.

It is important to understand that Washington State reorganized Marzano's Instructional Framework into (8) criteria with their accompanying components into the Marzano Teacher Evaluation Model.

Why then is it important to understand the instructional framework?

The instructional framework is a description of a well-articulated knowledge base for teaching. This organization of the instructional framework provides an excellent road map to help guide teachers in developing their instructional expertise.

The organization of the domains describes a causal chain that affects teaching and learning in the classroom. Domain 1: Classroom Strategies and Behaviors is at the top of this chain. Domain 1 is the most important of the four domains because classroom strategies and behaviors have the most direct impact upon student achievement.

The next two domains (Domains 2 and 3) support Domain 1. They are Planning and Preparing (Domain 2) and Reflecting On Teaching (Domain 3).

It is important to note that Domain 4 is not included in this causal chain. Domain 4 represents the professional culture in which the other domains operate.

Implications

- Domain 1 is the most important domain in the instructional framework. Therefore, when the option is available, it is “highly recommended that you develop your goals from Domain 1 (Washington State Evaluation Criteria 1, 2, or 5).
- Domain 4 (Washington State Evaluation Criteria 8) underscores the importance of functioning as a highly effective professional learning community within all levels of our school community.

The Marzano Teacher Evaluation Model At a Glance
For Use in the 2013-14 School Year – Version 1.1

| Criterion 1 | Criterion 2 | |
|--|--|--|
| Centering instruction on high expectations for student achievement. | Demonstrating effective teaching practices. | |
| <p>Component 1.1: Providing Clear Learning Goals and Scales (Rubrics)</p> <p>Component 1.2: Celebrating Success</p> <p>Component 1.3: Understanding Students' Interests and Backgrounds</p> <p>Component 1.4: Demonstrating Value and Respect for Typically Underserved Students</p> | <p>Component 2.1: Interacting with New Knowledge</p> <p>Component 2.2: Organizing Students to Practice and Deepen Knowledge</p> <p>Component 2.3: Organizing Students for Cognitively Complex Tasks</p> <p>Component 2.4: Asking Questions of Typically Underserved Students</p> | <p>Component 2.5: Probing Incorrect Answers with Typically Underserved Students</p> <p>Component 2.6: Noticing when Students are Not Engaged</p> <p>Component 2.7: Using and Applying Academic Vocabulary</p> <p>Component 2.8: Evaluating Effectiveness of Individual Lessons and Units</p> |
| Criterion 3 | Criterion 4 | Criterion 5 |
| Recognizing individual student learning needs and developing strategies to address those needs. | Providing clear and intentional focus on subject matter content and curriculum. | Fostering and managing a safe, positive learning environment. |
| <p>Component 3.1: Effective Scaffolding of Information Within Lessons</p> <p>Component 3.2: Planning and Preparing for the Needs of All Students</p> | <p>Component 4.1: Attention to Established Content Standards</p> <p>Component 4.2: Use of Available Resources and Technology</p> | <p>Component 5.1: Organizing the Physical Layout of the Classroom</p> <p>Component 5.2: Reviewing Expectations to Rules and Procedures</p> <p>Component 5.3: Demonstrating "Withitness"</p> <p>Component 5.4: Applying Consequences for Lack of Adherence to Rules and Procedures</p> <p>Component 5.5: Acknowledging Adherence to Rules and Procedures</p> <p>Component 5.6: Displaying Objectivity and Control</p> |
| <p>Student Growth 3.1: Establish Student Growth Goal(s)</p> <p>Student Growth 3.2: Achievement of Student Growth Goal(s)</p> | | |

– OVER –



The Marzano Teacher Evaluation Model At a Glance
For Use in the 2013-14 School Year – Version 1.1

| Criterion 6 | Criterion 7 | Criterion 8 |
|---|--|--|
| <p>Using multiple student data elements to modify instruction and improve student learning.</p> | <p>Communicating and collaborating with parents and the school community.</p> | <p>Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.</p> |
| <p>Component 6.1: Designing Instruction Aligned to Assessment</p> <p>Component 6.2: Using Multiple Data Elements</p> <p>Component 6.3: Tracking Student Progress</p> | <p>Component 7.1: Promoting Positive Interactions about Students and Parents – Courses, Programs and School Events</p> <p>Component 7.2: Promoting Positive Interactions about Students and Parents – Timeliness and Professionalism</p> | <p>Component 8.1: Seeking Mentorship for Areas of Need or Interest</p> <p>Component 8.2: Promoting Positive Interactions with Colleagues</p> <p>Component 8.3: Participating in District and School Initiatives</p> <p>Component 8.4: Monitoring Progress Relative to the Professional Growth and Development Plan</p> |
| <p>Student Growth 6.1: Establish Student Growth Goal(s)</p> <p>Student Growth 6.2: Achievement of Student Growth Goal(s)</p> | | <p>Student Growth 8.1: Establish Team Student Growth Goal(s)</p> |



Marzano Instructional Framework Aligned to Washington State Teacher Evaluation Criteria

Domain 1: Observable Classroom Strategies and Behaviors

Lesson Segments Involving Routines

#1 HIGH EXPECTATIONS FOR STUDENT ACHIEVEMENT

- 1.1 Provides clear learning goals and scales **dq1**
- 1.2 Celebrates student success **dq1**

#6 STUDENT DATA

- 6.3 Provides opportunities for students to self-reflect and track progress toward learning goals **dq1**

#5 SAFE, POSITIVE LEARNING ENVIRONMENT

- 5.1 Organizes a safe physical layout of the classroom to facilitate movement and focus on learning **dq6**
- 5.2 Reviews expectations regarding rules and procedures to ensure their effective execution **dq6**

Monitoring for the Desired Effect

How do you know the majority of students are getting it?

The Teacher

- Uses progress checks, i.e., exit tickets, clickers, white boards, etc.
- Monitors verbal and nonverbal responses
- Uses a system to record and rate important types of student cues, responses or participation
- Adjusts instruction to student cues, student participation, and/or progress

The Majority of Students

- Attend and respond to instruction

Lesson Segments Addressing Content

#2 EFFECTIVE TEACHING PRACTICES

- 2.1 Helps students effectively interact with new knowledge **dq2**
 - 2.1.1 Identifies critical information
 - 2.1.2 Organizes students in small groups to facilitate the processing of new knowledge
 - 2.1.3 Helps students to link prior knowledge to new content
 - 2.1.4 Chunks content into “digestible bites”
 - 2.1.5 Breaks presentation of content and engages students in processing new information
 - 2.1.6 Through questions or activities, students elaborate on new information
 - 2.1.7 Students record and represent knowledge in linguistic and/or nonlinguistic ways
 - 2.1.8 Students reflect on their learning and the learning process

2.2 Helps students to practice and deepen knowledge **dq3**

- 2.2.1 Reviews content, highlights critical information
- 2.2.2 Organizes students in groups to practice and deepen knowledge
- 2.2.3 Uses homework when appropriate (not routinely)
- 2.2.4 Students examine similarities and differences
- 2.2.5 Students examine errors in their own reasoning or the logic of information presented
- 2.2.6 Students practice skills, strategies, and/or processes
- 2.2.7 Students revise previous knowledge

2.3 Organizes students for cognitively complex tasks (transfer and application) **dq4**

2.7 Uses and applies Academic Vocabulary

Lesson Segments Enacted on the Spot

#2 EFFECTIVE TEACHING PRACTICES

- 2.6 Engages Students **dq5**
 - 2.6.1 Notices when students are not engaged
 - 2.6.2 Uses academic games
 - 2.6.3 Manages response rates
 - 2.6.4 Uses physical movement
 - 2.6.5 Maintains a lively pace
 - 2.6.6 Demonstrates intensity and enthusiasm
 - 2.6.7 Uses friendly controversy
 - 2.6.8 Provides opportunities for students to talk about themselves
 - 2.6.9 Presents unusual or intriguing information

#5 SAFE, POSITIVE LEARNING ENVIRONMENT

- 5.3 Demonstrates awareness of classroom environment at all times (withitness) **dq7**
- 5.4 Applies consequences for lack of adherence to rules and procedures **dq7**
- 5.5 Acknowledges adherence to rules and procedures **dq7**
- 5.6 Builds positive relationships with students by displaying objectivity and control **dq8**

#1 HIGH EXPECTATIONS FOR STUDENT ACHIEVEMENT

- 1.3 Understanding students’ interests and backgrounds (positive relationships) **dq8**
- 1.4 Demonstrates value and respect for all, including typically underserved students **dq9**

#2 EFFECTIVE TEACHING PRACTICES

- 2.4 Asks questions of typically underserved students with the same frequency and depth as other students **dq9**
- 2.5 Probes typically underserved students’ incorrect answers **dq9**

Marzano Instructional Framework Aligned to Washington State Teacher Evaluation Criteria

Domain 2: Planning & Preparing

Planning & Preparing

#3 DIFFERENTIATION

- 3.1** Plans and prepares for effective scaffolding of information within lessons and units that progresses toward a deep understanding and transfer of content **WAC10**
- 3.2** Uses data to plan and provide interventions that meet individual learning needs of students including the following:
- ELL Students
 - Special Education Students
 - Students who come from home environments that offer little support

SG #3 STUDENT GROWTH CRITERION

- SG3.1 Establish subgroup growth goals
- SG3.2 Multiple sources of student data from at least 2 points in time show achievement of growth goals

#4 CONTENT KNOWLEDGE

- 4.1** Demonstrates a comprehensive understanding of the subject taught and the standards for the subject
- 4.2** Plans/prepares for use of available resources and technology

#6 STUDENT DATA

- 6.1** Designs instruction aligned to assessments that impact student learning
- 6.2** Uses multiple data elements to modify instruction and assessments

SG#6 STUDENT GROWTH CRITERION

- SG6.1 Establish whole class growth goals
- SG6.2 Multiple sources of student data from at least 2 points in time show achievement of growth goals

Domain 3: Reflecting on Teaching

Reflecting on Teaching

#2 INSTRUCTION

- 2.8** Reflects and evaluates the effectiveness of instructional performance to identify areas of pedagogical strength and weakness

#8 PROFESSIONAL PRACTICE

- 8.4** Pursues professional development based on his/her written growth and development plan, and monitors progress relative to that plan

Domain 4: Collegiality & Professionalism

Collegiality & Professionalism

#7 FAMILIES AND COMMUNITIES

- 7.1** Communicates with parents/guardians and school/communities in a timely and professional manner regarding courses, programs, school events and grade level expectations
- 7.2** Communicates individual student progress to parents/guardians in a timely and professional manner

#8 PROFESSIONAL PRACTICE

- 8.1** Collaborates with colleagues about student learning and instructional practices by seeking mentorship for areas of need or interest, and/or by mentoring other teachers through sharing ideas and strategies
- 8.2** Promotes positive interactions with colleagues and displays dependability through active participation
- 8.3** Participates in district and school initiatives

SG#8 STUDENT GROWTH CRITERION

- SG8.1 **Team goals:** Team establishes student growth goals, implements common measures and monitors growth

Marzano Design Questions

1. What will I do to establish & communicate learning goals, track student progress, & celebrate success? **Wac1.1, 1.2, 6.3**
2. What will I do to help students effectively interact with new knowledge? **Wac2.1**
3. What will I do to help students practice & deepen their understanding? **Wac2.2**
4. What will I do to help students test hypotheses about new knowledge? **Wac2.3**
5. What will I do to engage students? **Wac2.6**
6. What will I do to establish or maintain classroom rules & procedures? **Wac5.1, 5.2**
7. What will I do to recognize & acknowledge adherence & lack of adherence to classroom rules & procedures? **Wac5.3, 5.4**
8. What will I do to establish & maintain effective relationships with students? **Wac1.3, 5.6**
9. What will I do to communicate high expectations for all students? **Wac1.4, 2.4, 2.5**
10. What will I do to develop effective lessons organized into a cohesive unit? **Wac3.1**

Wac = Washington State Components

From *The Art and Science of Teaching*

Evaluation Process Overview

The Evaluation Process Overview outlines the specific actions and steps that administrators and teachers can take to develop teacher expertise over the course of the school year. These actions and steps form the basis for organizing the Teacher Evaluation Field Guide.

Timeline

The actions and steps used throughout the evaluation process are outlined in the timeline. The timeline can be used to guide the administrator and teacher through the evaluation process from the beginning to the end of the school year.

Note the different colors on the timeline. They delineate the responsibilities of **administrators** and **teachers** in following the evaluation process. Some of these responsibilities are **mutually shared**. Finally, recommendations for **iObservation** training are also noted on the timeline.

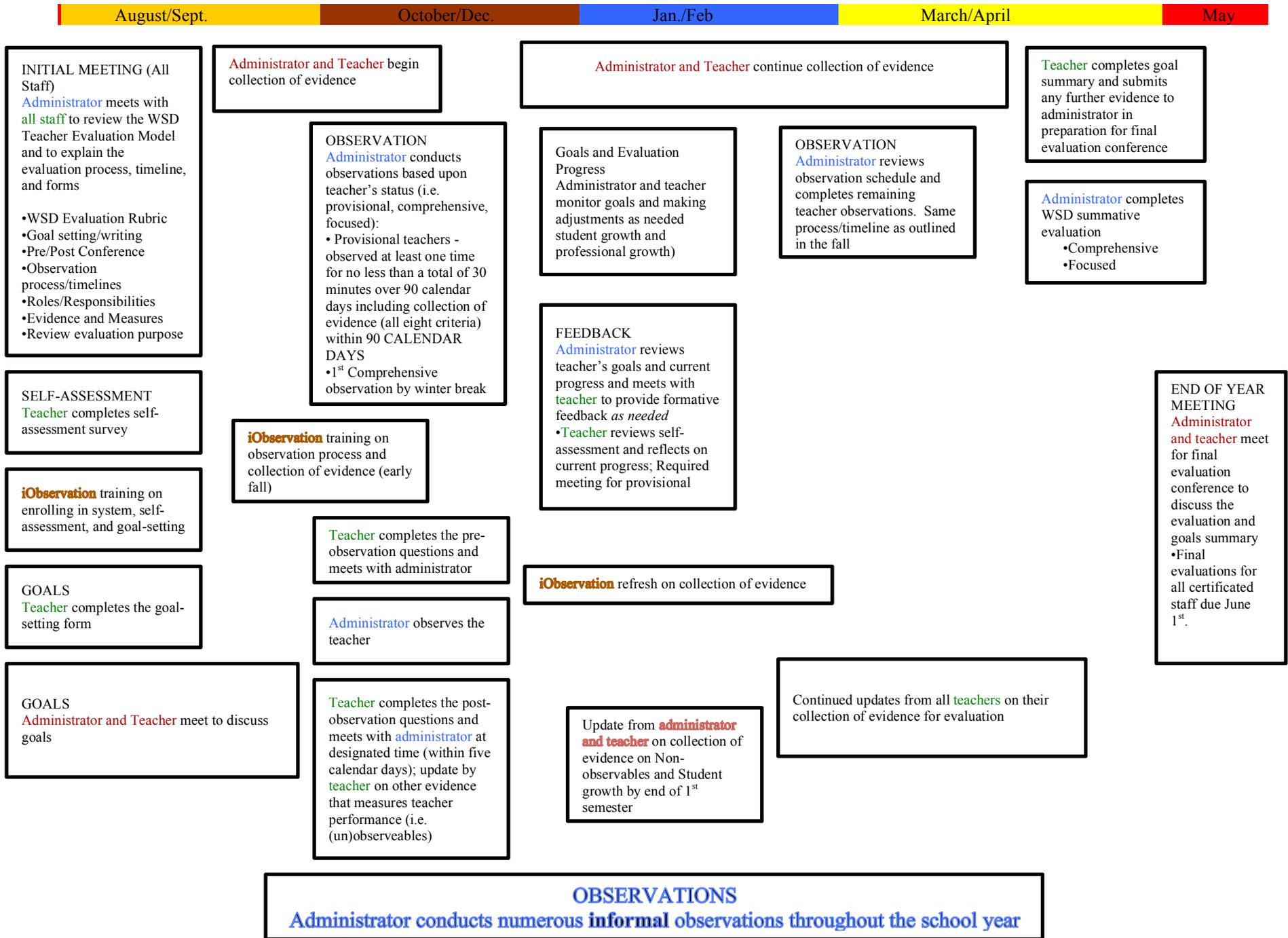
Specific Actions and Steps

The actions and steps in the evaluation process can be summed up in this sequential order:

- Self -Assessment
- Professional Goal-setting
- Professional Goals Conference
- Observation Cycle
- Mid-Year Self Reflection
- Final Summative Evaluation Conference

This sequence of actions and steps are supported by ongoing feedback and by collecting evidence throughout the school year.

Wenatchee School District Evaluation Timeline *(Pilot Process Draft)*



iObservation

What is it?

iObservation is a web-based system that the WSD is using to support our evaluation process. **iObservation** is also an instructional improvement system that collects, manages and reports longitudinal data from classroom walkthroughs, teacher evaluations and teacher observations. In addition, it provides a professional development component that is differentiated to the individual learning needs of every classroom teacher to help increase their classroom effectiveness.

How will it be used?

iObservation will be used to guide us through our self-assessment, goal-setting, and observation cycle processes.

It can also serve as a depository for teachers to upload any artifacts that they want to be considered as evidence in their evaluation. Teachers will be able to monitor their progress over time and utilize the tool to conduct professional development activities on their own or in groups.

Training

Training in the use of **iObservation** will take place at your school site. At the beginning of the school year, teachers will learn how to sign in and then learn how to take a self-assessment and develop professional goals. Additional trainings will be provided by school sites as the year progresses.

Implications: It is unrealistic to assume that a school staff can learn everything about **iObservation** in a single training. Use the Evaluation Timeline to schedule trainings for the school staff spaced out over the school year.

Evidence

Evidence and Artifacts - What's the difference?

To answer this question, let's first talk about artifacts. Artifacts mean anything in physical or virtual form that provides data. Well then, what is evidence? Evidence means any artifact used as part of the evaluation.

What are some good examples of evidence?

The Marzano Teacher Evaluation Model is an excellent resource for identifying good examples of evidence. In each criterion, you will find two sections titled, "Teacher Evidence" and "Student Evidence." These examples have been vetted by Dr. Marzano and are directly linked to each criterion's specific components. Remember, these examples are NOT an exhaustive list to be used exclusively with the evaluation model.

The Tipping Point

It is very important that evidence can enable you to discriminate between different levels of teacher expertise. The teacher evaluation model is also very helpful here.

When you examine the rubrics for each component, you will notice that teacher expertise is described in a four point scale; "Unsatisfactory", "Basic", "Proficient", and "Distinguished."

Criteria 1, 2, and 5 (Domain 1)

In these three criteria, the tipping point between "Basic" and "Proficient" is **monitoring**. Keep this in mind when you are reflecting upon your instructional strategies. Proficient isn't just about using the right instructional strategies at the appropriate time. To be proficient, the teacher is monitoring whether or not the students understand what they expected to know and be able to do and make any necessary adjustments to instruction.

Criteria 3, 4, 6, 7, and 8 (Domains 2, 3, and 4)

In these five criteria the tipping point between "Basic" and "Proficient" is a bit different. You will find various descriptions that discriminate between "Basic" and "Proficient." In some criteria, you will find words like "adapting", "adjusting," "monitoring" and other phrases that distinguish the two levels of proficiency. Therefore, it is important that you understand these differences as described in the rubrics and scales in each criterion.

Nesting

It is possible that the same evidence can be used to demonstrate different levels of proficiency for different components in different criteria. For example, student data for SG 6.2 (which addresses the academic progress of an entire class) could also be used for SG 3.2 (which addresses the academic progress of a sub group within that same class).

Quality Over Quantity - How much is enough? It's A Shared Responsibility

Remember that the purpose of evidence is to demonstrate the level of proficiency related to specific criterion and components. So, how do you decide what you should consider as evidence?

Some considerations to get us started:

- Does the evidence match the component? (refer to the teacher evidence and student evidence section in the Marzano Evaluation Model)
- Does the evidence provide information to determine the level of proficiency related to a specific component?
- Does the evidence provide information for teachers to examine their own practices against specific criteria?
- Does the evidence provide information to discuss results?
- Is the evidence valid? It is consistent with other evidence and does it describe and or measure what it is supposed to describe and or measure?
- Is the evidence reliable? Does it produce consistent results?

Implications

- Does the evidence describe the teacher's overall level of proficiency related to a specific criterion? If not, you need to gather more evidence.
- Evaluators and teachers need to be continually sharing evidence and communicating the level of proficiency that it is describing.
- Collecting evidence is no longer the sole responsibility of the evaluator. The teacher and evaluator work together to collect, share and discuss evidence during the school year in order to gain a better understanding of the teacher's level of proficiency related to the criteria.
- Pay close attention to the timeline.
- Evidence should describe the teacher's practice. In other words, what IS really happening in the classroom. This has implications in the use of assessments as evidence of teacher expertise. (Refer to Common Formative Assessments)

A Word On Common Formative Assessments

Although there are a variety of assessments that can be used to measure student academic growth, common formative assessments are the most effective means to monitor student growth over the course of the school year.

These assessments can be used to discuss student results, reflect on individual teacher instructional practices, make adjustments to instruction, and focus upon identified areas for professional development and make modifications to the assessment if necessary.

Refer to Appendix 1.7 and 1.8 for more information on PLC's and the use of formative assessments.

Implications

- Common formative assessments must align to what students need to know and “be able to do” as identified by the district, school and learning teams.
- Common formative assessments are a way to evaluate how accurate and effective classroom assessment practices are in checking for student understanding.



Professional Goals

What You Need to Know

•In the new teacher evaluation system, there are goal-setting provisions related to professional growth and student growth. Therefore, there are two major categories of goals that you will develop. They are: instructional goals and student growth goals. Do not confuse instructional goals with student growth goals.

- Instructional goals - are any goals that you develop from the criteria or criterion in which you are being evaluated
- Student growth goals - are goals that specifically address academic student growth (Student Growth Goals 3.1, 3.2; 6.1, 6.2 and 8.1).

Important: Student growth goals will be discussed in another section of this field guide.

- Instructional goals are for the purpose of developing your teacher expertise over time through deliberate practice.
- The goals you develop will be determined by:
 - How you are being evaluated: Focused Evaluation or Comprehensive Evaluation
 - Your Self-Assessment and possibly your previous evaluation
 - Collaboration with your evaluator (mutually agreed upon)
- An instructional goal can be developed for one criterion or a component(s) within a criterion.
- An instructional goal(s) may be adjusted by the teacher during the school year.

- Here are some considerations for developing instructional goals:
 - Goals are contextual: Setting goals should be based on the context of the classroom, school, the level of support, resources available, and time provided
 - Goals are developed by using information and data
 - Goals address a need. A goal is initiated by a need from the students or a need by the teacher. The goal should define that need and have strategies embedded in the goal to address that need
 - SMART goal structure: You may want to use a SMART goal process for developing goals
 - Goals should be challenging but realistic: When goals are developed using good baseline data, they are designed to be both challenging and realistic
 - Measurements of success: Goals should have measurements and evidence that can be used as benchmarks throughout the school year so that they can be effectively monitored. The benchmarks should be formative and used to adjust the goal if necessary.

Implications

- Developing professional goals in the WSD is a much different process than how we have traditionally used in the past
- Your instructional coach is a resource to help you in developing your professional goals
- Make sure your evidence and measures align with your professional goals. Refer to the “Marzano Teacher Evaluation Model by State Criteria and the accompanying rubrics and evidences” when developing your professional goals. Give particular attention to “Proficiency.”
- Frequently monitor the progress of your professional goals
- Be sure to communicate your progress with your building evaluator
- Seek feedback from your instructional coach, building mentor, team, and evaluator
- Be sure to communicate any adjustments you wish to make with your building evaluator
- The Focused Evaluation is now based upon your level of proficiency for a specific criterion, and not the number of professional goals you accomplish during the school year.

Student Growth

Legislative Requirements

Student growth data must be a substantial factor in evaluating the summative performance of certified classroom teachers for at least three of the evaluation criteria. (i.e. SG 3.1, 3.2; SG 6.1, 6.2; SG 8.1)

Student growth data elements may include the teacher's performance as a member of a grade level, subject matter or other instructional team within a school when the use of this data is relevant and appropriate.

What is student growth?

- Student growth is all about learning. It is the growth in subject matter, knowledge, understanding and skill over time.

What is student growth data?

- Student growth data is any artifact that gives evidence of student growth over time and is relevant to the teacher and subject matter. It can be classroom-based, school-based, district-based, and state-based. Refer to the section on "Evidence" for more information on student growth data.

Student Growth Inquiry

- Student growth scores result in a student growth impact rating on your evaluation
- An overall low student growth impact rating results in a "student growth inquiry."
- Any low student growth score of "1" in Criteria 3 or Criteria 6 results in a "student growth inquiry".
- The teacher and evaluator will work together during the student growth inquiry.
- The steps for conducting a student growth inquiry are:

Step 1 The evaluator will examine additional student growth along with the other student growth already provided

Step 2 If the examination results in a low student growth rating, then the evaluator will look at extenuating circumstances that could include any or more of the following: goal-setting process, content and expectations, student attendance, and/or the extent to which standards, curricula and assessments are aligned

Step 3 If the classroom teacher still has a low student growth rating, then the evaluator will create and implement a professional development plan that may include monthly conferences focusing upon improving student growth to include one or more of the following topics: student growth goal revision, refinement and progress, and or best practices related to student growth data collection and interpretation

Implications

- Student growth requires teachers to develop student growth goals and measures to monitor and evaluate the progress of student growth over time
- Team data can be used for measuring and monitoring student growth
- Note that SG 8.1 does not require student growth measures
- The requirements for developing student growth goals and measures for Focused Evaluation and Comprehensive Evaluation are different and are explained in the Evaluation section of the field guide.
- Student growth means that learning must be measurable.
- Teachers and principals set meaningful learning targets and monitor growth for all students over time.
- Student growth requires that teachers need to develop at least two different measures that measure student growth over two points in time.
- Anyone receiving an overall “Distinguished” on their evaluation accompanied by a low student growth score will receive an overall “Proficient” on their evaluation.
- The rubric for Student Growth Components 3.1, 6.1, and 8.1 describe the levels of proficiency in the section, “Critical Attributes.” Refer to this section when establishing your student growth goals.
- Remember, that for Student Growth S.G. 3.2 and Student Growth S.G. 6.2, the percentages of students demonstrating growth on a minimum of two different measures is as follows:

Distinguished – 90 – 100%
Proficient – 70-89%
Basic – 50-69%
Unsatisfactory – 0-49%
- The evaluator and classroom teacher must work together to gain a better understanding of the student growth scores and how to improve them
- Student Growth components may be used in developing professional goals

Formal Observation Cycle

| | Purpose | Conference |
|-------------------------|---|--|
| Pre-Observation | <ul style="list-style-type: none"> •To discuss goals, establish a date for the formal observation(s), discuss matters such as the professional activities to be observed (i.e. content, objectives, possible observable evidence to meet scoring criteria •Timing is very important. So, make your observations meaningful and relevant to what you want to accomplish. Let's put the "Dog and Pony Show" thinking behind us. •To what part of your teaching do you want your administrator to pay particular attention? How can your administrator be helpful to you through the observation process? •Remember, the focus is to be upon <u>your</u> growth and development. | <ul style="list-style-type: none"> •Held prior to a formal observation or series of observations •Evaluator and teacher mutually agree to when the conference will be held •Sometimes, scheduling a series of observations over a specific period of time may provide your administrator a more complete picture of what you are accomplishing with your students. •Here is one scenario. You may want an administrator to see how you are introducing new knowledge to your students and to see how you will then give them opportunities to practice using that knowledge. Something like this typically occurs over a series of lessons beyond one day. |
| Post Observation | <ul style="list-style-type: none"> •To evaluate and review the evaluator's and teacher's evidence related to the criteria observed during the observation and discuss the teacher's performance •Your post observation should provide you with feedback that will support you in improving your instructional skills. This is the time to discuss your level(s) of teacher expertise; to celebrate success; and to receive assistance in improving specific instructional skills. | <ul style="list-style-type: none"> •Held following a formal observation or a "series of observations" •Only one post observation conference is required for a "series of observations" •Evaluator will identify specific concerns for the applicable criteria •Evaluator will provide specific solutions to remedy the concern <i>in writing</i> •Teacher has the opportunity to respond •Come prepared to your meeting. Reflect on your practice using the evaluation rubrics to guide your thinking. •Take the time to thoughtfully complete your post observation conference form prior to your meeting. |

Informal Observations

| Purpose | Informal Observation Protocol |
|---|--|
| <ul style="list-style-type: none"> •To provide ongoing feedback to the teacher about their instructional practices and progress in reaching their goals •Informal observations conducted by your evaluator can be used in your evaluation. •Informal observations can be used for professional development through instructional rounds and peer observations. These observations are <u>non-evaluative</u> unless the classroom teacher wants them to be considered as evidence towards their evaluation. | <ul style="list-style-type: none"> •Not required to be pre-scheduled •Does not have to be in the classroom •Department or collegial meetings may be used for Informal Observations •Teacher will be notified in writing if what is observed is to be used as evidence in the evaluation process •Increased frequency of observations enables the teacher's evaluator to observe more of the teacher's practices over time •Informal observations enable the teacher's evaluator the opportunity to observe teacher practices that would not normally be observed through formal classroom observations |

Implications

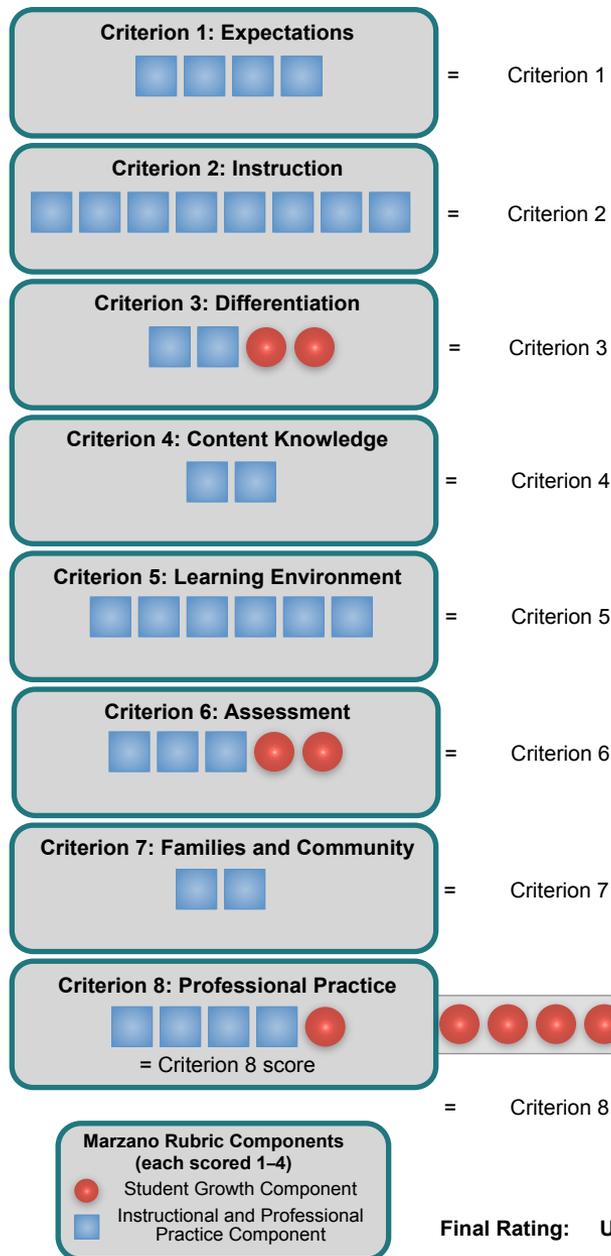
- Observation feedback can be evaluative and provide the teacher with information on their level of teaching proficiency (i.e. overall or specific to individual criterion)
- Observation feedback can be non-evaluative with a specific emphasis upon the teacher's professional development
- Any observation evidence used in any observation will always be shared with the teacher. The teacher will have the opportunity to respond to the feedback if he/she thinks that it will be helpful in better understanding the evidence used in their evaluation

Comprehensive Evaluation

| Eligibility | Criterion Selection | Professional Goals (Continuing Teacher) | Formal Observation (Continuing Teacher) | Professional Goals (Provisional Teacher) | Formal Observation (Provisional Teacher) |
|---|---|--|--|---|--|
| <ul style="list-style-type: none"> •Provisional teacher •A teacher who has received a Level 1 (Unsatisfactory) or Level 2 (Basic) rating in the previous year •Completed three years on Focused Evaluation •Moved from Focused Evaluation to Comprehensive Evaluation | <ul style="list-style-type: none"> •Teacher is evaluated on all (8) criteria •Your collection of evidence will be for all eight criteria. | <ul style="list-style-type: none"> •Teacher will develop professional goals and a plan with timelines •Evaluator and teacher will mutually agree on the goals and plan for the school year •Teacher will monitor his or her progress and make adaptations as needed •Professional goals will be guided by the “self-assessment” or the prior year’s Comprehensive Evaluation •Must include three professional goals: <ul style="list-style-type: none"> •(1) One instructional goal •(2) Two student growth goals •It is “highly recommended” that your instructional goal comes from Criteria 1, 2, or 5. These criteria represent Domain One of Marzano’s Instructional Model and address specific (high yield) instructional strategies that are used in the classroom. •One of your student growth goals will address SG 3.1 and the other will address SG 6.1 | <ul style="list-style-type: none"> •(2) Two pre-arranged observations <ul style="list-style-type: none"> •First observation conducted by Feb. 1st •Annual observation time not less than (60) sixty minutes •If mutually agreed, second (30) thirty minutes of required observation time may be broken into smaller time increments; only one pre-observation conference is required •Remember that informal observations can occur prior to the first pre-arranged observation. Also, don’t neglect to begin your collection of evidence prior to your <u>first</u> pre-arranged observation. Remember, it is important to collect evidence that describes teacher growth throughout the school year. •It is very important that you discuss how to collect evidence with your evaluator. <ul style="list-style-type: none"> •How much evidence is enough? •How is evidence linked to specific components? •What evidence best describes my level of expertise? | <ul style="list-style-type: none"> •Teacher will develop professional goals and a plan with timelines •Evaluator and teacher will mutually agree on the goals and plan for the school year •Teacher will monitor his or her progress and make adaptations as needed •Plan will be guided by the “self-assessment” or the prior year’s Comprehensive Evaluation •Plan must include three goals: <ul style="list-style-type: none"> •(1) One instructional goal •(2) Two student growth goals •Refer to the “Professional Goals” section for Continuing Teachers for guidance. | <ul style="list-style-type: none"> •(2) two pre-arranged observations <ul style="list-style-type: none"> •First observation conducted within the first (90) ninety calendar days •Annual observation time not less than (60) minutes •In 3rd year of provisional status must be observed an additional (30) minutes for a total of an annual observation time of no less than (90) minutes •If mutually agree, second (30) thirty minutes of required observation time may be broken into smaller time increments; only one pre-observation conference is required •“Calendar days” means every day of the month and not just work days. |

Wenatchee School District 2012-2013 - Comprehensive Evaluation Scoring

- Each teacher's criterion scores are established using at least 50% of the components from each criteria and 100% of the student growth components.
- The Summative Criteria Score is the sum of the eight criterion scores and is determined by the summative scoring band.
- The Student Growth Impact Rating is generated by combining the five student growth rubric components from criteria 3, 6, and 8, and is determined by the Student Growth approved scoring band.
- Teachers with a "Distinguished" Summative Criteria Score and a "Low" Student Growth Impact Rating **cannot** be rated higher than "Proficient."
- A "Low" Student Growth Impact Rating triggers a student growth inquiry regardless of Summative Criteria Score.**



Teacher:

Criterion scores will be determined using the following table.

| # of Components | 1 | 2 | 3 | 4 |
|-----------------|------|-------|-------|-------|
| 1 | 1 | 2 | 3 | 4 |
| 2 | 2 | 3-4 | 5-6 | 7-8 |
| 3 | 3-4 | 5-7 | 8-10 | 11-12 |
| 4 | 4-5 | 6-9 | 10-13 | 14-16 |
| 5 | 5-6 | 7-12 | 13-17 | 18-20 |
| 6 | 6-8 | 9-14 | 15-20 | 21-24 |
| 7 | 7-10 | 11-17 | 17-24 | 25-28 |
| 8 | 8-11 | 12-18 | 19-26 | 27-32 |

Final Summative Score
The sum of all eight criterion scores

| | | | |
|------|-------|-------|-------|
| 8-14 | 15-21 | 22-28 | 29-32 |
| U | B | P | D* |

* A teacher with a summative rating of "D", and a "Low" Student Growth Impact Rating will receive a summative rating of "P".

Student Growth Impact Rating
The sum of all five student growth components from criteria 3, 6, and 8

| | | |
|------|---------|-------|
| 5-12 | 13-17 | 18-20 |
| Low* | Average | High |

* A score of "1" in any of the student growth components results in a "Low" Student Growth Impact Rating.

Final Rating: Unsatisfactory Basic Proficient Distinguished

Focused Evaluation

| Eligibility | Criterion Selection | Professional Goals | Formal Observation | Changing Evaluation Option |
|--|--|---|---|---|
| <ul style="list-style-type: none"> •Non-provisional teacher •Received an evaluation rating of “Proficient” or higher the previous school year •May remain on Focused Evaluation for (3) three years •Being on Focused Observation allows you to give more attention to a specific area of teaching during a school year instead of all (8) criteria. | <ul style="list-style-type: none"> •May select from any of the (8) state criteria unless: <ul style="list-style-type: none"> •Received less than a “proficient” rating on Criteria 1, 2, or 5 on the previous year’s evaluation or; •Has not been evaluated on Comprehensive Evaluation •This means that you may pick one (1) criterion from any of the (8) criteria as long as you do not fit any of the descriptions above though it is highly recommended that you choose from Criteria 1, 2, or 5. •If teacher fits any of the above descriptions then: <ul style="list-style-type: none"> •Teacher will select a criterion from Criteria 1, 2, or 5 •Selection of criterion will be approved by the teacher’s evaluator •Criterion may have been identified in the “self-assessment” or in the previous year’s Comprehensive Evaluation •This means that you are to pick (1) one from Criteria 1, 2 or 5. Pick the one that will really help to improve your teaching. | <ul style="list-style-type: none"> •Teacher will develop professional goals and a plan with timelines •Evaluator and teacher will mutually agree on the goals and plan for the school year •Teacher will monitor his or her progress and make adaptations as needed •Plan will be guided by the “self-assessment” or the prior year’s Comprehensive Evaluation (Bring documents that guided goal selection) •The plan must include three goals: <ul style="list-style-type: none"> •(2) instructional goals on the criterion being evaluated •(1) student growth goal (SG 3.1, or SG 6.1) •If Criterion 3 or Criterion 6 was selected for evaluation, then the student growth goal must be selected from that criterion •Develop two professional goals from the criterion you chose. •Remember, your student growth goal is going to come from SG 3.1 or SG 6.1 depending upon the criterion you selected. •Be sure your evaluator is in agreement with your goals. | <ul style="list-style-type: none"> •Annual observation time not less than (60) sixty minutes • Minimum of (2) observations each school year; one required observation must be formal with pre/post conferences; the remainder of the observations may be informal without pre/post conferences •If mutually agreed, another observation may be broken into smaller time increments •At the very least, you must have one formal observation. •The remainder of your observations may: <ul style="list-style-type: none"> •Be a documented observation that is not prescheduled for the purpose of gathering more evidence •May occur outside of the classroom (ex. department or collegial meetings) •Remember that you should be notified <u>in writing</u> by your evaluator if any information from informal observations is used in your evaluation. | <ul style="list-style-type: none"> •Teacher or evaluator can initiate a move from Focused Evaluation to Comprehensive Evaluation •The decision must be made prior to February 1st •A change to the Comprehensive Evaluation must be preceded by at least (1) one meeting to discuss the need for the change and provide an opportunity for a response and decision •Is a move from Focused Evaluation to Comprehensive Evaluation being considered? •Be sure to have a meeting with your evaluator and talk it over. •The deadline to make this change is PRIOR to February 1st. |

Wenatchee School District 2013-2014 Focused Evaluation Scoring

Teacher:

Evaluator:

The Summative Criteria Score is the sum of the components scored in the "selected criterion" and the "selected student growth components".



Criterion 1: Expectations

■ ■ ■ ■ =

Criterion 2: Instruction

■ ■ ■ ■ ■ ■ ■ ■ =

Criterion 3: Differentiation

■ ■ ● ● =

Criterion 4: Content Knowledge

■ ■ =

Criterion 5: Learning Environment

■ ■ ■ ■ ■ ■ =

Criterion 6: Assessment

■ ■ ■ ● ● =

Criterion 7: Families and Community

■ ■ =

Criterion 8: Professional Practice

■ ■ ■ ■ =

= Criterion 8 score

Marzano Rubric Components (each scored 1-4)

● Student Growth Component

■ Instructional and Professional Practice Component

Component Scoring Chart: Select (1) criterion and (2) student growth criterion

| Criterion | Criterion | Minimum Components Scored | Student Growth Components Scored | Minimum Total Number of Components |
|-------------|-----------------|---------------------------|----------------------------------|------------------------------------|
| Criterion 1 | Criterion One | 4 | 2 | 6 |
| | Criterion Two | 4 | 2 | 6 |
| | Criterion Three | 2 | 2 | 4 |
| Criterion 2 | Criterion Four | 2 | 2 | 4 |
| | Criterion Five | 4 | 2 | 6 |
| | Criterion Six | 3 | 2 | 5 |
| Criterion 3 | Criterion Seven | 2 | 2 | 4 |
| | Criterion Eight | 4 | 2 | 6 |

Final Summative scores will be determined from the following table using the Total Criterion Score.

| Criterion | # of Components | 1 | 2 | 3 | 4 |
|-------------|-----------------|-------|-------|-------|-------|
| Criterion 4 | 1 | 1 | 2 | 3 | 4 |
| | 2 | 2 | 3-4 | 5-6 | 7-8 |
| | 3 | 3-4 | 5-7 | 8-10 | 11-12 |
| Criterion 5 | 4 | 4-5 | 6-9 | 10-13 | 14-16 |
| | 5 | 5-6 | 7-12 | 13-17 | 18-20 |
| | 6 | 6-8 | 9-14 | 15-20 | 21-24 |
| Criterion 6 | 7 | 7-10 | 11-17 | 17-24 | 25-28 |
| | 8 | 8-11 | 12-18 | 19-26 | 27-32 |
| | 9 | 9-13 | 14-22 | 23-31 | 32-36 |
| | 10 | 10-14 | 15-24 | 25-34 | 35-40 |

Student Growth Impact
A rating of 1 on ANY student growth component triggers a "Student Growth Inquiry"

Criterion 7

Criterion 8

Criterion Total

FINAL RATING:

Unsatisfactory Basic Proficient Distinguished

The Summative Comprehensive and Focused Evaluation

Purpose

The purpose of the Summative Comprehensive and Focused Evaluation is to communicate the overall level of teacher expertise for an individual teacher and to identify areas of strength and improvement.

Meeting Deadlines

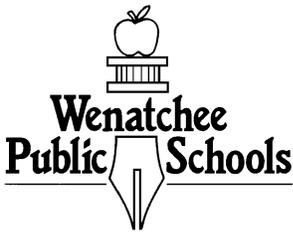
It is important that all deadlines are met for giving input into the final evaluation. Since all final evaluation meetings must occur prior to June 1st, evidence must be submitted prior to the teacher's meeting with their evaluator.

Possible Deadline Exceptions

Also, any other evidence used in the final evaluation must be submitted to the evaluator no later than May 1st. In some situations, the evaluator and teacher may agree to a later date for submitting this evidence.

Implications

- This underscores the importance of submitting evidence throughout the school year if it is to be considered as part of the final evaluation.
- It is very easy to “put things off” until nearing deadlines. This will not work very well with the new evaluation system. Use the timeline to guide your decisions and actions over the course of the school year.
- A teacher may be doing something in May that he/she wants considered as part of his/her evaluation. Unless he/she has agreement with his/her evaluator, that evidence is not required to be used in the final evaluation.
- As you approach your final evaluation meeting, use the time to reflect upon your year. Review the progress you are making on your goals. Think about the level of teacher expertise in those areas being evaluated. Reflect upon the progress you have made in your targeted areas of instruction (goals) and consider what you want to target for the following school year.



Evaluation Option Form for 2013 – 2014

Directions: This form must be filled out, signed and distributed to each employee by that employee's evaluator no later than the first ten working days of the school year. The form must then be filled out by the employee and returned to that employee's evaluator no later than ten working days following its receipt by the employee.

1

Teacher Name _____ Evaluator Name _____ Date _____

Building Name _____ Assignment _____

This employee is:

Provisional _____ Continuing _____ Non-Continuing _____

2

This employee is eligible for the following (checked) evaluation options:

- | | | |
|---|--|---|
| <input type="checkbox"/> Focused Form | <input type="checkbox"/> Comprehensive Form | <input type="checkbox"/> Long Form – ESA |
| <input type="checkbox"/> Short Form – ESA | <input type="checkbox"/> Long Form – Librarian | <input type="checkbox"/> Short Form - Librarian |

The preliminary schedule for observations for this employee is: _____

This employee's evaluator will be: _____

3

This form was completed and delivered to this employee: (date) _____

Evaluator's signature: _____

I elect the following evaluation options:

- | | | |
|---|--|---|
| <input type="checkbox"/> Focused Form | <input type="checkbox"/> Comprehensive Form | <input type="checkbox"/> Long Form – ESA |
| <input type="checkbox"/> Short Form – ESA | <input type="checkbox"/> Long Form – Librarian | <input type="checkbox"/> Short Form - Librarian |

4

Signature of employee: _____ Date: _____



Teacher Self-Assessment Worksheet

| | |
|---------------|------------------|
| Name | Date |
| School | Evaluator |

Use this form to summarize where you see yourself in each category. Refer to the rubrics under each component. This will be used to help formulate your Professional Growth areas.

U = Unsatisfactory B= Basic P= Proficient D = Distinguished
Refer to the Classroom Teacher Evaluation Rubrics under each component for more detail.

| Criterion 1: Centering Instruction on High Expectations | U | B | P | D |
|---|---|---|---|---|
| 1.1 Providing clear learning goals and scales (rubrics) | | | | |
| 1.2 Celebrating success | | | | |
| 1.3 Understanding students' interests and backgrounds | | | | |
| 1.4 Demonstrating value and respect for low expectancy students | | | | |
| Overall Rating | | | | |
| Criterion 2: Demonstrating Effective Teaching Practices | U | B | P | D |
| 2.1 Interacting with new knowledge | | | | |
| 2.2 Organizing students to practice and deepen knowledge | | | | |
| 2.3 Organizing students for cognitively complex tasks | | | | |
| 2.4 Asking questions of low expectancy students | | | | |
| 2.5 Probing Incorrect answers with low expectancy students | | | | |
| 2.6 Noticing when students are not engaged | | | | |
| 2.7 Using and applying academic Vocabulary | | | | |
| 2.8 Evaluating effectiveness of individual lessons and units. | | | | |
| Overall Rating | | | | |
| Criterion 3: Recognizing Individual Student Learning Needs | U | B | P | D |
| 3.1 Effective scaffolding of information within lessons | | | | |
| 3.2 Planning and preparing for the needs of all students | | | | |
| Overall Rating | | | | |
| Criterion 4: Clear Focus on Content and Curriculum | U | B | P | D |
| 4.1 Attention to established content standards | | | | |
| 4.2 Use of available resources and technology | | | | |
| Overall Rating | | | | |

| Criterion 5: Fostering a Safe and Positive Environment | U | B | P | D |
|---|----------|----------|----------|----------|
| 5.1 Organizing the physical layout of the classroom | | | | |
| 5.2 Reviewing expectations to rules and procedures | | | | |
| 5.3 Demonstrating "withitness" | | | | |
| 5.4 Applying consequences for lack of adherence to rules and procedures | | | | |
| 5.5 Acknowledging adherence to rules and procedures | | | | |
| 5.6 Displaying objectivity and control | | | | |
| Overall Rating | | | | |
| Criterion 6: Using Student Data to improve Learning | U | B | P | D |
| 6.1 Designing instruction aligned to assessment | | | | |
| 6.2 Using multiple data elements | | | | |
| 6.3 Tracking student progress | | | | |
| Overall Rating | | | | |
| Criterion 7: Communicating with Parents, School, and Community | U | B | P | D |
| 7.1 Promoting positive interactions about students and parents - courses, program and school events | | | | |
| 7.2 Promoting positive interactions about students and parents - timeliness and professionalism | | | | |
| Overall Rating | | | | |
| Criterion 8: Exhibiting Collaborative and Collegial Practices | U | B | P | D |
| 8.1 Seeking mentorship for areas of need or interest | | | | |
| 8.2 Promoting positive interactions with colleagues | | | | |
| 8.3 Participating in district and school initiatives | | | | |
| 8.4 Monitoring progress relative to the professional growth and development plan | | | | |
| Overall Rating | | | | |
| <p>Using the self-reflection data above, record those areas that you would like to consider (brainstorm) as possible Professional Growth areas.</p> | | | | |
| Possible Growth Areas: | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |

Professional Goals

2013-2014

Wenatchee School District

Name

Date



Professional Goals 2013-2014

Comprehensive Evaluation

Marzano Framework - 8.4

The teacher develops a written professional growth and development plan with goals and timelines, charts his/her progress, and makes adaptations as needed.

1. Develop **one** instructional goal based on the Marzano Framework self-assessment or the previous year's comprehensive evaluation. This goal is to be approved by the evaluator by October 15th.
2. Identify **two** student growth goals: **SG 3.1** and **SG 6.1**, along with multiple, high-quality sources of data that will be used to monitor, adjust, and evaluate achievement of goals. The student growth goals and data sources are to be approved by the evaluator by October 15th. Evidence of growth must be submitted no later than final evaluation.
 - **SG 3.1:** Growth goal(s) for **subgroups** of students not reaching full potential
 - **SG 6.1:** Growth goal(s) for **whole classroom**

Note: SG 8.1: Team growth goal(s) will be collaboratively developed later with grade, school, or district team(s).
3. Write a plan for achieving goals, including timelines. The plan is to be approved by the evaluator.
4. Chart progress on instructional and student growth goals throughout the year. The midyear self-assessment is encouraged, but optional.
5. Make adaptations to the plan as needed throughout the year.
6. Analyze achievement of student growth goals: **SG 3.2** and **SG 6.2**. Determine whether multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for students. If a low score is earned, refer to Student Growth Inquiry in the Field Guide.

Focused Evaluation

Marzano Framework - 8.4

The teacher develops a written professional growth and development plan with goals and timelines, charts his/her progress, and makes adaptations as needed.

1. Develop **two** instructional growth goals tied to **one** criterion based on the Marzano Framework self-assessment or the previous year's comprehensive evaluation. A teacher who received less than proficient on criterion 1, 2, or 5, or who has not been evaluated on the comprehensive form will select a criterion from Domain 1. The two instructional goals are to be approved by the evaluator by October 15th. Evidence of growth must be submitted no later than final evaluation.
2. Identify **one** student growth goal, along with multiple, high-quality sources of data that will be used to monitor, adjust, and evaluate achievement of goals. The student growth goals and data sources are to be approved by the evaluator by October 15th.
 - Choose either **SG 3.1 - subgroups** or **SG 6.1 - whole class**.
 - If instructional goals are tied to Criterion 1, 2, 4, 5, or 7, choose *either* **SG 3.1 or SG 6.1**.
 - *Always* use **SG 3.1** when the instructional goals are tied to Criterion 3.
 - *Always* use **SG 6.1** when the instructional goals are tied to Criterion 6.
 - Do not use **SG 8.1** on Focused Evaluation.
3. Write a plan for achieving goals, including timelines. The plan is to be approved by the evaluator.
4. Chart progress on instructional and student growth goals throughout the year.
5. Make adaptations to the plan as needed throughout the year. The midyear self-assessment is encouraged, but optional.
6. Analyze achievement of student growth goal(s) - **SG 3.2** or **SG 6.2**. Determine whether multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for students. If a low score is earned, refer to Student Growth Inquiry in the Field Guide.

Teacher Instructional Goal: Written Plan/ Progress Chart
Marzano Framework – Component 8.4
2013-2014

Teacher:

Evaluator:

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|----------------------|---|---|---|---|---|---|--|-------------------|---|--|--|--|--|--|--|--------------|---|--|--|--|--|--|--|-----------------------|---|--|--|--|--|--|--|--|--|---|---|---|---|---|---|----------------------|---|--|--|--|--|--|--|-------------------|---|--|--|--|--|--|--|--------------|---|--|--|--|--|--|--|-----------------------|---|--|--|--|--|--|--|--|--|---|---|---|---|---|---|---|
| 1. Evaluation Type (✓): <input type="checkbox"/> Comprehensive: 1 Instructional Goal = 1 Plan / 1 Progress Chart <input type="checkbox"/> Focus: 2 Instructional Goals tied to the one Criterion = 2 Action Plans / 2 Progress Charts (one for each instructional goal) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Instructional Goal Criterion: Check one (✓): <input type="checkbox"/> #1 High Expectations for Student Achievement <input type="checkbox"/> #5 Safe, Positive Learning Environment <input type="checkbox"/> #2 Effective Teaching Practices <input type="checkbox"/> #6 Student Data <input type="checkbox"/> #3 Differentiation <input type="checkbox"/> #7 Families and Communities <input type="checkbox"/> #4 Content Knowledge <input type="checkbox"/> #8 Professional Practice | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Write Instructional Goal(s) here. List specific Component(s)/Element(s), if applicable. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. Check current rating and desired rating (✓): My current rating on this criterion, component, or element: <input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Basic <input type="checkbox"/> Proficient <input type="checkbox"/> Distinguished My goal is to earn a following rating: <input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Basic <input type="checkbox"/> Proficient <input type="checkbox"/> Distinguished Second instructional goal (Focus Evaluation) My current rating on this criterion, component, or element: <input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Basic <input type="checkbox"/> Proficient <input type="checkbox"/> Distinguished My goal is to earn a following rating: <input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Basic <input type="checkbox"/> Proficient <input type="checkbox"/> Distinguished | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5. On separate document, list Action Steps with Target Dates and Evidence and Measures. Add adaptations as needed. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6. Date and Rate Progress Checks on Goal: <div style="text-align: center;">Progress Chart with Dates</div> <table border="1" style="width:100%; border-collapse: collapse;"> <tr><td style="width:10%;">Distinguished</td><td style="width:5%;">4</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Proficient</td><td>3</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Basic</td><td>2</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Unsatisfactory</td><td>1</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td style="text-align:center">a</td><td style="text-align:center">b</td><td style="text-align:center">c</td><td style="text-align:center">d</td><td style="text-align:center">e</td><td style="text-align:center">f</td></tr> </table> <p>Dates: a. _____ b. _____ c. _____ d. _____ e. _____ f. _____</p> Date and Rate Progress Checks on Second Goal (Focus Eval): <div style="text-align: center;">Progress Chart with Dates</div> <table border="1" style="width:100%; border-collapse: collapse;"> <tr><td style="width:10%;">Distinguished</td><td style="width:5%;">4</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Proficient</td><td>3</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Basic</td><td>2</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Unsatisfactory</td><td>1</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td style="text-align:center">a</td><td style="text-align:center">b</td><td style="text-align:center">c</td><td style="text-align:center">d</td><td style="text-align:center">e</td><td style="text-align:center">f</td></tr> </table> <p>Dates: a. _____ b. _____ c. _____ d. _____ e. _____ f. _____</p> | Distinguished | 4 | | | | | | | Proficient | 3 | | | | | | | Basic | 2 | | | | | | | Unsatisfactory | 1 | | | | | | | | | a | b | c | d | e | f | Distinguished | 4 | | | | | | | Proficient | 3 | | | | | | | Basic | 2 | | | | | | | Unsatisfactory | 1 | | | | | | | | | a | b | c | d | e | f | <p>The purpose of the progress chart is to help the teacher monitor his/her progress on the instructional goals using the Marzano rubrics. This can be done via self-assessment, peer feedback, coaching conversations, and/or formal and informal principal observations. Its use is not required. The evaluator determines the final rating on the growth goal.</p> |
| Distinguished | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Proficient | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Basic | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Unsatisfactory | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | a | b | c | d | e | f | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Distinguished | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Proficient | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Basic | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Unsatisfactory | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | a | b | c | d | e | f | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p align="center">Steps 4-6 above are adapted from <i>Becoming a Reflective Teacher</i> © 2012 Marzano Research Laboratory • marzanoresearch.co</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7. Final score(s) on the instructional goal(s): _____ Teacher Signature _____ Date _____ Evaluator Signature _____ Date _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

5. Goal and Action Steps with Target Dates and Evidence and Measures. Add adaptations as needed.

Mid-Year Self-Reflection - On track to meet goal(s): Yes No

Were any adaptations made? Yes No

Focus Evaluation: Second Goal and Action Steps with Target Dates and Evidence and Measures. Add adaptations as needed.

Mid-Year Self-Reflection - On track to meet goal(s): Yes No

Were any adaptations made? Yes No

5. Goal and Action Steps with Target Dates and Evidence and Measures. Add adaptations as needed.

GOAL: By the end of March 2014, I will demonstrate awareness of classroom environment at all times (5.3) at a Proficient Level.

September

1. Actions:

- Check Marzano Framework Rubric for ideas for Evidence and Measures
- Ask instructional coach for support – developing professional goals, lesson planning, observing with feedback
- Check Teacher Academy for a course that supports my goal
- Determine - How will I monitor for the desired effect?

September and March

2. Action: Administer a student survey

Measure: Focus survey questions on my awareness of what's happening in the room

Evidence: Majority of kids say I have "eyes in the back of my head"

Ongoing

3. Action: Recognize potential sources of disruption and intervene immediately

Measure: Did my action(s) resolve the potential disruption?

Evidence: Anecdotal notes and observer feedback

4. Action: Proactively address inflammatory situations - Move in direction of offending students; if behavior persisted, talk to student(s) privately

Measure: Number of times I moved toward offending students / talked to students privately

Evidence: Anecdotal notes and observer feedback

November - December

5. Action: Take Classroom Management Class and

Measure: Implement two key ideas

Evidence: Anecdotal notes

6. Action: Physically occupy all quadrants of the room

Measure: Twice/quarter I will ask a colleague, coach and/or principal to record my movement

Evidence: Was I in all 4 quadrants? What did observers notice?

7. Action: Create a seating chart, strategically placing challenging students

Measure: How often do I attend to issues with challenging students?

Evidence: Did the seating make a difference? Were there fewer incidents of interfering student behavior?

Mid-Year Self-Reflection – On track to meet goal(s): Yes No

Were any adaptations made? Yes No

See anecdotal notes following Classroom Management Class

Focus Evaluation: Second Goal and Action Steps with Target Dates and Evidence and Measures. Add adaptations as needed.

N/A

Mid-Year Self-Reflection - On track to meet goal(s): Yes No

Were any adaptations made? Yes No

Student Growth Goal(s) Worksheets

2013-2014

Teacher: _____

Evaluator: _____

Student Growth (SG) 3.1 Student Growth Goal for **subgroup** of students not reaching their full potential
Student Growth (SG) 6.1 Student Growth Goal for **whole class**

Comprehensive teachers will identify **two** student growth goals (3.1 *and* 6.1) along with **multiple, high-quality sources of data** that will be used to monitor, adjust, and evaluate achievement of goals. The student growth goals and data sources are to be approved by the evaluator.

Focus teachers will identify **one** student growth goal (3.1 *or* 6.1) along with **multiple, high-quality sources of data** that will be used to monitor, adjust, and evaluate achievement of goals. The student growth goals and data sources are to be approved by the evaluator. *If the instructional goals are tied to Criterion 1, 2, 4, 5, 7 or 8, the teacher may choose either SG 3.1 or 6.1. SG 3.1 is used when the instructional goals are tied to Criterion 3. SG 6.1 is used when the instructional goals are tied to Criterion 6.*

Evaluation Type (✓):

Comprehensive = 2 Student Growth Goals
 If Comprehensive, create **two** Student Growth Goals: SG 3.1 *and* SG 6.1

Focus = 1 Student Growth Goal
 If Focus, create **one** Student Growth Goal, SG 3.1 *or* SG 6.1, based on the Criterion of your Instructional Goals. See above. The Criterion of my Instructional Goals is: _____ My Student Growth Goal is: 3.1 *or* 6.1

Here are some steps you can follow that will help you develop student growth goals that are SMART:

#1. SPECIFIC

Consider the following questions in determining the type of learning for the student growth goal(s):

| | |
|--|--|
| 1. According to the data, what would be an important emphasis when considering student learning goals, i.e., vocabulary (all content), estimation (math), fluency (reading), etc.? | |
| 2. Which Common Core or Content Standards are related to the learning / goal(s) identified above? | |
| 3. How does this learning/goal connect to the team/school/department/grade level goals? CIPP goals? | |
| 4. How will your instructional goal(s) support this student growth goal(s)? | |

#2 MEASUREABLE

Consider the following when determining the sources of data and **multiple, high-quality measures** for the goal(s):

| | | | |
|--|---|--|--|
| How often will you use this information to differentiate for all students (SG 6.1) and/or students in the subgroup (SG 3.1)? | <p>Classroom-based Tools: <i>Daily / Weekly</i> Formative Classroom Assessments <i>(Not usually "high-quality," but good for frequent, ongoing progress checks.)</i></p> | <input type="checkbox"/> Entry/exit slips <input type="checkbox"/> Quiz <input type="checkbox"/> Homework <input type="checkbox"/> Quick checks <input type="checkbox"/> Focus task <input type="checkbox"/> Summary Task <input type="checkbox"/> Think-pair-share <input type="checkbox"/> Student reflection <input type="checkbox"/> Note check <input type="checkbox"/> Student dialogue | <input type="checkbox"/> Discourse <input type="checkbox"/> Demonstration <input type="checkbox"/> Student white boards <input type="checkbox"/> Student conferences <input type="checkbox"/> Diagrams <input type="checkbox"/> Student interviews <input type="checkbox"/> Hand votes <input type="checkbox"/> Written responses <input type="checkbox"/> Science lab <input type="checkbox"/> Math practice |
| | <p>Classroom-based Tools: <i>1-4 Times per Month</i> Formative Common Assessments</p> | <input type="checkbox"/> Unit test/project <input type="checkbox"/> Essays (all content areas) <input type="checkbox"/> Running records <input type="checkbox"/> Projects with rubrics <input type="checkbox"/> Peer assessments <input type="checkbox"/> Quizzes | <input type="checkbox"/> DIBELS progress monitoring <input type="checkbox"/> Student self-assessment <input type="checkbox"/> Timed writing probes <input type="checkbox"/> Math fact fluency <input type="checkbox"/> Writing samples |
| | <p>School-based Tools <i>Quarterly</i> Benchmark / Interim Common Assessments</p> | <input type="checkbox"/> Unit test, project/exam <input type="checkbox"/> Summative demonstration <input type="checkbox"/> Oral exams | <input type="checkbox"/> Skills performance test <input type="checkbox"/> 6 Trait Writing <input type="checkbox"/> Performance tasks |
| | <p>District-based Tools <i>2-4 Times per Year</i> Benchmark / Interim Common Assessments</p> | <input type="checkbox"/> District-developed benchmark exams <input type="checkbox"/> MAP assessments <input type="checkbox"/> DIBELS <input type="checkbox"/> Music performances <input type="checkbox"/> Finals/mid-terms <input type="checkbox"/> Common assessments | |
| | <p>State-based Tools <i>Annually</i> <i>(The data from these exams is not available until summer, making them inappropriate choices at this time.)</i></p> | <input type="checkbox"/> MSP <input type="checkbox"/> HSPE <input type="checkbox"/> SAT <input type="checkbox"/> ACT | <input type="checkbox"/> AP Exams <input type="checkbox"/> EOC <input type="checkbox"/> WELPA <input type="checkbox"/> PSAT |

#3. ACHIEVEABLE / REALISTIC

Consider the questions below in determining the number or percentage of students expected to grow:

- Based on the baseline data, what **number** or **percentage of students** might you expect for each level of growth? Are the targets ambitious, yet realistic goals?

#4. TIME-BOUND

Consider the questions below in determining the number or percentage of students expected to grow:

- What **time span** would be appropriate and sufficient for teaching this goal(s)?

These 4 segments will add up to a SMART goal(s)

Examples of SMART Student Growth Goals

Elementary Reading - Primary

SG 3.1 Between October and May, the behaviorally challenging students in my second grade classroom will increase reading accuracy and words read per minute by 50%. Growth will be measured through the DIBELS benchmark assessments, and running records of grade leveled texts. I will use DIBELS progress monitoring assessments to monitor growth. (CCSS RF 2.4b)

SG 6.1 Between October and May, 95% of my second grade students will increase reading accuracy and words read per minute by 50%. Growth will be measured through the DIBELS benchmark assessments, and running records of grade leveled texts. I will use DIBELS progress monitoring assessments to monitor growth. (CCSS RF 2.4b)

Elementary Reading - Intermediate

SG 3.1 Between second and third trimester, the three highly capable, under-achieving students in my fourth grade classroom will demonstrate growth in their ability to infer meaning from complex text. Growth will be measured and monitored through a pre-test, formative assessments, and a post-test. Students will change the text in a way that would change the inferred meaning. (CCSS RL#5 and/or CCSS RI#5)

SG 6.1 Between second and third trimester, 80% of my fifth graders will demonstrate growth in their ability to infer meaning from grade-level text. Growth will be measured and monitored through a common pre-test, common formative assessments, and a common post-test. (CCSS RL#5 and/or CCSS RI#5)

Middle School Science

SG 3.1 Between October and November, 7 of the Special Ed students in my fifth period science class will increase by 50% their ability to accurately identify, define, and use vocabulary appropriate to the first quarter STEM unit. Growth will be measured and monitored with a pre-test, common formative assessments, and a post-test, with scaffolding as appropriate.

SG 6.1 Between October and November, 80% of the students in my fifth period science class will achieve proficiency in accurately identifying, defining, and using vocabulary appropriate to the first quarter STEM unit. Growth will be measured and monitored with a pre-test, common formative assessments, and a post-test.

High School Math - Algebra

SG 3.1 Between September and May, the 5 LAP students in my first period Algebra class will increase their Math RIT score by 4 or more points each. Growth will be monitored with weekly or bi-weekly formative assessments, along with common unit tests.

SG 6.1 Between September and April, 75% of the students in my first period Algebra class will grow in their ability to use appropriate strategies to solve multi-step problems. Growth will be measured and monitored with a common pre-test, weekly or bi-weekly formative assessments, and a common post-test.

Draft of My SMART Student Growth Goal(s)

1. **Specific** topic or subskill:
2. Sources of data and multiple (two or more) high-quality **measures**:
3. **Achievable/Realistic** number or percentage of growth:
4. Appropriate and sufficient **time** span for teaching the goal(s):

Teacher Student Growth Goal(s)/ Adjustments (8.4) / Achievement

2013-2014

Teacher: _____

Evaluator: _____

Evaluation Type (✓):

- Comprehensive: 2 Student Growth Goals = 3.1 and 6.1**
- Focus: 1 Student Growth Goal = 3.1 or 6.1**

Student growth evidence must be submitted no later than the final evaluation.

SG 3.1 Subgroup Goal:

SG 6.1 Whole Class Goal:

Checklist for the Student Growth Goal(s)

Check the boxes that apply.

- | 3.1 | 6.1 |
|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> Identifies subgroups (3.1) or whole class (6.1) |
| <input type="checkbox"/> | <input type="checkbox"/> Is specific, measureable and time-bound |
| <input type="checkbox"/> | <input type="checkbox"/> Is based on multiple sources of data consisting of at least 2 different high quality measures |
| <input type="checkbox"/> | <input type="checkbox"/> Is aligned to content standards |
| <input type="checkbox"/> | <input type="checkbox"/> Is appropriate for the context, instructional interval and content standard(s) |
| <input type="checkbox"/> | <input type="checkbox"/> Demonstrates a significant impact on student learning of content (transferable skills) |
| <input type="checkbox"/> | <input type="checkbox"/> Identifies two different measures and two points in time aligned to learning targets |

Mid-Year Self-Reflection

On track to meet goal(s): Yes No

Adjustments to student growth goal(s):

Please continue on back if necessary.

Was the student growth goal(s) achieved? Yes No

Teacher Signature _____ Date _____

Evaluator Signature _____ Date _____



Pre Observation Conference Form - Comprehensive and Focused 2013 – 2014

| | | |
|---|---|----------|
| Teacher Name: Evaluator Name: Observation Date: | Professional Goals – Instructional Framework Components: Post Conference Date: | 1 |
| Lesson Segments Involving Routines 1. What standard does this lesson address? 2. What is/are the learning target(s) and/or the learning goal(s) for this lesson? Do you have a scale or rubric? If so, please bring it to the conference. 3. How will you monitor student levels of performance and celebrate their success relative to the learning target(s) and/or learning goal(s)? 4. Is there a need to introduce new procedures or change the physical layout of the classroom for this lesson? | | 2 |
| Lesson Segment Addressing Content 5. Is this lesson introducing, practicing and deepening, or applying new content? 6. Which components will you be using for this lesson to enhance student learning? 7. Who are your students with special needs and what adjustments are you making to ensure their understanding of the lesson? | | 3 |
| Lesson Segment Enacted “On the Spot” 8. What strategies will you use to ensure student engagement? 9. List the students who need to be encouraged and how you will engage them? 10. How will you be monitoring/addressing classroom rules and procedures during the lesson? | | 4 |
| General Questions 11. Does this lesson address any of your professional goals? If so, which one(s)? 12. Is there any specific observational data that you would like for me to collect? 13. Are there any special characteristics that you would like me to note during the lesson (i.e. behavior, interactions, special circumstances)? 14. What student growth data was used in developing the lesson? | | 5 |
| Teacher Signature _____ Date _____ Evaluator Signature _____ Date _____ | | 6 |



Post Observation Conference Form - Comprehensive and Focused 2013 - 2014

| | | |
|---|---|----------|
| Teacher Name: Evaluator Name: Observation Date: | Professional Goals – Instructional Framework Components: Post Conference Date: | 1 |
| Lesson Segments Involving Routines 1. Did your learning target(s) and/or learning goal(s) reflect the knowledge or information you wanted the students to know and be able to do? Did your scale or rubric give students a clear understanding of how they understood the content? 2. What did you notice about the students' level of performance? 3. Would you add/change any procedures or the physical layout of your classroom if you taught the lesson again? | | 2 |
| Lesson Segment Addressing Content 4. How did you know the students understood the content? How and when will you reteach the content? 5. Was the lesson challenging for all of your students? Were low-expectancy students challenged? | | 3 |
| Lesson Segment Enacted "On the Spot" 6. Were your strategies to engage students effective? What did you do to involve unengaged students in the lesson? 7. Was the lesson challenging for all students? How did you ensure that low-expectancy students were challenged? 8. Was the monitoring and addressing of classroom rules and procedures effective? | | 4 |
| Reflecting on Teaching 9. What would you identify as areas of instructional strength and/or weakness? 10. Did this lesson help you towards achieving your student growth goal(s)? 11. What support do you need at this time? | | 5 |
| Teacher Signature _____ Date _____ Evaluator Signature _____ Date _____ | | 6 |

School-Based Professional Learning Communities (Practices Of Highly-functioning Teams)*

Specific PLC practices are necessary in order for learning teams to function effectively to improve student learning.

Learning Target: Learning teams will understand specific PLC practices and fully implement them during the school year. These practices are implemented at all levels of collaboration (i.e. grade/subject team, school-wide, district)

Strategy: School leaders (i.e. administrators, team leaders, department chairs, PLC leaders) will educate their teams on these practices and facilitate their full implementation on their learning teams as well as with teams within the school and school district.

| PLC Team Practices | Unsatisfactory | Basic | Proficient | Distinguished |
|---|----------------|-------|------------|---------------|
| 1. The team demonstrates highly collaborative (co-laboring) team skills. (ex. group norms, collective commitments) ●Teams need to collaborate | | | | |
| 2. The team specifically teaches to learning goals identified in each unit of instruction and aligned to specific scales. ●Teams must give their <u>full</u> consideration to knowing and teaching these learning goals | | | | |
| 3. The team has developed common formative assessments that inform the teacher and student about what has or has not been learned. ●Common formative assessments are designed by teams. These are assessments FOR LEARNING that are given frequently as determined by the team through their own pacing guide developed for that specific unit of instruction. | | | | |
| 4. Teamwork focuses upon the FOUR PLC questions. ●The 4 PLC questions define our work. | | | | |
| 5. The team will engage in continual and timely collaborative analysis of student work. ●Analysis of common formative assessments enables teams to monitor the attainment of their identified learning goals. Teachers can: identify individual students needing additional help, identify effective teaching strategies, identify patterns of student mistakes, measure accuracy of the given assessments, and identify program concerns. | | | | |
| 6. The team utilizes additional time and support to instruct students who have not learned the ESSENTIAL learning goals. ●Providing additional time and support allows for varied rates of learning. | | | | |

*adapted from the "work of" and "conversations with" Robert Eaker, PLC consultant, Solution Tree

Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

To help your team collaborate with a focus upon student learning, you can use the following organizer to ensure that the 4 PLC questions define your work (8.3). The team demonstrates highly collaborative (co-laboring) team skills developing and following group norms and collective commitments. (8.2)

| AGENDA BUILDER | |
|---|--|
| <u>PLC #1 What do we want our students to know and learn?</u> | |
| <p>Teams give their <u>full</u> consideration to knowing and teaching learning targets/goals. (1.1, 4.1)</p> <ul style="list-style-type: none"> • Scales aligned to standards • Learning targets/goals defined | |
| <u>PLC #2 How will we know if they have learned it?</u> | |
| <p>Teams utilize assessments to inform teachers and students about what has or has not been learned according to the standard.</p> <ul style="list-style-type: none"> • Common formative assessments • Common summative assessments • Diagnostics <p>Common formative assessments are:</p> <ul style="list-style-type: none"> • Designed by the team. • “Assessments FOR LEARNING” • Students track their progress. (6.3) • Continual and timely collaborative analysis of <u>student work</u>. | |

| | |
|---|--|
| | |
| Analysis of data to monitor the attainment of their goals and inform instruction: | |
| • Which students need classroom intervention? | |
| • What patterns of student mistakes? | |
| • Name effective teaching strategies | |
| • Were the assessments accurate? | |
| • Any program concerns? (DuFour) (6.1) (6.2) | |
| | |
| <u>PLC #3 What will we do if they don't learn?</u> | |
| The team utilizes additional time and support to instruct students who have not demonstrated proficiency (3.1, 3.2) | |
| • Grouping strategies | |
| • Time/Duration | |
| • Person responsible | |
| • Resources to be used | |
| • Monitoring progress | |
| | |

| | |
|---|--|
| | |
| PLC #4 What will we do if they already know it? | |
| The team provides enrichment for students who have demonstrated proficiency (3.1, 3.2) | |
| • Grouping strategies | |
| • Time/Duration | |
| • Person responsible | |
| • Resources to be used | |
| • Monitoring progress | |
| | |
| Pedagogical Collaboration | |
| The team engages in ongoing reflection of their instruction, develop teaching expertise through deliberate practice . (Wiliam) (2.8) (8.1) (8.4) | |
| What will you continue to do and/or what will you do differently to be effective in your instruction? | |
| Steps to implementation | |
| Resources or help needed | |

The Marzano Teacher Evaluation Model by Washington State Criteria For Use in the 2013-14 School Year – Version 1.1

Criterion 1: Centering instruction on high expectations for student achievement.

Component 1.1: Providing Clear Learning Goals and Scales (Rubrics)

The teacher communicates high expectations for learning by developing, aligning, and communicating clear daily learning targets and/or longer-term learning goals (grade-level standards) with rubrics for the goals.

| Possible Teacher Evidence | | Possible Student Evidence | |
|--|---|---|--|
| <ul style="list-style-type: none"> Has a learning target/goal posted so that all students can see it Ensures that the learning target/goal is a clear statement of knowledge or skill as opposed to an activity or assignment Makes reference to the learning target/goal throughout the lesson Has a scale or rubric that relates to the learning goal posted so that all students can see it Makes reference to the scale or rubric throughout the lesson | | <ul style="list-style-type: none"> Can explain the learning target for that day's lesson Can explain the relationship of the daily target to the long-term learning goal (grade-level standard) Can explain how their current activities relate to the learning target/goal Can explain the meaning of the levels of performance articulated in the scale or rubric Can explain how they will achieve the learning target/goal | |
| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
| <p>When the strategy is called for the teacher does not use it or the teacher uses the strategy incorrectly or with parts missing.</p> | <p>The teacher provides a stated learning target (daily) and/or learning goal (longer term) but the learning goal is not accompanied by a scale or rubric that describes levels of performance.</p> | <p>The teacher provides a clearly stated learning target (daily) and/or learning goal (longer term). The learning goal is accompanied by a scale or rubric that describes levels of performance. Additionally, the teacher monitors students' understanding of the learning target/goal and the levels of performance.</p> | <p>The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.</p> |



The Marzano Teacher Evaluation Model by Washington State Criteria For Use in the 2013-14 School Year – Version 1.1

Criterion 1: Centering instruction on high expectations for student achievement.

Component 1.2: Celebrating Success

The teacher celebrates student success relative to the learning targets and/or the learning goals.

| Possible Teacher Evidence | | Possible Student Evidence | |
|---|---|--|--|
| <ul style="list-style-type: none"> • Acknowledges students who have achieved a certain score on the scale or rubric • Acknowledges students who have made gains in their knowledge and skill relative to the learning goal • Acknowledges and celebrates the final status and progress of the entire class • Uses a variety of ways to celebrate success <ul style="list-style-type: none"> • Show of hands • Certification of success • Parent notification • Round of applause | | <ul style="list-style-type: none"> • Show signs of pride regarding their accomplishments in the class • Say they want to continue to make progress • Show enthusiasm when receiving team points | |
| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
| <p>When the strategy is called for the teacher does not use it or the teacher uses the strategy incorrectly or with parts missing.</p> | <p>The teacher provides students with recognition of their current status but not their knowledge gain relative to the learning goal.</p> | <p>The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal and monitors the extent to which students are motivated to enhance their status.</p> | <p>The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.</p> |



The Marzano Teacher Evaluation Model by Washington State Criteria For Use in the 2013-14 School Year – Version 1.1

Criterion 1: Centering instruction on high expectations for student achievement.

Component 1.3: Understanding Students' Interests and Backgrounds

The teacher builds positive relationships with students by understanding students' interests and background.

| Possible Teacher Evidence | | Possible Student Evidence | |
|--|---|--|--|
| <ul style="list-style-type: none"> Has side discussions with students about events in their lives Has discussions with students about topics in which they are interested Builds student interests into lessons | | <ul style="list-style-type: none"> Describe the teacher as someone who knows them and/or is interested in them Respond when teacher demonstrates understanding of their interests and background Say they feel accepted Participates willingly in team-building activities | |
| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
| <p>When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.</p> | <p>The teacher minimally uses students' interests and background during interactions with students.</p> | <p>The teacher uses students' interests and background during interactions with students and monitors the sense of community in the classroom.</p> | <p>The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.</p> |

Component 1.4: Demonstrating Value and Respect for Typically Underserved Students

The teacher demonstrates value and respect for all, including typically underserved students.

| Possible Teacher Evidence | | Possible Student Evidence | |
|---|--|--|--|
| <ul style="list-style-type: none"> Compliments students regarding academic and personal accomplishments Engages in informal conversations with students that are not related to academics Uses humor with students when appropriate Makes eye contact with students Smiles, nods, etc. at students when appropriate Displays sensitivity to cultural issues | | <ul style="list-style-type: none"> Describe teacher as someone who values and respects them Respond to teachers' verbal interactions Respond to teachers' nonverbal interactions Demonstrate a strong sense of belonging | |
| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
| <p>When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.</p> | <p>The teacher minimally uses verbal and nonverbal behaviors that indicate value and respect for students, with particular attention to those typically underserved.</p> | <p>The teacher uses verbal and nonverbal behaviors that indicate value and respect for students, with particular attention to those typically underserved, and monitors the quality of relationships in the classroom.</p> | <p>The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.</p> |



The Marzano Teacher Evaluation Model by Washington State Criteria For Use in the 2013-14 School Year – Version 1.1

Criterion 2: Demonstrating effective teaching practices.

Component 2.1: Interacting with New Knowledge

The teacher helps students effectively interact with new knowledge.

| Possible Teacher Evidence | Possible Student Evidence |
|--|---|
| <ul style="list-style-type: none"> Previews new content by activating students' prior knowledge Organizes content into small chunks appropriate for students Provides guidance as to which information is most important Has students interact about each chunk of content Asks inferential or elaborative questions Has students summarize content Has students create graphic organizers representing content | <ul style="list-style-type: none"> Can describe what they already know about the new topic Can describe which information is the most important Ask clarifying questions as information is presented in chunks Generate inferences about the content Accurately summarize the content Accurately represent the content using graphic organizers |

| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
|--|--|---|---|
| The teacher does not employ strategies designed to preview and introduce new knowledge in digestible chunks OR does so with significant errors or omissions. | The teacher employs strategies designed to preview and introduce new knowledge in digestible chunks BUT does not monitor the extent to which strategies have their desired effect. | The teacher employs strategies designed to preview and introduce new knowledge in digestible chunks AND monitors the extent to which strategies have their desired effect, which includes: elaborating on critical information and summarizing it in linguistic and nonlinguistic ways. | The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect. |

Elements for Component 2.1 – Elements are designed to allow teachers to select specific strategies on which to improve and then track their progress using the scales.

Element 2.1.1 – The teacher identifies a lesson or part of a lesson as involving important information to which students should pay particular attention.

| Possible Teacher Evidence | Possible Student Evidence |
|---------------------------|---------------------------|
| | |



The Marzano Teacher Evaluation Model by Washington State Criteria For Use in the 2013-14 School Year – Version 1.1

Criterion 2: Demonstrating effective teaching practices.

- Begins the lesson by explaining why upcoming content is important
- Tells students to get ready for some important information
- Cues the importance of upcoming information in some indirect fashion
 - Tone of voice
 - Body position
 - Level of excitement

- Can describe the level of importance of the information addressed in class
- Can explain why the content is important to pay attention to
- Visibly adjust their level of engagement

| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
|--|--|--|--|
| When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing. | The teacher signals to students which content is critical versus non-critical BUT does not monitor the extent to which students are attending to this information. | The teacher signals to students which content is critical versus non-critical and monitors the extent to which students are attending to critical information. | The teacher adapts and creates new strategies for unique student needs and situations. |

Element 2.1.2 – The teacher organizes students into small groups to facilitate the processing of new information.

| Possible Teacher Evidence | Possible Student Evidence | | |
|--|---|---|--|
| <ul style="list-style-type: none"> • Has established routines for student grouping and student interaction in groups • Organizes students into ad hoc groups for the lesson <ul style="list-style-type: none"> • Pairs • Triads • Small groups up to about 5 | <ul style="list-style-type: none"> • Move to groups in an orderly fashion • Appear to understand expectations about appropriate behavior in groups | | |
| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
| When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing. | The teacher organizes students into small groups to facilitate the processing of new knowledge BUT does not monitor group processing to ensure that it enhances student learning. | The teacher organizes students into small groups to facilitate the processing of new knowledge and monitors group processing. | The teacher adapts and creates new strategies for unique student needs and situations. |

Element 2.1.3 – The teacher engages students in activities that help them link what they already know to the new content about to be addressed and facilitates these linkages.

| Possible Teacher Evidence | Possible Student Evidence |
|---------------------------|---------------------------|
| | |



The Marzano Teacher Evaluation Model by Washington State Criteria For Use in the 2013-14 School Year – Version 1.1

Criterion 2: Demonstrating effective teaching practices.

- Previews reading selections or chapters
- Uses K-W-L strategy or variation of it
- Asks or reminds students what they already know about the topic
- Provides an advanced organizer (i.e., outline, graphic organizer)
- Has students brainstorm
- Uses an anticipation guide
- Uses a motivational hook/launching activity (i.e., anecdotes, short videos)
- Uses a word splash activity to connect vocabulary to upcoming content

- Can explain linkages with prior knowledge
- Make predictions about upcoming content
- Can provide a purpose for what they are about to learn
- Actively engage in previewing activities

| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
|--|--|--|--|
| When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing. | The teacher engages students in learning activities that require them to preview and link new knowledge to what has been previously addressed BUT does not monitor the extent to which students are making those linkages. | The teacher engages students in learning activities that require them to preview and link new knowledge to what has been previously addressed and monitors the extent to which students are making linkages. | The teacher adapts and creates new strategies for unique student needs and situations. |

Element 2.1.4 – Based on student needs, the teacher breaks content into small chunks (i.e., digestible bites) of information that can be easily processed by students.

| Possible Teacher Evidence | | Possible Student Evidence | |
|--|-----------|--|-------------------|
| <ul style="list-style-type: none"> • Stops at strategic points in a verbal presentation • Pauses at key junctures while showing a video • Stops at strategic points while providing a demonstration • Stops at strategic points while students are reading information or stories orally as a class • Breaks content into comprehensible chunks ordered by daily segments • Maximizes student processing of content by breaking lectures into 10-minute-or-less segments with processing time for students | | <ul style="list-style-type: none"> • Can explain why the teacher is stopping at various points during demonstrations or during presentations • Appear to know what is expected of them when the teacher stops at strategic points • Process with classmates | |
| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |



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Criterion 2: Demonstrating effective teaching practices.

| | | | |
|--|---|--|--|
| When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing. | The teacher breaks input experiences into small chunks based on student needs BUT does not monitor the extent to which chunks are appropriate to students' levels of knowledge. | The teacher breaks input experiences into small chunks based on student needs and monitors the extent to which chunks are appropriate. | The teacher adapts and creates new strategies for unique student needs and situations. |
|--|---|--|--|

Element 2.1.5 – During breaks in the presentation of content, the teacher engages students in actively processing new information.

| Possible Teacher Evidence | Possible Student Evidence |
|---|---|
| <ul style="list-style-type: none"> Has group members summarize new information Employs formal group processing strategies (i.e., jigsaw, reciprocal teaching, concept attainment) | <ul style="list-style-type: none"> Can explain what they have just learned Volunteer predictions Voluntarily ask clarification questions Actively discuss the content in groups <ul style="list-style-type: none"> Ask each other and answer questions about the information Make predictions about what they expect next Ensure everyone knows the content |

| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
|--|--|--|--|
| When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing. | The teacher engages students in summarizing, predicting, and questioning activities BUT does not monitor the extent to which these activities enhance students' understanding. | The teacher engages students in summarizing, predicting, and questioning activities and monitors the extent to which the activities enhance students' understanding. | The teacher adapts and creates new strategies for unique student needs and situations. |

Element 2.1.6 – The teacher asks questions or engages students in activities that require elaborative inferences that go beyond what was explicitly taught.

| Possible Teacher Evidence | Possible Student Evidence | | |
|---|--|-----------------------|--------------------------|
| <ul style="list-style-type: none"> Asks explicit questions that require students to make elaborative inferences about the content Asks students to explain and defend their inferences Presents situations or problems that require inferences | <ul style="list-style-type: none"> Volunteer answers to inferential questions Provide explanations and “proofs” for inferences Use higher-level thinking skills | | |
| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |



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| | | | |
|--|--|--|--|
| When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing. | The teacher engages students in answering inferential questions BUT does not monitor the extent to which students' responses elaborate on what was explicitly taught.. | The teacher engages students in answering inferential questions and monitors the extent to which students elaborate on what was explicitly taught. | The teacher adapts and creates new strategies for unique student needs and situations. |
|--|--|--|--|

Element 2.1.7 – The teacher engages students in activities that help them record their understanding of new content in linguistic ways and/or represent the content in nonlinguistic ways.

| Possible Teacher Evidence | Possible Student Evidence |
|---|--|
| <ul style="list-style-type: none"> Asks students to summarize the information they have learned Asks students to generate notes that identify critical information in the content Asks students to create nonlinguistic representations for new content <ul style="list-style-type: none"> Graphic organizers Pictures Pictographs Flow charts Asks students to create mnemonics that organize the content | <ul style="list-style-type: none"> Include critical content in their summaries and notes Include critical content or demonstrate understanding in their nonlinguistic representations Can explain main points of the lesson |

| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
|--|--|---|--|
| When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing. | The teacher engages students in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways BUT does not monitor the extent to which these activities enhance students' understanding. | The teacher engages students in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways and monitors the extent to which this enhances students' understanding. | The teacher adapts and creates new strategies for unique student needs and situations. |

Element 2.1.8 – The teacher engages students in activities that help them reflect on their learning and the learning process.

| Possible Teacher Evidence | Possible Student Evidence |
|---|---|
| <ul style="list-style-type: none"> Asks students to state or record what they are clear about and what they are confused about Asks students to state or record how hard they tried Asks students to state or record what they might have done to enhance their learning | <ul style="list-style-type: none"> Can explain what they are clear about and what they are confused about Students can describe how hard they tried Students can explain what they could have done to enhance their learning |



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| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
|--|---|---|--|
| When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing. | The teacher engages students in reflecting on their own learning and the learning process BUT does not monitor the extent to which students self-assess their understanding and effort. | The teacher engages students in reflecting on their own learning and the learning process and monitors the extent to which students self-assess their understanding and effort. | The teacher adapts and creates new strategies for unique student needs and situations. |

Component 2.2: Organizing Students to Practice and Deepen Knowledge

The teacher helps students to practice and deepen their understanding of new knowledge.

| Possible Teacher Evidence | Possible Student Evidence |
|---|--|
| <ul style="list-style-type: none"> Reviews content before engaging in practicing or deepening activities Provides practice activities that are at the appropriate level for guided practice or independent practice Provides activities that require students to examine similarities and differences in content Provides activities that require students to critique or analyze validity of information | <ul style="list-style-type: none"> Increase the accuracy and fluency with which they perform skills and processes Can describe what they now see differently about content previously addressed Can describe how items are the same and different Can explain why information is or is not logical/valid |

| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
|--|--|---|---|
| The teacher does not employ strategies designed to practice skills and processes and critically analyze information OR does so with significant errors or omissions. | The teacher employs strategies designed to practice skills and processes and critically analyze information BUT does not monitor the extent to which strategies have their desired effect. | The teacher employs strategies designed to practice skills and processes and critically analyze information AND monitors the extent to which strategies have their desired effect, which includes: developing fluency with skills and processes, determining similarities and differences between important information, and determining the validity and structure of important information. | The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect. |



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Elements for Component 2.2 – Elements are designed to allow teachers to select specific strategies on which to improve and then track their progress using the scales.

Element 2.2.1 – The teacher engages students in a brief review of content that highlights critical information.

| Possible Teacher Evidence | | Possible Student Evidence | |
|--|--|---|--|
| <ul style="list-style-type: none"> • Begins the lesson with a brief review of content • Uses specific strategies to review information (i.e. summary, problem that must be solved using previous information, questions that require a review of content, demonstration, brief practice test or exercise) • Uses variety of critical input for brain imprinting | | <ul style="list-style-type: none"> • Can describe the previous content on which a new lesson is based • Responses to class activities indicate that they recall previous content • Actively participate in review by adding word or picture cards to visuals in the room | |
| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
| When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing. | The teacher engages students in a brief review of content that highlights the critical information BUT does not monitor the extent to which the students can recall and describe previous content. | The teacher engages students in a brief review of content that highlights the critical information and monitors the extent to which students can recall and describe previous content. | The teacher adapts and creates new strategies for unique student needs and situations. |

Element 2.2.2 – The teacher uses grouping in ways that facilitate practicing and deepening knowledge.

| Possible Teacher Evidence | | Possible Student Evidence | |
|---|---|---|--|
| <ul style="list-style-type: none"> • Organizes students into groups with the expressed idea of deepening their knowledge of informational content • Organizes students into groups with the expressed idea of practicing a skill, strategy, or process • Sets up structures which allow flexible grouping for individual re-teaching and/or extensions | | <ul style="list-style-type: none"> • Explain how the group work supports their learning • While in groups, interact in explicit ways to deepen their knowledge of informational content or practice a skill, strategy, or process <ul style="list-style-type: none"> • Asking each other questions, especially clarifying questions • Obtaining feedback from their peers • Acting as field experts on one aspect in order to teach teammates | |
| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
| When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing. | The teacher organizes students into groups to practice and deepen their knowledge BUT does not monitor the extent to which group processes extend students' learning. | The teacher organizes students into groups to practice and deepen their knowledge and monitors the extent to which the group work extends their learning. | The teacher adapts and creates new strategies for unique student needs and situations. |



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Element 2.2.3 – When appropriate (as opposed to routinely), the teacher designs homework to deepen students’ knowledge of informational content or practice a skill, strategy, or process.

| Possible Teacher Evidence | | Possible Student Evidence | |
|---|---|---|--|
| <ul style="list-style-type: none"> Communicates a clear purpose for homework Extends an activity that was begun in class to provide students with more time Assigns a well-crafted homework assignment that allows students to practice and deepen their knowledge independently Uses homework as a home/school connection for verbal processing of new knowledge | | <ul style="list-style-type: none"> Can describe how the homework assignment will deepen their understanding of informational content or help them practice a skill, strategy, or process Ask clarifying questions of the homework that help them understand its purpose | |
| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
| When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing. | When appropriate (as opposed to routinely), the teacher assigns homework that is designed to deepen knowledge of information or practice a skill, strategy, or process BUT does not monitor the extent to which students understand the homework. | When appropriate (as opposed to routinely), the teacher assigns homework that is designed to deepen knowledge of information or practice a skill, strategy, or process and monitors the extent to which students understand the homework. | The teacher adapts and creates new strategies for unique student needs and situations. |

Element 2.2.4 – When the content is informational, the teacher helps students deepen their knowledge by examining similarities and differences.

| Possible Teacher Evidence | | Possible Student Evidence | |
|---|--|---|--|
| <ul style="list-style-type: none"> Engages students in activities that require students to examine similarities and differences between content <ul style="list-style-type: none"> Comparison activities Classifying activities Analogy activities Metaphor activities Follows analysis of similarities and differences with having students summarize what they have learned and/or explaining how the activity has added to their understanding of the content | | <ul style="list-style-type: none"> Artifacts indicate that their knowledge has been extended as a result of the activity Can explain similarities and differences Artifacts indicate that they can identify similarities and differences | |



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| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
|--|--|--|--|
| When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing. | When content is informational, the teacher engages students in activities that require them to examine similarities and differences, BUT does not monitor the extent to which these activities deepen their knowledge. | When content is informational, the teacher engages students in activities that require them to examine similarities and differences and monitors the extent to which the students are deepening their knowledge. | The teacher adapts and creates new strategies for unique student needs and situations. |

Element 2.2.5 – When the content is informational, the teacher helps students deepen their knowledge by examining their own reasoning or the logic of the information as presented to them.

| Possible Teacher Evidence | Possible Student Evidence |
|--|---|
| <ul style="list-style-type: none"> • Asks students to examine information for errors or informal fallacies <ul style="list-style-type: none"> • Faulty logic • Attacks • Weak reference • Misinformation • Asks students to examine the strength of support presented for a claim <ul style="list-style-type: none"> • Statement of a clear claim • Evidence for the claim presented • Qualifiers presented showing exceptions to the claim | <ul style="list-style-type: none"> • Can describe errors or informal fallacies in information • When asked, can explain the overall structure of an argument presented to support a claim • Artifacts indicate that they can identify errors in reasoning • Expected to give reasoning or evidence behind thinking with answers |

| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
|--|---|---|--|
| When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing. | When content is informational, the teacher engages students in activities that require them to examine their own reasoning or the logic of information as presented to them BUT does not monitor the extent to which these activities deepen their knowledge. | When content is informational, the teacher engages students in activities that require them to examine their own reasoning or the logic of information as presented to them, and the teacher monitors the extent to which students are deepening their knowledge. | The teacher adapts and creates new strategies for unique student needs and situations. |



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Element 2.2.6 – When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency.

| Possible Teacher Evidence | | Possible Student Evidence | |
|---|--|--|--|
| <ul style="list-style-type: none"> Engages students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process <ul style="list-style-type: none"> Guided practice if students cannot perform the skill, strategy, or process independently Independent practice if students can perform the skill, strategy, or process independently | | <ul style="list-style-type: none"> Perform the skill, strategy, or process with increased confidence Perform the skill, strategy, or process with increased competence Work with teacher for any re-teaching during flexible groups | |
| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
| When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing. | When content involves a skill, strategy, or process, the teacher engages students in practice activities, BUT does not monitor the extent to which the practice increases student fluency. | When content involves a skill, strategy, or process, the teacher engages students in practice activities and monitors the extent to which the practice is increasing student fluency. | The teacher adapts and creates new strategies for unique student needs and situations. |

Element 2.2.7 – The teacher engages students in revision of previous knowledge about content addressed in previous lessons.

| Possible Teacher Evidence | | Possible Student Evidence | |
|--|--|--|--|
| <ul style="list-style-type: none"> Asks students to examine previous entries in their academic notebooks or notes Engages the whole class in an examination of how the current lesson changed perceptions and understandings of previous content Has students explain how their understanding has changed Encourages students to add questions, new understanding, or revisions to visuals and preview charts on walls | | <ul style="list-style-type: none"> Make corrections to information previously recorded about content Can explain previous errors or misconceptions they had about content Add information gained or new questions as they occur on any classroom visual | |
| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
| When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing. | The teacher engages students in revision of previous content BUT does not monitor the extent to which these revisions deepen students understanding. | The teacher engages students in revision of previous content and monitors the extent to which these revisions deepen students' understanding. | The teacher adapts and creates new strategies for unique student needs and situations. |



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Criterion 2: Demonstrating effective teaching practices.

Component 2.3: Organizing Students for Cognitively Complex Tasks

The teacher provides resources and guidance and organizes students to engage in cognitively complex tasks involving application and transfer of new knowledge.

| Possible Teacher Evidence | | Possible Student Evidence | |
|--|---|--|--|
| <ul style="list-style-type: none"> • Establishes the need to transfer and apply new knowledge • Designs and engages students in the following types of cognitively complex tasks: <ul style="list-style-type: none"> • Decision-making tasks • Problem-solving tasks • Investigation tasks • Experimental/inquiry tasks • Organizes students into groups to complete tasks that require application and transfer of new knowledge • Makes himself/herself available and offers resources and guidance as needed by the entire class, groups of students, or individual students <ul style="list-style-type: none"> • Circulates around the room • Provides easy access to himself/herself • Uses process grids/matrices to lead students through analysis, evaluation, and synthesis of new knowledge | | <ul style="list-style-type: none"> • Engage in decision-making tasks • Engage in problem-solving tasks • Engage in investigation tasks • Engage in experimental/inquiry tasks • Describe the importance of transferring and applying new knowledge • Explain how groups support their learning if groups are used o Use group activities to help them generate and test hypotheses • Seek out the teacher for advice and guidance regarding application and transfer tasks • Can explain how the teacher provides assistance and guidance in application and transfer tasks • Generate their own interest in study that transfers and applies new knowledge | |
| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
| <p>When the strategy is called for the teacher does not use it or the teacher uses the strategy incorrectly or with parts missing.</p> | <p>The teacher organizes students and acts as a guide and resource provider but students primarily engage in low level tasks.</p> | <p>The teacher organizes students and acts as a guide and resource provider as students engage in cognitively complex tasks and monitors the level to which students apply and transfer the new knowledge.</p> | <p>The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.</p> |



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Component 2.4: Asking Questions of Typically Underserved Students

The teacher asks questions of typically underserved students with the same frequency and depth as other students.

| Possible Teacher Evidence | Possible Student Evidence |
|---|--|
| <ul style="list-style-type: none"> Asks typically underserved students complex questions at the same rate as other students Rephrases questions Scaffolds questions for all students for language and ability needs Allows various responses to show understanding Gives wait time equitably Doesn't let students "off the hook" Uses think-pair-share Uses team discussions Uses written response | <ul style="list-style-type: none"> Say that the teacher expects everyone to participate Say that the teacher asks difficult questions of every student |

| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
|--|--|--|--|
| <p>When the strategy is called for the teacher does not use it or the teacher uses the strategy incorrectly or with parts missing.</p> | <p>The teacher asks questions of all students with the same frequency and depth but does not monitor the quality of participation.</p> | <p>The teacher asks questions of all students with the same frequency and depth and monitors the quality of participation.</p> | <p>The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.</p> |

Component 2.5: Probing Incorrect Answers with Typically Underserved Students

The teacher probes typically underserved students' incorrect answers in the same manner as other students' incorrect answers.

| Possible Teacher Evidence | Possible Student Evidence |
|---|--|
| <ul style="list-style-type: none"> Rephrases questions in response to incorrect answers Asks additional questions to further explain answers Breaks questions into smaller/simpler parts when answers are incorrect Allows students to collect their thoughts and returns to them at a later time | <ul style="list-style-type: none"> Say that the teacher does not "let you off the hook" Say that the teacher "won't give up on you" Say that the teacher helps them answer questions successfully |



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| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
|---|---|---|---|
| When the strategy is called for the teacher does not use it or the teacher uses the strategy incorrectly or with parts missing. | The teacher is not consistent in probing all students' incorrect answers. | The teacher probes all students' incorrect answers and monitors the level and quality of the responses. | The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect. |

Component 2.6: Noticing When Students Are Not Engaged

The teacher uses various methods to engage students.

| Possible Teacher Evidence | Possible Student Evidence |
|---|--|
| <ul style="list-style-type: none"> • Scans room to determine the level of student engagement • If students are not engaged, employs one or more strategies to re-engage students, such as (but not limited to): <ul style="list-style-type: none"> • Academic games • Questioning techniques with high response rates • Physical movement • Friendly controversy | <ul style="list-style-type: none"> • Students visibly adjust their level of engagement based on teacher actions • Students describe the class as interesting • Students attend to appropriate activities throughout the class |

| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
|--|--|---|---|
| The teacher does not monitor student engagement and apply re-engagement strategies as necessary OR does so with significant errors or omissions. | The teacher monitors student engagement and applies re-engagement strategies as necessary BUT does not monitor the extent to which strategies have their desired effect. | The teacher monitors student engagement and applies re-engagement strategies as necessary AND monitors the extent to which strategies have their desired effect, which includes: enhanced energy and engagement and enhanced student participation in questioning activities and activities designed to analyze and review information. | The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect. |



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Elements for Component 2.6 – Elements are designed to allow teachers to select specific strategies on which to improve and then track their progress using the scales.

Element 2.6.1 – The teacher notices when students are not engaged.

| Possible Teacher Evidence | | Possible Student Evidence | |
|--|---|--|--|
| <ul style="list-style-type: none"> Notices when specific students or groups of students are not engaged Notices when the energy level in the room is low Takes action to re-engage students | | <ul style="list-style-type: none"> Appear aware of the fact that the teacher is taking note of their level of engagement Try to increase their level of engagement when prompted Explain that the teacher expects high levels of engagement | |
| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
| When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing. | The teacher scans the room, making note of when students are not engaged, and takes action BUT does not monitor the extent to which students re-engage. | The teacher scans the room, making note of when students are not engaged, and takes action and monitors the extent to which students re-engage. | The teacher adapts and creates new strategies for unique student needs and situations. |

Element 2.6.2 – The teacher uses academic games to engage students.

| Possible Teacher Evidence | | Possible Student Evidence | |
|---|--|---|--|
| <ul style="list-style-type: none"> Uses structured games such as Jeopardy, Family Feud, and the like Develops impromptu games such as making a game out of which answer might be correct for a given question Uses friendly competition along with classroom games | | <ul style="list-style-type: none"> Engage in the games with some enthusiasm Can explain how the games keep their interest and help them learn or remember content | |
| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
| When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing. | The teacher uses academic games and inconsequential competition to maintain student engagement BUT does not monitor the extent to which students focus on the academic content of the games. | The teacher uses academic games and inconsequential competition to maintain student engagement and monitors the extent to which students focus on the academic content of the game. | The teacher adapts and creates new strategies for unique student needs and situations. |



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Element 2.6.3 The teacher manages response rates.

| Possible Teacher Evidence | | Possible Student Evidence | |
|--|--|--|--|
| <ul style="list-style-type: none"> Uses wait time Uses response cards Has students use hand signals to respond to questions Uses choral response Uses technology to keep track of students' responses Uses response chaining | | <ul style="list-style-type: none"> Multiple students or the entire class respond to questions posed by the teacher Can describe their thinking about specific questions posed by the teacher | |
| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
| When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing. | The teacher uses response rate techniques to maintain student engagement in questions BUT does not monitor the extent to which enhanced response rates keep student engaged. | The teacher uses response rate techniques to maintain student engagement in questions and monitors the extent to which the techniques keep students engaged. | The teacher adapts and creates new strategies for unique student needs and situations. |

Element 2.6.4 – The teacher uses physical movement.

| Possible Teacher Evidence | | Possible Student Evidence | |
|---|---|---|--|
| <ul style="list-style-type: none"> Has students stand up and stretch or use related activities when their energy is low Uses activities that require students to physically move to respond to questions <ul style="list-style-type: none"> Vote with your feet Go to the part of the room that represents the answer you agree with Has students physically act out or model content to increase energy and engagement Use give-one-get-one activities that require students to move about the room | | <ul style="list-style-type: none"> Engage in the physical activities designed by the teacher Can explain how the physical movement keeps their interest and helps them learn Move about room independently as needed | |
| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
| When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing. | The teacher uses physical movement to maintain student engagement BUT does not monitor the extent to which these activities enhance student engagement. | The teacher uses physical movement to maintain student engagement and monitors the extent to which these activities enhance student engagement. | The teacher adapts and creates new strategies for unique student needs and situations. |



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Element 2.6.5 – The teacher maintains a lively pace.

| Possible Teacher Evidence | | Possible Student Evidence | |
|--|---|---|---|
| <ul style="list-style-type: none"> Employs crisp transitions from one activity to another Alters pace appropriately (i.e., speeds up and slows down) | | <ul style="list-style-type: none"> Quickly adapt to transitions and re-engage when a new activity is begun Describe the pace of the class as neither too fast nor too slow Quickly respond to transition signals | |
| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
| <p>When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.</p> | <p>The teacher uses pacing techniques to maintain students’ engagement BUT does not monitor the extent to which these techniques engage students.</p> | <p>The teacher uses pacing techniques to maintain students’ engagement and monitors the extent to which these techniques keep students engaged.</p> | <p>The teacher adapts and creates new strategies for unique student needs and situations.</p> |

Element 2.6.6 – The teacher demonstrates intensity and enthusiasm.

| Possible Teacher Evidence | | Possible Student Evidence | |
|--|--|---|---|
| <ul style="list-style-type: none"> Describes personal experiences that relate to the content Signals excitement for content by: <ul style="list-style-type: none"> Physical gestures Voice tone Dramatization of information Overtly adjusts energy level | | <ul style="list-style-type: none"> Say that the teacher “likes the content” and “likes teaching” Attention levels increase when the teacher demonstrates intensity and enthusiasm for the content | |
| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
| <p>When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.</p> | <p>The teacher demonstrates intensity and enthusiasm for the content in a variety of ways BUT does not monitor the extent to which students’ engagement increases.</p> | <p>The teacher demonstrates intensity and enthusiasm for the content in a variety of ways and monitors the extent to which students’ engagement increases.</p> | <p>The teacher adapts and creates new strategies for unique student needs and situations.</p> |



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Element 2.6.7 – The teacher uses friendly controversy.

| Possible Teacher Evidence | | Possible Student Evidence | |
|---|--|--|--|
| <ul style="list-style-type: none"> Structures mini-debates about the content Has students examine multiple perspectives and opinions about the content Elicits different opinions on content from members of the class | | <ul style="list-style-type: none"> Engage in friendly controversy activities with enhanced engagement Describe friendly controversy activities as “stimulating,” “fun,” and so on Explain how a friendly controversy activity helped them better understand the content | |
| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
| When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing. | The teacher uses friendly controversy techniques to maintain student engagement But does not monitor the extent to which students’ remain engaged. | The teacher uses friendly controversy techniques to maintain student engagement and monitors the extent to which students stay engaged. | The teacher adapts and creates new strategies for unique student needs and situations. |

Element 2.6.8 – The teacher provides opportunities for students to talk about themselves.

| Possible Teacher Evidence | | Possible Student Evidence | |
|---|--|---|--|
| <ul style="list-style-type: none"> Is aware of student interests and makes connections between these interests and class content Structures activities that ask students to make connections between the content and their personal interests When students are explaining how content relates to their personal interests, the teacher appears encouraging and interested | | <ul style="list-style-type: none"> Engage in activities that require them to make connections between their personal interests and the content Explain how making connections between content and their personal interests engages them and helps them better understand the content Participate willingly in team building activities | |
| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
| When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing. | The teacher provides students with opportunities to relate what is being addressed in class to their personal interests BUT does not monitor the extent to which these activities enhance student engagement . | The teacher provides students with opportunities to relate what is being addressed in class to their personal interests and monitors the extent to which these activities enhance student engagement. | The teacher adapts and creates new strategies for unique student needs and situations. |



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Criterion 2: Demonstrating effective teaching practices.

Element 2.6.9 – The teacher presents unusual or intriguing information.

| Possible Teacher Evidence | | Possible Student Evidence | |
|---|---|---|---|
| <ul style="list-style-type: none"> Systematically provides interesting facts and details about the content using activities such as: <ul style="list-style-type: none"> Believe it or not” Guest speakers Stories Encourages students to identify interesting information about the content | | <ul style="list-style-type: none"> Attention increases when unusual information is presented about the content Explain how the unusual information makes them more interested in the content Connect prior knowledge with intriguing information to form new questions | |
| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
| <p>When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.</p> | <p>The teacher uses unusual or intriguing information about the content BUT does not monitor the extent to which this information enhances students’ interest in the content.</p> | <p>The teacher uses unusual or intriguing information about the content and monitors the extent to which this information enhances students’ interest in the content.</p> | <p>The teacher adapts and creates new strategies for unique student needs and situations.</p> |

Component 2.7: Using and Applying Academic Vocabulary

The teacher identifies appropriate academic vocabulary aligned to the learning targets and uses various strategies for student acquisition.

| Possible Teacher Evidence | | Possible Student Evidence | |
|--|-----------|--|-------------------|
| <ul style="list-style-type: none"> Intentionally selects limited strategic academic vocabulary and includes it in instructional lessons Repeats academic vocabulary throughout learning activities | | <ul style="list-style-type: none"> Maintains a vocabulary notebook Uses academic vocabulary correctly in the current setting and across disciplines Refers to and uses previous academic vocabulary Response to Signal Word with corresponding synonym and action Uses vocabulary in student- and teacher-led conversations | |
| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |



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Criterion 2: Demonstrating effective teaching practices.

| | | | |
|--|--|---|--|
| <p>The teacher does not identify important academic vocabulary specific to the lesson or does so in a manner that does not reflect the critical content.</p> | <p>The teacher identifies important academic vocabulary specific to the lesson and makes students aware of the meaning of these terms BUT does not monitor the extent to which students have internalized the meaning of these terms using their own background knowledge.</p> | <p>The teacher identifies important academic vocabulary specific to the lesson and makes students aware of the meaning of these terms. Additionally, the teacher monitors the extent to which students have internalized the meaning of these terms using their own background knowledge.</p> | <p>The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.</p> |
|--|--|---|--|

Component 2.8: Evaluating Effectiveness of Individual Lessons and Units

The teacher reflects on and evaluates the effectiveness of instructional performance to identify areas of pedagogical strength and weakness.

| Possible Teacher Evidence | Possible Student Evidence |
|---|--|
| <ul style="list-style-type: none"> Identifies specific areas of strength and weakness Keeps track of specifically identified focus areas for improvement Identifies and keeps track of specific areas identified based on teacher interest Can describe how specific areas for improvement are identified Gathers and keeps records of his or her evaluations of individual lessons and units Gathers and keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of students (i.e., different socio-economic groups, different ethnic groups) Provides a written analysis of specific causes of success or difficulty Can explain the differential effects of specific classroom strategies and behaviors on specific categories of students | <ul style="list-style-type: none"> Reflection in learning log shows understanding of daily lesson |

| Unsatisfactory | Basic | Proficient | Distinguished |
|--|---|---|--|
| <p>The teacher makes no attempt to perform this activity, or the teacher attempts to perform this activity but does not actually complete or follow through with these attempts.</p> | <p>The teacher identifies specific strategies and behaviors on which to improve but does not select the strategies and behaviors that are most useful for his or her development.</p> | <p>The teacher determines how effective a lesson or unit was in terms of enhancing student achievement and identifies causes of success or failure.</p> | <p>The teacher is a recognized leader in helping others identify areas of pedagogical strength and weakness.</p> |



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Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.

Component 3.1: Effective Scaffolding of Information Within a Lesson

The teacher plans and prepares for effective scaffolding of information within lessons and units that progresses toward a deep understanding and transfer of content.

| Possible Teacher Evidence | | Possible Student Evidence | |
|---|---|---|---|
| <ul style="list-style-type: none"> Content is organized to build upon previous information o Presentation of content is logical and progresses from simple to complex Where appropriate, presentation of content is integrated with other content areas, other lessons, and/or other units Plans anticipate potential confusions that students may experience Plans illustrate how learning will move from an understanding of foundational content to application of information in authentic ways Plans incorporate student choice and initiative Plans provide for extension of learning Plans integrate English Language Development with any content area | | <ul style="list-style-type: none"> Can describe the rationale for how the content is organized Can describe the rationale for the sequence of instruction Can describe how content is related to previous lessons, units, or other content Can describe how lessons within the unit progress toward deep understanding and transfer of content Can describe how students will make choices and take initiative Can describe how learning will be extended | |
| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
| <p>The teacher makes no attempt to perform this activity, or the teacher attempts to perform this activity but does not actually complete or follow through with these attempts.</p> | <p>The teacher organizes lessons within a unit so that students move from surface to deeper understanding of content, but does not require students to apply the content in authentic ways.</p> | <p>The teacher organizes content in such a way that each new piece of information clearly builds on the previous piece, and students move from understanding to applying the content through authentic tasks.</p> | <p>The teacher is a recognized leader in helping others scaffold lessons and units that progress toward a deep understanding and transfer of content.</p> |



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Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.

Component 3.2: Planning and Preparing for the Needs of All Students

The teacher uses data to plan and provide interventions that meet individual student learning needs, including ELL, special education, and students who come from home environments that offer little support for schooling.

| Possible Teacher Evidence | | Possible Student Evidence | |
|--|--|--|--|
| <ul style="list-style-type: none"> Uses differentiation Uses data for flexible grouping Implements a variety of classroom interventions o Knows when to move students to the next level of intervention Identifies the accommodations/adaptations that must be made for individual ELL students or groups within a lesson and/or unit of instruction Has plans that have been adapted or modified appropriately according to the language needs of the student Accommodations and adaptation are visible throughout the classroom and units of instruction | | <ul style="list-style-type: none"> Is aware of the purpose for the intervention Shows evidence of growth Is aware of available resources and accesses them appropriately Active participation of second language learners in all classroom activities Equitable opportunities for demonstration of mastery of knowledge Feels like a valued contributing member of the class | |
| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
| <p>The teacher does not know or understand the intervention system or does not use the intervention system to address student needs.</p> | <p>The teacher identifies interventions that meet the needs of specific sub-populations (e.g., ELL, special education, and students who come from environments that offer little support for learning), but does not ensure that all identified students are adequately served by the interventions.</p> | <p>The teacher identifies and effectively employs interventions that meet the needs of specific sub-populations (e.g., ELL, special education, and students who come from environments that offer little support for learning).</p> | <p>The teacher is a recognized leader in helping others employ interventions that meet the needs of specific sub-populations (e.g., ELL, special education, and students who come from environments that offer little support for learning).</p> |



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Student Growth Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.

Student Growth 3.1: Establish Student Growth Goal(s)

| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
|---|---|---|--|
| <p>Does not establish student growth goal(s) or establishes inappropriate goal(s) for subgroups of students not reaching full learning potential. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).</p> | <p>Establishes appropriate student growth goal(s) for subgroups of students not reaching full learning potential. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).</p> | <p>Establishes appropriate student growth goal(s) for subgroups of students not reaching full learning potential. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).</p> | <p>Establishes appropriate student growth goal(s) for subgroups of students not reaching full potential in collaboration with students, parents, and other school staff. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).</p> |
| Critical Attributes | | | |
| <ul style="list-style-type: none"> • Does not establish student learning goal(s) • Does not specify assessment(s) to monitor progress towards goal(s) | <ul style="list-style-type: none"> • Identification of subgroups is partially aligned to data that identifies students not reaching full learning potential (i.e. achievement/opportunity gaps, ELL, special education, highly capable) • Goals may be missing one or more of the following qualities: specific, measurable and time-bound • Goals are not based on prior available student learning • Goals partially aligned to content standards • Grain size of goal may be missing one or more of the following: appropriate for the context, instructional interval and content standard(s) • Goal is not connected to a significant impact on student learning of content. Identified formative and summative assessments unable to monitor progress toward specified goals. | <ul style="list-style-type: none"> • Identification of subgroups uses data that identifies students not reaching full learning potential (i.e. achievement/opportunity gaps, ELL, special education, highly capable) • Goals are specific, measurable and time-bound • Based on multiple sources of available data that reveal prior student learning • Goals aligned to content standards • Grain size of goal is appropriate for the context, instructional interval and content standard(s) • Goal demonstrates a significant impact on student learning of content (transferable skills) within the content area • Identifies formative and summative measures aligned to learning targets to monitor progress towards goals | <ul style="list-style-type: none"> • Proficient Attributes <i>and</i>: • Establishes multiple two-way communication paths to collaborate with , families, students and/or other staff to establish goals specific to individual learning needs • Students reflect on their own learning and articulate their understanding of their goals and progress toward goals |



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Student Growth Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.

Student Growth 3.2: Achievement of Student Growth Goal(s)

| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
|--|---|--|--|
| Growth or achievement data from at least two points in time shows no evidence of growth for most students. | Multiple sources of growth or achievement data from at least two points in time show some evidence of growth for some students. | Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students. | Multiple sources of growth or achievement data from at least two points in time show evidence of high growth for all or nearly all students. |



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Criterion 4: Providing clear and intentional focus on subject matter content and curriculum.

Component 4.1: Attention to Established Content Standards

The teacher demonstrates a comprehensive understanding of the subject taught and the standards for the subject.

| Possible Teacher Evidence | Possible Student Evidence |
|---|--|
| <ul style="list-style-type: none"> Appropriately uses content language Adjusts lesson based on content knowledge Connects content to the standards Develops appropriate formative/summative assessments/rubrics Engages in content discussions with colleagues Shows evidence of knowledge of standards through the syllabi Communicates standards to parents Monitors progress toward standards Assessments reflect standards | <ul style="list-style-type: none"> Can summarize important content Student notes include critical content Can make connections to other disciplines and prior knowledge Can describe the standard that is being worked on Track progress toward meeting standards |

| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
|---|---|---|--|
| <p>The teacher does not demonstrate adequate knowledge of the subject and/or the standards for the subject.</p> | <p>The teacher demonstrates an acceptable but incomplete knowledge of the subject and/or the standards for the subject.</p> | <p>The teacher demonstrates a comprehensive knowledge of the subject and the standards for the subject.</p> | <p>The teacher is a recognized leader in helping others understand the subject and/or the standards for the subject.</p> |

Component 4.2: Use of Available Resources and Technology

The teacher plans and prepares for the use of available materials, including technology.

| Possible Teacher Evidence | Possible Student Evidence |
|--|---------------------------|
| <ul style="list-style-type: none"> Has plan that outlines and/or can describe resources within the classroom that will be used to enhance students' understanding of the content Has plan that outlines and/or can describe resources within the school that will be used to enhance students' understanding of the content Has plan that outlines and/or can describe resources within the community that will be used to enhance students' understanding of the content | <p>N/A</p> |



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Criterion 4: Providing clear and intentional focus on subject matter content and curriculum.

| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
|--|---|---|--|
| <p>The teacher makes no attempt to perform this activity, or the teacher attempts to perform this activity but does not actually complete or follow through with these attempts.</p> | <p>The teacher identifies the available materials that can enhance student understanding but does not clearly identify or describe the manner in which they will be used.</p> | <p>The teacher identifies the available materials that can enhance student understanding and the manner in which they will be used.</p> | <p>The teacher is a recognized leader in helping others plan and prepare for the use of available materials, including technology.</p> |



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Criterion 5: Fostering and managing a safe, positive learning environment.

Component 5.1: Organizing the Physical Layout of the Classroom

The teacher organizes a safe physical layout of the classroom to facilitate movement and focus on learning.

| Possible Teacher Evidence | Possible Student Evidence |
|---|---|
| <ul style="list-style-type: none"> • Organizes the physical layout of the classroom to have clear traffic patterns • Arranges the physical layout to provide easy access to the materials and centers • Decorates the classroom in a way that enhances student learning <ul style="list-style-type: none"> • Bulletin boards relate to current content • Student work is displayed • Design of classroom is purposeful in regard to teaching spaces and placement of resources • Uses signal to facilitate transitions between activities and movement around classroom | <ul style="list-style-type: none"> • Move easily about the classroom • Use materials and learning centers • Attend to examples of their work that are displayed • Attend to information on the bulletin boards • Focus on instruction • Show signs of pride regarding their accomplishments in class • Say they want to continue to make progress • Interact with posted information throughout lessons |

| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
|---|---|--|--|
| <p>When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.</p> | <p>The teacher organizes the physical layout of the classroom to ensure safety, facilitate movement, and focus on learning but the classroom layout addresses only minimal aspects of these issues.</p> | <p>The teacher organizes the physical layout of the classroom to ensure safety, facilitate movement, and focus on learning and monitors the extent to which these activities enhance student learning.</p> | <p>The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.</p> |

Component 5.2: Reviewing Expectations to Rules and Procedures

The teacher reviews expectations regarding rules and procedures to ensure their effective execution.

| Possible Teacher Evidence | Possible Student Evidence |
|---|---|
| <ul style="list-style-type: none"> • Involves students in designing classroom routines • Uses classroom meetings to review and process rules and procedures • Reminds students of rules and procedures • Asks students to restate or explain rules and procedures • Provides cues or signals when a rule or procedure should be used | <ul style="list-style-type: none"> • Follow clear routines during class • Can describe established rules and procedures • Describe the classroom as an orderly place • Recognize cues and signals from the teacher • Regulate their own behavior |



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Criterion 5: Fostering and managing a safe, positive learning environment.

| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
|--|--|--|---|
| When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing. | The teacher establishes and reviews expectations regarding rules and procedures. | The teacher establishes and reviews expectations regarding rules and procedures and monitors the extent to which students understand the rules and procedures. | The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect. |

Component 5.3: Demonstrating “Withitness”

The teacher demonstrates awareness of the classroom environment at all times (withitness).

| Possible Teacher Evidence | Possible Student Evidence |
|--|--|
| <ul style="list-style-type: none"> • Physically occupies all quadrants of the room • Scans the entire room making eye contact with all students • Recognizes potential sources of disruption and deals with them immediately • Proactively addresses inflammatory situations | <ul style="list-style-type: none"> • Recognize that the teacher is aware of their behavior • Describe the teacher as “aware of what is going on” or “has eyes on the back of his/her head” |

| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
|--|--|--|---|
| When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing. | The teacher demonstrates awareness of classroom environment. | The teacher demonstrates awareness of classroom environment and monitors the effect on students’ behavior. | The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect. |



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Criterion 5: Fostering and managing a safe, positive learning environment.

Component 5.4: Applying Consequences for Lack of Adherence to Rules and Procedures

The teacher applies consequences for lack of adherence to rules and procedures.

| Possible Teacher Evidence | | Possible Student Evidence | |
|---|--|---|--|
| <ul style="list-style-type: none"> • Provides nonverbal signals when students' behavior is not appropriate (i.e., eye contact, proximity, tap on desk, shaking head) • Provides verbal signals when students' behavior is not appropriate <ul style="list-style-type: none"> • Tells students to stop • Tells students that their behavior is in violation of a rule, procedure, or classroom expectations • Uses group contingency consequences when appropriate (i.e., whole group must demonstrate a specific behavior) • Involves the home when appropriate (i.e., makes a call home to parents to help extinguish inappropriate behavior) • Uses direct cost consequences when appropriate (e.g., student must fix something he or she has broken) | | <ul style="list-style-type: none"> • Cease inappropriate behavior when signaled by the teacher • Accept consequences as part of the way class is conducted • Describe the teacher as fair in application of rules • Refocus in order to make good decisions, show respect, and solve problems | |
| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
| <p>The teacher does not apply consequences for not following rules and procedures.</p> | <p>The teacher applies consequences for not following rules and procedures but does not do so in a consistent and fair manner.</p> | <p>The teacher applies consequences for not following rules and procedures in a consistent and fair manner and monitors the extent to which rules and procedures are followed.</p> | <p>The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.</p> |



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Criterion 5: Fostering and managing a safe, positive learning environment.

Component 5.5: Acknowledging Adherence to Rules and Procedures

The teacher acknowledges adherence to rules and procedures.

| Possible Teacher Evidence | | Possible Student Evidence | |
|--|---|--|---|
| <ul style="list-style-type: none"> • Provides nonverbal signals that a rule or procedure has been followed <ul style="list-style-type: none"> • Smile • Nod of head • High Five • Gives verbal cues that a rule or procedure has been followed <ul style="list-style-type: none"> • Thanks students for following a rule or procedure • Describes student behaviors that adhere to rule or procedure • Notifies the home when a rule or procedure has been followed • Uses tangible recognition when a rule or procedure has been followed <ul style="list-style-type: none"> • Certificate of merit • Token economies | | <ul style="list-style-type: none"> • Appear appreciative of the teacher acknowledging their positive behavior • Describe teacher as appreciative of their good behavior • The number of students adhering to rules and procedures increases | |
| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
| The teacher does not acknowledge adherence to rules and procedures. | The teacher acknowledges adherence to rules and procedures but does not do so a consistent and fair manner. | The teacher acknowledges adherence to rules and procedures in a consistent and fair manner and monitors the extent to which new actions affect students' behavior. | The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect. |



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Criterion 5: Fostering and managing a safe, positive learning environment.

Component 5.6: Displaying Objectivity and Control

The teacher builds positive relationships with students by displaying objectivity and control.

| Possible Teacher Evidence | | Possible Student Evidence | |
|---|--|---|---|
| <ul style="list-style-type: none"> Does not exhibit extremes in positive or negative emotions Addresses inflammatory issues and events in a calm and controlled manner Interacts with all students in the same calm and controlled fashion Does not demonstrate personal offense at student misbehavior | | <ul style="list-style-type: none"> Are settled by the teacher’s calm demeanor Describe the teacher as in control of himself/herself and in control of the class Say that the teacher does not hold grudges or take things personally | |
| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
| When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing. | The teacher behaves in an objective and controlled manner. | The teacher behaves in an objective and controlled manner and monitors the effect on the classroom climate. | The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect. |



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Criterion 6: Using multiple student data elements to modify instruction and improve student learning.

Component 6.1: Designing Instruction Aligned to Assessment

The teacher designs instruction aligned to assessments that impact student learning.

| Possible Teacher Evidence | | Possible Student Evidence | |
|---|--|---|---|
| <ul style="list-style-type: none"> Uses common assessments designed by his or her collaborative team to assess student learning Designs instructional activities and assignments that are designed to help students learn the content that will be assessed Explains the structure of assessments to students Explains to students how their assessments will be graded Modifies instruction based on assessment results Differentiates instruction and assessments to meet students' individual learning needs | | <ul style="list-style-type: none"> Know what to expect on assessments Can explain different strategies that the teacher uses to assess them (obtrusive, unobtrusive, and student-generated assessments) Can explain why they were assigned a specific grade on an assessment Can explain what they need to learn next to improve their performance on assessments | |
| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
| <p>The teacher does not design instruction with clear alignment to learning targets (daily) and/or learning goals (longer term).</p> | <p>The teacher designs instruction with assessments aligned to learning target (daily) and/or learning goal (longer term) but does not adapt those assessments to meet student learning needs.</p> | <p>The teacher designs instruction with assessments aligned to clearly stated learning target (daily) and/or learning goal (longer term). Those assessments are adapted to meet student learning needs.</p> | <p>The teacher adapts or creates new strategies designed to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.</p> |

Component 6.2: Using Multiple Data Elements

The teacher uses multiple data elements to modify instruction and assessments.

| Possible Teacher Evidence | Possible Student Evidence |
|---|--|
| <ul style="list-style-type: none"> Differentiates instruction practices according to student needs Differentiates assessment practices according to student needs Analyzes data from formal and informal assessments Determines whether re-teaching, practice, or moving forward with instruction is appropriate at both the group and individual level Modifies teacher-made assessments based on previous scores of students | <ul style="list-style-type: none"> Based on their individual needs and abilities, students are engaged in different instructional activities Based on their individual needs and abilities, students are engaged in different assessment activities Are aware of the fact that individuals in class may be involved in different assessment and instructional activities based on their individual strengths and weaknesses |



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Criterion 6: Using multiple student data elements to modify instruction and improve student learning.

| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
|--|--|--|--|
| The teacher does not examine multiple data points with the intent of modifying instruction and assessment or does so with significant errors or omissions. | The teacher examines a few data points and makes minimal adjustments to instruction and assessment based on the information. | The teacher examines multiple data points and makes changes to instruction and assessment based on the information. Additionally the teacher monitors the extent to which the changes result in enhanced student learning. | The teacher adapts or creates new strategies designed to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect. |

Component 6.3: Tracking Student Progress

The teacher provides opportunities for students to self-reflect and track progress toward learning goals.

| Possible Teacher Evidence | Possible Student Evidence |
|--|---|
| <ul style="list-style-type: none"> • Helps students track their individual progress on the learning goal • Uses formal and informal means to assign scores to students on the rubric depicting student status on the learning goal • Charts the progress of the entire class on the learning goal | <ul style="list-style-type: none"> • Can describe their status relative to the learning goal using the rubric • Systematically update their status on the learning goal • Use a learning log to reflect daily about learning |

| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
|---|--|--|---|
| When the strategy is called for the teacher does not use it or the teacher uses the strategy incorrectly or with parts missing. | The teacher facilitates tracking of student progress using a formative approach to assessment but does not monitor the extent to which this process enhances student learning. | The teacher facilitates tracking of student progress using a formative approach to assessment and monitors the extent to which this process enhances student learning. | The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect. |



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Student Growth Criterion 6: Using multiple student data elements to modify instruction and improve student learning.

Student Growth 6.1: Establish Student Growth Goal(s)

| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
|---|---|--|---|
| Does not establish student growth goal(s) or establishes inappropriate goal(s) for whole classroom. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s). | Establishes appropriate student growth goal(s) for whole classroom. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s). | Establishes appropriate student growth goal(s) for whole classroom. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s). | Establishes appropriate student growth goal(s) for students in collaboration with students and parents. These whole classroom goals align to school goal(s). Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s). |

Critical Attributes

| | | | |
|---|---|--|--|
| <ul style="list-style-type: none"> • Does not establish student learning goals • Does not specify assessment(s) to monitor progress towards goal(s) | <ul style="list-style-type: none"> • Goals may be missing one or more of the following qualities: specific, measurable and time-bound • Goals are not based on prior available student learning • Goals partially aligned to content standards • Grain size of goal may be missing one or more of the following: appropriate for the context, instructional interval and content standard(s) • Goal is not connected to a significant impact on student learning of content. Identified formative and summative assessments unable to monitor progress toward specified goals. | <ul style="list-style-type: none"> • Goals are specific, measurable and time-bound • Based on multiple sources of available data that reveal prior student learning • Goals aligned to content standards • Grain size of goal is appropriate for the context, instructional interval and content standard(s) • Goal demonstrates a significant impact on student learning of content (transferable skills) within the content area • Identifies formative and summative measures aligned to learning targets to monitor progress towards goals | <ul style="list-style-type: none"> • Proficient Attributes and: • Effort to Communicates (two-way)/Collaborates with other staff, families and/or students to establish goals specific to whole class learning needs • Students articulate their understanding of their goals and progress toward goals |
|---|---|--|--|

Student Growth 6.2: Achievement of Student Growth Goal(s)

| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
|--|---|--|--|
| Growth or achievement data from at least two points in time shows no evidence of growth for most students. | Multiple sources of growth or achievement data from at least two points in time show some evidence of growth for some students. | Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students. | Multiple sources of growth or achievement data from at least two points in time show evidence of high growth for all or nearly all students. |



The Marzano Teacher Evaluation Model by Washington State Criteria For Use in the 2013-14 School Year – Version 1.1

Criterion 7: Communicating and collaborating with parents and the school community.

Component 7.1: Promoting Positive Interactions about Students and Parents – Courses, Programs and School Events

The teacher actively communicates and collaborates with parents/guardians and school/community regarding courses, programs, and school events.

| Possible Teacher Evidence | Possible Student Evidence |
|---|---|
| <ul style="list-style-type: none"> Utilizes the appropriate means of communication Presents to, works with, or speaks to the school board, ad hoc committees, PTSA, media, advisory groups, etc. Fosters partnerships with families/school/community Encourages parent and community involvement in classroom and school activities Accesses available expertise and resources to support students' learning needs Works cooperatively with appropriate school personnel to address issues that impact student learning | <ul style="list-style-type: none"> When asked, are aware that teachers actively communicate with their parents When asked student are aware that teachers are active in the community |

| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
|--|---|---|--|
| <p>The teacher makes no attempt to perform this activity, or the teacher attempts to perform this activity but does not actually complete or follow through with these attempts.</p> | <p>The teacher attempts to communicate and collaborate with parents/guardians and school/community regarding courses, programs and school events relevant to the students', but does not necessarily do so in a timely or clear manner.</p> | <p>The teacher communicates and collaborates with parents/guardians and school/community regarding courses, programs and school events relevant to the students' in a timely and professional manner.</p> | <p>The teacher is a recognized leader in helping others communicate and collaborate with parents/guardians and school/community regarding courses, programs and school events relevant to the students'.</p> |

Component 7.2: Promoting Positive Interactions about Students and Parents – Timeliness and Professionalism

The teacher communicates individual student progress to parents/guardians in a timely and professional manner.

| Possible Teacher Evidence | Possible Student Evidence |
|--|--|
| <ul style="list-style-type: none"> Ensures consistent and timely communication with parents regarding student expectations, progress, and/or concerns Uses multiple means and modalities to communicate with families Respects and maintains confidentiality of student/family information Demonstrates awareness and sensitivity to social, cultural, and language backgrounds of families Responds to requests for support, assistance, and/or clarification promptly | <ul style="list-style-type: none"> Participates in conferences Knows that teachers and parents communicate |



**The Marzano Teacher Evaluation Model by Washington State Criteria
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Criterion 7: Communicating and collaborating with parents and the school community.

| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
|---|--|--|--|
| The teacher makes no attempt to perform this activity, or the teacher attempts to perform this activity but does not actually complete or follow through with these attempts. | The teacher communicates individual students' progress to parents/guardians, but does not necessarily do so in a timely or clear manner. | The teacher communicates individual students' progress to parents/guardians in a timely and professional manner. | The teacher is a recognized leader in helping others communicate individual student progress to parents/guardians in a timely and professional manner. |



The Marzano Teacher Evaluation Model by Washington State Criteria For Use in the 2013-14 School Year – Version 1.1

Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

Component 8.1: Seeking Mentorship for Areas of Need or Interest

The teacher collaborates with colleagues about student learning and instructional practices by seeking mentorship for areas of need or interest, and/or by mentoring other teachers through the sharing of ideas and strategies.

| Possible Teacher Evidence | | Possible Student Evidence | |
|--|---|--|--|
| <p>Seeking mentorship</p> <ul style="list-style-type: none"> • Keeps track of specific situations during which he or she has sought mentorship from others • Actively seeks help and input in Professional Learning Community meetings • Actively seeks help and input from appropriate school personnel to address issues that impact instruction • Can describe how he or she seeks input from colleagues regarding issues that impact instruction <p>Providing mentorship</p> <ul style="list-style-type: none"> • Keeps tracks of specific situations during which he or she mentored other teachers • Contributes and shares expertise and new ideas with colleagues to enhance student learning in formal and informal ways • Serves as an appropriate role model (mentor, coach, presenter, researcher) regarding specific classroom strategies and behaviors • Can describe specific situations in which he or she has mentored colleagues | | N/A | |
| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
| <p>The teacher makes no attempt to perform this activity, or the teacher attempts to perform this activity but does not actually complete or follow through with these attempts.</p> | <p>The teacher seeks help and mentorship from colleagues regarding specific classroom strategies and/or mentors other teachers, but does not necessarily do so in a manner that enhances pedagogical skill.</p> | <p>The teacher seeks help and mentorship from colleagues regarding specific classroom strategies and/or mentors other teachers in such a manner as to enhance pedagogical skill.</p> | <p>The teacher is a recognized leader in mentoring others in such a way as to enhance their pedagogical skill.</p> |



**The Marzano Teacher Evaluation Model by Washington State Criteria
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Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

Component 8.2: Promoting Positive Interactions with Colleagues

The teacher displays dependability through active participation.

| Possible Teacher Evidence | | Possible Student Evidence | |
|--|--|--|--|
| <ul style="list-style-type: none"> • Is punctual • Is prepared for meetings • Works to resolve conflicts • Respectfully addresses others • Assists in the effective functioning of a team/group | | N/A | |
| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
| The teacher makes little or no attempt to follow established norms or collective commitments. The teacher's behavior may be obstructing the functioning of the team/group. | The teacher attempts to follow established norms or commitments but does not comply with all norms and collective commitments. | The teacher follows established norms and collective commitments, contributing to the overall effectiveness of the team. | The teacher consistently models established norms and collective commitments. The teacher is a recognized leader in facilitating the team/group in resolving conflict for effective functioning. |

Component 8.3: Participating in District and School Initiatives

The teacher participates in district and school initiatives.

| Possible Teacher Evidence | | Possible Student Evidence | |
|--|--|---------------------------|--|
| <ul style="list-style-type: none"> • Participates in school activities and events as appropriate to support students and families • Serves on school and district committees • Participates in staff development opportunities • Works to achieve school and district improvement goals • Keeps track of specific situations in which he or she has participated in school or district initiatives • Can describe or show evidence of his/her participation in district and school initiatives | | N/A | |



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Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
|---|---|---|--|
| The teacher makes no attempt to perform this activity, or the teacher attempts to perform this activity but does not actually complete or follow through with these attempts. | The teacher is aware of the district and school initiatives, but does not participate at a level consistent with his or her talents and availability. | The teacher participates in district and school initiatives at a level consistent with his or her talents and availability. | The teacher is a recognized leader in helping others be aware of and participate in district and school initiatives. |

Component 8.4: Monitoring Progress Relative to the Professional Growth and Development Plan

The teacher pursues professional development based on his/her written growth and development plan and monitors progress relative to that plan.

| Possible Teacher Evidence | Possible Student Evidence |
|--|----------------------------------|
| <ul style="list-style-type: none"> • Constructs a growth plan that outlines measurable goals, action steps, manageable timelines and appropriate resources • Can describe the professional growth plan using specific and measurable goals, action steps, manageable timelines and appropriate resources • Constructs a plan that outlines a method for charting progress toward established goals supported by evidence (e.g., student achievement data, student work, student interviews, peer, self and observer feedback) • Can describe progress toward meeting the goals outlined in the plan supported by evidence (e.g., student achievement data, student work, student interviews, peer, self and observer feedback) | N/A |

| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
|---|--|--|---|
| The teacher makes no attempt to perform this activity, or the teacher attempts to perform this activity but does not actually complete or follow through with these attempts. | The teacher develops a written professional growth and development plan but does not articulate clear goals and timelines. The teacher charts his or her progress on the professional growth and development plan using established goals and timelines but does not make adaptations as needed. | The teacher develops a written professional growth and development plan with goals and timelines, charts his or her progress, and makes adaptations as needed. | The teacher is a recognized leader in helping others develop professional growth and development plans. |



The Marzano Teacher Evaluation Model by Washington State Criteria

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Student Growth Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

Student Growth 8.1: Establish Team Student Growth Goal(s)

| Unsatisfactory – 1 | Basic – 2 | Proficient – 3 | Distinguished – 4 |
|---|--|---|--|
| <p>Does not collaborate or reluctantly collaborates with other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.</p> | <p>Does not consistently collaborate with other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.</p> | <p>Consistently and actively collaborates with other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.</p> | <p>Leads other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.</p> |
| Critical Attributes | | | |
| <ul style="list-style-type: none"> • Team does not establish goal(s) for student learning • Team does not specify assessments to monitor progress towards goal(s) and/or goal is neither specific or time-bound • Teacher does not communicate with team regarding team goals or plans • Teacher rarely shares student data, student work or suggestions for strategies to achieve team goal(s) • Teacher undermines team’s ability to make and implement team decisions and/or does not follow through with team decisions regarding instruction and assessment | <ul style="list-style-type: none"> • Team goal(s) or measures are established without consensus • Team goal is missing one or more of the following qualities: specific, measurable, time-bound • Team goal is missing one or more of the following qualities: appropriate for the context, instructional interval or content standard(s) • Team goal is not connected to a significant impact on student learning of content • Teacher’s communication with team is inconsistent regarding team goals and plans • Teacher occasionally shares student work or suggestions for strategies to achieve team goal(s) • Teacher rarely shares reflection on instruction to achieve team goal(s) • Teacher demonstrate inconsistent follow-through with team decisions regarding instruction and assessment | <ul style="list-style-type: none"> • Team goal(s) and measures are decided collaboratively • Team goal(s) are specific, measurable and time-bound • Team goal(s) are appropriate for context, instructional interval and content standard(s) • Team goal(s) demonstrate significant impact on student learning of content (transferable skills) • Teacher communicates responsibly with team regarding team goals and plans for measuring and monitoring • Teacher consistently and actively contributes multiple sources of data to collectively determine evidence of student learning • Teacher engages in data-based reflection with team and adjusts practice accordingly • Teacher implements team decisions regarding instruction and assessment | <ul style="list-style-type: none"> • Team goal(s) and measures are decided collaboratively • Team goal(s) are specific, measurable and time-bound • Team goal(s) are appropriate for context, instructional interval and content standard(s) • Goal(s) demonstrate significant impact on student learning of content (transferable skills) • Teacher helps develop other team members’ capacity to be effective • Teacher regularly makes his/her practice public by sharing models and facilitating data processes • Teacher promotes reflective analysis among team • Teacher shares a wide range of resources to build and sustain support for team goals |

