

# The Marzano Teacher Evaluation Model At a Glance

## For Use in the 2013-14 School Year – Version 1.1

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

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

