

# 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**

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## 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 **DQ10**
- 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*