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
   1.2 Celebrates student success

6. STUDENT DATA
   6.3 Provides opportunities for students to self-reflect and track progress toward learning goals

5. SAFE, POSITIVE LEARNING ENVIRONMENT
   5.1 Organizes a safe physical layout of the classroom to facilitate movement and focus on learning
   5.2 Reviews expectations regarding rules and procedures to ensure their effective execution

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
   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
   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)

2.7 Uses and applies Academic Vocabulary

Lesson Segments Enacted on the Spot

2. EFFECTIVE TEACHING PRACTICES
   2.6 Engages Students
      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)
   5.4 Applies consequences for lack of adherence to rules and procedures
   5.5 Acknowledges adherence to rules and procedures
   5.6 Builds positive relationships with students by displaying objectivity and control

1. HIGH EXPECTATIONS FOR STUDENT ACHIEVEMENT
   1.3 Understanding students’ interests and backgrounds (positive relationships)
   1.4 Demonstrates value and respect for all, including typically underserved students

2. EFFECTIVE TEACHING PRACTICES
   2.4 Asks questions of typically underserved students with the same frequency and depth as other students
   2.5 Probes typically underserved students’ incorrect answers

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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.

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