Marzano Instructional Framework Aligned to Washington State Teacher Evaluation Criteria

Lesson Segments Involving Routine Events

#1 High Expectations for student learning
1.1 Develops, aligns, communicates clear learning targets (daily)/ goals with scales (long term)
1.2 Provides opportunities for students to self-reflect and track progress toward learning goals
1.3 Celebrates student success

#5 Safe, Inclusive 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 effective execution
5.2.1 Establishes classroom rules and procedures

Lesson Segments Enacted on the Spot

#2 Questioning Research-based Instructional Practice
2.4 Asks questions of *all* students with the frequency and depth
2.5 Probes incorrect answers for *all* students

Lesson Segments Addressing Content

#2 Research-based Instructional Practice
2.1 Helping Students Interact with New Knowledge
2.1.1 Identifies critical information
2.1.2 Organizes students to interact with new knowledge
2.1.3 Previews new content
2.1.4 Chunks content into "digestible bites"
2.1.5 Group students to actively process new information
2.1.6 Students elaborate on new information
2.1.7 Students record and represent knowledge
2.1.8 Students reflect on their learning

2.2 Helping Students Practice and Deepen
2.2.1 Reviews content, highlights critical information
2.2.2 Organizes students to practice and deepen knowledge
2.2.3 Uses homework when appropriate
2.2.4 Students examine similarities and differences
2.2.5 Students examine errors in reasoning
2.2.6 Students practice skills, strategies, and processes
2.2.7 Students revise prior knowledge

2.3 Helping Students Experiment with and Test New Knowledge
2.3.1 Organizes students for cognitively complex tasks
2.3.2 Provides resources and guidance for cognitively complex tasks

2.7 Developing Vocabulary
Identifies academic vocabulary aligned to the learning target and uses various strategies for student acquisition

Lesson Segments Enacted on the Spot

#2 Research-based Instructional Practice
2.6 Engaging 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, Inclusive Learning Environment
5.2 Reviews behavioral expectations
5.2.1 Maintains classroom rules and procedures
5.2.2 Demonstrates awareness of classroom environment at all times
5.2.3 Applies consequences for lack of adherence to rules and
5.2.4 Acknowledges adherence to rules and

5.3 Building Positive Relationships with Students
5.3.1 Understands students' interests and background
5.3.2 Displays objectivity and control

5.4 Demonstrates value and respect for all students

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Domain 2: Planning and Preparing

Planning and Preparing

#3 Differentiation
3.1 Knows individual student learning needs to design instruction
    3.1.1 Plans and prepares for effective scaffolding of information within lesson
    3.1.2 Plans and prepares for lessons within a unit that progress toward a deep understanding and transfer of content

3.2 Meets individual student learning
    3.2.1 Provides interventions to meet individual student learning needs
    3.2.2 Plans and prepares for needs of ELL students
    3.2.3 Plans and prepares for needs of special education students
    3.2.4 Plans and prepares for needs of students who lack support for schooling

#4 Content Knowledge
4.1 Comprehensive understanding of subject(s) taught
4.2 Skillfully uses adopted curriculum
4.3 Comprehensive understanding of the standards
4.4 Plans/prepares for use of materials including technology

#6 Assessment
6.1 Uses multiple data elements to modify instruction
6.2 Uses multiple data elements to design and modify appropriate assessments

Domain 3: Reflecting on Teaching

Reflecting on Teaching

#2 Instruction
2.8 Reflecting and evaluating the effectiveness of instructional performance
    2.8.1 Identifies areas of pedagogical strength and weakness
    2.8.2 Evaluates effectiveness of individual lessons and units
    2.8.3 Evaluates effectiveness of specific pedagogical strategies and behaviors

#6 Assessment
6.3 Uses multiple measures to show student growth

#8 Professional Practice
8.5 Pursues professional development
    8.5.1 Develops written growth and development plan through annual goal setting
    8.5.2 Monitors progress toward growth targets in annual goals
8.6 Meets growth targets identified in annual professional goals

Domain 4: Collegiality and Professionalism

Collegiality and 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
7.3 Collaborates with families and school/community to support student learning

#8 Professional Practice
8.1 Collaborates with colleagues about student learning and instructional practice
    8.1.1 Seeks mentorship for areas of need or interest
    8.1.2 Mentors other teachers and shares ideas and strategies
8.2 Displays dependability through active participation
8.3 Adheres to district and school rules and procedures
8.4 Participates in district and school initiatives