

## Revisions/Updates to the Marzano TPEP Instructional Framework: August 2020

In order to better align to the most current research and resources related to *The New Art and Science of Teaching* (Marzano, 2017), the following revisions have been made to the Marzano TPEP Framework.

### What's **staying the same**:

- The eight major Criteria (The “State Eight”) and the number of Components associated with each Criterion are unchanged
- Components and Criteria are still used for fostering growth and establishing evaluation ratings.
- *Elements* are still used for growth conversations and professional growth goal-setting and are not intended to be scored or factored into calculations.

### What's being **REWORDED**, and why:

Location	Rewording and rationale
Component 1.4 Component 2.4 Component 2.5	“Typically underserved” is revised to match <i>The New Art and Science of Teaching</i> language of “reluctant,” with further addition of “students regularly marginalized or underserved by school systems” to shift from labelling students to acknowledging systemic culpability.
Component 2.1	<i>The New Art and Science of Teaching</i> uses the terminology “direct instruction lessons” instead of “interacting with new knowledge.”
Component 2.2	Clarifying from “organizing students” to “conducting” to eliminate confusion that this is about putting students in small groups.
<i>Element 2.2.5</i>	Renumbered as 2.2.3, and the phrase “including errors in reasoning” added to echo <i>The New Art and Science of Teaching</i> elements.
<i>Element 2.2.6</i>	Renumbered as 2.2.1, and the phrase “structured practice sessions” replaces “practice activities” to match <i>The New Art and Science of Teaching</i> elements.
Component 2.3	Revised away from “organizing students” and from “cognitively complex tasks” to “knowledge application lessons” to match <i>The New Art and Science of Teaching</i> .
Component 5.2	Grammar: “to” replaced with “for.”
Component 7.1 Component 7.2	Heading syntax reworded for clarity; no change in meaning.

### Elements moved to new locations, and why:

**Note:** *Elements are intended to support growth conversations and professional growth goal-setting and are not scored.*

Previous location	New location	Rationale
<i>Elements 2.1.1, 2.1.2, 2.1.3, 2.1.6, 2.1.8, 2.2.1, 2.2.2, 2.2.3, and 2.2.7</i>	<b>Appendix A</b>	In <i>The New Art and Science of Teaching</i> , these all represent instructional strategies which are applicable to all kinds of lessons (direct instruction of new knowledge and skills, practicing and deepening, and knowledge application). Rather than repeat these elements under Components 2.1, 2.2, and 2.3, these have been set aside as a supplemental resource for engaging teachers in growth conversations or professional growth goal

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**NEW Elements:**

*Note: Elements are intended to support growth conversations and professional growth goal-setting and are not scored.*

<i>Elements 2.3.1, 2.3.2, and 2.3.3</i>	Aligns to elements in <i>The New Art and Science of Teaching</i> related to knowledge application lessons (previously “cognitively complex tasks”)
<i>Element 2.6.10</i>	New element about motivating and inspiring students; correlates to a <i>New Art and Science of Teaching</i> element.
<i>Element 6.2.1</i>	New element about informal assessment of the whole class; correlates to a <i>New Art and Science of Teaching</i> element.
<i>Element 6.2.2</i>	New element about formal assessment of individual students; correlates to a <i>New Art and Science of Teaching</i> element.
<i>Appendix A</i>	Elements applicable to all three components 2.1, 2.2, and 2.3; see above.