

The Marzano Teacher Evaluation Model by Washington State Criteria

Version 1.1

Criterion 1B			
Student Growth C8: Exhibiting collaborative and collegial practice focused on improving instructional practice and student learning.			
Student Growth 8.1: Establish Team Student Growth Goal(s)			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Does not collaborate or reluctantly collaborates with other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.	Does not consistently collaborate with other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.	Consistently and actively collaborates with other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.	Leads other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.
Critical Attributes			
<ul style="list-style-type: none"> • Team does not establish goal(s) for student learning • Team does not specify assessments to monitor progress towards goal(s) and/or goal is neither specific or time-bound • Teacher does not communicate with team regarding team goals or plans • Teacher rarely shares student data, student work or suggestions for strategies to achieve team goal(s) • Teacher undermines team’s ability to make and implement team decisions and/or does not follow through with team decisions regarding instruction and assessment 	<ul style="list-style-type: none"> • Team goal(s) or measures are established without consensus • Team goal is missing one or more of the following qualities: specific, measurable, time-bound • Team goal is missing one or more of the following qualities: appropriate for the context, instructional interval or content standard(s) • Team goal is not connected to a significant impact on student learning of content • Teacher’s communication with team is inconsistent regarding team goals and plans • Teacher occasionally shares student work or suggestions for strategies to achieve team goal(s) • Teacher rarely shares reflection on instruction to achieve team goal(s) • Teacher demonstrate inconsistent follow-through with team decisions regarding instruction and assessment 	<ul style="list-style-type: none"> • Team goal(s) and measures are decided collaboratively • Team goal(s) are specific, measurable and time-bound • Team goal(s) are appropriate for context, instructional interval and content standard(s) • Team goal(s) demonstrate significant impact on student learning of content (transferable skills) • Teacher communicates responsibly with team regarding team goals and plans for measuring and monitoring • Teacher consistently and actively contributes multiple sources of data to collectively determine evidence of student learning • Teacher engages in data-based reflection with team and adjusts practice accordingly • Teacher implements team decisions regarding instruction and assessment 	<ul style="list-style-type: none"> • Team goal(s) and measures are decided collaboratively • Team goal(s) are specific, measurable and time-bound • Team goal(s) are appropriate for context, instructional interval and content standard(s) • Goal(s) demonstrate significant impact on student learning of content (transferable skills) • Teacher helps develop other team members’ capacity to be effective • Teacher regularly makes his/her practice public by sharing models and facilitating data processes • Teacher promotes reflective analysis among team • Teacher shares a wide range of resources to build and sustain support for team goals