

The Marzano Teacher Evaluation Model At A Glance [2022]

Criterion 1	Criterion 2		Criterion 3
Centering instruction on high expectations for student achievement	Demonstrating effective teaching practices		Recognizing individual student learning needs and developing strategies to address those needs
<p>1.1 Providing clear learning goals and scales (rubrics)</p> <p>1.2 Celebrating success</p> <p>1.3 Understanding students' interests and backgrounds</p> <p>1.4 Demonstrating value and respect for reluctant learners and students regularly marginalized or underserved by school systems</p>	<p>2.1 Conducting direct instruction lessons</p> <p>2.2 Conducting practicing and deepening lessons</p> <p>2.3 Conducting knowledge application lessons</p> <p>2.4 Asking in-depth questions of reluctant learners and students regularly marginalized or underserved by school systems</p>	<p>2.5 Appropriately probing incorrect answers given by reluctant learners and students regularly marginalized or underserved by school systems</p> <p>2.6 Noticing when students are not engaged</p> <p>2.7 Using and applying academic vocabulary</p> <p>2.8 Evaluating effectiveness of individual lessons and units</p>	<p>3.1 Effective scaffolding of information within a lesson</p> <p>3.2 Planning and preparing for the needs of all students</p> <p>Student Growth Criterion 3: <i>Recognizing individual learning needs and developing strategies to address those needs.</i> SG 3.1: Establish Student Growth Goal SG 3.2: Achievement of Student Growth Goal</p>
Criterion 4	Criterion 5		Criterion 6
Providing clear and intentional focus on subject matter content and curriculum	Fostering and managing a safe, positive learning environment		Using multiple data elements to modify instruction and improve student learning
<p>4.1 Attention to established content standards</p> <p>4.2 Use of available resources and technology</p>	<p>5.1 Organizing the physical layout of the classroom</p> <p>5.2 Reviewing expectations for rules and procedures</p> <p>5.3 Demonstrating withitness</p> <p>5.4 Applying consequences for lack of adherence to rules and procedures</p>	<p>5.5 Acknowledging adherence to rules and procedures</p> <p>5.6 Displaying objectivity and control</p>	<p>6.1 Designing instruction aligned to assessment</p> <p>6.2 Using multiple data elements</p> <p>6.3 Tracking student progress</p> <p>Student Growth Criterion 6: <i>Using multiple student data elements to modify instruction and improve student learning.</i> SG 6.1: Establish Student Growth Goal SG 6.2: Achievement of Student Growth Goal</p>
Criterion 7		Criterion 8	
Communicating and collaborating with parents and the school community		Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning	
<p>7.1 Engaging in positive interactions with parents and the school community about courses, programs, and school events</p> <p>7.2 Engaging in timely and professional interactions with parents and the school community</p>		<p>8.1 Seeking mentorship for areas of need or interest</p> <p>8.2 Promoting positive interactions with colleagues</p> <p>8.3 Participating in school or district initiatives</p> <p>8.4 Monitoring progress relative to the professional growth and development plan</p> <p>Student Growth Criterion 8: <i>Exhibiting collaborative and collegial practice focused on improving instructional practice and student learning.</i> SG 8.1: Establish Student Growth Goal</p>	

Additional Framework Elements for Supporting Teacher Growth and Development

Elements are intended to provide focus to professional growth goal setting and reflective conversation.

<p>Component 2.1 Conducting direct instruction lessons</p>	<p>Element 2.1.1 Based on student needs, the teacher breaks content into small chunks (i.e., digestible bites) of information that can be processed easily by students</p> <p>Element 2.1.2 During breaks in presentation of content, the teacher engages students in actively processing new information</p> <p>Element 2.1.3 The teacher engages students in activities that help them record their understanding of new content in linguistic ways and/or represent the content in nonlinguistic ways</p>
<p>Component 2.2 Conducting practicing and deepening lessons</p>	<p>Element 2.2.1 When the content involves a skill, strategy, or process, the teacher engages students in structured practice sessions that help them develop fluency</p> <p>Element 2.2.2 When the content is informational, the teacher helps students deepen their knowledge by examining similarities and differences</p> <p>Element 2.2.3 When the content is informational, the teacher helps students deepen their knowledge by examining their own reasoning or the logic of the information as presented to them, including errors in reasoning</p>
<p>Component 2.3 Conducting knowledge application lessons</p>	<p>Element 2.3.1 The teacher engages students in cognitively complex tasks which require them to apply what they have learned in novel situations</p> <p>Element 2.3.2 The teacher provides resources and guidance to students as they engage in cognitively complex knowledge application tasks</p> <p>Element 2.3.3 The teacher engages students in opportunities to generate new conclusions, defend claims, and provide evidence to support their conclusions</p>
<p>Elements which can be used to support growth and development of teacher practice in Components 2.1, 2.2, or 2.3</p>	<p>Element 2.a.1 The teacher previews a lesson or part of lesson as involving important information to which students should pay particular attention</p> <p>Element 2.a.2 The teacher engages students in a brief review of content that highlights critical information</p> <p>Element 2.a.3 The teacher engages students in activities that help them link what they already know to the new content about to be addressed and facilitates these linkages</p> <p>Element 2.a.4 The teacher engages students in revision of previous knowledge about content addressed in previous lesson</p> <p>Element 2.a.5 The teacher engages students in activities that help them reflect on their learning and the learning process</p> <p>Element 2.a.6 When appropriate (as opposed to routinely), the teacher designs homework to deepen students' knowledge of informational content or practice a skill, strategy, or process</p> <p>Element 2.a.7 The teacher asks questions or engages students in activities that require elaborative inferences that go beyond what was explicitly taught</p> <p>Element 2.a.8 The teacher organizes students into small groups to facilitate the processing of new information or practicing and deepening knowledge</p>
<p>Component 2.6 Noticing when students are not engaged</p>	<p>Element 2.6.1 The teacher notices when students are not engaged</p> <p>Element 2.6.2 The teacher uses academic games to engage students</p> <p>Element 2.6.3 The teacher manages response rates</p> <p>Element 2.6.4 The teacher uses physical movement</p> <p>Element 2.6.5 The teacher maintains a lively pace</p> <p>Element 2.6.6 The teacher demonstrates intensity and enthusiasm</p> <p>Element 2.6.7 The teacher uses friendly controversy</p> <p>Element 2.6.8 The teacher provides opportunities for students to talk about themselves</p> <p>Element 2.6.9 The teacher presents unusual or intriguing information</p> <p>Element 2.6.10 The teacher motivates and inspires students</p>
<p>Component 6.2 Using multiple data elements</p>	<p>Element 6.2.1 Informal assessment of the whole class</p> <p>Element 6.2.2 Formal assessment of individual students</p>