

Marzano Instructional Framework Aligned to Washington State Teacher Evaluation Criteria

Domain 1: Observable Classroom Strategies and Behaviors

Feedback

CRITERION 1: HIGH EXPECTATIONS FOR STUDENT ACHIEVEMENT

- 1.1 Providing clear learning goals, scales (rubrics)
- 1.2 Celebrating successes

CRITERION 6: USING STUDENT DATA ELEMENTS

- 6.2.1 Informal assessments of the whole class
- 6.2.2 Formal assessments of individual students
- 6.3 Tracking student progress

Monitoring for the Desired Effect

The Marzano Instructional Framework is *not* a checklist of teacher behaviors required to occur in every lesson, every day. **Proficient teaching** is about selecting the right strategy for the right context and monitoring the extent to which that strategy has the desired effect. Further, **proficient teaching is about reflection, not perfection.**

Neither is **distinguished teaching** about perfection. The goal is that teachers enact strategies and monitor for the desired effect, reflecting *in action* as well as *on action* in order to continuously improve their teaching practice.

Content

CRITERION 2: EFFECTIVE TEACHING PRACTICES

- 2.1 Direct Instruction Lessons:
 - 2.1.1 Chunking content
 - 2.1.2 Processing content
 - 2.1.3 Recording and representing content
 - 2.2 Practicing and Deepening Lessons:
 - 2.2.1 Using structured practice sessions
 - 2.2.2 Examining similarities and differences
 - 2.2.3 Examining reasoning
 - 2.3 Knowledge Application Lessons:
 - 2.3.1 Cognitively complex tasks
 - 2.3.2 Providing resources and guidance
 - 2.3.3 Generating and defending claims
 - 2.7 Use and application of academic vocabulary
- Strategies that apply to all kinds of lessons:
- 2.a.1 Previewing strategies
 - 2.a.2 Highlighting critical information
 - 2.a.3 Reviewing content
 - 2.a.4 Revising knowledge
 - 2.a.5 Reflecting on learning
 - 2.a.6 Purposeful homework
 - 2.a.7 Elaborating on information
 - 2.a.8 Grouping students to process or practice and deepen new learning

Superscript numerals indicate corresponding **elements** as presented in *The New Art and Science of Teaching*

Context

CRITERION 2: EFFECTIVE TEACHING PRACTICES

- 2.6 Noticing engagement
 - 2.6.1 Noticing disengagement
 - 2.6.2 Using academic games
 - 2.6.3 Managing response rates
 - 2.6.4 Using physical movement
 - 2.6.5 Maintaining a lively pace
 - 2.6.6 Demonstrating intensity and enthusiasm
 - 2.6.7 Using friendly controversy
 - 2.6.8 Providing opportunities for students to talk about themselves
 - 2.6.9 Presenting unusual/intriguing information
 - 2.6.10 Motivating and inspiring students

CRITERION 5: SAFE, POSITIVE LEARNING ENVIRONMENT

- 5.1 Organizing the physical layout of the classroom
- 5.2 Reviewing expectations for rules and procedures
- 5.3 Demonstrating withitness
- 5.4 Applying consequences for lack of adherence to rules and procedures
- 5.5 Acknowledging adherence to rules and procedures
- 5.6 Displaying objectivity and control

CRITERION 1: HIGH EXPECTATIONS FOR STUDENT ACHIEVEMENT

- 1.3 Understanding students' background and interests
- 1.4 Demonstrating value and respect for reluctant learners and students systematically underserved

CRITERION 2: EFFECTIVE TEACHING PRACTICES

- 2.4 Asking in-depth questions of reluctant learners and students systematically underserved
- 2.5 Appropriately probing incorrect answers given by reluctant learners and students systematically underserved

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Domain 2: Planning and Preparing

CRITERION 3: DIFFERENTIATION

- 3.1 Effective scaffolding within lessons
- 3.2 Planning and preparing for the needs of all students

STUDENT GROWTH CRITERION

- SG3.1 Establishes growth goal(s) for a subgroup of students
- SG3.2 Gathers growth data which demonstrates learning progress toward subgroup growth goal(s) over time

CRITERION 4: CONTENT KNOWLEDGE

- 4.1 Attention to established content standards
- 4.2 Use of available resources and technology

CRITERION 6: STUDENT DATA

- 6.1 Designs instruction aligned to assessment
- 6.2 Uses multiple data elements to inform design of instruction and assessment

STUDENT GROWTH CRITERION

- SG6.1 Establishes whole class growth goals
- SG6.2 Gathers growth data which demonstrates learning progress over time

Domain 3: Reflecting on Teaching

CRITERION 2: EFFECTIVE TEACHING PRACTICES

- 2.8 Evaluating effectiveness of individual lessons and units

CRITERION 8: PROFESSIONAL PRACTICE

- 8.4 Monitoring progress relative to the professional growth and development plan

Domain 4: Collegiality and Professionalism

CRITERION 7: FAMILIES AND COMMUNITY

- 7.1 Engaging in positive interactions with parents and the school community about courses, programs, and school events
- 7.2 Engaging in timely and professional interactions with parents and the school community

CRITERION 8: PROFESSIONAL PRACTICES

- 8.1 Seeking mentorship for areas of need or interest
- 8.2 Promoting positive interactions with colleagues
- 8.3 Participating in school or district initiatives

STUDENT GROWTH CRITERION

- SG8.1 Collaborates to design and monitor student growth goals

Patterns in the State Rubrics for Observable Classroom Strategies and Behaviors:

Unsatisfactory	Basic	Proficient	Distinguished
<p>The strategy is called for but no strategy is attempted by the teacher; or the strategy is used incorrectly or with parts missing.</p> <p>Note that "Unsatisfactory" is not the result of the teacher choosing a strategy different from what the observer might have chosen.</p>	<p>The strategy is used, but the teacher does not monitor the extent to which the strategy produces the desired effect.</p> <p>Note that "Basic" is not based on whether a chosen strategy achieves the desired effect.</p>	<p>The strategy is used, and the teacher monitors the extent to which the strategy produces the desired effect.</p> <p>Note that "Proficient" is based on the teacher monitoring for the desired effect, not whether the selected strategy achieves the desired effect.</p>	<p>The teacher adapts or creates strategies to meet the specific needs of students for whom the typical strategies do not produce the desired effect.</p> <p>Note that "Distinguished" is centered on the teacher differentiating for the needs of all learners.</p>