

# The Marzano Teacher Evaluation Model by Washington State Criteria

## Component Scoring Rubrics Only

<b>Criterion 1: Centering instruction on high expectations for student achievement.</b>			
<b>Component 1.1: Providing Clear Learning Goals and Scales (Rubrics)</b>			
<i>The teacher communicates high expectations for learning by developing, aligning, and communicating clear daily learning targets and/or longer-term learning goals (grade-level standards) with rubrics for the goals.</i>			
<b>Unsatisfactory - 1</b>	<b>Basic - 2</b>	<b>Proficient - 3</b>	<b>Distinguished - 4</b>
When the strategy is called for the teacher does not use it or the teacher uses the strategy incorrectly or with parts missing.	The teacher provides a stated learning target (daily) and/or learning goal (longer term) but the learning goal is not accompanied by a scale or rubric that describes levels of performance.	The teacher provides a clearly stated learning target (daily) and/or learning goal (longer term). The learning goal is accompanied by a scale or rubric that describes levels of performance. Additionally, the teacher monitors students' understanding of the learning target/goal and the levels of performance.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.
<b>Component 1.2: Celebrating Success</b>			
<i>The teacher celebrates student success relative to the learning targets and/or the learning goals.</i>			
<b>Unsatisfactory - 1</b>	<b>Basic - 2</b>	<b>Proficient - 3</b>	<b>Distinguished - 4</b>
When the strategy is called for the teacher does not use it or the teacher uses the strategy incorrectly or with parts missing.	The teacher provides students with recognition of their current status but not their knowledge gain relative to the learning goal.	The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal and monitors the extent to which students are motivated to enhance their status.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.
<b>Component 1.3: Understanding Students' Interests and Backgrounds</b>			
<i>The teacher builds positive relationships with students by understanding students' interests and background.</i>			
<b>Unsatisfactory - 1</b>	<b>Basic - 2</b>	<b>Proficient - 3</b>	<b>Distinguished - 4</b>
When the strategy is called for the teacher does not use it or the teacher uses the strategy incorrectly or with parts missing.	The teacher minimally uses students' interests and background during interactions with students.	The teacher uses students' interests and background during interactions with students and monitors the sense of community in the classroom.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.

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<b>Component 1.4: Demonstrating value and respect for reluctant learners and students regularly marginalized or underserved by school systems</b>			
<i>The teacher demonstrates value and respect for all, including reluctant learners, and students who have been marginalized or underserved by school systems over time.</i>			
<b>Unsatisfactory - 1</b>	<b>Basic - 2</b>	<b>Proficient - 3</b>	<b>Distinguished - 4</b>
When the strategy is called for the teacher does not use it or the teacher uses the strategy incorrectly or with parts missing.	The teacher minimally uses verbal and nonverbal behaviors that indicate value and respect for students, with particular attention to reluctant learners and students who are regularly marginalized or underserved by school systems.	The teacher uses verbal and nonverbal behaviors that indicate value and respect for students, with particular attention to reluctant learners and students who are regularly marginalized or underserved by school systems, and monitors the quality of relationships in the classroom.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.

<b>Criterion 2: Demonstrating effective teaching practices.</b>			
<b>Component 2.1: Conducting Direct Instruction Lessons</b>			
<i>The teacher helps students effectively interact with new knowledge through direct instruction lessons.</i>			
<b>Unsatisfactory - 1</b>	<b>Basic - 2</b>	<b>Proficient - 3</b>	<b>Distinguished - 4</b>
The teacher does not employ strategies designed to preview and introduce new knowledge in digestible chunks OR does so with significant errors or omissions	The teacher employs strategies designed to preview and introduce new knowledge in digestible chunks BUT does not monitor the extent to which strategies have their desired effect.	The teacher employs strategies designed to preview and introduce new knowledge in digestible chunks AND monitors the extent to which strategies have their desired effect, which includes: elaborating on critical information and summarizing it in linguistic and nonlinguistic ways.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.

<b>Component 2.2: Conducting Practicing and Deepening Lessons</b>			
<i>The teacher helps students to practice and deepen their understanding of new knowledge.</i>			
<b>Unsatisfactory - 1</b>	<b>Basic - 2</b>	<b>Proficient - 3</b>	<b>Distinguished - 4</b>
The teacher does not employ strategies designed to practice skills and processes and critically analyze information OR does so	The teacher employs strategies designed to practice skills and processes and critically analyze information BUT does not monitor the	The teacher employs strategies designed to practice skills and processes and critically analyze information AND monitors the extent to	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not

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with significant errors or omissions.	extent to which strategies have their desired effect.	which strategies have their desired effect, which includes: developing fluency with skills and processes, determining similarities and differences between important information, and determining the validity and structure of important information.	produce the desired effect.
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### Component 2.3: Conducting Knowledge Application Lessons

*The teacher provides resources and guidance and organizes students to engage in cognitively complex tasks involving application and transfer of new knowledge.*

Unsatisfactory - 1	Basic - 2	Proficient - 3	Distinguished - 4
When the strategy is called for the teacher does not use it or the teacher uses the strategy incorrectly or with parts missing.	The teacher organizes students and acts as a guide and resource provider but students primarily engage in low level tasks.	The teacher organizes students and acts as a guide and resource provider as students engage in cognitively complex tasks and monitors the level to which students apply and transfer the new knowledge.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.

### Component 2.4: Asking in-depth questions of reluctant learners and students regularly marginalized or underserved by school systems

*The teacher asks questions of reluctant learners and students regularly marginalized or underserved by school systems with the same frequency and depth as other students.*

Unsatisfactory - 1	Basic - 2	Proficient - 3	Distinguished - 4
When the strategy is called for the teacher does not use it or the teacher uses the strategy incorrectly or with parts missing	The teacher asks questions of all students with the same frequency and depth but does not monitor the quality of participation.	The teacher asks questions of all students with the same frequency and depth and monitors the quality of participation.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.

### Component 2.5: Appropriately probing incorrect answers given by reluctant learners and students regularly marginalized or underserved by school systems

*The teacher probes incorrect answers given by reluctant learners and students regularly marginalized or underserved by school systems in the same manner as other students' incorrect answers.*

Unsatisfactory - 1	Basic - 2	Proficient - 3	Distinguished - 4
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When the strategy is called for the teacher does not use it or the teacher uses the strategy incorrectly or with parts missing.	The teacher is not consistent in probing all students' incorrect answers.	The teacher probes all students' incorrect answers and monitors the level and quality of the responses.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.
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### Component 2.6: Noticing When Students Are Not Engaged

*The teacher uses various methods to engage students.*

Unsatisfactory - 1	Basic - 2	Proficient - 3	Distinguished - 4
The teacher does not monitor student engagement and apply re-engagement strategies as necessary OR does so with significant errors or omissions.	The teacher monitors student engagement and applies re-engagement strategies as necessary BUT does not monitor the extent to which strategies have their desired effect.	The teacher monitors student engagement and applies re-engagement strategies as necessary AND monitors the extent to which strategies have their desired effect, which includes: enhanced energy and engagement and enhanced student participation in questioning activities and activities designed to analyze and review information.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.

### Component 2.7: Using and Applying Academic Vocabulary

*The teacher identifies appropriate academic vocabulary aligned to the learning targets and uses various strategies for student acquisition.*

Unsatisfactory - 1	Basic - 2	Proficient - 3	Distinguished - 4
The teacher does not identify important academic vocabulary specific to the lesson or does so in a manner that does not reflect the critical content.	The teacher identifies important academic vocabulary specific to the lesson and makes students aware of the meaning of these terms BUT does not monitor the extent to which students have internalized the meaning of these terms using their own background knowledge.	The teacher identifies important academic vocabulary specific to the lesson and makes students aware of the meaning of these terms. Additionally, the teacher monitors the extent to which students have internalized the meaning of these terms using their own background knowledge.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.

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<b>Component 2.8: Evaluating Effectiveness of Individual Lessons and Units</b>			
<i>The teacher reflects on and evaluates the effectiveness of instructional performance to identify areas of pedagogical strength and weakness.</i>			
<b>Unsatisfactory - 1</b>	<b>Basic - 2</b>	<b>Proficient - 3</b>	<b>Distinguished - 4</b>
The teacher makes no attempt to perform this activity, or the teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher identifies specific strategies and behaviors on which to improve but does not select the strategies and behaviors that are most useful for their development.	The teacher determines how effective a lesson or unit was in terms of enhancing student achievement and identifies causes of success or failure.	The teacher is a recognized leader in helping others identify areas of pedagogical strength and weakness.

<b>Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.</b>			
<b>Component 3.1: Effective Scaffolding of Information Within a Lesson</b>			
<i>The teacher plans and prepares for effective scaffolding of information within lessons and units that progresses toward a deep understanding and transfer of content.</i>			
<b>Unsatisfactory - 1</b>	<b>Basic - 2</b>	<b>Proficient - 3</b>	<b>Distinguished - 4</b>
The teacher makes no attempt to perform this activity, or the teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher organizes lessons within a unit so that students move from surface to deeper understanding of content, but does not require students to apply the content in authentic ways.	The teacher organizes content in such a way that each new piece of information clearly builds on the previous piece, and students move from understanding to applying the content through authentic tasks.	The teacher is a recognized leader in helping others scaffold lessons and units that progress toward a deep understanding and transfer of content.

<b>Component 3.2: Planning and Preparing for the Needs of All Students</b>			
<i>The teacher uses data to plan and provide interventions that meet individual student learning needs, including ELL, special education, and students who come from home environments that offer little support for schooling.</i>			
<b>Unsatisfactory - 1</b>	<b>Basic - 2</b>	<b>Proficient - 3</b>	<b>Distinguished - 4</b>
The teacher does not know or understand the intervention system or does not use the intervention system to address student needs.	The teacher identifies interventions that meet the needs of specific sub-populations (e.g., ELL, special education, and students who come from environments that offer little support for learning), but does not ensure that all identified students are adequately	The teacher identifies and effectively employs interventions that meet the needs of specific sub-populations (e.g., ELL, special education, and students who come from environments that offer little support for learning).	The teacher is a recognized leader in helping others employ interventions that meet the needs of specific sub-populations (e.g., ELL, special education, and students who come from environments that offer little support for learning).

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**STUDENT GROWTH:**

In August 2022, OSPI published revised Student Growth Rubrics that will be statewide policy beginning in the 2024-25 school year. Districts are encouraged to begin transitioning policy and practice to these new rubrics in preparation for that change. **For more information, see the OSPI TPEP website.**

**New Student Growth Rubrics:**

<b>Student Growth Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.</b>			
<b>Student Growth 3.1: Establish Student Growth Goal(s) – <i>Alignment of this goal with Criterion 3 provides educators the opportunity to attend to a smaller group of individual students and to monitor progress of each and every student in this identified group</i></b>			
<b>Unsatisfactory - 1</b>	<b>Basic - 2</b>	<b>Proficient - 3</b>	<b>Distinguished - 4</b>
<p>The teacher does not develop a student growth goal for a group of students within a class who are not yet reaching full learning potential.</p> <p>OR</p> <p>The teacher does not explain how the knowledge of individual students informed the goal.</p> <p>The goal does not address an essential standard for the teacher’s content and grade level.</p> <p>The goal does not require students’ cognitive or emotional engagement.</p> <p>The teacher does not communicate with students’ families about the goal.</p>	<p>The teacher develops a student growth goal for a group of students within a class who are not yet reaching full learning potential.</p> <p>The teacher explains how the knowledge of students informed the goal for the students as a group, but not as individuals.</p> <p>The goal addresses an essential standard for the teacher’s content and grade level.</p> <p>The goal requires students’ cognitive and emotional engagement.</p> <p>The teacher communicates the goal to students’ families.</p>	<p>The teacher develops a student growth goal for a group of students, within a class, who are not yet reaching full learning potential.</p> <p>The teacher explains how the knowledge of individual students informed the goal in specific ways.</p> <p>The goal addresses an essential standard for the teacher’s content and grade level.</p> <p>The goal requires students’ cognitive and emotional engagement.</p> <p>The teacher seeks and considers, when provided, input from students’ families in developing the goal.</p>	<p>The teacher develops a student growth goal for a group of students, within a class, who are not yet reaching full learning potential.</p> <p>The teacher explains how the knowledge of individual students informed the goal in specific ways.</p> <p>The goal addresses an essential standard for the teacher’s content and grade level.</p> <p>The goal requires students’ cognitive and emotional engagement.</p> <p>The teacher seeks and considers, when provided, input from students’ families in developing the goal.</p> <p>The teacher explains to supervisor how the goal yields opportunities for leadership or for collaboration with colleagues to advance</p>

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			their own or their collective professional learning.
<b>Student Growth 3.2: Achievement of Student Growth Goal - <i>The intention is for an educator to learn and reflect on how to adjust instruction to advance student learning.</i></b>			
<b>Unsatisfactory - 1</b>	<b>Basic - 2</b>	<b>Proficient - 3</b>	<b>Distinguished - 4</b>
<p>The teacher provides evidence of student progress on the stated learning goal from only summative assessments.</p> <p>There is no evidence of student engagement in assessment of their own progress. There is no evidence of opportunities for students to share feedback on how they experienced the learning.</p> <p>The teacher does not provide evidence of reflecting on how the learning activities and instructional decisions impacted student learning progress.</p> <p>The teacher does not identify the next steps for instruction OR the next steps are uninformed by information about students' progress.</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both formative and summative assessments.</p> <p>There is limited evidence of student engagement in assessment of their own progress.</p> <p>There is limited or no evidence of opportunities for students to share feedback on how they experienced the learning.</p> <p>The teacher reflects with supervisor on student learning progress overall, but not for specific students. The reflection may not establish how the learning activities and instructional decisions impacted student progress.</p> <p>The teacher's identified next steps for instruction are uninformed by student progress and students' experience of learning</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both formative and summative assessments.</p> <p>There is evidence of student engagement in assessment and student monitoring of their own progress.</p> <p>There is evidence of opportunities for students to share feedback on how they experienced the learning.</p> <p>The teacher reflects with supervisor on the learning progress for the individual students in this group; the reflection includes an analysis of how the learning activities and instructional decisions impacted student progress.</p> <p>The teacher uses information from student progress and students' experience of learning to guide their next steps for instruction.</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both formative and summative assessments.</p> <p>There is evidence of student engagement in assessment and student monitoring of their own progress.</p> <p>There is evidence of opportunities for students to share feedback on how they experienced the learning.</p> <p>The teacher reflects with supervisor on learning progress for the individual students in this group; the reflection includes an analysis of how the learning activities and instructional decisions impacted student progress.</p> <p>The teacher uses information from student progress and students' experience of learning to:</p> <ul style="list-style-type: none"> <li>• Guide their next steps for instruction, and</li> <li>• Effect changes in instructional practice or professional learning beyond their own classroom or context.</li> </ul>

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Original Student Growth Rubrics (Will no longer be valid after the 2023-24 school year):

Student Growth C3: Recognizing individual student learning needs and developing strategies to address those needs.			
Student Growth 3.1: Establish Student Growth Goal(s)			
Unsatisfactory - 1	Basic - 2	Proficient - 3	Distinguished - 4
Does not establish student growth goal(s) or establishes inappropriate goal(s) for subgroups of students not reaching full learning potential. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for subgroups of students not reaching full learning potential. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for subgroups of students not reaching full learning potential. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for subgroups of students not reaching full potential in collaboration with students, parents, and other school staff. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).
Student Growth 3.2: Achievement of Student Growth Goal(s)			
Unsatisfactory - 1	Basic - 2	Proficient - 3	Distinguished - 4
Growth or achievement data from at least two points in time shows no evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show some evidence of growth for some students.	Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show evidence of high growth for all or nearly all students.

Criterion 4: Providing clear and intentional focus on subject matter content and curriculum.			
Component 4.1: Attention to Established Content Standards			
<i>The teacher demonstrates a comprehensive understanding of the subject taught and the standards for the subject.</i>			
Unsatisfactory - 1	Basic - 2	Proficient - 3	Distinguished - 4
The teacher does not demonstrate adequate knowledge of the subject and/or the standards for the subject.	The teacher demonstrates an acceptable but incomplete knowledge of the subject and/or the standards for the subject.	The teacher demonstrates a comprehensive knowledge of the subject and the standards for the subject.	The teacher is a recognized leader in helping others understand the subject and/or the standards for the subject.
Component 4.2: Use of Available Resources and Technology			
<i>The teacher plans and prepares for the use of available materials, including technology.</i>			
Unsatisfactory - 1	Basic - 2	Proficient - 3	Distinguished - 4
The teacher makes no attempt to perform this activity, or the teacher	The teacher identifies the available materials that can enhance student	The teacher identifies the available materials that can enhance student	The teacher is a recognized leader in helping others plan and

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attempts to perform this activity but does not actually complete or follow through with these attempts.	understanding but does not clearly identify or describe the manner in which they will be used.	understanding and the manner in which they will be used.	prepare for the use of available materials, including technology.
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### Criterion 5: Fostering and managing a safe, positive learning environment.

#### Component 5.1: Organizing the Physical Layout of the Classroom

*The teacher organizes a safe physical layout of the classroom to facilitate movement and focus on learning.*

Unsatisfactory - 1	Basic - 2	Proficient - 3	Distinguished - 4
When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.	The teacher organizes the physical layout of the classroom to ensure safety, facilitate movement, and focus on learning but the classroom layout addresses only minimal aspects of these issues.	The teacher organizes the physical layout of the classroom to ensure safety, facilitate movement, and focus on learning and monitors the extent to which these activities enhance student learning.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.

#### Component 5.2: Reviewing Expectations for Rules and Procedures

*The teacher reviews expectations regarding rules and procedures to ensure their effective execution.*

Unsatisfactory - 1	Basic - 2	Proficient - 3	Distinguished - 4
When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.	The teacher establishes and reviews expectations regarding rules and procedures.	The teacher establishes and reviews expectations regarding rules and procedures and monitors the extent to which students understand the rules and procedures.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.

#### Component 5.3: Demonstrating "With-it-ness"

*The teacher demonstrates awareness of the classroom environment at all times (with-it-ness).*

Unsatisfactory - 1	Basic - 2	Proficient - 3	Distinguished - 4
When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.	The teacher demonstrates awareness of classroom environment.	The teacher demonstrates awareness of classroom environment and monitors the effect on students' behavior.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.

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<b>Component 5.4: Applying Consequences for Lack of Adherence to Rules and Procedures</b>			
<i>The teacher applies consequences for lack of adherence to rules and procedures.</i>			
<b>Unsatisfactory - 1</b>	<b>Basic - 2</b>	<b>Proficient - 3</b>	<b>Distinguished - 4</b>
The teacher does not apply consequences for not following rules and procedures.	The teacher applies consequences for not following rules and procedures but does not do so in a consistent and fair manner.	The teacher applies consequences for not following rules and procedures in a consistent and fair manner and monitors the extent to which rules and procedures are followed.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.
<b>Component 5.5: Acknowledging Adherence to Rules and Procedures</b>			
<i>The teacher acknowledges adherence to rules and procedures.</i>			
<b>Unsatisfactory - 1</b>	<b>Basic - 2</b>	<b>Proficient - 3</b>	<b>Distinguished - 4</b>
The teacher does not acknowledge adherence to rules and procedures.	The teacher acknowledges adherence to rules and procedures but does not do so in a consistent and fair manner.	The teacher acknowledges adherence to rules and procedures in a consistent and fair manner and monitors the extent to which new actions affect students' behavior.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.
<b>Component 5.6: Displaying Objectivity and Control</b>			
<i>The teacher builds positive relationships with students by displaying objectivity and control.</i>			
<b>Unsatisfactory - 1</b>	<b>Basic - 2</b>	<b>Proficient - 3</b>	<b>Distinguished - 4</b>
When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.	The teacher behaves in an objective and controlled manner.	The teacher behaves in an objective and controlled manner and monitors the effect on the classroom climate.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.
<b>Criterion 6: Using multiple student data elements to modify instruction and improve student learning.</b>			
<b>Component 6.1: Designing Instruction Aligned to Assessment</b>			
<i>The teacher designs instruction aligned to assessments that impact student learning.</i>			
<b>Unsatisfactory - 1</b>	<b>Basic - 2</b>	<b>Proficient - 3</b>	<b>Distinguished - 4</b>
The teacher does not design instruction with clear alignment to learning	The teacher designs instruction with assessments aligned to	The teacher designs instruction with assessments aligned to	The teacher adapts or creates new strategies designed to meet the

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targets (daily) and/or learning goals (longer term).	learning target (daily) and/or learning goal (longer term) but does not adapt those assessments to meet student learning needs.	clearly stated learning target (daily) and/or learning goal (longer term). Those assessments are adapted to meet student learning needs.	specific needs of students for whom the typical application of strategies does not produce the desired effect.
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### Component 6.2: Using Multiple Data Elements

*The teacher uses multiple data elements to modify instruction and assessments.*

Unsatisfactory - 1	Basic - 2	Proficient - 3	Distinguished - 4
The teacher does not examine multiple data points with the intent of modifying instruction and assessment or does so with significant errors or omissions.	The teacher examines a few data points and makes minimal adjustments to instruction and assessment based on the information.	The teacher examines multiple data points and makes changes to instruction and assessment based on the information. Additionally the teacher monitors the extent to which the changes result in enhanced student learning.	The teacher adapts or creates new strategies designed to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.

### Component 6.3: Tracking Student Progress

*The teacher provides opportunities for students to self-reflect and track progress toward learning goals.*

Unsatisfactory - 1	Basic - 2	Proficient - 3	Distinguished - 4
When the strategy is called for the teacher does not use it or the teacher uses the strategy incorrectly or with parts missing.	The teacher facilitates tracking of student progress using a formative approach to assessment but does not monitor the extent to which this process enhances student learning.	The teacher facilitates tracking of student progress using a formative approach to assessment and monitors the extent to which this process enhances student learning.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.

#### STUDENT GROWTH:

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#### New Student Growth Rubrics:

<b>Student Growth Criterion 6: Using multiple student data elements to modify instruction and improve student learning.</b>			
<i>Student Growth 6.1: Establish Student Growth Goal – Alignment of this goal with Criterion 6 provides educators the opportunity to use multiple data elements, including knowledge of students, to plan instruction and advance their learning.</i>			
Unsatisfactory - 1	Basic - 2	Proficient - 3	Distinguished - 4

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<p>The teacher does not develop a student growth goal.</p> <p>OR</p> <p>The teacher does not explain how the knowledge of students informed the goal.</p> <p>The goal does not address an essential standard for the teacher's content and grade level.</p> <p>The goal does not require students' cognitive or emotional engagement.</p>	<p>The teacher develops a student growth goal for students in one grade level or class.</p> <p>The teacher uses a single data element to explain how the knowledge of students informed the goal.</p> <p>The goal addresses an essential standard for the teacher's content and grade level.</p> <p>The goal requires students' cognitive and emotional engagement.</p>	<p>The teacher develops a student growth goal for students in one grade level or class.</p> <p>The teacher uses multiple data elements to explain how the knowledge of students informed the goal.</p> <p>The goal addresses an essential standard for the teacher's content and grade level.</p> <p>The goal requires students' cognitive and emotional engagement.</p>	<p>The teacher develops a student growth goal for students in one grade level or class.</p> <p>The teacher uses multiple data elements to explain how the knowledge of students informed the goal.</p> <p>The goal addresses an essential standard for the teacher's content and grade level.</p> <p>The goal requires students' cognitive and emotional engagement.</p> <p>The teacher explains to supervisor how the goal yields opportunities for leadership or for collaboration with colleagues to advance their own or their collective professional learning.</p>
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**Student Growth 6.2: Achievement of Student Growth Goal - *The intention is for an educator to learn and reflect on how to adjust instruction to advance student learning.***

<b>Unsatisfactory - 1</b>	<b>Basic - 2</b>	<b>Proficient - 3</b>	<b>Distinguished - 4</b>
<p>The teacher provides evidence of student progress on the stated learning goal from only summative assessments.</p> <p>There is no evidence of student engagement in assessment of their own progress.</p> <p>There is no evidence of opportunities for students to share feedback on how they experienced the learning.</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both formative and summative assessments.</p> <p>There is limited evidence of student engagement in assessment of their own progress.</p> <p>There is limited or no evidence of opportunities for students to share</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both formative and summative assessments.</p> <p>There is evidence of student engagement in assessment and student monitoring of their own progress.</p> <p>There is evidence of opportunities for students to share feedback on how</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both formative and summative assessments.</p> <p>There is evidence of student engagement in assessment and student monitoring of their own progress.</p> <p>There is evidence of opportunities for students to share feedback on how</p>

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<p>The teacher does not provide evidence of taking responsibility for student learning progress.</p> <p>The teacher does not identify the next steps for instruction OR the next steps are uninformed by information about students' progress.</p>	<p>feedback on how they experienced the learning.</p> <p>The teacher reflects with supervisor on student learning progress generally. The reflection may be missing an analysis of why students did or did not make progress, and/or next steps for groups of students or individuals.</p> <p>The teacher's identified next steps for instruction are uninformed by student progress and students' experience of learning.</p>	<p>they experienced the learning.</p> <p>The teacher reflects with supervisor on the learning progress for three groups of students: Students who</p> <ul style="list-style-type: none"> <li>• exceeded the learning goal</li> <li>• met or nearly met the learning goal</li> <li>• did not yet meet the learning goal</li> </ul> <p>The reflection includes analysis of why students did or did not make progress, and next steps for each group</p> <p>The teacher uses information from student progress and students' experience of learning to guide their next steps for instruction.</p>	<p>they experienced the learning.</p> <p>The teacher reflects with supervisor on the learning progress for three groups of students: Students who</p> <ul style="list-style-type: none"> <li>• exceeded the learning goal</li> <li>• met or nearly met the learning goal</li> <li>• did not yet meet the learning goal</li> </ul> <p>The teacher uses information from student progress and students' experience of learning to:</p> <ul style="list-style-type: none"> <li>• Guide their next steps for instruction, and</li> <li>• Effect changes in instructional practice or professional learning beyond their own classroom or context.</li> </ul>
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### Original Student Growth Rubrics (Will no longer be valid after the 2023-24 school year):

Student Growth C6: Using multiple student data elements to modify instruction and improve student learning.			
Student Growth 6.1: Establish Student Growth Goal(s)			
Unsatisfactory - 1	Basic - 2	Proficient - 3	Distinguished - 4
<p>Does not establish student growth goal(s) or establishes inappropriate goal(s) for class(es). Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).</p>	<p>Establishes appropriate student growth goal(s) for class(es). Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).</p>	<p>Establishes appropriate student growth goal(s) for class(es). Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).</p>	<p>Establishes appropriate student growth goal(s) for class(es) in collaboration with students, parents, and other school staff. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).</p>
Student Growth 6.2: Achievement of Student Growth Goal(s)			
Unsatisfactory - 1	Basic - 2	Proficient - 3	Distinguished - 4
<p>Growth or achievement data from at least two</p>	<p>Multiple sources of growth or achievement data from</p>	<p>Multiple sources of growth or achievement data from</p>	<p>Multiple sources of growth or achievement data from</p>

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points in time shows no evidence of growth for most students.	at least two points in time show some evidence of growth for some students.	at least two points in time show clear evidence of growth for most students.	at least two points in time show evidence of high growth for all or nearly all students.
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### Criterion 7: Communicating and collaborating with parents and the school community.

#### Component 7.1: Engaging in positive interactions with parents and the school community about courses, programs, and school events

*The teacher actively communicates and collaborates with parents/guardians and school/community regarding courses, programs, and school events.*

Unsatisfactory - 1	Basic - 2	Proficient - 3	Distinguished - 4
The teacher makes no attempt to perform this activity, or the teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher attempts to communicate and collaborate with parents/guardians and school/community regarding courses, programs and school events relevant to the students', but does not necessarily do so in a timely or clear manner.	The teacher communicates and collaborates with parents/guardians and school/community regarding courses, programs and school events relevant to the students' in a timely and professional manner.	The teacher is a recognized leader in helping others communicate and collaborate with parents/guardians and school/community regarding courses, programs and school events relevant to the students.

#### Component 7.2: Engaging in timely and professional interactions with parents and the school community

*The teacher communicates individual student progress to parents/guardians in a timely and professional manner.*

Unsatisfactory - 1	Basic - 2	Proficient - 3	Distinguished - 4
The teacher makes no attempt to perform this activity, or the teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher communicates individual students' progress to parents/guardians, but does not necessarily do so in a timely or clear manner.	The teacher communicates individual students' progress to parents/guardians in a timely and professional manner.	The teacher is a recognized leader in helping others communicate individual student progress to parents/guardians in a timely and professional manner.

### Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

#### Component 8.1: Seeking Mentorship for Areas of Need or Interest

*The teacher collaborates with colleagues about student learning and instructional practices by seeking mentorship for areas of need or interest, and/or by mentoring others through the sharing of ideas and strategies.*

Unsatisfactory - 1	Basic - 2	Proficient - 3	Distinguished - 4
The teacher makes no attempt to perform this	The teacher seeks help and mentorship from	The teacher seeks help and mentorship from	The teacher is a recognized leader in

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activity, or the teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	colleagues regarding specific classroom strategies and/or mentors other teachers, but does not necessarily do so in a manner that enhances pedagogical skill.	colleagues regarding specific classroom strategies and/or mentors other teachers in such a manner as to enhance pedagogical skill.	mentoring others in such a way as to enhance their pedagogical skill.
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### Component 8.2: Promoting Positive Interactions with Colleagues

*The teacher displays dependability through active participation.*

Unsatisfactory - 1	Basic - 2	Proficient - 3	Distinguished - 4
The teacher makes little or no attempt to follow established norms or collective commitments. The teacher's behavior may be obstructing the functioning of the team/group.	The teacher attempts to follow established norms or commitments but does not comply with all norms and collective commitments.	The teacher follows established norms and collective commitments, contributing to the overall effectiveness of the team.	The teacher consistently models established norms and collective commitments. The teacher is a recognized leader in facilitating the team/group in resolving conflict for effective functioning.

### Component 8.3: Participating in District and School Initiatives

*The teacher participates in district and school initiatives.*

Unsatisfactory - 1	Basic - 2	Proficient - 3	Distinguished - 4
The teacher makes no attempt to perform this activity, or the teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher is aware of the district and school initiatives, but does not participate at a level consistent with their talents and availability.	The teacher participates in district and school initiatives at a level consistent with their talents and availability.	The teacher is a recognized leader in helping others be aware of and participate in district and school initiatives.

### Component 8.4: Monitoring Progress Relative to the Professional Growth and Development Plan

*The teacher pursues professional development based on his/her written growth and development plan and monitors progress relative to that plan.*

Unsatisfactory - 1	Basic - 2	Proficient - 3	Distinguished - 4
The teacher makes no attempt to perform this activity, or the teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher develops a written professional growth and development plan but does not articulate clear goals and timelines. The teacher charts their progress on the professional growth and development plan using established goals	The teacher develops a written professional growth and development plan with goals and timelines, charts their progress, and makes adaptations as needed.	The teacher is a recognized leader in helping others develop professional growth and development plans.

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	and timelines but does not make adaptations as needed.		
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### STUDENT GROWTH:

In August 2022, OSPI published revised Student Growth Rubrics that will be statewide policy beginning in the 2024-25 school year. Districts are encouraged to begin transitioning policy and practice to these new rubrics in preparation for that change. **For more information, see the OSPI TPEP website.**

### New Student Growth Rubrics:

<b>Student Growth Criterion 8: Exhibiting collaborative and collegial practice focused on improving instructional practice and student learning.</b>			
<i>Student Growth 8.1: Establish Student Growth Goal – Alignment of this goal with Criterion 8 provides educators the opportunity to learn together how to impact student learning and advance their knowledge and practice of teaching as a profession. Since the focus is on learning together by setting the goal, there is no rubric associated with reflecting on the progress students made. However, reflective discussion about student progress in this collaborative setting aligns with many professional educator practices and is an opportunity to further deepen the learning.</i>			
<b>Unsatisfactory - 1</b>	<b>Basic - 2</b>	<b>Proficient - 3</b>	<b>Distinguished - 4</b>
<p>The teacher does not collaboratively develop the student growth goal.</p> <p>OR</p> <p>Collaboration does not yield a goal that:</p> <ul style="list-style-type: none"> <li>• Is informed by knowledge of students</li> <li>• Addresses an essential standard for the teacher’s content and grade level</li> <li>• Require cognitive or emotional engagement</li> </ul> <p>The teacher undermines team’s ability to make and implement team decisions and/or does not follow through with team decisions regarding instruction and assessment.</p>	<p>The teacher collaborates with other grade, school, or district team members to develop the student growth goal.</p> <p>The team uses a single data element to explain how knowledge of students informed the goal.</p> <p>The goal addresses an essential standard for the teacher’s content and grade level. (Goal may not necessarily be the same for all team members.)</p> <p>The goal requires students’ cognitive and emotional engagement.</p>	<p>The teacher collaborates with other grade, school, or district team members to develop the student growth goal.</p> <p>The team uses multiple data elements to explain how knowledge of students informed the goal.</p> <p>The goal addresses an essential standard for the teacher’s content and grade level. (Goal may not necessarily be the same for all team members.)</p> <p>The goal requires students’ cognitive and emotional engagement.</p> <p>The teacher follows through with team decisions regarding instruction and assessment.</p>	<p>The teacher collaborates with other grade, school, or district team members to develop the student growth goal.</p> <p>The team uses multiple data elements to explain how knowledge of students informed the goal.</p> <p>The goal addresses an essential standard for the teacher’s content and grade level. (Goal may not necessarily be the same for all team members.)</p> <p>The goal requires students’ cognitive and emotional engagement.</p> <p>The teacher follows through with team decisions regarding instruction and assessment.</p>

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			The teacher helps develop other team members' capacity to be effective.
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**Original Student Growth Rubrics (Will no longer be valid after the 2023-24 school year):**

<b>Student Growth C8: Exhibiting collaborative and collegial practice focused on improving instructional practice and student learning.</b>			
<b>Student Growth 8.1: Establish Team Student Growth Goal(s)</b>			
<b>Unsatisfactory - 1</b>	<b>Basic - 2</b>	<b>Proficient - 3</b>	<b>Distinguished - 4</b>
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.