

# The Marzano Teacher Evaluation Model At A Glance

Version 1.1

Criterion 1-8		
Criterion 1	Criterion 2	
<b>Centering instruction on high expectations for student achievement.</b>	<b>Demonstrating effective teaching practices.</b>	
<p><b>Component 1.1:</b> Providing clear learning goals and scales (rubrics)</p> <p><b>Component 1.2:</b> Celebrating success</p> <p><b>Component 1.3:</b> Understanding students' interests and backgrounds</p> <p><b>Component 1.4:</b> Demonstrating value and respect for typically underserved students</p>	<p><b>Component 2.1:</b> Interacting with new knowledge</p> <p><b>Component 2.2:</b> Organizing students to practice and deepen knowledge</p> <p><b>Component 2.3:</b> Organizing students for cognitively complex tasks</p> <p><b>Component 2.4:</b> Asking questions of typically underserved students</p>	<p><b>Component 2.5:</b> Probing incorrect answers with typically underserved students</p> <p><b>Component 2.6:</b> Noticing when students are not engaged</p> <p><b>Component 2.7:</b> Using and applying academic vocabulary</p> <p><b>Component 2.8:</b> Evaluating effectiveness of individual lessons and units</p>
Criterion 3	Criterion 4	Criterion 5
<b>Recognizing individual student learning needs and developing strategies to address those needs.</b>	<b>Providing clear and intentional focus on subject matter content and curriculum.</b>	<b>Fostering and managing a safe, positive learning environment.</b>
<p><b>Component 3.1:</b> Effective scaffolding of information within lessons</p> <p><b>Component 3.2:</b> Planning and preparing for the needs of all students</p>	<p><b>Component 4.1:</b> Attention to established content standards</p> <p><b>Component 4.2:</b> Use of available resources and technology</p>	<p><b>Component 5.1:</b> Organizing the physical layout of the classroom</p> <p><b>Component 5.2:</b> Reviewing expectations to rules and procedures</p> <p><b>Component 5.3:</b> Demonstrating "with-it-ness"</p> <p><b>Component 5.4:</b> Applying consequences for lack of adherence to rules and procedures</p> <p><b>Component 5.5:</b> Acknowledging adherence to rules and procedures</p> <p><b>Component 5.6:</b> Displaying objectivity and control</p>
<p><b>SG 3.1:</b> Establish student growth goal(s)</p> <p><b>SG 3.2:</b> Achievement of student growth goal(s)</p>		

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Criterion 6	Criterion 7	Criterion 8
<b>Using multiple student data elements to modify instruction and improve student learning.</b>	<b>Communicating and collaborating with parents and the school community.</b>	<b>Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.</b>
<p><b>Component 6.1:</b> Designing instruction aligned to assessment</p> <p><b>Component 6.2:</b> Using multiple data elements</p> <p><b>Component 6.3:</b> Tracking student progress</p>	<p><b>Component 7.1:</b> Promoting positive interactions about students and parents – courses, programs, and school events</p> <p><b>Component 7.2:</b> Promoting positive interactions about students and parents – Timeliness and professionalism</p>	<p><b>Component 8.1:</b> Seeking mentorship for areas of need or interest</p> <p><b>Component 8.2:</b> Promoting positive interactions with colleagues</p> <p><b>Component 8.3:</b> Participating in district and school initiatives</p> <p><b>Component 8.4:</b> Monitoring progress relative to the professional growth and development plan</p>
<p><b>SG 6.1:</b> Establish student growth goal(s)</p> <p><b>SG 6.2:</b> Achievement of student growth goal(s)</p>		<p><b>SG 8.1:</b> Establish team student growth goal(s)</p>