

Marzano Instructional Framework Aligned to Washington State Teacher Evaluation Criteria

Domain 1: Observable Classroom Strategies and Behaviors

Lesson Segments Involving Routines

#1 HIGH EXPECTATIONS FOR STUDENT ACHIEVEMENT

- 1.1 Provides clear learning goals and scales **DQ1**
- 1.2 Celebrates student success **DQ1**

#6 STUDENT DATA

- 6.3 Provides opportunities for students to self-reflect and track progress toward learning goals **DQ1**

#5 SAFE, POSITIVE LEARNING ENVIRONMENT

- 5.1 Organizes a safe physical layout of the classroom to facilitate movement and focus on learning **DQ6**
- 5.2 Reviews expectations regarding rules and procedures to ensure their effective execution **DQ6**

Monitoring for the Desired Effect

How do you know the majority of students are getting it?

The Teacher

- ☐ Uses progress checks, i.e., exit tickets, clickers, white boards, etc.
- ☐ Monitors verbal and nonverbal responses
- ☐ Uses a system to record and rate important types of student cues, responses or participation
- ☐ Adjusts instruction to student cues, student participation, and/or progress

The Majority of Students

- ☐ Attend and respond to instruction

Lesson Segments Addressing Content

#2 EFFECTIVE TEACHING PRACTICES

- 2.1 Helps students effectively interact with new knowledge **DQ2**
 - 2.1.1 Identifies critical information
 - 2.1.2 Organizes students in small groups to facilitate the processing of new knowledge
 - 2.1.3 Helps students to link prior knowledge to new content
 - 2.1.4 Chunks content into “digestible bites”
 - 2.1.5 Breaks presentation of content and engages students in processing new information
 - 2.1.6 Through questions or activities, students elaborate on new information
 - 2.1.7 Students record and represent knowledge in linguistic and/or nonlinguistic ways
 - 2.1.8 Students reflect on their learning and the learning process

2.2 Helps students to practice and deepen knowledge **DQ3**

- 2.2.1 Reviews content, highlights critical information
- 2.2.2 Organizes students in groups to practice and deepen knowledge
- 2.2.3 Uses homework when appropriate (not routinely)
- 2.2.4 Students examine similarities and differences
- 2.2.5 Students examine errors in their own reasoning or the logic of information presented
- 2.2.6 Students practice skills, strategies, and/or processes
- 2.2.7 Students revise previous knowledge

2.3 Organizes students for cognitively complex tasks (transfer and application) **DQ4**

2.7 Uses and applies Academic Vocabulary

Lesson Segments Enacted on the Spot

#2 EFFECTIVE TEACHING PRACTICES

- 2.6 Engages Students **DQ5**
 - 2.6.1 Notices when students are not engaged
 - 2.6.2 Uses academic games
 - 2.6.3 Manages response rates
 - 2.6.4 Uses physical movement
 - 2.6.5 Maintains a lively pace
 - 2.6.6 Demonstrates intensity and enthusiasm
 - 2.6.7 Uses friendly controversy
 - 2.6.8 Provides opportunities for students to talk about themselves
 - 2.6.9 Presents unusual or intriguing information

#5 SAFE, POSITIVE LEARNING ENVIRONMENT

- 5.3 Demonstrates awareness of classroom environment at all times (withitness) **DQ7**
- 5.4 Applies consequences for lack of adherence to rules and procedures **DQ7**
- 5.5 Acknowledges adherence to rules and procedures **DQ7**
- 5.6 Builds positive relationships with students by displaying objectivity and control **DQ8**

#1 HIGH EXPECTATIONS FOR STUDENT ACHIEVEMENT

- 1.3 Understanding students’ interests and backgrounds (positive relationships) **DQ8**
- 1.4 Demonstrates value and respect for all, including typically underserved students **DQ9**

#2 EFFECTIVE TEACHING PRACTICES

- 2.4 Asks questions of typically underserved students with the same frequency and depth as other students **DQ9**
- 2.5 Probes typically underserved students’ incorrect answers **DQ9**

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Domain 2: Planning & Preparing

Planning & Preparing

#3 DIFFERENTIATION

- 3.1 Plans and prepares for effective scaffolding of information within lessons and units that progresses toward a deep understanding and transfer of content **WAC10**
- 3.2 Uses data to plan and provide interventions that meet individual learning needs of students including the following:
 - ELL Students
 - Special Education Students
 - Students who come from home environments that offer little support

SG #3 STUDENT GROWTH CRITERION

- SG3.1 Establish subgroup growth goals
- SG3.2 Multiple sources of student data from at least 2 points in time show achievement of growth goals

#4 CONTENT KNOWLEDGE

- 4.1 Demonstrates a comprehensive understanding of the subject taught and the standards for the subject
- 4.2 Plans/prepares for use of available resources and technology

#6 STUDENT DATA

- 6.1 Designs instruction aligned to assessments that impact student learning
- 6.2 Uses multiple data elements to modify instruction and assessments

SG#6 STUDENT GROWTH CRITERION

- SG6.1 Establish whole class growth goals
- SG6.2 Multiple sources of student data from at least 2 points in time show achievement of growth goals

Domain 3: Reflecting on Teaching

Reflecting on Teaching

#2 INSTRUCTION

- 2.8 Reflects and evaluates the effectiveness of instructional performance to identify areas of pedagogical strength and weakness

#8 PROFESSIONAL PRACTICE

- 8.4 Pursues professional development based on his/her written growth and development plan, and monitors progress relative to that plan

Domain 4: Collegiality & Professionalism

Collegiality & Professionalism

#7 FAMILIES AND COMMUNITIES

- 7.1 Communicates with parents/guardians and school/communities in a timely and professional manner regarding courses, programs, school events and grade level expectations
- 7.2 Communicates individual student progress to parents/guardians in a timely and professional manner

#8 PROFESSIONAL PRACTICE

- 8.1 Collaborates with colleagues about student learning and instructional practices by seeking mentorship for areas of need or interest, and/or by mentoring other teachers through sharing ideas and strategies
- 8.2 Promotes positive interactions with colleagues and displays dependability through active participation
- 8.3 Participates in district and school initiatives

SG#8 STUDENT GROWTH CRITERION

- SG8.1 **Team goals:** Team establishes student growth goals, implements common measures and monitors growth

Marzano Design Questions

1. What will I do to establish & communicate learning goals, track student progress, & celebrate success? **WAC1.1, 1.2, 6.3**
2. What will I do to help students effectively interact with new knowledge? **WAC2.1**
3. What will I do to help students practice & deepen their understanding? **WAC2.2**
4. What will I do to help students test hypotheses about new knowledge? **WAC2.3**
5. What will I do to engage students? **WAC2.6**
6. What will I do to establish or maintain classroom rules & procedures? **WAC5.1, 5.2**
7. What will I do to recognize & acknowledge adherence & lack of adherence to classroom rules & procedures? **WAC5.3, 5.4**
8. What will I do to establish & maintain effective relationships with students? **WAC1.3, 5.6**
9. What will I do to communicate high expectations for all students? **WAC1.4, 2.4, 2.5**
10. What will I do to develop effective lessons organized into a cohesive unit? **WAC3.1**

WAC = Washington State Components

From *The Art and Science of Teaching*