

Criterion 1

Centering instruction on high expectations for student achievement

Marzano	Supporting strategies that are particularly effective for your English Learners (from SIOP)
Component 1.1 – Providing Clear Learning Goals and Scales (Rubrics)	P1- Content objectives clearly defined, displayed and reviewed with students
Component 1.2 - Celebrating Success	R29 - Regular feedback provided to students on their output (e.g. language, content, work)
Component 1.3 – Understanding Students' Interests and Backgrounds	B8- Links explicitly made between past learning and new concepts
Component 1.4 – Demonstrating Value and Respect for Typically Underserved Students	N/A

Criterion 2

Demonstrating effective teaching practices

Marzano	Supporting strategies that are particularly effective for your English Learners (from SIOP)
Component 2.1 – Interacting with new Knowledge	<p>B8- Links explicitly made between past learning and new concepts</p> <p>C12 – Variety of techniques used to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language)</p> <p>S14 – Scaffolding techniques consistently used assisting and supporting student understanding (e.g., think-alouds)</p>
Component 2.2 – Organizing Students to Practice and Deepen Knowledge	<p>S15- A variety of questions or tasks that promote higher-order thinking skills</p> <p>PA20 – Hands-on materials/manipulatives are provided for students to practice using new content knowledge</p> <p>PA21 - Activities provided for students to apply content and language knowledge in the classroom</p>
Component 2.3 – Organizing Students for Cognitively Complex Tasks	<p>S13 - Ample opportunities provided for students to use learning strategies</p> <p>I17- Grouping configurations support language and content objectives of a lesson</p>
Component 2.4 – Asking Questions of Typically Underserved Students	N/A
Component 2.5 – Probing Incorrect Answers with Typically Underserved Students	N/A
Component 2.6 - Noticing When Students Are Not Engaged	<p>P6 – Meaningful activities that integrate lesson concepts (e.g., surveys, letter writing, simulations, constructing models) with language practice opportunities for reading, writing, listening, and/or speaking</p> <p>S15- A variety of questions or tasks that promote higher-order thinking skills</p> <p>PA21 - Activities provided for students to apply content and language knowledge in the classroom</p> <p>L25 – Students are engaged approximately 90% to 100% of the period</p>
Component 2.7 – Using and Applying Academic Vocabulary	<p>B7 – Concepts explicitly linked to students’ background experiences</p> <p>B9 – Key vocabulary is emphasized (e.g., introduced, written, repeated, and highlighted for students to see)</p>

Component 2.8 - Evaluating Effectiveness of Individual Lessons and Units	R30 - Assessment of student comprehension and learning of all lesson objectives throughout the lesson
Criterion 3	
Recognizing individual student learning needs and developing strategies to address those needs	
Marzano	Supporting strategies that are particularly effective for your English Learners (from SIOP)
Component 3.1 - Effective Scaffolding of Information within a Lesson	PA20 - Hands-on materials/manipulatives are provided for students to practice using new content knowledge PA21 - Activities provided for students to apply content and language knowledge in the classroom
Component 3.2 - Planning and Preparing for the Needs of All Students	P5 - Adaption of content (e.g., text, assignment) to all levels of student proficiency C10 - Speech is appropriate for students' proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners) L26 - Pacing of the lesson appropriate to students' ability level
Student Growth 3.1 and 3.2	N/A

Criterion 4	
Providing clear and intentional focus on subject matter content and curriculum	
Marzano	Supporting strategies that are particularly effective for your English Learners (from SIOP)
Component 4.1 - Attention to Established Content Standards	N/A
Component 4.2 - Use of Available Resources and Technology	P4 - Supplementary materials are used to a high degree, making the lesson clear and meaningful (e.g., computer programs, graphs, models, visuals) PA20 - Hands-on materials/manipulatives are provided for students to practice using new content knowledge

Criterion 5

Fostering and managing a safe, positive learning environment

Marzano	Supporting strategies that are particularly effective for your English Learners (from SIOP)
Component 5.1 – Organizing the Physical Layout of the Classroom	I17- Grouping configurations support language and content objectives of a lesson
Component 5.2 – Reviewing Expectations to Rules and Procedures	N/A
Component 5.3 – Demonstrating “Withiness”	N/A
Component 5.4 – Applying Consequences for Lack of Adherence to Rules and Procedures	N/A
Component 5.5 – Acknowledging Adherence to Rules and Procedures	N/A
Component 5.6 – Displaying Objectivity and Control	N/A

Criterion 6

Using multiple student data elements to modify instruction and improve student learning

Marzano	Supporting strategies that are particularly effective for your English Learners (from SIOP)
Component 6.1 – Designing Instruction Aligned to Assessment	<p>P1- Content objectives clearly defined, displayed and reviewed with students</p> <p>P5 – Adaption of content (e.g., text, assignment) to all levels of student proficiency</p> <p>R30 - Assessment of student comprehension and learning of all lesson objectives throughout the lesson</p>
Component 6.2 – Using Multiple Data Elements	N/A
Component 6.3 – Tracking Student Progress	R30 - Assessment of student comprehension and learning of all lesson objectives throughout the lesson
Student Growth 6.1 & 6.2	N/A

Criterion 7

Communicating and collaborating with parents and the school community

Marzano	Supporting strategies that are particularly effective for your English Learners (from SIOP)
Component 7.1 – Promoting Positive Interactions about Students and Parents – Courses, Programs and School Events	N/A
Component 7.2 – Promoting Positive Interactions about Students and Parents – Timeliness and Professionalism	NA

Criterion 8

Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning

Marzano	Supporting strategies that are particularly effective for your English Learners (from SIOP)
Component 8.1 – Seeking Mentorship for Areas of Need or Interest	N/A
Component 8.2 – Promoting Positive Interactions with Colleagues	N/A
Component 8.3 – Participating in District and School Initiatives	NA
Component 8.4 – Monitoring Progress Relative to the Professional Growth and Development Plan	N/A
Student Growth 8.1	N/A