

# Criterion 1

## Centering instruction on high expectations for student achievement

<b>Marzano</b>	<b>Supporting strategies that are particularly effective for your English Learners (from SIOP)</b>
<b>Component 1.1</b> – Providing Clear Learning Goals and Scales (Rubrics)	<b>P1</b> - Content objectives clearly defined, displayed and reviewed with students
<b>Component 1.2</b> - Celebrating Success	<b>R29</b> - Regular feedback provided to students on their output (e.g. language, content, work)
<b>Component 1.3</b> – Understanding Students' Interests and Backgrounds	<b>B8</b> - Links explicitly made between past learning and new concepts
<b>Component 1.4</b> – 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)
<b>Component 2.1</b> – Interacting with new Knowledge	<p><b>B8</b>- Links explicitly made between past learning and new concepts</p> <p><b>C12</b> – Variety of techniques used to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language)</p> <p><b>S14</b> – Scaffolding techniques consistently used assisting and supporting student understanding (e.g., think-alouds)</p>
<b>Component 2.2</b> – Organizing Students to Practice and Deepen Knowledge	<p><b>S15</b>- A variety of questions or tasks that promote higher-order thinking skills</p> <p><b>PA20</b> – Hands-on materials/manipulatives are provided for students to practice using new content knowledge</p> <p><b>PA21</b> - Activities provided for students to apply content and language knowledge in the classroom</p>
<b>Component 2.3</b> – Organizing Students for Cognitively Complex Tasks	<p><b>S13</b> - Ample opportunities provided for students to use learning strategies</p> <p><b>I17</b>- Grouping configurations support language and content objectives of a lesson</p>
<b>Component 2.4</b> – Asking Questions of Typically Underserved Students	N/A
<b>Component 2.5</b> – Probing Incorrect Answers with Typically Underserved Students	N/A
<b>Component 2.6</b> - Noticing When Students Are Not Engaged	<p><b>P6</b> – 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><b>S15</b>- A variety of questions or tasks that promote higher-order thinking skills</p> <p><b>PA21</b> - Activities provided for students to apply content and language knowledge in the classroom</p> <p><b>L25</b> – Students are engaged approximately 90% to 100% of the period</p>
<b>Component 2.7</b> – Using and Applying Academic Vocabulary	<p><b>B7</b> – Concepts explicitly linked to students’ background experiences</p> <p><b>B9</b> – Key vocabulary is emphasized (e.g., introduced, written, repeated, and highlighted for students to see)</p>
<b>Component 2.8</b> - Evaluating Effectiveness of Individual Lessons and Units	<b>R30</b> - 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)
<b>Component 3.1</b> – Effective Scaffolding of Information within a Lesson	<p><b>PA20</b> – Hands-on materials/manipulatives are provided for students to practice using new content knowledge</p> <p><b>PA21</b> - Activities provided for students to apply content and language knowledge in the classroom</p>
<b>Component 3.2</b> – Planning and Preparing for the Needs of All Students	<p><b>P5</b> – Adaption of content (e.g., text, assignment) to all levels of student proficiency</p> <p><b>C10</b> – Speech is appropriate for students’ proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners)</p> <p><b>L26</b> – Pacing of the lesson appropriate to students’ ability level</p>
<b>Student Growth 3.1 and 3.2</b>	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)
<b>Component 4.1</b> – Attention to Established Content Standards	N/A
<b>Component 4.2</b> - Use of Available Resources and Technology	<p><b>P4</b> – Supplementary materials are used to a high degree, making the lesson clear and meaningful (e.g., computer programs, graphs, models, visuals)</p> <p><b>PA20</b> – Hands-on materials/manipulatives are provided for students to practice using new content knowledge</p>

## Criterion 5

### Fostering and managing a safe, positive learning environment

<b>Marzano</b>	<b>Supporting strategies that are particularly effective for your English Learners (from SIOP)</b>
<b>Component 5.1</b> – Organizing the Physical Layout of the Classroom	<b>I17-</b> Grouping configurations support language and content objectives of a lesson
<b>Component 5.2</b> – Reviewing Expectations to Rules and Procedures	N/A
<b>Component 5.3</b> – Demonstrating “Withiness”	N/A
<b>Component 5.4</b> – Applying Consequences for Lack of Adherence to Rules and Procedures	N/A
<b>Component 5.5</b> – Acknowledging Adherence to Rules and Procedures	N/A
<b>Component 5.6</b> – 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)
<b>Component 6.1</b> – Designing Instruction Aligned to Assessment	<p><b>P1</b>- Content objectives clearly defined, displayed and reviewed with students</p> <p><b>P5</b> – Adaption of content (e.g., text, assignment) to all levels of student proficiency</p> <p><b>R30</b> - Assessment of student comprehension and learning of all lesson objectives throughout the lesson</p>
<b>Component 6.2</b> – Using Multiple Data Elements	N/A
<b>Component 6.3</b> – Tracking Student Progress	<b>R30</b> - Assessment of student comprehension and learning of all lesson objectives throughout the lesson
<b>Student Growth 6.1 &amp; 6.2</b>	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)
<b>Component 7.1</b> – Promoting Positive Interactions about Students and Parents – Courses, Programs and School Events	N/A
<b>Component 7.2</b> – 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

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