Marzano Instructional Framework Aligned to Washington State Teacher Evaluation Criteria

Domain 1: Observable Classroom Strategies and Behaviors

Superscript numerals indicate corresponding **elements** as presented in *The New Art and Science of Teaching* (2017)

Feedback

CRITERION 1: HIGH EXPECTATIONS FOR STUDENT ACHIEVEMENT
1.1 Providing clear learning goals, scales (rubrics)[1]
1.2 Celebrating success[3]

CRITERION 6: USING STUDENT DATA ELEMENTS
6.2.1 Informal assessments of the whole class[4]
6.2.2 Formal assessments of individual students[5]
6.3 Tracking student progress[2]

Monitoring for the Desired Effect

The Marzano Instructional Framework is *not* a checklist of teacher behaviors required to occur in every lesson, every day. **Proficient teaching** is about selecting the right strategy for the right context and monitoring the extent to which that strategy has the desired effect. Further, **proficient teaching is about reflection, not perfection.**

Neither is **distinguished teaching** about perfection. The goal is that teachers enact strategies and monitor for the desired effect, reflecting *in action* as well as *on action* in order to continuously improve their teaching practice.

Content

CRITERION 2: EFFECTIVE TEACHING PRACTICES
2.1 Direct Instruction Lessons:
    2.1.1 Chunking content[6]
    2.1.2 Processing content[7]
    2.1.3 Recording and representing content[8]

2.2 Practicing and Deepening Lessons:
    2.2.1 Using structured practice sessions[9]
    2.2.2 Examining similarities and differences[10]
    2.2.3 Examining reasoning[11]

2.3 Knowledge Application Lessons:
    2.3.1 Cognitively complex tasks[12]
    2.3.2 Providing resources and guidance[13]
    2.3.3 Generating and defending claims[14]

2.7 Use and application of academic vocabulary

Strategies that apply to all kinds of lessons:
    2.a.1 Previewing strategies[15]
    2.a.2 Highlighting critical information[16]
    2.a.3 Reviewing content[17]
    2.a.4 Revising knowledge[18]
    2.a.5 Reflecting on learning[19]
    2.a.6 Purposeful homework[20]
    2.a.7 Elaborating on information[21]
    2.a.8 Grouping students to process or practice and deepen new learning[22]

Context

CRITERION 2: EFFECTIVE TEACHING PRACTICES
2.6 Noticing engagement
    2.6.1 Noticing disengagement[23]
    2.6.2 Using academic games[30]
    2.6.3 Managing response rates[24]
    2.6.4 Using physical movement[25]
    2.6.5 Maintaining a lively pace[26]
    2.6.6 Demonstrating intensity and enthusiasm[27]
    2.6.7 Using friendly controversy[29]
    2.6.8 Providing opportunities for students to talk about themselves[31]
    2.6.9 Presenting unusual/intriguing information[28]
    2.6.10 Motivating and inspiring students[32]

CRITERION 5: SAFE, POSITIVE LEARNING ENVIRONMENT
5.1 Organizing the physical layout of the classroom[34]
5.2 Reviewing expectations for rules and procedures[33]
5.3 Demonstrating withitness[35]
5.4 Applying consequences for lack of adherence to rules and procedures[37]
5.5 Acknowledging adherence to rules and procedures[36]
5.6 Displaying objectivity and control[40]

CRITERION 1: HIGH EXPECTATIONS FOR STUDENT ACHIEVEMENT
1.3 Understanding students' background and interests[39]
1.4 Demonstrating value and respect for reluctant learners and students systematically underserved[41]

CRITERION 2: EFFECTIVE TEACHING PRACTICES
2.4 Asking in-depth questions of reluctant learners and students systematically underserved[42]
2.5 Appropriately probing incorrect answers given by reluctant learners and students systematically underserved[43]

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Domain 2:
Planning and Preparing

CRITERION 3: DIFFERENTIATION
3.1 Effective scaffolding within lessons
3.2 Planning and preparing for the needs of all students

STATE STUDENT GROWTH CRITERION
SG3.1 Establishes growth goal(s) for a subgroup of students
SG3.2 Gathers growth data which demonstrates learning progress toward subgroup growth goal(s) over time

CRITERION 4: CONTENT KNOWLEDGE
4.1 Attention to established content standards
4.2 Use of available resources and technology

CRITERION 6: STUDENT DATA
6.1 Designs instruction aligned to assessment
6.2 Uses multiple data elements to inform design of instruction and assessment

STATE STUDENT GROWTH CRITERION
SG6.1 Establishes whole-class growth goals
SG6.2 Gathers growth data which demonstrates learning progress over time

Domain 3:
Reflecting on Teaching

CRITERION 2: EFFECTIVE TEACHING PRACTICES
2.8 Evaluating effectiveness of individual lessons and units

CRITERION 8: PROFESSIONAL PRACTICE
8.4 Monitoring progress relative to the professional growth and development plan

Domain 4:
Collegiality and Professionalism

CRITERION 7: FAMILIES AND COMMUNITY
7.1 Engaging in positive interactions with parents and the school community about courses, programs, and school events
7.2 Engaging in timely and professional interactions with parents and the school community

CRITERION 8: PROFESSIONAL PRACTICES
8.1 Seeking mentorship for areas of need or interest
8.2 Promoting positive interactions with colleagues
8.3 Participating in school or district initiatives

STATE STUDENT GROWTH CRITERION
SG8.1 Collaborates to design and monitor student growth goals

Patterns in the State Rubrics for Observable Classroom Strategies and Behaviors:

Unsatisfactory	Basic	Proficient	Distinguished
The strategy is **called for but no strategy is attempted** by the teacher; or the strategy is used incorrectly or with parts missing. Note that "Unsatisfactory" is not the result of the teacher choosing a strategy different from what the observer might have chosen.	The strategy is used, but the teacher **does not monitor** the extent to which the strategy produces the desired effect. Note that "Basic" is not based on whether a chosen strategy achieves the desired effect.	The strategy is used, and the teacher **monitors** the extent to which the strategy produces the desired effect. Note that "Proficient" is based on the teacher monitoring for the desired effect, not whether the selected strategy achieves the desired effect.	The teacher adapts or creates strategies to meet the specific needs of students for whom the typical strategies do not produce the desired effect. Note that "Distinguished" is centered on the teacher differentiating for the needs of all learners.

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