

The Marzano Teacher Evaluation Model by Washington State Criteria

Including Possible Teacher/Student Evidence and Elements for Teacher Growth and Development

Criterion 1: Centering instruction on high expectations for student achievement.			
Component 1.1: Providing Clear Learning Goals and Scales (Rubrics)			
<i>The teacher communicates high expectations for learning by developing, aligning, and communicating clear daily learning targets and/or longer-term learning goals (grade-level standards) with rubrics for the goals.</i>			
Possible Teacher Evidence		Possible Student Evidence	
<ul style="list-style-type: none"> ● Has a learning target/goal posted so that all students can see it ● Ensures that the learning target/goal is a clear statement of knowledge or skill as opposed to an activity or assignment ● Makes reference to the learning target/goal throughout the lesson ● Has a scale or rubric that relates to the learning goal posted so that all students can see it ● Makes reference to the scale or rubric throughout the lesson 		<ul style="list-style-type: none"> ● Can explain the learning target for that day's lesson ● Can explain the relationship of the daily target to the long-term learning goal (grade-level standard) ● Can explain how their current activities relate to the learning target/goal ● Can explain the meaning of the levels of performance articulated in the scale or rubric ● Can explain how they will achieve the learning target/goal 	
Unsatisfactory - 1	Basic - 2	Proficient - 3	Distinguished - 4
When the strategy is called for the teacher does not use it or the teacher uses the strategy incorrectly or with parts missing.	The teacher provides a stated learning target (daily) and/or learning goal (longer term) but the learning goal is not accompanied by a scale or rubric that describes levels of performance.	The teacher provides a clearly stated learning target (daily) and/or learning goal (longer term). The learning goal is accompanied by a scale or rubric that describes levels of performance. Additionally, the teacher monitors students' understanding of the learning target/goal and the levels of performance.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.

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Component 1.2: Celebrating Success			
<i>The teacher celebrates student success relative to the learning targets and/or the learning goals.</i>			
Possible Teacher Evidence		Possible Student Evidence	
<ul style="list-style-type: none"> ● Acknowledges students who have achieved a certain score on the scale or rubric ● Acknowledges students who have made gains in their knowledge and skill relative to the learning goal ● Acknowledges and celebrates the final status and progress of the entire class ● Uses a variety of ways to celebrate success (Show of hands, Certification of success, Parent notification, Round of applause) 		<ul style="list-style-type: none"> ● Shows signs of pride regarding their accomplishments in the class ● Say they want to continue to make progress ● Show enthusiasm when receiving team points 	
Unsatisfactory - 1	Basic - 2	Proficient - 3	Distinguished - 4
When the strategy is called for the teacher does not use it or the teacher uses the strategy incorrectly or with parts missing.	The teacher provides students with recognition of their current status but not their knowledge gain relative to the learning goal.	The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal and monitors the extent to which students are motivated to enhance their status.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.

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Component 1.3: Understanding Students' Interests and Backgrounds			
<i>The teacher builds positive relationships with students by understanding students' interests and background.</i>			
Possible Teacher Evidence		Possible Student Evidence	
<ul style="list-style-type: none"> ● Has side discussions with students about events in their lives ● Has discussions with students about topics in which they are interested ● Builds student interests into lessons ● Routinely helps students connect with their current expertise and competency, particularly as unique to their racial, gender, or linguistic identity ● Designs learning experiences that compel students to draw from their social and cultural backgrounds 		<ul style="list-style-type: none"> ● Describe the teacher as someone who knows them and/or is interested in them ● Respond when the teacher demonstrated understanding of their interests and background ● Say they feel accepted ● Participates willingly in team-building activities 	
Unsatisfactory - 1	Basic - 2	Proficient - 3	Distinguished - 4
When the strategy is called for the teacher does not use it or the teacher uses the strategy incorrectly or with parts missing.	The teacher minimally uses students' interests and background during interactions with students.	The teacher uses students' interests and background during interactions with students and monitors the sense of community in the classroom.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.

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Component 1.4: Demonstrating value and respect for reluctant learners and students regularly marginalized or underserved by school systems			
<i>The teacher demonstrates value and respect for all, including reluctant learners, and students who have been marginalized or underserved by school systems over time.</i>			
Possible Teacher Evidence		Possible Student Evidence	
<ul style="list-style-type: none"> ● Compliments students regarding academic and personal accomplishments ● Engages in informal conversations with students that are not related to academics ● Uses humor with students when appropriate ● Makes eye contact with students ● Smiles, nods, etc. at students when appropriate ● Displays sensitivity to cultural issues ● Can explain how their own cultural values and personal racial/gender identity shape their interactions with students similar to and different from them 		<ul style="list-style-type: none"> ● Describe teacher as someone who values and respects them ● Respond to teachers' verbal interactions ● Respond to teachers' nonverbal interactions ● Demonstrate a strong sense of belonging 	
Unsatisfactory - 1	Basic - 2	Proficient - 3	Distinguished - 4
When the strategy is called for the teacher does not use it or the teacher uses the strategy incorrectly or with parts missing.	The teacher minimally uses verbal and nonverbal behaviors that indicate value and respect for students, with particular attention to reluctant learners and students who are regularly marginalized or underserved by school systems.	The teacher uses verbal and nonverbal behaviors that indicate value and respect for students, with particular attention to reluctant learners and students who are regularly marginalized or underserved by school systems, and monitors the quality of relationships in the classroom.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.

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Criterion 2: Demonstrating effective teaching practices.			
Component 2.1: Conducting Direct Instruction Lessons			
<i>The teacher helps students effectively interact with new knowledge through direct instruction lessons.</i>			
Possible Teacher Evidence		Possible Student Evidence	
<ul style="list-style-type: none"> ● Previews new content by activating students' prior knowledge ● Organizes content into small chunks appropriate for students ● Provides guidance as to which information is most important ● Has students interact about each chunk of content ● Asks inferential or elaborative questions ● Has students summarize content ● Has students create graphic organizers representing content 		<ul style="list-style-type: none"> ● Can describe what they already know about the new topic ● Can describe which information is the most important ● Ask clarifying questions as information is presented in chunks ● Generate inferences about the content ● Accurately summarize the content ● Accurately represent the content using graphic organizers 	
Unsatisfactory - 1	Basic - 2	Proficient - 3	Distinguished - 4
The teacher does not employ strategies designed to preview and introduce new knowledge in digestible chunks OR does so with significant errors or omissions	The teacher employs strategies designed to preview and introduce new knowledge in digestible chunks BUT does not monitor the extent to which strategies have their desired effect.	The teacher employs strategies designed to preview and introduce new knowledge in digestible chunks AND monitors the extent to which strategies have their desired effect, which includes: elaborating on critical information and summarizing it in linguistic and nonlinguistic ways.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.

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<p>Elements for Component 2.1 <i>Elements are designed to allow teachers to select specific strategies on which to improve and then track their progress using the scales.</i></p>			
<p>Element 2.1.1: Based on student needs, the teacher breaks content into small chunks (i.e., digestible bites) of information that can be easily processed by students.</p>			
Possible Teacher Evidence		Possible Student Evidence	
<ul style="list-style-type: none"> ● <i>Stops at strategic points in a verbal presentation</i> ● <i>Pauses at key junctures while showing a video</i> ● <i>Stops at strategic points while providing a demonstration</i> ● <i>Stops at strategic points while students are reading information or stories orally as a class</i> ● <i>Breaks content into comprehensible chunks ordered by daily segments</i> ● <i>Maximizes student processing of content by breaking lectures into 10-minute-or-less segments with processing time for students</i> 		<ul style="list-style-type: none"> ● <i>Can explain why the teacher is stopping at various points during demonstrations or during presentations</i> ● <i>Appear to know what is expected of them when the teacher stops at strategic points</i> ● <i>Process with classmates</i> 	
Unsatisfactory	Basic	Proficient	Distinguished
<p><i>When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.</i></p>	<p><i>The teacher breaks input experiences into small chunks based on student needs BUT does not monitor the extent to which chunks are appropriate to students' levels of knowledge.</i></p>	<p><i>The teacher breaks input experiences into small chunks based on student needs and monitors the extent to which chunks are appropriate.</i></p>	<p><i>The teacher adapts and creates new strategies for unique student needs and situations.</i></p>

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Element 2.1.2: During breaks in the presentation of content, the teacher engages students in actively processing new information.			
Possible Teacher Evidence		Possible Student Evidence	
<ul style="list-style-type: none"> ● <i>Has group members summarize new information</i> ● <i>Employs formal group processing strategies (i.e., jigsaw, reciprocal teaching, concept attainment)</i> 		<ul style="list-style-type: none"> ● <i>Can explain what they have just learned</i> ● <i>Volunteer predictions</i> ● <i>Voluntarily ask clarification questions</i> ● <i>Actively discuss the content in groups</i> ● <i>Ask each other and answer questions about the information</i> ● <i>Make predictions about what they expect next</i> ● <i>Ensure everyone knows the content</i> 	
Unsatisfactory	Basic	Proficient	Distinguished
<p><i>When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.</i></p>	<p><i>The teacher engages students in summarizing, predicting, and questioning activities BUT does not monitor the extent to which these activities enhance students' understanding.</i></p>	<p><i>The teacher engages students in summarizing, predicting, and questioning activities and monitors the extent to which the activities enhance students' understanding.</i></p>	<p><i>The teacher adapts and creates new strategies for unique student needs and situations.</i></p>

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Element 2.1.3: The teacher engages students in activities that help them record their understanding of new content in linguistic ways and/or represent the content in nonlinguistic ways.			
Possible Teacher Evidence		Possible Student Evidence	
<ul style="list-style-type: none"> ● <i>Asks students to summarize the information they have learned</i> ● <i>Asks students to generate notes that identify critical information in the content</i> ● <i>Asks students to create nonlinguistic representations for new content</i> <ul style="list-style-type: none"> ○ <i>Graphic organizers</i> ○ <i>Pictures</i> ○ <i>Pictographs</i> ○ <i>Flow charts</i> ● <i>Asks students to create mnemonics that organize the content</i> 		<ul style="list-style-type: none"> ● <i>Include critical content in their summaries and notes</i> ● <i>Include critical content or demonstrate understanding in their nonlinguistic representations</i> ● <i>Can explain main points of the lesson</i> 	
Unsatisfactory	Basic	Proficient	Distinguished
<i>When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.</i>	<i>The teacher engages students in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways BUT does not monitor the extent to which these activities enhance students' understanding.</i>	<i>The teacher engages students in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways and monitors the extent to which this enhances students' understanding.</i>	<i>The teacher adapts and creates new strategies for unique student needs and situations.</i>

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Criterion 4: Providing clear and intentional focus on subject matter content and curriculum.			
Component 4.1: Attention to Established Content Standards			
<i>The teacher demonstrates a comprehensive understanding of the subject taught and the standards for the subject.</i>			
Possible Teacher Evidence		Possible Student Evidence	
<ul style="list-style-type: none"> ● Appropriately uses content language ● Adjusts lesson based on content knowledge ● Connects content to the standards ● Develops appropriate formative/summative assessments/rubrics ● Engages in content discussions with colleagues ● Shows evidence of knowledge of standards through the syllabi ● Communicates standards to parents ● Monitors progress toward standards ● Assessments reflect standards ● Can articulate the behaviors and identities that are centered or valued versus marginalized or devalued within a curriculum 		<ul style="list-style-type: none"> ● Can summarize important content ● Student notes include critical content ● Can make connections to other disciplines and prior knowledge ● Can describe the standard that is being worked on ● Track progress toward meeting standards 	
Unsatisfactory - 1	Basic - 2	Proficient - 3	Distinguished - 4
The teacher does not demonstrate adequate knowledge of the subject and/or the standards for the subject.	The teacher demonstrates an acceptable but incomplete knowledge of the subject and/or the standards for the subject.	The teacher demonstrates a comprehensive knowledge of the subject and the standards for the subject.	The teacher is a recognized leader in helping others understand the subject and/or the standards for the subject.

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Component 4.2: Use of Available Resources and Technology			
<i>The teacher plans and prepares for the use of available materials, including technology.</i>			
Possible Teacher Evidence		Possible Student Evidence	
<ul style="list-style-type: none"> ● Has plan that outlines and/or can describe resources within the classroom that will be used to enhance students' understanding of the content ● Has plan that outlines and/or can describe resources within the school that will be used enhance students' understanding of the content ● Has plan that outlines and/or can describe resources within the community that will be used to enhance students' understanding of the content 			
Unsatisfactory - 1	Basic - 2	Proficient - 3	Distinguished - 4
The teacher makes no attempt to perform this activity, or the teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher identifies the available materials that can enhance student understanding but does not clearly identify or describe the manner in which they will be used.	The teacher identifies the available materials that can enhance student understanding and the manner in which they will be used.	The teacher is a recognized leader in helping others plan and prepare for the use of available materials, including technology.

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Criterion 5: Fostering and managing a safe, positive learning environment.			
Component 5.1: Organizing the Physical Layout of the Classroom			
<i>The teacher organizes a safe physical layout of the classroom to facilitate movement and focus on learning.</i>			
Possible Teacher Evidence		Possible Student Evidence	
<ul style="list-style-type: none"> ● Organizes the physical layout of the classroom to have clear traffic patterns ● Arranges the physical layout to provide easy access to the materials and centers ● Decorates the classroom in a way that enhances student learning ● Bulletin boards relate to current content ● Student work is displayed ● Design of classroom is purposeful in regard to teaching spaces and placement of resources 		<ul style="list-style-type: none"> ● Uses signal to facilitate transitions between activities and movement around classroom ● Move easily about the classroom ● Use materials and learning centers ● Attend to examples of their work that are displayed ● Attend to information on the bulletin boards ● Focus on instruction ● Show signs of pride regarding their accomplishments in class ● Say they want to continue to make progress ● Interact with posted information throughout lessons 	
Unsatisfactory - 1	Basic - 2	Proficient - 3	Distinguished - 4
When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.	The teacher organizes the physical layout of the classroom to ensure safety, facilitate movement, and focus on learning but the classroom layout addresses only minimal aspects of these issues.	The teacher organizes the physical layout of the classroom to ensure safety, facilitate movement, and focus on learning and monitors the extent to which these activities enhance student learning.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.

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Component 5.2: Reviewing Expectations for Rules and Procedures			
<i>The teacher reviews expectations regarding rules and procedures to ensure their effective execution.</i>			
Possible Teacher Evidence		Possible Student Evidence	
<ul style="list-style-type: none"> ● Involves students in designing classroom routines ● Uses classroom meetings to review and process rules and procedures ● Reminds students of rules and procedures ● Asks students to restate or explain rules and procedures ● Provides cues or signals when a rule or procedure should be used ● Can articulate how classroom rules, routines, and procedures promote certain values over others, and strives to create environments which value a variety of cultural approaches to learning 		<ul style="list-style-type: none"> ● Follow clear routines during class ● Can describe established rules and procedures ● Describe the classroom as an orderly place ● Recognize cues and signals from the teacher ● Regulate their own behavior 	
Unsatisfactory - 1	Basic - 2	Proficient - 3	Distinguished - 4
When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.	The teacher establishes and reviews expectations regarding rules and procedures.	The teacher establishes and reviews expectations regarding rules and procedures and monitors the extent to which students understand the rules and procedures.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.

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Component 5.3: Demonstrating “With-it-ness”			
<i>The teacher demonstrates awareness of the classroom environment at all times (with-it-ness).</i>			
Possible Teacher Evidence		Possible Student Evidence	
<ul style="list-style-type: none"> ● Physically occupies all quadrants of the room ● Scans the entire room making eye contact with all students ● Recognizes potential sources of disruption and deals with them immediately ● Proactively addresses inflammatory situations ● Focuses on the social and emotional tone of their classroom as an indicator of cultural responsiveness, as opposed to the presence of artifacts or decorations 		<ul style="list-style-type: none"> ● Recognize that the teacher is aware of their behavior ● Describe the teacher as “aware of what is going on” or “has eyes on the back of their head” 	
Unsatisfactory - 1	Basic - 2	Proficient - 3	Distinguished - 4
When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.	The teacher demonstrates awareness of classroom environment.	The teacher demonstrates awareness of classroom environment and monitors the effect on students’ behavior.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.

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Component 5.4: Applying Consequences for Lack of Adherence to Rules and Procedures			
<i>The teacher applies consequences for lack of adherence to rules and procedures.</i>			
Possible Teacher Evidence		Possible Student Evidence	
<ul style="list-style-type: none"> ● Provides nonverbal signals when students' behavior is not appropriate (i.e., eye contact, proximity, tap on desk, shaking head) ● Provides verbal signals when students' behavior is not appropriate ● Tells students to stop ● Tells students that their behavior is in violation of a rule, procedure, or classroom expectations ● Uses group contingency consequences when appropriate (i.e., whole group must demonstrate a specific behavior) ● Involves the home when appropriate (i.e., makes a call home to parents to help extinguish inappropriate behavior) ● Uses direct cost consequences when appropriate (e.g., student must fix something they has broken) ● Deliberately employs asset-focused language when describing student actions and behavior; the teacher employs a stance of curiosity when considering student behaviors that do not match teacher expectations 		<ul style="list-style-type: none"> ● Cease inappropriate behavior when signaled by the teacher ● Accept consequences as part of the way class is conducted ● Describe the teacher as fair in application of rules ● Refocus in order to make good decisions, show respect, and solve problems ● 	
Unsatisfactory - 1	Basic - 2	Proficient - 3	Distinguished - 4
The teacher does not apply consequences for not following rules and procedures.	The teacher applies consequences for not following rules and procedures but does not do so in a consistent and fair manner.	The teacher applies consequences for not following rules and procedures in a consistent and fair manner and monitors the extent to which rules and procedures are followed.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.

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Component 5.5: Acknowledging Adherence to Rules and Procedures			
<i>The teacher acknowledges adherence to rules and procedures.</i>			
Possible Teacher Evidence		Possible Student Evidence	
<ul style="list-style-type: none"> ● Provides nonverbal signals that a rule or procedure has been followed <ul style="list-style-type: none"> ○ Smile ○ Nod of head ○ High five ● Gives verbal cues that a rule or procedure has been followed ● Thanks students for following a rule or procedure ● Describes student behaviors that adhere to rule or procedure ● Uses tangible recognition when a rule or procedure has been followed <ul style="list-style-type: none"> ○ Certificate of merit ○ Token economies 		<ul style="list-style-type: none"> ● Appear appreciative of the teacher acknowledging their positive behavior ● Describe teacher as appreciative of their good behavior ● The number of students adhering to rules and procedures increases 	
Unsatisfactory - 1	Basic - 2	Proficient - 3	Distinguished - 4
The teacher does not acknowledge adherence to rules and procedures.	The teacher acknowledges adherence to rules and procedures but does not do so in a consistent and fair manner.	The teacher acknowledges adherence to rules and procedures in a consistent and fair manner and monitors the extent to which new actions affect students' behavior.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.

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Component 5.6: Displaying Objectivity and Control			
<i>The teacher builds positive relationships with students by displaying objectivity and control.</i>			
Possible Teacher Evidence		Possible Student Evidence	
<ul style="list-style-type: none"> ● Does not exhibit extremes in positive or negative emotions ● Addresses inflammatory issues and events in a calm and controlled manner ● Interacts with all students in the same calm and controlled fashion ● Does not demonstrate personal offense at student misbehavior ● Demonstrates sensitivity and awareness of moments when topics, content, or experiences may cause students to experience negative feelings or responses (fight or flight) due to lived experiences related to racial or gender identity, and works to mitigate these or leverage these intentionally ● Regularly engages in re-framing their interpretations of student behavior/misbehavior through an understanding of diverse cultural norms and lived experiences which may differ from the teacher’s own school/life experiences ● An articulate the student behavior which “pushes their buttons,” and can describe a mindful protocol for avoiding vulnerable decision points in which implicit biases may emerge. 		<ul style="list-style-type: none"> ● Are settled by the teacher’s calm demeanor ● Describe the teacher as in control of himself/herself and in control of the class ● Say that the teacher does not hold grudges or take things personally 	
Unsatisfactory - 1	Basic - 2	Proficient - 3	Distinguished - 4
When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.	The teacher behaves in an objective and controlled manner.	The teacher behaves in an objective and controlled manner and monitors the effect on the classroom climate.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.

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Criterion 6: Using multiple student data elements to modify instruction and improve student learning.			
Component 6.1: Designing Instruction Aligned to Assessment			
<i>The teacher designs instruction aligned to assessments that impact student learning.</i>			
Possible Teacher Evidence		Possible Student Evidence	
<ul style="list-style-type: none"> ● Uses common assessments designed by their collaborative team to assess student learning ● Designs instructional activities and assignments that are designed to help students learn the content that will be assessed ● Modifies instruction based on assessment results ● Differentiates instruction and assessments to meet students' individual learning needs 		<ul style="list-style-type: none"> ● Know what to expect on assessments ● Can explain different strategies that the teacher uses to assess them (obtrusive, unobtrusive, and student-generated assessments) ● Can explain why they were assigned a specific grade on an assessment ● Can explain what they need to learn next to improve their performance on assessments 	
Unsatisfactory - 1	Basic - 2	Proficient - 3	Distinguished - 4
The teacher does not design instruction with clear alignment to learning targets (daily) and/or learning goals (longer term).	The teacher designs instruction with assessments aligned to learning target (daily) and/or learning goal (longer term) but does not adapt those assessments to meet student learning needs.	The teacher designs instruction with assessments aligned to clearly stated learning target (daily) and/or learning goal (longer term). Those assessments are adapted to meet student learning needs.	The teacher adapts or creates new strategies designed to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.

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Component 6.2: Using Multiple Data Elements			
<i>The teacher uses multiple data elements to modify instruction and assessments.</i>			
Possible Teacher Evidence		Possible Student Evidence	
<ul style="list-style-type: none"> ● Differentiates instruction practices according to student needs ● Differentiates assessment practices according to student needs ● Mediates student learning based on what they know about how the brain learns and about students' cultural models ● Analyzes data from formal and informal assessments ● Determines whether re-teaching, practice, or moving forward with instruction is appropriate at both the group and individual level ● Modifies teacher-made assessments based on previous scores of students 		<ul style="list-style-type: none"> ● Based on their individual needs and abilities, students are engaged in different instructional activities ● Based on their individual needs and abilities, students are engaged in different assessment activities ● Are aware of the fact that individuals in class may be involved in different assessment and instructional activities based on their individual strengths and weaknesses 	
Unsatisfactory - 1	Basic - 2	Proficient - 3	Distinguished - 4
The teacher does not examine multiple data points with the intent of modifying instruction and assessment or does so with significant errors or omissions.	The teacher examines a few data points and makes minimal adjustments to instruction and assessment based on the information.	The teacher examines multiple data points and makes changes to instruction and assessment based on the information. Additionally the teacher monitors the extent to which the changes result in enhanced student learning.	The teacher adapts or creates new strategies designed to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.

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<p>Elements for Component 6.2 <i>Elements are designed to allow teachers to select specific strategies on which to improve and then track their progress using the scales.</i></p>			
<p>Element 6.2.1: Informal assessment of the whole class.</p>			
<p>Possible Teacher Evidence</p> <ul style="list-style-type: none"> ● <i>The teacher assesses whole groups through strategies such as</i> <ul style="list-style-type: none"> ○ <i>Confidence ratings</i> ○ <i>Voting techniques</i> ○ <i>Response boards</i> ○ <i>Unrecorded assessments</i> 		<p>Possible Student Evidence</p> <ul style="list-style-type: none"> ● <i>Students readily engage in whole-class assessment activities</i> ● <i>Students can describe the status and growth of the class as a whole</i> ● <i>Students seem interested in the class's progress</i> ● <i>Students seem pleased as the whole class's performance improves</i> 	
<p>Unsatisfactory</p>	<p>Basic</p>	<p>Proficient</p>	<p>Distinguished</p>
<p><i>When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.</i></p>	<p><i>The teacher conducts informal assessments of the whole class but does not act upon the information provided by this assessment or does not monitor the effectiveness of these informal assessments.</i></p>	<p><i>The teacher conducts informal assessments of the whole class, monitors the extent to which the assessment aligns with the desired effect, and uses this information to make instructional decisions.</i></p>	<p><i>The teacher adapts and creates new strategies for unique student needs and situations in order to achieve the desired effect.</i></p>

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Element 6.2.2: Formal assessment of individual students.			
Possible Teacher Evidence		Possible Student Evidence	
<ul style="list-style-type: none"> ● <i>The teacher applies strategies for assessing individual students, such as</i> <ul style="list-style-type: none"> ○ <i>Common assessments designed using proficiency scales</i> ○ <i>Selected response or short constructed responses items</i> ○ <i>Student demonstrations</i> ○ <i>Student interviews</i> ○ <i>Observations of students</i> ○ <i>Student-generated assessments</i> ○ <i>Response patterns</i> 		<ul style="list-style-type: none"> ● <i>Students can explain the score they received on an assessment and what this means relative to a specific progression of knowledge</i> ● <i>Students can explain what their grades mean in terms of their status in specific topics</i> ● <i>Students propose ways they can demonstrate their level of proficiency on a scale</i> 	
Unsatisfactory	Basic	Proficient	Distinguished
<i>When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.</i>	<i>The teacher conducts formal assessments of the individual students but does not act upon the information provided by this assessment or does not monitor the effectiveness of these formal assessments.</i>	<i>The teacher conducts formal assessments of individual students, monitors the extent to which the assessment aligns with the desired effect, and uses this information to make instructional decisions.</i>	<i>The teacher adapts and creates new strategies for unique student needs and situations in order to achieve the desired effect.</i>

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Component 6.3: Tracking Student Progress			
<i>The teacher provides opportunities for students to self-reflect and track progress toward learning goals.</i>			
Possible Teacher Evidence		Possible Student Evidence	
<ul style="list-style-type: none"> ● Helps students track their individual progress on the learning goal ● Uses formal and informal means to assign scores to students on the rubric depicting student status on the learning goal ● Charts the progress of the entire class on the learning goal 		<ul style="list-style-type: none"> ● Can describe their status relative to the learning goal using the rubric ● Systematically update their status on the learning goal ● Use a learning log to reflect daily about learning 	
Unsatisfactory - 1	Basic - 2	Proficient - 3	Distinguished - 4
When the strategy is called for the teacher does not use it or the teacher uses the strategy incorrectly or with parts missing.	The teacher facilitates tracking of student progress using a formative approach to assessment but does not monitor the extent to which this process enhances student learning.	The teacher facilitates tracking of student progress using a formative approach to assessment and monitors the extent to which this process enhances student learning.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.

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Student Growth C6: Using multiple student data elements to modify instruction and improve student learning.			
Student Growth 6.1: Establish Student Growth Goal(s)			
Unsatisfactory - 1	Basic - 2	Proficient - 3	Distinguished - 4
Does not establish student growth goal(s) or establishes inappropriate goal(s) for class(es). Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for class(es). Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for class(es). Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for class(ss) in collaboration with students, parents, and other school staff. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).
Critical Attributes			
<ul style="list-style-type: none"> ● Does not establish student learning goals ● Does not specify assessment(s) to monitor progress towards goal(s) 	<ul style="list-style-type: none"> ● Goals may be missing one or more of the following qualities: specific, measurable and time- bound ● Goals are not based on prior available student learning ● Goals partially aligned to content standards ● Grain size of goal may be missing one or more of the following: appropriate for the context, instructional interval and content standard(s) ● Goal is not connected to a significant impact on student learning of content. Identified formative and summative assessments unable to 	<ul style="list-style-type: none"> ● Goals are specific, measurable and time- bound ● Based on multiple sources of available data that reveal prior student learning ● Goals aligned to content standards ● Grain size of goal is appropriate for the context, instructional interval and content standard(s) ● Goal demonstrates a significant impact on student learning of content (transferable skills) within the content area ● Identifies formative and summative measures aligned 	<ul style="list-style-type: none"> ● Proficient Attributes and: ● Effort to Communicates (two-way)/Collaborates with other staff, families and/or students to establish goals specific to whole class learning needs ● Students articulate their understanding of their goals and progress toward goals

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	<i>monitor progress toward specified goals.</i>	<i>to learning targets to monitor progress toward goals</i>	
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Student Growth 6.2: Achievement of Student Growth Goal(s)			
Unsatisfactory - 1	Basic - 2	Proficient - 3	Distinguished - 4
Growth or achievement data from at least two points in time shows no evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show some evidence of growth for some students.	Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show evidence of high growth for all or nearly all students.

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Criterion 7: Communicating and collaborating with parents and the school community.			
Component 7.1: Engaging in positive interactions with parents and the school community about courses, programs, and school events			
<i>The teacher actively communicates and collaborates with parents/guardians and school/community regarding courses, programs, and school events.</i>			
Possible Teacher Evidence		Possible Student Evidence	
<ul style="list-style-type: none"> ● Utilizes the appropriate means of communication ● Presents to, works with, or speaks to the school board, ad hoc committees, PTSA, media, advisory groups, etc. ● Fosters partnerships with families/school/community ● Encourages parent and community involvement in classroom and school activities ● Accesses available expertise and resources to support students' learning needs ● Works cooperatively with appropriate school personnel to address issues that impact student learning ● Seeks community connections and support in order to facilitate productive, two-way, classroom-to-home communications ● Seeks to learn families' past experiences with school systems 		<ul style="list-style-type: none"> ● When asked, are aware that teachers actively communicate with their parents ● When asked student are aware that teachers are active in the community 	
Unsatisfactory - 1	Basic - 2	Proficient - 3	Distinguished - 4
The teacher makes no attempt to perform this activity, or the teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher attempts to communicate and collaborate with parents/guardians and school/community regarding courses, programs and school events relevant to the students', but does not necessarily do so in a timely or clear manner.	The teacher communicates and collaborates with parents/guardians and school/community regarding courses, programs and school events relevant to the students' in a timely and professional manner.	The teacher is a recognized leader in helping others communicate and collaborate with parents/guardians and school/community regarding courses, programs and school events relevant to the students.

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Component 7.2: Engaging in timely and professional interactions with parents and the school community			
<i>The teacher communicates individual student progress to parents/guardians in a timely and professional manner.</i>			
Possible Teacher Evidence		Possible Student Evidence	
<ul style="list-style-type: none"> ● Ensures consistent and timely communication with parents regarding student expectations, progress, and/or concerns ● Uses multiple means and modalities to communicate with families ● Respects and maintains confidentiality of student/family information ● Demonstrates awareness and sensitivity to social, cultural, and language backgrounds of families ● Responds to requests for support, assistance, and/or clarification promptly ● Participates in conferences 		<ul style="list-style-type: none"> ● Knows that teachers and parents communicate 	
Unsatisfactory - 1	Basic - 2	Proficient - 3	Distinguished - 4
The teacher makes no attempt to perform this activity, or the teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher communicates individual students' progress to parents/guardians, but does not necessarily do so in a timely or clear manner.	The teacher communicates individual students' progress to parents/guardians in a timely and professional manner.	The teacher is a recognized leader in helping others communicate individual student progress to parents/guardians in a timely and professional manner.

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Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.			
Component 8.1: Seeking Mentorship for Areas of Need or Interest			
<i>The teacher collaborates with colleagues about student learning and instructional practices by seeking mentorship for areas of need or interest, and/or by mentoring others through the sharing of ideas and strategies.</i>			
Possible Teacher Evidence		Possible Student Evidence	
<ul style="list-style-type: none"> ● Keeps track of specific situations during which they has sought mentorship from others ● Actively seeks help and input in Professional Learning Community meetings ● Actively seeks help and input from appropriate school personnel to address issues that impact instruction ● Can describe how they seeks input from colleagues regarding issues that impact instruction Providing Mentorship ● Keeps tracks of specific situations during which they mentored other teachers ● Contributes and shares expertise and new ideas with colleagues to enhance student learning in formal and informal ways ● Serves as an appropriate role model (mentor, coach, presenter, researcher) regarding specific classroom strategies and behaviors ● Can describe specific situations in which they have mentored colleagues 			
Unsatisfactory - 1	Basic - 2	Proficient - 3	Distinguished - 4
The teacher makes no attempt to perform this activity, or the teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher seeks help and mentorship from colleagues regarding specific classroom strategies and/or mentors other teachers, but does not necessarily do so in a manner that enhances pedagogical skill.	The teacher seeks help and mentorship from colleagues regarding specific classroom strategies and/or mentors other teachers in such a manner as to enhance pedagogical skill.	The teacher is a recognized leader in mentoring others in such a way as to enhance their pedagogical skill.

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Component 8.2: Promoting Positive Interactions with Colleagues			
<i>The teacher displays dependability through active participation.</i>			
Possible Teacher Evidence		Possible Student Evidence	
<ul style="list-style-type: none"> ● Is punctual ● Is prepared for meetings ● Works to resolve conflicts ● Respectfully addresses others ● Assists in the effective functioning of a team/group 			
Unsatisfactory - 1	Basic - 2	Proficient - 3	Distinguished - 4
The teacher makes little or no attempt to follow established norms or collective commitments. The teacher's behavior may be obstructing the functioning of the team/group.	The teacher attempts to follow established norms or commitments but does not comply with all norms and collective commitments.	The teacher follows established norms and collective commitments, contributing to the overall effectiveness of the team.	The teacher consistently models established norms and collective commitments. The teacher is a recognized leader in facilitating the team/group in resolving conflict for effective functioning.

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Component 8.3: Participating in District and School Initiatives			
<i>The teacher participates in district and school initiatives.</i>			
Possible Teacher Evidence		Possible Student Evidence	
<ul style="list-style-type: none"> ● Participates in school activities and events as appropriate to support students and families ● Serves on school and district committees ● Participates in staff development opportunities ● Works to achieve school and district improvement goals ● Keeps track of specific situations in which they has participated in school or district initiatives ● Can describe or show evidence of his/her participation in district and school initiatives 			
Unsatisfactory - 1	Basic - 2	Proficient - 3	Distinguished - 4
The teacher makes no attempt to perform this activity, or the teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher is aware of the district and school initiatives, but does not participate at a level consistent with their talents and availability.	The teacher participates in district and school initiatives at a level consistent with their talents and availability.	The teacher is a recognized leader in helping others be aware of and participate in district and school initiatives.

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Component 8.4: Monitoring Progress Relative to the Professional Growth and Development Plan			
<i>The teacher pursues professional development based on his/her written growth and development plan and monitors progress relative to that plan.</i>			
Possible Teacher Evidence		Possible Student Evidence	
<ul style="list-style-type: none"> ● Constructs a growth plan that outlines measurable goals, action steps, manageable timelines and appropriate resources ● Can describe the professional growth plan using specific and measurable goals, action steps, manageable timelines and appropriate resources ● Constructs a plan that outlines a method for charting progress toward established goals supported by evidence (e.g., student achievement data, student work, student interviews, peer, self and observer feedback) ● Can describe progress toward meeting the goals outlined in the plan supported by evidence 			
Unsatisfactory - 1	Basic - 2	Proficient - 3	Distinguished - 4
The teacher makes no attempt to perform this activity, or the teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher develops a written professional growth and development plan but does not articulate clear goals and timelines. The teacher charts their progress on the professional growth and development plan using established goals and timelines but does not make adaptations as needed.	The teacher develops a written professional growth and development plan with goals and timelines, charts their progress, and makes adaptations as needed.	The teacher is a recognized leader in helping others develop professional growth and development plans.

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Student Growth C8: Exhibiting collaborative and collegial practice focused on improving instructional practice and student learning.			
Student Growth 8.1: Establish Team Student Growth Goal(s)			
Unsatisfactory - 1	Basic - 2	Proficient - 3	Distinguished - 4
Does not collaborate or reluctantly collaborates with other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year	Does not consistently collaborate with other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.	Consistently and actively collaborates with other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.	Leads other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.
Critical Attributes			
<ul style="list-style-type: none"> ● <i>Team does not establish goal(s) for student learning</i> ● <i>Team does not specify assessments to monitor progress towards goal(s) and/or goal is neither specific or time-bound</i> ● <i>Teacher does not communicate with team regarding team goals or plans</i> ● <i>Teacher rarely shares student data, student work or suggestions for strategies to achieve team goal(s)</i> ● <i>Teacher undermines team's ability to make and implement</i> 	<ul style="list-style-type: none"> ● <i>Team goal(s) or measures are established without consensus</i> ● <i>Team goal is missing one or more of the following qualities: specific, measurable, time-bound</i> ● <i>Team goal is missing one or more of the following qualities: appropriate for the context, instructional interval or content standard(s)</i> ● <i>Team goal is not connected to a significant impact on student learning of content</i> 	<ul style="list-style-type: none"> ● <i>Team goal(s) and measures are decided collaboratively</i> ● <i>Team goal(s) are specific, measurable and time- bound</i> ● <i>Team goal(s) are appropriate for context, instructional interval and content standard(s)</i> ● <i>Team goal(s) demonstrate significant impact on student learning of content (transferable skills)</i> ● <i>Teacher communicates responsibly with team regarding team goals and</i> 	<ul style="list-style-type: none"> ● <i>Team goal(s) and measures are decided collaboratively</i> ● <i>Team goal(s) are specific, measurable and time- bound</i> ● <i>Team goal(s) are appropriate for context, instructional interval and content standard(s)</i> ● <i>Goal(s) demonstrate significant impact on student learning of content (transferable skills)</i> ● <i>Teacher helps develop other team members' capacity to be effective</i> ● <i>Teacher regularly makes his/her practice public by</i>

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<p><i>team decisions and/or does not follow through with team decisions regarding instruction and assessment</i></p>	<ul style="list-style-type: none"> ● <i>Teacher's communication with team is inconsistent regarding team goals and plans</i> ● <i>Teacher occasionally shares student work or suggestions for strategies to achieve team goal(s)</i> ● <i>Teacher rarely shares reflection on instruction to achieve team goal(s)</i> ● <i>Teacher demonstrate inconsistent follow-through with team decisions regarding instruction and assessment</i> 	<p><i>plans for measuring and monitoring</i></p> <ul style="list-style-type: none"> ● <i>Teacher consistently and actively contributes multiple sources of data to collectively determine evidence of student learning</i> ● <i>Teacher engages in data-based reflection with team and adjusts practice accordingly</i> ● <i>Teacher implements team decisions regarding instruction and assessment</i> 	<p><i>sharing models and facilitating data processes</i></p> <ul style="list-style-type: none"> ● <i>Teacher promotes reflective analysis among team</i> ● <i>Teacher shares a wide range of resources to build and sustain support for team goals</i>
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Appendix A: Elements to support growth conversations in 2.1, 2.2, and 2.3

Elements for Supporting Components 2.1, 2.2, and 2.3: *Elements are designed to allow teachers to select specific strategies on which to improve and then track their progress using the scales.*

The following elements are strategies which apply to any lesson segment:

- *Direct Instruction Lessons (2.1)*
- *Practicing and Deepening Lessons (2.2)*
- *Knowledge Application Lessons (2.3)*

Element 2.a.1: The teacher previews a lesson or part of a lesson as involving important information to which students should pay particular attention.

Possible Teacher Evidence		Possible Student Evidence	
<ul style="list-style-type: none"> ● <i>Begins the lesson by explaining why upcoming content is important</i> ● <i>Tells students to get ready for some important information</i> ● <i>Cues the importance of upcoming information in some indirect fashion</i> ● <i>Tone of voice</i> ● <i>Body position</i> ● <i>Level of excitement</i> 		<ul style="list-style-type: none"> ● <i>Can describe the level of importance of the information addressed in class</i> ● <i>Can explain why the content is important to pay attention to</i> ● <i>Visibly adjust their level of engagement</i> 	
Unsatisfactory	Basic	Proficient	Distinguished
<i>When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.</i>	<i>The teacher signals to students which content is critical versus non-critical BUT does not monitor the extent to which students are attending to this information.</i>	<i>The teacher signals to students which content is critical versus non-critical and monitors the extent to which students are attending to critical information.</i>	<i>The teacher adapts and creates new strategies for unique student needs and situations in order to achieve the desired effect.</i>

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Element 2.a.2: The teacher engages students in a brief review of content that highlights critical information.			
Possible Teacher Evidence		Possible Student Evidence	
<ul style="list-style-type: none"> ● <i>Begins the lesson with a brief review of content</i> ● <i>Uses specific strategies to review information (i.e. summary, problem that must be solved using previous information, questions that require a review of content, demonstration, brief practice test or exercise)</i> ● <i>Uses variety of critical input for brain imprinting</i> 		<ul style="list-style-type: none"> ● <i>Can describe the previous content on which a new lesson is based</i> ● <i>Responses to class activities indicate that they recall previous content</i> ● <i>Actively participate in review by adding word or picture cards to visuals in the room</i> 	
Unsatisfactory	Basic	Proficient	Distinguished
<i>When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.</i>	<i>The teacher engages students in a brief review of content that highlights the critical information BUT does not monitor the extent to which the students can recall and describe previous content.</i>	<i>The teacher engages students in a brief review of content that highlights the critical information and monitors the extent to which students can recall and describe previous content.</i>	<i>The teacher adapts and creates new strategies for unique student needs and situations in order to achieve the desired effect.</i>
Element 2.a.3: The teacher engages students in activities that help them link what they already know to the new content about to be addressed and facilitates these linkages.			
Possible Teacher Evidence		Possible Student Evidence	
<ul style="list-style-type: none"> ● <i>Previews reading selections or chapters</i> ● <i>Uses K-W-L strategy or variation of it</i> ● <i>Asks or reminds students what they already know about the topic</i> ● <i>Provides an advanced organizer (i.e., outline, graphic organizer)</i> ● <i>Has students brainstorm</i> ● <i>Uses an anticipation guide</i> ● <i>Uses a motivational hook/launching activity (i.e., anecdotes, short videos)</i> ● <i>Uses a word splash activity to connect vocabulary to upcoming content</i> 		<ul style="list-style-type: none"> ● <i>Can explain linkages with prior knowledge</i> ● <i>Make predictions about upcoming content</i> ● <i>Can provide a purpose for what they are about to learn</i> ● <i>Actively engage in previewing activities</i> 	
Proceed to the next page for rubrics.			

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Unsatisfactory	Basic	Proficient	Distinguished
<i>When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.</i>	<i>The teacher engages students in learning activities that require them to preview and link new knowledge to what has been previously addressed BUT does not monitor the extent to which students are making those linkages.</i>	<i>The teacher engages students in learning activities that require them to preview and link new knowledge to what has been previously addressed and monitors the extent to which students are making linkages.</i>	<i>The teacher adapts and creates new strategies for unique student needs and situations in order to achieve the desired effect.</i>
Element 2.a.4: The teacher engages students in revision of previous knowledge about content addressed in previous lessons.			
Possible Teacher Evidence		Possible Student Evidence	
<ul style="list-style-type: none"> ● <i>Asks students to examine previous entries in their academic notebooks or notes</i> ● <i>Engages the whole class in an examination of how the current lesson changed perceptions and understandings of previous content</i> ● <i>Has students explain how their understanding has changed</i> ● <i>Encourages students to add questions, new understanding, or revisions to visuals and preview charts on walls</i> 		<ul style="list-style-type: none"> ● <i>Make corrections to information previously recorded about content</i> ● <i>Can explain previous errors or misconceptions they had about content</i> ● <i>Add information gained or new questions as they occur on any classroom visual</i> 	
Unsatisfactory	Basic	Proficient	Distinguished
<i>When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.</i>	<i>The teacher engages students in revision of previous content BUT does not monitor the extent to which these revisions deepen students' understanding.</i>	<i>The teacher engages students in revision of previous content and monitors the extent to which these revisions deepen students' understanding.</i>	<i>The teacher adapts and creates new strategies for unique student needs and situations in order to achieve the desired effect.</i>

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Element 2.a.5: The teacher engages students in activities that help them reflect on their learning and the learning process.			
Possible Teacher Evidence		Possible Student Evidence	
<ul style="list-style-type: none"> Asks students to state or record what they are clear about and what they are confused about Asks students to state or record how hard they tried Asks students to state or record what they might have done to enhance their learning 		<ul style="list-style-type: none"> Can explain what they are clear about and what they are confused about Students can describe how hard they tried Students can explain what they could have done to enhance their learning 	
Unsatisfactory	Basic	Proficient	Distinguished
<i>When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.</i>	<i>The teacher engages students in reflecting on their own learning and the learning process BUT does not monitor the extent to which students self-assess their understanding and effort.</i>	<i>The teacher engages students in reflecting on their own learning and the learning process and monitors the extent to which students self-assess their understanding and effort.</i>	<i>The teacher adapts and creates new strategies for unique student needs and situations in order to achieve the desired effect.</i>
Element 2.a.6: When appropriate (as opposed to routinely), the teacher designs homework to deepen students' knowledge of informational content or practice a skill, strategy, or process.			
Possible Teacher Evidence		Possible Student Evidence	
<ul style="list-style-type: none"> Communicates a clear purpose for homework Extends an activity that was begun in class to provide students with more time Assigns a well-crafted homework assignment that allows students to practice and deepen their knowledge independently Uses homework as a home/school connection for verbal processing of new knowledge 		<ul style="list-style-type: none"> Can describe how the homework assignment will deepen their understanding of informational content or help them practice a skill, strategy, or process Ask clarifying questions of the homework that help them understand its purpose 	
Proceed to the next page for rubrics.			

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Unsatisfactory	Basic	Proficient	Distinguished
<i>When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.</i>	<i>When appropriate (as opposed to routinely), the teacher assigns homework that is designed to deepen knowledge of information or practice a skill, strategy, or process BUT does not monitor the extent to which students understand the homework.</i>	<i>When appropriate (as opposed to routinely), the teacher assigns homework that is designed to deepen knowledge of information or practice a skill, strategy, or process and monitors the extent to which students understand the homework.</i>	<i>The teacher adapts and creates new strategies for unique student needs and situations in order to achieve the desired effect.</i>
Element 2.a.7: The teacher asks questions or engages students in activities that require elaborative inferences that go beyond what was explicitly taught.			
Possible Teacher Evidence		Possible Student Evidence	
<ul style="list-style-type: none"> ● <i>Asks explicit questions that require students to make elaborative inferences about the content</i> ● <i>Asks students to explain and defend their inferences</i> ● <i>Presents situations or problems that require inferences</i> 		<ul style="list-style-type: none"> ● <i>Volunteer answers to inferential questions</i> ● <i>Provide explanations and “proofs” for inferences</i> ● <i>Use higher-level thinking skills</i> 	
Unsatisfactory	Basic	Proficient	Distinguished
<i>When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.</i>	<i>The teacher engages students in answering inferential questions BUT does not monitor the extent to which students’ responses elaborate on what was explicitly taught.</i>	<i>The teacher engages students in answering inferential questions and monitors the extent to which students elaborate on what was explicitly taught.</i>	<i>The teacher adapts and creates new strategies for unique student needs and situations in order to achieve the desired effect.</i>

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Element 2.a.8: The teacher organizes students into small groups to facilitate the processing of or practicing and deepening of new information.			
Possible Teacher Evidence		Possible Student Evidence	
<ul style="list-style-type: none"> ● <i>Has established routines for student grouping and student interaction in groups</i> ● <i>Organizes students into ad hoc groups for the lesson</i> <ul style="list-style-type: none"> ○ <i>Pairs</i> ○ <i>Triads</i> ○ <i>Small groups up to about 5</i> ● <i>Organizes students into groups with the expressed idea of deepening their knowledge of informational content</i> ● <i>Organizes students into groups with the expressed idea of practicing a skill, strategy, or process</i> ● <i>Sets up structures which allow flexible grouping for individual re-teaching and/or extensions</i> ● <i>Explain how the group work supports their learning</i> 		<ul style="list-style-type: none"> ● <i>Move to groups in an orderly fashion</i> ● <i>Appear to understand expectations about appropriate behavior in group</i> ● <i>While in groups, interact in explicit ways to deepen their knowledge of informational content or practice a skill, strategy, or process</i> ● <i>Asking each other questions, especially clarifying questions</i> ● <i>Obtaining feedback from their peers</i> ● <i>Acting as field experts on one aspect in order to teach teammates</i> 	
Unsatisfactory	Basic	Proficient	Distinguished
<i>When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.</i>	<i>The teacher organizes students into small groups to facilitate the processing or practicing and deepening of new knowledge BUT does not monitor group processing to ensure that it enhances student learning.</i>	<i>The teacher organizes students into small groups to facilitate the processing or practicing and deepening of new knowledge and monitors group processing.</i>	<i>The teacher adapts and creates new strategies for unique student needs and situations in order to achieve the desired effect.</i>

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Appendix B: Suggested Definitions of Key Terms

<i>components</i>	Specific descriptors which identify teacher practices or behaviors within a broader criterion. Depending on local decision-making, these may be used to assist in determining overall ratings on individual criteria. These are unique to the Marzano instructional framework and represent the common language of instruction for the framework.
<i>criterion</i>	One of the eight state-mandated categories of professional teaching practice. These are common across all instructional frameworks.
<i>desired effect</i>	The anticipated student response sought from a teacher action or behavior.
<i>direct instruction</i>	Introduction of new content or skills; is not limited to lecture but may include any strategy facilitating student interaction with new content or skills.
<i>learning goals</i>	Long term, larger scale learning outcomes toward which multiple lessons and/or activities will build.
<i>monitoring</i>	Any strategy, whether formal or informal, which a teacher employs to observe whether an instructional strategy is achieving the desired effect.
<i>reluctant learner</i>	Research shows that a teacher’s labeling of a student as a “reluctant learner” is based more upon a teacher’s low expectation for that student’s performance than on any inherent characteristic of the student (see Marzano, <i>The Art and Science of Teaching</i> 2007). However, this term is commonly understood in the educational lexicon to refer to students for whom the typical application of strategies does not elicit the desired effect. Previous versions of the framework identified these students as “low-expectancy students” to identify the impact of low teacher expectations on student performance.
<i>scale (rubric)</i>	A structured set of criteria describing detailed levels of performance of a task. When designed appropriately, a scale is an effective tool for providing performance feedback and establishing specific goals for improvement.

Continued on the next page.

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<i>students regularly marginalized or underserved by school systems</i>	Previously designated as “underserved students,” the phrase “students regularly marginalized or underserved by school systems” refers to students whose racial or cultural identities, special education status, language learning status, or other identities are broadly underserved or marginalized in American public education students. The linguistic shift from “underserved students” acknowledges systemic culpability in under-serving students rather than attaching “underserved” as inherent to the student.
<i>withitness</i>	The nature of being alert and aware of what is occurring in the classroom at all times, thus enabling teachers to identify possible disruptive behaviors and proactively address them.

Sources:

Rubrics, Definitions, Possible Teacher Evidence, Possible Student Evidence:

Marzano, Robert J. *The New Art and Science of Teaching*. Solution Tree Press, 2017.

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Possible Teacher Evidence, Possible Student Evidence:

Hammond, Zaretta. *Culturally Responsive Teaching and the Brain*. Corwin, 2015.

Stembridge, Adeyemi. *Culturally Responsive Education in the Classroom*. Routledge, 2020.