

**The Marzano Teacher Evaluation Model At a Glance**  
**For Use in the 2013-14 School Year – Version 1.1**

Criterion 1	Criterion 2	
<b>Centering instruction on high expectations for student achievement.</b>	<b>Demonstrating effective teaching practices.</b>	
<p><b>Component 1.1:</b> Providing Clear Learning Goals and Scales (Rubrics)</p> <p><b>Component 1.2:</b> Celebrating Success</p> <p><b>Component 1.3:</b> Understanding Students' Interests and Backgrounds</p> <p><b>Component 1.4:</b> Demonstrating Value and Respect for Typically Underserved Students</p>	<p><b>Component 2.1:</b> Interacting with New Knowledge</p> <p><b>Component 2.2:</b> Organizing Students to Practice and Deepen Knowledge</p> <p><b>Component 2.3:</b> Organizing Students for Cognitively Complex Tasks</p> <p><b>Component 2.4:</b> Asking Questions of Typically Underserved Students</p>	<p><b>Component 2.5:</b> Probing Incorrect Answers with Typically Underserved Students</p> <p><b>Component 2.6:</b> Noticing when Students are Not Engaged</p> <p><b>Component 2.7:</b> Using and Applying Academic Vocabulary</p> <p><b>Component 2.8:</b> Evaluating Effectiveness of Individual Lessons and Units</p>
Criterion 3	Criterion 4	Criterion 5
<b>Recognizing individual student learning needs and developing strategies to address those needs.</b>	<b>Providing clear and intentional focus on subject matter content and curriculum.</b>	<b>Fostering and managing a safe, positive learning environment.</b>
<p><b>Component 3.1:</b> Effective Scaffolding of Information Within Lessons</p> <p><b>Component 3.2:</b> Planning and Preparing for the Needs of All Students</p>	<p><b>Component 4.1:</b> Attention to Established Content Standards</p> <p><b>Component 4.2:</b> Use of Available Resources and Technology</p>	<p><b>Component 5.1:</b> Organizing the Physical Layout of the Classroom</p> <p><b>Component 5.2:</b> Reviewing Expectations to Rules and Procedures</p> <p><b>Component 5.3:</b> Demonstrating "Withitness"</p> <p><b>Component 5.4:</b> Applying Consequences for Lack of Adherence to Rules and Procedures</p> <p><b>Component 5.5:</b> Acknowledging Adherence to Rules and Procedures</p> <p><b>Component 5.6:</b> Displaying Objectivity and Control</p>
<p><b>Student Growth 3.1:</b> Establish Student Growth Goal(s)</p> <p><b>Student Growth 3.2:</b> Achievement of Student Growth Goal(s)</p>		

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Criterion 6	Criterion 7	Criterion 8
<b>Using multiple student data elements to modify instruction and improve student learning.</b>	<b>Communicating and collaborating with parents and the school community.</b>	<b>Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.</b>
<p><b>Component 6.1:</b> Designing Instruction Aligned to Assessment</p> <p><b>Component 6.2:</b> Using Multiple Data Elements</p> <p><b>Component 6.3:</b> Tracking Student Progress</p>	<p><b>Component 7.1:</b> Promoting Positive Interactions about Students and Parents – Courses, Programs and School Events</p> <p><b>Component 7.2:</b> Promoting Positive Interactions about Students and Parents – Timeliness and Professionalism</p>	<p><b>Component 8.1:</b> Seeking Mentorship for Areas of Need or Interest</p> <p><b>Component 8.2:</b> Promoting Positive Interactions with Colleagues</p> <p><b>Component 8.3:</b> Participating in District and School Initiatives</p> <p><b>Component 8.4:</b> Monitoring Progress Relative to the Professional Growth and Development Plan</p>
<p><b>Student Growth 6.1:</b> Establish Student Growth Goal(s)</p> <p><b>Student Growth 6.2:</b> Achievement of Student Growth Goal(s)</p>		<p><b>Student Growth 8.1:</b> Establish Team Student Growth Goal(s)</p>

Yellow Highlight = Possible Observable Component. You may schedule an informal observation with your administrator to capture criteria evidence.

