

MARZANO

Framework for Teaching at a Glance & Washington State Criteria

For Use in the 2012-13 School Year – Version 1.0

STAR Framework for Powerful Teaching and Learning™ CROSSWALK 1.0

The STAR Framework for Powerful Teaching and Learning is made up of 5 Essential Components, 15 Indicators, and 131 Strategies. The 5 Essential Components and Reference Codes for the 15 Indicators are listed below. Because of the developmental nature of the STAR Framework for Powerful Teaching & Learning all 15 Indicators are inter-related (alpha .92). As such, many, and in some cases most, of the STAR Indicators align with the various evaluation elements. However, we have included the most obvious, and probably the most important, STAR Indicators that align to each of the Model Elements. The entire instructional framework is included on the following pages for additional reference.

S kills	S1, S2, S3	(n = 26 strategies)
knowledge	K4, K5, K6	(n = 24 strategies)
T hinking	T7, T8, T9	(n = 29 strategies)
A pplication	A10, A11, A12	(n = 27 strategies)
R elationships	R13, R14, R15	(n = 25 strategies)

STAR	= Evaluation element is built into the entire Framework
PROCESS	= Evaluation element is supported by following the STAR Protocol & Process
PLANNER	= Evaluation element is supported by the STAR Pedagogical Lesson Planner
RUBRIC	= Evaluation element is supported by STAR Student Engagement Scale

MARZANO at a Glance

Criterion 1	Criterion 2	
Centering instruction on high expectations for student achievement.	Demonstrating effective teaching practices.	
<p>Component 1.1: Providing Clear Learning Goals and Scales (Rubrics) K4, A10, A11</p> <p>Component 1.2: Celebrating Success K4, R13</p> <p>Component 1.3: Understanding Students' Interests and Backgrounds A10, R13</p> <p>Component 1.4: Demonstrating Value and Respect for Typically Underserved Students R13</p>	<p>Component 2.1: Interacting with New Knowledge K4, K5, K6, T7, T8, T9, A10, A11, R14,</p> <p>Component 2.2: Organizing Students to Practice and Deepen Knowledge S1, S2, A10</p> <p>Component 2.3: Organizing Students for Cognitively Complex Tasks T8, A11, R14</p> <p>Component 2.4: Asking Questions of Typically Underserved Students T7</p>	<p>Component 2.5: Probing Incorrect Answers with Typically Underserved Students T7</p> <p>Component 2.6: Noticing when Students are Not Engaged S1, K4, T7, A10, A11, R13</p> <p>Component 2.7: Using and Applying Academic Vocabulary K4, K6</p> <p>Component 2.8: Evaluating Effectiveness of Individual Lessons and Units T8, T9, PROCESS</p>
Criterion 3	Criterion 4	Criterion 5
Recognizing individual student learning needs and developing strategies to address those needs.	Providing clear and intentional focus on subject matter content and curriculum.	Fostering and managing a safe, positive learning environment.
<p>Component 3.1: Effective Scaffolding of Information Within Lessons A10, A11</p> <p>Component 3.2: Planning and Preparing for the Needs of All Students R15</p> <p>3.1: Establish Student Growth Goal (s)</p>	<p>Component 4.1: Attention to Established Content Standards K4</p> <p>Component 4.2: Use of Available Resources and Technology S3, A11, A12</p>	<p>Component 5.1: Organizing the Physical Layout of the Classroom R13</p> <p>Component 5.2: Reviewing Expectations to Rules and Procedures R13 R14</p> <p>Component 5.3: Demonstrating "Withitness" R13</p> <p>Component 5.4: Applying Consequences for Lack of Adherence to Rules and Procedures R13 R14</p> <p>Component 5.5: Acknowledging Adherence to Rules and Procedures R13</p> <p>Component 5.6: Displaying Objectivity and Control R13</p>
Criterion 6	Criterion 7	Criterion 8
Using multiple student data elements to modify instruction and improve student learning.	Communicating and collaborating with parents and the school community.	Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.
<p>Component 6.1: Designing Instruction Aligned to Assessment K4, T9, R15</p> <p>Component 6.2: Using Multiple Data Elements R15</p> <p>Component 6.3: Tracking Student Progress T9</p> <p>6.1: Establish Student Growth Goal (s)</p>	<p>Component 7.1: Promoting Positive Interactions about Students and Parents – Courses, Programs and School Events A12</p> <p>Component 7.2: Promoting Positive Interactions about Students and Parents – Timeliness and Professionalism A12</p>	<p>Component 8.1: Seeking Mentorship for Areas of Need or Interest PROCESS</p> <p>Component 8.2: Promoting Positive Interactions with Colleagues PROCESS</p> <p>Component 8.3: Participating in District and School Initiatives</p> <p>Component 8.4: Monitoring Progress Relative to the Professional Growth and Development Plan</p> <p>8.1: Establish Student Growth Goal(s), Implement, and Monitor Growth</p>

State Teacher Evaluation Criteria	Marzano Professional Practices Framework	BERC STAR Instructional Framework
<p>Criterion 1</p> <p>Centering instruction on high expectations for student achievement</p>	<p>Component 1.1: Providing Clear Learning Goals and Scales (Rubrics)</p> <p>Component 1.2: Celebrating Success</p> <p>Component 1.3: Understanding Students' Interests and Backgrounds</p> <p>Component 1.4: Demonstrating Value and Respect for Typically Underserved Students</p>	<p>K4, A10, A11</p> <p>K4, R13</p> <p>A10, R13</p> <p>R13</p>
<p>Criterion 2</p> <p>Demonstrating effective teaching practices</p>	<p>Component 2.1: Interacting with New Knowledge</p> <p>Component 2.2: Organizing Students to Practice and Deepen Knowledge</p> <p>Component 2.3: Organizing Students for Cognitively Complex Tasks</p> <p>Component 2.4: Asking Questions of Typically Underserved Students</p> <p>Component 2.5: Probing Incorrect Answers with Typically Underserved Students</p> <p>Component 2.6: Noticing when Students are Not Engaged</p> <p>Component 2.7: Using and Applying Academic Vocabulary</p> <p>Component 2.8: Evaluating Effectiveness of Individual Lessons and Units</p>	<p>K4, K5, K6, T7, T8, T9, A10, A11, R14</p> <p>S1, S2, A10</p> <p>T8, A11, R14</p> <p>T7</p> <p>T7</p> <p>S1, K4, T7, A10, A11, R13</p> <p>K4, K6</p> <p>T8, T9, PROCESS</p>
<p>Criterion 3</p> <p>Recognizing individual student learning needs and developing strategies to address those needs</p>	<p>Component 3.1: Effective Scaffolding of Information Within Lessons</p> <p>Component 3.2: Planning and Preparing for the Needs of All Students</p> <p>3.1: Establish Student Growth Goal(s)</p>	<p>A10, A11</p> <p>R15</p>
<p>Criterion 4</p> <p>Providing clear and intentional focus on subject matter content and curriculum</p>	<p>Component 4.1: Attention to Established Content Standards</p> <p>Component 4.2: Use of Available Resources and Technology</p>	<p>K4</p> <p>S3, A11, A12</p>
<p>Criterion 5</p> <p>Fostering and managing a safe, positive learning environment</p>	<p>Component 5.1: Organizing the Physical Layout of the Classroom</p> <p>Component 5.2: Reviewing Expectations to Rules and Procedures</p> <p>Component 5.3: Demonstrating "Withitness"</p> <p>Component 5.4: Applying Consequences for Lack of Adherence to Rules and Procedures</p> <p>Component 5.5: Acknowledging Adherence to Rules and Procedures</p> <p>Component 5.6: Displaying Objectivity and Control</p>	<p>R13</p> <p>R13, R14</p> <p>R13</p> <p>R13, R14</p> <p>R13</p> <p>R13</p>

Criterion 6	Component 6.1: Designing Instruction Aligned to Assessment	K4, T9, R15
Using multiple student data elements to modify instruction and improve student learning	Component 6.2: Using Multiple Data Elements Component 6.3: Tracking Student Progress 6.1: Establish Student Growth Goal(s)	R15 T9
Criterion 7	Component 7.1: Promoting Positive Interactions about Students and Parents – Courses, Programs and School Events	A12
Communicating and collaborating with parents and the school community.	Component 7.2: Promoting Positive Interactions about Students and Parents – Timeliness and Professionalism	A12
Criterion 8	Component 8.1: Seeking Mentorship for Areas of Need or Interest	PROCESS
Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.	Component 8.2: Promoting Positive Interactions with Colleagues Component 8.3: Participating in District and School Initiatives Component 8.4: Monitoring Progress Relative to the Professional Growth and Development Plan 8.1: Establish Student Growth Goal(s), Implement, and Monitor Growth	PROCESS