

Crosswalk:
Marzano Focused Teacher Evaluation Model & 2014 Marzano Teacher Evaluation Model

Marzano Focused Teacher Evaluation Model	2014 Marzano Teacher Evaluation Model
Standards-Based Planning	
Planning Standards-Based Lessons/Units	1 – Providing Rigorous Learning Goals and Performance Scales (Rubrics) 9 – Chunking Content into “Digestible Bites” 42 – Effective Scaffolding of Information within Lessons 43 – Lessons with Units 44 – Attention to Established Content Standards
Aligning Resources to Standard(s)	45 – Use of Available Traditional Resources 46 – Use of Available Technology
Planning to Close the Achievement Gap Using Data	47 – Needs of English Language Learners 48 – Needs of Students Receiving Special Education 49 – Needs of Students Who Lack Support for Schooling
Standards-Based Instruction	
Identifying Critical Content from the Standards	1 – Providing Rigorous Learning Goals and Performance Scales (Rubrics) 6 – Identifying Critical Content 9 – Chunking Content into “Digestible Bites”
Previewing New Content	8 – Previewing Content
Helping Students Process New Content	10 – Helping Students Process New Content 12 – Helping Students Record and Represent Knowledge
Using Questions to Help Students Elaborate on Content	11 – Helping Students Elaborate on New Content
Reviewing Content	14 – Reviewing Content
Helping Students Practice Skills, Strategies, and Processes	16 – Using Homework 19 – Helping Students Practice Skills, Strategies, and Processes
Helping Students Examine Similarities and Differences	17 – Helping Students Examine Similarities and Differences
Helping Students Examine Their Reasoning	18 – Helping Students Examine Their Reasoning
Helping Students Revise Knowledge	13 – Helping Students Reflect on Learning 20 – Helping Students Revise Knowledge
Helping Students Engage in Cognitively Complex Tasks	22 – Engaging in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
Conditions for Learning	

Using Formative Assessment to Track Progress	2 – Tracking Student Progress
Providing Feedback and Celebrating Success	2 – Tracking Student Progress 3 – Celebrating Success
Organizing Students to Interact with Content	7 – Organizing Students to Interact with New Content 15 – Organizing Students to Practice and Deepen Knowledge 21 – Organizing Students for Cognitively Complex Tasks 23 – Providing Resources and Guidance for Cognitively Complex Tasks
Establishing and Acknowledging Adherence to Rules and Procedures	4 – Establishing Classroom Routines 5 – Organizing the Physical Layout of the Classroom 33 – Demonstrating “Withitness” 34 – Applying Consequences for Lack of Adherence to Rules and Procedures 35 – Acknowledging Adherence to Rules and Procedures
Using Engagement Strategies	24 – Noticing When Students are Not Engaged 25 – Using Academic Games 26 – Managing Response Rates 27 – Using Physical Movement 28 – Maintaining a Lively Pace 29 – Demonstrating Intensity and Enthusiasm 30 – Using Friendly Controversy 31 – Providing Opportunities for Students to Talk About Themselves 32 – Presenting Unusual or Intriguing Information
Establishing and Maintaining Effective Relationships in a Student-Centered Classroom	36 – Understanding Students’ Interests and Backgrounds 37 – Using Verbal and Nonverbal Behaviors that Indicate Affection for Students 38 – Displaying Objectivity and Control
Communicating High Expectations for Each Student to Close the Achievement Gap	39 – Demonstrating Value and Respect for Low Expectancy Students 40 – Asking Questions of Low Expectancy Students 41 – Probing Incorrect Answers with Low Expectancy Students
Professional Responsibilities	
Adhering to School/District Policies and Procedures	59 – Adhering to District and School Rules and Procedures 60 – Participating in District and School Initiatives
Maintaining Expertise in Content and Pedagogy	50 – Identifying Areas of Pedagogical Strength and Weakness 51 – Evaluating the Effectiveness of Individual Lessons and Units 52 – Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors 53 – Developing a Written Growth and Development Plan 54 – Monitoring Progress Relative to the Professional Growth and Development Plan
Promoting Teacher Leadership and Collaboration	55 – Promoting Positive Interactions with Colleagues 56 – Promoting Positive Interactions about Students and Parents 57 – Seeking Mentorship for Areas of Need or Interest

