Research and Proven Practices of Dr. Robert Marzano

Introduction to the research of Robert J. Marzano

Robert J. Marzano, Ph.D., is cofounder and chief executive officer of Marzano Research Laboratory in Englewood, Colorado. A leading researcher in education, he is a speaker, trainer and author of more than 30 books and 150 articles on instruction, assessment, writing and implementing standards, cognition, effective leadership and school intervention. Marzano's practical translation of the most current education research and theory into classroom strategies are internationally known and widely practiced by teachers and administrators.

The Marzano classroom strategies are articulated in *The Art and Science of Teaching.* A crosswalk of these strategies and the Missouri Teaching Standards and Quality Indicators is provided to demonstrate which Marzano strategies support each particular Missouri Quality Indicators. A document which ranks Missouri's Quality Indicators by number of strategies they align with is also provided as a quick reference. Finally, the Growth Guide of each Quality Indicator is provided with the appropriate Marzano strategies and supporting evidence for that strategy. This might provide further clarification of Missouri's quality indicators for the teacher and suggest appropriate research-based strategies to support these indicators.

Marzano, R. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA: The Association for Supervision and Curriculum Development (ASCD).

Alignment of Missouri Teaching Standards and Domain 1 AST Elements

Missouri Teaching Standards	Routine Events					Content																	Enacted on the Spot																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41
Standard 1																																									
QI 1 (23)	x					x	x	x	x	x	x	x	x	x	x						x	x	x	x	x	x	x	x	x	x	x	x									
QI 2 (24)	x						x	x	x	x				x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x									
QI 3 (3)																					x	x	x																		
QI 4 (7)																								x						x		x	x	x	x			x			
QI 5 (6)																					x	x	x							x							x	x			
Standard 2																																									
QI 1 (17)	x	x				x	x	x	x	x	x	x	x	x	x		x	x	x					x													x				
QI 2 (5)	x	x	x										x							x																					
QI 3 (3)	x			x	x																																				
QI 4 (16)				x	x	x	x	x	x	x	x	x	x	x	x		x	x	x					x																	
QI 5 (34)	x					x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				x	x	x	x	x	x
QI 6 (8)				x	x																									x						x	x		x	x	x
Standard 3																																									
QI 1 (1)						x																																			
QI 2 (12)		x	x				x		x	x	x	x	x				x		x	x																	x				
QI 3 (8)	x					x								x			x		x	x							x										x				
Standard 4																																									
QI 1 (15)	x						x	x	x	x	x		x	x	x	x	x		x		x	x	x																		
QI 2 (4)						x		x															x		x																
QI 3 (11)							x			x			x			x			x			x	x	x	x					x	x										
Standard 5																																									
QI 1 (22)		x	x	x	x																			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
QI 2 (17)	x			x	x																			x	x	x	x	x	x	x	x	x	x	x	x		x		x		
QI 3 (7)			x	x	x																									x			x	x					x		
Standard 6																																									
QI 1 (4)																																					x		x	x	x
QI 2 (2)																														x							x				
QI 3 (10)	x								x	x	x	x				x	x		x		x																x				
QI 4 (18)						x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x																		
Standard 7																																									
QI 1 (3)	x	x	x																																						
QI 2 (2)	x	x																																							
QI 3 (3)	x	x	x																																						
QI 4 (2)	x	x																																							
QI 5 (3)	x	x	x																																						
QI 6 (1)		x																																							
Standards 8 & 9											(See Domains 2-4)																														

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Alignment of Missouri Teaching Standards and Domain 2-4 AST Elements

Missouri Teaching Standards	Domain 2								Domain 3					Domain 4					
	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
Standard 1																			
QI 1 (5)	x	x	x	x	x														
QI 2																			
QI 3 (3)	x	x	x																
QI 4																			
QI 5 (3)						x	x	x											
Standard 2																			
QI 1 (1)	x																		
QI 2 (1)	x																		
QI 3 (1)	x																		
QI 4 (3)						x	x	x											
QI 5																			
QI 6 (3)						x	x	x											
Standard 3																			
QI 1 (1)			x																
QI 2 (6)	x	x	x			x	x	x											
QI 3																			
Standard 4																			
QI 1																			
QI 2 (1)				x															
QI 3																			
Standard 5																			
QI 1 (2)														x	x				
QI 2 (1)														x					
QI 3 (3)														x	x				x
Standard 6																			
QI 1																			
QI 2 (3)						x	x	x											
QI 3																			
QI 4 (2)				x	x														
Standard 7																			
QI 1																			
QI 2																			
QI 3																			
QI 4 (2)										x	x								
QI 5 (2)										x	x								
QI 6 (2)										x	x								
Standard 8																			
QI 1 (7)									x	x	x	x	x			x	x		
QI 2 (7)									x	x	x	x	x			x	x		
QI 3 (2)																	x		x
Standard 9																			
QI 1 (3)																	x	x	x
QI 2 (3)														x	x		x		
QI 3 (2)														x	x				

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Missouri QI Ranked by Marzano Strategies

Missouri Indicator	# of Marzano strategies	Missouri Quality Indicator Description
Standard 2.5	34	Prior experiences, learning styles, multiple intelligences, strengths and needs
Standard 1.2	24	Engaging students in subject matter
Standard 5.1	24	Classroom management, motivation, and engagement
Standard 1.1	23	Content knowledge and academic language
Standard 5.2	18	Managing time, space, transitions, and activities
Standard 6.4	18	Technology and media communication tools
Standard 2.1	17	Cognitive, social, emotional and physical development
Standard 2.4	16	Meeting the needs of every student
Standard 4.1	15	Instructional strategies leading to student engagement in problem-solving and critical thinking
Standard 3.2	12	Develop lessons for diverse learners
Standard 4.3	11	Cooperative learning
Standard 5.3	10	Classroom, School and Community Culture
Standard 6.3	10	Learner expression in speaking, writing and other media
Standard 2.6	8	Language, culture, family and knowledge of community values
Standard 3.3	8	Analyze instructional goals and differentiated instructional strategies
Standard 1.4	7	Interdisciplinary instruction
Standard 1.5	6	Diverse social and cultural perspectives
Standard 2.2	5	Student Goals
Standard 7.5	5	Communication of Student Progress and Maintaining Records
Standard 8.1	5	Self-Assessment and Improvement
Standard 8.2	5	Professional Learning
Standard 4.2	4	Appropriate use of instructional resources to enhance student learning
Standard 6.1	4	Verbal and nonverbal communication
Standard 7.4	4	Effect of instruction on individual/class learning
Standard 1.3	3	Disciplinary research and inquiry methodologies
Standard 2.3	3	Theory of Learning
Standard 7.1	3	Effective Use of Assessments
Standard 7.3	3	Student led Assessment Strategies
Standard 7.6	3	Collaborative Data Analysis Process
Standard 9.1	3	Roles, Responsibilities, and Collegial Activities
Standard 9.2	3	Collaborating with historical, cultural, political and social context to meet the needs of students
Standard 6.2	2	Sensitivity to culture, gender, intellectual and physical differences
Standard 7.2	2	Assessment Data to Improve Learning
Standard 8.3	2	Professional rights, responsibilities and ethical practices
Standard 9.3	2	Cooperative Partnerships in support of student learning
Standard 3.1	1	Implementation of curriculum standards

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Teacher Growth Guide 1.1 – Marzano Strategies

Standard 1: Content knowledge aligned with appropriate instruction.

The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.

Quality Indicator 1: Content knowledge and academic language

Emerging			Developing		Proficient		Distinguished
1E1) The emerging teacher…			1D1) The developing teacher also…		1P1) The proficient teacher also…		1S1) The distinguished teacher also…
Knows and can demonstrate breadth and depth of content knowledge and communicates the meaning of academic language.			Delivers accurate content learning experiences using supplemental resources and incorporates academic language into learning activities.		Infuses new information into instructional units and lessons displaying solid knowledge of the important concepts of the discipline.		Has mastery of taught subjects and continually infuses new research-based content knowledge into instruction.
Score = 0	1	2	3	4	5	6	7
(MDQ) Not Using	**Beginning**		**Developing**		**Applying**		**Innovating**
Strategy is called for but not exhibited	Strategy is done incorrectly or with parts missing		Strategy is done correctly		Strategy is done correctly and its impact/effectiveness monitored		Adapts/creates new strategies for unique student needs/situations

MDQ 1.1 The Teacher Provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal	
Teacher Posts a learning goal so all students can see it Uses a goal that is a clear statement of knowledge/information, not an activity or assignment Makes reference to the goal throughout the lesson and may use a scale or rubric	Student Can explain the learning goal and how current activities relate to it Can explain the levels of performance articulated in the scale or rubric
MDQ 2.6 The teacher identifies a lesson or part of a lesson as involving important (critical or non-critical) information to which students should pay particular attention	
Teacher Explains why upcoming content is important Cues students using tone of voice, body position or level of excitement	Student Can describe the level of importance and why it is important to pay attention to it Visibly adjusts their level of engagement
MDQ 2.7 The teacher organizes students into small groups to facilitate the processing of new information	
Teacher Has established routines for student grouping and student interaction in groups Uses ad hoc groups including dyads, triads, and small groups up to 5 members	Student Moves into groups in orderly fashion and understands appropriate expectations and Visibly adjusts their level of engagement
MDQ 2.8 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	
Teacher Uses preview questions, reminds students what they know, provides and advance organizer Has students brainstorm, uses anticipation guide and/or motivational hook/launching activity	Student Can explain linkages or prior knowledge and make predictions about upcoming content Engages in previewing activities and can give a purpose for what they are about to learn

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MDQ 2.9 Based on student needs, the teacher breaks the content into small chunks (i.e. digestible bites) of information that can be easily processed by students	
Teacher	Student
Stops at strategic points in a verbal presentation, video, presentation or demonstration or as students are reading information or aloud orally	Can explain why the teacher is stopping at various points Appears to know what is expected of them when the teacher stops at strategic points
MDQ 2.10 During breaks in the presentation of content, the teacher engages students in summarizing, prediction and questioning to process new information	
Teacher	Student
Has group members summarize new information Employs process strategies like jigsaw, reciprocal teaching and concept attainment	Volunteer predictions, clarification questions, and can explain what they just learned Groups discuss content asking and answering questions with each other or making predictions
MDQ 2.11 The teacher asks inferential questions or engages students in activities that require elaborative inferences that go beyond what was explicitly taught	
Teacher	Student
Asks explicit questions requiring students to make elaborate inferences about content Asks students to explain or defend their inferences Presents situations or problems that require inferences	Volunteers answers to inferential questions Provides explanations and proofs for inferences
MDQ 2.12 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	
Teacher	Student
Asks students to summarize the information or generate notes identifying critical information Asks students to create graphic organizers, pictures, pictographs, flow charts, or mnemonics	Summaries, notes and nonlinguistic representations include critical content Can explain main points of the lesson
MDQ 2.13 The teacher engages students in activities that help them reflect on their learning and the learning process	
Teacher	Student
Asks students to state or record what they are clear about or what they are confused about Asks students to describe how hard they tried and how they could've enhanced their learning	Can explain confusion or clarity and describe how hard they tried Can explain what they could have done to enhance their learning
MDQ 3.14 The teacher engages students in a brief review of content that highlights the critical information	
Teacher	Student
Begins lesson with a brief review of content Reviews using summary, using previous information, demonstration, or brief practice test	Can describe the previous content on which the new lesson is based Response to class activities indicate they recall previous content
MDQ 3.15 The teacher uses grouping in ways that facilitate practicing and deepening knowledge	
Teacher	Student
Organizes into groups with the expressed idea of deepening knowledge of informal content Organizes into groups with the expressed idea of practicing a skill, strategy or process	Can explain how group work supports their learning When in groups, asks others questions or obtains feedback for their peers
MDQ 3.19 When the content involves a skill, strategy or process, the teacher engages students in practice activities that help them develop fluency	
Teacher	Student
Engages students in massed and distributed activities appropriate to current ability Uses guided practice if students can't perform skill/strategy/process; independent if they can	Performs the skill, strategy or process with increased confidence Performs the skill, strategy or process with increased competence
MDQ 3.20 The teacher engages students in revision of previous knowledge about content addressed in previous lessons	
Teacher	Student
Engages whole class in examination of how the current lesson changed perceptions about the previous content and has students explain how their understanding has changed	Makes corrections to information previously recorded about content Explains previous error or misconceptions they had about content
MDQ 4.23 The teacher acts as a resource provider and guide as students engage in cognitively complex tasks	
Teacher	Student
Circulates the room and provides easy access to himself/herself Volunteers resources and guidance as needed by entire class, groups, or individual students	Seeks out the teacher for advice and guidance Can explain how the teacher provides assistance and guidance
MDQ 5.24 The teacher scans the room making note of when students are not engaged and takes overt action	
Teacher	Student
Notices when specific students or groups are not engaged Notices when energy levels in the room is low; takes action to re-engage students	Appears aware that the teacher is taking note of their engagement level Tires to increase their level of engagement when prompted

MDQ 5.25 The teacher uses academic games and inconsequential competition to maintain student engagement	
Teacher	Student
Uses structured games (Jeopardy; family feud) and impromptu games to increase engagement Uses friendly competition along with classroom games	Engages in games with some enthusiasm Can explain how games keep their interest and help them learn and remember content
MDQ 5.26 The teacher uses response rate techniques to maintain student engagement in questions	
Teacher	Student
Uses wait time, response cards, and raised hands to respond to questions Uses choral response, technology to track responses and response chaining	Or entire class responds to questions posed by the teacher Can describe their thinking about specific questions posed by the teacher
MDQ 5.27 The teacher uses physical movement to maintain student engagement	
Teacher	Student
Uses standing up, stretching, voting with feet, give-one-get-one, acting out or modeling Has students move to a part of the room that represents their answer	Engage in physical activities designed by the teacher Can explain how physical movement keeps their interest and helps them learn
MDQ 5.28 The teacher uses pacing techniques to maintain students' engagement	
Teacher	Student
Employs crisp transitions from one activity to another Alters pace appropriately (i.e. speeds up or slows down as appropriate	Quickly adapts to transitions and re-engages when a new activity is begun Students describe the pace as not too slow and not too fast
MDQ 5.29 The teacher demonstrates intensity and enthusiasm for the content in a variety of ways	
Teacher	Student
Describes personal experiences that relate to content Signals excitement for content through physical gestures, voice tone, dramatization Overtly adjusts energy level	Says teacher likes the content and likes teaching it Attention level increases when the teacher demonstrates enthusiasm and intensity
MDQ 5.30 The teacher uses friendly controversy techniques to maintain student engagement	
Teacher	Student
Structures mini-debates about the content Has students examine multiple perspectives and opinions about the content Elicits different opinions on content from members of the class	Engages in friendly controversy activities with enhanced engagement Describes friendly controversy activities as stimulating, fun, etc. Explains how friendly controversy helped them understand content better
MDQ 5.31 The teacher provides students with opportunities to relate what is being addressed in class to their personal interests	
Teacher	Student
Is aware of student interests and makes connections between these and content Structures activities that ask students to make connections between content and interests Appears encouraging and interested in connections between content and interests	Engages in activities that require them to make connections between interests and content Explains how making connections helps them understands content better
MDQ 5.32 The teacher uses unusual or intriguing information about the content in a manner that enhances student engagement	
Teacher	Student
Provides interesting facts and details about the content Encourages students to identify interesting information about the content Uses activities like "believe it or not" or guest speakers	Attention increases when unusual information is provided about the content Explains how unusual information makes them more interested in content

Teacher Growth Guide 1.2 – Marzano Strategies

Standard 1: Content knowledge aligned with appropriate instruction.

Quality Indicator 2: Student engagement in subject matter

Emerging	Developing	Proficient	Distinguished
1E2) The emerging teacher… Chooses from multiple sources to engage student interest and activity in the content.	1D2) The developing teacher also… Uses a variety of differentiated instructional strategies which purposefully engage students in content.	1P2) The proficient teacher also… Uses specific instructional strategies to engage students and advance each individual student's learning as evidenced by student data.	1S2) The distinguished teacher also… Moves fluidly between differentiated instructional strategies based on the unique learning needs and situations of the students resulting in deeper student knowledge and understanding in the content area.

Score = 0	1	2	3	4	5	6	7
(MDQ) Not Using	**Beginning**		**Developing**		**Applying**		**Innovating**
Strategy is called for but not exhibited	Strategy is done incorrectly or with parts missing		Strategy is done correctly		Strategy is done correctly and its impact/effectiveness monitored		Adapts/creates new strategies for unique student needs/situations

MDQ 1.1 The Teacher Provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal	
Teacher Posts a learning goal so all students can see it Uses a goal that is a clear statement of knowledge/information, not an activity or assignment Makes reference to the goal throughout the lesson and may use a scale or rubric	Student Can explain the learning goal and how current activities relate to it Can explain the levels of performance articulated in the scale or rubric
MDQ 2.7 The teacher organizes students into small groups to facilitate the processing of new information	
Teacher Has established routines for student grouping and student interaction in groups Uses ad hoc groups including dyads, triads, and small groups up to 5 members	Student Moves into groups in orderly fashion and understands appropriate expectations and Visibly adjusts their level of engagement
MDQ 2.8 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	
Teacher Uses preview questions, reminds students what they know, provides and advance organizer Has students brainstorm, uses anticipation guide and/or motivational hook/launching activity	Student Can explain linkages or prior knowledge and make predictions about upcoming content Engages in previewing activities and can give a purpose for what they are about to learn
MDQ 2.9 Based on student needs, the teacher breaks the content into small chunks (i.e. digestible bites) of information that can be easily processed by students	
Teacher Stops at strategic points in a verbal presentation, video, presentation or demonstration or as students are reading information or aloud orally	Student Can explain why the teacher is stopping at various points Appears to know what is expected of them when the teacher stops at strategic points

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MDQ 2.10 During breaks in the presentation of content, the teacher engages students in summarizing, prediction and questioning to process new information	
Teacher	Student
Has group members summarize new information	Volunteer predictions, clarification questions, and can explain what they just learned
Employs process strategies like jigsaw, reciprocal teaching and concept attainment	Groups discuss content asking and answering questions with each other or making predictions

MDQ 2.13 The teacher engages students in activities that help them reflect on their learning and the learning process	
Teacher	Student
Asks students to state or record what they are clear about or what they are confused about	Can explain confusion or clarity and describe how hard they tried
Asks students to describe how hard they tried and how they could've enhanced their learning	Can explain what they could have done to enhance their learning

MDQ 3.14 The teacher engages students in a brief review of content that highlights the critical information	
Teacher	Student
Begins lesson with a brief review of content	Can describe the previous content on which the new lesson is based
Reviews using summary, using previous information, demonstration, or brief practice test	Response to class activities indicate they recall previous content

MDQ 3.15 The teacher uses grouping in ways that facilitate practicing and deepening knowledge	
Teacher	Student
Organizes into groups with the expressed idea of deepening knowledge of informal content	Can explain how group work supports their learning
Organizes into groups with the expressed idea of practicing a skill, strategy or process	When in groups, asks others questions or obtains feedback for their peers

MDQ 3.16 As appropriate, the teacher designs homework to deepen students' knowledge of informational content or to practice a skill, strategy or process	
Teacher	Student
Communicates clear purpose for homework	Can describe how homework will deepen understanding of informational content or help them to practice a skill, strategy or process
Extends an activity that was begun in class to provide student with more time	
Crafts an assignment to allow students to practice and deepen knowledge independently	Ask clarifying questions of the homework that help them understand the purpose

MDQ 3.17 When content is informational, the teacher helps students deepen their knowledge by examining similarities and differences	
Teacher	Student
Uses comparison, classifying, analogy or metaphor activities	Can explain and identify similarities and differences
Asks students to summarize what they learned or explain how this helped their understanding	Can explain how similarities and differences help them understand the content better

MDQ 3.18 When content is informational, the teacher helps students deepen their knowledge by examining their own reasoning or the logic of the information as presented to them	
Teacher	Student
Asks students to examine errors or informal fallacies (faulty logic, attacks, weak references)	Can describe errors or informal fallacies in information
Asks students to examine the strength of support presented for a claim	Can explain the overall structure of an argument presented to support a claim

MDQ 3.19 When the content involves a skill, strategy or process, the teacher engages students in practice activities that help them develop fluency	
Teacher	Student
Engages students in massed and distributed activities appropriate to current ability	Performs the skill, strategy or process with increased confidence
Uses guided practice if students can't perform skill/strategy/process; independent if they can	Performs the skill, strategy or process with increased competence

MDQ 4.21 The teacher organizes the class in such a way as to facilitate students working on complex tasks that require them to generate and test hypotheses	
Teacher	Student
Establishes the need to generate and test hypotheses	Can describe the importance of generating and testing hypotheses
Organizes students into groups to generate and test hypotheses	Can explain how groups support their learning and help them generate and test hypotheses

MDQ 4.22 The teacher engages them in complex tasks (decision-making, problem-solving, experimental inquiry, investigation) that require them to generate and test hypotheses	
Teacher	Student
Engages students with explicit tasks (decision-making, problem-solving, investigation, **etc.**)	Clearly are working on tasks and can explain the hypothesis they are testing
Facilitates students generating their own or group task requiring generating and testing	Can explain whether their hypothesis was confirmed or disconfirmed

MDQ 4.23 The teacher acts as a resource provider and guide as students engage in cognitively complex tasks	
Teacher	Student
Circulates the room and provides easy access to himself/herself	Seeks out the teacher for advice and guidance
Volunteers resources and guidance as needed by entire class, groups, or individual students	Can explain how the teacher provides assistance and guidance

MDQ 5.24 The teacher scans the room making note of when students are not engaged and takes overt action	
Teacher	Student
Notices when specific students or groups are not engaged	Appears aware that the teacher is taking note of their engagement level
Notices when energy levels in the room is low; takes action to re-engage students	Tires to increase their level of engagement when prompted
MDQ 5.25 The teacher uses academic games and inconsequential competition to maintain student engagement	
Teacher	Student
Uses structured games (Jeopardy; family feud) and impromptu games to increase engagement	Engages in games with some enthusiasm
Uses friendly competition along with classroom games	Can explain how games keep their interest and help them learn and remember content
MDQ 5.26 The teacher uses response rate techniques to maintain student engagement in questions	
Teacher	Student
Uses wait time, response cards, and raised hands to respond to questions	Or entire class responds to questions posed by the teacher
Uses choral response, technology to track responses and response chaining	Can describe their thinking about specific questions posed by the teacher
MDQ 5.27 The teacher uses physical movement to maintain student engagement	
Teacher	Student
Uses standing up, stretching, voting with feet, give-one-get-one, acting out or modeling	Engage in physical activities designed by the teacher
Has students move to a part of the room that represents their answer	Can explain how physical movement keeps their interest and helps them learn
MDQ 5.28 The teacher uses pacing techniques to maintain students' engagement	
Teacher	Student
Employs crisp transitions from one activity to another	Quickly adapts to transitions and re-engages when a new activity is begun
Alters pace appropriately (i.e. speeds up or slows down as appropriate	Students describe the pace as not too slow and not too fast
MDQ 5.29 The teacher demonstrates intensity and enthusiasm for the content in a variety of ways	
Teacher	Student
Describes personal experiences that relate to content	Says teacher likes the content and likes teaching it
Signals excitement for content through physical gestures, voice tone, dramatization	Attention level increases when the teacher demonstrates enthusiasm and intensity
Overtly adjusts energy level	
MDQ 5.30 The teacher uses friendly controversy techniques to maintain student engagement	
Teacher	Student
Structures mini-debates about the content	Engages in friendly controversy activities with enhanced engagement
Has students examine multiple perspectives and opinions about the content	Describes friendly controversy activities as stimulating, fun, etc.
Elicits different opinions on content from members of the class	Explains how friendly controversy helped them understand content better
MDQ 5.31 The teacher provides students with opportunities to relate what is being addressed in class to their personal interests	
Teacher	Student
Is aware of student interests and makes connections between these and content	Engages in activities that require them to make connections between interests and content
Structures activities that ask students to make connections between content and interests	Explains how making connections helps them understands content better
Appears encouraging and interested in connections between content and interests	
MDQ 5.32 The teacher uses unusual or intriguing information about the content in a manner that enhances student engagement	
Teacher	Student
Provides interesting facts and details about the content	Attention increases when unusual information is provided about the content
Encourages students to identify interesting information about the content	Explains how unusual information makes them more interested in content
Uses activities like "believe it or not" or guest speakers	

Teacher Growth Guide 1.3 – Marzano Strategies

Standard 1: **Content knowledge aligned with appropriate instruction.**

Quality Indicator 3: Disciplinary research and inquiry methodologies

Emerging			Developing		Proficient		Distinguished
1E3) The emerging teacher… Introduces students to various methods of inquiry and research methodologies.			1D3) The developing teacher also… Employs student- inquiry instructional approaches to build capacity for all students on research methodologies.		1P3) The proficient teacher also… Develops strategies to engage students in the processes of inquiry and research pertinent to the discipline being taught.		1S3) The distinguished teacher also… Acquires and shares new knowledge on inquiry and research methodologies that improve student learning.
Score = 0	1	2	3	4	5	6	7
(MDQ) Not Using Strategy is called for but not exhibited	Beginning Strategy is done incorrectly or with parts missing		Developing Strategy is done correctly		Applying Strategy is done correctly and its impact/effectiveness monitored		Innovating Adapts/creates new strategies for unique student needs/situations

MDQ 4.21 The teacher organizes the class in such a way as to facilitate students working on complex tasks that require them to generate and test hypotheses	
Teacher Establishes the need to generate and test hypotheses Organizes students into groups to generate and test hypotheses	Student Can describe the importance of generating and testing hypotheses Can explain how groups support their learning and help them generate and test hypotheses
MDQ 4.22 The teacher engages them in complex tasks (decision-making, problem-solving, experimental inquiry, investigation) that require them to generate and test hypotheses	
Teacher Engages students with explicit tasks (decision-making, problem-solving, investigation, etc.) Facilitates students generating their own or group task requiring generating and testing	Student Clearly are working on tasks and can explain the hypothesis they are testing Can explain whether their hypothesis was confirmed or disconfirmed
MDQ 4.23 The teacher acts as a resource provider and guide as students engage in cognitively complex tasks	
Teacher Circulates the room and provides easy access to himself/herself Volunteers resources and guidance as needed by entire class, groups, or individual students	Student Seeks out the teacher for advice and guidance Can explain how the teacher provides assistance and guidance

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Teacher Growth Guide 1.4 – Marzano Strategies

Standard 1: Content knowledge aligned with appropriate instruction.

Quality Indicator 4: Interdisciplinary instruction

Emerging	Developing	Proficient	Distinguished
1E4) The emerging teacher… Demonstrates the ability to make interdisciplinary content connections during instruction.	1D4) The developing teacher also… Implements meaningful interdisciplinary learning experiences that require students to apply disciplinary knowledge.	1P4) The proficient teacher also… Develops and implements interdisciplinary projects that guide students in analyzing the complexities of an issue or question using perspectives from varied disciplines.	1S4) The distinguished teacher also… Connects current interdisciplinary themes to their discipline(s) and weaves those themes into meaningful learning experiences through collaboration with students, colleagues, and/or real-world partners.

Score = 0	1	2	3	4	5	6	7
(MDQ) Not Using Strategy is called for but not exhibited	**Beginning** Strategy is done incorrectly or with parts missing		**Developing** Strategy is done correctly		**Applying** Strategy is done correctly and its impact/effectiveness monitored		**Innovating** Adapts/creates new strategies for unique student needs/situations

MDQ 5.24 The teacher scans the room making note of when students are not engaged and takes overt action	
Teacher Notices when specific students or groups are not engaged Notices when energy levels in the room is low; takes action to re-engage students	Student Appears aware that the teacher is taking note of their engagement level Tires to increase their level of engagement when prompted
MDQ 5.30 The teacher uses friendly controversy techniques to maintain student engagement	
Teacher Structures mini-debates about the content Has students examine multiple perspectives and opinions about the content Elicits different opinions on content from members of the class	Student Engages in friendly controversy activities with enhanced engagement Describes friendly controversy activities as stimulating, fun, etc. Explains how friendly controversy helped them understand content better
MDQ 5.32 The teacher uses unusual or intriguing information about the content in a manner that enhances student engagement	
Teacher Provides interesting facts and details about the content Encourages students to identify interesting information about the content Uses activities like "believe it or not" or guest speakers	Student Attention increases when unusual information is provided about the content Explains how unusual information makes them more interested in content
MDQ 7.33 The teacher uses behaviors associated with "with-it-ness" to maintain adherence to rules and procedures	
Teacher Physically occupies all quadrants of the room / proactively addresses inflammatory situations Scans the entire room; makes eye contact; deals with potential sources of disruption	Student Recognizes that the teacher is aware of their behavior Describes the teacher as aware of what is going on or has eyes in the back of their head

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MDQ 7.34 The teacher applies consequences for not following rules and procedures consistently and fairly	
Teacher	Student
Use nonverbal signs for inappropriate behavior (eye contact; proximity; tap desk; shake head)	Ceases inappropriate behavior when signaled to do so
	Accepts consequences as a part of the way the class is conducted
Uses verbal signals for inappropriate behavior (says stop; says rule is broken)	Can describe the teacher as fair in the application of rules
Uses contingency consequences; involves home; direct cost consequences	
MDQ 7.35 The teacher consistently and fairly acknowledges adherence to rules and procedures	
Teacher	Student
Uses verbal & non-verbal signals (smile; nod of head; high five; says thank you)	Appears appreciative of the teacher's acknowledgement
Notifies home with compliment; uses reward or certificate of merit; token economies	Number of students adhering to rules increases
MDQ 8.38 The teacher behaves in an objective and controlled manner	
Teacher	Student
Does not exhibit extremes in positive or negative emotions; is calm and controlled	Is settled by the teacher's calm behavior
Does not demonstrate personal offense at misbehavior or inflammatory issues	Describes the teacher as in control of self and class; does not hold grudges or take personally

Teacher Growth Guide 1.5 – Marzano Strategies

<u>Standard 1</u>: Content knowledge aligned with appropriate instruction.

Quality Indicator 5: Diverse social and cultural perspectives

Emerging	Developing	Proficient	Distinguished
1E5) The emerging teacher… Facilitates students' ability to develop balanced, diverse social and cultural perspectives by recognizing personal bias in lesson design.	1D5) The developing teacher also… Designs instruction that incorporates global perspectives about national/regional/ethnic contributions to, and cultural differences/interpretations of the discipline.	1P5) The proficient teacher also Builds background knowledge from a variety of perspectives critical to fostering innovation, solving global challenges, and assuring a healthy democracy.	1S5) The distinguished teacher also… Facilitates student action to address real-world problems from a variety of perspectives related to the discipline that improves their community and/or world.

Score = 0	1	2	3	4	5	6	7
(MDQ) Not Using Strategy is called for but not exhibited	**Beginning** Strategy is done incorrectly or with parts missing		**Developing** Strategy is done correctly		**Applying** Strategy is done correctly and its impact/effectiveness monitored		**Innovating** Adapts/creates new strategies for unique student needs/situations

MDQ 4.21 The teacher organizes the class in such a way as to facilitate students working on complex tasks that require them to generate and test hypotheses

Teacher	Student
Establishes the need to generate and test hypotheses	Can describe the importance of generating and testing hypotheses
Organizes students into groups to generate and test hypotheses	Can explain how groups support their learning and help them generate and test hypotheses

MDQ 4.22 The teacher engages them in complex tasks (decision-making, problem-solving, experimental inquiry, investigation) that require them to generate and test hypotheses

Teacher	Student
Engages students with explicit tasks (decision-making, problem-solving, investigation, etc.)	Clearly are working on tasks and can explain the hypothesis they are testing
Facilitates students generating their own or group task requiring generating and testing	Can explain whether their hypothesis was confirmed or disconfirmed

MDQ 4.23 The teacher acts as a resource provider and guide as students engage in cognitively complex tasks

Teacher	Student
Circulates the room and provides easy access to himself/herself	Seeks out the teacher for advice and guidance
Volunteers resources and guidance as needed by entire class, groups, or individual students	Can explain how the teacher provides assistance and guidance

MDQ 5.30 The teacher uses friendly controversy techniques to maintain student engagement

Teacher	Student
Structures mini-debates about the content	Engages in friendly controversy activities with enhanced engagement
Has students examine multiple perspectives and opinions about the content	Describes friendly controversy activities as stimulating, fun, etc.
Elicits different opinions on content from members of the class	Explains how friendly controversy helped them understand content better

MDQ 8.36 The teacher uses students' interests and background to produce a climate of acceptance and community

Teacher	Student
Has side discussions with students about events in their lives or topics of interest	Describes teacher as someone who knows them & is interested in them; accepts them
Builds student interests into lessons	Responds that teacher demonstrates understanding of their interests and background

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MDQ 8.37 When appropriate, the teacher uses verbal and nonverbal behavior that indicates caring for students	
Teacher	Student
Compliments on academic/personal accomplishments; uses informal conversations	Describes teacher as someone who cares about them
Uses humor, smiles, nods, puts hands on shoulders when appropriate	Responds to verbal and nonverbal interactions

Standard 2: **Student Learning, Growth and Development**

The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.

Quality Indicator 1: Cognitive, social, emotional and physical development

Emerging			Developing		Proficient		Distinguished
2E1) The emerging teacher… Knows how to address developmental factors when making instructional decisions.			2D1) The developing teacher also… Applies understanding of child/adolescent growth and development markers to implement instruction that fosters development in students.		2P1) The proficient teacher also… Uses knowledge of individual growth and development to monitor and chart learner's progress toward goals in each domain to meet current needs and lead to the next level of development.		2S1) The distinguished teacher also… Models and shares with colleagues an effective, continuous instructional cycle that assesses individual performance, identifies needs and provides instruction promoting individual advancement in each domain.
Score = 0	1	2	3	4	5	6	7
Not Using	**Beginning**		**Developing**		**Applying**		**Innovating**
Strategy is called for but not exhibited	Strategy is done incorrectly or with parts missing		Strategy is done correctly		Strategy is done correctly and its impact/effectiveness monitored		Adapts/creates new strategies for unique student needs/situations

MDQ 1.1 The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal	
Teacher Posts a learning goal so all students can see it Uses a goal that is a clear statement of knowledge/information, not an activity or assignment Makes reference to the goal throughout the lesson and may use a scale or rubric	Student Can explain the learning goal and how current activities relate to it Can explain the levels of performance articulated in the scale or rubric
MDQ 1.2 The Teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment	
Teacher Helps students track their individual progress on the learning goal Uses formal/informal means to assign scores to students (class) on scale or rubric	Student Can describe their status relative to the learning goal using the rubric or scale Systematically updates their status on the learning goal
MDQ 2.6 The teacher identifies a lesson or part of a lesson as involving important (critical or non-critical) information to which students should pay particular attention	
Teacher Explains why upcoming content is important Cues students using tone of voice, body position or level of excitement	Student Can describe the level of importance and why it is important to pay attention to it Visibly adjusts their level of engagement

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MDQ 2.7 The teacher organizes students into small groups to facilitate the processing of new information	
Teacher	Student
Has established routines for student grouping and student interaction in groups Uses ad hoc groups including dyads, triads, and small groups up to 5 members	Moves into groups in orderly fashion and understands appropriate expectations and Visibly adjusts their level of engagement

MDQ 2.8 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	
Teacher	Student
Uses preview questions, reminds students what they know, provides and advance organizer Has students brainstorm, uses anticipation guide and/or motivational hook/launching activity	Can explain linkages or prior knowledge and make predictions about upcoming content Engages in previewing activities and can give a purpose for what they are about to learn

MDQ 2.9 Based on student needs, the teacher breaks the content into small chunks (i.e. digestible bites) of information that can be easily processed by students	
Teacher	Student
Stops at strategic points in a verbal presentation, video, presentation or demonstration or as students are reading information or aloud orally	Can explain why the teacher is stopping at various points Appears to know what is expected of them when the teacher stops at strategic points

MDQ 2.10 During breaks in the presentation of content, the teacher engages students in summarizing, prediction and questioning to process new information	
Teacher	Student
Has group members summarize new information Employs process strategies like jigsaw, reciprocal teaching and concept attainment	Volunteer predictions, clarification questions, and can explain what they just learned Groups discuss content asking and answering questions with each other or making predictions

MDQ 2.11 The teacher asks inferential questions or engages students in activities that require elaborative inferences that go beyond what was explicitly taught	
Teacher	Student
Asks explicit questions requiring students to make elaborate inferences about content Asks students to explain or defend their inferences Presents situations or problems that require inferences	Volunteers answers to inferential questions Provides explanations and proofs for inferences

MDQ 2.12 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	
Teacher	Student
Asks students to summarize the information or generate notes identifying critical information Asks students to create graphic organizers, pictures, pictographs, flow charts, or mnemonics	Summaries, notes and nonlinguistic representations include critical content Can explain main points of the lesson

MDQ 2.13 The teacher engages students in activities that help them reflect on their learning and the learning process	
Teacher	Student
Asks students to state or record what they are clear about or what they are confused about Asks students to describe how hard they tried and how they could've enhanced their learning	Can explain confusion or clarity and describe how hard they tried Can explain what they could have done to enhance their learning

MDQ 3.14 The teacher engages students in a brief review of content that highlights the critical information	
Teacher	Student
Begins lesson with a brief review of content Reviews using summary, using previous information, demonstration, or brief practice test	Can describe the previous content on which the new lesson is based Response to class activities indicate they recall previous content

MDQ 3.15 The teacher uses grouping in ways that facilitate practicing and deepening knowledge	
Teacher	Student
Organizes into groups with the expressed idea of deepening knowledge of informal content Organizes into groups with the expressed idea of practicing a skill, strategy or process	Can explain how group work supports their learning When in groups, asks others questions or obtains feedback for their peers

MDQ 3.17 When content is informational, the teacher helps students deepen their knowledge by examining similarities and differences	
Teacher	Student
Uses comparison, classifying, analogy or metaphor activities Asks students to summarize what they learned or explain how this helped their understanding	Can explain and identify similarities and differences Can explain how similarities and differences help them understand the content better

MDQ 3.18 When content is informational, the teacher helps students deepen their knowledge by examining their own reasoning or the logic of the information as presented to them	
Teacher	Student
Asks students to examine errors or informal fallacies (faulty logic, attacks, weak references)	Can describe errors or informal fallacies in information
Asks students to examine the strength of support presented for a claim	Can explain the overall structure of an argument presented to support a claim
MDQ 3.19 When the content involves a skill, strategy or process, the teacher engages students in practice activities that help them develop fluency	
Teacher	Student
Engages students in massed and distributed activities appropriate to current ability	Performs the skill, strategy or process with increased confidence
Uses guided practice if students can't perform skill/strategy/process; independent if they can	Performs the skill, strategy or process with increased competence
MDQ 5.24 The teacher scans the room making note of when students are not engaged and takes overt action	
Teacher	Student
Notices when specific students or groups are not engaged	Appears aware that the teacher is taking note of their engagement level
Notices when energy levels in the room is low; takes action to re-engage students	Tires to increase their level of engagement when prompted
MDQ 8.36 The teacher uses students' interests and background to produce a climate of acceptance and community	
Teacher	Student
Has side discussions with students about events in their lives or topics of interest	Describes teacher as someone who knows them & is interested in them; accepts them
Builds student interests into lessons	Responds that teacher demonstrates understanding of their interests and background

Standard 2: Student Learning, Growth and Development

Quality Indicator 2: Student goals

Emerging	Developing	Proficient	Distinguished
2E2) The emerging teacher… Facilitates students' understanding of taking personal responsibility for their own learning.	2D2) The developing teacher also Uses strategies to enable students to set short- and long-term goals helping them to organize and reflect on their own learning.	2P2) The proficient teacher also… Use strategies to assist students in evaluating and modifying personal learning goals based on personal performance data.	2S2) The distinguished teacher also… Acquires and shares new knowledge on strategies for enabling students to expand and assume control of their own learning.

Score = 0	1	2	3	4	5	6	7
(MDQ) Not Using Strategy is called for but not exhibited	Beginning Strategy is done incorrectly or with parts missing		Developing Strategy is done correctly		Applying Strategy is done correctly and its impact/effectiveness monitored		Innovating Adapts/creates new strategies for unique student needs/situations

MDQ 1.1 The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal	
Teacher Posts a learning goal so all students can see it Uses a goal that is a clear statement of knowledge/information, not an activity or assignment Makes reference to the goal throughout the lesson and may use a scale or rubric	Student Can explain the learning goal and how current activities relate to it Can explain the levels of performance articulated in the scale or rubric

MDQ 1.2 The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment	
Teacher Helps students track their individual progress on the learning goal Uses formal/informal means to assign scores to students (class) on scale or rubric	Student Can describe their status relative to the learning goal using the rubric or scale Systematically updates their status on the learning goal

MDQ 1.3 The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal	
Teacher Acknowledges students who have achieved a certain score; made gains in knowledge/skill Celebrates success with a show of hands, certification of success, notify parent, applause	Student Shows signs of pride regarding their accomplishments in the class Say they want to continue making progress

MDQ 2.13 The teacher engages students in activities that help them reflect on their learning and the learning process	
Teacher Asks students to state or record what they are clear about or what they are confused about Asks students to describe how hard they tried and how they could've enhanced their learning	Student Can explain confusion or clarity and describe how hard they tried Can explain what they could have done to enhance their learning

MDQ 4.21 The teacher organizes the class in such a way as to facilitate students working on complex tasks that require them to generate and test hypotheses	
Teacher Establishes the need to generate and test hypotheses Organizes students into groups to generate and test hypotheses	Student Can describe the importance of generating and testing hypotheses Can explain how groups support their learning and help them generate and test hypotheses

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Teacher Growth Guide 2.3 – Marzano Strategies

Standard 2: Student Learning, Growth and Development

Quality Indicator 3: Theory of learning

Emerging	Developing	Proficient	Distinguished
2E3) The emerging teacher…	2D3) The developing teacher also…	2P3) The proficient teacher also…	2S3) The distinguished teacher also…
Applies theories of learning to create well-planned and delivered instruction.	Implements research-based instruction focused on production of learning for individual students.	Delivers instruction that effectively produces learning gains for every student based on effective plans, grounded in theory/research, and designed to meet individual needs.	Continuously modifies instruction based on his/her own and emerging research and shares effective practices and modifications with colleagues.

Score = 0	1	2	3	4	5	6	7
Not Using	**Beginning**		**Developing**		**Applying**		**Innovating**
Strategy is called for but not exhibited	Strategy is done incorrectly or with parts missing		Strategy is done correctly		Strategy is done correctly and its impact/effectiveness monitored		Adapts/creates new strategies for unique student needs/situations

MDQ 1.1 The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal	
Teacher	Student
Posts a learning goal so all students can see it	Can explain the learning goal and how current activities relate to it
Uses a goal that is a clear statement of knowledge/information, not an activity or assignment	Can explain the levels of performance articulated in the scale or rubric
Makes reference to the goal throughout the lesson and may use a scale or rubric	

MDQ 6.4 The teacher reviews expectations regarding rules and procedures to ensure their effective execution	
Teacher	Student
Involves students in class routines and reminds them of rules and procedures	Follow clear routines and can describe established rules and procedures
Uses class meeting to review rules and procedures; provides cues/signals when to use them	Describe the classroom as an orderly place
Asks students to restate or explain rules and procedures	Recognize cues/signals from teachers and can regulate their own behavior

MDQ 6.5 The teacher organizes the physical layout of the classroom to facilitate movement and focus on learning	
Teacher	Student
Physical layout has clear traffic patterns and easy access to materials and centers	Moves easily about the room and can easily focus on instruction
Decorated to enhance learning	Makes use of materials and learning centers
Bulletin boards relate to current content and student work is displayed	Attends to examples of their displayed work and information on bulletin boards

MDQ 2.6 The teacher identifies a lesson or part of a lesson as involving important (critical or non-critical) information to which students should pay particular attention	
Teacher	Student
Explains why upcoming content is important	Can describe the level of importance and why it is important to pay attention to it
Cues students using tone of voice, body position or level of excitement	Visibly adjusts their level of engagement

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MDQ 2.7 The teacher organizes students into small groups to facilitate the processing of new information	
Teacher Has established routines for student grouping and student interaction in groups Uses ad hoc groups including dyads, triads, and small groups up to 5 members	Student Moves into groups in orderly fashion and understands appropriate expectations and Visibly adjusts their level of engagement
MDQ 2.8 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	
Teacher Uses preview questions, reminds students what they know, provides and advance organizer Has students brainstorm, uses anticipation guide and/or motivational hook/launching activity	Student Can explain linkages or prior knowledge and make predictions about upcoming content Engages in previewing activities and can give a purpose for what they are about to learn
MDQ 2.9 Based on student needs, the teacher breaks the content into small chunks (i.e. digestible bites) of information that can be easily processed by students	
Teacher Stops at strategic points in a verbal presentation, video, presentation or demonstration or as students are reading information or aloud orally	Student Can explain why the teacher is stopping at various points Appears to know what is expected of them when the teacher stops at strategic points
MDQ 2.10 During breaks in the presentation of content, the teacher engages students in summarizing, prediction and questioning to process new information	
Teacher Has group members summarize new information Employs process strategies like jigsaw, reciprocal teaching and concept attainment	Student Volunteer predictions, clarification questions, and can explain what they just learned Groups discuss content asking and answering questions with each other or making predictions
MDQ 2.11 The teacher asks inferential questions or engages students in activities that require elaborative inferences that go beyond what was explicitly taught	
Teacher Asks explicit questions requiring students to make elaborate inferences about content Asks students to explain or defend their inferences Presents situations or problems that require inferences	Student Volunteers answers to inferential questions Provides explanations and proofs for inferences
MDQ 2.12 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	
Teacher Asks students to summarize the information or generate notes identifying critical information Asks students to create graphic organizers, pictures, pictographs, flow charts, or mnemonics	Student Summaries, notes and nonlinguistic representations include critical content Can explain main points of the lesson
MDQ 2.13 The teacher engages students in activities that help them reflect on their learning and the learning process	
Teacher Asks students to state or record what they are clear about or what they are confused about Asks students to describe how hard they tried and how they could've enhanced their learning	Student Can explain confusion or clarity and describe how hard they tried Can explain what they could have done to enhance their learning
MDQ 3.14 The teacher engages students in a brief review of content that highlights the critical information	
Teacher Begins lesson with a brief review of content Reviews using summary, using previous information, demonstration, or brief practice test	Student Can describe the previous content on which the new lesson is based Response to class activities indicate they recall previous content
MDQ 3.15 The teacher uses grouping in ways that facilitate practicing and deepening knowledge	
Teacher Organizes into groups with the expressed idea of deepening knowledge of informal content Organizes into groups with the expressed idea of practicing a skill, strategy or process	Student Can explain how group work supports their learning When in groups, asks others questions or obtains feedback for their peers
MDQ 3.17 When content is informational, the teacher helps students deepen their knowledge by examining similarities and differences	
Teacher Uses comparison, classifying, analogy or metaphor activities Asks students to summarize what they learned or explain how this helped their understanding	Student Can explain and identify similarities and differences Can explain how similarities and differences help them understand the content better

MDQ 3.18 When content is informational, the teacher helps students deepen their knowledge by examining their own reasoning or the logic of the information as presented to them	
Teacher	Student
Asks students to examine errors or informal fallacies (faulty logic, attacks, weak references)	Can describe errors or informal fallacies in information
Asks students to examine the strength of support presented for a claim	Can explain the overall structure of an argument presented to support a claim
MDQ 3.19 When the content involves a skill, strategy or process, the teacher engages students in practice activities that help them develop fluency	
Teacher	Student
Engages students in massed and distributed activities appropriate to current ability	Performs the skill, strategy or process with increased confidence
Uses guided practice if students can't perform skill/strategy/process; independent if they can	Performs the skill, strategy or process with increased competence

Standard 2: Student Learning, Growth and Development

Quality Indicator 4: Differentiated lesson design

Emerging	Developing	Proficient	Distinguished
2E4) The emerging teacher… Designs and implements instruction that considers the needs of students.	2D4) The developing teacher also… Designs and implements instruction that enables students to learn, grow, and develop because their needs are met in a positive learning environment.	2P4) The proficient teacher also… Through design and instruction, establishes an inviting and nurturing educational environment by creating a trusting relationship with students that engages them in learning.	2S4) The distinguished teacher also… Plans and cultivates the unique skills and talents of every child and encourages them to ask questions, take risks and enjoy learning.

Score = 0	1	2	3	4	5	6	7
Not Using	**Beginning**		**Developing**		**Applying**		**Innovating**
Strategy is called for but not exhibited	Strategy is done incorrectly or with parts missing		Strategy is done correctly		Strategy is done correctly and its impact/effectiveness monitored		Adapts/creates new strategies for unique student needs/situations

MDQ 6.4 The teacher reviews expectations regarding rules and procedures to ensure their effective execution	
Teacher Involves students in class routines and reminds them of rules and procedures Uses class meeting to review rules and procedures; provides cues/signals when to use them Asks students to restate or explain rules and procedures	Student Follow clear routines and can describe established rules and procedures Describe the classroom as an orderly place Recognize cues/signals from teachers and can regulate their own behavior
MDQ 6.5 The teacher organizes the physical layout of the classroom to facilitate movement and focus on learning	
Teacher Physical layout has clear traffic patterns and easy access to materials and centers Decorated to enhance learning Bulletin boards relate to current content and student work is displayed	Student Moves easily about the room and can easily focus on instruction Makes use of materials and learning centers Attends to examples of their displayed work and information on bulletin boards
MDQ 2.6 The teacher identifies a lesson or part of a lesson as involving important (critical or non-critical) information to which students should pay particular attention	
Teacher Explains why upcoming content is important Cues students using tone of voice, body position or level of excitement	Student Can describe the level of importance and why it is important to pay attention to it Visibly adjusts their level of engagement
MDQ 2.7 The teacher organizes students into small groups to facilitate the processing of new information	
Teacher Has established routines for student grouping and student interaction in groups Uses ad hoc groups including dyads, triads, and small groups up to 5 members	Student Moves into groups in orderly fashion and understands appropriate expectations and Visibly adjusts their level of engagement
MDQ 2.8 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	
Teacher Uses preview questions, reminds students what they know, provides and advance organizer Has students brainstorm, uses anticipation guide and/or motivational hook/launching activity	Student Can explain linkages or prior knowledge and make predictions about upcoming content Engages in previewing activities and can give a purpose for what they are about to learn

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MDQ 2.9 Based on student needs, the teacher breaks the content into small chunks (i.e. digestible bites) of information that can be easily processed by students	
Teacher	Student
Stops at strategic points in a verbal presentation, video, presentation or demonstration or as students are reading information or aloud orally	Can explain why the teacher is stopping at various points Appears to know what is expected of them when the teacher stops at strategic points
MDQ 2.10 During breaks in the presentation of content, the teacher engages students in summarizing, prediction and questioning to process new information	
Teacher	Student
Has group members summarize new information Employs process strategies like jigsaw, reciprocal teaching and concept attainment	Volunteer predictions, clarification questions, and can explain what they just learned Groups discuss content asking and answering questions with each other or making predictions
MDQ 2.11 The teacher asks inferential questions or engages students in activities that require elaborative inferences that go beyond what was explicitly taught	
Teacher	Student
Asks explicit questions requiring students to make elaborate inferences about content Asks students to explain or defend their inferences Presents situations or problems that require inferences	Volunteers answers to inferential questions Provides explanations and proofs for inferences
MDQ 2.12 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	
Teacher	Student
Asks students to summarize the information or generate notes identifying critical information Asks students to create graphic organizers, pictures, pictographs, flow charts, or mnemonics	Summaries, notes and nonlinguistic representations include critical content Can explain main points of the lesson
MDQ 2.13 The teacher engages students in activities that help them reflect on their learning and the learning process	
Teacher	Student
Asks students to state or record what they are clear about or what they are confused about Asks students to describe how hard they tried and how they could've enhanced their learning	Can explain confusion or clarity and describe how hard they tried Can explain what they could have done to enhance their learning
MDQ 3.14 The teacher engages students in a brief review of content that highlights the critical information	
Teacher	Student
Begins lesson with a brief review of content Reviews using summary, using previous information, demonstration, or brief practice test	Can describe the previous content on which the new lesson is based Response to class activities indicate they recall previous content
MDQ 3.15 The teacher uses grouping in ways that facilitate practicing and deepening knowledge	
Teacher	Student
Organizes into groups with the expressed idea of deepening knowledge of informal content Organizes into groups with the expressed idea of practicing a skill, strategy or process	Can explain how group work supports their learning When in groups, asks others questions or obtains feedback for their peers
MDQ 3.17 When content is informational, the teacher helps students deepen their knowledge by examining similarities and differences	
Teacher	Student
Uses comparison, classifying, analogy or metaphor activities Asks students to summarize what they learned or explain how this helped their understanding	Can explain and identify similarities and differences Can explain how similarities and differences help them understand the content better
MDQ 3.18 When content is informational, the teacher helps students deepen their knowledge by examining their own reasoning or the logic of the information as presented to them	
Teacher	Student
Asks students to examine errors or informal fallacies (faulty logic, attacks, weak references) Asks students to examine the strength of support presented for a claim	Can describe errors or informal fallacies in information Can explain the overall structure of an argument presented to support a claim
MDQ 3.19 When the content involves a skill, strategy or process, the teacher engages students in practice activities that help them develop fluency	
Teacher	Student
Engages students in massed and distributed activities appropriate to current ability Uses guided practice if students can't perform skill/strategy/process; independent if they can	Performs the skill, strategy or process with increased confidence Performs the skill, strategy or process with increased competence
MDQ 5.24 The teacher scans the room making note of when students are not engaged and takes overt action	
Teacher	Student
Notices when specific students or groups are not engaged Notices when energy levels in the room is low; takes action to re-engage students	Appears aware that the teacher is taking note of their engagement level Tires to increase their level of engagement when prompted

MDQ 8.36 The teacher uses students' interests and background to produce a climate of acceptance and community	
Teacher	Student
Has side discussions with students about events in their lives or topics of interest	Describes teacher as someone who knows them & is interested in them; accepts them
Builds student interests into lessons	Responds that teacher demonstrates understanding of their interests and background
MDQ 8.37 When appropriate, the teacher uses verbal and nonverbal behavior that indicates caring for students	
Teacher	Student
Compliments on academic/personal accomplishments; uses informal conversations	Describes teacher as someone who cares about them
Uses humor, smiles, nods, puts hands on shoulders when appropriate	Responds to verbal and nonverbal interactions
MDQ 8.38 The teacher behaves in an objective and controlled manner	
Teacher	Student
Does not exhibit extremes in positive or negative emotions; is calm and controlled	Is settled by the teacher's calm behavior
Does not demonstrate personal offense at misbehavior or inflammatory issues	Describes the teacher as in control of self and class; does not hold grudges or take personally
MDQ 9.39 The teacher exhibits behaviors that demonstrate value and respect for low expectancy students	
Teacher	Student
Provides low expectancy with nonverbal indications they are respected and valued	Says teacher cares for all students
Makes eye contact, smiles, appropriate physical contact, playful dialogue	Treats other students with respect
Does not allow negative comments about low expectancy students	
Knows which students are the low expectancy students	
MDQ 9.40 The teacher asks questions of low expectancy students with the same frequency and depth as high expectancy students	
Teacher	Student
Makes sure low expectancy students are asked questions at the same rate	Say the teacher expects everyone to participate
Makes sure low expectancy students are asked complex questions at the same rate	Say the teachers asks difficult questions of every student
MDQ 9.41 The teacher probes incorrect answers of low expectancy students in the same manner as that of the high expectancy students	
Teacher	Student
Asks for further explanation; allows them to collect their thoughts and goes back to them	Say teacher won't let you off the hook and won't give up on you
Rephrases questions when low expectancy students provide an incorrect answer	Says teacher helps them answer questions successfully
Breaks a question into smaller and simpler parts when questions are answered incorrectly	

Teacher Growth Guide 2.5 – Marzano Strategies

Standard 2: Student Learning, Growth and Development

Quality Indicator 5: Prior experiences, multiple intelligences, strengths and needs

Emerging	Developing	Proficient	Distinguished
2E5) The emerging teacher… Delivers a variety of lesson activities that address students' prior experiences, multiple intelligences, strengths and needs.	2D5) The developing teacher also… Creates and delivers lessons and instructional activities that address the individual needs of all learners and variation in prior knowledge and experiences, multiple intelligences, strengths, and needs.	2P5) The proficient teacher also… Adapts strategies to meet individual student needs based on student performance data and where the child is developmentally, cognitively, physically, and affectively to advance knowledge and skill development.	2S5) The distinguished teacher also… Acquires and shares authentic strategies for actively involving every student in advancing their own learning, building on their unique experience, intelligence, strengths and needs.

Score = 0	1	2	3	4	5	6	7
Not Using Strategy is called for but not exhibited	**Beginning** Strategy is done incorrectly or with parts missing		**Developing** Strategy is done correctly		**Applying** Strategy is done correctly and its impact/effectiveness monitored		**Innovating** Adapts/creates new strategies for unique student needs/situations

MDQ 1.1 The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal	
Teacher Posts a learning goal so all students can see it Uses a goal that is a clear statement of knowledge/information, not an activity or assignment Makes reference to the goal throughout the lesson and may use a scale or rubric	Student Can explain the learning goal and how current activities relate to it Can explain the levels of performance articulated in the scale or rubric

MDQ 2.6 The teacher identifies a lesson or part of a lesson as involving important (critical or non-critical) information to which students should pay particular attention	
Teacher Explains why upcoming content is important Cues students using tone of voice, body position or level of excitement	Student Can describe the level of importance and why it is important to pay attention to it Visibly adjusts their level of engagement

MDQ 2.7 The teacher organizes students into small groups to facilitate the processing of new information	
Teacher Has established routines for student grouping and student interaction in groups Uses ad hoc groups including dyads, triads, and small groups up to 5 members	Student Moves into groups in orderly fashion and understands appropriate expectations and Visibly adjusts their level of engagement

MDQ 2.8 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	
Teacher Uses preview questions, reminds students what they know, provides and advance organizer Has students brainstorm, uses anticipation guide and/or motivational hook/launching activity	Student Can explain linkages or prior knowledge and make predictions about upcoming content Engages in previewing activities and can give a purpose for what they are about to learn

Marzano, Robert. J. (2007). The Art and Science of Teaching. Virginia: The Association for Supervision and Curriculum Development (ASCD).

MDQ 2.9 Based on student needs, the teacher breaks the content into small chunks (i.e. digestible bites) of information that can be easily processed by students	
Teacher	Student
Stops at strategic points in a verbal presentation, video, presentation or demonstration or as students are reading information or aloud orally	Can explain why the teacher is stopping at various points Appears to know what is expected of them when the teacher stops at strategic points

MDQ 2.10 During breaks in the presentation of content, the teacher engages students in summarizing, prediction and questioning to process new information	
Teacher	Student
Has group members summarize new information Employs process strategies like jigsaw, reciprocal teaching and concept attainment	Volunteer predictions, clarification questions, and can explain what they just learned Groups discuss content asking and answering questions with each other or making predictions

MDQ 2.11 The teacher asks inferential questions or engages students in activities that require elaborative inferences that go beyond what was explicitly taught	
Teacher	Student
Asks explicit questions requiring students to make elaborate inferences about content Asks students to explain or defend their inferences Presents situations or problems that require inferences	Volunteers answers to inferential questions Provides explanations and proofs for inferences

MDQ 2.12 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	
Teacher	Student
Asks students to summarize the information or generate notes identifying critical information Asks students to create graphic organizers, pictures, pictographs, flow charts, or mnemonics	Summaries, notes and nonlinguistic representations include critical content Can explain main points of the lesson

MDQ 2.13 The teacher engages students in activities that help them reflect on their learning and the learning process	
Teacher	Student
Asks students to state or record what they are clear about or what they are confused about Asks students to describe how hard they tried and how they could've enhanced their learning	Can explain confusion or clarity and describe how hard they tried Can explain what they could have done to enhance their learning

MDQ 3.14 The teacher engages students in a brief review of content that highlights the critical information	
Teacher	Student
Begins lesson with a brief review of content Reviews using summary, using previous information, demonstration, or brief practice test	Can describe the previous content on which the new lesson is based Response to class activities indicate they recall previous content

MDQ 3.15 The teacher uses grouping in ways that facilitate practicing and deepening knowledge	
Teacher	Student
Organizes into groups with the expressed idea of deepening knowledge of informal content Organizes into groups with the expressed idea of practicing a skill, strategy or process	Can explain how group work supports their learning When in groups, asks others questions or obtains feedback for their peers

MDQ 3.16 As appropriate, the teacher designs homework to deepen students' knowledge of informational content or to practice a skill, strategy or process	
Teacher	Student
Communicates clear purpose for homework Extends an activity that was begun in class to provide student with more time Crafts an assignment to allow students to practice and deepen knowledge independently	Can describe how homework will deepen understanding of informational content or help them to practice a skill, strategy or process Ask clarifying questions of the homework that help them understand the purpose

MDQ 3.17 When content is informational, the teacher helps students deepen their knowledge by examining similarities and differences	
Teacher	Student
Uses comparison, classifying, analogy or metaphor activities Asks students to summarize what they learned or explain how this helped their understanding	Can explain and identify similarities and differences Can explain how similarities and differences help them understand the content better

MDQ 3.18 When content is informational, the teacher helps students deepen their knowledge by examining their own reasoning or the logic of the information as presented to them	
Teacher	Student
Asks students to examine errors or informal fallacies (faulty logic, attacks, weak references) Asks students to examine the strength of support presented for a claim	Can describe errors or informal fallacies in information Can explain the overall structure of an argument presented to support a claim

MDQ 3.19 When the content involves a skill, strategy or process, the teacher engages students in practice activities that help them develop fluency	
Teacher	Student
Engages students in massed and distributed activities appropriate to current ability	Performs the skill, strategy or process with increased confidence
Uses guided practice if students can't perform skill/strategy/process; independent if they can	Performs the skill, strategy or process with increased competence
MDQ 3.20 The teacher engages students in revision of previous knowledge about content addressed in previous lessons	
Teacher	Student
Engages whole class in examination of how the current lesson changed perceptions about the previous content and has students explain how their understanding has changed	Makes corrections to information previously recorded about content
	Explains previous error or misconceptions they had about content
MDQ 4.21 The teacher organizes the class in such a way as to facilitate students working on complex tasks that require them to generate and test hypotheses	
Teacher	Student
Establishes the need to generate and test hypotheses	Can describe the importance of generating and testing hypotheses
Organizes students into groups to generate and test hypotheses	Can explain how groups support their learning and help them generate and test hypotheses
MDQ 4.22 The teacher engages them in complex tasks (decision-making, problem-solving, experimental inquiry, investigation) that require them to generate and test hypotheses	
Teacher	Student
Engages students with explicit tasks (decision-making, problem-solving, investigation, **etc.)**	Clearly are working on tasks and can explain the hypothesis they are testing
Facilitates students generating their own or group task requiring generating and testing	Can explain whether their hypothesis was confirmed or disconfirmed
MDQ 4.23 The teacher acts as a resource provider and guide as students engage in cognitively complex tasks	
Teacher	Student
Circulates the room and provides easy access to himself/herself	Seeks out the teacher for advice and guidance
Volunteers resources and guidance as needed by entire class, groups, or individual students	Can explain how the teacher provides assistance and guidance
MDQ 5.24 The teacher scans the room making note of when students are not engaged and takes overt action	
Teacher	Student
Notices when specific students or groups are not engaged	Appears aware that the teacher is taking note of their engagement level
Notices when energy levels in the room is low; takes action to re-engage students	Tires to increase their level of engagement when prompted
MDQ 5.25 The teacher uses academic games and inconsequential competition to maintain student engagement	
Teacher	Student
Uses structured games (Jeopardy; family feud) and impromptu games to increase engagement	Engages in games with some enthusiasm
Uses friendly competition along with classroom games	Can explain how games keep their interest and help them learn and remember content
MDQ 5.26 The teacher uses response rate techniques to maintain student engagement in questions	
Teacher	Student
Uses wait time, response cards, and raised hands to respond to questions	Or entire class responds to questions posed by the teacher
Uses choral response, technology to track responses and response chaining	Can describe their thinking about specific questions posed by the teacher
MDQ 5.27 The teacher uses physical movement to maintain student engagement	
Teacher	Student
Uses standing up, stretching, voting with feet, give-one-get-one, acting out or modeling	Engage in physical activities designed by the teacher
Has students move to a part of the room that represents their answer	Can explain how physical movement keeps their interest and helps them learn
MDQ 5.28 The teacher uses pacing techniques to maintain students' engagement	
Teacher	Student
Employs crisp transitions from one activity to another	Quickly adapts to transitions and re-engages when a new activity is begun
Alters pace appropriately (i.e. speeds up or slows down as appropriate	Students describe the pace as not too slow and not too fast

MDQ 5.30 The teacher uses friendly controversy techniques to maintain student engagement	
Teacher	Student
Structures mini-debates about the content	Engages in friendly controversy activities with enhanced engagement
Has students examine multiple perspectives and opinions about the content	Describes friendly controversy activities as stimulating, fun, etc.
Elicits different opinions on content from members of the class	Explains how friendly controversy helped them understand content better
MDQ 5.31 The teacher provides students with opportunities to relate what is being addressed in class to their personal interests	
Teacher	Student
Is aware of student interests and makes connections between these and content	Engages in activities that require them to make connections between interests and content
Structures activities that ask students to make connections between content and interests	Explains how making connections helps them understands content better
Appears encouraging and interested in connections between content and interests	
MDQ 5.32 The teacher uses unusual or intriguing information about the content in a manner that enhances student engagement	
Teacher	Student
Provides interesting facts and details about the content	Attention increases when unusual information is provided about the content
Encourages students to identify interesting information about the content	Explains how unusual information makes them more interested in content
Uses activities like "believe it or not" or guest speakers	
MDQ 8.36 The teacher uses students' interests and background to produce a climate of acceptance and community	
Teacher	Student
Has side discussions with students about events in their lives or topics of interest	Describes teacher as someone who knows them & is interested in them; accepts them
Builds student interests into lessons	Responds that teacher demonstrates understanding of their interests and background
MDQ 8.37 When appropriate, the teacher uses verbal and nonverbal behavior that indicates caring for students	
Teacher	Student
Compliments on academic/personal accomplishments; uses informal conversations	Describes teacher as someone who cares about them
Uses humor, smiles, nods, puts hands on shoulders when appropriate	Responds to verbal and nonverbal interactions
MDQ 8.38 The teacher behaves in an objective and controlled manner	
Teacher	Student
Does not exhibit extremes in positive or negative emotions; is calm and controlled	Is settled by the teacher's calm behavior
Does not demonstrate personal offense at misbehavior or inflammatory issues	Describes the teacher as in control of self and class; does not hold grudges or take personally
MDQ 9.39 The teacher exhibits behaviors that demonstrate value and respect for low expectancy students	
Teacher	Student
Provides low expectancy with nonverbal indications they are respected and valued	Says teacher cares for all students
Makes eye contact, smiles, appropriate physical contact, playful dialogue	Treats other students with respect
Does not allow negative comments about low expectancy students	
Knows which students are the low expectancy students	
MDQ 9.40 The teacher asks questions of low expectancy students with the same frequency and depth as high expectancy students	
Teacher	Student
Makes sure low expectancy students are asked questions at the same rate	Say the teacher expects everyone to participate
Makes sure low expectancy students are asked complex questions at the same rate	Say the teachers asks difficult questions of every student
MDQ 9.41 The teacher probes incorrect answers of low expectancy students in the same manner as that of the high expectancy students	
Teacher	Student
Asks for further explanation; allows them to collect their thoughts and goes back to them	Say teacher won't let you off the hook and won't give up on you
Rephrases questions when low expectancy students provide an incorrect answer	Says teacher helps them answer questions successfully
Breaks a question into smaller and simpler parts when questions are answered incorrectly	

Teacher Growth Guide 2.6 – Marzano Strategies

Standard 2: Student Learning, Growth and Development

Quality Indicator 6: Language, culture, family and knowledge of community values

Emerging	Developing	Proficient	Distinguished
2E6) The emerging teacher… Reviews demographic and biographical data of students to determine the variety of learning needs.	2D6) The developing teacher also… Modifies instruction in response to how students' learning is influenced by individual experience, talents, and prior learning, as well as language, culture, family and community values.	2P6) The proficient teacher also… Creates a learning climate which respects individual differences by using teaching approaches that incorporate and are sensitive to the multiple experiences of learners, their family, culture, and community.	2S6) The distinguished teacher also… Connects instruction to students' experiences creating a trusting environment by employing strategies that respect differing cultures and draws explicit connections during instruction / assignments that are related to students' experiences and culture.

Score = 0	1	2	3	4	5	6	7
Not Using Strategy is called for but not exhibited	**Beginning** Strategy is done incorrectly or with parts missing		**Developing** Strategy is done correctly		**Applying** Strategy is done correctly and its impact/effectiveness monitored		**Innovating** Adapts/creates new strategies for unique student needs/situations

MDQ 6.4 The teacher reviews expectations regarding rules and procedures to ensure their effective execution	
Teacher Involves students in class routines and reminds them of rules and procedures Uses class meeting to review rules and procedures; provides cues/signals when to use them Asks students to restate or explain rules and procedures	Student Follow clear routines and can describe established rules and procedures Describe the classroom as an orderly place Recognize cues/signals from teachers and can regulate their own behavior

MDQ 6.5 The teacher organizes the physical layout of the classroom to facilitate movement and focus on learning	
Teacher Physical layout has clear traffic patterns and easy access to materials and centers Decorated to enhance learning Bulletin boards relate to current content and student work is displayed	Student Moves easily about the room and can easily focus on instruction Makes use of materials and learning centers Attends to examples of their displayed work and information on bulletin boards

MDQ 5.30 The teacher uses friendly controversy techniques to maintain student engagement	
Teacher Structures mini-debates about the content Has students examine multiple perspectives and opinions about the content Elicits different opinions on content from members of the class	Student Engages in friendly controversy activities with enhanced engagement Describes friendly controversy activities as stimulating, fun, etc. Explains how friendly controversy helped them understand content better

MDQ 8.36 The teacher uses students' interests and background to produce a climate of acceptance and community	
Teacher Has side discussions with students about events in their lives or topics of interest Builds student interests into lessons	Student Describes teacher as someone who knows them & is interested in them; accepts them Responds that teacher demonstrates understanding of their interests and background

Marzano, Robert. J. (2007). The Art and Science of Teaching. Virginia: The Association for Supervision and Curriculum Development (ASCD).

MDQ 8.37 When appropriate, the teacher uses verbal and nonverbal behavior that indicates caring for students	
Teacher	Student
Compliments on academic/personal accomplishments; uses informal conversations	Describes teacher as someone who cares about them
Uses humor, smiles, nods, puts hands on shoulders when appropriate	Responds to verbal and nonverbal interactions
MDQ 9.39 The teacher exhibits behaviors that demonstrate value and respect for low expectancy students	
Teacher	Student
Provides low expectancy with nonverbal indications they are respected and valued	Says teacher cares for all students
Makes eye contact, smiles, appropriate physical contact, playful dialogue	Treats other students with respect
Does not allow negative comments about low expectancy students	
Knows which students are the low expectancy students	
MDQ 9.40 The teacher asks questions of low expectancy students with the same frequency and depth as high expectancy students	
Teacher	Student
Makes sure low expectancy students are asked questions at the same rate	Say the teacher expects everyone to participate
Makes sure low expectancy students are asked complex questions at the same rate	Say the teachers asks difficult questions of every student
MDQ 9.41 The teacher probes incorrect answers of low expectancy students in the same manner as that of the high expectancy students	
Teacher	Student
Asks for further explanation; allows them to collect their thoughts and goes back to them	Say teacher won't let you off the hook and won't give up on you
Rephrases questions when low expectancy students provide an incorrect answer	Says teacher helps them answer questions successfully
Breaks a question into smaller and simpler parts when questions are answered incorrectly	

Teacher Growth Guide 3.1 – Marzano Strategies

Standard 3: Curriculum Implementation

The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district and state standards data.

Quality Indicator 1: Implementation of curriculum standards

Emerging	Developing	Proficient	Distinguished
3E1) The emerging teacher…	3D1) The developing teacher also…	3P1) The proficient teacher also…	3S1) The distinguished teacher also…
Makes informed decisions about instructional objects aligned to district mapping and pacing guides.	Consistently delivers a variety of learning experiences that are appropriate for curriculum and are aligned with state and district curriculum and assessments.	Uses state/district curriculum guides with enough facility to anticipate skill gaps and/or misconceptions of students in order to deliver effective instruction.	Participates and/or demonstrates leadership for the evaluation and development of curriculum aligned to national, state, and district curriculum and assessments.

Score = 0	1	2	3	4	5	6	7
Not Using	**Beginning**		**Developing**		**Applying**		**Innovating**
Strategy is called for but not exhibited	Strategy is done incorrectly or with parts missing		Strategy is done correctly		Strategy is done correctly and its impact/effectiveness monitored		Adapts/creates new strategies for unique student needs/situations

MDQ 2.6 The teacher identifies a lesson or part of a lesson as involving important (critical or non-critical) information to which students should pay particular attention	
Teacher Explains why upcoming content is important Cues students using tone of voice, body position or level of excitement	Student Can describe the level of importance and why it is important to pay attention to it Visibly adjusts their level of engagement

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Teacher Growth Guide 3.2 – Marzano Strategies

Standard 3: Curriculum Implementation

Quality Indicator 2: Lessons for diverse learners

Emerging	Developing	Proficient	Distinguished
3E2) The emerging teacher… Implements lessons and activities aligned to the curriculum that recognizes the individual needs of diverse learners	3D2) The developing teacher also… Consistently implements lessons and activities that address the needs of diverse learners and responds to ongoing analysis of student performance based on multiple assessments and analysis of student needs.	3P2) The proficient teacher also… Evaluates the effectiveness of a variety of instructional strategies based on multiple assessment data, curriculum and an analysis of student needs.	3S2) The distinguished teacher also… Participates and/or demonstrates leadership in the development of instructional strategies and interventions to accomplish instructional goals based on multiple assessment data, curriculum and an analysis of student needs.

Score = 0	1	2	3	4	5	6	7
Not Using Strategy is called for but not exhibited	**Beginning** Strategy is done incorrectly or with parts missing		**Developing** Strategy is done correctly		**Applying** Strategy is done correctly and its impact/effectiveness monitored		**Innovating** Adapts/creates new strategies for unique student needs/situations

MDQ 1.2 The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment	
Teacher Helps students track their individual progress on the learning goal Uses formal/informal means to assign scores to students (class) on scale or rubric	Student Can describe their status relative to the learning goal using the rubric or scale Systematically updates their status on the learning goal

MDQ 1.3 The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal	
Teacher Acknowledges students who have achieved a certain score; made gains in knowledge/skill Celebrates success with a show of hands, certification of success, notify parent, applause	Student Shows signs of pride regarding their accomplishments in the class Say they want to continue making progress

MDQ 2.7 The teacher organizes students into small groups to facilitate the processing of new information	
Teacher Has established routines for student grouping and student interaction in groups Uses ad hoc groups including dyads, triads, and small groups up to 5 members	Student Moves into groups in orderly fashion and understands appropriate expectations and Visibly adjusts their level of engagement

MDQ 2.9 Based on student needs, the teacher breaks the content into small chunks (i.e. digestible bites) of information that can be easily processed by students	
Teacher Stops at strategic points in a verbal presentation, video, presentation or demonstration or as students are reading information or aloud orally	Student Can explain why the teacher is stopping at various points Appears to know what is expected of them when the teacher stops at strategic points

MDQ 2.10 During breaks in the presentation of content, the teacher engages students in summarizing, prediction and questioning to process new information	
Teacher Has group members summarize new information Employs process strategies like jigsaw, reciprocal teaching and concept attainment	Student Volunteer predictions, clarification questions, and can explain what they just learned Groups discuss content asking and answering questions with each other or making predictions

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MDQ 2.11 The teacher asks inferential questions or engages students in activities that require elaborative inferences that go beyond what was explicitly taught	
Teacher	Student
Asks explicit questions requiring students to make elaborate inferences about content	Volunteers answers to inferential questions
Asks students to explain or defend their inferences	Provides explanations and proofs for inferences
Presents situations or problems that require inferences	

MDQ 2.12 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	
Teacher	Student
Asks students to summarize the information or generate notes identifying critical information	Summaries, notes and nonlinguistic representations include critical content
Asks students to create graphic organizers, pictures, pictographs, flow charts, or mnemonics	Can explain main points of the lesson

MDQ 2.13 The teacher engages students in activities that help them reflect on their learning and the learning process	
Teacher	Student
Asks students to state or record what they are clear about or what they are confused about	Can explain confusion or clarity and describe how hard they tried
Asks students to describe how hard they tried and how they could've enhanced their learning	Can explain what they could have done to enhance their learning

MDQ 3.19 When the content involves a skill, strategy or process, the teacher engages students in practice activities that help them develop fluency	
Teacher	Student
Engages students in massed and distributed activities appropriate to current ability	Performs the skill, strategy or process with increased confidence
Uses guided practice if students can't perform skill/strategy/process; independent if they can	Performs the skill, strategy or process with increased competence

MDQ 4.21 The teacher organizes the class in such a way as to facilitate students working on complex tasks that require them to generate and test hypotheses	
Teacher	Student
Establishes the need to generate and test hypotheses	Can describe the importance of generating and testing hypotheses
Organizes students into groups to generate and test hypotheses	Can explain how groups support their learning and help them generate and test hypotheses

MDQ 4.22 The teacher engages them in complex tasks (decision-making, problem-solving, experimental inquiry, investigation) that require them to generate and test hypotheses	
Teacher	Student
Engages students with explicit tasks (decision-making, problem-solving, investigation, **etc.**)	Clearly are working on tasks and can explain the hypothesis they are testing
Facilitates students generating their own or group task requiring generating and testing	Can explain whether their hypothesis was confirmed or disconfirmed

MDQ 8.36 The teacher uses students' interests and background to produce a climate of acceptance and community	
Teacher	Student
Has side discussions with students about events in their lives or topics of interest	Describes teacher as someone who knows them & is interested in them; accepts them
Builds student interests into lessons	Responds that teacher demonstrates understanding of their interests and background

Teacher Growth Guide 3.3 – Marzano Strategies

Standard 3: **Curriculum Implementation**

Quality Indicator 3: Instructional goals and differentiated instructional strategies

Emerging	Developing	Proficient	Distinguished
3E3) The emerging teacher… Uses differentiated instructional strategies to address student learning needs in meeting the objectives of the curriculum.	3D3) The developing teacher also… Systematically selects differentiated instructional strategies and content to meet student needs and enhance learning.	3P3) The proficient teacher also… Adjusts instructional goals and time and modifies instructional strategies, and content to meet students' needs and enhance learning.	3S3) The distinguished teacher also… Leads colleagues in discussions of instructional goals to identify methods for modifying instructional strategies, content, and adjusting time to meet students' needs and enhance learning.

Score = 0	1	2	3	4	5	6	7
Not Using	**Beginning**		**Developing**		**Applying**		**Innovating**
Strategy is called for but not exhibited	Strategy is done incorrectly or with parts missing		Strategy is done correctly		Strategy is done correctly and its impact/effectiveness monitored		Adapts/creates new strategies for unique student needs/situations

MDQ 1.1 The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal	
Teacher Posts a learning goal so all students can see it Uses a goal that is a clear statement of knowledge/information, not an activity or assignment Makes reference to the goal throughout the lesson and may use a scale or rubric	Student Can explain the learning goal and how current activities relate to it Can explain the levels of performance articulated in the scale or rubric
MDQ 2.6 The teacher identifies a lesson or part of a lesson as involving important (critical or non-critical) information to which students should pay particular attention	
Teacher Explains why upcoming content is important Cues students using tone of voice, body position or level of excitement	Student Can describe the level of importance and why it is important to pay attention to it Visibly adjusts their level of engagement
MDQ 3.17 When content is informational, the teacher helps students deepen their knowledge by examining similarities and differences	
Teacher Uses comparison, classifying, analogy or metaphor activities Asks students to summarize what they learned or explain how this helped their understanding	Student Can explain and identify similarities and differences Can explain how similarities and differences help them understand the content better
MDQ 3.19 When the content involves a skill, strategy or process, the teacher engages students in practice activities that help them develop fluency	
Teacher Engages students in massed and distributed activities appropriate to current ability Uses guided practice if students can't perform skill/strategy/process; independent if they can	Student Performs the skill, strategy or process with increased confidence Performs the skill, strategy or process with increased competence
MDQ 4.21 The teacher organizes the class in such a way as to facilitate students working on complex tasks that require them to generate and test hypotheses	
Teacher Establishes the need to generate and test hypotheses Organizes students into groups to generate and test hypotheses	Student Can describe the importance of generating and testing hypotheses Can explain how groups support their learning and help them generate and test hypotheses

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MDQ 4.22 The teacher engages them in complex tasks (decision-making, problem-solving, experimental inquiry, investigation) that require them to generate and test hypotheses	
Teacher	Student
Engages students with explicit tasks (decision-making, problem-solving, investigation, **etc.)**	Clearly are working on tasks and can explain the hypothesis they are testing
Facilitates students generating their own or group task requiring generating and testing	Can explain whether their hypothesis was confirmed or disconfirmed
MDQ 5.26 The teacher uses response rate techniques to maintain student engagement in questions	
Teacher	Student
Uses wait time, response cards, and raised hands to respond to questions	Or entire class responds to questions posed by the teacher
Uses choral response, technology to track responses and response chaining	Can describe their thinking about specific questions posed by the teacher
MDQ 8.36 The teacher uses students' interests and background to produce a climate of acceptance and community	
Teacher	Student
Has side discussions with students about events in their lives or topics of interest	Describes teacher as someone who knows them & is interested in them; accepts them
Builds student interests into lessons	Responds that teacher demonstrates understanding of their interests and background

Teacher Growth Guide 4.1 – Marzano Strategies

Standard 4: Critical Thinking

The teacher uses a variety of instructional strategies to encourage students' critical thinking, problem solving, and performance skills.

Quality Indicator 1: Instructional strategies leading to student engagement in problem-solving and critical thinking

Emerging	Developing	Proficient	Distinguished
4E1) The emerging teacher… Selects various types of instructional strategies and appropriate resources to achieve instructional goals and teach students critical thinking skills.	4D1) The developing teacher also… Assures student growth with frequent instructional opportunities for students to use critical thinking and problem solving skills.	4P1) The proficient teacher also… Effectively applies a range of instructional techniques that require students to think critically and problem-solve.	4S1) The distinguished teacher also… Fluently uses a range of instructional techniques that require critical thinking; serves as a leader by offering constructive assistance and modeling the use of strategies, materials and technology to maximize learning.

Score = 0	1	2	3	4	5	6	7
Not Using	**Beginning**		**Developing**		**Applying**		**Innovating**
Strategy is called for but not exhibited	Strategy is done incorrectly or with parts missing		Strategy is done correctly		Strategy is done correctly and its impact/effectiveness monitored		Adapts/creates new strategies for unique student needs/situations

MDQ 1.1 The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal	
Teacher Posts a learning goal so all students can see it Uses a goal that is a clear statement of knowledge/information, not an activity or assignment Makes reference to the goal throughout the lesson and may use a scale or rubric	Student Can explain the learning goal and how current activities relate to it Can explain the levels of performance articulated in the scale or rubric
MDQ 2.7 The teacher organizes students into small groups to facilitate the processing of new information	
Teacher Has established routines for student grouping and student interaction in groups Uses ad hoc groups including dyads, triads, and small groups up to 5 members	Student Moves into groups in orderly fashion and understands appropriate expectations and Visibly adjusts their level of engagement
MDQ 2.8 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	
Teacher Uses preview questions, reminds students what they know, provides and advance organizer Has students brainstorm, uses anticipation guide and/or motivational hook/launching activity	Student Can explain linkages or prior knowledge and make predictions about upcoming content Engages in previewing activities and can give a purpose for what they are about to learn
MDQ 2.9 Based on student needs, the teacher breaks the content into small chunks (i.e. digestible bites) of information that can be easily processed by students	
Teacher Stops at strategic points in a verbal presentation, video, presentation or demonstration or as students are reading information or aloud orally	Student Can explain why the teacher is stopping at various points Appears to know what is expected of them when the teacher stops at strategic points

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MDQ 2.10 During breaks in the presentation of content, the teacher engages students in summarizing, prediction and questioning to process new information	
Teacher	Student
Has group members summarize new information	Volunteer predictions, clarification questions, and can explain what they just learned
Employs process strategies like jigsaw, reciprocal teaching and concept attainment	Groups discuss content asking and answering questions with each other or making predictions

MDQ 2.11 The teacher asks inferential questions or engages students in activities that require elaborative inferences that go beyond what was explicitly taught	
Teacher	Student
Asks explicit questions requiring students to make elaborate inferences about content	Volunteers answers to inferential questions
Asks students to explain or defend their inferences	Provides explanations and proofs for inferences
Presents situations or problems that require inferences	

MDQ 2.12 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	
Teacher	Student
Asks students to summarize the information or generate notes identifying critical information	Summaries, notes and nonlinguistic representations include critical content
Asks students to create graphic organizers, pictures, pictographs, flow charts, or mnemonics	Can explain main points of the lesson

MDQ 3.14 The teacher engages students in a brief review of content that highlights the critical information	
Teacher	Student
Begins lesson with a brief review of content	Can describe the previous content on which the new lesson is based
Reviews using summary, using previous information, demonstration, or brief practice test	Response to class activities indicate they recall previous content

MDQ 3.15 The teacher uses grouping in ways that facilitate practicing and deepening knowledge	
Teacher	Student
Organizes into groups with the expressed idea of deepening knowledge of informal content	Can explain how group work supports their learning
Organizes into groups with the expressed idea of practicing a skill, strategy or process	When in groups, asks others questions or obtains feedback for their peers

MDQ 3.16 As appropriate, the teacher designs homework to deepen students' knowledge of informational content or to practice a skill, strategy or process	
Teacher	Student
Communicates clear purpose for homework	Can describe how homework will deepen understanding of informational content or help them to practice a skill, strategy or process
Extends an activity that was begun in class to provide student with more time	Ask clarifying questions of the homework that help them understand the purpose
Crafts an assignment to allow students to practice and deepen knowledge independently	

MDQ 3.17 When content is informational, the teacher helps students deepen their knowledge by examining similarities and differences	
Teacher	Student
Uses comparison, classifying, analogy or metaphor activities	Can explain and identify similarities and differences
Asks students to summarize what they learned or explain how this helped their understanding	Can explain how similarities and differences help them understand the content better

MDQ 3.19 When the content involves a skill, strategy or process, the teacher engages students in practice activities that help them develop fluency	
Teacher	Student
Engages students in massed and distributed activities appropriate to current ability	Performs the skill, strategy or process with increased confidence
Uses guided practice if students can't perform skill/strategy/process; independent if they can	Performs the skill, strategy or process with increased competence

MDQ 4.21 The teacher organizes the class in such a way as to facilitate students working on complex tasks that require them to generate and test hypotheses	
Teacher	Student
Establishes the need to generate and test hypotheses	Can describe the importance of generating and testing hypotheses
Organizes students into groups to generate and test hypotheses	Can explain how groups support their learning and help them generate and test hypotheses

MDQ 4.22 The teacher engages them in complex tasks (decision-making, problem-solving, experimental inquiry, investigation) that require them to generate and test hypotheses	
Teacher	Student
Engages students with explicit tasks (decision-making, problem-solving, investigation, **etc.**)	Clearly are working on tasks and can explain the hypothesis they are testing
Facilitates students generating their own or group task requiring generating and testing	Can explain whether their hypothesis was confirmed or disconfirmed

MDQ 4.23 The teacher acts as a resource provider and guide as students engage in cognitively complex tasks	
Teacher	Student
Circulates the room and provides easy access to himself/herself	Seeks out the teacher for advice and guidance
Volunteers resources and guidance as needed by entire class, groups, or individual students	Can explain how the teacher provides assistance and guidance

Teacher Growth Guide 4.2 – Marzano Strategies

Standard 4: Critical Thinking

Quality Indicator 2: Appropriate use of instructional resources to enhance student learning

Emerging	Developing	Proficient	Distinguished
4E2) The emerging teacher… Uses a variety of instructional resources to enhance the teaching and learning process.	4D2) The developing teacher also… Purposefully selects and uses a variety of developmentally appropriate instructional resources to enhance academic performance and technological literacy.	4P2) The proficient teacher also… Assesses the effectiveness of instructional resources and developmentally appropriate instructional activities and adapts for promoting complex thinking and technological skills.	4S2) The distinguished teacher also… Applies research-based instructional resources including technology to enhance their own teaching, as well as being a potential resource to others.

Score = 0	1	2	3	4	5	6	7
Not Using Strategy is called for but not exhibited	**Beginning** Strategy is done incorrectly or with parts missing		**Developing** Strategy is done correctly		**Applying** Strategy is done correctly and its impact/effectiveness monitored		**Innovating** Adapts/creates new strategies for unique student needs/situations

MDQ 2.6 The teacher identifies a lesson or part of a lesson as involving important (critical or non-critical) information to which students should pay particular attention	
Teacher Explains why upcoming content is important Cues students using tone of voice, body position or level of excitement	Student Can describe the level of importance and why it is important to pay attention to it Visibly adjusts their level of engagement
MDQ 2.8 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	
Teacher Uses preview questions, reminds students what they know, provides and advance organizer Has students brainstorm, uses anticipation guide and/or motivational hook/launching activity	Student Can explain linkages or prior knowledge and make predictions about upcoming content Engages in previewing activities and can give a purpose for what they are about to learn
MDQ 4.23 The teacher acts as a resource provider and guide as students engage in cognitively complex tasks	
Teacher Circulates the room and provides easy access to himself/herself Volunteers resources and guidance as needed by entire class, groups, or individual students	Student Seeks out the teacher for advice and guidance Can explain how the teacher provides assistance and guidance
MDQ 5.25 The teacher uses academic games and inconsequential competition to maintain student engagement	
Teacher Uses structured games (Jeopardy; family feud) and impromptu games to increase engagement Uses friendly competition along with classroom games	Student Engages in games with some enthusiasm Can explain how games keep their interest and help them learn and remember content

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Standard 4: Critical Thinking

Quality Indicator 3: Cooperative, small group and independent learning

Emerging	Developing	Proficient	Distinguished
4E3) The emerging teacher… Employs individual and cooperative learning activities to promote critical thinking skills.	4D3) The developing teacher also… Uses a variety of learning situations, such as independent, small group and whole class to enhance individual and collective critical thinking skills.	4P3) The proficient teacher also… Effectively combines flexible and varied independent, cooperative and whole-class learning situations and applies grouping strategies to maximize student understanding and learning.	4S3) The distinguished teacher also… Models and/or shares with others the effective use of flexible and varied independent, collaborative and whole-class learning situations.

Score = 0	1	2	3	4	5	6	7
Not Using Strategy is called for but not exhibited	**Beginning** Strategy is done incorrectly or with parts missing		**Developing** Strategy is done correctly		**Applying** Strategy is done correctly and its impact/effectiveness monitored		**Innovating** Adapts/creates new strategies for unique student needs/situations

MDQ 2.7 The teacher organizes students into small groups to facilitate the processing of new information	
Teacher Has established routines for student grouping and student interaction in groups Uses ad hoc groups including dyads, triads, and small groups up to 5 members	Student Moves into groups in orderly fashion and understands appropriate expectations and Visibly adjusts their level of engagement
MDQ 2.10 During breaks in the presentation of content, the teacher engages students in summarizing, prediction and questioning to process new information	
Teacher Has group members summarize new information Employs process strategies like jigsaw, reciprocal teaching and concept attainment	Student Volunteer predictions, clarification questions, and can explain what they just learned Groups discuss content asking and answering questions with each other or making predictions
MDQ 2.13 The teacher engages students in activities that help them reflect on their learning and the learning process	
Teacher Asks students to state or record what they are clear about or what they are confused about Asks students to describe how hard they tried and how they could've enhanced their learning	Student Can explain confusion or clarity and describe how hard they tried Can explain what they could have done to enhance their learning
MDQ 3.15 The teacher uses grouping in ways that facilitate practicing and deepening knowledge	
Teacher Organizes into groups with the expressed idea of deepening knowledge of informal content Organizes into groups with the expressed idea of practicing a skill, strategy or process	Student Can explain how group work supports their learning When in groups, asks others questions or obtains feedback for their peers
MDQ 3.16 As appropriate, the teacher designs homework to deepen students' knowledge of informational content or to practice a skill, strategy or process	
Teacher Communicates clear purpose for homework Extends an activity that was begun in class to provide student with more time Crafts an assignment to allow students to practice and deepen knowledge independently	Student Can describe how homework will deepen understanding of informational content or help them to practice a skill, strategy or process Ask clarifying questions of the homework that help them understand the purpose

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MDQ 3.19 When the content involves a skill, strategy or process, the teacher engages students in practice activities that help them develop fluency	
Teacher	Student
Engages students in massed and distributed activities appropriate to current ability	Performs the skill, strategy or process with increased confidence
Uses guided practice if students can't perform skill/strategy/process; independent if they can	Performs the skill, strategy or process with increased competence
MDQ 4.21 The teacher organizes the class in such a way as to facilitate students working on complex tasks that require them to generate and test hypotheses	
Teacher	Student
Establishes the need to generate and test hypotheses	Can describe the importance of generating and testing hypotheses
Organizes students into groups to generate and test hypotheses	Can explain how groups support their learning and help them generate and test hypotheses
MDQ 5.24 The teacher scans the room making note of when students are not engaged and takes overt action	
Teacher	Student
Notices when specific students or groups are not engaged	Appears aware that the teacher is taking note of their engagement level
Notices when energy levels in the room is low; takes action to re-engage students	Tires to increase their level of engagement when prompted
MDQ 5.25 The teacher uses academic games and inconsequential competition to maintain student engagement	
Teacher	Student
Uses structured games (Jeopardy; family feud) and impromptu games to increase engagement	Engages in games with some enthusiasm
Uses friendly competition along with classroom games	Can explain how games keep their interest and help them learn and remember content
MDQ 5.30 The teacher uses friendly controversy techniques to maintain student engagement	
Teacher	Student
Structures mini-debates about the content	Engages in friendly controversy activities with enhanced engagement
Has students examine multiple perspectives and opinions about the content	Describes friendly controversy activities as stimulating, fun, etc.
Elicits different opinions on content from members of the class	Explains how friendly controversy helped them understand content better
MDQ 5.31 The teacher provides students with opportunities to relate what is being addressed in class to their personal interests	
Teacher	Student
Is aware of student interests and makes connections between these and content	Engages in activities that require them to make connections between interests and content
Structures activities that ask students to make connections between content and interests	Explains how making connections helps them understands content better
Appears encouraging and interested in connections between content and interests	

Teacher Growth Guide 5.1 – Marzano Strategies

<u>Standard 5</u>: Positive Classroom Environment

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.

Quality Indicator 1: Classroom Management Techniques

Emerging	Developing	Proficient	Distinguished
5E1) The emerging teacher… Demonstrates basic classroom management techniques and addresses misbehavior to avoid the disruption of instruction.	5D1) The developing teacher also… Uses effective classroom management techniques including addressing misbehavior promptly and effectively with the least disruption of instruction.	5P1) The proficient teacher also… Adapts and develops classroom management techniques that address all student misbehavior ensuring little or no disruption of instruction.	5S1) The distinguished teacher also… Shares with others effective classroom management techniques that reduce the likelihood of misbehavior ensuring little or no disruptions to instruction.

Score = 0	1	2	3	4	5	6	7
Not Using	**Beginning**		**Developing**		**Applying**		**Innovating**
Strategy is called for but not exhibited	Strategy is done incorrectly or with parts missing		Strategy is done correctly		Strategy is done correctly and its impact/effectiveness monitored		Adapts/creates new strategies for unique student needs/situations

MDQ 1.2 The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment

Teacher	Student
Helps students track their individual progress on the learning goal	Can describe their status relative to the learning goal using the rubric or scale
Uses formal/informal means to assign scores to students (class) on scale or rubric	Systematically updates their status on the learning goal

MDQ 1.3 The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal

Teacher	Student
Acknowledges students who have achieved a certain score; made gains in knowledge/skill	Shows signs of pride regarding their accomplishments in the class
Celebrates success with a show of hands, certification of success, notify parent, applause	Say they want to continue making progress

MDQ 6.4 The teacher reviews expectations regarding rules and procedures to ensure their effective execution

Teacher	Student
Involves students in class routines and reminds them of rules and procedures	Follow clear routines and can describe established rules and procedures
Uses class meeting to review rules and procedures; provides cues/signals when to use them	Describe the classroom as an orderly place
Asks students to restate or explain rules and procedures	Recognize cues/signals from teachers and can regulate their own behavior

MDQ 6.5 The teacher organizes the physical layout of the classroom to facilitate movement and focus on learning

Teacher	Student
Physical layout has clear traffic patterns and easy access to materials and centers	Moves easily about the room and can easily focus on instruction
Decorated to enhance learning	Makes use of materials and learning centers
Bulletin boards relate to current content and student work is displayed	Attends to examples of their displayed work and information on bulletin boards

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MDQ 5.24 The teacher scans the room making note of when students are not engaged and takes overt action	
Teacher	Student
Notices when specific students or groups are not engaged	Appears aware that the teacher is taking note of their engagement level
Notices when energy levels in the room is low; takes action to re-engage students	Tires to increase their level of engagement when prompted

MDQ 5.25 The teacher uses academic games and inconsequential competition to maintain student engagement	
Teacher	Student
Uses structured games (Jeopardy; family feud) and impromptu games to increase engagement	Engages in games with some enthusiasm
Uses friendly competition along with classroom games	Can explain how games keep their interest and help them learn and remember content

MDQ 5.26 The teacher uses response rate techniques to maintain student engagement in questions	
Teacher	Student
Uses wait time, response cards, and raised hands to respond to questions	Or entire class responds to questions posed by the teacher
Uses choral response, technology to track responses and response chaining	Can describe their thinking about specific questions posed by the teacher

MDQ 5.27 The teacher uses physical movement to maintain student engagement	
Teacher	Student
Uses standing up, stretching, voting with feet, give-one-get-one, acting out or modeling	Engage in physical activities designed by the teacher
Has students move to a part of the room that represents their answer	Can explain how physical movement keeps their interest and helps them learn

MDQ 5.28 The teacher uses pacing techniques to maintain students' engagement	
Teacher	Student
Employs crisp transitions from one activity to another	Quickly adapts to transitions and re-engages when a new activity is begun
Alters pace appropriately (i.e. speeds up or slows down as appropriate	Students describe the pace as not too slow and not too fast

MDQ 5.29 The teacher demonstrates intensity and enthusiasm for the content in a variety of ways	
Teacher	Student
Describes personal experiences that relate to content	Says teacher likes the content and likes teaching it
Signals excitement for content through physical gestures, voice tone, dramatization	Attention level increases when the teacher demonstrates enthusiasm and intensity
Overtly adjusts energy level	

MDQ 5.30 The teacher uses friendly controversy techniques to maintain student engagement	
Teacher	Student
Structures mini-debates about the content	Engages in friendly controversy activities with enhanced engagement
Has students examine multiple perspectives and opinions about the content	Describes friendly controversy activities as stimulating, fun, etc.
Elicits different opinions on content from members of the class	Explains how friendly controversy helped them understand content better

MDQ 5.31 The teacher provides students with opportunities to relate what is being addressed in class to their personal interests	
Teacher	Student
Is aware of student interests and makes connections between these and content	Engages in activities that require them to make connections between interests and content
Structures activities that ask students to make connections between content and interests	Explains how making connections helps them understands content better
Appears encouraging and interested in connections between content and interests	

MDQ 5.32 The teacher uses unusual or intriguing information about the content in a manner that enhances student engagement	
Teacher	Student
Provides interesting facts and details about the content	Attention increases when unusual information is provided about the content
Encourages students to identify interesting information about the content	Explains how unusual information makes them more interested in content
Uses activities like "believe it or not" or guest speakers	

MDQ 7.33 The teacher uses behaviors associated with "with-it-ness" to maintain adherence to rules and procedures	
Teacher	Student
Physically occupies all quadrants of the room / proactively addresses inflammatory situations	Recognizes that the teacher is aware of their behavior
Scans the entire room; makes eye contact; deals with potential sources of disruption	Describes the teacher as aware of what is going on or has eyes in the back of their head

MDQ 7.34 The teacher applies consequences for not following rules and procedures consistently and fairly	
Teacher	Student
Use nonverbal signs for inappropriate behavior (eye contact; proximity; tap desk; shake head)	Ceases inappropriate behavior when signaled to do so
Uses verbal signals for inappropriate behavior (says stop; says rule is broken)	Accepts consequences as a part of the way the class is conducted
Uses contingency consequences; involves home; direct cost consequences	Can describe the teacher as fair in the application of rules

MDQ 7.35 The teacher consistently and fairly acknowledges adherence to rules and procedures	
Teacher	Student
Uses verbal & non-verbal signals (smile; nod of head; high five; says thank you)	Appears appreciative of the teacher's acknowledgement
Notifies home with compliment; uses reward or certificate of merit; token economies	Number of students adhering to rules increases

MDQ 8.36 The teacher uses students' interests and background to produce a climate of acceptance and community	
Teacher	Student
Has side discussions with students about events in their lives or topics of interest	Describes teacher as someone who knows them & is interested in them; accepts them
Builds student interests into lessons	Responds that teacher demonstrates understanding of their interests and background

MDQ 8.37 When appropriate, the teacher uses verbal and nonverbal behavior that indicates caring for students	
Teacher	Student
Compliments on academic/personal accomplishments; uses informal conversations	Describes teacher as someone who cares about them
Uses humor, smiles, nods, puts hands on shoulders when appropriate	Responds to verbal and nonverbal interactions

MDQ 8.38 The teacher behaves in an objective and controlled manner	
Teacher	Student
Does not exhibit extremes in positive or negative emotions; is calm and controlled	Is settled by the teacher's calm behavior
Does not demonstrate personal offense at misbehavior or inflammatory issues	Describes the teacher as in control of self and class; does not hold grudges or take personally

MDQ 9.39 The teacher exhibits behaviors that demonstrate value and respect for low expectancy students	
Teacher	Student
Provides low expectancy with nonverbal indications they are respected and valued	Says teacher cares for all students
Makes eye contact, smiles, appropriate physical contact, playful dialogue	Treats other students with respect
Does not allow negative comments about low expectancy students	
Knows which students are the low expectancy students	

MDQ 9.40 The teacher asks questions of low expectancy students with the same frequency and depth as high expectancy students	
Teacher	Student
Makes sure low expectancy students are asked questions at the same rate	Say the teacher expects everyone to participate
Makes sure low expectancy students are asked complex questions at the same rate	Say the teachers asks difficult questions of every student

MDQ 9.41 The teacher probes incorrect answers of low expectancy students in the same manner as that of the high expectancy students	
Teacher	Student
Asks for further explanation; allows them to collect their thoughts and goes back to them	Say teacher won't let you off the hook and won't give up on you
Rephrases questions when low expectancy students provide an incorrect answer	Says teacher helps them answer questions successfully
Breaks a question into smaller and simpler parts when questions are answered incorrectly	

MD4.55 The teacher interacts with other teachers in a positive manner to promote and support student learning	
Teacher	Teacher
Works cooperatively with appropriate school personnel to address issues impact learning	Accesses available expertise and resources to support student learning needs
Establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust	Describes positive interactions with colleagues to promote and support student learning
	Describes situations where negative conservations of other teachers have been extinguished

MD4.56 The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships	
Teacher	Teacher
Fosters collaborative partnerships with parents to enhance student success in a manner that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust	Uses multiple means and modalities to communicate with families
	Responds to requests for support, assistance and/or clarification promptly
Ensures consistent and timely communication with parents regarding expectations & progress	Respects and maintains confidentiality of student/family information
Encourages parent involvement in classroom and school activities	
Demonstrates awareness and sensitivity to social, cultural and language backgrounds	

Teacher Growth Guide 5.2 – Marzano Strategies

Standard 5: Positive Classroom Environment

Quality Indicator 2: Management of time, space, transitions, and activities

Emerging	Developing	Proficient	Distinguished
5E2) The emerging teacher… Manages time, space, transitions, and activities in their classroom.	5D2) The developing teacher also… Effectively manages time, space, transitions, and activities to create an environment that enhances student engagement.	5P2) The proficient teacher also… Organizes, allocates, and manages time, space, transitions and activities to promote continuous student engagement and high levels of productivity.	5S2) The distinguished teacher also… Shares with others effective strategies for managing time, space, transitions and activities to promote continuous student engagement and high levels of productivity.

Score = 0	1	2	3	4	5	6	7
Not Using	**Beginning**		**Developing**		**Applying**		**Innovating**
Strategy is called for but not exhibited	Strategy is done incorrectly or with parts missing		Strategy is done correctly		Strategy is done correctly and its impact/effectiveness monitored		Adapts/creates new strategies for unique student needs/situations

MDQ 1.1 The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal	
Teacher Posts a learning goal so all students can see it Uses a goal that is a clear statement of knowledge/information, not an activity or assignment Makes reference to the goal throughout the lesson and may use a scale or rubric	Student Can explain the learning goal and how current activities relate to it Can explain the levels of performance articulated in the scale or rubric

MDQ 6.4 The teacher reviews expectations regarding rules and procedures to ensure their effective execution	
Teacher Involves students in class routines and reminds them of rules and procedures Uses class meeting to review rules and procedures; provides cues/signals when to use them Asks students to restate or explain rules and procedures	Student Follow clear routines and can describe established rules and procedures Describe the classroom as an orderly place Recognize cues/signals from teachers and can regulate their own behavior

MDQ 6.5 The teacher organizes the physical layout of the classroom to facilitate movement and focus on learning	
Teacher Physical layout has clear traffic patterns and easy access to materials and centers Decorated to enhance learning Bulletin boards relate to current content and student work is displayed	Student Moves easily about the room and can easily focus on instruction Makes use of materials and learning centers Attends to examples of their displayed work and information on bulletin boards

MDQ 5.24 The teacher scans the room making note of when students are not engaged and takes overt action	
Teacher Notices when specific students or groups are not engaged Notices when energy levels in the room is low; takes action to re-engage students	Student Appears aware that the teacher is taking note of their engagement level Tires to increase their level of engagement when prompted

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MDQ 5.25 The teacher uses academic games and inconsequential competition to maintain student engagement	
Teacher	Student
Uses structured games (Jeopardy; family feud) and impromptu games to increase engagement Uses friendly competition along with classroom games	Engages in games with some enthusiasm Can explain how games keep their interest and help them learn and remember content

MDQ 5.26 The teacher uses response rate techniques to maintain student engagement in questions	
Teacher	Student
Uses wait time, response cards, and raised hands to respond to questions Uses choral response, technology to track responses and response chaining	Or entire class responds to questions posed by the teacher Can describe their thinking about specific questions posed by the teacher

MDQ 5.27 The teacher uses physical movement to maintain student engagement	
Teacher	Student
Uses standing up, stretching, voting with feet, give-one-get-one, acting out or modeling Has students move to a part of the room that represents their answer	Engage in physical activities designed by the teacher Can explain how physical movement keeps their interest and helps them learn

MDQ 5.28 The teacher uses pacing techniques to maintain students' engagement	
Teacher	Student
Employs crisp transitions from one activity to another Alters pace appropriately (i.e. speeds up or slows down as appropriate	Quickly adapts to transitions and re-engages when a new activity is begun Students describe the pace as not too slow and not too fast

MDQ 5.29 The teacher demonstrates intensity and enthusiasm for the content in a variety of ways	
Teacher	Student
Describes personal experiences that relate to content Signals excitement for content through physical gestures, voice tone, dramatization Overtly adjusts energy level	Says teacher likes the content and likes teaching it Attention level increases when the teacher demonstrates enthusiasm and intensity

MDQ 5.30 The teacher uses friendly controversy techniques to maintain student engagement	
Teacher	Student
Structures mini-debates about the content Has students examine multiple perspectives and opinions about the content Elicits different opinions on content from members of the class	Engages in friendly controversy activities with enhanced engagement Describes friendly controversy activities as stimulating, fun, etc. Explains how friendly controversy helped them understand content better

MDQ 5.31 The teacher provides students with opportunities to relate what is being addressed in class to their personal interests	
Teacher	Student
Is aware of student interests and makes connections between these and content Structures activities that ask students to make connections between content and interests Appears encouraging and interested in connections between content and interests	Engages in activities that require them to make connections between interests and content Explains how making connections helps them understands content better

MDQ 5.32 The teacher uses unusual or intriguing information about the content in a manner that enhances student engagement	
Teacher	Student
Provides interesting facts and details about the content Encourages students to identify interesting information about the content Uses activities like "believe it or not" or guest speakers	Attention increases when unusual information is provided about the content Explains how unusual information makes them more interested in content

MDQ 7.33 The teacher uses behaviors associated with "with-it-ness" to maintain adherence to rules and procedures	
Teacher	Student
Physically occupies all quadrants of the room / proactively addresses inflammatory situations Scans the entire room; makes eye contact; deals with potential sources of disruption	Recognizes that the teacher is aware of their behavior Describes the teacher as aware of what is going on or has eyes in the back of their head

MDQ 7.34 The teacher applies consequences for not following rules and procedures consistently and fairly	
Teacher	Student
Use nonverbal signs for inappropriate behavior (eye contact; proximity; tap desk; shake head) Uses verbal signals for inappropriate behavior (says stop; says rule is broken) Uses contingency consequences; involves home; direct cost consequences	Ceases inappropriate behavior when signaled to do so Accepts consequences as a part of the way the class is conducted Can describe the teacher as fair in the application of rules

MDQ 7.35 The teacher consistently and fairly acknowledges adherence to rules and procedures	
Teacher	Student
Uses verbal & non-verbal signals (smile; nod of head; high five; says thank you)	Appears appreciative of the teacher's acknowledgement
Notifies home with compliment; uses reward or certificate of merit; token economies	Number of students adhering to rules increases
MDQ 8.36 The teacher uses students' interests and background to produce a climate of acceptance and community	
Teacher	Student
Has side discussions with students about events in their lives or topics of interest	Describes teacher as someone who knows them & is interested in them; accepts them
Builds student interests into lessons	Responds that teacher demonstrates understanding of their interests and background
MDQ 8.38 The teacher behaves in an objective and controlled manner	
Teacher	Student
Does not exhibit extremes in positive or negative emotions; is calm and controlled	Is settled by the teacher's calm behavior
Does not demonstrate personal offense at misbehavior or inflammatory issues	Describes the teacher as in control of self and class; does not hold grudges or take personally
MD4.55 The teacher interacts with other teachers in a positive manner to promote and support student learning	
Teacher	Teacher
Works cooperatively with appropriate school personnel to address issues impact learning	Accesses available expertise and resources to support student learning needs
Establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust	Describes positive interactions with colleagues to promote and support student learning
	Describes situations where negative conservations of other teachers have been extinguished

Teacher Growth Guide 5.3 – Marzano Strategies

Standard 5: Positive Classroom Environment

Quality Indicator 3: Classroom, school and community culture

Emerging	Developing	Proficient	Distinguished
5E3) The emerging teacher	5D3) The developing teacher also…	5P3) The proficient teacher also…	5S3) The distinguished teacher also…
Builds awareness of the culture of the school and community in order to influence student relationships and build an effective classroom learning environment.	Develops a positive culture in the classroom and school to positively affect student relationships and learning.	Maintains and enhances a positive culture in the classroom and school, creating a classroom environment which promotes positive student relationships and learning.	Actively engages students in discussing and evaluating the culture of the classroom, school and community to positively impact relationships and learning.

Score = 0	1	2	3	4	5	6	7
Not Using	**Beginning**		**Developing**		**Applying**		**Innovating**
Strategy is called for but not exhibited	Strategy is done incorrectly or with parts missing		Strategy is done correctly		Strategy is done correctly and its impact/effectiveness monitored		Adapts/creates new strategies for unique student needs/situations

MDQ 1.3 The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal	
Teacher Acknowledges students who have achieved a certain score; made gains in knowledge/skill Celebrates success with a show of hands, certification of success, notify parent, applause	Student Shows signs of pride regarding their accomplishments in the class Say they want to continue making progress
MDQ 6.4 The teacher reviews expectations regarding rules and procedures to ensure their effective execution	
Teacher Involves students in class routines and reminds them of rules and procedures Uses class meeting to review rules and procedures; provides cues/signals when to use them Asks students to restate or explain rules and procedures	Student Follow clear routines and can describe established rules and procedures Describe the classroom as an orderly place Recognize cues/signals from teachers and can regulate their own behavior
MDQ 6.5 The teacher organizes the physical layout of the classroom to facilitate movement and focus on learning	
Teacher Physical layout has clear traffic patterns and easy access to materials and centers Decorated to enhance learning Bulletin boards relate to current content and student work is displayed	Student Moves easily about the room and can easily focus on instruction Makes use of materials and learning centers Attends to examples of their displayed work and information on bulletin boards
MDQ 5.25 The teacher uses academic games and inconsequential competition to maintain student engagement	
Teacher Uses structured games (Jeopardy; family feud) and impromptu games to increase engagement Uses friendly competition along with classroom games	Student Engages in games with some enthusiasm Can explain how games keep their interest and help them learn and remember content
MDQ 5.30 The teacher uses friendly controversy techniques to maintain student engagement	
Teacher Structures mini-debates about the content Has students examine multiple perspectives and opinions about the content Elicits different opinions on content from members of the class	Student Engages in friendly controversy activities with enhanced engagement Describes friendly controversy activities as stimulating, fun, etc. Explains how friendly controversy helped them understand content better

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MDQ 5.31 The teacher provides students with opportunities to relate what is being addressed in class to their personal interests	
Teacher	Student
Is aware of student interests and makes connections between these and content	Engages in activities that require them to make connections between interests and content
Structures activities that ask students to make connections between content and interests	Explains how making connections helps them understands content better
Appears encouraging and interested in connections between content and interests	

MDQ 8.38 The teacher behaves in an objective and controlled manner	
Teacher	Student
Does not exhibit extremes in positive or negative emotions; is calm and controlled	Is settled by the teacher's calm behavior
Does not demonstrate personal offense at misbehavior or inflammatory issues	Describes the teacher as in control of self and class; does not hold grudges or take personally

MD4.55 The teacher interacts with other teachers in a positive manner to promote and support student learning	
Teacher	Teacher
Works cooperatively with appropriate school personnel to address issues impact learning	Accesses available expertise and resources to support student learning needs
Establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust	Describes positive interactions with colleagues to promote and support student learning
	Describes situations where negative conservations of other teachers have been extinguished

MD4.56 The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships	
Teacher	Teacher
Fosters collaborative partnerships with parents to enhance student success in a manner that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust	Uses multiple means and modalities to communicate with families
Ensures consistent and timely communication with parents regarding expectations & progress	Responds to requests for support, assistance and/or clarification promptly
Encourages parent involvement in classroom and school activities	Respects and maintains confidentiality of student/family information
Demonstrates awareness and sensitivity to social, cultural and language backgrounds	

MD4.60 The teacher is aware of the district's and school's initiatives and participates in them in accordance with his or her talents and availability	
Teacher	
Participates in school activities and events as appropriate to support students & families	
Serves on school/district committees and participates in PD opportunities	
Works to achieve school and district improvement goals	

<u>**Standard 6**</u>: **Effective Communication**

The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and parents to foster active inquiry, collaboration, and supportive interaction in the classroom.

Quality Indicator 1: Verbal and nonverbal communication

Emerging	Developing	Proficient	Distinguished
6E1) The emerging teacher… Uses correct, effective verbal and non-verbal communication skills.	6D1) The developing teacher also… Consistently uses and fosters correct, effective verbal and nonverbal communication, including strategies to communicate with students whose first language is not Standard English or whose disability requires specific forms of communication.	6P1) The proficient teacher also… Evaluates the impact of and strategies for the correct and effective use of verbal and nonverbal communication.	6S1) The distinguished teacher also… Shares with others strategies for ensuring correct, effective verbal and nonverbal communication in their school and throughout the community.

Score = 0	1	2	3	4	5	6	7
Not Using Strategy is called for but not exhibited	**Beginning** Strategy is done incorrectly or with parts missing		**Developing** Strategy is done correctly		**Applying** Strategy is done correctly and its impact/effectiveness monitored		**Innovating** Adapts/creates new strategies for unique student needs/situations

MDQ 8.37 When appropriate, the teacher uses verbal and nonverbal behavior that indicates caring for students	
Teacher Compliments on academic/personal accomplishments; uses informal conversations Uses humor, smiles, nods, puts hands on shoulders when appropriate	Student Describes teacher as someone who cares about them Responds to verbal and nonverbal interactions

MDQ 9.39 The teacher exhibits behaviors that demonstrate value and respect for low expectancy students	
Teacher Provides low expectancy with nonverbal indications they are respected and valued Makes eye contact, smiles, appropriate physical contact, playful dialogue Does not allow negative comments about low expectancy students Knows which students are the low expectancy students	Student Says teacher cares for all students Treats other students with respect

MDQ 9.40 The teacher asks questions of low expectancy students with the same frequency and depth as high expectancy students	
Teacher Makes sure low expectancy students are asked questions at the same rate Makes sure low expectancy students are asked complex questions at the same rate	Student Say the teacher expects everyone to participate Say the teachers asks difficult questions of every student

MDQ 9.41 The teacher probes incorrect answers of low expectancy students in the same manner as that of the high expectancy students	
Teacher Asks for further explanation; allows them to collect their thoughts and goes back to them Rephrases questions when low expectancy students provide an incorrect answer Breaks a question into smaller and simpler parts when questions are answered incorrectly	Student Say teacher won't let you off the hook and won't give up on you Says teacher helps them answer questions successfully

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Teacher Growth Guide 6.2 – Marzano Strategies

Standard 6: Effective Communication

Quality Indicator 2: Sensitivity to culture, gender, intellectual and physical differences

Emerging			Developing		Proficient		Distinguished
6E2) The emerging teacher…			6D2) The developing teacher also…		6P2) The proficient teacher also…		6S2) The distinguished teacher also…
Is aware of personal bias in regard to differences in culture, gender, intellectual, and physical ability in classroom and its impact on student learning.			Demonstrates and promotes sensitivity to differences in culture, gender, intellectual, and physical ability in classroom communication and in responses to students' communications.		Helps students to develop a respect for all through sensitivity to cultural, gender, intellectual and physical ability differences in classroom communication.		Promotes a respect for all and sensitivity to cultural, gender, intellectual and physical ability differences throughout the school and community.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Not Using	**Beginning**		**Developing**		**Applying**		**Innovating**
Strategy is called for but not exhibited	Strategy is done incorrectly or with parts missing		Strategy is done correctly		Strategy is done correctly and its impact/effectiveness monitored		Adapts/creates new strategies for unique student needs/situations

MDQ 5.30 The teacher uses friendly controversy techniques to maintain student engagement	
Teacher	Student
Structures mini-debates about the content	Engages in friendly controversy activities with enhanced engagement
Has students examine multiple perspectives and opinions about the content	Describes friendly controversy activities as stimulating, fun, etc.
Elicits different opinions on content from members of the class	Explains how friendly controversy helped them understand content better

MDQ 8.36 The teacher uses students' interests and background to produce a climate of acceptance and community	
Teacher	Student
Has side discussions with students about events in their lives or topics of interest	Describes teacher as someone who knows them & is interested in them; accepts them
Builds student interests into lessons	Responds that teacher demonstrates understanding of their interests and background

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Teacher Growth Guide 6.3 – Marzano Strategies

Standard 6: Effective Communication

Quality Indicator 3: Learner expression in speaking, writing and other media

Emerging	Developing	Proficient	Distinguished
6E3) The emerging teacher…	6D3) The developing teacher also…	6P3) The proficient teacher also…	6S3) The distinguished teacher also…
Supports and expands learner expression in speaking, writing, listening, and other media ensuring it adheres to district policy.	Develops students in directing their own safe, free and respectful expression in speaking, writing, listening, and other media ensuring it adheres to district policy.	Promotes respect, safe and free expression in the school and the larger school community ensuring it adheres to district policy.	Shares with others strategies for promoting respect, safe and free expression in the school and the larger school community ensuring it adheres to district policy.

Score = 0	1	2	3	4	5	6	7
Not Using	**Beginning**		**Developing**		**Applying**		**Innovating**
Strategy is called for but not exhibited	Strategy is done incorrectly or with parts missing		Strategy is done correctly		Strategy is done correctly and its impact/effectiveness monitored		Adapts/creates new strategies for unique student needs/situations

MDQ 1.1 The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal	
Teacher Posts a learning goal so all students can see it Uses a goal that is a clear statement of knowledge/information, not an activity or assignment Makes reference to the goal throughout the lesson and may use a scale or rubric	Student Can explain the learning goal and how current activities relate to it Can explain the levels of performance articulated in the scale or rubric
MDQ 2.10 During breaks in the presentation of content, the teacher engages students in summarizing, prediction and questioning to process new information	
Teacher Has group members summarize new information Employs process strategies like jigsaw, reciprocal teaching and concept attainment	Student Volunteer predictions, clarification questions, and can explain what they just learned Groups discuss content asking and answering questions with each other or making predictions
MDQ 2.11 The teacher asks inferential questions or engages students in activities that require elaborative inferences that go beyond what was explicitly taught	
Teacher Asks explicit questions requiring students to make elaborate inferences about content Asks students to explain or defend their inferences Presents situations or problems that require inferences	Student Volunteers answers to inferential questions Provides explanations and proofs for inferences
MDQ 2.12 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	
Teacher Asks students to summarize the information or generate notes identifying critical information Asks students to create graphic organizers, pictures, pictographs, flow charts, or mnemonics	Student Summaries, notes and nonlinguistic representations include critical content Can explain main points of the lesson

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MDQ 2.13 The teacher engages students in activities that help them reflect on their learning and the learning process	
Teacher	Student
Asks students to state or record what they are clear about or what they are confused about	Can explain confusion or clarity and describe how hard they tried
Asks students to describe how hard they tried and how they could've enhanced their learning	Can explain what they could have done to enhance their learning

MDQ 3.17 When content is informational, the teacher helps students deepen their knowledge by examining similarities and differences	
Teacher	Student
Uses comparison, classifying, analogy or metaphor activities	Can explain and identify similarities and differences
Asks students to summarize what they learned or explain how this helped their understanding	Can explain how similarities and differences help them understand the content better

MDQ 3.18 When content is informational, the teacher helps students deepen their knowledge by examining their own reasoning or the logic of the information as presented to them	
Teacher	Student
Asks students to examine errors or informal fallacies (faulty logic, attacks, weak references)	Can describe errors or informal fallacies in information
Asks students to examine the strength of support presented for a claim	Can explain the overall structure of an argument presented to support a claim

MDQ 3.20 The teacher engages students in revision of previous knowledge about content addressed in previous lessons	
Teacher	Student
Engages whole class in examination of how the current lesson changed perceptions about the previous content and has students explain how their understanding has changed	Makes corrections to information previously recorded about content
	Explains previous error or misconceptions they had about content

MDQ 4.22 The teacher engages them in complex tasks (decision-making, problem-solving, experimental inquiry, investigation) that require them to generate and test hypotheses	
Teacher	Student
Engages students with explicit tasks (decision-making, problem-solving, investigation, **etc.**)	Clearly are working on tasks and can explain the hypothesis they are testing
Facilitates students generating their own or group task requiring generating and testing	Can explain whether their hypothesis was confirmed or disconfirmed

MDQ 8.36 The teacher uses students' interests and background to produce a climate of acceptance and community	
Teacher	Student
Has side discussions with students about events in their lives or topics of interest	Describes teacher as someone who knows them & is interested in them; accepts them
Builds student interests into lessons	Responds that teacher demonstrates understanding of their interests and background

Teacher Growth Guide 6.4 – Marzano Strategies

Standard 6: Effective Communication

Quality Indicator 4: Technology and media communication tools

Emerging	Developing	Proficient	Distinguished
6E4) The emerging teacher…	6D4) The developing teacher also…	6P4) The proficient teacher also…	6S4) The distinguished teacher also…
Demonstrates knowledge and understanding of technology and media communication tools for purposeful instruction.	Implements instruction that encourages technology and media communication tools use for learning and models those techniques.	Facilitates the students' effective use of technology and media communication tools.	Either mentors, or assists students in mentoring, members of the school and community in the use of technology and media communication tools.

Score = 0	1	2	3	4	5	6	7
Not Using	**Beginning**		**Developing**		**Applying**		**Innovating**
Strategy is called for but not exhibited	Strategy is done incorrectly or with parts missing		Strategy is done correctly		Strategy is done correctly and its impact/effectiveness monitored		Adapts/creates new strategies for unique student needs/situations

MDQ 2.6 The teacher identifies a lesson or part of a lesson as involving important (critical or non-critical) information to which students should pay particular attention	
Teacher Explains why upcoming content is important Cues students using tone of voice, body position or level of excitement	Student Can describe the level of importance and why it is important to pay attention to it Visibly adjusts their level of engagement
MDQ 2.7 The teacher organizes students into small groups to facilitate the processing of new information	
Teacher Has established routines for student grouping and student interaction in groups Uses ad hoc groups including dyads, triads, and small groups up to 5 members	Student Moves into groups in orderly fashion and understands appropriate expectations and Visibly adjusts their level of engagement
MDQ 2.8 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	
Teacher Uses preview questions, reminds students what they know, provides and advance organizer Has students brainstorm, uses anticipation guide and/or motivational hook/launching activity	Student Can explain linkages or prior knowledge and make predictions about upcoming content Engages in previewing activities and can give a purpose for what they are about to learn
MDQ 2.9 Based on student needs, the teacher breaks the content into small chunks (i.e. digestible bites) of information that can be easily processed by students	
Teacher Stops at strategic points in a verbal presentation, video, presentation or demonstration or as students are reading information or aloud orally	Student Can explain why the teacher is stopping at various points Appears to know what is expected of them when the teacher stops at strategic points
MDQ 2.10 During breaks in the presentation of content, the teacher engages students in summarizing, prediction and questioning to process new information	
Teacher Has group members summarize new information Employs process strategies like jigsaw, reciprocal teaching and concept attainment	Student Volunteer predictions, clarification questions, and can explain what they just learned Groups discuss content asking and answering questions with each other or making predictions

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MDQ 2.11 The teacher asks inferential questions or engages students in activities that require elaborative inferences that go beyond what was explicitly taught	
Teacher	Student
Asks explicit questions requiring students to make elaborate inferences about content	Volunteers answers to inferential questions
Asks students to explain or defend their inferences	Provides explanations and proofs for inferences
Presents situations or problems that require inferences	

MDQ 2.12 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	
Teacher	Student
Asks students to summarize the information or generate notes identifying critical information	Summaries, notes and nonlinguistic representations include critical content
Asks students to create graphic organizers, pictures, pictographs, flow charts, or mnemonics	Can explain main points of the lesson

MDQ 2.13 The teacher engages students in activities that help them reflect on their learning and the learning process	
Teacher	Student
Asks students to state or record what they are clear about or what they are confused about	Can explain confusion or clarity and describe how hard they tried
Asks students to describe how hard they tried and how they could've enhanced their learning	Can explain what they could have done to enhance their learning

MDQ 3.14 The teacher engages students in a brief review of content that highlights the critical information	
Teacher	Student
Begins lesson with a brief review of content	Can describe the previous content on which the new lesson is based
Reviews using summary, using previous information, demonstration, or brief practice test	Response to class activities indicate they recall previous content

MDQ 3.15 The teacher uses grouping in ways that facilitate practicing and deepening knowledge	
Teacher	Student
Organizes into groups with the expressed idea of deepening knowledge of informal content	Can explain how group work supports their learning
Organizes into groups with the expressed idea of practicing a skill, strategy or process	When in groups, asks others questions or obtains feedback for their peers

MDQ 3.16 As appropriate, the teacher designs homework to deepen students' knowledge of informational content or to practice a skill, strategy or process	
Teacher	Student
Communicates clear purpose for homework	Can describe how homework will deepen understanding of informational content or help them to practice a skill, strategy or process
Extends an activity that was begun in class to provide student with more time	
Crafts an assignment to allow students to practice and deepen knowledge independently	Ask clarifying questions of the homework that help them understand the purpose

MDQ 3.17 When content is informational, the teacher helps students deepen their knowledge by examining similarities and differences	
Teacher	Student
Uses comparison, classifying, analogy or metaphor activities	Can explain and identify similarities and differences
Asks students to summarize what they learned or explain how this helped their understanding	Can explain how similarities and differences help them understand the content better

MDQ 3.18 When content is informational, the teacher helps students deepen their knowledge by examining their own reasoning or the logic of the information as presented to them	
Teacher	Student
Asks students to examine errors or informal fallacies (faulty logic, attacks, weak references)	Can describe errors or informal fallacies in information
Asks students to examine the strength of support presented for a claim	Can explain the overall structure of an argument presented to support a claim

MDQ 3.19 When the content involves a skill, strategy or process, the teacher engages students in practice activities that help them develop fluency	
Teacher	Student
Engages students in massed and distributed activities appropriate to current ability	Performs the skill, strategy or process with increased confidence
Uses guided practice if students can't perform skill/strategy/process; independent if they can	Performs the skill, strategy or process with increased competence

MDQ 3.20 The teacher engages students in revision of previous knowledge about content addressed in previous lessons	
Teacher	Student
Engages whole class in examination of how the current lesson changed perceptions about the previous content and has students explain how their understanding has changed	Makes corrections to information previously recorded about content
	Explains previous error or misconceptions they had about content

MDQ 4.21 The teacher organizes the class in such a way as to facilitate students working on complex tasks that require them to generate and test hypotheses	
Teacher	Student
Establishes the need to generate and test hypotheses	Can describe the importance of generating and testing hypotheses
Organizes students into groups to generate and test hypotheses	Can explain how groups support their learning and help them generate and test hypotheses
MDQ 4.22 The teacher engages them in complex tasks (decision-making, problem-solving, experimental inquiry, investigation) that require them to generate and test hypotheses	
Teacher	Student
Engages students with explicit tasks (decision-making, problem-solving, investigation, **etc.**)	Clearly are working on tasks and can explain the hypothesis they are testing
Facilitates students generating their own or group task requiring generating and testing	Can explain whether their hypothesis was confirmed or disconfirmed
MDQ 4.23 The teacher acts as a resource provider and guide as students engage in cognitively complex tasks	
Teacher	Student
Circulates the room and provides easy access to himself/herself	Seeks out the teacher for advice and guidance
Volunteers resources and guidance as needed by entire class, groups, or individual students	Can explain how the teacher provides assistance and guidance

Teacher Growth Guide 7.1 – Marzano Strategies

Standard 7: Student Assessment and Data Analysis

The teacher understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction. The teacher monitors the performance of each student and devises instruction to enable students to grow and develop, making adequate academic progress.

Quality Indicator 1: Effective use of assessments

Emerging	Developing	Proficient	Distinguished
7E1) The emerging teacher… Demonstrates the use of formal and informal assessments to determine progress towards specific learning goals.	7D1) The developing teacher also… Effectively uses multiple formal and informal student assessments to address specific learning goals, including modifications for students with special needs.	7P1) The proficient teacher also… Identifies student's prior knowledge, progress during instruction and achievement at the end of an instructional unit to demonstrate individual and whole class learning.	7S1) The distinguished teacher also… Shares knowledge and expertise with others on the effective use of assessments to generate data demonstrating progress toward individual and whole class learning.

Score = 0	1	2	3	4	5	6	7
Not Using Strategy is called for but not exhibited	**Beginning** Strategy is done incorrectly or with parts missing		**Developing** Strategy is done correctly		**Applying** Strategy is done correctly and its impact/effectiveness monitored		**Innovating** Adapts/creates new strategies for unique student needs/situations

MDQ 1.1 The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal	
Teacher Posts a learning goal so all students can see it Uses a goal that is a clear statement of knowledge/information, not an activity or assignment Makes reference to the goal throughout the lesson and may use a scale or rubric	Student Can explain the learning goal and how current activities relate to it Can explain the levels of performance articulated in the scale or rubric
MDQ 1.2 The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment	
Teacher Helps students track their individual progress on the learning goal Uses formal/informal means to assign scores to students (class) on scale or rubric	Student Can describe their status relative to the learning goal using the rubric or scale Systematically updates their status on the learning goal
MDQ 1.3 The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal	
Teacher Acknowledges students who have achieved a certain score; made gains in knowledge/skill Celebrates success with a show of hands, certification of success, notify parent, applause	Student Shows signs of pride regarding their accomplishments in the class Say they want to continue making progress

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Teacher Growth Guide 7.2 – Marzano Strategies

Standard 7: Student Assessment and Data Analysis

Quality Indicator 2: Assessment data to improve learning

Emerging	Developing	Proficient	Distinguished
7E2) The emerging teacher… Demonstrates basic strategies for accessing, analyzing and appropriately using information and assessment results to improve learning activities.	7D2) The developing teacher also… Reviews student trend data and growth in learning through a comparison of student work (i.e. pre-/post- test results or similar mechanisms) to inform instructional decisions.	7P2) The proficient teacher also… Uses tools such as rubrics, scoring guides, performance analyses, etc., that clearly identify the knowledge and skills intended for students to acquire in well-defined learning goals.	7S2) The distinguished teacher also… Is able to model and/or share information and expertise with others on the use of a wide variety of assessments and evidence that they improved the effectiveness of instruction.

Score = 0	1	2	3	4	5	6	7
Not Using	**Beginning**		**Developing**		**Applying**		**Innovating**
Strategy is called for but not exhibited	Strategy is done incorrectly or with parts missing		Strategy is done correctly		Strategy is done correctly and its impact/effectiveness monitored		Adapts/creates new strategies for unique student needs/situations

MDQ 1.1 The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal	
Teacher Posts a learning goal so all students can see it Uses a goal that is a clear statement of knowledge/information, not an activity or assignment Makes reference to the goal throughout the lesson and may use a scale or rubric	Student Can explain the learning goal and how current activities relate to it Can explain the levels of performance articulated in the scale or rubric
MDQ 1.2 The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment	
Teacher Helps students track their individual progress on the learning goal Uses formal/informal means to assign scores to students (class) on scale or rubric	Student Can describe their status relative to the learning goal using the rubric or scale Systematically updates their status on the learning goal

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Teacher Growth Guide 7.3 – Marzano Strategies

Standard 7: Student Assessment and Data Analysis

Quality Indicator 3: Student-led assessment strategies

Emerging	Developing	Proficient	Distinguished
7E3) The emerging teacher… Uses assessment strategies and timely descriptive feedback to involve learners in some personal-goal setting and self-assessment activities	7D3) The developing teacher also… Purposefully teaches students to use assessment data to think about their own learning, including setting personal learning goals.	7P3) The proficient teacher also… Adjusts and adapts strategies for teaching students how to use assessment data in thinking about their own learning, including setting personal goals, based on unique student strengths, needs and learning styles.	7S3) The distinguished teacher also… Model for others how to provide timely descriptive feedback and the engaging of students in establishing personal learning goals, self-assessment, and using evidence to report on their own progress to the teacher, parents, and others.

Score = 0	1	2	3	4	5	6	7
Not Using	**Beginning**		**Developing**		**Applying**		**Innovating**
Strategy is called for but not exhibited	Strategy is done incorrectly or with parts missing		Strategy is done correctly		Strategy is done correctly and its impact/effectiveness monitored		Adapts/creates new strategies for unique student needs/situations

MDQ 1.1 The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal	
Teacher Posts a learning goal so all students can see it Uses a goal that is a clear statement of knowledge/information, not an activity or assignment Makes reference to the goal throughout the lesson and may use a scale or rubric	Student Can explain the learning goal and how current activities relate to it Can explain the levels of performance articulated in the scale or rubric

MDQ 1.2 The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment	
Teacher Helps students track their individual progress on the learning goal Uses formal/informal means to assign scores to students (class) on scale or rubric	Student Can describe their status relative to the learning goal using the rubric or scale Systematically updates their status on the learning goal

MDQ 1.3 The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal	
Teacher Acknowledges students who have achieved a certain score; made gains in knowledge/skill Celebrates success with a show of hands, certification of success, notify parent, applause	Student Shows signs of pride regarding their accomplishments in the class Say they want to continue making progress

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Teacher Growth Guide 7.4 – Marzano Strategies

Standard 7: Student Assessment and Data Analysis

Quality Indicator 4: Effect of instruction on individual/class learning

Emerging	Developing	Proficient	Distinguished
7E4) The emerging teacher…	7D4) The developing teacher also…	7P4) The proficient teacher also…	7S4) The distinguished teacher also…
Observes the effect of class instruction on individual and whole class learning.	Collects relevant information and data about current instruction to plan future instruction.	Engages in ongoing assessment of progress of individual students and whole class in order to advance each individual's learning of instructional objectives through modifications to instructional strategies.	Is capable of modeling for others the use of ongoing, consistent assessment throughout the instructional process to gather data about the effect of instruction to enhance individual and class achievement.

Score = 0	1	2	3	4	5	6	7
Not Using	**Beginning**		**Developing**		**Applying**		**Innovating**
Strategy is called for but not exhibited	Strategy is done incorrectly or with parts missing		Strategy is done correctly		Strategy is done correctly and its impact/effectiveness monitored		Adapts/creates new strategies for unique student needs/situations

MDQ 1.1 The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal	
Teacher Posts a learning goal so all students can see it Uses a goal that is a clear statement of knowledge/information, not an activity or assignment Makes reference to the goal throughout the lesson and may use a scale or rubric	Student Can explain the learning goal and how current activities relate to it Can explain the levels of performance articulated in the scale or rubric
MDQ 1.2 The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment	
Teacher Helps students track their individual progress on the learning goal Uses formal/informal means to assign scores to students (class) on scale or rubric	Student Can describe their status relative to the learning goal using the rubric or scale Systematically updates their status on the learning goal
MD3.51 The teacher determines how effective a lesson or unit of instruction was in terms of enhancing student achievement & identifies causes of success or difficulty	
Teacher Gathers and keeps records of his or her evaluations of individual lessons/units Explains the strengths and weaknesses of specific units/lessons Explains the alignment of the assessment tasks and the learning goals	
MD3.52 The teacher determines the effectiveness of specific instructional strategies regarding the achievement of subgroups of students and identifies reasons for discrepancies	
Teacher Gathers/keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of students Provides a written analysis on specific causes of success or difficulty	

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Teacher Growth Guide 7.5 – Marzano Strategies

Standard 7: Student Assessment and Data Analysis

Quality Indicator 5: Communication of student progress and maintaining records

Emerging	Developing	Proficient	Distinguished
7E5) The emerging teacher… Communicates general information about student progress knowledgeably, responsibly, and ethically based on appropriate indicators, to students, families, and/or colleagues.	7D5) The developing teacher also… Uses evidence to communicate student progress, knowledgeably and responsibly, based on appropriate indicators.	7P5) The proficient teacher also… Uses holistic evidence from multiple data points to detail student achievement continuously throughout instruction.	7S5) The distinguished teacher also… Is able to mentor colleagues in the use of student performance evidence and managing records to effectively communicate student progress.

Score = 0	1	2	3	4	5	6	7
Not Using Strategy is called for but not exhibited	**Beginning** Strategy is done incorrectly or with parts missing		**Developing** Strategy is done correctly		**Applying** Strategy is done correctly and its impact/effectiveness monitored		**Innovating** Adapts/creates new strategies for unique student needs/situations

MDQ 1.1 The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal	
Teacher Posts a learning goal so all students can see it Uses a goal that is a clear statement of knowledge/information, not an activity or assignment Makes reference to the goal throughout the lesson and may use a scale or rubric	Student Can explain the learning goal and how current activities relate to it Can explain the levels of performance articulated in the scale or rubric

MDQ 1.2 The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment	
Teacher Helps students track their individual progress on the learning goal Uses formal/informal means to assign scores to students (class) on scale or rubric	Student Can describe their status relative to the learning goal using the rubric or scale Systematically updates their status on the learning goal

MDQ 1.3 The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal	
Teacher Acknowledges students who have achieved a certain score; made gains in knowledge/skill Celebrates success with a show of hands, certification of success, notify parent, applause	Student Shows signs of pride regarding their accomplishments in the class Say they want to continue making progress

MD3.51 The teacher determines how effective a lesson or unit of instruction was in terms of enhancing student achievement & identifies causes of success or difficulty	
Teacher Gathers and keeps records of his or her evaluations of individual lessons/units Explains the strengths and weaknesses of specific units/lessons	Explains the alignment of the assessment tasks and the learning goals

MD3.52 The teacher determines the effectiveness of specific instructional strategies regarding the achievement of subgroups of students and identifies reasons for discrepancies	
Teacher Gathers/keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of students Provides a written analysis on specific causes of success or difficulty	

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Teacher Growth Guide 7.6 – Marzano Strategies

Standard 7: Student Assessment and Data Analysis

Quality Indicator 6: Collaborative data analysis

Emerging	Developing	Proficient	Distinguished
7E6) The emerging teacher… Engages in a collaborative process of data analysis with colleagues at the grade, department and school level.	7D6) The developing teacher also… Works in teams to share and analyze data to measure accomplishment of curricular goals to inform grade-department level and/or school-wide decisions.	7P6) The proficient teacher also… Helps to establish, maintain and/or participate in professional learning communities to share and analyze data to measure accomplishment of curricular goals and plan for curricular modification.	7S6) The distinguished teacher also… Acts in a leadership position when working in teams to share and analyze data to measure accomplishment of curricular goals and to use this information to inform his/her instruction.

Score = 0	1	2	3	4	5	6	7
Not Using	**Beginning**		**Developing**		**Applying**		**Innovating**
Strategy is called for but not exhibited	Strategy is done incorrectly or with parts missing		Strategy is done correctly		Strategy is done correctly and its impact/effectiveness monitored		Adapts/creates new strategies for unique student needs/situations

MDQ 1.2 The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment	
Teacher Helps students track their individual progress on the learning goal Uses formal/informal means to assign scores to students (class) on scale or rubric	Student Can describe their status relative to the learning goal using the rubric or scale Systematically updates their status on the learning goal

MD3.51 The teacher determines how effective a lesson or unit of instruction was in terms of enhancing student achievement & identifies causes of success or difficulty	
Teacher Gathers and keeps records of his or her evaluations of individual lessons/units Explains the strengths and weaknesses of specific units/lessons Explains the alignment of the assessment tasks and the learning goals	

MD3.52 The teacher determines the effectiveness of specific instructional strategies regarding the achievement of subgroups of students and identifies reasons for discrepancies	
Teacher Gathers/keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of students Provides a written analysis on specific causes of success or difficulty	

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Teacher Growth Guide 8.1 – Marzano Strategies

Standard 8: Professionalism

The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.

Quality Indicator 1: Self-assessment and improvement

Emerging	Developing	Proficient	Distinguished
8E1) The emerging teacher… Generally uses self-assessment and problem-solving strategies to reflect on practice in order to influence students' growth and learning..	8D1) The developing teacher also… Consistently engages in reflective practice and consistently applies this to his/her instructional process and to modify future instruction	8P1) The proficient teacher also… Continuously engages in a variety of self-assessment and problem-solving strategies which have implications for student growth and learning, within the classroom and the larger school environment.	8S1) The distinguished teacher also… Models and/or serves as a mentor, in how to engage in reflective practice and in the use of, policies about, and training for using assessment data and other sources of information about student performance.

Score = 0	1	2	3	4	5	6	7
Not Using Strategy is called for but not exhibited	**Beginning** Strategy is done incorrectly or with parts missing		**Developing** Strategy is done correctly		**Applying** Strategy is done correctly and its impact/effectiveness monitored		**Innovating** Adapts/creates new strategies for unique student needs/situations

MD3.50 The teacher identifies specific strategies and behaviors on which to improve from Domain 1	
Teacher Identifies specific areas of strength and weakness within domain 1 Specifically identifies focus areas for improvement	

MD3.51 The teacher determines how effective a lesson or unit of instruction was in terms of enhancing student achievement & identifies causes of success or difficulty	
Teacher Gathers and keeps records of his or her evaluations of individual lessons/units Explains the strengths and weaknesses of specific units/lessons Explains the alignment of the assessment tasks and the learning goals	

MD3.52 The teacher determines the effectiveness of specific instructional strategies regarding the achievement of subgroups of students and identifies reasons for discrepancies	
Teacher Gathers/keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of students Provides a written analysis on specific causes of success or difficulty	

MD3.53 The teacher develops a written growth and development plan with specific and measureable goals, action steps, manageable timelines & appropriate resources	
Teacher Constructs a growth plan outlining measureable goals, action steps, timelines and resources	Describes the growth plan and can articulate progress

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MD3.54 The teacher monitors and charts progress toward goals using established action plans, key milestones and timelines	
Teacher Outlines a method for charting progress toward established goals supported by evidence Can describe progress toward meeting the goals outlined in the plan supported by evidence	
MD4.57 The teacher seeks help and input from colleagues regarding specific classroom strategies and behaviors	
Teacher Keeps track of specific situations during which he/she sought mentorship Actively seeks help and input in PLC meetings	Teacher Actively seeks help and input from appropriate school personnel to address issues that impact instruction
MD4.58 The teacher provides other teachers with help and input regarding specific classroom strategies and behaviors	
Teacher Keeps track of specific situations during which he/she mentored other teachers Contributes and shares expertise and new ideas with colleagues to enhance learning	Teacher Serves as a role model regarding specific classroom strategies and behaviors Describes situations in which he/she has mentored colleagues

Teacher Growth Guide 8.2 – Marzano Strategies

Standard 8: Professionalism

Quality Indicator 2: Professional learning

Emerging	Developing	Proficient	Distinguished
8E2) The emerging teacher… Is aware of and utilizes resources available for professional learning.	8D2) The developing teacher also… Applies knowledge gained from a variety of sources to the benefit of students in the classroom.	8P2) The proficient teacher also… Shares new knowledge and expertise with colleagues to benefit the learning of students in multiple classrooms.	8S2) The distinguished teacher also… Evaluates, procures and creates resources for professional development and actively participates in professional development in the larger professional community.

Score = 0	1	2	3	4	5	6	7
Not Using Strategy is called for but not exhibited	**Beginning** Strategy is done incorrectly or with parts missing		**Developing** Strategy is done correctly		**Applying** Strategy is done correctly and its impact/effectiveness monitored		**Innovating** Adapts/creates new strategies for unique student needs/situations

MD3.50 The teacher identifies specific strategies and behaviors on which to improve from Domain 1	
Teacher Identifies specific areas of strength and weakness within domain 1 Specifically identifies focus areas for improvement	

MD3.51 The teacher determines how effective a lesson or unit of instruction was in terms of enhancing student achievement & identifies causes of success or difficulty	
Teacher Gathers and keeps records of his or her evaluations of individual lessons/units Explains the strengths and weaknesses of specific units/lessons Explains the alignment of the assessment tasks and the learning goals	

MD3.52 The teacher determines the effectiveness of specific instructional strategies regarding the achievement of subgroups of students and identifies reasons for discrepancies	
Teacher Gathers/keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of students	Provides a written analysis on specific causes of success or difficulty

MD3.53 The teacher develops a written growth and development plan with specific and measureable goals, action steps, manageable timelines & appropriate resources	
Teacher Constructs a growth plan outlining measureable goals, action steps, timelines and resources Describes the growth plan and can articulate progress	

MD3.54 The teacher monitors and charts progress toward goals using established action plans, key milestones and timelines	
Teacher Outlines a method for charting progress toward established goals supported by evidence	Can describe progress toward meeting the goals outlined in the plan supported by evidence

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Teacher Growth Guide 8.3 – Marzano Strategies

Standard 8: Professionalism

Quality Indicator 3: Professional rights, responsibilities and ethical practices

Emerging	Developing	Proficient	Distinguished
8E3) The emerging teacher… Demonstrates professionalism and ethical behavior by adhering to the code of conduct and aligning classroom practices to district policies and school procedures.	8D3) The developing teacher also… Consistently exhibits professionalism in all situations and ensures that classroom practices align to district policies and school procedures.	8P3) The proficient teacher also… Assists colleagues by consistently modeling professionalism throughout the school and district and the broader community.	8S3) The distinguished teacher also… Influences the framing, revision and advocating of policies and procedures that promotes ethical and professional behavior of all educators.

Score = 0	1	2	3	4	5	6	7
Not Using Strategy is called for but not exhibited	**Beginning** Strategy is done incorrectly or with parts missing		**Developing** Strategy is done correctly		**Applying** Strategy is done correctly and its impact/effectiveness monitored		**Innovating** Adapts/creates new strategies for unique student needs/situations

MD4.58 The teacher provides other teachers with help and input regarding specific classroom strategies and behaviors	
Teacher Keeps track of specific situations during which he/she mentored other teachers Contributes and shares expertise and new ideas with colleagues to enhance learning	Teacher Serves as a role model regarding specific classroom strategies and behaviors Describes situations in which he/she has mentored colleagues

MD4.60 The teacher is aware of the district's and school's initiatives and participates in them in accordance with his or her talents and availability	
Teacher Participates in school activities and events as appropriate to support students & families Serves on school/district committees and participates in PD opportunities Works to achieve school and district improvement goals	Teacher

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Teacher Growth Guide 9.1 – Marzano Strategies

Standard 9: Professional Collaboration

The teacher has effective working relationships with students, parents, school colleagues, and community members.

Quality Indicator 1: Induction and collegial activities

Emerging	Developing	Proficient	Distinguished
9E1) The emerging teacher…	9D1) The developing teacher also…	9P1) The proficient teacher also…	9S1) The distinguished teacher also…
Engages in supporting the school's vision, mission, values and goals, participates in curriculum and staff development, and works with their trained mentor to strengthen relationships in the school and community.	Contributes to achieving the mission, vision, values and goals, including monitoring and evaluating progress toward these goals, and other school improvement efforts.	Actively engages in relationship building efforts in the school, district and community and contributes and shares knowledge and expertise in order to assist in the collective improvement of professional practice.	Informally (or formally as a mentor) is available as a resource to colleagues in the school and/or district in achieving a shared mission, vision, values and goals and relationship building efforts through collegial activities and the induction process.

Score = 0	1	2	3	4	5	6	7
Not Using	**Beginning**		**Developing**		**Applying**		**Innovating**
Strategy is called for but not exhibited	Strategy is done incorrectly or with parts missing		Strategy is done correctly		Strategy is done correctly and its impact/effectiveness monitored		Adapts/creates new strategies for unique student needs/situations

MD4.58 The teacher provides other teachers with help and input regarding specific classroom strategies and behaviors	
Teacher Keeps track of specific situations during which he/she mentored other teachers Contributes and shares expertise and new ideas with colleagues to enhance learning	Teacher Serves as a role model regarding specific classroom strategies and behaviors Describes situations in which he/she has mentored colleagues

MD4.59 The teacher is aware of the district's and school's rules and procedures and adheres to them	
Teacher Performs assigned duties and follows policies, regulations, and procedures Maintains accurate records and fulfills responsibilities in a timely manner	Teacher Understands legal issues related to students and families and demonstrates personal integrity

MD4.60 The teacher is aware of the district's and school's initiatives and participates in them in accordance with his or her talents and availability	
Teacher Participates in school activities and events as appropriate to support students & families Serves on school/district committees and participates in PD opportunities Works to achieve school and district improvement goals	Teacher

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Teacher Growth Guide 9.2 – Marzano Strategies

Standard 9: Professional Collaboration

Quality Indicator 2: Collaborating to meet student needs

Emerging	Developing	Proficient	Distinguished
9E2) The emerging teacher… Identifies ways to work with others across the system to provide needed services to support individual learners.	9D2) The developing teacher also… Works with colleagues and administrators at the school level and in the larger professional community to develop strategic, school-based systems to address student needs.	9P2) The proficient teacher also… Consistently works with colleagues and administrators to develop strategic, school-based systems to address student needs and assists in monitoring the effectiveness of those systems.	9S2) The distinguished teacher also… Is capable of taking a leadership role or serving as an informal resource in working with the larger professional community in how to work with others across the system to identify and provide needed services to support individual learners.

Score = 0	1	2	3	4	5	6	7
Not Using Strategy is called for but not exhibited	**Beginning** Strategy is done incorrectly or with parts missing		**Developing** Strategy is done correctly		**Applying** Strategy is done correctly and its impact/effectiveness monitored		**Innovating** Adapts/creates new strategies for unique student needs/situations

MD4.55 The teacher interacts with other teachers in a positive manner to promote and support student learning	
Teacher Works cooperatively with appropriate school personnel to address issues impact learning Establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust	Teacher Accesses available expertise and resources to support student learning needs Describes positive interactions with colleagues to promote and support student learning Describes situations where negative conservations of other teachers have been extinguished

MD4.56 The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships	
Teacher Fosters collaborative partnerships with parents to enhance student success in a manner that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust Ensures consistent and timely communication with parents regarding expectations & progress Encourages parent involvement in classroom and school activities	Teacher Uses multiple means and modalities to communicate with families Responds to requests for support, assistance and/or clarification promptly Respects and maintains confidentiality of student/family information Demonstrates awareness and sensitivity to social, cultural and language background

MD4.58 The teacher provides other teachers with help and input regarding specific classroom strategies and behaviors	
Teacher Keeps track of specific situations during which he/she mentored other teachers Contributes and shares expertise and new ideas with colleagues to enhance learning	Teacher Serves as a role model regarding specific classroom strategies and behaviors Describes situations in which he/she has mentored colleagues

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Teacher Growth Guide 9.3 – Marzano Strategies

Standard 9: Professional Collaboration

Quality Indicator 3: Cooperative partnerships in support of student learning

Emerging	Developing	Proficient	Distinguished
9E3) The emerging teacher… Develops relationships with colleagues and cooperative partnerships with students and families to support students' learning and well-being.	9D3) The developing teacher also… With colleagues, creates and cultivates new partnerships with students, families and community members to support students' learning and well-being.	9P3) The proficient teacher also… Consistently engages with colleagues and administrators at the school and district level to develop, maintain and further partnerships with students, families and community members to support students' learning and well-being.	9S3) The distinguished teacher also… Takes an active leadership role or serve as an informal resource at the school and district level in developing partnerships with students, families and community members to support students' learning and well-being.

Score = 0	1	2	3	4	5	6	7
Not Using Strategy is called for but not exhibited	**Beginning** Strategy is done incorrectly or with parts missing		**Developing** Strategy is done correctly		**Applying** Strategy is done correctly and its impact/effectiveness monitored		**Innovating** Adapts/creates new strategies for unique student needs/situations

MD4.55 The teacher interacts with other teachers in a positive manner to promote and support student learning	
Teacher Works cooperatively with appropriate school personnel to address issues impact learning Establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust	Teacher Accesses available expertise and resources to support student learning needs Describes positive interactions with colleagues to promote and support student learning Describes situations where negative conservations of other teachers have been extinguished

MD4.56 The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships	
Teacher Fosters collaborative partnerships with parents to enhance student success in a manner that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust Ensures consistent and timely communication with parents regarding expectations & progress Encourages parent involvement in classroom and school activities Demonstrates awareness and sensitivity to social, cultural and language backgrounds	Teacher Uses multiple means and modalities to communicate with families Responds to requests for support, assistance and/or clarification promptly Respects and maintains confidentiality of student/family information

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