

**Model Description September 2017 - March 2018 (remainder of year unavailable at reporting data) Marzano Teacher**

<b>Measure</b>	<b>Count</b>	<b>Mean*</b>	<b>State-wide mean</b>
Evaluation Score	6	3.82	3.89

**Domains**

<b>1</b>	Classroom Strategies and Behaviors	6	3.56	3.74
<b>2</b>	Planning and Preparing	6	4.10	3.85
<b>3</b>	Reflecting on Teaching	6	4.11	3.92
<b>4</b>	Collegiality and Professionalism	6	4.00	4.03

**Indicators**

<b>1</b>	Planning Standards-Based Lessons/Units	6	3.50
<b>2</b>	Aligning Resources to Standard(s)	3	3.33
<b>3</b>	Planning to Close the Achievement Gap Using Data	3	2.67
<b>4</b>	Identifying Critical Content from the Standards	5	4.35
<b>5</b>	Previewing New Content	5	4.10
<b>6</b>	Helping Students Process New Content	5	4.00
<b>7</b>	Using Questions to Help Students Elaborate on Content	3	4.33
<b>8</b>	Reviewing Content	4	4.67
<b>9</b>	Helping Students Practice Skills, Strategies, and Processes	4	4.13
<b>10</b>	Helping Students Examine Similarities and Differences	3	4.11
<b>11</b>	Helping Students Examine Their Reasoning	3	4.33
<b>12</b>	Helping Students Revise Knowledge	2	4.75
<b>13</b>	Helping Students Engage in Cognitively Complex Tasks	1	4.00
<b>14</b>	Using Formative Assessment to Track Progress	5	3.80
<b>15</b>	Providing Feedback and Celebrating Progress	3	3.67
<b>16</b>	Organizing Students to Interact with Content	3	4.00
<b>17</b>	Establishing and Acknowledging Adherence to Rules and Procedures	3	4.00
<b>18</b>	Using Engagement Strategies	4	3.88
<b>19</b>	Establishing and Maintaining Effective Relationships in a Student-Centered Classroom	6	4.25
<b>20</b>	Communicating High Expectations for Each Student to Close the Achievement Gap	1	4.00
<b>21</b>	Adhering to School/District Policies and Procedures	2	4.00
<b>22</b>	Maintaining Expertise in Content and Pedagogy	1	4.00
<b>23</b>	Promoting Teacher Leadership and Collaboration	1	4.00
<b>24</b>	Noticing When Students are Not Engaged	3	4.67
<b>25</b>	Using Academic Games	0	
<b>26</b>	Managing Response Rates	1	2.00
<b>27</b>	Using Physical Movement	2	3.50

28	Maintaining a Lively Pace	2	4.00
29	Demonstrating Intensity and Enthusiasm	2	4.00
30	Using Friendly Controversy	0	
31	Providing Opportunities for Students to Talk about Themselves	0	
32	Presenting Unusual or Intriguing Information	0	
33	Demonstrating ?Withitness?	3	4.67
34	Applying Consequences for Lack of Adherence to Rules and Procedures	0	
35	Acknowledging Adherence to Rules and Procedures	1	4.00
36	Understanding Students? Interests and Backgrounds	1	5.00
37	Using Verbal and Nonverbal Behaviors that Indicate Affection for Students	3	4.00
38	Displaying Objectivity and Control	0	
39	Demonstrating Value and Respect for Low Expectancy Students	0	
40	Asking Questions of Low Expectancy Students	1	4.00
41	Probing Incorrect Answers with Low Expectancy Students	0	
42	Effective Scaffolding of Information within Lessons	3	4.00
43	Lessons within Units	3	4.00
44	Attention to Established Content Standards	3	4.00
45	Use of Available Traditional Resources	3	4.00
46	Use of Available Technology	1	4.00
47	Needs of English Language Learners	0	
48	Needs of Special Education Students	0	
49	Needs of Students Who Lack Support for Schooling	0	
50	Identifying Areas of Pedagogical Strength and Weakness	4	4.00
51	Evaluating the Effectiveness of Individual Lessons and Units	3	4.00
52	Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors	1	4.00
53	Developing a Written Growth and Development Plan	3	4.00
54	Monitoring Progress Relative to the Professional Growth and Development Plan	3	4.00
55	Promoting Positive Interactions with Colleagues	3	4.00
56	Promoting Positive Interactions about Students and Parents	3	4.17
57	Seeking Mentorship for Areas of Need or Interest	2	4.00
58	Mentoring Other Teachers and Sharing Ideas and Strategies	0	
59	Adhering to District and School Rules and Procedures	2	4.00
60	Participating in District and School Initiatives	3	4.17

\*Scale 1-5