

Building:		Evaluator		Date:	
GREAT Instruction Principle	Marzano Element Marzano Teacher Evaluation Model	Examples	Rating KEY	Comments	
Guided by Performance Standards	4 Identifying Critical Content from the Standards <i>Focus Statement:</i> Teacher uses the progression of standards-based learning targets (embedded within a performance scale) to identify accurate critical content during a lesson or part of a lesson. <i>Desired Effect:</i> Evidence (formative data) demonstrates students know what content is important and what is not important as it relates to the learning target(s).	- <i>Learning Target Presented</i> - <i>LT Referred to throughout lesson</i> - <i>Student understanding of LT monitored</i>			
Rigorous and Research-Based Practices	9 Helping Students Practice Skills, Strategies, and Processes <i>Focus Statement:</i> When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures. <i>Desired Effect:</i> Evidence (formative data) demonstrates students develop automaticity with skills, strategies, or processes.	- <i>Explicit Vocabulary Instruction</i> - <i>Literacy Essentials</i> - <i>7 C's (Critical Thinking, Cultural Awareness, Collaboration, Character, Communication, Creativity, Civic Action)</i> - <i>Model problem-solving skills, "worked examples"</i> - <i>Opportunity to practice skills</i> - <i>Entrance/Exit Tickets</i> - <i>Compare and Contrast</i>			
Engaging and Exciting	18 Using Engagement Strategies <i>Focus Statement:</i> Teacher uses engagement strategies to engage or re-engage students with the content. <i>Desired Effect:</i> Evidence (formative data) demonstrates students engage or re-engage as a result of teacher action.	- <i>Multiple Opportunities to Respond, engaging as many students as possible</i> - <i>Relevant to prior experiences/ knowledge</i> - <i>Physical Movement</i> - <i>Dialog & Discussion</i>			
Assessed continuously to guide further instruction	14 Using Formative Assessment to Track Progress <i>Focus Statement:</i> Teacher uses formative assessment to facilitate tracking of student progress on one or more learning targets. <i>Desired Effect:</i> Evidence (formative data) demonstrates students identify their current level of performance as it relates to standards-based learning targets embedded in the performance scale.	- <i>Formative Assessment measuring obtainment of LTs</i> - <i>Feedback</i> - <i>Check for Understanding</i>			
Tailored in Flexible Groups	20 Communicating High Expectations for Each Student to Close the Achievement Gap <i>Focus Statement:</i> Teacher exhibits behaviors that demonstrate high expectations for each student to achieve academic success. <i>Desired Effect:</i> Evidence (student surveys, interviews, work) shows the teacher expects each student to perform at their highest level of academic success.	- <i>Differentiation</i> - <i>Small-Group Instruction</i> - <i>Accommodations for students with IEP's & 504s</i> - <i>Inclusion efforts & strategies</i> - <i>Acceleration</i>			
Conditions for Learning	17 Establishing and Acknowledging Adherence to Rules and Procedures <i>Focus Statement:</i> Teacher establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures. <i>Desired Effect:</i> Evidence (formative data) demonstrates students know and follow classroom rules and procedures (to facilitate learning) as a result of teacher acknowledgment.	- <i>Routines established and followed</i> - <i>Non-compliance addressed and re-directed</i> - <i>Expectations clear and consistently enforced</i>			
Professional Responsibilities & Collective Efficacy	21 Adhering to School/District Policies and Procedures <i>Focus Statement:</i> Teacher adheres to school and district policies and procedures. <i>Desired Effect:</i> Teacher adheres to school and district rules and procedures.	- <i>Performs assigned duties</i> - <i>Follows policies, regulations, and procedures</i> - <i>Advocates for equity for each student</i> - <i>Good Attendance</i>	Rating KEY	Absences:	
	23 Promoting Teacher Leadership and Collaboration <i>Focus Statement:</i> Teacher promotes teacher leadership and a culture of collaboration. <i>Desired Effect:</i> Teacher provides evidence of teacher leadership and promoting a school-wide culture of professional learning	- <i>Embodies the principle of "Collective Efficacy"</i> - <i>Serves as an appropriate role model</i> - <i>Promotes positive conversations and interactions with students, staff, and parents</i> - <i>Demonstrates a growth mindset and/or seeks feedback</i> - <i>Completes coaching cycles</i> - <i>Actively seeks help and input from appropriate school personnel to address issues that impact instruction</i>		2 Events (list):	
80% Instructional Practice Average			#DIV/0		
Data Point 1				Student Growth Data	
Data Point 2				Rating Thresholds	
20% Student Growth Data Average			#DIV/0		
Overall Rating			#DIV /0!	2.75+ Effective 2 - 2.749 Developing 0-1.99 Needing Support	
Teacher Comments:					