**Washington State Teacher Evaluation Framework Comparison- Lynn Johnston**

**Criterion 1: Centering instruction on high expectations for student achievement.**

**The Marzano Teacher Evaluation Model**

1.1: Providing Clear Learning Goals and Scales (Rubrics)

1.2: Celebrating Success

1.3: Understanding Students’ Interests and Backgrounds

1.4: Demonstrating Value and Respect for Typically Underserved Students

**CEL 5D+™ Teacher Evaluation Rubric**

P1: Connection to standards, broader purpose and transferable skill

P4: Communication of learning target(s)

P5: Success and performance task(s)

SE3: Work of high cognitive demand

CEC3: Discussion, collaboration and accountability

**Danielson’s Framework for Teaching**

2b: Establishing a Culture for Learning

3a: Communicating with Students

3c: Engaging Students in Learning

**Criterion 2: Demonstrating effective teaching practices.**

**The Marzano Teacher Evaluation Model**

2.1: Interacting with New Knowledge

2.2: Organizing Students to Practice and Deepen Knowledge

2.3: Organizing Students for Cognitively Complex Tasks

2.4: Asking Questions of Typically Underserved Students

2.5: Probing Incorrect Answers with Typically Underserved Students

2.6: Noticing when Students are Not Engaged

2.7: Using and Applying Academic Vocabulary

2.8: Evaluating Effectiveness of Individual Lessons and Units

**CEL 5D+™ Teacher Evaluation Rubric**

SE1: Quality of questioning

SE5: Expectation, support and opportunity for participation and meaning making

SE6: Substance of student talk

CP6: Scaffolds the task

CP7: Gradual release of responsibility

**Danielson’s Framework for Teaching**

3B: Using Questionings And Discussion Techniques

4a: Reflecting on Teaching

**Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.**

**The Marzano Teacher Evaluation Model**

3.1: Effective Scaffolding of Information within Lessons

3.2: Planning and Preparing for the Needs of All Students

3.1: Establish Student Growth Goal(s) Student Growth

3.2: Achievement of Student Growth Goal(s)

**CEL 5D+™ Teacher Evaluation Rubric**

P3: Teaching point(s) are based on students’ learning needs

SE2: Ownership of learning

SE4: Strategies that capitalize on learning needs of students

CP5: Differentiated instruction

A6: Teacher use of formative assessment data

SG 3.1: Establish Student Growth Goal(s)

SG 3.2: Achievement of Student Growth Goal(s)

**Danielson’s Framework for Teaching**

1b: Demonstrating Knowledge of Students

3e: Demonstrating Flexibility and Responsiveness

SG 3.1: Establish Student Growth Goal(s)

SG 3.2: Achievement of Student Growth Goal(s)

**Criterion 4: Providing clear and intentional focus on subject matter content and curriculum.**

**The Marzano Teacher Evaluation Model**

4.1: Attention to Established Content Standards Component

4.2: Use of Available Resources and Technology

**CEL 5D+™ Teacher Evaluation Rubric**

P2: Connection to previous and future lessons

CP1: Alignment of instructional materials and tasks

CP2: Discipline-specific conceptual understanding

CP3: Pedagogical content knowledge

CP4: Teacher knowledge of content

**Danielson’s Framework for Teaching**

1a: Demonstrating Knowledge of Content and Pedagogy

1c: Setting Instructional Outcomes

1d: Demonstrating Knowledge of Resources

1e: Designing Coherent Instruction

**Criterion 5: Fostering and managing a safe, positive learning environment.**

**The Marzano Teacher Evaluation Model**

5.1: Organizing the Physical Layout of the Classroom

5.2: Reviewing Expectations to Rules and Procedures

5.3: Demonstrating “Withitness”

5.4: Applying Consequences for Lack of Adherence to Rules and Procedures

5.5: Acknowledging Adherence to Rules and Procedures

5.6: Displaying Objectivity and Control

**CEL 5D+™ Teacher Evaluation Rubric**

CEC1: Arrangement of classroom

CEC2: Accessibility and use of materials

CEC4: Use of learning time

CEC5: Managing student behavior

CEC6: Student status

CEC7: Norms for learning

**Danielson’s Framework for Teaching**

2a: Creating an Environment of Respect and Rapport

2c: Managing Classroom Procedures

2d: Managing Student Behavior

2e: Organizing Physical Space

**Criterion 6: Using multiple student data elements to modify instruction and improve student learning.**

**The Marzano Teacher Evaluation Model**

**6.1:** Designing Instruction Aligned to Assessment

**6.2:** Using Multiple Data Elements

**6.3:** Tracking Student Progress

**6.3:** Establish Student Growth Goal(s)

**6.2:** Achievement of Student Growth Goal(s)

**CEL 5D+™ Teacher Evaluation Rubric**

**A1:** Self-assessment of learning connected to the success criteria

**A2:** Demonstration of learning

**A3:** Formative assessment opportunities

**A4:** Collection systems for formative assessment data

**A5:** Student use of assessment data

**SG 6.1:** Establish Student Growth Goal(s)

**SG 6.2:** Achievement of Student Growth Goal(s)

**Danielson’s Framework for Teaching**

**1f:** Designing Student Assessments

**3d:** Using Assessment in Instruction

**4b:** Maintaining Accurate Records

**SG 6.1:** Establish Student Growth Goal(s)

**SG 6.2** Achievement of Student Growth Goal(s)

**Criterion 7: Communicating and collaborating with parents and the school community.**

**The Marzano Teacher Evaluation Model**

**7.1:** Promoting Positive Interactions about Students and Parents – Courses, Programs and School Events

**7.2:** Promoting Positive Interactions about Students and Parents – Timeliness and Professionalism

**CEL 5D+™ Teacher Evaluation Rubric**

**PCC3:** Parents and guardians

**PCC4:** Communication within the school community about student progress

**Danielson’s Framework for Teaching**

**4c:** Communicating with Families

**Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.**

**The Marzano Teacher Evaluation Model**

**8.1:** Seeking Mentorship for Areas of Need or Interest

**8.2:** Promoting Positive Interactions with Colleagues

**8.3:** Participating in District and School Initiatives

**8.4:** Monitoring Progress Relative to the Professional Growth and Development Plan

**8.1:** Establish Team Student Growth Goal(s)

**CEL 5D+™ Teacher Evaluation Rubric**

**PCC1:** Collaboration with peers and administrators to improve student learning

**PCC2:** Professional and collegial relationships

**PCC5:** Supports school, district, and state curriculum, policy and initiatives

**PCC6:** Ethics and advocacy

***A*8.1:** Establish Team Student Growth Goal(s)

**Danielson’s Framework for Teaching**

**4d:** Participating in a Professional Community

**4e:** Growing and Developing Professionally

**4f:** Showing Professionalism

**SG 8.1:** Establish Team Student Growth Goal(s)