Marzano Instructional Framework Non-Observables – Evidence and Artifacts

Domain 2: Planning and Preparing			
Components	*** Proficient**	**Evidence/Artifact(s)**	**Date(s)**
#3 Differentiation			
3.1 Plans and prepares for effective scaffolding of information within lessons and units that progresses toward a deep understanding and transfer of content	The teacher organizes content in such a way that each new piece of information clearly builds on the previous piece, **and students move from understanding to applying the content through authentic tasks.**		
3.2 Uses data to plan and provide interventions that meet individual learning needs of students including the following: • ELL students • Special Education students • Students who come from home environments that offer little support	The teacher identifies **and effectively employs** interventions that meet the needs of specific sub-populations (e.g., ELL, special education, and students who come from environments that offer little support for learning.)		
#4 Content Knowledge			
4.1 Demonstrates a comprehensive understanding of the subject taught and the standards for the subject	The teacher demonstrates a **comprehensive** knowledge of the subject and the standards for the subject.		
4.2 Plans/prepares for use of available resources and technology	The teacher identifies the available materials that can enhance student understanding **and the manner in which they will be used.**		
#6 Student Data			
6.1 Designs instruction aligned to assessments that impact student learning	The teacher designs instruction with assessments aligned to clearly stated learning targets (daily) and/or learning goal (longer term). **Those assessments are adapted to meet student learning needs.**		
6.2 Uses multiple data elements to modify instruction and assessments	The teacher examines **multiple** data points and makes **more than minimal** changes to instruction and assessment based on the information. Additionally the teacher **monitors the extent to which the changes result in enhanced student learning.**		
Domain 3: Reflecting on Teaching			
Components	*** Proficient**	**Evidence/Artifact(s)**	**Date(s)**
#2 Instruction 2.8 Reflects and evaluates the effectiveness of instructional performance to identify areas of pedagogical strength and weakness	The teacher determines how effective a lesson or unit was in terms of enhancing student achievement **and identifies causes of success or failure that are most useful for his or her development.**		
#8 Professional Practice 8.4 Pursues professional development based on his/her written growth and development plan, and monitors progress relative to that plan	The teacher develops a written professional growth and development plan **with goals and timelines,** charts his or her progress, **and makes adaptations as needed.**		

Domain 4: Collegiality and Professionalism

Components	* Proficient	Evidence/Artifact(s)	Date(s)
#7 Families and Communities 7.1 Communicates with parents/guardians and school/communities in a timely and professional manner regarding courses, programs, school events and grade level expectations	The teacher communicates and collaborates with parents/guardians and school/community regarding courses, programs and school events relevant to the students' **in a timely and professional manner.**		
7.2 Communicates individual student progress to parents/guardians in a timely and professional manner	The teacher communicates individual students' progress to parents/guardians **in a timely and professional manner.**		
#8 Professional Practice 8.1 Collaborates with colleagues about student learning and instructional practices by seeking mentorship for areas of need or interest, and/or by mentoring other teachers through sharing ideas and strategies	The teacher seeks help and mentorship from colleagues regarding specific classroom strategies and/or mentors other teachers **in such a manner as to enhance pedagogical skill.**		
8.2 Promotes positive interactions with colleagues and displays dependability through active participation	The teacher **follows** established norms and collective commitments, **contributing to the overall effectiveness of the team.**		
8.3 Participates in district and school initiatives	The teacher **participates** in district and school initiatives at a **level consistent with his or her talents and availability.**		

*Note: **Bolded Text** demonstrates the shift from a BASIC rating to a **PROFICIENT** rating.

Examples of Teacher Evidence/Artifacts for Non-observable Components

Lesson plans IEP's Portfolios Newsletters Videos of teaching practice Assignment design Use of data Learning objectives Learning targets Rubric development Emails	Phone longs PLC notes Data analysis Discipline referrals Posted routines Posted rules and goals Teacher work products Student reflection journals Programs Guest speakers Work with Sp. Ed teachers to modify curriculum	Exit tasks Teacher website Clock hour transcript Student goal setting form Curriculum development Leading professional development activities Peer assistance Mentoring coaching Student work samples Common assessments Formative assessments / Summative assessments

Evidence Selection: Is it accurate and unbiased? Is it relevant? Is it representative of the total? Does it demonstrate an "on-going" level of performance over time?