

Domain	Marzano Element NASOT	Indicator	Not Observed	Developing	Applying <i>These teachers use best practices to support student learning</i>	Amplifying <i>These teachers move excellent practices beyond their own classroom walls.</i>
Feedback	1	Communicates learning goals prior to learning		Uses learning targets but they may lack clarity or student-friendly language, resulting in inconsistent understanding among students.	Uses clear, student-friendly learning targets to communicate expected learning outcomes to students, and monitors student understanding of the learning target.	Collaborates with colleagues to develop and refine effective methods for using learning targets to advance student learning school-wide. Facilitates professional development on crafting engaging and student-accessible learning goals.
	1	Communicates expectations prior to and during learning		Uses some success criteria, such as scales, rubrics, or exemplars, to describe levels of performance relative to the learning goal	Consistently uses success criteria (e.g., scales, rubrics, exemplars) to describe performance levels. Monitors student understanding of success criteria and adjusts instruction accordingly.	Leads efforts to develop and align proficiency scales, rubrics, or exemplars. Integrates student voice in co-creating rubrics or success criteria. Creates exemplars that demonstrate multiple approaches to achieving high standards, highlighting creativity and innovation.
	4	Performs informal assessments of the whole class to check for understanding		Uses informal assessments to check and monitor whole class understanding.	Regularly uses a variety of quick, informal assessments (e.g., exit tickets, polls, questioning) to check understanding. Adjusts instruction based on whole class data.	Designs and shares strategies for performing informal assessments efficiently. Coaches colleagues on using informal assessments to drive differentiated instruction.
	2 5 # 32	Tracks individual student progress over time and empowers students to track and monitor their own progress.		Uses assessments to monitor individual student progress but inconsistently provides feedback or adapts instruction.	Uses a variety of timely assessments to monitor individual progress. Provides actionable, specific feedback to students. Adjusts individual instruction based on data and observations. Encourages students to set and revise personal learning goals based on data.	Develops and shares systems that allow students to track their own progress over time and reflect on their growth. Mentors colleagues in creating individualized progress tracking systems.
Content	22	Uses collaborative learning strategies		Organizes students into groups without clear purpose, resulting in minimal engagement or learning. Struggles to monitor and support group interactions effectively.	Intentionally organizes students into groups to practice and deepen their knowledge. Monitors and adjusts group work to ensure it extends student learning. Designs and facilitates collaborative learning experiences that extend and deepen understanding.	Mentors colleagues in strategies like peer teaching, inquiry circles, and equitable participation. Innovates and shares grouping strategies to support diverse learning needs.
	# 9 # 10	Provides standards-based instruction that meets the needs of diverse learners		Delivers instruction that aligns with grade-level standards, but may use strategies inconsistently or misaligned to the standard.	Designs and delivers instruction aligned with grade-level standards. Incorporates varied strategies and resources to support all students in cognitively complex tasks while monitoring effectiveness.	Develops tools or exemplars for teams to enhance equitable, rigorous instruction. Mentors colleagues in designing and delivering high-quality, differentiated standards-based instruction.
	15	Guides students in previewing new content		Provides limited opportunities for students to preview or connect new content to prior learning.	Engages students in previewing strategies, such as inquiry-based questions or anticipatory guides, to deepen engagement that link new knowledge to prior learning. Monitors and adapts based on how students make connections.	Models advanced previewing strategies for peers and develops training on their use. Creates tools to help students link new learning with long-term retention.
	7 8 #	Helps students process new information through a variety of modalities		Engages students in basic recall or lower-level questioning activities, utilizes simple graphic organizers and note taking activities and struggles to support deeper understanding and connection to cognitive processing. Inconsistently monitors student understanding.	Consistently engages students in recording (writing, drawing, etc.), summarizing, predicting, and questioning activities while monitoring student understanding.	Mentors colleagues on integrating diverse modalities (visual, auditory, kinesthetic) into instruction. Develops resources or workshops on effective multi-modal teaching strategies.

Professionalism		Professional demeanor		May need reminders to uphold respectful, responsible conduct in specific situations. Occasionally misses deadlines or struggles to maintain accurate records.	Consistently demonstrates a professional demeanor by treating all students, colleagues, and families with respect and fairness. Maintains punctuality and reliability in all aspects, including attendance, paperwork, grading, correspondence, and commitments.	Serves as a support and coach for professionalism, time management, and organizational strategies.
		Professional growth		Participates in professional development sporadically or without integrating new knowledge into practice. Requires reminders or support to identify and pursue growth opportunities.	Continually deepens knowledge in content (subject area) and classroom instructional strategies (pedagogy).	Actively pursues advanced professional learning opportunities and shares expertise with colleagues to improve instructional practices school-wide.
		Collaboration		Contributes minimally to professional learning teams and may need guidance to engage productively. Maintains respectful interactions with staff but struggles with consistent collaboration or constructive communication.	Collaborates effectively with professional learning teams to analyze student work, plan lessons, and share evidence-based strategies. Contributes to team goals by providing thoughtful feedback, seeking input, and supporting shared initiatives.	Demonstrates leadership within professional learning teams by consistently contributing innovative ideas and actionable solutions. Builds strong, trusting relationships with colleagues, fostering a culture of collaboration, mutual respect, and shared accountability.
		Communication with families		Fails to communicate with families in a timely or consistent manner. May occasionally lack sensitivity to cultural or linguistic values.	Communicates promptly and professionally with families, ensuring all interactions are respectful and culturally sensitive. Proactively shares information about student progress, classroom events, and ways families can support learning at home.	Mentors peers on strategies to engage families and strengthen home-school relationships.