

Bellons & Marzano Classroom Evaluation Models

Bellons: Domain 1 "Planning and Motivation"	Marzano
1. Planning is an ongoing process	
a) Preinstructional decisions are made about content, pacing, allocation of time, and structuring.	D2.42 Effective scaffolding of information within lessons
b) Decisions made during instruction adjust the lesson to the needs of students.	
c) Reflective decisions about instructional interactions and classroom events are incorporated in subsequent lessons.	
2. A comprehensive planning process guides instruction	
a) Reference is made to curriculum or long range plans (guide, syllabus, unit plan, goals, objectives).	
b) Decisions about content coverage are evident (e.g. pacing, potholing the curriculum).	
c) Daily/incremental plans clearly link to long range/comprehensive plans.	D2.43 Lessons within units
d) A clear relationship exists between curriculum and instruction.	D2.44 Attention to established content standards
e) A series of lessons is integrated to accomplish a specific purpose.	
3. Planning decisions are based on student needs and desired learning	
a) Expectations for student outcomes are appropriate and attainable.	
b) Learning objectives focus on desired student outcomes rather than activities.	
c) Learning objectives are balanced (cognitive, affective).	
d) Learning objectives address academic and social needs.	
e) Learning objectives include a range of lower/higher order cognitive objectives.	
f) Curriculum is adapted to meet the needs of individuals and groups.	D2.47 Needs of English language learners D2.48 Needs of students receiving special education D2.49 Needs of students who lack support for schooling
4. Assessment practices and instructional planning are congruent	
a) Student data are collected, recorded, and interpreted.	
b) Entry level knowledge/skills are assessed.	
c) Assessment information is used for making instructional decisions (grouping, pacing, sequencing).	DQ1.2 Tracking Students' Progress
d) Instructional activities and alternatives are based on preassessment of student needs.	
e) Assessment is used to generate information regarding students' thinking and problem-solving processes, and progress on assignments.	

5. A full range of assessment strategies is employed	
a) Both formal and informal assessments are used.	
b) Affective and motivational characteristics are addressed.	
c) Authentic assessment strategies (portfolios, performance, products) are incorporated.	
d) Ongoing assessment occurs before, during, and after instruction.	
e) Assessment continues throughout the year.	
6. Classroom & task structures are congruent with student needs and learning outcomes	
a) Expectations determine classroom and task structures.	
b) Classroom structure is designed to meet teacher and student needs.	
c) Task structure supports learning objectives (single and multi-task).	
d) Reward structures are consistent with intended learning outcomes (individual, cooperative, competitive).	
e) A variety of task structures is used to increase student involvement.	
7. Activities are planned to achieve desired student outcomes and to promote positive attitudes toward learning	
a) Activities are consistent with teacher expectations and student characteristics.	
b) Activities relate directly to learning objectives.	
c) Activities build on experiences, interests, and familiar knowledge.	
d) Activities are varied and meaningful to students' lives.	
e) Activities encourage peer interaction and cooperation.	
8. Instructional materials support learning expectations	
a) Materials are clear, accurate, up-to-date, and at the appropriate level of difficulty.	D2.45 Use of available traditional resources D2.46 Use of available technology
b) Materials and resources supplement instruction.	
c) Materials, objectives, and assessment are integrated.	
9. Instructional use of technology is carefully planned and monitored	
a) Students have easy access to technology (computers, calculators, videotape, internet, etc.).	
b) Computer hardware and software are effective and easy to operate.	
c) Teachers offer encouragement, guidance, and feedback.	
10. Instructional strategies are used to unlock motives and develop positive attitudes about learning	

students (individual, group).	
b) Management practices align with student characteristics, levels of maturity, and developmental needs.	
c) Management practices are consistent with teachers' belief systems and tolerance levels.	
d) Strategies are tailored to students with special needs (self-control, self-monitoring, responsibility, social interaction).	
3. The classroom climate promotes student success	
a) Overall classroom climate is supportive, orderly, and predictable.	DQ 8.38 Displaying objectivity and control
b) Teacher/student interactions are positive and are mutually respectful.	
c) Positive reinforcement supports desired behavior.	DQ 7.35 Acknowledging adherence to rules and procedures
d) Teacher models courteous and positive interpersonal behavior.	
e) Students are encouraged to take academic risks.	
f) Teacher communicates an understanding of students' needs and concern for students as individuals.	DQ 8.36 Understanding students' interests and background DQ 8.37 Using verbal and nonverbal behaviors that indicate affection for students DQ 8.39 Demonstrating value and respect for low expectancy students
g) Students work independently as well as cooperatively.	
4. Corrective actions are based on teacher and student needs and an understanding of the causes of misbehavior	
a) Corrective actions are reasonable, fair, and relate to expected classroom behaviors.	
b) Teacher interventions are based on the type of misbehavior.	
c) Teacher interventions are delivered promptly and objectively without disrupting academic focus.	DQ 7.34 Applying consequences for lack of adherence to rules and procedures
d) The least obtrusive intervention is used to manage misbehavior.	
e) Interventions are used in a constructive manner.	
f) Long term behavior management programs promote improved student behavior.	
5. Specific actions are taken to increase the percentage of allocated time used for learning	
a) Interruptions and distractions that interfere with learning are minimal.	
b) Late starts and early endings are avoided.	
c) Teacher models on-task behavior.	
d) Transitions are managed quickly and effectively.	
e) Materials and equipment are readily available.	

f) Little time is lost for overt behavior management.	
6. Instructional and behavioral expectations are systematically monitored	
a) Teacher monitoring produces desired results in terms of learning and student behavior.	
b) Instructional cues and contacts are used to maintain an academic focus.	
c) Teacher checks for accuracy and progress on assignments.	
7. Task structures are managed to promote student learning	
a) Task structures vary to meet specific objectives.	
b) Both structure and flexibility are evident.	
c) Task structures vary within the lesson and over time.	
d) Task structures are managed to provide optimal learning opportunities.	
e) Instructional conditions (time, materials, equipment) support task structures.	
8. Established routines reduce managerial demands and allow teachers and students to attend to learning needs	
a) Routines are used to maintain a predictable flow of events and guide student behavior.	
b) Established routines facilitate orderly transitions.	
c) Adjustments in routines are made as needed.	
d) Routines for independent and group activities are followed.	
e) Students follow routines during instructional interaction.	
9. Instructional content and student characteristics guide teacher/student interactions	
a) Interactions are content related.	
b) Rate of interaction is consistent with learning objectives and student characteristics.	
c) Interactions are widely distributed.	
10. A variety of instructional cues is employed	
a) Cues are consistent with learning objectives and teacher expectations.	
b) Cues are used to develop and maintain an academic focus.	
c) Cues are communicated in a variety of modes (verbal, nonverbal, written).	
d) Techniques such as voice level, eye contact, and gestures are used to strengthen the delivery of cues.	
e) Contradictory cues are avoided.	
	DQ 5.24 Noticing when students are not engaged

11. The pace of instruction is consistent with content expectations and student characteristics	<ul style="list-style-type: none"> a) Pacing of instruction facilitates the achievement of learning outcomes b) Instructional pace promotes the desired success rate. c) Pace is monitored and adjusted to meet student needs. d) Pacing promotes and maintains student involvement. e) Pacing adjustments are made in order to ensure optimal success rates. 	DQ5.28 Maintaining of lively pace
Bellons: Domain 3 “Instructional Delivery”		
1. Direct instruction is used to systematically manage the learning process	<ul style="list-style-type: none"> a) Sequence, pace, and content of instruction are controlled by the teacher. b) New information is taught incrementally using examples and analogies. c) Opportunities are provided for applying new information. d) Teacher regularly checks for understanding. 	DQ 2.10 Processing of new information
2. Clear, well-organized lectures and presentations help students expand their knowledge base	<ul style="list-style-type: none"> a) Lectures are well organized and clearly structured. b) Content is accurate, current, and relevant. c) Unfamiliar vocabulary is defined. d) Information from the textbook, other sources, and content areas is integrated. e) Deviation from focus and use of unrelated information are avoided. f) Analogies, examples, and stories are used to illustrate key points. g) Information is conveyed fluently with carefully chosen vocabulary. h) Elements of enthusiasm are evident (varies voice, uses gestures and movement, makes positive statements). 	DQ 5.29 Demonstrating intensity and enthusiasm
3. Structuring behaviors are used to enhance student learning	<ul style="list-style-type: none"> a) Learning objectives are clearly communicated. b) Organization of information is conveyed to students. c) Physical and mental transitions are signaled. d) Important points are emphasized. e) New information is reviewed and summarized. 	DQ 1.1 Providing clear learning goals and scales (rubrics) DQ 2.9 Chunking content into “digestible bites” DQ 2.6 Identifying critical information

4. Explanations are interactive	
a) Teacher is responsive to student thinking and reasoning.	
b) Students integrate new information with prior knowledge.	DQ 2.8 Previewing new content
c) Students are asked to explain and describe their own comprehension.	
d) Faulty, inaccurate concepts are corrected.	
e) Teacher models reasoning processes.	
f) Students are expected to apply new learning to real tasks.	
5. Academic feedback is used to improve student learning	
a) Feedback relates to a standard of performance.	
b) Correctives provide assistance and improve performance.	
c) The amount and type of feedback are closely related to learning expectations.	
d) Multiple forms and sources of feedback are used.	
e) Feedback is objective, timely, and specific to individual or group expectations.	
6. Questioning techniques promote student achievement	
a) Questions are sequenced to achieve learning objectives.	
b) Level and difficulty of questions are consistent with student characteristics.	
c) Probing and redirecting are used to improve student engagement.	
d) Success rate is consistent with student characteristics.	
e) Wait time is adjusted to the level of questions and interaction expectations.	DQ 5.26 Managing response rates
f) Cohesive questioning strategies are used to achieve specific objectives.	
7. Teacher/student interactions improve involvement and the quality of responses	
a) Instructional techniques are used to improve student answers.	
b) Teacher models thinking processes needed to answer higher level questions.	
c) Students are encouraged to ask content related questions.	
d) Teacher feedback is determined by the accuracy and quality of student responses.	
8. Response opportunities facilitate student participation	
a) Response opportunities are deliberately managed.	
b) Opportunities to respond are widely distributed.	
c) Response options are used to enhance student learning.	
d) Teacher reactions to student answers improve the quality and	

	quantity of participation.	
e)	Selected student statements and questions are used to develop the lesson.	
9.	The organization and management of small groups are consistent with learning expectations	
a)	Students exhibit group process skills.	DQ 2.7 Organizing students to interact with new knowledge DQ 3.15 Organizing students to practice and deepen knowledge
b)	Students are held individually accountable for learning.	
c)	Direct student to student interaction is evident.	
d)	Students depend on each other to achieve objectives.	
e)	Groups proceed with a minimum of teacher intervention.	
10.	Discussions foster students' participation while expanding their knowledge base	
a)	Student knowledge is developed, enriched, or refined through the interactive process.	
b)	Differences of opinion are encouraged.	
c)	Discussion skills are taught and used.	
d)	Discussions are moderated by teachers and/or students.	
e)	The number of direct teacher questions is limited.	
11.	Independent learning is carefully organized and managed	
a)	Independent work behaviors are consistent with expectations.	
b)	Learning time is adjusted to meet individual needs and characteristics.	
c)	Monitoring and feedback are used to promote a high success rate/.	
d)	Independent work expectations are clear and emphasize student learning.	
e)	Technology is used to support existing activities.	
f)	Computers support higher order thinking, independent projects, and collaboration.	
g)	Homework is used to extend and reinforce learning activities.	DQ 3.16 Using homework
12.	Direct instruction facilitates higher-level learning	
a)	Opportunities for active engagement in higher level learning are provided.	DQ 2.11 Elaborating on new information DQ 3.18 Examining errors in reasoning DQ 4.22 Engaging students in cognitively complex tasks involving hypothesis generation and testing DQ 4.23 Providing resources and guidance
b)	A rationale is provided for why and when to use a specific strategy.	
c)	Teachers help students link new information to prior knowledge.	DQ 2.8 Previewing new content

d)	Cognitive organizers help students integrate new information in a meaningful way.	
e)	Independent use of strategies is fostered.	
f)	Students participate in disciplined inquiry, integrating prior knowledge and new information to produce documents that have value outside of school.	
13. Instruction promotes concept development		
a)	Concepts are used to organize and sequence information.	
b)	Labels, attributes, and examples are used to develop an understanding of abstract terms.	
c)	Current student ideas and beliefs are identified and discussed.	
d)	Instructional activities help students alter or reconstruct faulty concepts.	DQ 3.20 Revising knowledge
14. Classroom conditions and instructional processes develop self-regulated learners		
a)	Classroom conditions foster positive student self concepts.	
b)	Classroom conditions and expectations encourage divergent thinking.	
c)	Students are given explicit instruction about taking responsibility for their own learning.	
d)	Students use a range of thinking strategies to accomplish specific purposes.	
e)	Students monitor their own learning.	DQ 2.13 Reflecting on learning

Section 8.8 of Teacher Contract and Danielson Framework

	Section 8.8 of Teacher Contract	Marzano Framework
A.	Attendance	
B.	Classroom Management	
C.	Communications	4a2 Promoting positive interactions with students and parents
D.	Competency in the Subject Matter	
E.	Instructional Methods	
F.	Instructional Planning	
G.	Student Performance	
H.	Support for the Total School Program	D4.55 Promoting positive interactions with colleagues D4.57 Promoting exchange of ideas and strategies D4.58 Mentoring other teachers and sharing ideas and strategies D4.59 Adhering to district and school rules and procedures D4.60 Participating in district and school initiatives

The following are difficult to categorize within a specific Bellons domain:

- DQ 2.12 Recording and representing knowledge
- DQ 3.14 Reviewing content
- DQ 3.17 Examining similarities and differences
- DQ 3.19 Practicing skills, strategies, and processes
- DQ 4.21 Organizing students for cognitively complex tasks
- DQ 5.25 Using academic games
- DQ 5.27 Using physical movement
- DQ 5.28 Maintaining a lively pace
- DQ 5.30 Using friendly controversy
- DQ 5.32 Presenting unusual or intriguing information
- DQ 9.40 Asking questions of low expectancy students
- DQ 9.41 Probing incorrect answers with low expectancy students
- 3.50 Identifying areas of pedagogical strength and weakness
- 3.51 Evaluating the effectiveness of individual lessons and units
- 3.52 Evaluating the effectiveness of specific pedagogical strategies and behaviors
- 3.53 Developing a written growth and development plan
- 3.54 Monitoring progress relative to professional growth and development plan