

MARZANO

Evaluation Center

Marzano Evaluation Models

**Professional Development
and Coaching for Districts,
Observers, Teachers,
and Instructional
Support Personnel**

**IE Observation
Technology Platform**

Books and Resources



1-866-731-1999 | MarzanoEvaluationCenter.com

Marzano Evaluation Center is a division of Instructional Empowerment, Inc.

Marzano Focused Evaluation Models

Streamlined for Standards-Based Classrooms

Marzano Evaluation Center, in exclusive partnership with one of the world’s foremost experts on observation and evaluation, Dr. Robert J. Marzano, offers high-impact observation and evaluation models for teachers, school leaders, district leaders, and non-classroom support personnel. All four models have been designed to seamlessly work together to give districts complete control and understanding of their overall evaluation process.

Focused Teacher Evaluation Model (FTEM)

The FTEM model is designed to help teachers successfully implement state content standards, close the achievement gap for students, and support all students in attaining mastery of the standards. Current research and validation studies were used to improve the clarity, efficiency, and effectiveness of 23 essential teacher competencies. The high-quality framework is simple to use and increases the specificity and accuracy of observations focusing on student evidence.

Focused Non-Classroom Instructional Support Personnel Evaluation Model

This model complements the teacher evaluation model but has modifications to reflect the practices of instructional support personnel whose primary role is to advocate for students and/or assist classroom teachers. Support personnel may include guidance counselors, psychologists, therapists, media specialists, district personnel who are required to hold a teacher certificate, and/or technology teachers. Districts determine which personnel are evaluated with this model.

Focused School Leader Evaluation Model

The model is designed to develop effective school leaders with an unwavering focus on driving school improvement and student achievement. It includes six domains with 21 elements and is aligned to the national Professional Standards for Educational Leaders. The framework identifies specific actions and behaviors that enhance school leader effectiveness and can be used as a continuous growth model and/or as a model of evaluation. The school leader model is aligned with the focused evaluation models for teachers and non-classroom support personnel.

District Leader Evaluation Model – 2018 Update

The updated Marzano District Leader Evaluation Model is based on the most current research on the relationship between school district culture and student achievement. It focuses on the non-negotiable goal of student achievement and encourages school district leaders to undertake actions that support principals and drive learning deliberately. It corresponds to all three frameworks above to maximize impact on raising student achievement.

	Instructional Focus		Operational Focus		
	VISION	CURRICULUM AND INSTRUCTION	COMMUNITY AND COLLABORATION	VALUES AND BELIEFS	RESOURCE OPTIMIZATION
District Leader Domains	A Data Driven Focus to Support Student Achievement	Continuous Support for Improvement of Instruction Continuous Support for a Guaranteed and Viable Curriculum	Community of Care and Collaboration	District Core Values	Resource Allocation Management
School Leader Domains	A Data-Driven Focus on School Improvement	Instruction of a Viable and Guaranteed Curriculum Continuous Development of Teachers and Staff	Community of Care and Collaboration	Core Values	Resource Management
Teacher Domains	Standards-Based Planning	Standards-Based Instruction Conditions for Learning	Professional Responsibilities		
Instructional Support Personnel Domains	Planning and Preparing to Provide Support	Supporting Student Achievement	Continuous Improvement of Professional Practice Professional Responsibilities		
Student Growth and Achievement					

Transitioning from a Previous Marzano Evaluation Model?

For districts and schools currently using the 2014 Marzano Teacher Evaluation Model and/or School Leader Evaluation Model, look for the session names with a **orange square in front**. These professional development sessions were created specifically to introduce and outline the differences between the models for teachers and leaders shifting to the Marzano “Focused” models.

Professional Development and Coaching for Districts and Observers

DISTRICT LEADER EVALUATION

2018 Marzano District Leader Evaluation Model

Designed for district leaders and their observers. It builds upon three decades of research on the relationship between district and school administrator behaviors, teacher use of instructional strategies, and student achievement. Participants will learn how to use the model as a growth and evaluation tool, receive an overview of all 21 elements, and learn how to identify evidence for all scale levels.

Prerequisite: N/A

Audience: District Leaders and their Observers

Delivery Format: Onsite, 6 hours or 3 hours; Virtual, 3 hours. *Note: 3-hour sessions are not as in-depth as 6-hour sessions.*

Capacity: Onsite, Max 50; Virtual, Max 35

SCHOOL LEADER EVALUATION

■ Marzano Focused School Leader Evaluation Model – Transitioning

Provides the reasoning for the update and outlines the language changes made to the domains, elements, and protocols. Participants discover the similarities and differences between the original evaluation model and the Focused School Leader Evaluation Model and practice using the updated protocols to score and provide feedback to school leaders.

Prerequisite: Previous experience with the Marzano School Leader Evaluation Model

Audience: School Leaders and their Observers

Delivery Format: Onsite and Virtual, 3 hours

Capacity: Onsite, Max 50; Virtual, Max 35

Marzano Focused School Leader Evaluation Model

Designed for principals, assistant principals, and their observers. It introduces both the research behind the model and the six domains of school leadership that can be used to guide school leaders in improving instruction and student achievement. Participants will learn how to use the sources of evidence to score and provide feedback to school leaders as well as identify areas of strengths and opportunities for growth in professional learning.

Prerequisite: Focused Teacher Evaluation Model training is recommended, but not mandatory

Audience: School Leaders and their Observers

Delivery Format: Onsite, 6 hours or 3 hours; Virtual, 3 hours. *Note: 3-hour sessions are not as in-depth as 6-hour sessions.*

Capacity: Onsite, Max 50; Virtual, Max 35

Marzano Focused School Leader Evaluation Model Coaching

Designed for district administrators who observe principals. An MEC expert helps participants determine a principal's strengths and opportunities for growth using sources of evidence and related data. The expert describes how to examine procedures for providing accurate, consistent feedback, and explains how to help principals identify areas on which they should focus for future growth.

Prerequisite: Marzano Focused School Leader Evaluation Model Introduction or Transitioning training

Audience: School Leader Observers

Delivery Format: Onsite, 3 hours

Capacity: Max 7

NON-CLASSROOM INSTRUCTIONAL SUPPORT EVALUATION

Marzano Focused Non-Classroom Instructional Support Personnel Evaluation Model

Designed for non-classroom instructional support personnel whose primary role is to support students and their observers. Participants focus on how to use the protocol and adapt the evidence statements for any instructional support personnel in a district or school. Participants learn how to identify the desired effect of each element, how to provide feedback for observable and non-observable behaviors (i.e., planning, reflecting, professionalism, and collegiality), and how to use the model for reflection and professional growth.

Prerequisite: N/A

Audience: Non-Classroom Instructional Support Personnel and their Observers

Delivery Format: Onsite, 6 hours or 3 hours; Virtual, 3 hours. *Note: 3-hour sessions are not as in-depth as 6-hour sessions.*

Capacity: Onsite, Max 50; Virtual, Max 35

TEACHER EVALUATION

FTEM: Planning for Implementation

This session is designed to introduce the Marzano Focused Teacher Evaluation Model to a District Leadership Team or a Teacher Evaluation Committee and facilitate a review, update, and alignment of teacher evaluation policies and procedures to support the implementation of the Model. Leadership Teams and Teacher Evaluation Committees are guided through a series of recommendations and activities designed to help them understand policies and procedures and calculate and weight scores for final annual evaluations. By the end of the session, the district will identify the steps and actions necessary to fully operationalize the implementation of the Marzano Focused Teacher Evaluation Model.

Prerequisite: N/A

Audience: District Leadership Team or Teacher Evaluation Committees (district and building leadership, teacher leaders, union representatives, etc.)

Delivery Format: Onsite, 3 hours; Virtual, 3 hours
(delivered in 2, 90-minute sessions)

Capacity: Onsite and Virtual, Max 20

FTEM: Making the Transition for Observers*

This session explains the rationale for the Focused Teacher Evaluation Model and introduces the new domains and organization of its 23 elements. Participants discover the similarities and differences between the original model and FTEM and review the updated protocols for planning, instruction, conditions, and professional behaviors. A brief overview of the scoring procedure is included that focuses on monitoring and using student evidence to arrive at the final score.

Prerequisite: 5 Marzano Teacher Evaluation Model sessions: Domain 1: Framework; Domain 1: IRR and Protocol; Domain 1: IRR and Scoring; Domain 1: IRR and Feedback; Domains 2-4

Audience: Teacher Observers

Delivery Format: Onsite, 6 hours; Virtual, 6 hours
(delivered as 2, 3-hour sessions)

Capacity: Onsite, Max 50; Virtual, Max 35

FTEM: Deepening the Transition

This session is designed for observers transitioning to the Focused Teacher Evaluation Model who desire more opportunities to practice identifying and scoring elements using the updated protocols. Participants identify elements and practice assigning ratings for the domains while implementing the 5-step process of classroom observation of standards-based instruction responsibilities.

Prerequisite: FTEM: Making the Transition for Observers

Audience: Teacher Observers

Delivery Format: Onsite, 6 hours

Capacity: Max 50

FTEM: 3-Day Progression*

This three-day training explains the 23 high-leverage teacher skills used to measure effectiveness and guide teachers from standards-based planning through the selection and implementation of research-based instructional strategies, to awareness of conditions for learning in the classroom and professional responsibilities.

Day 1: Participants receive a high-level introduction to the elements in the model. Rigor is defined and its role is explained. Participants engage in a cognitively complex task and discover how the model supports increased student achievement.

Day 2: Participants gain a deep understanding of the developmental scale, the first steps for conducting observations, and practice identifying and scoring elements at the beginning and developing levels.

Day 3: Participants focus on the 5-step process to accurately score teachers, including evaluating standards-based lesson plans, observing classroom instruction, evaluating student evidence, and providing feedback using a scale for teacher growth.

Prerequisite: N/A

Audience: Teacher Observers

Delivery Format: Onsite, 6 hours each day; Virtual, 3 hours each day, for a total of six sessions occurring within one week of each other.

Capacity: Onsite, Max 50; Virtual, Max 35

FTEM: 2-Day Progression*

(This option is only available to existing FTEM customers.)

This progression is a condensed version of the three-day session progression used to train new observers in schools and districts already implementing FTEM. Upon completion, participants will be able to utilize protocols to identify correct and incorrect use of elements from all domains and assign and justify scores based on evidence of achieving the desired effect.

Prerequisite: Existing FTEM Customer

Audience: Teacher Observers

Delivery Format: Onsite, 6 hours each day; Virtual, 3 hours each day, a total of four sessions occurring within one week of each other

Capacity: Onsite, Max 50; Virtual, Max 35

*Optional: A scoring assessment can be added at the end of the session.

FTEM: Supporting Inter-Rater Agreement

This is an additional support session for observers wanting to continue the development of inter-rater agreement and feedback through repeated practice. An MEC expert facilitates follow-up conversations about ratings and feedback to deepen understanding and inter-rater agreement between observers.

Prerequisite: Marzano Focused Teacher Evaluation Model 3-day or 2-day Progression OR Deepening the Transition.

Audience: Teacher Observers

Delivery Format: Onsite, 6 hours (*highly recommended*); Virtual, 3 hours. *Note: virtual delivery only allows time to view, rate, and discuss a few videos.*

Capacity: Onsite, Max 50; Virtual, Max 35

FTEM: Side-by-Side Coaching for Observers, Onsite

An MEC expert coaches a team of 1-5 observers on the classroom observation and feedback process. The MEC expert and administrative team participate in a briefing to establish goals for the coaching session, followed by classroom visits. Observers share observation data, learn ways to provide specific feedback to teachers, and brainstorm the next steps in improving their practice as instructional leaders.

Prerequisite: FTEM: Making the Transition OR FTEM: 3-Day Progression

Audience: Teacher Observers

Delivery Format: Onsite, 6 hours (2 cohorts per day) or 3 hours

Capacity: Max 5

FTEM: Side-by-Side Coaching for Observers, Virtual

Option 1- Live Virtual Rounds: Takes place via the district's virtual platform by allowing the cohort into the teacher's virtual class.

Option 2- Onsite or Recorded: If live virtual observation is not permitted or the cohort cannot be present, a participant may record classrooms to share with the cohort during the scheduled "observation times" (as permitted by the district.)

Prerequisite: FTEM: Making the Transition OR FTEM: 3-Day Progression

Audience: Teacher Observers

Delivery Format: Virtual, 3 hours

Capacity: Max 5

Recommended FTEM Progression for Observers	Transitioning from the 2014 Marzano Evaluation Model	New to Marzano Evaluation
FTEM: Planning for Implementation	X	X
FTEM: Making the Transition	X	
FTEM: Deepening the Transition	X	
FTEM: 3-Day Progression		X
FTEM: Side-by-Side Coaching for Observers	X	X
FTEM: Supporting Inter-Rater Agreement	X	X

Professional Development and Coaching for Teachers

■ FTEM: Making the Transition for Teachers

This session explains the rationale for the Focused Teacher Evaluation Model and introduces the new domains and organization of its 23 elements. Participants discover the similarities and differences between the original model and FTEM and review the updated protocols and its four areas of expertise: Standards-Based Planning, Standards-Based Instruction, Conditions for Learning, and Professional Responsibilities. A comprehensive, research-based description of teacher effectiveness is used to measure the impact of teaching using observation protocols, classroom artifacts, student work, and professional growth plans.

Prerequisite: Domain 1 Teacher Training

Audience: Teachers

Delivery Format: Onsite, 3 hours; Virtual, 3 hours

Capacity: Onsite, Max 50; Virtual, Max 35

FTEM: Introduction & Overview

This session provides an overview of the Focused Model which includes a comprehensive, robust, and research-based description of teacher effectiveness that measures the impact of teachers using observation protocols, classroom artifacts, student work, and professional growth plans. Participants are introduced to the 23 high-leverage teacher elements that guide them from standards-based planning through the selection and implementation of research-based instructional strategies, to awareness of conditions for learning in the classroom and professional responsibilities.

Prerequisite: N/A

Audience: Teachers

Delivery Format: Onsite, 6 hours or 3 hours; Virtual, 6 hours or 3 hours (*delivered as 2, 3-hour sessions or 3, 2-hour sessions*). *Note: 3-hour sessions are not as in-depth as 6-hour sessions.*

Capacity: Onsite, Max 50; Virtual, Max 35

FTEM: Conditions for Learning

This session focuses on creating an environment where students are engaged and focused on learning. Participants will learn to construct and implement strategies that help students track their progress and engage in learning. Research-based strategies that set the conditions for learning will be modeled with strategies for implementation. Participants will have the opportunity to enhance their current engagement strategies and discover new strategies, conditions, and criteria required to help create an environment for learning in their classroom.

Prerequisite: FTEM: Introduction & Overview OR FTEM: Making the Transition for Teachers

Audience: Teachers *(Although the PD is primarily teacher-focused, instructional support personnel such as teacher mentors, instructional/curriculum coaches, and school leaders may benefit from this training.)*

Delivery Format: Onsite, 6 hours or 3 hours; Virtual, 3 hours. *Note: 3-hour sessions are not as in-depth as 6-hour sessions.*

Capacity: Onsite, Max 50; Virtual, Max 35

FTEM: Monitoring for Learning

This session explores the importance of monitoring, including its impact on the development of a growth mindset. Participants learn how to build monitoring intentionally and systemically into lessons and discover techniques, tools, and resources to monitor for learning during a lesson, use assessment tasks, and adapt instruction based on student evidence.

Prerequisite: FTEM: Introduction & Overview OR FTEM: Making the Transition for Teachers

Audience: Teachers *(Although the PD is primarily teacher-focused, instructional support personnel such as teacher mentors, instructional/curriculum coaches, and school leaders may benefit from this training.)*

Delivery Format: Onsite, 6 hours or 3 hours. *Note: 3-hour sessions are not as in-depth as 6-hour sessions.*

Capacity: Onsite, Max 50

FTEM: Identifying Critical Content

This session is a deep dive into the only element in the model required to be scored during every observation. Participants will discover how to use a progression of standards-based learning targets to accurately identify critical content during lessons and learn what evidence demonstrates students' success in this element. Participants will also plan instructional strategies that ensure students remain focused on the critical content of the lesson.

Prerequisite: FTEM: Introduction & Overview OR FTEM: Making the Transition for Teachers

Audience: Teachers *(Although the PD is primarily teacher-focused, instructional support personnel such as teacher mentors, instructional/curriculum coaches, and school leaders may benefit from this training.)*

Delivery Format: Onsite, 3 hours; Virtual, 3 hours

Capacity: Onsite, Max 50; Virtual, Max 35

FTEM: Standards-Based Planning

This session deepens understanding of the importance of planning for standards-based instruction. Participants will analyze effective planning and determine key components that will improve planning. By the end of the session, participants will be able to plan rigorous standards-based lessons and units, ensure alignment of resources to standards, and use formative assessment data to close achievement gaps.

Prerequisite: FTEM: Introduction & Overview OR FTEM: Making the Transition for Teachers

Audience: Teachers *(Although the PD is primarily teacher-focused, instructional support personnel such as teacher mentors, instructional/curriculum coaches, and school leaders may benefit from this training.)*

Delivery Format: Onsite, 3 hours; Virtual, 3 hours

Capacity: Onsite, Max 50; Virtual, Max 35

Guided Implementation Support

This follow-up session is designed to provide guidance and support related to specific content from a previously delivered FTEM session. Participants practice skills and extend learning under the guidance of a MEC expert. Coaching is provided to support the implementation of FTEM to help participants move beyond productive struggle and gain confidence in applying their learning.

Prerequisite: One of the following sessions previously delivered within the same school year: FTEM: Standards-Based Planning; FTEM: Identifying Critical Content; FTEM: Conditions for Learning; FTEM: Monitoring for Learning

Audience: Teachers (*Although the PD is primarily teacher-focused, instructional support personnel such as teacher mentors, instructional/curriculum coaches, and school leaders may benefit from this training.*)

Delivery Format: Onsite, 3 hours

Capacity: Onsite, Max 50

Recommended FTEM Progression for Teachers	Transitioning from the 2014 Marzano Evaluation Model	New to Marzano Evaluation
FTEM: Making the Transition	X	
FTEM: Introduction & Overview		X
The following sessions are highly recommended during the first few years of implementation. The order of the sessions is determined by the district.		
FTEM: Conditions for Learning	X	X
FTEM: Monitoring for Learning	X	X
FTEM: Identifying Critical Content	X	X
FTEM: Standards-Based Planning	X	X

Looking for additional sessions to strengthen instructional strategies required for rigorous standards?

Deep Dive into Marzano Elements

Utilizing selected Marzano strategies, participants will examine the skills, nuances, and effective uses of each.

Topics include:

- Helping Students Examine Their Reasoning
- Identifying Critical Content
- Helping Students Examine Similarities and Differences
- Using Questions to Help Students Elaborate on Content
- Revising Knowledge
- Helping Students Engage in Cognitively Complex Tasks

Prerequisite: Familiarity with the strategy through 2014 Model, Marzano Essentials, or FTEM

Audience: Teachers (*Although the PD is primarily teacher-focused, teacher mentors, instructional, curriculum coaches, and school leaders may benefit from this training.*)

Delivery Format: Virtual, 2 or 3 hours

Capacity: Virtual, Max 35

Rigor for All

Making Rigorous Instruction the Daily Standard

These sessions provide teachers with a variety of steps and techniques from Dr. Marzano's book *Understanding Rigor in the Classroom* that can be learned quickly and implemented easily. Participants engage in the content in a fun, hands-on manner. These sessions are not content-heavy in the traditional sense, rather teachers will enjoy learning about smaller chunks of content in the book and leave with strategies they can implement immediately in the classroom.

Rigor for All: Escape to Rigor

This session explains how rigor can be incorporated at any point during a lesson. Participants develop strategies for incorporating cognitive analysis skills into lessons including analyzing errors, classifying, supporting claims, comparing, and elaborating through "escape room" tasks.

Prerequisite: N/A

Audience: Teachers (Although the PD is primarily teacher-focused, instructional support personnel such as teacher mentors, instructional/curriculum coaches, and school leaders may benefit from this training.)

Delivery Format: Onsite, 3 hours; Virtual, 3 hours

Capacity: Onsite, Max 50; Virtual, Max 35

Rigor for All: Solve the Puzzle of Rigor

This session reframes project-based learning and inquiry-based learning into fresh strategies that fully engage students in highly complex levels of learning. Participants develop strategies for incorporating different types of knowledge applications into lessons, including Problem Solving, Decision Making, Investigation, Experimental Inquiry, Systems Analysis, and Invention.

Prerequisite: N/A

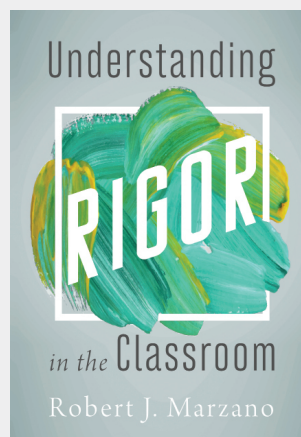
Audience: Teachers (Although the PD is primarily teacher-focused, instructional support personnel such as teacher mentors, instructional/curriculum coaches, and school leaders may benefit from this training.)

Delivery Format: Onsite, 3 hours; Virtual, 3 hours

Capacity: Onsite, Max 50; Virtual, Max 35

Understanding Rigor in the Classroom Robert J. Marzano

Dr. Marzano brings his expertise to the concept of rigor defining it clearly and exploring how exactly every teacher can make their lessons rigorous to increase student achievement.



\$29.95

Pages: 128

BPP190005

ISBN: 978-1-943920-66-2

Rigor for All: Rigor Exploration

This session provides the school/district the opportunity to walk a school with a small group of administrators and an MEC expert looking for evidence of rigor. These Rigor Exploration Walks are intended to partner with Escape to Rigor or Solve the Puzzle of Rigor sessions and are tailored to meet the needs of the school.

Prerequisite: Rigor for All: Escape to Rigor OR Rigor for All: Solve the Puzzle of Rigor

Audience: Teacher Leaders, teacher mentors, instructional/curriculum coaches, and school leaders may benefit from this training.

Delivery Format: Onsite, 3 hours

Capacity: Onsite, Max 5

IE Observation

Easy, Efficient, Effective Classroom Walkthroughs

IE Observation is the leading observation technology platform that offers an interactive web-based data management system for classroom walkthroughs and teacher and leader evaluation. It manages the data collection process so schools can focus on effective teaching and learning. IE Observation works with any Marzano framework and is customizable to your state or district model.

Take the guesswork out of teacher and leader growth, observation, and evaluation with the IE Observation technology platform.

Benefits for growth and evaluation:

- Simplifies classroom walkthroughs, observations, and evaluations
- Streamlines data collection, reporting, and feedback
- Allows for immediate feedback/coaching to teachers
- Targets professional development
- Connects teacher and leader effectiveness to student achievement
- Establishes a common language of instruction
- Provides 24-hour access to the online resource library

IE Observation – Marzano Focused Evaluation

Hands-on technical training of the IE Observation platform. Participants will understand the vital features and practice applying the Marzano Focused Teacher Evaluation Model to document evidences and provide objective feedback to support instructional growth.

Prerequisite: FTEM: Making the Transition OR FTEM: 3-Day Progression

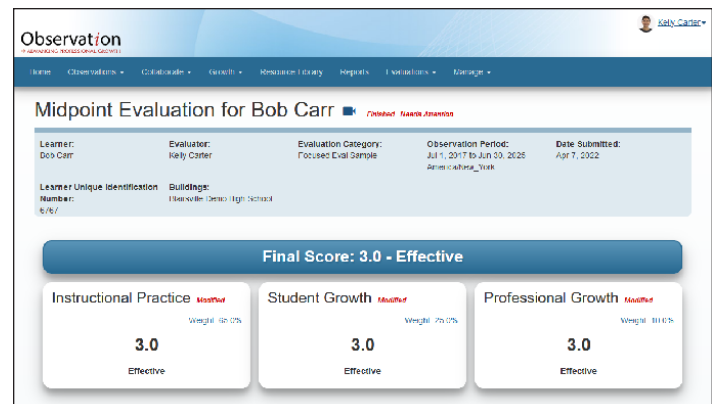
Audience: Teacher Observers

Delivery Format: Onsite, 3 hours; Virtual, 3 hours

Capacity: Onsite, Max 35

“School and district leaders are constantly in classrooms using this tool, and it is transforming the entire culture.”

– David Schauer,
Retired Superintendent, Kyrene School District, AZ



IE Observation Academy Courses

These online modules provide school districts with an asynchronous version of the 3-day progression for evaluators. Upon completion, participants will be able to conduct a standards-based observation resulting in accurate and specific feedback for teacher growth, utilizing evidence from a Planning Conference, Classroom Observation, and Reflection Conference. This course is priced per user and does not include an assessment.

Prerequisite: N/A

Audience: Teacher Observers

Delivery Format: On-demand online modules

Capacity: N/A

IE Observation Fidelity Modules

These scoring calibration modules promote improvement in observation skills and accuracy levels. Districts can use the master-scored classroom videos to proctor sections as they measure and analyze observer accuracy. Two types of module formats (practice and secure) are available. In the practice module format, a master scoring team led by Dr. Robert Marzano provides correct answers to improve scoring rationale and calibration. In the secure module format, the answer key remains secure, allowing a district to use the same assessment multiple times to certify observer accuracy.

Prerequisite: Session managers must attend a one-hour virtual tour. They will receive supporting documents, including the Session Management Quick Start Guide and Participant Quick Start Guide.

Audience: Teacher Observers

Delivery Format: On-demand online modules

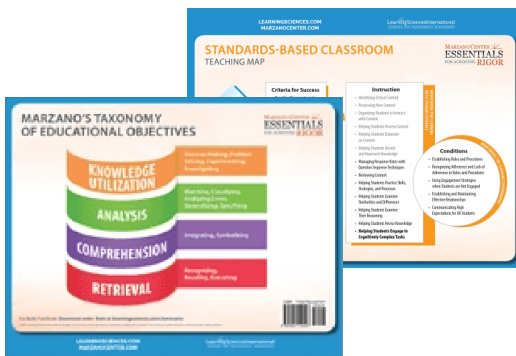
Capacity: N/A

Companion Quick Start Guides

Efficiency and convenience make it much easier to deliver rigorous, standards-based instruction. These durable, easy-access quick reference guides put the Marzano framework right at any educator's fingertips. Each guide is protected with glossy, high-quality lamination and three-hole punched to fit into your grade book, planner, or binder.

Rigor/Standards-Based Teaching Map Robert J. Marzano

This 8.5" x 11" quick reference guide to the Marzano Center Essentials for Achieving Rigor teaching map flips over to a visual representation of the Marzano taxonomy of educational objectives, helping teachers organize their instruction to take learners from retrieval to knowledge utilization.

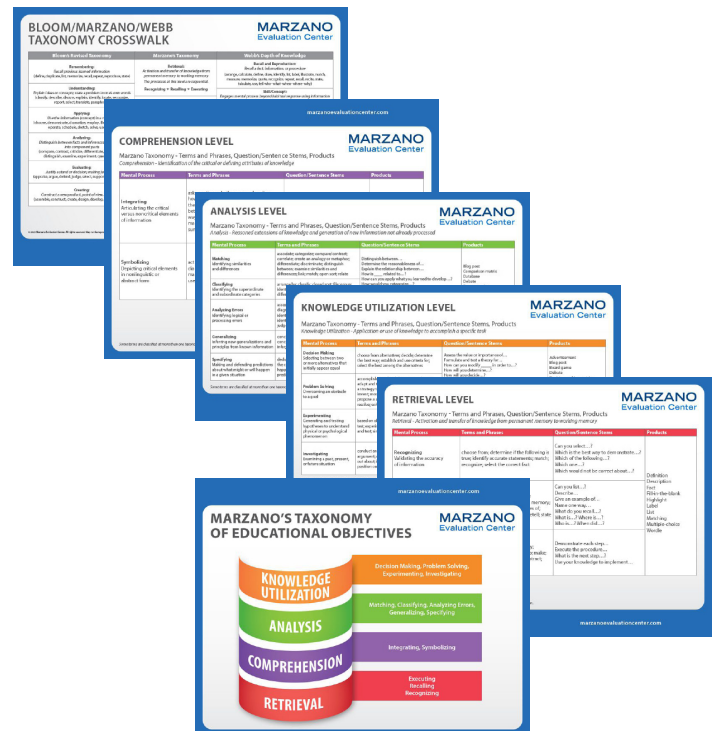


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RPL150001
ISBN: 978-1-941112-42-7

\$4.95 Downloadable
RPD20006
ISBN: 978-1-941112-42-7

Taxonomy Crosswalk Robert J. Marzano

Quickly look up question stems, products, terms, and phrases that take learners from retrieval and comprehension to analysis and knowledge utilization. This guide, which opens to 11" x 25.5", includes a clear and concise crosswalk chart that compares the taxonomies of Bloom, Webb, and Marzano.

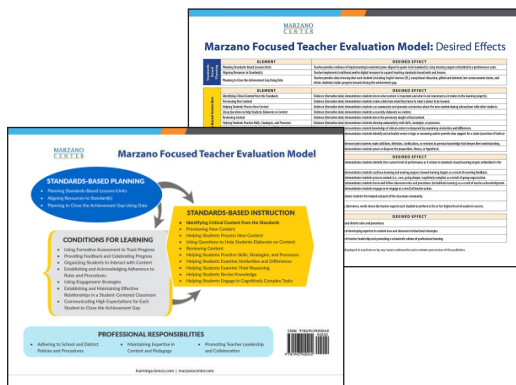


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RPL150002
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\$4.95 Downloadable
RPD200007
ISBN: 978-1-941112-43-4

Marzano Focused Teacher Evaluation Model/Desired Effects

This piece gives observers easy access to the 23 core competencies that lead to rigorous, standards-based instruction. This model creates alignment throughout a school or district for thorough, consistent implementation, and it saves valuable classroom time for everyone.



\$4.95 Laminated
RPL170011
ISBN: 978-1-943920-24-2

\$4.95 Downloadable
RPD2000026
ISBN: 978-1-943920-24-2

Cascading Domains of Influence Second Edition Robert J. Marzano

Beginning with a clear illustration of the Marzano hierarchical evaluation system, this six-page quick reference guide is a must-have for superintendents, principals, and assistant principals. It comes with the success maps associated with the Marzano district leader, focused school leader, and focused non-classroom support personnel evaluation models.



\$8.95 Laminated
RPL150001
ISBN: 978-1-943920-62-4

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RPD200005
ISBN: 978-1-943920-62-2

Companion Literature

The *Marzano Center Essentials for Achieving Rigor* series helps teachers intentionally plan for and teach rigorous lessons, reflect on progress, collaborate with peers, and monitor students for the desired results.



\$19.95 per book

Identifying Critical Content

BPP140001 ISBN: 978-1-941112-00-7

Processing New Information

BPP140004 ISBN: 978-1-941112-03-8

Organizing for Learning

BPP140003 ISBN: 978-1-941112-02-1

Revising Knowledge

BPP140009 ISBN: 978-1-941112-08-3

Practicing Skills, Strategies & Processes

BPP140008 ISBN: 978-1-941112-07-6

Recording & Representing Knowledge

BPP140005 ISBN: 978-1-941112-04-5

Engaging in Cognitively Complex Tasks

BPP140010 ISBN: 978-1-941112-09-0

Examining Reasoning

BPP140007 ISBN: 978-1-941112-06-9

Examining Similarities & Differences

BPP140006 ISBN: 978-1-941112-05-2

Creating & Using Learning Targets & Performance Scales

BPP140002 ISBN: 978-1-941112-01-4

Classroom Techniques for Creating Conditions for Rigorous Instruction

BPP160003 ISBN: 978-1-943920-87-7

The Essentials for Standards-Driven Classrooms

BPP170001 ISBN: 978-1-943920-15-0

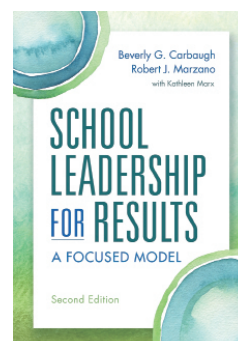
For book details visit the School Advancement Store at <https://store.instructionalempowerment.com>



Essentials for Achieving Rigor 10-Book Set

Creating Conditions for Rigorous Instruction and The Essentials for Standards-Driven Classrooms are not included in this set.

\$199.50
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School Leadership for Results: A Focused Model

Reflects the most up-to-date literature and understanding of leadership roles and responsibilities.

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