Marzano – T-TESS Crosswalk

This crosswalk was conducted with the T-TESS rubric and 2017 Marzano Teacher Evaluation model. Each of the Marzano indicators weas examined for alignment to the eight T-TESS indicators in domains 2 and 3 (which statute defines as the "observable" indicators). A Marzano indicator was considered "matched" to a T-TESS indicator only when a majority of (or the primary) descriptors were similar across both rubrics.

When a T-TESS indicator seemed to contain descriptors from multiple Marzano indicators (e.g., 2.1 Achieving Expectations), both Marzano indicators were included in the equivalency crosswalk, but decisions were made not to include an indicator more than one time in the crosswalk to avoid an "over-representation" of the indicator in the calculation of summative observation ratings. The inclusion of multiple Marzano indicators will be accomplished by averaging the Marzano Observation Scores, where applicable to create a single numerical entry for each of the eight T-TESS indicators.

Alignment of T-TESS and Marzano Observable Indicators

T TESS Domains and Indicators	Aligned Marzano Indicator
Instruction Domain	
2.1 Achieving Expectations	- Communicating High Expectations for Each Student to Close the Achievement Gap - Helping Students Practice Skills Strategies, and Processes
2.2 Content Knowledge & Expertise	- Maintaining Expertise in Content and Pedagogy - Helping Students Process New Content
2.3 Communication	- Helping Students Examine Their Reasoning - Helping Students Examine Similarities and Differences - Using Questions to Help Students Elaborate on Content - Helping Students Engage in Cognitively Complex Tasks
2.4 Differentiation	- Helping Students Revise Knowledge
2.5 Monitor & Adjust	- Using Formative Assessment to Track Progress
Learning Environment Domain	
3.1 Classroom Environment, Routines & Procedures	- Establishing and Acknowledging Adherence to Rules and Procedures
3.2 Managing Student Behavior	- Using Engagement Strategies - Establishing and Acknowledging Adherence to Rules and Procedures
3.3 Classroom Culture	- Establishing and Maintaining Effective Relationships in a Student-Centered Classroom - Providing Feedback and Celebrating Progress

The following indicators were not matched in the T-TESS rubric crosswalk:

Marzano Indicator	Rationale for not including
Standards-Based Planning	
Planning Standards-Based Lessons	Aligned to T-TESS 1.1
Planning to Close the Achievement Gap Using Data	Aligned to T-TESS 1.2 and 1.3
Aligning Resources to Standard(s)	Aligned to T-TESS 1.4
Standards-Based Instruction	
Identifying Critical Content from the Standards	No link to T-TESS
Previewing New Content	Aligned to T-TESS 1.3
Conditions for Learning	
Organizing Students to Interact with Content	No link to T-TESS
Reviewing Content	No link to T-TESS
Professional Responsibilities	

Adhering to School and District Policies and Procedures	Aligned to T-TESS 4.1
Maintaining Expertise in Content and Pedagogy	Aligned to T-TESS 4.2 and 4.3
Promoting Teacher Leadership and Collaboration	Aligned to T-TESS 4.4