

EI Courses for Marzano's Causal Teacher Evaluation Model



Element 1: Providing clear learning goals

- Learning Goals and Success Criteria

Element 2: Tracking student progress

- Assessment for Learning
- Understanding Literacy Stages and Assessment
- Data 101
- Analyzing Data

Element 3: Celebrating Success

- Celebrating Success

Element 4: Rules and Procedures

- Maximizing Instructional Time
- Positive Behavior Supports

Element 5: Physical Layout of the Classroom

- Arranging the Elementary Classroom Effectively
- Arranging the Intermediate Classroom Effectively
- Arranging the Secondary Classroom Effectively

Elements 6-13: Interacting with New Knowledge

- Make Learning Relevant with Real World Connections
- Connecting Lessons to Big Ideas and Background Knowledge

Elements 14-20: Practicing and Deepening Knowledge

- Marzano, Silver and Strong – 5 Practices of Highly Effective Classrooms
- Raise the Rigor with Higher Level Thinking Skills
- Designing Lessons to Inspire Thinking and Learning
- Creating an Effective Balanced Literacy Program
- Adolescent Literacy
- Common Core Instructional Shifts Series for Math
 - 1 course per shift (Focus, Coherence, Fluency, Deep Understanding, Application, Dual Intensity)

Elements 21-23: Generating and Testing Hypotheses

- Backwards Teaching – 3 Part Lessons in Math
- Project Based Learning

Elements 24-32: Engaging Students

- Student Engagement Strategies - Elementary
- Student Engagement Strategies - Intermediate
- Student Engagement Strategies - Secondary
- Student-Centered Learning Environment
- Active Learning Strategies - Elementary
- Active Learning Strategies - Intermediate
- Active Learning Strategies – Secondary

Elements 33-35: Monitoring Adherence to Rules and Procedures

- Proactive Classroom Management and Withitness
- Positive Behavior Supports

Elements 36-38: Establishing Effective Relationships

- Building Positive Relationships – Elementary
- Building Positive Relationships – Intermediate
- Building Positive Relationships – Secondary

Elements 39-41: Communicating High Expectations

- Setting High Expectations

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Elements 42-43: Scaffolding and Deep Understanding

- Marzano, Silver and Strong – 5 Practices of Highly Effective Classrooms
- Connecting Lessons to Big Ideas and Background Knowledge
- Instructional Planning in Real Classrooms

Element 44: Attention to Content Standards

- Standards-Based Instruction: From Theory to Practice
- Unpacking the Common Core
- Common Core Instructional Shifts Series for ELA
 - 1 course per shift (Balancing Informational Text & Literature, Literacy Across the Curriculum, Progression of Text Complexity, Deep Reading and Text Dependent Questions, Evidence in Writing, Academic Vocabulary)
- Common Core Instructional Shifts Series for Math
 - 1 course per shift (Focus, Coherence, Fluency, Deep Understanding, Application, Dual Intensity)

Element 45: Use of Materials

- *In development*

Elements 46: Use of Technology

- 6 C's of Technology Integration
- 21st Century Teaching and Learning

Element 47: Meeting the Needs of English Language Learners

- Teaching the ESL Learner
- Working with Struggling Readers
- Oral Language – The Key to a Strong Literacy Foundation
- Effective Teaching in Diverse Classrooms

Element 48: Meeting the Needs of Special Education Students

- Learning Disabilities: From Identification to Intervention
- Understanding Autism
- The ADD/ADHD Student
- Interventions for Struggling Readers
- The Inclusion Breakthrough
- Connecting to Students' Learning Styles
- Introduction to Differentiated Instruction
- Strategies for Differentiated Instruction
- Mastering RTI
- Managing the Defiant Child
- Positive Behavior Supports

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Element 49: Meeting the Needs of students from Home Environments that Offer Little Support

- Enhancing Learning with Family Involvement

Elements 50-52: Evaluating Personal Performance

- Reflecting on Teaching

Element 53-54: Implementing a Professional Growth Plan

- PLP

Elements 55-56: Promoting a Positive Environment

- Professional Responsibilities of Distinguished Teachers

Elements 57-58: Seeking Mentorship and Mentoring Others

- Leveraging the Power of Teacher Leaders
- Surviving and Thriving in your First Year of Teaching
- Building an Effective Mentoring Program

Elements 59-60: Promoting District and School Development

- Improving School Wide Technology Integration
- Creating a School Culture of Continuous Improvement



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Courses for Marzano's Design Questions

Learners can focus on one design question at a time through EI's custom courses. Each course consists of action steps and administrative "look-fors". Courses are approximately 2 hours in length and include video, reflective writing and collaborative discussion boards.

1: What will I do to establish and communicate learning goals, track student progress and celebrate success?

- Design Question 1

2: What will I do to help students effectively interact with new knowledge?

- Design Question 2

3: What will I do to help students practice and deepen their understanding of new knowledge?

- Design Question 3

4: What will I do to help students generate and test hypothesis about new knowledge?

- Design Question 4

5: What will I do to engage students?

- Design Question 5



6: What will I do to establish or maintain classroom rules and procedures?

- Design Question 6

7: What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?

- Design Question 7

8: What will I do to establish and maintain effective relationships with students?

- Design Question 8

9: What will I do to communicate high expectations for all students?

- Design Question 9

10: What will I do to develop effective lessons organized into a cohesive unit?

- Design Question 10