

The Marzano Teacher Evaluation Model by Washington State Criteria For Use in the 2013-14 School Year – Version 1.1

Criterion 1: Centering instruction on high expectations for student achievement.			
Component 1.1: Providing Clear Learning Goals and Scales (Rubrics) <i>The teacher communicates high expectations for learning by developing, aligning, and communicating clear daily learning targets and/or longer-term learning goals (grade-level standards) with rubrics for the goals.</i>			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
When the strategy is called for the teacher does not use it or the teacher uses the strategy incorrectly or with parts missing.	The teacher provides a stated learning target (daily) and/or learning goal (longer term) but the learning goal is not accompanied by a scale or rubric that describes levels of performance.	The teacher provides a clearly stated learning target (daily) and/or learning goal (longer term). The learning goal is accompanied by a scale or rubric that describes levels of performance. Additionally, the teacher monitors students' understanding of the learning target/goal and the levels of performance.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.
Component 1.2: Celebrating Success <i>The teacher celebrates student success relative to the learning targets and/or the learning goals.</i>			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
When the strategy is called for the teacher does not use it or the teacher uses the strategy incorrectly or with parts missing.	The teacher provides students with recognition of their current status but not their knowledge gain relative to the learning goal.	The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal and monitors the extent to which students are motivated to enhance their status.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.
Component 1.3: Understanding Students' Interests and Backgrounds <i>The teacher builds positive relationships with students by understanding students' interests and background.</i>			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.	The teacher minimally uses students' interests and background during interactions with students.	The teacher uses students' interests and background during interactions with students and monitors the sense of community in the classroom.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.



Marzano Scales And Rubrics

Marie Menna Pagliaro



Marzano Scales And Rubrics:

A Handbook for Developing and Using Proficiency Scales in the Classroom Jan K. Hoegh, 2019-09-30 Discover a clear path for creating and utilizing high quality proficiency scales Through this practical handbook you will gain access to a comprehensive toolkit of strategies methods and examples for a variety of content areas and grade levels The author also outlines an array of accommodations and modifications to support students with disabilities English learners and gifted and talented students Benefits Understand how to create and use proficiency scales to clearly frame classroom instruction and assessments Learn how to write high quality proficiency scales and review how to enrich student learning opportunities Recognize the various ways teachers students and parents can use proficiency scales Access rubrics criteria checklists and pacing guides that you can use in concert with proficiency scales to provide valuable feedback to students Contents Introduction Chapter 1 The What and Why of Proficiency Scales Chapter 2 Developing Proficiency Scales Chapter 3 Score 4 0 Complex Content Chapter 4 Using Proficiency Scales in the Classroom Chapter 5 Scales and Related Tools Chapter 6 Using Scales With Exceptional Learners Chapter 7 Scales for Behaviors That Promote Academic Success Epilogue Appendices

The New Art and Science of Teaching Science Brett Erdmann, Steven M. Wood, Troy Gobble, Robert J.

Marzano, 2022-09-06 Strengthen science education practice based on Robert J Marzano s instructional framework the New Art and Science of Teaching Readers will learn 10 design areas within the categories of feedback content and context examine proven instructional elements embedded in the framework and gain strategies for improving teacher effectiveness and collaboration in the science classroom Driven by data this book positions teachers to nurture student success Teacher leaders can unite their teams to Understand the New Art and Science of Teaching model as it applies to science instruction Learn to engage and motivate students through a wide variety of instructional strategies Better utilize formal and informal assessments Improve the organization and layout of the classroom to facilitate student growth Understand how to implement the various guiding questions for curriculum design to best plan classroom strategies Contents Introduction Part I Feedback Chapter 1 Providing and Communicating Clear Learning Goals Chapter 2 Using Assessments Part II Content Chapter 3 Conducting Direct Instruction Lessons Chapter 4 Conducting Practicing and Deepening Lessons Chapter 5 Conducting Knowledge Application Lessons Chapter 6 Using Strategies That Appear in All Types of Lessons Part III Context Chapter 7 Using Engagement Strategies Chapter 8 Implementing Rules and Procedures and Building Relationships Chapter 9 Developing Expertise Afterword Appendix A The New Art and Science of Teaching Framework Overview Appendix B List of Figures and Tables References and Resources Index **Fair Isn't Always Equal** Rick Wormeli, 2006 Differentiated instruction is a nice idea but what happens when it comes to assessing and grading students What s both fair and leads to real student learning Fair Isn t Always Equal answers that question and much more Rick Wormeli offers the latest research and common sense thinking that teachers and administrators seek when it comes to assessment and grading in differentiated

classes Filled with real examples and gray areas that middle and high school educators will easily recognize Rick tackles important and sometimes controversial assessment and grading issues constructively The book covers high level concepts ranging from rationale for differentiating assessment and grading to understanding mastery as well as the nitty gritty details of grading and assessment such as whether to incorporate effort attendance and behavior into academic grades whether to grade homework setting up grade books and report cards to reflect differentiated practices principles of successful assessment how to create useful and fair test questions including how to grade such prompts efficiently whether to allow students to re do assessments for full credit This thorough and practical guide also includes a special section for teacher leaders that explores ways to support colleagues as they move toward successful assessment and grading practices for differentiated classrooms

Becoming a Great High School Tim Westerberg,2009 This book provides comprehensive research on high school reform from leading education experts candid examples from the author s 26 years as a principal and valuable insights from other leaders who have answered the call to make their schools better

Designing and Implementing the Curriculum Marie Menna Pagliaro,2017-11-08 This book presents the most important topics relevant to designing the school curriculum These topics include learning theory assessment and evaluation of learning unit planning and lesson planning A review of the most important information regarding each topic and an update on the research are presented Best Practices Observation Instruments BPOIs identify the criteria for teaching each topic effectively along with a method for teachers to become proficient at implementing each topic

Handbook for the New Art and Science of Teaching Robert J. Marzano,2018-09-21 Part of The New Art and Science of Teaching series Rely on this comprehensive guide to help you implement the teaching methods of Dr Robert J Marzano s The New Art and Science of Teaching framework which includes over 330 specific instructional strategies 43 instructional elements and 10 design questions Each chapter outlines actionable steps tips and examples of implementation that will set you and your students up to succeed with this powerful framework in your classroom Added insight into Marzano s research based instructional strategies and teaching methods Learn the history of Robert J Marzano s framework of teaching methods first laid out in his best selling The Art and Science of Teaching Thoroughly examine the updated The New Art and Science of Teaching framework for competency based education Explore numerous instructional strategies that correspond to each of the 43 elements of The New Art and Science of Teaching Acquire examples that will assist in the realization of the instructional strategies discussed throughout the book Discover strategies that will improve both the mental and physical environment of the classroom to better support student success Reimagine how to develop relationships with students and generate student engagement Access free reproducibles that will assist in implementing The New Art and Science of Teaching framework in classrooms A joint publication of ASCD and Solution Tree Contents Introduction Part I Feedback Chapter 1 Providing and Communicating Clear Learning Goals Chapter 2 Using Assessments Part II Content Chapter 3 Conducting Direct Instruction Lessons Chapter 4 Conducting

Practicing and Deepening Lessons Chapter 5 Conducting Knowledge Application Lessons Chapter 6 Using Strategies That Appear in All Types of Lessons Part III Context Chapter 7 Using Engagement Strategies Chapter 8 Implementing Rules and Procedures Chapter 9 Building Relationships Chapter 10 Communicating High Expectations Appendix Reproducibles References and Resources Books in The New Art and Science of Teaching series The New Art and Science of Teaching The Handbook for the New Art and Science of Teaching The New Art and Science of Teaching Reading The New Art and Science of Teaching Writing The New Art and Science of Classroom Assessment **New Art and Science of Teaching** Robert J. Marzano, 2017-02-10 This title is a greatly expanded volume of the original Art and Science of Teaching offering a competency based education framework for substantive change based on Dr Robert Marzano's 50 years of education research While the previous model focused on teacher outcomes the new version places focus on student learning outcomes with research based instructional strategies teachers can use to help students grasp the information and skills transferred through their instruction Throughout the book Marzano details the elements of three overarching categories of teaching which define what must happen to optimize student learning students must receive feedback get meaningful content instruction and have their basic psychological needs met Gain research based instructional strategies and teaching methods that drive student success Explore instructional strategies that correspond to each of the 43 elements of The New Art and Science of Teaching which have been carefully designed to maximize student engagement and achievement Use ten design questions and a general framework to help determine which classroom strategies you should use to foster student learning Analyze the behavioral evidence that proves the strategies of an element are helping learners reach their peak academic success Study the state of the modern standards movement and what changes must be made in K 12 education to ensure high levels of learning for all Download free reproducible scales specific to the elements in The New Art and Science of Teaching Contents Chapter 1 Providing and Communicating Clear Learning Goals Chapter 2 Conducting Assessment Chapter 3 Conducting Direct Instruction Lessons Chapter 4 Practicing and Deepening Lessons Chapter 5 Implementing Knowledge Application Lessons Chapter 6 Using Strategies That Appear in All Types of Lessons Chapter 7 Using Engagement Strategies Chapter 8 Implementing Rules and Procedures Chapter 9 Building Relationships Chapter 10 Communicating High Expectations Chapter 11 Making System Changes *Standards-Based Learning in Action* Tom Schimmer, Garnet Hillman, Mandy Stalets, 2018-01-31 Get past the knowing doing gap and confidently implement standards based learning This book offers a comprehensive look at what standards based learning looks like in action from creating formative assessments to using data to inform instruction to transitioning to standards based grading systems Instead of comparing students to each other standards based learning compares students proficiency to performance standards and education targets Each chapter offers readers a well thought out action plan for implementation and effective strategies for communicating with students and parents about the classroom changes that will occur during the transition Use this book as your action plan for

implementing standards based learning Explore concrete steps for putting standards based grading instruction and learning into action Implement schoolwide change beginning with classroom practices Address common implementation mistakes and challenges Effectively sequence units and align them with unpacked standards Create effective proficiency level scales and rubrics Contents Introduction Chapter 1 Standards Based Learning in Action Chapter 2 Standards Alignment in Action Chapter 3 Formative Assessment in Action Chapter 4 Effective Feedback in Action Chapter 5 Meaningful Homework in Action Chapter 6 Self and Peer Assessment in Action Chapter 7 Summative Assessment in Action Chapter 8 Redos Retakes and Reassessment in Action Chapter 9 Proficiency Scales and Rubrics in Action Chapter 10 Standards Based Reporting in Action Epilogue References and Resources Index

New Art and Science of Teaching Writing Kathy Tuchman Glass, Robert J. Marzano, 2018-07-06 For educators to be effective they must intentionally select and implement research based instructional strategies and conduct assessments Using a clear and well organized structure the authors apply the strategies and techniques originally presented in The New Art and Science of Teaching by Robert J Marzano to the teaching and assessment of writing skills as well as some associated reading skills In total the book shares more than 100 strategies across grade levels and subject areas Use effective teaching methods to reach desired writing learning outcomes and student success Understand which instructional strategies are best suited to teaching writing skills and gain specific examples for implementing these strategies Learn how to utilize general and specific strategies to improve the learning environment of the classroom and obtain desired student learning outcomes for writing Fine tune your writing curriculum to achieve student success by developing and assessing writing skills with the book s instructional techniques Examine samples of writing rubrics proficiency scales and checklists and learn effective teaching methods to use them as assessment and instructional tools Utilize an advance organizer as a quick reference of all strategies to assist you in designing writing curriculum and planning lessons Access and download free reproducible activities rubrics for assessing student writing writing assessment examples writing checklists and more for classroom use Contents Introduction Chapter 1 Providing and Communicating Clear Learning Goals Chapter 2 Using Assessments Chapter 3 Conducting Direct Instruction Lessons Chapter 4 Conducting Practicing and Deepening Lessons Chapter 5 Conducting Knowledge Application Lessons Chapter 6 Using Strategies That Appear in All Types of Lessons Chapter 7 Using Engagement Strategies Chapter 8 Implementing Rules and Procedures and Building Relationships Chapter 9 Developing Expertise Conclusion Appendix A Appendix B References and Resources

New Art and Science of Teaching Reading Julia A. Simms, Robert J. Marzano, 2018-08-17 Part of The New Art and Science of Teaching series Only when teachers have in depth knowledge of reading skill and literacy development can they deliver best practice reading assessment and instruction to students The New Art and Science of Teaching Reading presents a compelling model for the stages of reading development structured around five key topics 1 foundational skills 2 word recognition 3 reading fluency 4 vocabulary and 5 reading comprehension More than 100 reading focused instructional

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