

PUBLIC SCHOOLS OF EDISON TOWNSHIP

MCREL TEACHER EVALUATION RUBRIC w/SAMPLE EVIDENCE

Standard 1: Teacher Demonstrates Leadership

Element A: Teachers lead in their classrooms

Developing:	Proficient:	Accomplished:	Distinguished:
<ul style="list-style-type: none"> Understands how they contribute to students graduating from high school Uses data to understand the skills and abilities of students 	<ul style="list-style-type: none"> Takes responsibility for the progress of students to ensure that they graduate from high school Provides evidence of data driven instruction throughout all classroom activities Establishes a safe and orderly classroom 	<ul style="list-style-type: none"> Communicates to students the vision of being prepared for life in the 21st Century Evaluates student progress using a variety of assessment data Creates a classroom culture that empowers students to collaborate 	<ul style="list-style-type: none"> Encourages students to take responsibility for their own learning Uses classroom assessment data to inform program planning Empowers and encourages students to create and maintain a safe and supportive school community environment
<p>Including but not limited to:</p> <ul style="list-style-type: none"> Reviews available Benchmark data Links this lesson to previous lessons Identifies subgroups such as Special Education students, ESL, etc. Teaches student classroom rules, routines and behavioral expectations 	<p>Including but not limited to:</p> <ul style="list-style-type: none"> Differentiates instruction by grouping and individualizing instruction Uses data to inform and modify instruction Provides rubrics for assignments Models appropriate interpersonal skills 	<p>Including but not limited to:</p> <ul style="list-style-type: none"> Uses and encourages students to use technology Creates collaborative groupings based on differentiation of skills and abilities Uses benchmark tests, common assessments, NNED, etc. to set individualized academic goals for students Regularly assesses for teacher, peer and self-assessment 	<p>Including but not limited to:</p> <ul style="list-style-type: none"> Models active participation through contributions on committees, reviewing/paring guidelines/benchmarks, etc. Leads student groups that encourage students to support one another inside and outside of the classroom Provides students opportunities to create their own rubrics

Mcirel Principal Evaluation Participant Manual

**United States. Congress. Senate.
Committee on Appropriations.
Subcommittee on Departments of
Labor, Health and Human Services,
Education, and Related Agencies**

McREL Principal Evaluation Participant Manual:

The Principal Bruce M. Whitehead, Floyd Boschee, Robert H. Decker, 2012-10-17 The Principal Leadership for a Global Society is the core textbook for aspiring and practicing K 12 school principals Taking a practical and research grounded approach this inspiring text prepares school leaders to successfully face the opportunities and challenges that they will encounter on a day to day basis and throughout their careers The book provides a wide array of pedagogical features to help practicing and aspiring school principals improve programs create a safer and more enriching environment for students and faculty meet school district community state and national standards and much more After reading The Principal the educational leaders of tomorrow will be equipped with innovative practical and successful leadership concepts and ideas that will help them make a powerful impact on not just those who walk through the school doors but the community as well Book Jacket

Simply Better Bryan Goodwin, 2011-08-09 We already know what works in schools we just need to focus on getting it right This is the premise of Simply Better Doing What Matters Most to Change the Odds for Student Success which offers a practical research based framework for improving student achievement According to author Bryan Goodwin decades of research have shown time and again that focusing on the following five essential practices can vastly increase students chances of doing well in school Guaranteeing that instruction is challenging engaging and intentional Ensuring curricular pathways to success Providing whole child student supports Creating high performance school cultures Developing data driven high reliability district systems Whether at the district school or classroom level educators don t need to reinvent the wheel or pursue the latest trends to ensure that students succeed This powerful book reveals what research clearly shows works best in schools and provides a valuable blueprint for turning that knowledge into visible results

Dimensions of Learning Trainer's Manual, 2nd ed. Robert J. Marzano, Debra J. Pickering, 2011-05-01 The premise of Dimensions of Learning an instructional framework founded on the best of what researchers and theorists know about learning is that five types or dimensions of thinking are essential to successful learning These are 1 positive attitudes and perceptions about learning 2 thinking involved in acquiring and integrating knowledge 3 thinking involved in extending and refining knowledge 4 thinking involved in using knowledge meaningfully and 5 productive habits of mind Dimensions of Learning is a valuable tool for reorganizing curriculum instruction and assessment The authors discuss each of the five dimensions in detail and describe hundreds of teaching strategies that support them for example how to help students construct meaning for declarative knowledge internalize procedural knowledge and see the relevance of what they are expected to learn The authors provide many examples at the elementary and secondary classroom levels Teachers of grades K 12 can use this information to improve teaching and learning in any content area

Resources in Education, 2001 **Research in Education**, 1974 **SAGE Handbook of Research on Classroom Assessment** James H. McMillan, 2013 The Sage Handbook of Research on Classroom Assessment provides scholars professors graduate students and other researchers and

policy makers in the organizations agencies testing companies and school districts with a comprehensive source of research on all aspects of K 12 classroom assessment The handbook emphasizes theory conceptual frameworks and all varieties of research quantitative qualitative mixed methods to provide an in depth understanding of the knowledge base in each area of classroom assessment and how to conduct inquiry in the area It presents classroom assessment research to convey in depth the state of knowledge and understanding that is represented by the research with particular emphasis on how classroom assessment practices affect student achievement and teacher behavior Editor James H McMillan and five Associate Editors bring the best thinking and analysis from leading classroom assessment researchers on the nature of the research making significant contributions to this prominent and hotly debated topic in education

Catalog of NIE Education Products
National Institute of Education (U.S.),1975 **Catalog of NIE Education Products** ,1978 **School Nursing** Robin Shannon,Catherine F. Yonkaitis,2025-06-26 Endorsed and promoted by the National Association of School Nurses NASN this is the only comprehensive and current resource for practicing school nurses and students From the foundations of practice roles and functions legal concerns and leading and managing within school settings to the well child the child with episodic and chronic illness and behavioral issues it encompasses all aspects of the delivery of healthcare services to school age children adolescents and staff Written and edited by school nurses and pediatric experts it features real world tested best practices based on evidence and experience and content not found anywhere else *Resources for Performance-based Education* W. Robert Houston,1973 *Departments of Labor, Health and Human Services, Education, and related agencies appropriations for fiscal year 1983* United States. Congress. Senate. Committee on Appropriations. Subcommittee on Departments of Labor, Health and Human Services, Education, and Related Agencies,1983 **Resources in Education** ,1988 *Exploring the Role of the School Principal in Predominantly White Middle Schools* Jacquelynne Anne

Boivin,2020-11-23 By detailing an explanatory sequential mixed methods study grounded in Critical Race Theory CRT this book explores the role of effective educational leadership in developing multicultural acceptance in predominantly white schools Drawing on the rich experiences and accounts of school principals in rural middle schools in the US the volume asks how principals personal attitudes professional experiences and the degree to which they view themselves as a mentor and influencer within the school impacts their approach to improving multicultural understanding amongst students staff and faculty The text is organized into five clear chapters providing critical reflections a review of the relevant literature and in depth discussion of first hand data Six key findings relating to whole school acceptance the role of individual principal s attitudes and support for teaching staff open new avenues for research and inform recommendations for the professional development of school principals In presenting key theory and practical implications of research this book will be crucial reading for researchers scholars and practitioners in the fields of educational leadership multicultural education sociology of education and teacher education **BSCS Newsletter** Biological Sciences Curriculum Study,1973 **Teaching Reading**

in the Content Areas Rachel Billmeyer, Mary Lee Barton, 1998 Discusses the premises that guide the teaching of reading in content areas the vast array of reading strategies available and how to use this information to impact all learners **JSL Vol 25-N2** JOURNAL OF SCHOOL LEADERSHIP, 2015-03-26 The Journal of School Leadership is broadening the conversation about schools and leadership and is currently accepting manuscripts We welcome manuscripts based on cutting edge research from a wide variety of theoretical perspectives and methodological orientations The editorial team is particularly interested in working with international authors authors from traditionally marginalized populations and in work that is relevant to practitioners around the world Growing numbers of educators and professors look to the six bimonthly issues to deal with problems directly related to contemporary school leadership practice teach courses on school leadership and policy use as a quality reference in writing articles about school leadership and improvement **Summer Reading** Richard L. Allington, Anne McGill-Franzen, 2018 *Research in Education*, 1973 **Instructor**, 2004-08 *Annual Meeting Program* American Educational Research Association, 1999

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