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)

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.

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

The teacher celebrates student success relative to the learning targets and/or the learning goals.

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

The teacher builds positive relationships with students by understanding students' interests and background.

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

Karen K. Gittings, Ruth A. Wittmann-Price

Marzano Scales And Rubrics:

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 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 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 Teaching & Assessing 21st Century Skills Robert J. Marzano, Tammy Heflebower, 2011-08-09 As the 21st century unfolds the pace of change in the world is accelerating The authors believe a combination of cognitive skills skills students will need to succeed academically and conative skills skills students will need to succeed interpersonally is necessary for the 21st century This clear practical guide presents a model of instruction and assessment based on these skills **Teacher Evaluation That Makes a Difference** Robert J. Marzano, Michael D. Toth, 2013-06-14 In this essential new book best selling author and researcher Robert J Marzano and teacher effectiveness expert Michael D Toth lay out a framework for the next generation of teacher evaluation a model focused primarily on helping educators develop and improve their practice By taking into account multiple accurate data rich measures of teacher performance and student growth the model ensures that all teachers receive fair meaningful and reliable evaluations The book includes Standards rubrics and suggested rating methodologies A detailed five phase plan for implementing the model

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individual student learning to national economic competitiveness It also requires that administrators implement new and rigorous teacher evaluation programs that align with state and federal guidelines Busy administrators lack the training and experience necessary to quickly and efficiently craft a teacher evaluation system that successfully meets the needs of their district Questions like What is the best program for my district or How do I get the teachers on board are being asked by school leaders across the country This book provides real world answers by highlighting 10 diverse model programs from Results Mike Schmoker, 1999-08-15 How do you know if your school is improving Do you know what really works in reading programs in writing in math in science How do we measure what works What about teaching to the test or to the vast array of standards being mandated How do we effectively use cooperative learning and direct instruction and alternative assessment How do we sustain school reform How do we get results and measure them in terms of student achievement In this expanded 2nd edition of Results Mike Schmoker answers these and other questions by focusing on student learning By 1 setting goals 2 working collaboratively and 3 keeping track of student achievement data from many sources teachers and administrators can surpass the community s expectations and facilitate great improvements in student learning Through hundreds of up to date examples from real schools and districts Schmoker shows how to achieve and celebrate both short and long term success Here's one example Bessemer Elementary school in Pueblo Colorado has an 80 percent minority population Between 1997 and 1998 the number of students performing at or above standard in reading rose from 12 to 64 percent in writing they went from 2 to 48 percent Weekly standards focused team meetings made the difference As Schmoker says We cannot afford to overlook the rich opportunity that schools have to make a difference This second edition of Results The Key to Continuous School Improvement includes the following a Foreword by Michael Fullan a new Preface to the 2nd Edition by the author new information about cooperative learning direct instruction standards and assessments and research and development new examples of successful schools new educational research by Michael Fullan Robert Marzano Linda Darling Hammond Bruce Joyce Dennis Sparks Linda Lambert and Richard Dufour among others new information on action research by teachers as well as administrators and other effective staff development initiatives and a new emphasis on cultivating teacher leaders and how to do it **Informal Classroom Assessment Strategies for Teachers** George R. Taylor, 2003 Offers a variety of informal assessment techniques to support standardized tests as well as a functional assessment model to follow in assessing behaviors Designing Assessment for Mathematics Eileen Depka, 2007-05-31 Clearly demonstrates how to design rubrics for math a content area that desperately needs support The use of rubrics combined with performance tasks helps educators teach math at a higher more engaging level A must have book for all educators seeking to build a strong thinking based math program Lee Ann Cervini Principal Holley Elementary School NY Makes a distinct contribution to the field Not only does the text clearly explain how to create rubrics and performance tasks in a step by step manner each chapter also provides an example for immediate use in the classroom

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