

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

Eileen Depka



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 **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 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 Guidelines for calibrating evaluation criteria according to teachers experience levels A step by step guide to creating a coaching program for teachers who require intervention and Recommendations for using technology platforms to enable teacher collaboration Teacher evaluation has too often focused on affixing ratings to teachers rather than helping them grow into mastery The practical field tested model proposed in Teacher Evaluation That Makes a Difference has everything your school or district needs to provide teachers and by extension their students with the support necessary for success **A**

Handbook for the Art and Science of Teaching Robert J. Marzano, John L. Brown, 2009-06-15 In A Handbook for the Art and Science of Teaching Robert J Marzano and John L Brown help you explore and refine your instructional strategies always with the goal of enhancing student achievement As a companion volume to Marzano s The Art and Science of Teaching the handbook is intended to be a guide for individual teachers study groups and professional developers working together to improve their teaching It is organized into 25 modules each related to one of the 10 design questions introduced in the earlier book Each module begins with a series of reflection questions and concludes with a set of self assessment questions that allow the reader to determine areas that might need further work At the heart of each module are specific strategies for addressing the key components of effective teaching Dozens of examples illustrate the strategies in action in elementary and secondary classrooms in all subject areas The strategies provide a thorough grounding in the science of teaching How a teacher chooses to implement them constitutes the art of teaching Both elements are necessary for improving student achievement and creating successful schools For anyone committed to developing a wide range of teaching skills this handbook is a welcome road map to best practices **Enhancing the Art & Science of Teaching With Technology**

Sonny Magana, Robert J. Marzano, 2011-07-01 Successfully leverage technology to enhance classroom practices with this practical resource The authors demonstrate the importance of educational technology which is quickly becoming an essential

component in effective teaching Included are over 100 organized classroom strategies vignettes that show each section s strategies in action and a glossary of classroom relevant technology terms Key research is summarized and translated into classroom recommendations *Coaching Classroom Instruction* Tom Roy,Tammy Heflebower,2012-12-27 A must have resource for coaches leaders and teams this book covers approaches for boosting professional growth and macrostrategies that are responsive to student needs Learn how to offer targeted feedback to teachers empowering them to identify how they can improve their knowledge and skill Step by step guidelines will help teachers increase their performance on the 280 research based strategies from *Becoming a Reflective Teacher* Teaching Discipline-Specific Literacies in Grades 6-12 Vicky I. Zygouris-Coe,2014-10-30 Comprehensive timely and relevant this text offers an approach to discipline specific literacy instruction that is aligned with the Common Core State Standards and the needs of teachers students and secondary schools across the nation It is essential that teachers know how to provide instruction that both develops content and literacy knowledge and skills and aims at reducing student achievement gaps Building on the research supported premise that discipline specific reading instruction is key to achieving these goals this text provides practical guidance and strategies for prospective and practicing content area teachers and other educators on how to prepare all students to succeed in college and the workforce Pedagogical features in each chapter engage readers in digging deeper and in applying the ideas and strategies presented in their own contexts Classroom Life real 6 12 classroom scenarios and interviews with content area teachers Common Core State Standards Connections College Career and Workforce Connections Applying Discipline Specific Literacies Think Like an Expert habits of thinking and learning specific to each discipline Digital Literacies Differentiating Instruction Reflect and Apply Questions Extending Learning Activities The Companion Website includes Lesson plan resources Annotated links to video files Annotated links to additional resources and information Glossary Flashcards For Instructors All images and figures used in the text provided in an easily downloadable format For Instructors PowerPoint lecture slides **Supporting Teacher Development** Debra Eckerman Pitton,2016-04-14 This text provides opportunities for administrators to use evaluation processes more effectively to support teacher development Through the use of practice scenarios and communication exercises principals can develop a more supportive relational process for teacher evaluation Too often principals provide evaluation feedback in ways that do not resonate with teachers This text examines the communicative process and provides practice and skill building opportunities that will enable principals to develop supportive environments that help teachers continue to grow Becoming a Reflective Teacher Robert J. Marzano,2012-03-28 Just as successful athletes must identify strengths and weaknesses set goals and engage in focused practice to meet their goals so must teachers Learn how to combine a model of effective instruction with goal setting focused practice focused feedback and observations to improve your instructional practices Included are 280 strategies related to the 41 elements of effective teaching shown to enhance student achievement **2021** Douglas Palermo,2022-03-20 In his first

collection of poetry 2019 *A Year in Verse* we saw writer Douglas Palermo deal with grief depression and spiritual rebirth as he was hurled unexpectedly into the chaos that would be the year 2020 Now in this new collection of poetic word portraits 2021 *A Year Inverse* we get to join him as he confidently marches back He is still processing the grief still carrying the depression but he has matured in his faith through the mastery of his craft Readers should expect to buckle up for another 365 day trip around the sun because this time we re stuck in reverse The parentheses will be closed as the masterpiece is finished There will be no encore There will be no curtain call The cellar door has been closed The author has seen his shadow and is ready for his soul to spring forth to higher dimensions and realities So join him for this one last peek through his I of the Universe Enjoy

10 Models of Teacher Evaluation David Silverberg,Linda Jungwirth,2014-02-04 For the first time school districts around the country are being required to adopt formal accountability measures to assess teacher effectiveness In a radical shift teacher quality will be based on outputs student achievement teacher observations rather than inputs years of service degrees attained This change in school culture and practice is an attempt to improve everything from 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 around the country

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 Marcia Carlson Sixth Grade Teacher Crestview Elementary School Clive IA Enhance students understanding of math concepts through rubrics and hands on learning Teaching mathematics in today s world requires practices and procedures integrated with performance tasks that actively involve students In this second edition of *Designing Rubrics for Mathematics* Eileen Depka clarifies the purpose of rubrics in math instruction and illustrates the relationship between assessment rubrics and the National Council of Teachers of Mathematics Principles and Standards for School Mathematics 2000 Each chapter in this research based updated edition offers easy to use strategies suggestions creative sample problems and tasks to engage students in hands on learning while allowing them to have fun in the process With two new chapters focused on communication to deepen students understanding of math concepts and using rubric data to improve instruction this resource provides teachers with Reflective

activities to use with students for metacognitive processing Strategies for creating standards linked rubrics plus samples Tips for differentiating performance tasks How to s for student created rubrics Internet resource links for rubric development mathematical focal points and standards Designing Assessment for Mathematics Second Edition demonstrates how to drive instruction and successfully boost achievement levels by providing students with experiences that impact their learning and performance

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

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

Teaching Strategies That Create Assessment-Literate Learners Anita Stewart McCafferty, Jeffrey S. Beaudry, 2018-04-12 Merely focusing on assessment with no connection to teaching and learning is to overlook the power of assessment for learning This book pulls together several models 1 the five keys of quality assessment 2 Hattie s work on Visible Learning and 3 the seven strategies of assessment for learning

Fast Facts about Competency-Based Education in Nursing Karen K. Gittings, Ruth A. Wittmann-Price, 2020-11-16 Competency based education provides an avenue to promote institutional accountability address employer concerns and assist with student transfer of knowledge and skills Mary Ellen Smith Glasgow PhD RN ANEF FAAN Dean and Professor Duquesne

University The first book of its kind this concise step by step guide written for novice and experienced educators distills all the essentials every nursing instructor needs to know to implement a Competency Based Education CBE curriculum teach with competencies and evaluate students mastery Grounded in a learner centered paradigm CBE focuses on outcomes and skills rather than relying on time based training It facilitates in depth learning that encompasses all three learning domains cognitive skills and attitudes guided by the individual pace of each student Fast Facts about Competency Based Education in Nursing addresses the theory and practical knowledge needed to teach using CBE Beginning with how to create competencies that align with student learning outcomes subsequent chapters show how to integrate them into a new or existing nursing curricula Next this quick reference shows how to evaluate and assess students using CBE Finally it presents how to implement a system of quality improvement to continuously ensure the competencies produce safe skilled nurses Brimming with useful tips based on the authors extensive experience and abundant practical examples this is an incomparable reference for any educator seeking superior more qualitative student assessment and outcomes Key Features Demonstrates in detail how to implement CBE and assess students using CBE Illustrates how to integrate CBE into curriculum using an organizing framework Shares expert teaching learning tips through Evidence Based Teaching Boxes Helps educators to develop teaching objectives and real world application processes Describes specific competency based education curricula Examines how different learning styles thrive in a CBE learning environment Offers separate chapters for using CBE with BSN MSN and DNP students **Fair Isn't Always Equal, Second Edition** Rick Wormeli, 2018

Differentiated instruction is a nice idea but what happens when it comes to assessing and grading students How can you capture student progress growth and soft skill development and still provide an equitable grading environment An internationally recognized expert on grading practices author Rick Wormeli revisits these questions in this thoroughly updated second edition of *Fair Isn't Always Equal* Assessment and Grading in the Differentiated Classroom Wormeli reflects on current grading and assessment practices and how they can exist with high stakes accountable classrooms Important and sometimes controversial issues are tackled constructively in this book incorporating modern pedagogy and addressing the challenges of teaching diverse groups of students across all learning levels Middle and high school educators will easily recognize gray areas of grading and how important it is to have a shared school vision In this second edition new sections address sports eligibility honor roll descriptive feedback techniques and gifted talented students Previous chapters on test questions redos retakes grading scales and grading effort and behavior have been revised extensively This important book clearly explains the principles behind best grading practices so that you're ready for all grading questions or scenarios that you may encounter in your classrooms and schools

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