

Marzano Focused Teacher Evaluation Model: Desired Effects

Standards-Based Planning	ELEMENT	DESIRED EFFECT
	Planning Standards-Based Lessons/Units	Teacher provides evidence of implementing lesson/unit plans aligned to grade-level standard(s), using learning targets embedded in a performance scale.
	Aligning Resources to Standard(s)	Teacher implements traditional and/or digital resources to support teaching standards-based units and lessons.
	Planning to Close the Achievement Gap Using Data	Teacher provides data showing that each student (including English learners (ELL), exceptional education, gifted and talented, low socioeconomic status, and ethnic students) makes progress toward closing the achievement gap.
Standards-Based Instruction	ELEMENT	DESIRED EFFECT
	Identifying Critical Content from the Standards	Evidence (formative data) demonstrates students know what content is important and what is not important as it relates to the learning target(s).
	Previewing New Content	Evidence (formative data) demonstrates students make a link from what they know to what is about to be learned.
	Helping Students Process New Content	Evidence (formative data) demonstrates students can summarize and generate conclusions about the new content during interactions with other students.
	Using Questions to Help Students Elaborate on Content	Evidence (formative data) demonstrates students accurately elaborate on content.
	Reviewing Content	Evidence (formative data) demonstrates students know the previously taught critical content.
	Helping Students Practice Skills, Strategies, and Procedures	Evidence (formative data) demonstrates students develop automaticity with skills, strategies, or procedures.
	Helping Students Examine Similarities and Differences	Evidence (formative data) demonstrates student knowledge of critical content is deepened by examining similarities and differences.
	Helping Students Examine Their Reasoning	Evidence (formative data) demonstrates students identify and articulate errors in logic or reasoning and/or provide clear support for a claim (assertion of truth or factual statement).
	Helping Students Revise Knowledge	Evidence (formative data) demonstrates students make additions, deletions, clarifications, or revisions to previous knowledge that deepens their understanding.
	Helping Students Engage in Cognitively-Challenging Tasks	Evidence (formative data) demonstrates students prove or disprove the proposition, theory, or hypothesis.
Conditions for Learning	ELEMENT	DESIRED EFFECT
	Using Formative Assessment to Track Progress	Evidence (formative data) demonstrates students identify their current level of performance as it relates to standards-based learning targets embedded in the performance scale.
	Providing Feedback and Celebrating Progress	Evidence (formative data) demonstrates students continue learning and making progress toward learning targets as a result of receiving feedback.
	Organizing Students to Interact with Content	Evidence (formative data) demonstrates students process content (i.e., new, going deeper, cognitively complex) as a result of group organization.
	Establishing and Acknowledging Adherence to Rules and Procedures	Evidence (formative data) demonstrates students know and follow classroom rules and procedures (to facilitate learning) as a result of teacher acknowledgment.
	Using Engagement Strategies	Evidence (formative data) demonstrates students engage or re-engage as a result of teacher action.
	Establishing and Maintaining Effective Relationships in a Student-Centered Classroom	Evidence (student action) shows students feel valued and part of the classroom community.
	Communicating High Expectations for Each Student to Close the Achievement Gap	Evidence (student surveys, interviews, work) shows the teacher expects each student to perform at his or her highest level of academic success.
Professional Responsiveness	ELEMENT	DESIRED EFFECT
	Adhering to School and District Policies and Procedures	Teacher adheres to school and district rules and procedures.
	Maintaining Expertise in Content and Pedagogy	Teacher provides evidence of developing expertise in content area and classroom instructional strategies.
	Promoting Teacher Leadership and Collaboration	Teacher provides evidence of teacher leadership and promoting a schoolwide culture of professional learning.

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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 OECD Reviews of Evaluation and Assessment in Education Synergies for Better Learning An International Perspective on Evaluation and Assessment OECD, 2013-04-11 This report provides an international comparative analysis and policy advice to countries on how evaluation and assessment arrangements can be embedded within a consistent framework to improve the quality equity and efficiency of school education **The Principal's Desk Reference to Professional Standards** Robyn Conrad Hansen, Frank D. Davidson, 2022-03-14 With the ever changing complex role of the principalship school leaders are thirsty for a useful desk reference that aligns with professional standards This actionable book brings the PSEL standards to life providing leaders with support mentorship and practical advice This book provides solutions to challenges and answers the hard questions associated with educational leadership alongside a host of tools strategies organizers templates and rubrics Including voices from experienced leaders across rural urban suburban tribal and international settings this book helps principals at all levels navigate challenges and make decisions that positively impact their students futures You will be inspired to strive for a better future for your school community as you continually develop skills leading to a long successful career in educational leadership **Teacher Evaluation** Anthony J. Shinkfield, D.L. Stufflebeam, 1995-11-30 Teacher Evaluation Guide to Professional Practice is organized around four dominant interrelated core issues professional standards a guide to applying the Joint Committee's Standards ten alternative models for the evaluation of teacher performance and an analysis of these selected models The book draws heavily on research and development conducted by the Federally funded national Center for Research on Educational Accountability and Teacher Evaluation CREATE The reader will come to grasp the essence of sound teacher evaluation and will be able to apply its principles facts ideas processes and procedures Finally the book invites and assists school professionals and other readers to examine the latest developments in teacher evaluation **Mosby's Comprehensive Review of Nursing for the NCLEX-RN® Examination** Patricia M. Nugent, Judith S. Green, Mary Ann Hellmer Saul, Phyllis K. Pelikan, 2011-11-08 A

classic resource that has helped nurses pass the NCLEX exam for over 60 years Mosby's Comprehensive Review of Nursing for the NCLEX RN Examination 20th Edition is fully updated to reflect the newest NCLEX RN test plan Content review is presented in a concise and full color outline format organized by the core areas of medical surgical pediatric maternity women's health and mental health nursing with a practice test following each unit More than 4 200 practice questions and rationales including more than 600 questions in the newest alternate item formats are written by a team of trusted NCLEX experts led by author Patricia M Nugent This title includes additional digital media when purchased in print format For this digital book edition media content may not be included

Teaching for Health Alice Kiger, 2004-11-01 A book on health education for nurses and midwives It gives necessary background on health promotion and health education what it is theories of learning and teaching types of communication involved then goes on to concentrate on the nurse's teaching role emphasising an interactive rather than a didactic approach Fully updated Student activities Clear simple presentation Updated references To be expanded to include material for other countries such as Canada Australia and South Africa

Resources in education, 1986-10

Teacher Self-Evaluation Lya Kremer-Hayon, 2012-12-06 In response to the emerging need to develop teachers as professionals who evaluate their own work this book presents the foundations of self evaluation as well as self evaluation models and tools that are likely to help educational practitioners to evaluate their own teaching and thus raise the level of their professional functioning The book is intended to serve several groups student teachers whose socialization into the teaching profession should include the perception of self evaluation as an inherent part of teaching the student teachers supervisors who are expected to help in developing the knowledge and skills that are needed for purposes of self evaluation and teachers school principals and university instructors in departments of teacher education who are interested in teacher's growth and in the development of teaching as a profession

Assessing Teacher, Classroom, and School Effects Allan Odden, 2014-04-04 This is Volume 79 Issue 4 2004 of the Peabody Journal of Education and this special issue provides a collection of works on the topic of Assessing Teacher Classroom and School Effects in the US The six articles focus generally on new directions in assessing and measuring teacher classroom and school effects on improvements in student academic achievement and more specifically analyze the criterion validity and surrounding human resources strategies of new efforts to implement performance based teacher evaluations the results of which in some cases are linked to new knowledge and skills based teacher salary schedules

OECD Reviews of Evaluation and Assessment in Education Teacher Evaluation in Chile 2013 Santiago Paulo, Benavides Francisco, Danielson Charlotte, Goe Laura, Nusche Deborah, 2013-11-08 This book provides from an international perspective an independent analysis of major issues facing teacher evaluation current policy initiatives and possible future approaches in Chile

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