

Riverside School District

The Marzano Instructional Framework

Crosswalking



with



and the Marzano Washington State Teacher Evaluation Rubric.

2013-2014 School Year

Domain 1: Classroom Strategies and Behaviors

Lesson Segment Involving Routine Events

Design Question 1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?

Element 1: Providing Clear Learning Goals and Scales (rubrics) (WA 1.1, AS 1-2)

Element 2: Tracking Student Progress (WA 6.3, AS 3-5)

Element 3: Celebrating Success (WA 1.2, AS 6)

Design Question 6: What will I do to establish or maintain classroom rules and procedures?

Element 4: Establishing Classroom Routines (WA 5.2, AS 2-5)

Element 5: Organizing the Physical Layout of the Classroom (WA 5.1, AS 1)

Lesson Segment Addressing Content

Design Question 2: What will I do to help students effectively interact with new knowledge? (WA 2.1)

Element 6: Identifying Critical Information (WA 2.1.1, AS 1)

Element 7: Organizing Students to Interact with New Knowledge (WA 2.1.2, AS 3)

Element 8: Previewing New Content (WA 2.1.3, AS 2)

Element 9: Chunking Content into "Digestible Bites" (WA 2.1.4, AS 4)

Element 10: Processing of New Information (WA 2.1.5, AS 5)

Element 11: Elaborating on New Information (WA 2.1.6, AS 5)

Element 12: Recording and Representing Knowledge (WA 2.1.7, AS 6)

Element 13: Reflecting on Learning (WA 2.1.8, AS 7)

Design Question 3: What will I do to help students practice and deepen their understanding of new knowledge? WA 2.2

Element 14: Reviewing Content (WA 2.2.1)

Element 15: Organizing Students to Practice and Deepen Knowledge (WA 2.2.2, AS 4)

Element 16: Using Homework (WA 2.2.3, AS 5)

Element 17: Examining Similarities and Differences (WA 2.2.4, AS 1)

Element 18: Examining Errors in Reasoning (WA 2.2.5, AS 2)

Element 19: Practicing Skills, Strategies, and Processes (WA 2.2.6, AS 3)

Element 20: Revising Knowledge (WA 2.2.7 AS 6)

Design Question 4: What will I do to help students generate and test hypothesis about new knowledge? (WA 2.3)

Element 21: Organizing Students for Cognitive Complexity (AS 7)

Element 22: Engaging Students in Cognitively Complex Tasks Involving Hypothesis and Testing (AS 2-6)

Element 23: Providing Resources and Guidance (AS 1)

Additional Washington Component

Using and Applying Academic Vocabulary (WA 2.7)

Lesson Segment Enacted on the Spot

Design Question 5: What will I do to engage students? (WA 2.6)

Element 24: Noticing When Students are Not Engaged (WA 2.6.1)

Element 25: Using Academic Games (WA 2.6.2, AS 1)

Element 26: Managing Response Rates (WA 2.6.3, AS 3)

Element 27: Using Physical Movement (WA 2.6.4, AS 4)

Element 28: Maintaining Lively Pace (WA 2.6.5, AS 5)

Element 29: Demonstrating Intensity and Enthusiasm (WA 2.6.6, AS 6)

Element 30: Using Friendly Controversy (WA 2.6.7, AS 7)

Element 31: Providing Opportunities for Students to Talk about Themselves (WA 2.6.8, AS 8)

Element 32: Presenting Unusual or Intriguing Information (WA 2.6.9, AS 9)

Design Question 7: What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?

Element 33: Demonstrating "Withitness" (WA 5.3, AS 4)

Element 34: Applying Consequences for Lack of Adherence to Rules and Procedures (WA 5.4, AS 5-9)

Element 35: Acknowledging Adherence to Rules and Procedures (WA 5.5, AS 1-3)

Design Question 8: What will I do to establish and maintain effective relationships with students?

Element 36: Understanding Students' Interests and Background (WA 1.3, AS 1&3)

Element 37: Using Verbal and Nonverbal Behaviors that Indicate Affection for Students (WA 1.4, See Element 39 as well, AS 2,4&5)

Element 38: Displaying Objectivity and Control (WA 5.6, AS 6-8)

Design Question 9: What will I do to communicate high expectations for all students?

Element 39: Demonstrating Value and Respect for Low Expectancy Students (WA 1.4-See Element 37 as well, AS 1-3)

Element 40: Asking Questions of Low Expectancy Students (WA.2.4 , AS 4)

Element 41: Probing Incorrect Answers with Low Expectancy Students (WA 2.5, AS 5)

KEY	
WA	Marzano W ashington State Evaluation Component
AS	A rt and S cience A ction Step (AS) Note: Design Question # Denotes Chapter # in The Art and Science of Teaching (Example: Design question 9 is Chapter 9 in the book. The action steps are detailed within the chapter)

Adapted from Robert J. Marzano's Learning Map 2011

The Marzano Teacher Evaluation Model by Washington State Criteria
For Use in the 2014-15 School Year – Version 1.1

Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.

Component 3.2: Planning and Preparing for the Needs of All Students

The teacher uses data to plan and provide interventions that meet individual student learning needs, including ELL, special education, and students who come from home environments that offer little support for schooling.

Possible Teacher Evidence	Distinguished – 4		Student Evidence
<ul style="list-style-type: none"> • Uses differentiation • Uses data for flexible grouping • Implements a variety of class • Knows when to move student • intervention • Identifies the accommodation must be made for individual groups within a lesson and/or • Has plans that have been adapted appropriately according to the student • Accommodations and adapted throughout the classroom and 	<p>The teacher is a recognized leader in helping others employ interventions that meet the needs of specific sub-populations (e.g., ELL, special education, and students who come from environments that offer little support for learning).</p>		<p>for the intervention with</p> <p>sources and accesses them</p> <p>second language learners in all</p> <p>for demonstration of mastery of</p> <p>contributing member of the class</p>
Unsatisfactory – 1			Distinguished – 4
The teacher does not know or understand the intervention system or does not use the intervention system to address student needs.	The intervention needed by populations (e.g., special education, and students who come from environments that offer little support for learning), but does not ensure that all identified students are adequately served by the interventions.	needs of specific sub-populations (e.g., ELL, special education, and students who come from environments that offer little support for learning).	The teacher is a recognized leader in helping others employ interventions that meet the needs of specific sub-populations (e.g., ELL, special education, and students who come from environments that offer little support for learning).

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

Student Growth Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.

Student Growth 3.1: Establish Student Growth Goal(s)

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Does not establish student growth goal(s) or establishes inappropriate goal(s) for subgroups of students not reaching full learning potential. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes student growth goal(s) for subgroups of students not reaching full potential in collaboration with students, parents, and other school staff. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for subgroups of students not reaching full potential in collaboration with students, parents, and other school staff. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for subgroups of students not reaching full potential in collaboration with students, parents, and other school staff. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).

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

Student Growth Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.

Student Growth 3.2: Achievement of Student Growth Goal(s)

Unsatisfactory – 1	Basic – 2	Distinguished – 3	Distinguished – 4
Growth or achievement data from at least two points in time shows no evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show some evidence of growth for some students.	Multiple sources of growth or achievement data from at least two points in time show evidence of high growth for all or nearly all students.	Multiple sources of growth or achievement data from at least two points in time show evidence of high growth for all or nearly all students.

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

Student Growth Criterion 6: Using multiple student data elements to modify instruction and improve student learning.

Student Growth 6.1: *Establish Student Growth Goal(s)*

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Does not establish student growth goal(s) or establishes inappropriate goal(s) for whole classroom. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes student growth goal(s) for whole classroom. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for students in collaboration with students and parents. These whole classroom goals align to school goal(s). Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for students in collaboration with students and parents. These whole classroom goals align to school goal(s). Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).

Distinguished – 4

Establishes appropriate student growth goal(s) for students in collaboration with students and parents. These whole classroom goals align to school goal(s). Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).

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Student Growth 6.2: Achievement of Student Growth Goal(s)			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Growth or achievement data from at least two points in time shows no evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show evidence of growth for all or nearly all students.	Multiple sources of growth or achievement data from at least two points in time show evidence of high growth for all or nearly all students.	Multiple sources of growth or achievement data from at least two points in time show evidence of high growth for all or nearly all students.

Distinguished – 4

Multiple sources of growth or achievement data from at least two points in time show evidence of high growth for all or nearly all students.

Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

Component 8.1: Seeking Mentorship for Areas of Need or Interest

The teacher collaborates with colleagues about student learning and instructional practices by seeking mentorship for areas of need or interest, and/or by mentoring other teachers through the sharing of ideas and strategies.

Possible Teacher Evidence		Possible Student Evidence	
<p>Seeking mentorship</p> <ul style="list-style-type: none"> Keeps track of specific areas of need or interest she has sought mentorship for Actively seeks help and advice from colleagues at Community meeting Actively seeks help and advice from other personnel to address areas of need or interest Can describe how he/she has sought mentorship from colleagues regarding areas of need or interest <p>Providing mentorship</p> <ul style="list-style-type: none"> Keeps tracks of specific areas of need or interest she mentored other teachers Contributes and shares ideas and strategies with colleagues to enhance their pedagogical skill in informal ways Serves as an appropriate presenter, researcher, and mentor for colleagues regarding strategies and behaviors Can describe specific areas of need or interest mentored colleagues 	<p>Distinguished – 4</p> <p>The teacher is a recognized leader in mentoring others in such a way as to enhance their pedagogical skill.</p>	N/A	
		Unsatisfactory – 1	Distinguished – 4
The teacher makes no attempt to perform this activity, or the teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	and mentorship from colleagues regarding specific classroom strategies and/or mentors other teachers, but does not necessarily do so in a manner that enhances pedagogical skill.	and mentorship from colleagues regarding specific classroom strategies and/or mentors other teachers in such a manner as to enhance pedagogical skill.	The teacher is a recognized leader in mentoring others in such a way as to enhance their pedagogical skill.

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Student Growth Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

Student Growth 8.1: Establish Team Student Growth Goal(s)

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Does not collaborate or reluctantly collaborates with other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.	Does not collaborate or reluctantly collaborates with other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.	Leads other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.	Leads other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.

Administration Goal TPEP 2013/14 - 2014/15

Domain 1: A Data-Driven Focus on Student Achievement

Element 5:

The school leader ensures that appropriate school-level and classroom level programs and practices are in place to help all students meet individual achievement goals when data indicate interventions are needed.

How:

- 1) Learn and implement Homeroom Premium as an additional data point to help identify at-risk students.
- 2) Develop clear interventions to include instructional adjustments, formative assessments, and specific differentiation based on data, grade level discussions, and reasonable goals set with teachers and students.
- 3) Teachers can explain the interventions in place to help individual students meet their goals.

10/2 Late Start - Begin Data review

Task for 2013/14 school year:

- 1) Identify At-Risk students
- 2) Develop intervention plan for each individual
- 3) Establish reasonable growth targets for Reading, Writing, Science, Math for each individual
- 4) Establish 3 data points (**Common assessments**) per semester charting progress for each individual
- 5) Establish a way to keep and document intervention plans, growth targets, and data points (Assessments) for each student

Why?

- 1) Ability to make informed decisions about instruction using objective information about students
- 2) Ability to better track the effectiveness of interventions and then make appropriate adjustments when necessary
- 3) Evidence that can be shared with the appropriate administrator during the evaluation process (Domains 2 and 3)

February 2014

Plan for Establishing Learning Interventions and establishing Reasonable Growth Targets for at-risk students grades 9 through 11.

Based on administrative goal for district and goals set out for staff in October, 2013, the staff at Riverside High School will do the following:

By April 15, 2014, establish Learning Interventions for at-risk students grades 9 through 11.

By May 30, 2014, establish Reasonable Growth Targets for at-risk students grades 9 through 11.

By fall 2014 conferences, will have Learning Interventions for at-risk students and Reasonable Growth Targets established for all students.

How?

Eliminate Connections for the rest of this year.

By meeting in teams (Tuesday meetings) and using “Homeroom Premium” data and staff discussions, including input meetings with individual students, Learning Interventions, including instructional interventions and adjustments, will be developed. This will be accomplished in each teacher’s classroom by April 15, 2014.

With student input, teachers will establish Reasonable Growth Targets. This will be accomplished in each teacher’s classroom by May 30, 2014.

Time to address/review Learning Interventions and Reasonable Growth Targets will be part of s regular advisory (“Connections”) in the 2014/15 school year.

With input from each of you, the SIP team will meet at the end of the school year (at a restaurant) to determine “Connections” time for 2014/15 school year and to look at the SIP plan goals for 2014/15 as well.

Class Goals:

85% of my Algebra class will increase their knowledge of algebra concepts from semester 1 (September to January) to semester 2 January to June).

The data I will use to accomplish this goal is my quizzes (which happen every section) and exams (which will be aligned to the new state test) to help identify struggling areas, so that I can re-teach those concepts.

Sub-Group Goals:

Of the 5 kids currently (March 1) at the "D"/"F" level in class, they will show a 5% increase in their overall grade by the end of the semester (June 6).

The data I will use to accomplish this goal is their quiz scores and chapter exam scores.

Team Goals:

The Math team will continue to give the same assessments for semester 1 (January) for all Math classes.

Team members:

Jennifer Watts, Jerry Nermyr, Mark Vannatter, Buddy Wood, Karie Wendt, Jennifer Beck

Whole School: Student Achievement – Established by
SIP Team – Review SIP Plan – Mike

Goals For all Staff: Develop Common Proficiency
Scales for student learning - John

- Why? – Better for kids

- How – meeting 8/28

Goal for All Students: Each student will have written
Growth Targets. Each student will track their own
progress.

- Why? – Better for kids – Evaluation

- How? – meeting 8/28

Goals for Individual Students: Goal Week(s) –
Review calendar

Why? – Create a goal-setting environment where
students know where they are heading and establish a
plan to get there.

How? – Teachers keep record with goals, data, plan,
personal responsibilities for each student - meeting 8/28

Goal Week –February 2 – 10, 2015

Monday, Feb. 2, 2015	Tuesday, Feb. 3, 2015	Thursday, Feb. 5, 2015
P1 7:50 – 9:15 85 min	P1 7:50 – 8:42 52 min	P1 7:50 – 8:42 52 min
P2 9:20 – 10:12 52 min	P2 8:47 – 10:12 85 min	P2 8:47 – 9:39 52 min
P3 10:17 – 11:09 52 min	P3 10:17 – 11:09 52 min	P3 9:44 – 11:09 85 min
Lunch 11:09 – 11:39 30 min	Lunch 11:09 – 11:39 30 min	Lunch 11:09 – 11:39 30 min
P4 11:44 – 12:36 52 min	P4 11:44 – 12:36 52 min	P4 11:44 – 12:36 52 min
P5 12:41 – 1:33 52 min	P5 12:41 – 1:33 52 min	P5 12:41 – 1:33 52 min
P6 1:38 – 2:30 52 min	P6 1:38 – 2:30 52 min	P6 1:38 – 2:30 52 min

Friday, Feb. 6, 2015	Monday, Feb. 9, 2015	Tuesday, Feb. 10, 2015
P1 7:50 – 8:42 52 min	P1 7:50 – 8:42 52 min	P1 7:50 – 8:42 52 min
P2 8:47 – 9:39 52 min	P2 8:47 – 9:39 52 min	P2 8:47 – 9:39 52 min
P3 9:44 – 10:36 52 min	P3 9:44 – 10:36 52 min	P3 9:44 – 10:36 52 min
Lunch 10:36 – 11:06 30 min	Lunch 10:36 – 11:06 30 min	Lunch 10:36 – 11:06 30 min
P4 11:11 – 12:36 85 min	P4 11:11 – 12:03 52 min	P4 11:11 – 12:03 52 min
P5 12:41 – 1:33 52 min	P5 12:08 – 1:33 85 min	P5 12:08 – 1:00 52 min
P6 1:38 – 2:30 52 min	P6 1:38 0 2:30 52 min	P6 1:05 – 2:30 85 min

RHS Student Academic Goal Planning Sheet

Dear RHS Student: Please complete this form with your parent and turn into your teacher during goal week. Your teacher(s) will review your goals and then be able to make suggestions that may help you when you and your parents meet with them on March 25th, 26th, and 27th.

Student: _____ Date: _____

Area(s) where academic goals are needed : Circle one or more

Reading Writing Math Science Social Studies

Discuss these questions with your parents and then write down your goal, or goals on the lines below:
What do you see as a reasonable goal for you to target? Improvement in your end of quarter/semester grade? Better test scores in the classroom? Better HSPE or EOC scores? Something else?

My Goal(s):

Things I will do in order to reach the goal:

- ☐ Attend MASC on a regular basis
- ☐ Use tutorial wisely and ask for help when I need it
- ☐ Have a dedicated homework time and place at home
- ☐ Read nightly at home
- ☐ Become a more organized student by:
 - ☐ Using my planner
 - ☐ Neatly organizing my locker
 - ☐ Doing homework in the afternoons
 - ☐ Being to school on time
 - ☐ Turning in work on time
- ☐ Check in with my teachers on a weekly basis
- ☐ Have parents review my grades and work on a daily basis
- ☐ Get a tutor to help me with my work
- ☐ Ask the teacher to help me when I am not understanding something in class
- ☐ Maintain a positive attitude
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

Student: _____ Parent: _____

Teacher: _____

S.M.A.R.T. Goal Setting

Name: _____ Teacher: _____

What is a goal you would like to reach this year? Use this sheet to lay out your strategy for reaching your goals.

The goal on the front should reflect something to do with school (for seniors, your Post-High School Plan). If you wish you can set more than one goal. You can write these goals on the back of this sheet.

Example:

Specific	<i>I would like to improve my skills writing 3 paragraph essays.</i>
Measurable	<i>I will receive B's or better on my essays for the rest of the semester.</i>
Action Oriented	<i>I will work with my English teacher and go to after school homework help to achieve this goal. One challenge is that I procrastinate on homework sometimes.</i>
Realistic	<i>I think I can reach this goal because I like to write and know that with extra support I can improve my writing skills.</i>
Time-oriented	<i>I will meet this goal by the end of the first semester (end of January).</i>

Now, set your own S.M.A.R.T. goal!

Specific <i>What is my goal? Is it too general?</i>	
Measurable <i>How will I know I'm reaching my goal?</i>	
Action Oriented OR Attainable <i>What specific steps will I take? What potential obstacles may I face? Who can help me achieve my goal?</i>	
Realistic <i>Is this goal possible? What do I need to meet this goal?</i>	
Time-oriented <i>When do I expect or need to reach my goal?</i>	

If you would like, feel free to set any other goals you would like to achieve this year.

Get involved in something specific?

Specific	
Measurable	
Action-Oriented	
Realistic	
Time-oriented	

Specific	
Measurable	
Action-Oriented	
Realistic	
Time-oriented	

