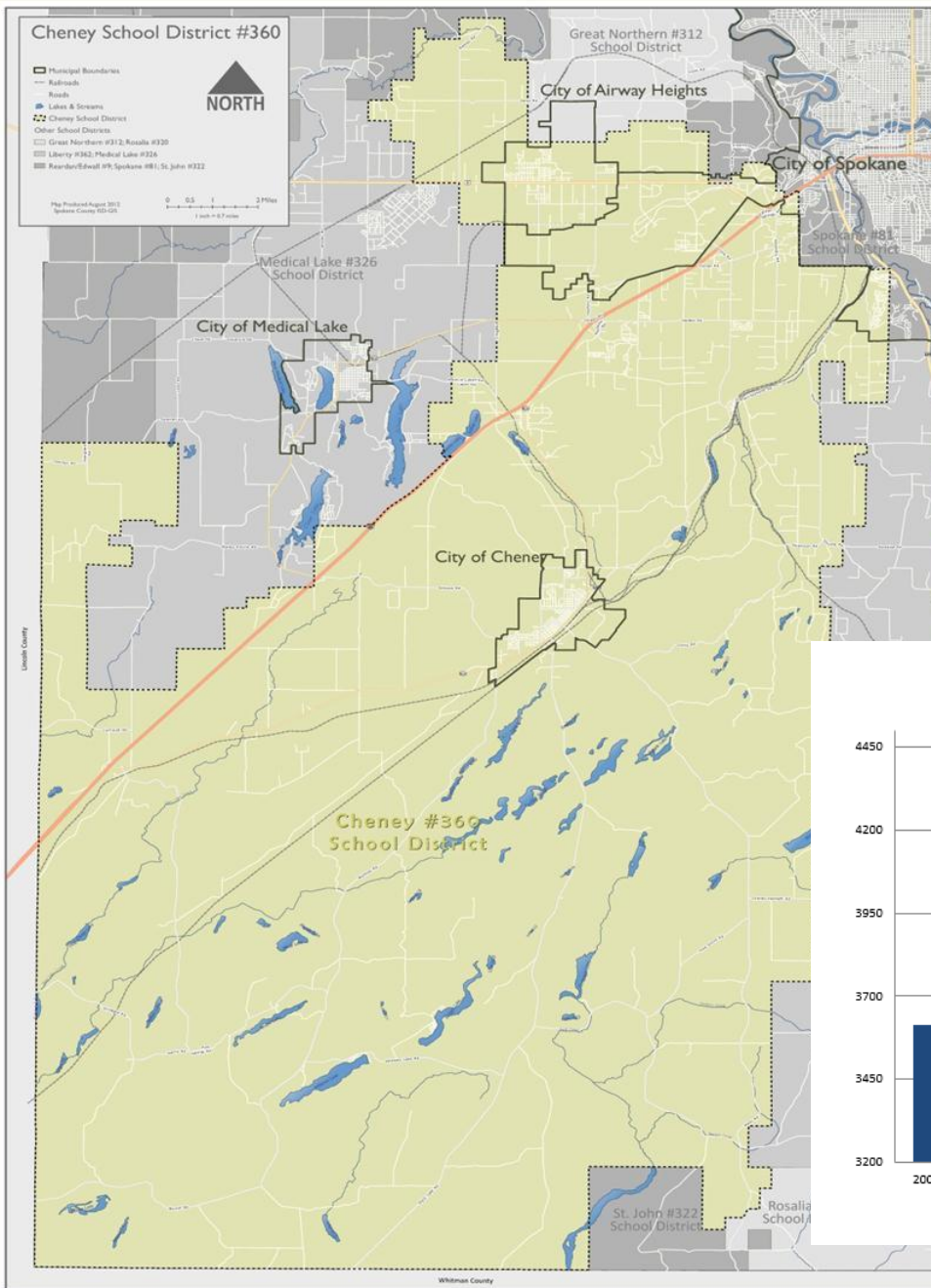
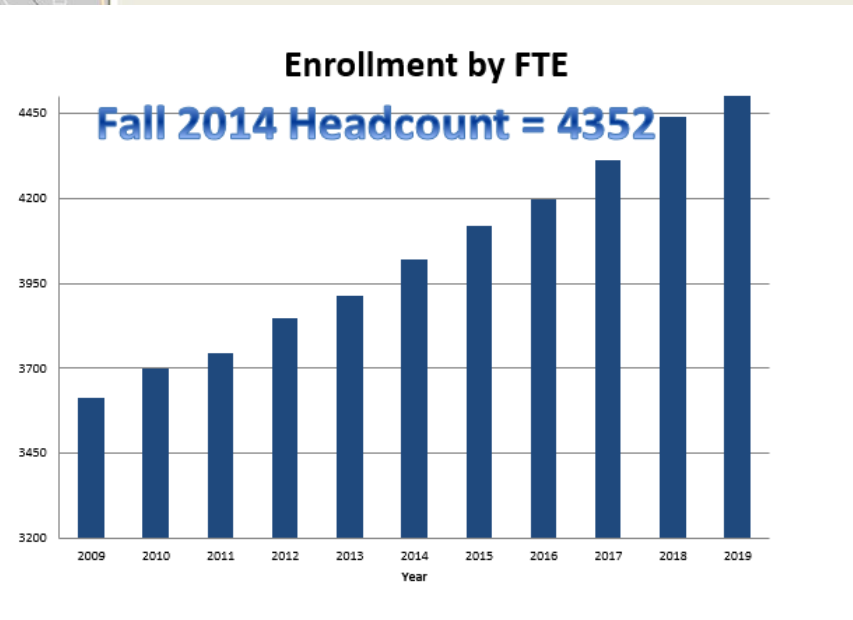




For our children, our community,  
our world, our future



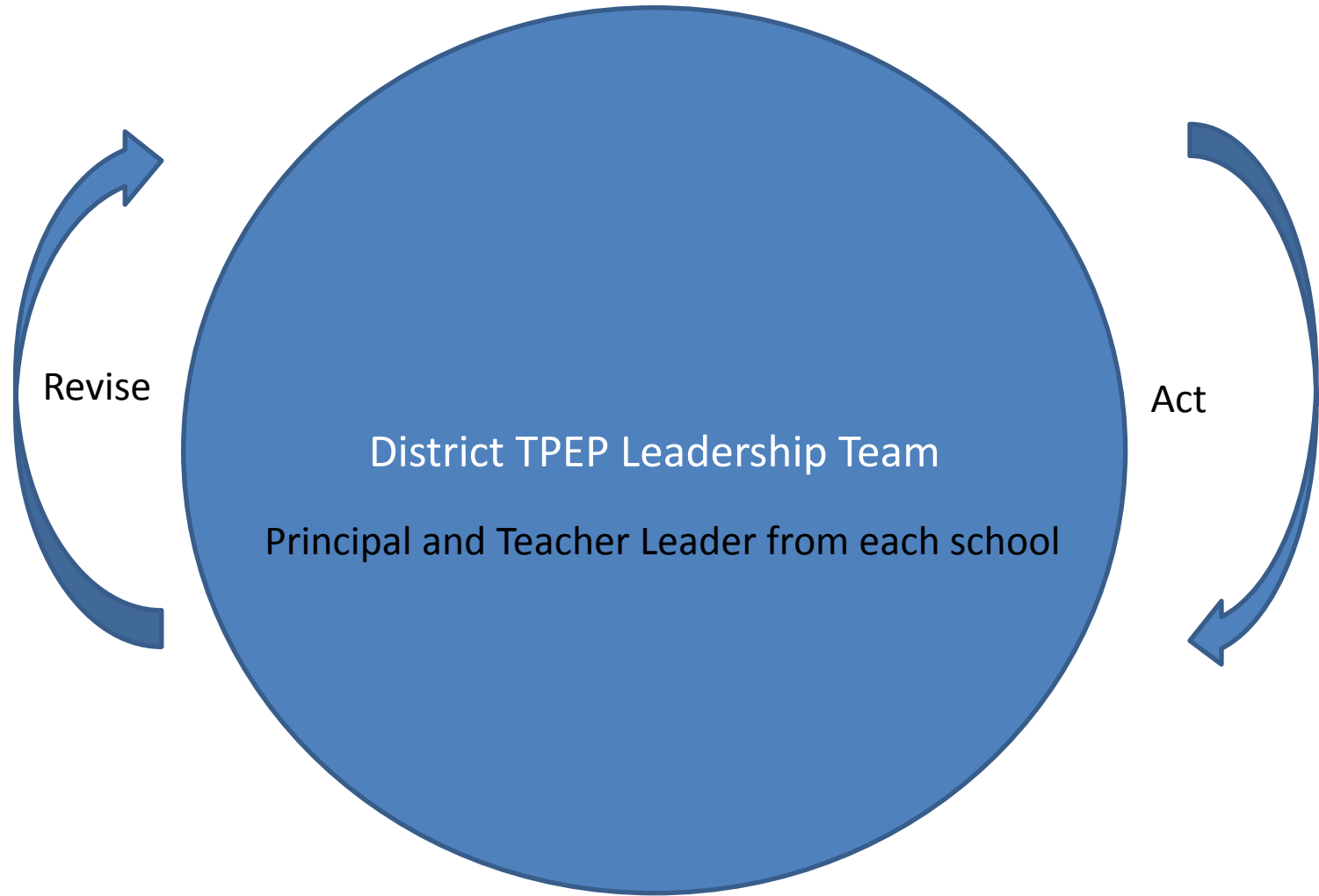
Cheney Public Schools serves children from the communities of Cheney, Airway Heights, an expansive rural area and a developing industrial and residential area on the West Plains. The District covers 380 square miles.



**Go the distance**



Plan



Revise

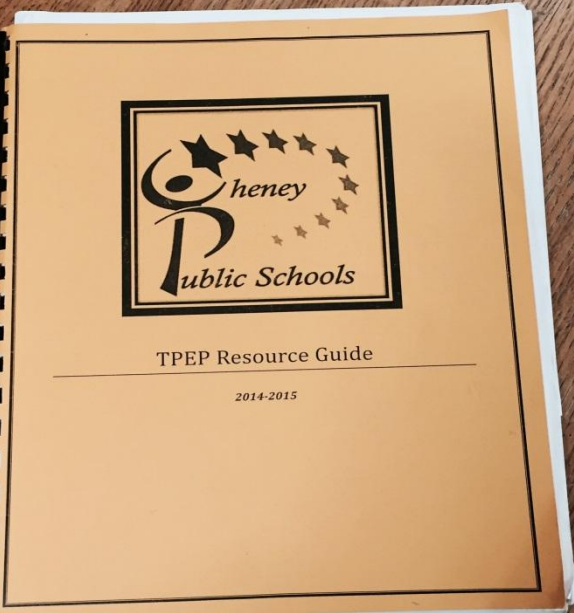
District TPEP Leadership Team

Principal and Teacher Leader from each school

Act

Feedback

**Going the** *distance*



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

**Criterion 2: Demonstrating effective teaching practices.**

**Component 2.1: Interacting with New Knowledge**  
The teacher helps students effectively interact with new knowledge.

Possible Teacher Evidence		Possible Student Evidence	
<ul style="list-style-type: none"> <li>Previews new content by activating students' prior knowledge</li> <li>Organizes content into small chunks appropriate for students</li> <li>Provides guidance as to which information is most important</li> <li>Has students interact about each chunk of content</li> <li>Asks inferential or elaborative questions</li> <li>Has students summarize content</li> <li>Has students create graphic organizers representing content</li> </ul>	<ul style="list-style-type: none"> <li>Can describe what they already know about the new topic</li> <li>Ask clarifying questions as information is presented in chunks</li> <li>Generate inferences about the content</li> <li>Accurately summarize the content</li> <li>Accurately represent the content using graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>Can describe the level of importance of the information addressed in class</li> <li>Can explain why the content is important to pay attention to</li> <li>Visibly adjust their level of engagement</li> </ul>	
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
The teacher does not employ strategies designed to preview and introduce new knowledge in digestible chunks OR does so with significant errors or omissions.	The teacher employs strategies designed to preview and introduce new knowledge in digestible chunks BUT does not monitor the extent to which strategies have their desired effect.	The teacher employs strategies designed to preview and introduce new knowledge in digestible chunks AND monitors the extent to which strategies have their desired effect, which includes elaborating on critical information and summarizing it in linguistic and nonlinguistic ways.	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.

**Elements for Component 2.1 – Elements are designed to allow teachers to select specific strategies on which to improve and then track their progress using the scales.**

**Element 2.1.1 – The teacher identifies a lesson or part of a lesson involving important information to which students should pay particular attention.**

Possible Teacher Evidence	Possible Student Evidence

<http://www.tpep-wa.org>  
Improving Student Learning Through Improved Teaching and Leadership

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

**Criterion 2: Demonstrating effective teaching practices.**

• Begins the lesson by explaining why upcoming content is important

• Tests students to get ready for some important information

• Cues the importance of upcoming information in some indirect fashion

- Tone of voice
- Body position
- Level of excitement

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 incoherently or with parts missing.	The teacher signals to students which content is critical versus non-critical BUT does not monitor the extent to which students are attending to this information.	The teacher signals to students which content is critical versus non-critical and monitors the extent to which students are attending to critical information.	The teacher adapts and creates new strategies for unique student needs and situations.

**Element 2.1.2 – The teacher organizes students into small groups to facilitate the processing of new information.**

Possible Teacher Evidence	Possible Student Evidence		
<ul style="list-style-type: none"> <li>Has established routines for student grouping and student interaction in groups</li> <li>Organizes students into ad hoc groups for the lesson               <ul style="list-style-type: none"> <li>- Plans</li> <li>- Teads</li> <li>- Small groups up to about 5</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Move to groups in an orderly fashion</li> <li>Appear to understand expectations about appropriate behavior in groups</li> </ul>		
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 incoherently or with parts missing.	The teacher organizes students into small groups to facilitate the processing of new knowledge BUT does not monitor group processing to ensure that it enhances student learning.	The teacher organizes students into small groups to facilitate the processing of new knowledge and monitors group processing.	The teacher adapts and creates new strategies for unique student needs and situations.

**Element 2.1.3 – The teacher engages students in activities that help them link what they already know to the new content about to be addressed and facilitates these linkages.**

Possible Teacher Evidence	Possible Student Evidence

<http://www.tpep-wa.org>  
Improving Student Learning Through Improved Teaching and Leadership

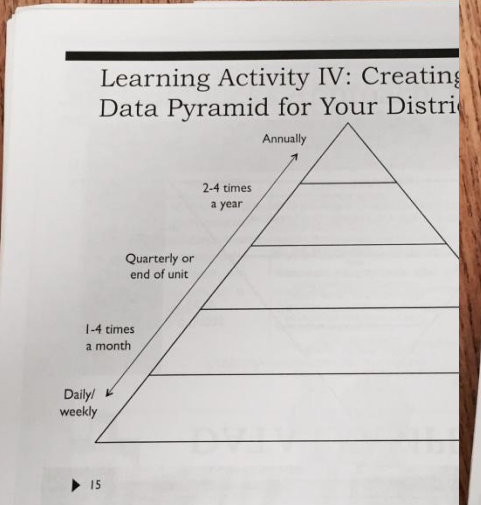
**SMART Goal Template**

By \_\_\_\_\_ (time based)

I will achieve \_\_\_\_\_ (specific outcome that is achievable).

I will monitor my progress by \_\_\_\_\_ (measurable)

I know I will have achieved this goal when \_\_\_\_\_ (results focused).



**Focused Evaluation – Marzano – Certificated Classroom Teacher**

Choose...	Or...
<p><b>Criterion 3, 6, or 8</b></p> <p>Criterion 3: Differentiation</p> <p>Preliminary score from rubric</p> <p>+</p> <p>Evidence</p> <ul style="list-style-type: none"> <li>Observable evidence</li> <li>Evidence outside of a classroom observation</li> <li>Authentic artifacts of teaching and learning</li> <li>Student growth goals and outcomes</li> <li>Evidence of professional practice</li> </ul> <p>The criterion gets a final score that must be reported as U, B, P, or D (U=1 B=2 P=3 D=4)</p> <p>Final Criterion Score = Final Summative Score U, B, P, or D</p>	<p><b>Criterion 1, 2, 4, 5, or 7</b></p> <p>Criterion 5: Learning Environment</p> <p>Preliminary score from rubric</p> <p>+</p> <p>Evidence</p> <ul style="list-style-type: none"> <li>Observable evidence</li> <li>Evidence outside of a classroom observation</li> <li>Authentic artifacts of teaching and learning</li> <li>Student growth goals and outcomes</li> <li>Evidence of professional practice</li> </ul> <p>The criterion gets a final score that must be reported as U, B, P, or D (U=1 B=2 P=3 D=4)</p> <p>Final Criterion Score = Final Summative Score U, B, P, or D</p>
<p><b>Criterion 3 or 6 SG components</b></p> <p>Criterion 6: Assessment</p> <p>Final Criterion Score = Final Summative Score U, B, P, or D</p> <p>Marzano Rubric Components (each scores 1-4)</p> <ul style="list-style-type: none"> <li>Student Growth Component</li> <li>Instructional and Professional Practice Component</li> </ul>	

• The focused evaluation is meant for proficient and distinguished educators and its purpose is to support professional growth.

• If a non-provisional teacher has received a "satisfactory" on his/her last four evaluations, or a "proficient" or "distinguished" once they have transitioned to the new system, the teacher is eligible for a focused evaluation three out of every four years.

• One of the eight criteria must be assessed in every year that a comprehensive is not required.

• The final criterion score will be considered the final summative score.

• The focused evaluation will include the student growth rubrics of the selected criterion. If criterion 3, 6, or 8 is selected, evaluators will use the accompanying student growth rubrics.

• If criterion 1, 2, 4, 5, or 7 is selected, evaluators will use criterion 3 or 6 student growth rubrics.

• While there is no student growth impact rating, a rating of "1" on any student growth rubric row triggers a student growth inquiry.

Washington State Teacher and Principal Evaluation Project – March 2013

ROBERT J.  
MARZANO

# Becoming a Reflective Teacher

with TINA BOOGREN  
TAMMY HEFLEBOWER  
JESSICA KANOLD-MCINTYRE  
DEBRA PICKERING

THE CLASSROOM STRATEGIES SERIES

### Element 16: What do I typically do to use homework?

#### Strategies

##### Preview homework

The teacher asks students to read a passage of text or review media that introduces a concept or idea they will study in class. The teacher might ask students to keep a list of their questions, observations, or connections as they read or review the content. In class, the teacher might have students share their lists and discuss each other's ideas.

##### Homework to deepen knowledge

The teacher asks students to complete an assignment that helps them compare, contrast, or classify specific aspects of the content. The teacher might also have students create analogies or metaphors involving specific aspects of the content. If using this homework strategy, the teacher should ensure that students each have a thorough understanding of the concepts they are being asked to work with.

##### Homework to practice a process or skill

The teacher asks students who have demonstrated the ability to independently perform a process or skill in class to practice that process or skill independently in order to increase their fluency, speed, and accuracy with the process or skill.

##### Parent-assisted homework

To assist students with homework, parents or family members ask reflective questions or listen to students give an oral summary of material they read. To help students develop fluency with skills or procedures, parents might also time them if they are trying to get faster with a specific skill or process. Parents should act as supporters, not teachers, when assisting with homework, and should have a clear idea of their role and what is expected of them.

##### Technology Links

- Post resources (presentations, videos, or audio recordings) that were used during class on a class website, blog, or wiki so students can access them while they work on homework.
- Provide recommendations of content-related websites that students can use as resources. Encourage and teach students to explore and discover new relevant websites on their own.
- Invite students to post questions and ideas that arise as they complete their homework on a class website, blog, or wiki.
- Create opportunities for students to chat online about their homework as they are completing it.
- When appropriate, encourage students to use their cell phones to capture pictures that exemplify content or that might help them analyze and solve problems.

### Element 17: What do I typically do to help students examine similarities and differences?

#### Strategies

##### Sentence stem comparisons

Students complete sentence stems that ask them to compare and contrast various people, places, events, concepts, or processes. These comparisons can be general or specific, as follows:

**General**—House cats are similar to lions because \_\_\_\_\_. House cats are different than lions because \_\_\_\_\_.

**Specific**—Sherlock Holmes and Gandalf are both characters who enjoy solving mysteries, but they are different because \_\_\_\_\_.

##### Venn diagrams

Students use these visual tools to compare and contrast two or three people, places, events, concepts, or processes. Students write similarities where circles intersect and they write characteristics unique to an object where the circles do not intersect. Venn diagrams can be used for specific, general, abstract, or concrete comparisons.

##### Double-bubble diagram

Students use this type of diagram to compare the attributes of two people, places, events, concepts, or processes. They write the two things being compared in large circles on the left and right sides of a page. They list common attributes in smaller circles in the center of the page that connect to both large circles. They write unique attributes in smaller circles at the edges of the page that connect only to the larger circle to which they apply.

##### Comparison matrix

Students identify elements they wish to compare and write them at the top of each column in a grid. Next, using a matrix like the one following, students identify attributes they wish to compare and write them in the rows. Then, in each cell, students record how the elements are similar (there may be similar entries in multiple cells) and different (these will be unique to a cell). Finally, students summarize what they learned by comparing the elements (see table C.5).

Table C.5: Comparison Matrix

	Element 1	Element 2	Element 3
Attribute 1	Similarities:	Similarities:	Similarities:
	Differences:	Differences:	Differences:

Continued on next page →

### Element 3: What do I typically do to celebrate success?

#### Strategies

##### Final status celebration

The teacher celebrates each student's final status (or summative score) at the end of each unit. The teacher might recognize all the students who achieved a final score of 3.0, all the students who achieved a final score of 3.5, and all the students who achieved a final score of 4.0. Students could receive a round of applause from their peers, or the teacher could display their names on a poster in the classroom.

##### Knowledge gain celebration

The teacher celebrates knowledge gain, which is the difference between a student's initial and final scores for a learning goal. To do this, the teacher recognizes the growth each student had during the course of a unit. The teacher recognizes a student who started at a 1.5 and ended at a 3.0, the same way as a student who began with a score of 2.5 and ended with a score of 4.0; the teacher recognizes both students for a knowledge gain of 1.5. The teacher can recognize students with knowledge gains of .5, 1, 1.5, 2.0, 2.5, 3.0, and on up as applicable.

##### Verbal feedback

The teacher emphasizes each student's progress and achievement.

# Year Three

## District TPEP Leadership Team

- District provided trainings\* (3)
  - Building level collaborations(6)
- Book study\* (4)
- Criterion trainings\* (8)



**Going the** *distance*

# Three District-wide Trainings

- Marzano Instructional Framework Specialist
  - Common Language and Strategies
  - Student Growth Goals and Tracking Progress
  - What Makes Quality Evidence



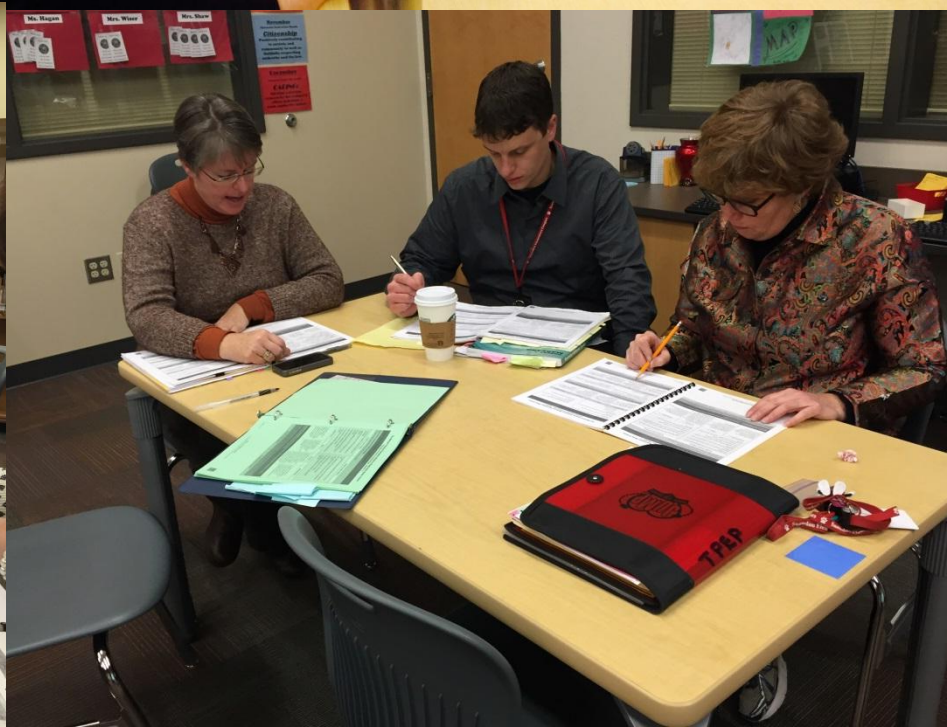
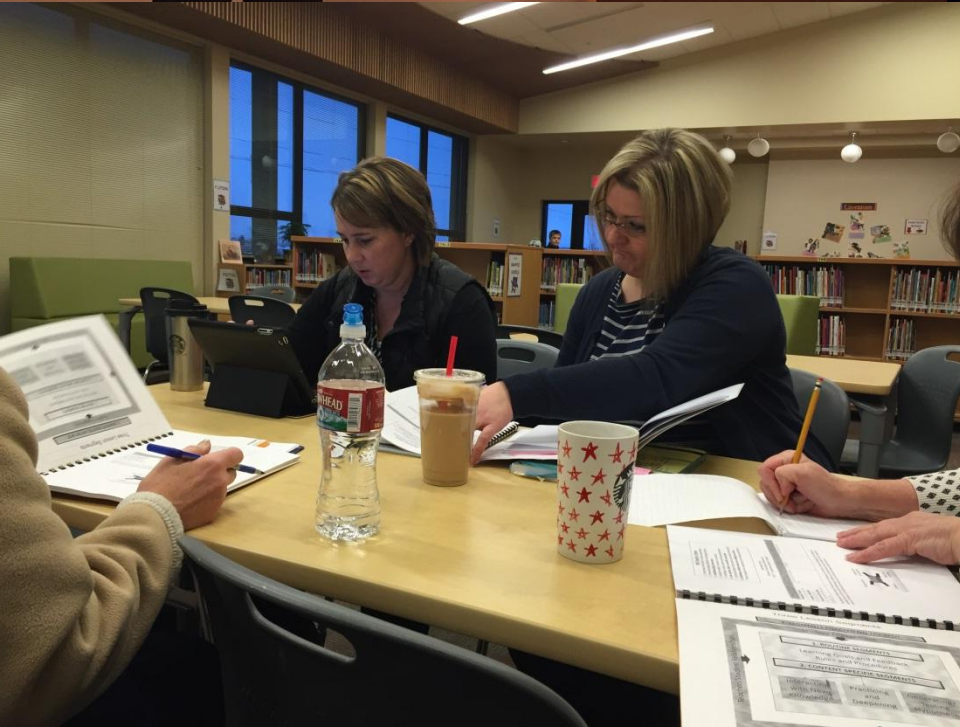
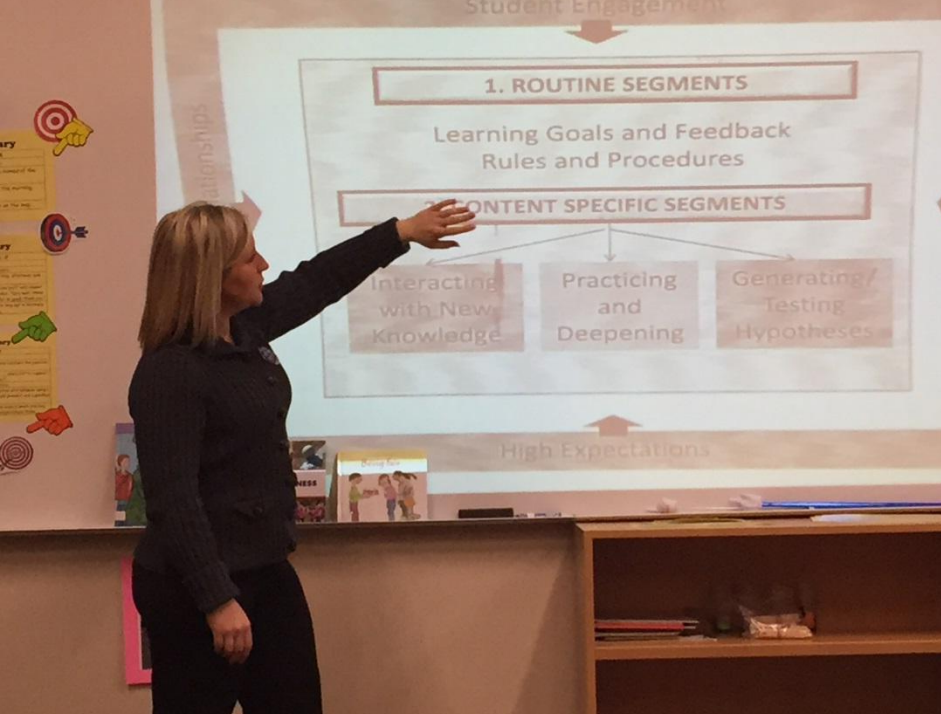
# Feedback



## TPEP Exit Reflection - January 2015

Bullseye	Outer Ring
<ul style="list-style-type: none"> <li>• Good time to reevaluate goals, revisit goals, adjust goals</li> <li>• Feel more confident with the domains</li> <li>• Difference between a goal, target, activity</li> <li>• First time I have understood the 3 different growth goals</li> <li>• Growth goals and how to narrow in on them</li> <li>• What type of evidence to collect</li> <li>• Student evidence and growth goals</li> <li>• <b>Need</b> for multiple sources of evidence</li> <li>• How to write student growth goals</li> <li>• Evidence of growth on 6.1</li> <li>• Student growth is different from student achievement</li> <li>• Evidence of teaching growth and student progress in resource room setting</li> <li>• No right amount of evidence, teacher discretion</li> <li>• One piece of evidence can suffice multiple criterion.</li> <li>• Student engagement is students interacting with each other.</li> <li>• "I'm on my way!" (Doing better than I thought)</li> <li>• "Each meeting I'm gaining more understanding of the TPEP process."</li> <li>• "I understand the four domains and understand what's expected of me."</li> <li>• "This is the time to review criteria and evidence and make plans for the rest of the year!"</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting <b>all</b> students needs with all else to plan for</li> <li>• Missing the reflection - seeing samples</li> <li>• Still floating. Just a lot of criterions to identify and find evidence for... Elementary collect for reading/writing, math, science, social studies.</li> <li>• Setting individualized student growth goals in the resource room setting</li> <li>• Still need clarity on evidence for the different areas</li> <li>• Understanding and remembering "the parts"</li> <li>• Understanding the domains vs. criterion vs. components</li> <li>• Need to find some evidence still... difficult in my classroom</li> <li>• Student Engagement... I didn't realize it was student-to-student</li> <li>• Lesson segments - making sure I'm planning for <b>all</b> parts</li> <li>• Deeper understanding of the criteria - I need to spend more time with my resources!</li> <li>• Re-eval focus groups</li> <li>• Timeline</li> <li>• Rubrics, tracking progress</li> <li>• Goal-setting, measuring</li> <li>• Evidence using multiple measures</li> <li>• Evidence collection - (it feels like the target is moving)</li> <li>• "We set student growth goals, but when we set goals it's based on the beginning of a unit. Some kids start high, then motivation causes them to slip. Doesn't this hurt goal accuracy?"</li> <li>• "How does this make me a better teacher? Or just a hoop jumper?"</li> <li>• "I am not sure what I don't know."</li> <li>• "I still don't know what I don't know."</li> <li>• "How much evidence do I need?"</li> </ul>





## TPEP Support

### Student Growth Criterion

This document is intended to clarify the components, alignment, and relationships among the TPEP Student Growth Criterion 3.1, 6.1, and 8.1 and how the alignment of these supports a school's improvement plan.



#### 8.1

- Carefully **review** your school's SIP.
- Identify the **collaborative team** that will support common goal-setting.
- Set **shared goals** using available data:
  - Specific, measurable, time bound
  - Aligned to content standards
  - To significantly impact student achievement
- Identify **multiple measures** of data:
  - Formative
  - Summative
  - Create necessary common measures
- Develop a **timeline** for periodic assessment.
- Develop a **timeline** for collaborative sharing of assessment results.

#### 6.1

- **Apply** your professional collaborative work to your individual classroom.
- **Adjust** goals based on your unique student population(s).

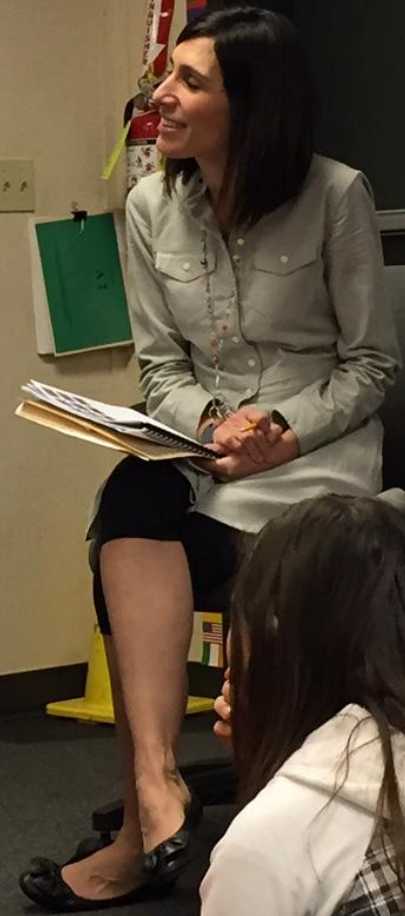
#### 3.1

- **Apply** your professional collaborative work to your individual classroom.
- **Identify a subgroup** with which you want to work. *(This subgroup must consist of students who aren't meeting full learning potential.)*
- **Identify additional interventions** you will implement to help this subgroup be successful.

# Book Study

The word culture means way of life. Groups of people may have different cultures. Culture is passed down from generation to generation by learning. Culture is seen in how people do things and what they like. People express their culture in the way they live their daily lives and their traditions.

- ## Cultural Thinking Questions
- How would you describe?
  - How would you compare and contrast...?
  - What might have happened if?
  - What inferences can you make from...?
  - What was the...?



Germany is ruled by a democratic government. The goal of a democracy is to protect the rights of the people.



Following World War II, Germany was separated into two parts, East and West Germany. Germany was reunited in 1990.




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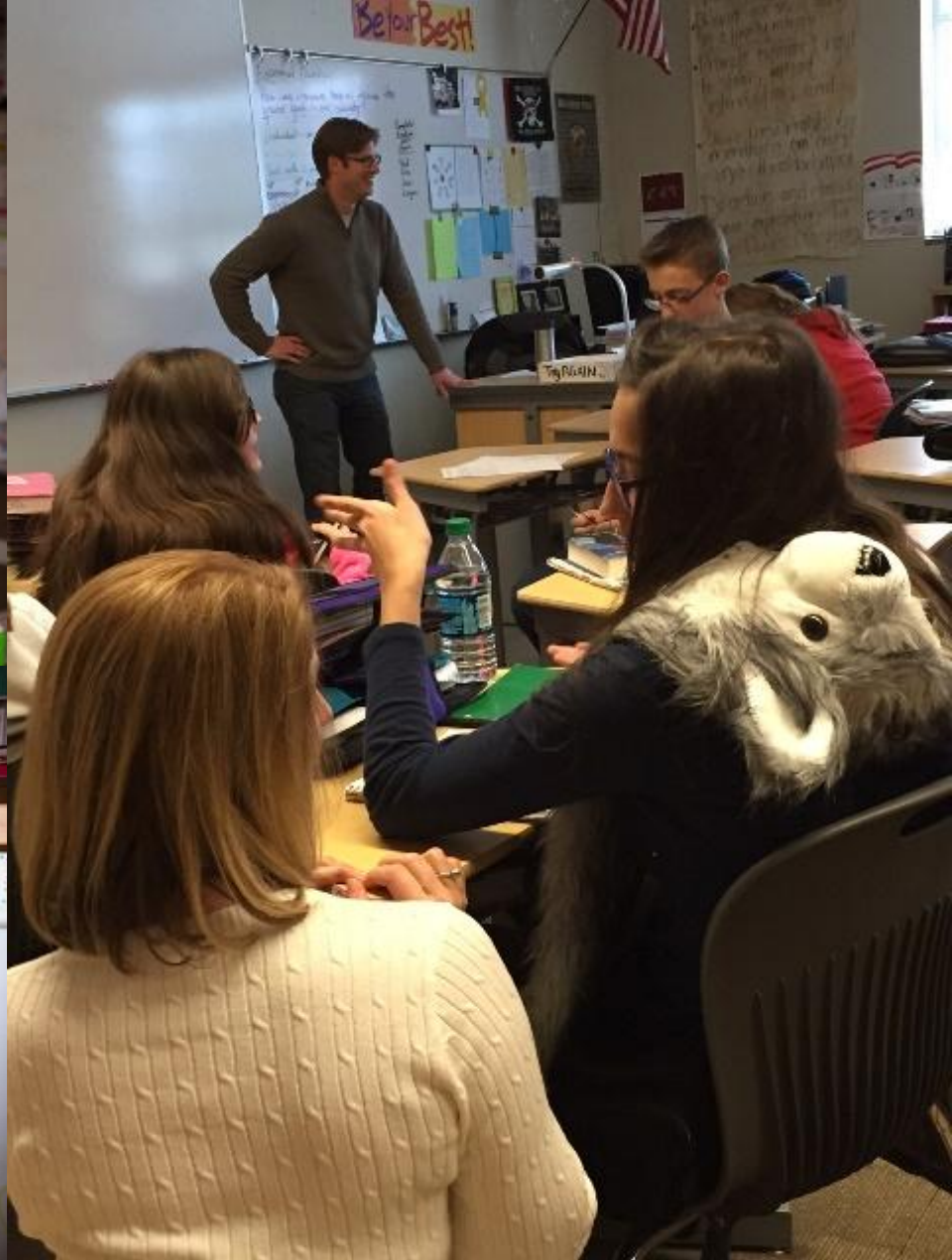
Classi



The World

Germany is lo  
west-centra  
is divided into  
It's capital c

DESREPUBLIK DEUTSC



**Going the distance**

## Marzano Leadership Framework

Year Long Guide for Teachers

2014-2015

<b>Task</b>	<b>Action Steps</b>	<b>Deadline</b>
<u>eVal</u> Tool Training	Participate in training	September 5, 2014
<b>Complete Self-Assessment</b> <i>BART pgs: 3-11</i>	Log Into <u>eVal</u> Create new self-assessment	September 2014
<b>Complete Goals</b> <i>*Designing &amp; Teaching Learning Goals-Marzano</i> <i>*The Highly Engaged Classroom – Marzano pgs:117-123</i> <i>*BART pgs: 37-48</i>	Comprehensive Evaluations-Determine 1-3 goals in collaboration with your administrator Focus Evaluations - Determine Focus Area(s) *note must have 1 student growth measure – #3, #6, #8 Participate in Goal Conference Complete Goal Setting Form	October 2014
<b>TPEP Professional Development Opportunities</b>	Comprehensive Year 1-Participate in 3 district led trainings Focus- Participate in Criterion Training in your focus area All-Participate in Becoming a Reflective Teacher Book Study ( <i>BART</i> ), 6 Building Collaborations	Sept, Jan, March  October-Jan  Sept-May
<b>Pre-Observation Conferences</b> <i>*Designing &amp; Teaching Learning Goals-Marzano</i> <i>*The Highly Engaged Classroom – Marzano pgs:117-123</i> <i>*BART pgs: 37-48</i>	Schedule time with Admin to prepare for lesson goals and evidence	2-3 times
<b>Observations</b> <i>BART pgs: 75-82</i>	Schedule formal observation with Admin	2-3 times
<b>Post-Observation Conferences</b> <i>*Formative Assessment &amp; Standards Based Grading – Marzano</i> <i>*The Highly Engaged Classroom – Marzano pgs:117-123</i>	Provide admin with student evidence and support for discussion	2-3 times
<b>Timely Evidence</b>	Provide admin w/copies of staff, student, and parent/community communications, evidence throughout the year	Sept-June
<b>Informal Walk Throughs</b>	Informal feedback on three lesson design questions	Sept-June
<b>Mid-Year Goals Check</b>	Schedule mid-year goals check Complete Goals Form Update prior to conference Schedule conference	Jan-Feb 2015
<b>Pre-Evaluation Conference</b> <i>Designing &amp; Teaching Learning Goals-Marzano</i> <i>BART pgs: 61-74</i>	Prepare for End of Year Conference Update Goals & Documentation Review	May 2015
<b>Final Evaluation Conference</b>	Student Growth Evidence	June 2015

Additional Resources:

- *Vocabulary for the Common Core – Marzano & Simms*

# 1. Sign in to EDS

First, log in to the Education Data System (EDS) at <https://eds.ospi.k12.wa.us>

username or [password](#)?'." data-bbox="94 146 771 634"/>

Sign In Create an Account

**eDS System Sign In**

Username:

Password:

Login

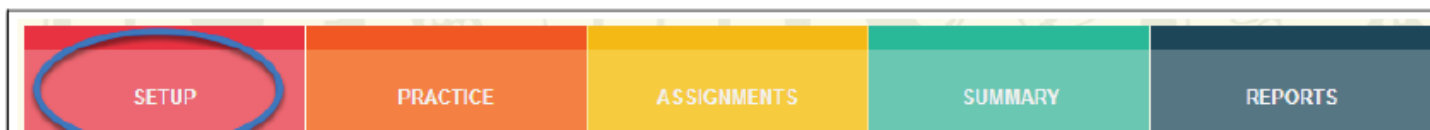
Forgot your [username](#) or [password](#)?

# 2. Select eVAL

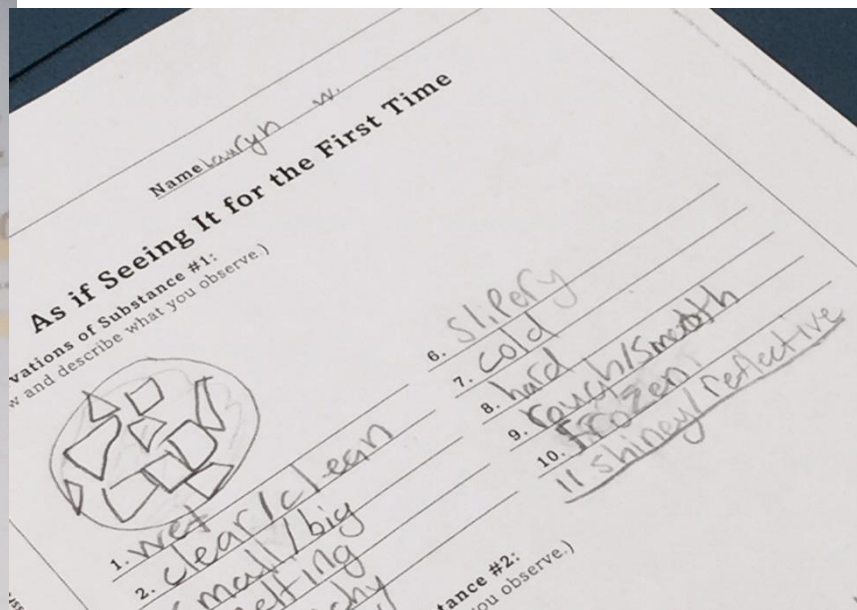
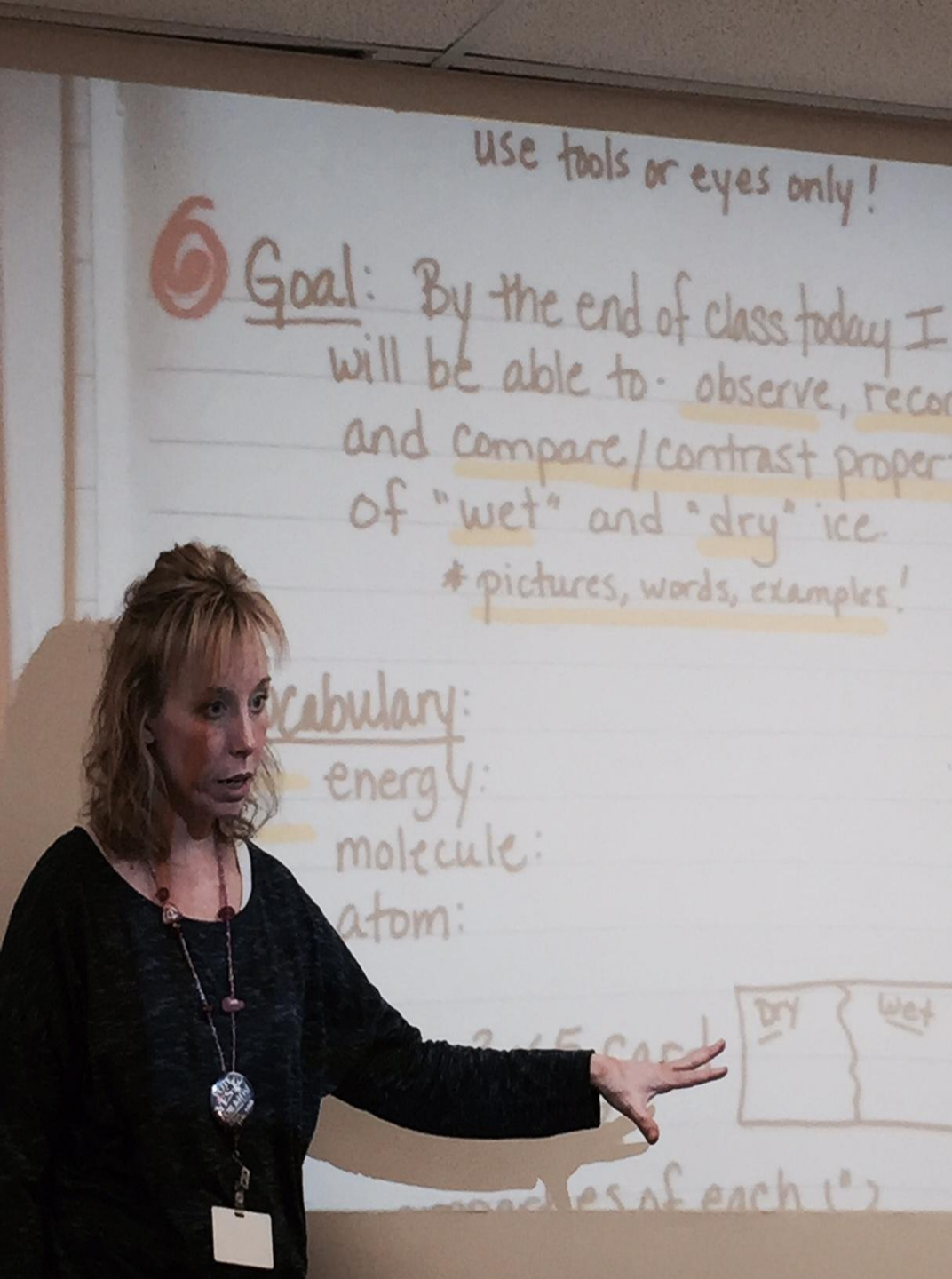
Click on View my Applications and select eVAL.

# 3. Setup

Select the setup menu.



# Conversation





ing Mid Year Check-ins, beta elementary

School-Wide Actions to Date	Planned Actions for Remainder of Year



Fantasy  
is the way  
other worlds  
present

A woman in a green jacket stands and presents to a group of people seated at tables. She is holding several sheets of paper and appears to be speaking.

Two women are seated at a table in the foreground. One is wearing a blue zip-up jacket and has a Starbucks coffee cup in front of her. The other is wearing a white and black patterned top.

A woman with glasses and a dark vest over a white shirt is seated at a table, looking down at a document she is holding. She is surrounded by other people at the table.

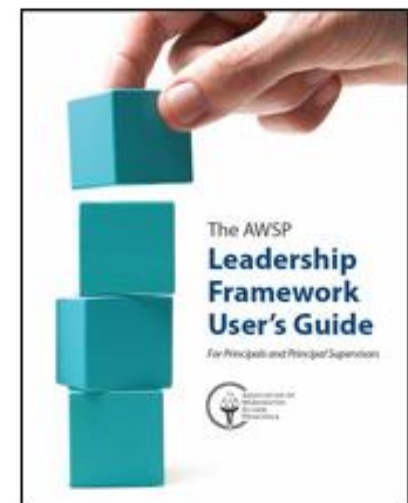
A man in a grey shirt and a woman in a grey hoodie are seated at a table, looking towards the presenter. The man has his hand to his chin in a thoughtful pose.





# Everyone

Task	Action Steps	Deadline
Complete Self-Assessment	Log Into <u>Eval</u> Create new self-assessment	September
Complete Goals <i>AWSP.UG pgs: 7-9, 97-99</i>	Focus Evaluations - Determine Focus Area(s) <i>*note must have 1 student growth measure – 3.5, 5.5, or 8.3</i> Establish Goals in Four Different Criterion if on comprehensive. Participate in Goal Conference Complete Goal Setting Form	October
Walk Throughs <i>Criterion 5</i> <i>AWSP.UG pgs.33-35, 81</i>	Participate in Walk Throughs (K-12 and at Site) Reflection based <u>Marzano</u> Instructional Framework & AWSP Leadership <u>Frmwk</u> . Reflection based upon SIP	Sept-June
SIP <i>Criterion 3</i> <i>AWSP.UG pgs: 67-76; 79</i>	Facilitate Review and Creation of SIP Prepare for 30 minute conversation with School Board Members (see guidance doc) Plan for Building Collaborations and Staff Meetings to Address the Goals in the SIP	Sept-June
Improving Instruction <i>Criterion 5</i> <i>AWSP.UG pg. 81</i>	TPEP Participation/Completion	Sept-June
Timely Evidence <i>Criterion 1</i> <i>AWSP.UG pgs. 17-19</i>	Provide supervisor w/copies of staff, student, and parent/community communications	Sept-June
Leadership Evidence	Invite supervisor to attend a minimum of 1 staff meeting or building collaboration, Complete the preconference form Participate in pre & post conference	Oct-Feb
Engaging Community <i>Criterion 7</i> <i>AWSP.UG pgs. 41-43, 83</i>	Invite supervisor to attend a minimum of 2 parent events <i>aligned</i> with your SIP	Oct-Apr
Goals Check	Schedule mid-year goals check Complete Goals Form Update prior to conference Schedule conference	Jan-Feb
Pre-Evaluation Conference	Prepare for End of Year Conference Complete Self-assessment Update goals documentation Provide other documentation for review	May
Final Evaluation Conference	Student Growth Evidence <i>AWSP.UG pgs. 97-99</i>	June



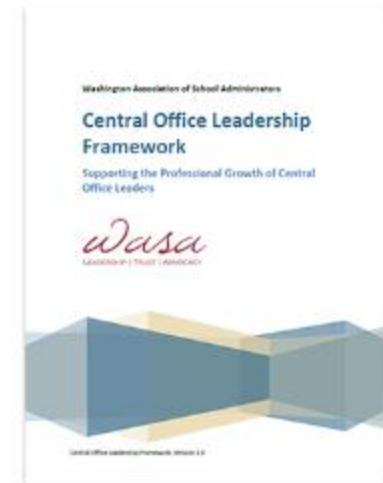


## Central Office Leadership Framework

Guide for Central Office Leaders  
2014-15

# Everyone

Task	Action Steps	Deadline
Complete Self-Assessment	Self-assessment: Each Criteria and every element.	September
Complete Goals	Establish Goals in each of the four criterion (comprehensive) - see page 2. Focus Evaluations – select one criterion and establish goals for each element. Participate in Goal Conference. Complete Goal Setting Form.	October
DIP	Contribute to the District Improvement Plan via Criterion 2; provide feedback and edits to the plan.	Sept-June
Timely Evidence	Provide supervisor w/copies of staff, student, and (as appropriate) parent/community communications, other evidence aligned specifically with the goals that have been set.	Sept-June
Leadership Evidence	Invite supervisor to attend a minimum of 1 staff meeting or professional development program, complete the preconference form; participate in pre & post conference; prepare and present at Leadership Council Meetings; engage in conversations at Director Meetings; demonstrate effective implementation of Human Resource responsibilities (supervision & evaluation); demonstrate leadership to achieve goals that have been set.	Oct-Feb
Engaging Community	Participate in relevant community events to address element 4.3 (see page 2).	Oct-Apr
Goals Check	Schedule mid-year goals check. Complete Goals Form Update prior to conference. Schedule conference.	Jan-Feb
Pre-Evaluation Conference	Prepare for End of Year Conference Goals. Update Goals Documentation. Complete self-assessment a second time. Provide other relevant documentation.	May
Final Evaluation Conference	Final evaluation is prepared and presented.	June   July





For our children, our community,  
our world, our future