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| **Criterion #1**  **Observable** | **Criterion #1 Professional Development and Resources** |
| **The teacher sets high expectations and challenges each student by asking questions of all students with the same frequency and depth by probing incorrect answers of all students in the same manner.** | **WSD Customized Professional Development Workshop**:  **Instructional Rounds: K-5** February 23, 2012 *Required*  **Instructional Rounds: 6-12** February 24, 2012 *Required*  Books  *Designing and Teaching Learning Goals and Objectives* (Marzano)  *The Art & Science of Teaching* (Marzano)  *You’ve Got to Reach Them to Teach Them* (Mary Kim Schreck)  Online Courses & Webinars  Overview of the Art and Science of Teaching and Designing and Teaching Learning Goals and Objectives webinars available at marzanoresearch.com under “Free Resources” |
| 1.1 The teacher probes incorrect answers of all students in the same manner. |
| 1.2 The teacher asks questions of all students with the same frequency and depth. |
| 1.3 The teacher demonstrates value and respect for all students. |
| **Marzano Design Question 9** |  |

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| **Criterion #2**  **Observable** | **Criterion #2 Professional Development and Resources** |
| **The teacher helps students effectively interact with, practice and deepen their understanding of, and generate and test hypotheses about new knowledge, through various methods to engage students.** | **WSD Customized Professional Development Workshops**:  **Engagement**: December 6, 2011  **Acquiring Knowledge**: January 12-13, 2012  **Instructional Rounds: K-5** February 23, 2012 *Required*  **Instructional Rounds: 6-12** February 24, 2012 *Required*  **Academic Vocabulary**: March 15-16, 2012  Books  *The Art & Science of Teaching* (Marzano)  *The Highly Engaged Classroom* (Marzano, Pickering)  *Motivating Students: 25 Strategies to Light the Fire of Engagement* (Carolyn Chapman, Nicole Vagle)  *You’ve Got to Reach Them to Teach Them* (Mary Kim Schreck)  *Building Academic Vocabulary: Teacher’s Manual* (Marzano)  *Vocabulary Games for the Classroom* (Marzano)  *Total Participation Techniques*, ASCD (Himmele, Himmele)  Online Courses & Webinars  Highly Engaged Classroom online course  Overview of the Highly Engaged Classroom and Leading the Implementation of a School wide Vocabulary webinars available at marzanoresearch.com under “Free Resources” |
| 2.1 The teacher facilitates the acquisition of new knowledge. |
| 2.2 The teacher uses various methods to engage students. |
| 2.3 The teacher identifies appropriate academic vocabulary aligned to the learning target and uses various strategies for student acquisition. |
| **Marzano Design Questions 2, 3, 4, and 5** |  |

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| **Criterion #3** | **Criterion #3 Professional Development and Resources** |
| **The teacher has knowledge to design instruction for individual student learning needs and provides interventions to meet those needs.** | **WSD Customized Professional Development Workshop**  **Differentiation**: December 7, 2011  Books & DVDs  *RTI & Differentiated Reading in the K-8 Classroom* (William Bender, Laura Waller)  *Differentiation and the Brain* (Carol Ann Tomlinson, David Sousa)  *Supporting Differentiated Instruction: A Professional Learning Communities Approach*  *Defensible Differentiation* DVD (Tomlinson)  *Simplifying RTI*  (Buffum, Mattos, Weber)  *40 Reading Intervention Strategies for K-6 Students* (Elaine McEwan-Adkins)  *RTI in Math* (William Bender, Darlene Crane)  *Pyramid Response to Intervention* DVD series (Buffum, Mattos, Weber)  Solution Tree Workshop  Differentiated Instruction in a PLC Workshop 10/4-5/11 in Seattle |
| 3.1 The teacher knows individual student learning needs to design instruction. |
| 3.2 The teacher provides interventions to meet individual student learning needs. |
| 3.3 The teacher plans and prepares for use of materials and technology. |

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| **Criterion #4**  **4.4 - OBSERVABLE** | **Criterion #4 Professional Development and Resources** |
| **The teacher has a comprehensive understanding of the subject(s) and standards taught, and skillfully uses the adopted curriculum while developing and communicating clear learning targets (daily)and clear learning goals (longer term) to students.** | **WSD Customized Professional Development Workshop**:  **Instructional Rounds: K-5** February 23, 2012 *Required*  **Instructional Rounds: 6-12** February 24, 2012 *Required*  WSD Curriculum / Content Training  *­See2011-2012 District Professional Development Calendar*  Books  *Designing and Teaching Learning Goals and Objectives* (Marzano)  *The Art & Science of Teaching* (Marzano)  *Total Instructional Alignment* (Lisa Carter)  Online Courses & Webinars  Overview of the Art and Science of Teaching and Designing and Teaching Learning Goals and Objectives webinars available at marzanoresearch.com under “Free Resources”  Events  Transition to Common Core Standards With Total Instructional Alignment Workshop 11/29-30/11 in Seattle |
| 4.1 The teacher has a comprehensive understanding of the subject(s) taught. |
| 4.2 The teacher skillfully uses the adopted curriculum. |
| 4.3 The teacher has a comprehensive understanding of the standards. |
| 4.4 The teacher develops, aligns, and communicates clear learning targets (daily) / goals (long term). |
| **Marzano 4.4 only: Design Question 1** |  |

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| **Criterion #5**  **OBSERVABLE** | **Criterion #5 Professional Development and Resources** |
| **The teacher fosters and manages a safe, positive learning environment by managing physical space, creating clear and consistent expectations, monitoring and responding to student behavior, and building positive relationships.** | **WSD Customized Professional Development Workshop**:  **Classroom Management**: November 14, 2011  **Instructional Rounds: K-5** February 23, 2012 *Required*  **Instructional Rounds: 6-12** February 24, 2012 *Required*  WSD Workshop: Make Your Day Refresher, Jan. 10, 2012  Books  *Classroom Management That Works* (Marzano)  *The Art & Science of Teaching* (Marzano)  *Building Classroom Communities*  (David Levine)  *Pyramid of Behavior Interventions* (Coleman, Hierck, Weber) |
| 5.1 The teacher organizes a safe, physical layout of the classroom to facilitate movement and focus on learning. |
| 5.2 The teacher reviews expectations regarding rules and procedures to ensure effective execution. |
| 5.3 The teacher builds positive relationships with students. |
| **Marzano Design Questions 6, 7, and 8** |  |

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| **Criterion #6**  **6.1 - OBSERVABLE** | **Criterion #6 Professional Development and Resources** |
| **The teacher uses multiple data elements to guide students in self-reflection and goal setting, to modify instruction, and to design and modify appropriate student assessments. In addition, the teacher shows that students have made growth and/or met course or grade-level standards using multiple measures.** | **WSD Customized Professional Development Workshop**  **Using Data** to Inform Instruction: November 15, 2011  Books & DVDs  *Formative Assessment & Standards Based Grading* (Marzano, Heflebower)  *Redefining Fair: How to Plan, Assess, and Grade for Excellence* (Damian Cooper)  *Embedded Formative Assessment* (Dylan Wiliam)  *The Teacher as Assessment Leader* (Thomas Guskey, et al)  *Engaging the Nintendo Generation: Real Student Involvement in Assessment* DVD (Sharon Kramer)  *Standards-Based Reporting and Formative Assessment* DVD (Marzano)  Online Courses & Webinars  Formative Assessment and Standards Based Grading online course  Overview of Formative Assessment and Standards Based Grading webinar available at marzanoresearch.com under “Free Resources” |
| 6.1 The teacher uses multiple data elements to guide students in self-reflection and goal setting. |
| 6.2 The teacher uses multiple data elements to modify instruction. |
| 6.3 The teacher uses multiple data elements to design and modify appropriate student assessments. |
| 6.4 The teacher can show that the students in his/her classroom have made growth and/or met course or grade-level standards using multiple measures. |
| **Marzano 6.1 only: Design Question 1** |  |

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| **Criterion #7** | **Criterion #7 Professional Development and Resources** |
| **The teacher communicates and collaborates with the school/ community and families in a timely and professional manner.** | Books  *Parents Assuring Student Success* (John Ban)  *Parents on Your Side* (Lee Canter) |
| 7.1 The teacher communicates and collaborates with parents/guardians/school/community in a timely and professional manner regarding courses, programs, school events and grade level expectations. |
| 7.2 The teacher communicates individual student progress to parents/guardians in a timely and professional manner and collaborates with parents in support of student learning. |
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| **Criterion #8** | **Criterion #8 Professional Development and Resources** |
| **The teacher collaborates with colleagues about student learning and instructional practices, displays dependability through active participation, and pursues professional development.** | **WSD Customized Professional Development Workshop**:  **Instructional Rounds: K-5** February 23, 2012 *Required*  **Instructional Rounds: 6-12** February 24, 2012 *Required*  Books & DVDs  *Learning By Doing, 2nd Ed.* (DuFour, DuFour, Eaker, Many)  *The Collaborative Teacher* (DuFour, et al)  *Collaborative Teams in Professional Learning Communities at Work* DVD  *The Power of Professional Learning Communities at Work* DVD  *Differentiated Professional Development in a Professional Learning Community* (Linda Bowgren, Kathryn Sever)  Online Courses & Webinars  PLC Online course |
| 8.1 The teacher collaborates with colleagues about student learning and instructional practices. |
| 8.2 The teacher displays dependability through active participation. |
| 8.3 The teacher pursues professional development. |
| 8.4 The teacher meets growth targets as identified in annual professional goals. |
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| **Principal Evaluation - Criterion #8** | Teacher Observations / Feedback – Administrators & Coaches  September 19th (All) and 20th (Elementary) 21st (Secondary) |

***Please Note:***

* Administrators and Instructional Coaches will attend **all** workshops offered in 2011-2012. They will need to register for each workshop.
* The Instructional Rounds training in February is **required** training for **all** TPEP Pilot Teachers. They will need to register for the appropriate date.

February 23, 2012 – Elementary

February 24, 2012 – Secondary

* In addition to Instructional Rounds, TPEP Pilot Teachers may attend any/many of the workshops offered. Workshop choices would be based on individual professional development plans, but would not be limited to them. *TPEP Pilot Teachers have first priority and must complete course* *registration by* ***October 15th.***
* K-8 Team Leaders will attend one TPEP Workshop of their choosing. The window for registration is **October 17-November 4th**. This fulfills a grant requirement and allows Team Leaders second priority for available seats.
* After November 4th, 2011, Open Enrollment will be provided so that other interested teachers may attend the workshops offered.
* Once enrolled, attendance is mandatory. Subs should be scheduled as soon as enrollment is confirmed.
* District Workshops will be funded using district grant monies. Other professional development resources such as books, DVDs, online courses, webinars, etc., may be funded with tuition reimbursement, LIT funds, class size / class mix funds, etc.