Marshall Rubric: Possible Evidence

The Oregon Framework for Teacher and Administrator Evaluation and Support Systems defines multiple measures as “the tools, instruments, protocols, assessments, and processes used to collect evidence on performance and effectiveness. (p20).” This evidence, in turn, becomes the basis for a teacher’s multiple measures upon which professional practice goals and professional responsibility goals will be assessed.

While reviewing rubrics, the evaluation design team appreciated the clarity of language used in the evidence portion of Marzano’s teacher evaluation rubric. The team believed that aligning his “possible teacher evidence” and “possible student evidence” to the Marshall rubric would enrich and support the collection of evidence process for teachers.

Therefore, our evaluation design team aligned Marzano’s evidences with Marshall’s six domains of a teacher’s performance. Next, we reviewed the evidence questions for clarity in our context. Some items were added and others were deleted or modified. In this way, the following pieces of evidence were modified from Marzano’s Art and Science of Teaching Framework.

This list of evidence serves as a guideline and a starting point. If, during your practice, you discover more please let us know.

A. Planning and Preparation for Learning

Possible Teacher Evidence:
1) Teacher engages students in activities that require students to examine similarities and differences between content and deepen understanding
   a) Comparison activities
   b) Classifying activities
   c) Analogy activities
   d) Metaphor activities
   e) Summarize activities
   f) Explain their thinking
2) The teacher can describe the rationale for
   a) how the content is organized
   b) the sequence of instruction
   c) how content is related to previous lessons, units or other content
   d) how lessons within the unit progress toward deep understanding and transfer of content
3) The teacher can describe how learning will be extended for proficient students
4) The teacher can describe resources within the classroom, school and community that will be used to enhance students’ understanding of the content
5) The teacher can articulate how current technology will be used to enhance student learning
6) The teacher can describe the accommodations and adaptations that must be made for individual ELL, 504 and IEP students or groups of students within a lesson
7) The teacher can articulate how the needs of students who come from home environments that offer little support for schooling will be addressed
8) The teacher can articulate the ways in which the students’ family resources will be addressed when assigning homework
9) The teacher can articulate the ways in which communication with the home will take into consideration family and language resources
Possible Student Evidence:
1) Students move easily about the classroom
2) Students make use of materials and learning centers
3) Students attend to examples of their work that are displayed
4) Students attend to information on the bulletin boards
5) Student artifacts indicate that their knowledge has been extended as a result of the activity
6) When asked about the activity, student responses indicate that they have deepened their understanding

Reflection Questions:
1) How are you organizing content and materials and activities so each new piece of information clearly builds on or connects to previous pieces?
2) How do you ensure that lessons and units include important content identified by the District and are based on the Common Core?
B. Classroom Management

Possible Teacher Evidence:

- Teacher provides cues or signals when a rule or procedure should be used
- Teacher organizes students into ad hoc groups for the lesson
  - Diads
  - Triads
  - Small groups up to about 5
- Teacher makes himself/herself available to students who need guidance or resources
  - Circulates around the room
  - Provides easy access to himself/herself
  - Eye Contact
  - Proximity
  - Tap on the desk
  - Shaking head, no
- Teacher notices when specific students or groups of students are not engaged or when the energy level in the room is low and reengages them in a variety of strategies:
  - Uses wait time
  - Uses response cards
  - Has students use hand signals to respond to questions
  - Uses choral response
  - Has students stand up and stretch or related activities when their energy is low
    - Vote with your feet
    - Go to the part of the room that represents the answer you agree with
    - Give-one-get-one activities that require students to move about the room
    - Nonverbal signals that a rule or procedure has been followed:
      - Smile
      - Nod of head
      - High Five
- Teacher uses positive reinforcement to:
  - Thank students for following a rule or procedure
  - Describe student behaviors that adhere to rule or procedure
  - Teacher notifies the home when a rule or procedure has been followed
  - Teacher uses tangible recognition when a rule or procedure has been followed:
    - Certificate of merit
    - Token economies
  - Teacher compliments students regarding academic and personal accomplishments
- Teacher creates a connection with student community:
  - Teacher engages in informal conversations with students that are not related to academics
  - Teacher uses humor with students when appropriate
  - Teacher smiles, nods, (etc.) at students when appropriate
  - Teacher does not exhibit extremes in positive or negative emotions
  - Teacher addresses inflammatory issues and events in a calm and controlled manner
  - Teacher interacts with all students in the same calm and controlled fashion
  - Teacher does not demonstrate personal offense at student misbehavior

- Teacher involves the home when appropriate (i.e. makes a call home to parents to help extinguish inappropriate behavior)
Possible Student Evidence:
- Students follow clear routines during class
- Students can describe established rules and procedures
- Students recognize cues and signals by the teacher
- Students regulate their own behavior
- Students ask for clarification when needed
- Students try to increase their level of engagement when prompted
- Students explain that the teacher expects high levels of engagement
- Multiple students or the entire class responds to questions posed by the teacher
- The students describe the teacher as in control of the class
- Students say that the teacher does not hold grudges or take things personally
- Students treat each other with respect
- Students accept consequences as part of the way class is conducted
- Students describe the teacher as fair in application of rules
- Students say the teacher expects everyone to participate

Reflection Question:
- How are you reflecting and adapting strategies to increase efficient classroom management?
C. Delivery and Instruction

Possible Teacher Evidence:

- Teacher uses frontloading strategies:
  - Preview questions before reading
  - K-W-L strategy or variation of it
  - Outline
  - Graphic organizer
  - Students brainstorm
  - Anticipation guide
  - Motivational hook/launching activity
  - Anecdotes
  - Short selection from video
  - Word splash activity to connect vocabulary to upcoming content
  - SIOP strategies
  - Level of excitement

- Teacher stops at strategic points in a presentation

- Teacher uses effective questioning strategies to review information:
  - Explain and defend
  - Make elaborative inferences
  - Summary
  - Problem that must be solved using previous information
  - Questions that require a review of content
  - Demonstration
  - Brief practice test or exercise

- Teacher has a learning goal posted so that all students can see it
  - The learning goal is a clear statement of knowledge or information

- Teacher makes reference to the rubric and the learning goal throughout the lesson

- Teacher has a scale or rubric that relates to the learning goal posted so that all students can see it

- Teacher establishes the need to generate and test hypotheses

- Teacher develops impromptu games such as making a game out of which answer might be correct for a given question

- Teacher has students examine multiple perspectives and opinions about the content

- Teacher is aware of student interests and makes connections between these interests and class content

- Teacher structures activities that ask students to make connections between the content and their personal interests

- Teacher encourages students to identify interesting information about the content

- Teacher uses guest speakers to provide information about the content

- Teacher asks students to further explain their answers when they are incorrect

- Teacher rephrases and breaks a question into smaller and simpler parts when a student answers a question incorrectly

Possible Student Evidence:

- Students can make predictions, link prior knowledge, and provide a purpose to upcoming content

- Student engagement:
  - Students volunteer answers to inferential questions
  - Students provide explanations and “proofs” for inferences
  - Students can describe the previous content on which new lesson is based
  - Student responses to class activities indicate that they recall previous content
• Group Work
  o Students explain how the group work supports their learning
  o While in groups students interact in explicit ways to deepen their knowledge of informational content or, practice a skill, strategy, or process
    o Asking each other questions
    o Obtaining feedback from their peers
  o Students explain how groups support their learning
  o Students use group activities to help them generate and test hypotheses

Reflection Question:
• How do you ensure that lessons and units include highly effective questioning strategies and best practices that guide students to a higher level of thinking?
D. Monitoring, Assessment, and Follow-Up

Possible Teacher Evidence:
- Teacher acknowledges and celebrates the final status and progress of the entire class
- Teacher uses a variety of ways to celebrate success
  - Show of hands
  - Certification of success
  - Parent notification
  - Round of applause
- Teacher employs formal group processing strategies
  - Jigsaw
  - Reciprocal Teaching
  - Concept attainment
- Teacher asks students to summarize the information they have learned
  - Graphic organizers
  - Pictures
  - Pictographs
  - Flow charts
  - Mnemonics
- Teacher asks students to self-assess their learning
- Teacher communicates a clear purpose for homework that allows students to practice and deepen their knowledge independently
- Teacher extends an activity that was begun in class to provide students with more time
- Teacher engages students in guided and independent practice
- Teacher guides review process for students
- The teacher provides opportunity for students to reflect upon lesson

Possible Student Evidence:
- Students can explain what they have just learned
- Students ask clarification questions
- Groups are actively discussing the content
- Students’ summaries, notes and nonlinguistic representations (graphs, graphic organizers, sketch-to-stretch activity, etc.) include critical content
- Students perform the skill, strategy, or process with increased confidence and competence
- Students make corrections to information previously recorded about content

Reflection Question:
- How effective have your specific instructional techniques been regarding the achievement of students?
E. Family and Community Outreach

Possible Teacher Evidence:
- The teacher fosters collaborative partnerships with parents to enhance student success in a manner that demonstrates integrity, confidentiality, respect, flexibility, fairness and trust
- The teacher ensures consistent and timely communication with parents regarding student expectations, progress and/or concerns
- The teacher encourages parent involvement in classroom and school activities
- The teacher demonstrates awareness and sensitivity to social, cultural and language backgrounds of families
- The teacher uses multiple means and modalities to communicate with families
- The teacher responds to requests for support, assistance and/or clarification
- The teacher respects and maintains confidentiality of student/family information
- Students and parents can describe how the teacher interacted positively with them
- The teacher can describe situations in which he or she helped extinguish negative conversations about students and parents

Reflection Question:
- How do you communicate with students and parents to foster learning, promote positive home/school relationships and address parent concerns in a prompt, responsive manner?
F. Professional Responsibilities

Possible Teacher Evidence:
- The teacher works cooperatively with appropriate school personnel to address issues that impact student learning
- The teacher establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust
- The teacher accesses available expertise and resources to support students’ learning needs
- The teacher can describe situations in which he or she interacts positively with colleagues to promote and support student learning
- The teacher keeps track of specific situations during which he or she has sought mentorship from others
- The teacher actively seeks help and input from appropriate school personnel to address issues that impact instruction
- The teacher keeps tracks of specific situations during which he or she mentored other teachers
- The teacher contributes and shares expertise and new ideas with colleagues to enhance student learning in formal and informal ways
- The teacher serves as an appropriate role model (mentor, coach, presenter, researcher) regarding specific classroom strategies and behaviors
- The teacher
  - performs assigned duties
  - follows policies
  - maintains accurate records
    - student progress
    - completion of assignments
    - non-instructional records
- The teacher fulfills responsibilities in a timely manner
- The teacher understands legal issues related to students and families
- The teacher demonstrates personal integrity
- The teacher participates in school activities and events as appropriate to support students and families
- The teacher serves on school and district committees
- The teacher participates in and keeps track of staff development opportunities and participation in school or district initiative.

Reflection Question:
- How do you interact and collaborate with other teachers, mentors and professionals regarding research, new ideas and planning?