

	Ineffective	Developing	Effective	Highly Effective
Competency 3d Using Assessment in Instruction	<p>There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.</p>	<p>Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria used to evaluate their work but few assess their own work. Questions/prompts/assessments are rarely used to diagnose evidence of learning.</p>	<p>Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/prompts/assessments are used to diagnose evidence of learning.</p>	<p>Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions/prompts/assessments are used regularly to diagnose evidence of learning by individual students.</p>
Critical Attributes	<ul style="list-style-type: none"> The teacher gives no indication of what high-quality work looks like. The teacher makes no effort to determine whether students understand the lesson. Feedback is only global. The teacher does not ask students to evaluate their own or classmates' work. 	<ul style="list-style-type: none"> There is little evidence that the students understand how their work will be evaluated. Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students. Teacher requests global indications of student understanding. Feedback to students is not uniformly specific; not oriented towards future improvement of work. The teacher makes only minor attempts to engage students in self- or peer-assessment. The teacher's attempts to adjust the lesson are partially successful. 	<ul style="list-style-type: none"> Students indicate that they clearly understand the characteristics of high-quality work. The teacher elicits evidence of student understanding during the lesson. Students are invited to assess their own work and make improvements. Feedback includes specific and timely guidance for at least groups of students. The teacher attempts to engage students in self- or peer-assessment. When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students. 	<p>In addition to the characteristics of "Effective,"</p> <ul style="list-style-type: none"> There is evidence that students have helped establish the evaluation criteria. Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class. Teacher makes frequent use of strategies to elicit information about individual student understanding. Feedback to students is specific and timely, and is provided from many sources, including other students. Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher. The teacher's adjustments to the lesson are designed to assist individual students.
Possible Examples	<ul style="list-style-type: none"> A student asks: "How is this assignment going to be graded?" A student asks: "Does this quiz count towards my grade?" The teacher forges ahead with a presentation without checking for understanding. The teacher says: "good job, everyone." 	<ul style="list-style-type: none"> Teacher asks: "Does anyone have a question?" When a student completes a problem on the board, the teacher corrects the student's work without explaining why. The teacher, after receiving a correct response from one student, continues, without ascertaining whether all students understand the concept. 	<ul style="list-style-type: none"> The teacher circulates during small group or independent work, offering suggestions to groups of students. The teacher uses a specifically-formulated question to elicit evidence of student understanding. The teacher asks students to look over their papers to correct their errors. 	<ul style="list-style-type: none"> The teacher reminds students of the characteristics of high-quality work (the assessment criteria), suggesting that the students themselves helped develop them. While students are working, the teacher circulates providing substantive feedback to individual students. The teacher uses popstick sticks or exit tickets to elicit evidence of individual student understanding. Students offer feedback to their classmates on their work. Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved.

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Joacim Rocklöv



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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

School Nursing Robin Shannon, Catherine F. Yonkaitis, 2025-06-26 Endorsed and promoted by the National Association of School Nurses NASN this is the only comprehensive and current resource for practicing school nurses and students From the foundations of practice roles and functions legal concerns and leading and managing within school settings to the well child the child with episodic and chronic illness and behavioral issues it encompasses all aspects of the delivery of healthcare services to school age children adolescents and staff Written and edited by school nurses and pediatric experts it features real world tested best practices based on evidence and experience and content not found anywhere else

Social, Emotional, and Behavioral Supports in Schools Sara C. McDaniel, Allison L. Bruhn, Sara Estrapala, 2024-02-05 Meeting a critical need this accessible guide addresses the whats whys and how tos of developing and implementing effective Tier 2 social emotional and behavioral supports The book provides explicit steps for identifying K 12 students who could benefit from Tier 2 matching evidence based interventions to student needs and making individualized data based decisions regarding adapting fading or intensifying supports Chapters review exemplary interventions in the areas of conduct self regulation social issues emotional issues and co occurring academic and social emotional behavioral needs The place of Tier 2 in schoolwide positive behavioral interventions and supports PBIS is explained and keys to implementation fidelity are highlighted In a large size format for easy photocopying the book includes 23 reproducible forms and checklists that can also be downloaded and printed This book is in The Guilford Practical Intervention in the Schools Series edited by Sandra M Chafouleas

School Nursing Janice Selekman, Robin Adair Shannon, Catherine F Yonkaitis, 2019-07-01 Produced in cooperation with the National Association of School Nurses this text includes comprehensive coverage of the multiple facets of school nursing from the foundations of practice and the roles and functions of a school nurse through episodic and chronic illness and behavioral issues to legal issues and leading and managing within school settings Written and edited by school nurses and pediatric experts it features real world tested best practices based on evidence and experience There s content

here that you won't find in other books such as health assessments individualized health plan development mental health conditions including adolescent depression contemporary legal issues and current policy statements essential to school nursing

Unmistakable Impact Jim Knight, 2011 This book describes in simple terms exactly how schools should align and organize professional learning to ensure significant positive change in teaching and student learning The author's partnership principles a humanizing approach to professional learning apply to workshops intensive learning teams a focused form of professional learning communities and instructional coaching This is the first in a two volume series that is designed to provide a simple not simplistic framework and a set of tools for improving teaching in schools The second volume The Big Four was proposed last year

Army-Navy-Air Force Register and Defense Times, 1912 **American Journal of Enology and Viticulture**, 2004 *Chambers USA*, 2005 Smart Goals- Understanding Of The Smart Method For Goal Setting And Achievement Tennille Kellams, 2020-12-24 Goals are part of every aspect of business life and provide a sense of direction motivation a clear focus and clarify importance By setting goals you are providing yourself with a target to aim for A SMART goal is used to help guide goal setting SMART is an acronym that stands for Specific Measurable Achievable Realistic and Timely Therefore a SMART goal incorporates all of these criteria to help focus your efforts and increase the chances of achieving your goal Many managers struggle with articulating the behaviour and why it's not working let alone trying to translate it into a SMART objective So oftentimes it gets brushed under the carpet and the team soldiers on This stoicism results in the staff member not pulling their weight or getting the opportunity to develop the rest of the team having to compensate the manager's focus stepping down to deal with the knock on impacts Everyone is slightly or a lot behind and nobody is really benefiting There's no win-win here In this book on SMART Goal Setting you will discover Relationship between Job Descriptions and Performance Management Limitations of using SMART with another person 4 Different types of performance objectives How to set a tangible behavioural SMART objective Understanding the employee's expectations and assumptions Understanding your own performance mindset as a manager Preparing for and conducting objective setting meetings If you read this book you will understand the assumptions that are made that render some objectives dead upon arrival i.e. the objective is doomed before you've even left the room This information will allow you to ask questions that prompt a proper discussion of what is really meant by the objective allowing you to shape it into a realistic objective that you are likely to benefit from both in the short term and in your career over the longer term

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