**Certificated Teacher Focused Summative Scoring Document**

**Criterion 1: Marzano Framework**

**The purpose of this document is to capture the progress over the course of the year and to facilitate a growth-focused conversation.**

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| **Teacher:** |   | **Grade Level(s):** |   | **Date:** |   |
| **Evaluator:** |   | **District/School:** |   | **School Year:** |   |
| **Comprehensive Evaluation Score\*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **From School Year:** |   |  |  |

\*The final focus summative rating will be the same as the Comprehensive score unless it is a 3 and evidence during this evaluation period indicates a level 4 practice.

**Criterion 1: Centering instruction on high expectations for student achievement**

|  | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
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| **Component 1.1:****Providing Clear Learning Goals and Scales** | When the strategy is called for the teacher does not use it or the teacher uses the strategy incorrectly or with parts missing. | The teacher provides a stated learning target (daily) and/or learning goal (longer term) but the learning goal is not accompanied by a scale or rubric that describes levels of performance. | The teacher provides a clearly stated learning target (daily) and/or learning goal (longer term). The learning goal is accompanied by a scale or rubric that describes levels of performance. Additionally, the teacher monitors students’ understanding of the learning target/goal and the levels of performance. | 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. |
| **Component 1.2:****Celebrating Success** | When the strategy is called for the teacher does not use it or the teacher uses the strategy incorrectly or with parts missing. | The teacher provides a stated learning target (daily) and/or learning goal (longer term) but the learning goal is not accompanied by a scale or rubric that describes levels of performance. | The teacher provides a clearly stated learning target (daily) and/or learning goal (longer term). The learning goal is accompanied by a scale or rubric that describes levels of performance. Additionally, the teacher monitors students’ understanding of the learning target/goal and the levels of performance. | 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. |
| **Component 1.3:****Understanding Students’ Interests and Backgrounds** | When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing. | The teacher minimally uses students’ interests and background during interactions with students. | The teacher uses students’ interests and background during interactions with students and monitors the sense of community in the classroom. | 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. |
| **Component 1.4:****Demonstrating Value and Respect for Typically Underserved Students** | When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing. | The teacher minimally uses verbal and nonverbal behaviors that indicate value and respect for students, with particular attention to those typically underserved. | The teacher uses verbal and nonverbal behaviors that indicate value and respect for students, with particular attention to those typically underserved, and monitors the quality of relationships in the classroom. | 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. |
| **Student Growth: Use EITHER 3 or 6; do not use both.** |
| **3.1:** **Establish Student Growth Goals** | 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 appropriate student growth 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 appropriate student growth goal(s) for subgroups of students not reaching full learning potential. 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). |
| **3.2:****Achievement of Student Growth Goal(s)** | Growth or achievement data from at least two points in time shows no evidence of growth for most students. | Multiple sources of growth or achievementdata 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 clear evidence of growth for most 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. |
| **6.1:****Establish Student Growth Goal(s)** | 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 appropriate 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 whole classroom. 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). |
| **6.2:****Achievement of Student Growth Goal(s)** | 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 clear evidence of growth for most 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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| **Reflective Questions:** |
| **As we look toward next year, do you feel that your practice would be enhanced by continuing with this criterion? Or, might it be time to consider further developing your skills with a different criterion?** |
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| **Given your response to the previous question, what supports can I, as your evaluator, provide for you to maximize your growth next year?**  |
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Both signatures required. Signing of this instrument acknowledges participation in but not necessarily concurrence with the evaluation. (Attach teacher comments if desired.)

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| **Evaluator Signature:** |   | **Date:** |   |
| **Employee Signature:** |   | **Date:** |   |