**Certificated Teacher Focused Summative Scoring Document**

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

|  | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
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| **Component 2.1:**  **Interacting with New Knowledge** | 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. |
| **Component 2.2:**  **Organizing Students to Practice and Deepen Knowledge** | The teacher does not employ strategies designed to practice skills and processes and critically analyze information OR does so with signiﬁcant errors or omissions. | The teacher employs strategies designed to practice skills and processes and critically analyze information BUT does not monitor the extent to which strategies have their desired eﬀect. | The teacher employs strategies designed to practice skills and processes and critically analyze information AND monitors the extent to which strategies have their desired eﬀect, which includes: developing ﬂuency with skills and processes, determining similarities and diﬀerences between important information, and determining the validity and structure of important information. | 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 2.3:**  **Organizing Students for Cognitively Complex Tasks** | 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 organizes students and acts as a guide and resource provider but students primarily engage in low level tasks. | The teacher organizes students and acts as a guide and resource provider as students engage in cognitively complex tasks and monitors the level to which students apply and transfer the new knowledge. | 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 2.4:**  **Asking Questions of Typically Underserved Students** | 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 asks questions of all students with the same frequency and depth but does not monitor the quality of participation. | The teacher asks questions of all students with the same frequency and depth and monitors the quality of participation. | 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 2.5:**  **Probing Incorrect Answers with Typically Underserved Students** | 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 is not consistent in probing all students’ incorrect answers. | The teacher probes all students’ incorrect answers and monitors the level and quality of the responses. | 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 2.6:**  **Noticing When Students Are Not Engaged** | The teacher does not monitor student engagement and apply re-engagement strategies as necessary OR does so with signiﬁcant errors or omissions. | The teacher monitors student engagement and applies re-engagement strategies as necessary BUT does not monitor the extent to which strategies have their desired eﬀect. | The teacher monitors student engagement and applies re-engagement strategies as necessary AND monitors the extent to which strategies have their desired eﬀect, which includes: enhanced energy and engagement and enhanced student participation in questioning activities and activities designed to analyze and review information. | 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 2.7:**  **Using and applying Academic Vocabulary** | The teacher does not identify important academic vocabulary speciﬁc to the lesson or does so in a manner that does not reﬂect the critical content. | The teacher identiﬁes important academic vocabulary speciﬁc to the lesson and makes students aware of the meaning of these terms BUT does not monitor the extent to which students have internalized the meaning of these terms using their own background knowledge. | The teacher identiﬁes important academic vocabulary speciﬁc to the lesson and makes students aware of the meaning of these terms. Additionally, the teacher monitors the extent to which students have internalized the meaning of these terms using their own background knowledge. | 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 2.8:**  **Evaluating Effectiveness of Individual Lessons and Units** | The teacher makes no attempt to perform this activity, or the teacher attempts to perform this activity but does not actually complete or follow through with these attempts. | The teacher identiﬁes speciﬁc strategies and behaviors on which to improve but does not select the strategies and behaviors that are most useful for his or her development. | The teacher determines how eﬀective a lesson or unit was in terms of enhancing student achievement and identiﬁes causes of success or failure. | The teacher is a recognized leader in helping others identify areas of pedagogical strength and weakness. |
| **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:** |  |