**Certificated Teacher Focused Summative Scoring Document**

**Criterion 3: 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 3: Recognizing individual student learning needs and developing strategies to address those needs.**

|  | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
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| **Component 3.1:**  **Effective Scaffolding of Information Within a Lesson** | 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 organizes lessons within a unit so that students move from surface to deeper understanding of content, but does not require students to apply the content in authentic ways. | The teacher organizes content in such a way that each new piece of information clearly builds on the previous piece, and students move from understanding to applying the content through authentic tasks. | The teacher is a recognized leader in helping others scaﬀold lessons and units that progress toward a deep understanding and transfer of content. |
| **Component 3.2:**  **Planning and Preparing for the Needs of All Students** | The teacher does not know or understand the intervention system or does not use the intervention system to address student needs. | The teacher identiﬁes interventions that meet the needs of speciﬁc sub-populations (e.g., ELL, special education, and students who come from environments that oﬀer little support for learning), but does not ensure that all identiﬁed students are adequately served by the interventions. | The teacher identiﬁes and eﬀectively employs interventions that meet the needs of speciﬁc sub-populations (e.g., ELL, special education, and students who come from environments that oﬀer little support for learning). | The teacher is a recognized leader in helping others employ interventions that meet the needs of speciﬁc sub-populations (e.g., ELL, special education, and students who come from environments that oﬀer little support for learning). |
| **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:** |  |