**Certificated Teacher Focused Summative Scoring Document**

**Criterion 6: 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.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 6: Using multiple student data elements to modify instruction and improve student learning.**

|  | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| --- | --- | --- | --- | --- |
| **Component 6.1:****Designing Instruction Aligned to Assessment** | The teacher does not design instruction with clear alignment to learning targets (daily) and/or learning goals (longer term). | The teacher designs instruction with assessments aligned to learning target (daily) and/or learning goal (longer term) but does not adapt those assessments to meet student learning needs. | The teacher designs instruction with assessments aligned to clearly stated learning target (daily) and/or learning goal (longer term). Those assessments are adapted to meet student learning needs. | The teacher adapts or creates new strategies designed to meet the speciﬁc needs of students for whom the typical application of strategies does not produce the desired eﬀect. |
| **Component 6.2:****Using Multiple Data Elements** | The teacher does not examine multiple data points with the intent of modifying instruction and assessment or does so with signiﬁcant errors or omissions. | The teacher examines a few data points and makes minimal adjustments to instruction and assessment based on the information. | The teacher examines multiple data points and makes changes to instruction and assessment based on the information. Additionally the teacher monitors the extent to which the changes result in enhanced student learning. | The teacher adapts or creates new strategies designed to meet the speciﬁc needs of students for whom the typical application of strategies does not produce the desired eﬀect. |
| **Component 6.3:****Tracking Student Progress** | 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 facilitates tracking of student progress using a formative approach to assessment but does not monitor the extent to which this process enhances student learning. | The teacher facilitates tracking of student progress using a formative approach to assessment and monitors the extent to which this process enhances student learning. | 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. |

|  |
| --- |
| **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?** |
|  |
| **Given your response to the previous question, what supports can I, as your evaluator, provide for you to maximize your growth next year?**  |
|  |

Both signatures required. Signing of this instrument acknowledges participation in but not necessarily concurrence with the evaluation. (Attach teacher comments if desired.)

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