

Certificated Teacher Focused Summative Scoring Document

Criterion 5: 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 5: Fostering and managing a safe, positive learning environment

	Unsatisfactory	Basic	Proficient	Distinguished
Component 5.1: Organizing the physical layout of the classroom	When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.	The teacher organizes the physical layout of the classroom to ensure safety, facilitate movement, and focus on learning but the classroom layout addresses only minimal aspects of these issues.	The teacher organizes the physical layout of the classroom to ensure safety, facilitate movement, and focus on learning and monitors the extent to which these activities enhance 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.

	Unsatisfactory	Basic	Proficient	Distinguished
Component 5.2: Reviewing expectations to rules and procedures	When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.	The teacher establishes and reviews expectations regarding rules and procedures.	The teacher establishes and reviews expectations regarding rules and procedures and monitors the extent to which students understand the rules and procedures.	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 5.3: Demonstrating "With-it-ness"	When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.	The teacher demonstrates awareness of classroom environment.	The teacher demonstrates awareness of classroom environment and monitors the effect on students' behavior.	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 5.4: Applying consequences for lack of adherence to rules and procedures	The teacher does not apply consequences for not following rules and procedures.	The teacher applies consequences for not following rules and procedures but does not do so in a consistent and fair manner.	The teacher applies consequences for not following rules and procedures in a consistent and fair manner and monitors the extent to which rules and procedures are followed.	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 5.5: Acknowledging adherence to rules and procedures	The teacher does not acknowledge adherence to rules and procedures.	The teacher acknowledges adherence to rules and procedures but does not do so in a consistent and fair manner.	The teacher acknowledges adherence to rules and procedures in a consistent and fair manner and monitors the extent to which new actions affect students' behavior.	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.

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Component 5.6: Displaying objectivity and control	When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.	The teacher behaves in an objective and controlled manner.	The teacher behaves in an objective and controlled manner and monitors the effect on the classroom climate.	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.
3.1: Establish Student Growth Goals	<p>The teacher does not develop a student growth goal for a group of students within a class who are not yet reaching full learning potential.</p> <p>OR</p> <p>The teacher does not explain how the knowledge of individual students informed the goal.</p> <p>The goal does not address an essential standard for the teacher’s content and grade level.</p> <p>The goal does not require students’ cognitive or emotional engagement.</p>	<p>The teacher develops a student growth goal for a group of students within a class who are not yet reaching full learning potential.</p> <p>The teacher explains how the knowledge of students informed the goal for the students as a group, but not as individuals.</p> <p>The goal addresses an essential standard for the teacher’s content and grade level.</p> <p>The goal requires students’ cognitive and emotional engagement.</p> <p>The teacher communicates the goal to students’ families.</p>	<p>The teacher develops a student growth goal for a group of students, within a class, who are not yet reaching full learning potential.</p> <p>The teacher explains how the knowledge of individual students informed the goal in specific ways.</p> <p>The goal addresses an essential standard for the teacher’s content and grade level.</p> <p>The goal requires students’ cognitive and emotional engagement.</p> <p>The teacher seeks and considers, when provided, input from students’ families in developing the goal.</p>	<p>The teacher develops a student growth goal for a group of students, within a class, who are not yet reaching full learning potential.</p> <p>The teacher explains how the knowledge of individual students informed the goal in specific ways.</p> <p>The goal addresses an essential standard for the teacher’s content and grade level.</p> <p>The goal requires students’ cognitive and emotional engagement.</p> <p>The teacher seeks and considers, when provided, input from students’ families in developing the goal.</p> <p>The teacher explains to</p>

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	The teacher does not communicate with students' families about the goal.			supervisor how the goal yields opportunities for leadership or for collaboration with colleagues to advance their own or their collective professional learning.
3.2: Achievement of Student Growth Goal(s)	<p>The teacher provides evidence of student progress on the stated learning goal from only summative assessments.</p> <p>There is no evidence of student engagement in assessment of their own progress.</p> <p>There is no evidence of opportunities for students to share feedback on how they experienced the learning.</p> <p>The teacher does not provide evidence of reflecting on how the learning activities and instructional decisions impacted student learning progress.</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both formative and summative assessments.</p> <p>There is limited evidence of student engagement in assessment of their own progress.</p> <p>There is limited or no evidence of opportunities for students to share feedback on how they experienced the learning.</p> <p>The teacher reflects with supervisor on student learning progress overall, but not for specific students. The reflection may not establish how the learning activities and instructional decisions impacted student progress.</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both formative and summative assessments.</p> <p>There is evidence of student engagement in assessment and student monitoring of their own progress.</p> <p>There is evidence of opportunities for students to share feedback on how they experienced the learning.</p> <p>The teacher reflects with supervisor on the learning progress for the individual students in this group; the reflection includes an analysis of how the learning activities and instructional decisions impacted student progress.</p> <p>The teacher uses information from student progress and students'</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both formative and summative assessments.</p> <p>There is evidence of student engagement in assessment and student monitoring of their own progress.</p> <p>There is evidence of opportunities for students to share feedback on how they experienced the learning.</p> <p>The teacher reflects with supervisor on learning progress for the individual students in this group; the reflection includes an analysis of how the learning activities and instructional decisions impacted student progress.</p>

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	The teacher does not identify the next steps for instruction OR the next steps are uninformed by information about students' progress.	The teacher's identified next steps for instruction are uninformed by student progress and students' experience of learning.	experience of learning to guide their next steps for instruction.	The teacher uses information from student progress and students' experience of learning to: <ul style="list-style-type: none"> • Guide their next steps for instruction, and • Effect changes in instructional practice or professional learning beyond their own classroom or context.
6.1: Establish Student Growth Goal(s)	<p>The teacher does not develop a student growth goal.</p> <p>OR</p> <p>The teacher does not explain how the knowledge of students informed the goal.</p> <p>The goal does not address an essential standard for the teacher's content and grade level.</p> <p>The goal does not require students' cognitive or emotional engagement.</p>	<p>The teacher develops a student growth goal for students in one grade level or class.</p> <p>The teacher uses a single data element to explain how the knowledge of students informed the goal.</p> <p>The goal addresses an essential standard for the teacher's content and grade level.</p> <p>The goal requires students' cognitive and emotional engagement.</p>	<p>The teacher develops a student growth goal for students in one grade level or class.</p> <p>The teacher uses multiple data elements to explain how the knowledge of students informed the goal.</p> <p>The goal addresses an essential standard for the teacher's content and grade level.</p> <p>The goal requires students' cognitive and emotional engagement.</p>	<p>The teacher develops a student growth goal for students in one grade level or class.</p> <p>The teacher uses multiple data elements to explain how the knowledge of students informed the goal.</p> <p>The goal addresses an essential standard for the teacher's content and grade level.</p> <p>The goal requires students' cognitive and emotional engagement.</p> <p>The teacher explains to supervisor how the goal yields opportunities for leadership or for collaboration with</p>

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				colleagues to advance their own or their collective professional learning.
6.2: Achievement of Student Growth Goal(s)	<p>The teacher provides evidence of student progress on the stated learning goal from only summative assessments.</p> <p>There is no evidence of student engagement in assessment of their own progress.</p> <p>There is no evidence of opportunities for students to share feedback on how they experienced the learning.</p> <p>The teacher does not provide evidence of taking responsibility for student learning progress.</p> <p>The teacher does not identify the next steps for instruction OR the next steps are uninformed by</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both formative and summative assessments.</p> <p>There is limited evidence of student engagement in assessment of their own progress.</p> <p>There is limited or no evidence of opportunities for students to share feedback on how they experienced the learning.</p> <p>The teacher reflects with supervisor on student learning progress generally. The reflection may be missing an analysis of why students did or did not make progress, and/or next steps for groups of students or individuals.</p> <p>The teacher's identified next steps for instruction are uninformed by student</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both formative and summative assessments.</p> <p>There is evidence of student engagement in assessment and student monitoring of their own progress.</p> <p>There is evidence of opportunities for students to share feedback on how they experienced the learning.</p> <p>The teacher reflects with supervisor on the learning progress for three groups of students: Students who</p> <ul style="list-style-type: none"> • exceeded the learning goal • met or nearly met the learning goal • did not yet meet the learning goal <p>The reflection includes analysis of why students did or did not make</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both formative and summative assessments.</p> <p>There is evidence of student engagement in assessment and student monitoring of their own progress.</p> <p>There is evidence of opportunities for students to share feedback on how they experienced the learning.</p> <p>The teacher reflects with supervisor on the learning progress for three groups of students: Students who</p> <ul style="list-style-type: none"> • exceeded the learning goal • met or nearly met the learning goal • did not yet meet the learning goal

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	<p>information about students' progress.</p>	<p>progress and students' experience of learning.</p>	<p>progress, and next steps for each group.</p> <p>The teacher uses information from student progress and students' experience of learning to guide their next steps for instruction.</p>	<p>The teacher uses information from student progress and students' experience of learning to:</p> <ul style="list-style-type: none"> • Guide their next steps for instruction, and • Effect changes in instructional practice or professional learning beyond their own classroom or context.

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: _____