

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.

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
Component 2.1: Conducting direct instruction lessons	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.

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Component 2.2: Conducting practicing and deepening lessons	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: Conducting knowledge application lessons	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 in-depth questions of reluctant learners and students regularly marginalized or underserved by school systems	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.

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Component 2.5: Appropriately probing incorrect answers given by reluctant learners and students regularly marginalized or underserved by school systems	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	The teacher does not identify important academic vocabulary	The teacher identifies important academic vocabulary specific to the	The teacher identifies important academic vocabulary specific to the lesson and makes students aware of the meaning of these	The teacher adapts or creates new strategies to meet the specific needs of students for

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academic vocabulary	specific to the lesson or does so in a manner that does not reflect the critical content.	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.	terms. Additionally, the teacher monitors the extent to which students have internalized the meaning of these terms using their own background knowledge.	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 their 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.
3.1: Establish Student Growth Goals	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. OR The teacher does not explain how the knowledge	The teacher develops a student growth goal for a group of students within a class who are not yet reaching full learning potential. The teacher explains how the knowledge of students informed the goal for the	The teacher develops a student growth goal for a group of students, within a class, who are not yet reaching full learning potential. The teacher explains how the knowledge of individual students informed the goal in specific ways.	The teacher develops a student growth goal for a group of students, within a class, who are not yet reaching full learning potential. The teacher explains how the knowledge of individual students informed the goal in specific ways.

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	<p>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 does not communicate with students’ families about the goal.</p>	<p>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 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 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 supervisor how the goal yields opportunities for leadership or for collaboration with colleagues to advance their own or their collective professional learning.</p>
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>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>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>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>

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	<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 does not identify the next steps for instruction OR the next steps are uninformed by information about students' 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's identified next steps for instruction are uninformed by student progress and students' experience of learning.</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' experience of learning to guide their next steps for instruction.</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> <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.

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<p>6.1: Establish Student Growth Goal(s)</p>	<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 colleagues to advance their own or their collective professional learning.</p>
<p>6.2: Achievement of Student Growth Goal(s)</p>	<p>The teacher provides evidence of student progress on the stated learning goal from only summative assessments.</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both formative and summative assessments.</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both formative and summative assessments.</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both formative and summative assessments.</p>

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	<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 information about students' progress.</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 progress and students' experience of learning.</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 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>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 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: _____

