Certificated Teacher Focused Summative Scoring Document
Criterion 1: 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 1: Centering instruction on high expectations for student achievement

	Unsatisfactory	Basic	Proficient	Distinguished
Component 1.1: Providing clear learning goals and scales	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 provides a stated learning target (daily) and/or learning goal (longer term) but the learning goal is not accompanied by a scale or rubric that describes levels of performance.	The teacher provides a clearly stated learning target (daily) and/or learning goal (longer term). The learning goal is accompanied by a scale or rubric that describes levels of performance. Additionally, the teacher monitors students' understanding of the learning target/goal and the levels of performance.	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 1.2: Celebrating success	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 provides a stated learning target (daily) and/or learning goal (longer term) but the learning goal is not accompanied by a scale or rubric that describes levels of performance.	The teacher provides a clearly stated learning target (daily) and/or learning goal (longer term). The learning goal is accompanied by a scale or rubric that describes levels of performance. Additionally, the teacher monitors students' understanding of the learning target/goal and the levels of performance.	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 1.3: Understanding students' interests and backgrounds	When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.	The teacher minimally uses students' interests and background during interactions with students.	The teacher uses students' interests and background during interactions with students and monitors the sense of community in the classroom.	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 1.4: Demonstrating value and respect for 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 strategy incorrectly or with parts missing.	The teacher minimally uses verbal and nonverbal behaviors that indicate value and respect for students, with particular attention to those typically underserved.	The teacher uses verbal and nonverbal behaviors that indicate value and respect for students, with particular attention to those typically underserved, and monitors the quality of relationships in the classroom.	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
Original 3.1 Rubric - for educators not in 2021-2022 Pilot				
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).
3.1 Rubric for 2021-2022 Pilot				
3.1: Establish Student Growth Goals	The teacher does not develop a student growth goal for a student group not yet reaching full learning potential. OR The teacher does not explain how the knowledge of students' assets does not inform	The teacher develops a student growth goal for a student group not yet reaching full learning potential. The teacher explains how the knowledge of students' assets informed the goal, but does not include all of the following: *cultural	The teacher develops a student growth goal for a student group not yet reaching full learning potential. The teacher explains how the knowledge of students, including their cultural, academic, and social/emotional assets, informed the goal. The goal addresses a	The teacher develops a student growth goal for a student group not yet reaching full learning potential. The teacher explains how the knowledge of each student, including their cultural, academic, and social/emotional assets, informed the goal.

	Unsatisfactory	Basic	Proficient	Distinguished
	goal. The goal does not address a **critical standard** for the teacher's content and grade level. The goal does not require students' **cognitive or emotional engagement.** The teacher does not communicate with students' families about the goal.	*academic *social/emotional The goal addresses a **critical standard** for the teacher's content and grade level. The goal requires students' **cognitive or emotional engagement**. The teacher communicates the goal to students' families.	**critical standard** for the teacher's content and grade level. The goal requires students' **cognitive and emotional engagement**. The teacher seeks and considers input from students' families in developing the goal.	The goal addresses a **critical standard** for the teacher's content and grade level. The goal requires each student's **cognitive and emotional engagement.** The teacher seeks and considers input from students' families in developing the goal. The teacher explains how the goal yields opportunities for leadership or for collaboration with colleagues to advance their own or their collective professional learning.
Original 3.2 Rubric - for educators not in 2021-2022 Pilot				
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 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.

	Unsatisfactory	Basic	Proficient	Distinguished
3.2 Rubric for 2021-2022 Pilot				
3.2: Achievement of Student Growth Goal(s)	The teacher provides evidence of student progress on the stated learning goal from only summative assessments. There is no evidence of student engagement in assessment of their own progress. There is no evidence of opportunities for students to share feedback on how they experienced the learning. The teacher does not provide evidence of taking responsibility for student learning progress. The teacher does not identify the next steps for instruction OR the next steps are uninformed by	The teacher provides evidence of student progress on the stated learning goal, which includes both **formative and summative assessments**. There is limited evidence of **student engagement in assessment** of their own progress. There is limited or no evidence of opportunities for students to share **feedback** on how they experienced the learning. 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.	The teacher provides evidence of student progress on the stated learning goal, which includes both **formative and summative assessments.** There is evidence of **student engagement in assessment** and student monitoring of their own progress. There is evidence of opportunities for students to share **feedback** on how they experienced the learning. The teacher reflects with supervisor on learning progress for the individual students in this group. The reflection includes an analysis of why students did or did not make progress, and next steps for each student. The teacher uses information from student progress and student experience of learning	The teacher provides evidence of student progress on the stated learning goal, which includes both **formative and summative assessments**. There is evidence of **student engagement in assessment** and student monitoring of their own progress. There is evidence of opportunities for students to share **feedback** on how they experienced the learning. The teacher reflects with supervisor on learning progress for the individual students in this group; the reflection includes an analysis of why students did or did not make progress, and next steps for each student. The teacher acts upon

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	information about students' progress.	The teacher's identified next steps for instruction are uninformed by student progress and student experience of learning.	to guide their next steps for instruction.	information from student progress and student experience of learning to guide their next steps for instruction, and to effect changes in instructional practice or professional learning beyond their own classroom/context.
Original 6.1 Rubric - for educators not in 2021-2022 Pilot				
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).

	Unsatisfactory	Basic	Proficient	Distinguished
6.1 Rubric for 2021-2022 Pilot				
6.1: Establish Student Growth Goal(s)	The teacher does not develop a student growth goal. OR The teacher does not explain how the knowledge of students' assets does not inform goal. The goal does not address a **critical standard** for the teacher's content and grade level. The goal does not require students' **cognitive or emotional engagement**.	The teacher develops a student growth goal for students in one grade level or class. The teacher explains how the knowledge of students' assets informed the goal, but does not include all of the following: *cultural *academic *social/emotional The goal addresses a **critical standard** for the teacher's content and grade level. The goal requires students' **cognitive or emotional engagement.**	The teacher develops a student growth goal for students in one grade level or class. The teacher explains how the knowledge of students, including their cultural, academic, and social/emotional assets, informed the goal. The goal addresses a **critical standard** for the teacher's content and grade level. The goal requires students' **cognitive and emotional engagement.**	The teacher develops a student growth goal for students in one grade level or class. The teacher explains how the knowledge of individual students, including their cultural, academic, and social/emotional assets, informed the goal. The goal addresses a **critical standard** for the teacher's content and grade level. The goal requires students' **cognitive and emotional engagement.** The teacher explains how the goal yields opportunities for leadership or for collaboration with colleagues to advance their own or their collective professional learning.

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Original 6.2 Rubric - for educators not in 2021-2022 Pilot				
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.
6.2 Rubric for 2021-2022 Pilot				
6.2: Achievement of Student Growth Goal(s)	The teacher provides evidence of student progress on the stated learning goal from only summative assessments. There is no evidence of student engagement in assessment of their own progress. The teacher does not provide evidence of taking responsibility for student learning progress. There is no evidence of opportunities for	The teacher provides evidence of student progress on the stated learning goal, which includes both **formative and summative assessments**. There is limited evidence of **student engagement in assessment** of their own progress. There is limited or no evidence of opportunities for **students to share feedback** on how they experienced the learning.	The teacher provides evidence of student progress on the stated learning goal, which includes both **formative and summative assessments**. There is evidence of **student engagement in assessment** and student monitoring of their own progress. There is evidence of opportunities for **students to share feedback** on how they experienced the learning. The teacher reflects with the supervisor on learning progress for three groups of students:	The teacher provides evidence of student progress on the stated learning goal, which includes both **formative and summative assessments**. There is evidence of **student engagement in assessment** and student monitoring of their own progress. There is evidence of opportunities for **students to share feedback** on how they experienced the learning.

	Unsatisfactory	Basic	Proficient	Distinguished
	students to share feedback on how they experienced the learning. The teacher does not identify the next steps for instruction, OR the next steps are uninformed by information about students' progress	The teacher reflects with the 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. The teacher's identified next steps for instruction are uninformed by student progress and student experience of learning.	• Students who exceeded the learning goal • Students who met or nearly met the learning goal • Students who did not yet meet the learning goal The reflection includes an analysis of why students did or did not make progress, and next steps for each group. The teacher uses information from student progress and student experience of learning to guide their next steps for instruction.	The teacher reflects with the supervisor on learning progress for three groups of students: • Students who exceeded the learning goal • Students who met or nearly met the learning goal • Students who did not meet the learning goal The reflection includes an analysis of why individual students did or did not make progress, and next steps for each group. The teacher acts upon information from student progress and student experience of learning to guide their next steps for instruction, and to effect changes in instructional practice or professional learning beyond their own classroom/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:** _____