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.

	Unsatisfactory	Basic	Proficient	Distinguished
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 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: Probing incorrect answers with 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 academic vocabulary	The teacher does not identify important academic vocabulary specific to the lesson or does so in a manner that	The teacher identifies important academic vocabulary specific to the lesson and makes students aware of the meaning of	The teacher identifies important academic vocabulary specific to the lesson and makes students aware of the meaning of these terms. Additionally, the teacher	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application

	Unsatisfactory	Basic	Proficient	Distinguished
	does not reflect the critical content.	these terms BUT does not monitor the extent to which students have internalized the meaning of these terms using their own background knowledge.	monitors the extent to which students have internalized the meaning of these terms using their own background knowledge.	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 his or her 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.
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	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).

	Unsatisfactory	Basic	Proficient	Distinguished
	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 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**
		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
		
		  *academic
		
		  *social/emotional
		
		The goal addresses a **critical standard** for the teacher's content and grade level.
		
		The goal requires students' **cognitive or emotional**
			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 **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
				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.
				
				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

	Unsatisfactory	Basic	Proficient	Distinguished
	engagement. The teacher does not communicate with students' families about the goal.	**engagement**. The teacher communicates the goal to students' families.	developing the goal.	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.
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	The teacher provides evidence of student progress on the stated learning goal, which includes both **formative and summative assessments**.	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**	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**

	Unsatisfactory	Basic	Proficient	Distinguished
	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 information about students' progress.	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's identified next steps for instruction are uninformed by student progress and student experience of learning.	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 to guide their next steps for instruction.	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 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.

	Unsatisfactory	Basic	Proficient	Distinguished
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).
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 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 | 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 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. |

	Unsatisfactory	Basic	Proficient	Distinguished
	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**.	*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 goal addresses a **critical standard** for the teacher's content and grade level. The goal requires students' **cognitive and emotional engagement.**	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.
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:	The teacher provides evidence of student	The teacher provides evidence of student	The teacher provides evidence of student progress on the	The teacher provides evidence of student progress

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Achievement of Student Growth Goal(s)	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 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	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 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	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: • 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	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: • 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

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		progress and student experience of learning.	student experience of learning to guide their next steps for instruction.	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:** _____