Certificated Teacher Focused Summative Scoring Document
Criterion 3: 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 3: Recognizing individual student learning needs and developing strategies to address those needs

	Unsatisfactory	Basic	Proficient	Distinguished
Component 3.1: Effective scaffolding of information within a lesson	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 organizes lessons within a unit so that students move from surface to deeper understanding of content, but does not require students to apply the content in authentic ways.	The teacher organizes content in such a way that each new piece of information clearly builds on the previous piece, and students move from understanding to applying the content through authentic tasks.	The teacher is a recognized leader in helping others scaffold lessons and units that progress toward a deep understanding and transfer of content.

	Unsatisfactory	Basic	Proficient	Distinguished
Component 3.2: Planning and preparing for the needs of all students	The teacher does not know or understand the intervention system or does not use the intervention system to address student needs.	The teacher identifies interventions that meet the needs of specific sub-populations (e.g., ELL, special education, and students who come from environments that offer little support for learning), but does not ensure that all identified students are adequately served by the interventions.	The teacher identifies and effectively employs interventions that meet the needs of specific sub-populations (e.g., ELL, special education, and students who come from environments that offer little support for learning).	The teacher is a recognized leader in helping others employ interventions that meet the needs of specific sub-populations (e.g., ELL, special education, and students who come from environments that offer little support for learning).
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).

	Unsatisfactory	Basic	Proficient	Distinguished
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 engagement.**
	
	The teacher does not communicate
		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 engagement**.
		
		The teacher communicates the
			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 developing the goal.
				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 developing the goal.
				
				The teacher explains how the goal yields opportunities for

	Unsatisfactory	Basic	Proficient	Distinguished
	with students' families about the goal.	goal to students' families.		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

	Unsatisfactory	Basic	Proficient	Distinguished
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

	Unsatisfactory	Basic	Proficient	Distinguished
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.	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**	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.	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.

	Unsatisfactory	Basic	Proficient	Distinguished
	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.	**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.	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.	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.

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:** _____