

**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:	_____	School:	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.

Student Growth Goal for Current year:	Select Growth Goal ▾
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**Criterion 1: Centering instruction on high expectations for student achievement**

	Unsatisfactory	Basic	Proficient	Distinguished
<b>Component 1.1: Providing clear learning goals and scales.</b>	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 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.

<b>Notes:</b>				
<b>Component 1.2: Celebrating success</b>	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 students with recognition of their current status but not their knowledge gain relative to the learning goal.	The teacher provides students with recognition of their current status and their knowledge gained relative to the learning goal and monitors the extent to which students are motivated to enhance their status.	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.
<b>Notes:</b>				
<b>Component 1.3: Understanding students' interests and backgrounds</b>	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 minimally uses students' interest 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.
<b>Notes:</b>				
<b>Component 1.4: Demonstrating values and respect for reluctant learners and students regularly marginalized or underserved by school systems</b>	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 minimally uses verbal and nonverbal behaviors that indicate value and respect for students, with particular attention to reluctant learners and students who are regularly marginalized or underserved by school systems.	The teacher uses verbal and nonverbal behaviors that indicate value and respect for students, with particular attention to reluctant learners and students who are regularly marginalized or underserved by school systems, 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.
<b>Notes:</b>				

## Professional Reflection

<b>As we look toward next year, do you feel that your practice would be enhanced by continuing with this criterion? Or, at this time would you like to choose to further develop your skills with a different criterion?</b>	
<b>Given your response to the previous question, what support(s) will you need to maximize your growth next year?</b>	

**Final Criterion Score:**

Select rating ▾

**Student Growth Goal rating:**

Select rating ▾

**\*\*Any score of unsatisfactory (level 1) in the student growth rating rubric will trigger a Student Growth Inquiry.**

It is my judgment, based upon adopted Washington State Criterion, that this teacher's overall performance has been deemed:

Select rating ▾

Student Growth Inquiry triggered?

Select ▾

If Yes Select Option: ▾

**Evaluator Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

RCW 28A 405 100 sec (1)(3)(a)

My signature below indicates that I have seen this evaluation. It does not necessarily indicate agreement with the findings.

**Teacher Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**\*I realize that this evaluation has been deemed UNSATISFACTORY. It will result in a Plan of Improvement and may result in non-renewal of contract.**

**Teacher Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**\*\*I realize that this evaluation requires a STUDENT GROWTH INQUIRY. For the next school year I will choose one or more of the following (WAC 392-191A-100:)**

- ☐ Examine student growth data in conjunction with other evidence...
- ☐ Examine extenuating circumstances...
- ☐ Schedule monthly conferences focused on improving student growth...
- ☐ Create and implement a professional development plan to address student growth areas...

**Teacher Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

- ☐ The employee has the right to append comments. If such a statement is to be attached, check this box.