

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.

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|---------------------------------|-------|-------------------|----------|--------------|-------|
| 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.

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| Student Growth Goal for Current year: | Select Growth Goal ▾ |
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Criterion 2: Demonstrating effective teaching practices

| | Unsatisfactory | Basic | Proficient | Distinguished |
|---|--|--|---|---|
| Component 2.1: Providing clear learning goals and scales | 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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| Notes: | | | | |
| Component 2.2: Conducting practicing and deepening 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 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. |
| Notes: | | | | |
| 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. |
| Notes: | | | | |
| 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. |
| Notes: | | | | |

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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. |
| Notes: | | | | |
| 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. |
| Notes: | | | | |
| 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 does not reflect the critical content. | The teacher identifies important academic vocabulary specific to the 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. | The teacher identifies important academic vocabulary specific to the lesson and makes students aware of the meaning of these terms. Additionally, the teacher monitors the extent to which students have internalized the meaning of these terms using their own background 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. |
| Notes: | | | | |
| Component 2.8: | The teacher makes no | The teacher identifies specific | The teacher determines how | The teacher is a recognized |

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| Evaluating effectiveness of individual lessons and units | attempts to perform this activity, or the teacher attempts to perform this activity but does not actually complete or follow through with these attempts. | strategies and behaviors on which to improve but does not select the strategies and behaviors that are most useful for his or her development. | effective a lesson or unit was in terms of enhancing student achievement and identifies causes of success or failure. | leader in helping others identify areas of pedagogical strength and weakness. |
| Notes: | | | | |

Professional Reflection

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| 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? | |
| Given your response to the previous question, what support(s) will you need to maximize your growth next year? | |

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.