

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:	_____	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 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.

Notes:				
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).
Notes:				

Professional Reflection

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.