

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 5: Fostering and managing a safe, positive learning environment

	Unsatisfactory	Basic	Proficient	Distinguished
Component 5.1: Organizing the physical layout of the classroom	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 the physical layout of the classroom to ensure safety, facilitate movement, and focus on learning but the classroom layout addresses only minimal aspects of these issues.	The teacher organizes the physical layout of the classroom to ensure safety, facilitate movement, and focus on learning and monitors the extent to which these activities enhance student learning.	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 5.2: Reviewing expectations to rules and procedures	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 establishes and reviews expectations regarding rules and procedures.	The teacher establishes and reviews expectations regarding rules and procedures and monitors the extent to which students understand the rules and procedures.	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 5.3: Demonstration “Withitness”	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 demonstrates awareness of classroom environment.	The teacher demonstrates awareness of classroom environment and monitors the effect on students’ behavior.	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 5.4: Applying consequences for lack of adherence to rules and procedures	The teacher does not apply consequences for not following rules and procedures.	The teacher applies consequences for not following rules and procedures but does not do so in a consistent and fair manner.	The teacher applies consequences for not following rules and procedures in a consistent and fair manner and monitors the extent to which rules and procedures are followed.	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 5.5: Acknowledging adherence to rules and procedures	The teacher does not acknowledge adherence to rules and procedures.	The teacher acknowledges adherence to rules and procedures but does not do so in a consistent and fair manner	The teacher acknowledges adherence to rules and procedures in a consistent and fair manner and monitors the extent to which new actions affect students’ behavior	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 5.6: Displaying objectivity and	When the strategy is called for the teacher does not use it or	The teacher behaves in an objective and controlled	The teacher behaves in an objective and controlled	The teacher adapts or creates new strategies to meet the

control	the teacher uses the strategy incorrectly or with parts missing.	manner.	manner and monitors the effect on the classroom climate.	specific needs of students for whom the typical application of strategies does not produce the desired effect.
Notes:				

Professional Reflection

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

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.