

Certificated Teacher Focused Summative Scoring Document  
Criterion 8: Marzano Framework



Teacher: \_\_\_\_\_ Grade Level(s): \_\_\_\_\_ Date: \_\_\_\_\_  
Observer: \_\_\_\_\_ School:  School Year: \_\_\_\_\_

**Formal Observation Record:**

**Pre-Observation Information:**

Classroom Make-up	
Lesson Target(s)	
Observation Focus	
Other Information	

**Observation Notes:**

TIME	DESCRIPTION
Additional Notes:	

**MARZANO INSTRUCTIONAL FRAMEWORK**

<b>Criterion 1: High Expectations for Student Achievement</b>	<ul style="list-style-type: none"><li>1.1 Providing clear learning goals, scales, (rubrics)</li><li>1.2 Celebrating success</li><li>1.3 Understanding students' background and interests</li><li>1.4 Demonstrating value and respect for reluctant learner and students systematically underserved</li></ul>	<b>Notes:</b>
<b>Criterion 2: Effective</b>	<ul style="list-style-type: none"><li>2.1 Direct Instruction Lessons:</li></ul>	<b>Notes:</b>

<b>Teaching Practices</b>	<ul style="list-style-type: none"> <li>○ 2.1.1 Chunking Content</li> <li>○ 2.1.2 Processing Content</li> <li>○ 2.1.3 Recording and representing content</li> <li>● 2.2 Practicing and Deepening Lessons: <ul style="list-style-type: none"> <li>○ 2.2.1 Using structured practice sessions</li> <li>○ 2.2.2 Examining similarities and differences</li> <li>○ 2.2.3 Generating and defending claims</li> </ul> </li> <li>● 2.3 Knowledge application lessons <ul style="list-style-type: none"> <li>○ 2.3.1 Cognitively complex tasks</li> <li>○ 2.3.2 Providing resources and guidance</li> <li>○ 2.3.3 Generating and defending claims</li> </ul> </li> <li>● 2.4 Asking in-depth questions of reluctant learners</li> <li>● 2.5 Appropriately probing incorrect answers given by reluctant learners and students systematically underserved</li> <li>● 2.7 Use and application of academic vocabulary</li> </ul> <p>Elements that link to all components in criterion 2:</p> <ul style="list-style-type: none"> <li>○ 2.a.1 Previewing strategies</li> <li>○ 2.a.2 Highlighting critical information</li> <li>○ 2.a.3 Reviewing Content</li> <li>○ 2.a.4 Revising Knowledge</li> <li>○ 2.a.5 Reflecting on learning</li> <li>○ 2.a.6 Purposeful homework</li> <li>○ 2.a.7 Elaborating on information</li> <li>○ 2.a.8 Grouping students to process or practice and deepen new learning</li> <li>● 2.6 Noticing engagement <ul style="list-style-type: none"> <li>○ 2.6.1 Noticing disengagement</li> <li>○ 2.6.2 Using academic games</li> <li>○ 2.6.3 Managing response rates</li> <li>○ 2.6.4 Using physical movement</li> <li>○ 2.6.5 Maintaining a lively pace</li> <li>○ 2.6.6 Demonstrating intensity and enthusiasm</li> <li>○ 2.6.7 Using friendly controversy</li> <li>○ 2.6.8 Providing opportunities for students to talk about themselves</li> <li>○ 2.6.9 Presenting unusual/intriguing information</li> <li>○ 2.6.10 Motivating and inspiring students</li> </ul> </li> </ul>	
<b>Criterion 3: Differentiation</b>	<ul style="list-style-type: none"> <li>● 3.1 Effective Scaffolding within lessons</li> <li>● 3.2 Planning and preparing for the needs of all students</li> <li>★ SG3.1 Establishes growth goal(s) for a subgroup of students</li> <li>★ SG3.2 Gathers growth data which demonstrates learning</li> </ul>	<b>Notes:</b>

	progress toward subgroup growth goal(s) over time	
<b>Criterion 4: Content Knowledge</b>	<ul style="list-style-type: none"> <li>• 4.1 Attention to established content standards</li> <li>• 4.2 Use of available resources and technology</li> </ul>	<b>Notes:</b>
<b>Criterion 5: Safe, Positive Learning Environment</b>	<ul style="list-style-type: none"> <li>• 5.1 Organizing the physical layout of the classroom</li> <li>• 5.2 Reviewing expectations for rules and procedures</li> <li>• 5.3 Demonstrating withitness</li> <li>• 5.4 Applying consequences for the lack of adherence to rules and procedures</li> <li>• 5.5 Acknowledging adherence to rules and procedures</li> <li>• 5.6 Displaying objectivity and control</li> </ul>	<b>Notes:</b>
<b>Criterion 6: Using Student Data Elements</b>	<ul style="list-style-type: none"> <li>• 6.1 Designs instruction aligned to assessment</li> <li>• 6.2 Uses multiple data elements to inform design of instruction and assessment <ul style="list-style-type: none"> <li>○ 6.2.1 Informal assessments of the whole class</li> <li>○ 6.2.2 Formal assessments of individual students</li> </ul> </li> <li>• 6.3 Tracking student progress</li> <li>★ SG6.1 Establishes whole-class growth goals</li> <li>★ SG6.2 Gathers growth data which demonstrates learning progress over time</li> </ul>	<b>Notes:</b>
<b>Criterion 7: Families &amp; Community</b>	<ul style="list-style-type: none"> <li>• 7.1 Engaging in positive interactions with parents and the school community about courses, programs, and school events</li> <li>• 7.2 Engaging in timely and professional interactions with parents and the school community</li> </ul>	<b>Notes:</b>
<b>Criterion 8: Professional Practices</b>	<ul style="list-style-type: none"> <li>• 8.1 Seeking mentorship for areas of need or interest</li> <li>• 8.2 Promoting positive interactions with colleagues</li> <li>• 8.3 Participating in school or district initiatives</li> <li>★ SG8.1 Collaborates to design and monitor student growth goals</li> </ul>	<b>Notes:</b>