

# Certificated Teacher Focused Summative Scoring Document

## Criterion 8: 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: _____	District/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.

### Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning

	Unsatisfactory	Basic	Proficient	Distinguished
<b>Component 8.1: Seeking mentorship for areas of need or interest</b>	The teacher makes no attempt to perform this activity, or the teacher attempts to perform this activity but does not actually complete or	The teacher seeks help and mentorship from colleagues regarding specific classroom strategies and/or mentors other teachers, but does not necessarily do so in a manner that enhances pedagogical skill.	The teacher seeks help and mentorship from colleagues regarding specific classroom strategies and/or mentors other teachers in such a manner as to enhance pedagogical skill.	The teacher is a recognized leader in mentoring others in such a way as to enhance their pedagogical skill.

	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
	follow through with these attempts.			
<b>Component 8.2: Promoting positive interactions with colleagues</b>	The teacher makes little or no attempt to follow established norms or collective commitments. The teacher's behavior may be obstructing the functioning of the team/group.	The teacher attempts to follow established norms or commitments but does not comply with all norms and collective commitments.	The teacher follows established norms and collective commitments, contributing to the overall effectiveness of the team.	The teacher consistently models established norms and collective commitments. The teacher is a recognized leader in facilitating the team/group in resolving conflict for effective functioning.
<b>Component 8.3: Participating in district and school initiatives</b>	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 is aware of the district and school initiatives, but does not participate at a level consistent with their talents and availability.	The teacher participates in district and school initiatives at a level consistent with their talents and availability.	The teacher is a recognized leader in helping others be aware of and participate in district and school initiatives.
<b>Component 8.4: Monitoring progress relative to the professional growth and</b>	The teacher makes no attempt to perform this activity, or the teacher attempts to perform this activity but does not actually complete or	The teacher develops a written professional growth and development plan but does not articulate clear goals and timelines. The teacher charts their progress on the professional growth	The teacher develops a written professional growth and development plan with goals and timelines, charts their progress, and makes adaptations as needed.	The teacher is a recognized leader in helping others develop professional growth and development plans.

	Unsatisfactory	Basic	Proficient	Distinguished
development plan	follow through with these attempts.	and development plan using established goals and timelines but does not make adaptations as needed.		
8.1: Establish Student Growth Goals	<p>The teacher does not collaboratively develop the student growth goal.</p> <p>OR</p> <p>Collaboration does not yield a goal that:</p> <ul style="list-style-type: none"> <li>• Is informed by <b>knowledge of students</b></li> <li>• Addresses an <b>essential standard</b> for the teacher's content and grade level</li> <li>• Require <b>cognitive or emotional engagement</b></li> </ul> <p>The teacher undermines team's ability to make and implement team decisions and/or does not follow through with team decisions regarding instruction and assessment.</p>	<p>The teacher collaborates with other grade, school, or district team members to develop the student growth goal.</p> <p>The team uses a single data element to explain how <b>knowledge of students</b> informed the goal.</p> <p>The goal addresses an <b>essential standard</b> for the teacher's content and grade level. (Goal may not necessarily be the same for all team members.)</p> <p>The goal requires students' <b>cognitive and emotional engagement</b>.</p>	<p>The teacher collaborates with other grade, school, or district team members to develop the student growth goal.</p> <p>The team uses multiple data elements to explain how <b>knowledge of students</b> informed the goal.</p> <p>The goal addresses an <b>essential standard</b> for the teacher's content and grade level. (Goal may not necessarily be the same for all team members.)</p> <p>The goal requires students' <b>cognitive and emotional engagement</b>.</p> <p>The teacher follows through with team decisions regarding instruction and assessment.</p>	<p>The teacher collaborates with other grade, school, or district team members to develop the student growth goal.</p> <p>The team uses multiple data elements to explain how <b>knowledge of students</b> informed the goal.</p> <p>The goal addresses an <b>essential standard</b> for the teacher's content and grade level. (Goal may not necessarily be the same for all team members.)</p> <p>The goal requires students' <b>cognitive and emotional engagement</b>.</p> <p>The teacher follows through with team decisions regarding instruction and assessment.</p> <p>The teacher helps develop other team members' capacity to be effective.</p>

**Reflective Questions:**

**As we look toward next year, do you feel that your practice would be enhanced by continuing with this criterion? Or, might it be time to consider further developing your skills with a different criterion?**

**Given your response to the previous question, what supports can I, as your evaluator, provide for you to maximize your growth next year?**

Both signatures required. Signing of this instrument acknowledges participation in but not necessarily concurrence with the evaluation. (Attach teacher comments if desired.)

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

**Date:** \_\_\_\_\_

**Employee Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_