**Certificated Teacher Focused Summative Scoring Document**

**Criterion 8: Danielson 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** | |
| --- | --- | --- | --- | --- | --- | --- |
| **4d:**  **Participating in a Professional Community** | | Teacher’s relationships with colleagues are negative or self-serving.  Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved.  Teacher avoids becoming involved in school events or school and district projects. | Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.  Teacher becomes involved in the school’s culture of professional inquiry when invited to do so.  Teacher participates in school events and school and district projects when specifically asked to do so. | Teacher’s relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry.  Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution. | Teacher’s relationships with colleagues are  characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty.  Teacher takes a leadership role in promoting a culture of professional inquiry.  Teacher volunteers to participate in school events and district projects making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life. | |
| **4e:**  **Growing and Developing Professionally** | | Teacher engages in no professional development activities to enhance knowledge or skill.  Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.  Teacher makes no eﬀort to share knowledge with others or to assume professional responsibilities. | Teacher participates in professional activities to a limited extent when they are convenient.  Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues.  Teacher finds limited ways to contribute to the profession. | Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.  Teacher welcomes feedback from colleagues — either when made by supervisors or when opportunities arise through professional collaboration.  Teacher participates actively in assisting other educators. | Teacher seeks out opportunities for professional development and makes a systematic eﬀort to conduct action research.  Teacher seeks out feedback on teaching from both supervisors and colleagues.  Teacher initiates important activities to contribute to the profession. | |
| **4f:**  **Showing Professionalism** | | Teacher displays dishonesty in interactions with colleagues, students, and the public.  Teacher is not alert to students’ needs and contributes to school practices that result in some students’ being ill served by the school.  Teacher makes decisions and recommendations based on self-serving interests.  Teacher does not comply with school and district regulations. | | Teacher is honest in interactions with colleagues, students, and the public.  Teacher attempts, though inconsistently, to serve students. Teacher does not knowingly contribute to some students’ being ill served by the school.  Teacher’s decisions and recommendations are based on limited but genuinely professional considerations.  Teacher complies minimally with school and district regulations, doing just enough to get by. | Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.  Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed.  Teacher maintains an open mind in team or departmental decision-making.  Teacher complies fully with school and district regulations. | Teacher takes a leadership role with colleagues and can be counted on to hold to the highest standards of honesty, integrity, and confidentiality.  Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted eﬀort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally under-served, are honored in the school.  Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards.  Teacher complies fully with school and district regulations, taking a leadership role with colleagues. |
| **Student Growth** | | | | | | | |
| **8.1:**  **Establish team student growth goal(s)** | | Does not collaborate or reluctantly collaborates with other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year. | | Does not consistently collaborate with other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year. | Consistently and actively collaborates with other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year. | Leads other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year. |

|  |
| --- |
| **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:** |  |