**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.**

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| **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** |
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| **Component 8.1:**  **Seeking Mentorship for Areas of Need or Interest** | 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 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. |
| **Component 8.2:**  **Promoting Positive Interactions with Colleagues** | 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. |
| **Component 8.3:**  **Participating in District and School Initiatives** | 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 his or her talents and availability. | The teacher participates in district and school initiatives at a level consistent with his or her talents and availability. | The teacher is a recognized leader in helping others be aware of and participate in district and school initiatives. |
| **Component 8.4:**  **Monitoring Progress Relative to the Professional Growth and Development Plan** | 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 develops a written professional growth and development plan but does not articulate clear goals and timelines. The teacher charts his or her progress on the professional growth and development plan using established goals and timelines but does not make adaptations as needed. | The teacher develops a written professional growth and development plan with goals and timelines, charts his or her progress, and makes adaptations as needed. | The teacher is a recognized leader in helping others develop professional growth and development plans. |
| **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. |

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| **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?** | |
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| **Given your response to the previous question, what supports can I, as your evaluator, provide for you to maximize your growth next year?** | |
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Both signatures required. Signing of this instrument acknowledges participation in but not necessarily concurrence with the evaluation. (Attach teacher comments if desired.)

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| **Evaluator Signature:** |  | **Date:** |  |
| **Employee Signature:** |  | **Date:** |  |