

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
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.

	Unsatisfactory	Basic	Proficient	Distinguished
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	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.

	Unsatisfactory	Basic	Proficient	Distinguished
		make adaptations as needed.		
Original 8.1 Rubric - for educators not in 2021-2022 Pilot				
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.
8.1 Rubric for 2021-2022 Pilot				
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"> Is informed by knowledge of students 	<p>The teacher collaborates with other grade, school, or district team members to develop the student growth goal.</p> <p>The team uses the knowledge of students' assets to create the goal, but does not include</p>	<p>The teacher collaborates with other grade, school, or district team members to develop the student growth goal.</p> <p>The team uses the knowledge of students, including their cultural, academic, and social/emotional assets, to create the goal.</p>	<p>The teacher collaborates with other grade, school, or district team members to develop the student growth goal.</p> <p>The team uses the knowledge of students, including their cultural, academic, and</p>

	Unsatisfactory	Basic	Proficient	Distinguished
	<ul style="list-style-type: none"> Address critical standard for the teacher's content and grade level Require cognitive or emotional engagement <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>discussion/consideration of all of the following:</p> <ul style="list-style-type: none"> *cultural *academic *social/emotional <p>The goal addresses a critical standard 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' cognitive or emotional engagement.</p> <p>The teacher demonstrates inconsistent follow-through with team decisions regarding instruction and assessment.</p>	<p>The goal addresses a critical standard 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' cognitive and emotional engagement.</p> <p>The teacher follows through with team decisions regarding instruction and assessment.</p>	<p>social/emotional assets, to create the goal.</p> <p>The goal addresses a critical standard 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' cognitive and emotional engagement.</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> <p>The teacher regularly makes his/her practice public.</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:** _____