

**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:	_____	School:	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.

Student Growth Goal for Current year:	Select Growth Goal ▾
---------------------------------------	----------------------

**Criterion 8: Exhibiting collaboration and collegial practice 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 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 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>Notes:</b>				
<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>Notes:</b>				
<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 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.
<b>Notes:</b>				
<b>Component 8.4: Monitoring progress relative to the professional growth and development plan</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 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.
<b>Notes:</b>				

## Professional Reflection

As we look toward next year, do you feel that your practice would be enhanced by continuing with this criterion? Or, at this time would you like to choose to further develop your skills with a different criterion?

Given your response to the previous question, what support(s) will you need to maximize your growth next year?

**Final Criterion Score:**

Select rating ▾

**Student Growth Goal rating:**

Select rating ▾

**\*\*Any score of unsatisfactory (level 1) in the student growth rating rubric will trigger a Student Growth Inquiry.**

It is my judgment, based upon adopted Washington State Criterion, that this teacher's overall performance has been deemed:

Select rating ▾

Student Growth Inquiry triggered?

Select ▾

If Yes Select Option: ▾

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

RCW 28A 405 100 sec (1)(3)(a)

My signature below indicates that I have seen this evaluation. It does not necessarily indicate agreement with the findings.

**Teacher Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

\*I realize that this evaluation has been deemed UNSATISFACTORY. It will result in a Plan of Improvement and may result in non-renewal of contract.

**Teacher Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**\*\*I realize that this evaluation requires a STUDENT GROWTH INQUIRY. For the next school year I will choose**

one or more of the following (WAC 392-191A-100:)

- ☐ Examine student growth data in conjunction with other evidence...
- ☐ Examine extenuating circumstances...
- ☐ Schedule monthly conferences focused on improving student growth...
- ☐ Create and implement a professional development plan to address student growth areas...

**Teacher Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

- ☐ The employee has the right to append comments. If such a statement is to be attached, check this box.