

# 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
<b>4d: Participating in a Professional Community</b>	<p>Teacher’s relationships with colleagues are negative or self-serving.</p> <p>Teacher avoids participation in a professional culture of inquiry, resisting</p>	<p>Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.</p> <p>Teacher becomes involved in the school’s culture of</p>	<p>Teacher’s relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry.</p>	<p>Teacher’s relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty.</p>

	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
	<p>opportunities to become involved.</p> <p>Teacher avoids becoming involved in school events or school and district projects.</p>	<p>professional inquiry when invited to do so.</p> <p>Teacher participates in school events and school and district projects when specifically asked to do so.</p>	<p>Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.</p>	<p>Teacher takes a leadership role in promoting a culture of professional inquiry.</p> <p>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.</p>
<b>4e: Growing and Developing Professionally</b>	<p>Teacher engages in no professional development activities to enhance knowledge or skill.</p> <p>Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.</p> <p>Teacher makes no effort to share knowledge with others or to assume professional responsibilities.</p>	<p>Teacher participates in professional activities to a limited extent when they are convenient.</p> <p>Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues.</p> <p>Teacher finds limited ways to contribute to the profession.</p>	<p>Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.</p> <p>Teacher welcomes feedback from colleagues — either when made by supervisors or when opportunities arise through professional collaboration.</p> <p>Teacher participates actively in assisting other educators.</p>	<p>Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.</p> <p>Teacher seeks out feedback on teaching from both supervisors and colleagues.</p> <p>Teacher initiates important activities to contribute to the profession.</p>

	Unsatisfactory	Basic	Proficient	Distinguished
4f: Showing Professionalism	<p>Teacher displays dishonesty in interactions with colleagues, students, and the public.</p> <p>Teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school.</p> <p>Teacher makes decisions and recommendations based on self-serving interests.</p> <p>Teacher does not comply with school and district regulations.</p>	<p>Teacher is honest in interactions with colleagues, students, and the public.</p> <p>Teacher attempts, though inconsistently, to serve students. Teacher does not knowingly contribute to some students' being ill served by the school.</p> <p>Teacher's decisions and recommendations are based on limited but genuinely professional considerations.</p> <p>Teacher complies minimally with school and district regulations, doing just enough to get by.</p>	<p>Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.</p> <p>Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed.</p> <p>Teacher maintains an open mind in team or departmental decision-making.</p> <p>Teacher complies fully with school and district regulations.</p>	<p>Teacher takes a leadership role with colleagues and can be counted on to hold to the highest standards of honesty, integrity, and confidentiality.</p> <p>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.</p> <p>Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards.</p> <p>Teacher complies fully with school and district regulations, taking a leadership role with colleagues.</p>

	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>8.1: Establish Student Growth Goals</b></p>	<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:** \_\_\_\_\_