


CERTIFICATED TEACHER COMPREHENSIVE SUMMATIVE SCORING DOCUMENT


FRAMEWORK: UW-CEL 5D+

Teacher: _____ Grade Level(s): _____

Program: _____ School Year: _____

Evaluator: _____ Date: _____

	Unsatisfactory	Basic	Proficient	Distinguished
Criterion 1: Centering instruction on high expectations for student achievement	1	2	3	4
P1: Learning target(s) connected to standards				
P4: Communication of learning target(s)				
P5: Success criteria				
CEC2: Learning routines				
Using the NWESD 189-determined method, enter the criterion score to the right.	Criterion Score 			


	1	2	3	4
Criterion 2: Demonstrating effective teaching practices				
SE1: Quality of questioning				
SE4: Opportunity and support for participation and meaning making				
SE5: Student talk				
CP5: Use of scaffolds				
Using the NWESD 189-determined method, enter the criterion score to the right.	Criterion Score 			




Teacher: _____ Date: _____

			Unsatisfactory	Basic	Proficient	Distinguished
Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs			1	2	3	4
SE2: Ownership of learning						
SE3: Capitalizing on students' strengths						
CP4: Differentiated instruction for students						
A4: Teacher use of formative assessments						
Student Growth Criteria 3: Recognizing individual student learning needs and developing strategies to address those needs.	3.1: Establish Student Growth Goal(s)	<div style="border: 1px solid red; padding: 5px; display: inline-block;"> These scores will be transferred to the <i>Student Growth Impact Rating</i> chart on page 5. </div>				
	3.2: Achievement of Student Growth Goal(s)					
Using the NWESD 189-determined method, enter the criterion score to the right.			Criterion Score			


Criterion 4: Providing clear and intentional focus on subject matter content and curriculum			1	2	3	4
P2: Lessons connected to previous and future lessons, broader purpose and transferable skill						
P3: Design of performance task						
CP1: Alignment of instructional materials and tasks						
CP2: Teacher knowledge of content						
CP3: Discipline-specific teaching approaches						
Using the NWESD 189-determined method, enter the criterion score to the right.			Criterion Score			



Teacher: _____ Date: _____

	Unsatisfactory	Basic	Proficient	Distinguished
Criterion 5: Fostering and managing a safe, positive learning environment	1	2	3	4
CEC1: Classroom arrangement and resources				
CEC3: Use of learning time				
CEC4: Student status				
CEC5: Norms for learning				
Using the NWESD 189-determined method, enter the criterion score to the right.	Criterion Score			

Criterion 6: Using multiple student data elements to modify instruction and improve student learning		1	2	3	4
A1: Student self-assessment					
A2: Student use of formative assessments over time					
A3: Quality of formative assessment methods					
A5: Collection systems for formative assessment data					
Student Growth Criteria 6: Using multiple student data elements to modify instruction and improve student learning. (Student Growth Cycle)	6.1: Establish Student Growth Goal(s)	These scores will be transferred to the <i>Student Growth Impact Rating</i> chart on page 5.  			
	6.2: Achievement of Student Growth Goal(s)				
Using the NWESD 189-determined method, enter the criterion score to the right.		Criterion Score			

Teacher: _____ Date: _____

	Unsatisfactory	Basic	Proficient	Distinguished
Criterion 7: Communicating and collaborating with parents and the school community	1	2	3	4
PCC2: Communication and collaboration with parents and guardians				
PCC3: Communication within the school community about student progress				
Using the NWESD 189-determined method, enter the criterion score to the right.	Criterion Score			

	1	2	3	4
Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning				
PCC1: Collaboration with peers and administrators to improve student learning				
PCC4: Support of school, district, and state curricula, policies and initiatives				
PCC5: Ethics and advocacy				
Student Growth Criteria 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning	8.1: Establish Team Student Growth Goal(s)		<div style="border: 1px solid red; padding: 5px; display: inline-block;"> This score will be transferred to the <i>Student Growth Impact Rating</i> chart on page 5.  </div>	
Using the NWESD 189-determined method, enter the criterion score to the right.	Criterion Score			


Scoring

Teaching Criteria				Overall Criterion Scores (1, 2, 3, or 4)
Criterion 1: Centering instruction on high expectations for student achievement				
Criterion 2: Demonstrating effective teaching practices				
Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs				
Criterion 4: Providing clear and intentional focus on subject matter content and curriculum				
Criterion 5: Fostering and managing a safe, positive learning environment				
Criterion 6: Using multiple student data elements to modify instruction and improve student learning				
Criterion 7: Communicating and collaborating with parents and school community				
Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning				
Summative Teaching Criteria Score				
Preliminary Summative Rating (State determined scoring bands)	Unsatisfactory	Basic	Proficient	Distinguished
	<input type="checkbox"/> 8 - 14	<input type="checkbox"/> 15 - 21	<input type="checkbox"/> 22 - 28	<input type="checkbox"/> 29 - 32

Student Growth Rubric Rating

Each Student Growth Element (3.1, 3.2, 6.1, 6.2 & 8.1) must be rated.

Any student growth score of “1” will result in an inquiry.

Student Growth Impact Rating (Enter scores from 3.1, 3.2, 6.1, 6.2 and 8.1)				
Student Growth	Goal-Setting Score Based on Rubric (1, 2, 3, or 4)	Student Growth Score Based on Rubric (1, 2, 3, or 4)	Total Student Growth Score	
Criterion 3	(3.1)	(3.2)		
Criterion 6	(6.1)	(6.2)		
Criterion 8	(8.1)	N/A		
Overall Student Growth Criteria Score (Add student growth scores)				
Student Growth Impact Rating Scale		Low	Average	High
		<input type="checkbox"/> 5 - 12	<input type="checkbox"/> 13 - 17	<input type="checkbox"/> 18 - 20
Student Growth Inquiry Needed? A “Low” overall student growth score or any student growth element score of “1” will result in an inquiry (WAC 392-191A-100)		<input type="checkbox"/> Yes	<input type="checkbox"/> No	

Final Summative Rating

It is my judgment that during the evaluation period covered in this report, the certificated employee's overall performance has been:

Preliminary Summative Rating	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
Student Growth Rating	<input type="checkbox"/> Low	<input type="checkbox"/> Average	<input type="checkbox"/> High	

NOTE: A *Distinguished* preliminary summative rating with a **LOW** student growth score will result in a final summative rating of *Proficient*. This is the only time a summative evaluation rating will change.

Final Summative Evaluation Rating	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
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Evaluator Comments:

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:** _____