**Certificated Teacher Focused Summative Scoring Document**

**Criterion 1: 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.**

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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 1: Centering instruction on high expectations for student achievement**

|  | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
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| **2b:**  **Establishing a Culture for Learning** | The classroom culture is characterized by a lack of teacher or student commitment to learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued.  Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students. | The classroom culture is characterized by little commitment to learning by teacher or students.  The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality.  The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject. | The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students.  The teacher conveys that with hard work students can be successful.  Students understand their role as learners and consistently expend eﬀort to learn.  Classroom interactions support learning and hard work. | The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning.  The teacher conveys high expectations for learning by all students and insists on hard work.  Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers. |
| **3a:**  **Communicating with Students** | The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing.  The teacher’s explanation of the content contains major errors.  The teachers spoken or written language contains errors of grammar or syntax.  The teacher’s vocabulary is inappropriate, vague, or used incorrectly, leaving students confused. | The teacher’s attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion.  The teacher’s explanation of the content may contain minor errors; some portions are clear; other portions are diﬃcult to follow.  The teacher’s explanation consists of a monologue, with no invitation to the students for intellectual engagement.  Teacher’s spoken language is correct; how- ever, his or her vocabulary is limited, or not fully appropriate to the students’ ages or backgrounds. | The teacher clearly communicates instructional purpose of the lesson, including where it is situated within broader learning, and explains procedures and directions clearly.  Teacher’s explanation of content is well scaﬀolded, clear and accurate, and connects with students’ knowledge and experience.  During the explanation of content, the teacher invites student intellectual engagement.  Teacher’s spoken and written language is clear and correct and uses vocabulary appropriate to the students’ ages and interests. | The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding.  The teacher’s explanation of content is thorough and clear, developing conceptual understanding through artful scaﬀolding and connecting with students’ interests.  Students contribute to extending the content and help explain concepts to their classmates.  The teachers spoken and written language is expressive, and the teacher finds opportunities to extend students’ vocabularies. |
| **3c:**  **Engaging Students in Learning** | The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses.  The pace of the lesson is too slow or too rushed.  Few students are intellectually engaged or interested. | The learning tasks and activities are partially aligned with the instructional out- comes but require only minimal thinking by students, allowing most to be passive or merely compliant.  The pacing of the lesson may not provide students the time needed to be intellectually engaged. | The learning tasks and activities are aligned with the instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaﬀolding.  The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged. | Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaﬀolding by the teacher and fully aligned with the instructional outcomes.  In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content.  The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding.  Students may have some choice in how they complete tasks and may serve as resources for one another. |
| **Student Growth: Use EITHER 3 or 6; do not use both.** | | | | |
| **3.1:**  **Establish Student Growth Goals** | Does not establish student growth goal(s) or establishes inappropriate goal(s) for subgroups of students not reaching full learning potential. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s). | Establishes appropriate student growth goal(s) for subgroups of students not reaching full learning potential. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s). | Establishes appropriate student growth goal(s) for subgroups of students not reaching full learning potential. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s). | Establishes appropriate student growth goal(s) for subgroups of students not reaching full potential in collaboration with students, parents, and other school staff. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s). |
| **3.2:**  **Achievement of Student Growth Goal(s)** | Growth or achievement data from at least two points in time shows no evidence of growth for most students. | Multiple sources of growth or achievementdata from at least two points in time show some evidence of growth for some students. | Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students. | Multiple sources of growth or achievement data from at least two points in time show evidence of high growth for all or nearly all students. |
| **6.1:**  **Establish Student Growth Goal(s)** | Does not establish student growth goal(s) or establishes inappropriate goal(s) for whole classroom. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s). | Establishes appropriate student growth goal(s) for whole classroom. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s). | Establishes appropriate student growth goal(s) for whole classroom. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s). | Establishes appropriate student growth goal(s) for students in collaboration with students and parents. These whole classroom goals align to school goal(s). Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s). |
| **6.2:**  **Achievement of Student Growth Goal(s)** | Growth or achievement data from at least two points in time shows no evidence of growth for most students. | Multiple sources of growth or achievement data from at least two points in time show some evidence of growth for some students. | Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students. | Multiple sources of growth or achievement data from at least two points in time show evidence of high growth for all or nearly all students. |

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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:** |  |