**Certificated Teacher Focused Summative Scoring Document**

**Criterion 2: 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 2: Demonstrating effective teaching practices**

|  | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| --- | --- | --- | --- | --- |
| **3b:****Using Questioning and Discussion Techniques** | Teacher’s questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession.Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.A few students dominate the discussion. | Teacher’s questions lead students through a single path of inquiry, with answers seemingly determined in advance.Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved.Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results. | Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding.Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate.Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard. | Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition.Students formulate many questions, initiate topics, and make unsolicited contributions.Students themselves ensure that all voices are heard in the discussion. |
| **4a:****Reflecting on Teaching** | Teacher does not know whether a lesson was eﬀective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson.Teacher has no suggestions for how a lesson could be improved. | Teacher has a generally accurate impression of a lesson’s eﬀectiveness and the extent to which instructional outcomes were met.Teacher makes general suggestions about how a lesson could be improved. | Teacher makes an accurate assessment of a lesson’s eﬀectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.Teacher makes a few specific suggestions of what could be tried another time the lesson is taught. | Teacher makes a thoughtful and accurate assessment of a lesson’s eﬀectiveness and the extent to which it achieved its instructional out- comes, citing many specific examples from the lesson and weighing the relative strengths of each.Drawing on an extensive repertoire of skills, teacher oﬀers specific alternative actions, complete with the probable success of diﬀerent courses of action. |
| **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. |

|  |
| --- |
| **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:** |   |