**Certificated Teacher Focused Summative Scoring Document**

**Criterion 3: 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 3: Recognizing individual student learning needs and developing strategies to address those needs**

|  | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
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| **1b:**  **Demonstrating Knowledge of Students** | Teacher demonstrates little or no understanding of how students learn and little knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding. | Teacher indicates the importance of under- standing how students learn and the students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole. | Teacher understands the active nature of student learning and attains information about levels of development for groups of students.  The teacher also purposefully seeks knowledge from several sources of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this  knowledge about groups of students. | Teacher actively seeks knowledge of students’ levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students. |
| **3e:**  **Demonstrating Flexibility and Responsiveness** | Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest.  Teacher ignores student questions; when students experience diﬃculty, the teacher blames the students or their home environment. | Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success.  Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon. | Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests.  Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have diﬃculty learning. | Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and diﬀerentiates instruction to address individual student misunderstandings.  Teacher persists in seeking eﬀective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community. |
| **Student Growth** | | | | | |
| **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. |

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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:** |  |