**Certificated Teacher Focused Summative Scoring Document**

**Criterion 4: 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 4: Providing clear and intentional focus on subject matter content and curriculum**

|  | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
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| **1a:**  **Demonstrating Knowledge of Content and Pedagogy** | In planning and practice, teacher makes content errors or does not correct errors made by students.  Teacher’s plans and practice display little understanding of prerequisite relationships important to student’s learning of the content.  Teacher displays little or no understanding of the range of pedagogical approaches suitable to student’s learning of the content. | Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another.  Teacher’s plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.  Teacher’s plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students. | Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another.  Teacher’s plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.  Teacher’s plans and practice reflect familiarity with a wide range of eﬀective pedagogical approaches in the discipline. | Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines.  Teacher’s plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding.  Teacher’s plans and practice reflect familiarity with a wide range of eﬀective pedagogical approaches in the discipline, anticipating student misconceptions. |
| **1c:**  **Setting Instructional Outcomes** | Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline.  Outcomes are stated as activities rather than as student learning.  Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students. | Outcomes represent moderately high expectations and rigor.  Some reflect important learning in the discipline and consist of a combination of outcomes and activities.  Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.  Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning. | Most outcomes represent rigorous and important learning in the discipline.  All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment.  Outcomes reflect several diﬀerent types of learning and opportunities for coordination.  Outcomes take into account the varying needs of groups of students. | All outcomes represent rigorous and important learning in the discipline.  The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment.  Outcomes reflect several diﬀerent types of learning and, where appropriate, represent opportunities for both coordination and integration.  Outcomes take into account the varying needs of individual students. |
| **1d:**  **Demonstrating Knowledge of Resources** | Teacher is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students. | Teacher displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly. | Teacher displays awareness of resources—not only through the school and district but also through sources external to the school and on the Internet—available for classroom use, for the expansion of his or her own knowledge, and for students. | Teacher displays extensive knowledge of resources—not only through the school and district but also in the community, through professional organizations and universities, and on the Internet—for classroom use, for the expansion of his or her own knowledge, and for students. |
| **1e:**  **Designing Coherent Instruction** | The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure.  The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations.  Instructional groups do not support the instructional outcomes and oﬀer no variety. | Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no diﬀerentiation for diﬀerent students.  Instructional groups partially support the instructional outcomes, with an eﬀort by the teacher at providing some variety.  The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reason- able. | Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students.  The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some diﬀerentiation for diﬀerent groups of students.  The lesson or unit has a clear structure, with appropriate and varied use of instructional groups. | Plans represent the coordination of in-depth content knowledge, understanding of diﬀerent students’ needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in high- level cognitive activity.  Learning activities are diﬀerentiated appropriately for individual learners.  Instructional groups are varied appropriately with some opportunity for student choice.  The lesson’s or unit’s structure is clear and allows for diﬀerent pathways according to diverse student needs. |

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| **Student Growth: Use EITHER 3 or 6; do not use both.** | | | | | |
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|  | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **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:** |  |