**Certificated Teacher Focused Summative Scoring Document**

**Criterion 5: 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 5: Fostering and managing a safe, positive learning environment**

|  | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
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| **2a:**  **Creating an Environment of Respect and Rapport** | Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students’ ages, cultural backgrounds, and developmental levels.  Interactions are characterized by sarcasm, put-downs, or conflict.  Teacher does not deal with disrespectful behavior. | Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students’ ages, cultures, and developmental levels.  Students rarely demonstrate disrespect for one another.  Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict. | Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students.  Students exhibit respect for the teacher. Interactions among students are generally polite and respectful.  Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal. | Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals.  Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals. |
| **2c:**  **Managing Classroom Procedures** | Much instructional time is lost through ineﬃcient classroom routines and procedures.  There is little or no evidence that the teacher is managing instructional groups, transitions, and/or the handling of materials and supplies eﬀectively.  There is little evidence that students know or follow established routines. | Some instructional time is lost through only partially eﬀective classroom routines and procedures.  The teacher’s management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, the result being some disruption of learning.  With regular guidance and prompting, students follow established routines. | There is little loss of instructional time because of eﬀective classroom routines and procedures.  The teacher’s management of instructional groups and the handling of materials and supplies are consistently successful.  With minimal guidance and prompting, students follow established classroom routines. | Instructional time is maximized because of eﬃcient classroom routines and procedures.  Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies.  Routines are well understood and may be initiated by students. |
| **2d:**  **Managing Student Behavior** | There appear to be no established standards of conduct and little or no teacher monitoring of student behavior.  Students challenge the standards of conduct.  Response to students’ misbehavior is repressive or disrespectful of student dignity. | Standards of conduct appear to have been established, but their implementation is inconsistent.  Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.  There is inconsistent implementation of the standards of conduct. | Student behavior is generally appropriate.  The teacher monitors student behavior against established standards of conduct.  Teacher response to student misbehavior is consistent, proportionate, respectful to students, and eﬀective. | Student behavior is entirely appropriate.  Students take an active role in monitoring their own behavior and that of other students against standards of conduct.  Teachers’ monitoring of student behavior is subtle and preventive.  Teacher’s response to student misbehavior is sensitive to individual student needs and respects students’ dignity. |

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|  | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **2e:**  **Organizing Physical Space** | The physical environment is unsafe, or many students don’t have access to learning resources.  There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology. | The classroom is safe, and essential learning is accessible to most students.  The teacher’s use of physical resources, including computer technology, is moderately effective.  Teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success. | The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities.  Teacher makes effective use of physical resources, including computer technology. | The classroom is safe, and learning is accessible to all students, including those with special needs.  Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities.  Students contribute to the use or adaptation of the physical environment to advance learning. |
| **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. |
|  | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **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:** |  |