**Certificated Teacher Focused Summative Scoring Document**

**Criterion 7: 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 7: Communicating and collaborating with parents and the school community**

|  | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
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| **4c:**  **Communicating with Families** | Teacher communication with families about the instructional program and about individual students is sporadic or culturally inappropriate.  Teacher makes no attempt to engage families in the instructional program. | Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program.  Communications are one way and not always appropriate to the cultural norms of those families. | Teacher communicates frequently with families about the instructional program and conveys information about individual student progress.  Teacher makes some attempts to engage families in the instructional program.  Information to families is conveyed in a culturally appropriate manner. | Teacher’s communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication.  Response to family concerns is handled with professional and cultural sensitivity.  Teacher’s eﬀorts to engage families in the instructional program are frequent and successful. |

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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:** |  |