**Certificated Teacher Focused Summative Scoring Document**

**Criterion 3: UW-CEL 5D+**

**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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| **SE2:** **Ownership of learning** | Teacher rarely provides opportunities and strategies for students to take ownership of their learning. | Teacher provides opportunities and strategies for students to take ownership of their learning. Most locus of control is with teacher. | Teacher provides opportunities and strategies for students to take ownership of their learning. Some locus of control is with students in ways that support student learning. | Teacher provides opportunities and strategies for students to take ownership of their learning. Most locus of control is with students in ways that support student learning. |
| **SE3:** **Capitalizing on students’ strengths** | Teacher has little knowledge of how students’ strengths (academic background, life experiences and culture/language) could be used as an asset for student learning. | Teacher has knowledge of students’ strengths (academic background, life experiences and culture/language) and applies this knowledge in limited ways not connected to the unit goals. | Teacher capitalizes on students’ strengths (academic background, life experiences and culture/language) and applies this knowledge in limited ways connected to the unit goals. | Teacher capitalizes on students’ strengths (academic background, life experiences and culture/language) and applies this knowledge in a variety of ways connected to the unit goals. |
| **CP4:****Differentiated instruction for students** | Teacher does not use strategies that differentiate for individual learning strengths and needs | Teacher uses one strategy – such as time, space, structure or materials – to differentiate for individual learning strengths and needs. | Teacher uses multiple strategies – such as time, space, structure and materials – to differentiate for individual learning strengths and needs. | Teacher uses multiple strategies – such as time, space, structure and materials – to differentiate for individual learning strengths and needs. Teacher provides targeted and flexible supports within the strategies. |
| **A4:****Teacher us of formative assessments** | Teacher does not use formative assessments to modify future lessons, make instructional adjustments, or give feedback to students. | Teacher uses formative assessments to modify future lessons or makes in-the-moment instructional adjustments based on the completion of task(s). | Teacher uses formative assessments to modify future lessons, makes in-the-moment instructional adjustments based on student understanding, and gives general feedback aligned with the learning target(s). | Teacher uses formative assessments to modify future lessons, makes in-the-moment instructional adjustments based on student understanding, and gives targeted feedback aligned with the learning target(s) to individual students. |
| **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:** |   |