

# Certificated Teacher Focused Summative Scoring Document

## Criterion 4: Danielson Framework (2022)

The purpose of this document is to capture the progress over the course of the year and to facilitate a growth-focused conversation.

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
<b>1a: Applying Knowledge of Content and Pedagogy</b>	The teacher lacks sufficient knowledge of content and pedagogy to support student learning of the content.	The teacher’s understanding of content and pedagogy partially supports student learning of the content.	The teacher’s understanding of content and pedagogy supports student learning of the content.	The teacher’s understanding of content and pedagogy fosters deeper learning, student agency, and intellectual dispositions such as curiosity, reasoning, and reflection.

	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>1c: Setting Instructional Outcomes</b>	Instructional outcomes are not identified, are not rigorous, or are inappropriate.	Instructional outcomes are moderately rigorous and are appropriate for most students in the class.	Instructional outcomes are rigorous and appropriate for students.	Instructional outcomes represent high-level learning of important content and support student autonomy, curiosity and intellectual risk-taking.
<b>1d: Using Resources Effectively</b>	The teacher is not aware of, or does not appropriately or effectively use, instructional materials and other resources to support student learning and development.	The teacher understands and uses instructional materials and other resources to support student learning and development, but these resources represent only a narrow band of what is available.	The teacher's knowledge of instructional materials and other resources leads to discerning choices to support learning and development.	The teacher makes deliberate decisions in the use of instructional materials and other resources to meet individual student needs and support student autonomy and intellectual engagement.
<b>1e: Planning Coherent Instruction</b>	The design of learning experiences does not support student engagement with important content.	Learning experiences are somewhat coherent in structure, within and across lessons, partially supporting students to meet the intended outcomes.	Learning experiences are challenging and engaging; they are designed to meet the needs of students in the class.	Learning experiences prioritize the needs of individual students, ensure all students can meet the intended outcomes, and support student assumption of responsibility for learning.
<b>3.1: Establish Student Growth Goals</b>	The teacher does not develop a student growth goal for a group of students within a class who are not yet reaching full learning potential.	The teacher develops a student growth goal for a group of students within a class who are not yet reaching full learning potential.	The teacher develops a student growth goal for a group of students, within a class, who are not yet reaching full learning potential.	The teacher develops a student growth goal for a group of students, within a class, who are not yet reaching full learning potential.

	Unsatisfactory	Basic	Proficient	Distinguished
	<p>OR</p> <p>The teacher does not explain how the <b>knowledge of individual students</b> informed the goal.</p> <p>The goal does not address an <b>essential standard</b> for the teacher's content and grade level.</p> <p>The goal does not require students' <b>cognitive or emotional engagement</b>.</p> <p>The teacher does not communicate with students' families about the goal.</p>	<p>The teacher explains how the <b>knowledge of students</b> informed the goal for the students as a group, but not as individuals.</p> <p>The goal addresses an <b>essential standard</b> for the teacher's content and grade level.</p> <p>The goal requires students' <b>cognitive and emotional engagement</b>.</p> <p>The teacher communicates the goal to students' families.</p>	<p>The teacher explains how the <b>knowledge of individual students</b> informed the goal in specific ways.</p> <p>The goal addresses an <b>essential standard</b> for the teacher's content and grade level.</p> <p>The goal requires students' <b>cognitive and emotional engagement</b>.</p> <p>The teacher seeks and considers, when provided, input from students' families in developing the goal.</p>	<p>The teacher explains how the <b>knowledge of individual students</b> informed the goal in specific ways.</p> <p>The goal addresses an <b>essential standard</b> for the teacher's content and grade level.</p> <p>The goal requires students' <b>cognitive and emotional engagement</b>.</p> <p>The teacher seeks and considers, when provided, input from students' families in developing the goal.</p> <p>The teacher explains to supervisor how the goal yields opportunities for leadership or for collaboration with colleagues to advance their own or their collective professional learning.</p>

	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>3.2: Achievement of Student Growth Goal(s)</b></p>	<p>The teacher provides evidence of student progress on the stated learning goal from only summative assessments.</p> <p>There is no evidence of <b>student engagement in assessment</b> of their own progress.</p> <p>There is no evidence of opportunities for students to share <b>feedback on how they experienced the learning</b>.</p> <p>The teacher does not provide evidence of reflecting on how the learning activities and instructional decisions impacted student learning progress.</p> <p>The teacher does not identify the next steps for instruction OR the next steps are uninformed by information about students' progress.</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both <b>formative and summative assessments</b>.</p> <p>There is limited evidence of <b>student engagement in assessment</b> of their own progress.</p> <p>There is limited or no evidence of opportunities for students to share <b>feedback on how they experienced the learning</b>.</p> <p>The teacher reflects with supervisor on student learning progress overall, but not for specific students. The reflection may not establish how the learning activities and instructional decisions impacted student progress.</p> <p>The teacher's identified next steps for instruction are uninformed by student progress and students' experience of learning.</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both <b>formative and summative assessments</b>.</p> <p>There is evidence of <b>student engagement in assessment</b> and student monitoring of their own progress.</p> <p>There is evidence of opportunities for students to share <b>feedback on how they experienced the learning</b>.</p> <p>The teacher reflects with supervisor on the learning progress for the individual students in this group; the reflection includes an analysis of how the learning activities and instructional decisions impacted student progress.</p> <p>The teacher uses information from student progress and students' experience of learning to guide their next steps for instruction.</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both <b>formative and summative assessments</b>.</p> <p>There is evidence of <b>student engagement in assessment</b> and student monitoring of their own progress.</p> <p>There is evidence of opportunities for students to share <b>feedback on how they experienced the learning</b>.</p> <p>The teacher reflects with supervisor on learning progress for the individual students in this group; the reflection includes an analysis of how the learning activities and instructional decisions impacted student progress.</p> <p>The teacher uses information from student progress and students' experience of learning to:</p> <ul style="list-style-type: none"> <li>• Guide their next steps for instruction, and</li> </ul>

	Unsatisfactory	Basic	Proficient	Distinguished
				<ul style="list-style-type: none"> <li>Effect changes in instructional practice or professional learning beyond their own classroom or context.</li> </ul>
<b>6.1: Establish Student Growth Goal(s)</b>	<p>The teacher does not develop a student growth goal.</p> <p>OR</p> <p>The teacher does not explain how the <b>knowledge of students</b> informed the goal.</p> <p>The goal does not address an <b>essential standard</b> for the teacher’s content and grade level.</p> <p>The goal does not require students’ <b>cognitive or emotional engagement</b>.</p>	<p>The teacher develops a student growth goal for students in one grade level or class.</p> <p>The teacher uses a single data element to explain how the <b>knowledge of students</b> informed the goal.</p> <p>The goal addresses an <b>essential standard</b> for the teacher’s content and grade level.</p> <p>The goal requires students’ <b>cognitive and emotional engagement</b>.</p>	<p>The teacher develops a student growth goal for students in one grade level or class.</p> <p>The teacher uses multiple data elements to explain how the <b>knowledge of students</b> informed the goal.</p> <p>The goal addresses an <b>essential standard</b> for the teacher’s content and grade level.</p> <p>The goal requires students’ <b>cognitive and emotional engagement</b>.</p>	<p>The teacher develops a student growth goal for students in one grade level or class.</p> <p>The teacher uses multiple data elements to explain how the <b>knowledge of students</b> informed the goal.</p> <p>The goal addresses an <b>essential standard</b> for the teacher’s content and grade level.</p> <p>The goal requires students’ <b>cognitive and emotional engagement</b>.</p> <p>The teacher explains to supervisor how the goal yields opportunities for leadership or for collaboration with colleagues to advance their own</p>

	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>6.2: Achievement of Student Growth Goal(s)</b></p>	<p>The teacher provides evidence of student progress on the stated learning goal from only summative assessments.</p> <p>There is no evidence of <b>student engagement in assessment</b> of their own progress.</p> <p>There is no evidence of opportunities for students to share <b>feedback on how they experienced the learning</b>.</p> <p>The teacher does not provide evidence of taking responsibility for student learning progress.</p> <p>The teacher does not identify the next steps for</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both <b>formative and summative assessments</b>.</p> <p>There is limited evidence of <b>student engagement in assessment</b> of their own progress.</p> <p>There is limited or no evidence of opportunities for students to share <b>feedback on how they experienced the learning</b>.</p> <p>The teacher reflects with supervisor on student learning progress generally. The reflection may be missing an analysis of why students did or did not make progress, and/or</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both <b>formative and summative assessments</b>.</p> <p>There is evidence of <b>student engagement in assessment</b> and student monitoring of their own progress.</p> <p>There is evidence of opportunities for students to share <b>feedback on how they experienced the learning</b>.</p> <p>The teacher reflects with supervisor on the learning progress for three groups of students: Students who</p> <ul style="list-style-type: none"> <li>• exceeded the learning goal</li> <li>• met or nearly met the learning goal</li> </ul>	<p>or their collective professional learning.</p> <p>The teacher provides evidence of student progress on the stated learning goal, which includes both <b>formative and summative assessments</b>.</p> <p>There is evidence of <b>student engagement in assessment</b> and student monitoring of their own progress.</p> <p>There is evidence of opportunities for students to share <b>feedback on how they experienced the learning</b>.</p> <p>The teacher reflects with supervisor on the learning progress for three groups of students: Students who</p> <ul style="list-style-type: none"> <li>• exceeded the learning goal</li> <li>• met or nearly met the learning goal</li> </ul>

	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
	<p>instruction OR the next steps are uninformed by information about students' progress.</p>	<p>next steps for groups of students or individuals.</p> <p>The teacher's identified next steps for instruction are uninformed by student progress and students' experience of learning.</p>	<ul style="list-style-type: none"> <li>• did not yet meet the learning goal</li> </ul> <p>The reflection includes analysis of why students did or did not make progress, and next steps for each group.</p> <p>The teacher uses information from student progress and students' experience of learning to guide their next steps for instruction.</p>	<ul style="list-style-type: none"> <li>• did not yet meet the learning goal</li> </ul> <p>The teacher uses information from student progress and students' experience of learning to:</p> <ul style="list-style-type: none"> <li>• Guide their next steps for instruction, and</li> <li>• Effect changes in instructional practice or professional learning beyond their own classroom or context.</li> </ul>

**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?**

**Given your response to the previous question, what supports can I, as your evaluator, provide for you to maximize your growth next year?**

Both signatures required. Signing of this instrument acknowledges participation in but not necessarily concurrence with the evaluation. (Attach teacher comments if desired.)

**Evaluator Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Employee Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_