

# Certificated Teacher Focused Summative Scoring Document

## Criterion 5: Danielson Framework (2022)

The purpose of this document is to capture 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 Score*: _____ | From School Year: _____ |                    |

\*The final focused 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                                                                                                                                              |
|------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>2a:<br/>Cultivating<br/>Respectful and<br/>Affirming<br/>Environments</b> | Students do not feel safe and valued; learning environments are characterized by negativity, disrespect, inappropriateness, insensitivity, and/or unresolved conflict. | Learning environments are partially characterized by caring and respectful interactions.                 | Learning environments are characterized by positive developmental relationships that are intentionally nurtured and celebrated. | Students play an active role in creating learning environments characterized by a sense of community, where each member feels safe, valued, and connected. |
| <b>2c:</b>                                                                   | Student learning and development are hindered by a lack of routines or                                                                                                 | Classroom routines and procedures, established or managed primarily by the teacher and taught explicitly | Shared routines and efficient procedures are largely student- directed and maximize opportunities                               | Students have a voice and play an active role in designing and adjusting routines and procedures                                                           |



|                                              | Unsatisfactory                                                                                                                                                                                                                          | Basic                                                                                                                                                                                                                                                                              | Proficient                                                                                                                                                                                                                                                   | Distinguished                                                                                                                                                                                                                                                |
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| <b>Maintaining Purposeful Environments</b>   | inefficient classroom procedures.                                                                                                                                                                                                       | to students, support opportunities for student learning and development.                                                                                                                                                                                                           | for student learning and development.                                                                                                                                                                                                                        | that actively create a respectful learning environment and support the growth of each community member.                                                                                                                                                      |
| <b>2d: Supporting Positive Behavior</b>      | There is little evidence of explicit modeling, instruction, or guidance related to positive student behaviors.                                                                                                                          | The teacher models positive behaviors and occasionally teaches them explicitly.                                                                                                                                                                                                    | Students display positive behaviors, which the teacher models and reinforces to promote reflection and recalibration rather than compliance.                                                                                                                 | Students consistently and independently display positive behaviors and seek opportunities to build a better classroom community.                                                                                                                             |
| <b>2e: Organizing Spaces for Learning</b>    | Learning spaces are unsafe, inaccessible, and/or not conducive to learning and development.                                                                                                                                             | Learning spaces are safe and accessible; the arrangement and use of resources partially support student learning and development.                                                                                                                                                  | Learning spaces are thoughtfully designed to address the needs of individual learners within the context of shared experiences.                                                                                                                              | Learning spaces are thoughtfully co-designed and modified as needed by members of the learning community to address the needs of individuals and create collaborative, joyful spaces for all to learn and grow.                                              |
| <b>3.1: Establish Student Growth Goal(s)</b> | <p>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.</p> <p>OR</p> <p>The teacher does not explain how the <b>knowledge of individual</b></p> | <p>The teacher develops a student growth goal for a group of students within a class who are not yet reaching full learning potential.</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 teacher develops a student growth goal for a group of students, within a class, who are not yet reaching full learning potential.</p> <p>The teacher explains how the <b>knowledge of individual students</b> informed the goal in specific ways.</p> | <p>The teacher develops a student growth goal for a group of students, within a class, who are not yet reaching full learning potential.</p> <p>The teacher explains how the <b>knowledge of individual students</b> informed the goal in specific ways.</p> |

|                                                   | Unsatisfactory                                                                                                                                                                                                                                                                                                          | Basic                                                                                                                                                                                                                                           | Proficient                                                                                                                                                                                                                                                                                   | Distinguished                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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|                                                   | <p><b>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 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 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 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> |
| <b>3.2: Achievement of Student Growth Goal(s)</b> | <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</b></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</b></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>The teacher provides evidence of student progress on the stated learning goal, which includes both <b>formative and summative assessments</b>.</p>                                                                                                                                                                                                                                                                                                                                        |

|  | Unsatisfactory                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Basic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Proficient                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Distinguished                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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|  | <p><b>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><b>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>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>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> <li>• Effect changes in instructional practice or professional learning</li> </ul> |

|                                                        | Unsatisfactory                                                                                                                                                                                                                                                                                                                                                 | Basic                                                                                                                                                                                                                                                                                                                                                                                        | Proficient                                                                                                                                                                                                                                                                                                                                                                                    | Distinguished                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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|                                                        |                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                               | beyond their own classroom or context.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>6.1:</b><br><b>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 or their collective professional learning.</p> |
| <b>6.2:</b>                                            | The teacher provides evidence of student                                                                                                                                                                                                                                                                                                                       | The teacher provides evidence of student progress                                                                                                                                                                                                                                                                                                                                            | The teacher provides evidence of student                                                                                                                                                                                                                                                                                                                                                      | The teacher provides evidence of student                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

|                                              | Unsatisfactory                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Basic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Proficient                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Distinguished                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <b>Achievement of Student Growth Goal(s)</b> | <p>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 instruction OR the next steps are uninformed by information about students' progress.</p> | <p>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 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> | <p>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> <li>• did not yet meet the learning goal</li> </ul> <p>The reflection includes analysis of why students did</p> | <p>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> <li>• did not yet meet the learning goal</li> </ul> <p>The teacher uses information from student</p> |

|  | Unsatisfactory | Basic | Proficient                                                                                                                                                                                                | Distinguished                                                                                                                                                                                                                                                                |
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|  |                |       | <p>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> | <p>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 are required. The 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:** \_\_\_\_\_