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:	

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

	Unsatisfactory	Basic	Proficient	Distinguished
2a: Cultivating Respectful and Affirming Environments	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.
2c:	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



^{*}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.

	Unsatisfactory	Basic	Proficient	Distinguished
Maintaining Purposeful Environments	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.
2d: Supporting Positive Behavior	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.
2e: Organizing Spaces for Learning	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.
3.1: Establish Student Growth Goal(s)	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.
	OR The teacher does not explain how the knowledge of individual	The teacher explains how the knowledge of students informed the goal for the students as a group, but not as individuals.	The teacher explains how the knowledge of individual students informed the goal in specific ways.	The teacher explains how the knowledge of individual students informed the goal in specific ways.

	Uncatisfactory	Basic	Proficient	Distinguished
	Unsatisfactory students informed the	Dasic	Proficient	Distinguished
	goal.	The goal addresses an essential standard for the	The goal addresses an essential standard for the	The goal addresses an essential standard for the
	The goal does not address an essential standard for	teacher's content and grade level.	teacher's content and grade level.	teacher's content and grade level.
	the teacher's content and grade level.	The goal requires students' cognitive and emotional	The goal requires students' cognitive and emotional	The goal requires students' cognitive and emotional
	The goal does not require students' cognitive or	engagement.	engagement.	engagement.
	emotional engagement.	The teacher communicates the goal to students' families.	The teacher seeks and considers, when provided,	The teacher seeks and considers, when provided,
	The teacher does not communicate with students' families about		input from students' families in developing the goal.	input from students' families in developing the goal.
	the goal.			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.
3.2: Achievement of	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
Student Growth	progress on the stated	on the stated learning goal,	progress on the stated	progress on the stated
Goal(s)	learning goal from only	which includes both	learning goal, which	learning goal, which
	summative assessments.	formative and summative	includes both formative	includes both formative
	There is no evidence of	assessments.	and summative	and summative
	student engagement in	There is limited evidence of	assessments.	assessments.
	Student engagement in	student engagement in		

Unsatisfactory	Basic	Proficient	Distinguished
assessment of their own	assessment of their own	There is evidence of	There is evidence of
progress.	progress.	student engagement in	student engagement in
		assessment and student	assessment and student
There is no evidence of	There is limited or no	monitoring of their own	monitoring of their own
opportunities for students	evidence of opportunities for	progress.	progress.
to share feedback on how	students to share feedback		
they experienced the	on how they experienced	There is evidence of	There is evidence of
learning.	the learning.	opportunities for students	opportunities for students
		to share feedback on how	to share feedback on how
The teacher does not	The teacher reflects with	they experienced the	they experienced the
provide evidence of	supervisor on student	learning.	learning.
reflecting on how the	learning progress overall, but		
learning activities and	not for specific students. The	The teacher reflects with	The teacher reflects with
instructional decisions	reflection may not establish	supervisor on the learning	supervisor on learning
impacted student learning	how the learning activities	progress for the individual	progress for the individual
progress.	and instructional decisions	students in this group; the	students in this group; the
	impacted student progress.	reflection includes an	reflection includes an
The teacher does not		analysis of how the learning	analysis of how the learning
identify the next steps for	The teacher's identified next	activities and instructional	activities and instructional
instruction OR the next	steps for instruction are	decisions impacted student	decisions impacted student
steps are uninformed by	uninformed by student	progress.	progress.
information about	progress and students'		
students' progress.	experience of learning.	The teacher uses	The teacher uses
		information from student	information from student
		progress and students'	progress and students'
		experience of learning to	experience of learning to:
		guide their next steps for	
		instruction.	Guide their next steps for
			instruction, and
			• Effect changes in
			instructional practice or
			professional learning

	Unsatisfactory	Basic	Proficient	Distinguished
	Olisacistaccory	Dusic	roncient	beyond their own classroom or context.
6.1: Establish Student Growth Goal(s)	The teacher does not develop a student growth goal. OR	The teacher develops a student growth goal for students in one grade level or class.	The teacher develops a student growth goal for students in one grade level or class.	The teacher develops a student growth goal for students in one grade level or class.
	The teacher does not explain how the knowledge of students informed the goal.	The teacher uses a single data element to explain how the knowledge of students informed the goal. The goal addresses an	The teacher uses multiple data elements to explain how the knowledge of students informed the goal.	The teacher uses multiple data elements to explain how the knowledge of students informed the goal.
	The goal does not address an essential standard for the teacher's content and grade level.	essential standard for the teacher's content and grade level. The goal requires students'	The goal addresses an essential standard for the teacher's content and grade level.	The goal addresses an essential standard for the teacher's content and grade level.
	The goal does not require students' cognitive or emotional engagement.	cognitive and emotional engagement.	The goal requires students' cognitive and emotional engagement.	The goal requires students' cognitive and emotional engagement.
				The teacher explains to supervisor how the goal yields opportunities for leadership or for collaboration with colleagues to advance their own or their collective
6.2:	The teacher provides evidence of student	The teacher provides evidence of student progress	The teacher provides evidence of student	professional learning. The teacher provides evidence of student

	Unsatisfactory	Basic	Proficient	Distinguished
Achievement of	progress on the stated	on the stated learning goal,	progress on the stated	progress on the stated
Student Growth	learning goal from only	which includes both	learning goal, which	learning goal, which
Goal(s)	summative assessments.	formative and summative	includes both formative	includes both formative
		assessments.	and summative	and summative
	There is no evidence of		assessments.	assessments.
	student engagement in	There is limited evidence of		
	assessment of their own	student engagement in	There is evidence of	There is evidence of
	progress.	assessment of their own	student engagement in	student engagement in
		progress.	assessment and student	assessment and student
	There is no evidence of		monitoring of their own	monitoring of their own
	opportunities for students	There is limited or no	progress.	progress.
	to share feedback on how	evidence of opportunities for		
	they experienced the	students to share feedback	There is evidence of	There is evidence of
	learning.	on how they experienced	opportunities for students	opportunities for students
		the learning.	to share feedback on how	to share feedback on ho
	The teacher does not		they experienced the	they experienced the
	provide evidence of taking	The teacher reflects with	learning.	learning.
	responsibility for student	supervisor on student		
	learning progress.	learning progress generally.	The teacher reflects with	The teacher reflects with
		The reflection may be missing	supervisor on the learning	supervisor on the learning
	The teacher does not	an analysis of why students	progress for three groups	progress for three groups
	identify the next steps for	did or did not make progress,	of students: Students who	of students: Students who
	instruction OR the next	and/or next steps for groups		
	steps are uninformed by	of students or individuals.	 exceeded the learning 	 exceeded the learning
	information about		goal	goal
	students' progress.	The teacher's identified next	 met or nearly met the 	• met or nearly met the
		steps for instruction are	learning goal	learning goal
		uninformed by student	 did not yet meet the 	 did not yet meet the
		progress and students'	learning goal	learning goal
		experience of learning.		
			The reflection includes	The teacher uses
			analysis of why students did	information from student

Unsatisfactory	Basic	Proficient	Distinguished
		or did not make progress,	progress and students'
		and next steps for each	experience of learning to:
		group.	 Guide their next steps for
			instruction, and
		The teacher uses	Effect changes in
		information from student	instructional practice or
		progress and students'	professional learning
		experience of learning to	beyond their own
		guide their next steps for	classroom or context.
		instruction.	

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 acknowledge evaluation. (Attach teacher comments if desired.)	wledges participation in but not necessarily concurrence with the
Evaluator Signature:	Date:
Employee Signature:	Date: