Certificated Teacher Focused Summative Scoring Document Criterion 7: 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 7: Communicating and collaborating with parents and the school community

	Unsatisfactory	Basic	Proficient	Distinguished
4c: Engaging Families and Communities	The teacher does not engage students' families or the community, engages them infrequently, or does so disrespectfully.	The teacher makes some efforts to engage families and communities and does so in a respectful manner.	The teacher engages students' families and communities in a respectful and culturally responsive manner, making information readily available and inviting participation in the intellectual life of the	The teacher's frequent and ongoing engagement of families and communities demonstrates a clear value for the role they play in student learning and is focused on forging partnerships that further the academic and personal
			classroom.	success of each and every student.



^{*}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.

	11	D. J.	Durft dans	Distinguished
2.4	Unsatisfactory The teacher does not	Basic The teacher developes	Proficient The teacher develops a	Distinguished The teacher developes
3.1:	develop a student growth	The teacher develops a student growth goal for a	student growth goal for a	The teacher develops a student growth goal for a
Establish Student	goal for a group of	group of students within a	group of students, within a	group of students, within a
Growth Goal(s)	students within a class	class who are not yet	class, who are not yet	class, who are not yet
	who are not yet reaching	reaching full learning	reaching full learning	reaching full learning
	full learning potential.	potential.	potential.	potential.
	Tun learning potential.	potential.	potential.	potential.
	OR	The teacher explains how the	The teacher explains how	The teacher explains how
		knowledge of students	the knowledge of	the knowledge of
	The teacher does not	informed the goal for the	individual students	individual students
	explain how the	students as a group, but not	informed the goal in	informed the goal in
	knowledge of individual	as individuals.	specific ways.	specific ways.
	students informed the			
	goal.	The goal addresses an	The goal addresses an	The goal addresses an
		essential standard for the	essential standard for the	essential standard for the
	The goal does not address	teacher's content and grade	teacher's content and grade	teacher's content and grade
	an essential standard for	level.	level.	level.
	the teacher's content and			
	grade level.	The goal requires students'	The goal requires students'	The goal requires students'
		cognitive and emotional	cognitive and emotional	cognitive and emotional
	The goal does not require	engagement.	engagement.	engagement.
	students' cognitive or	The Assertance and a second sec	The teacher and a	The standard and a standard
	emotional engagement.	The teacher communicates	The teacher seeks and	The teacher seeks and
	The teacher does not	the goal to students' families.	considers, when provided, input from students'	considers, when provided, input from students'
	communicate with		families in developing the	families in developing the
	students' families about		goal.	goal.
	the goal.		goal.	godi.
	are goui.			The teacher explains to
				supervisor how the goal
				yields opportunities for
				leadership or for
				collaboration with

	Umanti of antarea	Paris.	Des Colons	Distinguished
	Unsatisfactory	Basic	Proficient	Distinguished
				colleagues to advance their
				own or their collective
		-		professional learning.
3.2:	The teacher provides	The teacher provides	The teacher provides	The teacher provides
Achievement of	evidence of student	evidence of student progress	evidence of student	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
		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 how
	The teacher does not		they experienced the	they experienced the
	provide evidence of	The teacher reflects with	learning.	learning.
	reflecting on how the	supervisor on student		
	learning activities and	learning progress overall, but	The teacher reflects with	The teacher reflects with
	instructional decisions	not for specific students. The	supervisor on the learning	supervisor on learning
	impacted student learning	reflection may not establish	progress for the individual	progress for the individual
	progress.	how the learning activities	students in this group; the	students in this group; the
		and instructional decisions	reflection includes an	reflection includes an
	The teacher does not	impacted student progress.	analysis of how the learning	analysis of how the learning
	identify the next steps for		activities and instructional	activities and instructional
	instruction OR the next	The teacher's identified next	decisions impacted student	decisions impacted student
	steps are uninformed by	steps for instruction are	progress.	progress.
		uninformed by student		

	Unsatisfactory	Basic	Proficient	Distinguished
	information about students' progress.	progress and students' experience of learning.	The teacher uses information from student progress and students' experience of learning to guide their next steps for instruction.	The teacher uses information from student progress and students' experience of learning to: • Guide their next steps for instruction, and • Effect changes in instructional practice or professional learning 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 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.	The goal requires students' cognitive and emotional engagement.	The goal requires students' cognitive and emotional engagement.	The goal requires students' cognitive and emotional engagement.

	Unsatisfactory	Basic	Proficient	Distinguished
				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.
6.2:	The teacher provides	The teacher provides	The teacher provides	The teacher provides
Achievement of	evidence of student	evidence of student progress	evidence of student	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 existence of	assessments.	and summative	and summative
	There is no evidence of	The second section is a second	assessments.	assessments.
	student engagement in assessment of their own	There is limited evidence of	There is evidence of	There is evidence of
		student engagement in assessment of their own		
	progress.		student engagement in assessment and student	student engagement in assessment and student
	There is no evidence of	progress.	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	progress.	progress.
	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
	learning.	the learning.	to share feedback on how	to share feedback on how
	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	. 5		

Unsatisfactory	Basic	Proficient	Distinguished
steps are uninformed by information about students' progress.	and/or next steps for groups of students or individuals. The teacher's identified next steps for instruction are uninformed by student	 exceeded the learning goal met or nearly met the learning goal did not yet meet the learning goal 	 exceeded the learning goal met or nearly met the learning goal did not yet meet the learning goal
	progress and students' experience of learning.	The reflection includes analysis of why students did or did not make progress, and next steps for each group.	The teacher uses information from student progress and students' experience of learning to: • Guide their next steps for instruction, and
		The teacher uses information from student progress and students' experience of learning to guide their next steps for instruction.	Effect changes in instructional practice or professional learning beyond their own classroom or context.

Reflective Questions	
As we look toward next year, do you feel that your practice with the stime to consider further developing your skills.	<u> </u>
Given your response to the previous question, what supports growth next year?	s can I, as your evaluator, provide for you to maximize your
Both signatures are required. The signing of this instrument acknowlevaluation. (Attach teacher comments if desired.)	owledges participation in but not necessarily concurrence with the
Evaluator Signature:	Date:
Employee Signature:	Date: