

Certificated Teacher Focused Summative Scoring Document

Criterion 1: 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.

| | | |
|--|-------------------------|--------------------|
| 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 1: Centering instruction on high expectations for student achievement

| | Unsatisfactory | Basic | Proficient | Distinguished |
|--|---|---|--|---|
| P1: Learning target(s) connected to standards | Lessons are not based on grade level standards or there are no learning targets aligned to the standard or the targets do not change daily. | Lessons are based on grade level standards. The daily learning target(s) align to the standard. | Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words. | Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words. Students can explain why the learning target(s) are important. |

| | Unsatisfactory | Basic | Proficient | Distinguished |
|--|---|--|---|---|
| P4: Communication of learning target(s) | Teacher rarely states or communicates with students about the learning target(s). | Teacher states the learning target(s) once during the lesson and checks for student understanding of the learning target(s). | Teacher communicates the learning target(s) through verbal and visual strategies and checks for student understanding of the learning target(s). | Teacher communicates the learning target(s) through verbal and visual strategies, checks for student understanding of the learning target(s), and references the target(s) throughout instruction. |
| P5: Success criteria | The success criteria for the learning target(s) are nonexistent or vague. | Success criteria are present but may lack alignment to the learning target(s) and/or may not be used by students for learning. | Success criteria are present and align to the learning target(s). With prompting from the teacher, students use the success criteria to communicate what they are learning. | Success criteria are present and align to the learning target(s). Students use the success criteria to communicate what they are learning. |
| CEC2: Learning routines | Learning routines for discussion and collaborative work are absent. | Learning routines for discussion and collaborative work are present but may not result in effective discourse. Students are held accountable for completing their work but not for learning. | Learning routines for discussion and collaborative work are present, and result in effective discourse. Students are held accountable for completing their work and for learning. | Learning routines for discussion and collaborative work are present, and result in effective discourse. Students independently use the routines during the lesson. Students are held accountable for completing their work and for learning. Students support the learning of others. |

| | Unsatisfactory | Basic | Proficient | Distinguished |
|--|---|--|---|---|
| 3.1: Establish Student Growth Goals | <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 knowledge of individual students informed the goal.</p> <p>The goal does not address an essential standard for the teacher's content and grade level.</p> <p>The goal does not require students' cognitive or emotional engagement.</p> <p>The teacher does not communicate with students' families about the goal.</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 knowledge of students informed the goal for the students as a group, but not as individuals.</p> <p>The goal addresses an essential standard for the teacher's content and grade level.</p> <p>The goal requires students' cognitive and emotional engagement.</p> <p>The teacher communicates the goal to students' families.</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 knowledge of individual students informed the goal in specific ways.</p> <p>The goal addresses an essential standard for the teacher's content and grade level.</p> <p>The goal requires students' cognitive and emotional engagement.</p> <p>The teacher seeks and considers, when provided, input from students' families in developing the goal.</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 knowledge of individual students informed the goal in specific ways.</p> <p>The goal addresses an essential standard for the teacher's content and grade level.</p> <p>The goal requires students' cognitive and emotional engagement.</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>3.2: Achievement of Student Growth Goal(s)</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 student engagement in assessment of their own progress.</p> <p>There is no evidence of opportunities for students to share feedback on how they experienced the learning.</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 formative and summative assessments.</p> <p>There is limited evidence of student engagement in assessment of their own progress.</p> <p>There is limited or no evidence of opportunities for students to share feedback on how they experienced the learning.</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 formative and summative assessments.</p> <p>There is evidence of student engagement in assessment and student monitoring of their own progress.</p> <p>There is evidence of opportunities for students to share feedback on how they experienced the learning.</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 formative and summative assessments.</p> <p>There is evidence of student engagement in assessment and student monitoring of their own progress.</p> <p>There is evidence of opportunities for students to share feedback on how they experienced the learning.</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"> • Guide their next steps for instruction, and |

| | Unsatisfactory | Basic | Proficient | Distinguished |
|---|--|--|---|--|
| <p>6.1: Establish Student Growth Goal(s)</p> | <p>The teacher does not develop a student growth goal.</p> <p>OR</p> <p>The teacher does not explain how the knowledge of students informed the goal.</p> <p>The goal does not address an essential standard for the teacher’s content and grade level.</p> <p>The goal does not require students’ cognitive or emotional engagement.</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 knowledge of students informed the goal.</p> <p>The goal addresses an essential standard for the teacher’s content and grade level.</p> <p>The goal requires students’ cognitive and emotional engagement.</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 knowledge of students informed the goal.</p> <p>The goal addresses an essential standard for the teacher’s content and grade level.</p> <p>The goal requires students’ cognitive and emotional engagement.</p> | <ul style="list-style-type: none"> • Effect changes in instructional practice or professional learning beyond their own classroom or context. <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 knowledge of students informed the goal.</p> <p>The goal addresses an essential standard for the teacher’s content and grade level.</p> <p>The goal requires students’ cognitive and emotional engagement.</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>6.2: Achievement of Student Growth Goal(s)</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 student engagement in assessment of their own progress.</p> <p>There is no evidence of opportunities for students to share feedback on how they experienced the learning.</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>The teacher provides evidence of student progress on the stated learning goal, which includes both formative and summative assessments.</p> <p>There is limited evidence of student engagement in assessment of their own progress.</p> <p>There is limited or no evidence of opportunities for students to share feedback on how they experienced the learning.</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>The teacher provides evidence of student progress on the stated learning goal, which includes both formative and summative assessments.</p> <p>There is evidence of student engagement in assessment and student monitoring of their own progress.</p> <p>There is evidence of opportunities for students to share feedback on how they experienced the learning.</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"> • exceeded the learning goal • met or nearly met the learning goal • did not yet meet the learning goal <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'</p> | <p>The teacher provides evidence of student progress on the stated learning goal, which includes both formative and summative assessments.</p> <p>There is evidence of student engagement in assessment and student monitoring of their own progress.</p> <p>There is evidence of opportunities for students to share feedback on how they experienced the learning.</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"> • exceeded the learning goal • met or nearly met the learning goal • did not yet meet the learning goal <p>The teacher uses information from student progress and students' experience of learning to:</p> |

| | Unsatisfactory | Basic | Proficient | Distinguished |
|--|----------------|-------|---|---|
| | | | experience of learning to guide their next steps for instruction. | <ul style="list-style-type: none"> • Guide their next steps for instruction, and • 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 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:** _____