

Certificated Teacher Focused Summative Scoring Document

Criterion 2: 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 2: Demonstrating effective teaching practices

	Unsatisfactory	Basic	Proficient	Distinguished
SE1: Quality of questioning	Teacher does not ask questions to probe and deepen student understanding or uncover misconceptions.	Teacher asks questions to probe and deepen student understanding or uncover misconceptions.	Teacher asks questions to probe and deepen student understanding or uncover misconceptions. Teacher assists students in clarifying their thinking with one another.	Teacher asks questions to probe and deepen student understanding or uncover misconceptions. Teacher assists students in clarifying and assessing their thinking with one another. Students question one another to probe for deeper thinking.

	Unsatisfactory	Basic	Proficient	Distinguished
SE4: Opportunity and support for participation and meaning making	Teacher does not use engagement strategies and structures that facilitate participation and meaning making by students. Few students have the opportunity to engage in discipline-specific meaning making.	Teacher uses engagement strategies and structures that facilitate participation and meaning making by students. Some students have the opportunity to engage in discipline-specific meaning making.	Teacher sets expectations and provides support for engagement strategies and structures that facilitate participation and meaning making by students. Most students have the opportunity to engage in discipline-specific meaning making.	Teacher sets expectations and provides support for engagement strategies and structures that facilitate participation and meaning making by students. All students have the opportunity to engage in discipline-specific meaning making. Meaning making is often student-led.
SE5: Student talk	Talk is dominated by the teacher and/or student talk is unrelated to the discipline.	Student talk is directed to the teacher. Talk reflects discipline-specific knowledge. Students do not provide evidence for their thinking.	Student talk is a mix of teacher-student and student-to-student. Talk reflects discipline-specific knowledge and ways of thinking. Students provide evidence to support their thinking.	Student talk is predominately student-to-student. Talk reflects discipline-specific knowledge and ways of thinking. Students provide evidence to support their thinking. Students press on thinking to expand ideas for themselves and others.
CP5: Use of scaffolds	Teacher does not provide scaffolds that are related to or support the development of the targeted concepts and/or skills. If teacher uses scaffolds, he or she does not release responsibility to students.	Teacher provides scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, the teacher gradually releases responsibility to students to promote learning and independence.	Teacher provides scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, the teacher gradually releases responsibility to students to promote learning and independence. Students expect to be self-reliant.	Teacher provides scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, the teacher gradually releases responsibility to students to promote learning and independence. Students expect to be self-reliant. Students use scaffolds across tasks with similar demands.

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<p>3.1: Establish Student Growth Goals</p>	<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>

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<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

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				<ul style="list-style-type: none"> Effect changes in instructional practice or professional learning beyond their own classroom or context.
6.1: Establish Student Growth Goal(s)	<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>	<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>

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<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:** _____