





Certificated Teacher Comprehensive Summative Scoring Document Framework: UW-CEL 5D+ REVISION 3


Teacher: _____	Grade Level(s): _____																
School: _____	School Year: _____																
Evaluator: _____	Date: _____																
Criteria 1: Centering instruction on high expectations for student achievement	1	2	3	4													
P1 : Learning target(s) connected to standards																	
P4: Communication of learning target(s)																	
P5: Success criteria																	
CEC2: Learning routines																	
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border-bottom: 1px solid black; text-align: center;">Unsatisfactory</td> <td style="border-bottom: 1px solid black; text-align: center;">Basic</td> <td style="border-bottom: 1px solid black; text-align: center;">Proficient</td> <td style="border-bottom: 1px solid black; text-align: center;">Distinguished</td> </tr> <tr> <td style="text-align: center;">4 - 5</td> <td style="text-align: center;">6 - 9</td> <td style="text-align: center;">10 - 13</td> <td style="text-align: center;">14 - 16</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> </tr> </table>	Unsatisfactory	Basic	Proficient	Distinguished	4 - 5	6 - 9	10 - 13	14 - 16	1	2	3	4	Criterion Score				
Unsatisfactory	Basic	Proficient	Distinguished														
4 - 5	6 - 9	10 - 13	14 - 16														
1	2	3	4														




Criterion 2: Demonstrating effective teaching practices	1	2	3	4													
SE1: Quality of questioning																	
SE4: Opportunity and support for participation and meaning making																	
SE5: Student talk																	
CP5: Use of Scaffolds																	
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Teacher: _____ Date: _____

			Unsatisfactory	Basic	Proficient	Distinguished
Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs			1	2	3	4
SE2: Ownership of learning						
SE3: Capitalizing on students' strengths						
CP4: Differentiated instruction for students						
A4: Teacher use of formative assessments						
Student Growth Criteria 3: Recognizing individual student learning needs and developing strategies to address those needs.	3.1: Establish Student Growth Goal(s)	These scores will be transferred to the <i>Student Growth Impact Rating</i> chart on Page 5.  				
	3.2: Achievement of Student Growth Goal(s)					
<u>Unsatisfactory</u> 6 - 8 1	<u>Basic</u> 9 - 14 2	<u>Proficient</u> 15 - 20 3	<u>Distinguished</u> 21 - 24 4	Criterion Score 		


Criterion 4: Providing clear and intentional focus on subject matter content and curriculum				1	2	3	4
P2: Lessons connected to previous and future lessons, broader purpose and transferable skills							
P3: Design of performance task							
CP1: Alignment of instructional materials and tasks							
CP2: Teacher knowledge of content							
CP3: Discipline-specific teaching approaches							
<u>Unsatisfactory</u> 5 - 7 1	<u>Basic</u> 8 - 12 2	<u>Proficient</u> 13 - 17 3	<u>Distinguished</u> 18 - 20 4	Criterion Score 			



Criterion 4: Providing clear and intentional focus on subject matter content and curriculum				1	2	3	4
Teacher: _____ Date: _____				Unsatisfactory	Basic	Proficient	Distinguished
Criterion 5: Fostering and managing a safe, positive learning environment				1	2	3	4
CEC1: Classroom arrangement and resources							
CEC3: Use of learning time							
CEC4: Student status							
CEC5: Norms for learning							
Unsatisfactory 4 - 5 1	Basic 6 - 9 2	Proficient 10 - 13 3	Distinguished 14 - 16 4	Criterion Score 			

Criterion 6: Using multiple student data elements to modify instruction and improve student learning				1	2	3	4
A1: Student self assessment							
A2: Student use of formative assessments over time							
A3: Quality of formative assessment methods							
A5: Collection systems for formative assessment data							
Student Growth Criteria 6: Using multiple student data elements to modify instruction and improve student learning. (Student Growth Cycle)	6.1: Establish Student Growth Goal(s)	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> These scores will be transferred to the <i>Student Growth Impact Rating</i> chart on Page 5. </div>  					
	6.2: Achievement of Student Growth Goal(s)						
Unsatisfactory 6 - 8 1	Basic 9 - 14 2	Proficient 15 - 20 3	Distinguished 21 - 24 4	Criterion Score 			

Teacher: _____ Date: _____

Unsatisfactory	Basic	Proficient	Distinguished
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Criterion 7: Communicating and collaborating with parents and the school community				1	2	3	4
PCC2: Communication and collaboration with parents and guardians							
PCC3: Communication within the school community about student progress							
<u>Unsatisfactory</u>	<u>Basic</u>	<u>Proficient</u>	<u>Distinguished</u>	Criterion Score 			
<u>2</u>	<u>3 - 4</u>	<u>5 - 6</u>	<u>7 - 8</u>				
1	2	3	4				

Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning				1	2	3	4
PCC1: Collaboration with peers and administrators to improve student learning							
PCC4: Support of school, district, and state curricula, policies and initiatives							
PCC5 Ethics and advocacy							
Student Growth Criteria 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning	8.1: Establish Team Student Growth Goal(s)	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> This scores will be transferred to the <i>Student Growth Impact Rating</i> chart on Page 5.  </div>					
<u>Unsatisfactory</u>	<u>Basic</u>	<u>Proficient</u>	<u>Distinguished</u>	Criterion Score 			
<u>4 - 5</u>	<u>6 - 9</u>	<u>10 - 13</u>	<u>14 - 16</u>				
1	2	3	4				

Scoring

Teaching Criteria				Overall Criterion Scores (1, 2, 3, or 4)
Criterion 1: Centering instruction on high expectations for student achievement				
Criterion 2: Demonstrating effective teaching practices				
Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs				
Criterion 4: Providing clear and intentional focus on subject matter content and curriculum				
Criterion 5: Fostering and managing a safe, positive learning environment				
Criterion 6: Using multiple student data elements to modify instruction and improve student learning				
Criterion 7: Communicating and collaborating with parents and school community				
Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning				
Formative Teaching Criteria Score				
Preliminary Formative Rating <small>(State determined scoring bands)</small>	Unsatisfactory	Basic	Proficient	Distinguished
	<input type="checkbox"/> 8 - 14	<input type="checkbox"/> 15 - 21	<input type="checkbox"/> 22 - 28	<input type="checkbox"/> 29 - 32

Student Growth Rubric Rating

Each Student Growth Element (3.1, 3.2, 6.1, 6.2 & 8.1) must be rated.

Any student growth score of "1" will result in an inquiry.

Student Growth Impact Rating <small>(Enter scores from 3.1, 3.2, 6.1, 6.2, and 8.1)</small>			
Student Growth	Goal-Setting Score Based on Rubric (1, 2, 3, or 4)	Student Growth Score Based on Rubric (1, 2, 3, or 4)	Total Student Growth Score
Criterion 3	(3.1)	(3.2)	
Criterion 6	(6.1)	(6.2)	
Criterion 8	(8.1)	N/A	
Overall Student Growth Criteria Score (Add student growth scores) ➔			
Student Growth Impact Rating Scale		Low	Average
		<input type="checkbox"/> 5 - 12	<input type="checkbox"/> 13 - 17
			High
			<input type="checkbox"/> 18 - 20
Student Growth Inquiry Needed? A "Low" overall student growth score or any student growth element score of "1" will result in an inquiry. (WAC 392-191A-100)		<input type="checkbox"/> Yes	<input type="checkbox"/> No

Evaluator Comments:

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:** _____