

**Certificated Teacher Comprehensive  
Summative Scoring Document**



The purpose of this document is to capture the progress over the course of the year and to facilitate a growth-focused conversation.

<b>Teacher:</b> _____	<b>Grade Level(s):</b> _____	<b>Date:</b> _____
<b>Evaluator:</b> _____	<b>School:</b> <span style="border: 1px solid black; border-radius: 5px; padding: 2px 5px;">School ▾</span>	<b>School Year:</b> _____

## Washington State Criteria and Components:

### Criterion 1: Centering instruction on high expectations for student achievement

	Unsatisfactory	Basic	Proficient	Distinguished
<b>Component 1.1:</b> Providing clear learning goals and scales.	When the strategy is called for the teacher does not use it or the teacher uses the strategy incorrectly or with parts missing.	The teacher provides a stated learning target (daily) and/or learning goal (longer term) but the learning goal is not accompanied by a scale or rubric that describes levels of performance.	The teacher provides a stated learning target (daily) and/or learning goal (longer term). The learning goal is accompanied by a scale or rubric that describes levels of performance. Additionally, the teacher monitors students' understanding of the learning target/goal and the levels of performance.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.
<b>Notes:</b>				
<b>Component 1.2:</b> Celebrating success	When the strategy is called for the teacher does not use it or the teacher uses the strategy incorrectly or with parts missing.	The teacher provides students with recognition of their current status but not their knowledge gain relative to the learning goal.	The teacher provides students with recognition of their current status and their knowledge gained relative to the learning goal and monitors the extent to which students are motivated to enhance their status.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.
<b>Notes:</b>				
<b>Component 1.3:</b> Understanding students' interests and backgrounds	When the strategy is called for the teacher does not use it or the teacher uses the strategy incorrectly or with parts missing.	The teacher minimally uses students' interest and background during interactions with students.	The teacher uses students' interests and background during interactions with students and monitors the sense of community in the classroom.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.
<b>Notes:</b>				
<b>Component 1.4:</b> Demonstrating values and respect for reluctant learners and students regularly marginalized or underserved by school systems	When the strategy is called for the teacher does not use it or the teacher uses the strategy incorrectly or with parts missing.	The teacher minimally uses verbal and nonverbal behaviors that indicate value and respect for students, with particular attention to reluctant learners and students who are regularly marginalized or underserved by school systems.	The teacher uses verbal and nonverbal behaviors that indicate value and respect for students, with particular attention to reluctant learners and students who are regularly marginalized or underserved by school systems, and monitors the quality of relationships in the classroom.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.

<b>Notes:</b>	
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<b>Criterion 1 overall rating:</b>	Select rating ▾
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## Criterion 2: Demonstrating effective teaching practices

	Unsatisfactory	Basic	Proficient	Distinguished
<b>Component 2.1: Providing clear learning goals and scales</b>	The teacher does not employ strategies designed to preview and introduce new knowledge in digestible chunks OR does so with significant errors or omissions.	The teacher employs strategies designed to preview and introduce new knowledge in digestible chunks BUT does not monitor the extent to which strategies have their desired effect.	The teacher employs strategies designed to preview and introduce new knowledge in digestible chunks AND monitors the extent to which strategies have their desired effect, which includes: elaborating on critical information and summarizing it in linguistic and nonlinguistic ways.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.
<b>Notes:</b>				
<b>Component 2.2: Conducting practicing and deepening lessons</b>	The teacher does not employ strategies designed to preview and introduce new knowledge in digestible chunks OR does so with significant errors or omissions.	The teacher employs strategies designed to practice skills and processes and critically analyze information BUT does not monitor the extent to which strategies have their desired effect.	The teacher employs strategies designed to practice skills and processes and critically analyze information AND monitors the extent to which strategies have their desired effect, which includes: developing fluency with skills and processes, determining similarities and differences between important information, and determining the validity and structure of important information.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.
<b>Notes:</b>				
<b>Component 2.3: Conducting knowledge application lessons</b>	When the strategy is called for the teacher does not use it or the teacher uses the strategy incorrectly or with parts missing.	The teacher organizes students and acts as a guide and resource provider but students primarily engage in low level tasks.	The teacher organizes students and acts as a guide and resource provider as students engage in cognitively complex tasks and monitors the level to which students apply and transfer the new knowledge.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.
<b>Notes:</b>				
<b>Component 2.4: Asking questions of reluctant learners and students regularly marginalized or underserved by school systems</b>	When the strategy is called for the teacher does not use it or the teacher uses the strategy incorrectly or with parts missing.	The teacher asks questions of all students with the same frequency and depth but does not monitor the quality of participation.	The teacher asks questions of all students with the same frequency and depth and monitors the quality of participation.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.
<b>Notes:</b>				
<b>Component 2.5: Probing incorrect answers with reluctant learners and</b>	When the strategy is called for the teacher does not use it or the teacher uses the strategy incorrectly or with parts missing.	The teacher is not consistent in probing all students' incorrect answers.	The teacher probes all students' incorrect answers and monitors the level and quality of the responses.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of

students regularly marginalized or underserved by school systems				strategies does not produce the desired effect.
Notes:				
<b>Component 2.6:</b> Noticing when students are not engaged	The teacher does not monitor student engagement and apply re-engagement strategies as necessary OR does so with significant errors or omissions.	The teacher monitors student engagement and applies re-engagement strategies as necessary BUT does not monitor the extent to which strategies have their desired effect.	The teacher monitors student engagement and applies re-engagement strategies as necessary AND monitors the extent to which strategies have their desired effect, which includes: enhanced energy and engagement and enhanced student participation in questioning activities and activities designed to analyze and review information.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.
Notes:				
<b>Component 2.7:</b> Using and applying academic vocabulary	The teacher does not identify important academic vocabulary specific to the lesson or does so in a manner that does not reflect the critical content.	The teacher identifies important academic vocabulary specific to the lesson and makes students aware of the meaning of these terms BUT does not monitor the extent to which students have internalized the meaning of these terms using their own background knowledge.	The teacher identifies important academic vocabulary specific to the lesson and makes students aware of the meaning of these terms. Additionally, the teacher monitors the extent to which students have internalized the meaning of these terms using their own background knowledge.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.
Notes:				
<b>Component 2.8:</b> Evaluating effectiveness of individual lessons and units	The teacher makes no attempts to perform this activity, or the teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher identifies specific strategies and behaviors on which to improve but does not select the strategies and behaviors that are most useful for his or her development.	The teacher determines how effective a lesson or unit was in terms of enhancing student achievement and identifies causes of success or failure.	The teacher is a recognized leader in helping others identify areas of pedagogical strength and weakness.
Notes:				

Criterion 2 overall rating:

Select rating ▾

### Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs

	Unsatisfactory	Basic	Proficient	Distinguished
<b>Component 3.1:</b> Effective scaffolding of information within a lesson	The teacher makes no attempt to perform this activity, or the teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher organizes lessons within a unit so that students move from surface to deeper understanding of content, but does not require students to apply the content in authentic ways.	The teacher organizes content in such a way that each new piece of information clearly builds on the previous piece, and students move from understanding to applying the content through authentic tasks.	The teacher is a recognized leader in helping others scaffold lessons and units that progress toward a deep understanding and transfer of content.
Notes:				

<b>Component 3.2:</b> Planning and preparing for the needs of all students	The teacher does not know or understand the intervention system or does not use the intervention system to address student needs.	The teacher identifies interventions that meet the needs of specific sub-populations (e.g., ELL, special education, and students who come from environments that offer little support for learning), but does not ensure that all identified students are adequately served by the interventions.	The teacher identifies and effectively employs interventions that meet the needs of specific sub-populations (e.g., ELL, special education, and students who come from environments that offer little support for learning).	The teacher is a recognized leader in helping others employ interventions that meet the needs of specific sub-populations (e.g., ELL, special education, and students who come from environments that offer little support for learning).
<b>Notes:</b>				

<b>Criterion 3 overall rating:</b>	Select rating ▾
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#### Criterion 4: Providing clear and intentional focus on subject matter content and curriculum

	Unsatisfactory	Basic	Proficient	Distinguished
<b>Component 4.1:</b> Effective scaffolding of information within a lesson	The teacher does not demonstrate adequate knowledge of the subject and/or the standards for the subject.	The teacher demonstrates an acceptable but incomplete knowledge of the subject and/or the standards for the subject.	The teacher demonstrates a comprehensive knowledge of the subject and the standards for the subject.	The teacher is a recognized leader in helping others understand the subject and/or the standards for the subject.
<b>Notes:</b>				
<b>Component 4.2:</b> Use of available resources and technology	The teacher makes no attempt to perform this activity, or the teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher identifies available materials that can enhance student understanding but does not clearly identify or describe the manner in which they will be used.	The teacher identifies the available materials that can enhance student understanding and the manner in which they will be used.	The teacher is a recognized leader in helping others plan and prepare for the use of available materials, including technology.
<b>Notes:</b>				

<b>Criterion 4 overall rating:</b>	Select rating ▾
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#### Criterion 5: Fostering and managing a safe, positive learning environment

	Unsatisfactory	Basic	Proficient	Distinguished
<b>Component 5.1:</b> Organizing the physical layout of the classroom	When the strategy is called for the teacher does not use it or the teacher uses the strategy incorrectly or with parts missing.	The teacher organizes the physical layout of the classroom to ensure safety, facilitate movement, and focus on learning but the classroom layout addresses only minimal aspects of these issues.	The teacher organizes the physical layout of the classroom to ensure safety, facilitate movement, and focus on learning and monitors the extent to which these activities enhance student learning.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.
<b>Notes:</b>				

<b>Component 5.2:</b> Reviewing expectations to rules and procedures	When the strategy is called for the teacher does not use it or the teacher uses the strategy incorrectly or with parts missing.	The teacher establishes and reviews expectations regarding rules and procedures.	The teacher establishes and reviews expectations regarding rules and procedures and monitors the extent to which students understand the rules and procedures.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.
<b>Notes:</b>				
<b>Component 5.3:</b> Demonstration "Withitness"	When the strategy is called for the teacher does not use it or the teacher uses the strategy incorrectly or with parts missing.	The teacher demonstrates awareness of classroom environment.	The teacher demonstrates awareness of classroom environment and monitors the effect on students' behavior.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.
<b>Notes:</b>				
<b>Component 5.4:</b> Applying consequences for lack of adherence to rules and procedures	The teacher does not apply consequences for not following rules and procedures.	The teacher applies consequences for not following rules and procedures but does not do so in a consistent and fair manner.	The teacher applies consequences for not following rules and procedures in a consistent and fair manner and monitors the extent to which rules and procedures are followed.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.
<b>Notes:</b>				
<b>Component 5.5:</b> Acknowledging adherence to rules and procedures	The teacher does not acknowledge adherence to rules and procedures.	The teacher acknowledges adherence to rules and procedures but does not do so in a consistent and fair manner	The teacher acknowledges adherence to rules and procedures in a consistent and fair manner and monitors the extent to which new actions affect students' behavior	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.
<b>Notes:</b>				
<b>Component 5.6:</b> Displaying objectively and control	When the strategy is called for the teacher does not use it or the teacher uses the strategy incorrectly or with parts missing.	The teacher behaves in an objective and controlled manner.	The teacher behaves in an objective and controlled manner and monitors the effect on the classroom climate.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.
<b>Notes:</b>				

<b>Criterion 5 overall rating:</b>	Select rating ▾
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## Criterion 6: Using multiple student data elements to modify instruction and improve student learning

	Unsatisfactory	Basic	Proficient	Distinguished
<b>Component 6.1:</b> Designing instruction aligned to assessment	The teacher does not design instruction with clear alignment to learning targets (daily) and/or learning goals (longer term).	The teacher designs instruction with assessments aligned to learning target (daily) and/or learning goal (longer term) but does not adapt those assessments to meet student learning needs.	The teacher designs instruction with assessments aligned to clearly stated learning target (daily) and/or learning goal (longer term). Those assessments are adapted to meet student learning needs.	The teacher adapts or creates new strategies designed to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.

<b>Notes:</b>				
<b>Component 6.2: Using multiple data elements</b>	The teacher does not examine multiple data points with the intent of modifying instruction and assessment or does so with significant errors or omissions.	The teacher examines a few data points and makes minimal adjustments to instruction and assessment based on the information.	The teacher examines multiple data points and makes changes to instruction and assessment based on the information. Additionally the teacher monitors the extent to which the changes result in enhanced student learning.	The teacher adapts or creates new strategies designed to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.
<b>Notes:</b>				
<b>Component 6.3: Tracking student progress</b>	When the strategy is called for the teacher does not use it or the teacher uses the strategy incorrectly or with parts missing.	The teacher facilitates tracking of student progress using a formative approach to assessment but does not monitor the extent to which this process enhances student learning.	The teacher facilitates tracking of student progress using a formative approach to assessment and monitors the extent to which this process enhances student learning.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.
<b>Notes:</b>				

<b>Criterion 6 overall rating:</b>	Select rating ▾
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### Criterion 7: Communicating and collaborating with parents and the school community

	Unsatisfactory	Basic	Proficient	Distinguished
<b>Component 7.1: Engaging in positive interactions with parents and the school community about courses, programs, and school events</b>	The teacher makes no attempt to perform this activity, or the teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher attempts to communicate and collaborate with parents/guardians and school/community regarding courses, programs and school events relevant to the students', but does not necessarily do so in a timely or clear manner.	The teacher communicates and collaborates with parents/guardians and school/community regarding courses, programs and school events relevant to the students' in a timely and professional manner.	The teacher is a recognized leader in helping others communicate and collaborate with parents/guardians and school/community regarding courses, programs and school events relevant to the students'.
<b>Notes:</b>				
<b>Component 7.2: Engaging in timely and professional interactions with parents and the school community</b>	The teacher makes no attempt to perform this activity, or the teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher communicates individual students' progress to parents/guardians, but does not necessarily do so in a timely or clear manner.	The teacher communicates individual students' progress to parents/guardians in a timely and professional manner.	The teacher is a recognized leader in helping others communicate individual student progress to parents/guardians in a timely and professional manner.
<b>Notes:</b>				

<b>Criterion 7 overall rating:</b>	Select rating ▾
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**Criterion 8: Exhibiting collaboration and collegial practice focused on improving instructional practice and student learning**

	Unsatisfactory	Basic	Proficient	Distinguished
<b>Component 8.1: Seeking mentorship for areas of need or interest</b>	The teacher makes no attempt to perform this activity, or the teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher seeks help and mentorship from colleagues regarding specific classroom strategies and/or mentors other teachers, but does not necessarily do so in a manner that enhances pedagogical skill.	The teacher seeks help and mentorship from colleagues regarding specific classroom strategies and/or mentors other teachers in a manner as to enhance pedagogical skill.	The teacher is a recognized leader in mentoring others in such a way as to enhance their pedagogical skill.
<b>Notes:</b>				
<b>Component 8.2: Promoting positive interactions with colleagues</b>	The teacher makes little or no attempt to follow established norms or collective commitments. The teacher's behavior may be obstructing the functioning of the team/group.	The teacher attempts to follow established norms or commitments but does not comply with all norms and collective commitments.	The teacher follows established norms and collective commitments, contributing to the overall effectiveness of the team.	The teacher consistently models established norms and collective commitments. The teacher is a recognized leader in facilitating the team/group in resolving conflict for effective functioning.
<b>Notes:</b>				
<b>Component 8.3: Participating in district and school initiatives</b>	The teacher makes no attempt to perform this activity, or the teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher is aware of the district and school initiatives, but does not participate at a level consistent with his or her talents and availability.	The teacher participates in district and school initiatives at a level consistent with his or her talents and availability.	The teacher is a recognized leader in helping others be aware of and participate in district and school initiatives.
<b>Notes:</b>				
<b>Component 8.4: Monitoring progress relative to the professional growth and development plan</b>	The teacher makes no attempt to perform this activity, or the teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher develops a written professional growth and development plan but does not articulate clear goals and timelines. The teacher charts his or her progress on the professional growth and development plan using established goals and timelines but does not make adaptations as needed.	The teacher develops a written professional growth and development plan with goals and timelines, charts his or her progress, and makes adaptations as needed.	The teacher is a recognized leader in helping others develop professional growth and development plans.
<b>Notes:</b>				

<b>Criterion 8 overall rating:</b>	Select rating ▾
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**Professional Reflection**

<b>As we look toward next year, what criterion(s) would you like to deepen your development on?</b>	
<b>Given your response to the previous question, what support(s) will you need to</b>	

maximize your growth next year?

## Reflective Conversation Notes:

### Criterion Scores:

Criterion 1 ▾	Criterion 2 ▾	Criterion 3 ▾	Criterion 4 ▾	Criterion 5 ▾	Criterion 6 ▾	Criterion 7 ▾	Criterion 8 ▾
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### Student Growth Goal Scores:

SGG 3.1 ▾	SGG 3.2 ▾	SGG 6.1 ▾	SGG 6.2 ▾	SGG 8.1 ▾
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<b>Summative Criteria Score:</b>	Select rating ▾	29-32 Distinguished 22-28 Proficient 15-21 Basic 8-14 Unsatisfactory = Plan of Improvement required
<b>Student Growth Impact Rating:</b>	Select rating ▾	18-20 High 13-17 Average 5-12 Low = Student Growth Inquiry required

It is my judgment, based upon adopted Washington State Criterion, that this teacher's overall performance has been deemed:

Select rating ▾

Student Growth Inquiry triggered?

Select ▾

If Yes Select Option: ▾

**Evaluator Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

RCW 28A 405 100 sec (1)(3)(a)

My signature below indicates that I have seen this evaluation. It does not necessarily indicate agreement with the findings.

**Teacher Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

\*I realize that this evaluation has been deemed UNSATISFACTORY. It will result in a Plan of Improvement and may result in non-renewal of contract.

**Teacher Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

\*\*I realize that this evaluation requires a STUDENT GROWTH INQUIRY. For the next school year I will choose one or more of the following (WAC 392-191A-100:)

☐ Examine student growth data in conjunction with other evidence...



- ☐ Examine extenuating circumstances...
- ☐ Schedule monthly conferences focused on improving student growth...
- ☐ Create and implement a professional development plan to address student growth areas...

**Teacher Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

- ☐ The employee has the right to append comments. If such a statement is to be attached, check this box.