



Evaluation Guide

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Evaluation Overview

In the TPEP evaluation there are two types of evaluations: Comprehensive and Focused.

Each evaluation is based upon the Danielson Framework for Teaching.

The *Framework for Teaching*, created by Charlotte Danielson, is a comprehensive and coherent framework that identifies those aspects of a teacher's responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning. The Framework for Teaching is a "validated" instrument; that is, studies have shown that teachers who receive higher ratings on their evaluations produce greater gains in student test scores.

Additional information about The Danielson Framework for Teaching can be accessed at <http://tpep-wa.org/the-model/framework-and-rubrics/instructional-frameworks/danielson-framework/>.

The Danielson Framework for Teaching is broken out into four domains:

1. Planning & Preparation
2. The Classroom Environment
3. Instruction
4. Professional Responsibilities

OSPI has aligned these 4 domains to the 8 evaluation areas required by the state law.

State Criteria:

- 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 the school community
- Criterion 8 – Exhibiting collegial practices focused on improving instructional practice and student learning

Criteria and Definitions

Teacher Evaluation Criteria (RCW 28A.405.100 (2) (b))

1. Centering instruction on high expectations for student achievement
2. Demonstrating effective teaching practices
3. Recognizing individual student learning needs and developing strategies to address those needs
4. Providing clear and intentional focus on subject matter content and curriculum.
5. Fostering and managing a safe, positive learning environment
6. Using multiple student data elements to modify instruction and improve student learning
7. Communicating and collaborating with parents and the school community
8. Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning

Teacher Evaluation Criteria Descriptors (WAC 392-191A-060)

1. **Expectations;** the teacher communicates high expectations for student learning.
2. **Instruction;** the teacher uses research-based instructional practices to meet the needs of all students.
3. **Differentiation;** the teacher acquires and uses specific knowledge about students' cultural, individual, intellectual and social development and uses that knowledge to adjust their practice by employing strategies that advance student learning. Student growth data must be a substantial factor utilizing the OSPI approved student growth rubrics.
4. **Content Knowledge;** the teacher uses content area knowledge, learning standards, appropriate pedagogy and resources to design and deliver curricula and instruction to impact student learning.
5. **Learning Environment;** the teacher fosters and manages a safe and inclusive learning environment that takes into account: physical, emotional, and intellectual well-being of students.
6. **Assessment;** the teacher uses multiple data elements (both formative and summative) to plan, inform and adjust instruction, and evaluate student learning. Student growth data must be a substantial factor utilizing the OSPI approved student growth rubrics.
7. **Families and Community;** the teacher communicates and collaborates with students, families and all educational stakeholders in an ethical and professional manner to promote student learning.
8. **Professional Practice;** the teacher participates collaboratively in the educational community to improve instruction, advance the knowledge and practice of teaching as a profession, and ultimately impact student learning. Student growth data must be a substantial factor utilizing the OSPI approved student growth rubrics.

As required by legislation, criterion 3, 6, and 8 have student growth goals associated with them that are part of the final evaluation. Teachers will be evaluated using ONE of the following two methods:

COMPREHENSIVE
ALL 8 CRITERION
ALL 3 STUDENT GROWTH GOALS

FOCUSED	
CRITERION 3, 6, OR 8	CRITERION 1,2,4,5, OR 7
GROWTH GOAL FOR RESPECTIVE CRITERION	SELECT GROWTH GOAL FROM CRITERION 3 OR 6

Will I have a Comprehensive or Focused evaluation?

Teachers will have a **Focused** Evaluation **unless** one of the following is true:

- A teacher or principal requests a Comprehensive Evaluation
- A teacher is notified by administration that they will have a Comprehensive Evaluation
- A teacher is in provisional status
 - Teachers who are in their first year at Franklin Pierce Schools
 - Teachers who are in their first three years of teaching
- A teacher who has had a Comprehensive Evaluation for three consecutive years
- A teacher who received a summative rating of 3 or 4 on his or her most recent Comprehensive Evaluation

A teacher may be transferred from a focused evaluation to a comprehensive evaluation at the request of the teacher or at the direction of the teacher's evaluator. The evaluator can initiate a move from the Focused to the Comprehensive evaluation. A reason for this decision shall be provided to the employee upon request.



August & September*:

ADMINISTRATOR	TEACHER
<ul style="list-style-type: none"> • Work with HR to assign Evaluation types to staff in eVAL system • Provide time for staff to complete a self-assessment • Inform all staff of evaluator and evaluation type (within 2 weeks of the start of the school year) • Review Danielson Instruction Framework • Review eVAL and set expectations that all staff complete self-assessment and professional development goal • Share the BIG dates/deadlines for goals • Initial PD (especially for new hires), as needed • Set and complete goal setting conference with teachers 	<ul style="list-style-type: none"> • Develop professional development goal in eVAL system prior to pre-observation conference (review previous evaluation) • Complete self-assessment in eVAL prior to your first Pre-Observation Conference • Review final evaluation from last year • Review Danielson Instructional Framework • Determine/create surveys and data templates to gain knowledge of students and their families • Set up organized system for collecting artifacts per domain • Create action steps towards goal (at least an outline)

* August & September continues on next page

August & September (continued):

ADMINISTRATOR	TEACHER
<ul style="list-style-type: none"> • Begin formal observations with teachers • Provide template for writing SG Goals • Ask teachers (review, discuss) specific growth data to be used • Schedule pre-conference and formal observation dates 	<ul style="list-style-type: none"> • Begin uploading artifacts/evidence into eVAL system (see Artifacts and Evidence examples) • Focused teachers: Meet w/ administrator to choose focus area • Write student growth goals • Review types of evidence to upload each month • Use baseline data to develop SGGs in PLCs • Determine process for collecting data

October:

ADMINISTRATOR	TEACHER
<ul style="list-style-type: none"> • Review, provide feedback, score student growth goals (3.1, 6.1, & 8.1) • Formal observations continue 	<ul style="list-style-type: none"> • Continue artifact/evidence upload • Student growth goals must be set and entered into eVAL by October 30 using the eVAL template

November:

ADMINISTRATOR	TEACHER
<ul style="list-style-type: none"> • Complete 90 day evaluations • Complete first round of formal observations • Provide staff training/time to upload artifacts and/or discuss TPEP as needed 	<ul style="list-style-type: none"> • Continue artifact/evidence upload • Quarterly admin/PLC meetings to review data, check-in, revise if necessary • Review collection system to see data/artifacts being collected • Monitoring progress/adjusting assessments and action plan as necessary

December:

ADMINISTRATOR	TEACHER
<ul style="list-style-type: none"> • Student goals scored by December 15 • Monitor and adjust • Check in and feedback on notes with what has been shared 	<ul style="list-style-type: none"> • Continue artifact/evidence upload • Reflect on next steps • List PD up to now and what is coming • PLC data analysis • Monitor and adjust

January:

ADMINISTRATOR	TEACHER
<ul style="list-style-type: none"> • Begin round two observations • Check-in on professional development goal • Review professional development and teacher support opportunities • Review Student Growth Goals 	<ul style="list-style-type: none"> • Continue artifact/evidence upload • PLC data analysis

February:

ADMINISTRATOR	TEACHER
<ul style="list-style-type: none"> • Continue observations 	<ul style="list-style-type: none"> • Continue artifact/evidence upload • PLC data analysis with admin feedback

March:

ADMINISTRATOR	TEACHER
<ul style="list-style-type: none"> • Continue observations 	<ul style="list-style-type: none"> • Continue artifact/evidence upload • PLC data analysis (final)

April:

ADMINISTRATOR	TEACHER
<ul style="list-style-type: none"> • Begin completing final evaluations • Examples & guidelines for Special Education (and all groups) classrooms and students – accommodating for smaller class sizes and wide variations in student levels in each Support Center • Make sure teachers are aware of and are meeting deadlines for uploading (i.e. mid-April) • Score student growth goal results (3.2, 6.2 & 8.2) 	<ul style="list-style-type: none"> • All student growth goals completed and supporting data/evidence uploaded • Final artifacts/evidence uploaded • Meet with evaluator for final evaluation

May:

ADMINISTRATOR	TEACHER
<ul style="list-style-type: none"> • Provisional evaluations completed by May 1 • All evaluations complete and in HR by May 15 	<ul style="list-style-type: none"> • Meet with evaluator for final evaluation • Reflect on self-assess (if chosen), set goals for next year, brainstorm

June:

ADMINISTRATOR	TEACHER
<ul style="list-style-type: none"> • Implement Lessons Learned to evaluation plan for next year 	<ul style="list-style-type: none"> • Complete final reflection of professional development goal. • Reflect on self-assess (if chosen), set goals for next year, brainstorm

Getting access to EDS and eVAL

eVAL is an application delivered by OSPI through the Education Data System (EDS). This is the same system used to apply for certification with the state of Washington.

HOW TO: Already Have an EDS Account?

NOTE: If you are working for another district that uses eVAL, you will need to create a 2nd EDS account for FPSD.

USING GOOGLE CHROME:



1. Go to the EDS website <https://eds.ospi.k12.wa.us> and login to EDS.
2. Choose Profile > Request Access.

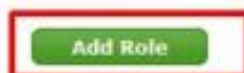


3. Choose Add Role.

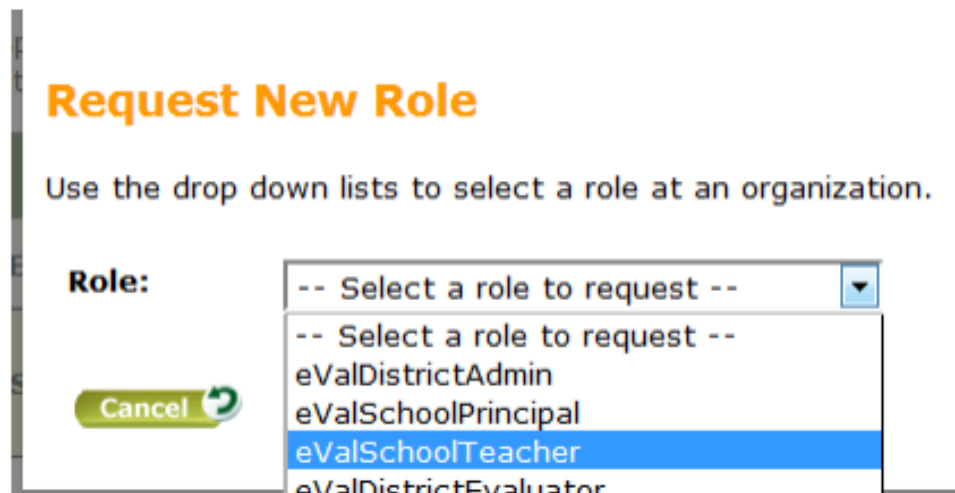
Request Access

The table below displays the status of all the EDS Application Roles. **Add button** below the table.

	Role	Description
Delete	eCOESchoolAdmin	Can be a teacher; can create and manage roles at the school.
Delete	eCOESchoolPrincipal	A COE Principal or designee. The principal is responsible for the final approval of collections to the COE site for the entire school and the final approval of collections to the scoring.



4. Select eValSchoolTeacher from the Role list.



Request New Role

Use the drop down lists to select a role at an organization.

Role: -- Select a role to request --

- Select a role to request --
- eValDistrictAdmin
- eValSchoolPrincipal
- eValSchoolTeacher**
- eValDistrictEvaluator

[Cancel](#)

5. Select your school from the Organization list.

6. Review and click Save.



Request New Role

Use the drop down lists to select a role at an organization.

Role: eValSchoolTeacher

An eVAL Teacher is one who for whom an evaluation is written. He or she engages in the pre-conference process, answers pre and post conference questions, writes reflections, takes notes, identifies focus areas, conducts self-assessment, uploads artifacts and evidence, participates in post conference, summary review, and participates in calibration activities when invited.

Organization: Insight School of Washington(5071)

[Cancel](#) [Save](#)

7. You can check the status of a requested role or request additional access at any time by going to EDS, Profile (tab at top), and Request Access (menu option on left in green).
8. Once your access has been approved by your District Data Security Manager, you will receive an email confirming your access and the next time you login to EDS, you will see the eVAL application in your list.

HOW TO: Need to Create an EDS account?

1. Go to the EDS website <https://eds.ospi.k12.wa.us> and choose "Create an Account."



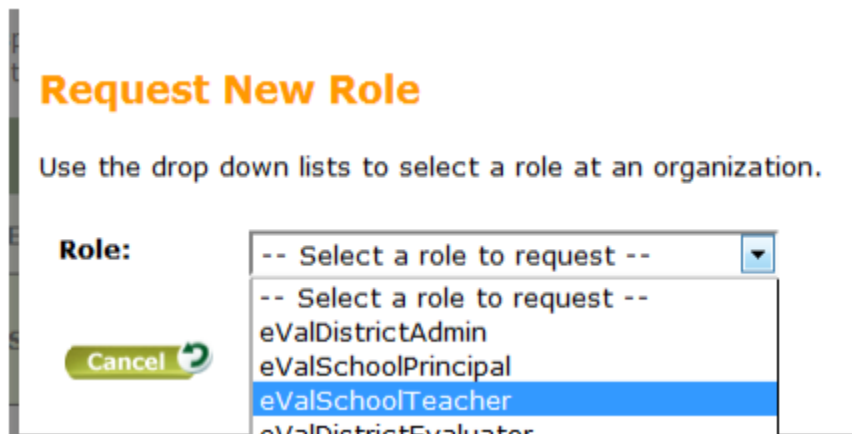
The screenshot shows the 'eDS System Sign In' page. At the top left, there are two buttons: 'Sign In' and 'Create an Account'. The 'Create an Account' button is highlighted with a red rectangular box. Below the buttons, there are input fields for 'Username:' and 'Password:', followed by a 'Login' button. At the bottom, there is a link that says 'Forgot your [username](#) or [password](#)?'.

2. Fill out the information required and click "register."
3. This will take you to the profile page. Complete this page and click Save.
4. Once the profile page is saved, you will be prompted to Request Application Roles.



The screenshot shows a message box titled 'Profile changes have been saved'. It contains the following text: 'Please click on the "Request Application Roles (recommended)" button below to request access for an EDS application from your district data security manager at your organization. Alternatively, you may continue editing your profile by clicking the "Not now" button below. NOTE: you will not be able to access any EDS application until you are granted an application role.' At the bottom, there are two buttons: 'Request Application Roles (recommended)' and 'Not now'. The 'Request Application Roles (recommended)' button is highlighted with a red rectangular box, and a blue arrow points to it.

5. Select eValSchoolTeacher from the Role list.



The screenshot shows the 'Request New Role' page. It has a title 'Request New Role' and a subtitle 'Use the drop down lists to select a role at an organization.' Below this, there is a 'Role:' label and a dropdown menu. The dropdown menu is open, showing a list of roles: '-- Select a role to request --', '-- Select a role to request --', 'eValDistrictAdmin', 'eValSchoolPrincipal', 'eValSchoolTeacher' (which is highlighted in blue), and 'eValDistrictEvaluator'. To the left of the dropdown menu, there is a 'Cancel' button with a circular arrow icon.

6. Select your school from the Organization list.

7. Review and click Save.

Request New Role

Use the drop down lists to select a role at an organization.

Role: ▼

An eVAL Teacher is one who for whom an evaluation is written. He or she engages in the pre-conference process, answers pre and post conference questions, writes reflections, takes notes, identifies focus areas, conducts self-assessment, uploads artifacts and evidence, participates in post conference, summary review, and participates in calibration activities when invited.

Organization: ▼

8. You can check the status of a requested role or request additional access at any time by going to EDS, Profile (tab at top), and Request Access (menu option on left in green).

9. Once your access has been approved by your District Data Security Manager, you will receive an email confirming your access and the next time you login to EDS, you will see the eVAL application in your list.

HOW TO: Logging into eVAL:

Prior to using eVAL, you need to request eVAL permissions in EDS.

For help with this step, please see Getting Access to eVAL on page 9.

1. Go to the EDS website <https://eds.ospi.k12.wa.us> and login to EDS. NOTE: If you are using eVAL with two different districts, be sure to login using your FPSD linked EDS account.
2. Chose My Applications OR View my Applications.



3. Your application list may be longer or shorter than the one below. That's okay. Just look for eVAL in the alphabetical list of applications and click the link.

Application
CAA/CIA Database
Career and Technical Education
CEDARS
E-Certification
eCOE
Education Data System
Education Data System Administration
eVal
Events Manager
Highly Qualified Teacher Data Collection Tool
K-12 Data and Reports
NBPTS Scholarship
Washington Assessment Management System (WAMS)

4. Verify that the correct year is noted at the top of the screen. Change if necessary.

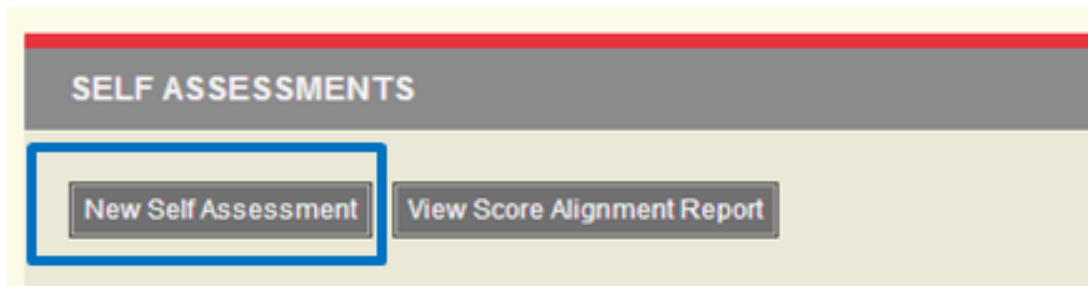


HOW TO: Complete a Self-Assessment

- Click on the "Assess" tab



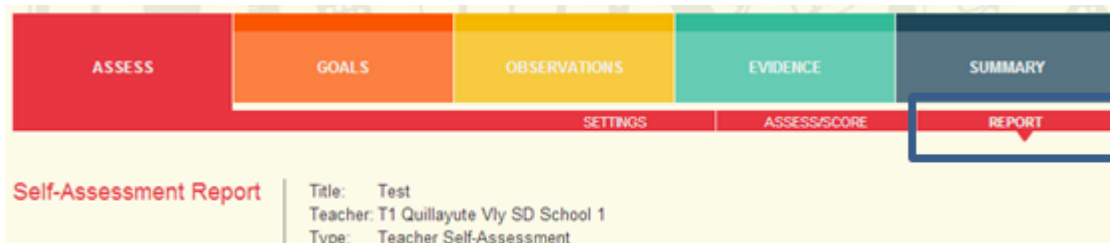
- Click on "New Self-Assessment"



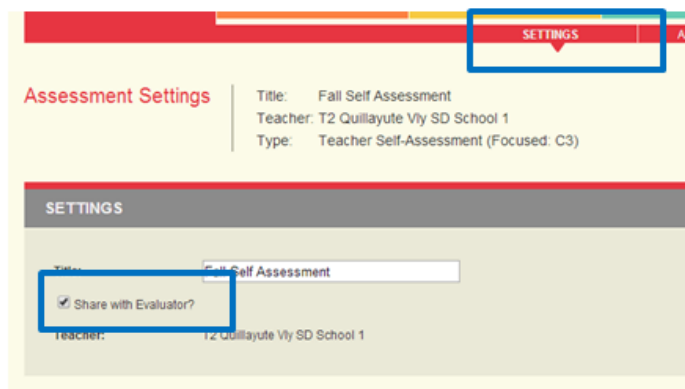
- Enter a Title. Suggestion: Your assignment and year. (i.e. "2012-13 7th Grade Math/Science Teacher")

- Complete the Self-Assessment.
- Select the "Instructional Rubric" tab.
- Click on the down arrow at right to assess on each subcomponent.
- Click to check/uncheck the filters to see more/less detail ("Hide Evidence Look-fors", "Hide Evidence/Notes", "Collapse Descriptors").
- Check the boxes that best represents your current level. Suggestion: complete the full self-assessment to give you a better understanding of the criteria.
- Add some notes and recommendations. This is where you and your evaluator can document conversations regarding your self-assessment.
- Find "Assessment Notes and Recommendations" and click on the down arrow.

- Add a "Note" and a "Recommendation."
- Click on "Report" (in red band on top) to view a summary of how you assessed yourself.



- Click on "Settings" (in red band on top) to check "Share with Evaluator?"



- Check later to see responses from your Evaluator.

Danielson Frameworks for Classroom Teachers

The term “classroom teacher” does not include ESAs, Counselors, Librarians, Media Specialists, TOSAs, Instructional Coaches, Curriculum Specialists, and other bargaining unit members who do not work with regularly recurring and specifically defined groups of students. Those bargaining unit members who do not meet this definition will remain under the previous evaluation system, as defined in another section of this agreement. Counselors shall use the previously piloted counselor evaluation system.

DOMAIN 1—Planning and Preparation			
Unsatisfactory	Basic	Proficient	Distinguished
<p>1a—In planning and practice teacher makes content errors or does not correct errors made by students.</p> <p>Teacher’s plans and practice display little understanding of prerequisite relationships important to student’s learning of the content.</p> <p>Teacher displays little or no understanding of the range of pedagogical approaches suitable to student’s learning of the content.</p>	<p>1a—Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another.</p> <p>Teacher’s plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.</p> <p>Teacher’s plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</p>	<p>1a—Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another.</p> <p>Teacher’s plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.</p> <p>Teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.</p>	<p>1a—Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines.</p> <p>Teacher’s plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding.</p> <p>Teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.</p>
<p>1b—Teacher demonstrates little or no understanding of how students learn and little knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.</p>	<p>1b—Teacher indicates the importance of understanding how students learn and the students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole.</p>	<p>1b—Teacher understands the active nature of student learning and attains information about levels of development for groups of students.</p> <p>The teacher also purposefully seeks knowledge from several sources of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this</p>	<p>1b—Teacher actively seeks knowledge of students’ levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.</p>

		knowledge about groups of students.	
<p>1c—Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline.</p> <p>Outcomes are stated as activities rather than as student learning.</p> <p>Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.</p>	<p>1c—Outcomes represent moderately high expectations and rigor.</p> <p>Some reflect important learning in the discipline and consist of a combination of outcomes and activities.</p> <p>Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.</p> <p>Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning.</p>	<p>1c—Most outcomes represent rigorous and important learning in the discipline.</p> <p>All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment.</p> <p>Outcomes reflect several different types of learning and opportunities for coordination.</p> <p>Outcomes take into account the varying needs of groups of students.</p>	<p>1c—All outcomes represent rigorous and important learning in the discipline.</p> <p>The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment.</p> <p>Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration.</p> <p>Outcomes take into account the varying needs of students.</p>
<p>1d—Teacher is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students.</p>	<p>1d—Teacher displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly.</p>	<p>1d—Teacher displays awareness of resources—not only through the school and district but also through sources external to the school and on the internet—available for classroom use, for the expansion of his or her own knowledge, and for students.</p>	<p>1d—Teacher displays extensive knowledge of resources—not only through the school and district but also in the community through professional organizations and universities, and on the internet—for classroom use, for the expansion of his or her own knowledge, and for students.</p>
<p>1e—The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure.</p> <p>The activities are not designed to engage students in active intellectual activity and have unrealistic time</p>	<p>1e—Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students. Instructional groups partially support the instructional outcomes,</p>	<p>1e—Teacher coordinates knowledge or content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students.</p>	<p>1e—Plans represent the coordination of in-depth content knowledge, understanding of different students' needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity.</p>

allocations. Instructional groups do not support the instructional outcomes; no variety.	<p>with an effort by the teacher at providing some variety.</p> <p>The lesson or unit has a recognizable structure, the progression of activities is uneven, with most time allocations reasonable.</p>	<p>The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students.</p> <p>The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.</p>	<p>Learning activities are differentiated appropriately for individual learners. Instructional groups are varied appropriately with some opportunity for student choice.</p> <p>The lesson's or unit's structure is clear and allows for different pathways according to diverse students' needs.</p>
<p>1f—Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards.</p> <p>Teacher has no plan to incorporate formative assessment in the lesson or unit or any plan to use assessment results in designing future instruction.</p>	<p>1f—Some of the instructional outcomes are assessed through the proposed approach, but others are not.</p> <p>Assessment criteria and standards have been developed, but they are not clear.</p> <p>Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.</p> <p>Teacher intends to use assessment to plan for future instruction for the class as a whole.</p>	<p>1f—Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students.</p> <p>Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.</p> <p>Teacher intends to use assessment results to plan for future instruction for groups of students.</p>	<p>1f—Teacher's plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development.</p> <p>Assessment methodologies have been adapted for individual students, as needed.</p> <p>The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.</p>

DOMAIN 2—The Classroom Environment

Unsatisfactory	Basic	Proficient	Distinguished
2a—Patterns of classroom interaction, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students'	2a—Patterns of classroom interactions, both between the teacher and students and among students, are general appropriate but may reflect occasional inconsistencies,	2a—Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students.	2a—Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals.

<p>ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict.</p> <p>Teacher does not deal with disrespectful behavior.</p>	<p>favoritism, and disregard for students' ages, cultures, and developmental levels.</p> <p>Students rarely demonstrate disrespect for one another.</p> <p>Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</p>	<p>Students exhibit respect for the teacher. Interactions among students are generally polite respectful.</p> <p>Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.</p>	<p>Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals.</p>
<p>2b—The classroom culture is characterized by a lack of teacher or student commitment to learning and/or little to no investment of student energy into the task at hand. Hard work is not expected or valued.</p> <p>Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.</p>	<p>2b—The classroom culture is characterized by little commitment to learning by teacher or students.</p> <p>The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality.</p> <p>The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</p>	<p>2b—The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students.</p> <p>The teacher conveys that with hard work, students can be successful.</p> <p>Students understand their role as learners and consistently expend effort to learn.</p> <p>Classroom interactions support learning and hard work.</p>	<p>2b—The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning.</p> <p>The teacher conveys high expectations for learning by all students and insists on hard work.</p> <p>Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.</p>
<p>2c—Much instructional time is lost through inefficient classroom routines and procedures.</p> <p>There is little or no evidence that the teacher is managing instructional groups, transitions, and/or the handling of</p>	<p>2c—Some instructional time is lost through only partially effective classroom routines and procedures.</p> <p>The teacher's management of instructional groups, transitions, and/or the handling of materials and</p>	<p>2c—There is little loss of instructional time because of effective classroom routines and procedures.</p> <p>The teacher's management of instructional groups and the handling of materials and supplies</p>	<p>2c—Instructional time is maximized because of efficient classroom routines and procedures.</p> <p>Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies.</p>

materials and supplies effectively. There is little evidence that students know or follow established routines.	supplies is inconsistent, the result being some disruption of learning. With regular guidance and prompting, students follow established routines.	are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Routines are well understood and may be initiated by students.
2d—There appear to be no established standards of conduct and little or no teacher monitoring of student behavior. Students challenge the stands of conduct. Response to students' misbehavior is repressive or disrespectful of student dignity.	2d—Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	2d—Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective.	2d—Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teacher's monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs and respects student dignity.
2e—The physical environment is unsafe, or many students don't have access to learning resources. There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology.	2e—The classroom is safe, and essential learning is accessible to most students. The teacher's use of physical resources, including computer technology is moderately effective. Teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success.	2e—The classroom is safe, and learning is accessible to all students, teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	2e—The classroom is safe, and learning is accessible to all students, including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.
DOMAIN 3—Instruction			
Unsatisfactory	Basic	Proficient	Distinguished
3a—The instructional purpose of the lesson is unclear to students, and the directions and	3a—The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be	3a—The teacher clearly communicates instructional purpose of the lesson, including where it is situated with broader learning, and	3a—The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and

<p>procedures are confusing.</p> <p>The teacher's explanation of the content contains major errors.</p> <p>The teacher's spoken or written language contains errors of grammar or syntax.</p> <p>The teacher's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>	<p>clarified after initial student confusion.</p> <p>The teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow.</p> <p>The teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement.</p> <p>Teacher's spoken language is correct, however, his or her vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.</p>	<p>explains procedures and directions clearly.</p> <p>Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience.</p> <p>During the explanation of content, the teacher invites student intellectual engagement.</p> <p>Teacher's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests.</p>	<p>anticipate possible student misunderstanding.</p> <p>The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests.</p> <p>Students contribute to extending the content and help explain concepts to their classmates.</p> <p>The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.</p>
<p>3b—Teacher's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession.</p> <p>Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.</p> <p>A few students dominate the discussion.</p>	<p>3b—Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance.</p> <p>Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved.</p> <p>Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.</p>	<p>3b—Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding.</p> <p>Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate.</p> <p>Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p>	<p>3b—Teacher uses a variety or series of questions or prompts to challenge students cognitively advance high-level thinking and discourse and promote metacognition.</p> <p>Students formulate many questions, initiate topics, and make unsolicited contributions.</p> <p>Students themselves ensure that all voices are heard in the discussion.</p>
<p>3c—The learning tasks and activities, materials, resources, instructional</p>	<p>3c—The learning tasks and activities are partially aligned with the</p>	<p>3c—The learning tasks and activities are aligned with the</p>	<p>3c—Virtually all students are intellectually engaged in challenging content through</p>

<p>groups, and technology are poorly aligned with the instructional outcomes or require only rote responses.</p> <p>The pace of the lesson is too slow or too rushed.</p> <p>Few students are intellectually engaged or interested.</p>	<p>instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant.</p> <p>The pacing of the lesson may not provide students the time needed to be intellectually engaged.</p>	<p>instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important challenging content and are supported in that engagement by teacher scaffolding.</p> <p>The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>	<p>well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes.</p> <p>In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content.</p> <p>The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding.</p> <p>Students may have some choice in how they complete tasks and may serve as resources for one another.</p>
<p>3d—There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality.</p> <p>Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.</p>	<p>3d—Assessment is used sporadically by teacher and/or students to support instruction through some monitoring or progress in learning.</p> <p>Feedback to students is general; students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work.</p>	<p>3d—Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate specific feedback that advances learning.</p> <p>Students appear to be aware of the assessment criteria; some of them engage in self-assessment.</p> <p>Questions, prompts, assessments are used to diagnose evidence of learning.</p>	<p>3d—Assessment is fully integrated into instruction through extensive use of formative assessment.</p> <p>Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria.</p> <p>Students self-assess and monitor their progress.</p> <p>A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning.</p> <p>Questions, prompts, and assessments are used to regularly diagnose evidence of learning by individual students.</p>
<p>3e—Teacher adheres to the instruction plan in spite of evidence of poor</p>	<p>3e—Teacher attempts to modify the lesson when needed and to respond</p>	<p>3e—Teacher promotes the successful learning of all students, making</p>	<p>3e—Teacher seizes an opportunity to enhance learning, building on a</p>

<p>student understanding or lack of interest.</p> <p>Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.</p>	<p>to student questions and interests with moderate success.</p> <p>Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.</p>	<p>minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests.</p> <p>Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.</p>	<p>spontaneous event or student interests, or differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.</p>
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DOMAIN 4 – Professional Responsibilities

Unsatisfactory	Basic	Proficient	Distinguished
<p>4a—Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson.</p> <p>Teacher has no suggestions for how a lesson could be improved.</p>	<p>4a—Teacher has a generally accurate impression of a lesson’s effectiveness and the extent to which instructional outcomes were met.</p> <p>Teacher makes general suggestions about how a lesson could be improved.</p>	<p>4a—Teacher makes an accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.</p> <p>Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.</p>	<p>4a—Teacher makes a thoughtful and accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.</p> <p>Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.</p>
<p>4b—Teacher’s system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray.</p> <p>Teacher’s records for non-instructional activities are in disarray, resulting in errors and confusion.</p>	<p>4b—Teacher’s system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective.</p> <p>Teacher’s records for non-instructional activities are adequate but require frequent monitoring to avoid errors.</p>	<p>4b—Teacher’s system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.</p>	<p>4b—Teacher’s system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.</p> <p>Students contribute information and participate in maintaining the records.</p>
<p>4c—Teacher communication with families—about the</p>	<p>4c—Teacher makes sporadic attempts to communicate with</p>	<p>4c—Teacher communicates frequently with families</p>	<p>4c—Teacher’s communication with families is frequent and sensitive to</p>

<p>instructional program, about individual students—is sporadic or culturally inappropriate.</p> <p>Teacher makes no attempt to engage families in the instructional program.</p>	<p>families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Communications are one-way and not always appropriate to the cultural norms of those families.</p>	<p>about the instructional program and conveys information about individual student progress.</p> <p>Teacher makes some attempts to engage families in the instructional program.</p> <p>Information to families is conveyed in a culturally appropriate manner.</p>	<p>cultural traditions, with students contributing to the communication.</p> <p>Response to family concerns is handled with professional and cultural sensitivity.</p> <p>Teacher’s efforts to engage families in the instructional program are frequent and successful.</p>
<p>4d—Teacher’s relationships with colleagues are negative or self-serving.</p> <p>Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved.</p> <p>Teacher avoids becoming involved in school events or school and district projects.</p>	<p>4d—Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.</p> <p>Teacher becomes involved in the school’s culture of professional inquiry when invited to do so.</p> <p>Teacher participates in school events and school and district projects when specifically asked to do so.</p>	<p>4d—Teacher’s relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry.</p> <p>Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.</p>	<p>4d—Teacher’s relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty.</p> <p>Teacher takes a leadership role in promoting a culture of professional inquiry.</p> <p>Teacher volunteers to participate in school events and district projects making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.</p>
<p>4e—Teacher engages in no professional development activities to enhance knowledge or skill.</p> <p>Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.</p> <p>Teacher makes no effort to share knowledge with others or to assume professional responsibilities.</p>	<p>4e—Teacher participates in professional activities to a limited extent when they are convenient.</p> <p>Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues.</p> <p>Teacher finds limited ways to contribute to the profession.</p>	<p>4e—Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.</p> <p>Teacher welcomes feedback from colleagues—either when made by supervisors or when opportunities arise through professional collaboration.</p>	<p>4e—Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues.</p> <p>Teacher initiates important activities to contribute to the profession.</p>

		Teacher participates actively in assisting other educators.	
<p>4f—Teacher displays dishonesty in interactions with colleagues, students, and the public.</p> <p>Teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school.</p> <p>Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations.</p>	<p>4f—Teacher is honest in interactions with colleagues, students, and the public.</p> <p>Teacher attempts, though inconsistently, to serve students. Teacher does not knowingly contribute to some students being ill served by the school.</p> <p>Teacher's decisions and recommendations are based on limited but genuinely professional considerations.</p> <p>Teacher complies minimally with school and district regulations, doing just enough to get by.</p>	<p>4f—Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.</p> <p>Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed.</p> <p>Teacher maintains an open mind in team or departmental decision making.</p> <p>Teacher complies fully with school and district regulations.</p>	<p>4f—Teacher takes a leadership role with colleagues and can be counted on to hold to the highest standards of honesty, integrity, and confidentiality.</p> <p>Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.</p> <p>Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.</p> <p>Teacher complies fully with school and district regulations, taking a leadership role with colleagues.</p>

More information about the Danielson Frameworks:

<http://tpep-wa.org/the-model/framework-and-rubrics/instructional-frameworks/danielson-framework/>

DANIELSON FRAMEWORK AT A GLANCE

Criterion 1	Criterion 2	Criterion 3
Centering instruction on high expectations for student achievement.	Demonstrating effective teaching practices.	Recognizing individual student learning needs and developing strategies to address those needs.
<i>Domain 2: The Classroom Environment</i> 2b: Establishing a Culture for Learning <i>Domain 3: Instruction</i> 3a: Communicating with Students 3c: Engaging Students In Learning <i>Student Growth</i> SG 3.1 / 3.2 or SG 6.1 / 6.2	<i>Domain 3: Instruction</i> 3B: Using Questioning And Discussion Techniques <i>Domain 4: Professional Responsibilities</i> 4a: Reflecting on Teaching <i>Student Growth</i> SG 3.1 / 3.2 or SG 6.1 / 6.2	<i>Domain 1: Planning and Preparation</i> 1b: Demonstrating Knowledge of Students <i>Domain 3: Instruction</i> 3e: Demonstrating Flexibility And Responsiveness <i>Student Growth</i> SG 3.1: Establish Student Growth Goal(s) SG 3.2: Achievement of Student Growth Goal(s)
Criterion 4	Criterion 5	Criterion 6
Providing clear and intentional focus on subject matter content and curriculum.	Fostering and managing a safe, positive learning environment.	Using multiple student data elements to modify instruction and improve student learning.
<i>Domain 1: Planning and Preparation</i> 1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction <i>Student Growth</i> SG 3.1 / 3.2 or SG 6.1 / 6.2	<i>Domain 2: The Classroom Environment</i> 2a: Creating an Environment of Respect and Rapport 2c: Managing Classroom Procedures 2d: Managing Student Behavior 2e: Organizing Physical Space <i>Student Growth</i> SG 3.1 / 3.2 or SG 6.1 / 6.2	<i>Domain 1: Planning and Preparation</i> 1f: Designing Student Assessments <i>Domain 3: Instruction</i> 3d: Using Assessment in Instruction <i>Domain 4: Professional Responsibilities</i> 4b: Maintaining Accurate Records <i>Student Growth</i> SG 6.1: Establish Student Growth Goal(s) SG 6.2 Achievement of Student Growth Goal(s)
Criterion 7	Criterion 8	
Communicating and collaborating with parents and the school community.	Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.	
<i>Domain 4: Professional Responsibilities</i> 4c: Communicating with Families <i>Student Growth</i> SG 3.1 / 3.2 or SG 6.1 / 6.2	<i>Domain 4: Professional Responsibilities</i> 4d: Participating in a Professional Community 4e: Growing and Developing Professionally 4f: Showing Professionalism	<i>Student Growth</i> SG 8.1: Establish Team Student Growth Goal(s)

FRAMEWORK FOR TEACHING COMPONENTS OF PROFESSIONAL PRACTICE AND ALIGNMENT TO WASHINGTON STATE CRITERIA

<u>Domain 1: Planning and Preparation</u>	<u>Domain 2: Classroom Environment</u>
<p>1a. Demonstrating knowledge of content & pedagogy (SC4)</p> <ul style="list-style-type: none"> Knowledge of content & the structure of the discipline Knowledge of prerequisite relationships Knowledge of content/related pedagogy <p>1b. Demonstrating knowledge of students (SC3)</p> <ul style="list-style-type: none"> Knowledge of child & adolescent development Knowledge of the learning process Knowledge of students' skills, knowledge & language proficiency Knowledge of students' interests & cultural heritage Knowledge of students' special needs <p>1c. Setting instructional outcomes (SC4)</p> <ul style="list-style-type: none"> Value, sequence & alignment Clarity Balance Suitability for diverse learners <p>1d. Demonstrating knowledge of resources (SC4)</p> <ul style="list-style-type: none"> Resources for classroom use Resources to extend content knowledge & pedagogy Resources for students <p>1e. Designing coherent instruction (SC4)</p> <ul style="list-style-type: none"> Learning activities Instructional materials & resources Instructional groups Lesson & unit structure <p>1f. Designing student assessments (SC6)</p> <ul style="list-style-type: none"> Congruence with instructional outcomes Criteria & standards Design of formative assessment Use for planning 	<p>2a. Creating an environment of respect & rapport (SC5)</p> <ul style="list-style-type: none"> Teacher interaction with students Student interactions with one another <p>2b. Establishing a culture for learning (SC1)</p> <ul style="list-style-type: none"> Importance of content Expectations for learning & achievement Student pride in work <p>2c. Managing classroom procedures (SC5)</p> <ul style="list-style-type: none"> Management of instructional groups Management of transitions Management of materials & supplies Performance of non-instructional duties Supervision of volunteers & paraprofessionals <p>2d. Managing student behavior (SC5)</p> <ul style="list-style-type: none"> Expectations Monitoring student behavior Responses to student misbehavior <p>2e. Organizing physical space (SC5)</p> <ul style="list-style-type: none"> Safety & accessibility Arrangement of furniture & use of physical resources
<u>Domain 4: Professional Responsibilities</u>	<u>Domain 3: Instruction</u>
<p>4a. Reflecting on teaching (SC2)</p> <ul style="list-style-type: none"> Accuracy Use in future teaching <p>4b. Maintaining accurate records (SC6)</p> <ul style="list-style-type: none"> Student completion of assignments Student progress in learning Non-instructional records <p>4c. Communicating with families (SC7)</p> <ul style="list-style-type: none"> Information about the instructional program Information about individual students Engagement of families in the instructional program <p>4d. Participating in a professional community (SC8)</p> <ul style="list-style-type: none"> Relationships with colleagues Involvement in a culture of professional inquiry Service to school Participation in school & district projects <p>4e. Growing & developing professionally (SC8)</p> <ul style="list-style-type: none"> Enhancement of content knowledge & pedagogical skill Receptivity to feedback from colleagues Service to profession <p>4f. Showing professionalism (SC8)</p> <ul style="list-style-type: none"> Integrity & ethical conduct Service to students Advocacy Decision making Compliance with school & district regulations 	<p>3a. Communicating with students (SC1)</p> <ul style="list-style-type: none"> Expectations for learning Directions & procedures Explanations of content Use of oral & written language <p>3b. Using questioning & discussion techniques (SC2)</p> <ul style="list-style-type: none"> Quality of questions Discussion techniques Student participation <p>3c. Engaging students in learning (SC1)</p> <ul style="list-style-type: none"> Activities & assignments Grouping of students Instructional materials & resources Structures & pacing <p>3d. Using assessment in instruction (SC6)</p> <ul style="list-style-type: none"> Assessment criteria Monitoring of student learning Feedback to students Student self-assessment & monitoring of progress <p>3e. Demonstrating flexibility & responsiveness (SC3)</p> <ul style="list-style-type: none"> Lesson adjustment Response to students Persistence

SC = State Criterion

Focused Evaluation Protocol

Pursuant to RCW 28A.405.100, in the years when a comprehensive evaluation is not required, classroom teachers who receive a comprehensive evaluation performance rating of level 3 or above in the previous school year are required to complete a focused evaluation. A focused evaluation includes an assessment of one of the eight criteria selected for a performance rating plus professional growth activities specifically linked to the selected criteria.

STEPS - See Danielson Framework for Focused Evaluations on previous page.

1. The criterion area to be evaluated shall be proposed by the teacher prior to, or at the first pre-observation conference, and must be approved by the evaluator.
2. If the employee chooses criterion 1, 2, 4, 5, or 7, they must also complete the student growth components in criterion 3 or 6.
3. Observations for the focused evaluation shall follow the guidelines of state law requiring at least two observations for at least sixty total minutes of observation time.
4. Pursuant to WAC 392-191A-120(5), a summative score will be determined through the scoring of the instructional and student growth rubrics for the criterion selected.
5. A group of teachers may focus on the same evaluation criterion and share professional growth activities. This collaboration should be initiated by the teacher(s), and employees shall be required to select the same criterion for purposes of the focused evaluation process.

Comprehensive Evaluation Protocol

A Comprehensive Evaluation will include evaluation of all eight state criteria. A teacher eligible for focused evaluations must complete a comprehensive evaluation once every four years.

Comprehensive Evaluation Report:

- No later than May 15 the evaluator and teacher shall meet to discuss the teacher's comprehensive score. The comprehensive score, including the student growth score, must be determined by an analysis of evidence. This analysis will take a holistic assessment of the teacher's performance over the course of the year.
- The teacher has the right to provide additional evidence for each criterion to be scored.
- All evidence, measures, and observations used in developing the final comprehensive evaluation score must be a product of the current school year.
- If the evaluator assigns the teacher a final comprehensive score below Proficient, the evaluator must provide at least three (3) pieces of evidence for each criterion scored Basic or Unsatisfactory.
- Teachers shall have the right to attach additional comments or a rebuttal to the Comprehensive Evaluation Report.

90-day Evaluation Protocol

During their first three (3) years of employment, (one [1] year if an employee has completed at least two years of certificated employment in another school district in the state of Washington), employees new to the District shall be Provisional Employees. Each employee, within 30 days of employment, shall be given a copy of the evaluation form to be used during the school year. The Superintendent may make a determination to remove an employee from provisional status if the employee has received one of the top two evaluation ratings during the second year of employment by the District.

Said provisional employees shall be evaluated as described above in Section 11.1 and in RCW 28A.405.100, which evaluation procedures shall include the special evaluation procedures for third-year provisional employees set forth in RCW 28A.405.100 (3) (a), as now existing or as hereafter amended.

Provisional employees shall be observed in the performance of their work assignment for the purpose of evaluation at least two (2) times during the first year of employment. The first observation shall be made within the first ninety (90) calendar days of employment and the second shall be made before May 1 of the school year. At least one such observation shall be for a minimum of thirty (30) minutes within the first ninety (90) calendar days of employment. One observation shall be a scheduled observation in order that such employee may inform the evaluator of the objectives of the lesson and method and materials to be used.

Following each observation or series of observations, the principal or other evaluator shall promptly document the results of the evaluation in writing, noting areas of deficiencies and some suggestions for improvement. A copy of the written evaluation shall be provided the employee within three (3) days after it is prepared. Within five (5) days following receipt of the evaluation report, the employee may request a confidential conference with the responsible evaluator for the purpose of reviewing the evaluation report. Such conference shall take place within fifteen (15) days thereafter, unless postponed by mutual consent or due to extenuating circumstances such as illness or absence. The evaluation conference shall not be used as a formal meeting to issue a formal written reprimand or penalize an employee. Within five (5) days of the conference, the employee may submit signed comments which shall be attached to the report in his/her personnel file.

In addition to the observations and evaluations required, principals and other supervisors may make observations at any time during the school year.

If an employee is transferred after ninety (90) days service within the school year to another position not under the supervisor's jurisdiction, an evaluation shall be made at the time of such transfer.

Notice of non-renewal shall be given by May 15.

HOW TO: Creating 90 Day Evaluations in eVAL

For a 90 day Snapshot:

- Click on the “Summary” tab.
- Select Teacher below the “Unsubmitted Evaluations” bar.

UNSUBMITTED EVALUATIONS

[Submit Selected Teachers](#)

If there is not a checkbox in the first column to select the row it is due to one of the following:

- AE: Only the assigned evaluator can submit.
- FS: The Final Score must be set before submission.

<input type="checkbox"/>	Name	Eval Type	#1	#2	#3	#4	#5	Criteria	Growth	Final	Provide Feedback
<input type="checkbox"/>	T1 Franklin Pierce SD School 1	C	NA					PRO (24/32)	AVG (13/20)	PRO	Enter Scores
FS	T10 Franklin Pierce SD School 1	C	NA					INC	INC*	INC*	Enter Scores
FS	T11 Franklin Pierce SD School 1	C						INC	INC*	INC*	Enter Scores
FS	T12 Franklin Pierce SD School 1	C						INC	INC*	INC*	Enter Scores
FS	T13 Franklin Pierce SD School 1	C						INC	INC*	INC*	Enter Scores
FS	T14 Franklin Pierce SD School 1	C						INC	INC*	INC*	Enter Scores

- Click on the “Enter Scores” button on the right.
- Enter Scores -give overall rating for each of the 8 state domains.

SUMMARY Eval Type: C HAS NOT BEEN SUBMITTED Criteria: PRO (24/32) Growth: INC* Final: INC*

FINAL REPORT SNAPSHOTS

C1 Centering instruction on high expectations for student achievement. ☐ UNS ☐ BAS ☒ PRO ☐ DIS

Rubric Element Scores

Rubric Indicator	Summative Score	Observations	Assessments
2b: Establishing a Culture for Learning	<input type="checkbox"/> UNS <input type="checkbox"/> BAS <input type="checkbox"/> PRO <input type="checkbox"/> DIS	NA NA	
3a: Communicating with Students	<input type="checkbox"/> UNS <input type="checkbox"/> BAS <input type="checkbox"/> PRO <input type="checkbox"/> DIS	NA BAS	
3c: Engaging Students in Learning	<input type="checkbox"/> UNS <input type="checkbox"/> BAS <input type="checkbox"/> PRO <input type="checkbox"/> DIS	NA BAS	

- Scored components from observations are already auto-populated.
- At the right of the “summary bar” it will give you an overall score after all components are checked.
 - Do not enter student growth scores for a 90 day evaluation – It will say incomplete on the student growth and final score sections.
- Click on the “Reports” tab – select Teacher Final Score Report.
- Select the teacher.

Click on the “Print/Save Snapshot” bar.

Select everything you want them to see in the 90 day evaluation report.

PRINT/SAVE SNAPSHOTS

Report Settings
These settings are your personal preferences for which sections will be included when generating both the printed and saved version of a Final Report. The settings will be applied to all reports you print/save.

Observations to Include

<input checked="" type="checkbox"/>	Observation Date	Evaluator	Observation
<input checked="" type="checkbox"/>	Not scheduled	Pr Franklin Pierce SD School 1	Untitled - 10/16/2013
<input checked="" type="checkbox"/>	10/2/2013 8:00 AM - 9:00 AM	Pr Franklin Pierce SD School 1	McQuinn Fall Observation

Self-Assessments to Include

<input type="checkbox"/>	Start Date	Self-Assessment
No self-assessment sessions found.		

Global Settings

☒ Include Instructional Rubric View ☐ Include Complete Observations Only

Observation Sections

- ☒ Pre-Conference
 - ☒ Pre-Conference Focus/Alignment
 - ☒ Pre-Conference Notes
 - ☒ Pre-Conference Prompts
- ☒ Observation
 - ☒ Observation Notes
 - ☒ Rubrics
 - ☒ Excerpts
 - ☒ Prioritized Excerpts
 - ☒ Excerpts
 - ☒ Evidence/Notes
 - ☒ Session Notes
 - ☒ Session Recommendation
- ☒ Post-Conference
 - ☒ Post-Conference Notes
 - ☒ Post-Conference Prompts

Self-Assessment sections

- ☐ Assessment
 - ☐ Rubrics
 - ☐ Evidence/Notes
 - ☐ Assessment Notes
 - ☐ Assessment Recommendations

Final Evaluation Sections

- ☐ Reflections
- ☐ Final Notes
- ☐ Final Recommendations

Click “add new snapshot”.

Click the **Print Report** button to generate a PDF version of the report based on the current print settings. Click the **Preview Report** button to update the preview section below with a version of the report that incorporates the current print settings. (NOTE: After clicking the **Print Report** button you will need to wait until the prompt to Open or Save the PDF file appears at the bottom of the browser. This may take up to a minute.)

Print Report **Preview Report**

Report Snapshots

Add New Snapshot

Add to Summary?	Date	Title	Description			
<input checked="" type="checkbox"/>	10/16/2013	Snapshot - 10/16/2013 11:57:50 AM		View	Edit	Delete
<input checked="" type="checkbox"/>	10/16/2013	Snapshot - 10/16/2013 12:51:03 PM	90 day evaluation	View	Edit	Delete

Report Snapshots

Add to Summary?	Date	Title	Description			
<input checked="" type="checkbox"/>	10/16/2013	Snapshot - 10/16/2013 11:57:50 AM		View	Edit	Delete
<input checked="" type="checkbox"/>	10/16/2013	Snapshot - 10/16/2013 12:51:03 PM	90 day evaluation	View	Edit	Delete

- In the description box add the title “Teacher Name 90 Day Evaluation.”
- Check the “Visible to Evaluatee” box.
- Click the “Insert” button.
- Make sure the “add to summary” box is checked.

- Click on the “Summary” Tab.
 - Click on the “Visibility Settings” Bar.
 - Check the “Report Snapshots” in the settings box.
 - Check the box to the left of “Name.”
 - Click “Apply Settings” button.

VISIBILITY SETTINGS

Settings

Apply Settings to Selected Teachers

☐ Final Score ☐ Report Snapshots ☐ Final Comments ☐ Final Recommendations ☐ Prioritized Excerpts

☐ Criteria Summative Scores ☐ Rubric Summative Scores ☐ Rubric Excerpts ☐ Rubric Evidence ☐ Observations

	Name	Final Score	Report Snapshots	Final Comments	Final Recs	Prioritized Excerpts	Criteria Summative Scores	Rubric Summative Scores	Rubric Excerpts	Rubric Evidence	Observations
<input type="checkbox"/>	T1 Franklin Pierce SD School 1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	T10 Franklin Pierce SD School 1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	T11 Franklin Pierce SD School 1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	T12 Franklin Pierce SD School 1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Click on the “Reports” tab.
 - Click on “Teacher Final Score Report.”
 - Select the Teacher.
 - Click on the “Print/Save Snapshot Bar.”
 - Scroll down and click “Print Report.”

Observation Protocol

FORMAL Observations

The Formal Observation process consists of three parts:

1. Pre-observation
2. Observation
3. Post-Observation

Pre-observation – The pre-observation conference shall be held prior to any scheduled formal observation. The purpose of the pre-observation conference is to discuss the employee's goals, establish a date for the formal observation, and to discuss such matters as the professional activities to be observed, their content, objectives, strategies, and possible observable evidence to meet the scoring criteria.

Formal Observation – All employees will be observed at least twice per school year for not less than sixty (60) minutes total. New employees shall be observed at least once for a total observation time of thirty minutes during the first ninety calendar days of the new employee's probationary period. The observations should occur no later than ten (10) calendar days after the pre-observation meeting. The evaluator will document all formal observations and provide copies to the employee within five (5) working days.

Post-observation - A post-observation conference may be held at the request of either the employee or the evaluator. Each classroom teacher will have the opportunity for a minimum of two confidential conferences during each school year with his/her principal or principal's designee either: following receipt of the written evaluation results or at a time mutually satisfactory to the participants. The purpose of each such conference will be to provide additional evidence by either the evaluator or certificated classroom teacher to aid in the assessment of the certificated classroom teacher's professional performance against the instructional framework rubrics.

INFORMAL Observations

An informal observation is a documented observation that is not required to be prescheduled. Additional informal observations may be necessary to collect additional evidence.

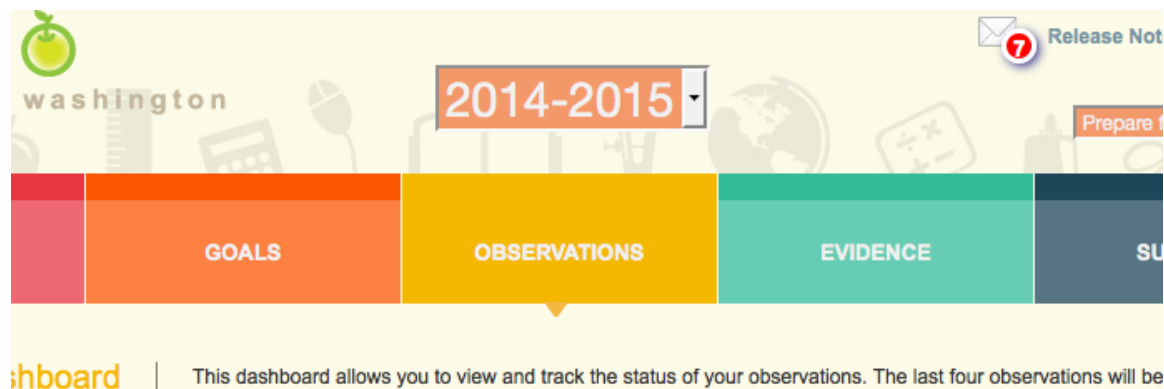
Observations do not have to be in the classroom. For example, department or collegial meetings may be used for Informal Observations.

Informal observations shall be documented in writing and a copy will be provided to the teacher within five (5) business days of the informal observation.

Any time after an informal observation a teacher may request a post-informal observation conference to discuss the informal observation.

HOW TO: View Observation Notes –Adding Comments & Artifacts related to the Observation

Click on **OBSERVATIONS**.

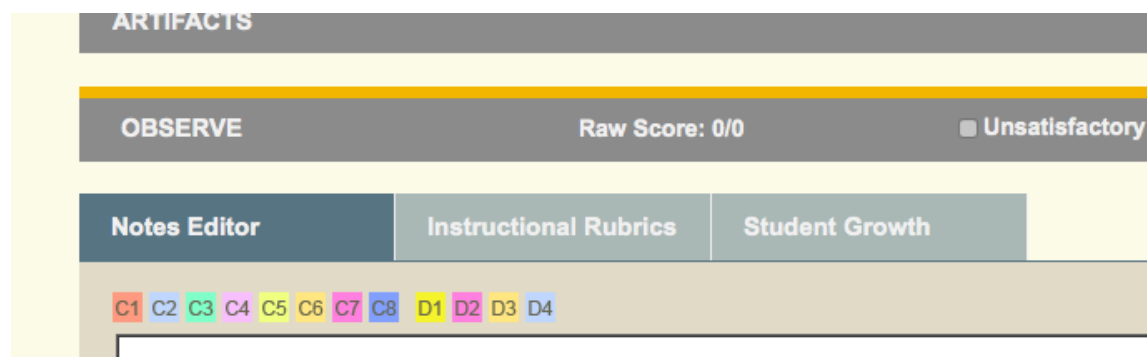


Click on the circle under **Obs** on the last observation.

event has not been scheduled it will display the non-started status. If it has been scheduled, it will display the in-progress icon, and if it has been completed, it will display the complete icon.

OBSERVATION SESSIONS																				
Teacher	Eval Type	Goals	Self	Evidence	Time Obs	Observations														
						1			2			3			4			5		
						Pre	Obs	Post	Pre	Obs	Post	Pre	Obs	Post	Pre	Obs	Post	Pre	Obs	Post
► Kristin Hillius	C	6	1	3	60	●	●	○												

You may see general notes by clicking the **Notes Editor** tab and scored notes by clicking the **Instructional Rubrics** or **Focus** tab.



You will want to click on each of the boxes to see all the observation evidence available.

You will see a score for each Criterion and Component area.

Unsatisfactory Basic Proficient Distinguished

Rubric	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an Environment of Respect and Rapport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Principal Input	Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels.	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' needs.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher, interactions among students are generally polite and respectful.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for the teacher, interactions among students are generally polite and respectful.

You will see note for the areas where notes were collected during the observation. These may also include excerpts from the rubric.

You may add notes for that component by clicking on the **Edit** box.

You can upload documents related to the observation by clicking the **Add Artifact** button.

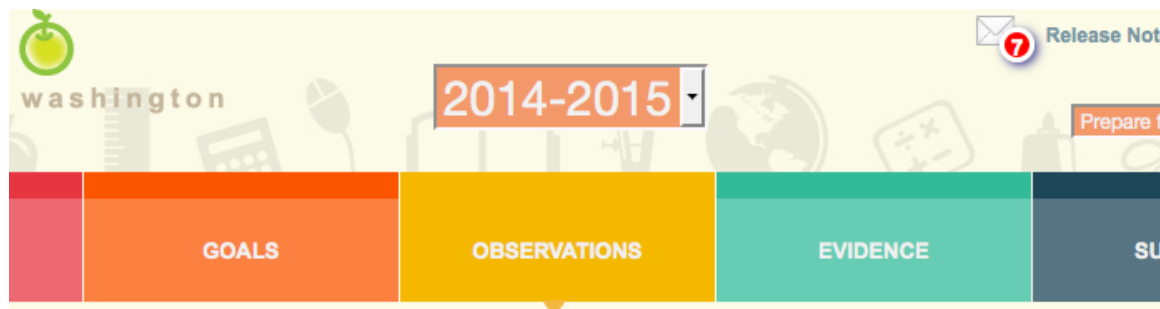
ARTIFACTS

Add Artifact

File?	Owner	Title	Alignment
No artifacts found.			

You should also check for questions that have been assigned to you for your post conference.

Click on **OBSERVATIONS**



hboard | This dashboard allows you to view and track the status of your observations. The last four observations will be

Click on the circle under **Post** on the last observation.

event has not been scheduled it will display the non-started status. If it has been scheduled, it will display the in-progress icon, and if it has been completed, it will display the complete icon.

OBSERVATION SESSIONS																				
Teacher	Eval Type	Goals	Self	Evidence	Time Obs	Observations														
						1			2			3			4			5		
						Pre	Obs	Post	Pre	Obs	Post	Pre	Obs	Post	Pre	Obs	Post			
► Kristin Hillius	C	6	1	3	60	●	●	○												

Click on **Details** for each Prompt to open that question for you to respond.

POST-CONFERENCE REFLECTIVE QUESTIONS				
To view/add responses for an assigned prompt, click the expand icon to the left of the row.				
Prompt	Last Response	Artifacts	Details	
► Reflect briefly on the lesson I observed. What went well and what would you do differently?			Details	
► How will you use the evaluation data (exit slip, etc...) you gathered at the end of this lesson?			Details	
► Give me a brief 1 - 2 sentence update on your classroom progress in the following content areas... - Science - Social Studies - Writing			Details	

You can then Add New Response to the Prompt and/or add an artifact.

User Prompt Details

Prompt: Reflect briefly on the lesson I observed. What went well and what would you do differently?

[Back to Post-Conference](#)

USER PROMPT RESPONSES

[Add New Response](#)

User	Date	Response
No responses were found.		

ALIGNMENT

Default Alignment: [C2](#) [C8](#) [D4](#)

ARTIFACTS

[Add Artifact](#)

Visible to	File?	Title	Alignment			
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Artifacts and Evidence Protocol

The evaluator will collect and share artifacts and evidence necessary to complete the evaluation.

The teacher may be required to submit additional artifacts and evidence to aid in the assessment of the teacher's professional performance against the instructional framework rubric, especially for those criteria not observed in the classroom.

ALL STAFF MUST have at least one artifact or evidence supporting each criterion prior to their summative evaluation.

PROVISIONAL STAFF MUST have at least one artifact or evidence supporting each criterion prior to their 90 day evaluation meeting. Additional evidence expectations may be requested by the evaluator at the 90 day conference.

EVIDENCE STORAGE, Evidence can be kept by teacher and shared with evaluators upon request or stored in eVAL.

Definitions

Evidence:

Definition- Dictionary:

1a: an outward sign: indication;

1b: something that furnishes proof: testimony; *specifically*: something legally submitted to a tribunal to ascertain the truth of a matter;

2a: one who bears witness; *especially*: one who voluntarily confesses a crime and testifies for the prosecution against his accomplices

Definition- WAC 392-191A

"Evidence" means observed practice, products or results of a certificated classroom teacher or certificated principal's work that demonstrates knowledge and skills of the educator with respect to the four-level rating system.

Artifact:

Definition- Dictionary:

1a: something created by humans usually for a practical purpose; *especially*: an object remaining from a particular period <caves containing prehistoric *artifacts*>;

1b: something characteristic of or resulting from a particular human institution, period, trend, or individual <self-consciousness ... turns out to be an *artifact* of our education system — *Times Literary Supplement*>;

2a: a product of artificial character (as in a scientific test) due usually to extraneous (as human) agency

FRANKLIN PIERCE SCHOOLS - EVIDENCE EXAMPLES

Criterion 1 Centering instruction on high expectations for student achievement

Domain 2 The Classroom Environment

2b: Establishing a Culture for Learning

- Content and language objectives displayed and communicated to students
- Assessment rubrics (indicate rigor)
- CHAMPS expectations are posted (detailing participation expectations)
- Participation log (Socratic Seminar)
- Copy of student work with encouraging teacher comments
- Encouraging notes on Online grades
- Sharing data growth with students (PowerPoint slides that were part of lesson)

Domain 3 Instruction

3a: Communicating with Students

- Content and language objectives / posted learning targets
- CHAMPS expectations
- Directions and procedures (PowerPoint slides)
- Data Cycle growth

3c: Engaging Students in Learning

- Participation data collection (Socratic Seminar)
- Lesson plan (pacing guide, examples of how students will engage)

Criterion 2 Demonstrating effective teaching practices

Domain 3 Instruction

3b: Using Questions and Discussion Techniques

- Lesson Plan that outlines the questioning and discussion plan for the lesson
- Text dependent questions teacher gives students; or student responses
- Student work outlining responses of questioning
- Socratic Seminar notes and preparation for the Socratic Seminar
- Evidence for discussion techniques for lesson
- SIOP strategies that are included in the lesson plan
- Examples of student work (ex: exit slips)
- Student classroom-based assessments
- Teacher's planning for questions? (Or are they winging it?)
- Record video of classroom; record how students question each other

Domain 4 Professional Responsibilities

4a: Reflecting on Teaching

- Adjustments of lesson plans—a formative assessment that leads to a change in lesson plan prior to the summative – along with student data to show student growth
- PLC notes—talking about what is going well and what should be done differently

- What kind of notes does the teacher take at the end of the lesson? Does he/she put it on his/her lesson plan book? Take pictures of notes on lesson plans and submit
- Can the teacher accurately assess him/herself?
- Reflections from student growth data; reflect on what that means for instruction
- Include improvements made based on feedback from Instructional coaches
- Evidence of working with an Instructional Coach
- Documentation from reflective/post observation conference
- Notes from data meetings
- Progress monitoring data – showing changes made and the impact it had on student growth
- Next steps – readjust based on the progress
- Teacher reflection journal
- Reflection on student surveys/exit slips
- Peer observations and what lessons were learned
- Email thread requesting support to improve instruction
- Sample of student work with notes on what the teacher will do for next steps of instruction
- Instructional implications section of data cycle
- Changes made to assessments/targets – re-create an assessment to assess again later
- Notes from lesson plans
- Notes from PST follow-up
- Video tape reflection notes
- Responses to pre and post observation questions
- PD notes
- End of course evaluations
- Professional literature

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

Domain 1 Planning and Preparation

1b: Demonstrating Knowledge of Students

- Rosters with demographic data
- Current/past assessment and performance data
- Grade reports
- Student interest survey
- IEP/504 Lap info; Use of IEP at a glance
- Gen 1 report – students' general information
- Sample lesson plans demonstrating differentiation

- PST notes – student interview, student strengths, etc. connected to the decision teacher is making (implementing behavior plan, academic supports, etc.)
- Planned discussions, goal setting meetings, and problem solving sessions with students
- Notes from data meetings; progress monitoring data
- CHAMPS classroom management plan
- WOW – know their evidence = content has a range of diverse perspectives
- Planned use of para educators
- Precision Partnering (Feldman Method) / Think Pair Share / student collaboration
- Parent Survey
- Students' reflections on their work and/or teacher's instruction
- Create the lesson or unit that ties in the students' interests
- Notes from informal, mini-conferences with students
- Evidence of strategies to support ELL students
- Grouping of students based on individual needs/ability
- Evidence of differentiating instruction
- Reflections and notes on culture – how students learn in class
- Family/student letter – all about me
- School history – several schools?
- Discipline history
- Learning styles

Domain 3 Instruction

3e: Demonstrating Flexibility and Responsiveness

- Classroom observation
 - Responsiveness to students questions
 - Adjustment of lesson on the fly
 - Small group instruction
 - Adjusting pace of lesson
 - Re-teaching as needed
- Learning Lab/intervention logs
- Parent communication documenting flexibility in instruction
- Teacher reflections
 - Lesson adjustment
 - Pacing of lesson
 - Student understanding
 - Use flexibility of grouping
 - Resources used for lesson to demonstrate flexibility
 - Use of para educators
 - Planned discussions
 - Student work

*Student Growth***SG 3.1: Establish Student Growth Goal(s)****SG 3.2: Achievement of Student Growth Goal(s)****Criterion 4** Providing clear and intentional focus on subject matter content and curriculumDomain 1 Planning and Preparation**1a: Demonstrating Knowledge of Content and Pedagogy**

- Feedback provided to students
- Small group work with students
- Lesson planning/unit planning
- Meeting notes with coach
- PD reflection on teaching to plan
- Team notes
- Document student misconceptions
- Connection to background knowledge and scaffolding
- Common core standards
- Scaffolding and/or re-teaching to get students to understand
- Evidence of explicit instruction (design and delivery)
- Video of lessons showing how you handle student questions and misconceptions
- Email threads that demonstrate knowledge
- PLC notes
- What training do you have and what training do you need?

1c: Setting Instructional Outcomes

- Learning targets
- Lesson plan
- Tell/show knowledge of students
- Pre-conference questions or planning sheet
- Rubrics
- Exit slips

1d: Demonstrating Knowledge of Resources

- Use district provided materials in lesson plans
- Materials list in lesson
- Documented work with coach, district TOSAs, PLC notes, PD, trainings
- Differentiation in lesson plans
- Use of para educators are used in class to help student learning
- Proof of bringing in supplemental resources to enhance a lesson
- Documentation of alternate resources; i.e. websites, local organizations, etc.

1e: Designing Coherent Instruction

- Lesson plans, unit plans
- Instructional MAPS
- Activities that show differentiation
- Student choice
- Learning groups

- Student and/or teacher reflections on a lesson
- Text complexity
- Student work

Criterion 5 Fostering and managing a safe, positive learning environment

Domain 2 The Classroom Environment

2a: Creating an Environment of Respect and Rapport

- Ratio of positive interactions data; have teachers record their own data for 15 minutes per week
- Evidence of student leadership
- Evidence of teachers greeting students by name at the door
- System of equitable turn-taking
- Student surveys or engagement surveys
- Syllabus
- Evidence of modifications and accommodations

2c: Managing Classroom Procedures

- CHAMPS
- Copies CHAMPS expectations and classroom management plan
- Lesson plans of teaching expectations
- Picture of posted expectations, rules, guidelines for success
- Data of length of transitions
- Posted learning targets in student-friendly language with performance of understanding
- Sub plans and sub folders

2d: Managing Student Behavior

- Incentive plans
- Positive behavior plans
- Behavior contracts
- Evidence of 6 Interventions
- Reduction of number of discipline referrals
- Parent communication log
- Daily charting and other data collection tools

2e: Organizing Physical Space

- Seating charts
- Travel patterns

Criterion 6 Using multiple student data elements to modify instruction and improve student learning

Domain 1 Planning and Preparation

1f: Designing Student Assessments

- Entry tasks/exit slips
- Formative assessments
 - Program and/or teacher created
- Student work

- Lesson plan indicating assessment, measuring expected learning outcomes
- Progress monitoring data
- Differentiated assessments based on student needs

Domain 3 Instruction

3d: Using Assessment in Instruction

- Anchor charts indicating effective questions to elicit evidence of student understanding
- Graphic Organizers with questions
- Anecdotal notes of student work
- Exit slips
- Progress monitoring data
- Media (picture, video, audio)

Domain 4 Professional Responsibilities

4b: Maintaining Accurate Records

- Grade book
- Progress monitoring data with schedule
- Program assessments (RW, RM, CR, Math Expressions, etc.)
- Student involvement in data/record keeping
- Spreadsheet of student work/data
- Correlation between assigned grades and performance on benchmark assessments
- Data boards
- Data wall
- WA Kids
- Attendance in a timely and accurate manner

Student Growth

SG 6.1: Establish Student Growth Goal(s)

SG 6.2: Achievement of Student Growth Goal(s)

Criterion 7 Communicating and collaborating with parents and the school community

Domain 4 Professional Responsibilities

4c: Communicating with Families

- Family research, projects, design
- Class newsletter
- Class blog
- Webpage
- Weekly notes
- Homework packet with communication
- Contact log (parent/guardian)
- Email thread
- Postcards
 - Welcome
 - Good work
- Progress report with comments

- Comments with grades
- Parent sign-in/attendance at conferences
- Volunteer log
- Classroom presenters
- Partnerships
- Photos of teacher night
- CCFS Team notes on trying to get student connected to organizations, advocating
- Medical referrals
- Back to School nights
- Family projects
- Senior presentations/boards
- Behavior reports – student generated
- Communication in native language
- Culturally sensitive/appropriate
- Watch DOGS
- YMCA
- Allowing others to use room/activities after school
- Family Fun night
- Music concerts

Criterion 8 Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning

Domain 4 Professional Responsibilities

4d: Participating in a Professional Community

- PLC notes
- Assessment Cycle data document
- Planning agendas
- Presentation materials
- Reflection on impact
- Sharing expertise with colleagues
- Participation in school-wide events and/or leadership of events
- Leadership in district-level meetings, etc.
- Facilitates professional development (book study, etc.)
- Movement beyond one's own classroom
- Developing and following PLC norms
- Emails – keeping all staff in the loop

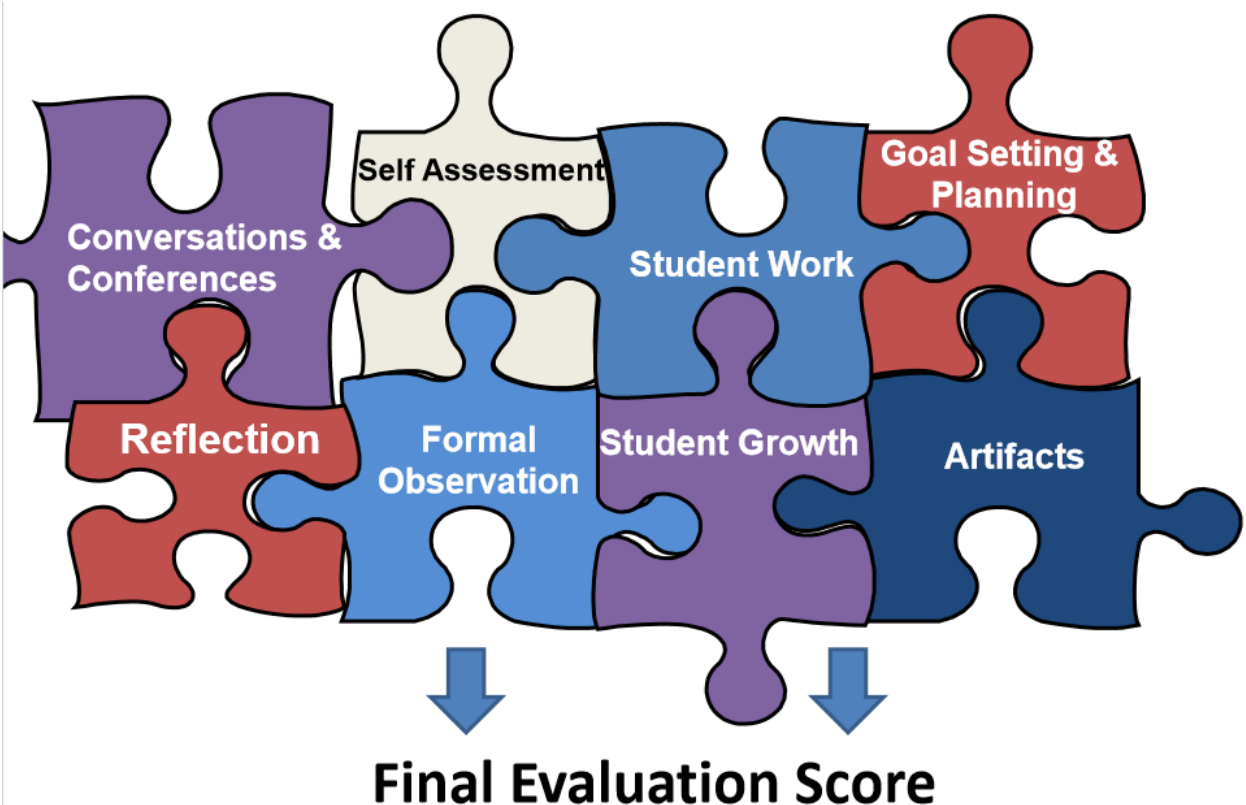
4e: Growing and Developing Professionally

- Agendas from professional development (conferences, trainings, workshops)
- Reflection on professional readings
- Presentation materials
- Inviting others to observe and/or provide feedback in your classroom
- Work with community partners/volunteers
- Membership/active participation in an educational organization

- The teacher voluntarily examines and shares research on class performance and best practice strategies
- Professional growth goals

4f: Showing Professionalism

- Professional norms reflections/check ins
- Seeks out student interventions as needed
- Recognized as open communicator by colleagues
- Persists in problem solving with colleagues
- Advocates for under-served students
- Uses data to support actions
- Open-minded and willing to adopt new approaches
- Sets long-term goals and takes responsibility for own professional growth
- Demonstrates high ethical standards through compliance with school/district codes and community expectations



HOW TO: UPLOADING ARTIFACTS to eVAL and PROVIDING EVIDENCE

Log in with your eVAL password. Click on the green EVIDENCE tab, and click on artifacts on the sub menu.

See Release Notes for new feature updates on October 8th

Resources | Release Notes | Logout

2013-2014

T1 Franklin Pierce SD School 1

ARTIFACTS | EVIDENCE | FEEDBACK | REPORT

Manage Artifacts

Upload documents or supply links to web pages that can be used as evidence of your work in your evaluation. Click on the "Add New Artifact" button to start, then follow the prompts to upload a document or link to a webpage.

Click on the "Add New Artifact" button.

Notify your evaluator of Changes

ARTIFACTS

Add New Artifact

Visible to Evaluator?	Owner	File?	Type	Date	Title	Description
No artifacts found.						

Title your artifact, then click on the "type" dropdown menu and select the appropriate type of artifact.

Add a description and context. (Evidence!)

Click on "select" to add a file.

MAIN

Title:

Type: Classroom Management

Description:

Context: Describe the setting, purpose, and background of the selected artifact. ?

You may enter a FILE to upload or specify an URL

File:

Type in the alignment to the District (Danielson) Instructional rubric model, and select a box for alignment to the state and instructional rubric.

Type in your response to the reflection question.

Hit Submit.

Alignment: What is the alignment of the selected artifact to the district's adopted instructional framework? Provide justification for your alignment. ?

STATE RUBRICS ALIGNMENT

- ☐ C1 - Centering instruction on high expectations for student achievement.
- ☐ C2 - Demonstrating effective teaching practices.
- ☐ C3 - Recognizing individual student learning needs and developing strategies to address those needs.
- ☐ C4 - Providing clear and intentional focus on subject matter content and curriculum.
- ☐ C5 - Fostering and managing a safe, positive learning environment.
- ☐ C6 - Using multiple student data elements to modify instruction and improve student learning.
- ☐ C7 - Communicating and collaborating with parents and the school community.
- ☐ C8 - Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

INSTRUCTIONAL RUBRICS ALIGNMENT

- ☐ D1 - Planning and Preparation
- ☐ D2 - The Classroom Environment
- ☐ D3 - Instruction
- ☐ D4 - Professional Responsibilities

Reflection: What is the significance of the selected artifact? Why was it selected as an example of your proficiency? How does the artifact demonstrate growth? ?

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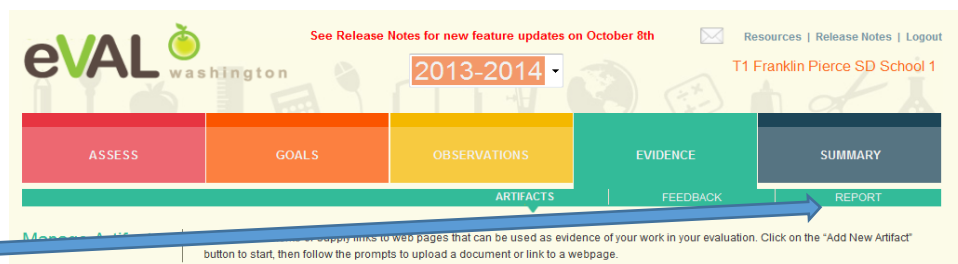
HOW TO: VIEWING UPLOADED ARTIFACTS

Log into EDS/eVAL

Log into EDS/eVAL.

Click onto the EVIDENCE tab.

Click on the report tab.



The criteria are listed with each artifact on the right (A1, A2, etc...), the X aligns that artifact with the Domain you assigned it to.

Click on the A1 to see that artifact.

All artifacts are also summarized at the bottom of this page.

State Rubric View

C1	Centering instruction on high expectations for student achievement.	A1	A2
	2b: Establishing a Culture for Learning	X	
	3a: Communicating with Students		
	3c: Engaging Students in Learning		
C2	Demonstrating effective teaching practices.	A1	A2
	3b: Using Questions and Discussion Techniques		
	4a: Reflecting on Teaching		
C3	Recognizing individual student learning needs and developing strategies to address those needs.	A1	A2
	1b: Demonstrating Knowledge of Students		

Student Growth Goal Protocol

What are student growth goals?

RCW 28A.405.100 defines student growth as the change in student achievement between two points in time. It also states student growth data must be a substantial factor in evaluating the summative performance for at least three of the evaluation criteria. There are five components of student growth embedded across criteria three, six, and eight. The components are:

SG 3.1 – Establish Student Growth Goals

Refers to individual or subgroups of students (achievement/opportunity gap)

SG 3.2 – Achievement of Student Growth Goals

Refers to individual or subgroups of students (achievement/opportunity gap)

SG 6.1 – Establish Student Growth Goals using Multiple Student Data Elements

Refers to the whole class based on appropriate standards and aligned to school goals

SG 6.2 – Achievement of Student Growth Goals

Refers to the whole class based on appropriate standards and aligned to school goals

SG 8.1 – Establish Team Student Growth Goals

Refers to the teacher as part of a grade-level, content area, or other school or district team

Comprehensive teachers will identify three student growth goals. Student Growth goals are scored in two parts. The writing of all three goals (SG 3.1, 6.1 and 8.1) is due no later than October 30th and will be evaluated against the rubric for 3.1, 6.1 & 8.1 and scored by the principal at that time. The results of the first two goals (SG 3.2 and 6.2) must be submitted prior to your final evaluation and will be scored by the principal at that time. Both scores will be added to come up with the total points for your final evaluation. The results for goal 8.1 are not evaluated.

Focused teachers will identify one student growth goal (SG 3.1 or SG 6.1) along with multiple, high-quality sources of data that will be used to monitor, adjust, and evaluate achievement goals. The student growth goals and data sources are to be approved by the evaluator. If the instructional goals are tied to Criterion 1, 2, 4, 5, 7, or 8, the teacher may choose either SG 3.1 or SG 6.1. SG 3.1 is to be used when the instructional goals are tied to Criterion 3. SG 6.1 is used when the instructional goals are tied to Criterion 6.

Student Growth Data shall mean the change in student achievement between two points in time within the same school year. Student achievement that is not calibrated to show growth between two points in time in the same school year shall not be used to calculate a teacher's growth criterion score. The measures to be used shall be chosen by the teacher in collaboration with the evaluator. Assessments to demonstrate growth will be taken from multiple sources, and must be appropriate, relevant, and may include both formative and summative measures.

Student Growth Case Studies – Stories from WA State Teachers

The [Center for Strengthening the Teaching Profession](http://tpep-wa.org/student-growth-overview/student-growth-case-studies/), in partnership with OSPI, convened a group of National Board Certified Teachers to discuss how these teachers are using student growth in their classrooms. Below is a link to the stories that came from those conversations.

<http://tpep-wa.org/student-growth-overview/student-growth-case-studies/>

Examples:

STUDENT GROWTH GOAL Literacy: Textual Evidence			
	Too Narrow	JUST RIGHT	Too Broad
6.1 Whole Group	All students (with 100% accuracy) will determine the meaning of the root word when the affix 'un' is added.	Between October and January, students in 3 rd period will improve their ability to provide textual evidence to support prediction, inference, and opinion. At least 90% of the students will improve at least one level in each of the three skills, as measured by a four-point rubric. A pre-test will measure and set baseline data.	All of my students will understand and apply grade level vocabulary to content areas.

Example of Nested Goals:**3.1 Establish Student Growth Goals (individual or subgroups of students)**

Between October and January, all ELL Students will improve their ability to provide textual evidence to support prediction, inference, and opinion. They will use supports such as differentiated text, a scaffold frame, or an oral reader and uses texts appropriate to their reading level. At least 80% of the students will improve at least one level in two of the three skills, as measured by a four-point rubric.

6.1 Establish Student Growth Goals Using Multiple Student Data Elements (whole class based on grade-level standards and aligned to school and district goals)

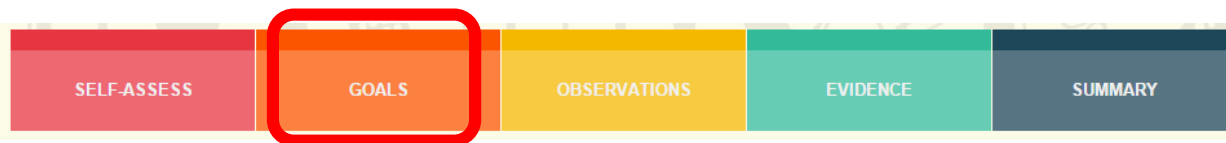
Between October and January, students in 3rd period will improve their ability to provide textual evidence to support prediction, inference, and opinion. At least 90% of the students will improve at least one level in each of the three skills, as measured by a four-point rubric.

PGK Example Subgroup Goal 3.1: The learning goal that I have established for my subgroup, male special education students, is to increase student performance on writing a conclusion by 40% from baseline data of 36% proficiency on a pre-test. The conclusion will contain the following elements: restatement of the hypothesis, state whether the hypothesis was supported or rejected, and an explanation of evidence through data that supports their claim. This is in correlation to science standards 6-8 INQF and 6-8 INQG. Data will be collected through a series of formative assessments (practice writing the conclusion from a given scenario or lab), and then retaught (as necessary) and reassessed through formative assessments. Final data will be gathered from a final summative assessment on writing a conclusion that will be compared to the baseline data by February 2014.

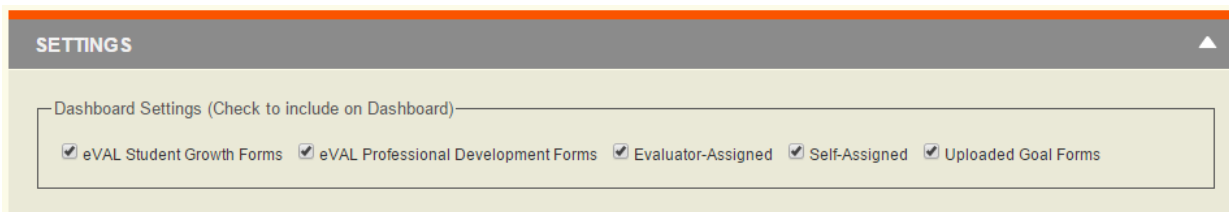
HOW TO: Add Student Growth and Professional Development Goals to eVAL

1. Login to eVAL (link to [HOW TO: Logging into eVAL](#))

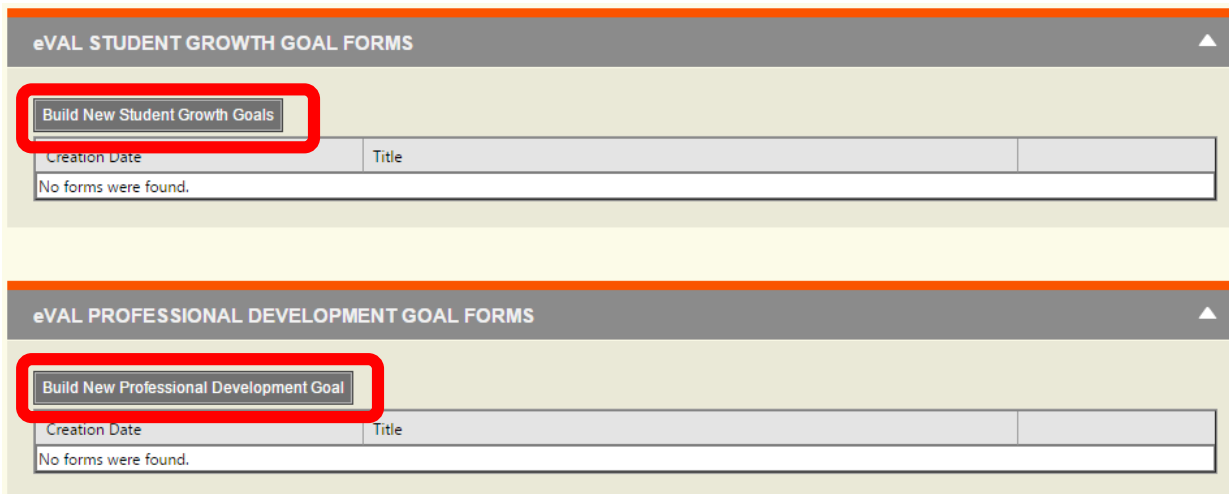
2. Select Goals



3. Make sure your Dashboard SETTINGS look like this.



4. Select Build New Student Growth or Professional Development Goal.



5. Under “Settings across all panels” check ALL boxes.

This will expand all areas and show all available content.

Settings across all panels							
<input checked="" type="checkbox"/> Expand Panels	<input checked="" type="checkbox"/> Show Process	<input checked="" type="checkbox"/> Show Results	<input checked="" type="checkbox"/> Show Feedback	<input checked="" type="checkbox"/> Show Statement Rubric	<input checked="" type="checkbox"/> Show Result Rubric	<input checked="" type="checkbox"/> Show Descriptors	<input checked="" type="checkbox"/> Show Artifacts

6. Work your way down the page clicking on each applicable pencil icon and complete the prompts that open.

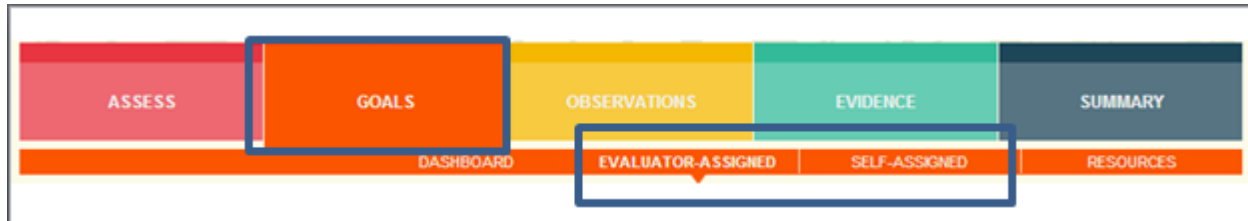
Process Questions
Context that prompted the Goal
Essential Learning (What do you want the students to know?)
Measures (What measures will be used to measure learning?)
Aim/Target (What does success look like? How will you know students have learned?)
Time frame (When will success be measured? Instructional time frame?)
Goal Statement

7. When you are ready to share your work with your evaluator, click the ‘Notify your evaluator of changes’ button (This button can be found under GOALS – on the Dashboard, Evaluator-assigned, or self-assigned tabs.

Goal Settings Dashboard	Principal-assigned Goals	Self-assigned Goals
Notify your evaluator of changes	Notify your evaluator of changes	Notify your evaluator of changes

HOW TO: Adding Evidence to Goals

1. Login to eVAL.
2. Select Goals > Evaluator Assigned OR Self-Assigned.



3. Find your Goal prompt and Choose Details

Add New Goal Prompt		To view/add responses for an assigned prompt, click the expand icon to the left of the row.				
	Prompt	Last Response	Setup	Artifacts	Details	delete
>	Using my pretest and/or scantron data I will create a subgroup for differentiated instruction in my English 103 class. These students will be invited to a breakout session and be provided additional scaffolding and/or recordings to support their learning. I will use Spring Scantron scores and/or post test to evaluate their growth over the term.		Setup		Details	delete

4. At this point you can either add a Response OR add an Artifact. Below are details for both.

Response – Start by clicking the arrow on the right to open the response window. Click Add new Response and complete form.

USER PROMPT RESPONSES

Add New Response

User	Date	Response
No responses were found.		

USER PROMPT RESPONSES

Add New Response

User	Date	Response
<div>When Finished Click Insert</div> <div> </div> <div></div>		
<div>Insert Cancel</div>		
No responses were found.		

Artifacts. Expand the artifact area using the arrow on the right. Click Add Artifact to open the add artifact form.

Visible to Evaluator?	File?	Title	Alignment		
No artifacts found.					

Fill out the artifact form as follows – NOTE: Submit each file as a separate artifact, as you can only upload one file per artifact.

MAIN

Title: **Title of your Artifact**

Type: **Select Type**

Description:

Context: Describe the setting, purpose, and background of the selected artifact.

You may enter a **FILE** to upload ☒ or specify an URL ☐

File: **Paste URL or Upload File**

(Max file size is 100MB. But the site may not be able to upload such a large file due to a connection timeout. It is recommended that large files are stored on an alternate location and linked to through an URL.)

Next, you select the alignment for this artifact. This area will pre-populate with the default alignment for the goal. You can add additional alignments and/or edit these as desired. Be sure to click the plus sign to select the SPECIFIC indicator you want to evaluate. The state rubric and the instructional rubrics are aligned so if you select an indicator in one, it will automatically be selected in the other. In this example, I selected P 1 and SE1. Notice the solid boxes under C1 and C2 – that's showing where these indicators fit within the state rubric.

STATE RUBRICS ALIGNMENT

- ☒ C1 - Centering instruction on high expectations for student achievement.
- ☒ C2 - Demonstrating effective teaching practices.
- ☒ C3 - Recognizing individual student learning needs and developing strategies to address those needs.
- ☒ C4 - Providing clear and intentional focus on subject matter content and curriculum.
- ☒ C5 - Fostering and managing a safe, positive learning environment.
- ☒ C6 - Using multiple student data elements to modify instruction and improve student learning.
- ☒ C7 - Communicating and collaborating with parents and the school community.
- ☒ C8 - Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

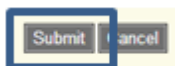
INSTRUCTIONAL RUBRICS ALIGNMENT

- ☒ P - Purpose
 - ☒ P1 Purpose – Standards: Connection to standards, broader purpose and transferable skill
 - ☐ P2 Purpose – Standards: Connection to previous and future lessons
 - ☐ P3 Purpose – Teaching Point: Teaching point(s) are based on students' learning needs
 - ☐ P4 Purpose – Learning Target: Communication of learning target(s)
 - ☐ P5 Purpose – Learning Target: Success criteria and performance task(s)
- ☒ SE - Student Engagement
 - ☒ SE1 Student Engagement – Intellectual Work: Quality of questioning
 - ☐ SE2 Student Engagement – Intellectual Work: Ownership of learning
 - ☐ SE3 Student Engagement – Engagement Strategies: High cognitive demand
 - ☐ SE4 Student Engagement – Engagement Strategies: Strategies that capitalize on learning needs of students
 - ☐ SE5 Student Engagement – Engagement Strategies: Expectation, support and opportunity for participation and meaning making
 - ☐ SE6 Student Engagement – Talk: Substance of student talk

Answer the reflection question.

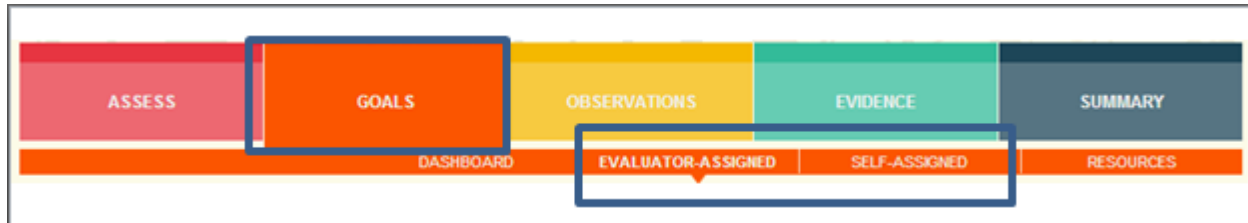
Reflection: What is the significance of the selected artifact? Why was it selected as an example of your proficiency? How does the artifact demonstrate growth? ?

5. Click Submit.



HOW TO: Modify or Edit Goals

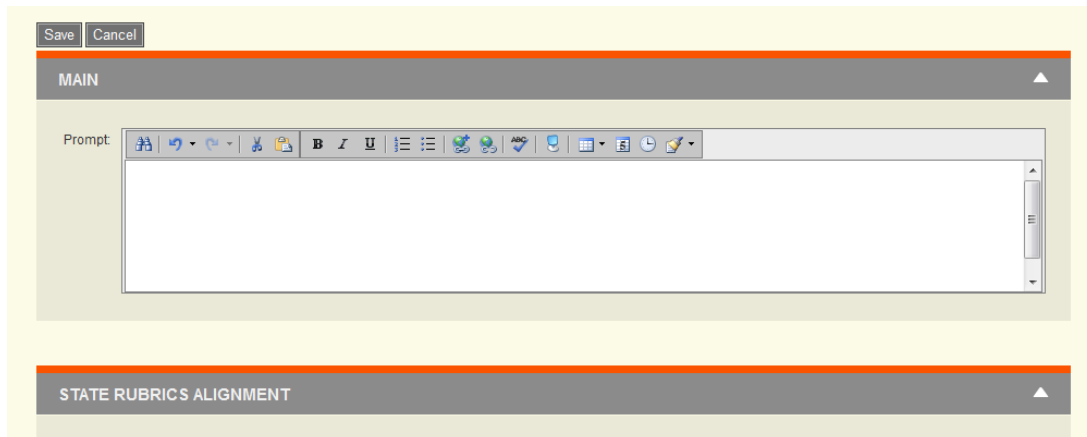
1. Login to eVAL.
2. Select Goals > Evaluator Assigned OR Self-Assigned.



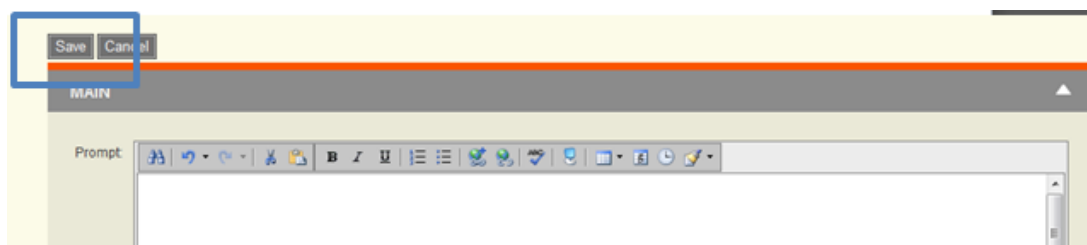
3. Find your Goal prompt and Choose Setup.



4. Make changes to your Prompt and/or Rubrics Alignment.



5. Click Save.



Student Growth Rubric View

C3—Recognizing individual student learning needs and developing strategies to address those needs			
Unsatisfactory	Basic	Proficient	Distinguished
SG 3.1—Does not establish student growth goal(s) or establishes inappropriate goal(s) for subgroups of students not reaching full learning potential. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	SG 3.1—Establishes appropriate student growth goal(s) for subgroups of students not reaching full learning potential. Goal(s) do not identify multiple, high quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	SG 3.1—Establishes appropriate student growth goal(s) for subgroups of students not reaching full learning potential. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	SG 3.1—Establishes appropriate student growth goal(s) for subgroups of students not reaching full potential in collaboration with students, parents, and other school staff. Goals(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).
SG 3.2—Growth or achievement data from at least two points in time shows no evidence of growth for most students.	SG 3.2—Multiple sources of growth or achievement data from at least two points in time show some evidence of growth for some students.	SG 3.2—Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students.	SG 3.2—Multiple sources of growth or achievement data from at least two points in time show evidence of high growth for all or nearly all students.
C6—Using multiple student data elements to modify instruction and improve student learning			
Unsatisfactory	Basic	Proficient	Distinguished
SG 3.1—Does not establish student growth goal(s) or establishes inappropriate goal(s) for subgroups of students not reaching full learning potential. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	SG 3.1—Establishes appropriate student growth goal(s) for subgroups of students not reaching full learning potential. Goal(s) do not identify multiple, high quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	SG 3.1—Establishes appropriate student growth goal(s) for subgroups of students not reaching full learning potential. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	SG 3.1—Establishes appropriate student growth goal(s) for subgroups of students not reaching full potential in collaboration with students, parents, and other school staff. Goals(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).
SG 3.2—Growth or achievement data from at least two points in	SG 3.2—Multiple sources of growth or achievement data from	SG 3.2—Multiple sources of growth or achievement data from	SG 3.2—Multiple sources of growth or achievement data

time shows no evidence of growth for most students.	at least two points in time show some evidence of growth for some students.	at least two points in time show clear evidence of growth for most students.	from at least two points in time show evidence of high growth for all or nearly all students.
C8—Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning			
Unsatisfactory	Basic	Proficient	Distinguished
SG 8.1—Does not collaborate or reluctantly collaborates with other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.	SG 8.1—Does not consistently collaborate with other grade, school, or district team members to establish goal(s), to develop and implement common high-quality measures, and to monitor growth and achievement during the year.	SG 8.1—Consistently and actively collaborates with other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.	SG 8.1—Leads other grade, school, or district goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.

Understanding Evaluation Scoring

Criterion Performance Scoring

Component Scores: Evidence will be gathered over the year to inform the component scores, using a growth philosophy. If sustained growth is made over the year, the higher score (later score) will be used.

Criteria Scores: In determining the overall criterion score, the evaluator will score each component and average the components to inform the evaluator's judgment as to the final score. If all of the components receive the same score, or if the average of the component scores is a whole number, that shall be the criterion score. When a final criterion score includes a decimal number (for example 2.3), all scores with decimals below .5 will be rounded down and all decimals above .5 or will be rounded up, for example, a score of 2.33 would receive a final criterion score of 2 and a score of 2.6 would receive a final criterion score of 3. A score that is exactly 0.5 between two ratings (e.g. 2.5) may be rounded up or down by the evaluator, based on a preponderance of the evidence.

Comprehensive Performance Rating:

A classroom teacher shall receive a comprehensive performance rating for each of the eight (8) state evaluation criteria. The overall comprehensive score is determined using the scoring methodology adopted by OSPI, by totaling the eight (8) criterion-level scores as follows:

1. 8-14—Unsatisfactory
2. 15-21—Basic
3. 22-28—Proficient
4. 29-32—Distinguished

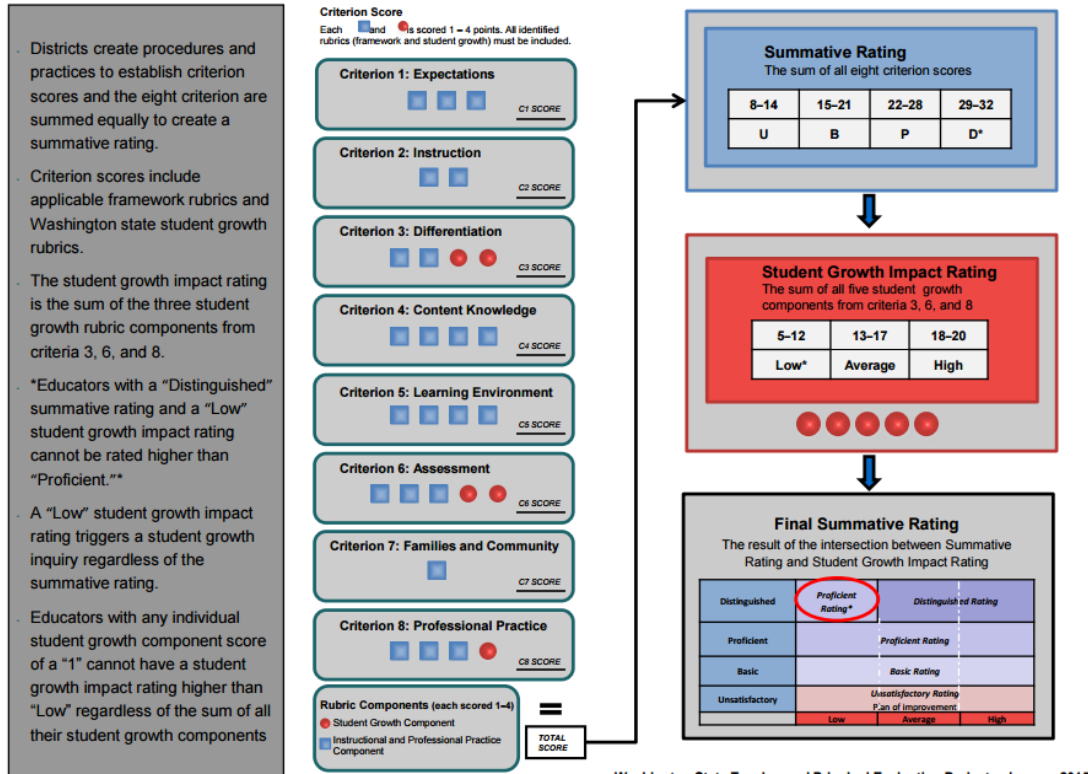
Student Growth Criterion Score

Embedded in the instructional framework are five (5) components designated as student growth components. These components are embedded in criteria as SG 3.1, SG 3.2, SG 6.1, SG 6.2, and SG 8.1. Evaluators add up the raw score on these components and the employee is given a student growth criterion score of low, average, or high based on the scores below:

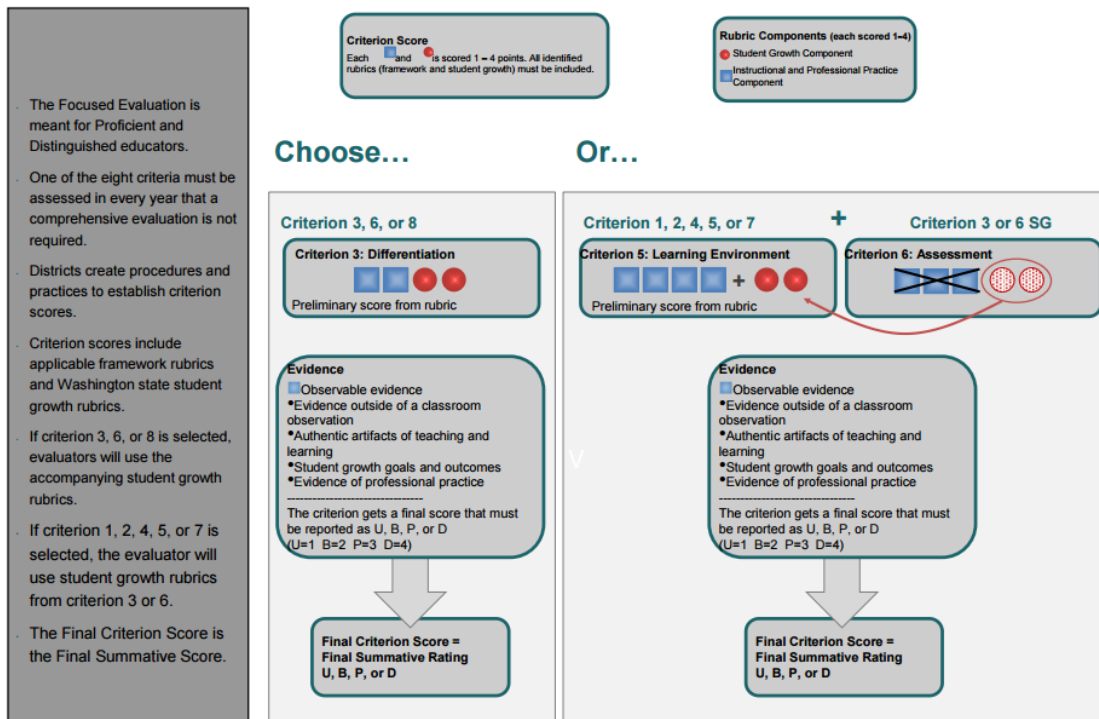
1. 5-12—Low
2. 13-17—Average
3. 18-20—High

Student growth data will be taken from multiple sources, and must be appropriate and relevant to the teacher's assignment. It will include teacher initiated formal and informal assessments of student progress. Student achievement data that does not measure growth between two points in time in the current school year shall not be used to calculate a teacher's student growth criterion score.

Comprehensive Evaluation – Danielson – Certificated Classroom Teacher



Focused Evaluation – Danielson – Certificated Classroom Teacher



Exempt Employees & Transition Details

This evaluation system only applies to classroom teachers, specifically those staff with an assigned group of students who provide academically focused instruction and grades for students.

The term “classroom teacher” does not include ESAs, Counselors, Librarians, Media Specialists, TOSAs, Instructional Coaches, Curriculum Specialists, and other bargaining unit members who do not work with regularly recurring and specifically defined groups of students. Those bargaining unit members who do not meet this definition will remain under the previous evaluation system, as defined in another section of this agreement. Counselors shall use the previously piloted counselor evaluation system.

Transition

For classroom teachers, the District will phase in the State-mandated classroom teacher evaluation system over the three-year period from 2013-14 to 2015-16 as follows:

- In 2013-14, all provisional classroom teachers will be evaluated under the new system. In addition, any classroom teacher placed on a Plan of Improvement after September 1st, 2013 shall be transferred to the new evaluation system.
- During 2014-15, any classroom teacher who would otherwise have been on a short-form or PGO evaluation under the current contract will move to a focused evaluation under RCW 28A.405.100.
- During 2015-16, all remaining classroom teachers will move to a focused or comprehensive evaluation under the new system, based upon whether the employee would have been on the “long form” evaluation under current contract language.
- If prior to being transitioned to the new evaluation system an employee submits a binding notice that the employee intends to retire or resign by the end of the 2014-15 school year, the employee need not be included in the transition plan and will be evaluated under the preexisting Professional Growth Option system to the extent allowed by law.
- If an employee submits such notice after being transitioned to the new system, or if the resignation is to be effective at the end of the 2015-16 school year, the employee shall be placed on a focused evaluation until such resignation becomes effective.
- Second year provisional employees who receive proficient/distinguished ratings two years in a row may be granted continuing status the following year by the Superintendent.

Teacher Evaluation

Name _____ Building/Department _____
 Grade/Subject _____ School Year _____
 Years in Current Assignment _____ Date of Evaluation Conference _____

	Unsatisfactory	Approaches Proficiency	Proficient	Distinguished
Standard 1: Lesson Planning and Design (LPD)				
<ul style="list-style-type: none"> • Designs instruction focusing on district curricula and state GLEs. • Uses district curricula and adopted instructional materials. • Organizes multiple resources to deliver instruction. • Determines pacing based on student needs and interests. • Uses content to develop skills and strategies. • Integrates curriculum. • Makes an accurate assessment of a lesson's effectiveness and adjusts as necessary. • Embeds current research in instruction and activities. 				

Comments:

	Unsatisfactory	Approaches Proficiency	Proficient	Distinguished
Standard 2: Using Assessment to Improve Instruction (UAI)				
<ul style="list-style-type: none"> • Uses multiple assessment tools appropriately to monitor student learning and set future goals. • Designs and uses performance assessments to measure skill application. • Develops portfolios with students that document student growth over time. • Supports student involvement in the assessment process. • Uses assessment to plan appropriate instruction and document student achievement over time. 				

Comments:

	Unsatisfactory	Approaches Proficiency	Proficient	Distinguished
Standard 3: Learning Environment (LE)				
<ul style="list-style-type: none"> • Student-to-student interactions are generally polite and respectful. • Awareness of district resources and utilizes multiple resources for planning, teaching, and classroom activities. • The learning environment is safe and supports teaching and learning activities for all students. • Conveys genuine enthusiasm for what is being taught, and students demonstrate consistent commitment to its value. • Speaks and writes clearly, correctly, and appropriately. 				

Comments:

	Unsatisfactory	Approaches Proficiency	Proficient	Distinguished
Standard 4: Effective Teaching Practice (ETP)				
<ul style="list-style-type: none"> • Uses a wide variety of active processing strategies. • Uses flexible groupings to deliver instruction and meet individual needs. • Teaches thinking skills and behaviors using course content. • Effectively addresses the learning needs of students with disabilities. • Instructional goals and learning activities are engaging and progress coherently. • Clearly communicates course expectations and uses a fair grading system. • Deliberately connects assessments to instructional goal and communicates assessment criteria and standards to students. 				

- Keeps system for maintaining accurate and timely records.
- Incorporates available technology to improve instruction.
- Persists in seeking approaches for students who have difficulty learning and possesses a moderate repertoire of strategies.
- Demonstrates sensitivity to students' culture, gender, and developmental level during instruction.

Comments:

	Unsatisfactory	Approaches Proficiency	Proficient	Distinguished
Standard 5: Classroom Management (CM)				
<ul style="list-style-type: none"> • Consistently teaches, practices, models, and monitors expectations. • Proactively utilizes a variety of strategies to encourage appropriate student behavior. • Consistently applies appropriate behavioral interventions and maximizes instructional time. • Consistently establishes routines and procedures that allow for smooth transitions to maximize instructional time. • Physically arranges the room to support student learning. • Staff-to-student interactions are friendly, caring, and respectful. 				

Comments:

	Unsatisfactory	Approaches Proficiency	Proficient	Distinguished
Standard 6: Professional Development (PD)				
<ul style="list-style-type: none"> • Continually assesses professional performance and identifies goals for improvement. • Seeks out opportunities for professional development to enhance content knowledge and teaching skill. • Utilizes peer and supervisor feedback to refine and shape practices. 				

Comments:

	Unsatisfactory	Approaches Proficiency	Proficient	Distinguished
Standard 7: Professional Responsibilities (PR)				
<ul style="list-style-type: none"> • Uses an effective system for managing paperwork and timelines. • Regularly communicates with families about instructional program and individual students' progress. • Staff-to-family interactions and communication are welcome and demonstrate warmth, caring, and respect. • Staff-to-staff interactions and communication are welcome and demonstrate warmth, caring and respect. • Provides information to families frequently on both positive and negative aspects of student progress. • Actively participates in the school's culture of professional collaboration. • Provides support to and seeks support from professional colleagues. • Displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. • Engages volunteers and/or paraprofessionals productively during class time. 				

Comments:

Employee Signature

Administrator Signature

Date

Date

APPENDIX T

School Counselor Evaluation

Name	<input type="text"/>	Building/Department	<input type="text"/>
Grade/Subject	<input type="text"/>	School Year	<input type="text"/>
Years in Current Assignment	<input type="text"/>	Date of Evaluation Conference	<input type="text"/>

	Unsatisfactory	Approaches Proficiency	Proficient	Distinguished
Standard 1: Core Curriculum and Individual Student Planning Collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Implements appropriate lessons linked to priority standards Classroom management skills 	<ul style="list-style-type: none"> Gathers, interprets, and evaluates data Leadership in using data-driven information 			
Comments:				

	Unsatisfactory	Approaches Proficiency	Proficient	Distinguished
Standard 2: Core Curriculum Group Activities and Responsive Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Gathers, interprets, evaluates, and reports student data Collaborates with PBIS/RTI team 	<ul style="list-style-type: none"> Evidence-based practices Counseling interventions 			
Comments:				

	Unsatisfactory	Approaches Proficiency	Proficient	Distinguished
Standard 3: Responsive Services, Referral, Consultation, Collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Collaborates with RTI Team Implements best practices and research-based interventions 	<ul style="list-style-type: none"> Collaborates with outside agencies Determines appropriate referrals 			
Comments:				

	Unsatisfactory	Approaches Proficiency	Proficient	Distinguished
Standard 4: Professional Development System Support/Professional Responsibilities System Support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Assesses professional performance Engages in professional development Utilizes feedback Articulates how activities contribute to school-wide goals Provides and seeks support from colleagues Participates in school and district events Uses a variety of research-based counseling approaches Engages and partnering with parents and other adults 	<ul style="list-style-type: none"> Collaborates in School Improvement Planning process Manages paperwork and timelines Communicates with families Responds to questions and concerns Participates in decision-making processes Adheres to ethical practices Demonstrates fairness to all students 			
Comments: <div style="background-color: #e6f2ff; height: 200px; width: 100%;"></div>				

 Employee Signature

 Date Signed

 Administrator Signature

 Date Signed

APPENDIX S

Franklin Pierce Schools - Standards and Indicators for School Counselors

The Counseling and Guidance Department in Franklin Pierce Schools endorses the American School Counseling Association model and works to support full implementation for the benefit of all students.

Standard 1: The Professional School Counselor plans, delivers, and evaluates guidance lessons and programs that advance student understanding in the academic/learning development, life/career planning, personal/social development, and multicultural/global citizen development domains. These Tier 1 activities focus on school-wide prevention, climate, and positive behavior.

	Unsatisfactory	Approaches Proficiency	Proficient	Distinguished*
1: Tier 1 School Counseling Core Curriculum and Individual Student Planning Collaboration	1.1a Rarely implements developmentally appropriate and engaging lessons. Learning targets are rarely linked to related domains and priority standards.	1.1b Inconsistently implements developmentally appropriate and engaging lessons. Learning targets are inconsistently linked to related domains and priority standards.	1.1c Consistently implements developmentally appropriate and engaging lessons. Learning targets are linked to related domains and priority standards.	1.1d Leads efforts within school based teams, or at the district level, to fill gaps and deliver developmentally appropriate and engaging lessons. States learning targets that are important and emphasizes related domains and priority standards. Efforts are guided by reliable and valid data which is used to continuously monitor for improvement.
	1.2a Rarely demonstrates classroom management skills that engage students at high levels, enabling few students to benefit from the instruction provided.	1.2b Inconsistently demonstrates classroom management skills that engage students at high levels, enabling some students to benefit from the instruction provided.	1.2c Consistently demonstrates strong positive classroom management skills that engage students at high levels, and is intentionally designed so that all students benefit from the instruction provided.	1.2d Demonstrates masterful classroom management skills for other counselors and teachers that results in a positive instructional climate where all students are engaged at high levels.
	1.3a Rarely gathers, interprets, evaluates, and reports student data to inform Tier 1 progress to PBIS/RTI team using technology efficiently and effectively.	1.3b Inconsistently gathers, interprets, evaluates, and reports student data to inform Tier 1 progress to PBIS/RTI team using technology efficiently and effectively.	1.3c Consistently gathers, interprets, evaluates, and reports student data to inform Tier 1 progress to PBIS/RTI team using technology efficiently and effectively.	1.3d The counselor is a leader at building/district level in this area and/or the counselor's efforts are used as a model in this area.
	1.4a Rarely takes a leadership role in using data-driven information to ensure appropriate transitions for students moving from grade-to-grade or district to district.	1.4b Inconsistently takes a leadership role in using data-driven information to ensure appropriate transitions for students moving from grade-to-grade or district to district.	1.4c Consistently takes a leadership role in using data-driven information to ensure appropriate transitions for students moving from grade-to-grade, district to district, or to tier 2 interventions.	1.4d The counselor is a leader at the building/district level in this area and/or the counselor's efforts are used as a model in this area.

Standard 2: The Professional School Counselor consistently collaborates with school staff or others as needed to facilitate and manage multi-disciplinary approaches to problem solving related to the identified groups of students.

	Unsatisfactory	Approaches Proficiency	Proficient	Distinguished*
2: Tier 2 School Counseling Core Curriculum Group Activities & Responsive Services	2.1a Rarely gathers, interprets, evaluates, and reports student data to inform Tier 2 progress to PBIS/RTI team using technology efficiently and effectively.	2.1b Inconsistently gathers, interprets, evaluates, and reports student data to inform Tier 2 progress to PBIS/RTI team using technology efficiently and effectively.	2.1c Consistently gathers, interprets, evaluates, and reports student data to inform Tier 2 progress to PBIS/RTI team and/or staff using technology efficiently and effectively.	2.1d The counselor is a leader at the building/district level in this area and/or the counselor's efforts are used as a model in this area.
	2.2a Rarely collaborates with RTI Team to develop, implement, and evaluate well-defined interventions that address student needs.	2.2b Inconsistently collaborates with RTI Team to develop, implement, and evaluate well-defined interventions that address student needs.	2.2c Consistently collaborates with RTI Team to develop, implement, and evaluate well-defined interventions that address student needs.	2.2d The counselor is a leader at the building/district level in this area and/or the counselor's efforts are used as a model in this area.
	2.3a When providing Tier 2 counseling interventions that address the group's identified needs, the counselor rarely uses effective techniques and skills.	2.3b When providing Tier 2 counseling interventions that address the group's identified needs, the counselor inconsistently uses effective techniques and skills.	2.3c Consistently uses evidence-based best practices when providing Tier 2 counseling interventions.	2.3d The counselor is a leader at the building/district level in this area and/or the counselor's efforts are used as a model in this area.

Standard 3: The Professional School Counselor consistently collaborates with school staff or others as needed to facilitate and manage multi-disciplinary approaches to problem solving related to the individual student and/or family need.

	Unsatisfactory	Approaches Proficiency	Proficient	Distinguished*
3: Tier 3 Responsive Services, Referral, Consultation, Collaboration	3.1a Rarely collaborates with RTI Team to develop, implement, and evaluate well- defined intervention plans that address individual student needs.	3.1b Inconsistently collaborates with RTI Team to develop, implement, and evaluate well- defined intervention plans that address individual student needs.	3.1c Consistently collaborates with RTI Team to develop, implement, and evaluate well- defined intervention plans that address individual student needs.	3.1d The counselor is a leader at the building/district level in this area and/or the counselor's efforts are used as a model in this area.
	3.2a Rarely implements best practices and research-based interventions when developing individual student plans that include student academic placement and developmental needs.	3.2b Inconsistently implements best practices and research-based interventions when developing individual student plans that include student academic placement and developmental needs.	3.2c Consistently implements best practices and research-based interventions when developing individual student plans that include student academic placement and developmental needs.	3.2d The counselor is a leader at the building/district level in this area and/or the counselor's efforts are used as a model in this area.
	3.3a Rarely determines appropriate referrals for Tier Three students, nor evaluates and reports effectiveness of intervention and/or intervention resources.	3.3b Inconsistently determines appropriate referrals for Tier Three students, nor evaluates and reports effectiveness of intervention and/or intervention resources.	3.3c Consistently determines appropriate referrals for Tier Three students and/or evaluates and reports effectiveness of intervention and/or intervention resources.	3.3d The counselor is a leader at the building/district level in this area and/or the counselor's efforts are used as a model in this area.
	3.4a Rarely collaborates with outside agencies providing individual support for students, and rarely monitors progress/effectiveness as it relates to students' intervention plans.	3.4b Inconsistently collaborates with outside agencies providing individual support for students, and inconsistently monitors progress/effectiveness as it relates to students' intervention plans.	3.4c Consistently collaborates with outside agencies providing individual support for students, and consistently monitors progress/effectiveness as it relates to students' intervention plans.	3.4d The counselor is a leader at the building/district level in this area and/or the counselor's efforts are used as a model in this area.

Standard 4: The Professional School Counselor continually improves and develops professional skills and demonstrates professional responsibility.

	Unsatisfactory	Approaches Proficiency	Proficient	Distinguished*
(PD) Professional Development System Support	PD1a Does not assess professional performance.	PD1b Begins to assess professional performance and/or sets goals for improvement.	PD1c Continually assesses professional performance and identifies goals for improvement.	PD1d Demonstrates considerable reflection in assessing professional performance. Goals for improvement extend beyond one's own classroom.
	PD2a Engages in little or no professional development activities to enhance knowledge or skill.	PD2b Participates in professional development activities to a limited extent when convenient or required.	PD2c Consistently engages in deliberate, ongoing professional development to strengthen knowledge, skills, and abilities relevant to the counseling context.	PD2d Seeks out opportunities for professional development and makes systematic attempts to conduct action research in classroom.
	PD3a Does not respond to peer and/or supervisor feedback to refine and shape practices.	PD3b Utilizes some peer and/or supervisor feedback to refine and shape practices.	PD3c Utilizes peer and supervisor feedback to refine and shape practices.	PD3d Seeks out peer and/or supervisor feedback and utilizes feedback to refine and shape practices.
	PD4a Rarely articulates how program activities contribute to achieving school-wide goals by working collaboratively with the School Improvement Planning process.	PD4b Inconsistently articulates how program activities contribute to achieving school-wide goals by working collaboratively with the School Improvement Planning process.	PD4c Consistently articulates how program activities contribute to achieving school-wide goals by working collaboratively with the School Improvement Planning process.	PD4d The counselor is a leader at the building/district level in this area and/or the counselor's efforts are used as a model in this area.
(PR) Professional Responsibilities System Support	PR1a Maintains a poor system for managing paperwork and timelines associated with profession.	PR1b Maintains a rudimentary and partially effective system for managing paperwork and timelines associated with profession.	PR1c Uses an effective system for managing paperwork and timelines associated with profession.	PR1d Employs a fully effective system for managing paperwork and timelines associated with profession.
	PR2a Provides little information about instructional programs to families.	PR2b Participates in the school's activities for family communication, but offers little additional information.	PR2c Regularly communicates with families about comprehensive guidance and counseling programs to support student progress.	PR2d Provides frequent information to families about instructional programs. Students participate in preparing materials for their families.
	PR3a Does not respond or responds inappropriately to family questions or concerns.	PR3b Responds occasionally to family questions or concerns.	PR3c Responds to student/family and staff questions and concerns in an appropriate and timely manner and, when necessary, provides resources.	PR3d Provides information to families frequently on both positive and negative aspects of student progress. Responses to family questions and concerns are handled sensitively.
	PR4a Makes no effort to share knowledge with others or to assume professional responsibilities.	PR4b Finds limited ways to contribute to the profession.	PR4c Provides support to and seeks support from professional colleagues. Discusses problems, new ideas, gives/receives feedback while respecting/accepting various viewpoints.	PR4d Initiates important activities to contribute to the profession, such as mentoring new teachers, writing articles for publication, and making presentations.
	PR5a Makes decisions based on self-serving interests.	PR5b Decisions are based on limited, though generally professional, considerations.	PR5c Participates in decision-making to ensure decisions are based on the highest professional and democratic principles.	PR5d Takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.

(PR) Professional Responsibilities (continued)	PR6a Avoids becoming involved in school/district events/projects.	PR6b Participates in school/district events/projects when specifically asked.	PR6c Meaningfully participates in school/district events/projects.	PR6d Volunteers to participate in school/district projects, makes a substantial contribution, or assumes a leadership role in a major school or district project.
	PR7a Rarely adheres to ethical practices and to Washington State and federal policies, laws, and legislation relevant to school counseling.	PR7b Inconsistently adheres to ethical practices and to Washington State and federal policies, laws, and legislation relevant to school counseling.	PR7c Consistently adheres to ethical practices and to Washington State and federal policies, laws, and legislation relevant to school counseling.	PR7d The counselor is a leader at the building/district level in this area and/or the counselor's efforts are used as a model in this area.
	PR8a Rarely uses a variety of research-based counseling approaches to provide prevention, intervention, and responsive services to meet student needs.	PR8b Inconsistently uses a variety of research-based counseling approaches to provide prevention, intervention, and responsive services to meet student needs.	PR8c Consistently uses a variety of research-based counseling approaches to provide prevention, intervention, and responsive services to meet student needs.	PR8d The counselor is a leader at the building/district level in this area and/or the counselor's efforts are used as a model in this area.
	PR9a Rarely demonstrates fairness, equity, and sensitivity to every student, and rarely advocates for social justice and equitable access to instructional programs and activities.	PR9b Inconsistently demonstrates fairness, equity, and sensitivity to every student, and inconsistently advocates for social justice and equitable access to instructional programs and activities.	PR9c Consistently demonstrates fairness, equity, and sensitivity to every student and advocates for social justice and equitable access to instructional programs and activities.	PR9d The counselor is a leader at the building/district level in this area and/or the counselor's efforts are used as a model in this area.
	PR10a Rarely engages parents/guardians and other interested adults as valued partners in students' development and education.	PR10b Inconsistently engages parents/guardians and other interested adults as valued partners in students' development and education.	PR10c Consistently engages parents/guardians and other interested adults as valued partners in students' development and education.	PR10d The counselor is a leader at the building/district level in this area and/or the counselor's efforts are used as a model in this area.

* All Distinguished Indicators assume successful completion in the Proficient category.

APPENDIX W
NEW TEACHER EVALUATION LAW
MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding shall guide the initial implementation of the new classroom teacher evaluation system. The parties shall meet annually to discuss revisions that need to be made. At the end of the 2015-2016 school year this MOU shall be merged into the Collective Bargaining Agreement.

SECTION 1—INTRODUCTION

The evaluation procedures set forth herein shall be to improve the educational program by improving the quality of instruction. The evaluation process shall recognize strengths, identify areas needing improvement, and provide support for professional growth. The evaluation system will encourage respect in the evaluation process by the persons conducting the evaluations and the persons subject to the evaluation by recognizing the importance of objective standards and minimizing subjectivity. Within the selected instructional framework teachers will be allowed to exercise their professional judgment and will be evaluated on their own practice, skills, and knowledge.

The intent of this Section is to implement RCW 28A.405.100 and WAC 392-191A regarding evaluation of classroom teachers. The parties agree that the following evaluation system is to be implemented in a manner consistent with good faith and mutual respect, and as defined in RCW 28A.405.110 “(1) An evaluation system must be meaningful, helpful, and objective; (2) an evaluation system must encourage improvements in teaching skills, techniques, and abilities by identifying areas needing improvement; (3) an evaluation system must provide a mechanism to make meaningful distinctions among teachers and to acknowledge, recognize, and encourage superior teaching performance; and (4) an evaluation system must encourage respect in the evaluation process by the persons conducting the evaluations and the persons subject to the evaluations through recognizing the importance of objective standards and minimizing subjectivity.”

Additionally, the parties agree that the evaluation process is one which will be implemented with collaboration between the evaluator and the bargaining unit member, as described in WAC 392-191-025:

“To identify in consultation with classroom teachers and certificated support personnel observed, particular areas in which their professional performance is satisfactory or outstanding, and particular areas in which the classroom teacher or support person needs to improve his or her performance.”

SECTION 2 —DEFINITIONS

Criteria shall mean one of the eight (8) state defined categories to be scored.

Component shall mean the sub-section of each criterion.

Evaluator shall mean a certificated administrator who has been assigned to evaluate the teacher and who meets the qualifications, standards and training requirements set for such evaluators under state law. All evaluators shall demonstrate competence in observing teachers with inter-rater reliability.

Artifacts shall mean any products generated, developed or used by a certificated teacher. Artifacts should not be created specifically for the evaluation system. Additionally, tools or forms used in the evaluation process may be considered as artifacts.

Evidence shall mean examples or observable practices of the teacher's ability and skill in relation to the instructional framework rubric. Evidence collection is not intended to mirror a Pro-Teach or National Boards portfolio but rather is a sampling of data to inform the decision about level of performance. It should be gathered from the normal course of employment.

Not Satisfactory shall be defined as provided in RCW 28A.405.100 (4) (a), and means:

Level 1: Unsatisfactory – Receiving a comprehensive evaluation performance rating of 1 is not considered satisfactory performance for all teachers.

Level 2: Basic – If the classroom teacher is on a continuing contract with more than five years of teaching experience and if a comprehensive evaluation performance rating of 2 has been received two years in a row or two years within a consecutive three-year period, the teacher is not considered performing at a satisfactory level.

Pursuant to RCW 28A.405.100(4), at any time after October 15th, an employee whose work is not judged satisfactory based on district evaluation criteria shall be notified in writing of the specific areas of deficiencies along with a reasonable program for improvement.

Student Growth Data shall mean the change in student achievement between two points in time within the same school year. Student achievement that is not calibrated to show growth between two points in time in the same school year shall not be used to calculate a teacher's growth criterion score. The measures to be used shall be chosen by the teacher in collaboration with the evaluator. Assessments to demonstrate growth will be taken from multiple sources, and must be appropriate, relevant, and may include both formative and summative measures.

SECTION 3—STATE CRITERIA, FRAMEWORK, AND SCORING

A. The minimum state evaluation criteria are:

1. Centering instruction on high expectations for student achievement,
2. Demonstrating effective teaching practices,
3. Recognizing individual student learning needs and developing strategies to address those needs,
4. Providing clear and intentional focus on subject matter content and curriculum,
5. Fostering and managing a safe, positive learning environment,
6. Using multiple data elements to modify instruction and improve student learning,
7. Communicating and collaborating with parents and the school community, and
8. Exhibiting collaborative and collegial practices focused on improving instructional practices and student learning.

B. Instructional Framework

The parties have agreed to the adopted evidence-based instructional framework developed by Charlotte Danielson and approved by OSPI. The instructional framework is included in Appendix #.

Upon mutual agreement the parties may select a different OSPI approved instructional framework.

C. Criterion Performance Scoring

Component Scores: Evidence will be gathered over the year to inform the component scores, using a growth philosophy. If sustained growth is made over the year, the higher score (later score) will be used.

Criteria Scores: In determining the overall criterion score, the evaluator will score each component and average the components to inform the evaluator's judgment as to the final score. If all of the components receive the same score, or if the average of the component scores is a whole number, that shall be the criterion score. When a final criterion score includes a decimal number (for example 2.3), all scores with decimals below .5 will be rounded down and all decimals above .5 or will be rounded up, for example, a score of 2.33 would receive a final criterion score of 2 and a score of 2.6 would receive a final criterion score of 3. A score that is exactly 0.5 between two ratings (e.g. 2.5) may be rounded up or down by the evaluator, based on a preponderance of the evidence.

Upon request of either the District or Association, this scoring methodology may be reopened for further changes.

D. Comprehensive Performance Rating

A classroom teacher shall receive a comprehensive performance rating for each of the eight (8) state evaluation criteria. The overall comprehensive score is determined using the scoring methodology adopted by OSPI, by totaling the eight (8) criterion-level scores as follows:

1. 8-14—Unsatisfactory
2. 15-21—Basic
3. 22-28—Proficient
4. 29-32—Distinguished

E. Student Growth Criterion Score

Embedded in the instructional framework are five (5) components designated as student growth components. These components are embedded in criteria as SG 3.1, SG 3.2, SG 6.1, SG 6.2, and SG 8.1. Evaluators add up the raw score on these components and the employee is given a student growth criterion score of low, average or high based on the scores below:

1. 5-12—Low
2. 13-17—Average
3. 18-20—High

Student growth data will be taken from multiple sources, and must be appropriate and relevant to the teacher's assignment. It will include teacher initiated formal and informal assessments of student progress. Student achievement data that does not measure growth between two points in time in the current school year shall not be used to calculate a teacher's student growth criterion score.

As provided in WAC 392-191A-090, the following outcomes of the student growth impact rating analysis will apply:

(1) Certificated classroom teachers with preliminary rating of distinguished with low student growth rating will receive an overall proficient rating.

(2) Certificated classroom teachers with low student growth rating will engage, with their evaluator, in a student growth inquiry pursuant to WAC 392-191-010.

(3) Certificated classroom teachers with a preliminary rating of distinguished with average or high student growth rating will receive an overall distinguished rating and will be formally recognized and/or rewarded.

(4) The evaluations of certificated classroom teachers with a preliminary rating of unsatisfactory and high student growth rating will be reviewed by the evaluator's supervisor.

As required by WAC 392-191A-100, within two months of receiving the low student growth score or at the beginning of the following school year, one or more of the following must be initiated by the evaluator:

1. Examine student growth data in conjunction with other evidence including observation, artifacts and other student and teacher information based on appropriate classroom, school, school district and state-based tools and practices;

2. Examine extenuating circumstances which may include one or more of the following: Goal setting process; content and expectations; student attendance; extent to which standards, curriculum and assessment are aligned;

3. Schedule monthly conferences focused on improving student growth to include one or more of the following topics: Student growth goal revisions, refinement, and progress; best practices related to instruction areas in need of attention; best practices related to student growth data collection and interpretation;

4. Create and implement a professional development plan to address student growth areas.

SECTION 4—APPLICABILITY & TRANSITION PLAN

This evaluation system only applies to classroom teachers, specifically those staff with an assigned group of students who provide academically focused instruction and grades for students.

The term “classroom teacher” does not include ESAs, Counselors, Librarians, Media Specialists, TOSAs, Instructional Coaches, Curriculum Specialists, and other bargaining unit members who do not work with regularly recurring and specifically defined groups of students. Those bargaining unit members who do not meet this definition will remain under the previous evaluation system, as defined in another section of this agreement. Counselors shall use the previously piloted counselor evaluation system.

Transition

For classroom teachers, the District will phase in the State-mandated classroom teacher evaluation system over the three-year period from 2013-14 to 2015-16 as follows:

In 2013-14, all provisional classroom teachers will be evaluated under the new system. In addition, any classroom teacher placed on a Plan of Improvement after September 1st, 2013 shall be transferred to the new evaluation system.

During 2014-15, any classroom teacher who would otherwise have been on a short-form or PGO evaluation under the current contract will move to a focused evaluation under RCW 28A.405.100.

During 2015-16, all remaining classroom teachers will move to a focused or comprehensive evaluation under the new system, based upon whether the employee would have been on the “long form” evaluation under current contract language.

If prior to being transitioned to the new evaluation system an employee submits a binding notice that the employee intends to retire or resign by the end of the 2014-15 school year, the employee need not be included in the transition plan and will be evaluated under the pre-existing Professional Growth Option system to the extent allowed by law. If an employee submits such notice after being transitioned to the new system, or if the resignation is to be effective at the end of the 2015-16 school year, the employee shall be placed on a focused evaluation until such resignation becomes effective.

2nd year provisional employees who receive proficient/distinguished ratings two years in a row may be granted continuing status the following year by the superintendent.

SECTION 5—PROFESSIONAL DEVELOPMENT

During 2013-14, 2014-15, and 2015-16, the District will dedicate at least seven (7) hours of professional development time during content meetings, PRAD, and/or staff meetings for the purpose of training in the new classroom teacher evaluation system. If additional training is required outside of these times, staff will be compensated at their extra work rate.

SECTION 6 – PROCEDURAL COMPONENTS OF EVALUATION

A. Notification

The teacher will be notified within two weeks from the start of the school year of the evaluator and whether the teacher will be evaluated using a comprehensive or focused evaluation.

B. Teacher Self-Assessment

Prior to the Pre-Observation Conference, the member shall complete a Self-Assessment form from Appendix N (to be revised), but is not required to share the results with his or her evaluator.

C. Student Growth Goal Setting:

The teacher shall determine a student growth goal for Components SG-3.1, SG-6.1 and SG-8.1. The goal for SG-6.1 and SG-8.1 may be the same goal.

D. Artifacts and Evidence:

1. The evaluator will collect and share artifacts and evidence necessary to complete the evaluation.

2. The teacher may be required to submit additional artifacts and evidence to aid in the assessment of the teacher's professional performance against the instructional framework rubric, especially for those criteria not observed in the classroom.

E. Informal Observations

1. An informal observation is a documented observation that is not required to be pre-scheduled. Additional informal observations may be necessary to collect additional evidence.
2. Observations do not have to be in the classroom. For example, department or collegial meetings may be used for Informal Observations.
3. Informal observations shall be documented in writing and a copy will be provided to the teacher within five (5) business days of the informal observation.
4. Any time after an informal observation a teacher may request a post-informal observation conference to discuss the informal observation.

F. Record-Keeping

The District shall keep such records as it shall determine appropriate to document compliance with the evaluation procedures. Teachers shall have access to these records pursuant to state law.

G. Electronic Monitoring

Mechanical or electronic devices shall not be used to listen to or record the procedures of any class without the prior knowledge of the teacher.

SECTION 7—COMPREHENSIVE EVALUATION

A Comprehensive Evaluation will include evaluation of all eight state criteria. A teacher eligible for focused evaluations must complete a comprehensive evaluation once every four years.

A. Pre-Observation Conference:

The pre-observation conference shall be held prior to any scheduled formal observation. The purpose of the pre-observation conference is to discuss the employee's goals, establish a date for the formal observation, and to discuss such matters as the professional activities to be observed, their content, objectives, strategies, and possible observable evidence to meet the scoring criteria.

B. Formal Observations:

1. All employees will be observed at least twice per school year for not less than sixty (60) minutes total. New employees shall be observed at least once for a total observation time of thirty minutes during the first ninety calendar days of the new employee's period.
2. The observations should occur no later than ten (10) calendar days after the pre-observation meeting.
3. The evaluator will document all formal observations and provide copies to the employee within five (5) working days.

C. Post-Observation Conference:

A post-observation conference may be held at the request of either the employee or the evaluator. Each classroom teacher will have the opportunity for a minimum of two confidential conferences during each school year with his/her principal or principal's designee either:

- (a) Following receipt of the written evaluation results; or
- (b) At a time mutually satisfactory to the participants.

The purpose of each such conference will be to provide additional evidence by either the evaluator or certificated classroom teacher to aid in the assessment of the certificated classroom teacher's professional performance against the instructional framework rubrics.

D. Comprehensive Evaluation Report:

1. No later than May 15th the evaluator and teacher shall meet to discuss the teacher's comprehensive score. The comprehensive score, including the student growth score, must be determined by an analysis of evidence. This analysis will take a holistic assessment of the teacher's performance over the course of the year.
2. The teacher has the right to provide additional evidence for each criterion to be scored.
3. All evidence, measures and observations used in developing the final comprehensive evaluation score must be a product of the current school year in which the evaluation is conducted.
4. If the evaluator assigns the teacher a final comprehensive score below Proficient, the evaluator must provide at least three (3) pieces of evidence for each criterion scored Basic or Unsatisfactory.
5. The teacher will sign two (2) copies of the Comprehensive Evaluation Report. Each teacher shall sign the evaluation form to indicate receipt. The signature of the teacher does not, however, necessarily imply that the employee agrees with its contents. The teacher may attach any written comments to observations and to the final annual evaluation report as well.
6. Teachers shall have the right to attach additional comments or a rebuttal to the Comprehensive Evaluation Report.

SECTION 8—FOCUSED EVALUATION

Pursuant to RCW 28A.405.100, in the years when a comprehensive evaluation is not required, classroom teachers who receive a comprehensive evaluation performance rating of level 3 or above in the previous school year are required to complete a focused evaluation. A focused evaluation includes an assessment of one of the eight criteria selected for a performance rating plus professional growth activities specifically linked to the selected criteria.

A teacher may be transferred from a focused evaluation to a comprehensive evaluation at the request of the teacher, or at the direction of the teacher's evaluator. The evaluator can initiate a move from the Focused to the Comprehensive evaluation. A reason for this decision shall be provided to the employee upon request.

- A. The criterion area to be evaluated shall be proposed by the teacher prior to, or at the first pre-observation conference, and must be approved by the evaluator.

- B. If the employee chooses criterion 1, 2, 4, 5, or 7, they must also complete the student growth components in criterion 3 or 6.
- C. Observations for the focused evaluation shall follow the guidelines of state law requiring at least two observations for at least sixty total minutes of observation time.
- D. Pursuant to WAC 392-191A-120(5), a summative score will be determined through the scoring of the instructional and student growth rubrics for the criterion selected.
- E. A group of teachers may focus on the same evaluation criterion and share professional growth activities. This collaboration should be initiated by the teacher(s), and employees shall be required to select the same criterion for purposes of the focused evaluation process.

SECTION 9—SUPPORT FOR BASIC AND UNSATISFACTORY EMPLOYEES

The Association will be notified when any teacher is judged below Proficient, by the next Labor Management Meeting. If an employee is rated below proficient in some areas but has not scored low enough that the employee is required to be placed on probation, the employee may be placed on a Plan of Assistance pursuant to Section 11.3(C).

SECTION 10—ADDITIONAL SUPPORT FOR PROVISIONAL EMPLOYEES

Before non-renewing a provisional teacher for performance-related reasons, the evaluator shall have observed the employee in the classroom and provided the employee with a comprehensive evaluation to assist the teacher in making satisfactory progress toward remediating deficiencies.

SECTION 11 – PROBATION

At any time after October 15th, a classroom teacher whose work is not judged satisfactory based on district evaluation criteria shall be notified in writing of the specific areas of deficiencies along with a reasonable program for improvement. The following comprehensive summative evaluation performance ratings mean a classroom teacher's work is not judged satisfactory and must be placed on probation:

(i) Level 1; or

(ii) Level 2 if the classroom teacher is a continuing contract employee under RCW 28A.405.210 with more than five years of teaching experience and if the level 2 comprehensive summative evaluation performance rating has been received for two consecutive years or for two years within a consecutive three-year time period.

During the period of probation, the employee may not be transferred from the supervision of the original evaluator. Improvement of performance or probable cause for nonrenewal must occur and be documented by the original evaluator before any consideration of a request for transfer or reassignment as contemplated by either the individual or the District.

A probationary period of sixty school days shall be established. Days may be added if deemed necessary to complete a program for improvement and evaluate the probationer's performance, as long as the probationary period is concluded before May 15th of the same school year. The probationary period may be extended into the following school year if the probationer has five or more years of teaching experience and has a comprehensive summative evaluation performance rating as of May 15th of less

than level 2 (i.e. an unsatisfactory rating). The purpose of the probationary period is to give the employee opportunity to demonstrate improvements in his or her areas of deficiency.

The decision of whether to place an employee on probation shall be made by the Superintendent as provided by state law.

Teachers may only be placed on probation based upon a Comprehensive evaluation.

During the probationary period the evaluator shall meet with the employee at least twice monthly to supervise and make a written evaluation of the progress, if any, made by the employee.

A classroom teacher must be removed from probation if he or she has demonstrated improvement that results in a new comprehensive summative evaluation performance rating of level 2 or above for an employee with five or fewer years of experience, or of level 3 or above for a continuing contract employee with more than five years of experience.

The evaluator may authorize one additional supervisory certificated employee to evaluate the probationer and to aid the employee in improving his or her areas of deficiency. Should the evaluator not authorize such additional evaluator, the probationer may request that an additional certificated employee evaluator become part of the probationary process and this request must be implemented by including an additional experienced evaluator assigned by the educational service district in which the school district is located and selected from a list of evaluation specialists compiled by the educational service district.

Lack of necessary improvement during the established probationary period, as specifically documented in writing with notification to the probationer constitutes grounds for a finding of probable cause under RCW 28A.405.300 or 28A.405.210.

Following a review of the any report submitted by the evaluator, the Superintendent shall determine whether to remove the employee from probation, extend the probationary period, or issue a notice of probable cause for non-renewal or discharge.

SECTION 12 – NON-RENEWAL

The teacher who is, at any time, issued a written notice of probable cause for non-renewal or discharge by the Superintendent pursuant to this Article shall have ten (10) days following receipt of said notice to file any notice of appeal as provided by statute or by this Agreement.

SECTION 13 – EVALUATION RESULTS

A. Evaluation results shall be used as set forth in WAC 392-191A-240:

1. To acknowledge, recognize, and encourage excellence in professional performance.
2. To document the level of performance by a teacher of his/her assigned duties.
3. To identify specific areas in which the teacher may need improvement according to the criteria included on the evaluation instrument.
4. To document performance by a teacher judged unsatisfactory based on the District evaluation criteria.

5. Beginning in 2015-2016, as one of multiple factors in making human resources and personnel decisions. How this information shall be used will be negotiated between the District and the Association before implementation.
- B. Except as required by law, evaluation results shall not be:
1. Publicly shared or published with any teacher identifying information.
 2. Publicly shared or published without notification to the individual and Association.
 3. Used to determine any type of base or additional compensation.
- C. The evaluation ratings of classroom teachers shall not be based on comparison to the evaluation ratings of other teachers in the district.

APPENDIX L (2)—EVALUATION RUBRIC FOR CLASSROOM TEACHERS*

The term "classroom teacher" does not include ESAs, Counselors, Librarians, Media Specialists, TOSAs, Instructional Coaches, Curriculum Specialists, and other bargaining unit members who do not work with regularly recurring and specifically defined groups of students. Those bargaining unit members who do not meet this definition will remain under the previous evaluation system, as defined in another section of this agreement. Counselors shall use the previously piloted counselor evaluation system.

C1--Centering instruction on high expectations for student achievement			
Unsatisfactory	Basic	Proficient	Distinguished
<p>2b—The classroom culture is characterized by a lack of teacher or student commitment to learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued.</p> <p>Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.</p>	<p>2b—The classroom culture is characterized by little commitment to learning by teacher or students.</p> <p>The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality.</p> <p>The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to be a natural aptitude for the subject.</p>	<p>2b—The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students.</p> <p>The teacher conveys that with hard work, students can be successful.</p> <p>Students understand their role as learners and consistently expend effort to learn.</p> <p>Classroom interactions support learning and hard work.</p>	<p>2b—The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning.</p> <p>The teacher conveys high expectations for learning by all students and insists on hard work.</p> <p>Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.</p>
<p>3a—The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing.</p> <p>The teacher's explanation of the content contains major errors.</p> <p>The teacher's spoken or written language contains errors of grammar or syntax.</p> <p>The teacher's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>	<p>3a—The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion.</p> <p>The teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow.</p> <p>The teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement.</p> <p>Teacher's spoken language is correct, however, his or her vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.</p>	<p>3a—The teacher clearly communicates instructional purpose of the lesson, including where it is situated with broader learning, and explains procedures and directions clearly.</p> <p>Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience.</p> <p>During the explanation of content, the teacher invites student intellectual engagement.</p> <p>Teacher's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests.</p>	<p>3a—The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding.</p> <p>The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests.</p> <p>Students contribute to extending the content and help explain concepts to their classmates.</p> <p>The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.</p>
<p>3c—The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses.</p> <p>The pace of the lesson is too slow or too rushed.</p> <p>Few students are intellectually engaged or interested.</p>	<p>3c—The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant.</p> <p>The pacing of the lesson may not provide students the time needed to be intellectually engaged.</p>	<p>3c—The learning tasks and activities are aligned with the instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important challenging content and are supported in that engagement by teacher scaffolding.</p> <p>The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>	<p>3c—Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes.</p> <p>In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content.</p> <p>The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding.</p> <p>Students may have some choice in how they complete tasks and may serve as resources for one another.</p>

C2—Demonstrating effective teaching practices			
Unsatisfactory	Basic	Proficient	Distinguished
<p>3b—Teacher's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession.</p> <p>Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.</p> <p>A few students dominate the discussion.</p>	<p>3b—Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance.</p> <p>Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved.</p> <p>Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.</p>	<p>3b—Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding.</p> <p>Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate.</p> <p>Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p>	<p>3b—Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition.</p> <p>Students formulate many questions, initiate topics, and make unsolicited contributions.</p> <p>Students themselves ensure that all voices are heard in the discussion.</p>
<p>4a—Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson.</p> <p>Teacher has no suggestions for how a lesson could be improved.</p>	<p>4a—Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.</p> <p>Teacher makes general suggestions about how a lesson could be improved.</p>	<p>4a—Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.</p> <p>Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.</p>	<p>4a—Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.</p> <p>Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.</p>

C3—Recognizing individual student learning needs and developing strategies to address those needs.			
Unsatisfactory	Basic	Proficient	Distinguished
<p>1b—Teacher demonstrates little or no understanding of how students learn and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.</p>	<p>1b—Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole.</p>	<p>1b—Teacher understands the active nature of student learning and attains information about levels of development for groups of students.</p> <p>The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students.</p>	<p>1b—Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.</p>
<p>3e—Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest.</p> <p>Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.</p>	<p>3e—Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success.</p> <p>Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.</p>	<p>3e—Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests.</p> <p>Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.</p>	<p>3e—Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.</p>
<p>SG 3.1—Does not establish student growth goal(s) or establishes inappropriate goal(s) for subgroups of students not reaching full learning potential. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust and evaluate achievement of goal(s).</p>	<p>SG 3.1—Establishes appropriate student growth goal(s) for subgroups of students not reaching full learning potential. Goal(s) do not identify multiple, high quality sources of data to monitor, adjust, and evaluate achievement of goal(s).</p>	<p>SG 3.1—Establishes appropriate student growth goal(s) for subgroups of students not reaching full learning potential. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).</p>	<p>SG 3.1—Establishes appropriate student growth goal(s) for subgroups of students not reaching full potential in collaboration with students, parents, and other school staff. Goals(s) identify multiple, high-quality sources of data to monitor, adjust and evaluate achievement of goal(s).</p>
<p>SG 3.2—Growth or achievement data from at least two points in time shows no evidence of growth for most students.</p>	<p>SG 3.2—Multiple sources of growth or achievement data from at least two points in time show some evidence of growth for some students.</p>	<p>SG 3.2—Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students.</p>	<p>SG 3.2—Multiple sources of growth or achievement data from at least two points in time show evidence of high growth for all or nearly all students.</p>

C4—Providing clear and intentional focus on subject matter, content, and curriculum.

Unsatisfactory	Basic	Proficient	Distinguished
<p>1a—In planning and practice teacher makes content errors or does not correct errors made by students.</p> <p>Teacher's plans and practice display little understanding of prerequisite relationships important to student's learning of the content.</p> <p>Teacher displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content.</p>	<p>1a—Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another.</p> <p>Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.</p> <p>Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</p>	<p>1a—Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another.</p> <p>Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.</p> <p>Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.</p>	<p>1a—Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines.</p> <p>Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding.</p> <p>Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.</p>
<p>1c—Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline.</p> <p>Outcomes are stated as activities rather than as student learning.</p> <p>Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.</p>	<p>1c—Outcomes represent moderately high expectations and rigor.</p> <p>Some reflect important learning in the discipline and consist of a combination of outcomes and activities.</p> <p>Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.</p> <p>Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning.</p>	<p>1c—Most outcomes represent rigorous and important learning in the discipline.</p> <p>All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment.</p> <p>Outcomes reflect several different types of learning and opportunities for coordination.</p> <p>Outcomes take into account the varying needs of groups of students.</p>	<p>1c—All outcomes represent rigorous and important learning in the discipline.</p> <p>The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment.</p> <p>Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration.</p> <p>Outcomes take into account the varying needs of students.</p>
<p>1d—Teacher is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students.</p>	<p>1d—Teacher displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly.</p>	<p>1d—Teacher displays awareness of resources—not only through the school and district but also through sources external to the school and on the Internet—available for classroom use, for the expansion of his or her own knowledge, and for students.</p>	<p>1d—Teacher displays extensive knowledge of resources—not only through the school and district but also in the community through professional organization and universities, and on the Internet—for classroom use, for the expansion of his or her own knowledge, and for students.</p>
<p>1e—The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure.</p> <p>The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and no variety.</p>	<p>1e—Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety.</p> <p>The lesson or unit has a recognizable structure, the progression of activities is uneven, with most time allocations reasonable.</p>	<p>1e—Teacher coordinates knowledge or content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students.</p> <p>The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students.</p> <p>The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.</p>	<p>1e—Plans represent the coordination of in-depth content knowledge, understanding of different students' needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity.</p> <p>Learning activities are differentiated appropriately for individual learners. Instructional groups are varied appropriately with some opportunity for student choice.</p> <p>The lesson's or unit's structure is clear and allows for different pathways according to diverse students' needs.</p>

C5—Fostering and managing a safe, positive learning environment			
Unsatisfactory	Basic	Proficient	Distinguished
<p>2a—Patterns of classroom interaction, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict.</p> <p>Teacher does not deal with disrespectful behavior.</p>	<p>2a—Patterns of classroom interactions, both between the teacher and students and among students, are general appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels.</p> <p>Students rarely demonstrate disrespect for one another.</p> <p>Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</p>	<p>2a—Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students.</p> <p>Students exhibit respect for the teacher. Interactions among students are generally polite respectful.</p> <p>Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.</p>	<p>2a—Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals.</p> <p>Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals.</p>
<p>2c—Much instructional time is lost through inefficient classroom routines and procedures.</p> <p>There is little or no evidence that the teacher is managing instructional groups, transitions, and/or the handling of materials and supplies effectively.</p> <p>There is little evidence that students know or follow established routines.</p>	<p>2c—Some instructional time is lost through only partially effective classroom routines and procedures.</p> <p>The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, the result being some disruption of learning.</p> <p>With regular guidance and prompting, students follow established routines.</p>	<p>2c—There is little loss of instructional time because of effective classroom routines and procedures.</p> <p>The teacher's management of instructional groups and the handling of materials and supplies are consistently successful.</p> <p>With minimal guidance and prompting, students follow established classroom routines.</p>	<p>2c—Instructional time is maximized because of efficient classroom routines and procedures.</p> <p>Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies.</p> <p>Routines are well understood and may be initiated by students.</p>
<p>2d—There appear to be no established standards of conduct and little or no teacher monitoring of student behavior.</p> <p>Students challenge the standards of conduct.</p> <p>Response to students' misbehavior is repressive or disrespectful of student dignity.</p>	<p>2d—Standards of conduct appear to have been established, but their implementation is inconsistent.</p> <p>Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p> <p>There is inconsistent implementation of the standards of conduct.</p>	<p>2d—Student behavior is generally appropriate.</p> <p>The teacher monitors student behavior against established standards of conduct.</p> <p>Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective.</p>	<p>2d—Student behavior is entirely appropriate.</p> <p>Students taken an active role in monitoring their own behavior and that of other students against standards of conduct.</p> <p>Teachers' monitoring of student behavior is subtle and preventive.</p> <p>Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.</p>
<p>2e—The physical environment is unsafe, or many students don't have access to learning resources.</p> <p>There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology.</p>	<p>2e—The classroom is safe, and essential learning is accessible to most students.</p> <p>The teacher's use of physical resources, including computer technology is moderately effective.</p> <p>Teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success.</p>	<p>2e—The classroom is safe, and learning is accessible to all students, teacher ensures that the physical arrangement is appropriate to the learning activities.</p> <p>Teacher makes effective use of physical resources, including computer technology.</p>	<p>2e—The classroom is safe, and learning is accessible to all students, including those with special needs.</p> <p>Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities.</p> <p>Students contribute to the use or adaptation of the physical environment to advance learning.</p>

C6—Using multiple student data elements to modify instruction and improve student learning			
Unsatisfactory	Basic	Proficient	Distinguished
<p>1f—Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards.</p> <p>Teacher has no plan to incorporate formative assessment in the lesson or unit or any plan to use assessment results in designing future instruction.</p>	<p>1f—Some of the instructional outcomes are assessed through the proposed approach, but others are not.</p> <p>Assessment criteria and standards have been developed, but they are not clear.</p> <p>Approach to use the use of formative assessment is rudimentary, including only some of the instructional outcomes.</p> <p>Teacher intends to use assessment to plan for future instruction for the class as a whole.</p>	<p>1f—Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students.</p> <p>Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.</p> <p>Teacher intends to use assessment results to plan for future instruction for groups of students.</p>	<p>1f—Teacher's plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development.</p> <p>Assessment methodologies have been adapted for individual students, as needed.</p> <p>The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.</p>
<p>3d—There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality.</p> <p>Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.</p>	<p>3d—Assessment is used sporadically by teacher and/or students to support instruction through some monitoring or progress in learning.</p> <p>Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work.</p>	<p>3d—Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate specific feedback that advances learning.</p> <p>Students appear to be aware of the assessment criteria; some of them engage in self-assessment.</p> <p>Questions, prompts, assessments are used to diagnose evidence of learning.</p>	<p>3d—Assessment is fully integrated into instruction through extensive use of formative assessment.</p> <p>Students appear to be aware of, and there is some evidence that they have contributed to the assessment criteria.</p> <p>Students self-assess and monitor their progress.</p> <p>A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning.</p> <p>Questions, prompts, assessments are used to regularly diagnose evidence of learning by individual students.</p>
<p>4b—Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray.</p> <p>Teacher's records for noninstructional activities are in disarray, resulting in errors and confusion.</p>	<p>4b—Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective.</p> <p>Teacher's records for noninstructional activities are adequate but require frequent monitoring to avoid errors.</p>	<p>4b—Teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.</p>	<p>4b—Teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.</p> <p>Students contribute information and participate in maintaining the records.</p>
<p>SG 6.1—Does not establish growth goal(s) or establishes inappropriate goal(s) for whole classroom. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).</p>	<p>SG 6.1—Establishes appropriate student growth goal(s) for whole classroom. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).</p>	<p>SG 6.1—Establishes appropriate student growth goal(s) for whole classroom. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).</p>	<p>SG 6.1—Establishes appropriate student growth goal(s) for students in collaboration with students and parents. These whole classroom goals align to school goal(s). Goals identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).</p>
<p>SG 6.2—Growth or achievement data from at least two points in time shows no evidence of growth for most students.</p>	<p>SG 6.2—Multiple sources of growth or achievement data from at least two points in time show some evidence of growth for some students.</p>	<p>SG 6.2—Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students.</p>	<p>SG 6.2—Multiple sources of growth or achievement data from at least two points in time show evidence of high growth for all or nearly all students.</p>

C7—Communicating and collaborating with parents and the school community			
Unsatisfactory	Basic	Proficient	Distinguished
<p>4c—Teacher communication with families—about the instructional program, about individual students—is sporadic or culturally inappropriate.</p> <p>Teacher makes no attempt to engage families in the instructional program.</p>	<p>4c—Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program.</p> <p>Communications are one-way and not always appropriate to the cultural norms of those families.</p>	<p>4c—Teacher communicates frequently with families about the instructional program and conveys information about individual student progress.</p> <p>Teacher makes some attempts to engage families in the instructional program.</p> <p>Information to families is conveyed in a culturally appropriate manner.</p>	<p>4c—Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication.</p> <p>Response to family concerns is handled with professional and cultural sensitivity.</p> <p>Teacher's efforts to engage families in the instructional program are frequent and successful.</p>

Teacher Evaluation

Name _____ Building/Department _____
 Grade/Subject _____ School Year _____
 Years in Current Assignment _____ Date of Evaluation Conference _____

	Unsatisfactory	Approaches Proficiency	Proficient	Distinguished
Standard 1: Lesson Planning and Design (LPD)				
<ul style="list-style-type: none"> • Designs instruction focusing on district curricula and state GLEs. • Uses district curricula and adopted instructional materials. • Organizes multiple resources to deliver instruction. • Determines pacing based on student needs and interests. • Uses content to develop skills and strategies. • Integrates curriculum. • Makes an accurate assessment of a lesson's effectiveness and adjusts as necessary. • Embeds current research in instruction and activities. 				

Comments:

	Unsatisfactory	Approaches Proficiency	Proficient	Distinguished
Standard 2: Using Assessment to Improve Instruction (UAI)				
<ul style="list-style-type: none"> • Uses multiple assessment tools appropriately to monitor student learning and set future goals. • Designs and uses performance assessments to measure skill application. • Develops portfolios with students that document student growth over time. • Supports student involvement in the assessment process. • Uses assessment to plan appropriate instruction and document student achievement over time. 				

Comments:

	Unsatisfactory	Approaches Proficiency	Proficient	Distinguished
Standard 3: Learning Environment (LE)				
<ul style="list-style-type: none"> • Student-to-student interactions are generally polite and respectful. • Awareness of district resources and utilizes multiple resources for planning, teaching, and classroom activities. • The learning environment is safe and supports teaching and learning activities for all students. • Conveys genuine enthusiasm for what is being taught, and students demonstrate consistent commitment to its value. • Speaks and writes clearly, correctly, and appropriately. 				

Comments:

	Unsatisfactory	Approaches Proficiency	Proficient	Distinguished
Standard 4: Effective Teaching Practice (ETP)				
<ul style="list-style-type: none"> • Uses a wide variety of active processing strategies. • Uses flexible groupings to deliver instruction and meet individual needs. • Teaches thinking skills and behaviors using course content. • Effectively addresses the learning needs of students with disabilities. • Instructional goals and learning activities are engaging and progress coherently. • Clearly communicates course expectations and uses a fair grading system. • Deliberately connects assessments to instructional goal and communicates assessment criteria and standards to students. 				

- Keeps system for maintaining accurate and timely records.
- Incorporates available technology to improve instruction.
- Persists in seeking approaches for students who have difficulty learning and possesses a moderate repertoire of strategies.
- Demonstrates sensitivity to students' culture, gender, and developmental level during instruction.

Comments:

	Unsatisfactory	Approaches Proficiency	Proficient	Distinguished
Standard 5: Classroom Management (CM)				
<ul style="list-style-type: none"> • Consistently teaches, practices, models, and monitors expectations. • Proactively utilizes a variety of strategies to encourage appropriate student behavior. • Consistently applies appropriate behavioral interventions and maximizes instructional time. • Consistently establishes routines and procedures that allow for smooth transitions to maximize instructional time. • Physically arranges the room to support student learning. • Staff-to-student interactions are friendly, caring, and respectful. 				

Comments:

	Unsatisfactory	Approaches Proficiency	Proficient	Distinguished
Standard 6: Professional Development (PD)				
<ul style="list-style-type: none"> • Continually assesses professional performance and identifies goals for improvement. • Seeks out opportunities for professional development to enhance content knowledge and teaching skill. • Utilizes peer and supervisor feedback to refine and shape practices. 				

Comments:

	Unsatisfactory	Approaches Proficiency	Proficient	Distinguished
Standard 7: Professional Responsibilities (PR)				
<ul style="list-style-type: none"> • Uses an effective system for managing paperwork and timelines. • Regularly communicates with families about instructional program and individual students' progress. • Staff-to-family interactions and communication are welcome and demonstrate warmth, caring, and respect. • Staff-to-staff interactions and communication are welcome and demonstrate warmth, caring and respect. • Provides information to families frequently on both positive and negative aspects of student progress. • Actively participates in the school's culture of professional collaboration. • Provides support to and seeks support from professional colleagues. • Displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. • Engages volunteers and/or paraprofessionals productively during class time. 				

Comments:

Employee Signature

Administrator Signature

Date

Date

APPENDIX N (2)—SELF-EVALUATION FOR CLASSROOM TEACHERS*

The term "classroom teacher" does not include ESAs, Counselors, Librarians, Media Specialists, TOSAs, Instructional Coaches, Curriculum Specialists, and other bargaining unit members who do not work with regularly recurring and specifically defined groups of students. Those bargaining unit members who do not meet this definition will remain under the previous evaluation system, as defined in another section of this agreement. Counselors shall use the previously piloted counselor evaluation system.

Name _____ Years in Current Assignment _____

Building/Department _____ Grade/Subject _____ School Year _____

Members shall complete a Self-Assessment form but are not required to share the results with his or her evaluator.

State Rubric View

C1	Unsatisfactory	Basic	Proficient	Distinguished
Centering instruction on high expectations for student achievement				
2b: Establishing a Culture for Learning				
3a: Communicating with Students				
3c: Engaging Students in Learning				

C2	Unsatisfactory	Basic	Proficient	Distinguished
Demonstrating effective teaching practices				
3b: Using Questions and Discussion Techniques				
4a: Reflecting on Teaching				

C3	Unsatisfactory	Basic	Proficient	Distinguished
Recognizing individual student learning needs and developing strategies to address those needs.				
1b: Demonstrating Knowledge of Students				
3e: Demonstrating Flexibility and Responsiveness				
SG 3.1: Establish Student Growth Goal(s)				
SG 3.2: Achievement of Student Growth Goal(s)				

C4	Unsatisfactory	Basic	Proficient	Distinguished
Providing clear and intentional focus on subject matter, content, and curriculum.				
1a: Demonstrating Knowledge of Content and Pedagogy				
1c: Setting Instructional Outcomes				
1d: Demonstrating Knowledge of Resources				
1e: Designing Coherent Instruction				

C5	Unsatisfactory	Basic	Proficient	Distinguished
Fostering and managing a safe, positive learning environment.				
2a: Creating an Environment of Respect and Rapport				
2c: Managing Classroom Procedures				
2d: Managing Student Behavior				
2e: Organizing Physical Space				

C6	Unsatisfactory	Basic	Proficient	Distinguished
Using multiple student data elements to modify instruction and improve student learning.				
1f: Designing Student Assessments				

3d: Using Assessment in Instruction				
4b: Maintaining Accurate Records				
SG 6.1: Establish Student Growth Goal(s)				
SG 6.2: Achievement of Student Growth Goal(s)				

C7	Unsatisfactory	Basic	Proficient	Distinguished
Communicating and collaborating with parents and the school community				
4c: Communicating with Families				

C8	Unsatisfactory	Basic	Proficient	Distinguished
Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.				
4d: Participating in a Professional Community				
4e: Growing and Developing Professionally				
4f: Showing Professionalism				
SG 8.1: Establish Team Student Growth Goal(s)				

Instructional Rubric View

D1	Unsatisfactory	Basic	Proficient	Distinguished
Planning and Preparation				
1a: Demonstrating Knowledge of Content and Pedagogy				
1b: Demonstrating Knowledge of Students				
1c: Setting Instructional Outcomes				
1d: Demonstrating Knowledge of Resources				
1e: Designing Coherent Instruction				
1f: Designing Student Assessments				

D2	Unsatisfactory	Basic	Proficient	Distinguished
The Classroom Environment				
2a: Creating an Environment of Respect and Rapport				
2b: Establishing a Culture for Learning				
2c: Managing Classroom Procedures				
2d: Managing Student Behavior				
2e: Organizing Physical Space				

D3	Unsatisfactory	Basic	Proficient	Distinguished
Instruction				
3a: Communicating with Students				
3b: Using Questions and Discussion Techniques				
3c: Engaging Students in Learning				
3d: Using Assessment in Instruction				
3e: Demonstrating Flexibility and Responsiveness				

D4	Unsatisfactory	Basic	Proficient	Distinguished
Professional Responsibilities				
4a: Reflecting on Teaching				

4b: Maintaining Accurate Records				
4c: Communicating with Families				
4d: Participating in a Professional Community				
4e: Growing and Developing Professionally				
4f: Showing Professionalism				

Student Growth Rubric View

C3	Unsatisfactory	Basic	Proficient	Distinguished
Recognizing individual student learning needs and developing strategies to address those needs.				
SG 3.1: Establish Student Growth Goal(s)				
SG 3.2: Achievement of Student Growth Goal(s)				

C6	Unsatisfactory	Basic	Proficient	Distinguished
Using multiple student data elements to modify instruction and improve student learning.				
SG 3.1: Establish Student Growth Goal(s)				
SG 3.2: Achievement of Student Growth Goal(s)				

C8	Unsatisfactory	Basic	Proficient	Distinguished
Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.				
SG 8.1: Establish Team Student Growth Goal(s)				

C8—Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.			
Unsatisfactory	Basic	Proficient	Distinguished
<p>4d—Teacher's relationships with colleagues are negative or self-serving.</p> <p>Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved.</p> <p>Teacher avoids becoming involved in school events or school and district projects.</p>	<p>4d—Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.</p> <p>Teacher becomes involved in the school's culture of professional inquiry when invited to do so.</p> <p>Teacher participates in school events and school and district projects when specifically asked to do so.</p>	<p>4d—Teacher's relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry.</p> <p>Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.</p>	<p>4d—Teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty.</p> <p>Teacher takes a leadership role in promoting a culture of professional inquiry.</p> <p>Teacher volunteers to participate in school events and district projects making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.</p>
<p>4e—Teacher engages in no professional development activities to enhance knowledge or skill.</p> <p>Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.</p> <p>Teacher makes no effort to share knowledge with others or to assume professional responsibilities.</p>	<p>4e—Teacher participates in professional activities to a limited extent when they are convenient.</p> <p>Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues.</p> <p>Teacher finds limited ways to contribute to the profession.</p>	<p>4e—Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.</p> <p>Teacher welcomes feedback from colleagues—either when made by supervisors or when opportunities arise through professional collaboration.</p> <p>Teacher participates actively in assisting other educators.</p>	<p>4e—Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues.</p> <p>Teacher initiates important activities to contribute to the profession.</p>
<p>4f—Teacher displays dishonesty in interactions with colleagues, students, and the public.</p> <p>Teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school.</p> <p>Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations.</p>	<p>4f—Teacher is honest in interactions with colleagues, students, and the public.</p> <p>Teacher attempts, though inconsistently, to serve students. Teacher does not knowingly contribute to some students' being ill served by the school.</p> <p>Teacher's decisions and recommendations are based on limited but genuinely professional considerations.</p> <p>Teacher complies minimally with school and district regulations, doing just enough to get by.</p>	<p>4f—Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.</p> <p>Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed.</p> <p>Teacher maintains an open mind in team or departmental decision making.</p> <p>Teacher complies fully with school and district regulations.</p>	<p>4f—Teacher takes a leadership role with colleagues and can be counted on to hold to the highest standards of honesty, integrity, and confidentiality.</p> <p>Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved are honored in the school.</p> <p>Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.</p> <p>Teacher complies fully with school and district regulations, taking a leadership role with colleagues.</p>
<p>SG 8.1—Does not collaborate or reluctantly collaborates with other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.</p>	<p>SG 8.1—Does not consistently collaborate with other grade, school, or district team members to establish goal(s) to develop and implement common high-quality measures, and to monitor growth and achievement during the year.</p>	<p>SG 8.1—Consistently and actively collaborates with other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.</p>	<p>SG 8.1—Leads other grade, school, or district goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.</p>

Instructional Rubric View

D1—Planning and Preparation			
Unsatisfactory	Basic	Proficient	Distinguished
<p>1a—In planning and practice teacher makes content errors or does not correct errors made by students.</p> <p>Teacher's plans and practice display little understanding of prerequisite relationships important to student's learning of the content.</p> <p>Teacher displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content.</p>	<p>1a—Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another.</p> <p>Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.</p> <p>Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</p>	<p>1a—Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another.</p> <p>Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.</p> <p>Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.</p>	<p>1a—Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines.</p> <p>Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding.</p> <p>Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.</p>
<p>1b—Teacher demonstrates little or no understanding of how students learn and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.</p>	<p>1b—Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole.</p>	<p>1b—Teacher understands the active nature of student learning and attains information about levels of development for groups of students.</p> <p>The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students.</p>	<p>1b—Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.</p>
<p>1c—Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline.</p> <p>Outcomes are stated as activities rather than as student learning.</p> <p>Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.</p>	<p>1c—Outcomes represent moderately high expectations and rigor.</p> <p>Some reflect important learning in the discipline and consist of a combination of outcomes and activities.</p> <p>Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.</p> <p>Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning.</p>	<p>1c—Most outcomes represent rigorous and important learning in the discipline.</p> <p>All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment.</p> <p>Outcomes reflect several different types of learning and opportunities for coordination.</p> <p>Outcomes take into account the varying needs of groups of students.</p>	<p>1c—All outcomes represent rigorous and important learning in the discipline.</p> <p>The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment.</p> <p>Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration.</p> <p>Outcomes take into account the varying needs of students.</p>
<p>1d—Teacher is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students.</p>	<p>1d—Teacher displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly.</p>	<p>1d—Teacher displays awareness of resources—not only through the school and district but also through sources external to the school and on the internet—available for classroom use, for the expansion of his or her own knowledge, and for students.</p>	<p>1d—Teacher displays extensive knowledge of resources—not only through the school and district but also in the community through professional organization and universities, and on the internet—for classroom use, for the expansion of his or her own knowledge, and for students.</p>
<p>1e—The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure.</p> <p>The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and no variety.</p>	<p>1e—Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety.</p> <p>The lesson or unit has a recognizable structure, the progression of activities is uneven, with most time allocations reasonable.</p>	<p>1e—Teacher coordinates knowledge or content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students.</p> <p>The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students.</p> <p>The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.</p>	<p>1e—Plans represent the coordination of in-depth content knowledge, understanding of different students' needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity.</p> <p>Learning activities are differentiated appropriately for individual learners. Instructional groups are varied appropriately with some opportunity for student choice.</p> <p>The lesson's or unit's structure is clear and allows for different pathways according to diverse students' needs.</p>

<p>1f—Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards.</p> <p>Teacher has no plan to incorporate formative assessment in the lesson or unit or any plan to use assessment results in designing future instruction.</p>	<p>1f—Some of the instructional outcomes are assessed through the proposed approach, but others are not.</p> <p>Assessment criteria and standards have been developed, but they are not clear.</p> <p>Approach to use the use of formative assessment is rudimentary, including only some of the instructional outcomes.</p> <p>Teacher intends to use assessment to plan for future instruction for the class as a whole.</p>	<p>1f—Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students.</p> <p>Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.</p> <p>Teacher intends to use assessment results to plan for future instruction for groups of students.</p>	<p>1f—Teacher's plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development.</p> <p>Assessment methodologies have been adapted for individual students, as needed.</p> <p>The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.</p>
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D2—The Classroom Environment			
Unsatisfactory	Basic	Proficient	Distinguished
<p>2a—Patterns of classroom interaction, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict.</p> <p>Teacher does not deal with disrespectful behavior.</p>	<p>2a—Patterns of classroom interactions, both between the teacher and students and among students, are general appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels.</p> <p>Students rarely demonstrate disrespect for one another.</p> <p>Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</p>	<p>2a—Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students.</p> <p>Students exhibit respect for the teacher. Interactions among students are generally polite respectful.</p> <p>Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.</p>	<p>2a—Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals.</p> <p>Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals.</p>
<p>2b—The classroom culture is characterized by a lack of teacher or student commitment to learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued.</p> <p>Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.</p>	<p>2b—The classroom culture is characterized by little commitment to learning by teacher or students.</p> <p>The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality.</p> <p>The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to be a natural aptitude for the subject.</p>	<p>2b—The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students.</p> <p>The teacher conveys that with hard work, students can be successful.</p> <p>Students understand their role as learners and consistently expend effort to learn.</p> <p>Classroom interactions support learning and hard work.</p>	<p>2b—The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning.</p> <p>The teacher conveys high expectations for learning by all students and insists on hard work.</p> <p>Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.</p>
<p>2c—Much instructional time is lost through inefficient classroom routines and procedures.</p> <p>There is little or no evidence that the teacher is managing instructional groups, transitions, and/or the handling of materials and supplies effectively.</p> <p>There is little evidence that students know or follow established routines.</p>	<p>2c—Some instructional time is lost through only partially effective classroom routines and procedures.</p> <p>The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, the result being some disruption of learning.</p> <p>With regular guidance and prompting, students follow established routines.</p>	<p>2c—There is little loss of instructional time because of effective classroom routines and procedures.</p> <p>The teacher's management of instructional groups and the handling of materials and supplies are consistently successful.</p> <p>With minimal guidance and prompting, students follow established classroom routines.</p>	<p>2c—Instructional time is maximized because of efficient classroom routines and procedures.</p> <p>Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies.</p> <p>Routines are well understood and may be initiated by students.</p>
<p>2d—There appear to be no established standards of conduct and little or no teacher monitoring of student behavior.</p> <p>Students challenge the stands of conduct.</p> <p>Response to students' misbehavior is repressive or disrespectful of student dignity.</p>	<p>2d—Standards of conduct appear to have been established, but their implementation is inconsistent.</p> <p>Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p> <p>There is inconsistent implementation of the standards of conduct.</p>	<p>2d—Student behavior is generally appropriate.</p> <p>The teacher monitors student behavior against established standards of conduct.</p> <p>Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective.</p>	<p>2d—Student behavior is entirely appropriate.</p> <p>Students taken an active role in monitoring their own behavior and that of other students against standards of conduct.</p> <p>Teachers' monitoring of student behavior is subtle and preventive.</p> <p>Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.</p>
<p>2e—The physical environment is unsafe, or many students don't have access to learning resources.</p> <p>There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology.</p>	<p>2e—The classroom is safe, and essential learning is accessible to most students.</p> <p>The teacher's use of physical resources, including computer technology is moderately effective.</p> <p>Teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success.</p>	<p>2e—The classroom is safe, and learning is accessible to all students, teacher ensures that the physical arrangement is appropriate to the learning activities.</p> <p>Teacher makes effective use of physical resources, including computer technology.</p>	<p>2e—The classroom is safe, and learning is accessible to all students, including those with special needs.</p> <p>Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities.</p> <p>Students contribute to the use or adaptation of the physical environment to advance learning.</p>

D3—Instruction			
Unsatisfactory	Basic	Proficient	Distinguished
<p>3a—The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing.</p> <p>The teacher's explanation of the content contains major errors.</p> <p>The teacher's spoken or written language contains errors of grammar or syntax.</p> <p>The teacher's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>	<p>3a—The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion.</p> <p>The teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow.</p> <p>The teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement.</p> <p>Teacher's spoken language is correct, however, his or her vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.</p>	<p>3a—The teacher clearly communicates instructional purpose of the lesson, including where it is situated with broader learning, and explains procedures and directions clearly.</p> <p>Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience.</p> <p>During the explanation of content, the teacher invites student intellectual engagement.</p> <p>Teacher's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests.</p>	<p>3a—The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding.</p> <p>The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests.</p> <p>Students contribute to extending the content and help explain concepts to their classmates.</p> <p>The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.</p>
<p>3b—Teacher's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession.</p> <p>Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.</p> <p>A few students dominate the discussion.</p>	<p>3b—Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance.</p> <p>Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved.</p> <p>Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.</p>	<p>3b—Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding.</p> <p>Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate.</p> <p>Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p>	<p>3b—Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition.</p> <p>Students formulate many questions, initiate topics, and make unsolicited contributions.</p> <p>Students themselves ensure that all voices are heard in the discussion.</p>
<p>3c—The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses.</p> <p>The pace of the lesson is too slow or too rushed.</p> <p>Few students are intellectually engaged or interested.</p>	<p>3c—The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant.</p> <p>The pacing of the lesson may not provide students the time needed to be intellectually engaged.</p>	<p>3c—The learning tasks and activities are aligned with the instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important challenging content and are supported in that engagement by teacher scaffolding.</p> <p>The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>	<p>3c—Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes.</p> <p>In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content.</p> <p>The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding.</p> <p>Students may have some choice in how they complete tasks and may serve as resources for one another.</p>
<p>3d—There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality.</p> <p>Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.</p>	<p>3d—Assessment is used sporadically by teacher and/or students to support instruction through some monitoring or progress in learning.</p> <p>Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work.</p>	<p>3d—Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate specific feedback that advances learning.</p> <p>Students appear to be aware of the assessment criteria; some of them engage in self-assessment.</p> <p>Questions, prompts, assessments are used to diagnose evidence of learning.</p>	<p>3d—Assessment is fully integrated into instruction through extensive use of formative assessment.</p> <p>Students appear to be aware of, and there is some evidence that they have contributed to the assessment criteria.</p> <p>Students self-assess and monitor their progress.</p> <p>A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning.</p> <p>Questions, prompts, assessments are used to regularly diagnose evidence of learning by individual students.</p>

<p>3e—Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest.</p> <p>Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.</p>	<p>3e—Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success.</p> <p>Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.</p>	<p>3e—Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests.</p> <p>Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.</p>	<p>3e—Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or differentiates instruction to address individual student misunderstandings.</p> <p>Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.</p>
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C1--Centering instruction on high expectations for student achievement			
Unsatisfactory	Basic	Proficient	Distinguished
<p>4a—Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson.</p> <p>Teacher has no suggestions for how a lesson could be improved.</p>	<p>4a—Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.</p> <p>Teacher makes general suggestions about how a lesson could be improved.</p>	<p>4a—Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.</p> <p>Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.</p>	<p>4a—Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.</p> <p>Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.</p>
<p>4b—Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray.</p> <p>Teacher's records for noninstructional activities are in disarray, resulting in errors and confusion.</p>	<p>4b—Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective.</p> <p>Teacher's records for noninstructional activities are adequate but require frequent monitoring to avoid errors.</p>	<p>4b—Teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.</p>	<p>4b—Teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.</p> <p>Students contribute information and participate in maintaining the records.</p>
<p>4c—Teacher communication with families—about the instructional program, about individual students—is sporadic or culturally inappropriate.</p> <p>Teacher makes no attempt to engage families in the instructional program.</p>	<p>4c—Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program.</p> <p>Communications are one-way and not always appropriate to the cultural norms of those families.</p>	<p>4c—Teacher communicates frequently with families about the instructional program and conveys information about individual student progress.</p> <p>Teacher makes some attempts to engage families in the instructional program.</p> <p>Information to families is conveyed in a culturally appropriate manner.</p>	<p>4c—Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication.</p> <p>Response to family concerns is handled with professional and cultural sensitivity.</p> <p>Teacher's efforts to engage families in the instructional program are frequent and successful.</p>
<p>4d—Teacher's relationships with colleagues are negative or self-serving.</p> <p>Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved.</p> <p>Teacher avoids becoming involved in school events or school and district projects.</p>	<p>4d—Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.</p> <p>Teacher becomes involved in the school's culture of professional inquiry when invited to do so.</p> <p>Teacher participates in school events and school and district projects when specifically asked to do so.</p>	<p>4d—Teacher's relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry.</p> <p>Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.</p>	<p>4d—Teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty.</p> <p>Teacher takes a leadership role in promoting a culture of professional inquiry.</p> <p>Teacher volunteers to participate in school events and district projects making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.</p>
<p>4e—Teacher engages in no professional development activities to enhance knowledge or skill.</p> <p>Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.</p> <p>Teacher makes no effort to share knowledge with others or to assume professional responsibilities.</p>	<p>4e—Teacher participates in professional activities to a limited extent when they are convenient.</p> <p>Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues.</p> <p>Teacher finds limited ways to contribute to the profession.</p>	<p>4e—Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.</p> <p>Teacher welcomes feedback from colleagues—either when made by supervisors or when opportunities arise through professional collaboration.</p> <p>Teacher participates actively in assisting other educators.</p>	<p>4e—Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues.</p> <p>Teacher initiates important activities to contribute to the profession.</p>
<p>4f—Teacher displays dishonesty in interactions with colleagues, students, and the public.</p> <p>Teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school.</p> <p>Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district</p>	<p>4f—Teacher is honest in interactions with colleagues, students, and the public.</p> <p>Teacher attempts, though inconsistently, to serve students. Teacher does not knowingly contribute to some students' being ill served by the school.</p> <p>Teacher's decisions and recommendations are based on limited but genuinely professional</p>	<p>4f—Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.</p> <p>Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed.</p> <p>Teacher maintains an open mind in team or departmental decision making.</p> <p>Teacher complies fully with school</p>	<p>4f—Teacher takes a leadership role with colleagues and can be counted on to hold to the highest standards of honesty, integrity, and confidentiality.</p> <p>Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved are</p>

regulations.	considerations. Teacher complies minimally with school and district regulations, doing just enough to get by.	and district regulations.	honored in the school. Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues.
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Student Growth Rubric View

C3—Recognizing individual student learning needs and developing strategies to address those needs.

Unsatisfactory	Basic	Proficient	Distinguished
SG 3.1—Does not establish student growth goal(s) or establishes inappropriate goal(s) for subgroups of students not reaching full learning potential. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust and evaluate achievement of goal(s).	SG 3.1—Establishes appropriate student growth goal(s) for subgroups of students not reaching full learning potential. Goal(s) do not identify multiple, high quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	SG 3.1—Establishes appropriate student growth goal(s) for subgroups of students not reaching full learning potential. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	SG 3.1—Establishes appropriate student growth goal(s) for subgroups of students not reaching full potential in collaboration with students, parents, and other school staff. Goal(s) identify multiple, high-quality sources of data to monitor, adjust and evaluate achievement of goal(s).
SG 3.2—Growth or achievement data from at least two points in time shows no evidence of growth for most students.	SG 3.2—Multiple sources of growth or achievement data from at least two points in time show some evidence of growth for some students.	SG 3.2—Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students.	SG 3.2—Multiple sources of growth or achievement data from at least two points in time show evidence of high growth for all or nearly all students.

C6—Using multiple student data elements to modify instruction and improve student learning.

Unsatisfactory	Basic	Proficient	Distinguished
SG 3.1—Does not establish student growth goal(s) or establishes inappropriate goal(s) for subgroups of students not reaching full learning potential. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust and evaluate achievement of goal(s).	SG 3.1—Establishes appropriate student growth goal(s) for subgroups of students not reaching full learning potential. Goal(s) do not identify multiple, high quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	SG 3.1—Establishes appropriate student growth goal(s) for subgroups of students not reaching full learning potential. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	SG 3.1—Establishes appropriate student growth goal(s) for subgroups of students not reaching full potential in collaboration with students, parents, and other school staff. Goal(s) identify multiple, high-quality sources of data to monitor, adjust and evaluate achievement of goal(s).
SG 3.2—Growth or achievement data from at least two points in time shows no evidence of growth for most students.	SG 3.2—Multiple sources of growth or achievement data from at least two points in time show some evidence of growth for some students.	SG 3.2—Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students.	SG 3.2—Multiple sources of growth or achievement data from at least two points in time show evidence of high growth for all or nearly all students.

C8—Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

Unsatisfactory	Basic	Proficient	Distinguished
SG 8.1—Does not collaborate or reluctantly collaborates with other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.	SG 8.1—Does not consistently collaborate with other grade, school, or district team members to establish goal(s) to develop and implement common high-quality measures, and to monitor growth and achievement during the year.	SG 8.1—Consistently and actively collaborates with other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.	SG 8.1—Leads other grade, school, or district goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.