

Inspiring Excellence



LAKE STEVENS
School District

Teacher Evaluation
2015-2016

Instructional Framework

All school districts in the state of Washington have based their evaluation systems on research-based instructional frameworks. In Lake Stevens we use Charlotte Danielson's Framework for Teaching which encompasses the foundational ideas on which the observation process is based. It also guides how the LSSD defines effective teaching. Many schools and districts across the nation and around the world use this framework to help define effective teaching. The framework offers a description of practices that, based on research and empirical evidence, have been shown to promote student learning. The Charlotte Danielson Framework for Teaching consists of four Domains, each with five to six components of teaching. This framework serves as the guide for classroom instruction, professional development, peer observation, and professional dialogue in our district. The Domains and their components are described below:

Framework for Teaching Domains and Components

Domain 1: 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

Domain 2: 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 the physical space

Domain 3: Instruction

- 3a** Communicating with students
- 3b** Using questioning and discussion techniques
- 3c** Engaging students in the learning
- 3d** Using assessment in instruction
- 3e** Demonstrating flexibility and responsiveness

Domain 4: 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** Demonstrating professionalism

State Evaluation Criteria

With the passage of state legislation (ESSB 6695 and ESSB 5895) the state of Washington has adopted a new evaluation system. This new system is based upon 8 criteria tailored for each instructional framework made available to districts in the state. The Lake Stevens School District has selected Charlotte Danielson's Framework for Teaching. Below is a summary of the state evaluation criteria and the components from Danielson's framework that align to the criteria. To see all 8 criteria with their performance rubrics and Critical Attributes see [Appendix A.](#)

State Evaluation Criteria with Danielson Components

Criterion 1: Centering instruction on high expectations for student achievement

- Establishing a Culture for Learning **2b**
- Communicating with Students **3a**
- Engaging Students in Learning **3c**

Criterion 2: Demonstrating Effective Teaching practices

- Using Questioning and Discussion Techniques **3b**
- Reflecting on Teaching **4a**

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

- Demonstrating Knowledge of Students **1b**
- Demonstrating Flexibility and Responsiveness **3e**

Student Growth Components

- Establish Student Growth Goals **3.1**
- Achievement of Student Growth Goals **3.2**

Criterion 4: Providing clear and intentional focus on subject matter content and curriculum

- Demonstrating Knowledge of Content and Pedagogy **1a**
- Setting Instructional Outcomes **1f**
- Demonstrating Knowledge of Resources **1d**
- Designing Coherent Instructions **1e**

Criterion 5: Fostering a safe and positive learning environment

- Creating an Environment of Respect and Rapport **2a**
- Managing Classroom Procedures **2c**
- Managing Student Behavior **2d**
- Organizing Physical Space **2e**

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

- Designing Student Assessments **1f**
- Using Assessment in Instruction **3d**
- Maintaining Accurate Records **4b**

Student Growth Components

- Establishing Student Growth Goals **6.1**
- Achievement of Student Growth Goals **6.2**

Criterion 7: Communicating and collaborating with parents and school community

- Communicating with Families **4c**

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

- Participating in a Professional Community **4d**
- Growing and Developing Professionally **4e**
- Showing Professionalism **4f**

Student Growth Component

- Establish Student Growth Goals, Implement, and Monitor Growth **8.1**

Four-Tiered Performance Ratings

Teachers will be evaluated on a four-tiered rubric for each of the criteria and components within the “state 8”. Teachers will receive a score for each of the 8 criteria and a preliminary summative rating. A teacher’s final rating will include the student growth rubrics (3.1, 3.2, 6.1, 6.2, and 8.1). The method for scoring these rubrics together is explained in [Appendix B](#). Below are the state adopted descriptions of professional practice of each level on the four-tiered rubric.

4 Distinguished	Professional practice at Level 4 is that of a master professional whose practices operate at a qualitatively different level from those of other professional peers. To achieve this rating, a teacher or principal would need to have received a majority of distinguished ratings on the criterion scores. A teacher at this level must show evidence of average to high impact on student growth. Ongoing, reflective teaching and leading is demonstrated through the highest level of expertise and commitment to all students learning, challenging professional growth, and collaborative practice.
3 Proficient	Professional practice at Level 3 shows evidence of thorough knowledge of all aspects of the profession. This is successful, accomplished, professional, and effective practice. Teaching at this level utilizes a broad repertoire of strategies and activities to support student learning. At this level, teaching is strengthened and expanded through purposeful, collaborative sharing and learning with colleagues, as well as ongoing self reflection and professional improvement.
2 Basic	Professional practice at Level 2 shows a developing understanding of the knowledge and skills of the criteria required to practice, but performance is inconsistent over a period of time due to lack of experience, expertise, and/or commitment. This level may be considered minimally competent for teachers or principals early in their careers but insufficient for more experienced teachers. This level requires specific support.
1 Unsatisfactory	Professional practice at Level 1 shows evidence of not understanding the concepts underlying individual components of the criteria. This level of practice is ineffective and inefficient and may represent practice that is harmful to the student learning progress, professional learning environment, or individual teaching practice. This level requires immediate intervention.

Student Growth Rubrics

In addition to components from Danielson's Framework for Teaching being contained in the state evaluation criteria there are also three criteria which contain student growth components. These components and the rubrics that accompany them have grown out of state legislation passed in 2012 which placed more emphasis on student data being used to design, drive, and implement instruction. Teachers will definitely want to reflect on the many ways that they already use data for this purpose in their classrooms and as part of a collaborative team. The five student growth rubrics and what they describe in terms of goal setting and outputs of student learning are:

- 3.1 Establish Student Growth Goals
Re: individual or subgroups of students (achievement/opportunity gap)
- 3.2 Achievement of Student Growth Goals
Re: individual or subgroups of students (achievement/opportunity gap)
- 6.1 Establish Student Growth Goals Using Multiple Student Data Elements
Re: whole class based on grade level standards and aligned to school and district goals
- 6.2 Achievement of Student Growth Goals
Re: whole class based on grade level standards and aligned to the school and district goals
- 8.1 Establish Team Student Growth Goals
Re: teacher as part of a grade level, content area, or other school/district team

Goal Setting: A student learning goal is a standards-based, rigorous, and relevant learning target that teachers set for large groups (Criterion 6 and 8) or subgroups of students (Criterion 3). Goal setting should follow the guideline in Appendix E. Student growth goals should be based on prior learning data aligned to state and content standards and aligned to school and district priorities/School Improvement Plans. The method for evaluating a teacher's goal setting and student performance as a result of the goals is described in Appendix C.

Types of Evaluations

All classroom teachers will be evaluated on the new evaluation system. Classroom teachers are defined as staff that provides academically focused instruction to students. This includes all content area, special education, Title I, music, physical education, and art instructors. This definition can extend to librarians and instructional coaches who provide academically focused instruction to students.

Non-classroom certificated staff members who traditionally are referred to as Educational Support Associates (ESA) and do not generally provide academically focused instruction will continue to be on the old evaluation system. This would include school counselors, speech and language pathologists, occupational therapists, physical therapists, and school nurses.

There are two types of evaluations in the new evaluation system: **Focused** and **Comprehensive**. Both require the same minimum amount of evaluator observation. However, a teacher on a Comprehensive Evaluation will be evaluated on all 8 state criteria; whereas, a teacher on a Focused Evaluation will be evaluated on one or two criteria only. Both evaluation sections are detailed in the following section of this handbook.

Lake Stevens School District Comprehensive Evaluation Model



Lake Stevens School District Comprehensive Evaluation

Parameters

1. All teachers must be on a Comprehensive Evaluation Cycle every fourth year.
2. Provisional teachers must be on a Comprehensive Evaluation Cycle.
3. Continuing teachers who received a final summative rating score of 1 (Unsatisfactory) or 2 (Basic) must be on a Comprehensive Evaluation Cycle.
4. Teachers on a Comprehensive Evaluation are evaluated and scored on all 8 state evaluation criteria including the five student growth rubrics. See Raw Score Summary Model (Appendix B and C).
5. The minimum observation requirement in a Comprehensive Evaluation is at least two observations for at least 60 minutes total. For third year provisional teachers the minimum observation time is 90 minutes.

Gathering of Evidence

Evaluators and teachers work from the proficient and strive for the distinguished. One of the operational principles of this evaluation system is that we will assume that all of our teachers are at least proficient. To gather evidence we can utilize a Shared Google Document entitled Danielson Instructional Framework Observation-Evidence-Artifacts-Documentation Form (Appendix I). Both teacher and evaluator will contribute evidence and artifacts as well as observation notes to this living document. If during the mid-year conference both the evaluator and the teacher agree that the teacher is proficient in any one component, then they both can agree to not gather any more evidence in that component.

Comprehensive Observation Cycle

1. Goal Setting and Reflection Conference

- Self Reflection: Using the state's 8 evaluation criteria as a guide, all teachers will go through the process of reflecting on their year in teaching by using the Self Reflection Form (Appendix D). This process will take place in the late spring at a faculty meeting or an early release day. The purpose of self reflection is to anchor where teachers believe they are in their professional practice, provide closure to the year, and to provide points to reflect upon over the summer. Teachers will keep the completed Self Reflection Form to serve as a guide during the Goal Setting Conference in the fall. However, sharing their form with their evaluator is optional.

- **Goal Setting:** All teachers will engage in goal setting based upon discussions with their principal, on their experiences the previous year, on the School Improvement Goals, on department or grade level team goals, and possibly based upon the work of their collaborative team. Teachers will set a maximum of three goals including at least one professional growth goal. The other goals should satisfy the student growth goal requirements of the evaluation system. See [Appendix E](#) for a guide to goal setting

2. **Teacher Observations**

In a Comprehensive Observation Cycle the evaluator is required to observe teachers at least twice for a total of 60 minutes. A required part of this observation cycle is a formal observation mutually set up between the evaluator and the teacher. There are three parts to a formal observation:

- **Observation pre-conference:** In this conference the teacher and the principal will discuss the lesson to be taught, how the lesson fits within the sequence of learning for the class, what standards and learning targets are to be addressed, how student learning will be assessed, and which specific domains of the Framework for Teaching will be utilized. Student growth goals may also be discussed at this time. Teachers and evaluators can utilize the Pre-Observation Conference Form for this conference ([Appendix G](#)). The pre-observation conference should occur within five school days of the observation.
- **Observation:** The evaluator will arrive at the teacher's classroom at a predetermined time discussed in the observation pre-conference. The evaluator will pay particular attention to the learning targets, Danielson Framework components, and assessments that were discussed in the pre-observation conference.
- **Post-Observation Conference:** Shortly after the observation the evaluator and the teacher will get back together and meet face to face; and using the observation tool as a guide, the observer will provide feedback to the teacher. Feedback will include strengths of the lesson, suggestions for pieces of the lesson which could be improved, and possible next steps to realize improvement. A formal observation report will be shared with the teacher within five working days after the observation. The teacher will be required to sign off on the report and will be provided a copy of the report for his/her records. See Observation Report ([Appendix H](#)). The evaluator shall provide the teacher with a copy of the final written observation report within five school days after the report is prepared.

3. **Mid-Year Conference:** The evaluator and the teacher will meet face to face and discuss:

- Teacher's progress toward goals set in the fall.

- Teacher's use of Student Growth Data for subgroups of students and for whole classes of students.
- Review progress to collaboratively establish student growth goals, implement, and monitor growth.
- Evaluator feedback regarding areas of strength and areas of growth for the teacher relevant to the 8 criteria and whether or not more evidence or artifacts are needed.
- To develop plans for observations the remainder of the year.

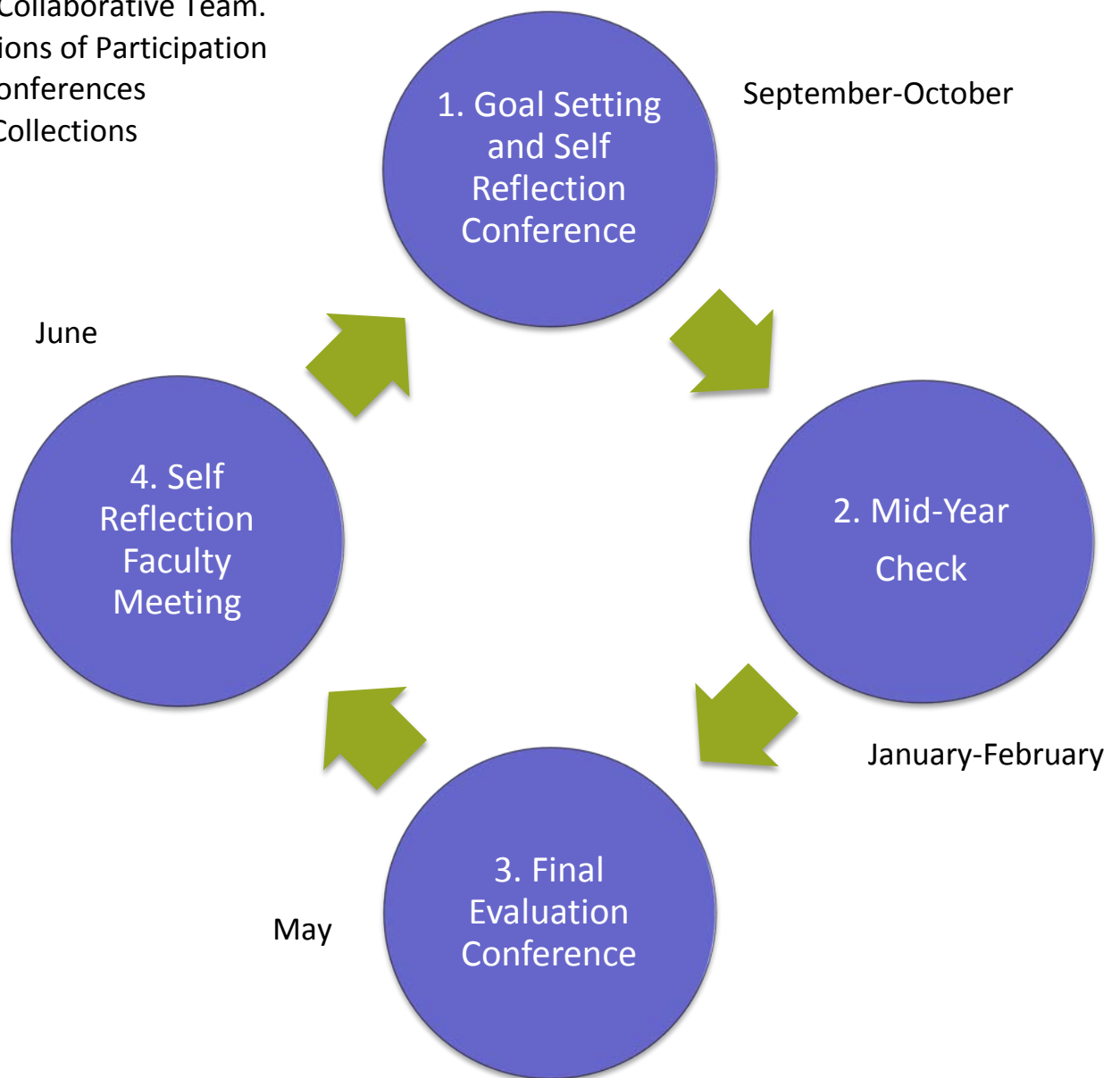
4. Final Evaluation Conference

- Throughout the year the teacher and evaluator will contribute evidence and artifacts to a Shared Google Document entitled Danielson Instructional Framework Observation-Evidence-Artifacts-Documentation Form (Appendix I). Based upon the documented evidence, artifacts, and observations, the evaluator will provide a copy of the preliminary ratings on the Final Evaluation Form (Appendix J) at least three school days prior to the final evaluation conference. This conference will be held by the final day of the school year.
- At the conference, each criterion will be discussed based upon the evidence, artifacts, and observations gathered on the Shared Google Document throughout the year. The criterion analysis will be based on a holistic assessment of the teacher's performance. If there is a dispute between the evaluator and the teacher regarding the rating, the parties shall have three working days to submit additional evidence. A second conference will be held to consider the additional evidence. The final criterion rating decision is the responsibility of the evaluator.
- The teacher shall have the opportunity to submit and attach any additional comments to the final record of the evaluation.
- By the end of the school year the teacher and evaluator will sign two copies of the Final Summative Evaluation Report.

Lake Stevens School District Teacher Focused Evaluation Model

Observations throughout the cycle including:

- Formal Observation Cycle
- Walk-Through Observations
- Observations of Teacher as Part of a Collaborative Team.
- Observations of Participation in Data Conferences
- Teacher Collections



Lake Stevens School District Focused Evaluation

Parameters

1. Teachers are eligible to be on a focused evaluation if they:
 - Are not in Provisional Status (first three years of teaching or first year in the district if they have taught five years previously in another district).
 - Have received a Summative Evaluation Rating of Proficient (3) or Distinguished (4) the previous year.
 - Have received a comprehensive evaluation within the last four years.
 - Do not have a Comprehensive Evaluation scheduled.
2. Teachers will be evaluated on one of the 8 state criteria and on one of the student growth criteria:
 - If the choice is Criterion 3, 6 or 8, their accompanying student growth rubric will be used.
 - If the choice is one of Criterion 1, 2, 4, 5, 7, the accompanying student growth rubrics from either Criterion 3 or 6 will be used.

Choose Criterion 1, 2, 4, 5, or 7	Choose Criterion 3, 6, or 8
• Choose also either one of the following: • 3.1 and 3.2 • 6.1 and 6.2	• Accompanying student growth rubrics will be used • No other criterion needs to be chosen

3. The selection of the criterion should be collaborative with the teacher's evaluator and at the very minimum approved by the evaluator. The selected criterion may have been identified in a previous Comprehensive Summative Evaluation as benefitting from additional attention.
4. There is still the same minimum observation requirement as in a Comprehensive Evaluation (at least two observations for at least 60 minutes total).
5. Teachers can be observed and evaluated as part of a collaborative team: Criterion 8.

Gathering of Evidence

Evaluators and teachers work from the proficient and strive for the distinguished. One of the operational principals of this evaluation system is that we will assume that all of our teachers are at least proficient. To gather evidence we will utilize a Shared Google Document entitled Danielson Instructional Framework Observation-Evidence-Artifacts-Documentation Form (Appendix I). Both teacher and evaluator will contribute evidence and artifacts as well as observation notes to this living document. If during the mid-year conference both the evaluator and the teacher agree that the teacher is proficient in any one component, then they both can agree to not gather any more evidence in that component.

Focused Observation Cycle

1. Goal Setting and Reflection Conference

- Self-Reflection: Using the Framework for Teaching as a guide, teachers will have reflected on the previous year's teaching using the Self Reflection Form (Appendix D). The process of self reflection will have taken place at a faculty meeting before the summer. Teachers will keep the completed Self Reflection Form to serve as a guide during the Goal Setting Conference in the fall. Sharing their form with their evaluator is optional.
- Goal Setting: All teachers will engage in goal setting based upon discussions with their evaluator and their experiences the previous year, on the School Improvement Goals, department or grade level team goals, and possibly based upon the work of their collaborative team. Teachers will set a maximum of three goals. One goal that teachers will set will be related to their student growth goals. See Setting Goals (Appendix E
- Criterion Selection: Based upon the teacher's goals and conversations between the evaluator and the teacher, the teacher and the evaluator will mutually select which state criteria the teacher will be evaluated on at the end of the year. Teachers need to select at least one student growth rubric. If the teacher and their evaluator cannot agree on which criteria, then the evaluator's selection will be the criteria used for evaluation. The selected criterion may have been identified in a previous Comprehensive Summative Evaluation as benefitting from additional attention.

2. Teacher Observations

In a Focused Observation Cycle the evaluator is required to observe the same amount of time as in a Comprehensive Observation Cycle. Evaluators and teachers can work together to decide on how to best arrange the 60 minutes of observation time. Teachers and evaluators may engage in the traditional pre-observation conference, observation, post-

observation conference utilizing the Observation Conference Form (Appendix G and H) as in a Comprehensive Evaluation Cycle. Teachers and evaluators may also utilize:

- Drop-in/informal observations are of shorter duration but with a follow up conversation about strengths and weaknesses of a lesson compared to the selected state criteria.
- Walk-through observations of 10 to 15 minutes with a follow up note or conversation.
- Observations of teachers as part of a collaborative team. This would require observing how the collaborative efforts are implemented in the classroom.
- Data conferences.
- Other.

3. Mid-year check in: The evaluator will check in with the teacher no later than the end of February to review:

- Progress toward goals set in the fall.
- Student growth goals and evidence of student progress toward meeting those goals.
- Progress within the chosen evaluation criteria.
- To develop plans for observation for the remainder of the year.
- If a teacher is going to be evaluated less than proficient by mid-year, the evaluator will need to switch him/her over to a Comprehensive Evaluation by the end of February. At that time, the teacher will need to be evaluated on all 8 criteria and all five student growth rubrics.

4. Final Evaluation Conference

- Throughout the year the teacher and evaluator will contribute evidence and artifacts within the selected criteria only to a Shared Google Document entitled Danielson Instructional Framework Observation-Evidence-Artifacts-Documentation Form (Appendix I). Based upon the documented evidence, artifacts, and observations, the evaluator will provide a copy of the preliminary ratings on the Final Evaluation Form (Appendix K) at least three school days prior to the final evaluation conference. This conference will be held by the final day of the school year.
- Teachers on a focused evaluation cannot be deemed less than proficient on their final evaluation.
- The teacher shall have the opportunity to submit and attach any additional comments to the final record of the evaluation.
- By June 1st the teacher and evaluator will sign two copies of the Final Summative Evaluation Report.

Appendix A
Danielson Framework for Teaching Rubrics by Washington State Criteria
For Use in the 2015-16 School Year

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

2b Establishing a Culture for Learning

Unsatisfactory	Basic	Proficient	Distinguished
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. Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by teacher or students. 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. 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.	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. The teacher conveys that with hard work students can be successful. Students understand their role as learners and consistently expend an effort to learn. Classroom interactions support learning and hard work.	The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work. Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.
Critical Attributes			
The teacher conveys that the reasons for the work are external or trivializes the learning goals and assignments. The teacher conveys to at least some students that the work is too challenging for them. Students exhibit little or no pride in their work. Class time is devoted more to socializing than to learning.	Teacher's energy for the work is neutral, indicating neither a high level of commitment nor "blowing it off." The teacher conveys high expectations for only some students. Students comply with the teacher's expectations for learning, but they don't indicate commitment on their own initiative for the work. Many students indicate that they are looking for an "easy path."	The teacher communicates the importance of learning and the assurance that with hard work all students can be successful in it. The teacher demonstrates a high regard for student abilities. Teacher conveys an expectation of high levels of student effort. Students expend good effort to complete work of high quality.	In addition to the characteristics of "proficient": The teacher communicates a genuine passion for the subject. Students indicate that they are not satisfied unless they have complete understanding. Student questions and comments indicate a desire to understand the content rather than, for example, simply learn a procedure for getting the correct answer. Students recognize the efforts of their classmates. Students take initiative in improving the quality of their work.

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

3a Communicating with Students

Unsatisfactory	Basic	Proficient	Distinguished
The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. The teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	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. The teacher's explanation of the content may contain minor errors, some portions are clear, other portions are difficult to follow. The teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher's spoken language is correct; however, his or her vocabulary is limited or not fully appropriate to the students' ages or backgrounds.	The teacher clearly communicates instructional purpose of the lesson, including where it is situated within broader learning and explains procedures and directions clearly. Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests.	The teacher links the instructional purpose of the lesson to student interests. The directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content and help explain concepts to their classmates. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.
Critical Attributes			
At no time during the lesson does the teacher convey to the students what they will be learning. Students indicate through their questions that they are confused about the learning task. The teacher makes a serious content error that will affect students' understanding of the lesson. Students indicate through body language or questions that they don't understand the content being presented. Teacher's communications include errors of vocabulary or usage. The teacher's vocabulary is inappropriate to the age or culture of the students.	The teacher refers in passing to what the students will be learning or has written it on the board with no elaboration or explanation. The teacher must clarify the learning task so that students can complete it. The teacher makes no serious content errors but may make a minor error. The teacher's explanation of the content consists of a monologue or is purely procedural, with minimal participation by students. Vocabulary and usage are correct but unimaginative. Vocabulary is too advanced or too juvenile for the students.	The teacher states clearly, at some point during the lesson, what the students will be learning. If the tactic is appropriate, the teacher models the process to be followed in the task. Students engage with the learning task, indicating that they understand what they are to do. The teacher makes no content errors. The teacher's explanation of content is clear and invites student participation and thinking. The teacher's vocabulary and usage are correct and completely suited to the lesson. The teacher's vocabulary is appropriate to the students' ages and levels of development.	In addition to the characteristics of "proficient": The teacher points out possible areas for misunderstanding. Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life. All students seem to understand the presentation. The teacher invites students to explain the content to the class or to classmates. Teacher uses rich language, offering brief vocabulary lessons where appropriate.

Appendix A
Danielson Framework for Teaching Rubrics by Washington State Criteria
For Use in the 2015-16 School Year

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

3c: Engaging Students in Learning

Unsatisfactory	Basic	Proficient	Distinguished
The learning tasks and activities, materials, resources, instructional groups, and technology are poorly aligned with the instructional outcomes or require only rote responses. The pace of the lesson is too slow or too rushed. Few students are intellectually engaged or interested.	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. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	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 and challenging content and are supported in that engagement by teacher scaffolding. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	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. In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.
Critical Attributes			
Few students are intellectually engaged in the lesson. Learning tasks require only recall or have a single correct response or method. The materials used ask students to perform only rote tasks. Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose. Instructional materials used are unsuitable to the lesson and/or the students. The lesson drags or is rushed.	Some students are intellectually engaged in the lesson. Learning tasks are a mix of those requiring thinking and recall. Students are in large part passively engaged with the content, learning primarily facts or procedures. Students have no choice in how they complete tasks. The teacher uses different instructional groupings. These are partially successful in achieving the lesson objectives. The materials and resources are partially aligned to the lesson objectives and only in some cases demand student thinking. The pacing of the lesson is uneven—suitable in parts, but rushed or dragging in others.	Most students are intellectually engaged in the lesson. Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking. Students have some choice in how they complete learning tasks. There is a mix of different types of groupings, suitable to the lesson objectives. Materials and resources support the learning goals and require intellectual engagement, as appropriate. The pacing of the lesson provides students the time needed to be intellectually engaged.	In addition to the characteristics of “proficient”: Virtually all students are highly engaged in the lesson. Students take initiative to modify a learning task to make it more meaningful or relevant to their needs. Students suggest modifications to the grouping patterns used. Students have extensive choice in how they complete tasks. Students suggest modifications or additions to the materials being used. Students have an opportunity for both reflection and closure after the lesson to consolidate their understanding.

Appendix A
Danielson Framework for Teaching Rubrics by Washington State Criteria
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Criterion 2: Demonstrating effective teaching practices.			
3b Using Questioning and Discussion Techniques			
Unsatisfactory	Basic	Proficient	Distinguished
Teacher's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.	Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.	Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
Critical Attributes			
Questions are rapid-fire and convergent, with a single correct answer. Questions do not invite student thinking. All discussion is between teacher and students. Students are not invited to speak directly to one another. A few students dominate the discussion.	Teacher frames some questions designed to promote student thinking, but only a small number of students are involved. The teacher invites students to respond directly to one another's ideas, but few students respond. Teacher calls on many students, but only a few actually participate in the discussion.	Teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. The teacher makes effective use of wait time. The teacher effectively builds on student responses to questions. Discussions enable students to talk to one another without ongoing mediation by the teacher. The teacher calls on most students, even those who don't initially volunteer. Many students actively engage in the discussion.	In addition to the characteristics of "proficient": Students initiate higher-order questions. Students extend the discussion, enriching it. Students invite comments from their classmates during a discussion.

Appendix A
Danielson Framework for Teaching Rubrics by Washington State Criteria
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Criterion 2: Demonstrating effective teaching practices.			
<i>4a Reflecting on Teaching</i>			
Unsatisfactory	Basic	Proficient	Distinguished
Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.	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. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	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. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.
Critical Attributes			
The teacher considers the lesson but draws incorrect conclusions about its effectiveness. The teacher makes no suggestions for improvement.	The teacher has a general sense of whether or not instructional practices were effective. The teacher offers general modifications for future instruction.	The teacher accurately assesses the effectiveness of instructional activities used. The teacher identifies specific ways in which a lesson might be improved.	In addition to the characteristics of "proficient": Teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness. Teacher's suggestions for improvement draw on an extensive repertoire.

Appendix A
Danielson Framework for Teaching Rubrics by Washington State Criteria
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Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.			
<i>1b Demonstrating Knowledge of Students</i>			
Unsatisfactory	Basic	Proficient	Distinguished
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.	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.	Teacher understands the active nature of student learning and attains information about levels of development for groups of students. 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.	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.
Critical Attributes			
Teacher does not understand child development characteristics and has unrealistic expectations for students. Teacher does not try to ascertain varied ability levels among students in the class. Teacher is not aware of student interests or cultural heritages. Teacher takes no responsibility to learn about students' medical or learning disabilities.	Teacher cites developmental theory but does not seek to integrate it into lesson planning. Teacher is aware of the different ability levels in the class but tends to teach to the "whole group." The teacher recognizes that children have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences. The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.	The teacher knows, for groups of students, their levels of cognitive development. The teacher is aware of the different cultural groups in the class. The teacher has a good idea of the range of interests of students in the class. The teacher has identified "high," "medium," and "low" groups of students within the class. The teacher is well-informed about students' cultural and heritage and incorporates this knowledge in lesson planning. The teacher is aware of the special needs represented by students in the class.	In addition to the characteristics of "proficient": The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly. The teacher seeks out information about their cultural heritage from all students. The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.

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Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.			
<i>3e Demonstrating Flexibility and Responsiveness</i>			
Unsatisfactory	Basic	Proficient	Distinguished
Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest. Teacher ignores student questions. When students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and 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.
Critical Attributes			
Teacher ignores indications of student boredom or lack of understanding. Teacher brushes aside student questions. Teacher makes no attempt to incorporate student interests into the lesson. The teacher conveys to students that when they have difficulty learning it is their fault. In reflecting on practice, the teacher does not indicate that it is important to reach all students.	Teacher's efforts to modify the lesson are only partially successful. Teacher makes perfunctory attempts to incorporate student questions and interests into the lesson. The teacher conveys a sense to students of their own responsibility for their learning but is uncertain about how to assist them. In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies to do so.	When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students. Teacher incorporates students' interests and questions into the heart of the lesson. The teacher conveys to students that s/he has other approaches to try when the students experience difficulty. In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.	In addition to the characteristics of "proficient": The teacher's adjustments to the lesson are designed to assist individual students. Teacher seizes on a teachable moment to enhance a lesson. The teacher conveys to students that s/he won't consider a lesson "finished" until every student understands and that s/he has a broad range of approaches to use. In reflecting on practice, the teacher can cite others in the school and beyond whom s/he has contacted for assistance in reaching some students.

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- **Student Growth Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.**

Student Growth 3.1 *Establish Student Growth Goal(s)*

Unsatisfactory	Basic	Proficient	Distinguished
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).	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).	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).	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).

Student Growth 3.2 *Achievement of Student Growth Goal(s)*

Unsatisfactory	Basic	Proficient	Distinguished
Growth or achievement data from at least two points in time shows no evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show some evidence of growth for some students.	Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students.	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.

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Criterion 4: Providing clear and intentional focus on subject matter content and curriculum.			
1a Demonstrating Knowledge of Content and Pedagogy			
Unsatisfactory	Basic	Proficient	Distinguished
In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher's plans and practice display little understanding of prerequisite relationships important to student's learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content.	Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines. 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. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
Critical Attributes			
Teacher makes content errors. Teacher does not consider prerequisite relationships when planning. Teacher's plans use inappropriate strategies for the discipline.	Teacher is familiar with the discipline but does not see conceptual relationships. Teacher's knowledge of prerequisite relationships is inaccurate or incomplete. Lesson and unit plans use limited instructional strategies, and some may not be suitable to the content.	The teacher can identify important concepts of the discipline and their relationships to one another. The teacher consistently provides clear explanations of the content. The teacher answers student questions accurately and provides feedback that furthers their learning. The teacher seeks out content-related professional development.	In addition to the characteristics of "proficient": Teacher cites intra- and interdisciplinary content relationships. Teacher is proactive in uncovering student misconceptions and addressing them before proceeding.

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Criterion 4: Providing clear and intentional focus on subject matter content and curriculum.			
1c Setting Instructional Outcomes			
Unsatisfactory	Basic	Proficient	Distinguished
Outcomes represent low expectations for students and lack of rigor; and not all of them reflect important learning in the discipline. Outcomes are stated as activities rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning.	Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.	All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.
Critical Attributes			
Outcomes lack rigor. Outcomes do not represent important learning in the discipline. Outcomes are not clear or are stated as activities. Outcomes are not suitable for many students in the class.	Outcomes represent a mixture of low expectations and rigor. Some outcomes reflect important learning in the discipline. Outcomes are suitable for most of the class.	Outcomes represent high expectations and rigor. Outcomes are related to the “big ideas” of the discipline. Outcomes are written in terms of what students will learn rather than do. Outcomes represent a range: factual, conceptual understanding, reasoning, social, management, communication. Outcomes are suitable to groups of students in the class and are differentiated where necessary.	In addition to the characteristics of “proficient”: Teacher plans make reference to curricular frameworks or blueprints to ensure accurate sequencing. Teacher connects outcomes to previous and future learning. Outcomes are differentiated to encourage individual students to take educational risks.

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Criterion 4: Providing clear and intentional focus on subject matter content and curriculum.			
<i>1d Demonstrating Knowledge of Resources</i>			
Unsatisfactory	Basic	Proficient	Distinguished
Teacher is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students.	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.	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.	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.
Critical Attributes			
The teacher uses only district-provided materials, even when more variety would assist some students. The teacher does not seek out resources available to expand his or her own skill. Although aware of some student needs, the teacher does not inquire about possible resources.	The teacher uses materials in the school library but does not search beyond the school for resources. The teacher participates in content-area workshops offered by the school but does not pursue other professional development. The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues.	Texts are at varied levels. Texts are supplemented by guest speakers and field experiences. Teacher facilitates Internet resources. Resources are multidisciplinary. Teacher expands knowledge with professional learning groups and organizations. Teacher pursues options offered by universities. Teacher provides lists of resources outside the class for students to draw on.	In addition to the characteristics of “proficient”: Texts are matched to student skill level. The teacher has ongoing relationships with colleges and universities that support student learning. The teacher maintains log of resources for student reference. The teacher pursues apprenticeships to increase discipline knowledge. The teacher facilitates student contact with resources outside the classroom.

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Criterion 4: Providing clear and intentional focus on subject matter content and curriculum.			
<i>1e Designing Coherent Instruction</i>			
Unsatisfactory	Basic	Proficient	Distinguished
The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. 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 offer no variety.	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. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.	Teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.	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. Learning activities are differentiated appropriately for individual learners. Instructional groups are varied appropriately with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.
Critical Attributes			
Learning activities are boring and/or not well aligned to the instructional goals. Materials are not engaging or do not meet instructional outcomes. Instructional groups do not support learning. Lesson plans are not structured or sequenced and are unrealistic in their expectations.	Learning activities are moderately challenging. Learning resources are suitable, but there is limited variety. Instructional groups are random or only partially support objectives. Lesson structure is uneven or may be unrealistic in terms of time expectations.	Learning activities are matched to instructional outcomes. Activities provide opportunity for higher-level thinking. Teacher provides a variety of appropriately challenging materials and resources. Instructional student groups are organized thoughtfully to maximize learning and build on student strengths. The plan for the lesson or unit is well structured, with reasonable time allocations.	In addition to the characteristics of "proficient": Activities permit student choice. Learning experiences connect to other disciplines. Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class. Lesson plans differentiate for individual student needs.

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Criterion 5: Fostering and managing a safe, positive learning environment.			
2a Creating an Environment of Respect and Rapport			
Unsatisfactory	Basic	Proficient	Distinguished
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. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior.	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' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	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. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.	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 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.
Critical Attributes			
Teacher uses disrespectful talk towards students; student's body language indicates feelings of hurt or insecurity. Students use disrespectful talk towards one another with no response from the teacher. Teacher displays no familiarity with or caring about individual students' interests or personalities.	The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect. Teacher attempts to respond to disrespectful behavior among students, with uneven results. Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual.	Talk between teacher and students and among students is uniformly respectful. Teacher responds to disrespectful behavior among students. Teacher makes superficial connections with individual students.	In addition to the characteristics of "proficient": Teacher demonstrates knowledge and caring about individual students' lives beyond school. When necessary, students correct one another in their conduct toward classmates. There is no disrespectful behavior among students. The teacher's response to a student's incorrect response respects the student's dignity.

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Criterion 5: Fostering and managing a safe, positive learning environment.			
2c Managing Classroom Procedures			
Unsatisfactory	Basic	Proficient	Distinguished
Much instructional time is lost through inefficient classroom routines and procedures. There is little or no evidence that the teacher is managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost through only partially effective classroom routines and procedures. 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. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time because of effective classroom routines and procedures. The teacher's management of instructional groups and the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized because of efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies. Routines are well understood and may be initiated by students.
Critical Attributes			
Students not working with the teacher are not productively engaged or are disruptive to the class. There are no established procedures for distributing and collecting materials. Procedures for other activities are confused or chaotic.	Small groups are only partially engaged while not working directly with the teacher. Procedures for transitions and for distribution/ collection of materials seem to have been established, but their operation is rough. Classroom routines function unevenly.	The students are productively engaged during small-group work. Transitions between large- and small-group activities are smooth. Routines for distribution and collection of materials and supplies work efficiently. Classroom routines function smoothly.	In addition to the characteristics of "proficient": Students take the initiative with their classmates to ensure that their time is used productively. Students themselves ensure that transitions and other routines are accomplished smoothly. Students take initiative in distributing and collecting materials efficiently.

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Criterion 5: Fostering and managing a safe, positive learning environment.			
<i>2d Managing Student Behavior</i>			
Unsatisfactory	Basic	Proficient	Distinguished
There appear to be no established standards of conduct and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive or disrespectful of student dignity.	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.	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.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers' monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.
Critical Attributes			
The classroom environment is chaotic, with no apparent standards of conduct. The teacher does not monitor student behavior. Some students violate classroom rules, without apparent teacher awareness. When the teacher notices student misbehavior, s/he appears helpless to do anything about it.	Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident. Teacher attempts to keep track of student behavior, but with no apparent system. The teacher's response to student misbehavior is inconsistent, at times very harsh, other times lenient.	Standards of conduct appear to have been established. Student behavior is generally appropriate. The teacher frequently monitors student behavior. Teacher's response to student misbehavior is effective. Teacher acknowledges good behavior.	In addition to the characteristics of "proficient": Student behavior is entirely appropriate; there no evidence of student misbehavior. The teacher monitors student behavior without speaking – just moving about. Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.

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Criterion 5: Fostering and managing a safe, positive learning environment.			
2e Organizing Physical Space			
Unsatisfactory	Basic	Proficient	Distinguished
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.	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.	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.	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.
Critical Attributes			
There are physical hazards in the classroom, endangering student safety. Many students can't see or hear the teacher or the board. Available technology is not being used, even if its use would enhance the lesson.	The physical environment is safe, and most students can see and hear. The physical environment is not an impediment to learning but does not enhance it. The teacher makes limited use of available technology and other resources.	The classroom is safe, and all students are able to see and hear. The classroom is arranged to support the instructional goals and learning activities. The teacher makes appropriate use of available technology.	In addition to the characteristics of "proficient": Modifications are made to the physical environment to accommodate students with special needs. There is total alignment between the goals of the lesson and the physical environment. Students take the initiative to adjust the physical environment. Teachers and students make extensive and imaginative use of available technology.

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Criterion 6: Using multiple student data elements to modify instruction and improve student learning.			
1f Designing Student Assessments			
Unsatisfactory	Basic	Proficient	Distinguished
Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit nor any plan to use assessment results in designing future instruction.	Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students.	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. Assessment methodologies have been adapted for individual students, as needed. 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.
Critical Attributes			
Assessments do not match instructional outcomes. Assessments have no criteria. No formative assessments have been designed. Assessment results do not affect future plans.	Only some of the instructional outcomes are addressed in the planned assessments. Assessment criteria are vague. Plans refer to the use of formative assessments, but they are not fully developed. Assessment results are used to design lesson plans for the whole class, not individual students.	All the learning outcomes have a method for assessment. Assessment types match learning expectations. Plans indicate modified assessments for some students as needed. Assessment criteria are clearly written. Plans include formative assessments to use during instruction. Lesson plans indicate possible adjustments based on formative assessment data.	In addition to the characteristics of "proficient": Assessments provide opportunities for student choice. Students participate in designing assessments for their own work. Teacher-designed assessments are authentic with real-world application, as appropriate. Students develop rubrics according to teacher-specified learning objectives. Students are actively involved in collecting information from formative assessments and provide input.

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Criterion 6: Using multiple student data elements to modify instruction and improve student learning.			
<i>3d Using Assessment in Instruction</i>			
Unsatisfactory	Basic	Proficient	Distinguished
There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning. 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. Questions, prompts, and assessments are rarely used to diagnose evidence of learning.	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. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions, prompts, assessments are used to diagnose evidence of learning.	Assessment is fully integrated into instruction through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning. Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.
Critical Attributes			
The teacher gives no indication of what high-quality work looks like. The teacher makes no effort to determine whether students understand the lesson. Feedback is only global. The teacher does not ask students to evaluate their own or classmates' work.	There is little evidence that the students understand how their work will be evaluated. Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students. Teacher requests global indications of student understanding. Feedback to students is not uniformly specific and not oriented towards future improvement of work. The teacher makes only minor attempts to engage students in self-assessment or peer assessment.	Students indicate that they clearly understand the characteristics of high-quality work. The teacher elicits evidence of student understanding during the lesson. Students are invited to assess their own work and make improvements. Feedback includes specific and timely guidance, at least for groups of students. The teacher attempts to engage students in self-assessment or peer assessment.	In addition to the characteristics of "proficient": There is evidence that students have helped establish the evaluation criteria. Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class. Teacher makes frequent use of strategies to elicit information about individual student understanding. Feedback to students is specific and timely, and is provided from many sources including other students. Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.

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Criterion 6: Using multiple student data elements to modify instruction and improve student learning.			
<i>4b Maintaining Accurate Records</i>			
Unsatisfactory	Basic	Proficient	Distinguished
Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for non-instructional activities are adequate but require frequent monitoring to avoid errors.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. Students contribute information and participate in maintaining the records.
Critical Attributes			
There is no system for either instructional or noninstructional records. The record-keeping systems are in disarray so as to provide incorrect or confusing information.	The teacher has a process for recording completion of student work. However, it is out of date or does not permit students to gain access to the information. The teacher's process for tracking student progress is cumbersome to use. The teacher has a process for tracking some, but not all, noninstructional information, and it may contain some errors.	The teacher's process for recording student work completion is efficient and effective; students have access to information about completed and/or missing assignments. The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing. The teacher's process for recording noninstructional information is both efficient and effective.	In addition to the characteristics of "proficient": Students contribute to and maintain records indicating completed and overdue work assignments. Students both contribute to and maintain data files indicating their own progress in learning. Students contribute to maintaining non-instructional records for the class.

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Student Growth Criterion 6: Using multiple student data elements to modify instruction and improve student learning.			
Student Growth 6.1 <i>Establish Student Growth Goal(s)</i>			
Unsatisfactory	Basic	Proficient	Distinguished
Does not establish student 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).	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).	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).	Establishes appropriate student growth goal(s) for students in collaboration with students and parents. These whole classroom goals align to school goal(s). Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).
Student Growth 6.2 <i>Achievement of Student Growth Goal(s)</i>			
Unsatisfactory	Basic	Proficient	Distinguished
Growth or achievement data from at least two points in time shows no evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show some evidence of growth for some students.	Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students.	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.

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Criterion 7: Communicating and collaborating with parents and the school community.			
4c Communicating with Families			
Unsatisfactory	Basic	Proficient	Distinguished
Teacher communication with families— about the instructional program, about individual students—is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	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. Communications are one-way and not always appropriate to the cultural norms of those families.	Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program. Information to families is conveyed in a culturally appropriate manner.	Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful.
Critical Attributes			
Little or no information regarding the instructional program is available to parents. Families are unaware of their children's progress. Family engagement activities are lacking. Communication is culturally inappropriate.	School or district-created materials about the instructional program are sent home. Infrequent or incomplete information is sent home by teachers about the instructional program. Teacher maintains school-required grade book but does little else to inform families about student progress. Teacher communications are sometimes inappropriate to families' cultural norms.	Information about the instructional program is available on a regular basis. The teacher sends information about student progress home on a regular basis. Teacher develops activities designed to successfully engage families in their children's learning, as appropriate.	In addition to the characteristics of "proficient": On a regular basis, students develop materials to inform their families about the instructional program. Students maintain accurate records about their individual learning progress and frequently share this information with families. Students contribute to regular and ongoing projects designed to engage families in the learning process.

Appendix A
Danielson Framework for Teaching Rubrics by Washington State Criteria
For Use in the 2015-16 School Year

Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.			
4d Participating in a Professional Community			
Unsatisfactory	Basic	Proficient	Distinguished
Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked to do so.	Teacher's relationships with colleagues are characterized by mutual support and cooperation. Teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	Teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. 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.
Critical Attributes			
The teacher's relationship with colleagues is characterized by negativity or combativeness. The teacher purposefully avoids contributing to activities promoting professional inquiry. The teacher avoids involvement in school activities and school district and community projects.	The teacher has pleasant relationship with colleagues. When invited, the teacher participates in activities related to professional inquiry. When asked, the teacher participates in school activities, as well as school district and community projects.	The teacher has supportive and collaborative relationships with colleagues. The teacher regularly participates in activities related to professional inquiry. The teacher frequently volunteers to participate in school activities, as well as school district and community projects.	In addition to the characteristics of "proficient": The teacher takes a leadership role in promoting activities related to professional inquiry. The teacher regularly contributes to and oversees events that positively impact school life. The teacher regularly contributes to and serves as head of significant school district and community projects.

Appendix A
Danielson Framework for Teaching Rubrics by Washington State Criteria
For Use in the 2015-16 School Year

Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.			
4e Growing and Developing Professionally			
Unsatisfactory	Basic	Proficient	Distinguished
Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues. Teacher finds limited ways to contribute to the profession.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues—either when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators.	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. Teacher initiates important activities to contribute to the profession.
Critical Attributes			
The teacher is not involved in any activity that might enhance knowledge or skill. The teacher purposefully resists discussing performance with supervisors or colleagues. The teacher ignores invitations to join professional organizations or attend conferences.	The teacher participates in professional activities when they are required or when provided by the school district. The teacher reluctantly accepts feedback from supervisors and colleagues. The teacher contributes in a limited fashion to educational professional organizations.	The teacher seeks regular opportunities for continued professional development. The teacher welcomes colleagues and supervisors into the classroom for the purpose of gaining insight from their feedback. The teacher actively participates in professional organizations designed to contribute to the profession.	In addition to the characteristics of “proficient”: The teacher seeks regular opportunities for continued professional development, including initiating action research. The teacher actively seeks feedback from supervisors and colleagues. The teacher takes an active leadership role in professional organizations in order to contribute to the teaching profession.

Appendix A
Danielson Framework for Teaching Rubrics by Washington State Criteria
For Use in the 2015-16 School Year

Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.			
4f Showing Professionalism			
Unsatisfactory	Basic	Proficient	Distinguished
Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations.	Teacher is honest in interactions with colleagues, students, and the public. Teacher attempts, though inconsistently, to serve students. Teacher does not knowingly contribute to some students' being ill served by the school. Teacher's decisions and recommendations are based on limited but genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open departmental decision making. Teacher complies fully with school and district regulations.	Teacher takes a leadership role with colleagues and can be counted on to hold to the highest standards of honesty, integrity, and confidentiality. 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 under-served, are 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.
Critical Attributes			
Teacher is dishonest. Teacher does not notice the needs of students. The teacher engages in practices that are self-serving. The teacher willfully rejects school district regulations.	Teacher is honest. Teacher notices the needs of students but is inconsistent in addressing them. Teacher does not notice that some school practices result in poor conditions for students. Teacher makes decisions professionally but on a limited basis. Teacher complies with school district regulations.	Teacher is honest and known for having high standards of integrity. Teacher actively addresses student needs. Teacher actively works to provide opportunities for student success. Teacher willingly participates in team and departmental decision making. Teacher complies completely with school district regulations.	In addition to the characteristics of "proficient": Teacher is considered a leader in terms of honesty, integrity, and confidentiality. Teacher is highly proactive in serving students. Teacher makes a concerted effort to ensure that opportunities are available for all students to be successful. Teacher takes a leadership role in team and departmental decision making. Teacher takes a leadership role regarding school district regulations.

Appendix A
Danielson Framework for Teaching Rubrics by Washington State Criteria
For Use in the 2015-16 School Year

Student Growth Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.			
Student Growth 8.1 <i>Establish Team Student Growth Goal(s)</i>			
Unsatisfactory	Basic	Proficient	Distinguished
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.	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.	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.	Leads 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.

Comprehensive Raw Score Summary Model

Appendix B

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

OSPI Approved Summative Scoring Band			
8-14	15-21	22-28	29-32
1	2	3	4
Unsatisfactory	Basic	Proficient	Distinguished

Focused Evaluation Scoring

Student Growth Rubric Rating

Student Growth Rubrics	Score
3.1- Goal Setting - Subgroups of Students	
3.2- Goal Achievement - Subgroups of Students	
6.1- Goal Setting - Whole Class of Students	
6.2- Goal Achievement - Whole Class of Students	
8.1- Goal Setting - Collaborative Team	
Total Student Growth Score	

OSPI Approved Student Growth Impact Rating Scoring Band		
5-12	13-17	18-20
Low	Average	High

*Must include a minimum of two student growth measures (e.g., state, district, school or classroom-based measures).

**A student growth score of “1” in any of the student growth rubrics will result in a Low growth rating.

Evaluators place teachers into summative rating categories based on score bands. As illustrated above, this teacher would receive an Average student growth rating.

How does the Student Growth Score impact your Final Summative Rating?

Preliminary Summative Rating	Student Growth Rating	Final Summative Rating
Distinguished	+ High +Average +Low	=Distinguished =Distinguished =Proficient
Proficient	+ High +Average +Low	=Proficient =Proficient =Proficient
Basic	+High +Average +Low	=Basic =Basic =Basic
Unsatisfactory	+High +Average +Low	=Unsatisfactory =Unsatisfactory =Unsatisfactory

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Goal Setting 2015-2016

There are three types of Goals that educators focus on in order to either grow as a professional, or to help students achieve at high levels. These are the type of goals that have been addressed throughout the TPEP process and are included as part of the Teacher Growth Model.

Instructional Practice Goals- Focused on improving specific instructional practices identified in the Danielson Framework for Teaching.

Professional Practice Goals- Focused on improving professional practices tied to the District framework (e.g., seeking PD, collaborating with colleagues, etc.)

Student Growth Goals- These are goals specifically tied to student data in the classroom and required by law for:

- A teacher's whole class of students (6.1)
- A teacher's subgroups of students in a classroom (3.1)
- Collaboration (8.1)

Below are answers to essential questions that have been discussed over the past two years of implementation of the new evaluation system in Lake Stevens:

- **How many goals do I need to set?**

This question can be answered based upon whether a teacher is on a **Comprehensive Evaluation** or a **Focused Evaluation**. A teacher on a Comprehensive Evaluation should satisfy all of the Student Growth Rubric requirements and also have an instructional practice goal or a professional practice goal. A teacher on a Focused Evaluation should satisfy the requirements of having one student growth goal depending upon which criterion they have selected. They should also have a professional or instructional practice goal. To summarize:

- **Comprehensive:** Required student growth goals + 1 professional practice or instructional practice goal
- **Focused:** 1 student growth goal + 1 professional practice or instructional practice goal.

- **Do all goals need to be written in a SMART goal format?**

No. This has warranted considerable discussion this past year. The bottom line is teachers need to do several things in establishing their student growth goals:

1. Identify the content and the context of the measurement. Can teachers describe the impact that the measured content or skill will have on overall student learning?
2. Identify the multiple sources of data that will be used to measure two points in time.
3. Identify subgroups of students in their class(es)

4. Identify expected outcomes by the end of the instructional period for the whole class or for subgroups as appropriate. This can be expressed in terms that are identified in the Rubric:
 - High evidence of learning for all/nearly all students (Distinguished)
 - Clear evidence of learning for most students (Proficient)
 - Some evidence of learning for some students (Basic)
 - No evidence of learning for most students (Unsatisfactory)

Teachers may write their goals in a SMART goal format, if they so choose. A link to SMART goal samples on the TPEP website is:

http://tpep-wa.org/wp-content/uploads/SGGExamples_Final.pdf

- ✓ **Can a teacher write a “Nested” goal for all three student growth areas?**
Teachers can write nested goals for criterion 3, 6 and/or 8. It is natural and best practice to collaborate within grade level or content area teams using common assessment data as a basis for the collaboration. Some teachers on a Comprehensive Evaluation have been able to write one goal that would satisfy goal setting for their whole class, their subgroups and collaboration.
- ✓ **If a teacher sets the bar very high for their students, will they be held accountable for not meeting their lofty goals?**
We always encourage teachers to set their goals high. Whether some, most, or all of their students reach those goals and how far the students had to go to reach the bar will determine a teacher's rating in 3.2 and 6.2

The most important aspect of Goal Setting:

The most important part of the whole evaluation process is the ongoing and continuous conversation between teachers, coaches, supervisors, and colleagues about student learning in the classroom. The conversation between the teacher and the evaluator about goals is based upon what students know and are able to do in the moment and eventually about where we all would like them to be at the end of relevant instruction. It really can be summed up by the four questions of a professional learning community:

- What do you want students to know and be able to do? (goal setting)
- How will we know when each student has mastered the learning? (achievement)
- How will we respond when a student or students experience difficulty with the learning? (differentiation and response for re-teaching subgroups)
- How will we respond when students have already mastered the learning? (differentiation and response for enriching subgroups)

Teacher _____ School _____

After reviewing myself reflection and considering our building and district initiatives, I have selected the following goals (remember that one goal must have a Student Growth Component).

Goal	Strategies to Implement Goal
1.	1.
2.	2.
3.	3.

Teacher _____ School _____
Grade Level(s) _____ Subject(s) _____
Observer _____ Date _____

Interview Protocol for a Pre-Conference (Planning Conference)

Questions for discussion:

1. To which part of your curriculum does this lesson relate?
2. How does this learning fit in the sequence of learning for this class?
3. Briefly describe the students in this class, including those with special needs.
4. What are your learning outcomes for this lesson? What do you want the students to understand?
5. How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group? Provide any worksheets or other materials the students will be using.
6. How will you differentiate instruction for different individuals or groups of students in the class?
7. How and when will you know whether the students have learned what you intend?

8. Is there anything that you would like me to specifically observe during the lesson?

9. Does this lesson relate to the goals that you have set for this year?

10. Other points of discussion.

LAKE STEVENS SCHOOL DISTRICT NO. 4
OBSERVATION INSTRUMENT

Building _____

Teacher Name: _____

Observation Month: SEPTEMBER Day: 1 Year: 2014 Observation Time: _____

SKILL OR STRATEGY OBSERVED	YES NO N/A	COMMENTS
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Criterion 1: Centering instruction on high expectations for student achievement.

2b Establishing a Culture for Learning

- Instruction allows for inquiry and questioning strategies maximize learning.
- The teacher has created a classroom environment where respectful, positive, and cognitively challenging interactions can, and do, occur consistently.
- The teacher creates an environment that motivates and promotes positive expectations for high academic achievement.

3a Communicating with Students

- Lesson plans include clearly articulated and embedded learning targets which are clear to students and modeled by the teacher.
- The lesson is intentionally linked to other lessons and instruction capitalizes on, builds upon, and helps students connect background knowledge to real world ideas, concepts, etc.
- The teacher creates a classroom that is positive, inspirational, safe and, academically challenging.

3c Engaging Students in Learning

- Instructional materials are appropriate to the student(s), subject matter, and aligned with the learning target, objective, and content area standards.
- Activities are strategically planned to practice what has been learned.
- The teacher uses strategies to engage students in active and collaborative learning.
- The teacher varies experiences to meet diverse needs and promote social, emotional, and academic growth.
- The teacher creates an environment that motivates and promotes positive expectations for high academic achievement.

There are multiple opportunities for practicing skills and concepts at a variety of levels.		
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Criterion 2: Demonstrating effective teaching practices.

3b Using Questioning and Discussion Techniques - Instruction allows for inquiry and questioning strategies maximize learning. - The teacher varies experiences to meet diverse needs and promote social, emotional, and academic growth.		
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Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.

1b Demonstrating Knowledge of Students Differentiation of curriculum and/or instructional strategies is evident and/or are adjusted as needed to maximize learning.		
3e Demonstrating Flexibility and Responsiveness - The teacher adapts instructional approaches to meet the needs of all learners and appropriately challenges students. - The teacher varies experiences to meet diverse needs and promote social, emotional, and academic growth. - Evidence confirms students met the learning target.		

Criterion 4: Providing clear and intentional focus on subject matter content and curriculum.

1a Demonstrating Knowledge of Content and Pedagogy Lesson planning is evident, appropriate, and aligned to state standards.		
1c Setting Instructional Outcomes - Lesson plans include clearly articulated and embedded learning targets which are clear to students and modeled by the teacher. - The lesson is intentionally linked to other lessons and instruction capitalizes on, builds upon, and helps students connect background knowledge to real world ideas, concepts, etc.		
1d Demonstrating Knowledge of Resources Instructional materials are appropriate to the student(s), subject matter, and aligned with the learning target, objective, and content area standards.		
1e Designing Coherent Instruction Activities are strategically planned to practice what		

has been learned. Differentiation of curriculum and/or instructional strategies is evident and/or are adjusted as needed to maximize learning.		
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Criterion 5: Fostering and managing a safe, positive learning environment.

2a Creating an Environment of Respect and Rapport - Instruction allows for inquiry and questioning strategies maximize learning. - The teacher has created a classroom environment where respectful, positive, and cognitively challenging interactions can, and do, occur consistently. - Classroom learning norms are established and supported by the teacher. - The teacher models respect and professionalism at all times during the lesson. - The teacher uses strategies to engage students in active and collaborative learning. - The teacher creates a classroom that is positive, inspirational, safe, and academically challenging.		
2c Managing Classroom Procedures - Activities are strategically planned to practice what has been learned. - Smooth transitions maximize the use of instructional time and allow for “bell to bell” learning. - The teacher creates a classroom that is positive, inspirational, safe, and academically challenging.		
2d Managing Student Behavior - Classroom learning norms are established and supported by the teacher. - A clear, prescribed set of intervention steps are consistently followed and reinforced throughout the lesson by the teacher, while maintaining student dignity and respect.		
2e Organizing Physical Space The classroom environment and climate is organized and contributes to the learning.		

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

1f Designing Student Assessments Assessments are aligned with learning targets in both content and process.		
3d Using Assessment in Instruction		

Appendix H

• There are multiple opportunities for practicing skills and concepts at a variety of levels. • Formative assessment is used to guide instruction. • Descriptive/instructional feedback is provided in a timely manner and students demonstrate use of the feedback in their learning. • Students engage in meaningful reflection and self-assessment.		
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COMMENTS:

Observer:_____ Teacher Signature:_____

Date_____

Instructional Framework Observation - Evidence – Artifacts – Documentation Form

Evaluator should assume teacher is proficient (3) in each scoring criteria. Evidence/Artifact(s)-No evidence other than observation notes is required to show proficient.

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

Components/Indicators	* Proficient	Principal	Teacher	Rating
2b Establishing a Culture for Learning • Belief in the value of what is being learned • High expectations, supported through both verbal and nonverbal behaviors, for both learning and participation • Expectations of high-quality work on the part of students • Expectations and recognition of effort and persistence on the part of the students • High expectation for expression and work products	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. The teacher conveys that with hard work students can be successful. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.			3
3a Communicating with Students • Clarity of lesson and purpose • Clear directions and procedures specific to the lesson activities • Absence of content errors and clear expectations of concepts and strategies • Correct and imaginative use of language	The teacher clearly communicates instructional purpose of the lesson, including where it is situated within broader learning and explains procedures and directions clearly. Teacher's explanation of content is well-scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests.			3

3c Engaging Students in Learning • Student enthusiasm, interest thinking, problem solving, etc. • Learning tasks that require high-level student thinking and invite students to explain their thinking • Students highly motivated to work on all tasks and persistent even when tasks are challenging • Students actively “working,” rather than watching while their teacher “works” • Suitable pacing of the lesson: neither dragged out nor rushed, with time for closure and student reflection	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 and challenging content and are supported in that engagement by teacher scaffolding. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.			3
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Criterion 2: Demonstrating effective teaching practices.

Components/Indicators	* Proficient	Principal	Teacher	Rating
3b Using Questioning and Discussion Techniques • Questions of high cognitive challenge, formulated by both students and teacher • Questions with multiple correct answers or multiple approaches, even when there is a single correct response • Effective use of student responses and ideas • Discussion, with the teacher stepping out of the central, mediating role • Focus on the reasoning exhibited by students in discussion, both in give-and-take with the teacher and with their classmates • High levels of student participation and discussion	Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.			3
4a Reflecting on Teaching • Accurate reflection on a lesson • Citation of adjustments to practice that draw on	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes			3

a repertoire of strategies	and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.			
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Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.

Components/Indicators	* Proficient	Principal	Teacher	Rating
1b Demonstrating Knowledge of Students - Formal and informal information about students gathered by the teacher for use in planning and instruction - Student interests and needs learned by the teacher for use in planning - Able to identify students' special needs	Teacher understands the active nature of student learning and attains information about levels of development for groups of students. 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.			3
3e Demonstrating Flexibility and Responsiveness - Incorporation of students' interests and daily events into a lesson - The teacher adjusting instruction in response to evidence of student understanding (or lack of it) - The teacher seizing on a teachable moment	Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans an accommodating student questions, needs, and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.			3
3.1 Establish Student Growth Goals	Establishes appropriate student growth goals for subgroups of students not reaching full learning potential. Goals identify multiple, high quality sources of data to monitor, adjust, and evaluate achievement of goals.			3

3.2 Achievement of Student Growth Goals	Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students.			3
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Criterion 4: Providing clear and intentional focus on subject matter content and curriculum.

Components/Indicators	* Proficient	Principal	Teacher	Rating
1a Demonstrating Knowledge of Content and Pedagogy - Lesson and unit plans that reflect important concepts in the discipline - Lesson and unit plans that accommodate prerequisite relationships among concepts and skills - Clear and accurate classroom explanations - Accurate answers to students' questions - Feedback to students that furthers learning - Interdisciplinary connections in plans and practice	Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.			3
1c Setting Instructional Outcomes - Outcomes of a challenging cognitive level - Statements of student learning, not student activity - Outcomes central to the discipline and related to those in other disciplines - Outcomes permitting assessment of student attainment - Outcomes differentiated for students of varied ability	Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.			3
1d Demonstrating Knowledge of Resources - Materials provided by the district - Material provided by professional organizations - A range of texts - Internet resources - Community resources - Ongoing participation by the teacher in professional education courses or professional	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 student.			3

- groups • Guest speakers				
1e Designing Coherent Instruction • Lessons that support instructional outcomes and reflect important concepts • Instructional maps that indicate relationships prior learning • Activities that represent high-level thinking • Opportunities for student choice • Use of varied resources • Thoughtfully planned learning groups • Structured lesson plans	Teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations. They represent significant, cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.			3

Criterion 5: Fostering and managing a safe, positive learning environment.

Components/Indicators	* Proficient	Principal	Teacher	Rating
2a Creating an Environment of Respect and Rapport • Respectful talk, active listening, and turn-taking • Acknowledgment of students' backgrounds and lives outside the classroom • Body language indicative of warmth and caring shown by teacher and students • Physical proximity • Politeness and encouragement • Fairness	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. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.			3
2c Managing Classroom Procedures • Smooth functioning of all routines • Little or no loss of instructional time • Students playing an important role in carrying out the routines • Students knowing what to do, where to move	There is little loss of instructional time because of effective classroom routines and procedures. The teacher's management of instructional groups and the handling of materials and supplies are consistently successful.			3

	With minimal guidance and prompting, students follow established classroom routines.			
2d Managing Student Behavior • Clear standards of conduct, possibly posted, and possibly referred to during lesson • Absence of acrimony between teacher and students concerning behavior • Teacher awareness of student conduct • Preventative action when needed by the teacher • Absence of misbehavior • Reinforcement of positive behavior	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.			3
2e Organizing Physical Space • Pleasant, inviting atmosphere • Safe environment • Accessibility for all students • Furniture arrangement suitable for the learning activities • Effective use of physical resources, including computer technology by both teacher and students	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.			3

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

Components/Indicators	* Proficient	Principal	Teacher	Rating
1f Designing Student Assessments • Lesson plans indicating correspondence between assessments and instructional outcomes • Assessment types suitable to the style of outcome • Variety of performance opportunities for students • Modified assessments available for individual	Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.			3

- students as needed - Expectations clearly written with descriptors for each level of performance - Formative assessments designed to inform minute-to-minute decision making by the teacher during the instruction	Teacher intends to use assessment results to plan for future instruction for groups of students.			
3d Using Assessment in Instruction - The teacher paying close attention to evidence of student understanding - The teacher posing specifically created questions to elicit evidence of student understanding - The teacher circulating to monitor student learning and to offer feedback - Students assessing their own work against established criteria	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. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions, prompts, assessments are used to diagnose evidence of learning.			3
4b Maintaining Accurate Records - Routines and systems that track student completion of assignments - Systems of information regarding student progress against instructional outcomes - Processes of maintaining accurate non-instructional records	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.			3
6.1 Establish student Growth Goal(s)	Establishes appropriate student growth goals for whole classroom. Goals identify multiple high-quality sources of data to monitor, adjust, and evaluate achievement of goals.			3
6.2 Achievement of Student Growth Goal(s)	Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students.			3

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

Components/Indicators	* Proficient	Principal	Teacher	Rating
1f Designing Student Assessments - Lesson plans indicating correspondence between assessments and instructional outcomes - Assessment types suitable to the style of outcome - Variety of performance opportunities for students - Modified assessments available for individual students as needed - Expectations clearly written with descriptors for each level of performance - Formative assessments designed to inform minutes-to-minute decision making by the teacher during the instruction	Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students.			3
3d Using Assessment in Instruction - The teacher paying close attention to evidence of student understanding - The teacher posing specifically created questions to elicit evidence of student understanding - The teacher circulating to monitor student learning and to offer feedback - Students assessing their own work against established criteria	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. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions, prompts, assessments are used to diagnose evidence of learning.			3
4b Maintaining Accurate Records - Routines and systems that track student completion of assignments - Systems of information regarding student progress against instructional outcomes	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.			3

Processes of maintaining accurate non-instructional records				
6.1 Establish Student Growth Goal(s)	Establishes appropriate student growth goals for whole classroom. Goals identify multiple high-quality sources of data to monitor, adjust, and evaluate achievement of goals.			3
6.2 Achievement of Student Growth Goal(s)	Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students.			3

Criterion 7: Communicating and collaborating with parents and the school community.

Components/Indicators	* Proficient	Principal	Teacher	Rating
4c Communicating with Families - Frequent and culturally appropriate information sent home regarding the instructional program and student progress - Two-way communication between the teacher and families - Frequent opportunities for families to engage in the learning process	Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program. Information to families is conveyed in a culturally appropriate manner.			3

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

Components	* Proficient	Principal	Teacher	Rating
4d Participating in a Professional Community - Regular teacher participation with colleagues to share and plan for student success - Regular teacher participation in professional courses or communities that emphasize improving practice - Regular teacher participation in school initiatives - Regular teacher participation in and support of community initiatives	Teacher's relationships with colleagues are characterized by mutual support and cooperation. Teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.			3
4e Growing and Developing Professionally - Frequent teacher attendance and participation in job-embedded professional development - Participation in learning networks with colleagues; freely shared insights	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues-either when made by supervisors			3

	or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators.			
4f Showing Professionalism - The teacher having a reputation as being trustworthy and often sought as a sounding board - The teacher frequently reminding participants during committee or planning work that students are the highest priority - The teacher supporting students, even in the face of difficult situations or conflicting policies - The teacher challenging existing practice in order to put students first - The teacher consistently fulfilling district mandates regarding policies and procedures.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision making. Teacher complies fully with school and district regulations.			3
8.1 Establish Student Growth Goals, Implement, and Monitor Growth	Consistently and actively collaborates with other grade, school, or district team members to establish goals, to develop and implement common, high quality measures, and to monitor growth and achievement during the year.			3

Examples of Teacher Evidence/Artifacts for Non-observable Components

Lesson plans IEPs Portfolios Newsletters Videos of teaching practice Assignment design Use of data Learning objectives Learning targets Rubric development Emails	Phone logs PLC notes Data analysis Discipline referrals Posted routines Posted rules and goals Teacher work products Student reflection journals Programs Guest speakers Work with special education teachers to modify curriculum	Exit tasks Teacher website Clock hour transcript(s) Student goal setting form Curriculum development Leading professional development activities Peer assistance Mentoring coaching Student work samples Common assessments Formative assessments/Summative assessments
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Evidence Selection: Is it accurate and unbiased? Is it relevant? Is it representative of the total? Does it demonstrate an “ongoing” level of performance over time?

Teacher Name _____

Date _____

Building _____

Evaluator _____

Teaching Assignment _____

Directions

- The evaluator will provide a completed report to the teacher at least three school days prior to the final evaluation conference (unless the evaluator and the teacher agree to five working days). Use this form and the evidence gathered in the Shared Google Document.
- If there is a disagreement between the evaluator and the teacher on the rating, the teacher has three working days (unless the evaluator and the teacher agree to five working days) to submit additional evidence.
- A conference will be held following the submission of additional evidence for the evaluator to make the final decision on rating the disputed criterion.
- All evaluation processes must be completed by the last day of school.

Preliminary Rating Score

Using evidence gathered in each element on the Shared Google Document Danielson Instructional Framework Evidence, rate the teacher in each criterion below. Use the OSPI approved scoring band to determine a Preliminary rating score.

Criteria 1: Centering Instruction on High Expectations for Student Achievement	Rating: Proficient-3
Criteria 2: Demonstrating Effective Teaching Practices	Rating: Proficient-3
Criteria 3: Recognizing Individual Student Learning Needs and Developing Strategies to Address Those Needs	Rating: Proficient-3
Criteria 4: Providing Clear and Intentional Focus on Subject Matter Content and Curriculum	Rating: Proficient-3
Criteria 5: Fostering and Managing a Safe, Positive Learning Environment	Rating: Proficient-3
Criteria 6: Using Multiple Student Data Elements to Modify Instruction and Improve Student Learning	Rating: Proficient-3
Criteria 7: Communicating and Collaborating with Parents and School Community	Rating: Proficient-3
Criteria 8: Exhibiting Collaborative and Collegial Practices Focused on Improving Instructional Practice and Student Learning	Rating: Proficient-3
Preliminary Summative Rating Score	Total: 24

OSPI Approved Summative Scoring Band			
8-14	15-21	22-28	29-32
Unsatisfactory	Basic	Proficient	Distinguished

Student Growth Measures

Using evidence from the Shared Google Document [Danielson Instructional Framework Evidence](#), rate the teacher based upon his/her goal setting and upon his/her achievement of goals in the five student growth rubrics.

Component 3.1: Establish Student Growth Goals (Subgroups)	Rating: Proficient-3
Component 3.2: Achievement of Student Growth Goals (Subgroups)	Rating: Proficient-3
Component 6.1: Establish Student Growth Goals (Whole Class)	Rating: Proficient-3
Component 6.2: Achievement of Student Growth Goals (Whole Class)	Rating: Proficient-3
Component 8.1: Establish Student Growth Goals, Implement, and Monitor Growth (Collaboration)	Rating: Proficient-3
Student Growth Impact Rating	Total: 15

Student Growth Impact Rating Scoring Band		
5-12	13-17	18-20
LOW	AVERAGE	HIGH

Final Summative Rating Score

The Final Summative Rating Score is calculated by combining the Preliminary Summative Rating with the Student Growth Rating using the chart below as a guide.

Preliminary Summative Rating	Student Growth Rating	Final Summative Rating
Distinguished	+ High +Average +Low	=Distinguished =Distinguished =Proficient
Proficient	+ High +Average +Low	=Proficient =Proficient =Proficient
Basic	+High +Average +Low	=Basic =Basic =Basic
Unsatisfactory	+High +Average +Low	=Unsatisfactory =Unsatisfactory =Unsatisfactory

Preliminary Summative Rating Score	Rating: Proficient-3
Student Growth Impact Rating	Rating: Average

Final Overall Rating Score	Rating: Proficient-3
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Teacher Signature: _____

Evaluator Signature: _____

Date: _____

- Retain a copy of the Shared Google Document Danielson Instructional Framework Evidence for review.
- The teacher has an opportunity to submit and attach any additional comments to this document if he/she wishes to do so.
- The teacher and evaluator shall sign two copies of this form.
- The signature of the teacher does not necessarily imply that they agree with the contents of this document.

Teacher Name _____

Date _____

Building _____

Evaluator _____

Teaching Assignment _____

Directions

- The evaluator will provide a completed report to the teacher at least three school days prior to the final evaluation conference (unless the evaluator and the teacher agree to five working days). Use this form and the evidence gathered in the Shared Google Document.
- If there is a disagreement between the evaluator and the teacher on the rating, the teacher has three working days (unless the evaluator and the teacher agree to five working days) to submit additional evidence.
- A conference will be held following the submittal of additional evidence for the evaluator to make the final decision on rating the disputed criterion.
- All evaluation processes must be completed by the last day of school.

Selected Criteria

Cut and paste the selected criterion in the Criterion Box(s) below. Then, using evidence gathered throughout the year on the Shared Google Document [Danielson Instructional Framework Evidence](#), rate the teacher as either proficient or distinguished. This rating will be the teacher's final overall year-end rating.

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 School Community

8: Exhibiting Collaborative and Collegial Practices Focused on Improving Instructional Practice and Student Learning

Selected Criteria:

Student Growth Rubrics contributing to this rating:

Rating: Proficient-3

*If the selected Criteria were state evaluation numbers 1, 2, 4, 5 or 7, then teachers also were to use the student growth rubrics from evaluation numbers 3 or 6 (3.1 and 3.2 or 6.1 and 6.2) as part of their final evaluation. If the teacher chose state evaluation criteria numbers 3, 6, or 8, then the accompanying growth rubrics attached to those criterion were to be used.

Teacher Signature _____

Evaluator Signature _____

Date _____

- Retain a copy of the Shared Google Document Danielson Instructional Framework Evidence for review.
- The teacher has an opportunity to submit and attach any additional comments to this document if he/she wishes to do so.
- The teacher and evaluator shall sign two copies of this form.
- The signature of the teacher does not necessarily imply that they agree with the contents of this document.