

Walla Walla Public Schools

# Teacher Professional Evaluation Process (TPEP)



**The teacher evaluation process is a growth model that focuses on the quality and effectiveness of Washington State educators.**

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## Teacher Principal Evaluation Project (TPEP) Overview

When ESSB 5895 was signed into legislation, revisions were made to the original law (E2SSB 6696) establishing the requirements and details for evaluating teachers and principals. The law requires Washington school districts to begin implementing this evaluation system the fall of 2013 with all classroom teachers, principals, and assistant principals evaluated with this system by the 2015-2016 school year.

The teacher evaluation system consists of five major components:

- 1) A four-tiered rating system indicating performance levels of distinguished, proficient, basic, or unsatisfactory.
- 2) Eight Washington State Criteria which provide the content for evaluation.
- 3) A district chosen instructional framework which provides the language descriptors for the performance levels of each criterion. Walla Walla has chosen the work of Charlotte Danielson.
- 4) Student Growth Data based on the OSPI rubrics developed to support Washington State criteria 3, 6, and 8.
- 5) A collection of evidence by the teacher using multiple ways to demonstrate instructional, professional, or leadership effectiveness related to the Washington State Criteria.

The Walla Walla Public Schools contractual agreement with the Walla Walla Valley Education Association uses the language of ESSB 5895 legislation to guide the evaluation cycle. The law requires two categories for evaluation:

- 1) A **Comprehensive** evaluation (all of the eight Washington State criteria contribute to the overall summative evaluation) must be completed for:
  - a. Classroom teachers who are provisional
  - b. Classroom teachers who received a summative evaluation performance rating of unsatisfactory or basic in either of the previous two school years
  - c. All other classroom teachers at least every four years
- 2) A **Focused** evaluation (one of the eight Washington State Criteria is evaluated)
  - a. All other teachers not listed in the comprehensive requirements

The law also requires school districts to conduct a minimum of two observations for all teachers for a period of no less than sixty minutes per school year. Those teachers on provisional status require an observation within 90 school days, and teachers in the third year of provisional status require a third formal observation.

The annual evaluation cycle requires teachers to establish student growth goals and report student growth based on multiple measures during the course of the year or semester. The student growth rubrics were created by OSPI and are an addition to the instructional frameworks for Washington State Criterion 3, 6, and 8.

A summative rating as established by the OSPI is determined using the level of performance for each criteria (comprehensive evaluation) or the level of performance on the chosen criteria (focused evaluation) PLUS the rating on the student growth rubrics. (see pages 13-15)

## **WAC 392-191A-140 Summative performance ratings—Descriptors**

- (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 student learning progress, professional learning environment, or individual teaching or leading practice. This level requires immediate intervention.
- (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 or principals. This level requires specific support.
- (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 and leading at this level utilizes a broad repertoire of strategies and activities to support student learning. At this level, teaching and leading a school are strengthened and expanded through purposeful, collaborative sharing and learning with colleagues as well as ongoing self-reflection and professional improvement.
- (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 or principal 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

# Washington State Eight Criteria for Teacher Evaluation

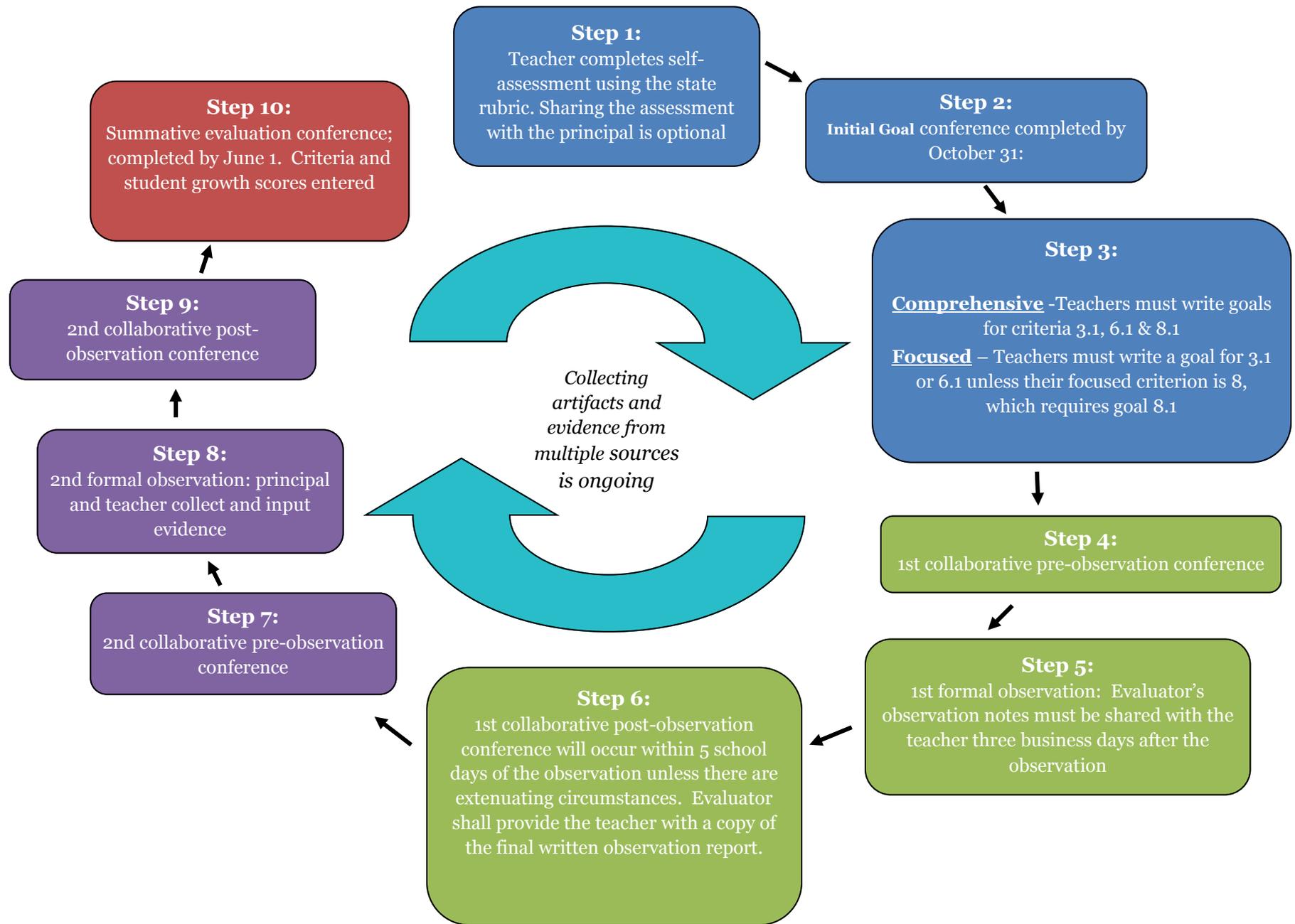
1. Centering instruction on high expectations for student achievement – *The teacher communicates high expectations for student learning.*
2. Demonstrating effective teaching practices –*The teacher uses research-based instructional practices to meet the needs of all students.*
3. Recognizing individual student learning needs and developing strategies to address those needs – *The teacher acquires and uses specific knowledge about students’ cultural, individual intellectual and social development and uses that knowledge to adjust their practice by employing strategies that advance student learning.*
4. Providing clear and intentional focus on subject matter content and curriculum – *The teacher uses content area knowledge, learning standards, appropriate pedagogy and resources to design and deliver curricula and instruction to impact student learning.*
5. Fostering and managing a safe, positive learning environment – *The teacher fosters and manages a safe and inclusive learning environment that takes into account: physical, emotional and intellectual well-being.*
6. Using multiple student data elements to modify instruction and improve student learning – *The teacher uses multiple data elements (both formative and summative) to plan, inform and adjust instruction and evaluate student learning.*
7. Communicating with parents and school community – *The teacher communicates and collaborates with students, families and all educational stakeholders in an ethical and professional manner to promote student learning.*
8. Exhibiting collaborative and collegial practices focus on improving instructional practice and student learning – *The teacher participates collaboratively in the educational community to improve instruction, advance the knowledge and practice of teaching as a profession, and ultimately impact student learning.*

# At a Glance: Correlating the Washington State Eight Criteria with the Danielson Framework for Teaching



| WA State Criterion 1  | WA State Criterion 2   | WA State Criterion 3  |
|---|--|---|
| Centering instruction on high expectations for student achievement.   | Demonstrating effective teaching practices.  | Recognizing individual student learning needs and developing strategies to address those needs.   |
| <p><b>Domain 2: The Classroom Environment</b><br/>2b: Establishing a culture for learning</p> <p><b>Domain 3: Instruction</b><br/>3a: Communicating with students<br/>3c: Engaging students in learning</p>                         | <p><b>Domain 3: Instruction</b><br/>3b: Using questioning and discussion techniques</p> <p><b>Domain 4: Professional Responsibilities</b><br/>4a: Reflecting on teaching</p>                                       | <p><b>Domain 1: Planning and Preparation</b><br/>1b: Demonstrating knowledge of students</p> <p><b>Domain 3: Instruction</b><br/>3e: Demonstrating flexibility and responsiveness</p> <hr/> <p><b>Student Growth</b><br/>SG 3.1: Establish Student Growth Goal(s)<br/>SG 3.2: Achievement of Student Growth Goal(s)</p>   |
| WA State Criterion 4  | WA State Criterion 5   | WA State Criterion 6  |
| Providing clear and intentional focus on subject matter content and curriculum.   | Fostering and managing a safe, positive learning environment.  | Using multiple student data elements to modify instruction and improve student learning.  |
| <p><b>Domain 1: Planning and Preparation</b><br/>1a: Demonstrating knowledge of content and pedagogy<br/>1c: Setting instructional outcomes<br/>1d: Demonstrating knowledge of resources<br/>1e: Designing coherent instruction</p> | <p><b>Domain 2: The Classroom Environment</b><br/>2a: Creating an environment of respect and rapport<br/>2c: Managing classroom procedures<br/>2d: Managing student behavior<br/>2e: Organizing physical space</p> | <p><b>Domain 1: Planning and Preparation</b><br/>1f: Designing student assessments</p> <p><b>Domain 3: Instruction</b><br/>3d: Using assessment in instruction</p> <p><b>Domain 4: Professional Responsibilities</b><br/>4b: Maintaining accurate records</p> <hr/> <p><b>Student Growth</b><br/>SG 6.1: Establish Student Growth Goal(s)<br/>SG 6.2: Achievement of Student Growth Goal(s)</p> |
| WA State Criterion 7  | WA State Criterion 8   |   |
| Communicating and collaborating with parents and the school community.  | Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.   |   |
| <p><b>Domain 4: Professional Responsibilities</b><br/>4c: Communicating with families</p>   | <p><b>Domain 4: Professional Responsibilities</b><br/>4d: Participating in a professional community<br/>4e: Growing and developing professionally<br/>4f: Showing professionalism</p>                              | <p><b>Student Growth</b><br/>SG 8.1: Establish Team Student Growth Goal(s)</p>  |

# TPEP Teacher Evaluation Process



## Process & Procedures for Evaluation

| Focus   | Comprehensive  | Non-classroom Teachers   |
|---|--|--|
| <p><b>Initial Steps &amp; Set-up</b></p> <ol style="list-style-type: none"> <li>All certificated staff need EDS logins</li> <li>All teachers need to log in and request eVal application</li> <li>Heidy approves applications &amp; assigns evaluators</li> <li>Determine whether a teacher is on the comprehensive or focus evaluation; every non-provisional teacher must be on the comprehensive cycle once every fourth year. While on the 3-year focus evaluation cycle a teacher will retain their comprehensive rating per WAC 392-191A-120</li> </ol>           | <p><b>Initial Steps &amp; Set-up</b></p> <ol style="list-style-type: none"> <li>All certificated staff need EDS logins</li> <li>All teachers need to log in and request eVal application</li> <li>Heidy approves applications &amp; assigns evaluators</li> <li>Determine whether a teacher is on the comprehensive or focus evaluation; provisional staff must be on the comprehensive cycle.</li> </ol>  | <p><b>Initial Steps &amp; Set-up</b></p> <p>Not using eVAL at this time<br/>See appendices for forms<br/>Determine if using Focus or Comprehensive Evaluation</p>  |
| <p><b>Goal Setting &amp; Self-Assessment</b></p> <ol style="list-style-type: none"> <li>Self-assessment in eVal on all 8 criteria</li> <li>Identify the focus criterion &amp; the corresponding student growth criterion</li> <li>Enter goals around focus criterion into eVal</li> <li>If criterion 1, 2, 3, 4, 5, 6 or 7 are selected, a student growth plan is necessary</li> </ol>  | <p><b>Goal Setting &amp; Self-Assessment</b></p> <ol style="list-style-type: none"> <li>Self-assessment in eVal on all 8 criteria</li> <li>Enter goals around self-assessment into eVal</li> <li>Write a student growth goal for criteria 3 &amp; 6</li> </ol>   | <p><b>Goal Setting &amp; Self-Assessment</b></p> <ol style="list-style-type: none"> <li>Self-assessment on all 8 criteria</li> <li>Record goals on Goal Setting document (See Appendix)</li> </ol>   |
| <p><b>Observation Cycle</b></p> <ol style="list-style-type: none"> <li>Non-provisional staff require a minimum of two observations totaling no less than 60-minutes (WAC 392-191A-110), one of which is 30 minutes* (WAC 392-191-030)</li> <li>Planning conference &amp; reflective conference are part of the formal observation cycle</li> <li>Administrator assigns questions in eVal for both planning and reflective conferences</li> <li>Teacher reviews assigned questions and is prepared to discuss</li> <li>Answers recorded into eVal as evidence</li> </ol> | <p><b>Observation Cycle</b></p> <ol style="list-style-type: none"> <li>Provisional staff require two* 30-minute observation within the first 90 days. The total annual observation cannot be less than 90 minutes.</li> <li>Non provisional staff require a minimum of two observations totaling no less than 60 minutes. (WAC-392-191A-110), one of which is 30 minutes (WAC-392-191A-030)</li> <li>Planning &amp; reflective conferences are part of the formal observation cycle</li> <li>Administrator assigns questions in eVal for planning and reflective conferences</li> <li>Teacher reviews assigned questions and is prepared to discuss</li> </ol> | <p><b>Observation Cycle</b></p> <ol style="list-style-type: none"> <li>Provisional staff require two* 30-minute observation within the first 90 days. The total annual observation cannot be less than 90 minutes.</li> <li>Non provisional staff require a minimum of two observations totaling no less than 60 minutes. (WAC-392-191A-110), one of which is 30 minutes (WAC-392-191A-030)</li> <li>Planning &amp; reflective conferences are part of the formal observation cycle</li> <li>Administrator assigns questions in eVal for planning and reflective conferences</li> <li>Teacher reviews assigned questions and is prepared to discuss</li> </ol> |

|   |   |  |
|---|---|--|
| <p>6. Formal and informal observation dates &amp; times logged into eVal</p> <p>7. Evidence from observations around focus criterion logged into eVal</p> <p>8. Make evidence visible to teacher in eVal by checking the “Make evidence visible” box</p> <p>9. Administrator aligns evidence to the rubric; <u>uses evidence to determine a level of performance</u></p> <p>10. Teacher reviews evidence, makes additions, and <u>uses evidence to determine a level of performance</u></p> <p>11. Teacher and administrator engage in a reflective <i>conversation</i></p> | <p>6. Answers recorded into eVal as</p> <p>7. Formal and informal observations dates &amp; times logged into eVal</p> <p>8. Administrator logs evidence from observations into eVal and aligns to components</p> <p>9. Administrator makes evidence visible to teacher in eVal by checking the “Make evidence visible” box</p> <p>10. Administrator aligns evidence to the rubric</p> <p>11. Teacher reviews evidence and makes additions</p> <p>12. Teacher and administrator engage in a reflective <i>conference</i></p> | <p>6. Formal and informal observations dates &amp; times recorded by administrator</p> <p>7. Administrator records evidence from observations into Evidence Collection Report (see Appendix)</p> <p>8. Teacher reviews evidence and makes additions</p> <p>9. Teacher and administrator engage in a reflective <i>conference</i></p>                               |
| <b>Evidence Collection</b>  | <b>Evidence Collection</b>  | <b>Evidence Collection</b>   |
| <ul style="list-style-type: none"> <li>- Teachers are responsible for providing evidence in non-observable domains 1 &amp; 4</li> <li>- Evaluators are responsible for collecting evidence for domains 2 &amp; 3</li> </ul>   | <ul style="list-style-type: none"> <li>- Teachers are responsible for providing evidence in non-observable domains 1 &amp; 4</li> <li>- Evaluators are responsible for collecting evidence for domains 2 &amp; 3</li> </ul>   | <ul style="list-style-type: none"> <li>- Teachers are responsible for providing evidence in non-observable domains 1 &amp; 4</li> <li>- Evaluators are responsible for collecting evidence for domains 2 &amp; 3</li> </ul>  |
| <b>Summative Evaluation</b>   | <b>Summative Evaluation</b>   | <b>Summative Evaluation</b>  |
| <ul style="list-style-type: none"> <li>- Overall level of performance is determined for the focus criteria based on the preponderance of evidence</li> <li>- a rating of “1” on any student growth rubric triggers a student growth inquiry</li> <li>- the final criterion score will be considered the final summative score</li> <li>- summative evaluation completed by June 1</li> </ul>  | <ul style="list-style-type: none"> <li>- Overall level of performance is determined for each of the 8 criteria based on the preponderance of evidence</li> <li>- Student growth impact rating is determined for SC3, SC6, and SC8</li> <li>- a low student growth impact rating triggers a student growth inquiry regardless of summative criterion score</li> <li>- summative evaluation completed by June 1</li> </ul>  | <ul style="list-style-type: none"> <li>- Overall level of performance is determined for each of the 8 criteria based on the preponderance of evidence (Comprehensive)</li> <li>- Overall level of performance is determined for the focus criteria based on the preponderance of evidence (Focused)</li> <li>- summative evaluation completed by June 1</li> </ul> |

**All certified teachers are required to have a comprehensive evaluation every fourth year.**

# Self-Assessment

## The Beginning of the TPEP Process

**Purpose:** When teachers assess their current practices, a thoughtful and reflective process begins. Self-Assessment in the TPEP process has many purposes for the teacher:

1. To gain familiarity with the language of the scoring rubrics used in the evaluation process
2. To identify strengths and weaknesses in the teacher's instructional, leadership, and professional practice
3. To reflect on the teacher's strengths and weaknesses *in light of* the needs of the student he or she serves
4. To create a baseline to guide the discussion for collaboratively setting goals with the evaluator for the school year (whether comprehensive or focused)

The teacher has the option of sharing or not sharing results with the evaluator.

The Self-Assessment is found in the eval system.



## Goal Setting – Building a Plan

Goal-setting allows teachers and leaders to be intimately involved in determining the course of their work and allows for the shared evidence gathering to start from the beginning of the evaluation cycle. Through instructional, leadership, or professional practice goals, we lay out a specific and detailed course of action to move us toward the results we want for students—our student learning goal.

Prior to October 31, (or as soon as practical for teachers hired after October 1), the teacher and evaluator shall discuss professional goals, student growth measures and student growth goals to be reviewed for the year.

The student growth goal shall align with the language in the rubric. The evaluator and teacher need to have a clear understanding in the fall of what **some students**, **most students**, and **nearly all** students mean. The goal may be revised when circumstances change or the goal is inappropriate for the students being served.

### What is a student growth goal?

A description of what students will know and be able to do at the end of an instructional period based on course or grade-level content standards and curriculum.

### Key Terms to Remember:

- ▶ **Student Achievement:** The status of subject-matter knowledge, understandings, and skills at one point in time.
- ▶ **Student Growth (Learning):** The growth in content knowledge, understanding, and skill over time.

The ESSB5895 requires all teachers to set goals in the student growth portion of the evaluation system. For a *comprehensive evaluation*, teachers are required to have goals set in three areas:

**Criterion 3:** Recognizing individual student learning needs and developing strategies to address those needs. **(Sub-group)**

**Criterion 6:** Using multiple student data elements to modify instruction and improve student learning. **(Whole class)**

**Criterion 8:** Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning. **(Team focus)**

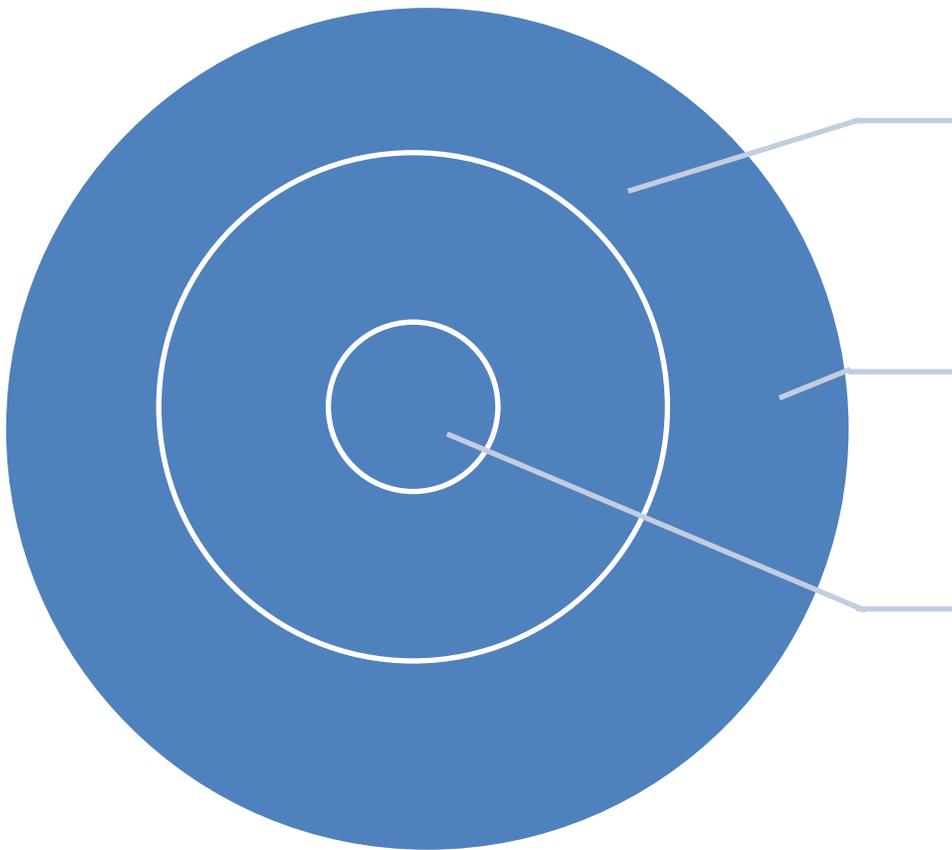
For the *focused evaluation*, if a teacher chooses to focus on criteria 3, 6, or 8, the teacher sets student growth goals related to those criteria. If the teacher chooses one of the criteria from 1, 2, 4, 5, 7 for their focused evaluation, the teacher must set a goal related to student growth from criteria 3 or 6.

Using the OSPI student growth rubrics, teachers will be scored on the goal-setting components of Criteria 3.1, Criteria 6.1, and Criteria 8.1. All Danielson’s Framework for Teaching rubrics can be accessed at <http://tpep-wa.org/the-model/framework-and-rubrics/instructional-frameworks/danielson-framework/>

Specialist frameworks can be found on the district website.

# Student Growth Goals

Example of Building Student Growth Goals from teaching team (Criteria 8) to whole class (Criteria 6) to small group (Criteria 3)

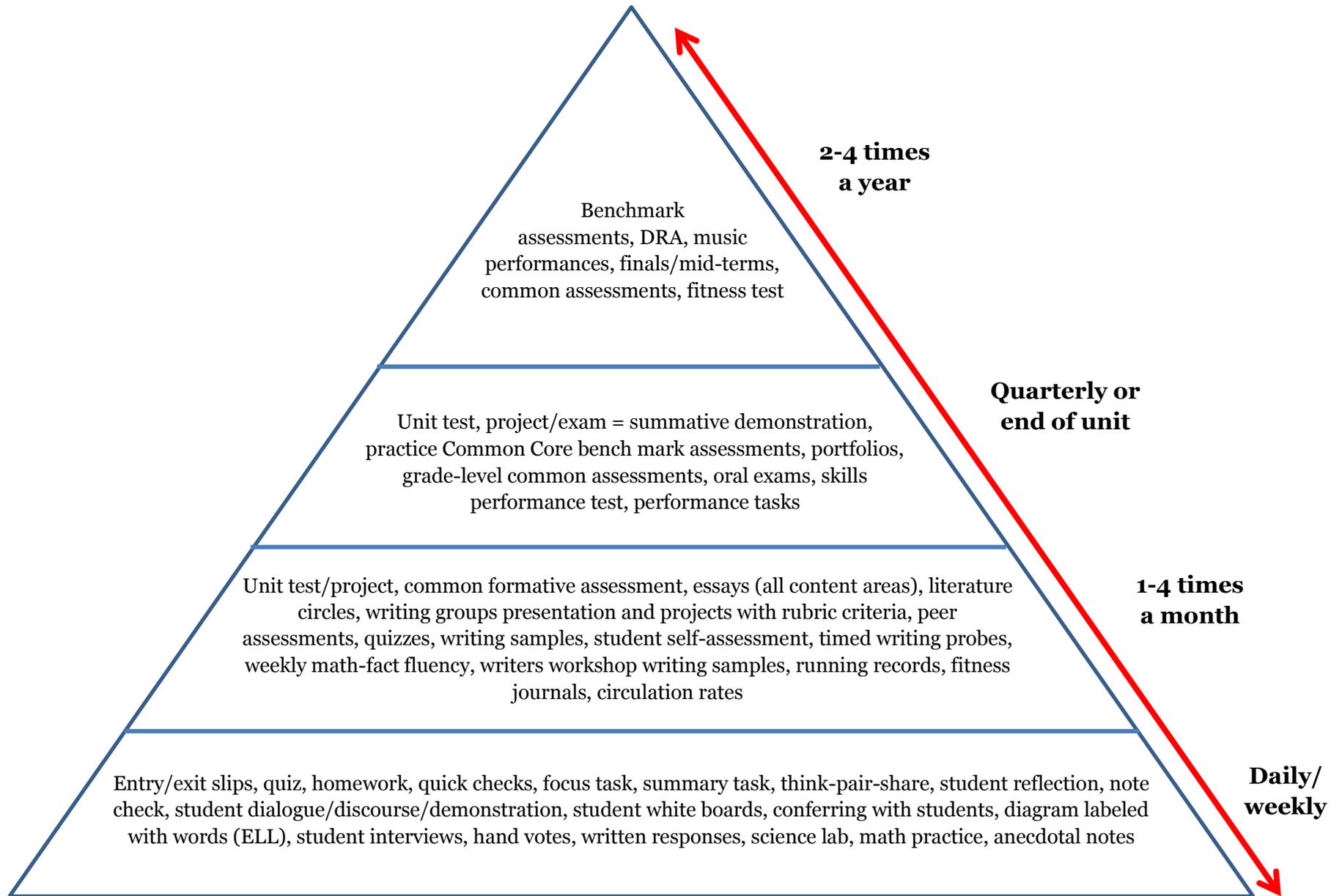


8.1 Between September and May, all 8th grade students will use appropriate literary texts to provide text-based evidence to support prediction, inference and opinion as measured by a 4-point rubric for short answer responses, essay, oral discussion, or debate. Teaching team will meet every six weeks through the year to examine student work and calibrate expectations.

6.1 Between September and May, students will use appropriate literary texts to provide text-based evidence to support prediction, inference and opinion as measured by a 4-point rubric for short answer responses, essay, oral discussion, or debate.

3.1 In September , my 2nd period 8th grade block students who score a 2 or below on our baseline rubric assessing the use of text based evidence to support inference, opinion, and prediction will receive small group interventions, color coding strategies, and/or differentiated text to improve this skill. Throughout the year, these students will demonstrate their growth using multiple formative assessments. By May, most of these students will score a 3 or above in appropriate use of literary texts to provide text-based evidence to support prediction, inference and opinion.

# Possibilities for Collecting Evidence of Student Growth

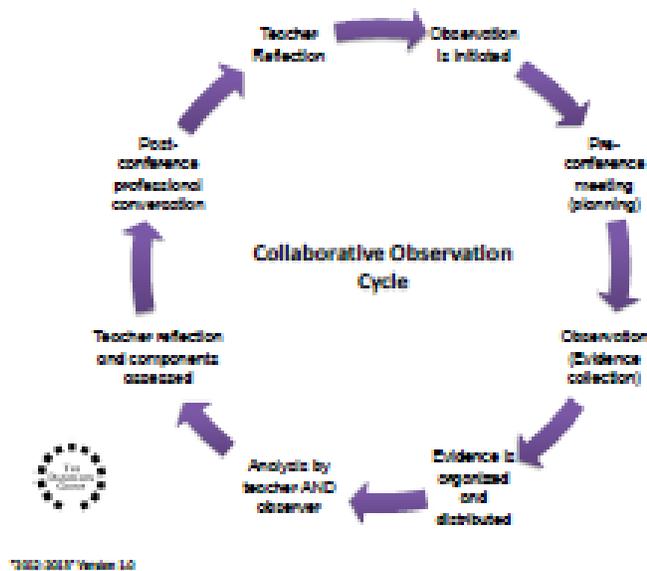


## Pre-Observation Conference

The purpose of the pre-observation conference is to discuss matters such as the employee's student growth goals, the professional activities to be observed, the content, objectives, strategies of the lesson, the length of the observation and possible observable evidence to meet the scoring criteria. The pre-observation conference will occur within **five school days** of the observation unless there are extenuating circumstances discussed by the teacher and evaluator and the conference is rescheduled to a specific date.

### Guidelines:

1. Teachers come to the conference prepared to share the planning (criteria 4).
2. Teachers are encouraged to bring non-observables to the pre-conference and the evaluator can take notes and use the notes as artifacts/evidence.
3. By the end of the pre-conference, the teacher and the evaluator will have a clear understanding of what he/she will be observing. Reminder, not all criteria have to be observed in a single lesson.
4. Evaluators shall offer to hold such conferences in the teacher's classroom when possible. Observations can take place during times when the teacher is not instructing in the areas of his or her student growth goals.
5. Teacher reflects on first observation to determine what additional evidence or artifacts may be needed for the remainder of the school year.
6. The language in the rubric, not specific building priorities, needs to guide conversations.



## Post-Observation Conference

Once an observation has been completed, many options exist for determining the rating of the teacher's performance. Using the rubrics as a guide, these scenarios may occur – the teacher and evaluator should mutually agree on the option that works best.

### Guidelines:

- 1) The post-observation conference will occur **within five days** of the observation unless there are extenuating circumstances discussed by the teacher and the evaluator and the conference is rescheduled to a specific date.
- 2) The evaluator's notes shall be shared with the teacher within **three business days** of the observation and prior to the post-observation conference. The teacher highlights the appropriate level on his/her rubric and brings his/her ratings to the post-conference.
- 3) The evaluator "codes" the observation notes of the teacher evaluation using the eVal tool, by color coding them into the most appropriate criteria. This can occur with the teacher or prior to the post conference.
- 4) The evaluator shall offer to hold such conferences in the teacher's classroom when possible.
- 5) If there is a dispute between the evaluator and the employee regarding the rating, the parties shall have an opportunity to submit additional evidence. The final decision is the responsibility of the evaluator.

### Sample Post Observation Conference Questions

1. Based on the evidence from the lesson, what did you notice about student learning? (4a; SC2)
2. What might you do next to impact student learning? (4a; SC2)
3. What evidence might you use from this lesson to demonstrate progress towards your goals? (4a; SC2)
4. As you consider your classroom procedures, student conduct & physical space, please describe specific examples of how these contribute to student learning. (4a; SC2 and 1b; SC3)
5. Based on your lesson design, describe the instructional and assessment strategies you utilized. (1e; SC4 and 1f; SC6)

## Summative Evaluation Conference

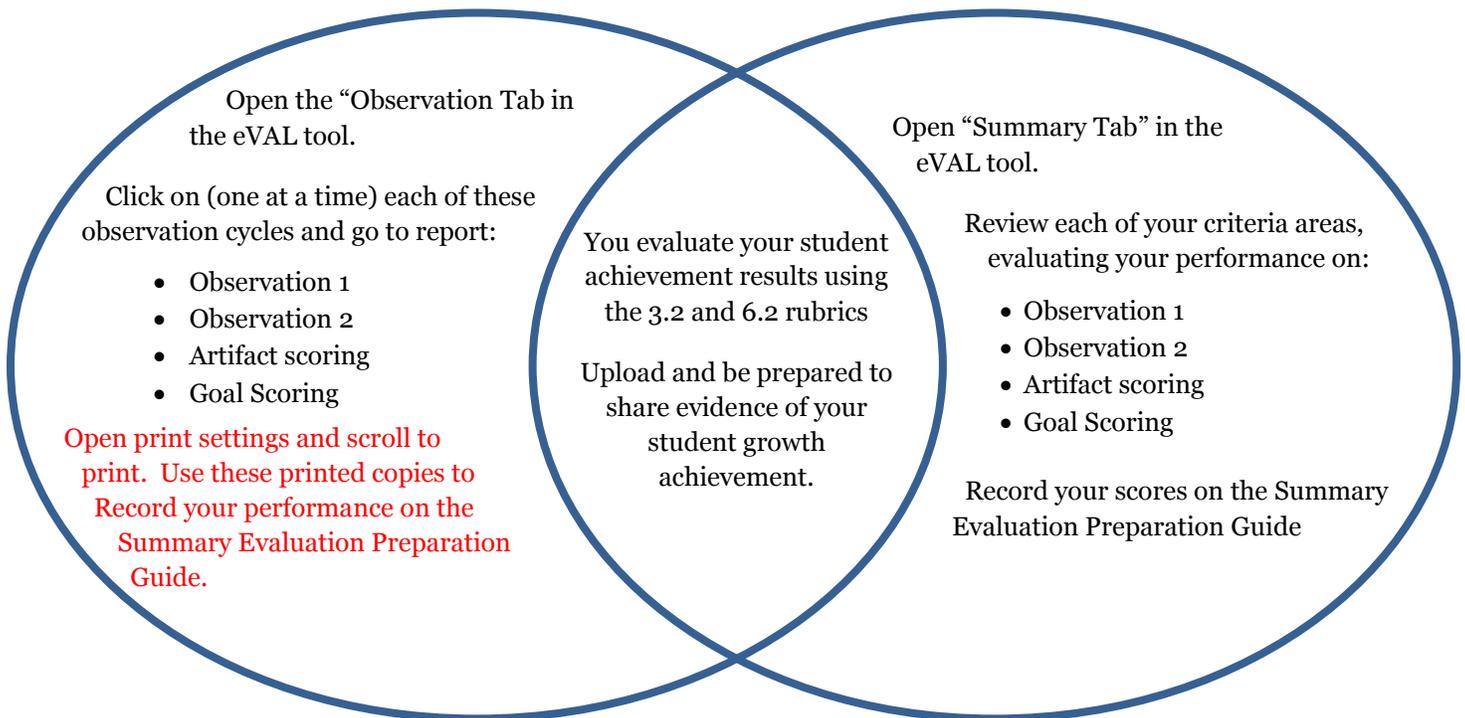
The summative evaluation conference shall be completed **at least two weeks prior** to the end of the school year.

Throughout the year, the teacher and principal have collected evidence and artifacts reflecting the teacher's performance on all criteria (if on the comprehensive evaluation) OR have collected evidence related to the one criterion of focus.

All evidence, whether it is collected digitally, using the eVAL tool, is brought to the summative conference for the teacher and administrator to score and determine the final summative rating. As a reminder, the evaluator can use notes taken regarding artifacts/evidence observed at the pre or post-conference. At the summative conference, each criterion shall be rated collaboratively based on the components in that criterion using a preponderance of the evidence.

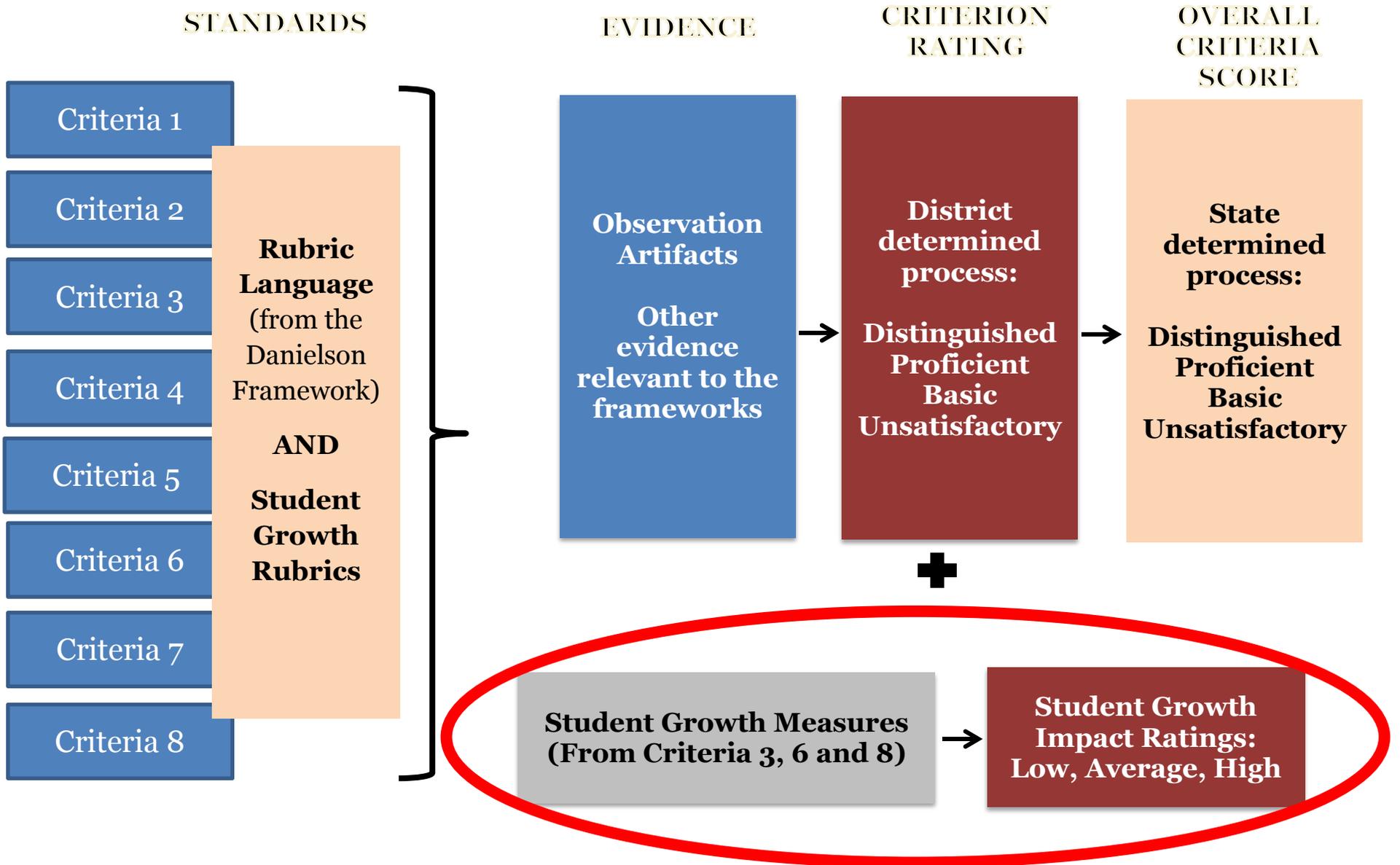
In addition, the teacher has provided evidence of the student growth component that was established with the required goal-setting earlier in the year/semester.

### How do I prepare for my summative evaluation?



You are now ready to meet with your evaluator to collaborate and score your summative evaluation.

# Comprehensive Evaluation Summative Scoring Process



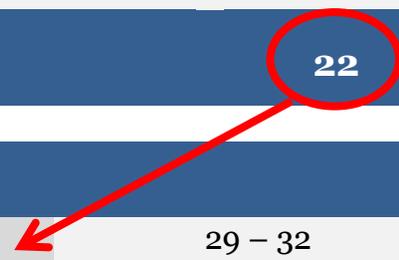
## Sample of Comprehensive Overall Criteria Score

| Teaching Criteria  | Overall Criterion Score |
|--|-------------------------|
| Criterion 1: Centering instruction on high expectations for student achievement  | 3                       |
| Criterion 2: Demonstrating effective teaching practices  | 4                       |
| *Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs                     | 3                       |
| Criterion 4: Providing clear and intentional focus on subject matter content and curriculum                                      | 2                       |
| Criterion 5: Fostering and managing a safe, positive learning environment  | 3                       |
| *Criterion 6: Using multiple student data elements to modify instructions and improve student learning                           | 2                       |
| Criterion 7: Communicating and collaborating with parents and school community   | 3                       |
| *Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning. | 2                       |
| *Indicates criterion embedded with student growth rubrics  |                         |
| <b>Total Summative Score</b>   | <b>22</b>               |

Evaluators place teachers into *preliminary* summative rating categories based on score bands.

As shown, this teacher would receive a *preliminary* overall summative rating of proficient.

| OSPI-Approved Summative Scoring Band |         |            |               |
|--------------------------------------|---------|------------|---------------|
| 8 – 14                               | 12 – 21 | 22 – 28    | 29 – 32       |
| 1                                    | 2       | 3          | 4             |
| Unsatisfactory                       | Basic   | Proficient | Distinguished |



## Sample of Student Growth Impact Grading

| Student Growth              | Goal-Setting Score Based on Rubric | Student Growth* Score Based on Rubric | Overall Student Growth Criterion Score |
|-----------------------------|------------------------------------|---------------------------------------|--|
| Criterion 3                 | 3                                  | 2**                                   | 5                                      |
| Criterion 6                 | 2                                  | 2**                                   | 4                                      |
| Criterion 8                 | 2                                  | N/A                                   | 2                                      |
| <b>Student Growth Score</b> | 7                                  | 4                                     | <b>11</b>                              |

Evaluators place teachers into summative rating categories based on score bands.

As shown here, this teacher would receive a low student growth rating.

| OSPI-Approved Student Growth Impact Rating Scoring Band |                    |                 |
|---|--------------------|-----------------|
| 5 – 12<br>Low   | 13 – 17<br>Average | 18 – 20<br>High |



\* Must include a minimum of two student growth measures (i.e., district-, school-, and classroom-based measures).

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

## Summative Rating & Impact on Student Learning Matrix

**Explain:** Once you have the preliminary criteria summative score and the impact on student growth score, the criteria summative rating and impact on student growth rating matrix (below) will be used to find where in the matrix the teacher scored.

**Note:** If rubric scores produce a ‘low’ student growth score or any one of the five student growth components receive an unsatisfactory (1) rating, then a student growth inquiry is triggered.

|  |                      |  |                             |             |
|--|----------------------|--|-----------------------------|-------------|
| <b>Criteria Summative Rating = Distinguished</b>                                     | <b>Distinguished</b> | Proficient Rating<br><small>Student Growth Inquiry</small> | <b>Distinguished Rating</b> |             |
|  | Proficient           | Proficient Rating<br><small>Student Growth Inquiry</small> | Proficient Rating           |             |
|  | Basic                | Basic Rating<br><small>Student Growth Inquiry</small>      | Basic Rating                |             |
|  | Unsatisfactory       | Unsatisfactory Rating<br>Plan of Improvement               |                             |             |
| <b>Intersection on Criteria Summative Rating and Impact on Student Growth Rating</b> |                      | Low  | <b>Average</b>              | <b>High</b> |
|  |                      | <b>Impact on Student Growth Rating</b>                     |                             |             |

**Example 1:** If the teacher scored **Distinguished** on the criteria summative rating, an **average** or **high** on the impact on student growth rating, the teacher will be **Distinguished**.

## Summative Rating & Impact on Student Learning Matrix

|   |                |  |                      |      |  |
|---|----------------|--|----------------------|------|--|
| <b>Criteria Summative Rating = Proficient</b>   | Distinguished  | Proficient Rating<br><small>Student Growth Inquiry</small> | Distinguished Rating |      |  |
|   | Proficient     | Proficient Rating<br><small>Student Growth Inquiry</small> | Proficient Rating    |      |  |
|   | Basic          | Basic Rating<br><small>Student Growth Inquiry</small>      | Basic Rating         |      |  |
|   | Unsatisfactory | Unsatisfactory Rating<br>Plan of Improvement               |                      |      |  |
| Intersection on <b>Criteria Summative Rating</b> and <b>Impact on Student Growth Rating</b> |                | Low  | Average              | High |  |
|   |                | <b>Impact on Student Growth Rating</b>                     |                      |      |  |

**Example 2:** If the teacher scored **Proficient** on the criteria summative rating, and **low, average** or **high** on the impact on student growth rating, the teacher will be **Proficient**.

**Example 3:** If the teacher scored **Distinguished** on the criteria summative rating, and **low** on the impact on student growth rating, the teacher will be **Proficient**

**Example 4:** If the teacher scored **Unsatisfactory** on the criteria summative rating with a high impact on student growth rating, then the evaluator’s supervisor will review the evidence.

## Sample Student Growth Goals – Criterion 3.1

### (OSPI)

**SG 3.1 HS English** – Between September and January (first semester), most of the English Language Learners scoring basic or below on the Greek and Latin roots baseline assessment, will improve their performance at least one level on the end of semester Greek and Latin roots assessment. Weekly formative assessments will help them keep track of their progress as well as small group activities to continue developing their basic understanding of the Greek and Latin roots.

**SG 3.1 HS Science** – Between September and May, students scoring below a proficient in scientific argumentation on the base-line pre-assessment will be given small group instruction to improve performance with answering a scientific question by making a claim, providing evidence, and explaining why that evidence supports a claim. Every 1-2 weeks students will be provided practice using NSTA examples as a formative assessment to gauge progress and a final assessment will be measured through an end of year exam.

**SG 3.1 HS Math** – A pre-assessment will be given at the beginning of the Algebra 1 Chapter 3: Solving and Graphing Equations and Inequalities unit. Based on performance on the pre-assessment, students will be divided into quartiles. The subgroup will include the 2<sup>nd</sup> quartile (students that receive a 40% to 60% on the baseline). During the course of this unit in addition to the normal, daily instruction, this subgroups will be part of informal “seminar talks”, mini-lessons, and SSR intervention will be assigned when needed. Most of these students will meet standard on the summative Unit 3 assessment.

**SG 3.1 HS World Language** – Between February and May (second semester), student scoring a 2 or below on the baseline vocabulary recognition and usage team created rubric will increase their level of performance by at least one level. Throughout the second semester, this targeted group will practice language acquisition in partner and or small group activities guided by the teacher. Most of this subgroup will demonstrate proficiency on the end of the semester vocabulary recognition and usage assessment.

**SG 3.1 HS Physical Education: Walking Class** – Most students demonstrating a level 2 (25 – 30 minutes) or a level 1 (more than 31 minutes) when walking two miles on the baseline assessment will improve their time between September and January to the proficient level 3 (18-14 minutes) Students will keep a daily record of their walking distance each day and see a steady increase in distance to improve at least one or more levels on the final two mile walking assessment at the end of the semester.

**SG 3.1 MS Math** – Between October and November, most students scoring on the Level 2 on the baseline integers pre-assessment (multiplication and division and of fractions to multiply and divide rational numbers) will increase their level of performance at least one level of proficiency at the end of the Integers Unit. During the unit, this subgroup will be monitored using daily check-ins such as exit tickets and homework review as well as weekly formative assessments.

**SG 3.1 MS History** – Between January and March, most students scoring a level 2 or level 1 on the Constitution pre-assessment will improve their level of performance by at least one or more levels as measured by the final Constitution assessment at the end of the unit. Small group mini-lessons, partner study sessions before and after school as well as application to current events will support the concepts before the end of unit assessment.

**SG 3.1 MS Language Arts** – Between September and May, 2nd period 8th grade block students who score a 2 or below on the base-line rubric assessing the use of text based evidence to support inference, opinion, and prediction. These students will receive small group interventions, color coding strategies, and/or differentiated text to improve this skill. Throughout the year, these students will demonstrate their growth using multiple formative assessments. By May, most of these students will score a 3 or above in appropriate use of literary texts to provide text-based evidence to support prediction, inference and opinion.

**SG 3.1 Elementary Music** – Using a proficiency test given in October 2014, subgroups will be identified from the 3<sup>rd</sup> grade students who scored below a 3 in pitch and tonality rubric. These students will increase their performance progress toward the goal of singing in tune and maintaining a tonal center while singing acapella by receiving monthly in-class formative stage checks and small group interventions. The summative assessment given in March 2015 will show that most of the 3<sup>rd</sup> grade subgroup will score a 3 (proficient level) or higher.

**SG 3.1 Elementary Librarian** – Between October and May, students in an identified 3<sup>rd</sup> grade class who are not showing growth in recognizing the seven genres of literature by January will receive additional support. These students will be identified through on going formative assessments given after weekly lessons. Additional support will be provided through small group interventions, in-class one-on-one support, and supplemental practice outside library time. By May most of these identified students will show indicated by the final assessment in May.

**SG 3.1 Elementary PE** – During the 9 week fitness module, 5<sup>th</sup> grade student in an identified class who are identified as significantly below the average in the initial baseline of the President Fitness shuttle-run, will receive an individualized improvement plan. This plan will include an at home fitness program with built in incentives, contact will home and family, strong encouragement to join the afterschool activity program, and weekly check ins to monitor progress. Most of these identified students will show 20% growth during the final week of the fitness module.

**SG 3.1 5th Grade Reading/Writing rotation teacher** – Between fall and spring DRA, students in 5th grade who were level 38 or below during fall DRA assessments will receive specialized instruction to focus on their WPM (words per minute) scores by at least 5% while maintaining at least 95% accuracy. Increasing WPM scores will help students increase their DRA reading level. To track student progress, specialized instruction may include any of the following formative assessments: running records, DRA Progress Monitoring, 3 Minute Reading Assessments (Rasinski), DRA2 Assessments. Individualized plans will be discuss plan with parents at fall conferences and give parents updates after winter DRA testing and at spring conferences. Students

will be given the opportunity to monitor their own progress and growth. Nearly all of these students will increase their DRA reading level by at least 1 year's growth based on the final DRA benchmark test.

**SG 3.1 4th Grade Teacher** – Between October and April, 4<sup>th</sup> grade students who score in the bottom 25% of the baseline pre-assessment on multiplying a whole number up to four digits by a one-digit whole number, and multiplying two two-digit numbers will receive specialized instruction. This instruction can include small group instruction, re-teaching instructional time, additional practice, regular in class check-ins and support. Student growth and progress will be monitored with a test on or around the 15<sup>th</sup> of each month. The bottom 25% can change based on the progressive learning styles of the students in the 4<sup>th</sup> grade class.

**SG 3.1 1/2 Split Teacher** – Between the fall and spring DRA, students who are reading below level 4 according to the fall DRA test will be given specialized instruction. Specialized instruction can include focused individual and small group instruction, parent and home contact for support, and more frequent reading opportunities. On-going formative assessments and the Winter DRA will indicate student progress and growth.

**SG 3.1 Half Day Kindergarten** – At the beginning of the first quarter, students who score a 1 or below in student work and oral language will receive small group instruction and individual conferencing two times per week. Progress will be monitored by student writing samples (2 per week), conference formative assessments, and the David Matteson 2nd quarter benchmark assessment. Student growth will be measured by the David Matteson second quarter benchmark assessment.

**SG 3.1 Resource Room** – Between September and January, students in the resource room who do not make regular progressive growth in their ability to write a coherent paragraph with accurate conventions based on IEP will receive additional specialized instruction. Specialized instruction can include, focused individual and small group instruction, a more scaffold approach, parent and home contact for support, and more writing opportunities. Formative assessments will used to monitor progress, and an end of semester writing prompt will be used to show student growth.

**SG 3.1 Life Skills** – Between September and January, life skills students who do not recognize coins on any level will receive specialized instruction. Specialized instruction will include one-on-one individualized instruction and additional practice with coin recognition. Final student growth will be determined by performing a transaction at a retail store in the community.

## Sample Student Growth Goals – Criterion 6.1

### (OSPI)

**SG 6.1 HS English** – Between September and January (first semester), most of my 5<sup>th</sup> period English I students will meet standard in comprehension and understanding of figurative language as measured by the end of semester assessment. A pre-assessment will be given as a baseline; weekly formative assessments using “Poem of the Week” will be given to measure growth and assess student progress.

**SG 6.1 HS Science** – Between September and May, nearly all of my biology students in period 3 will be proficient in scientific argumentation. Students will be able to answer a scientific question by making a claim, providing evidence, and explaining why that evidence supports a claim. A base-line pre-assessment will be given in September; students will be provided practice using NSTA examples once every 1-2 weeks, and a final assessment will be measured through an end of year exam.

**SG 6.1 HS Math** – Most of my 5<sup>th</sup> period Algebra I students will meet standard on chapter 3 of the adopted district curriculum. At the beginning of chapter 3, my 5<sup>th</sup> period Algebra class will be given a chapter 3 pre-assessment. To support and measure their growth, students will participate in Interactive Notebooks, starter problems, exit tasks, and built in remediation/enrichment days. Student progress will be monitored through exit tasks and formative assessments. Student growth will be measured through the summative assessment at the end of the chapter 3 unit.

**SG 6.1 HS Drama** – During the first semester (September to January), most of my 3<sup>rd</sup> period students will demonstrate at least one level of growth in a skill specific to one of the following: backstage work, set design, lighting design, acting or directing. A baseline will be measured using a team created rubric used during an in-class production in November. Formative assessments, exit tasks, and class performances will be used to monitor student progress and growth. Student growth will be measured through an in-class production in January using the team created rubric.

**SG 6.1 MS Math** – From October through November, most students in my 4<sup>th</sup> period 7<sup>th</sup> grade math class will be able to multiply and divide rational numbers by the end of the Integers Unit. Students will be given a unit pre-assessment to determine a baseline level of performance. Collaboratively-designed weekly formative assessments and daily check-ins such as exit tickets and homework review will be used to formally assess student progress, as well as, monitor and adjust instruction. Student achievement will be measured by the district designed common summative assessment for the Integers Unit.

**SG 6.1 MS Writing** – Between September and May, most of my 2nd period 8th grade block students will use appropriate literary texts to provide text-based evidence to support prediction, inference and opinion. A team created rubric will be used to identify base-line data for each student, measure growth and overall student progress during the year. Multiple practices using text-based evidence to support responses will be assessed throughout the year. Most students will score a 3 or above.

**SG 6.1 Elementary Music** – Between October and March, most of the 3rd grade students in one identified class will demonstrate measurable progress, using musical skills and vocal techniques to sing in tune (accurately match pitches). A student pitch accuracy baseline will be determined through a team created rubric. The students’ growth and progress will be measured through formative assessment check-ins, vocal exercises embedded in daily music curriculum, Kodaly instruction, and a series of team created formative assessments. In March, students will demonstrate standard by singing in tune consistently and achieving a 3 or above on the assessment team created rubric.

**SG 6.1 Elementary Librarian** – Between October and May, most 3<sup>rd</sup> grade students in an identified class, will learn to recognize elements of seven genres of literature and be able to describe at least five elements. A pre-assessment will be used as a baseline. A variety of formative assessments will be used after weekly lessons to monitor student growth and progress: short quizzes, tickets to leave, and verbal check-ins. A final assessment will be given in May to measure student growth.

**SG 6.1 Elementary PE** – During the 9 week fitness module, most 5<sup>th</sup> grade student in an identified class, will improve on the Presidential Fitness shuttle-run times by 20%. A shuttle run during the first week will establish a baseline. To measure students’ growth and progress, a team created formative assessment identified in appropriately matched fitness activities will be used. Final growth will be measured at the 9<sup>th</sup> week of the fitness module.

**SG 6.1 5<sup>th</sup> Grade Writing Rotation Teacher** – Between the fall and spring DRA, all or nearly all of the 5<sup>th</sup> grade class will increase their DRA reading level by at least 1 year's growth based on DRA benchmarks. The following formative assessments will be used to track student progress: running records, DRA Progress Monitoring, 3 Minute Reading Assessments (Rasinski), DRA2 Assessments. Plans will be discussed with the parents at fall conferences and parents will be given updates after winter DRA testing and at spring conferences. Strategies for improving reading fluency and comprehension will be shared with parents and students. Student growth will be measured in the spring with a final DRA benchmark test.

**SG 6.1 4<sup>th</sup> Grade Teacher** – Between October and April, most 4<sup>th</sup> grade students will be able to “multiply a whole number up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations” (4.NBT.5). A pre-assessment will be given to establish a baseline. Student growth and progress will be monitored with a test on or around the 15<sup>th</sup> of each month. To measure student growth, a final assessment will be given in April.

**SG 6.1 1/2 Split Teacher** – Between the fall and spring DRA, most 1/2 split class students will be able to retell or recount stories including key details and demonstrate understanding of the central message, lesson, or moral (RL 1.2, RL 2.2). The fall DRA will determine baseline for measuring student growth. All students will improve their DRA scores by 3 to 5 levels. Two formative assessments and the winter DRA will be used to track student progress. Student growth around retelling/recounting will be measured by the spring DRA.

**SG 6.1 Half Day Kindergarten** – By the end of the second quarter, most kindergarten students will be able to place at a 3 or 4 on the David Matteson second quarter benchmark assessment rubric for student work and oral language in writing. A pre-assessment given at the beginning of the first quarter will be used as a benchmark. Student progress will be informed through 2 formative assessments of student workbooks per week, and student responses during individual conferences. Final student growth will be measured on the David Matteson second quarter benchmark assessment.

**SG 6.1 Resource Room** – Between September and January, most resource room students will increase their ability to write a coherent paragraph with accurate conventions based on IEP. A September writing prompt using the district writing rubric will establish the baseline. Classroom based assessments, formative assessments and performance tasks will be used to monitor progress. An end of semester writing prompt will be used to show student growth.

**SG 6.1 Life Skills** – Between September and January, most life skills students will improve their ability to recognize, count, add, and subtract coins. In September a baseline will be determined using a performance task at the in-class student store. Students will practice using coins at the in-class store on a weekly basis. Final student growth will be determined by performing a transaction at a retail store in the community.

## Sample Student Growth Goals – Criterion 8.1 (OSPI)

**SG 8.1 HS English** – Students in 9<sup>th</sup> grade English 1 will comprehend and correctly identify figurative language in a variety of texts. A team created pre-assessment will determine the baseline of understanding and Poem of the Week quizzes will be used by the team to look at student work to design lessons, develop interventions, and create extensions to improve student all students. A final common figurative language assessment will gather data for planning next steps to strengthen the unit.

**SG 8.1 HS Science** – Most students in biology will be able to use scientific argumentation, the ability to answer a scientific question by making a claim, providing evidence, and explaining why that evidence supports a claim. Based on a baseline assessment, our biology team will identify the standards that need more instructional support. Weekly PLC meetings will look at the student work and develop formative assessments using the scaling work from last year as well as create strategies to support struggling students.

**SG 8.1 High School Art** - Within each trimester, all Intro to Art students will use appropriate critique rubric to support their self-evaluation of their creative process and their completed composition. Evidence will be collected through a baseline, an exit slip as a formative assessment of newly introduced, demonstrated, and/or practice skills, as well as a summative composition and self-evaluation. Collection of evidence will show growth in comprehension and application of art elements and principles as a foundation for creating art images at all ability levels. Same subject teaching team will meet during LIF Days through the year to examine student work, growth, and also calibrate expectations.

**SG 8.1 HS Math** - In Chapter 3 of Algebra 1, students will get instruction on writing, solving, modeling, and graphing inequalities. A pre-assessment, summative assessment and multiple formative assessments will be developed in collaboration with other Algebra 1 teachers during LIF meetings. The Algebra 1 team will also collaborate to develop: (1) a “chapter project”, (2) Interactive notebook activities, and (3) enrichment and remediation instruction that can be used in class and during SSR intervention time. Student growth will be measured using the summative assessment at the end of the chapter 3 unit.

**SG 8.1 MS Math** - Students in 7<sup>th</sup> grade math will increase their performance ability to apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers from October 7, 2013 through November 8, 2013. 7<sup>th</sup> grade math students will be assessed using collaboratively-designed weekly formative assessments and daily check-ins such as exit tickets and homework review. During our collaborative time our team will analyze student work and use our LIF meetings to develop reteach and extension opportunities based on data collected. Starting from a baseline level of performance on the unit pre-assessment, most of 7<sup>th</sup> grade math students will raise at least one level of proficiency by the end of

the Integers Unit. Student achievement of this goal will be measured by the district designed common summative assessment for the Integers Unit.

**SG 8.1 MS Language Arts** - Between September and May, all 8th grade students will use appropriate literary texts to provide text-based evidence to support prediction, inference and opinion. Team meetings will first identify the common scoring tool used to assess student performance using text-based evidence to support a variety of responses. Once the baseline data is gathered, monthly team meetings will examine student work, design lessons and interventions to support all students, and determine the formative and summative assessments all 8<sup>th</sup> grade students will complete to show their skills and knowledge using text-based evidence to support responses.

**SG 8.1 MS Physical Education** – Between February and May, students in 6<sup>th</sup> grade PE will increase their understanding of team sports by completing the performance and written assessments created for each unit of study (list 4-5 units) by the PE team. Each unit will be developed with the pre-assessment, objectives, lessons, materials, and summative assessments. Upon completion of each unit, student work will be examined and results will be reported to reflect on the adjustments needed to meet the needs of struggling students as well as the extensions possible for those students meeting standard on the units.

**SG 8.1 Elementary Music** - Between October and March, most of the 3<sup>rd</sup> grade students in one identified class will demonstrate measurable progress, using musical skills and vocal techniques to sing in tune (accurately match pitches). A student pitch accuracy baseline will be determined through a team created rubric. The students' growth and progress will be measured through formative assessment check-ins, vocal exercises embedded in daily music curriculum, Kodaly instruction, and a series of team created formative assessments. Methods used to teach pitch matching, and improve those that require extra instruction will be designed in collaboration with other district elementary music teachers. Music teachers will meet monthly to share ideas, which will include vocal exercises, singing games, interactive technology, rubrics, and effective assessments which are aligned with the state standards.

**SG 8.1 Elementary Librarian**-The Librarians will meet at least monthly beginning in October and continue through May for strategic collaboration meetings to discuss assessment data, reflect on student progress and determine next steps to achieve the goal of 3<sup>rd</sup> grade students' ability to recognize elements of seven genres of literature and be able to describe at least five elements. The team will create a pre-assessment to be used as a baseline, weekly formative assessments to monitor lessons around student growth and progress, and a final assessment to be given in May to measure student growth.

**SG 8.1 Elementary PE** – The PE teachers will meet at least once a month beginning in October and continue through May for strategic collaboration meetings to discuss assessment data, reflect on student progress and determine next steps to achieve the goal of a 20% improvement on times during the 9 week Presidential Fitness shuttle-run for most 5<sup>th</sup> grade student in an identified class. The team will create formative

assessments appropriately matched to the fitness activities. The team will also problem solve and create individualized plans for students who are significantly below average and fall into the SG3.1 category.

**SG 8.1 5<sup>th</sup> Grade Reading/Writing Rotation Teacher** – The 5<sup>th</sup> grade team will meet weekly beginning in October and continuing through May for strategic collaboration to discuss assessment data, reflect on student growth, progress, and determine next steps to achieve the grade level goal of each student increasing their DRA reading level by at least 1 year’s growth based on DRA benchmarks. The team will create formative assessments; determine re-teaching groups, and other interventions to progress toward the end goal.

**SG 8.1 4<sup>th</sup> Grade Teacher** - Between October and May, the 4<sup>th</sup> grade team will meet weekly for strategic collaboration to discuss assessment data, reflect on student growth, progress, and determine next steps to achieve the grade level goal of most 4<sup>th</sup> grade students being able to “multiply a whole number up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations” (4.NBT.5). The team will create a pre-assessment to establish a baseline, create formative assessments, determine re-teaching groups, and other interventions to progress toward the end goal.

**SG 8.1 Resource Room** – Between September and January, the resource teachers will meet with grade level teams to have planning meetings, discussions, and collaboration time regarding resource room students. These meetings will focus on the goal of assisting the resource room students increase their ability to write a coherent paragraph with accurate conventions based on IEP. Teams will create classroom based assessments, formative assessments and performance tasks to be used to monitor progress. An end of semester writing prompt will be designed to show student growth.

**SG 8.1 Life Skills** - Between September and January, the life skills teachers will meet with grade level teams to have planning meeting, discussions, and collaboration time regarding the life skills students and their goals. These meetings will focus on improving their ability to recognize, count, add, and subtract coins. Teams will design the performance task used in the classroom in-class student store. Teams will meet to analyze student progress and how to determine final student growth as a performance task assessment.

## TPEP Evidence – Examples of Evidence Linked to Specific Components

KEY: In general, white components are “observable” and shaded components are “non-observable”

| Criterion 1: Centering instruction on high expectations for student achievement |  |
|---|--|
| 2b. Establishing a culture for learning   | <ul style="list-style-type: none"> <li>Observational evidence demonstrating not only the learning target but the importance and relevance of the learning target</li> <li>Teacher notes on student work which demonstrates high expectations for learning and achievement</li> <li>Written description of expected outcomes</li> <li>Observational evidence of clear/consistent routines and procedures</li> <li>Note from substitute teacher indicating students remained focused and on task</li> <li>Examples of student self-reflection</li> <li>Documented student responses when asked, “What must your work look like to be ‘good enough’ to turn in?”</li> </ul>   |
| 3a. Communicating with students   | <ul style="list-style-type: none"> <li>Photo of posted learning targets in classroom</li> <li>Observation notes recording that learning target is explained and referenced during teaching</li> <li>Observer notes indicating that students do not need multiple clarifications after directions are given</li> <li>Verbatim record of teacher’s explanation of content that connects with students’ knowledge and experiences</li> <li>Observation record that written and spoken language is clear and correct, appropriate to students’ age</li> </ul>  |
| 3c. Engaging students in learning   | <ul style="list-style-type: none"> <li>Documentation showing students are grouped according to ability level</li> <li>Plans showing high order thinking and questioning is pre-planned and in use</li> <li>Observation notes showing variety of learning activities which address multiple modes of learning</li> <li>Log of use of wait time</li> <li>Record of techniques used to assure equal participation of all students: drawing names to determine who will answer, etc.</li> <li>Copy of feedback to student showing recognition of growth</li> <li>Lesson plan with evidence that lesson content is linked to individual student interests and needs</li> <li>Observed use of GLAD strategies and other whole group engagement techniques</li> <li>Observation notes showing the use of techniques to promote and monitor student participation (eyes up here, all eyes on me, etc.)</li> <li>Observation record showing methods employed to access prior learning at the start of a lesson,</li> <li>List of books set aside for guided reading/lit circles/on reserve in library connected to current unit</li> <li>Examples of homework assigned and completed</li> <li>Description of use of thematic units</li> </ul> |
| Criterion 2: Demonstrating effective teaching practices                         |  |
| 3b. Using questioning and discussion techniques                                 | <ul style="list-style-type: none"> <li>List of questions developed during lesson planning designed to promote higher level thinking</li> <li>Documentation of how often students respond in class, and whether students are called on equally, volunteer, etc.</li> <li>Observation record noting patterns of conversation during classroom discussions—are they teacher to student, student to student</li> <li>Video of use of questioning in the classroom</li> <li>Copy of plan for engaging non-engaged students</li> <li>Copy of Essential Questions developed for each unit/lesson</li> </ul>   |

|  |  |
|--|--|
| 4a. Reflecting on teaching   | <ul style="list-style-type: none"> <li>• Notes showing how goals have been revised in response to feedback and/or reflection</li> <li>• Notes in lesson plan showing ideas for changing instruction or assignments for future classes</li> <li>• Copies of student work or notes showing how instruction was changed to address emerging needs</li> <li>• Copies of notes showing how students have been regrouped as a result of formative assessment results</li> <li>• Instructional calendar displaying revisions based on reflection of teaching</li> <li>• Samples of journal entries indicating reflection on teaching</li> </ul> |
| <b>Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs</b> |  |
| 1b. Demonstrating knowledge of students  | <ul style="list-style-type: none"> <li>• Copies of formative assessment data tied to targets and individual students</li> <li>• WAKids/KARK and other progress monitoring data</li> <li>• Lessons from the David Matteson curriculum that display differentiation</li> <li>• Lesson plans indicating how lessons are modified for IEP/504 students</li> <li>• Lesson plans showing examples of differentiated instruction (guided reading groups, AR goal setting, selection of students for Early Birds, etc.)</li> <li>• Notes showing references during teaching intended to link content to individual student interests</li> </ul>  |
| 3e. Demonstrating flexibility and responsiveness   | <ul style="list-style-type: none"> <li>• Planning notes demonstrating differentiation implemented during a unit</li> <li>• Notes showing evidence of lessons based on individual student interests</li> <li>• Observation notes which documents use of multiple approaches to address student learning needs and interests</li> <li>• Copies of interest survey results</li> <li>• Copies of goal setting with students</li> <li>• Any evidence that individual students have been supported in unique ways by educator</li> <li>• Log of interventions attempted with struggling learner</li> </ul>                                     |
| <b>Criterion 4: Providing clear and intentional focus on subject matter content and curriculum</b>                 |  |
| 1a. Demonstrating knowledge of content and pedagogy  | <ul style="list-style-type: none"> <li>• Lesson plan showing variety of instructional strategies and clear learning targets</li> <li>• Pre-observation notes</li> <li>• Log indicating participation in staff development on new content</li> <li>• Log of classes/workshops/books read related to content or pedagogy</li> <li>• Copies of unit planning, copies showing evidence of backward planning (formative assessment data on learning targets)</li> </ul>   |
| 1c. Setting instructional outcomes   | <ul style="list-style-type: none"> <li>• Photo of learning targets posted in the classroom</li> <li>• Lesson plans connecting prior learning to current lesson</li> <li>• A written sequence of skill development showing evidence of scaffolding</li> <li>• Link to web site or newsletter for parents which communicates lesson targets for the week or unit</li> </ul>  |

|  |   |
|--|---|
| 1d. Demonstrating knowledge of resources   | <ul style="list-style-type: none"> <li>• Notes or lesson plans with references to resources on District server/OSPI materials/curricular maps</li> <li>• Examples of resources used for modifications and/or extensions</li> <li>• List of web sites linked to current content</li> <li>• Examples of student work/final products (classroom book, poetry book, newspaper) saved as models for future</li> <li>• Documents indicating use of community resources for field trips and guest speakers</li> <li>• Check-out forms indicating acquisition of GHGR materials from other grade levels to match student reading levels</li> <li>• Student materials such as science notebook/ flash cards/ math journals/ graphic organizers/reading logs</li> <li>• Examples of student or teacher materials demonstrating use of technology</li> </ul> |
| 1e. Designing coherent instruction   | <ul style="list-style-type: none"> <li>• Lesson plans showing scaffold instruction</li> <li>• Documents showing use of <i>Assessment for Learning</i> strategies</li> <li>• Notes showing use of the plan/do/check/act cycle</li> <li>• Pre-observation documentation referencing prior instruction and long range planning</li> <li>• Unit planning that demonstrates evidence of planning backward</li> <li>• Lesson plans showing knowledge and implementation of CCSS</li> <li>• Examples of formative methods to assess standards</li> <li>• Unit plans showing thematic integration of curriculum</li> </ul>  |
| <b>Criterion 5: Fostering and managing a safe, positive learning environment</b> |   |
| 2a. Creating an environment of respect and rapport                               | <p>Observation log which documents:</p> <ul style="list-style-type: none"> <li>• respectful dialogue between teacher and student</li> <li>• students listening and responding to other student comments</li> <li>• examples of students functioning effectively in teams</li> <li>• students assuming various roles and leadership within the classroom</li> <li>• evidence of buddy learning</li> <li>• overt instruction in appropriate behavior</li> <li>• Teacher notes documenting such interactions</li> </ul>  |
| 2c. Managing classroom procedures  | <ul style="list-style-type: none"> <li>• Photo of classroom expectations posted</li> <li>• Observation log noting procedures are in place and followed</li> <li>• Copy of chart of assigned classroom helper roles</li> <li>• Observation notes showing evidence that students know and are following Daily Five expectations</li> <li>• Copy of lesson plans for substitutes/volunteers that spell out procedures</li> </ul>   |
| 2d. Managing student behavior  | <ul style="list-style-type: none"> <li>• Photo or list of classroom rules</li> <li>• Copies of completed behavior charts</li> <li>• Documentation capturing use of Green Card/Red Card chart</li> <li>• Description of how a self-manager program is implemented</li> <li>• Problem solving work sheet and procedures</li> <li>• Self-rating forms in use by students</li> <li>• Notes from phone calls and/or meetings with parents and support staff</li> <li>• Copies of surveys in use</li> <li>• Observation notes showing proactive instruction which teaches expectations before the transition to a new activity or the documentation of such plans</li> </ul>  |

|                               |   |
|-------------------------------|---|
| 2e. Organizing physical space | <ul style="list-style-type: none"> <li>• Seating chart based on unique student characteristics</li> <li>• Photo of a classroom wall showing that space is used to promote learning</li> <li>• Observation record of open traffic patterns</li> <li>• Observation notes indicating evidence that room is devoid of junk and clutter</li> <li>• Photo documenting order and structure in shared building storage area</li> <li>• Video/photo showing layout of a classroom with a variety of learning spaces—small group/large group</li> </ul> |
|-------------------------------|---|

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

|                                   |   |
|-----------------------------------|---|
| 1f. Designing student assessments | <ul style="list-style-type: none"> <li>• Examples of classroom based assessments created and/or in use</li> <li>• Formative assessments including examples of student work</li> <li>• Pre and post assessments</li> <li>• Rubrics designed to communicate learning expectations to students/parents</li> <li>• Example showing how students have been taught to self-assess</li> <li>• Assessments which are coded directly to specific learning targets</li> </ul> |
|-----------------------------------|---|

|                                     |  |
|-------------------------------------|--|
| 3d. Using assessment in instruction | <p>Documentation showing:</p> <ul style="list-style-type: none"> <li>• Use of <i>Assessment for Learning</i> strategies</li> <li>• Student work with evidence of peer editing</li> <li>• Individual feedback to students</li> <li>• Use of individual white boards/thumbs up/fist to five for students to communicate readiness to move forward</li> <li>• Teacher reflection that lesson plans have been adjusted in response to progress monitoring,</li> <li>• Samples of high/medium/low student work</li> <li>• List of grouping of students based on DRA and other assessment results</li> <li>• Samples of student work indicating that students know how to best display their skills on state and district assessments</li> </ul> |
|-------------------------------------|--|

|                                  |   |
|----------------------------------|---|
| 4b. Maintaining accurate records | <p>Note indicating that attendance is submitted accurately and on time</p> <p>Copies of:</p> <ul style="list-style-type: none"> <li>• Running records for reading</li> <li>• DRA data</li> <li>• Any spreadsheet created by teacher to track progress monitoring</li> <li>• Completed progress report with personalized comments</li> <li>• PLC minutes and logs</li> <li>• Sample student portfolio</li> <li>• Logs of parent contacts/phone calls</li> <li>• Accurate financial accounting for field trips and classroom purchases</li> </ul> |
|----------------------------------|---|

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

|                                 |  |
|---------------------------------|--|
| 4c. Communicating with families | <p>Copies of:</p> <ul style="list-style-type: none"> <li>• Classroom newsletters</li> <li>• Email thread with parents</li> <li>• Test Talks: assessment notes which identify targeted objective including student reflection</li> <li>• Behavior Contract or Incentive plan</li> <li>• Prep notes for Parent/Teacher conferences</li> <li>• Curricular guides and games sent home, to extend learning to home</li> <li>• Webpage screen shots, showing links to learning</li> <li>• Indicators of cultural sensitivity: interpreters present at conferences, used with documents, and other. (Sensitivity to Halloween and other cultural issues, through newsletters, bulletins, adaptive curriculum)</li> <li>• Open House, Curriculum Night plans/Power Point/handout</li> <li>• Handouts or notes sent home indicating methods of parent training</li> </ul> |
|---------------------------------|--|

|   |  |
|---|--|
|   | <ul style="list-style-type: none"> <li>• Notes home (info on transition activities, etc.)</li> <li>• Log of phone calls home</li> <li>• Extended interactions with families where children need additional support</li> <li>• Attendance at Tech Night, Family Nights, and other school events in which the teacher makes use of opportunities to interact with parents</li> <li>• Progress report comments, with suggestions for home support</li> <li>• Use and recognition of parent volunteers</li> <li>• Home visit notes</li> </ul>  |
| <b>Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning</b> |  |
| 4d.<br>Participating in a professional community  | <ul style="list-style-type: none"> <li>• Agendas and notes from Learning Improvement Fridays</li> <li>• Notes documenting participation on school leadership team, leadership at staff meeting, contribution to content cadre work, engagement in department and/or grade level meeting</li> <li>• Photo of display created for District Celebration of Innovation</li> <li>• Notes indicating membership on District content cadre (Math, Writing, Reading, Tech, Science, Counselor)</li> <li>• Log of participation in school, District or community activities outside of contractual obligations</li> <li>• Sign in sheet or copies of notes from a professional book study or other professional development, and sharing new learning with colleagues</li> <li>• Letter of intent or message from college supervisor arranging for a student teacher, or commenting on mentorship of student teacher/intern</li> <li>• Written reflection which documents evidence of positive team member skills—willingness to move from “I” to” We”</li> </ul> |
| 4e. Growing and developing professionally   | <ul style="list-style-type: none"> <li>• Copy of professional goals for the year</li> <li>• Copy of Professional Growth Plan</li> <li>• Record of classes and workshops attended and the goals of each</li> <li>• List of professional books read, with reflections</li> <li>• List of membership(s) in professional organizations</li> <li>• Written reflections on new learning and progress toward professional goals</li> <li>• Involvement in ProCert or National Board programs (sample of work)</li> <li>• Written response demonstrating openness to feedback from colleagues</li> <li>• Observational notes or reflection showing participation in lesson study, action research, or other professional development activity</li> </ul>   |
| 4f. Showing professionalism   | <ul style="list-style-type: none"> <li>• List of leadership roles in the building, district and/or region</li> <li>• Notes from an IEP or 504 meeting showing goals educator has written for him/herself when working with student</li> <li>• Copy of a parent email expressing appreciation for the way a situation was addressed</li> <li>• Any record of volunteerism—serving the building, district and/or profession beyond your usual role (notes or copies of agendas)</li> <li>• Minutes or agendas from involvement on standing committees such as IEP, 504, SIP, CAST, building Safety Committee</li> <li>• Minutes from PTA meeting documenting participation</li> <li>• A record of being at work on time and punctual to meetings and other obligations/commitments</li> <li>• Record of initiation and/or participation in a responsive program to address an emerging need or to remediate student deficiencies</li> <li>• Notes or written reflections on work with a difficult parent, student or colleague</li> </ul>                  |

## **TPEP Comprehensive Pre-Observation Planning Guide**

The district pre-observation conference planning guide can be used to guide or focus the discussion at the pre-observation conference.

**Teacher:**

**Pre Obs. Date:**

**Obs. Date:**

**Class Period/Subject:**

- 1. What are your learning targets for this lesson? What do you want each student to know, understand, and/or be able to do at the end of the lesson? (SC4-1c)**
- 2. How does this learning “fit” in the sequence of learning for this class? (SC4-1a, SC4-1e)**
- 3. How will you engage the students in the learning? What will you do? What will the students do? (SC4-1e)**
- 4. How will you differentiate instruction for different individuals or groups of students (ELL, Special Ed, Enrichment, Attention/Behavioral issues, etc.) in the class? (SC4-1b, SC4-1e)**
- 5. How and when will you know the students have learned what you intend? (SC6-1f)**
- 6. Please be prepared to discuss and/or provide any materials the students will be using. (SC4-1d)**
- 7. Is there anything that you would like me to specifically observe or provide feedback for during the lesson?**
- 8. What other things would you like the evaluator to notice during the observations?**

# Student Growth Worksheet

| <b>Student Growth Goals Criteria 3: Subgroup Analysis and Reflection</b>    |   |
|---|---|
| Analysis  | <i>Looking at the results, what patterns do you see in the growth data?</i>   |
| Analysis  | <i>Looking at the results, what do you take away from the data that will inform your work in the future?</i>  |
| Summary   | <i>Did your students meet the goal you set for Criteria 3? Would you characterize your whole class achievement as “no”, “some”, “clear”, or “high” growth? Explain your thinking.</i> |
| <b>Student Growth Goals Criteria 6: Whole Class Analysis and Reflection</b> |   |
| Analysis  | <i>Looking at the results, what patterns do you see in the growth data?</i>   |
| Analysis  | <i>Looking at the results, what do you take away from the data that will inform your work in the future?</i>  |
| Summary   | <i>Did your students meet the goal you set for Criteria 6? Would you characterize your whole class achievement as “no”, “some”, “clear”, or “high” growth? Explain your thinking.</i> |
| <b>Student Growth Goals Criteria 8: Collaborative Team Goal</b>             |   |
| Analysis/Summary  | <i>Looking at your team goal, how would you assess your progress thus far in the year? How are you measuring that progress?</i>   |

## Final Evaluation Meeting Checklist

### Teacher Preparation:

- Self-assessment/ reflection of the year (you can do this on eVAL)
- Evidence uploaded for each criterion
- Print an *Evidence Report* (see the Step-by-Step below)
- Print a copy of your goals from your goal setting in the fall
- Print your student growth data (Excel, OASIS, etc.)
- Complete the Student Growth Goal form for conversation
  - Comprehensive – all three SG Goals
  - Focus – one SG goal you selected

### Supervisor Preparation:

- Assessment/ Pre-Scoring of the year: Supervisor and teacher will discuss the teacher self-assessment and supervisor assessment and agree on scoring
- Review uploaded evidence
- Print Observation Evidence Report
- Copy of the teacher goals
- Final Evaluation Report from eVAL for signing off.

## Directions for printing the Evidence Report from eVAL:

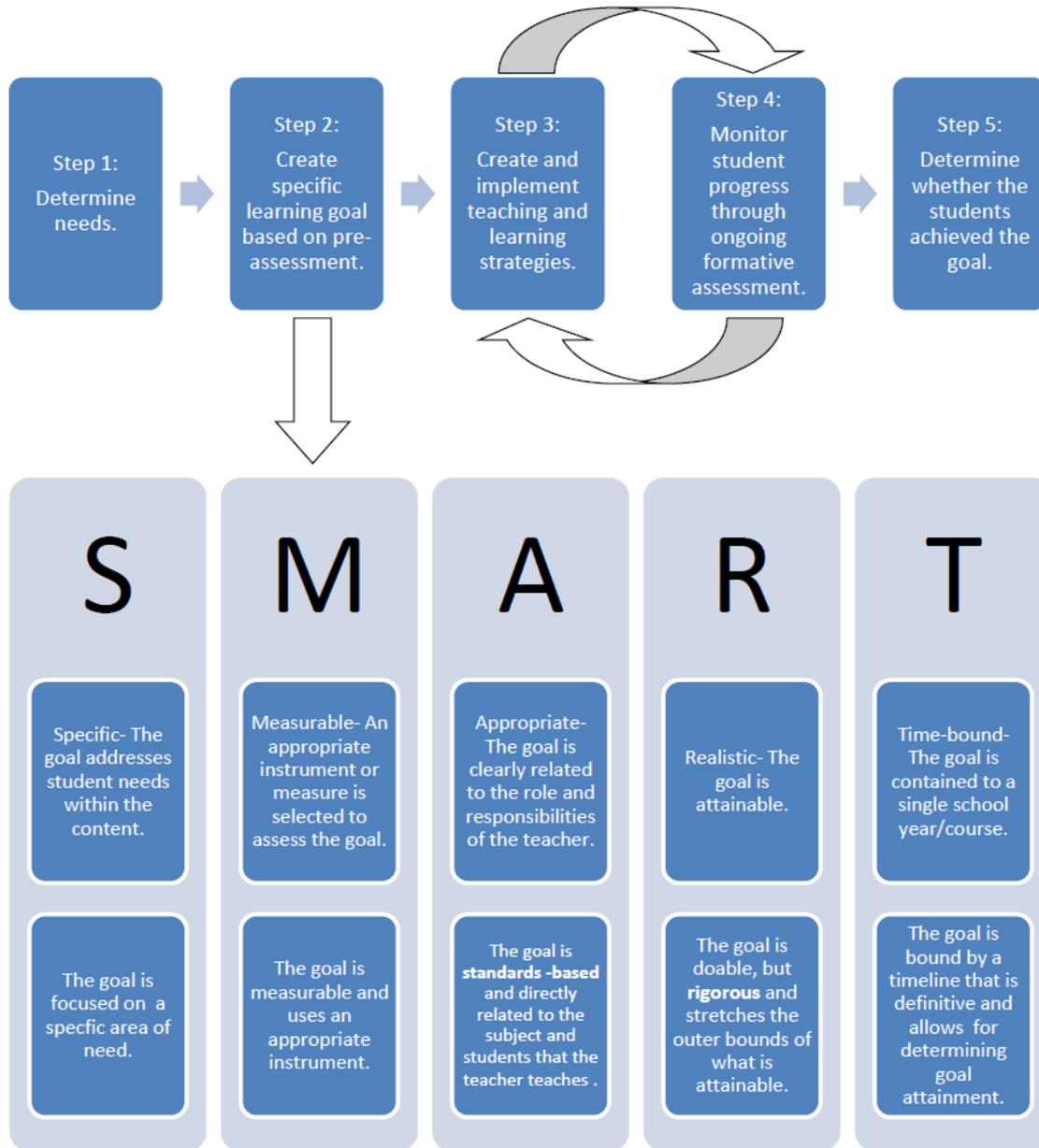
1. In eVAL, click the green **Evidence** tab
2. Now, click the green **Report** tab
3. In the grey **Print Settings** box, click the white arrow on the far right.
4. After making your selection, generate a pdf to print

## Teacher Ratings for Criterion SG3.1, SG6.1 & SG8.1

| <b>Criterion SG3.1 Teacher Ratings:</b> Based on the results of the learning goal, assessments/tasks, and targets a rating is noted below.   |  |   |  |
|--|--|---|--|
| <input type="checkbox"/> <b><u>Unsatisfactory</u></b>  | <input type="checkbox"/> <b><u>Basic</u></b>   | <input type="checkbox"/> <b><u>Proficient</u></b>   | <input type="checkbox"/> <b><u>Distinguished</u></b>   |
| 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). |
| <b>Criterion SG6.1 Teacher Ratings:</b> Based on the results of the learning goal, assessments/tasks, and targets a rating is noted below.   |  |   |  |
| <input type="checkbox"/> <b><u>Unsatisfactory</u></b>  | <input type="checkbox"/> <b><u>Basic</u></b>   | <input type="checkbox"/> <b><u>Proficient</u></b>   | <input type="checkbox"/> <b><u>Distinguished</u></b>   |
| 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).          |
| <b>Criterion SG8.1 Teacher Ratings:</b> Based on the results of the learning goal, assessments/tasks, and targets a rating is noted below.   |  |   |  |
| <input type="checkbox"/> <b><u>Unsatisfactory</u></b>  | <input type="checkbox"/> <b><u>Basic</u></b>   | <input type="checkbox"/> <b><u>Proficient</u></b>   | <input type="checkbox"/> <b><u>Distinguished</u></b>   |
| 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.   |

## GOAL SETTING FOR STUDENT GROWTH PROCESS

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\*Adapted for Kentucky from Stronge, J. H., & Grant, L. W. (2009). *Student achievement goal setting: Using data to improve teaching and learning*. Larchmont, NY: Eye on Education, Inc.

## Goal Setting Process SG 3.1 (template)

Teacher Name:

Date:

### Student Growth Goals Goal Crafting / Development

Evaluation Type:  Comprehensive

Focused

| Criteria/Goal Area  | <i>The When</i><br>Timeframe<br>When will success be measured? Instructional timeframe? | <i>The Who</i><br>Student or Student Group | <i>The What</i><br>Essential Learning<br>What skills do you want the students to know? | <i>The Tools</i><br>Measures<br>Which assessments (2 or more) will be used to measure learning? | <i>The Result</i><br>Aim/Target<br>What does success look like? How will you know students have learned? | <i>The Goal</i><br>Goal Statement<br>What is the final goal statement? | Goal Score Based on Rubric |
|---|---|--|--|---|--|--|----------------------------|
| <b>SG- 3.1</b><br>Sub-group goal: Informed by group goal, class goal and data |   |  |  |   |  |  |                            |

## Goal Setting Process SG 6.1 (template)

**Teacher Name:**

**Date:**

**Student Growth Goals  
Goal Crafting / Development**

**Evaluation Type:**  Comprehensive

Focused

| <b>Criteria/Goal Area</b>   | <u><i>The When</i></u><br><b>Timeframe</b><br>When will success be measured?<br>Instructional timeframe? | <u><i>The Who</i></u><br><b>Student or Student Group</b> | <u><i>The What</i></u><br><b>Essential Learning</b><br>What skills do you want the students to know? | <u><i>The Tools</i></u><br><b>Measures</b><br>Which assessments (2 or more) will be used to measure learning? | <u><i>The Result</i></u><br><b>Aim/Target</b><br>What does success look like? How will you know students have learned? | <u><i>The Goal</i></u><br><b>Goal Statement</b><br>What is the final goal statement? | <b>Goal Score Based on Rubric</b> |
|---|--|--|--|---|--|--|-----------------------------------|
| <b>SG- 6.1</b><br>Classroom Goal: Informed by group goal and data |  |  |  |   |  |  |                                   |

## Goal Setting Process SG 8.1 (template)

**Teacher Name:**

**Date:**

**Student Growth Goals  
Goal Crafting / Development**

**Evaluation Type:**  Comprehensive

Focused

| <b>Criteria/Goal Area</b>                         | <u><i>The When</i></u><br><b>Timeframe</b><br>When will success be measured?<br>Instructional timeframe? | <u><i>The Who</i></u><br><b>Student or Student Group</b> | <u><i>The What</i></u><br><b>Essential Learning</b><br>What skills do you want the students to know? | <u><i>The Tools</i></u><br><b>Measures</b><br>Which assessments (2 or more) will be used to measure learning? | <u><i>The Result</i></u><br><b>Aim/Target</b><br>What does success look like? How will you know students have learned? | <u><i>The Goal</i></u><br><b>Goal Statement</b><br>What is the final goal statement? | <b>Goal Score Based on Rubric</b> |
|---|--|--|--|---|--|--|-----------------------------------|
| <b>SG- 8.1</b><br>Group goal:<br>Informed by data |  |  |  |   |  |  |                                   |

## Achievement of Student Growth Goals 3.2 (template)

### How to Measure results of SG 3.2

| Unsatisfactory  | Basic  | Proficient  | Distinguished   |
|---|--|---|---|
| Growth or achievement data from at least two points in time <i>shows no evidence of growth for most students.</i> | Multiple sources of growth or achievement data from at least two points in time <i>show some evidence of growth for some students.</i> | Multiple sources of growth or achievement data from at least two points in time <i>show clear evidence of growth for most students.</i> | Multiple sources of growth or achievement data from at least two points in time <i>show evidence of high growth for all or nearly all students.</i> |

| Criteria/Goal Area | Goal Statement | Outcomes (Results) | Reflection | Rubric Score * |
|--------------------|----------------|--------------------|------------|----------------|
| SG 3.2             |                |                    |            |                |

### Evaluator's Feedback for SG 3.2 Results

## Achievement of Student Growth Goals 6.2 (template)

### How to Measure results of SG 6.2

| Unsatisfactory  | Basic  | Proficient  | Distinguished   |
|---|--|---|---|
| Growth or achievement data from at least two points in time <i>shows no evidence of growth for most students.</i> | Multiple sources of growth or achievement data from at least two points in time <i>show some evidence of growth for some students.</i> | Multiple sources of growth or achievement data from at least two points in time <i>show clear evidence of growth for most students.</i> | Multiple sources of growth or achievement data from at least two points in time <i>show evidence of high growth for all or nearly all students.</i> |

| Criteria/Goal Area | Goal Statement | Outcomes (Results) | Reflection | Rubric Score * |
|--------------------|----------------|--------------------|------------|----------------|
| <b>SG 6.2</b>      |                |                    |            |                |

### Evaluator's Feedback for SG 6.2 Results

## Inquiry Process

**\*Note: Comprehensive Evaluation Student Growth Scoring:** If rubric scores produce a ‘low’ student growth score or any one of the five student growth components receive an unsatisfactory (1) rating, then a student growth inquiry is triggered as outlined below.

**Student Growth Inquiry:** Within two months of receiving the low student growth score or at the beginning of the following school year, one or more of the following must be initiated by the evaluator:

- Examine student growth data in conjunction with other evidence including observation, artifacts and other student and teacher information based on appropriate classroom, school, school district and state-based tools and practices;
- Examine extenuating circumstances which may include one or more of the following: Goal setting process; content and expectations; student attendance; extent to which standards, curriculum and assessment are aligned;
- Schedule monthly conferences focused on improving student growth to include one or more of the following topics: Student growth goal revisions, refinement, and progress; best practices related to instruction areas in need of attention; best practices related to student growth data collection and interpretation;
- Create and implement a professional development plan to address student growth areas.

Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# Planning for the Inquiry Process (template)

| <b>Goal Revision(s):</b><br>What changes are needed? | <b>Timeframe:</b><br>When will you measure success? | <b>Success Criteria:</b> What does success look like? | <b>Focus:</b> What are some best practices related to instruction in the goal area(s)? | <b>Support:</b> What is needed for your success? | <b>Measures:</b> How will you know if the goal is successful? |
|--|---|---|--|--|---|
|  |   |   |  |  |   |

**Evaluator's Feedback/Notes:**

Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_

Date: \_\_\_\_\_