

**CERTIFICATED TEACHER FOCUSED EVALUATION DOCUMENT**

**CRITERION 8: UW-CEL 5D+**

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

Teacher: \_\_\_\_\_ Grade Level(s): \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Program: \_\_\_\_\_ School Year: \_\_\_\_\_

Comprehensive Evaluation Score\*: \_\_\_\_\_ From School Year: \_\_\_\_\_

\*The final focus summative rating will be the same as the Comprehensive score unless it is a "3" and evidence during this evaluation period indicates a level "4" practice.

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

	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>PCC1: Collaboration with peers and administrators to improve student learning</b>	Teacher rarely collaborates with peers or engages in inquiry for the purpose of improving instructional practice or student learning.	Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher provides minimal contributions.	Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher contributes to collaborative work.	Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher occasionally leads collaborative work and/or teacher serves as a mentor for others' growth and development.
<b>PCC4: Support of school, district, and state curricula, policies and initiatives</b>	Teacher is unaware of or does not support school, district or state initiatives. Teacher violates a district policy or rarely follows district curricula/pacing guide.	Teacher supports and has an understanding of school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide.	Teacher supports and has an understanding of school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide. Teacher makes pacing adjustments as appropriate to meet whole-group needs without compromising an aligned curriculum.	Teacher supports and looks for opportunities to take on leadership roles in developing and implementing school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide. Teacher makes pacing adjustments as appropriate to meet whole-group and individual needs without compromising an aligned curriculum.

	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>PCC5: Ethics and advocacy</b>	Teacher's professional role toward adults and students is unfriendly or demeaning, crosses ethical boundaries, or is unprofessional.	Teacher's professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved.	Teacher's professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved. Teacher advocates for fair and equitable practices for all students.	Teacher's professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved. Teacher advocates for fair and equitable practices for all students. Teacher challenges adult attitudes and practices that may be harmful or demeaning to students.
<b>Student Growth</b>				
<b>8.1: Establish team student growth goal(s)</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.

**Reflective Questions:**

As we look toward next year, do you feel that your practice would be enhanced by continuing with this criterion? Or, might it be time to consider further developing your skills with a different criterion?

Given your response to the previous question, what supports can I, as your evaluator, provide for you to maximize your growth next year?

Both signatures required. Signing of this instrument acknowledges participation in, but not necessarily concurrence with, the evaluation. (Attach teacher comments if desired.)

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

Employee Signature: \_\_\_\_\_ Date: \_\_\_\_\_