

RCW 28A.405.100 Teacher Evaluation Criteria

1 2 3 4 5 6 7 8

Defined in RCW

Defined in WAC — not determined until conclusion of the pilot

Defined by in draft by TPEP pilots

Proposed Satisfactory/ Not satisfactory line

* Required by RCW

Criteria Definitions

are developed to create a common definition and understanding for each criterion.

Rubrics

are linked to each criterion and its descriptors and developed using the district's comprehensive instructional framework. Each criterion is scored by its own set of measures and evidence. Each measure or piece of evidence may carry differing weight in determining the final score for each criterion.

Comprehensive Instructional Frameworks

are district's model of instruction and common language surrounding their instructional practice, aligned to the 8 criteria in RCW. Rubrics developed using instructional frameworks linked back to clear criteria definitions.

Measures & Evidence To be defined.

Observation*

Other Measures & Evidence

Ongoing Analysis & Discussion of Measures & Evidence (Teacher & Principal)

Self Assessment

Student Growth Data

"When student growth data, if available and relevant to the teacher and subject matter, is referenced in the evaluation process it must be based on multiple measures that can include classroom-based, school-based, district-based, and state-based tools. As used in this subsection, "student growth" means the change in student achievement between two points in time."

"The four-level rating system used to evaluate the certificated classroom teacher must describe performance along a continuum that indicates the extent to which the criteria have been met or exceeded."

This line indicates a probable cause for non-renewal. The superintendent will also establish the delineation between "not satisfactory" and "satisfactory" performance in the four-level system.

Final Summative Evaluation

Level 1

Level 2

Level 3

Level 4