Teacher Evaluation Resource Guide

Stanwood Camano School District

2013-14

We are what we repeatedly do. Excellence, then is not an act but a habit.

Aristotle

Our district is ready to introduce a new evaluation process for classroom teachers that is specifically designed to recognize strengths, identify areas of improvement, and provide support for professional growth. Your Association and District strongly agree that we will approach this process in good faith and with mutual respect. It is our specific goal that this evaluation system be meaningful, helpful, and objective. It will also encourage improvements in teaching skills, techniques, and abilities by identifying areas that could benefit from improvement. We strongly believe that the evaluation process will be most effective when there is strong collaboration between the evaluator and the classroom teacher.

Instructional Framework

All school districts in the State of Washington have based their evaluation systems on research-based instructional frameworks. In Stanwood-Camano we use the University of Washington's Center of Educational Leadership (CEL) 5 Dimensions of Teaching and Learning for our instructional framework. The 5 Dimensions defines effective teaching in our district. The framework offers a description of practices that have been shown to promote student learning. The 5 Dimensions serve as the guide for classroom instruction, professional development, peer observation, and professional dialogue in our district.

Five Dimensions Plus for Teacher Evaluation

Purpose	Student Engagement
Curriculum & Pedagogy	Assessment for Student Learning
Classroom Environment & Culture	Professional Collaboration & Communication

5 Dimensions of Teaching and Learning

Instructional Framework Version 4.0

5D™	Subdimension	The Vision	Guiding Questions
Purpose	Standards	• The lesson is based on grade-level standards, is meaningful and relevant beyond the task at hand (e.g., relates to a broader purpose or context such as problem-solving, citizenship, etc.), and helps students learn and apply transferable knowledge and skills • The lesson is intentionally linked to other lessons (previous and future) in support of students meeting standard(s).	• How do the standard and learning target relate to content knowledge, habits of thinking in the discipline, transferable skills, and students' assessed needs as learners (re: language, culture, academic background)? • How do the standard and learning target relate to the ongoing work of this classroom? To the intellectual lives of students beyond this classroom? To broader ideals such as problem-solving, citizenship, etc?
	Learning Target and Teaching Points	• The learning target is clearly articulated, linked to standards, embedded in instruction, and understood by students. • The learning target is measurable. The criteria for success are clear to students and the performance tasks provide evidence that students are able to understand and apply learning in context. • The teaching points are based on knowledge of students' learning needs (academic background, life experiences, culture and language) in relation to the learning target(s).	• What is the learning target(s) of the lesson? How is it meaningful and relevant beyond the specific task/activity? • Is the task/activity aligned with the learning target? How does what students are actually engaged in doing help them to achieve the desired outcome(s)? • How are the standard(s) and learning target communicated and made accessible to all students? • How do students communicate their understanding about what they are learning and why they are learning it? • How does the learning target clearly communicate what students will know and be able to do as a result of the lesson? What will be acceptable evidence of student learning? • How do teaching point(s) support the learning needs of individual students in meeting the learning target(s)?
Student Engagement	Intellectual Work	• Students' classroom work embodies substantive intellectual engagement (reading, thinking, writing, problem-solving and meaning-making). • Students take ownership of their learning to develop, test and refine their thinking.	• What is the frequency of teacher talk, teacher-initiated questions, student-initiated questions, student-to-student interaction, student presentation of work, etc? • What does student talk reveal about the nature of students' thinking? • Where is the locus of control over learning in the classroom?
	Engagement Strategies	• Engagement strategies capitalize on and build upon students' academic background, life experience, culture and language to support rigorous and culturally relevant learning. • Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate, in learning.	• What evidence do you observe of student engagement in intellectual, academic work? What is the nature of that work? • What is the level and quality of the intellectual work in which students are engaged (e.g. factual recall, procedure inference, analysis, meta-cognition)? • What specific strategies and structures are in place to facilitate participation and meaning-making by all students (e.g. small group work, partner talk, writing, etc.)?
	Talk	• Student talk reflects discipline-specific habits of thinking and ways of communicating. • Student talk embodies substantive and intellectual thinking.	• Do all students have access to participation in the work of the group? Why/why not? How is participation distributed? • What questions, statements, and actions does the teacher use to encourage students to share their thinking with one another, to build on one another's ideas, and to assess their understanding of one another's ideas?

5D™	Subdimension	The Vision	Guiding Questions
Curriculum & Pedagogy	Curriculum	• Instructional materials (e.g., texts, resources, etc.) and tasks are appropriately challenging and supportive for all students, are aligned with the learning target and content area standards, and are culturally and academically relevant. • The lesson materials and tasks are related to a larger unit and to the sequence and development of conceptual understanding over time.	• How does the learning in the classroom reflect authentic ways of reading, writing, thinking and reasoning in the discipline under study? (e.g., How does the work reflect what mathematicians do and how they think?) • How does the content of the lesson (e.g., text or task) influence the intellectual demand (e.g. the thinking and reasoning required)? How does it align to grade-level standards? • How does the teacher scaffold the learning to provide all students with access to the intellectual work and to participation in meaning-making? • What does the instruction reveal about the teacher's understanding of how students learn, of disciplinary habits of thinking, and of content knowledge? • How is students' learning of content and transferable skills supported through the teacher's intentional use of instructional strategies and materials? • How does the teacher differentiate instruction for students with different learning needs –academic background, life experiences, culture and language?
Curriculum & Pedagogy	Teaching Approaches and/or Strategies	• The teacher makes decisions and utilizes instructional approaches in ways that intentionally support his/her instructional purposes. • Instruction reflects and is consistent with pedagogical content knowledge and is culturally responsive, in order to engage students in disciplinary habits of thinking. • The teacher uses different instructional strategies, based on planned and/or in-the-moment decisions, to address individual learning needs.	
Curriculum & Pedagogy	Scaffolds for Learning	• The teacher provides scaffolds for the learning task that support the development of the targeted concepts and skills and gradually releases responsibility, leading to student independence.	
Assessment for Student Learning	Assessment	• Students assess their own learning in relation to the learning target. • The teacher creates multiple assessment opportunities and expects all students to demonstrate learning. • Assessment methods include a variety of tools and approaches to gather comprehensive and quality information about the learning styles and needs of each student (e.g., anecdotal notes, conferring, student work samples, etc.). • The teacher uses observable systems and routines for recording and using student assessment data (e.g., charts, conferring records, portfolios, rubrics). • Assessment criteria, methods and purposes are transparent and match the learning target.	• How does the instruction provide opportunities for all students to demonstrate learning? How does the teacher capitalize on those opportunities for the purposes of assessment? • How does the teacher gather information about student learning? How comprehensive are the sources of data from which he/she draws? • How does the teacher's understanding of each student as a learner inform how the teacher pushes for depth and stretches boundaries of student thinking? • How do students use assessment data to set learning goals and gauge progress to increase ownership in their learning? • How does the teacher's instruction reflect planning for assessment? • How does the teacher use multiple forms of assessment to inform instruction and decision-making? • How does the teacher adjust instruction based on the in-the-moment assessment of student understanding?
Assessment for Student Learning	Adjustments	• The teacher uses formative assessment data to make in-the-moment instructional adjustments, modify future lessons, and give targeted feedback to students.	
Classroom Environment & Culture	Use of Physical Environment	• The physical arrangement of the room (e.g., meeting area, resources, student seating, etc.) is conducive to student learning. • The teacher uses the physical space of the classroom to assess student understanding and support learning (e.g., teacher moves around the room to observe and confer with students). • Students have access to resources in the physical environment to support learning and independence (e.g., libraries, materials, charts, technology, etc.)	• How does the physical arrangement of the classroom, as well as the availability of resources and space to both the teacher and students, purposefully support and scaffold student learning? • How and to what extent do the systems and routines of the classroom facilitate student ownership and independence? • How and to what extent do the systems and routines of the classroom reflect values of community, inclusivity, equity and accountability for learning? • What is the climate for learning in this classroom? How do relationships (teacher-student, student-student) support or hinder student learning? • What do discourse and interactions reveal about what is valued in this classroom? • What are sources of status and authority in this classroom (e.g., reasoning and justification, intellectual risk-taking, popularity, aggressiveness, etc.)?
Classroom Environment & Culture	Classroom Routines and Rituals	• Classroom systems and routines facilitate student responsibility, ownership and independence. • Available time is maximized in service of learning.	
Classroom Environment & Culture	Classroom Culture	• Classroom discourse and interaction reflect high expectations and beliefs about all students' intellectual capabilities and create a culture of inclusivity, equity and accountability for learning. • Classroom norms encourage risk-taking, collaboration and respect for thinking.	

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An Overview of the 5D+™ Teacher Evaluation Indicators

CODE	SUBDIMENSION	INDICATOR	WA*
PURPOSE dimension			
P1	Standards	Connection to standards, broader purpose and transferable skill	1
P2	Standards	Connection to previous and future lessons	4
P3	Teaching Point	Teaching points(s) are based on students' learning needs	3
P4	Learning Target	Communication of learning target(s)	1
P5	Learning Target	Success criteria and performance task(s)	1
STUDENT ENGAGEMENT dimension			
SE1	Intellectual Work	Quality of questioning	2
SE2	Intellectual Work	Ownership of learning	3
SE3	Engagement Strategies	High cognitive demand	1
SE4	Engagement Strategies	Strategies that capitalize on learning needs of students	3
SE5	Engagement Strategies	Expectation, support and opportunity for participation and meaning making	2
SE6	Talk	Substance of student talk	2
CURRICULUM & PEDAGOGY dimension			
CP1	Curriculum	Alignment of instructional materials and tasks	4
CP2	Teaching Approaches &/or Strategies	Discipline-specific conceptual understanding	4
CP3	Teaching Approaches &/or Strategies	Pedagogical content knowledge	4
CP4	Teaching Approaches &/or Strategies	Teacher knowledge of content	4
CP5	Teaching Approaches &/or Strategies	Differentiated instruction	3
CP6	Scaffolds for Learning	Scaffolds the task	2
CP7	Scaffolds for Learning	Gradual release of responsibility	2
ASSESSMENT FOR STUDENT LEARNING dimension			
A1	Assessment	Self-assessment of learning connected to the success criteria	6
A2	Assessment	Demonstration of learning	6
A3	Assessment	Formative assessment opportunities	6
A4	Assessment	Collection systems for formative assessment data	6
A5	Assessment	Student use of assessment data	6
A6	Adjustments	Teacher use of formative assessment data	3
CLASSROOM ENVIRONMENT & CULTURE dimension			
CEC1	Use of Physical Environment	Arrangement of classroom	5
CEC2	Use of Physical Environment	Accessibility and use of materials	5
CEC3	Classroom Routines & Rituals	Discussion, collaboration and accountability	1
CEC4	Classroom Routines & Rituals	Use of learning time	5
CEC5	Classroom Routines & Rituals	Managing student behavior	5
CEC6	Classroom Culture	Student status	5
CEC7	Classroom Culture	Norms for learning	5
PROFESSIONAL COLLABORATION & COMMUNICATION dimension			
PCC1	Professional Learning & Collaboration	Collaboration with peers and administrators to improve student learning	8
PCC2	Professional Learning & Collaboration	Professional and collegial relationships	8
PCC3	Communication & Collaboration	Parents and guardians	7
PCC4	Communication & Collaboration	Communication within the school community about student progress	7
PCC5	Professional Responsibilities	Supports school, district, and state curriculum, policy and initiatives	8
PCC6	Professional Responsibilities	Ethics and advocacy	8

Alignment of Washington State Teacher Evaluation Criteria and 5D+ Teacher Evaluation Indicators

Washington State Teacher Evaluation Criteria	5D+ Teacher Evaluation Components
1. Centering Instruction on high expectations for student achievement.	P1 Connection to standards, broader purpose and transferable skill P4 Communication of learning target(s) P5 Success criteria and performance task(s) SE3 High cognitive demand CEC3 Discussion, collaboration and accountability
2. Demonstrating effective teaching practices.	SEI Quality of Questioning SE5 Expectation, support and opportunity for participation and meaning making SE6 Substance of student talk CP6 Scaffolds the task CP7 Gradual release of responsibility
3. Recognizing individual student learning needs and developing strategies to address those needs.	P3 Teaching point(s) are based on students' learning needs SE2 Ownership of learning SE4 Strategies that capitalize on learning needs of students CP5 Differentiated instruction A6 Teacher use of formative assessment
4. Providing clear and intentional focus on subject matter content and curriculum.	P2 Connection to previous and future lessons CP1 Alignment of instructional materials and tasks CP2 Discipline-specific conceptual understanding CP3 Pedagogical content knowledge CP4 Teacher knowledge of content
5. Fostering and managing a safe, positive learning environment.	CEC1 Arrangement of classroom CEC2 Accessibility and use of materials CEC4 Use of learning time CEC5 Managing student behavior CEC6 Student status CEC7 Norms for learning
6. Using multiple student data to modify instruction and improve student learning.	A1 Self-assessment of learning connected to the success criteria A2 Demonstration of learning A3 Formative assessment opportunities A4 Collection systems for formative assessment data A5 Student use of assessment data
7. Communicating and collaborating with parents and school community.	PCC3 Parents and guardians PCC4 Communication within the school community about student progress
8. Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.	PCC1 Collaboration with peers and administrators to improve student learning PCC2 Professional and collegial relationships PCC5 Supports school, district, and state curriculum, policy and initiatives PCC6 Ethics and advocacy

Four-Tiered Performance Rating

Classroom Teachers will be evaluated on a four-tiered rubric for each of the criteria and components within the eight state criteria. Teachers will receive a score for each of the eight criterion and a preliminary summative rating. A teacher's final rating will include the student growth rubrics (3.1, 3.2, 6.1, 6.2, and 8.1). The method for scoring these rubrics follows in this document. Below are the state-adopted descriptions of professional practice of each level on the four-tiered rubric.

4 **Distinguished**	Professional practice at Level 4 is that of a master professional whose practices operate at a qualitatively different level from those of other professional peers. To achieve this rating, a teacher would need to have received a majority of distinguished ratings on the criterion scores. A teacher at this level must show evidence of average to high impact on student growth. Ongoing, reflective teaching and leading is demonstrated through the highest level of expertise and commitment to all students' learning, challenging professional growth, and collaborative practice.
3 **Proficient**	Professional practice at Level 3 shows evidence of thorough knowledge of all aspects of the profession. This is successful, accomplished, professional, and effective practice. Teaching at this level utilizes a broad repertoire of strategies and activities to support student learning. At this level, teaching is strengthened and expanded through purposeful, collaborative sharing and learning with colleagues as well as ongoing self reflection and professional improvement.
2 **Basic**	Professional practice at Level 2 shows a developing understanding of the knowledge and skills of the criteria required to practice, but performance is inconsistent over a period of time due to lack of experience, expertise, and/or commitment. This level may be considered minimally competent for teachers early in their careers but insufficient for more experienced teachers. This level requires specific support.
1 **Unsatisfactory**	Professional practice at level 1 show 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 practice. This level requires immediate intervention.

Timelines

You are receiving this booklet because you will participate in the new comprehensive evaluation system and the four-tiered rating process. As part of the comprehensive evaluation process there are a number of timelines which you and your evaluator should be aware. Being aware of and attentive to these timelines can help make this process more meaningful and beneficial to you.

The following dates are identified in our memorandum of understanding that outlines the agreements between the District and the Association related to the new evaluation process:

September 20 - Evaluators are responsible to notify each teacher regarding which form will be used for evaluation.

September through January - Sometime in this timeframe a teacher and the evaluator should have completed his/her student growth goal-setting conference. Your inquiry should be complete before May 1 so the results are included as part of your summative evaluation.

September 30 - Each employee will be provided a copy of the evaluation criteria, observation forms, the Student Growth Goal Setting form, and other procedural components related to either the comprehensive or focused evaluation, depending on the employee's placement. Principals are responsible to provide the material noted above to employees under their supervision within fifteen days prior to their first observation or by September 30 whichever comes first. If an employee is hired after September 30, the principal will provide these same materials within 15 days of employment.

October 15 - This is the earliest day by law that a probationary period can start.

December 1 - The first scheduled observation cycle will be complete by this date (pre-conference, observation, post conference).

May 1 - The second scheduled observation cycle will be completed by this date (pre-conference, observation, post conference).
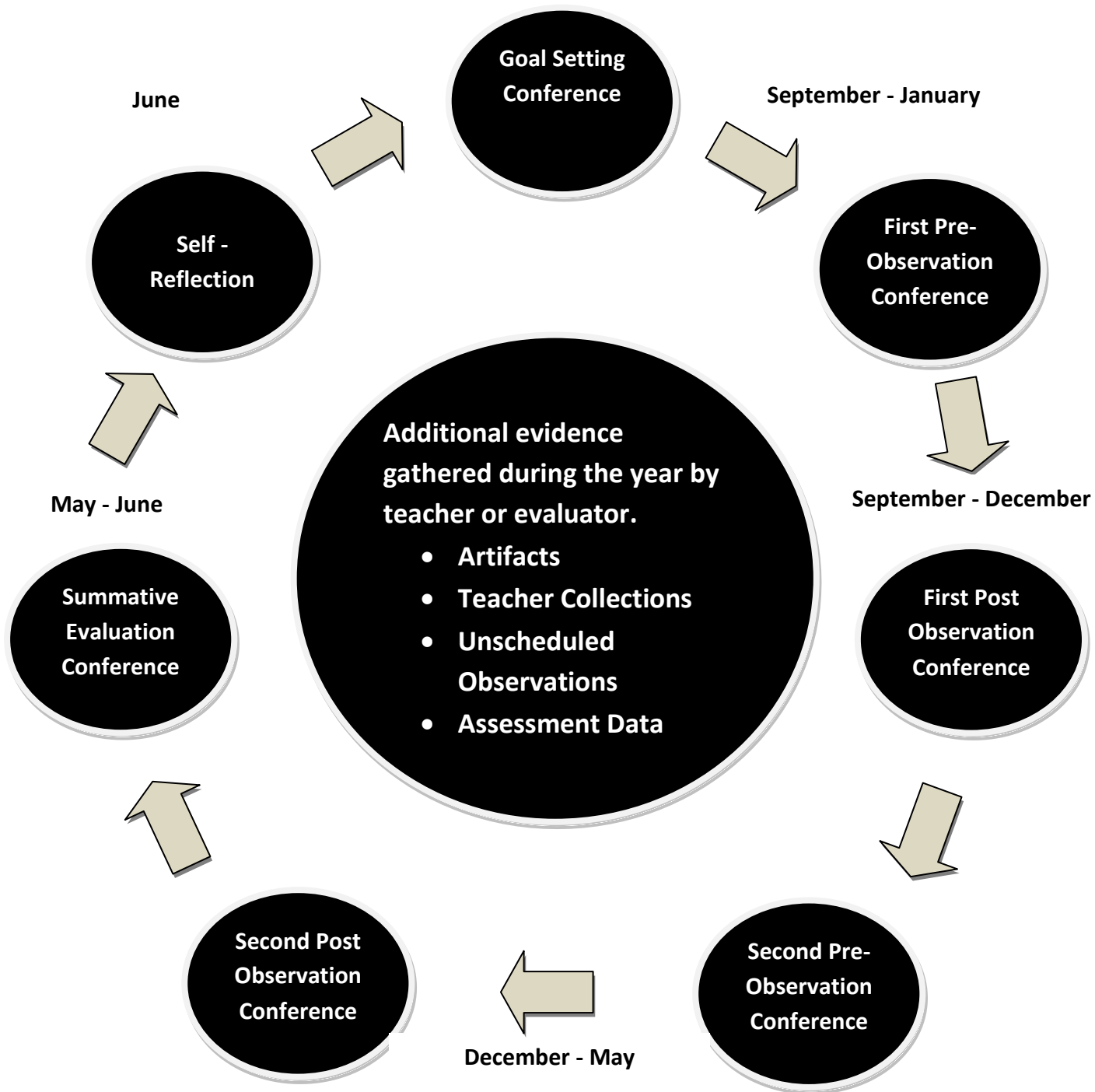
May 15 - Written notice to non-renew must be provided to the teacher and Association prior to May 15.

June 1 - No later than June 1, the evaluator and teacher will meet to discuss the teacher's summative evaluation.

Although not specific dates, there are other timeline matters that are important for you and your evaluator to know and adhere to. For example:

- After a pre-observation conference, your observation must take place within 10 days or the conference needs to be redone so that it will reflect the lesson you are teaching during the observation.

- After a scheduled observation, your evaluator has 10 working days to schedule a post-observation conference and he or she must provide you written documentation about the observation form within 3 days of completion and not more than 10 working days from the time of the observation.

- If an evaluator does an unscheduled observation and plans to use the data collected as part of the summative evaluation, he or she must provide you with written documentation within 3 days of completion and not more than 10 working days from the time of the observation.

Stanwood - Camano School District Comprehensive Evaluation Model

Goal Setting Conference

June

September - January

Self - Reflection

First Pre-Observation Conference

May - June

Additional evidence gathered during the year by teacher or evaluator.

- **Artifacts**
- **Teacher Collections**
- **Unscheduled Observations**
- **Assessment Data**

September - December

Summative Evaluation Conference

First Post Observation Conference

Second Post Observation Conference

December - May

Second Pre-Observation Conference

The comprehensive cycle consists of a minimum of two scheduled observation of at least twenty minutes in length. One observation must be at least 30 minutes long and total observation time for the year must be at least 60 minutes. Both scheduled observations have a pre-conference and a post conference. Unscheduled observations can occur at any time during the school year.

Comprehensive Scoring Model

In the comprehensive evaluation, all components are scored one (1) through four (4). These component scores are then added together and averaged. The average score of the components under each criterion is the criterion score. For example, Criterion 1 has five (5) components that underlie the criterion. If you received a rating of 2, 4, 3, 2, 3 your average would be 2.8. A score that is .5 or higher is rounded up, a score of .4 or lower is rounded down. In this case your Criterion 1 score would be a three (3) or proficient.

To determine your overall summative score take a look at the chart below. OSPI has developed a summative scoring band for use by all districts in the state that you can see below.

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

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

Student Growth

Student growth is the change in student achievement between two points in time within the current school year. The new evaluation system relies on student growth data that is obtained from multiple sources that are relevant to a teacher's assignment. The teacher will identify a goal or goals and the formal and informal assessments they intend to use to measure student progress for a sub-group, and a whole classroom. Additionally, teachers will collaborate with other grade, school, or district team members who will establish goals(s), and develop common, high-quality measures to monitor growth and achievement during the year. The "Student Growth Goal-Setting Template" (Appendix O) will be used to prepare for a student growth conference with your evaluator.

In addition to components from the 5D+ Framework in the state evaluation criteria, there are also three criteria that contain student growth components. These components and the rubrics that accompany them have grown out of state legislation passed in 2012 which has placed more emphasis on student data being used to design, drive, and implement instruction. Teachers will want to reflect on the many ways that they already use data for this purpose in their classroom and as part of a collaborative team. The five student growth components and what they describe in terms of goal setting and outputs of student learning are found in Criteria 3, SG 3.1 and SG 3.2, Criteria 6, SG 6.1 and SG 6.2, and Criteria 8, SG 8.1 as seen below:

- ✓ Student Growth (SG) 3.1: Establish Student Growth Goal(s). (Sub-group)

- ✓ Student Growth (SG) 3.2: Achievement of Student Growth Goal(s). (Sub-group)

- ✓ Student Growth (SG) 6.1: Establish Student Growth Goal(s). (Whole Classroom)

- ✓ Student Growth (SG) 6.2: Achievement of Student Growth Goal(s). (Whole Classroom)

- ✓ Student Growth (SG) 8.1: Establish Team Student Growth Goal(s).

Student Growth Rubric Rating

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

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

How Does the Student Growth Score Impact Your Final Summative Rating?

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

The chart above shows the impacts of student growth data. When your overall student growth rating is determined if you had a summative rating of distinguished and you received a high student growth score, you would remain at the distinguished level. The same is true if you have an average student growth rating but as you can see if you have a low student growth rating, your overall summative rating becomes proficient. Additionally, if a teacher receives a rating of one (1) or unsatisfactory on any of the five student growth components, it will trigger the student growth inquiry plan seen below:

Student Growth Inquiry Plan

Within two months of receiving a Low on student growth or at the beginning of the following school year, whichever is sooner, the teacher will identify and the evaluator must initiate one of the following:
1. Examine student growth data in conjunction with other evidence including observation, artifacts, and other student and teacher information based on appropriate classroom, school district, and state-based tools and practices and/or;
2. Examine extenuating circumstances which may include one or more of the following:
    a. Goal setting process;
    b. Content and expectations;
    c. Student attendance; and
    d. Extent to which curriculum, standards, and assessment are aligned.
3. Schedule monthly conferences focused on improving student growth to include one or more of the following topics:
    a. Student growth goal revisions, refinement, and progress;
    b. Best practices related to instruction areas in need of attention; and
    c. Best practices related to growth data collection and interpretation.
4. Create and implement a professional development plan to specifically address student growth areas.

APPENDIX O

<div align="center">**Student Growth Goal-Setting Template**</div>

Teacher Name: _____   **Student Growth Pre-Conference Date:** _____

Evaluator Name: _____   **Student Growth Post-Conference Date:** _____

Whole Group Pre-Conference:

1. What class or content area will be the context of your student growth goal(s) this year?

2. Why did you choose to focus on this particular class or content area?

3. What is the current performance level of all students in the selected class/content area related to your goal(s)?

4. What is/are your student growth goal(s) for all students in the class/content area you have chosen (Criteria SG 6.1)?

5. What multiple measures are you choosing to use to demonstrate student growth?

6. Why did you select these measures?

7. Would you like a checkpoint prior to your student growth post-conference?

Whole Group Post-Conference:

1. What are the results from the assessments you used to measure your (whole group) student growth goal(s)?

2. How many students met your growth goal(s)?

3. What do you attribute this to (positive and negative factors)?

4. What are your next steps?

Subgroup Pre-Conference:

1. What student sub group (not reaching full learning potential) will be included in your student growth goal(s)?

2. What informed your decision to focus on this student subgroup?

3. What is the current performance level of the selected student group in the selected class/content area related to your goal(s)?

4. What is/are your student growth goal(s) for the selected subgroup in the class/content area you have selected (Criteria SG 3.1)?

5. What multiple measures are you choosing to use to demonstrate student growth?

6. Why did you select these measures?

7. Would you like a checkpoint prior to your student growth post-conference?

Subgroup Post-Conference:

1. What are the results from the assessments you used to measure your (sub group) student growth goal(s)?

2. How many students met your growth goal(s)?

3. What do you attribute this to (positive and negative factors)?

4. What are your next steps?

Collaborative/Collegial Practices Pre-Conference:

1. How do you plan to consistently and actively 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 (Criteria SG 8.1)?

2. What is/are your timeline(s) for the above activities?

Collaborative/Collegial Practices Post-Conference:

1. In what ways did you collaborate with others this year?

Types of Evaluation

The new evaluation model has two types of evaluation, as did our former evaluation model. We have described the **comprehensive evaluation** in the pages previous to this. The second type of evaluation is called the **focused evaluation**. The focused evaluation is similar to our former Professional Growth Plan in that a person must have four years of a level 3 or 4 rating before being eligible for the focused evaluation and must have received a comprehensive evaluation within the last four years. A person can remain on the focused evaluation for three years and then must be evaluated on the comprehensive for one year before being eligible to utilize the focused process again. There is still the same minimum observation requirement as in a comprehensive evaluation (at least 2 observations for at least 60 minutes total).

The focused model is different from PGP in that the employee selects one criterion to "focus" on during the year and is rated on that criterion. All focused plans must include one of the eight criteria and one student growth rubric. If you choose criterion 3, 6, or 8; their student growth rubric will be used. If you chose to focus on criteria 1, 2, 4, 5, or 7, the accompanying student growth rubric from either criterion 3 or criterion 6 will be used.

We will learn more about the focused evaluation next year. In the first year no one in our district is on a focused evaluation. You can see the school district transition plan in the chart below.

	2013-14	2014-15	2015-16	2016-17
Classroom Teachers - On Comprehensive (Includes probationary & provisional)	25%	25%	25%	25%
Classroom Teachers - On Professional Growth Plan (PGP)	75%	50%	0	0
Classroom Teachers - On Focused Evaluation	0	25%	75%	75%
Totals	100%	100%	100%	100%

As you can see, approximately 25% of our classroom teachers are on the comprehensive evaluation this year. Assuming a proficient or distinguished rating for each of those on the comprehensive this year, those employees will be moved to focused evaluation next year and a new 25% will be on the comprehensive evaluation during the 2014-15 school year.

Professional Growth Plan
Seventy-five percent of our classroom teachers will be on a professional growth plan where teachers and administrators will focus their collaborative energies on improving teaching skills in an articulated, mutually developed and cooperative process. Forms previously used to document your goals and verification of your plan will be used during the 2013-14 school year. The Professional Growth Plan Verification form can be seen as Appendix M in your collective bargaining agreement and in this booklet.

eVAL

eVAL is a web-based tool designed to manage the evaluation process and documentation. eVAL was developed in partnership with the Washington Education Association, the Office of Superintendent of Public Instruction, and ESD 113.

eVal is:
- a free resource;
- personalized for each school district;
- voluntary for use in our district; and
- extremely secure with limited access physically and virtually to its servers.

Frequently asked questions:

Will evaluation data stored in eVAL be publicly available?
No. Evaluations and other evaluation related data can only be accessed by users with permission to view the website. The website is not publicly accessed via the web. Users of the website are directed to eVAL from a second website that manages the roles and permissions of eVAL users.

If eVAL is provided by the State of Washington, does that mean state officials can view my evaluation?
No. Only certain school and district leaders can view the contents of evaluations in eVAL. At the end of each year district officials submit a report to the state, which only contains the number of teachers and principals in each of four levels of proficiency.

Who can use eVAL right now?
Once you sign up through the EDS system you can. Currently eVAL is in use by various pilot districts.

Do I have to use eVal as part of my comprehensive evaluation process?
No. Our collective bargaining agreement explicitly states that use of the eVAL system is voluntary. Talk with your evaluator and decide whether the eVAL tool makes sense for you.

5D+™ Teacher Evaluation Glossary

This glossary is provided to support a common understanding of the language used in the Center for Educational Leadership's 5D+™ Teacher Evaluation Rubric.

All. The emphasis for "all" students is that a preponderance of evidence from the available data shows the teacher including all students.

Broader Purpose. How the learning relates beyond the classroom and is relevant to the world beyond school. This includes the ability to work in teams and independently, to be creative in approaches to problem solving, and to make meaningful contributions to the public good, which are ultimately the foundation for citizenship in a democracy.

Conceptual Understanding. Recognition of the rich relationships among key concepts in the discipline and application of these concepts in various situations.

Content Knowledge. A deep understanding of the theories, principles and concepts of a particular subject.

Differentiation. Learning opportunities, created for students by the teacher, that address students' individual strengths and learning needs.

Dimension. The 5 Dimensions of Teaching and Learning (5D) instructional framework is divided into five dimensions. Each dimension is derived from an extensive five-year study of research on the core elements that constitute quality instruction and are foundational to what expert observers pay attention to in classrooms. The first five dimensions of the 5D+ Teacher Evaluation Rubric align exactly to the 5 dimensions of the 5D instructional framework. They are focused on instruction in the classroom. The sixth dimension of the 5D+ rubric, Professional Collaboration and Communication, is an additional evaluation dimension, based on activities and relationships that teachers engage in outside of instruction. The dimension associated with each indicator appears as the top line in the top box on each page of the rubric.

Frequently. This term conveys that evidence of an indicator is repeatedly observed within a lesson and across lessons. A teacher may occasionally miss opportunities to use the described instructional practice appropriately.

Gradual Release of Responsibility. A learning model in which responsibility for tasks and processes shifts over time from teacher modeling to students practicing independently.

High Cognitive Demand. This term is related to the subdimension Intellectual Work in the 5D instructional framework. It emphasizes solving complex tasks through the use of higher-level thinking (e.g., inferential, analytical and meta-cognitive) across all subject areas.

Indicator. Indicators provide more specific information on each subdimension. Each dimension includes from five to seven indicators. Indicators are found in the second line of the top box on each page of the rubric, after the colon. On page one, for example, the dimension (shown on the top line) is Purpose, the subdimension (the first part of the second line) is Standards, and the indicator (on the second line, following the colon) is Connection to Standards, Broader Purpose and Transferable Skill.

Learning Goal. A measurable achievement aim, based on analysis of formative assessment data, that individual students develop and work towards over time.

Learning Needs of Students. Encompasses all the following parts:

- Academic background: what a student knows and is able to do within a specific discipline.

- Life experience: the events that a student has participated in or lived through.

- Culture: a set of shared attitudes, values, and practices that characterizes a group.

- Language: the level of development of a student's oral and written language(s).

Learning Target. What the teacher wants students to know and be able to do as a result of the daily lesson (in support of unit goals and standards).

Norms for Learning. Expected patterns of behavior on the part of individuals and groups that create an optimal learning environment, for example: listen for understanding. Norms are not the same as classroom rules such as bringing a pencil to class.

Observables. Observables are examples of teacher or student behavior. Possible teacher and student observables are included to help teachers and principals understand the performance level. These are included for illustrative purposes and are not all-inclusive. They are not to be used as a checklist and are not to be counted as a numerical basis for rating the teacher.

Occasionally. This term is used in descriptors of the Basic performance level. It indicates that there was evidence of an indicator, but it was not present in all situations where it was needed.

Over Time. In the dimension Curriculum and Pedagogy, *over time* means that the teacher understands the learning progression of a concept through several grade bands, for example: K-8 or 6-12. In the dimension Assessment for Student Learning, *over time* means over the course of a unit or several units.

Pedagogical Content Knowledge. Teacher has discipline-specific content knowledge and ways of representing and formulating the content that make it comprehensible to others.

Performance Levels. Four performance levels are provided for each indicator. The performance levels increase in specificity of practice, cognitive demand, roles of students, and/or frequency of use from Unsatisfactory to Distinguished. The performance levels are:

- Unsatisfactory: the teacher demonstrates an unacceptable or poor level of instructional practice resulting in delayed or little learning for some students.

- Basic: the teacher demonstrates an essential foundation for instructional practice, using research-based strategies and tools to create learning for all students.

- Proficient: the teacher demonstrates competent and skilled instructional practice, using research-based strategies and tools to create solid learning for all students.

- Distinguished: the teacher demonstrates exemplary instructional practice, using research-based strategies and tools to create optimal learning for all students.

Rarely or Never. Absence of needed teacher action is associated with the Unsatisfactory level.
Rarely means that it is unusual to see evidence of the indicator in the teacher's practice.

Routines. Students use learning processes so frequently that they can use them automatically, with little or no support from the teacher.

Quality Talk. This term is related to the subdimension Talk in the 5D instructional framework. *Quality* means that effective student conversation is not simply characterized by the frequency of verbal participation, but has specific attributes. *Quality talk* is equitable, purposeful, and supports the construction of new meaning. It focuses on the rigor of student and teacher discourse, including articulating thinking and reasoning using discipline-specific academic language and content knowledge. Students share their thinking with one another, and build and reflect upon their own and one another's analysis and argument in order to create new learning.

Scaffolding. The provision of sufficient support to promote learning when concepts and skills are first being introduced. These supports are removed as students gain understanding and independence.

Standard. An established level of performance for a specific grade level as described by the common core state standards.

Subdimension. Subdimensions are more detailed aspects of the dimension. The subdimension associated with each indicator is shown on the second line in the top box on each page of the rubric, before the colon.

Student Tasks. What students actually do (tasks) that helps them reach the learning target.

Success Criteria. What it will look and sound like, for both teacher and student, if the student hits the lesson learning target.

Teaching Point. The teacher's intentional focus in a particular moment that directs students from where they are now toward the learning target.

Transferable Skill. A skill which can be appropriately applied within and across disciplines.

APPENDIX M

Stanwood-Camano School District # 401

Professional Growth Plan
Verification

Name _____   School_____   Year_____

Supervisor_____

Grade_____   Subject(s)_____

Goal(s): Teacher, Student, Program, Organizational (to be completed by staff member)

Identify Self-Assessment Instrument(s) Used

To Be Completed by Supervisor:

☐   Planning worksheet and activities verifying progress toward goal attainment were completed.

_____ has met the statutory requirements of the PGP for Washington State and the Stanwood Camano Education Association Collective Bargaining Agreement.

Date _____   Staff Member_____

Date _____   Supervisor _____

                              Position _____

CEL 5D+™ Teacher Evaluation Rubric 2.0 by Washington State Criteria
For Use in the 2012-13 School Year – Version 1.1

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

P1   Purpose – Standards: *Connection to standards, broader purpose and transferable skill*

Unsatisfactory	Basic	Proficient	Distinguished
The lesson is not based on grade level standards. There are no learning targets aligned to the standard. The lesson does not link to broader purpose or a transferable skill.	The lesson is based on grade level standards and the learning target(s) align to the standard. The lesson is occasionally linked to broader purpose or a transferable skill.	The lesson is based on grade level standards and the learning target(s) align to the standard. The lesson is frequently linked to broader purpose or a transferable skill.	The lesson is based on grade level standards and the learning target(s) align to the standard. The lesson is consistently linked to broader purpose or a transferable skill.

P4   Purpose – Learning Target: *Communication of learning target(s)*

Unsatisfactory	Basic	Proficient	Distinguished
Teacher rarely or never states or communicates with students about the learning target(s).	Teacher states the learning target(s) at the beginning of each lesson.	Teacher communicates the learning target(s) through verbal and visual strategies and checks for student understanding of what the target(s) are.	Teacher communicates the learning target(s) through verbal and visual strategies, checks for student understanding of what the target(s) are and references the target throughout instruction.

P5   Purpose – Learning Target: *Success criteria and performance task(s)*

Unsatisfactory	Basic	Proficient	Distinguished
The success criteria for the learning target(s) are nonexistent or aren't clear to students.	The success criteria for the learning target(s) are clear to students. The performance tasks align to the success criteria in a limited manner.	The success criteria for the learning target(s) are clear to students. The performance tasks align to the success criteria.	The success criteria for the learning target(s) are clear to students. The performance tasks align to the success criteria. Students refer to success criteria and use them for improvement.

SE3   Student Engagement – Engagement Strategies: *High cognitive demand*

Unsatisfactory	Basic	Proficient	Distinguished
Teacher expectations and strategies engage few or no students in work of high cognitive demand.	Teacher expectations and strategies engage some students in work of high cognitive demand.	Teacher expectations and strategies engage most students in work of high cognitive demand.	Teacher expectations and strategies engage all students in work of high cognitive demand.

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

CEC3 *Classroom Environment & Culture – Classroom Routines & Rituals: Discussion, collaboration and accountability*

Unsatisfactory	Basic	Proficient	Distinguished
Routines for discussion and collaborative work are absent, poorly executed or do not hold students accountable for their work and learning.	Routines for discussion and collaborative work are present, but may not result in effective discourse. Students are held accountable for completing their work but not for learning.	Routines for discussion and collaborative work have been taught, are evident, and result in effective discourse related to the lesson purpose. With prompts, students use these routines during the lesson. Students are held accountable for their work and learning.	Routines for discussion and collaborative work have been explicitly taught, are evident, and result in effective discourse related to the lesson purpose. Students independently use the routines during the lesson. Students are held accountable for their work, take ownership for their learning and support the learning of others.

Criterion 2: Demonstrating effective teaching practices.			

SE1   Student Engagement – Intellectual Work: *Quality of questioning*

Unsatisfactory	Basic	Proficient	Distinguished
Teacher rarely or never asks questions to probe and deepen students' understanding or uncover misconceptions.	Teacher occasionally asks questions to probe and deepen students' understanding or uncover misconceptions.	Teacher frequently asks questions to probe and deepen students' understanding or uncover misconceptions. Teacher assists students in clarifying their thinking with one another.	Teacher frequently asks questions to probe and deepen students' understanding or uncover misconceptions. Teacher assists students in clarifying and assessing their thinking with one another. Students question one another to probe for deeper thinking.

SE5   Student Engagement – Engagement Strategies: *Expectation, support and opportunity for participation and meaning making*

Unsatisfactory	Basic	Proficient	Distinguished
Teacher rarely or never uses engagement strategies and structures that facilitate participation and meaning making by all students. Few students have the opportunity to engage in quality talk.	Teacher uses engagement strategies and structures that facilitate participation and meaning making by students. Some students have the opportunity to engage in quality talk.	Teacher sets expectation and provides support for a variety of engagement strategies and structures that facilitate participation and meaning making by students. Most students have the opportunity to engage in quality talk.	Teacher sets expectation and provides support for a variety of engagement strategies and structures that facilitate participation and meaning making by students. All students have the opportunity to engage in quality talk. Routines are often student-led.

SE6   Student Engagement – Talk: *Substance of student talk*

Unsatisfactory	Basic	Proficient	Distinguished
Student talk is nonexistent or is unrelated to content or is limited to single-word responses or incomplete sentences directed to teacher.	Student talk is directed to teacher. Talk associated with content occurs between students, but students do not provide evidence for their thinking.	Student-to-student talk reflects knowledge and ways of thinking associated with the content. Students provide evidence to support their thinking.	Student-to-student talk reflects knowledge and ways of thinking associated with the content. Students provide evidence to support their arguments and new ideas.

Criterion 2: Demonstrating effective teaching practices.			

CP6 Curriculum & Pedagogy – Scaffolds for Learning: *Scaffolds the task*

Unsatisfactory	Basic	Proficient	Distinguished
Teacher rarely or never scaffolds tasks for group or individual learning needs or teacher uses strategies that are generic and/or not relevant to the concepts and/or skills to be learned.	Teacher provides limited scaffolds for individual or group learning needs. Strategies may or may not be relevant to the concepts and/or skills to be learned.	Teacher provides scaffolds and structures that are clearly related to and support the development of the targeted concepts and/or skills.	Teacher provides scaffolds and structures that are clearly related to and support the development of the targeted concepts and/or skills. Students use scaffolds across tasks with similar demands.

CP7 Curriculum & Pedagogy – Scaffolds for Learning: *Gradual release of responsibility*

Unsatisfactory	Basic	Proficient	Distinguished
Teacher rarely or never uses strategies for the purpose of gradually releasing responsibility to students to promote learning and independence.	Teacher occasionally uses strategies for the purpose of gradually releasing responsibility to students to promote learning and independence.	Teacher frequently uses strategies for the purpose of gradually releasing responsibility to students to promote learning and independence.	Teacher consistently uses strategies for the purpose of gradually releasing responsibility to students to promote learning and independence. Students expect to be self-reliant.

Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.			
P3 Purpose – Teaching Point: *Teaching point(s) are based on students' learning needs*			
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Teacher rarely or never bases the teaching point(s) on students' learning needs – academic background, life experiences, culture and language.	Teacher bases the teaching point(s) on limited aspects of students' learning needs – academic background, life experiences, culture and language.	Teacher bases the teaching point(s) on the learning needs – academic background, life experiences, culture and language – for some groups of students.	Teacher bases the teaching point(s) on the learning needs – academic background, life experiences, culture and language – for groups of students and individual students.
SE2 Student Engagement – Intellectual Work: *Ownership of learning*			
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Teacher rarely or never provides opportunities and strategies for students to take ownership of their own learning to develop, test and refine their thinking.	Teacher occasionally provides opportunities and strategies for students to take ownership of their learning. Locus of control is with teacher.	Teacher provides opportunities and strategies for students to take ownership of their learning. Some locus of control is with students in ways that support students' learning.	Teacher consistently provides opportunities and strategies for students to take ownership of their learning. Most locus of control is with students in ways that support students' learning.
SE4 Student Engagement – Engagement Strategies: *Strategies that capitalize on learning needs of students*			
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Teacher rarely or never uses strategies based on the learning needs of students – academic background, life experiences, culture and language of students.	Teacher uses strategies that capitalize and are based on learning needs of students – academic background, life experience and culture and language of students – for the whole group.	Teacher uses strategies that capitalize and are based on learning needs of students – academic background, life experiences, culture and language of students – for the whole group and small groups of students.	Teacher uses strategies that capitalize and build upon learning needs of students – academic background, life experiences, culture and language of students – for the whole group, small groups of students and individual students.
CP5 Curriculum & Pedagogy – Teaching Approaches and/or Strategies: *Differentiated instruction*			
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Teacher rarely or never uses strategies that differentiate for individual learning strengths and needs.	Teacher occasionally uses strategies that differentiate for individual learning strengths and needs.	Teacher frequently uses strategies that differentiate for individual learning strengths and needs.	Teacher consistently uses strategies that differentiate for individual learning strengths and needs.

Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.			
A6 Assessment for Student Learning – Adjustments: *Teacher use of formative assessment data*			
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Teacher rarely or never uses formative assessment data to make instructional adjustments, give feedback to students or modify lessons.	Teacher uses formative assessment data to modify future lessons.	Teacher uses formative assessment data to make in-the-moment instructional adjustments, modify future lessons and give general feedback aligned with the learning target.	Teacher uses formative assessment data to make in-the-moment instructional adjustments, modify future lessons and give targeted feedback aligned with the learning target to individual students.

Student Growth Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.			
Student Growth 3.1: *Establish Student Growth Goal(s)*			
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Does not establish student growth goal(s) or establishes inappropriate goal(s) for subgroups of students not reaching full learning potential. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for subgroups of students not reaching full learning potential. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for subgroups of students not reaching full learning potential. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for subgroups of students not reaching full potential in collaboration with students, parents, and other school staff. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).
Student Growth 3.2: *Achievement of Student Growth Goal(s)*			
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Growth or achievement data from at least two points in time shows no evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show some evidence of growth for some students.	Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show evidence of high growth for all or nearly all students.

http://www.tpep-wa.org   10/26/12

28

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

P2 Purpose – Standards: *Connection to previous and future lessons*			
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
The lesson is rarely or never linked to previous and future lessons.	The lesson is clearly linked to previous and future lessons.	The lesson is clearly linked to previous and future lessons. Lessons build on each other in a logical progression.	The lesson is clearly linked to previous and future lessons. Lessons build on each other in ways that enhance student learning. Students understand how the lesson relates to previous lesson.

CP1 Curriculum & Pedagogy – Curriculum: *Alignment of instructional materials and tasks*			
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Instructional materials and tasks rarely or never align with the purpose of the unit and lesson.	Instructional materials and tasks align with the purpose of the unit and lesson.	Instructional materials and tasks align with the purpose of the unit and lesson. Materials and tasks frequently align with student's level of challenge.	Instructional materials and tasks align with the purpose of the unit and lesson. Materials and tasks consistently align with student's level of challenge.

CP2 Curriculum & Pedagogy – Teaching Approaches and/or Strategies: *Discipline-specific conceptual understanding*			
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Teacher rarely or never uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding.	Teacher occasionally uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding.	Teacher frequently uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding.	Teacher consistently uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding.

CP3 Curriculum & Pedagogy – Teaching Approaches and/or Strategies: *Pedagogical content knowledge*			
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Instruction is rarely or never consistent with pedagogical content knowledge and does not support students in discipline-specific habits of thinking.	Instruction is occasionally consistent with pedagogical content knowledge and supports students in discipline-specific habits of thinking.	Instruction is frequently consistent with pedagogical content knowledge and supports students in discipline-specific habits of thinking.	Instruction is always consistent with pedagogical content knowledge and supports students in discipline-specific habits of thinking.

Criterion 4: Providing clear and intentional focus on subject matter content and curriculum.			
CP4 Curriculum & Pedagogy – Teaching Approaches and/or Strategies: Teacher knowledge of content			
Unsatisfactory	Basic	Proficient	Distinguished
Teacher demonstrates a lack of knowledge of discipline-based concepts by making content errors.	Teacher demonstrates a basic knowledge of how discipline-based concepts relate to or build upon one another.	Teacher demonstrates a solid understanding of how discipline-based concepts relate to or build upon one another. Teacher identifies and addresses student misconceptions in the lesson or unit.	Teacher demonstrates an in-depth understanding of how discipline-based concepts relate to or build upon one another. Teacher identifies and addresses student misconceptions that impact conceptual understanding over time.

30

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

CEC1 Classroom Environment & Culture – Use of Physical Environment: *Arrangement of classroom*

Unsatisfactory	Basic	Proficient	Distinguished
Physical environment of the room is unsafe and the arrangement gets in the way or distracts from student learning and the purpose of the lesson.	The physical environment is safe but the arrangement neither supports nor distracts from student learning or the purpose of the lesson.	The physical environment is safe, and the arrangement supports student learning and the purpose of the lesson.	The physical environment is safe, and the arrangement supports student learning and the purpose of the lesson. Teacher and students use the physical arrangement for learning.

CEC2 Classroom Environment & Culture – Use of Physical Environment: *Accessibility and use of materials*

Unsatisfactory	Basic	Proficient	Distinguished
The resources, materials and technology in the classroom do not relate to the content or current units studied, or are not accessible to all students to support their learning during the lesson.	The resources, materials and technology in the classroom relate to the content or current unit studied and are accessible to all students but are not referenced by teacher.	The resources, materials and technology in the classroom relate to the content or current unit studied, are accessible to all students and are intentionally used by teacher to support learning.	The resources, materials and technology in the classroom relate to the content or current unit studied, are accessible to all students and are intentionally used by both teacher and student to support learning. Students are familiar and comfortable with using the available resources.

CEC4 Classroom Environment & Culture – Classroom Routines & Rituals: *Use of learning time*

Unsatisfactory	Basic	Proficient	Distinguished
Teacher or students frequently disrupt or interrupt learning activities, which results in loss of learning time. Transitions are disorganized and result in loss of instructional time.	Teacher or students occasionally disrupt or interrupt learning activities, which results in some loss of learning time. Some transitions are disorganized and result in loss of instructional time.	Learning time is mostly maximized in service of learning. Transitions are teacher-dependent and maximize instructional time.	All available time is maximized in service of learning. Transitions are student-managed, efficient, and maximize instructional time.

Criterion 5: Fostering and managing a safe, positive learning environment.			
CEC5 *Classroom Environment & Culture – Classroom Routines & Rituals: Managing student behavior*			
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Teacher rarely or never responds to student misbehavior by following classroom routines and/or building discipline procedures. Student behavior does not change or may escalate.	Teacher responds to student misbehavior by following classroom routines and/or building discipline procedures, but with uneven student behavior results.	Teacher responds to student misbehavior by following classroom routines and building discipline procedures. Student misbehavior is rare.	Teacher responds to student misbehavior by following classroom routines and building discipline procedures. Student behavior is appropriate. Students manage themselves, assist each other in managing behavior, or there is no student misbehavior.
CEC6 *Classroom Environment & Culture – Classroom Culture: Student status*			
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Teacher does not develop appropriate and positive teacher-student relationships that attend to students' well-being. Patterns of interaction or lack of interaction promote rivalry and/or unhealthy competition among students or some students are relegated to low status positions.	Teacher demonstrates appropriate teacher-student relationships that foster students' well-being. Patterns of interaction between teacher and students may send messages that some students' contributions are more valuable than others.	Teacher and students demonstrate appropriate teacher-student and student-student relationships that foster students' well-being and adapt to meet individual circumstances. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions.	Teacher and students demonstrate appropriate teacher-student and student-student relationships that foster students' well-being and adapt to meet individual circumstances. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions. Teacher creates opportunities for students' status to be elevated.
CEC7 *Classroom Environment & Culture – Classroom Culture: Norms for learning*			
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Classroom norms are not evident and/or do not address risk taking, collaboration, respect for divergent thinking or students' culture.	Classroom norms are evident and encourage risk taking, collaboration, respect for divergent thinking and students' culture. Teacher and student interactions occasionally align with the norms.	Classroom norms are evident and encourage risk taking, collaboration, respect for divergent thinking and students' culture. Teacher and student interactions frequently align with the norms.	Classroom norms are evident and encourage risk taking, collaboration, respect for divergent thinking and students' culture. Teacher and students refer to the norms and/or interactions consistently align with the norms. Students remind one another of the norms.

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

A1   Assessment for Student Learning – Assessment: *Self-assessment of learning connected to the success criteria*

Unsatisfactory	Basic	Proficient	Distinguished
Students are rarely or never given an opportunity to assess their own learning in relation to the success criteria for the learning target.	Students are occasionally given an opportunity to assess their own learning in relation to the success criteria for the learning target.	Students frequently assess their own learning in relation to the success criteria for the learning target.	Students consistently assess their own learning in relation to the success criteria and can determine where they are in connection to the learning target.

A2   Assessment for Student Learning – Assessment: *Demonstration of learning*

Unsatisfactory	Basic	Proficient	Distinguished
Assessments are not aligned with the learning targets.	Assessment tasks are partially aligned with the learning targets, allowing students to demonstrate some understanding and/or skill related to the targets.	Assessment tasks are aligned with the learning targets, allowing students to demonstrate their understanding and/or skill related to the learning targets.	Assessment tasks are aligned with the learning targets and allow students to demonstrate complex understanding and/or skill related to the learning targets.

A3   Assessment for Student Learning – Assessment: *Formative assessment opportunities*

Unsatisfactory	Basic	Proficient	Distinguished
Teacher rarely or never provides formative assessment opportunities during the lesson.	Teacher only provides formative assessment opportunities to determine students' understanding of directions and task.	Teacher provides formative assessment opportunities that align with the learning target(s).	Teacher provides a variety of strategies for formative assessment that align with the learning target(s).

A4   Assessment for Student Learning – Assessment: *Collection systems for formative assessment data*

Unsatisfactory	Basic	Proficient	Distinguished
Teacher rarely or never uses an observable system and/or routines for recording formative assessment data.	Teacher has an observable system and routines for recording formative assessment data and occasionally uses the system for instructional purposes.	Teacher has an observable system and routines for recording formative assessment data, uses multiple sources and frequently uses the system for instructional purposes.	Teacher has an observable system and routines for recording formative assessment data, uses multiple sources and consistently uses the system for instructional purposes.

Criterion 6: Using multiple student data elements to modify instruction and improve student learning.			
A5 *Assessment for Student Learning – Assessment:* Student use of assessment data			
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Students rarely or never use assessment data to assess their own learning.	Students occasionally use assessment data to assess their own learning, determine learning goals and monitor progress over time.	Students frequently use assessment data to assess their own learning, determine learning goals and monitor progress over time.	Students consistently use assessment data to assess their own learning, determine learning goals and monitor progress over time.

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

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

PCC3   Professional Collaboration & Communication – Communication and Collaboration: *Parents and guardians*

Unsatisfactory	Basic	Proficient	Distinguished
Teacher rarely or never communicates in any manner with parents and guardians about student progress.	Teacher occasionally communicates with all parents and guardians about goals of instruction and student progress, but usually relies on only one method for communication or requires support or reminders.	Teacher communicates with all parents and guardians about goals of instruction and student progress and uses multiple tools to communicate in a timely and positive manner. Teacher effectively engages in two-way forms of communication and is responsive to parent and guardian insights.	Teacher communicates with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teacher considers the language needs of parents and guardians. Teacher effectively engages in two-way forms of communication and is responsive to parent and guardian insights.

PCC4   Professional Collaboration & Communication – Communication and Collaboration: *Communication within the school community about student progress*

Unsatisfactory	Basic	Proficient	Distinguished
Teacher maintains minimal student records. Teacher rarely communicates student progress information to relevant individuals within the school community.	Teacher communicates student progress information to relevant individuals within the school community; however, performance data may have minor flaws or be narrowly defined (e.g., test scores only).	Teacher maintains accurate and systematic student records. Teacher communicates student progress information to relevant individuals within the school community in a timely way, accurately, and in an organized manner, including both successes and challenges.	Teacher maintains accurate and systematic student records. Teacher communicates student progress information to relevant individuals within the school community in a timely way. Teacher and student communicate accurately and positively about student successes and challenges.

Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.			
PCC1 *Professional Collaboration & Communication – Professional Learning and Collaboration: Collaboration with peers and administrators to improve student learning*			
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Teacher rarely or never collaborates with peers or engages in reflective inquiry for the purpose of improving instructional practice or student learning.	Teacher collaborates and engages in reflective inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher provides minimal contributions.	Teacher collaborates and engages in reflective 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 reflective inquiry with peers and administrators for the purpose of improving instructional practice, and student and teacher learning. Teacher occasionally leads collaborative work.
PCC2 *Professional Collaboration & Communication – Professional Learning and Collaboration: Professional and collegial relationships*			
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Teacher rarely or never develops or sustains professional and collegial relationships for the purpose of student, staff or district growth. Teacher may subvert professional and collegial relationships.	Teacher develops limited professional and collegial relationships for the purpose of student, staff or district growth.	Teacher develops and sustains professional and collegial relationships for the purpose of student, staff or district growth.	Teacher develops and sustains professional and collegial relationships for the purpose of student, staff or district growth. Teacher serves as a mentor for others' growth and development.
PCC5 *Professional Collaboration & Communication – Professional Responsibilities: Supports school, district, and state curriculum, policy and initiatives*			
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Teacher is unaware of or does not support school, district, or state initiatives. Teacher violates a district policy or rarely or never follows district curriculum/pacing guide.	Teacher supports and has a basic understanding of school, district, and state initiatives. Teacher follows district policies and curriculum/pacing guide.	Teacher supports and has solid understanding of school, district, and state initiatives. Teacher follows district policies and implements district curricula and policy. 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 and policy. Teacher makes pacing adjustments as appropriate to meet whole group and individual needs, without compromising an aligned curriculum.

Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.			
PCC6 *Professional Collaboration & Communication – Professional Responsibilities: Ethics and advocacy*			
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
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.

Student Growth Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.			
Student Growth 8.1: *Establish Team Student Growth Goal(s)*			
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Does not collaborate or reluctantly collaborates with other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.	Does not consistently collaborate with other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.	Consistently and actively collaborates with other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.	Leads other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.

APPENDIX P

Classroom Teacher Observation and Summative Evaluation Form
STANWOOD - CAMANO SCHOOL DISTRICT

Observation: ☐
Summative Evaluation: ☐

Teacher's Name:_____   Observation Date and Time:_____
Assignment/Subject:_____   School:_____

Criterion One: Centering instruction on high expectations for student achievement.   _____
Components:
P1	Connection to standards, broader purpose and transferable skill.	_____
P4	Communication of learning target(s).	_____
P5	Success criteria and performance task(s).	_____
SE3	High cognitive demand.	_____
CEC3	Discussion, collaboration, and accountability.	_____

Comments:

Criterion Two: Demonstrating Effective Teaching Practices   _____
Components:
SE1	Quality of questioning.	_____
SE5	Expectation, support and opportunity for participation and meaning-making.	_____
SE6	Substance of student talk.	_____
CP6	Scaffolds the task.	_____
CP7	Gradual release of responsibility.	_____

Comments:

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

_____

Components:
P3	Teaching points are based on students' learning needs.	_____
SE2	Ownership of learning.	_____
SE4	Strategies that capitalize on learning needs of students.	_____
CP5	Differentiated Instruction.	_____
A6	Teachers use formative assessment data.	_____

Student Growth
SG 3.1	Establish Student Growth Goal(s).	_____
SG 3.2	Achievement of Student Growth Goal(s).	_____

Comments:

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

Components:

P2	Connection to previous and future lessons.	_____
CP1	Alignment of instructional materials and tasks.	_____
CP2	Discipline-specific conceptual understanding.	_____
CP3	Pedagogical content knowledge.	_____
CP4	Teacher knowledge of content.	_____

Comments:

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

Components:

CEC1	Arrangement of classroom	_____
CEC2	Accessibility and use of materials.	_____
CEC4	Use of learning time.	_____
CEC5	Managing student behavior.	_____
CEC6	Student status.	_____
CEC7	Norms for learning.	_____

Comments:

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

Components:

A1	Self-assessment of learning connected to success criteria.	_____
A2	Demonstration of learning.	_____
A3	Formative Assessment opportunities.	_____
A4	Collection systems for formative assessment data.	_____
A5	Student use of assessment data.	_____

Student Growth

SG 6.1	Establish Student Growth Goal(s).	_____
SG 6.2	Achievement of Student Growth Goal(s).	_____

Comments:

Criterion Seven: Communicating and collaborating with parents and school community.   _____

Components:

PCC3	Parents and guardians.	_____
PCC4	Communication within the school community about student progress.	_____

Comments:

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

Components:

PCC1   Collaboration with peers and administrators to improve student learning. _____

PCC2   Professional and collegial relationships. _____

PCC5   Supports school, district, and state curriculum, policy and initiatives. _____

PCC6   Ethics and advocacy. _____

Student Growth

SG 8.1   Establish Team Student Growth Goal(s). _____

Comments:

General Comments (Optional):

Total Summative Score: _____

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

Summative Rating: _____

Evaluator's Signature: _____   Date:_____

Teacher's Signature: _____   Date:_____

The teacher shall have the right to affix to the evaluation form any comments, observations, and/or considerations he/she believes to be pertinent to the evaluation. The signature indicates receipt of the document, not necessarily agreement with the contents.

Student Growth Rubric and Rating for Teachers

Student Growth	Goal-Setting Score Based on Rubric	Student Growth Score Based on Rubric	Overall Student Growth Criterion Score
Criterion 3			
Criterion 6			
Criterion 8		NA	
Student Growth Score			

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

A student growth score of "1" in any of the student growth rubrics will result in a Low rating. Student growth must include a minimum of two student growth measures.

STANWOOD-CAMANO SCHOOL DISTRICT - WALK THROUGH OBSERVATION FORM

Teacher_____ Date_____ Time_____

What I Noticed:

What I Wondered:

Criterion 1	Centering Instruction on high expectations for student achievement.
P1	Connection to standards, broader purpose and transferable skill.
P4	Communication of learning target(s).
P5	Success criteria and performance task(s).
SE3	High cognitive demand.
CEC3	Discussion, collaboration, and accountability.
Criterion 2	**Demonstrating Effective Teaching Practices.**
SE1	Quality of questioning.
SE5	Expectation, support and opportunity for participation and meaning-making.
SE6	Substance of student talk.
CP6	Scaffolds the task.
CP7	Gradual release of responsibility.
Criterion 3	**Recognizing individual student learning needs and developing strategies to address those needs.**
P3	Teaching points are based on students' learning needs.
SE2	Ownership of learning.
SE4	Strategies that capitalize on learning needs of students.
CP5	Differentiated Instruction.
A6	Teachers use formative assessment data.
Criterion 4	**Providing clear and intentional focus on subject matter and content and curriculum.**
P2	Connection to previous and future lessons.
CP1	Alignment of instructional materials and tasks.
CP2	Discipline-specific conceptual understanding.
CP3	Pedagogical content knowledge.
CP4	Teacher knowledge of content.

Criterion 5	Fostering and managing a safe, positive learning environment.
CEC1	Arrangement of classroom.
CEC2	Accessibility and use of materials.
CEC4	Use of learning time.
CEC5	Managing student behavior.
CEC6	Student status.
CEC7	Norms for learning.
Criterion 6	**Using multiple student data elements to modify instruction and improve student learning.**
A1	Self-assessment of learning connected to success criteria.
A2	Demonstration of learning.
A3	Formative Assessment opportunities.
A4	Collection systems for formative assessment data.
A5	Student use of assessment data.
Criterion 7	**Communicating and collaborating with parents and school community.**
PCC3	Parents and guardians.
PCC4	Communication within the school community about student progress.
Criterion 8	**Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.**
PCC1	Collaboration with peers and administrators to improve student learning.
PCC2	Professional and collegial relationships.
PCC5	Supports school, district, and state curriculum, policy and initiatives.
PCC6	Ethics and advocacy.