If everyone is moving forward together, then success takes care of itself. - Henry Ford
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Teacher Principal Evaluation Project (TPEP) Summary

What is TPEP?
TPEP stands for the Teacher and Principal Evaluation Project. Washington State passed legislation, ESSB 5895, during the 2012 legislative session requiring school districts to implement a new evaluation system for all teachers and principals beginning in 2013-14. ESSB 5895 amends RCW 28A.405.100.

TPEP Core Principles:
• Quality teaching and leading is critically important.
• Professional learning is a key component of an effective evaluation system.
• Teaching and leading is work done by a core team of professionals.
• Evaluation systems should reflect and address the career continuum.
• An evaluation system should consider and balance “inputs or acts” with “outputs or results.”
• Teacher and principal evaluation models should coexist within the complex relationship between district systems and negotiations.

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

Two Categories of Evaluation- Comprehensive and Focused
What is the process for determining whether someone is on a comprehensive or a focused evaluation?

Either a Comprehensive or a Focused is required every year. A Comprehensive is required at least once every four years. In the years when a Comprehensive is not required, teachers who received a level 3 or 4 on a Comprehensive in the previous year may be on Focused.
1. **Comprehensive**: a Comprehensive Evaluation assesses all eight evaluation criteria and each of the criteria contribute to the comprehensive summative evaluation performance rating. RCW 28A.405.100 (12) (a). Must be completed for:
   a. Classroom teachers who are provisional
   b. Classroom teachers who received a summative evaluation performance rating of unsatisfactory or basic in either of the previous two school years
   c. All other classroom teachers at least every four years

2. **Focused**: a Focused Evaluation includes an assessment of one of the eight criteria selected for a performance rating plus professional growth activities specifically linked to the selected criteria. RCW 28A.405.100 (12) (c) (i). Must be completed for:
   a. All other teachers not listed in the comprehensive requirements

**What is the Role of Evidence in the Revised System?**

Evidence is observed practice, products, or results of the work of a certificated classroom teacher or principal that demonstrates knowledge and skills with respect to the framework and rubric. Observations are required for both comprehensive and focused evaluations.

**Summative Performance Ratings (WAC 392-191A-140) — Descriptors.**

1. **Unsatisfactory**: Professional practice at Level 1 shows evidence of not understanding the concepts underlying individual components of the criteria. This level of practice is ineffective and inefficient and may represent practice that is harmful to student learning progress, professional learning environment, or individual teaching or leading practice. This level requires immediate intervention.

2. **Basic**: Professional practice at Level 2 shows a developing understanding of the knowledge and skills of the criteria required to practice, but performance is inconsistent over a period of time due to lack of experience, expertise, and/or commitment. This level may be considered minimally competent for teachers early in their careers but insufficient for more experienced teachers. This level requires specific support.

3. **Proficient**: Professional practice at Level 3 shows evidence of thorough knowledge of all aspects of the profession. This is successful, accomplished, professional, and effective practice. Teaching and leading at this level utilizes a broad repertoire of strategies and activities to support student learning. At this level, teaching and leading a school are strengthened and expanded through purposeful, collaborative sharing and learning with colleagues as well as ongoing self-reflection and professional improvement.
(4) **Distinguished**: Professional practice at Level 4 is that of a master professional whose practices operate at a qualitatively different level from those of other professional peers. To achieve this rating, a teacher or principal would need to have received a majority of distinguished ratings on the criterion scores. A teacher or principal at this level must show evidence of average to high impact on student growth. Ongoing, reflective teaching and leading is demonstrated through the highest level of expertise and commitment to all students’ learning, challenging professional growth, and collaborative practice.
Teacher Evaluation Criteria and Descriptors

WAC 392-191A-060 Minimum evaluation criteria - Certificated classroom teachers.

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

**Descriptor:** Expectations; the teacher communicates high expectations for student learning.

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**Criterion 2:** Demonstrating effective teaching practices.

**Descriptor:** Instruction; the teacher uses research-based instructional practices to meet the needs of all students.

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

**Descriptor:** Differentiation; the teacher acquires and uses specific knowledge about students' cultural, individual, intellectual and social development and uses that knowledge to adjust their practice by employing strategies that advance student learning. Student growth data must be a substantial factor utilizing the OSPI approved student growth rubrics.

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

**Descriptor:** Content knowledge; the teacher uses content area knowledge, learning standards, appropriate pedagogy and resources to design and deliver curricula and instruction to impact student learning.

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

**Descriptor:** Learning environment; the teacher fosters and manages a safe and inclusive learning environment that takes into account: Physical, emotional, and intellectual well-being of students.

---

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

**Descriptor:** Assessment; the teacher uses multiple data elements (both formative and summative) to plan, inform and adjust instruction, and evaluate student learning. Student growth data must be a substantial factor utilizing the OSPI approved student growth rubrics.

---

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

**Descriptor:** Families and community; the teacher communicates and collaborates with students, families and all educational stakeholders in an ethical and professional manner to promote student learning.

---

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

**Descriptor:** Professional practice; the teacher participates collaboratively in the educational community to improve instruction, advance the knowledge and practice of teaching as a profession, and ultimately impact student learning. Student growth data must be a substantial factor utilizing the OSPI approved student growth rubrics.
<table>
<thead>
<tr>
<th>Criterion 1</th>
<th>Criterion 2</th>
<th>Criterion 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centering instruction on high expectations for student achievement.</td>
<td>Demonstrating effective teaching practices.</td>
<td>Recognizing individual student learning needs and developing strategies to address those needs.</td>
</tr>
</tbody>
</table>

**Domain 2: The Classroom Environment**
- **2b:** Establishing a Culture for Learning

**Domain 3: Instruction**
- **3a:** Communicating with Students
- **3c:** Engaging Students In Learning

**Domain 4: Professional Responsibilities**
- **4a:** Reflecting on Teaching

**Domain 1: Planning and Preparation**
- **1b:** Demonstrating Knowledge of Students

**Domain 3: Instruction**
- **3e:** Demonstrating Flexibility And Responsiveness

**Student Growth**
- **SG 3.1:** Establish Student Growth Goal(s)
- **SG 3.2:** Achievement of Student Growth Goal(s)

<table>
<thead>
<tr>
<th>Criterion 4</th>
<th>Criterion 5</th>
<th>Criterion 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Providing clear and intentional focus on subject matter content and curriculum.</td>
<td>Fostering and managing a safe, positive learning environment.</td>
<td>Using multiple student data elements to modify instruction and improve student learning.</td>
</tr>
</tbody>
</table>

**Domain 1: Planning and Preparation**
- **1a:** Demonstrating Knowledge of Content and Pedagogy
- **1c:** Setting Instructional Outcomes
- **1d:** Demonstrating Knowledge of Resources
- **1e:** Designing Coherent Instruction

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

**Domain 3: Instruction**
- **3B:** Using Questioning And Discussion Techniques

**Domain 4: Professional Responsibilities**
- **4b:** Maintaining Accurate Records

**Student Growth**
- **SG 6.1:** Establish Student Growth Goal(s)
- **SG 6.2:** Achievement of Student Growth Goal(s)

<table>
<thead>
<tr>
<th>Criterion 7</th>
<th>Criterion 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating and collaborating with parents and the school community.</td>
<td>Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.</td>
</tr>
</tbody>
</table>

**Domain 4: Professional Responsibilities**
- **4c:** Communicating with Families

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

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

(Updated 8/13/14)
<table>
<thead>
<tr>
<th>DOMAIN 1: Planning and Preparation</th>
<th>DOMAIN 2: The Classroom Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a Demonstrating Knowledge of Content and Pedagogy</td>
<td>2a Creating an Environment of Respect and Rapport</td>
</tr>
<tr>
<td>• Content and the structure of the discipline • Prerequisite relationships</td>
<td>• Teacher interaction with students, including both words and actions</td>
</tr>
<tr>
<td>• Content-related pedagogy</td>
<td>• Student interaction with students, including both words and actions</td>
</tr>
<tr>
<td>1b Demonstrating Knowledge of Students</td>
<td>2b Establishing a Culture for Learning</td>
</tr>
<tr>
<td>• Child and adolescent development • Learning process • Special needs</td>
<td>• Importance of content and of learning</td>
</tr>
<tr>
<td>• Students’ skills, knowledge, and language proficiency • Students’ interests and cultural heritage</td>
<td>• Expectations for learning and achievement • Student pride in work</td>
</tr>
<tr>
<td>1c Setting Instructional Outcomes</td>
<td>2c Managing Classroom Procedures</td>
</tr>
<tr>
<td>• Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners</td>
<td>• Instructional groups • Transitions • Materials and supplies</td>
</tr>
<tr>
<td>1d Demonstrating Knowledge of Resources</td>
<td>2d Managing Student Behavior</td>
</tr>
<tr>
<td>• For classroom use • To extend content knowledge and pedagogy • Resources for students</td>
<td>• Expectations • Monitoring student behavior</td>
</tr>
<tr>
<td>1e Designing Coherent Instruction</td>
<td>2e Organizing Physical Space</td>
</tr>
<tr>
<td>• Learning activities • Instructional materials and resources</td>
<td>• Safety and accessibility</td>
</tr>
<tr>
<td>• Instructional groups • Lesson and unit structure</td>
<td>• Arrangement of furniture and use of physical resources</td>
</tr>
<tr>
<td>1f Designing Student Assessments</td>
<td></td>
</tr>
<tr>
<td>• Congruence with instructional outcomes • Criteria and standards</td>
<td></td>
</tr>
<tr>
<td>• Design of formative assessments • Use for planning</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DOMAIN 3: Instruction</th>
<th>DOMAIN 4: Professional Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>3a Communicating With Students</td>
<td>4a Reflecting on Teaching</td>
</tr>
<tr>
<td>• Expectations for learning • Directions for activities</td>
<td>• Accuracy • Use in future teaching</td>
</tr>
<tr>
<td>• Explanations of content</td>
<td></td>
</tr>
<tr>
<td>• Use of oral and written language</td>
<td></td>
</tr>
<tr>
<td>3b Using Questioning and Discussion Techniques</td>
<td>4b Maintaining Accurate Records</td>
</tr>
<tr>
<td>• Quality of questions/prompts • Discussion techniques</td>
<td>• Student completion of assignments • Student progress in learning</td>
</tr>
<tr>
<td>• Student participation</td>
<td>• Non-instructional records</td>
</tr>
<tr>
<td>3c Engaging Students in Learning</td>
<td>4c Communicating with Families</td>
</tr>
<tr>
<td>• Activities and assignments • Grouping of students</td>
<td>• Information about the instructional program • Information about individual students</td>
</tr>
<tr>
<td>• Instructional materials and resources • Structure and pacing</td>
<td>• Engagement of families in the instructional program</td>
</tr>
<tr>
<td>3d Using Assessment in Instruction</td>
<td>4d Participating in a Professional Community</td>
</tr>
<tr>
<td>• Assessment criteria • Monitoring of student learning</td>
<td>• Relationships with colleagues • Participation in school and district projects</td>
</tr>
<tr>
<td>• Feedback to students • Student self-assessment and monitoring of progress</td>
<td>• Involvement in culture of professional inquiry • Service to the school</td>
</tr>
<tr>
<td>3e Demonstrating Flexibility and Responsiveness</td>
<td>4e Growing and Developing Professionally</td>
</tr>
<tr>
<td>• Lesson adjustment • Response to students • Persistence</td>
<td>• Enhancement of content knowledge and pedagogical skill</td>
</tr>
<tr>
<td>• Receptivity to feedback from colleagues • Service to the profession</td>
<td>• Service to students</td>
</tr>
<tr>
<td>4f Showing Professionalism</td>
<td></td>
</tr>
<tr>
<td>• Integrity/ethical conduct • Service to students • Advocacy</td>
<td>• Decision-making • Compliance with school and district regulation</td>
</tr>
</tbody>
</table>

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Teacher Evaluation: Comprehensive Protocol

<table>
<thead>
<tr>
<th>Cycle</th>
<th>Date(s)</th>
<th>Description</th>
<th>Document(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Assessment</td>
<td>September</td>
<td>Teacher completes a self-assessment by <strong>September 30</strong> on all 8 criteria components and rubrics or use results of prior year’s comprehensive evaluation, in lieu of self-assessment, prior to setting professional goals. Teacher may share evidence measure and/or ratings with evaluator.</td>
<td>□ Self-Assessment of Practice FORM</td>
</tr>
<tr>
<td>Goal Setting</td>
<td>October</td>
<td>• By <strong>October 1</strong>&lt;sup&gt;st&lt;/sup&gt;, teachers will be notified whether they will be evaluated using the Comprehensive or Focused evaluation system.</td>
<td>□ Student Growth Goal Template</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teacher and principal share student growth measures and goals by <strong>October 31</strong>, unless teacher and evaluator mutually agree to an alternate date.</td>
<td></td>
</tr>
<tr>
<td>Observation Cycle</td>
<td>By End of 1&lt;sup&gt;st&lt;/sup&gt; Semester</td>
<td>• <strong>Pre-Observation Conference</strong>: To be done prior to the formal observation.</td>
<td>□ Interview Protocol for a Pre observation (Planning) Conference FORM</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teacher and evaluator will collaboratively develop goals, date for observation and professional activities.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Comprehensive Evaluation</strong>: Growth goals (3.1, 6.1, 8.1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Observation</strong>:</td>
<td>□ Formal Classroom Observation Notes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• One formal observation of no less than 30 minutes within the first ninety (90) calendar days (provisional) or ninety (90) workdays (non-provisional)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Total observation time not less than sixty (60) minutes (provisional &amp; non-provisional); additional thirty minutes for third year provisional teachers for a total of ninety (90) minutes observation time</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• If mutually agreed upon, the second thirty (30) minutes observation time may be broken into no less than 15 minute increments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Within 8 days of the formal evaluation</td>
<td><strong>Post-Observation Conference</strong>: Teacher and evaluator meet within 8 school days of observation to review the evaluator’s and teacher’s evidence related to the criteria using the instructional framework.</td>
<td>□ Interview Protocol for a Post-observation (Reflection) Conference Form</td>
</tr>
<tr>
<td>Final Evaluation</td>
<td>15 Calendar days before end of school year</td>
<td>Review final evaluation and overall growth throughout the year.</td>
<td>□ COMPREHENSIVE FINAL EVALUATION □ COMPREHENSIVE FINAL SUMMATIVE SCORE</td>
</tr>
</tbody>
</table>

* Depending on building needs, the order of the Teacher Evaluation Cycle may change. *
### Teacher Evaluation: Focused Protocol*

<table>
<thead>
<tr>
<th>Cycle</th>
<th>Date(s)</th>
<th>Description</th>
<th>Document(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self-Assessment</strong></td>
<td>September</td>
<td>Teacher completes a self-assessment <strong>by September 30</strong> on all 8 criteria components and rubrics or use results of prior year’s comprehensive evaluation, in lieu of self-assessment, prior to setting professional goals. Teacher may share evidence measure and/or ratings with evaluator.</td>
<td>□ Self-Assessment of Practice FORM</td>
</tr>
</tbody>
</table>
| **Goal Setting** | October | • **By October 1st**, teachers will be notified whether they will be evaluated using the comprehensive or focused evaluation system.  
• Teacher and principal share student growth measures and goals by **October 31**, unless teacher and evaluator mutually agree to an alternate date.  
**Focused Evaluation**: write one Student Growth goal for criterion 3, 6, OR 8. If criterion 1, 2, 4 or 7 is chosen, the teacher must complete the student growth components in criterion 3 or 6. | □ Student Growth Goal Template |
| **Observation Cycle** | By End of 1st Semester | • **Pre-Observation Conference**: To be done prior to the formal observation.  
• Teacher and evaluator will collaboratively develop goals, date for observation and professional activities.  
• **Observation**: One formal observation of no less than 30 minutes within the first ninety (90) calendar days (provisional) or ninety (90) workdays (non-provisional)  
• Total observation time not less than sixty (60) minutes (provisional & non-provisional); additional thirty minutes for third year provisional teachers for a total of ninety (90) minutes observation time  
If mutually agreed upon, the second thirty (30) minutes observation time may be broken into no less than 15 minute increments. | □ Interview Protocol for a Pre-observation (Planning) Conference FORM  
□ Formal Classroom Observation Notes |
| | Within 8 days of the formal evaluation | **Post-Observation Conference**: Teacher and evaluator meet within 8 school days of observation to review the evaluator’s and teacher’s evidence related to the criteria using the instructional framework. | □ Interview Protocol for a Post-observation (Reflection) Conference FORM |
| **Final Evaluation** | 15 Calendar days before end of school year | Review final evaluation and overall growth throughout the year. | □ FOCUSED FINAL EVALUATION  
□ FOCUSED FINAL SUMMATIVE SCORE |

* **Depending on building needs, the order of the Teacher Evaluation Cycle may change.**

**Focused Evaluation** | Evaluated on ONE Washington State Criterion. If not a Student Growth Goal, then one must be added.
1. **Teacher Self-Assessment / Goal Setting**
   - Refer to Instructional Framework (Danielson’s Enhancing Professional Practice: A Framework for Teaching)
   - Complete Self-Assessment of Practice by September 30th
   - Complete Student Growth Goal Template
   - Attend Goal Setting Conference

2. **First Observation Cycle (By End of 1st Semester)**
   - Complete Interview Protocol for a Pre-Observation (Planning) Conference Form
   - Attend Pre-Observation Conference
   - Formal Classroom Observation (30-60 minutes)
   - Complete Interview Protocol for a Post-Observation (Reflection) Conference Form
   - Attend Post-Observation Conference

3. **Second Observation Cycle (Optional)**
   - Series of classroom observation(s)/walkthrough(s) no less than 15 minute increments

4. **Summative Scoring Process**
   - Review Collection of Evidence-additional evidence must be submitted prior to the summative conference unless teacher and evaluator mutually agree to a later date. Refer to Instructional Framework (Danielson’s Enhancing Professional Practice: A Framework for Teaching)
   - Attend Final Summative Evaluation Conference held 15 calendar days before end of school year.
   - Sign Written Comprehensive Summative Evaluation Form

**Additional evidence gathered throughout the cycle**
Self-Assessment: The beginning of the evaluation process

Self-Assessment: Each teacher reflects on his/her practice and completes a self-assessment using the 8 WA State Teacher Criteria which contain the four domains, 22 components and four levels of performance found in the Framework for Teaching. This is a personal reflection of practice and the teacher has the option of sharing or not sharing the results with their evaluator. The self-assessment serves as a tool for the goal setting and collaborative conference.

Self-Assessment Defined: Self-assessment is a process for reflecting on an educator’s instructional, leadership, and professional practice strengths and weaknesses in light of the needs of the students he or she serves.

- Requires Asking:
  - What do my students need?
  - What do I need to meet all my students’ needs?

Why Use Self-Assessment in Educator Evaluation?

- The self-assessment process supports good teaching and leading practices of:
  - Analyzing student data
  - Focus on student learning
  - Reflection on practice
  - The self-assessment process also prepares teachers and principals for goal setting
  - Teacher self-assessment, if shared with evaluator, is one source of evidence that can be used to measure teacher performance as part of a comprehensive teacher evaluation system
Goal Setting and Collaborative Conference

Washington State Law 5895 stipulates that individual teachers are to develop a student growth goal in Criterion 3 and 6 and a “group” goal for Criterion 8. Each teacher combines his/her self-assessment with district and building initiatives and student information as the foundation for the student growth goals and writes a goal for Criterion 3.1, 6.1 and 8.1. The Student Growth Goal document is completed and shared with the evaluator (electronically, ideally) by October 31st, unless the teacher and evaluator mutually agree upon an alternate date.

The evaluator reviews the goals and offers endorsements, suggestions, additions, or modifications.
Student Growth

What is the Definition of Student Growth?

RCW 28A.405.100 defines student growth as the “change in student achievement between two points in time.”

What Measures Can be used to Determine Student Growth?

WAC 392-191A-080 states:
“More than one measure of student growth data must be used in scoring the student growth rubrics.”

Measures include:
- classroom-based tools
- school-based tools
- district-based tools
- state-based tools

What are the Three Components of Student Growth and How are They Different for Each Criterion?

For teachers, there are five components of student growth embedded across criteria three, six, and eight. They are the same state components for each of the approved instructional frameworks. The components are:

SG 3.1 – Establish Student Growth Goals
Refers to individual or subgroups of students (achievement/opportunity gap)

SG 3.2 – Achievement of Student Growth Goals
Refers to individual or subgroups of students (achievement/opportunity gap)

SG 6.1 – Establish Student Growth Goals using Multiple Student Data Elements
Refers to the whole class based on appropriate standards and aligned to school and district goals

SG 6.2 – Achievement of Student Growth Goals
Refers to the whole class based on appropriate standards and aligned to school and district goals

SG 8.1. – Establish Team Student Growth Goals
Refers to the teacher as part of a grade-level, content area, or other school or district team
How Should Student Growth be evaluated?

The principal and the teacher should sit down to discuss available evidence that demonstrates progress towards goals. The discussion should be based on the goal(s) set by the teacher and approved by the principal as well as on student work and/or performance that demonstrates progress towards that goal. Some districts have defined “growth for most students” and “high evidence of growth” but the context of each classroom is critical to every decision.

Key Terms to Remember:

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

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

- Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs. (Sub-group)
- Criterion 6: Using multiple student data elements to modify instruction and improve student learning. (Whole class)
- Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning. (Team focus)

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

Annually
End of Course Exam (EOC), SBA, SAT, Science MSP, ACT, PSAT, WELPA (ELL), AP Tests, PSAT, OSPI Developed Assessments (CBAs), NAEP, WA-AIM, WaKIDS, District Finals

2-4 times a year
SRI, SMI, SBA Interim Comprehensive Assessments, Math Benchmark Assessments, DIBELS, CBAs, Music Performances, Finals/Mid-terms, Common Assessments

Quarterly or end of unit
SBA Interim Assessment Blocks, Unit Tests, Project/Exam=Summative Demonstration, Grade Level Common Assessments, Oral Exams, Skills Performance Tests, Performance Tasks, X-Skills, Reading Wonders Assessments

1-4 times a month
Common Formative Assessment, Projects w/ Rubric Scoring, Essays, Quizzes, Writing Samples, Student Self Assessments, Reading Wonders Selection Tests, DIBELS Progress Monitoring (Error Analysis), Math Fact Fluency, Running Records, Timed Writing Probes

Daily/weekly
Entry/Exit Slips, Quiz, Quick Checks, Summary Task, Think-Pair-Share, Student Reflection, Note Check, Student Dialogue/Discourse/Demonstration, Student White Boards, Conferring with Students, Diagramming, (ELL), Student Interviews, Hand Votes, Written Responses, Science Labs, Math Practice
Goal Setting for Student Growth Process

**SMART**

**S** - Specific: The goal addresses student needs within the content.

**M** - Measurable: An appropriate instrument or measure is selected to assess the goal.

**A** - Appropriate: The goal is clearly related to the role and responsibilities of the teacher.

**R** - Realistic: The goal is attainable.

**T** - Time-bound: The goal is contained to a single school year/course.

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Student Growth Goal Setting for Teacher

Criterion 3

This guide will assist teachers in creating student growth goals for students and evaluators in having the conversations with teachers that are needed in order to evaluate those goals (3.1) and outcomes (3.2). This can be done in an instructional team, in a conference between teacher and principal or individually by the teacher. If paper records are preferred, the attached templates may serve as useful documentation.

STEP ONE: Establish a Focus for Student Growth Goal(s) for a subgroup of students not meeting full learning potential

**Learning Goal(s):** A description of what students not meeting full learning potential (i.e. achievement/opportunity gaps, ELL, special education, highly capable) will know/be able to do at the end of an instructional period based on course- or grade-level content standards and curriculum.

- For those who teach more than one class, which class will be your focus?
- Which students in this class are not meeting full learning potential?
- Why are these students your priority for this instructional period?
- Which big idea is supported by the learning goal?
- Which content standards are associated with this big idea?
- Why is this learning goal important and meaningful for these students to learn?
- In what ways does the learning goal require this group of students to demonstrate deep understanding of the knowledge and skills of the standards or big idea being measured?
- Identify the instructional period for the learning goal (e.g., benchmark period, fall to spring, one semester) and why this time span is appropriate and sufficient.

STEP TWO: Select Assessments

Assessments should be standards-based, of high quality, and designed to best measure the knowledge and skills found in the learning goal. The assessment should be accompanied by clear criteria or rubrics to describe the learning of this subgroup of students.

- Describe the assessments (such as performance tasks, projects and their corresponding rubrics) that measure students’ understanding of the learning goal.
- Explain how student performance is defined and scored using the assessments. Include the specific rubric and/or scoring criteria to be used.
- How often will you collect data to monitor student progress toward this learning goal?
- How will you use this information to monitor student progress and to differentiate instruction toward this learning goal for the students in your identified subgroup?

STEP THREE: Establish Learning Targets

**Targets:** identify the outcomes expected for the subgroup of students by the end of the instructional period.

- Use performance data to describe specific starting points and specific expected outcomes for students.
Student Growth Goal Setting for Teacher

Criterion 6

This guide will assist teachers in creating student growth goals for students and evaluators in having the conversations with teachers that are needed in order to evaluate those goals (6.1) and outcomes (6.2). This can be done in an instructional team, in a conference between teacher and principal or individually by the teacher. If paper records are preferred, the attached templates may serve as useful documentation.

STEP ONE: Establish a Focus for Student Growth Goal(s)

**Learning Goal(s):** A description of what students in this class will know/be able to do at the end of an instructional period based on course- or grade-level content standards and curriculum.

- For those who teach more than one class, which class will be your focus?
- Which big idea is supported by the learning goal?
- Which content standards are associated with this big idea?
- Why is this learning goal important and meaningful for students to learn?
- In what ways does the learning goal require students to demonstrate deep understanding of the knowledge and skills of the standards or big idea being measured?
- Identify the instructional period for the learning goal (e.g., benchmark period, fall to spring, one semester) and why this time span is appropriate and sufficient.

STEP TWO: Select Assessments

Assessments should be standards-based, of high quality, and designed to best measure the knowledge and skills found in the learning goal. The assessment should be accompanied by clear criteria or rubrics to describe what students have learned.

- Describe the assessments (such as performance tasks, projects and their corresponding rubrics) that measure students’ understanding of the learning goal.
- Explain how student performance is defined and scored using the assessments. Include the specific rubric and/or scoring criteria to be used.
- How often will you collect data to monitor student progress toward this learning goal?
- How will you use this information to monitor student progress and to differentiate instruction for all students toward this learning goal?

STEP THREE: Establish Learning Targets

**Targets:** identify the outcomes expected for the whole class by the end of the instructional period.

- Use performance data to describe specific starting points and specific expected outcomes for students.
- Use multiple measures that provide different ways to assess the learning.
Student Growth Goal Setting for Teacher

Criterion 8

This guide will assist teams of teachers in creating and monitoring student growth for students they teach in common (8.1) and evaluators in having the conversations with the instructional team needed to evaluate individual teachers’ contributions to the team’s collaboration towards student growth. If paper records are preferred, the attached templates may serve as useful documentation.

STEP ONE: *Establish plans for collaboration to develop and implement common, high-quality measures, and monitor growth for a group of students the instructional team teaches in common.*

- Which teacher(s) will you collaborate with to improve student growth?
- How will your instructional team decide which students to focus on?
- How will your team structure adequate time to develop and implement common high-quality measures and to monitor growth during the instructional period?

STEP TWO: *Establish a Focus for Collaborative Student Growth Goal(s)*

**Learning Goal(s):** A description of what students in this group of classes will know/be able to do at the end of an instructional period based on content standards taught in common.

- What big idea will the instructional team focus on for these students?
- Which content standards are associated with this big idea?
- Why is this learning goal important and meaningful for students to learn?
- In what ways does the learning goal require students to demonstrate deep understanding of the knowledge and skills of the standards or big idea being measured?
- Identify the instructional period for the learning goal (e.g., benchmark period, fall to spring, one semester) and why this time span is appropriate and sufficient.

STEP THREE: *Use Data to Collaboratively Improve Instruction*

Assessments should be standards-based, of high quality, and designed to best measure the knowledge and skills found in the learning goal. The assessments should be accompanied by clear criteria or rubrics to describe what students have learned. Each team member contributes consistently and actively to the effort.

- Describe the assessments (such as performance tasks, projects and their corresponding rubrics) that measure students’ understanding of the learning goal.
- Explain how student performance is defined and scored using the assessments. Include the specific rubric and/or scoring criteria to be used.
- Explain your team’s plan for regularly analyzing student growth data and making instructional changes to differentiate to meet student needs.
- Articulate your individual contribution to the team’s efforts to improve student growth.
Observation Process

Step 1: The Lesson Plan
For announced/formal observations, the teacher completes the Interview Protocol for a Pre-observation (Planning) Conference document, and sends it with their lesson outline to the evaluator (electronically, ideally) prior to the announced visit and/or prepares to discuss the questions at the pre-observation conference.

The evaluator reads the lesson outline (if provided in advance), the Interview Protocol for a Pre-conference template and prepares for the pre-observation conference.

This plan becomes evidence for Domain 1.

Step 2: Pre-Observation Conference
The purpose of the pre-observation conference is to elevate the quality of the lesson through a one-on-one coaching session. The topics of discussion are to discuss the teacher’s goals, professional activities to be observed, the content objectives, strategies of the lesson, length of observation and possible observable evidence to meet the scoring criteria. The pre-observation conference shall be held prior to a formal observation or series of observations. Teacher and evaluator mutually agree upon pre-conference date and time.

Additional information gathered during the pre-conference becomes a part of the evidence for Domain 1.

Step 3: Evidence Collection
The evaluator conducts the observation of practice, collecting evidence using the collective bargained evidence gathering method. The evaluator shares a copy of the evidence with the teacher, who may add to it or correct it as necessary.*

This becomes evidence of Domains 2 and 3. *Not all leadership framework components will be observed during one observation.

Step 4: Teacher Reflection
The teacher conducts a self-assessment of the lesson:
1. reviewing the evaluator’s evidence;
2. and completing the Interview Protocol for a Post-observation (Reflection) Conference document. He/she shares the assessment of the lesson (electronically, ideally) by highlighting the appropriate components/levels of performance using the Framework for Teaching Rubrics.

This becomes evidence of Domains 4.
Step 5: Collaborative Assessment
Within eight (8) school days following a formal observation, the teacher and evaluator meet for the Post-observation conference, in which they review the evaluator’s and teacher’s evidence related to the criteria during the observation and to discuss the teacher’s performance as it relates to the leadership framework.

If the teacher and evaluator have mutually agreed to break the remaining thirty (30) minutes of observation into shorter time increments of no less than 15 minutes, only one post-observation conference will be required for that series of observations.

The teacher and evaluator discuss and collaborate on the “areas of strength”, areas of growth” of the teacher’s practice and “next steps.” These are added to the document. In the event that the evaluator and teacher cannot come to agreement, the teacher will be given an opportunity to provide additional evidence of the teaching experience prior to the Summative Conference.

This becomes evidence of Domain 4.

★ Special Note: The teacher and evaluator should review the progress of the Student Growth Goals as a part of the pre or post conferences.

Step 6: Summative Evaluation
No later than 15 calendar days before the end of the school year, the evaluator and teacher shall meet to discuss the teacher’s final summative score. The final summative evaluation score will also include student growth measures as detailed in ESSB 5895.

The teacher and evaluator review the evidence accumulated throughout the cycle, including:

- Formal observations/evaluations
- Informal observations/evaluations
- Artifacts
- Related data (test scores, absentee records, etc.)
- Ancillary evidence as permitted by contract (parent phone calls, awards, etc.)

The summative evaluation is based on the 8 WA State Teacher Criteria which contain the four domains, 22 components and four levels of performance found in The Framework for Teaching.
Districts create procedures and practices to establish criterion scores and the eight criteria are summed equally to create a summative rating.

Criterion scores include applicable framework rubrics and Washington state student growth rubrics.

The student growth impact rating is the sum of the three student growth rubric components from criteria 3, 6, and 8.

*Educators with a “Distinguished” summative rating and a “Low” student growth impact rating cannot be rated higher than “Proficient.”*

A “Low” student growth impact rating triggers a student growth inquiry regardless of the summative rating.

Educators with any individual student growth component score of a “1” cannot have a student growth impact rating higher than “Low” regardless of the sum of all their student growth components.
The Focused Evaluation is meant for Proficient and Distinguished educators.

One of the eight criteria must be assessed every year that a comprehensive evaluation is not required.

Districts create procedures and practices to establish criterion scores.

Criterion scores include applicable framework rubrics and Washington state student growth rubrics.

If criterion 3, 6, or 8 is selected, evaluators will use the accompanying student growth rubrics.

If criterion 1, 2, 4, 5, or 7 is selected, the evaluator will use student growth rubrics from criterion 3 or 6.

The Final Criterion Score is the Final Summative Score.
Examples of evidence that could be collected in each of the four domains may include but are not limited to:

1. **Planning and Preparation**
   a. Discipline plan
   b. Grade plan/grade book
   c. Lesson plans
   d. Long range plans
   e. Substitute plan

2. **Classroom Environment**
   a. Affective domain (incentive, rewards, projects)
   b. Bulletin board (instructional, guidance, celebration)
   c. Class rules/routines
   d. Cooperative learning
   e. Group building strategies
   f. Homework plan
   g. Management form
   h. Physical layout (rationale)
   i. Seating arrangement (rationale)

3. **Instructional**
   a. Curriculum integration efforts
   b. Extension/enrichment activities
   c. Flexible grouping plans
   d. Homework assignments and guides
   e. Instructional sequencing
   f. Literature/book lists
   g. Modifications/differentiations for special needs
   h. Review/reinforcement activities
   i. Student work samples
   j. Technology links
   k. Units of study/thematic units
   l. Video of instruction

4. **Personal and Professional Responsibilities**
   a. Accomplishments (goals, recognition, awards)
   b. Course work, conferences, workshops, presentations, meetings
   c. Parent communication (syllabus, notes, letters, surveys, forms, feedback)
   d. Personal reflective journal
   e. Professional involvement (committees, organizations, community projects)
   f. Professional learning communities
   g. Research to practice (professional readings, journals)
   h. Teach/grade level meeting notes

"2012-2013" Version 1.0
### TPEP Evidence – Examples of Evidence Linked to Specific Components

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

<table>
<thead>
<tr>
<th>Criterion 1: Centering instruction on high expectations for student achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>2b. Establishing a culture for learning</td>
</tr>
<tr>
<td>• Observational evidence demonstrating not only the learning target but the importance and relevance of the learning target</td>
</tr>
<tr>
<td>• Teacher notes on student work which demonstrates high expectations for learning and achievement</td>
</tr>
<tr>
<td>• Written description of expected outcomes</td>
</tr>
<tr>
<td>• Observational evidence of clear/consistent routines and procedures</td>
</tr>
<tr>
<td>• Note from substitute teacher indicating students remained focused and on task</td>
</tr>
<tr>
<td>• Examples of student self-reflection</td>
</tr>
<tr>
<td>• Documented student responses when asked, “What must your work look like to be ‘good enough’ to turn in?”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3a. Communicating with students</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Photo of posted learning targets in classroom</td>
</tr>
<tr>
<td>• Observation notes recording that learning target is explained and referenced during teaching</td>
</tr>
<tr>
<td>• Observer notes indicating that students do not need multiple clarifications after directions are given</td>
</tr>
<tr>
<td>• Verbatim record of teacher’s explanation of content that connects with students’ knowledge and experiences</td>
</tr>
<tr>
<td>• Observation record that written and spoken language is clear and correct, appropriate to students’ age</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>3c. Engaging students in learning</th>
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</thead>
<tbody>
<tr>
<td>• Documentation showing students are grouped according to ability level</td>
</tr>
<tr>
<td>• Plans showing high order thinking and questioning is pre-planned and in use</td>
</tr>
<tr>
<td>• Observation notes showing variety of learning activities which address multiple modes of learning</td>
</tr>
<tr>
<td>• Log of use of wait time</td>
</tr>
<tr>
<td>• Record of techniques used to assure equal participation of all students: drawing names to determine who will answer, etc.</td>
</tr>
<tr>
<td>• Copy of feedback to student showing recognition of growth</td>
</tr>
<tr>
<td>• Lesson plan with evidence that lesson content is linked to individual student interests and needs</td>
</tr>
<tr>
<td>• Observed use of GLAD strategies and other whole group engagement techniques</td>
</tr>
<tr>
<td>• Observation notes showing the use of techniques to promote and monitor student participation (eyes up here, all eyes on me, etc.)</td>
</tr>
<tr>
<td>• Observation record showing methods employed to access prior learning at the start of a lesson,</td>
</tr>
<tr>
<td>• List of books set aside for guided reading/lit circles/on reserve in library connected to current unit</td>
</tr>
<tr>
<td>• Examples of homework assigned and completed</td>
</tr>
<tr>
<td>• Description of use of thematic units</td>
</tr>
</tbody>
</table>
### Criterion 2: Demonstrating effective teaching practices

| 3b. Using questioning and discussion techniques | • List of questions developed during lesson planning designed to promote higher level thinking  
|                                               | • Documentation of how often students respond in class, and whether students are called on equally, volunteer, etc.  
|                                               | • Observation record noting patterns of conversation during classroom discussions—are they teacher to student, student to student  
|                                               | • Video of use of questioning in the classroom  
|                                               | • Copy of plan for engaging non-engaged students  
|                                               | • Copy of Essential Questions developed for each unit/lesson |

| 4a. Reflecting on teaching | • Notes showing how goals have been revised in response to feedback and/or reflection  
|                           | • Notes in lesson plan showing ideas for changing instruction or assignments for future classes  
|                           | • Copies of student work or notes showing how instruction was changed to address emerging needs  
|                           | • Copies of notes showing how students have been regrouped as a result of formative assessment results  
|                           | • Instructional calendar displaying revisions based on reflection of teaching  
|                           | • Samples of journal entries indicating reflection on teaching |

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

| 1b. Demonstrating knowledge of students | • Copies of formative assessment data tied to targets and individual students  
|                                         | • WaKIDS and other progress monitoring data  
|                                         | • Lessons that display differentiation  
|                                         | • Lesson plans indicating how lessons are modified for IEP/504 students  
|                                         | • Lesson plans showing examples of differentiated instruction (guided reading groups, AR goal setting, etc.)  
|                                         | • Notes showing references during teaching intended to link content to individual student interests |

| 3e. Demonstrating flexibility and responsiveness | • Planning notes demonstrating differentiation implemented during a unit  
|                                                | • Notes showing evidence of lessons based on individual student interests  
|                                                | • Observation notes which documents use of multiple approaches to address student learning needs and interests  
|                                                | • Copies of interest survey results  
|                                                | • Copies of goal setting with students  
|                                                | • Any evidence that individual students have been supported in unique ways by educator  
|                                                | • Log of interventions attempted with struggling learner |

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

| 1a. Demonstrating knowledge of content and pedagogy | • Lesson plan showing variety of instructional strategies and clear learning targets  
|                                                | • Pre-observation notes  
|                                                | • Log indicating participation in staff development on new content  
|                                                | • Log of classes/workshops/books read related to content or pedagogy  
|                                                | • Copies of unit planning, copies showing evidence of backward planning (formative assessment data on learning targets) |

| 1c. Setting instructional outcomes | • Photo of learning targets posted in the classroom  
|                                   | • Lesson plans connecting prior learning to current lesson  
|                                   | • A written sequence of skill development showing evidence of scaffolding  
|                                   | • Link to web site or newsletter for parents which communicates lesson targets for the week or unit |
### 1d. Demonstrating knowledge of resources
- Notes or lesson plans with references to resources on District server/OSPI materials/curricular maps
- Examples of resources used for modifications and/or extensions
- List of web sites linked to current content
- Examples of student work/final products (classroom book, poetry book, newspaper) saved as models for future
- Documents indicating use of community resources for field trips and guest speakers
- Student materials such as science notebook/flash cards/math journals/graphic organizers/reading logs
- Examples of student or teacher materials demonstrating use of technology

### 1e. Designing coherent instruction
- Lesson plans showing scaffold instruction
- Documents showing use of Assessment for Learning strategies
- Pre-observation documentation referencing prior instruction and long range planning
- Unit planning that demonstrates evidence of planning backward
- Lesson plans showing knowledge and implementation of CCSS
- Examples of formative methods to assess standards
- Unit plans showing thematic integration of curriculum

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

#### 2a. Creating an environment of respect and rapport
- Observation log which documents:
  - respectful dialogue between teacher and student
  - students listening and responding to other student comments
  - examples of students functioning effectively in teams
  - students assuming various roles and leadership within the classroom
  - evidence of buddy learning
  - overt instruction in appropriate behavior
  - Teacher notes documenting such interactions

#### 2c. Managing classroom procedures
- Photo of classroom expectations posted
- Observation log noting procedures are in place and followed
- Copy of chart of assigned classroom helper roles
- Observation notes showing evidence that students know and are following classroom expectations
- Copy of lesson plans for substitutes/volunteers that spell out procedures

#### 2d. Managing student behavior
- Photo or list of classroom rules
- Copies of completed behavior charts
- Description of how a self-manager program is implemented
- Problem solving work sheet and procedures
- Self-rating forms in use by students
- Notes from phone calls and/or meetings with parents and support staff
- Copies of surveys in use
- Observation notes showing proactive instruction which teaches expectations before the transition to a new activity or the documentation of such plans

#### 2e. Organizing physical space
- Seating chart based on unique student characteristics
- Photo of a classroom wall showing that space is used to promote learning
- Observation record of open traffic patterns
- Observation notes indicating evidence that room is devoid of junk and clutter
- Photo documenting order and structure in shared building storage area
- Video/photo showing layout of a classroom with a variety of learning spaces—small group/large group
### Criterion 6: Using multiple student data elements to modify instruction and improve student learning

| 1f. Designing student assessments | • Examples of classroom based assessments created and/or in use  
• Formative assessments including examples of student work  
• Pre and post assessments  
• Rubrics designed to communicate learning expectations to students/parents  
• Example showing how students have been taught to self-assess  
• Assessments which are coded directly to specific learning targets |
|---|---|
| 3d. Using assessment in instruction | Documentation showing:  
• Use of *Assessment for Learning* strategies  
• Student work with evidence of peer editing  
• Individual feedback to students  
• Use of individual white boards/thumbs up/fist to five for students to communicate readiness to move forward  
• Teacher reflection that lesson plans have been adjusted in response to progress monitoring,  
• Samples of high/medium/low student work  
• List of grouping of students based on assessment results  
• Samples of student work indicating that students know how to best display their skills on state and district assessments |
| 4b. Maintaining accurate records | Copies of:  
• Note indicating that attendance is submitted accurately  
• Oasis data  
• Any spreadsheet created by teacher to track progress monitoring  
• Completed progress report with personalized comments  
• PLC minutes and logs  
• Sample student portfolio  
• Logs of parent contacts/phone calls  
• Accurate financial accounting for field trips and classroom purchases |

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

| 4c. Communicating with families | Copies of:  
• Classroom newsletters  
• Email thread with parents  
• Assessment notes which identify targeted objective including student reflection  
• Behavior Contract or Incentive plan  
• Prep notes for Parent/Teacher conferences  
• Curricular guides and games sent home, to extend learning to home  
• Webpage screen shots, showing links to learning  
• Indicators of cultural sensitivity: interpreters present at conferences, used with documents, and other. (Sensitivity to Halloween and other cultural issues, through newsletters, bulletins, adaptive curriculum)  
• Open House, Curriculum Night plans/Power Point/handout  
• Handouts or notes sent home indicating methods of parent training  
• Notes home (info on transition activities, etc.)  
• Log of phone calls home  
• Extended interactions with families where children need additional support  
• Attendance at school events in which the teacher makes use of opportunities to interact with parents  
• Progress report comments, with suggestions for home support  
• Use and recognition of parent volunteers  
• Home visit notes |
### Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning

#### 4d. Participating in a professional community
- Agendas and notes from Monday Collaboration Meetings
- Notes documenting participation on school leadership team, leadership at staff meeting, contribution to content cadre work, engagement in department and/or grade level meeting
- Notes indicating membership on District content cadre (Math, Writing, Reading, Tech, Science, Counselor)
- Log of participation in school, District or community activities outside of contractual obligations
- Sign in sheet or copies of notes from a professional book study or other professional development, and sharing new learning with colleagues
- Letter of intent or message from college supervisor arranging for a student teacher, or commenting on mentorship of student teacher/intern
- Written reflection which documents evidence of positive team member skills—willingness to move from “I” to “We”

#### 4e. Growing and developing professionally
- Copy of professional goals for the year
- Copy of Professional Growth Plan
- Record of classes and workshops attended and the goals of each
- List of professional books read, with reflections
- List of membership(s) in professional organizations
- Written reflections on new learning and progress toward professional goals
- Involvement in ProCert or National Board programs (sample of work)
- Written response demonstrating openness to feedback from colleagues
- Observational notes or reflection showing participation in lesson study, action research, or other professional development activity

#### 4f. Showing professionalism
- List of leadership roles in the building, district and/or region
- Notes from an IEP or 504 meeting showing goals educator has written for him/herself when working with student
- Copy of a parent email expressing appreciation for the way a situation was addressed
- Any record of volunteerism—serving the building, district and/or profession beyond your usual role (notes or copies of agendas)
- Minutes or agendas from involvement on standing committees such as IEP, 504, SIP, building Safety Committee, PBIS Committee
- Minutes from PTA meeting documenting participation
- A record of being at work on time and punctual to meetings and other obligations/commitments
- Record of initiation and/or participation in a responsive program to address an emerging need or to remediate student deficiencies
- Notes or written reflections on work with a difficult parent, student or colleague
“Look Fors and Listen Fors” in Components of Charlotte Danielson’s Framework for Professional Practice

Domain 1: Planning and Preparation

Component 1a: Demonstrating Knowledge of Content and Pedagogy
- Knowledge of content and the structure of the discipline
- Knowledge of prerequisite relationships
- Knowledge of content-related pedagogy

Look Fors and Listen Fors:
- Lessons based on current best practice
- Advanced courses in content and techniques
- Instructional artifacts (evidence in the form of student work products with comments)
- Instructional interactions with students

Component 1b: Demonstrating Knowledge of Students
- Knowledge of child and adolescent development
- Knowledge of the learning process
- Knowledge of students’ skills, knowledge, and language proficiency
- Knowledge of students’ interests and cultural heritage
- Knowledge of students’ special needs

Look Fors and Listen Fors:
- Inventories, surveys and communications to families are used to gather information about students at the beginning of the year.
- Uses school records, i.e. test scores, permanent records, IEP’s etc. as primary sources of knowledge of students. Uses secondary sources such as conversations with prior teachers and other school personnel.
- Class description that appropriately classifies students by learning abilities and other indicators (2nd language, other ethnic-cultural issues, special needs – both medical, social and educational)

Component 1c: Setting Instructional Outcomes
- Value, sequence, and alignment
- Clarity
- Balance
- Suitability for diverse learners
Look For and Listen For:
- Goals are age/level appropriate
- Goals are suitable for diverse learners
- Goals = what students will learn as opposed to lesson objectives which = what students will know, understand, and be able to do
- Goals can be assessed

Component 1d: Demonstrating Knowledge of Resources
- Resources for classroom use
- Resources to extend content knowledge and pedagogy
- Resources for students

Look For and Listen For:
- Resources to assist teaching and/or help students, i.e. texts, instructional aids, field trips, experts from community, programs/experiences, technology
- Knowledge of a range of resources, services and aids

Component 1e: Designing Coherent Instruction
- Learning activities
- Instructional materials and resources
- Instructional groups
- Lesson and unit structure

Look For and Listen For:
- In Unit Plans – at least three weeks with daily topics and activities that reflect organization and sequencing, and variety of materials and groups
- In Lesson Plans – description of students, instructional objectives, assessments, activating, cognitive, and summarizing strategies, materials, and potential misunderstandings
- Grouping patterns with a student focus:
  Low – teacher or student leads large group, students work in small groups while teacher circulates; students work alone, teacher monitors
  Moderate – teacher works w/ small groups; students work alone or in small groups
  High – student lead presentations or other leadership roles within a structured lesson
Component 1f: Designing Student Assessment

- Congruence with instructional outcomes
- Criteria and standards
- Design of formative assessments
- Use for planning

Look Fors and Listen Fors:

- Methods of assessing each goal: tests, data analysis, production of findings, collaboration
- Scoring systems/rubrics establishing measurable criteria are communicated up front
- Authentic, real world applications are evident
- Feedback to students guide next steps, i.e. teaching or re-teaching
Domain 2: The Classroom Environment

Component 2a: Creating an Environment of Respect and Rapport
- Teacher interaction with students
- Student interactions with other students

Look Fors and Listen Fors:
- Teacher establishes relationships with each student
- Teacher shows an appreciation for each child as an individual
- Teacher provides opportunities for students to get to know and accept each other
- Teacher establishes (with students) and communicates classroom procedures and rules
- Teacher encourages students to take intellectual risks and be creative
- Words and actions of the teacher demonstrate this skill
- Teacher plans for respect and rapport by creating an environment conducive to: FUN – creating lessons and activities that students enjoy
  FREEDOM – provide choice (cognizant of audience); teacher remains the Captain
  POWER – feeling of value, students matter and contribute; recognition of talents and skills
  BELONGING – caring/community of learners
  SURVIVAL – doing what must be done to get what you want; compelling motivation to do...

Component 2b: Establishing a Culture for Learning
- Importance of the content
- Expectations for learning and achievement
- Student pride in work

Look Fors and Listen Fors:
- Evidence must be in the classroom – the look of the room, student work displayed (scored or rated with written feedback); nature of the interactions and tone of conversations with and among students reflect they are interested in and value learning and hard work.

Component 2c: Managing classroom Procedures
- Management of instructional groups
- Management of transitions
- Management of materials and supplies
- Performance of non-instructional duties
- Supervision of volunteers and paraprofessionals
Look Fors and Listen Fors:

- Evidence in the classroom – teacher explains, re-teaches and implements procedures
- Procedures are posted in the classroom, communicated in writing to students and families early in the year (normally, the first day of school is used to communicate procedures).
- If working in co-teaching or collaborative models, each person is appropriately utilized with ease of transition from person to person

Component 2d: Managing Student Behavior

- Expectations
- Monitoring of student behavior
- Response to student misbehavior

Look Fors and Listen Fors:

- Age appropriate and culturally consistent standards
- Rules are made clear to all and are posted in the classroom
- Rules are clearly and consistently applied (no favoritism is evident)
- “Withitness” is apparent in that the teacher is always aware of what is going on and uses this awareness to influence student behavior through redirection and proximity
- Teacher does not lose temper or composure; students do not fear verbal or physical attack
- Chastisement focuses on behavior, not student as a person
- Classroom rhythm is only minimally disrupted; student dignity is maintained
- Teacher encourages students to monitor their own behavior
- Student behavior reflects what teachers has done to establish and maintain standards
- Preventive and intervening strategies are appropriately applied

Component 2e: Organizing Physical Space

- Safety and accessibility
- Arrangement of furniture and use of physical resources

Look Fors and Listen Fors:

- Spaces for reading, quiet and noisy activities are provided
- Furniture arrangement is appropriate for large and small group activities
- Centers for exploration of content in the form of labs, circles, etc.
- Safety is evident; no bags, trash, clothing, etc.; aisles between desks, tables, etc. provide good traffic flow; school-wide procedures for emergency exiting or lockdown are provided.
- Materials are accessible; teaching aids, boards, charts, projectors/computers are skillfully positioned and utilized
• Transparencies/TV, board work, posters, etc. are neat and clear for reading; high quality power points and videos are evident and content appropriate.
• Appropriate use of technology is evident
• Students are involved in supporting an organized, safe classroom through assisting with transitions, equipment, materials and supplies
Domain 3: Instruction

Component 3a: Communicating with Students
- Expectations for learning
- Directions and procedures
- Explanations of content
- Use of oral and written language

Look Fors and Listen Fors:
- Clear directions and explanations (oral and written)
- Vivid, expressive language is used to enhance student experience
- Clear limits are set, including time factors
- Language is audible, legible; correct usage, spelling, etc. is apparent
- Teacher carefully chooses words, using rich vocabulary for students to model

Component 3b: Using Questioning and Discussion Techniques
- Quality of questions
- Discussion techniques
- Student participation

Look Fors and Listen Fors:
- Essential question is posted for each lesson; question is asked by teacher and answered by students throughout the lesson
- Questions engage students in an exploration of content, are not rapid fire, low level, recitation of facts
- “Think time” is allowed before responses
- Teacher probes to seek clarification, i.e. “explain...”; “give an explanation for...”
- All students are engaged in discussion; not just a few, students often take initiative
- Teacher stays on topic, uses follow-up, rephrases and applies what students contribute or pose

Component 3c: Engaging Students in Learning
- Activities and assignments
- Grouping of students
- Instructional materials and resources
- Structure and pacing

Look Fors and Listen Fors:
- Instructional artifacts – student work, out of class assignments
- Teachers use examples and metaphors that illustrate new learning; teacher connects with student knowledge, interests and culture
• Teacher promotes problem-solving; permits choice, encourages depth-find patterns, tests hypotheses, requires thought; is relevant and authentic
• Groupings are based on instructional goals
• Materials and resources are ready for student use with little or no disruption
• Structure of lesson is maintained; pacing is appropriate with a beginning, a middle, and end (closure)

Component 3d: Using Assessment in Instruction
• Assessment criteria
• Monitoring of student learning
• Feedback to students
• Student self-assessment and monitoring of progress

Look Fors and Listen Fors:
• Teacher and peer comments on student work
• Teacher uses body language such as nods, quizzical looks, etc. to encourage students
• Effective feedback that is specific, descriptive, understandable; Feedback is not praise (“good work” or “good job), grades, encouragement (“Keep it up” or “You can do it) or criticism (“Unacceptable...You get a zero”)
• Comments give students information needed to adjust what they are doing and get better at it or solve a problem; it provides time to think and reflect; performance is related to standards
• All feedback is provided in a timely fashion, “on the spot”, or on work products, as needed to support learning

Component 3e: Demonstrating Flexibility and Responsiveness
• Lesson adjustment
• Response to students
• Persistence

Look Fors and Listen Fors:
• Adjustments that improve student experience or clarify confusion
• Change provides for needs specific learners (visual, auditory, slower, brighter, etc.)
• Teacher abandons lesson all together or coordinates with a spontaneous event
• Teacher possesses an extensive repertoire of strategies such that transitions are seamless; students may not be aware that a change has occurred
Domain 4: Professional Responsibilities

Component 4a: Reflecting on Teaching
- Accuracy
- Use in future teaching

Look Fors and Listen Fors:
- Examine reflection notations and logs
- Conduct professional reflective conversations during post observation conferences, i.e. “Tell me how you felt about the lesson.”, “What were you observing during your teaching?”, “Can you tell me what was different about yesterday’s lesson?”
- Model the practice that recognizes how we can all improve

Component 4b: Maintaining Accurate Records
- Student completion of assignments
- Student progress in learning
- Noninstructional records

Look Fors and Listen Fors:
- Examine organization and management of the portfolio, grade book or database
- Look at how paperwork is maintained, i.e. worksheets, tests, records of “homeroom” tasks, permission slips, lunch, classroom inventories and reports.

Component 4c: Communicating with Families
- Information about the instructional program
- Information about individual students
- Engagement of families in the instructional program

Look Fors and Listen Fors:
- Family contact logs with consistent phone calls, emails, letters home, etc. to all students when appropriated and to specific students, as needed
- Use of bulk contact formats such as class newsletter; post cards
- Conference records
- Notations in student agendas
- Parental responses to students inventories

Component 4d: Participating in a Professional Community
- Relationships with colleagues
- Involvement in a culture of professional inquiry
- Service to the school
- Participation in school and district projects

Look Fors and Listen Fors:
- Evidence of support and cooperation, volunteering for school committees and extra-curricular responsibilities
- Chairing committees, teams, etc. or coordinating programs
- Movement beyond one’s own classroom

Component 4e: Growing and Developing Professionally
- Enhancement of content knowledge and pedagogical skill
- Receptivity to feedback from colleagues
- Service to the profession

Look Fors and Listen Fors:
- The teacher voluntarily examines and shares research on class performance and best practice strategies
- Takes leadership roles; coordinators study groups, professional book clubs
- Subscribes to professional/trade journals
- Attends professional conferences and shares with colleagues upon return

Component 4f: Showing Professionalism
- Integrity and ethical conduct
- Service to students
- Advocacy
- Decision making
- Compliance with school and district regulations

Look Fors and Listen Fors:
- Daily interactions with students
- Helpfulness for needy students
- Advocates for underserved students
- Is open-minded and willing to adopt new approaches
- Uses data to support actions
- Sets long-term goals and takes responsibility for own professional growth
- Demonstrates high ethical standards through compliance with school/district codes and community expectations
SELF-ASSSESSMENT

Directions: Consider your teaching practice and determine, for each component of the framework for teaching, the level of performance that best reflects your own assessment. Circle or highlight the appropriate words, and then transfer your judgments to the last page of this form. This will provide you with a summary of your current level of practice.

The final page may be combined with materials from other teachers in your school to determine the patterns of need across the school.

<table>
<thead>
<tr>
<th>Criterion 1: Centering instruction on high expectations for student achievement.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2b: Establishing a Culture for Learning</strong></td>
</tr>
<tr>
<td>Unsatisfactory</td>
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<tr>
<td>The classroom culture is characterized by a lack of teacher or student commitment to learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.</td>
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"2012-2013" Version 1.0
### 3a: Communicating with Students

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<tr>
<td>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors. The teacher’s spoken or written language contains errors of grammar or syntax. The teacher’s vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</td>
<td>The teacher’s attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher’s explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. The teacher’s explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher’s spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students’ ages or backgrounds.</td>
<td>The teacher clearly communicates instructional purpose of the lesson, including where it is situated within broader learning, and explains procedures and directions clearly. Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students’ knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher’s spoken and written language is clear and correct and uses vocabulary appropriate to the students’ ages and interests.</td>
<td>The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher’s explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students’ interests. Students contribute to extending the content and help explain concepts to their classmates. The teacher’s spoken and written language is expressive, and the teacher finds opportunities to extend students’ vocabularies.</td>
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"2012-2013” Version 1.0
Criterion 1: Centering instruction on high expectations for student achievement.

3c: Engaging Students in Learning

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<tr>
<td>The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses. The pace of the lesson is too slow or too rushed. Few students are intellectually engaged or interested.</td>
<td>The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.</td>
<td>The learning tasks and activities are aligned with the instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</td>
<td>Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.</td>
</tr>
</tbody>
</table>
**Criterion 2: Demonstrating effective teaching practices.**

### 3b: Using Questioning and Discussion Techniques

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<tr>
<td>Teacher’s questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.</td>
<td>Teacher’s questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.</td>
<td>Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</td>
<td>Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.</td>
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</table>

### 4a: Reflecting on Teaching

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<tr>
<td>Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved.</td>
<td>Teacher has a generally accurate impression of a lesson’s effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.</td>
<td>Teacher makes an accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.</td>
<td>Teacher makes a thoughtful and accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher others specific alternative actions, complete with the probable success of different courses of action.</td>
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</table>
### Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.

**1b: Demonstrating Knowledge of Students**

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<thead>
<tr>
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<tbody>
<tr>
<td>Teacher demonstrates little or no understanding of how students learn and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.</td>
<td>Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole.</td>
<td>Teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students.</td>
<td>Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.</td>
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</table>

**3e: Demonstrating Flexibility and Responsiveness**

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<tbody>
<tr>
<td>Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.</td>
<td>Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.</td>
<td>Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.</td>
<td>Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and Differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.</td>
</tr>
<tr>
<td>Establish Student Growth Goal(s)</td>
<td>Unsatisfactory</td>
<td>Basic</td>
<td>Proficient</td>
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<tr>
<td>Does not establish student growth goals or establishes inappropriate goals for subgroups of students not reaching full learning potential. Goals do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goals.</td>
<td>Establishes appropriate student growth goals for subgroups of students not reaching full learning potential. Goals do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goals.</td>
<td>Establishes appropriate student growth goals for subgroups of students not reaching full learning potential. Goals identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goals.</td>
<td>Establishes appropriate student growth goals for subgroups of students not reaching full learning potential in collaboration with students, parents, and other school staff. Goals identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goals.</td>
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<tr>
<th>Achievement of Student Growth Goal(s)</th>
<th>Unsatisfactory</th>
<th>Basic</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Growth or achievement data from at least two points in time shows no evidence of growth for most students.</td>
<td>Multiple sources of growth or achievement data from at least two points in time show some evidence of growth for some students.</td>
<td>Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students.</td>
<td>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.</td>
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<tr>
<td>Criterion 4: Providing clear and intentional focus on subject matter content and curriculum.</td>
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<tr>
<td><strong>1a: Demonstrating Knowledge of Content and Pedagogy</strong></td>
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<td><strong>Unsatisfactory</strong></td>
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<td><strong>Distinguished</strong></td>
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<tr>
<td>In planning and practice, teacher makes content errors or does not correct errors made by students.</td>
<td>Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another.</td>
<td>Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another.</td>
<td>Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines.</td>
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<tr>
<td>Teacher's plans and practice display little understanding of prerequisite relationships important to student's learning of the content.</td>
<td>Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.</td>
<td>Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.</td>
<td>Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding.</td>
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</tr>
<tr>
<td>Teacher displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content.</td>
<td>Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</td>
<td>Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.</td>
<td>Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.</td>
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</tbody>
</table>

| **1c: Setting Instructional Outcomes** |
| **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline. | Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning. | Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students. | All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students. |
### Criterion 4: Providing clear and intentional focus on subject matter content and curriculum.

#### 1d: Demonstrating Knowledge of Resources

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<tr>
<td>Teacher is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students.</td>
<td>Teacher displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly.</td>
<td>Teacher displays awareness of resources—not only through the school and district but also through sources external to the school and on the Internet—available for classroom use, for the expansion of his or her own knowledge, and for students.</td>
<td>Teacher displays extensive knowledge of resources—not only through the school and district but also in the community, through professional organizations and universities, and on the Internet—for classroom use, for the expansion of his or her own knowledge, and for students.</td>
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#### 1e: Designing Coherent Instruction

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<tr>
<td>The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and other no variety.</td>
<td>Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.</td>
<td>Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.</td>
<td>Plans represent the coordination of in-depth content knowledge, understanding of different students’ needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. Learning activities are differentiated appropriately for individual learners. Instructional groups are varied appropriately with some opportunity for student choice. The lesson’s or unit’s structure is clear and allows for different pathways according to diverse student needs.</td>
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</table>
### 2a: Creating an Environment of Respect and Rapport

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<tr>
<td>Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students’ ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior.</td>
<td>Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students’ ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</td>
<td>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.</td>
<td>Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals.</td>
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### 2c: Managing Classroom Procedures

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<tr>
<td>Much instructional time is lost through inefficient classroom routines and procedures. There is little or no evidence that the teacher is managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.</td>
<td>Some instructional time is lost through only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, the result being some disruption of learning. With regular guidance and prompting, students follow established routines.</td>
<td>There is little loss of instructional time because of effective classroom routines and procedures. The teacher's management of instructional groups and the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.</td>
<td>Instructional time is maximized because of efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies. Routines are well understood and may be initiated by students.</td>
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</table>
### Criterion 5: Fostering and managing a safe, positive learning environment.

#### 2d: Managing Student Behavior

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
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</thead>
<tbody>
<tr>
<td>There appear to be no established standards of conduct and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students’ misbehavior is repressive or disrespectful of student dignity.</td>
<td>Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.</td>
<td>Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective.</td>
<td>Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers’ monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs and respects students’ dignity.</td>
</tr>
</tbody>
</table>

#### 2e: Organizing Physical Space

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
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</tr>
</thead>
<tbody>
<tr>
<td>The physical environment is unsafe, or many students don’t have access to learning resources. There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology.</td>
<td>The classroom is safe, and essential learning is accessible to most students. The teacher’s use of physical resources, including computer technology, is moderately effective. Teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success.</td>
<td>The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.</td>
<td>The classroom is safe, and learning is accessible to all students, including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.</td>
</tr>
</tbody>
</table>
Criterion 6: Using multiple student data elements to modify instruction and improve student learning.

### 1f: Designing Student Assessments

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards.</td>
<td>Some of the instructional outcomes are assessed through the proposed approach, but others are not.</td>
<td>Teacher’s plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students.</td>
<td>Teacher’s plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development.</td>
</tr>
<tr>
<td>Teacher has no plan to incorporate formative assessment in the lesson or unit, nor any plan to use assessment results in designing future instruction.</td>
<td>Assessment criteria and standards have been developed, but they are not clear.</td>
<td>Assessment criteria and standards are clear.</td>
<td>Assessment methodologies have been adapted for individual students, as needed.</td>
</tr>
<tr>
<td>Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.</td>
<td>Teacher intends to use assessment results to plan for future instruction for the class as a whole.</td>
<td>Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.</td>
<td>The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.</td>
</tr>
<tr>
<td>Teacher intends to use assessment results to plan for future instruction for groups of students.</td>
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</tbody>
</table>

### 3d: Using Assessment in Instruction

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
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</tr>
</thead>
<tbody>
<tr>
<td>There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality.</td>
<td>Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning.</td>
<td>Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning.</td>
<td>Assessment is fully integrated into instruction through extensive use of formative assessment.</td>
</tr>
<tr>
<td>Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.</td>
<td>Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work.</td>
<td>Students appear to be aware of the assessment criteria; some of them engage in self-assessment.</td>
<td>Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria.</td>
</tr>
<tr>
<td>Questions, prompts, and assessments are rarely used to diagnose evidence of learning.</td>
<td>Questions, prompts, and assessments are used to diagnose evidence of learning.</td>
<td>Questions, prompts, assessments are used to diagnose evidence of learning.</td>
<td>Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.</td>
</tr>
</tbody>
</table>
### Criterion 6: Using multiple student data elements to modify instruction and improve student learning.

**4b: Maintaining Accurate Records**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Teacher’s system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher’s records for non-instructional activities are in disarray, resulting in errors and confusion.</td>
<td>Teacher’s system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher’s records for non-instructional activities are adequate but require frequent monitoring to avoid errors.</td>
<td>Teacher’s system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. Students contribute information and participate in maintaining the records.</td>
<td>Teacher’s system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. Students contribute information and participate in maintaining the records.</td>
</tr>
</tbody>
</table>
# Student Growth Criterion 6: Using multiple student data elements to modify instruction and improve student learning. (Student Growth Cycle)

## Establish Student Growth Goal(s)

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Does not establish student growth goals or establishes inappropriate goals for whole classroom. Goals do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goals.</td>
<td>Establishes appropriate student growth goals for whole classroom. Goals do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goals.</td>
<td>Establishes appropriate student growth goals for whole classroom. Goals identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goals.</td>
<td>Establishes appropriate student growth goals for individual students in collaboration with students and parents, and for whole classroom that align to school goals. Goals identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goals.</td>
</tr>
</tbody>
</table>

## Achievement of Student Growth Goal(s)

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>Growth or achievement data from at least two points in time shows no evidence of growth for most students.</td>
<td>Multiple sources of growth or achievement data from at least two points in time show some evidence of growth for some students.</td>
<td>Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students.</td>
<td>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.</td>
</tr>
</tbody>
</table>
**Criterion 7: Communicating and collaborating with parents and the school community.**

**4c: Communicating with Families**

<table>
<thead>
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<tbody>
<tr>
<td>Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Communications are one-way and not always appropriate to the cultural norms of those families.</td>
<td>Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program. Information to families is conveyed in a culturally appropriate manner.</td>
<td>Teacher’s communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher’s efforts to engage families in the instructional program are frequent and successful.</td>
<td></td>
</tr>
</tbody>
</table>
### Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

#### 4d: Participating in a Professional Community

<table>
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<tbody>
<tr>
<td>Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects.</td>
<td>Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked to do so.</td>
<td>Teacher's relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.</td>
<td>Teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.</td>
</tr>
</tbody>
</table>

#### 4e: Growing and Developing Professionally

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<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.</td>
<td>Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues. Teacher finds limited ways to contribute to the profession.</td>
<td>Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues —either when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators.</td>
<td>Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.</td>
</tr>
</tbody>
</table>
### Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

#### 4f: Showing Professionalism

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</table>
| Teacher displays dishonesty in interactions with colleagues, students, and the public.  
Teacher is not alert to students’ needs and contributes to school practices that result in some students’ being ill served by the school.  
Teacher makes decisions and recommendations based on self-serving interests.  
Teacher does not comply with school and district regulations. | Teacher is honest in interactions with colleagues, students, and the public.  
Teacher attempts, though inconsistently, to serve students. Teacher does not knowingly contribute to some students’ being ill served by the school.  
Teacher’s decisions and recommendations are based on limited but genuinely professional considerations.  
Teacher complies minimally with school and district regulations, doing just enough to get by. | Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.  
Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed.  
Teacher maintains an open mind in team or departmental decision making.  
Teacher complies fully with school and district regulations. | Teacher takes a leadership role with colleagues and can be counted on to hold to the highest standards of honesty, integrity, and confidentiality.  
Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally under-served, are honored in the school.  
Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.  
Teacher complies fully with school and district regulations, taking a leadership role with colleagues. |

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

#### Establish Student Growth Goals, Implement, and Monitor Growth

<table>
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</thead>
<tbody>
<tr>
<td>Does not collaborate or reluctantly collaborates with other grade, school, or district team members to establish goals, to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.</td>
<td>Does not consistently collaborate with other grade, school, or district team members to establish goals, to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.</td>
<td>Consistently and actively collaborates with other grade, school, or district team members to establish goals, to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.</td>
<td>Leads other grade, school, or district team members to establish goals, to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.</td>
</tr>
</tbody>
</table>
### Domain 1: Planning and Preparation

<table>
<thead>
<tr>
<th>U</th>
<th>B</th>
<th>P</th>
<th>D</th>
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</thead>
<tbody>
<tr>
<td>1a: Demonstrating Knowledge of Content and Pedagogy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1b: Demonstrating Knowledge of Students</td>
<td></td>
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<tr>
<td>1c: Setting Instructional Outcomes</td>
<td></td>
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<tr>
<td>1d: Demonstrating Knowledge of Resources</td>
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<tr>
<td>1e: Designing Coherent Instruction</td>
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<tr>
<td>1f: Designing Student Assessments</td>
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</tbody>
</table>

### Domain 2: Classroom Environment

<table>
<thead>
<tr>
<th>U</th>
<th>B</th>
<th>P</th>
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</thead>
<tbody>
<tr>
<td>2a: Creating an Environment of Respect and Rapport</td>
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<tr>
<td>2b: Establishing a Culture for Learning</td>
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</table>

**U = Unsatisfactory  B = Basic  P = Proficient  D = Distinguished**
Continued

<table>
<thead>
<tr>
<th>Domain 3: Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>3a: Communicating with Students</td>
</tr>
<tr>
<td>3b: Using Questioning and Discussion Techniques</td>
</tr>
<tr>
<td>3c: Engaging Students in Learning</td>
</tr>
<tr>
<td>3d: Using Assessment in Instruction</td>
</tr>
<tr>
<td>3e: Demonstrating Flexibility and Responsiveness</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Domain 4: Professional Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>4a: Reflecting on Teaching</td>
</tr>
<tr>
<td>4b: Maintaining Accurate Records</td>
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</tbody>
</table>
### 4c: Communicating with Families

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### 4d: Participating in a Professional Community

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### 4e: Growing and Developing Professionally

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### 4f: Showing Professionalism

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</table>
Formal Classroom Observation Pre-Conference Tool

Teacher________________________ School ________________________
Grade Level(s)________________________ Subject(s) ________________________
Observer________________________ Date ______________

Interview Protocol for a Preconference (Planning Conference)

Questions for discussion:

1. To which part of your curriculum does this lesson relate?

2. How does this learning fit in the sequence of learning for this class?

3. Briefly describe the students in this class, including those with special needs.

4. What are your learning outcomes for this lesson? What do you want the students to understand?

5. How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group? Provide any worksheets or other materials the students will be using.

6. How will you differentiate instruction for different individuals or groups of students in the class?

7. How and when will you know whether the students have learned what you intend?

8. Is there anything that you would like me to specifically observe during the lesson?
# Teacher Evaluation-Classroom Observation Tool

## Notes from the Observation

<table>
<thead>
<tr>
<th>Time</th>
<th>Actions and Statements/Questions by Teacher and Students</th>
<th>Component</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Date: ________________
Formal Classroom Observation Post-Conference Tool

Interview Protocol for a Post-Conference (Reflection Conference)

Teacher __________________________ School __________________

1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?

2. If you were able to bring samples of student work, what do those samples reveal about those students’ levels of engagement and understanding?

3. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?

4. Did you depart from your plan? If so, how and why?

5. Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials and resources). To what extent were they effective?

6. If you had an opportunity to teach this lesson again to the same group of students, what would you do differently?
EVSD Student Growth Template

Comprehensive ☐ If you are on the Comprehensive Evaluation Plan you are required to have goals for 3.1/3.2, 6.1/6.2 AND 8.1

Focused ☐ If you are on the Focused Evaluation Plan you are required to have goals for ONE student growth area (3.1/3.2, 6.1/6.2 and 8.1) as it relates to your criterion selection.

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

1. Specify your student learning goal(s):

   Subgroup (3.1)

   Whole Class (6.1)

   Team (8.1)

Learning Goal Checklist

Are your goals...

☐ Specific and measurable
☐ Aligned to content standards and curriculum
☐ Appropriate in grain size/scope (e.g., appropriate for context, instructional interval and content standard)
☐ Appropriate for the whole classroom (6.1) or focused on an appropriate subgroup (3.1) given applicable data
☐ Decided collaboratively with the team (8.1)
2. Specify multiple (minimum of two), high-quality assessments to monitor progress toward your goal(s):

<table>
<thead>
<tr>
<th>Assessment 1:</th>
<th>☐ 3.1/3.2</th>
<th>☐ 6.1/6.2</th>
<th>☐ 8.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 2:</td>
<td>☐ 3.1/3.2</td>
<td>☐ 6.1/6.2</td>
<td>☐ 8.1</td>
</tr>
<tr>
<td>Assessment 3:</td>
<td>☐ 3.1/3.2</td>
<td>☐ 6.1/6.2</td>
<td>☐ 8.1</td>
</tr>
<tr>
<td>Additional Assessment(s):</td>
<td>☐ 3.1/3.2</td>
<td>☐ 6.1/6.2</td>
<td>☐ 8.1</td>
</tr>
</tbody>
</table>

Multiple Measures Checklist
Are your measures...
- ☐ Aligned to your stated goals
- ☐ Accompanied by specific and high quality rubrics and/or scoring criteria (can you readily explain how the assessment will be scored?)
- ☐ Valid (do they measure what they are supposed to measure)
- ☐ Reliable (do they give consistent results)
- ☐ Available at multiple points in time during the school year
- ☐ Able to be given often enough to monitor progress along the way (at least one measure)

3. Instructional Interval: specify at least two points in time to measure your goals.

| First measurement date (baseline data): |

Instructional Interval Checklist
Are the points in time you have chosen...
- ☐ Feasible (e.g., are they within testing windows where applicable; will results be in before the end of the evaluation cycle)
- ☐ Frequent enough to let you monitor progress so that you can adjust instruction along the way where necessary
- ☐ Far enough apart to capture significant student progress, but not so far apart as to lose validity (e.g., using 8th grade MSP math scores as a baseline for 10th grade math progress.)
4. Specify your *growth target(s)*.

*Subgroup (3.1)*

*Whole Class (6.1)*

*Team (8.1)*

---

**Growth Target Checklist**

Are your targets...

- Achievable and ambitious
- Specific and intentional for the subgroup (3.1) or class (6.1)
- Appropriate for the time frame chosen
- Aligned with the team, school and district targets (where possible)


**Monitoring Checklist**

Consider the following items when monitoring your progress throughout the year:

Are you:

☐ Using data to monitor student progress and to differentiate instruction for all students (6.1/6.2) and/or subgroup students (3.1/3.2) toward this learning goal?

For team goals:

☐ Engaging in data-based reflection with the team on a regular basis
☐ Working with the team to adjust practice based on data findings
☐ Implementing team decisions regarding instruction and assessment
## The Reflection Cycle for PLCs

<table>
<thead>
<tr>
<th>August- September</th>
<th>October</th>
<th>November</th>
<th>December-January</th>
<th>February</th>
<th>March-April</th>
<th>May</th>
<th>June</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Build Community</strong></td>
<td>Look at Data to Establish a Goal</td>
<td>Establish Routines</td>
<td>Examine Student Work &amp; Reflect on Instructional Practice</td>
<td>Mid-Year Check-in</td>
<td>Examine Student Work &amp; Reflect on Instructional Practice</td>
<td>Reflections</td>
<td>Next Steps</td>
</tr>
<tr>
<td>Establish ground rules and expectations for working together</td>
<td>Examine early assessment data to establish a common Criterion 8 goal</td>
<td>Create routine practices and clarify expectations for monthly PLC meetings</td>
<td>Examine student work in order to monitor and adjust instruction to meet student growth goals</td>
<td>Meet with evaluator to reflect on progress and determine next steps</td>
<td>Examine student work in order to monitor and adjust instruction to meet student growth goals</td>
<td>Discuss strengths and challenges regarding the PLC process and meeting the Criterion 8 student growth goal</td>
<td>Generate action steps to continue work toward meeting student growth goals in the future</td>
</tr>
<tr>
<td>Read about and discuss the importance of using protocols and routines for effective PLC work</td>
<td></td>
<td></td>
<td>Examine teacher practice in order to monitor and adjust instruction to meet student growth goals</td>
<td></td>
<td>Examine teacher practice in order to monitor and adjust instruction to meet student growth goals</td>
<td>Generate potential solutions to address challenges that arose in the PLC process</td>
<td></td>
</tr>
</tbody>
</table>
# The Reflection Cycle for PLCs

## The Start of the Cycle

<table>
<thead>
<tr>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
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<th>January</th>
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<th>June</th>
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<td><strong>Reflections</strong></td>
<td><strong>Next Steps</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Establish ground rules and expectations for working together
- Read about and discuss the importance of using protocols and routines for effective PLC work

## The Heart of the Cycle

| | | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | | | | |

- Examine early assessment data to establish a common Criterion 8 goal
- Create routine practices and clarify expectations for monthly PLC meetings
- Examine student work in order to monitor and adjust instruction to meet student growth goals
- Examine teacher practice in order to monitor and adjust instruction to meet student growth goals
- Meet with evaluator to reflect on progress and determine next steps
- Examine student work in order to monitor and adjust instruction to meet student growth goals
- Examine teacher practice in order to monitor and adjust instruction to meet student growth goals

## The Close of the Cycle

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- Discuss strengths and challenges regarding the PLC process and meeting the Criterion 8 student growth goal
- Generate action steps to continue work toward meeting student growth goals in the future
- Generate potential solutions to address challenges that arose in the PLC process
To what extent did your students meet their growth goal(s)?

*Subgroup (3.2)*

*Whole Class (6.2)*

*Team (8.1)*
## Sample SMART Goals for Student Growth

*Specific*- the goal is focused on a specific area of student need within the content.

*Measurable*- the goal will be assessed using an appropriate instrument.

*Appropriate*- the goal is standards-based and directly related to the responsibilities of the teacher.

*Realistic*- the goal is doable, while rigorous; stretching the outer bounds of what is attainable.

*Time-bound*- the goal contained to a simple school year/course.

**Note**: analysis of pre-assessment data is needed to truly determine if the goal is SMART. You also want to make sure the goal meets the needs of all students in your classroom.

### CRITERION 3

These examples of student growth goals are for individual or subgroups of students. Keep in mind that the evidence of performance for the Criterion 3 rubric focuses on appropriate goals for achievement or opportunity gap.

<table>
<thead>
<tr>
<th><strong>English Language Arts (K)</strong></th>
<th><strong>English Language Arts (1st)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Because one-third of the kindergarten students in my class were identified as &quot;intensive&quot; by the Teaching Strategies Gold (TSG) assessment tool administered in October 2013, this group of students will increase one level or more in the areas of <em>identify, know and name 11-20 upper case and 11-20 lowercase letters when presented in random order</em> as assessed by a second TSG assessment administered in mid-April 2014. Teacher observation during instruction and student workshop time will serve as multiple measures.</td>
<td>A subgroup of first-grade students assessed as below proficient in reading comprehension on the Informal Reading Inventory (IRI). These students will increase their ability to retell, identify key ideas and details in both fiction and non-fiction text by at least one level, as measured by pre- and post-assessments using our first-grade CCSS four-point reading rubric, between November 2013 and March 2014. Additional measures include IRI assessments and teacher observation.</td>
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</tbody>
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<table>
<thead>
<tr>
<th><strong>Math (5th)</strong></th>
<th><strong>English Language Arts (MS)</strong></th>
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<tbody>
<tr>
<td>By April 15, 2014, fifth-grade students in my class who scored below three on the district’s problem-solving pre-assessment administered on September 15, 2013 will improve by at least one rubric score level as measured by incremental monitoring (such as exit slips and unit tests) and the district’s problem-solving post-assessment.</td>
<td>My students scoring at Level 2 in reading comprehension on the Fountas &amp; Pinnell Benchmark Informal Reading Record (IRR) in September 2013 and via data analyzed by the building leadership team will increase their reading comprehension by one year’s growth or more as measured by the IRR levels gained by April 2014, and other measures such as individual reading conferences, guided reading group notes and a CCSS aligned post-assessment.</td>
</tr>
<tr>
<td>Theatre (MS)</td>
<td>Career and Technical Education (FCS)</td>
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<tr>
<td>Students in <em>Introduction to Theatre</em> who score below 80% on their pre &quot;Introduction Performance&quot; assessment in September, 2013 will increase their score to at least 80% on the &quot;Final Performance&quot; assessment by April 2014 and as measured by performances based on standard rubric categories, self-assessment and peer feedback.</td>
<td>Students in my second semester Foods and Nutrition course who are identified as receiving special education services and who score at proficiency level one or below on the performance-based pre-assessment for planning, preparing and the use of proper food preparation techniques, will meet proficiency level three as measured by teacher observation, small group peer feedback, student portfolio and the summative performance-based post-assessment during the last two weeks of the semester.</td>
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<table>
<thead>
<tr>
<th>Special Services: ELL (Reading)</th>
<th>Special Services: ELL (Reading)</th>
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</thead>
<tbody>
<tr>
<td>As of October 2015, 2 of 19 ELL students in my class can identify the central idea in a Grade 6 nonfiction text. By May 1, 2015, at least 17 of 19 students will master CCS RI.6.2 (determine the central idea from text details) as measured by a school-created test and scoring rubric.</td>
<td>By June 2012, the gap between the percentage of my ELL students and non-ELL students reaching proficiency on the DRA will decrease by 7 percentage points (currently 19%), while both groups will increase their overall performance by___________.</td>
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<table>
<thead>
<tr>
<th>Special Services: ELL (Writing)</th>
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<tbody>
<tr>
<td>I have 7 ELL students scoring below benchmark on the Writing performance task pre-assessment (October 2). By the end of April, these students will improve their score by a minimum of 2 points on a 12-point scale.</td>
<td>My class is learning to write arguments to support claims form text using clear reasoning and relevant evidence. I have chosen to focus on six ELL students who scored below benchmark for Argumentation. At least five of the identified students will make a minimum of 2 points growth from September to April.</td>
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</table>
These are examples of student growth goals that refer to the whole class. Keep in mind that the evidence of performance for the Criterion 6 rubric focuses on appropriate standards aligned to school and district goals.

<table>
<thead>
<tr>
<th>Art (3rd)</th>
<th>Mathematics (Elem)</th>
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<tr>
<td>During this school year, my third grade students will develop their use of art to convey meaning and their ability to discuss their art. The district approved 10-point rubric will be used to evaluate performance on a pre/post assessment task to determine growth. All students will move one performance level in their ability to use art to convey meaning and in their ability to discuss their art with others. Eighty % of students will achieve at least an average of a 7 on the post assessment task. *At the beginning of the year, students were asked to create a piece of art and discuss their choices of technique and medium selection. An initial scoring by the teacher and student (self-assessment) were obtained using the district’s 10-point rubric. In final portfolio presentations, students will show their pieces and discuss their choices of technique and medium selection with the class, one visiting artist, and the teacher. The portfolio and presentation will be scored by the visiting artist, the teacher, and students will complete a self-assessment using the 10-point rubric.</td>
<td>Ninety % of the students in my math instructional group will increase their ability to write and interpret numerical expressions by 10% or more, as measured by the district math series curriculum pre- and post-assessments given in October 2013 and April 2014 and monitored by incremental data points, such as formative weekly assessment and student self-evaluation.</td>
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<tr>
<th>Music (3rd)</th>
<th>Music (5th)</th>
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<tr>
<td>GOAL: All third graders will learn to read and write notes on the treble staff, as measured by a 5-point scale on the district-developed assessment. BASELINE: No students met or nearly met expectations on the pretest (score of 4 or 5). Eighty percent of the 32 students earned a 2 and 20 % earned a 1. TARGET: By May 1, 80 % of the students will earn at least a 4 (Meets Expectations) and all students will score at least a 3 (Nearly Meets Expectations).</td>
<td>During this school year, my 5th grade students in Music class will grow in their ability to read and notate music. Each student will increase by one performance level in two or more areas of the Elementary Music Assessment Rubric. Eighty percent of students will score proficient on two or more areas of the rubric.</td>
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</table>
Music (Elem)

Based on the October 2013 "Recorder Karate Belts" test, 90% of the class scored fewer than 60 points on a 100-point scale. These same students will increase their "Recorder Karate Belts" scores by at least 20 points when the test is re-administered in February 2014. Progress will be monitored during the instructional period through teacher observation and peer feedback.

Reading (3rd)

By the end of the 2014-2015 school year, my 3rd grade students will make measurable progress in reading and comprehending informational text at the high end of the grade 2-3 text complexity band. Each student will improve by 2 or more levels on the Reading Comprehension rubric. Furthermore, 75% of students will perform at the Proficient or Above levels on the rubric.

Reading (4th)

By the end of the 2013-14 school year, all of my 4th grade students (100%) will show growth in summarizing key ideas and details in what they read. Each student will improve by 2 or more levels on the rubric developed by my PLC team for summarization. In addition, 90% of students will score Proficient or above on the rubric by the end of the year.

English Language Arts (MS)

Between October 2013 and January 2014, students will increase, by at least one level of performance, their ability to use textual evidence to support analysis of secondary and primary sources as measured by pre and post-writing assessment using the common Self-Assessment (SA) analysis rubric. The rubric will also be used to provide ongoing feedback and evaluate the quality of Socratic sessions throughout the instructional period.

Health and PE (8th)

Since eighth-grade students met three or fewer of the five fitness categories in October 2013 on a classroom-based pre-assessment modeled from the Presidential Challenge, all students will increase their results to meet four or more fitness categories in a February 2014 post-assessment that will be compared to the Presidential Challenge and national scores set by the Presidential Challenge. Students will chart their progress towards goals in each of the five categories.

Mathematics (7th)

During this school year, my 7th grade students will use the 8 Math Practices to further their understanding of proportional relationships. This will be demonstrated by growth by at least one level on the rubric (from the repeated common assessments) developed by the district Math PLC. Furthermore, 70% of my students will show mastery by reaching level 4 or higher on the rubric.
<table>
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<tr>
<th>Science (8th)</th>
<th>Science (MS)</th>
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<tr>
<td>During this school year, all of my 8th grade science students will grow in their ability to use models to explain, predict, and investigate the natural and designed world, including identifying the limitations of the models. Based upon the Grades 6-8 Using Models Analytic Rubric, all students will improve in each of the scoring elements by at least one performance level as demonstrated on the district approved performance task. Furthermore, 80% of students will score proficient on the district approved performance task as indicated by the rubric.</td>
<td>During the first semester, my students will improve their ability to use scientific inquiry processes. Each student will improve by one or more levels on the district science assessment rubric in the areas of developing hypotheses, investigative design, and data analysis.</td>
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<tr>
<th>Social Studies (MS)</th>
<th>Writing LDC Multiple Content Areas (8th)</th>
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<tr>
<td>For the current school year, all of my students will make measurable progress in historical argumentation and appropriate use of relevant historical evidence. All students will move up at least 1 level and 75% of students will achieve at the 3 or higher level on the reading/research and development areas of the LDC Argumentation Rubric.</td>
<td>For the 2012-2013 school year, my students will make measurable progress in writing arguments to support claims. On the District 8th grade Writing Assessment each student will improve by at least one performance level in three or more scoring elements of the LDC argumentation rubric. Eighty percent of my students will score an average of a 3 or higher on a summative rating of the LDC argumentation rubric.</td>
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<th>Agricultural Education</th>
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<tr>
<td>During the 2013-2014 school year, all of my block Animal Science students will make measurable progress in their ability to design and provide proper animal nutrition to achieve desired outcomes for performance development, reproduction, and/or economic production. All students will improve their performance by one or more levels on the Animal Science Pathway Rubric. Seventy percent will score a 3 or better.</td>
<td>During the 2012-2013 school year, each of my 1st block Ag. Power, Structural, and Technical Systems students will improve in their ability to operate and maintain AFNR mechanical equipment and technical systems. All students will improve by at least one level on the Ag. Power Structural and Technical Systems Program Rubric. At least 60% will score 3 or better.</td>
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<tr>
<th>Automotive Technology</th>
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<td>During the 2014/2015 school year, students in my 4th block will improve in their ability to perform a battery state-of-charge test and determine corrective action. Each student will improve their ability to perform this task by at least one level on the Maintenance and Light Repair rating rubric. Furthermore, 40% of the students will be able to perform the battery state of charge test at the &quot;4&quot; level listed on the rubric.</td>
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<tr>
<td>Course</td>
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<tr>
<td><strong>Business</strong></td>
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<tr>
<td><strong>Carpentry</strong></td>
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<tr>
<td><strong>Computer Aided Design</strong></td>
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<tr>
<td><strong>Electrical Technology</strong></td>
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<tr>
<td><strong>Employability Skills- Any Content Area</strong></td>
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<tr>
<td><strong>Engineering</strong></td>
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<tr>
<td><strong>Family and Consumer Science</strong></td>
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<tr>
<td><strong>French II</strong></td>
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<td>French III</td>
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<tr>
<td>French 3 students will improve by at least one proficiency level on the Interpersonal Communication Skills (ICS) rubric (aligned with National World Language Standards) between September 2013 and April 2014. Progress will be monitored via weekly/monthly self- and teacher assessments on the ICS rubric.</td>
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<tr>
<th>Health Sciences</th>
<th>Industrial Maintenance</th>
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<tr>
<td>For the 2013-2014 school year, all of my 3rd block Emergency Procedures class will demonstrate measurable growth in their ability to identify and use appropriate infection control practices. All students will improve their ability by one level on the district rubric. In addition, at least 70% score at level 3 or better.</td>
<td>For the 2013-2014 school year, 100% of my 5th block class will improve in their ability to solve electrical circuit problems using Ohm's Law. Each student will improve his or her performance by at least one performance level on the district rubric. At least 70% of students will meet industry standards (level 3).</td>
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<tr>
<th>Information Technology</th>
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<td>During the 2014-2015 school year, students in my 1st period Computer Literacy course will improve their ability to identify and use basic computer hardware. All students will improve their performance by one or more levels as evidenced by a district rubric. Furthermore, 80% of students will perform at the proficient level overall on the post assessment.</td>
<td>During the 2014-2015 school year, students in my 1st period Computational Thinking course will improve their ability to develop digital web pages including the understanding of hypertext and web structures. All students will improve their performance by one or more levels as evidenced by a district rubric. Furthermore, 80% of students will perform at the proficient level overall on the post assessment.</td>
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<tr>
<th>Marketing Education</th>
<th>Math - Carpentry</th>
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<tr>
<td>For the current school year, all of my 1st period Principles of Marketing students will improve their ability to apply the principles of the marketing functions of purchasing, pricing, and distributions. Each student will improve by one or more levels in each of the three areas on the Principles of Marketing rubric. At least 75% will score proficient or better.</td>
<td>For the 2013-2014 school year, all of my 4th block Introduction to Carpentry class will improve in their ability to determine structural calculations with precision. Students will improve their performance by at least one performance level on each area of the district rubric. At least 70% of students will perform at the proficient level in each area.</td>
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</table>
### Reading-Any Content Area

For the 2013-2014 school year, all of my 6th period Computer Applications students will improve in their ability to follow precisely a complex multistep procedure in a real world setting. Students will improve their performance by at least one performance level on each area of the district rubric. At least 70% of students will perform at the proficient level in each area.

### Theater

As of April 2015, every student in Theater 1 will demonstrate at least one level of growth in skill specific to one of the following: backstage work, set design, lighting design, acting or directing, as measured by teacher-created rubrics. Baseline data will be measured during an in-class production in November and at the spring production.

### Writing-Health Sciences

For the 2013-2014 school year, 100% of my 3rd block students will make measurable progress in informational writing. Each student will improve by one performance level in two or more areas of the writing rubric (audience/purpose, organization & conventions). Furthermore, 80% of the students will score a "3" or better overall.

### Writing-World History

Between September 2014 and January 2015, each student in my 2nd period World History class will improve his/her ability to comprehend, analyze and interpret complex historical documents and then connect them to a process of human interaction in history as indicated by a two-point increase on the 10-point district Document-Based Question (DBQ) Writing Rubric. Interim measures will include three additional writing exercises evaluated by peers, self, and the teacher using the same rubric.

### Special Services: FMD – low functioning

During the school year, all my students will improve their fine motor skills during dressing and preparing food, using a classroom performance rubric that measures fine motor skills and dexterity. Each student will improve his or her fine motor skills by one or more levels on the rubric. Furthermore, 50% of the students will score 3 or better on the rubric.

### Special Services: FMD – mid functioning

For this school year, all my students will improve their ability to independently shop for basic needs. All students will increase one performance level in each of the sub-skills (identifying items on a list and locating them in a store, asking for and following directions from a store clerk, and using money to pay for items) indicated on the rubric. In addition, fifty percent of the students will be proficient (i.e. perform 3 of the 5 sub-skills independently).
CRITERION 8
These are examples of student growth goals set by a team. Keep in mind that the evidence of performance for the Criterion 8 rubric focuses on collaboration towards the team goal as part of a grade-level, content area, school or district team.

<table>
<thead>
<tr>
<th>English Language Arts (K)</th>
<th>English Language Arts (3rd)</th>
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<tr>
<td>All students in our kindergarten classes will increase their ability to recognize sound-letter correspondence as illustrated by an increase in mean scores of 30% between September 2013 and April 2014 as measured by the CORE phonics pre- and post-assessments. Individual reading conferences will provide interim progress information for all students.</td>
<td>All third-grade students will meet the Common Core Standard for Fluency, R.F. 3.4 and the third-grade standard of 100 correct words read per minute by April 2014. We will measure present level of performance and set growth targets using DIBELS assessments in September 2013, January 2014 and April 2014, and DRA grade-level assessments in December 2013 and March 2014.</td>
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<thead>
<tr>
<th>English Language Arts (HS)</th>
<th>Career and Technical Education (Writing) MS</th>
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<tbody>
<tr>
<td>Between September 2014 and April 2015, each student enrolled in an English class at North High School will increase at least one performance level in his/her ability to write using textual evidence to support interpretive claims in his/her essays, blogs and other performance tasks as measured by the English Department’s collaboratively-designed five-point writing rubric, with assessments administered at multiple points during the course of the year.</td>
<td>Between September 2013 and April 2014, students in all CTE classes will demonstrate improvement in the area of expository writing by writing CTE content-specific article summaries and critiques. The baseline data will be the score earned on the students' first article summary critiques in September 2013. Growth will be measured by an increase in the total score of at least one level each semester based on the school’s Expository Writing Rubric. Growth will be measured on at least six data points per year.</td>
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<tr>
<th>Career and Technical Education (Writing) HS</th>
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<tr>
<td>As writing is a school-wide emphasis, students in our CTE courses will improve their ability to write an effective content-specific article critique, as measured by a score increase of one level on the four-point school-developed expository writing rubric by between the pre-assessment administered in late September 2014, and the post-assessment administered in April 2015. Aligned interim assessments and teacher feedback will be given at least six times during the academic year.</td>
<td>All students in CTE classes at Adams High School will increase their total score by at least six points as measured by a September 2014 pre-assessment and an April 2015 post-assessment using the Washington School District Argumentative Writing Rubric. Incremental monitoring will occur via student, peer, and instructor scoring of monthly 'quick writes'.</td>
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