“I have concluded that classroom teaching... is perhaps the most complex, most challenging, and most demanding, subtle, nuanced, and frightening activity that our species has ever invented.”

Lee Shulman, The Wisdom of Practice
COMMON THEMES

- Equity
- Cultural competence
- High expectations
- Developmental appropriateness
- A focus on individuals, including those with special needs
- Appropriate use of technology
- Student assumption of responsibility
EVALUATION REMINDER

1. Evaluation is important
2. Evaluation is for all employees
3. Evaluation is improvement focused
4. Evaluation adds to a professional atmosphere
5. Evaluation is Shared & Objective Process
GENERAL CERTIFICATED EVALUATION DETAILS

• w/in 6 weeks of beginning of school general meeting to review criteria and formats
• New staff observed within first 90 days
• Meet in the employee’s space when possible
• Meet during contracted day when possible
• Same evaluator throughout year
• National and State scores shall not be used
• Leadership evidence: consider up to 3 years
• Ob in majority of work assignment: Secondary
• If concern from any formal or informal Ob or series, must provide concern in writing within 5 days
COMPREHENSIVE DETAILS:

- Pre-Ob w/in 5 work days of Ob
- Ob or Series at least 60 mins total
- Series w/in 3 weeks one Pre-ob and one Post-ob Reflection Conference
- Minimum of 2 Ob/yr
- Draft PER for PoRC review
- Post-Ob Reflection Conference w/in 7 work days after Ob
- Complete final Preliminary Evaluation Rating (PER) and provide within 3 days of final write
- Classroom Teacher does SGG for Criteria 3, 6, 8.
EXCEPTIONS

- Dean of Students
- Counselors

- Guidelines
NEW EVALUATION TOOL

ISSAQUAH.TRUENORTHLOGIC.COM/U/P/CHANNEL/-/GUEST/LOGIN

“OBSERVATION” TAB
THE PRE-OBSERVATION PLANNING CONVERSATION

• Reference the Danielson Framework-at-a-Glance or the Modified Danielson Rubric

• Review the Framework/Rubric prior to conversation

• Staff member comes prepared with a lesson plan or plan for an appropriate job activity and answers to the questions

• Opportunity to share your thinking—we want to hear it!
THE PER: (PRELIMINARY EVALUATION RATING)

• Administration Observation notes

• Reflects the Danielson’s Framework and WA State Criteria

• Reflects all 5 (Certificated Support) or 8 (Classroom Teacher) Criteria

• Reflects evidence employee provides to evaluator

• The Evaluator is to share a draft prior to the Post-ob Reflection Conversation.
The Post-Observation Reflection Conversation

Employee comes prepared with:

- Evidence and analysis as appropriate
- Reflective answers to the questions
- Their thinking

Towards the end of the conversation you should say:

I’m going to write the final draft of the PER _______ you have until _______ to provide me any further evidence you would like me to consider.

<table>
<thead>
<tr>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. In general, how successful was the counseling activity? Did you accomplish what you intended? (Component 1a, 2c, 2d)</td>
</tr>
<tr>
<td>2. Did you deviate from your plan? If so, how and why? (Component 1a, 3e)</td>
</tr>
<tr>
<td>3. In preparation for your future counseling activities, what would you do differently? (Component 4a)</td>
</tr>
<tr>
<td>4. Comment on different aspects of your delivery of information or your instructional delivery (i.e. choices made, visuals used, materials employed, the environment). (Component 2f, 2e, 3c)</td>
</tr>
<tr>
<td>5. How have you communicated and engaged with families? (Component 4c)</td>
</tr>
<tr>
<td>6. As you look back this year, and in planning forward, how are you participating in a professional community? In what ways have you grown and developed professionally? (Component 4a, 4d, 4e)</td>
</tr>
<tr>
<td>7. As you reflect on your professional practice, what is your thinking regarding your continued professional growth? The development of your overall practice as a school counselor? (Component 1g, 4a, 4e)</td>
</tr>
</tbody>
</table>
STUDENT GROWTH GOALS FOR CLASSROOM TEACHERS: CRITERIA 3, 6, 8

Setting, Monitoring, Adjusting, Reflecting

<table>
<thead>
<tr>
<th>Student Groups</th>
<th>Growth Goal Target in support of Overall Goal</th>
<th>Multiple Measures (at least 2 points in time)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SG 3.1 (Subgroup)</td>
<td>District Selected:</td>
<td></td>
</tr>
<tr>
<td>SG 6.1 (Whole class)</td>
<td>Building Selected:</td>
<td></td>
</tr>
<tr>
<td>SG 3.2 (Sub Group)</td>
<td>Teacher Selected:</td>
<td></td>
</tr>
<tr>
<td>SG 6.2 (Whole Group)</td>
<td>Teacher Selected:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Criterion 3.2</th>
<th>Level 1: Unsatisfactory</th>
<th>Level 2: Basic</th>
<th>Level 3: Proficient</th>
<th>Level 4: Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>AND</td>
<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>

Teacher Reflection on Achievement of Student Growth Goal [and Code]:

Teacher Signature: ___________________ Date: ____________
Evaluator Signature: ___________________ Date: ____________

Signature of Evaluator makes agreement/approval of the Student Growth Goal.
WRITING THE EVALUATION: TELLING THE FULL STORY

- Do I have background information I need?
- Is the employee capable of performing as expected?
- Are there obstacles beyond the employee’s control?
- Using the rubric language and to communicate
- Am I providing timely, specific, and candid feedback?
- Does the employee know his/her performance is not what it should be?
- Are we creating an action plan?
- Have we identified specific and reasonable assistance?
- Have we agreed to follow through and follow-up?
- Does the employee realize the consequences of their performance?
SER: SUMMATIVE EVALUATION RATING

Issaquah School District
Certificated Summative Evaluation Rating: Comprehensive Cycle

Teacher: ___________________ Date: ___________________
School: ___________________ Grade/Subject: ___________________
Evaluator: ___________________

Evaluator: Assign each criterion, goal setting, and student growth overall score that summarizes the employee’s performance according to the following continuum: 1 - Unsatisfactory, 2 - Basic, 3 - Proficient, 4 - Distinguished. There will be a criteria score and a student growth score.

Teaching Criteria:
* Indicate Criterion embedded with student growth rubrics

<table>
<thead>
<tr>
<th>Overall Criterion Score:</th>
<th>1 - 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion 1: Containing instruction on high expectations for student achievement.</td>
<td></td>
</tr>
<tr>
<td>Criterion 2: Demonstrating effective teaching practices.</td>
<td></td>
</tr>
<tr>
<td>Criterion 3: Recognizing individual student needs and developing strategies to address those needs.</td>
<td></td>
</tr>
<tr>
<td>Criterion 4: Providing clear and intentional focus on subject matter content and curriculum.</td>
<td></td>
</tr>
<tr>
<td>Criterion 5: Fostering and managing a safe, positive learning environment.</td>
<td></td>
</tr>
<tr>
<td>Criterion 6: Using multiple student data elements to modify instruction and improve student learning.</td>
<td></td>
</tr>
<tr>
<td>Criterion 7: Communicating and collaborating with parents and the school community.</td>
<td></td>
</tr>
<tr>
<td>Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and improving student learning.</td>
<td></td>
</tr>
</tbody>
</table>

PRELIMINARY SUMMATIVE SCORE:
- 1 - Unsatisfactory: 8 - 14
- 2 - Basic: 15 - 21
- 3 - Proficient: 22 - 28
- 4 - Distinguished: 29 - 32

Impact on Student Learning:

<table>
<thead>
<tr>
<th>Student Growth</th>
<th>Goal Setting Score</th>
<th>Student Growth Score**</th>
<th>Overall Student Growth Criterion Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion 5:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criterion 6:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criterion 7:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

STUDENT GROWTH SCORE

* Must include a minimum of two student growth measures
** A student growth score of “1” in any student growth rubrics will result in a low growth rating

Student Growth Ranking:
- Low: 6 - 12
- Average: 13 - 17
- High: 18 - 20

Evaluator: Use the Summative Rating and Impact on Student Learning Matrix to determine the employee’s TOTAL RATING and check the appropriate box.

<table>
<thead>
<tr>
<th>Summative Rating &amp; Impact on Student Learning Matrix</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion 1: 1 Unsatisfactory: 8 - 14</td>
</tr>
<tr>
<td>Criterion 2: 2 Basic: 15 - 21</td>
</tr>
<tr>
<td>Criterion 3: 3 Proficient: 22 - 28</td>
</tr>
<tr>
<td>Criterion 4: 4 Distinguished: 29 - 32</td>
</tr>
<tr>
<td>Criterion 5: 3 Proficient: 22 - 28</td>
</tr>
<tr>
<td>Criterion 6: 2 Basic: 15 - 21</td>
</tr>
<tr>
<td>Criterion 7: 1 Unsatisfactory: 8 - 14</td>
</tr>
<tr>
<td>Criterion 8: 1 Unsatisfactory: 8 - 14</td>
</tr>
</tbody>
</table>

The employee’s TOTAL RATING is (check one):
- [ ] Distinguished
- [ ] Proficient
- [ ] Basic
- [ ] Unsatisfactory
- [ ] Proficient with Student Growth Inquiry
- [ ] Basic with Student Growth Inquiry

Teacher Signature: ___________________ Date: _____________

Evaluator Signature: ___________________ Date: _____________

Note: Signing of this instrument acknowledges participation in, but not necessarily concurrence with, the evaluation.

Building file has been reviewed by teacher.

Teacher signature: ___________________
FOCUSED DETAILS:

- Selected Criterion approved by evaluator
- Total Engagement w/ Administrator at least 60 mins
- At least 2 Observations
- Observations, informal or formal, does not have to be in classroom
  - Other examples:
    - Team meetings
    - PBSES/Tier Team Mtgs
    - Staff meetings
    - Guidance Team meetings
    - Student Growth Goal Mtgs
- SGG in 3 or 6 must be done
- Score is at minimum Proficient and comes from the most recent Comprehensive eval
FOCUSED FORM

- Review Danielson’s Framework for Teaching or the Modified Danielson Rubrics by WA State Criteria AND previous evaluations prior to conversation so that you know which Criterion to authorize.
- Staff member comes prepared with plan and ready to discuss student learning.
  - Monitoring, Adjusting and Reflecting on evidence.
- Opportunity to share their thinking—we want to hear it!

Evaluator approves the Criterion choice and the Student Growth Goal.
### STUDENT GROWTH GOALS: CRITERIA 3 OR 6

#### Issaquah School District
Student Growth Goal: Focused Evaluation Process

**Overall Goal for Student Growth:**

<table>
<thead>
<tr>
<th>Student Groups</th>
<th>Growth Goal Target in Support of Overall Goal</th>
<th>Multiple Measures [as Use Zinnia-Training]</th>
</tr>
</thead>
<tbody>
<tr>
<td>SG G.1 (Wrtng Blk)</td>
<td>District Selected:</td>
<td>Building Selected:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher Selected:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Reflection on Achievement of Student Growth Goal & Targets:**

<table>
<thead>
<tr>
<th>Level 1: Unsatisfactory</th>
<th>Level 2: Basic</th>
<th>Level 3: Proficient</th>
<th>Level 4: Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth or achievement data from at least two points in time show 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 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>
<td></td>
</tr>
</tbody>
</table>

**Additional Comments:**

**Teacher Signatures:**

**Date:**

**Evaluator Signatures:**

**Date:**
## Issaquah School District

### Summative Evaluation Rating: Focused Cycle

<table>
<thead>
<tr>
<th>Teacher:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School:</td>
<td></td>
</tr>
<tr>
<td>Grade/Subject:</td>
<td></td>
</tr>
</tbody>
</table>

**Evaluator:** Assign the criteria that was selected for emphasis this school year and the student growth overall score that summarizes the employee’s performance according to the following continuum: 1 – Unsatisfactory, 2 – Basic, 3 – Proficient, 4 – Distinguished.

### Teaching Criteria:

* Indicates Criteria embedded with student growth rubrics

<table>
<thead>
<tr>
<th>Overall Criterion Score:</th>
<th>1 – 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion 1: Centering instruction on high expectations for student achievement.</td>
<td></td>
</tr>
<tr>
<td>Criterion 2: Demonstrating effective teaching practices.</td>
<td></td>
</tr>
<tr>
<td>Criterion 3: Recognizing individual student needs and developing strategies to address those needs.*</td>
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<td>Criterion 4: Providing clear and intentional focus on subject matter content and curriculum.</td>
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</tr>
<tr>
<td>Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and improving student learning. *</td>
<td></td>
</tr>
</tbody>
</table>

**Preliminary Summative Score:** 0

### Impact on Student Learning:

<table>
<thead>
<tr>
<th>Student Growth</th>
<th>Goal Setting Score</th>
<th>Student Growth* Score**</th>
<th>Overall Student Growth Criterion Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion 3:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criterion 6:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Student Growth Score:** 0

* Must include a minimum of two student growth measures

** A student growth score of “2” or any student growth rubrics will result in a low growth rating

### Summative Rating & Impact on Student Learning Matrix

<table>
<thead>
<tr>
<th>Summative Rating</th>
<th>Impact on Student Learning (Student Growth Inquiry)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Distinguished</td>
<td>Proficient with Student Growth Inquiry</td>
<td></td>
</tr>
<tr>
<td>3 Proficient</td>
<td>Basic</td>
<td></td>
</tr>
<tr>
<td>2 Basic</td>
<td>Unsatisfactory</td>
<td></td>
</tr>
</tbody>
</table>

**The employee’s TOTAL RATING is (check one):**

- [ ] Distinguished
- [ ] Proficient
- [ ] Basic
- [ ] Unsatisfactory

- [ ] Proficient with Student Growth Inquiry
- [ ] Basic with Student Growth Inquiry

**Teacher Signature:** ___________________________  **Date:** ____________

**Evaluator Signature:** ___________________________  **Date:** ____________

Note: Both signatures are required. Signing of the instrument acknowledges participation in, but not necessarily concurrence with, the evaluation.

Building file has been reviewed by teacher: (Teacher Signature) ___________________________
TELLING THE FULL STORY

• Performance ratings are based on patterns of observed direct and indirect behavior and feedback (solicited and unsolicited)
• It’s about the “Body of Work”—no cherry picking
  – If an individual incident is that egregious or problematic, it is most likely misconduct
  – If an individual incident has that much of a positive impact, it may be commended via letter, email, hand-written note, voice message
• Non-disciplinary Letters of Direction
• Incorporation of informal walk-throughs, drop-ins, observations
  – Certs—if there is an observed problem, must provide in writing within 5 days of knowledge
• Authenticity: No shock, no surprises . . . Doesn’t mean agreement
• Intentionality: we can reasonably control the timeline
ELECTRONIC ACCESS “PAPERWORK”

True North Logic.com

Danielson Framework (Classroom Teacher) or Modified Danielson Rubric (Certificated Support Staff according to position)

Pre-observation form

Post-observation Reflection Meeting Form

Preliminary Evaluation Rating (PER) (during year as part of an individual observation cycle and “progress report”)

Student Growth: Classroom teacher

Evaluation Summative Evaluation Rating (SER) (end of year after all observations and evidence compiled)
QUESTIONS?

• All info on Human Resources>> Staff Resources>>Forms >> Evaluations

• Lisa Hechtman, Assistant Superintendent of HR
  Email: hechtmanl@issaquah.wednet.edu with Subject: Evaluation

• Gary Arthur, President
  Email: garthur@washingtonea.org or (425) 392.2126