

CERTIFICATED EVALUATIONS: GROWTH MODEL

Executive Summary of Evaluation Process

September 15, 2015

IEA



ISSAQUAH

SCHOOL DISTRICT 411

HR: Connect, Honor, Empower

CLASSROOM TEACHER, TEACHER-LIBRARIANS, SCHOOL PSYCHOLOGISTS, SLPS, OTS, AND PTS

Planning and Preparation



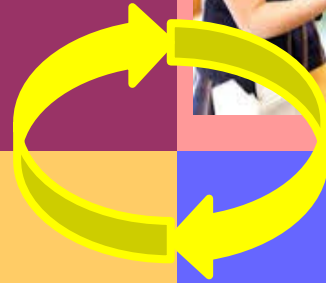
The Environment



Professional Responsibilities



Instruction or Delivery of Service



GENERAL CERTIFICATED EVALUATION DETAILS

- *w/in 6 weeks of beginning of school general meeting to review criteria and formats*
- *meet in the employee's space when possible*
- *meet during contracted day when possible*
- *National and State scores shall not be used*
- *Leadership evidence: consider up to 3 years*
- *Same evaluator throughout year*
- *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*

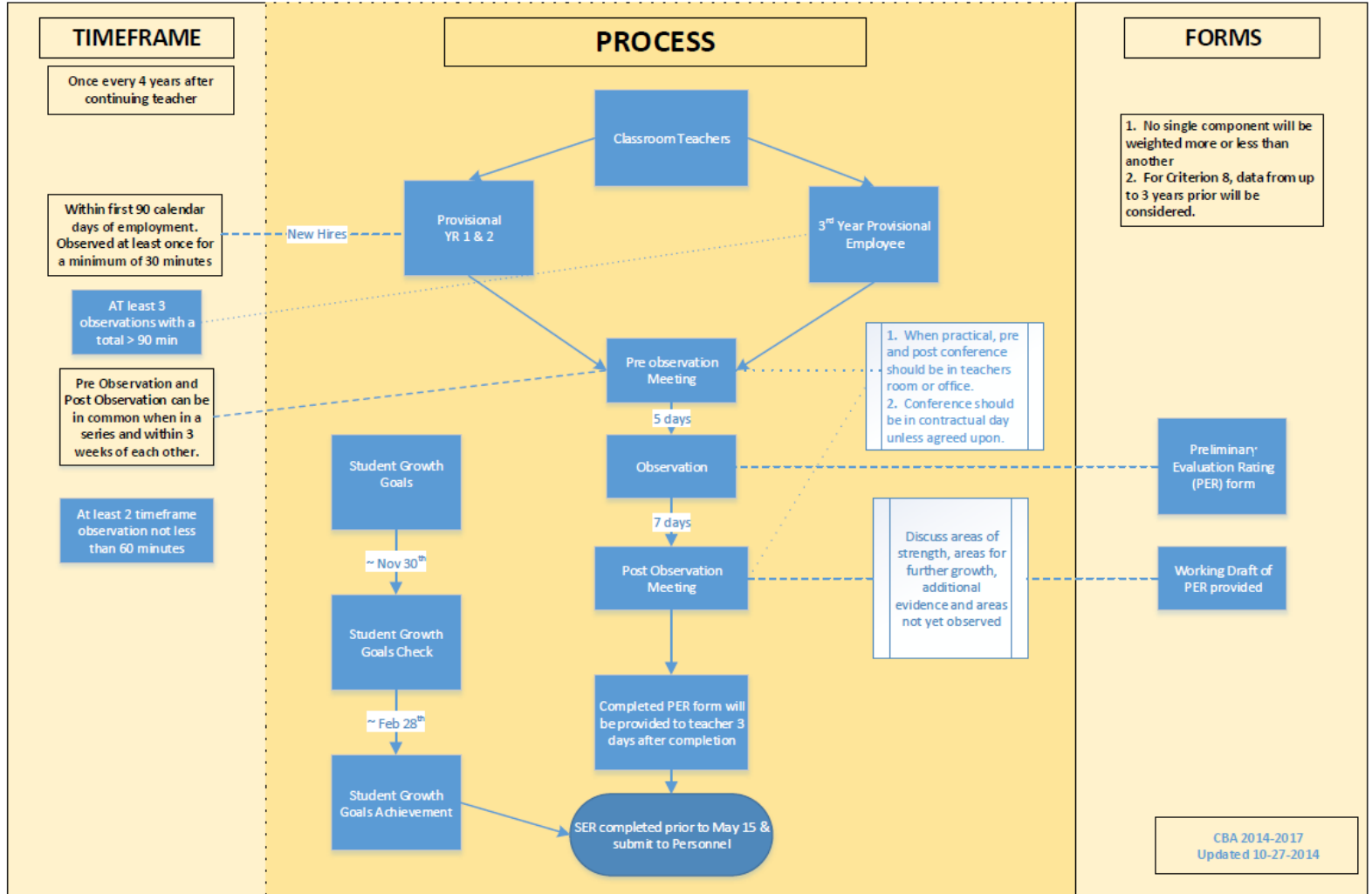
COMPREHENSIVE DETAILS:



- **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**
- **Minimum of 2 Ob/yr**
- **Post-Ob w/in 7 work days**
- **Complete Preliminary Evaluation Rating (PER) and provide within 3 days of final write**
- **Classroom Teacher does SGG for Criteria 3, 6, 8.**

VIEW OF CYCLE IN YEAR (AVAILABLE ON THE HR WEBSITE)

COMPREHENSIVE EVALUATION



THE PRE-OBSERVATION PLANNING CONVERSATION

- *Reference the Danielson Framework-at-a-Glance*
- *Review the Framework prior to conversation*
- *Teacher comes prepared with lesson plan and answers to the questions*
- *Opportunity to share your thinking*

Issaquah School District Pre-Observation Planning Meeting

Teacher:	Date:
School:	Grade/Subject:
Observer:	Date of Observation:

Submit a lesson plan at least one day in advance of meeting that includes the following:

1. Objective(s)
2. Standard(s)
3. Description or outline of instructional approaches

Teachers are not required to complete this form prior to the pre-observation planning meeting, but should be prepared to elaborate on/discuss the following topics with your administrator, providing any information/data that guided the formation of this lesson. Notes may be recorded on this form by teacher and/or administrator.

1. Instructional outcomes, standard(s), and/or district curriculum for this lesson (Criterion 4)
2. Choice of instructional strategies: information or data that guided your choice of strategies (Criterion 4)
3. Differentiation of instruction for individuals or groups of students in the class (Criterion 3 and 4)
4. Active engagement of students in learning (Criterion 4)
5. Formative/summative assessments (Criterion 6)
6. Is there anything that you would like me to specifically observe during the lesson?
7. In light of your self-assessment based on the Danielson Framework, what area(s) have you identified for professional emphasis and how might I support your work?
Additional Notes:

THE PER: (PRELIMINARY EVALUATION RATING)

- Administration Observation notes
- Reflects the Danielson's Framework for Teaching Rubrics by WA State Criteria
- Reflects all 8 Criteria
- Reflects evidence employee provides to evaluator

The Evaluator is to provide you a draft prior to your Post-observation Reflection Conversation.

**ISSAQUAH SCHOOL DISTRICT
Preliminary Evaluation Rating (PER): COMPREHENSIVE EVALUATION**

NAME: _____ DATE: _____
 POSITION: _____ SCHOOL: _____
 EVALUATOR NAME: _____ PRE-CO: _____
 OBSER: _____
 POST-C: _____

Evaluator: Mark on box in each area that summarizes your evaluation

1. CENTERING INSTRUCTION ON HIGH EXPECTATIONS FOR STUDENT LEARNING		1 = Unsatisfactory 2 = Basic 3 = Proficient 4 = Distinguished			
1.	1. Demonstrating Knowledge of Students (1b)				
	<ul style="list-style-type: none"> • 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 				
	2. Demonstrating Flexible and Responsiveness (3e)				
	<ul style="list-style-type: none"> • Lesson adjustment • Response to students • Persistence 				

Comments: _____

6. USING MULTIPLE STUDENT DATA ELEMENTS TO MODIFY INSTRUCTION AND IMPROVE STUDENT LEARNING.		1 = Unsatisfactory 2 = Basic 3 = Proficient 4 = Distinguished			
2.	1. Designing Student Assessments (1f)				
	<ul style="list-style-type: none"> • Congruence with instructional outcomes • Criteria and standards • Design of formative assessment • Use for planning 				
	2. Using Assessment in Instruction (3d)				
	<ul style="list-style-type: none"> • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring process 				
	3. Maintaining Accurate Records (4b)				
	<ul style="list-style-type: none"> • Student completion of assignments • Student progress in learning • Non-instructional records 				

Comments: _____

7. COMMUNICATING AND COLLABORATING WITH PARENT AND SCHOOL COMMUNITY		1 = Unsatisfactory 2 = Basic 3 = Proficient 4 = Distinguished			
2.	1. Communicating with Families (4c)				
	<ul style="list-style-type: none"> • Information about the instructional program • Information about individual students • Engagement of families in the instructional program 				

Comments: _____

Looking ahead toward our next meeting ...

8. EXHIBITING COLLABORATIVE PRACTICES FOCUSED ON IMPROVING INSTRUCTION AND STUDENT LEARNING.		1 = Unsatisfactory 2 = Basic 3 = Proficient 4 = Distinguished			
2.	1. Participating in a Professional Community (4d)				
	<ul style="list-style-type: none"> • Relationships with colleagues • Involvement in a culture of professional inquiry • Service to school • Participation in school and district projects 				
	2. Growing and Developing Professionally (4e)				
	<ul style="list-style-type: none"> • Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to profession 				
	3. Showing Professionalism (4f)				
	<ul style="list-style-type: none"> • Integrity and ethical conduct • Service to students • Advocacy • Decision making • Compliance with school district regulations 				

Comments: _____

At this time your PER Numeric Rating is: (this is a total from the scale below having added the ranks from up above)

As a result, if, as your evaluator, I had to mark your SER today, the snapshot of the overall rank would be: (pull down menu)

Please keep in mind it does not include your SGG rating and that we still have work in the school year to continue.

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

Employee: _____

Date: _____

THE POST-OBSERVATION REFLECTION CONVERSATION

*Employee comes prepared
with:*

- **Evidence**
- **Reflective answers to the questions**
- **Their thinking**

*Towards the end of the
conversation you should hear:
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.*

Issaquah School District Post- Observation Reflective Meeting

Teacher:	Date:
School:	Grade/Subject:
Observer:	Date of Observation:

Be prepared to elaborate on/discuss the following topics with your evaluator, providing any information/data that guided the formation of this lesson. Although completion of this form is not required prior to the meeting, the evaluator may request or require additional information/evidence as needed after the meeting.

Evidence means examples of observable practices of the teacher's ability and skill in relation to the instructional framework rubric as noted by the evaluator. Evidence also means work products and other relevant examples of the teacher's practice(s), which are a natural by-product of the teacher's work and not a newly created document(s) for the purpose of satisfying evaluation requirements. Evidence is observed and/or selected using professional judgment by the evaluator and/or the teacher and demonstrates the knowledge and skills of the teacher with respect to each of the eight (8) criteria. Inclusiveness and brevity are two (2) competing factors, with the emphasis placed on the quality of teacher work, not the quantity of materials presented. The evidence must be sufficient to the evaluator as well as user friendly (neat, organized), but is not intended to be overly burdensome on teachers or evaluators

The teacher may provide additional evidence to aid in the assessment of the teacher's professional performance against the instructional framework rubric, especially for those criteria not observed in the classroom.

1. Overall, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know? (Criterion 2, Criterion 6)
2. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning? (Criterion 5)
3. Did you depart from your plan? If so, how and why? (Criterion 3, Criterion 6))
4. If you had an opportunity to teach this lesson again to the same group of students, what would you do differently? (Criterion 2)
5. Comment on different aspects of your instructional delivery (e.g. activities, grouping of students, materials and resources). (Criterion 1, Criterion 2, Criterion 3, Criterion 6) To what extent were they effective? (Criterion 2)
6. How have you communicated the status of student learning to student(s) and families? (Criterion 6, Criterion 7)
7. As you look back this year, and in planning forward, how are you participating in a professional community?(Criterion 8)
8. As you reflect on your professional practice, what is your thinking regarding your continued professional growth? (Criterion 8)

STUDENT GROWTH GOALS: CRITERIA 3, 6, 8

Setting, Monitoring, Adjusting, Reflecting

Issaquah School District
Student Growth Goal: Comprehensive Evaluation Process

Teacher Name: _____
Building: _____
Evaluator: _____

Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs
Criterion 6: Using multiple student data elements to modify instruction and improve student learning
Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

Overall Goal for Student Growth:

Student Groups	Growth Goal Target in support of Overall Goal	Multiple Measures (at least 2 points in time)
SG 3.1 (Subgroup)		District Selected: Building Selected:
SG 6.1 (Whole class)		Teacher Selected:
SG 8.1 (Grade Level or Department Team)		Teacher Signature: _____ Date: _____ Evaluator Signature: _____ Date: _____ <i>Signature of Evaluator means agreement/approval of the Student Growth Goals</i>

Issaquah School District
Student Growth Goal: Comprehensive Evaluation Process

Teacher Name: _____
Building: _____
Evaluator: _____

Reflection on Achievement of Student Growth Goal & Targets:

Criterion 3.2	Level 1: Unsatisfactory	Level 2: Basic	Level 3: Proficient	Level 4: Distinguished
AND Criterion 6.2	Growth or achievement data from at least two points in time shows no evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show some evidence of growth for some students.	Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show evidence of high growth for all or nearly all students.

Teacher Reflection on Achievement of Student Growth Goal (end of cycle):

SG 3.2 (Sub Group)	
SG 6.2 (Whole Group)	

Additional Comments:

Employee: _____ Date: _____
Employer: _____ Date: _____

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	Overall Criterion Score: 1 - 4		
Criterion 1: Centering instruction on high expectations for student achievement.			
Criterion 2: Demonstrating effective teaching practices.			
Criterion 3: Recognizing individual student needs and developing strategies to address those needs.*			
Criterion 4: Providing clear and intentional focus on subject matter content and curriculum.			
Criterion 5: Fostering and managing a safe, positive learning environment.			
Criterion 6: Using multiple student data elements to modify instruction and improve student learning.*			
Criterion 7: Communicating and collaborating with parents and the school community.			
Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and improving student learning.*			
PRELIMINARY SUMMATIVE SCORE:			
1 - Unsatisfactory 8 - 14	2 - Basic 15 - 21	3 - Proficient 22 - 28	4 - Distinguished 29 - 32

Impact on Student Learning:			
Student Growth	Goal Setting Score	Student Growth* Score**	Overall Student Growth Criterion Score
Criterion 3:			
Criterion 6:			
Criterion 8:			
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** 5 - 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.

Summative Rating & Impact on Student Learning Matrix

		TOTAL RATING		
Summative Rating	4 Distinguished 29-32	3 Proficient Student Growth Inquiry	4 Distinguished	
	3 Proficient 22-28	3 Proficient Student Growth Inquiry	3 Proficient	
	2 Basic 15-21	2 Basic Student Growth Inquiry	2 Basic	
	1 Unsatisfactory 8-14	1 Unsatisfactory Plan of Improvement		
		Low 5-12	Average 13-17	High 18-20
Impact on Student Learning (Student Growth Rating)				

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: _____

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

Evaluator Signature: _____ Date: _____

Building file has been reviewed by teacher.

Teacher signature: _____

PAPERWORK

Danielson Framework

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

Teacher Evaluation Summative Evaluation Rating (SER)

(end of year after all observations and evidence compiled)

QUESTIONS?

- All info on ISD Website >> Human Resources>> Staff Resources >> Training and Development
- Email: hechtmanl@issaquah.wednet.edu with Subject: Evaluation
- Email: djones@washingtonea.org or (425) 392.2126