RIG 1 & TPEP Districts
Session 1, 2012-13

TPEP
November 2, 2012
Welcome

- Cape Flattery
- Chimacum
- North Kitsap
- North Mason
- South Kitsap
Introductions

• One Question your team hopes to have answered today
• Team Lead introduces team members
Norms

- Garmston’s Norms of Collaboration
Agenda Review

• Catching Up
• Review of Multiple Measures
• The Evaluation Cycle Across a Year
• District Student Growth Data Planning
• Including district-determined measures of student growth
• Student Growth and Summative Rating
• Eval – Putting it all together
Connecting

- Teams report on the question:
  
  *Where are you in your implementation of the new Teacher and Principal Evaluation Project?*

  - Self-assessment
  - Pre-observation conference
  - Observation
  - Post-observation conference
  - Evidence Gathering
  - Assigning Evidence
  - And in thinking about
    - Linking Evidence to a level of performance
## The Evaluation System Components

<table>
<thead>
<tr>
<th>Evaluation Component</th>
<th>ESSB 5895</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria (RCW)</td>
<td>No Changes – <a href="#">View Criteria</a></td>
</tr>
<tr>
<td>Criteria Definitions</td>
<td>No Changes – <a href="#">View Definitions</a></td>
</tr>
<tr>
<td>4-Tiered System</td>
<td>Level 1 – Unsatisfactory</td>
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<tr>
<td></td>
<td>Level 2 – Basic</td>
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<tr>
<td></td>
<td>Level 3 – Proficient</td>
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<tr>
<td></td>
<td>Level 4 – Distinguished</td>
</tr>
<tr>
<td>Final Summative Scoring Methodology</td>
<td>Must be determined by OSPI by Dec. 1, 2012</td>
</tr>
<tr>
<td>Cut Line</td>
<td>0-5 Years Experience: between Level 1 &amp; Level 2</td>
</tr>
<tr>
<td></td>
<td>5+ Years Experience: between Level 2 &amp; Level 3</td>
</tr>
<tr>
<td>Measures &amp; Evidence</td>
<td>Observation &amp; Student Growth required by law</td>
</tr>
</tbody>
</table>
Educator Evaluation Measures: 
It Takes Many Pieces...

- Self-Assessment & Reflection
- Perception Survey Data
- Student Work Samples/ Student growth
- Student Learning/Achievement Data
- Peer Evaluation
- Portfolio Assessments
- Planning Classroom Observation
So Now that you have made some decisions about Multiple Measures, how do you put it together?

Collecting evidence over time

Multiple Conversations

Setting Goals

Summative Scoring
Collecting Evidence in the Year-Long Evaluation Cycle

- **Instructional Cycle**
  - Formal Observation Activities (2)
  - Include Student Growth measures

- **Formal Observation Activities (2)**
  - Include Student Growth measures

- **Self-Assessment**
  - Annual Goal Setting
  - Include Student Growth Goals

- **Summative Scoring**
  - Takes place over the course of a year
  - Includes Student Growth measures

- **Ongoing Data/ Evidence Collection**
  - Include Student Growth measures

- **Compiling observational, multiple measures and student growth data**
  - Evidence should be a “Natural Harvest and make the rating “Defensible”

- **Self Assessment against a rubric, includes goal setting (personal and/or school/district) selected with supervisor ( forms, Conference notes)**

- **Informal observations, discussions, artifact collection** (rubrics, observation notes, teacher-supplied evidence, assessment data)

- **pre-observation conference, including goal setting, observation, post observation conference**

- **Instructional Cycle**
  - Formal Observation Activities (2)
  - Include Student Growth Goals/ measures
An Instructional Cycle

**Goal Setting**

Setting unit/lesson outcomes for students and self, including student Growth goals for lesson. *(Lesson Plans showing Growth Goals, Conference Notes)*

**Plan**

Demonstrating Knowledge of content, pedagogy, students, resources and assessments. *(Lesson Plans, Conference Notes)*

**Teach**

Demonstrating coherent presentation, questioning, discussion, engagement, assessment, flexibility and responsiveness techniques. *(Observation Notes, Rubrics, Classroom Assessments)*

**Apply**

Growing and developing professionally, demonstrating Increasing knowledge of content, pedagogy, student readiness and student growth. *(Observation, Conference Notes, Teacher-supplied Evidence)*

**Reflect**

Individually and as part of a professional community, assess results, adjust strategies, reteach, extend . . . *(Written Reflection, Conference, Assessment Results, Revised Lesson Plans)*
Collecting Evidence in the Year-Long Evaluation Cycle

- **Instructional Cycle**
  - Formal Observation Activities (2)
  - Include Student Growth measures

- **Formal Observation Activities (2)**
  - Include Student Growth measures

- **Self-Assessment**
  - Annual Goal Setting
  - Include Student Growth Goals

- **Summative Scoring**
  - Takes place over the course of a year
  - Includes Student Growth measures

- **Compiling Observational, Multiple Measures and Student Growth Data**
  - (Evidence should be a “Natural Harvest and make the rating “Defensible”)

- **Informal Observations, Discussions, Artifact Collection**
  - (Rubrics, Observation notes, teacher-supplied evidence, assessment data)

- **Pre-observation Conference, Including Goal Setting, Observation, Post-observation Conference**

- **Ongoing Data/Evidence Collection**
  - Include Student Growth measures

- **Self Assessment Against a Rubric, Includes Goal Setting (Personal and/or School/District) Selected with Supervisor (Forms, Conference Notes)**
Collecting Evidence in the Year-Long Evaluation Cycle

- **Instructional Cycle**
- **Formal Observation Activities (2)**
- **Include Student Growth Goals/ measures**

**Summative Scoring takes place over the course of a year**
- **Includes Student Growth measures**

**Self-Assessment**
- **Annual Goal Setting**
- **Include Student Growth Goals**

**Ongoing Data/ Evidence Collection**
- **Include Student Growth measures**

**Compiling observational, multiple measures and student growth data** *(Evidence should be a “Natural Harvest” and make the rating “Defensible”)*

**Self Assessment against a rubric, includes goal setting (personal and/or school/district) selected with supervisor (forms, Conference notes)*

**Informal observations, discussions, artifact collection** *(rubrics, observation notes, teacher-supplied evidence, assessment data)*

**pre-observation conference, including goal setting, observation, post observation conference**

**Instructional Cycle**
- **Formal Observation Activities (2)**
- **Include Student Growth Goals/ measures**
Debrief

• Make a List of your ideas about goal setting, student growth and evidence collection.
• Give One, Get One Activity
BREAK
Student Growth Data – Part One
Assessment Planning

Learning Segment:  Creating a Data Inventory in Your School/District
Activity: Assessing Current Reality

Brainstorm
Data you currently collect in your district and enter into the top of the chart.

Refer to the examples at the bottom.
Consider Classroom Based Assessments
Refer to Multiple Measures/Criteria charts
Student Growth

Decide whether it provides growth data—at least 2 points in time.
Debrief: Cross District Sharing

**Process:**
- Number off to 5 (if 5 districts)
- Take your chart and share in your multi-district group. 3-5 minutes per person/district.
- Take note of new ideas.
- Return to home group and discuss possibilities.
  - 15 minutes
Next Steps

Implications:
• Determine next steps in this process of determining use of data in student growth measurement.
Resources

• Each ESD has a Data Coaching Team as a resource.
• The Data Coaching Notebook resources:
  • Data Team Meeting Template, p. 40-41
  • Identify and Prioritize Concerns Template, page 55.
  • Data not currently collected, page 69.
Connecting

- Districts share their current thinking around appropriate student growth data.
Including Student Growth Measures

**Learning Segment:** What are the requirements around student Growth measures in educator evaluation systems in the State of Washington?
Both E2SSB 6696 and ESSB 5895 contain language around student growth including:

- Student growth data that is relevant to the teacher and subject matter must be a factor in the evaluation process and must be based on multiple measures that can include classroom-based, school-based, district-based, and state-based tools. Student growth means the change in student achievement between two points in time.

Changes...

- Student growth data must be a substantial factor in evaluating the summative performance of certificated classroom teachers for at least three of the evaluation criteria.
- Student growth data elements may include the teacher’s performance as a member of a grade-level, subject matter, or other instructional team within a school when the use of this data is relevant and appropriate.
Student Growth: Defining Key Terms

- **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 four-level rating system used to evaluate the certificated classroom teacher must describe performance along a continuum that indicates the extent to which the criteria have been met or exceeded. Student growth data that is relevant to the teacher and subject matter must be a factor in the evaluation process and must be based on multiple measures that can include classroom-based, school-based, district-based and state-based tools.

Student growth data must be a substantial factor in evaluating the summative performance of certificated classroom teachers for at least three of the evaluation criteria.
In addition to the multiple measures described above: Student growth data elements may include the teacher’s performance as a member of a grade-level, subject matter, or other instructional team within a school team when the use of this data is relevant and appropriate.

Student growth means the change in student achievement between two points in time.
Principal Language on Student Growth Data

**STUDENT GROWTH in WASHINGTON**

**Definition:** Both observation and student growth are required. Student input may also be included in the evaluation process

**State Decision:** Student growth data guidance from OSPI/TPEP steering committee

**Local Decision:** goal setting, reflection, self-assessment, artifacts & professional contributions

**TPEP Project Task:** Written rules on measures/ evidence & student growth

**ESSB 5895**
Comprehensive Evaluation for Teachers

• Assesses all 8 evaluation criteria.

• All criteria contribute to the comprehensive summative evaluation rating.

• **Student Growth Rubrics embedded in Criterion. (3, 6, 8)**

  • All provisional classroom teachers and any classroom teacher not on level 3 or level 4 receive Comprehensive evaluation.

  • All classroom teachers shall receive a comprehensive summative evaluation at least once every four years.
Comprehensive Evaluation for Principals

- Assesses all 8 evaluation criteria.

- All criteria contribute to the comprehensive summative evaluation rating.

- **Student Growth Rubrics embedded in Criterion.** (3,5,8)

  "Due to the importance of instructional leadership and assuring rater agreement among evaluators, particularly those evaluating teacher performance, school districts are encouraged to conduct comprehensive summative evaluations of principal performance on an annual basis."

  - Section 1, (12 c(v))
Comprehensive Evaluation Summative Scoring Process

Standards:
- Criteria 1
- Criteria 2
- Criteria 3
- Criteria 4
- Criteria 5
- Criteria 6
- Criteria 7
- Criteria 8

Frameworks + Student Growth Rubrics

Evidence:
- Observation
- Artifacts
- Other evidence relevant to the frameworks

Criterion Rating:
- District determined process
- Distinguished Proficient
- Proficient
- Basic
- Unsatisfactory

Summative Rating:
- Distinguished
- Proficient
- Basic
- Unsatisfactory
Focused Evaluation

• Includes an assessment of one of the eight criteria.

• **Student Growth Rubrics from one of the three criterion (3, 6, 8 teachers) (3,5,8 principals)**
  - If a teacher chooses 3, 6 or 8; their accompanying student growth rubrics will be used.
  - If a teacher chooses Criterion 1,2,4,5,7, the accompanying student growth rubrics from Criterion 6 will be used.

• Approved by the teacher or principal’s evaluator.

• A focused evaluation must be performed in any year that a comprehensive evaluation is not scheduled. (both teachers and principals)
Focused Evaluation Summative Scoring Process

**Standards**
- Criteria 1
- Criteria 3
- Criteria 4
- Criteria 5
- Criteria 6
- Criteria 7
- Criteria 8

One Criterion is chosen and approved by evaluator.

**Evidence**
- Observation
- Artifacts
- Other evidence relevant to the frameworks

**Criterion = Summative Rating**
- Distinguished
- Proficient
- Basic
- Unsatisfactory

**Framework Components + Student Growth Rubrics**
(3, 6, 8 use their SG rubrics
All others use Criterion 6 SG rubrics)

**Student Growth Measures**
Summative Rating Pilot Findings

- TPEP Pilot Sites explored 6 different methods for achieving a summative 4-level rating for both teachers and principals.
- The 9 sites settled on 3 different methods for use in the 2011-12 pilot year:

<table>
<thead>
<tr>
<th>Method</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualitative/Holistic</td>
<td>3</td>
</tr>
<tr>
<td>Raw Score/Conditions</td>
<td>4</td>
</tr>
<tr>
<td>Proficiency Progression/Raw Score/Conditions</td>
<td>1</td>
</tr>
</tbody>
</table>
Summative Rating Process Overview

- ESSB 5895 requires OSPI to determine a summative scoring methodology by Dec. 1, 2012
- Summative Rating is determined through a “Raw Score” Model
- Generated from the TPEP Pilot Sites and approved by the TPEP Steering Committee
- Used for both the teacher and principal evaluation systems.
- Determination of overall criterion score based on both:
  - Instructional framework rubrics
  - Student growth rubrics
### Teaching Criteria

* Indicate Criterion embedded with student growth rubrics

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

**Total Summative Score**

| Overall Criterion Scores | 22 |

Evaluators place teachers into *preliminary* summative rating categories based on score bands. **As illustrated above, this teacher would receive a *preliminary* overall summative rating of Proficient.**
Evaluation Summative Scoring Process

**Standards**
- Criteria 1
- Criteria 2
- Criteria 3
- Criteria 4
- Criteria 5
- Criteria 6
- Criteria 7
- Criteria 8

**Frameworks + Student Growth Rubrics**

**Evidence**
- Observation
- Artifacts
- Other evidence relevant to the frameworks

**Criterion Rating**
- District determined process
- Distinguished
- Proficient
- Basic
- Unsatisfactory

**Summative Rating**
- State determined process
- Distinguished
- Proficient
- Basic
- Unsatisfactory

**Student Growth Measures**
(From 3 specific criteria)

**Student Growth Impact Ratings:**
Low, Average, High
Both E2SSB 6696 and ESSB 5895 contain language around student growth including:

- Student growth data that is relevant to the teacher and subject matter must be a factor in the evaluation process and must be based on multiple measures that can include classroom-based, school-based, district-based, and state-based tools. Student growth means the change in student achievement between two points in time.

Changes...

- Student growth data must be a substantial factor in evaluating the summative performance of certificated classroom teachers for at least three of the evaluation criteria.
- Student growth data elements may include the teacher’s performance as a member of a grade-level, subject matter, or other instructional team within a school when the use of this data is relevant and appropriate.
It is student growth, not student achievement, that is relevant in demonstrating impacts teacher and principals have on students.

- Formal Tests in Core Subjects Only
- Knowledge and Learning that can be Measured
- All Classroom Learning
TPEP Student Growth Task Force

- Committee was formed in August of 2011
- Concluded work June, 2012
- 18 TPEP Practitioners (2 from each site)
- 7 Experts from higher education, districts outside of TPEP pilots, SIG/MERIT districts
- Recommendations were completed on Student Growth, Perception Data and Evaluator Training and Support
Student Growth Rubrics

• The TPEP steering committee organizations approved statewide rubrics for student growth to ensure consistency in implementation of the evaluation system across Washington State.

• The rubrics for student growth describe both goal-setting and outputs of student learning.

• OSPI has provided student growth rubrics for each of the three criterion
  • Teachers #3, #6, and #8
  • Principals #3, #5, and #8
**Student Growth Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.**

<table>
<thead>
<tr>
<th></th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Growth 3.1:</strong> Establish Student Growth Goal(s)</td>
<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>
</tr>
</tbody>
</table>

**Student Growth 3.2: Achievement of Student Growth Goal(s)**

<table>
<thead>
<tr>
<th></th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</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>
<td></td>
</tr>
</tbody>
</table>
# Student Growth Teacher Rubric Language

**Student Growth Criterion 6:** Using multiple student data elements to modify instruction and improve student learning. (Student Growth Cycle)

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</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>

**Student Growth 6.2:** Achievement of Student Growth Goal(s)

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
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<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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</table>
**Student Growth Teacher Rubric Language**

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

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</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>
### Student Growth Criterion 3: Leading the development, implementation and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements.

<table>
<thead>
<tr>
<th></th>
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<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Does not assist staff to use multiple types of data to reflect on effectiveness of lessons, guide lesson and assessment development, differentiate instruction, and to determine whether re-teaching, practice or moving forward is appropriate; focuses more on student characteristics rather than the actions of teachers; no improvement in student academic achievement</td>
<td>Occasionally assists staff to use multiple types of data to reflect on effectiveness of lessons, guide lesson and assessment development, differentiate instruction, and to determine whether re-teaching, practice or moving forward is appropriate; strategies result in an incomplete relationship between the actions of teachers and the impact on student achievement; minimum improvement in student academic growth</td>
<td>Regularly assists staff to use multiple types of data to reflect on effectiveness of lessons, guide lesson and assessment development, differentiate instruction (highly achieving as well as non-proficient) and to determine whether re-teaching, practice or moving forward with instruction is appropriate at both the group and individual level; strategies result in a clear relationship between the actions of teachers and the impact on student achievement; demonstrated and measureable improvements in student academic growth readily apparent</td>
<td>Is proficient AND demonstrates leadership by routinely and consistently assisting teachers to use multiple types of data to reflect on effectiveness of lessons, guide lesson and assessment development, differentiate instruction, and to determine whether re-teaching, practice or moving forward with instruction is appropriate at both the group and individual level; explicitly demonstrates consistent and measurable improvements in student academic growth</td>
</tr>
</tbody>
</table>
**Student Growth Principal Rubric Language**

**Student Growth Criterion 5: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.**

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not meet with faculty members to develop, review and modify student growth plans; student growth plans do not meet minimum requirements; does not assist staff in the identification of performance indicators or performance indicators are not sufficient; assessment results of selected teachers show little to no academic growth of students</td>
<td>Meets minimum teachers’ contract requirements to develop, review and modify student growth plans (individual or group plans) based on identified areas of need; assists identification of performance indicators to monitor and benchmark progress; assessment results of selected teachers show minimum academic growth of students</td>
<td>Meets with faculty members regularly (beyond minimum teachers’ contract) to develop, review and modify student growth plans (individual or group plans); assists identification of performance indicators to benchmark progress; research-based planning and performance-linked goal setting strategies, such as “SMART” goals, are used allowing timely feedback to make mid-course corrections and improve teacher practice; assessment results of selected teachers show measurable and improving academic growth of students</td>
<td>Is proficient AND consistently demonstrates leadership in the practice of developing comprehensive student growth plans; regularly meets with faculty members to reflect on student growth plans and progress; assessment results of selected teachers show consistent academic growth of students</td>
</tr>
</tbody>
</table>
### Student Growth Principal Rubric Language

**Student Growth Criterion 8: Demonstrating a commitment to closing the achievement gap.**

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement data from multiple sources or data points show no evidence of student growth toward the district’s learning goals; there are growing achievement gaps between student subgroups</td>
<td>Achievement data from multiple sources or data points shows minimum evidence of student growth toward the district’s learning goals for identified subgroups of students</td>
<td>Achievement data from multiple sources or data points show evidence of improving student growth toward the district’s learning goals; the average achievement of the student population improved as does the achievement of each subgroup of students identified as needing improvement</td>
<td>Achievement data from multiple sources or data points show evidence of consistent growth toward the district’s learning goals; there is consistent record of improved student achievement, on multiple indicators, with identified subgroups of students</td>
</tr>
</tbody>
</table>
**Student Growth Rubric and Rating (Teachers Only)**

<table>
<thead>
<tr>
<th>Student Growth</th>
<th>Goal-Setting Score Based on Rubric</th>
<th>Student Growth* Score Based on Rubric</th>
<th>Overall Student Growth Criterion Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion 3</td>
<td>3</td>
<td>2**</td>
<td>5</td>
</tr>
<tr>
<td>Criterion 6</td>
<td>2</td>
<td>2**</td>
<td>4</td>
</tr>
<tr>
<td>Criterion 8</td>
<td>2</td>
<td>N/A</td>
<td>2</td>
</tr>
<tr>
<td>Student Growth Score</td>
<td>7</td>
<td>4</td>
<td>11</td>
</tr>
</tbody>
</table>

*Must include a minimum of two student growth measures (i.e., state-, district-, school-, and classroom-based measures).

** A student growth score of “1” in any of the student growth rubrics will result in a Low growth rating.

Evaluators place teachers into summative rating categories based on score bands. **As illustrated below, this teacher would receive a low student growth rating**

<table>
<thead>
<tr>
<th>5-12</th>
<th>13-17</th>
<th>18-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>Average</td>
<td>High</td>
</tr>
</tbody>
</table>
Evaluation Summative Scoring Process

Standards
- Criteria 1
- Criteria 2
- Criteria 3
- Criteria 4
- Criteria 5
- Criteria 6
- Criteria 7
- Criteria 8

Frameworks + Student Growth Rubrics

Evidence
- Observation Artifacts
- Other evidence relevant to the frameworks

Criterion Rating
- District determined process
- Distinguished
- Proficient
- Basic
- Unsatisfactory

Summative Rating
- State determined process
- Distinguished
- Proficient
- Basic
- Unsatisfactory

Student Growth Impact Ratings:
- Low, Average, High

Student Growth Measures
(From 3 specific criteria)
Summative Rating & Impact on Student Learning Matrix

| Summative Rating | Distinguished | Proficient Rating
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>---</td>
<td>Distinguished Rating</td>
<td>1 Year Growth Plan</td>
</tr>
<tr>
<td>Proficient</td>
<td>Proficient Rating</td>
<td>1 Year Growth Plan</td>
</tr>
<tr>
<td>Basic</td>
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</tr>
<tr>
<td>Unsatisfactory</td>
<td>Unsatisfactory Rating</td>
<td>Plan of Improvement</td>
</tr>
<tr>
<td>Low</td>
<td>Average</td>
<td>High</td>
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</tbody>
</table>

Impact on Student Learning
Growth Plan Consequences:

Within two months of receiving the low student growth score or at the beginning of the following school year, whichever is later, one or more of the following must be completed by the evaluator:

- Conduct two thirty-minute observations;
- Schedule monthly conferences with the teacher to discuss/revise goals, progress toward meeting goals, and best practices;
- Triangulate student growth measure with other evidence (including observation, artifacts and student evidence) and additional levels of student growth based on classroom, school, district and state-based tools;
- Examine extenuating circumstances possibly including: goal setting process/expectations, student attendance, and curriculum/assessment alignment; and/or
- Create and implement a professional development plan to address student growth areas.
Lunch is Served
Check out eVAL
Team Time

- Action Register
- Communication Plan
ESD Supports

- Additional scheduled training, on-site visits by ESD staff, as needed, Principal Support Network.
- Possible Additional Supports: Working on increased Framework developer supports and ESD-provided training in content and framework-based instructional practice.
Next Steps

• What are your most pressing needs at this point?