Artifacts — products generated, developed, or used by a classroom teacher and/or students. These products are not intended to be created specifically for evaluation purposes and should be relevant to the subject taught. Additionally, tools or forms used in the evaluation process may be considered artifacts.

Classroom teacher — a certificated employee who provides academically focused instruction to students and holds one or more of the certificates pursuant to WAC 181-79A-140 (1) through (3) and (6)(a) through (e) and (g). This includes the following certificates: teacher, career and technical, first people’s language/culture, conditional certificate, substitute certificate, emergency certificate, emergency substitute certificate, nonimmigrant alien exchange teacher, and transitional certificate.

Criteria — eight state criteria
1. Centering instruction on high expectations for student achievement
2. Demonstrating effective teaching practices
3. Recognizing individual student learning needs and developing strategies to address those needs
4. Providing clear and intentional focus on subject matter content and curriculum
5. Fostering and managing a safe, positive learning environment
6. Using multiple student data elements to modify instruction and improve student learning
7. Communicating and collaborating with parents and school community
8. Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning

Comprehensive Evaluation — All eight state criteria and student growth rubric rows are used to determine a comprehensive summative evaluation rating

Evaluation — The ongoing process of identifying, gathering and using information to improve professional performance, assess total job effectiveness, and make personnel decisions (WAC 392-191A-030 Definitions)

Evaluator — A certificated administrator who has been trained in observation, evaluation, and the use of the specific instructional framework and rubrics adopted for use in the district in accordance with applicable WAC and RCW

Evidence — Observed practice, products or results of a certificated classroom teacher’s work that demonstrates knowledge and skills of the educator with respect to the four-level rating system. (WAC 392-191A-030 Definitions). Both the teacher and the evaluator shall contribute evidence to the overall assessment of professional performance. Evidence shall include artifacts produced or resulting from the normal course of professional performance during the year. Input from anonymous sources shall not be used as evidence.

Focused Evaluation — Evaluation is based on one of the eight state criterion and associated student growth rubric rows. The teacher will select one of the eight criterion which must be approved by the evaluator plus identify a professional growth goal specifically linked to the selected criteria. The criteria may have been identified in a previous comprehensive summative evaluation as benefiting from additional attention. If a criteria is selected that does not have associated student growth rubric rows, then the teacher selects, subject to evaluator approval, rubric rows from criterion three or six. Teachers on a focused evaluation must be non-provisional or non-probationary and must have received a proficient or distinguished rating on their last comprehensive summative evaluation.

Four-level rating system — Continuum of performance that indicates the extent to which the criteria have been met or exceeded (WAC 392-191A-030 Definitions)
**Instructional Framework** – University of Washington Center for Educational Leadership’s 5D+

**More than five years of teaching experience**
5 Year (RCW 28A.405.100 and 2010 c 235 s 202, Section 1 (4) (a) (ii))
For the purposes of classroom teacher evaluation, each summative evaluation submitted while the teacher is on a provisional or continuing contract counts as one year regardless if the teacher worked the full year, if the teacher was on part-time status, and if the years are consecutive. One year contracts and the associated evaluations do not count toward five years of experience.

**Not Satisfactory** – A classroom teacher’s performance is judged not satisfactory when the comprehensive summative evaluation rating is a
- Level 1 (Unsatisfactory) or
- Level 2 (Basic) when a teacher is on a continuing contract with more than five years of teaching experience and if a comprehensive summative evaluation rating of 2 has been received two years in a row or two years within a consecutive three-year period

**Notice** – At the end of the second inquiry cycle or earlier, the evaluator will communicate to the teacher which, if any, of the indicators would be scored below proficient based on analysis of available evidence. The teacher may then provide evidence to support a higher rating or ask the evaluator to observe to gather evidence by mid-May. Based on analysis of any additional evidence, the evaluator will determine the level of performance for the indicator(s).

**Observe or observation** – The gathering of evidence made through classroom or worksite visits, or other visits, work samples, or conversations that allow for the gathering of evidence of the performance of assigned duties for the purpose of examining evidence over time against the instructional or leadership framework rubrics pursuant to this section (WAC 392-191A-030 Definitions)

**Rubrics or rubric row** – Descriptions of practice used to capture evidence and data and classify teaching performance and student growth using the evaluation criteria and the four-level rating system (WAC 392-191A-030 Definitions)

**Scoring band** – Adopted range of scores used to determine the final summative score for a certificated classroom teacher (WAC 392-191A-030 Definitions)

**Student growth** – Change in student achievement between two points in time (WAC 392-191A-030 Definitions)

**Student growth data** – Relevant multiple measures that can include classroom-based, school-based, school district-based, and state-based tools (WAC 392-191A-030 Definitions)

**Summative performance ratings** – Four performance levels applied using the four-level rating system: Level 1 – Unsatisfactory, Level 2 – Basic, Level 3 – Proficient, and Level 4 – Distinguished (WAC 392-191A-030 Definitions)

**Abbreviations Used:**
RCW – Revised Code of Washington
WAC – Washington Administrative Code
OSPI – Office of the Superintendent of Public Instruction
TPEP – Teacher and Principal Evaluation Program
VEA – Vancouver Education Association
VPS – Vancouver Public Schools
Classroom Teacher Evaluation – Year at a Glance
Time Line and Activities

Comprehensive Evaluation:

September – October: Complete Self-Assessment and Identify Professional Growth Goal for First Inquiry/Observation Cycle

- Teacher completes self-assessment using evaluation rubric, develops professional growth goal(s), creates student growth goals, shares and discusses with evaluator, and revises as needed.
- Teacher collects artifacts to use as evidence of current level of practice and, as appropriate, student growth assessment data.

October – December: Complete First Inquiry/Observation Cycle – face-to-face

- Teacher and evaluator hold pre-observation conference (may be combined with self-assessment, professional growth goal, and student growth goal meeting).
- Teacher shares available artifacts demonstrating current level of performance.
- Evaluator observes teacher.
- Teacher and evaluator hold post-observation conference after observation or series of observations.
  - Evaluator will send report to the teacher prior to the post-observation conference. Teacher and evaluator discuss artifacts and observation notes in relation to the instructional framework evaluation rubric and identify focus for future observations.
  - Evaluator and teacher analyze the data and discuss level of performance.
  - Teacher continues to collect artifacts to demonstrate level of performance and available student growth assessment data and shares with evaluator and/or invites evaluator to observe an area of focus.

January – April: Complete Second Inquiry/Observation Cycle Including Student Growth – face-to-face

- See Complete First Observation Cycle above. Teacher identifies professional growth goal, as needed, for second observation/inquiry cycle and student growth goals as needed.
- Assessment data from multiple measures of student growth based on goals is submitted prior to the post-observation conference.
- Evaluator and teacher analyze the data and discuss level of performance. Based on the discussion, the teacher may request that the evaluator observe particular indicator(s) or consider artifacts before finalizing the score. The teacher shall arrange for any requested observation prior to May 15th.

May - June: Preparing and Submitting the Summative Evaluation Report

- Based on a collaborative process of analyzing evidence, the evaluator reaches a score for each indicator and a score for each of the eight criteria. The preliminary summative evaluation score is determined based on the state summative evaluation scoring band.
- The evaluator will combine the student growth rubric scores to determine the student growth impact rating based on the state scoring band, and the final summative evaluation score will be determined based on the evaluation matrix.
- The evaluator prepares the final Summative Evaluation Report and delivers it to the teacher.
- Teacher acknowledges receipt of the Summative Evaluation Report which is then submitted to HR five days prior to the end of the school year. Teacher may include a response that will be appended to the final Summative Evaluation Report.

Focused Evaluation:

- In years for which a teacher is not on the comprehensive evaluation, the teacher will participate in a focused evaluation and will be observed as specified in WAC 392-191 and 392-191A. Regardless of the criterion selected, the process is the same as for a comprehensive evaluation. Teachers will be observed at least twice and for a total of no less than sixty minutes during each school year. Observations may be through classroom or work site visits as specified in WAC.
- The teacher will select one of the eight criterion and associated student growth measures which must be approved by the evaluator.
- The score for the focused evaluation will be that of the last comprehensive summative rating unless the evaluation of the current year is higher (i.e. distinguished when the prior rating was proficient). In that case, the rating for the current year will be distinguished.
Who selects Student Growth Measures?
- Student Growth Measures will be collaboratively developed by the teacher and evaluator and are subject to the approval of the evaluator, consistent with district or building-wide learning focus and according to the criteria outlined in this document. Teacher and evaluator will discuss the performance rubric and types of assessments.

What are the key parameters of our Student Growth Measures?
- At least three data sources are used and/or collected through the student growth measures process
- Student Growth Measure assessment information must be gathered in a manner that reflects learning growth between two points in time during the school year.
- All Student Growth Measures utilized for the TPEP comprehensive or focused evaluation must evaluate learning progress on vital Common Core or state learning standards (in absence of those, in alignment with national or district standards).
- A Student Growth Measure assessment cycle must evaluate progress on learning standard(s) for which the teacher is instructionally responsible.
- PLC team members may jointly create the student growth goal(s) for criterion #3 and #6 on the state Teacher Evaluation Student Growth Rubrics. However, the achievement of the student growth goal(s) must be evaluated individually for each teacher.
- A Student Growth Measure may be, but is not required to be, directly connected to a given inquiry cycle in which the teacher and administrator is engaged in during the school year.

What types of assessments serve as appropriate Student Growth Measures?
- One of the Student Growth Measures must be in the form of a common assessment administered to students across the course, grade level, building or district levels – unless the teacher performs in an identified singleton program. The other Student Growth Measure may be an individual teacher’s classroom-based assessment.

How do we structure the results of our selected Student Growth Measures?
- Teachers will create a four-tier student performance rubric. The rubric will include either quantitative descriptors (percentages or cut scores) or qualitative (narrative) descriptors. (Samples of rubrics are included.) The following are suggested labels for the four levels:
  - Level 4: Exemplary
  - Level 3: Satisfactory
  - Level 2: Emerging
  - Level 1: Undeveloped
- Students will be placed at the beginning of the assessment cycle at the appropriate level on the rubric and then again at the end of the assessment cycle. Growth will be measured based on the two levels.

How do we measure growth of student learning for a Student Growth Measure?
- Student learning growth is measured by how many students increase one or more rubric levels.
- The following students should be excluded from the calculations:
  - Students already at exemplary on the performance rubric
  - Students who moved into the course/class too late to have time to demonstrate evidence of growth
  - Students who moved out of the course/class before final data collection point
  - Students who refuse to participate in data collection points

May the goal or rubric be modified during the student growth cycle?
The teacher and the evaluator may collaboratively work to modify the student growth plan and performance rubric prior to the end of the assessment cycle.
How many student growth cycles are required?
- See Frequently Asked Question document related to the classroom teacher evaluation.

Teacher Evaluation Student Growth Rubric
- Refer to OSPI document *Washington State Criteria Student Growth Rubrics*, available below, or at (http://www.k12.wa.us/TPEP/StudentGrowth/WA Student Growth Rubrics with Critical Attributes v1.2 current. pdf) or on the district TPEP portal page.

Samples of Performance Rubrics

### Qualitative Performance Rubric

<table>
<thead>
<tr>
<th>Standard</th>
<th>L1-Undeveloped</th>
<th>L2-Emerging</th>
<th>L3-Satisfactory</th>
<th>L4-Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS ELA</td>
<td>The transitions between ideas are unclear or nonexistent.</td>
<td>Some transitions work well; but connections between other ideas are fuzzy and/or transition words to not match content</td>
<td>The paper moves from one idea to the next, but there is little variety in transition words used to show relationships between ideas.</td>
<td>The paper moves smoothly from one idea to the next. The paper uses transition words to show relationships between ideas. The paper uses a variety of sentence structures and transitions.</td>
</tr>
<tr>
<td>Literacy.w.7.2.C</td>
<td>Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Qualitative Performance Rubric

<table>
<thead>
<tr>
<th>Standard</th>
<th>L1-Undeveloped</th>
<th>L2-Emerging</th>
<th>L3-Satisfactory</th>
<th>L4-Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements of Design: Line, texture, color, shape/form, value, space</td>
<td>The assignment was completed and turned in, but showed little evidence of any understanding of the elements and principles of art; no evidence of planning.</td>
<td>The student did the assignment adequately, yet it shows lack of planning and little evidence that an overall composition was planned.</td>
<td>Planned carefully, made several sketches, and showed an awareness of the elements and principles of design; chose color scheme carefully, used space effectively.</td>
<td></td>
</tr>
<tr>
<td>Principles of design: repetition, balance, emphasis, contrast, unity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Quantitative Performance Rubric

<table>
<thead>
<tr>
<th>Standard</th>
<th>L1-Undeveloped</th>
<th>L2-Emerging</th>
<th>L3-Satisfactory</th>
<th>L4-Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>EALR 2 9-12 INQ8</td>
<td>Students earned fewer than 23 out of 35 points (less than 63%) on scientific method exam.</td>
<td>Students earned 23 to 25 out of 35 points (66%-71%) on scientific method exam.</td>
<td>Students earned 26 to 30 out of 35 points (74% to 86%) on scientific method exam.</td>
<td>Students earned 31 to 35 out of 35 points (≥89%) on scientific method exam.</td>
</tr>
<tr>
<td>Scientific progress requires the use of various methods appropriate for answering different kinds of research questions, a thoughtful plan for gathering data needed to answer the question, and care in collecting, analyzing, and displaying the data.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Baseline Data: Data and information used to determine students' preparedness for meeting learning outcomes, providing information about students' level of performance at the start of instruction.

Collaboration (Criterion 8 only): A group of teachers establishing growth goals utilizing the four essential questions for professional learning communities: 1) What do we expect our students to learn? 2) How will we know they are learning? 3) How will we respond if they don't learn? 4) How will we respond if they already know it?

Common Assessment: An assessment typically created collaboratively by a team of teachers responsible for the same grade level, course, or content area.

Characteristics of Common Assessments:
- Measure essential student learning; includes both formative and summative uses
- Generated/created by teachers
- Clearly defined essential understandings and student performance outcomes exist for every unit of instruction
- Ideally do not exceed 25 questions
- Include all students taking the same course or grade level assessment across classes/teachers
- Administered in a systematic and timely manner
- Allow for analysis of results within PLC
  - Item analysis is planned and occurs immediately following each assessment
  - Clearly defined assessment criteria exist

Data: When collected and organized in a systematic way it provides an accurate measurement of student progress or lack of progress of content knowledge. Data can be quantitative (use of numbers, measurable) and qualitative (descriptive observed) and can include:

<table>
<thead>
<tr>
<th>Student Achievement Data</th>
<th>Demographic Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>The assessments that are used to determine student learning based on the baseline data</td>
<td>Helps provide a fuller picture of student in the classroom</td>
</tr>
<tr>
<td>• Formative assessment</td>
<td>• Trends in student population and learning needs</td>
</tr>
<tr>
<td>• Performance assessment</td>
<td>• School and student profiles</td>
</tr>
<tr>
<td>• Common assessments</td>
<td>• Data disaggregated by subgroups (gender ethnicity,</td>
</tr>
<tr>
<td>• Interim assessments</td>
<td>socio-economic status, special needs, ELLS)</td>
</tr>
<tr>
<td>• Summative assessments</td>
<td></td>
</tr>
<tr>
<td>• Report card grades</td>
<td></td>
</tr>
<tr>
<td>• Student work samples</td>
<td></td>
</tr>
<tr>
<td>• Individual education plans</td>
<td></td>
</tr>
<tr>
<td>• State assessment results</td>
<td></td>
</tr>
</tbody>
</table>

(Sharratt & Fullan 2013; Brown & Maday, 2008)

Evidence: Student results may include but are not limited to district and state assessment scores, classroom based assessment scores, student work samples, etc.

High Quality: Assessments should be standards-based and designed to 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.

Inquiry Cycle: A process in which the teacher and principal engage in study and learning around an area of focus

Multiple Sources: A minimum of three different data/evidence sources (see student achievement data for potential types of assessment data)

Student Achievement: The status of subject-matter knowledge, understandings and skills at one point in time

Student Growth: A change in student achievement between two points in time

Student Performance Rubric: A four-part scale developed for a student growth measure assessment that clearly specifies the point scores/percentages needed by a student for learning performance

Subgroups: (Criterion 3 Only) A specific smaller group of students that are identified based on assessment data that suggests that group of students need specific instructional support

Two Points in Time: The beginning and end of assessment cycle
### Student Growth Goals Process – Graphic

#### Inquiry Cycle 1 (Observation Cycle)

<table>
<thead>
<tr>
<th>Set Student Growth Goal</th>
<th>Gather baseline assessment data* (existing or new)</th>
<th>Develop performance rubric (qualitative or quantitative)</th>
<th>Instruct</th>
<th>Assess* student growth</th>
<th>Depending on results of assessment, consider if goal or performance rubric needs to be revised</th>
<th>Instruct</th>
<th>Assess* student growth</th>
</tr>
</thead>
</table>

*At least one assessment must be a common formative assessment

#### Modify student growth goal as needed

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**Example:**
- Student growth goal is developed
- Baseline data from an existing or new assessment data* is used to establish student performance four-tier rubric
- Prior to instruction, students' current level of performance is determined and recorded
- Teacher provides instruction and then uses a formative assessment* to assess growth
- Depending on results, teacher may determine that an adjustment may be needed to the performance rubric
- Instruction continues
- Student growth is assessed* and teacher records if one or more levels of gain have been achieved for each student
- Teacher calculates percentage of students who have grown one or more levels

*At least one assessment must be a common formative assessment

**The following students should be excluded from the calculations:**
- Students already at exceeds on the performance rubric
- Students who moved into the course/class too late to have time to demonstrate evidence of growth
- Students who moved out of the course/class before final data collection point
- Students who refuse to participate in data collection points

**Types of student achievement data:**
- Formative assessment
- Performance assessment
- Common assessments
- Interim assessments
- Summative assessments
- Report card grades
- Student work samples
- Individual education plans

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**Washington State Criteria Student Growth Rubrics with Critical Attributes**

**Version 1.2**

**Student Growth Criteria 3, 6, and 8**

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

**Student Growth 3.1: Establish Student Growth Goal(s)**

<table>
<thead>
<tr>
<th>Unsatisfactory – 1</th>
<th>Basic – 2</th>
<th>Proficient – 3</th>
<th>Distinguished – 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not establish student growth goal(s) or establishes inappropriate goal(s) for subgroups of students not reaching full learning potential. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).</td>
<td>Establishes appropriate student growth goal(s) for subgroups of students not reaching full learning potential. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).</td>
<td>Establishes appropriate student growth goal(s) for subgroups of students not reaching full learning potential. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).</td>
<td>Establishes appropriate student growth goal(s) for subgroups of students not reaching full learning potential in collaboration with students, parents, and other school staff. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).</td>
</tr>
</tbody>
</table>

**Critical Attributes**

- Does not establish student learning goal(s)
- Does not specify assessment(s) to monitor progress towards goal(s)
- Identification of subgroups is partially aligned to data that identifies students not reaching full learning potential (i.e. achievement/opportunity gaps, ELL, special education, highly capable)
  - Goals may be missing one or more of the following qualities: specific, measurable, and time-bound
  - Goals are not based on prior available student learning
  - Goals partially aligned to content standards
  - Grain size of goal may be missing one or more of the following: appropriate for the context, instructional interval and content standard(s)
  - Goal is not connected to a significant impact on student learning of content. Identified formative and summative assessments unable to monitor progress toward specified goals.
- Identification of subgroups uses data that identifies students not reaching full learning potential (i.e. achievement/opportunity gaps, ELL, special education, highly capable)
  - Goals are specific, measurable, and time-bound
  - Based on multiple sources of available data that reveal prior student learning
  - Goals aligned to content standards
  - Grain size of goal is appropriate for the context, instructional interval and content standard(s)
- Goal demonstrates a significant impact on student learning of content (transferable skills) within the content area
  - Identifies formative and summative measures aligned to learning targets to monitor progress towards goals
- Proficient(594,238),(854,907)(297,238),(551,903) Attributes and:
  - Establishes multiple two-way communication paths to collaborate with families, students and/or other staff to establish goals specific to individual learning need
  - Students reflect on their own learning and articulate their understanding of their goals and progress toward goals

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

<table>
<thead>
<tr>
<th>Unsatisfactory – 1</th>
<th>Basic – 2</th>
<th>Proficient – 3</th>
<th>Distinguished – 4</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>
</tr>
</tbody>
</table>

(Updated 5/24/18)

http://www.k12.wa.us/TPEP

Improving Student Learning Through Improved Teaching and Leadership

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# Washington State Criteria Student Growth Rubrics with Critical Attributes

**Student Growth Criteria 3, 6, and 8**

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

### Student Growth 6.1: Establish Student Growth Goal(s)

<table>
<thead>
<tr>
<th>Unsatisfactory – 1</th>
<th>Basic – 2</th>
<th>Proficient – 3</th>
<th>Distinguished – 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not establish student growth goal(s) or establishes inappropriate goal(s) for whole classroom. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).</td>
<td>Establishes appropriate student growth goal(s) for whole classroom. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).</td>
<td>Establishes appropriate student growth goal(s) for whole classroom. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).</td>
<td>Establishes appropriate student growth goal(s) for students in collaboration with students and parents. These whole classroom goals align to school goal(s). Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).</td>
</tr>
</tbody>
</table>

### Critical Attributes

- Does not establish student learning goals
- Does not specify assessment(s) to monitor progress towards goal(s)
- Goals may be missing one or more of the following qualities: specific, measurable and time-bound
- Goals are not based on prior available student learning
- Goals partially aligned to content standards
- Grain size of goal may be missing one or more of the following: appropriate for the context, instructional interval and content standard(s)
- Goal is not connected to a significant impact on student learning of content. Identified formative and summative assessments unable to monitor progress toward specified goals
- Goals are specific, measurable and time-bound
- Based on multiple sources of available data that reveal prior student learning
- Goals aligned to content standards
- Grain size of goal is appropriate for the context, instructional interval and content standard(s)
- Goal demonstrates a significant impact on student learning of content (transferable skills) within the content area
- Identifies formative and summative measures aligned to learning targets to monitor progress towards goals
- Proficient Attributes and:
- Effort to Communicates (two-way)/Collaborates with other staff, families and/or students to establish goals specific to whole class learning needs
- Students articulate their understanding of their goals and progress toward goals

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

<table>
<thead>
<tr>
<th>Unsatisfactory – 1</th>
<th>Basic – 2</th>
<th>Proficient – 3</th>
<th>Distinguished – 4</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>
</tr>
</tbody>
</table>

(Updated 5/24/18)

http://www.k12.wa.us/TPEP
Improving Student Learning Through Improved Teaching and Leadership
### Student Growth Criteria 3, 6, and 8

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

#### Student Growth 8.1: Establish Team Student Growth Goal(s)

<table>
<thead>
<tr>
<th>Unsatisfactory – 1</th>
<th>Basic – 2</th>
<th>Proficient – 3</th>
<th>Distinguished – 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not collaborate or reluctantely collaborates with other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.</td>
<td>Does not consistently collaborate with other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.</td>
<td>Consistently and actively collaborates with other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.</td>
<td>Leads other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.</td>
</tr>
</tbody>
</table>

#### Critical Attributes

- Team does not establish goal(s) for student learning
- Team does not specify assessments to monitor progress towards goal(s) and/or goal is neither specific or time-bound
- Teacher does not communicate with team regarding team goals or plans
- Teacher rarely shares student data, student work or suggestions for strategies to achieve team goal(s)
- Teacher undermines team’s ability to make and implement team decisions and/or does not follow through with team decisions regarding instruction and assessment

- Team goal(s) or measures are established without consensus
- Team goal is missing one or more of the following qualities: specific, measurable, time-bound
- Team goal is missing one or more of the following qualities: appropriate for the context, instructional interval and content standard(s)
- Team goal is not connected to a significant impact on student learning of content
- Teacher’s communication with team is inconsistent regarding team goals and plans
- Teacher occasionally shares student work or suggestions for strategies to achieve team goal(s)
- Teacher rarely shares reflection on instruction to achieve team goal(s)
- Teacher demonstrates inconsistent follow-through with team decisions regarding instruction and assessment

- Team goal(s) and measures are decided collaboratively
- Team goal(s) are specific, measurable and time-bound
- Team goal(s) are appropriate for context, instructional interval and content standard(s)
- Team goal(s) demonstrate significant impact on student learning of content (transferable skills)
- Teacher communicates responsibly with team regarding team goals and plans for measuring and monitoring
- Teacher consistently and actively contributes multiple sources of data to collectively determine evidence of student learning
- Teacher engages in data-based reflection with team and adjusts practice accordingly
- Teacher implements team decisions regarding instruction and assessment

- Team goal(s) and measures are decided collaboratively
- Team goal(s) are specific, measurable and time-bound
- Team goal(s) are appropriate for context, instructional interval and content standard(s)
- Goal(s) demonstrate significant impact on student learning of content (transferable skills)
- Teacher helps develop other team members’ capacity to be effective
- Teacher regularly makes his/her practice public by sharing models and facilitating data processes
- Teacher promotes reflective analysis among team
- Teacher shares a wide range of resources to build and sustain support for team goals

(Updated 5/24/18)

http://www.k12.wa.us/TPEP

*Improving Student Learning Through Improved Teaching and Leadership*
Classroom Teacher Evaluation
Frequently Asked Questions

Abbreviations Used:
- RCW – Revised Code of Washington
- WAC – Washington Administrative Code
- OSPI – Office of the Superintendent of Public Instruction
- TPEP – Teacher and Principal Evaluation Program
- VEA – Vancouver Education Association
- VPS – Vancouver Public Schools
- Teacher – Classroom teacher

1. What is the purpose of evaluation? (WAC 392-191A-050)
The purposes of evaluations of certificated classroom teachers, certificated principals, and assistant principals will be, at a minimum:

(1) To acknowledge the critical importance of teacher and leadership quality in impacting student growth and support professional learning as the underpinning of the new evaluation system.

(2) To identify, in consultation with classroom teachers, principals, and assistant principals, particular areas in which the professional performance is distinguished, proficient, basic or unsatisfactory, and particular areas in which the classroom teacher, principal, or assistant principal needs to improve his/her performance.

(3) To assist classroom teachers and certificated principals and assistant principals, who have identified areas needing improvement, in making those improvements.

2. What is the District’s instructional framework? What version of the instructional framework and the rubric for instructional growth and teacher evaluation is the district using?
The District in conjunction with VEA leadership has selected the University of Washington’s, Center for Educational Leadership 5D+ as its instructional framework from the three offered by the state. Each framework has an aligned four-tier teacher evaluation rubric.

The district is using version 4.0 of the 5 Dimensions of Teaching and Learning and version 3 of the 5D+ Rubric for Instructional Growth and Teacher Evaluation.

3. Who will be evaluated using the classroom teacher evaluation system?
Classroom teachers who provide academically focused instruction to students regardless of class size will be evaluated on the new evaluation system.

Instructional coaches will be included on the new evaluation system if the teacher and the evaluator collaboratively determine that she/he provides academically focused instruction to students regardless of class size.

Teacher librarians in Vancouver Public Schools do not meet this criterion and are implementing a new evaluation system for the 2016-17 school year. The new evaluation aligns with the 5D+ instructional framework and their responsibilities.

Elementary achievement coaches do not provide academically focused instruction and will remain on the non-classroom teacher evaluation system.

Educational Staff Associates (i.e., counselors, psychologists, occupational therapists, physical therapists, speech language pathologists, and nurses) will remain on the prior evaluation system.
4. What are the eight state criteria?
   1. Centering instruction on high expectations for student achievement.
   2. Demonstrating effective teaching practices.
   3. Recognizing individual student learning needs and developing strategies to address those needs.
   4. Providing clear and intentional focus on subject matter content and curriculum.
   5. Fostering and managing a safe, positive learning environment.
   6. Using multiple student data elements to modify instruction and improve student learning.
   7. Communicating and collaborating with parents and school community.
   8. Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

5. Which classroom teachers are required to be on a comprehensive evaluation?
   Teachers on a provisional contract or on probation or who received an overall rating of level 1 or level 2 in the previous school year will be assigned to a comprehensive evaluation. Additionally, all classroom teachers shall be assigned to a comprehensive summative evaluation at least once every six years.

   Classroom teachers may elect to be assigned to a comprehensive evaluation and/or an evaluator may place a classroom teacher on a comprehensive evaluation. A classroom teacher may be transferred from a focused evaluation to a comprehensive evaluation at the request of the teacher or at the direction of the teacher's evaluator. Such request by the teacher or direction of the evaluator must be received in writing by the evaluator or teacher on or before December 15th.

   **Leave replacement (one-year contract) evaluation guidance**

<table>
<thead>
<tr>
<th>Employee</th>
<th>Evaluation Guidance¹</th>
</tr>
</thead>
</table>
   | • Less than or equal to .5 FTE OR hired after 12/15  
   • Retire/Rehire  
   **Note:**  
   All other OYC classroom teachers will be in the eVAL system and evaluated on the TPEP comprehensive evaluation | Evaluation Report – Classroom Teacher (available on portal)  
   No student growth goal  
   No professional growth goal |
   | CTE – Three or less complete years of experience with VPS | In eVAL  
   **Comprehensive** evaluation |
   | CTE – Four or more completed years with VPS | In eVAL  
   **Focused** evaluation if proficient or distinguished on last comprehensive evaluation with a comprehensive evaluation every six years  
   **Comprehensive** evaluation if unsatisfactory or basic on last comprehensive evaluation |

¹ Long-term replacement substitutes do not need to be evaluated

6. How can I access the evaluation materials?
   All classroom teacher evaluation materials are located on the TPEP page of the district portal (Departments, HR, TPEP). Where possible, documents are linked to the OSPI TPEP website ensuring that information and materials are up to date.

   The district instructional framework is also posted on the Teaching and Learning page of the Vancouver Public Schools website as required by RCW.

   Additional materials pertaining to the new teacher evaluation are located on the OSPI TPEP website (http://www.k12.wa.us/TPEP/default.aspx).
7. **What training do evaluators receive on the new evaluation system?**
   All evaluators of classroom teachers must receive training before implementing the new evaluation system. VPS administrators have participated in the OSPI required Stage 1 and Stage 2 training. As new administrators are hired, they participate in required training.

   Principals are engaged in ongoing Stage 3 training through activities such as K-12 Learning Institutes, principal professional learning communities, learning walks, and work with their supervisor.

8. **What does each of the summative ratings mean? (WAC 392-191A-140)**
   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 or principals early in their careers but insufficient for more experienced teachers or principals. 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 criteria 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.

9. **What is the minimal duration for observations and number of times an evaluator needs to observe classroom teachers? (WAC 392-191A-070)**
   Schools districts must observe
   1. **All classroom teachers for the purposes of a comprehensive evaluation at least twice each school year in the performance of their assigned duties. School districts must observe all employees who are subject to a comprehensive evaluation for a period of no less than sixty minutes during each school year.**
   
   2. **New employees at least once for a total observation time of thirty minutes during the first ninety calendar days of the new employee’s employment period.**
   
   3. **Employees in the third year of provisional status at least three times in the performance of the employee. The total observation time for the school year must not be less than ninety minutes for such employees.**

   While there is no minimal duration for observations required by WAC, research suggests that 15 minute observations are optimal.
10. When will I receive a copy of my evaluator’s observation notes?
Following each observation, or series of observations, the evaluator shall promptly document the results of the observation in writing and shall provide the employee with a copy thereof within three days after such report is prepared.

The purpose of the observation report is for teachers to receive timely information in order to identify and work on areas in need of improvement.

11. May audio and/or video be used as an artifact for evaluation purposes?
All observations shall be conducted openly. The use of audio and/or video (still or motion) may be used with the prior approval of the teacher.

12. What does the evaluation process look like over the course of a year?
Please refer to the Teacher Evaluation – Year at a Glance document for specifics. Below is a general time line for activities.

<table>
<thead>
<tr>
<th>September – October</th>
<th>Identify type of evaluation (comprehensive or focused), complete self-assessment, identify professional growth and student growth goals, develop professional growth plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>October – December</td>
<td>Complete first inquiry/observation cycle (pre-conference, observation(s), post-conference)</td>
</tr>
<tr>
<td>January – April</td>
<td>Complete second inquiry/observation cycle</td>
</tr>
<tr>
<td>May - June</td>
<td>Summative evaluation conferences</td>
</tr>
</tbody>
</table>

13. What is the relationship between indicators, criterion, preliminary summative score, and overall summative rating, and how is my final rating determined?
Indicators are the finest grain. The 5D+ evaluation rubric contains 35 indicators including the student growth rubric rows. Each indicator has descriptors across the four levels of performance (unsatisfactory, basic, proficient, and distinguished). Indicators are grouped for evaluation purposes under the state eight criteria.

There are eight state criteria (see chart below). A criterion score is derived from an analysis of evidence of the indicators underpinning each criterion including the student growth rubric rows. Scores also consist of four levels (unsatisfactory, basic, proficient, distinguished).

The preliminary summative score for a comprehensive evaluation is calculated from the state scoring band (see chart). The criteria level is assigned a numerical score (1 - unsatisfactory, 2 - basic, 3 - proficient, 4 - distinguished) which are added together and then placed on the scoring band to determine preliminary summative score.

The overall summative rating includes both the student growth impact rating score and preliminary summative rating.

<table>
<thead>
<tr>
<th>5D+ Evaluation Indicators</th>
<th>State Criterion</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1, P4, P5, CEC2</td>
<td>1. High expectations</td>
</tr>
<tr>
<td>SE1, SE4, SE5, CP5</td>
<td>2. Effective teaching practices</td>
</tr>
<tr>
<td>SE2, SE3, CP4, A4, SGG, SGO</td>
<td>3. Individual student learning needs</td>
</tr>
<tr>
<td>P2, P3, CP1, CP2, CP3</td>
<td>4. Subject matter content and curriculum</td>
</tr>
<tr>
<td>CEC1, CEC3, CEC4, CEC5</td>
<td>5. Safe and positive learning environment</td>
</tr>
<tr>
<td>A1, A2, A3, A5, SGG, SGO</td>
<td>6. Use of student data</td>
</tr>
<tr>
<td>PCC2, PCC3</td>
<td>7. Communicating and collaborating with parents and school community</td>
</tr>
<tr>
<td>PCC1, PCC4, PCC5, SGG</td>
<td>8. Collaborative and collegial practices focused on improving instruction and student learning</td>
</tr>
</tbody>
</table>

### Scoring Matrix

<table>
<thead>
<tr>
<th>Preliminary Summative Rating</th>
<th>Overall Summative Evaluation Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Summative Score For Low Student Growth Rating or a Score of 1 on any student growth rubric row</td>
</tr>
<tr>
<td><strong>Distinguished</strong></td>
<td>Proficient Requires a student growth inquiry</td>
</tr>
<tr>
<td>29 – 32 points</td>
<td></td>
</tr>
<tr>
<td><strong>Proficient</strong></td>
<td>Proficient Requires a student growth inquiry</td>
</tr>
<tr>
<td>22 – 28 points</td>
<td></td>
</tr>
<tr>
<td><strong>Basic</strong></td>
<td>Basic Requires a student growth inquiry</td>
</tr>
<tr>
<td>15 – 21 points</td>
<td></td>
</tr>
<tr>
<td><strong>Unsatisfactory</strong></td>
<td>Unsatisfactory Plan of Improvement</td>
</tr>
<tr>
<td>8 – 14 points</td>
<td></td>
</tr>
</tbody>
</table>

**Directions:**
1. Find the preliminary summative rating score row above.
2. Find the Impact on Student Learning score to the right.
3. The final summative score is where the row and column intersect.

**Impact on student learning (student growth rating):**
- Low (5 – 12 points) OR a score of 1 on any student growth rubric row Requires a student growth inquiry
- Average (13 – 17 points) OR High (18 – 21 points)

### 14. How is the instructional growth and evaluation rubric used in the comprehensive evaluation process?

The District and VEA believe that our teachers are dedicated professionals who seek to improve their professional practice in the service of learning for all our students. The instructional growth and evaluation rubric is a research-based tool which identifies current level of practice across a continuum of performance levels based on observable data. Through a collaborative process, evaluators and teacher examine data and determine level of performance and identify strengths and areas for growth. To this end, self-assessment, goal setting, professional learning, and evaluation are integral.

Evaluators and teachers will look at the proficient indicator descriptors and may move either way on the continuum based on observable evidence and collaborative conversations.

### 15. What guidance is available for implementing student growth measures?

Refer to the separate packet on implementing student growth measures. Annual training will be provided at the building level.

### 16. When must my summative evaluation be completed?

Evaluations must be submitted to human resources five days prior to the end of the school year.

### 17. When will I know if there are concerns about my instructional performance based on the evaluation process?

The District and Association share the belief that there should be no surprises on an employee’s evaluation. Evaluators will communicate to employees as soon as concerns are known. To this end, evaluators will share concerns with teachers and as appropriate with human resources. Human resources will notify the Association and work toward supporting teacher improvement.

Employees may request to have an Association representative present during an evaluation conference as an observer. The presence of an association representative is at the discretion of the evaluator.

### 18. What are some check points of performance?

Classroom teachers will receive observation reports and have the opportunity to look at current levels of performance with their evaluator. At this time, classroom teachers and evaluators can determine what additional evidence through observation or artifacts may be provided to improve the level of performance for an indicator or criterion and consider collection of further evidence for consideration.
19. May I be placed on probation or be nonrenewed if I’m assigned to teach out-of-endorsement area?
Classroom teachers who have been assigned to teach outside of endorsements shall not be subject to nonrenewal or probation based on evaluations of teaching effectiveness in the out-of-endorsement assignments. (WAC 181-82-110)

20. How is my comprehensive final summative evaluation rating reached?
A classroom teacher receives a performance rating for each indicator on the teacher evaluation rubric. To establish this rating, the evaluator thoughtfully and collaboratively with the teacher considers all evidence and the four levels of performance described on the evaluation rubric. Next, based on an analysis of evidence of the indicators supporting a criterion, a rating for each of the eight state criteria is determined. Each criterion receives a numerical rating of 1 through 4 (1 – unsatisfactory, 2 – basic, 3 – proficient, 4 – distinguished). The eight scores are totaled and the state scoring band is applied to determine the preliminary summative evaluation rating. A second rating for the five student growth rubric rows is determined using the student growth rating scoring band. Both scores are plotted on a matrix to reach the final summative evaluation rating. If the preliminary evaluation rating is unsatisfactory and the student growth rating is high, the evaluation will be reviewed by the evaluator’s supervisor as specified by the RCW. See chart in item 13.

21. What does a focused evaluation look like?
In years for which a classroom teacher is not on the comprehensive evaluation, the classroom teacher will participate in a focused evaluation and will be observed as specified in 392-191A-110. Regardless of the criterion selected, the process is the same as for a comprehensive evaluation. Classroom teachers will be observed at least twice and for a total of no less than sixty minutes during each school year. As appropriate, the evaluation of the classroom teacher may include the observation of duties that occur outside the classroom setting.

The teacher will select one of the eight criterion and associated student growth measures which must be approved by the evaluator plus identify a professional growth goal. If criterion 3, 6, or 8 is selected, the associated rubric row must be used. If criterion 1, 2, 4, 5, or 7 is selected, the rubric rows from either 3 or 6 may be selected.

The summative score for the focused evaluation is the summative score from the most recent comprehensive evaluation. This score becomes the focused summative evaluation score for any of the subsequent years following the comprehensive summative evaluation in which the classroom teacher is placed on a focused evaluation. Should a teacher provide evidence of exemplary practice on the chosen focused criterion, a level 4 (Distinguished) score may be awarded by the evaluator for that year.

A classroom teacher may be transferred from a focused evaluation to a comprehensive evaluation at the request of the classroom teacher or at the direction of the classroom teacher’s evaluator. Notice of this decision must be provided in writing to the classroom teacher on or before December 15. When a classroom teacher is transferred from a focused evaluation to a comprehensive evaluation, all requirements of the comprehensive evaluation must be completed.

22. How is the final summative evaluation rating reached for a focused evaluation?
Beginning in the 2017-18 school year, the summative evaluation rating for a focused evaluation will be the most recent comprehensive summative rating of either proficient or distinguished. If a classroom teacher receives a distinguished rating on the focused criterion and the most recent comprehensive summative rating was a proficient, the teacher will receive a distinguished summative rating for the year.
23. What is the cut line for satisfactory?
The cut line is between level 1 (unsatisfactory) and 2 (basic) during the first five years and then moves to between level 2 (basic) and level 3 (proficient) after five years.

The state has defined “not satisfactory” for the purpose of probation as level 1 or level 2 for those with more than five years of experience and when the rating is received for two consecutive years or two out of three years.

24. How will student growth be measured?
Student growth means the change in student achievement between two points in time. Teachers must use either a qualitative or quantitative performance rubric and multiple measures of assessment. Sample rubrics are available on the TPEP portal page on the District website.

Where feasible, the teacher is encouraged to nest the student growth goals.

Assessments used to demonstrate growth may originate at the classroom or team level and/or may include school-, district-, or state-based tools. Assessments used to demonstrate growth must be appropriate, relevant, and may include both formative and summative measures. Student work samples may be used to measure the effect of instruction on student learning.

25. How many student growth cycles are required?
- Two student growth cycles
  - Teachers on provisional contracts
  - Teachers on greater than .5 FTE leave replacement (OYC) contracts hired prior to or on December 15
  - CTE teachers new or with less than four complete years of experience with the district
- One student growth cycle
  - Teachers on continuing contracts
  - CTE teachers on a focused evaluation – requires four or more completed years with VPS
  - If the student growth goal is not met, the teacher may continue with the same goal or identify a new goal.
- No student growth cycle required
  - Leave replacement (OYC) teachers working .5 FTE or less or hired after December 15
  - Retire/Rehire contracted teachers

26. What is a student growth inquiry plan and who is required to complete it? (WAC 392-191A-100)
Classroom teachers with a low student growth rating or a level 1 (unsatisfactory) in any of the student growth rubric rows and who are on a comprehensive summative evaluation will engage, with their evaluator, in a student growth inquiry.

Student Growth Inquiry
Within two months of receiving the low student growth score or at the beginning of the following school year, one or more of the following must be initiated by the evaluator:
- Examine student growth data in conjunction with other evidence including observation, artifacts and other student and teacher information based on appropriate classroom, school, school district and state-based tools and practices;
- Examine extenuating circumstances which may include one or more of the following: Goal setting process; content and expectations; student attendance; extent to which standards, curriculum and assessment are aligned;
- Schedule monthly conferences focused on improving student growth to include one or more of the following topics: Student growth goal revisions, refinement, and progress; best practices related to instruction areas in need of attention; best practices related to student growth data collection and interpretation; and/or
- Create and implement a professional development plan to address student growth areas.
27. What part of the eVAL tool is required?
Teachers and evaluators will use eVAL for the self-assessment and professional and student growth goals. Teachers will make the item viewable or print a copy for the evaluator prior to the self-assessment/goal setting conference.

Evaluators will use eVAL to assign criterion scores and prepare the final summative evaluation report to be shared with teachers. Evaluators will include on observation reports a formative summative rating for indicators observed. This may be through eVAL or other observation tool.

Teachers and evaluators may select to use other parts of the eVAL tool including observation notes and uploading of artifacts.

The eVAL tool will be used to submit the final evaluation for teacher receipt. Electronic receipt of the summative evaluation report by the classroom teacher does not necessarily convey that the teacher agrees with the evaluation rather it signifies that a copy of the evaluation has been received.

28. May I provide artifacts to be used as evidence to my evaluator?
The District and Association both hold a strong belief in the “shared responsibility” for evidence gathering and analysis.

29. How does the District collect information about professional development needs?
Annually the district will seek input from classroom teachers about professional development needs for each of the indicators on the evaluation rubric. Aggregate data will be compiled for the building and district. Currently, an on-line survey tool is being used in the late spring to collect data.

30. What should I do if I believe that my evaluation is not fair?
Meet with your evaluator and share your concerns. If, after the conversation, you still have concerns, you may request in writing to your principal that a second administrator observe the areas of concern. The principal will share the request with his/her supervisor and a determination shall be reached.

31. What do I do if I disagree with my summative evaluation?
If after the collaborative evaluation process is complete you and your evaluator can’t reach consensus on your overall rating, you may add a response to your evaluation. Upon submission, your response will be included within the summative evaluation report and the original report the evaluator completed will be modified to include the response. You may also want to contact your building representative or association office seeking advice for further options. Your receipt of the summative evaluation report does not necessarily convey that you agree with the evaluation; rather, it signifies that you have received a copy of your evaluation.

32. What ratings trigger the probationary process?
When a classroom teacher’s performance is judged not satisfactory, the probationary process begins. A teacher’s performance is judged not satisfactory when the comprehensive summative evaluation rating is a
• Level 1 (Unsatisfactory) or
• Level 2 (Basic) when a teacher is on a continuing contract with more than five years of teaching experience and if a comprehensive summative evaluation rating of 2 has been received two years in a row or two years within a consecutive three-year period.

33. What information is the district required to submit to the state regarding teacher and principal evaluations?
The district must report aggregate evaluation data at the school and district level.

34. How will evaluation results be used in human resource and personnel decisions?
The state has stipulated that beginning in the 2015-2016 school year, evaluation results must be used as one of multiple factors in making these decisions. The state has also stipulated that how this is achieved is a local decision.
35. Can surveys and/or information of student and parent perceptions of educator performance be used in an evaluation?
   Surveys and/or information of student and parent perceptions may only be used if provided by the educator.

36. Can you earn clock hours for completing a professional growth plan and use it for renewing your certificate?
   Yes. Information about this option is located on the PGP tab of the Professional Development portal page. This option requires use of OSPI Professional Growth Plan (PGP) Template for Certificate Renewal (Form 1697) and the Annual Professional Growth Plan (PGP) Verification Continuing Education Credit Hours (Clock Hours) and PGP Equivalency (Form 1128-8).

Frequently Accessed Documents on the TPEP Portal Page:
- Classroom Teacher Evaluation – Year at a Glance
- CEL’s 5D+ Instructional Framework Evaluation Rubric
- CEL Comprehensive and Focused Evaluation Graphic
# Teacher Librarian Evaluation Rubric

## 2016-17

### Library Information and Technology Management

<table>
<thead>
<tr>
<th>LIT 1</th>
<th><strong>Instructional Resource Management</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Unatisfactory</td>
<td>Teacher librarian management of learning resources inadequately supports teachers and student learning.</td>
</tr>
<tr>
<td>Basic</td>
<td>Teacher librarian management of learning resources adequately supports teachers and student learning.</td>
</tr>
<tr>
<td>Proficient</td>
<td>Teacher librarian effectively manages learning resources in support of teachers and student learning. Management helps ensure that teachers and students have access to needed resources.</td>
</tr>
<tr>
<td>Distinguished</td>
<td>Teacher librarian proactively manages learning resources in support of teachers and student learning. Management helps ensure that teachers have access to needed resources.</td>
</tr>
</tbody>
</table>

### Library Collection Development

<table>
<thead>
<tr>
<th>LIT 2</th>
<th><strong>Library Collection Development</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher librarian maintains a collection of resources which inadequately supports the instructional program.</td>
<td>Teacher librarian develops a basic collection of resources which support the instructional program.</td>
</tr>
<tr>
<td>Teacher librarian systematically develops a collection of resources which support the instructional program and promote student interest and discovery.</td>
<td>Teacher librarian systematically develops a diverse collection of resources which support and enhance the instructional program and promote student interest and discovery.</td>
</tr>
</tbody>
</table>

### Program Goals

<table>
<thead>
<tr>
<th>LIT 3</th>
<th><strong>Program Goals</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher librarian rarely or never sets library program goals and may or may not collect data about library program development.</td>
<td>Teacher librarian sets library program goals and collects data about library program development.</td>
</tr>
<tr>
<td>Teacher librarian sets long-range library program goals to support school and/or district initiatives and systematically collects data to inform decisions about library program development.</td>
<td>Teacher librarian sets long-range library program goals to support school and/or district initiatives and systematically collects data to inform future library program development.</td>
</tr>
</tbody>
</table>

### Technology Integration

<table>
<thead>
<tr>
<th>LIT 4</th>
<th><strong>Technology Integration</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher librarian rarely or never integrates instructional technology to enhance student learning.</td>
<td>Teacher librarian occasionally integrates instructional technology to enhance student learning.</td>
</tr>
<tr>
<td>Teacher librarian frequently integrates instructional technology to enhance student learning.</td>
<td>Teacher librarian consistently integrates instructional technology to enhance independent student learning.</td>
</tr>
</tbody>
</table>

### Library Environment and Culture

<table>
<thead>
<tr>
<th>LEC 1</th>
<th><strong>Use of Physical Environment: Arrangement of the library</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Unatisfactory</td>
<td>Physical environment of the library is unsafe and/or the arrangement gets in the way or distracts from student learning, instruction and access to resources.</td>
</tr>
<tr>
<td>Basic</td>
<td>Physical environment of the library is safe but the arrangement neither supports nor distracts from student learning, instruction and access to resources.</td>
</tr>
<tr>
<td>Proficient</td>
<td>Physical environment of the library is safe and inviting. The arrangement supports student learning, instruction and access to resources.</td>
</tr>
<tr>
<td>Distinguished</td>
<td>Physical environment of the library is safe and inviting. The arrangement supports and enhances student learning and instruction.</td>
</tr>
</tbody>
</table>

### Use of Physical Environment: Accessibility and use of materials

<table>
<thead>
<tr>
<th>LEC 2</th>
<th><strong>Use of Physical Environment: Accessibility and use of materials</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Patrons are deferred from access to resources by systems, guidelines and/or practices.</td>
<td>Systems, guidelines and/or practices occasionally support access to resources by patrons.</td>
</tr>
<tr>
<td>Systems, guidelines and/or practices frequently support access to resources by patrons.</td>
<td>Systems, guidelines and/or practices consistently support access to resources by patrons. Patrons are empowered to access resources independently.</td>
</tr>
</tbody>
</table>

VPS 8/2018 (reviewed 5-23-19)
<table>
<thead>
<tr>
<th>Library Environment and Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unsatisfactory</strong></td>
</tr>
<tr>
<td><strong>LEC 3</strong> Library Routines and Rituals: Managing student behavior</td>
</tr>
<tr>
<td>Teacher librarian is lacking clear expectations and rarely or never responds to student misbehavior appropriately and respectfully. Teacher librarian does not have library routines established and/or does not follow building discipline procedures.</td>
</tr>
<tr>
<td>Teacher librarian expectations are inconsistent. Teacher librarian occasionally responds to student misbehavior appropriately and respectfully by following library routines and/or building discipline procedures.</td>
</tr>
<tr>
<td>Teacher librarian has clear expectations and frequently responds to student misbehavior appropriately and respectfully by following library routines and/or building discipline procedures.</td>
</tr>
<tr>
<td>Teacher librarian has clear expectations and consistently responds to student misbehavior appropriately and respectfully by following library routines and/or building discipline procedures. Library routines consistently promote student self-management.</td>
</tr>
<tr>
<td><strong>LEC 4</strong> Library culture: Student status</td>
</tr>
<tr>
<td>Patterns of interaction between teacher librarian and students rarely or never indicate that all are valued.</td>
</tr>
<tr>
<td>Patterns of interaction between teacher librarian and students occasionally indicate that all are valued.</td>
</tr>
<tr>
<td>Patterns of interaction between teacher librarian and students frequently indicate that all are valued.</td>
</tr>
<tr>
<td>Patterns of interaction between teacher librarian and students and among students consistently indicate that all are valued.</td>
</tr>
<tr>
<td><strong>LEC 5</strong> Library culture: Norms for learning and purposeful use</td>
</tr>
<tr>
<td>Library norms, routines and expectations are rarely or never evident and/or do not support student learning, collaboration, respect for divergent thinking or students' culture.</td>
</tr>
<tr>
<td>Library norms, routines and expectations are evident and occasionally encourage student learning, collaboration, respect for divergent thinking or students' culture.</td>
</tr>
<tr>
<td>Library norms, routines and expectations are evident and frequently encourage student learning, collaboration, respect for divergent thinking and students' culture.</td>
</tr>
<tr>
<td>Library norms, routines and expectations are evident and consistently encourage student learning, collaboration, respect for divergent thinking and students' culture. Students self-direct with established norms and routines.</td>
</tr>
<tr>
<td><strong>LEC 6</strong> Library Services: Reading and Literacy</td>
</tr>
<tr>
<td>Teacher librarian rarely or never promotes a positive culture of reading and literacy in the school community.</td>
</tr>
<tr>
<td>Teacher librarian occasionally promotes a positive culture of reading and literacy in the school community. Teacher librarian occasionally emphasizes reading for pleasure and academic purposes.</td>
</tr>
<tr>
<td>Teacher librarian frequently promotes a positive culture of reading and literacy in the school community. Teacher librarian frequently emphasizes reading for pleasure and academic purposes.</td>
</tr>
<tr>
<td>Teacher librarian consistently promotes a positive culture of reading and literacy in the school community. Teacher librarian consistently emphasizes reading for pleasure and academic purposes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching and Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unsatisfactory</strong></td>
</tr>
<tr>
<td><strong>TLP 1</strong> Standards: Connection to classroom instruction</td>
</tr>
<tr>
<td>Library instruction rarely supports classroom instruction. The lesson does not link to broader purpose or transferable skill.</td>
</tr>
<tr>
<td>Library instruction occasionally supports classroom instruction. The lesson is occasionally linked to broader purpose or transferable skill.</td>
</tr>
<tr>
<td>Library instruction frequently supports classroom instruction and/or the lesson is frequently linked to broader purpose or a transferable skill.</td>
</tr>
<tr>
<td>Library instruction enhances classroom instruction and/or the lesson is frequently linked to broader purpose or a transferable skill.</td>
</tr>
<tr>
<td><strong>TLP 2</strong> Learning Target: Communication of learning targets</td>
</tr>
<tr>
<td>Teacher librarian rarely states or communicates with students about the learning target(s).</td>
</tr>
<tr>
<td>Teacher librarian occasionally states the learning target(s).</td>
</tr>
<tr>
<td>Teacher librarian frequently communicates the learning target(s) as appropriate, through verbal and visual strategies and checks for student understanding of the learning target(s).</td>
</tr>
<tr>
<td>Teacher librarian consistently communicates the learning target(s) through verbal and visual strategies and checks for student understanding of learning target(s).</td>
</tr>
</tbody>
</table>

VPS 8/2018 (reviewed 5-23-19)
<table>
<thead>
<tr>
<th>TLP 3</th>
<th>Learning Target: Success criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ununsatisfactory</td>
<td>The success criteria for the learning target(s) are nonexistent or aren't clear to students.</td>
</tr>
<tr>
<td>Basic</td>
<td>The success criteria for the learning target(s) are clear to students. The learning task aligns to the success criteria in a limited manner.</td>
</tr>
<tr>
<td>Proficient</td>
<td>The success criteria for the learning target(s) are clear to students. The learning task aligns to the success criteria.</td>
</tr>
<tr>
<td>Distinguished</td>
<td>The success criteria for the learning target(s) are clear to students. The learning tasks clearly align to the success criteria.</td>
</tr>
</tbody>
</table>

**Teaching and Learning: Assessment for Student Learning (Formative Assessment)**

<table>
<thead>
<tr>
<th>TLA 1</th>
<th>Assessment: Formative assessment opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher librarian rarely or never provides formative assessment opportunities during the lesson.</td>
<td></td>
</tr>
<tr>
<td>Teacher librarian occasionally provides formative assessment opportunities that align with the learning target(s).</td>
<td></td>
</tr>
<tr>
<td>Teacher librarian frequently provides formative assessment opportunities that align with the learning target(s).</td>
<td></td>
</tr>
<tr>
<td>Teacher librarian provides a variety of formative assessments that align with the learning target(s).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TLA 2</th>
<th>Assessment: Teacher use of formative assessment data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher librarian rarely or never uses formative assessment data to modify lessons, or give general feedback aligned with learning target(s).</td>
<td></td>
</tr>
<tr>
<td>Teacher librarian occasionally uses formative assessment data to modify lessons or give general feedback aligned with learning target(s).</td>
<td></td>
</tr>
<tr>
<td>Teacher librarian frequently uses formative assessment data to make in-the-moment instructional adjustments, modify instruction to meet learning needs, or give general feedback aligned with the learning target(s).</td>
<td></td>
</tr>
<tr>
<td>Teacher librarian consistently uses formative assessment data to make in-the-moment instructional adjustments, modify instruction to meet learning needs, and give general feedback aligned with the learning target(s).</td>
<td></td>
</tr>
</tbody>
</table>

**Teaching and Learning: Curriculum and Pedagogy**

<table>
<thead>
<tr>
<th>TLP 1</th>
<th>Teaching Approaches and/or Strategies: Pedagogical content knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher librarian rarely connects reading literacy, technology, research or digital citizenship to student learning.</td>
<td></td>
</tr>
<tr>
<td>Teacher librarian occasionally connects reading literacy, technology, research or digital citizenship to support student learning.</td>
<td></td>
</tr>
<tr>
<td>Teacher librarian frequently connects reading literacy, technology, research, or digital citizenship to support student learning.</td>
<td></td>
</tr>
<tr>
<td>Teacher librarian consistently connects reading literacy, technology, research or digital citizenship to support student learning.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TLP 2</th>
<th>Teaching Approaches and/or Strategies: Teacher librarian knowledge of content and resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher librarian rarely identifies and makes available resources for students and teachers both in the school and beyond.</td>
<td></td>
</tr>
<tr>
<td>Teacher librarian occasionally identifies and makes available resources for students and teachers both in the school and beyond.</td>
<td></td>
</tr>
<tr>
<td>Teacher librarian frequently identifies and makes available resources for students and teachers both in the school and beyond.</td>
<td></td>
</tr>
<tr>
<td>Teacher librarian consistently identifies resources for students and teachers both in school and beyond.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TLP 3</th>
<th>Teaching Approaches and/or Strategies: Differentiated instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher librarian rarely uses strategies that differentiate for students learning, strengths or needs.</td>
<td></td>
</tr>
<tr>
<td>Teacher librarian occasionally uses strategies that differentiate for students learning, strengths or needs.</td>
<td></td>
</tr>
<tr>
<td>Teacher librarian frequently uses strategies that differentiate for student learning, strengths or needs.</td>
<td></td>
</tr>
<tr>
<td>Teacher librarian consistently uses strategies that differentiate for student learning, strengths or needs.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TLP 4</th>
<th>Scaffolds for Learning: Gradual release of responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher librarian rarely provides scaffolds and/or structures to support independent use of targeted concepts/skills.</td>
<td></td>
</tr>
<tr>
<td>Teacher librarian occasionally provides scaffolding and/or structures to support independent use of targeted concepts/skills.</td>
<td></td>
</tr>
<tr>
<td>Teacher librarian frequently provides scaffolds and/or structures to support independent use of the targeted concepts/skills.</td>
<td></td>
</tr>
<tr>
<td>Teacher librarian consistently provides scaffolds and/or structures to support independent use of targeted concepts/skills.</td>
<td></td>
</tr>
</tbody>
</table>

**Teaching and Learning: Student Engagement**

<table>
<thead>
<tr>
<th>TLP 1</th>
<th>Intellectual Work: Quality of questioning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher librarian rarely or never asks questions to probe and identify students' needs, understandings, or uncover misconceptions.</td>
<td></td>
</tr>
<tr>
<td>Teacher librarian occasionally asks questions to probe and identify students' needs, understandings, or uncover misconceptions.</td>
<td></td>
</tr>
<tr>
<td>Teacher librarian frequently asks questions to probe and identify students' needs, understandings or uncover misconceptions.</td>
<td></td>
</tr>
<tr>
<td>Teacher librarian consistently asks questions to probe and identify students' needs, understandings and uncover misconceptions.</td>
<td></td>
</tr>
<tr>
<td>TLSE</td>
<td>Intellectual Work: Ownership of Learning</td>
</tr>
<tr>
<td>------</td>
<td>-----------------------------------------</td>
</tr>
<tr>
<td>2</td>
<td>Teacher librarian rarely/never provides opportunities for students to take ownership of their own learning.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TLSE</th>
<th>Engagement Strategies: Expectation, support and opportunity for participation and meaning making</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Teacher librarian rarely or never uses engagement strategies and structures that facilitate participation and meaning-making by all students.</td>
</tr>
<tr>
<td>PCC 1</td>
<td>Professional Learning and Collaboration: Collaboration with colleagues and administrators to improve student learning</td>
</tr>
<tr>
<td>-------</td>
<td>---------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Unsatisfactory</strong></td>
<td>Teacher librarian rarely or never collaborates with colleagues or engages in reflective inquiry for the purpose of improving instructional practice or student learning.</td>
</tr>
<tr>
<td><strong>Basic</strong></td>
<td>Teacher librarian occasionally collaborates with colleagues or engages in reflective inquiry for the purpose of improving instructional practice or student learning. Teacher librarian responds to requests for support and collaboration.</td>
</tr>
<tr>
<td><strong>Proficient</strong></td>
<td>Teacher librarian frequently collaborates with colleagues or engages in reflective inquiry for the purpose of improving instructional practice or student learning.</td>
</tr>
<tr>
<td><strong>Distinguished</strong></td>
<td>Teacher librarian consistently collaborates with colleagues or engages in reflective inquiry for the purpose of improving instructional practice or student learning. Teacher librarian proactively develops collaborative relationships with peers. Teacher librarian leads collaborative work.</td>
</tr>
<tr>
<td><strong>Example</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PCC 2</th>
<th>Professional Learning and Collaboration: Professional and collegial relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unsatisfactory</strong></td>
<td>Teacher librarian rarely or never develops or sustains professional and collegial relationships. Teacher librarian may subvert professional and collegial relationships.</td>
</tr>
<tr>
<td><strong>Basic</strong></td>
<td>Teacher librarian occasionally develops professional and collegial relationships for the purpose of student, staff or district growth.</td>
</tr>
<tr>
<td><strong>Proficient</strong></td>
<td>Teacher librarian frequently develops and sustains professional and collegial relationships for the purpose of student, staff or district growth.</td>
</tr>
<tr>
<td><strong>Distinguished</strong></td>
<td>Teacher librarian consistently develops and sustains professional and collegial relationships for the purpose of student, staff or district growth.</td>
</tr>
<tr>
<td><strong>Example</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PCC 3</th>
<th>Communication and Collaboration: Relationships with library staff</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unsatisfactory</strong></td>
<td>Teacher librarian relationships with library staff and volunteers rarely or never demonstrate communication, collaboration or understanding.</td>
</tr>
<tr>
<td><strong>Basic</strong></td>
<td>Teacher librarian relationships with library staff and volunteers are professional, but may occasionally lack communication, collaboration or understanding.</td>
</tr>
<tr>
<td><strong>Proficient</strong></td>
<td>Teacher librarian relationships with library staff and volunteers are professional. The teacher librarian frequently seeks to build strong communication, collaboration and understanding with the library staff and volunteers.</td>
</tr>
<tr>
<td><strong>Distinguished</strong></td>
<td>Teacher librarian relationships with library staff and volunteers are consistently positive and result in a collaborative approach to library services. The professional climate in the library enhances services and support for student learning.</td>
</tr>
<tr>
<td><strong>Example</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PCC 4</th>
<th>Communication and Collaboration: Library communications and outreach</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unsatisfactory</strong></td>
<td>Teacher librarian rarely or never communicates and builds relationships with school, district, parent and external stakeholders. Communications may be negative.</td>
</tr>
<tr>
<td><strong>Basic</strong></td>
<td>Teacher librarian occasionally promotes communications and relationships with school, district, parent and external stakeholders. Communications are professional but inconsistent.</td>
</tr>
<tr>
<td><strong>Proficient</strong></td>
<td>Teacher librarian frequently communicates with and builds relationships with school, district, parent and external stakeholders. Teacher librarian engages in two-way communications to better understand patron needs.</td>
</tr>
<tr>
<td><strong>Distinguished</strong></td>
<td>Teacher librarian consistently communicates, connects and works with school, district, parent and external stakeholders. Teacher librarian initiates two-way communications to strengthen the library program.</td>
</tr>
<tr>
<td><strong>Example</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PCC 5</th>
<th>Professional Responsibilities: Supports school and district policy and initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unsatisfactory</strong></td>
<td>Teacher librarian knowledge of school improvement plan and district initiatives rarely or never informs the library program.</td>
</tr>
<tr>
<td><strong>Basic</strong></td>
<td>Teacher librarian knowledge of school improvement plan and district initiatives occasionally informs the library program. Teacher librarian occasionally promotes best practices and regulations regarding use of resources and technology.</td>
</tr>
<tr>
<td><strong>Proficient</strong></td>
<td>Teacher librarian knowledge of school improvement plan and district initiatives frequently informs the library program. Teacher librarian promotes best practices and regulations regarding use of resources and technology.</td>
</tr>
<tr>
<td><strong>Distinguished</strong></td>
<td>Teacher librarian contributes to the school improvement plan and/or district initiatives. Teacher librarian promotes and models best practices and regulations regarding use of resources and technology.</td>
</tr>
<tr>
<td><strong>Example</strong></td>
<td></td>
</tr>
</tbody>
</table>
# Teacher Librarian Summative Evaluation

**Name:**  
**School/Location:**  
**Evaluator:**  

**Observations**

<table>
<thead>
<tr>
<th>Administrator:</th>
<th>Date:</th>
<th>Duration:</th>
</tr>
</thead>
</table>

**Post Observation Conference:**  

## Summary Evaluation

**Even Years:**
- Library Information and Technology Management  
- e.g. 2018-19  
- Library Environment and Culture

**Odd Years:**
- Teaching and Learning  
- e.g. 2019-20  
- Professional Communication and Collaboration

Principal or teacher librarian may add one or both of the remaining criterion to the two being evaluated in any given year.

---

The criterion score is placed on the shaded row.  
The criterion score is based on the performance level of the indicators under that criterion.

<table>
<thead>
<tr>
<th>Points</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
</table>

### Criterion 1  Library Information and Technology Management  

<table>
<thead>
<tr>
<th>Check criterion score here:</th>
</tr>
</thead>
</table>

- **LIT1** Instructional Resource Management  
- **LIT2** Library Collection Development  
- **LIT3** Program Goals  
- **LIT4** Technology Integration

### Criterion 2  Library Environment and Culture  

<table>
<thead>
<tr>
<th>Check criterion score here:</th>
</tr>
</thead>
</table>

- **LEC1** Use of Physical Environment: Arrangement of the Library  
- **LEC2** Use of Physical Environment: Accessibility and Use of Materials  
- **LEC3** Library Routines and Rituals: Managing Student Behavior  
- **LEC4** Library Culture: Student Status  
- **LEC5** Library Culture: Norms for Learning and Purposeful Use  
- **LEC6** Library Services: Reading and Literacy

### Criterion 3  Teaching and Learning  

<table>
<thead>
<tr>
<th>Check criterion score here:</th>
</tr>
</thead>
</table>

- **TLP1** Standards: Connection to Classroom Instruction  
- **TLP2** Learning Target: Communication of Learning Targets  
- **TLP3** Learning Target: Success Criteria  
- **TLA1** Assessment: Formative Assessment Opportunities  
- **TLA2** Assessment: Teacher Use of Formative Assessment Data  
- **TLC1P** Teaching Approaches and/or Strategies: Pedagogical Content Knowledge  
- **TLC2P** Teaching Approaches and/or Strategies: Teacher Librarian Knowledge of Content and Resources  
- **TLC3P** Teaching Approaches and/or Strategies: Differentiated Instruction  
- **TLC4P** Scaffolds for Learning: Gradual Release of Responsibility  
- **TLC5E1** Intellectual Work: Quality of Questioning
TLSE2  Intellectual Work: Ownership of Learning
TLSE3  Engagement Strategies: Expectation, Support and Opportunity for Participation and Meaning Making

Criterion 4  Professional Communication and Collaboration  Check criterion score here:

PCC1  Professional Learning and Collaboration: Collaboration with Colleagues and Administrators to Improve Student Learning
PCC2  Professional Learning and Collaboration: Professional and Collegial Relationships
PCC3  Communication and Collaboration: Relationships with Library Staff
PCC4  Communication and Collaboration: Library Communications and Outreach
PCC5  Professional Responsibilities: Supports School and District Policy and Initiatives

Summative Rating

Scores

<table>
<thead>
<tr>
<th>Even Years</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Information and Technology Management</td>
<td></td>
</tr>
<tr>
<td>Library Environment and Culture</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Odd Years</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and Learning</td>
<td></td>
</tr>
<tr>
<td>Professional Communication and Collaboration</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL SCORE

The final summative rating is indicated by the column in which a box is checked.

<table>
<thead>
<tr>
<th>Scoring Band</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two Criterion Assessed</td>
<td>□ 2-3 points</td>
<td>□ 4-5 points</td>
<td>□ 6-7 points</td>
<td>□ 8 points</td>
</tr>
<tr>
<td>Three Criterion Assessed</td>
<td>□ 3-4 points</td>
<td>□ 5-7 points</td>
<td>□ 8-10 points</td>
<td>□ 11-12 points</td>
</tr>
<tr>
<td>Four Criterion Assessed</td>
<td>□ 4-6 points</td>
<td>□ 7-10 points</td>
<td>□ 11-14 points</td>
<td>□ 15-16 points</td>
</tr>
</tbody>
</table>

Signatures
Administrator: ___________________________  Educator: ___________________________
Date: _____  Date: _____

Printed Name: ___________________________  Printed Name: ___________________________

Comments (Significant accomplishments; critical incidents; major observations; special skills, etc.)
90 Day Evaluation Report
Teacher Librarian

Name: _______  School/Location: _______
Date: _______  Evaluator: _______

Optional Evaluation Materials
☐ Student Input  ☐ Parent Input  ☐ Colleague Input
☐ Lesson Plans  ☐ Professional Development  ☐ Professional Activity
☐ Communications  ☐ Video  ☐ Other:

Evaluation Category
☐ Provisional 90-day
☐ Leave Replacement (OYC) 90-day
☐ Emergency Replacement 90-day

Observations
Administrator: _______  Date: _______  Duration: _______  Post Observation Conference: _______
Administrator: _______  Date: _______  Duration: _______  Post Observation Conference: _______
Administrator: _______  Date: _______  Duration: _______  Post Observation Conference: _______

Summary Evaluation
Principal or teacher librarian may add one or both of the remaining criterion to the two being evaluated in any given year.

Even Years: Library Information and Technology Management
(e.g. 2020-21) Library Environment and Culture

Odd Years: Teaching and Learning
(e.g. 2019-20) Professional Communication and Collaboration

Criterion

Demonstrates Basic Standards or Above

Even Years (e.g. 2020-21)
1. Library Information and Technology Management .............................................. ☐ yes ☐ no
2. Library Environment and Culture ................................................................. ☐ yes ☐ no

Odd Years (e.g. 2019-20)
3. Teaching and Learning ....................................................................................... ☐ yes ☐ no
4. Professional Communication and Collaboration .............................................. ☐ yes ☐ no

Overall Performance............................................................................................ ☐ yes ☐ no

Signatures
Administrator: ___________________________  Educator: ___________________________

Date: _______  Date: _______

Comments (Significant accomplishments; critical incidents; major observations; special skills, etc.)
<table>
<thead>
<tr>
<th>Step 1</th>
<th>Professional Growth—Area of focus</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Criterion:</td>
</tr>
<tr>
<td></td>
<td>Library Information and Technology Management</td>
</tr>
<tr>
<td></td>
<td>Library Environment and Culture</td>
</tr>
<tr>
<td></td>
<td>Teaching and Learning</td>
</tr>
<tr>
<td></td>
<td>Professional Communication and Collaboration</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 2</th>
<th>Needs Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Why did you choose this as an area for growth?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 3</th>
<th>Prior knowledge and experience in this area</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Describe your knowledge base and prior experiences:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 4</th>
<th>Desired effect on student learning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The desired effect on student learning will be...</td>
</tr>
</tbody>
</table>
### Step 5: Plan and timeline for professional growth activities
What activities will you undertake (course, independent study, observations, etc.) to increase your capacity in the goal area?

<table>
<thead>
<tr>
<th>Month</th>
<th>Description of Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to December</td>
<td></td>
</tr>
<tr>
<td>January - February</td>
<td></td>
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<tr>
<td>March - April</td>
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</tbody>
</table>

### Step 6: Plan to collect documentation of effect on student learning
What artifacts will you share to demonstrate how your professional growth has impacted student learning?

- [ ] Peer or administrator observations
- [ ] Student data (for example surveys, student reflections, student work samples)
- [ ] Self reflection
- [ ] Other data or artifacts (for example, collaborative work, lesson/unit plan, video, parent or peer communication):

### Step 7: Collaboration with your administrator
Arrange to meet with your building administrator and share your plan. Make revisions to your plan based on your discussion.

Teacher: ____________________________ Date: ____________________________

Administrator: ______________________ Date: ____________________________

### Step 8: Culmination - Sharing results of your professional growth plan
- After you have finished your professional growth plan, share your documentation and/or ask your administrator to observe the incorporation of the new learning in your instruction.
- During your discussion, dialogue about the extent to which you achieved your goals, and talk about your next steps.

**Teacher Librarian Reflection:**
Considering your work, what stands out the most for you?

**Administrator Reflection:**
Considering the work, what stands out for you?
Teacher Librarian (TL) Evaluation – Year at a Glance
Time Line and Activities, 2019-2020

Comprehensive Evaluation:

September – October: Complete Self-Assessment and Identify Professional Growth Goal for First Inquiry/Observation Cycle
- TL completes self-assessment using evaluation rubric, develops professional growth goal(s), shares and discusses with evaluator, and revises as needed.
- TL collects artifacts to use as evidence of current level of practice during meeting with evaluator.

October – December: Complete First Inquiry/Observation Cycle - face-to-face
- TL and evaluator hold pre-observation conference (may be combined with self-assessment and professional goal meeting).
- TL shares available artifacts demonstrating current level of performance.
- Evaluator observes TL.
- TL and evaluator hold post-observation conference after observation or series of observations.
  - Evaluator will bring written report to post-observation conference, or evaluator will note questions on observation form, deliver to TL ahead of the conference to provide TL an opportunity to reflect, and then discuss questions with the TL at the post-observation conference.
  - TL and evaluator discuss artifacts and observation notes in relation to the TL framework evaluation rubric and identify focus for future observations.
  - Evaluator and TL analyze the data and discuss level of performance.
  - TL continues to collect artifacts as appropriate to demonstrate level of performance and shares with evaluator and/or invites evaluator to observe an area of focus.

January – April: Complete Second Inquiry/Observation Cycle - face-to-face
- See Complete First Observation Cycle above. TL identifies professional growth goal, as needed, for second observation/inquiry cycle.
- Evaluator and TL analyze the data related to the professional growth goal and discuss level of performance. Based on the discussion, the teacher may request that the evaluator observe particular indicator(s) or consider artifacts before finalizing the score. The teacher shall arrange for any requested observation prior to May 15th.

May: Summative Evaluation Completed – face-to-face may be requested by TL or evaluations
- Based on a collaborative process of analyzing evidence, the evaluator reaches a score for each indicator and a score for each of the criteria. The summative evaluation score is determined based on the summative evaluation scoring band.
- The evaluator prepares the final Summative Evaluation Report and delivers it to the TL.
- TL signs the Summative Evaluation Report which is then submitted to HR five days prior to the end of the school year. TL may include a response that will be appended to the final Summative Evaluation Report.

Frequency of Observations:
Observations may be through classroom or work site visits as specified in WAC.
Teacher Librarian Evaluation
Frequently Asked Questions

Abbreviations Used:
- RCW – Revised Code of Washington
- WAC – Washington Administrative Code
- OSPI – Office of the Superintendent of Public Instruction
- TPEP – Teacher and Principal Evaluation Program
- VEA – Vancouver Education Association
- VPS – Vancouver Public Schools

1. What is the purpose of evaluation? (WAC 392-191A-050)
   The purposes of evaluations of certificated classroom teachers, certificated principals, and assistant principals will be, at a minimum:
   (1) To acknowledge the critical importance of teacher and leadership quality in impacting student growth and support professional learning as the underpinning of the new evaluation system.
   (2) To identify, in consultation with classroom teachers, principals, and assistant principals, particular areas in which the professional performance is distinguished, proficient, basic or unsatisfactory, and particular areas in which the classroom teacher, principal, or assistant principal needs to improve his/her performance.
   (3) To assist classroom teachers and certificated principals and assistant principals, who have identified areas needing improvement, in making those improvements.

2. What is the District’s instructional framework?
The District in conjunction with VEA leadership has selected the University of Washington’s, Center for Educational Leadership 5D+ as its instructional framework from the three offered by the state. Each framework has an aligned four-tier teacher evaluation rubric.

3. What evaluation rubric will be used to evaluate teacher librarians?
Beginning in 2016-17, teacher librarians will be evaluated with an evaluation rubric collaboratively created by the teacher librarians and district administrators. The evaluation is based upon the District adopted 5D+ Instructional Framework.

4. What are the criteria?
   1. Library Information and Technology Management
   2. Library Environment and Culture
   3. Teaching and Learning which includes Purpose, Assessment, Curriculum and Pedagogy, and Student Engagement
   4. Professional Communication and Collaboration

5. Is there a focused evaluation similar to the teacher evaluation?
No. Teacher librarians will be evaluated on two of the criterion annually. In even years (e.g., 2018-2019), the criterion evaluated are: Library Information and Technology Management and Library Environment and Culture. In odd years (e.g., 2019-2020) the criterion are: Teaching and Learning and Professional Communication and Collaboration.

   A teacher librarian may be evaluated on additional criterion at the request of the teacher librarian or at the direction of the evaluator. Such request by the teacher or direction of the evaluator must be received in writing by the evaluator or teacher on or before December 15th of the current year.

6. Who receives a 90-day evaluation?
New provisional and teacher librarians on a one-year contract will receive a 90-day evaluation minimally on the two criterion required. If the teacher librarian requests or evaluator requires, the 90-day evaluation may include three or all four of the criterion.
7. What does the evaluation process look like if you are hired after the school year begins or a retire/rehire teacher librarian?
   It will look the same as for all other teacher librarians. Teacher librarians in an long-term replacement substitute assignment will not be evaluated.

8. Are teacher librarians who are on provisional contract status required to be evaluated on all four criterion?
   No. Provisional status teacher librarians and teacher librarians on a one-year contract will follow the same cycle as their peers on continuing contract status.

   However, a teacher librarian may be evaluated on additional criterion on at the request of the teacher librarian or at the direction of the evaluator. Such request by the teacher or direction of the evaluator must be received in writing by the evaluator or teacher on or before December 15th.

9. How can I access the evaluation materials?
   All teacher librarian evaluation materials are located on TL tab of the TPEP district portal page (Departments, HR, TPEP).

10. What training do evaluators receive on the evaluation system?
    All evaluators of classroom teachers will receive training before implementing the new evaluation system. VPS administrators have participated in the OSPI required Stage 1 and Stage 2 training. As new administrators are hired, they participate in the required training.

11. What does each of the summative ratings mean? (WAC 392-191A-140)
    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 or principals early in their careers but insufficient for more experienced teachers or principals. 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.
12. What is the minimal duration for observations and number of times an evaluator needs to observe? (WAC 392-191A-170)

   Schools districts must observe
   1. All classroom teachers for the purposes of a comprehensive evaluation at least twice each school year in the performance of their assigned duties. School districts must observe all employees who are subject to a comprehensive evaluation for a period of no less than sixty minutes during each school year.

   2. New employees at least once for a total observation time of thirty minutes during the first ninety calendar days of the new employee’s employment period.

   3. Employees in the third year of provisional status at least three times in the performance of the employee. The total observation time for the school year must not be less than ninety minutes for such employees.

   While there is no minimal duration for observations required by WAC, research suggests that 15 minute observations are optimal.

13. When will I receive a copy of my evaluator’s observation notes?

   Following each observation, or series of observations, the evaluator shall promptly document the results of the observation in writing, and shall provide the employee with a copy thereof within three days after such report is prepared.

   The purpose of the observation report is for teachers to receive timely information in order to identify and work on areas in need of improvement.

14. May audio and/or video be used as an artifact for evaluation purposes?

   All observations shall be conducted openly. The use of audio and/or video (still or motion) may be used with the prior approval of the teacher.

15. What does the evaluation process look like over the course of a year?

   Please refer to the Teacher Librarian Evaluation – Year at a Glance document for specifics. Below is a general time line for activities.

   September – October Complete self-assessment on identified criterion, identify professional growth goal, develop professional growth plan

   October – December Complete first inquiry/observation cycle (pre-conference, observation(s), post-conference)

   January – April Complete second inquiry/observation cycle

   May - June Summative evaluation conferences
16. What is the relationship between indicators, criterion, and overall summative rating; and how is my final rating determined?

Indicators are the finest grain. The teacher librarian evaluation rubric contains 27 indicators. Each indicator has descriptors across the four levels of performance (unsatisfactory, basic, proficient, and distinguished). Indicators are grouped for evaluation purposes under the four criterion (Library Information and Technology Management, Library Environment and Culture, Teaching and Learning, and Professional Communication and Collaboration).

A criterion score is derived from an analysis of evidence of the indicators underpinning the criterion. It is not based on a mathematical formula rather from identifying the performance level strength of all indicators making up the criterion. Scores also consist of four levels (unsatisfactory, basic, proficient, distinguished).

The summative score is calculated from the scoring band (see chart). The criterion level is assigned a numerical score (1 - unsatisfactory, 2 - basic, 3 - proficient, 4 - distinguished) which are added together and then placed on the scoring band to determine summative score. The line that aligns with the number of criterion evaluated is used to determine the summative rating.

<table>
<thead>
<tr>
<th>Scoring Band</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two Criterion Assessed</td>
<td>2-3 points</td>
<td>4-5 points</td>
<td>6-7 points</td>
<td>8 points</td>
</tr>
<tr>
<td>Three Criterion Assessed</td>
<td>3-4 points</td>
<td>5-7 points</td>
<td>8-10 points</td>
<td>11-12 points</td>
</tr>
<tr>
<td>Four Criterion Assessed</td>
<td>4-6 points</td>
<td>7-10 points</td>
<td>11-14 points</td>
<td>15-16 points</td>
</tr>
</tbody>
</table>

17. When must my summative evaluation be completed?

Signed evaluations are due in human resources five days prior to the end of the school year.

18. What is the cut line for satisfactory?

The teacher librarian cut line will mirror that of the classroom teacher evaluation.

The cut line is between level 1 (unsatisfactory) and 2 (basic) during the first five years of the teacher librarian role and then moves to between level 2 (basic) and level 3 (proficient) after five years.

The cut score for teacher librarians with more than five years of experience will be between level 2 (basic) and level 3 (proficient).

The state has defined “not satisfactory” for the purpose of probation as level 1 or level 2 for classroom teachers with more than five years of experience when the rating is received for two consecutive years or two out of three years (RCW 28A.405.100). The teacher librarian evaluation will follow this practice.

19. Do I use the eVal tool?

No. Teacher librarian self-assessment is to be completed on a copy (electronic or print) of the teacher librarian evaluation rubric. The summative evaluation report is a stand-alone electronic form.

20. May I provide artifacts to be used as evidence to my evaluator?

The District and Association both hold a strong belief in the “shared responsibility” for evidence gathering and analysis.

21. How does the District collect information about professional development needs?

The teacher librarian group will focus professional development on current criterion being evaluated. A needs assessment will be conducted at the start of the school year.

22. What should I do if I believe that my evaluation is not fair?

Meet with your evaluator and share your concerns. If, after the conversation, you still have concerns, you may request in writing to your principal that a second administrator observe the areas of concern. The principal will share the request with his/her supervisor and a determination shall be reached.
23. What do I do if I disagree with my summative evaluation?
If after the collaborative evaluation process is complete you and your evaluator can’t reach consensus on your overall rating, you may send a statement to human resources to be attached to your evaluation. You may also want to contact your building representative or association office seeking advice for further options. Your signature on the summative evaluation report does not necessarily convey that you agree with the evaluation rather it signifies that you have received a copy of your evaluation.

24. What ratings trigger the probationary process? (See number 18 for additional information)
When a teacher librarian’s performance is judged not satisfactory, the probationary process begins. Performance is judged not satisfactory when the summative evaluation rating is a
- Level 1 (Unsatisfactory) or
- Level 2 (Basic) when a teacher librarian is on a continuing contract with more than five years of experience and a summative evaluation rating of 2 has been received two years in a row or two years within a consecutive three-year period.

25. What information is the district required to submit to the state regarding evaluations?
The district must report aggregate evaluation data at the school and district level.

26. How will evaluation results be used in human resource and personnel decisions?
The state has stipulated that beginning in the 2015-2016 school year, evaluation results must be used as one of multiple factors in making these decisions. The state has also stipulated that how this is achieved is a local decision.

Documents available on the Portal:
The materials are located on the HR district portal page. (Departments, HR, Certificated VEA) On the Certificated VEA page, click the Evaluation – Teacher Librarian link under Evaluations, Position Specific Evaluation Materials.

- Teacher Librarian Evaluation – Year at a Glance
- Teacher Librarian – Professional Development Plan, 2016-17
- Teacher Librarian Evaluation Rubric
- Frequently Asked Questions