

# Kennewick School District

## Teacher Evaluation

### I. INSTRUCTIONAL SKILL

#### Planning and Preparation: Demonstrating Effective Teaching Practices

	1 Teacher Fails to Demonstrate Minimum Application of the Criteria	2 Teacher Demonstrates Inconsistent Application of the Criteria	3 Teacher Demonstrates Consistent Understanding and Application of the Criteria	4 Teacher Seeks and Initiates Strategies Beyond the Criteria
<b>Plans Activities, Assignments, and Materials</b>	Little or no evidence of appropriate activities, assignments, and/or materials.	Activities, assignments, and materials are sometimes appropriate for the instructional outcomes and levels of understanding.	Activities, assignments, and materials are appropriate for the instructional outcomes and levels of understanding.	Seeks and initiates ways for the students to make significant contributions to the activities, materials, and assignments.
<b>Knows Subject Matter</b>	Little or no evidence of understanding subject matter.	Inconsistent evidence of understanding subject matter.	Consistent evidence of understanding subject matter and communicating its relevance to students.	Seeks and initiates ways to display extensive knowledge of subject matter and makes connections for students between content and other disciplines.

**Purpose: Provides Clear and Intentional Focus on Subject Matter Content and Curriculum**

	<b>1</b> <b>Teacher Fails to Demonstrate Minimum Application of the Criteria</b>	<b>2</b> <b>Teacher Demonstrates Inconsistent Application of the Criteria</b>	<b>3</b> <b>Teacher Demonstrates Consistent Understanding and Application of the Criteria</b>	<b>4</b> <b>Teacher Seeks and Initiates Strategies Beyond the Criteria</b>
<b>Communicates and Applies Purpose of the Lesson</b>	Little or no evidence that purpose is communicated to students. Activities and purpose are not related.	Inconsistent communication of purpose. Activities and purpose are generally related.	Consistent communication of the purpose throughout the lesson. It is available in more than one form and focuses on what the student is to learn. Activities and purpose are clearly related.	Seeks and initiates ways to enable students to consistently communicate what they are to learn.
<b>Aligns Purpose with Adopted Curriculum and State Standards</b>	Little or no evidence of alignment of purpose and adopted curriculum and state standards.	Inconsistent evidence of clear lesson purpose. Lessons are inconsistent with adopted curriculum and state standards.	Consistent evidence of clear lesson purpose. Lessons are aligned with adopted curriculum and state standards.	Seeks and initiates ways for students to apply the learning purpose to transferable skills.

Engagement: Recognizing Individual Student Learning Needs and Developing Strategies to Address Those Needs				
	1 Teacher Fails to Demonstrate Minimum Application of the Criteria	2 Teacher Demonstrates Inconsistent Application of the Criteria	3 Teacher Demonstrates Consistent Understanding and Application of the Criteria	4 Teacher Seeks and Initiates Strategies Beyond the Criteria
<b>Engages Through Lesson Structure/Delivery, Student Groupings and Pacing</b>	Little or no evidence of student engagement through lesson structure. Student groupings and pacing do not promote engagement.	Lesson structure, student groupings and pacing inconsistently engage the students.	Lesson structure, student groupings and pacing consistently engage the students.	Lesson structure, student groupings and pacing allow for student reflection and closure. Students are highly intellectually engaged.
<b>Responds to Student Learning Needs</b>	Little or no evidence teacher is aware of student learning needs.	Demonstrates awareness of student learning needs as a whole group; inconsistent response to individual student learning needs.	Demonstrates consistent awareness of and makes accommodations based on individual student needs and learning styles.	Seeks and responds to student input when making accommodations based on individual student needs and learning styles.
<b>Uses Differentiated Practices &amp; Strategies</b>	Little to no evidence of addressing student needs through diverse instructional strategies.	Has a limited repertoire of instructional strategies to meet student learning needs.	Uses a sufficient repertoire of instructional strategies that match learning objectives and meet diverse student learning needs.	Seeks and uses an extensive repertoire of instructional strategies that are designed to meet the developmental, cultural, and learning needs of all students.

Rigor: Centering Instruction on High Expectations for Student Achievement				
	1 Teacher Fails to Demonstrate Minimum Application of the Criteria	2 Teacher Demonstrates Inconsistent Application of the Criteria	3 Teacher Demonstrates Consistent Understanding and Application of the Criteria	4 Teacher Seeks and Initiates Strategies Beyond the Criteria
<b>Creates a Culture of Learning and Achievement</b>	Little or no evidence of expectations for high student achievement, quality work, and/or accountability	Demonstrates inconsistent evidence of expectations for high student achievement, quality work, and/or accountability.	Demonstrates consistent expectations for high student achievement through quality work and accountability.	Seeks and fosters student involvement in setting high expectations for quality work and accountability. Teacher and students share a belief in the importance of achievement and hold themselves to high standards of performance.
<b>Promotes Higher Level Thinking</b>  <b>Rigorous Content (ambiguous, complex, provocative, emotionally/personally challenging)</b>	Little or no evidence of, or opportunities for, higher level thinking. Most questioning, discussions, and activities are at a basic knowledge/recall level.	Some evidence of and opportunities for higher level thinking. Questioning, discussions, and activities require students to summarize their understanding.	Consistently provides rigorous opportunities that challenge students to use ideas, theories, and problem solving techniques and apply them to new situations.	Seeks and demonstrates rigorous opportunities that challenge students to assemble parts of knowledge into a whole using creative thinking and problem solving. The teacher requires students to demonstrate the ability to combine concepts to build new ideas for new situations.

**Results: Using Multiple Student Data Elements to Modify Instruction and Improve Student Learning**

	<b>1</b> <b>Teacher Fails to Demonstrate Minimum Application of the Criteria</b>	<b>2</b> <b>Teacher Demonstrates Inconsistent Application of the Criteria</b>	<b>3</b> <b>Teacher Demonstrates Consistent Understanding and Application of the Criteria</b>	<b>4</b> <b>Teacher Seeks and Initiates Strategies Beyond the Criteria</b>
<b>Provides Multiple Assessment Opportunities</b>	Little or no evidence of assessment opportunities.	Provides limited opportunities to gather formative assessment data. Relies solely on summative data.	Provides multiple opportunities for various assessments and understands the application of the data.	Seeks and creates new methods of formative assessment with frequent opportunities to gather student data and shares with peers.
<b>Adjusts Instruction for Students Based on Analysis of Multiple Data Elements</b>	Little or no evidence of the use of data to modify instruction or student learning.	Relies on limited data elements to modify instruction.	Uses multiple data elements to modify instruction and improve student learning.	Seeks and uses multiple data elements to modify instruction and improve student learning beyond immediate classroom results

## II. CLASSROOM MANAGEMENT

### Fostering and Managing a Safe, Positive Learning Environment

	1 Teacher Fails to Demonstrate Minimum Application of the Criteria	2 Teacher Demonstrates Inconsistent Application of the Criteria	3 Teacher Demonstrates Consistent Understanding and Application of the Criteria	4 Teacher Seeks and Initiates Strategies Beyond the Criteria
<b>Manages Routines and Procedures</b>	Little or no evidence of classroom routines or procedures with significant loss of instructional time.	Uses established routines and procedures inconsistently with some loss of instructional time.	Uses well developed routines and procedures consistently with little loss of instructional time.	Seeks and initiates ways for students to contribute to the operation of classroom routines and procedures. Adapts established routines to the current classroom dynamic in such a manner as to be a model for others.
<b>Organizes Physical Space</b>	Little or no indication of a safe physical environment that accommodates for student needs.	Maintains a safe environment where physical space inconsistently supports the learning activities.	Maintains a safe environment where physical space consistently supports the learning activities.	Seeks and initiates ways to adapt the physical learning environment to maximize the learning and safety for all students.
<b>Manages Student Behavior</b>	Little or no evidence of expectations for student behavior. Responses to misbehavior are ineffective or inappropriate.	Establishes expectations for student behavior. Applies student behavior management strategies inconsistently.	Establishes clear expectations for student behavior. Consistently responds to student misbehavior in a manner that is appropriate and respectful. Communicates with and involves parents when appropriate.	Seeks and initiates ways to involve student participation in establishing clear expectations. The teacher's monitoring of student behavior is subtle and preventive. Communication with parents is proactive rather than reactive.

**Fosters an Environment of Respect and Rapport**

Little or no evidence of respectful interactions within the classroom. Few or no attempts to build positive rapport with students.

Attempts to foster an environment of respect and rapport are inconsistent.

Consistently fosters an environment where the interactions are polite and respectful. Consistently displays a positive rapport with students.

Seeks and initiates ways for the students to establish a positive culture of the classroom and model high levels of respect. A reciprocal rapport between all members of the classroom is evident.

### III. COLLABORATIVE AND COLLEGIAL PRACTICES

Exhibiting Collaborative and Collegial Practices Focus on Improving Instructional Practice and Student Learning

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	1 Teacher Fails to Demonstrate Minimum Application of the Criteria	2 Teacher Demonstrates Inconsistent Application of the Criteria	3 Teacher Demonstrates Consistent Understanding and Application of the Criteria	4 Teacher Seeks and Initiates Strategies Beyond the Criteria
<b>Collaborates with Staff Members</b>	Little or no evidence of meeting with grade level and/or department team members for planning and sharing instructional strategies.	Teacher attends required meetings with grade level and/or department team members and participates minimally. Some resistance to share and accept professional expertise.	Teacher consistently meets with grade level and/or department team members for planning and sharing strategies on a regular basis. Willingness to accept or share professional expertise.	Teacher seeks and initiates ways to share and collaborate beyond the grade level or department team. Fosters an environment that encourages participation from all members of the team.
<b>Demonstrates Collegial Practices</b>	Interactions are unprofessional and disrespectful.	Interactions demonstrate professionalism and respect inconsistently.	Interactions are professional and demonstrate respect for all staff.	Interactions demonstrate a high level of respect and foster a culture of belonging and acceptance. Seeks to establish positive relationships with each colleague. Accepts individuality and works with colleagues to recognize others' strengths and value.



<b>Participates in Professional Growth Opportunities</b>	Little or no evidence of participation in staff development activities.	Only participates in professional development activities that are required.	Seeks out opportunities for professional development based on individual assessment of need.	Actively pursues professional development opportunities and initiates activities to contribute to the profession. In addition, the teacher seeks feedback from supervisors and colleagues.
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#### IV. COMMUNICATION

##### Communicating with Parents and School Community

	<b>1</b> <b>Teacher Fails to Demonstrate Minimum Application of the Criteria</b>	<b>2</b> <b>Teacher Demonstrates Inconsistent Application of the Criteria</b>	<b>3</b> <b>Teacher Demonstrates Consistent Understanding and Application of the Criteria</b>	<b>4</b> <b>Teacher Seeks and Initiates Strategies Beyond the Criteria</b>
<b>Communicates in a Professional Manner</b>	Little or no evidence of communication and/or interacts negatively.	Communicates using only required methods.	Communicates consistently using a variety of methods.	Seeks and initiates communication methods and opportunities beyond those required and is sensitive to cultural differences. Fosters positive reciprocal communication.
<b>Maintains Accurate Record Keeping</b>	Little or no use of district/school record keeping system for attendance and grades.	Uses district/school record keeping system for attendance and grades inconsistently.	Uses district/school record keeping system for attendance and grades consistently.	Seeks and initiates communications beyond the district/school's record keeping systems as a tool for communicating with parents, students, and school community.