Feedback from Scott’s Demo Tour

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| **District** | **Section** | **Feedback** | **Notes** |
| All | General | Print Plan |  |
| Anacortes | General | Need a goal-settings area |  |
| All | Pre-Conference | Way to cumbersome. Too many mouse-clicks. Needs to be streamlined. |  |
| Anacortes | Pre-Conference | Need indication that save has occurred and that data needs to be saved before being allowed to leave a page. |  |
| Anacortes | Pre-Conference | Would like the criteria titles listed out instead of just a tooltip. | We should have room to do this if we can get all the instructional frameworks to be only one level. |
| Anacortes | Observe Editor | Would like a button to increase font-size | We should have them achieve the desired behavior through the browser Zoom in/out functions. |
| Anacortes, ? | Observe/Rubrics | A place to write notes under the state rubric section of the observation section (same as Anacortes). A way to expand/collapse all. |  |
| Anacortes | Observe Editor | Would like to be able to highlight and click more than one criteria button without having to re-select |  |
| Anacortes | Observe/Excerpts | Wanted to take out the “manage” excerpt section and shift the functions to the rubric. In the rubric section, when you click on the “hide/show excerpts” you get the excerpts from notes editor section after they are aligned and then you get to prioritize or delete them in the rubric section. It keeps the functions but reduces clicks/sections. |  |
| Anacortes | Observe/Rubrics | Wanted to have a text box under each criteria in the observation section. Basically an opportunity for the principals to comment on the criteria while seeing the excerpts in case they have more stuff to comment on. They felt strongly about this. |  |
| All | Observe/Rubrics | Evidence and Measures. How to handle these. See Evidence and Measures below. |  |
| Wenatchee | Observe | “After spending two days in walk-through trying it... a small note section under each element 1.1, 1.2, 1.3 etc that auto-populated the summary notes area and colored would be fantastic. Very difficult to flip between the elements and the notes in an efficient manner.” |  |
| Anacortes, Wenatchee,  Kennewick | Calendar | Want to connect with Outlook |  |
| Anacortes, Wenatchee, Kennewick | Evaluation Summary | Aggregate numbers in the Summary Panel for criteria summative scores. Convert Performance Levels to 1-4, add and display summative numeric value on Summary Panel. |  |
| Anacortes | Evaluation Summary | See Evaluation Summary Measures Section below |  |
| Anacortes, Wenatchee, Kennewick | Measures | Wanted the “measures and evidence” to be in a tool tip hovering over each indicator in the rubric row (for Kennewick and Anacortes) and hovering over the criteria (Wenatchee) |  |

# Evaluation Summary Measures

**Scott:** When I went to Anacortes a couple of weeks ago, they had broken out on their summary page a statement called “student growth data” as a separate entity. Separate from the rubric. Wenatchee had a need to have a place in the final summary page where you view each individual teacher to do some final narrative. I just got out of a conference call with North Mason and they said essentially the same. They are looking for a place to accommodate some type of final summary. Basically, there is a need for a principal or district admin to add free text or narrative. What difficulties do we run into by having several text boxes below the summary criteria and above the ribbon called evaluation notes that allows the evaluator to write some narrative? I’m thinking something like:

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| --- | --- |
| Other Measures Description | Rating/Score/Measure |
|  |  |

The way Anacortes and several others have developed their summative rating scales, they may not be able to use the tool without some ability to input measures outside the rubric.

**Anne:** Just to make sure I understand the requirement…

On the Evaluation Summary Page, above the Evaluation Notes panel, you need to have a way for the evaluator to add zero or more pairs of data (Measure, Value). The Measure would be a text field. What kind of data would go in the Value field? Text or a final score performance level?

**Scott:** Just typed words would go in the fields. All text fields. We can’t predict what other measures will be available at the district level so it’s a way to have a “catch all” without trying to outguess all of the possibilities. I was thinking of only text boxes in the format that I presented. No drop downs, just text. The first three boxes would be a short description . . . something like the following but we would leave them blank for the evaluator to fill in.

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| --- | --- |
| Other Measures Description | Rating/Score/Measure |
| Student Growth | Proficient or 20% or meets standard or Yes or whatever metric the district will use to measure the additional information |
| Meeting established goals | Yes or No or 80% of completion, or meets goal or . |
| Participating in professional development | Yes or …. |

# Evidence and Measures

Kennewick:

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| CREATING A CULTURE | | | | |
| Creating a School Culture that Promotes the Ongoing Improvement of Learning and Teaching for Students and Staff | | | | |
| Improvement of Learning and Teaching for Students and Staff | | | | |
|  | **1 Principal Fails to Demonstrate Minimum Application of the Criteria** | **2 Principal Demonstrates Inconsistent Application of the Criteria** | **3 Principal Demonstrates Consistent Understanding and Application of the Criteria** | **4 Principal Seeks and Initiates Strategies Beyond the Criteria** |
| Moving Towards Continuous Improvement | | | | |
| **Recognize and Celebrate Efforts and Achievements** | Fails to recognize and celebrate efforts and achievements | Demonstrates inconsistent recognition and celebration of efforts and achievements | Demonstrates consistent recognition and celebration of efforts and achievements. Consistently recognizes challenges and the efforts to address those challenges. | Seeks and initiates ways to publicly recognize staff and student accomplishments. |
| **Examples of Evidence & Measures** |  |  |  |  |
| **Develops a Shared Vision, Values and Goals that Create School Identity** | Fails to develop shared vision, values and goals. Incomplete or unrelated goal. School identity not present or constantly changing with newest fad. | Demonstrates inconsistent development and communication of shared vision, values and goals. Demonstrates inconsistent incorporation of vision, values and goals in SIP. | Demonstrates consistent understanding and application of shared vision, values and goals. Demonstrates consistent communication of shared vision, values and goals. Demonstrates consistent incorporation of vision, values and goals in SIP | Ensures that the vision, values and goals permeate the school environment and are able to be articulated by students and staff. Actively fosters traditions that improve school culture |
| **Examples of Evidence & Measures** |  | **Status quo is accepted.** | **Is accessible for staff when needed.** | **Seeks out opportunities for shared decision making.** |
| **Develops and Models an Atmosphere of Personal Responsibility, Trust and Collaboration Among Students and Staff** | Fails to develop and model an atmosphere of personal responsibility, trust and collaboration among students and staff. | Demonstrates inconsistent development and modeling of an atmosphere of personal responsibility, trust and collaboration among students and staff. | Demonstrates consistent development and modeling of an atmosphere of personal responsibility, trust and collaboration among students and staff. | Seeks and initiates strategies that develop and model an atmosphere of personal responsibility trust and collaboration among students and staff. |
| **Examples of Evidence & Measures** | No student voice on building decisions. Abdicates away individual responsibility for improvement. | Power is isolated in the hands of select few. Opaque decision making. Student representative on building decisions is a silent. | Models democratic principles of decision making. Being open and accepting to new ideas. Decisions are made with input from all stakeholders. Models appropriate behavior for staff and students. Students are active participants and have a voice as part of building. Basic procedures and norms are transparent and communicated decisions. Demonstrates and models high expectations for students and staff. | Constantly engaged in self reflection to improve teaching and learning. Demonstrates high level of transparency. Seeks student input on operation of school. |

Wenatchee:

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| **2.1 The teacher facilitates the acquisition of new knowledge.** | | | | |
| **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** | ***Notes and Sub-Criteria*** |
| The teacher does not organize, facilitate, and/or engage students to interact with new knowledge. | The teacher organizes, facilitates, and/or engages students somewhat mechanically to interact with new knowledge. The teacher employs a limited variety of instructional methods. | The teacher organizes, facilitates , and engages all students to interact effectively with new knowledge. The teacher employs a variety of instructional methods. | The teacher organizes, facilitates, and engages the students to interact effectively with new knowledge by adapting and/or creating new strategies for unique student needs and situations. | **A) The teacher helps students effectively interact with new knowledge.** |
| 2.a.1.1 - The teacher identifies critical information. |
| 2.a.1.2 - The teacher organizes students to interact with new knowledge. |
| 2.a.1.3 - The teacher previews new content. |
| 2.a.1.4 - The teacher breaks content into small chunks. |
| 2.a.1.5 - Students actively process new information. |
| 2.a.1.6 - Students elaborate on new information. |
| 2.a.1.7 - Students record and represent knowledge. |
| 2.a.1.8 - Students reflect on their learning. |
| **B) The teacher helps student practice and deepens their understanding of new knowledge.** |
| 2.b.1.1 - The teacher reviews content with students and highlights critical information. |
| 2.b.1.2 - The teacher organizes students to practice and deepen knowledge. |
| 2.b.1.3 - The teacher uses homework when appropriate. |
| 2.b.1.4 - Students examine similarities and differences |
| 2.b.1.5 - Students examine errors in reasoning. |
| 2.b.1.6 - Students practice skills, strategies. and processes. |
| 2.b.1.7 - Students make revisions to prior knowledge. |
| **C) The teacher helps students generate and test hypotheses about newknowledge.** |
| 2.c.1.1 - The teacher organizes students for, and students engage in, tasks involving hypothesis generation and testing. |
| 2.c.1.2 - The teacher provides resources and guidance for tasks involving hypothesis generation and testing. |
| Notes: |

Anacortes:

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| **State Criteria 4: Providing clear and intentional focus on subject matter content and curriculum** | **Purpose: Design of learning targets** | | | | |
| **Unsatisfactory** | **Emerging** | | **Proficient** | **Exemplary** |
| The learning targets are rarely linked to standards, measurable, embedded in instruction or understood by students. | The learning targets are linked to standards, but rarely measurable, embedded in instruction, and understood by students. | | The learning targets are; linked to standards, frequently measurable, embedded in instruction, and understood by students. | The learning targets are; linked to standards, always measurable, embedded in instruction, and understood by students. |
| **Possible Observables: Teacher**   * Teacher refers to learning target throughout the lesson to assess progress of class and/or individual learning. | | **Possible Observables: Student**   * Students can identify the core learning in the standard and tell how the learning target aligns with the standard. * Students understand how the learning target will help them answer bigger essential questions. | | |
| **Notes:** | | | | |

Consortium:

**Component 2a: (SC 2)** Demonstrating commitment to closing the achievement gap. Principal understands (and effectively communicates) factors contributing to the need to address diverse learners. Principal creates systems that ensure that the academic needs of all students are being met.

| **Element** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| --- | --- | --- | --- | --- |
| **Identify gaps** | Principal does not demonstrate competence in analyzing or using multiple forms of data for early identification of achievement gaps. | Principal demonstrates some competence in analyzing and using multiple forms of data for early identification of achievement gaps. | Principal demonstrates solid competence in analyzing and using multiple forms of data for early identification of achievement gaps. | Principal demonstrates clear, consistent and effective competence in analyzing and using multiple forms of data for early identification of achievement gaps. |
| **Analyze data with respect to equity issues** | Principal does not demonstrate competence in analyzing discipline, attendance, master schedule and representation of students being served by special programs data with respect to equity issues. | Principal demonstrates some competence in analyzing discipline, attendance, master schedule and representation of students being served by special programs data with respect to equity issues. | Principal demonstrates competence in analyzing discipline, attendance, master schedule and representation of students being served by special programs data with respect to equity issues. | Principal demonstrates clear, consistent and effective competence in analyzing discipline, attendance, master schedule and representation of students being served by special programs data with respect to equity issues. |
| **Monitors progress of underachieving students.** | Principal does not demonstrate competence in creating systems of intervention that address the individual needs of underachieving students. | Principal demonstrates some competence in creating systems of intervention that address the individual needs of underachieving students. | Principal demonstrates solid competence in creating systems of intervention that address the individual needs of underachieving students. | Systems are in place in which the entire school community contributes to meeting the individual needs of underachieving students. |
| **Responsiveness to diversity issues in the community** | Principal does not demonstrate competence in understanding the diversity issues in the community and how these effect closing the achievement gap. | Principal demonstrates some competence in understanding the diversity issues in the community and how these effect closing the achievement gap. | Principal demonstrates solid competence in understanding the diversity issues in the community and how these effect closing the achievement gap. | Principal demonstrates clear, convincing and consistent competence in understanding the diversity issues and has included key community stakeholders in the decision-making process. |
| ***Evidence*** | | | | |

Othello:

**Certificated Performance Criteria**

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| **Element** | 1. **Centering instruction on high expectations for student achievement.** | | | | **Not observed** |
|  | **Unsatisfactory(1)** | **Basic(2)** | **Proficient(3)** | **Innovative(4)** |  |
| **Lesson Planning** | Lesson objectives unclear and/or not aligned with standards. | Inconsistently has clear lesson objectives aligned with standards | Has clear lesson objectives aligned with standards | Lesson objectives/ standards are correlated to unit or long range plan |  |
| **EVIDENCE** | - Lesson Plans | - Lesson Plans | - Lesson Plans | - Lesson and Unit Plans |  |
| **Lesson**  **Assessment** | Assessment is not aligned to lesson objective | Inconsistently plans assessments that are aligned to lesson objectives | Consistently plans assessments that are aligned to lesson objectives | Daily and unit assessment plans are correlated to each other and to standards |  |
| **EVIDENCE** | - Assessments  - Lesson Plans | - Assessments  - Lesson Plans | - Assessments  - Lesson Plans | - Assessments  - Lesson Plans |  |
| **Comments** |  | | | | |

**Principal Performance Criteria**

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| **Element** | 1. **Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff.** | | | | **Not observed** |
|  | **Unsatisfactory(1)** | **Basic(2)** | **Proficient(3)** | **Innovative(4)** |  |
| **Shared Vision, Values and Goals.** | Undefined focus on vision, values and goals. | Focuses on shared vision, values and goals that align inconsistently with school/district improvement plan. | Establishes and maintains a clear focus on shared vision, values and goals that align with school/district improvement plan. | Ensures that the vision, values, and goals, permeates the school environment and are able to be articulated by students and staff. |  |
| **EVIDENCE**  - Current School  Improvement  Plan  - Student/Staff  surveys,  interviews, and  focus groups  - Meeting /LID  Agenda/Minutes  - Logs of  classroom visits | Comments: | | | |  |
| **Efforts and Achievements** | Does not recognize efforts and achievements. | Inconsistently demonstrates recognition and celebration of efforts and achievements of students and staff. | Demonstrate recognition and celebration of efforts and achievements of students and staff. | Seeks and initiates ways to publicly recognize staff and student accomplishments. |  |
| **EVIDENCE**  **-** Verbal or written recognition of student, staff or school | Comments: | | | |  |

Evidence Ideas:

#1. Examples:

* HYS
* SIOP
* RTI
* Rubrics
* Standards
* Assessments
* Show data and how you plan from using the data
* Activities in lesson plans
* Well written lesson plans
* Unit plans
* Yearly pacing guide
* Interventions for students
* STAR data
* After school activities
* Application to real works
* Effort/achievement log
* Aligning curriculum to standards
* Use student work
* Common scoring for grade-level work
* Reflection of lesson plans
* Posting exemplars

North Thurston:

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| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **1a**  **Demonstrating Knowledge of Content and Pedagogy** | The teacher’s plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline. | The teacher’s plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and the instructional practices specific to that discipline. | The teacher’s plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline. | The teacher’s plans and practice reflect extensive knowledge of the content and the structure of the discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding. |
| Evidence: [Enter/Paste Evidence Here] | | | | |

Central Valley:

