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| Kennewick School District  Teacher Evaluation | | | | |  |  |  |  |
| I. INSTRUCTIONAL SKILL | | | | |  |  |  |  |  |
| 1. **Planning and Preparation: Demonstrating Effective Teaching Practices** | | | | | 1 | 2 | 3 | 4 | S |
|  | **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** |  |  |  |  |  |
| **1a. Plans Activities, Assignments, and Materials** | 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. |  |  |  |  |  |
|  |  |  | Plans are completed; activities are connected to lesson objective(s); materials are readily available and match the instructional level of the students |  |  |  |  |  |  |
| **1b. Knows Subject Matter** | 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. |  |  |  |  |  |

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| 1. **Planning and Preparation: Demonstrating Effective Teaching Practices** | | | | | 1 | 2 | 3 | 4 | S |
|  |  |  | Facts and information shared are accurate; recognizes and anticipates common misconceptions; connects information to students' lives |  |  |  |  |  |  |
| **1c. Grows and Develops Professionally Toward Individual Goals** | Little or no evidence of working toward individual goals. | Inconsistently working toward individual goals. | Participates in professional development opportunities based on individual goals. | Actively pursues professional development opportunities and initiates activities to contribute to the profession. In addition, the teacher seeks feedback from supervisors and colleagues. |  |  |  |  |  |
|  |  |  | Professional development could be in collaboration with administrator, colleagues, building and/or district resources or individually. |  |  |  |  |  |  |

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| 1. **Purpose: Provides Clear and Intentional Focus on Subject Matter Content and Curriculum** | | | | | 1 | 2 | 3 | 4 | S |
|  | **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** |  |  |  |  |  |
| **2a. Communicates and Applies Purpose of the Lesson** | 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. | Seeks and initiates ways to enable students to consistently communicate what they are to learn. |  |  |  |  |  |
|  |  |  | The purpose is clearly communicated and focuses on what the student is to learn. Purpose is communicated throughout the lesson. Activities and purpose are clearly related. | Purpose is communicated in more than one form. Purpose is clearly understood by students. |  |  |  |  |  |
| **2b. Aligns Purpose with Adopted Curriculum and State Standards** | 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. | Lesson's purpose is aligned with district adopted curriculum/materials and state standards. | Seeks and initiates ways for students to apply the learning purpose to transferable skills. |  |  |  |  |  |
|  |  |  | District-approved materials are in use during lesson. Supplemental materials connect to and support district adopted curriculum and standards. |  |  |  |  |  |  |

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| 1. **Engagement: Recognizing Individual Student Learning Needs and Developing Strategies to Address Those Needs** | | | | | 1 | 2 | 3 | 4 | S |
|  | **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** |  |  |  |  |  |
| **3a. Engages Students in Lesson in a Variety of Ways** | Little or no evidence of student engagement. | Inconsistently engages the students. | Consistently engages the students. | Seeks and initiates ways for students to demonstrate highly engaged interactions. |  |  |  |  |  |
|  |  |  | Teacher uses a variety of strategies, including lesson delivery, student groupings, pacing, and other effective techniques, to engage students. Lesson has a clear beginning, middle and end. Adjusts to the student level of interaction. |  |  |  |  |  |  |
| **3b. Responds to Student Learning Needs** | 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. |  |  |  |  |  |
|  |  |  | Modification of assignments based on student need; seating arrangement accommodates individual needs. Teacher adjusts instruction and/or routines to accommodate special needs. |  |  |  |  |  |  |

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| **3. Engagement: Recognizing Individual Student Learning Needs and Developing Strategies to Address Those Needs** | | | | | 1 | 2 | 3 | 4 | S |
| **3c. Uses Differentiated Practices and Strategies** | 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. |  |  |  |  |  |
|  |  |  | A variety of instructional strategies are utilized to meet the diverse learning styles of the students. These strategies include, but are not limited to, GLAD strategies, cooperative learning, use of graphic organizers, chants and rhymes, readers' theatre, think-pair-share, use of white boards, etc. |  |  |  |  |  |  |

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| **4. Rigor: Centering Instruction on High Expectations for Student Achievement** | | | | | 1 | 2 | 3 | 4 | S |
|  | **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** |  |  |  |  |  |
| **4a. Creates a Culture of Learning and Achievement** | 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 evidence of expectations for high student achievement and work by creating quality assignments and holding students accountable. | 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. |  |  |  |  |  |
|  |  |  | Clear expectations and standards for quality work are communicated through course syllabus, lesson purpose, modeling, rubrics etc. Grading practices and student/teacher interaction reflects expectations and standards. |  |  |  |  |  |  |

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| **4. Rigor: Centering Instruction on High Expectations for Student Achievement** | | | | | 1 | 2 | 3 | 4 | S |
| **4b. Promotes Higher Level Thinking  Rigorous Content (ambiguous, complex, provocative, emotionally/personally challenging)** | 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. |  |  |  |  |  |
|  |  |  | Questions and activities extend beyond the knowledge level. |  |  |  |  |  |  |

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| **5. Results: Using Multiple Student Data Elements to Modify Instruction and Improve Student Learning** | | | | | 1 | 2 | 3 | 4 | S |
|  | **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** |  |  |  |  |  |
| **5a. Provides Multiple Assessment Opportunities** | 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 monitors student learning through formative and summative assessments. | Seeks and creates new methods of formative assessment with frequent opportunities to gather student data and shares with peers. |  |  |  |  |  |
|  |  |  | Formal and infomal checks of student learning are ongoing and used throughout lessons and/or units. Strategies may include class discussions, every pupil response activities, tests, daily assignments. |  |  |  |  |  |  |
| **5b. Adjusts Instruction for Students Based on Analysis of Multiple Data Elements** | 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 |  |  |  |  |  |
|  |  |  | Evidence of teacher use of student data to adjust lesson instruction and assignments through reteaching, pacing, student grouping and interventions. |  |  |  |  |  |  |

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| II. CLASSROOM MANAGEMENT | | | | |  |  |  |  |  |
| 6. Fostering and Managing a Safe, Positive Learning Environment | | | | | 1 | 2 | 3 | 4 | S |
|  | **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** |  |  |  |  |  |
| **6a. Manages Routines and Procedures** | 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. |  |  |  |  |  |
|  |  |  | Teaches, establishes and reinforces routines and procedures. Transitions between activities result in minimal loss of instructional time. |  |  |  |  |  |  |
| **6b. Organizes Physical Space** | 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. |  |  |  |  |  |
|  |  |  | Clear pathways for student and teacher movement through the room, district safety guidelines are followed, materials are easily accessible. |  |  |  |  |  |  |

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| 6. Fostering and Managing a Safe, Positive Learning Environment | | | | | 1 | 2 | 3 | 4 | S |
| **6c. Manages Student Behavior** | 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. Applies student behavior management strategies consistently. | 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. |  |  |  |  |  |
|  |  |  | Responds to student behavior in a manner that is appropriate and respectful. Communicates with and involves parents when appropriate. |  |  |  |  |  |  |
| **6d. 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. |  |  |  |  |  |
|  |  |  | Builds a relationship with students by recognizing students' opinions through listening and demonstrating empathy. |  |  |  |  |  |  |

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| III. COLLABORATIVE AND COLLEGIAL PRACTICES | | | | |  |  |  |  |  |
| **7. Exhibiting Collaborative and Collegial Practices Focus on Improving Instructional Practice and Student Learning** | | | | | 1 | 2 | 3 | 4 | S |
|  | **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** |  |  |  |  |  |
| **7a. Collaborates with Staff Members** | Little or no evidence of meeting with grade level and/or department or school team members for planning and sharing instructional strategies. | Teacher attends required meetings with grade level and/or department or school team members and participates minimally. Some resistance to share and accept professional expertise. | Teacher consistently meets with grade level and/or department or school 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, department or school team. Fosters an environment that encourages participation from all members of the team. |  |  |  |  |  |
|  |  |  | Regularly attends team planning meetings, and is an active participant in the process. Evidence of shared workload and follow-through as appropriate. |  |  |  |  |  |  |
| **7b. Demonstrates Collegial Practices** | 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. |  |  |  |  |  |
|  |  |  | Participates and contributes to conversations that are constructive, respectful, and focused on student learning. Conflicts are addressed professionally. |  |  |  |  |  |  |
| IV. COMMUNICATION | | | | |  |  |  |  |  |
| **8. Communicating with Parents and School Community** | | | | | 1 | 2 | 3 | 4 | S |
|  | **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** |  |  |  |  |  |
| **8a. Communicates in a Professional Manner** | Little or no evidence of communication and/or interacts negatively. | Communicates in a professional manner using only required methods. | Consistently communicates in a professional manner 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. |  |  |  |  |  |
|  |  |  | Examples may include assignment sheets, web page, email, newsletters, phone calls, notes, attendance at open house, report cards etc. |  |  |  |  |  |  |
| **8b. Maintains Accurate Record Keeping** | 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 in a timely manner. | Seeks and initiates communications beyond the district/school’s record keeping systems as a tool for communicating with parents, students, and school community. |  |  |  |  |  |
|  |  |  | Turns in daily attendance. Grades recorded and updated regularly, report cards and progress reports created. |  |  |  |  |  |  |