**State and Instructional Frameworks - District-specific Testing**

**State Framework**

In order to standardize to some extend the criteria by which teachers and principals are evaluated, the state has defined a set of eight criteria which should be used in the evaluation process. It is expected that each district arrives at their own evaluation methodology, but in the end the final summative score for each teacher and principal is based on evaluations focusing on these eight criteria.

**Teacher State Criteria**

1. C1 - Centering instruction on high expectations for student achievement
2. C2 - Demonstrating effective teaching practices
3. C3 - Recognizing individual student learning needs and developing strategies to address those needs
4. C4 - Providing clear and intentional focus on subject matter content and curriculum
5. C5 - Fostering and managing a safe, positive learning environment
6. C6 - Using multiple student data elements to modify instruction and improve student learning
7. C7 - Communicating with parents and school community
8. C8 - Exhibiting collaborative and collegial practices focus on improving instructional practice and student learning

**Principal State Criteria**

1. C1 - Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff
2. C2 - Providing for school safety
3. C3 - Leads development, implementation and evaluation of a data-driven  
   plan for increasing student achievement, including the use of multiple  
   student data elements
4. C4 - Assisting instructional staff with alignment of curriculum, instruction  
   and assessment with state and local district learning goals
5. C5 - Monitoring, assisting and evaluating effective instruction and  
   assessment practices
6. C6 - Managing both staff and fiscal resources to support student  
   achievement and legal responsibilities
7. C7 - Partnering with the school community to promote student learning
8. C8 - Demonstrating commitment to closing the achievement gap

Within eVal, the evaluation process focuses on using rubrics aligned to the state criteria to score teachers and principals. A rubric is an assessment tool for defining expectations of quality. Districts provide us with a rubric for each of the state defined criteria. Each rubric can have as many elements (an element is a unique row in the rubric) in it as the district desires. Each element has the following format:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Rubric Indicator** | **P1** | **P2** | **P3** | **P4** |
| **The rubric indicator is a definition of expected quality.** | **P1 is a definition of Unsatisfactory quality.** | **P2 is a definition of Basic quality.** | **P3 is a definition of Proficient quality.** | **P4 is a definition of Distinguished quality.** |
| Commits to High Learning Expectation | The teacher’s strategies and behaviors demonstrate low learning expectations for some or all students. | High and achievable learning expectations are emerging as the focus.. | The teacher plans the instructional goals, activities, interactions, and classroom environment in order to set high… | The teacher actively engages students in development the instructional goals… |

So at a minimum, each district must provide us with a rubric for each of the state teacher and principal criteria.

**Instructional Framework**

Many districts already have rubrics in place to perform their evaluations, but they are not currently aligned to these new state criteria. These rubrics are either homegrown solutions or based on nationally recognized instructional frameworks for effective teaching. The three most popular national frameworks are:

1. [Charlotte Danielson’s Framework for Teaching](http://tpep-wa.org/resources/instructional-frameworks/danielson-framework)
2. [Center for Educational Leadership’s (CEL) 5 Dimensions of Teaching & Learning](http://tpep-wa.org/resources/instructional-frameworks/uwcel-5d)
3. [Dr. Marzano’s Teacher Evaluation Model](http://tpep-wa.org/resources/instructional-frameworks/marzano/)

These ***Instructional Frameworks*** also define a set of criteria (other terms are used such as domains) in which to focus. But these are national frameworks and were defined before Washington State’s criteria were developed, so they do not directly map to each other.

For example, Charlotte Danielson’s Framework for Teaching defines four domains:

1. Planning and Preparation
2. Classroom Environment
3. Instruction
4. Professional Responsibilities

The districts that have been using Danielson’s Framework, or the others mentioned above, would like to continue to use them in their evaluations. To accommodate this, eVal supports allowing districts to supply us with an alternate framework and set of criteria and rubrics to use in their evaluations in addition to the state framework. A good way to think about this is that the districts will provide us with a set of rubrics and each row in the rubric will be mapped to one of the criteria in the instructional framework and possibly one of the criteria in the state framework. So a single rubric element can be scored from the state framework view and the instructional rubric view.

The following table lists the district frameworks that have been loaded into the production database to date. We expect that the remainder will be received before the end of the year, with the teacher frameworks being completed before the principal frameworks. We can load the teacher frameworks separately from the principal frameworks so that is why some districts have teacher frameworks loaded and no principal framework. If a district has the Teacher State framework loaded in production, but no Teacher Instructional framework, that means that the district did not define an instructional framework.

|  |  |
| --- | --- |
| **District** | **Framework Loaded in Production** |
| Anacortes | Teacher State |
| Central Valley | Teacher State |
| North Mason | Teacher State |
| North Mason | Teacher Instructional |
| North Thurston | Teacher State |
| North Thurston | Teacher Instructional |
| Othello | Teacher State |
| Othello | Principal State |
| Wenatchee | Teacher State |
| Wenatchee | Principal State |

**Presenting State and Instructional Frameworks in eVal**

The places in the application where the district-defined frameworks appear are the following:

|  |  |  |  |
| --- | --- | --- | --- |
| **Role** | **Screen** | **Location** | **Description** |
| Evaluatee | Artifacts | Edit Artifact | The user is allowed to align the artifact to the state criteria. These artifacts will then be displayed within the criteria on the evaluation summary screen. |
| Evaluator | Conference | Focus | The evaluator and evaluate are able to indicate which state and instructional criteria they would like to focus on in the observation. |
| Evaluator | Observe | Notes Editor | The Notes Editor allows the evaluator to align notes to the state and instructional criteria. The editor toolbar will have a toolbar button for each of the state and instructional criteria. |
| Evaluator/Evaluatee | Observe/Self-Assess | State Rubrics Tab | The State Rubrics tab displays the scoring rubrics from the state framework-view. A panel bar will be display for each state criteria, and when expanded it will display the rubric elements associated with that state criteria. |
| Evaluator/Evaluatee | Observe/Self-Assess | Instructional Rubrics Tab | The Instructional Rubrics tab displays the scoring rubrics from the instructional framework view. A panel bar will be displayed for each instructional criteria, and when expanded, will display the rubric elements associated with that instructional criteria. Remember that the individual rubric elements within a criteria panel can be mapped to the state criteria panels. Those that are mapped will have a checkbox next to them in the left-most column. |

**Testing District-specific Frameworks**

As the district frameworks are loaded into production we need to verify that we have loaded them correctly. The following needs to be verified:

1. What frameworks are supposed to have been loaded?
   1. Teacher
      1. State – Required
      2. Instructional - Optional
   2. Principal - May not be loaded at the same time as the teacher frameworks
      1. State - Required
      2. Instructional - Optional
2. For teacher frameworks login as a principal in each of the districts, start an observation, and view the “State Rubrics” and “Instructional Rubrics” tabs. Make sure that the correct tabs are visible based on the expected frameworks.
3. For principal frameworks login as a district evaluator in each of the districts, and perform the same steps as a principal evaluator in #2.
4. Within the State Rubrics tab, make sure there is criteria panel for C1-C8.
5. Within the Instructional Rubrics tab, make sure there is a criteria panel for each of the district-defined criteria.
6. For each framework and for each criteria within the framework, use the supplied rubric documents to verify the following:
   1. Criteria ShortName, Title, and Description
   2. The rubric elements associated with the criteria.
   3. The mapping between the instructional rubric elements and state rubric elements.