F.E.A.T.
Frameworks and Evaluation Action Team

Prosser School District
Prosser School District

2800 Students
165 Teachers

Prosser High School – 3 Building Administrators
Prosser Falls High School – 1 Part-time Administrator
Housel Middle School - 2.5 Building Administrators
Three Elementary School – 4 Building Administrators
CEL

Danielson

Marzano
FEAT
Framework Evaluation Action Team
<table>
<thead>
<tr>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14</td>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14</td>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14</td>
<td>1 2 3 4 5 6 7 8 9 10 11 12</td>
</tr>
<tr>
<td>29 30 31</td>
<td>29 30</td>
<td>31</td>
<td>1</td>
</tr>
</tbody>
</table>

**TRAINING DATES**
Everyone Up and Running
Memorandum of Understanding

MEMORANDUM OF UNDERSTANDING

PROSSER SCHOOL DISTRICT and PROSSER EDUCATION ASSOCIATION

This Memorandum of Understanding (MOU) is to acknowledge that the Prosser School District and the Prosser Education Association will work collaboratively as outlined under ESA 6956 and ESA 6956 during the 2014-15 school year. The agreement agreement shall include:

1. For the school year 2014-2015 the current Prosser EA contract language on evaluation in action staff members under current new evaluation system outlined in the 2014-15 school year, forms attached.

2. A minimum of thirty (30) minutes in an observation or a series of observations done while the employee is in the performance of his or her assigned duties. The evaluation by the evaluator of the feedback provided in person, written, or electronically will be completed in the 10 days of the conference in addition to the previous conference. All evaluations will be completed prior to the end of school.

3. Staff members not transitioning to the new system will follow current Prosser EA language on evaluation in Article III, Section 4 and all appendices and forms associated with this section will be followed. New employees will be evaluated under comprehensive evaluation.

4. According to state law, certified staff members must have at least three (3) years of satisfactory evaluations before being considered for a new assignment.

5. Prosser School District.

Page 2
### Final Comprehensive Teacher Evaluation 2014-2015

<table>
<thead>
<tr>
<th>Certified Staff Name</th>
<th>Supervisor Name</th>
<th>Date</th>
<th>Evaluation Type</th>
<th>Comprehensive</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Summary of Performance on Comprehensive Criterion

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Score</th>
<th>Choose an Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion 1: Centering Instruction on high expectations for student achievement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criterion 2: Demonstrating effective teaching practices</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Growth Goal 3.1: Choose an item</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Growth Goal 3.2: Choose an item</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criterion 4: Providing clear and intentional focus on subject matter content and curriculum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criterion 5: Fostering and managing a safe, positive learning environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criterion 6: Using multiple student data elements to modify instruction and improve student learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Growth Goal 6.1: Choose an item</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Growth Goal 6.2: Choose an item</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Observation Dates

- [ ]
- [ ]

#### Times

- [ ]
- [ ]

#### Comments

- [ ]
- [ ]
Inquiry Cycle

1. **Self-Assess**
   - Reflect on current practice and areas for improvement.

2. **Analyze Impact**
   - Examine data and analyze impact on student learning.

3. **Implement & Support**
   - Engage in collaborative strategies to enhance learning.
     - **Implement** strategies for effective teaching.
     - **Support** students through differentiated instruction.
   - Provide professional development opportunities.

- **Targeted feedback cycles**
- **Professional collaboration**
  - PLCs, study groups, CCG meetings.
- **Professional development**
  - Team, building, district, individual.

**Formative feedback cycles**
- Garner continuous improvement.
- Engage in self-reflection to enhance teaching.

© 2014 University of Washington Center for Educational Leadership
The Instructional Core: We can increase student learning by...

- Context
- Work
- Students
- CIA
- Text
- Evidence
- Thinking
- CPL, CPI
- Anchor charts
- Teacher
- Students
- Evidence
- Context
- Turn talk
- CIRC
- Student engagement
FEAT
Framework Evaluation Action Team