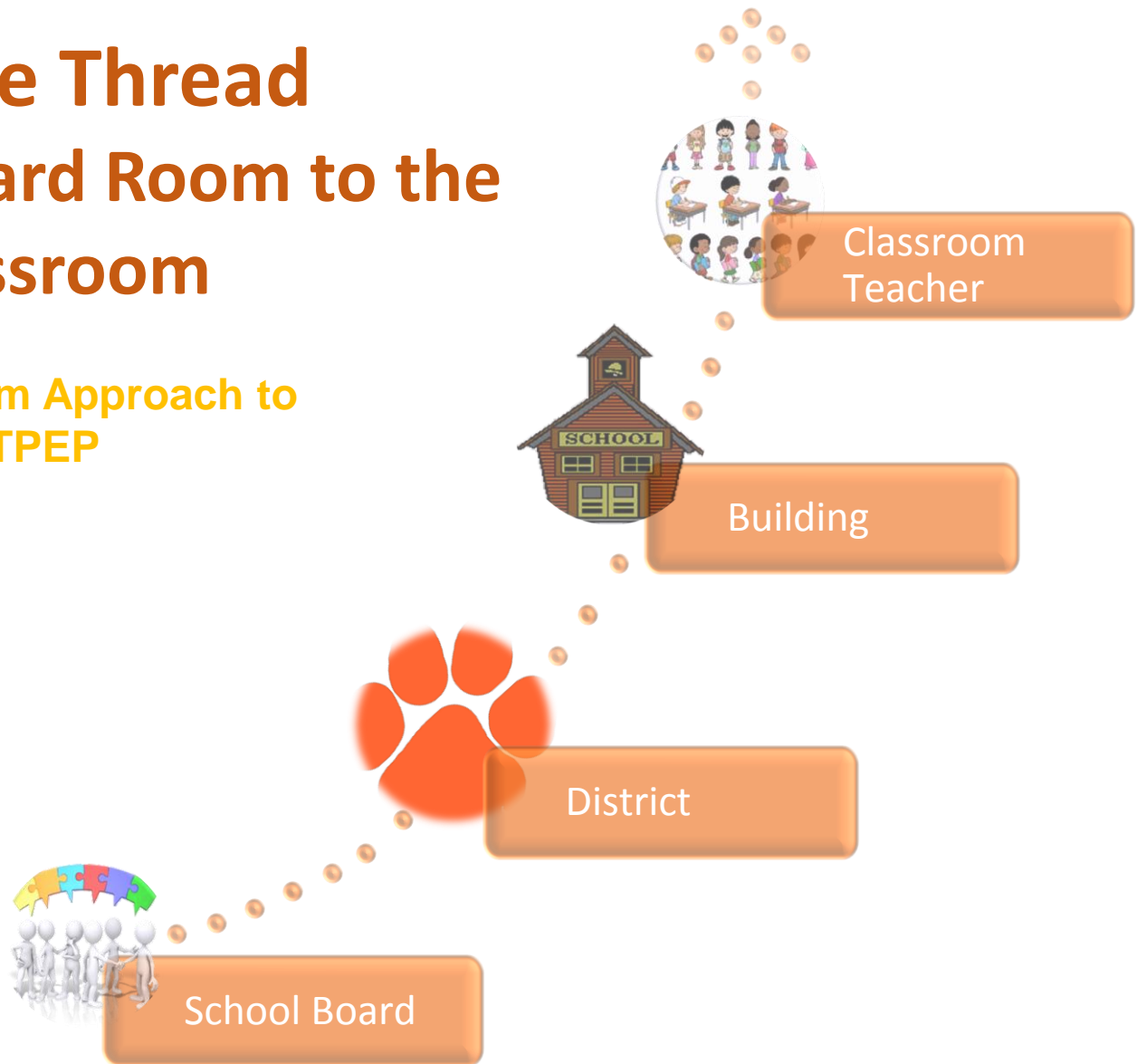


Orange Thread

From the Board Room to the Classroom

Our System Approach to
TPEP



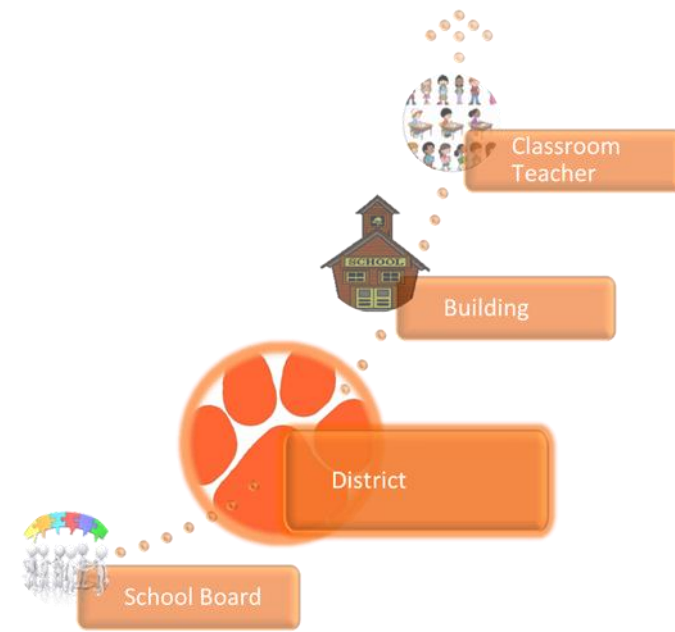
Orange Thread

From the Board Room to the Classroom

Our System Approach to TPEP

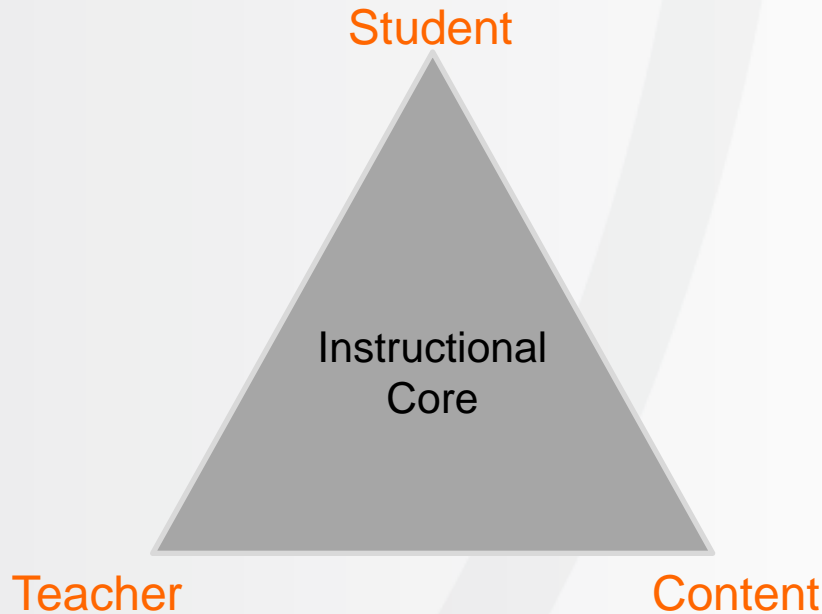
Demographics:

- ✓ Pre-K through 12th Grade
- ✓ 1,539 Students
- ✓ 50% Poverty
- ✓ 40% Hispanic/Latino
- ✓ 94 Certified Teachers



Cashmere School District Model

Mission: "To ensure a quality education for each student."

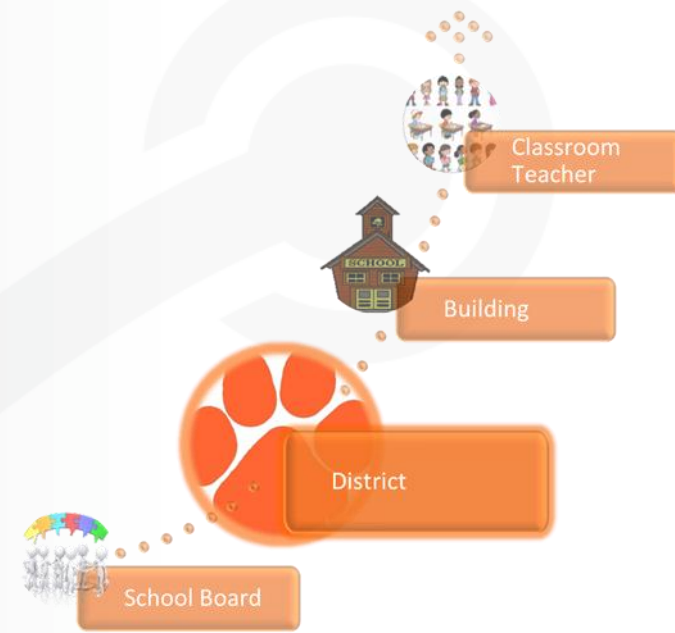


Improvement of the instructional core is the key variable to improve student achievement.

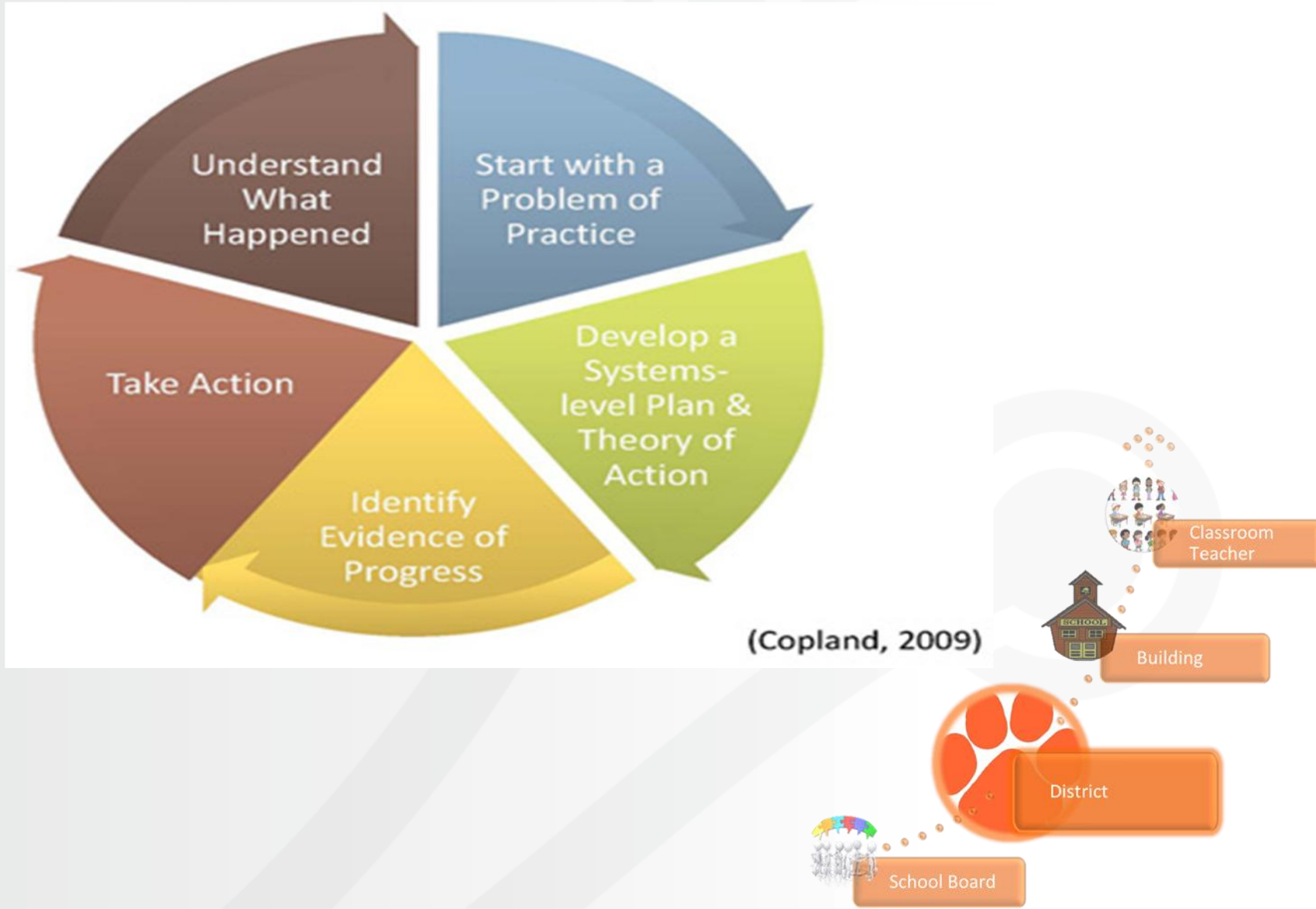


What Culture Is Needed?

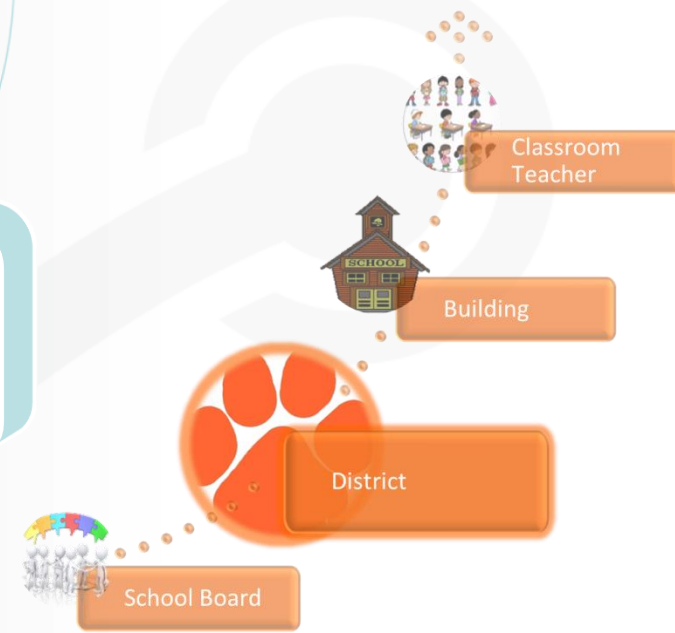
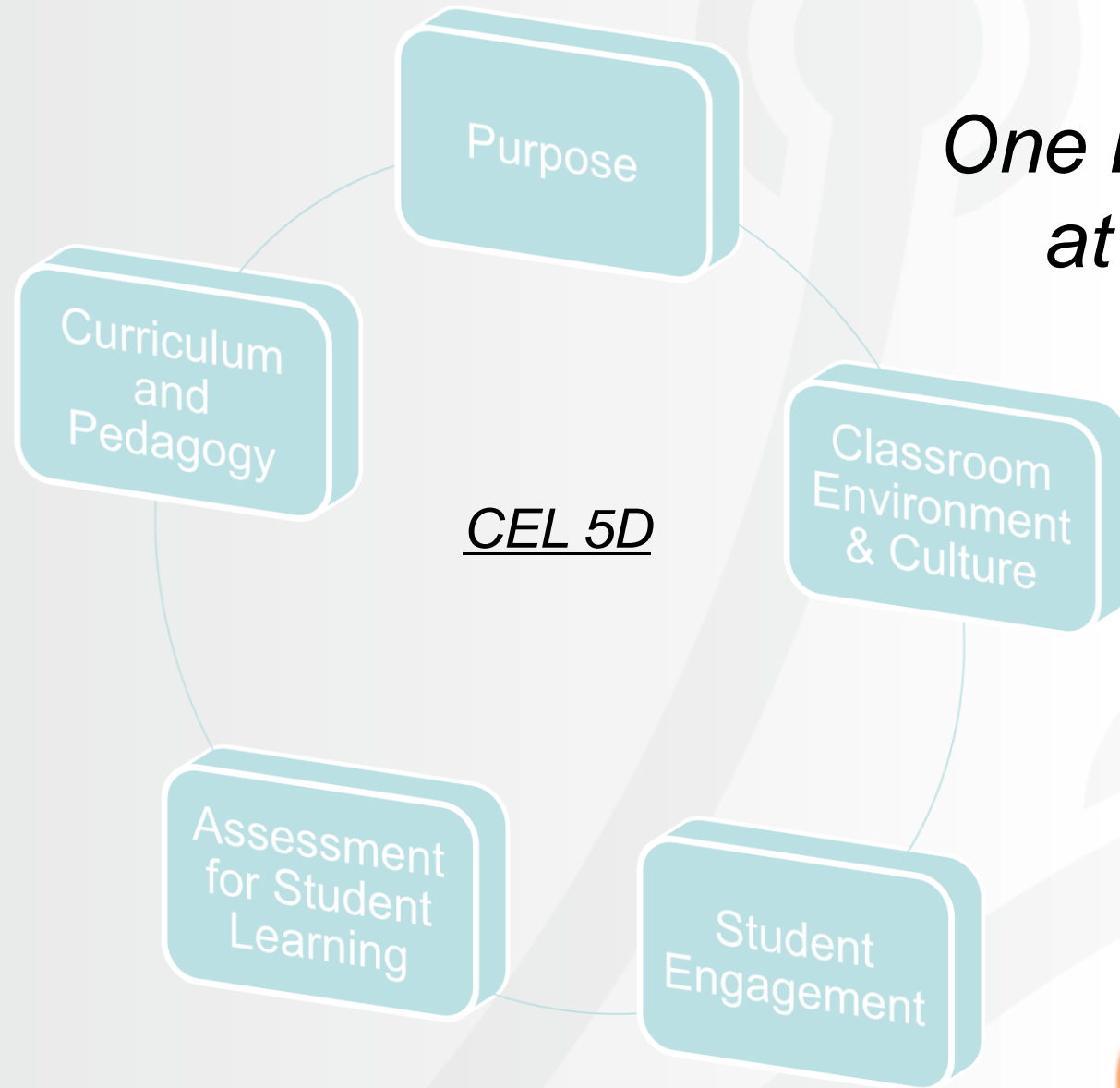
- System Approach
- Common Vision of Powerful Instruction
- Collaborative Culture
- Continuous and Sustainable Improvement for Instruction and Leadership



Cycle of Inquiry



One Dimension at a Time



“Cashmere leaders are making teacher evaluation into a true cycle of inquiry so that it is about teachers’ *learning* versus compliance. Administrators are learning to connect the content-specific professional development teachers engage with to the evaluation tool so that the actual practice teachers are trying to improve is to the “real” work, not compliance with an evaluation.”

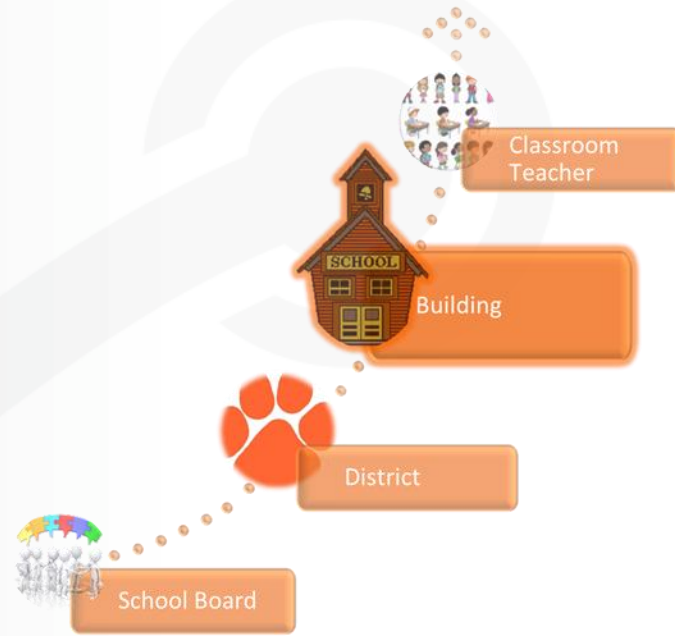
~**Anneke Markholdt**, Center for Educational Leadership Associate Director

From the District to the Building

Who are we?

Vale Elementary

- ✓ Pre-K through 4th Grade
- ✓ 652 Students
- ✓ 54% Poverty
- ✓ 44% Hispanic/Latino
- ✓ 40 Certified Teachers



Where do we start?

District Initiatives

CCSS

WA KIDS

SBAC

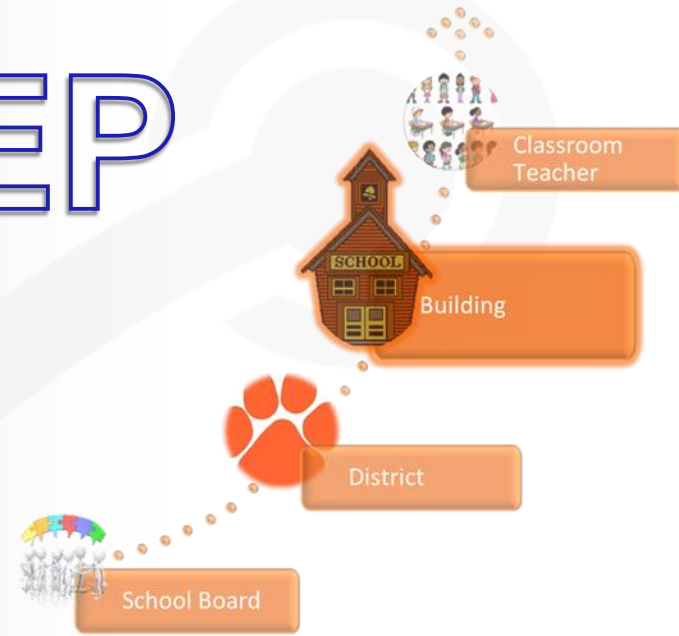
NextGen Science Standards

CEL 5

ELP Standards

TPEP

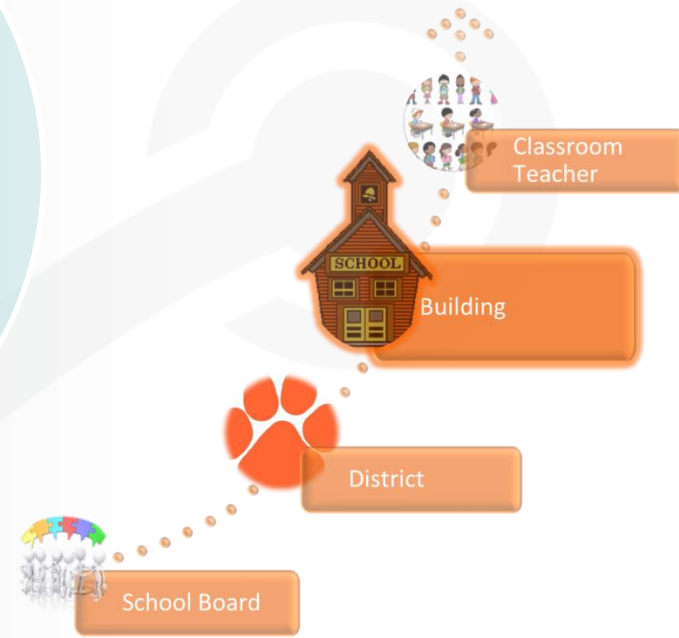
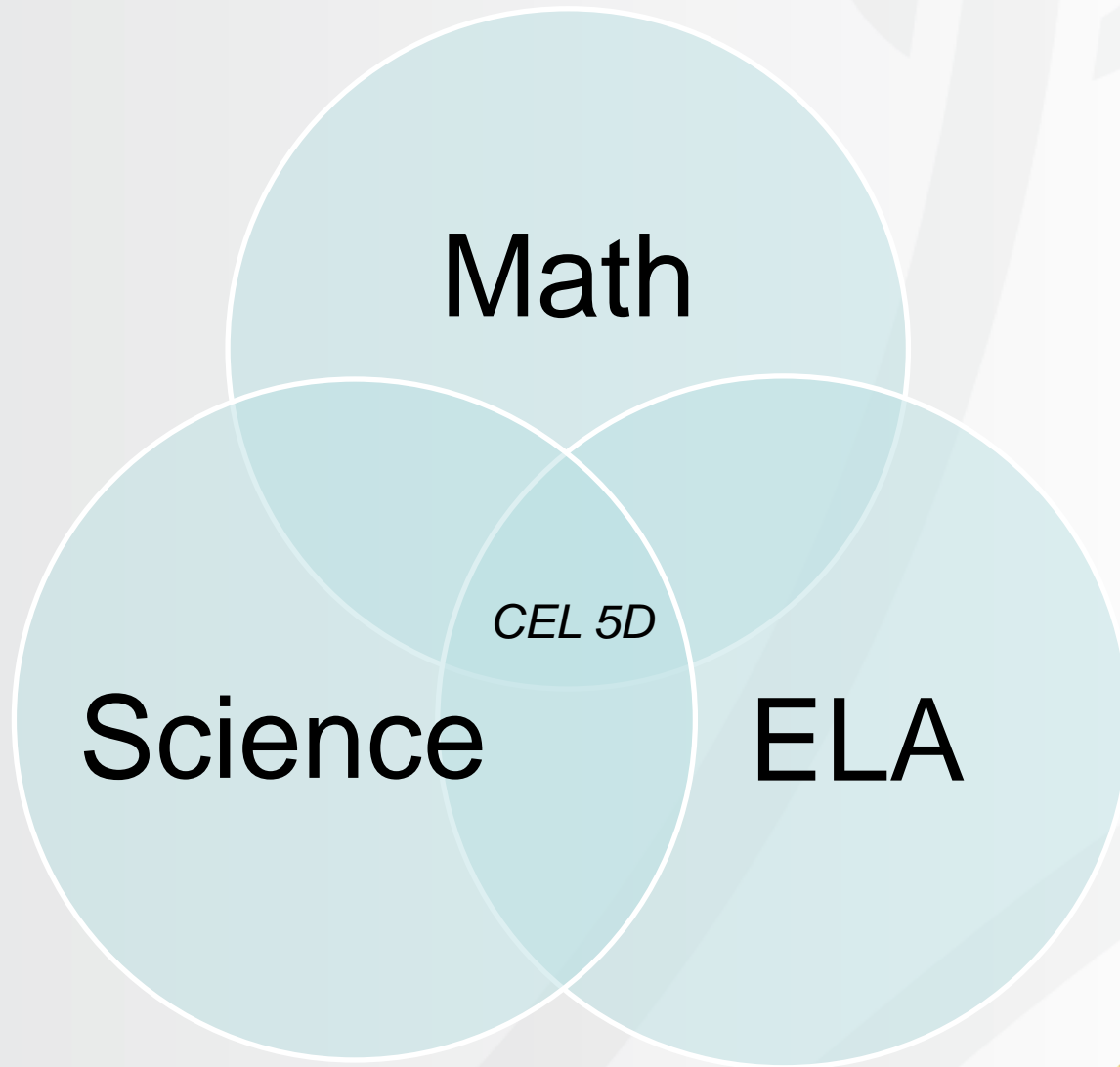
Building Goals



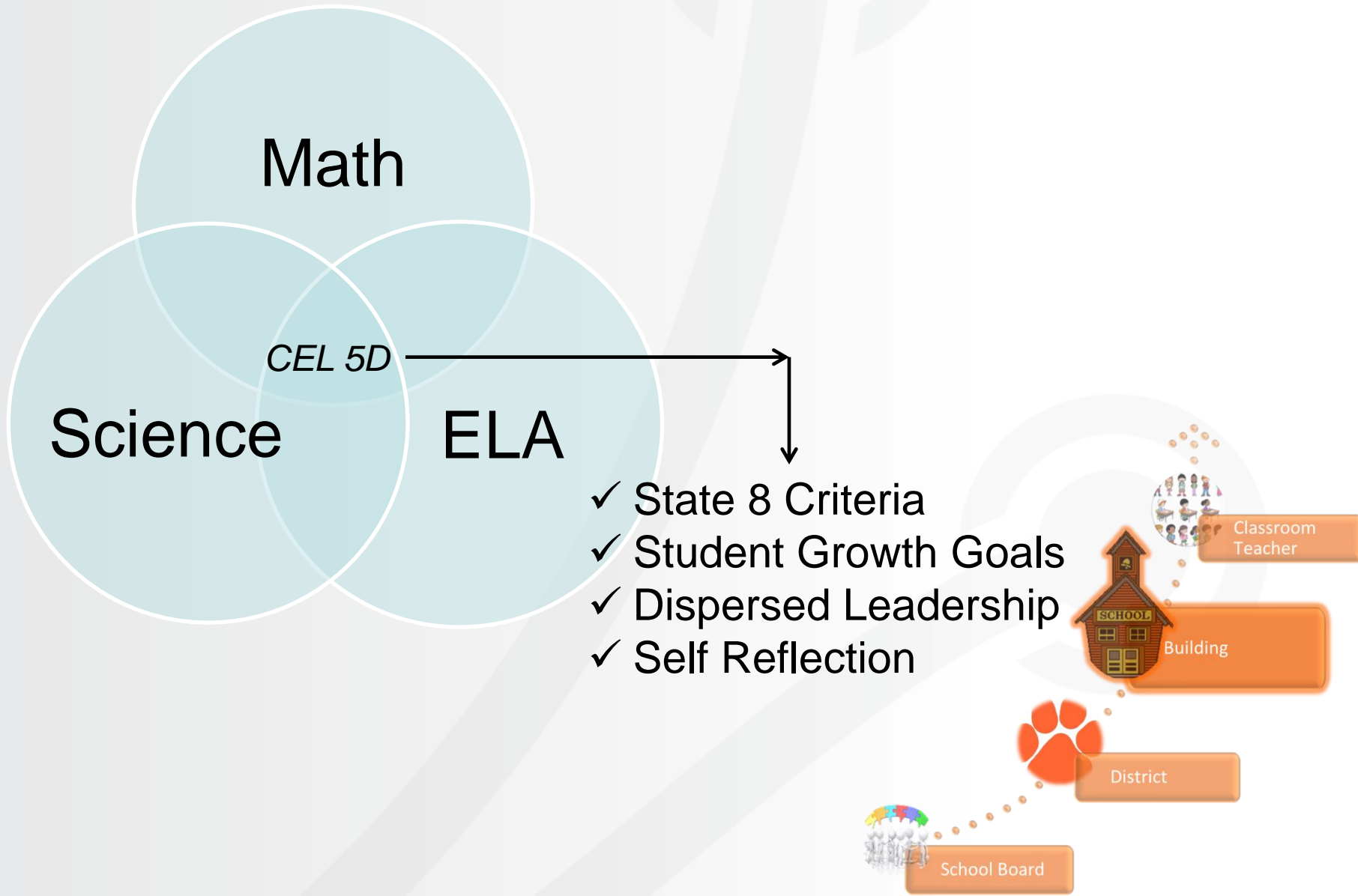
Professional Learning Teams



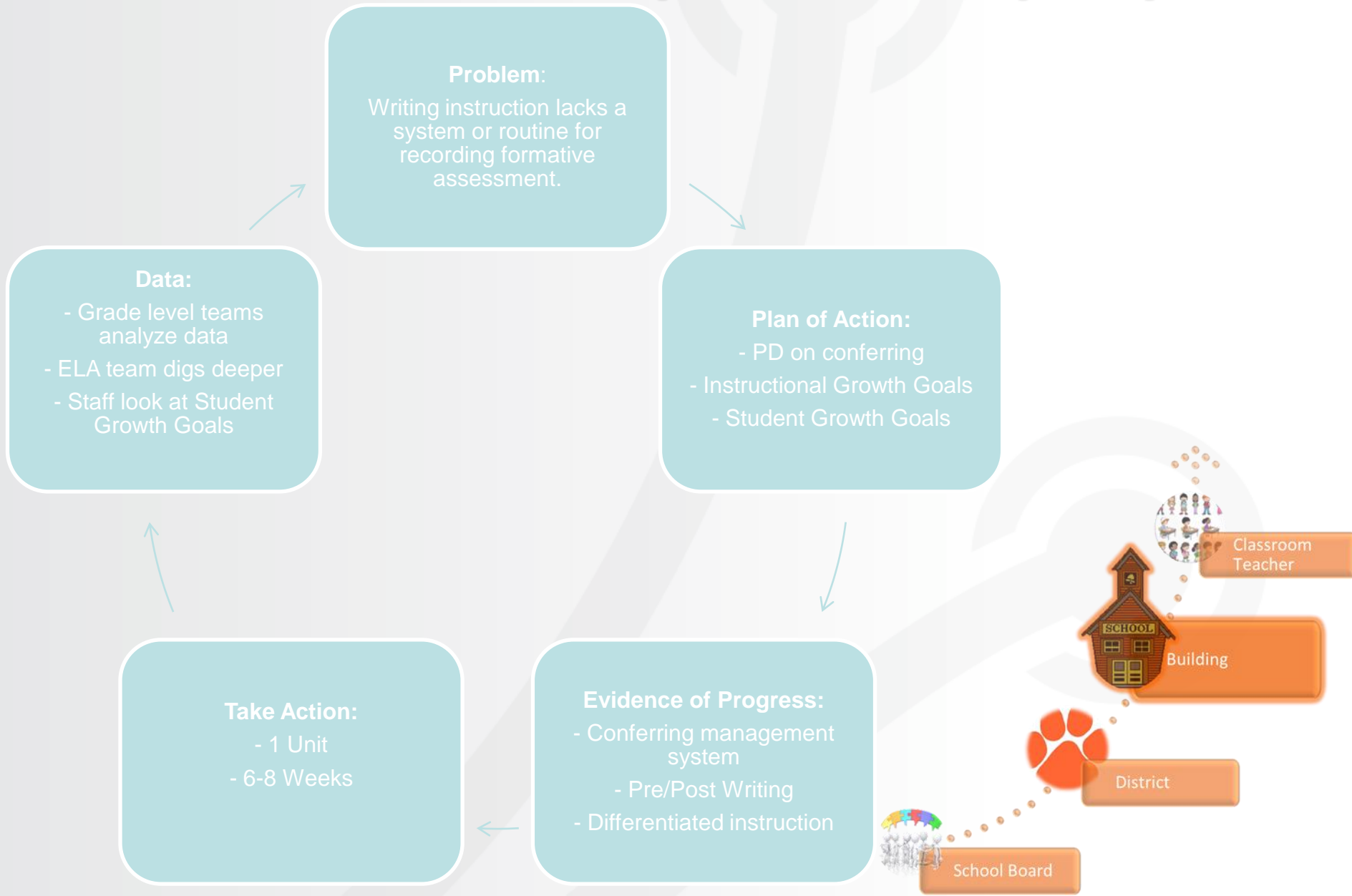
Professional Learning Teams



Integration of Initiatives with TPEP



ELA 2015-16 Cycle of Inquiry



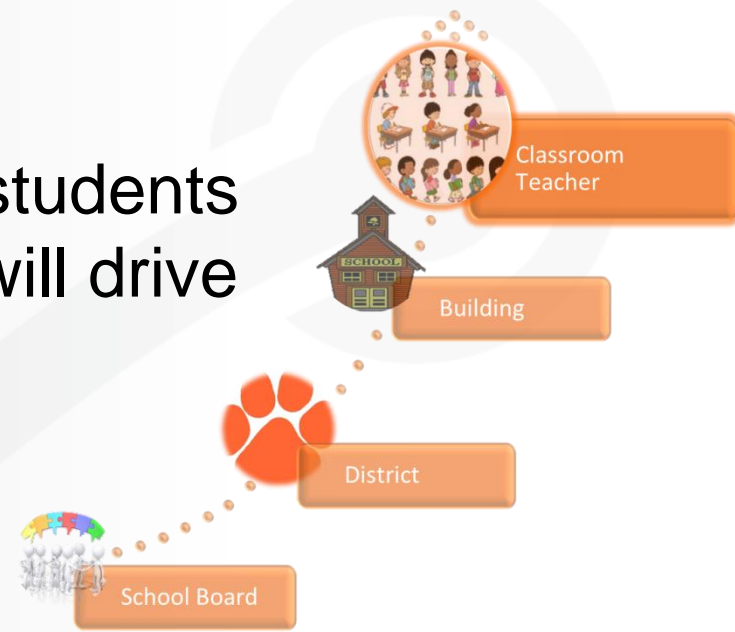
From the Building to the Classroom

Student Growth Goal:

By the end of Unit 2 of the Informational Writing unit, all of my students identified in my subgroup will increase their writing scores in the area of “structure” from a 1 to 3.

Instructional Goal: A4

Conferring with this subgroup of students will provide formative data that will drive my small group instruction.

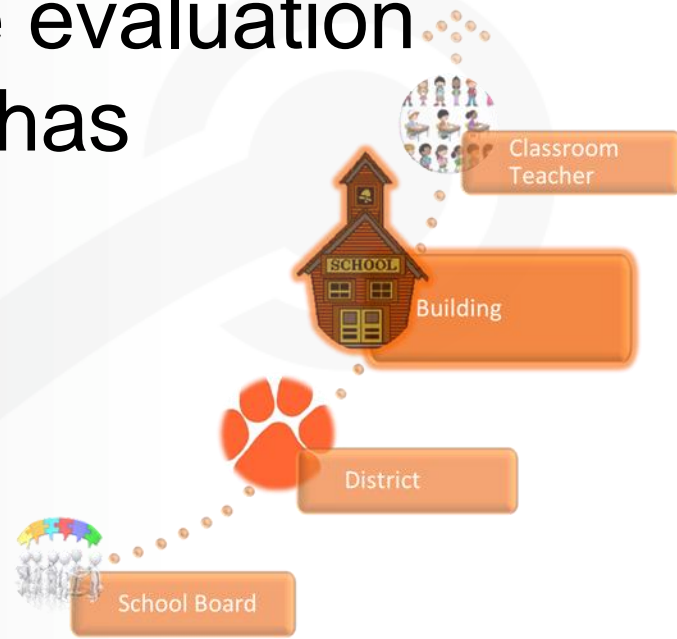


“The new evaluation system has provided me more beneficial feedback on my instruction since starting my career.”

~ ***Darla Kenoyer***, 28 year Veteran Teacher

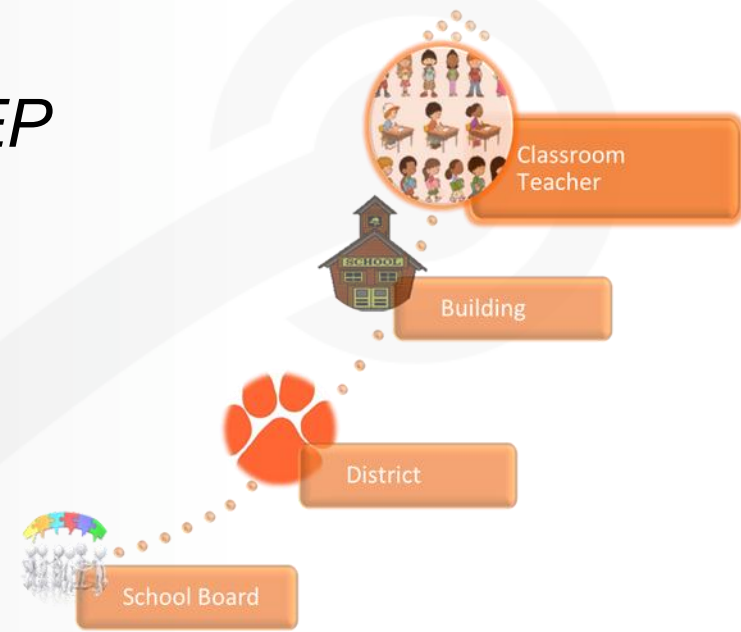
“Can I be on a comprehensive evaluation cycle next year? The process has been amazing!”

~ ***Ann Caples***, 24 year Veteran Teacher



Critical Attributes to a Successful Implementation

- ✓ *System Wide Approach to Implementation*
- ✓ *Professional Learning Teams*
- ✓ *Integration of initiatives with TPEP*



Orange Thread From the Board Room to the Classroom

Our System Approach to
TPEP



School Board



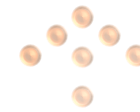
District



Building



Classroom
Teacher



*Thank
you!*